



# Gateshead Accessibility Strategy 2015-2020

# Contents

Page

## Section 1 Context and Background

Introduction.....	3
The Legislative Background.....	3
The Planning Duty.....	4
The Special Educational Needs Context .....	4

## Section 2 The Accessibility Strategy

Improving the Physical Environment of Schools.....	7
Improving Provision and Access to the Curriculum .....	9
Improving the Delivery of Information .....	11
Monitoring the Strategy .....	12
Recommendations.....	12

## Appendix A

<b>Accessibility criteria and standards for maintained schools (Accessibility Strategy 2006)</b> .....	13
--	----

## Appendix B

<b>A list of primary Additionally Resourced Provision - ARMS</b> .....	14
--	----

## Appendix C

<b>Designing for Pupil's needs – A checklist for consideration</b> .....	14
--	----



# Section 1

## Context and Background

### Introduction

Improving access to education and educational achievement by disabled pupils is essential to ensuring equality of opportunity and securing their full participation in society.

This Accessibility Strategy explains how the local authority (LA) has adopted a strategic approach to planning for increased access to its schools, to the curriculum and to information. It is a revision and update of the second Accessibility Strategy (2012-2015) and restates the principles and approaches that the Council is taking on accessibility issues in education.

The strategy links with other planning processes in the LA and supports the LA's priorities and principles within the LA Safeguarding Board's strategy and particularly addresses aspects of the guidance document 'Safeguarding Disabled Children' 2009.

This policy takes in to account the 2014 Special educational needs and disability Code of Practice: 0 to 25 years statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities.

### The Legislative Background

The Equality Bill was published on 27 April 2009 and became an Act of Parliament on 8 April 2010.

It supports the principle that

***'All children and young people who live in a school's locality, no matter what their background, circumstances or perceived ability, belong in the local community and share the same rights to quality education in their local neighbourhood school.'***

The Act has a Single Equality Duty and covers: disability, race, gender, age, sexual identity, religion and pregnancy.

The Special Educational Needs and Disability Act (SENDA) 2001 amended the Disability Discrimination Act (DDA) 1995 to prevent discrimination against disabled people in their access to education. It is unlawful for LAs or schools to discriminate, without justification, against disabled pupils (and prospective pupils) in all aspects of school life.

There are two key duties:

- not to treat disabled pupils (and prospective pupils) less favourably; and
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

The passing of the Disability Discrimination Act 2005 (which amended the 1995 Act of the same name) introduced a new duty on public authorities to eliminate unlawful discrimination against disabled people and to actively promote their equality and positive attitudes towards them.

The principle behind the 2001 legislation is that wherever possible disabled pupils should have the same opportunities as non-disabled pupils in their access to all aspects of education. The 2005 Act extends the definition of disability and also defines the pre-emptive approach which is required from public authorities towards disability equality.

Duties on schools and LAs and guidance on how to avoid discrimination against pupils are set out in the Code of Practice for Schools published by the Disability Rights Commission (July 2002).

## **The Lamb Report – review of SEN and Disability, 2009 reviewed**

- meeting the needs of parents
- providing greater transparency in the system
- providing a clearer focus on outcomes for children with SEN and disabled children
- improving compliance with the duties
- taking account of proposals on 21st century schools and school report cards

### **and made recommendations to bring significant change in four key areas:**

- communication and engagement with parents rather than standard information
- a reduction in the specific SEN requirements in favour of covering SEN and disability in information for all children
- an increased focus on outcomes for disabled pupils and pupils with SEN
- tighter quality assurance and accountability for meeting streamlined requirements

### **Safeguarding and disability guidance 2009 raised the following issues:**

- Dependency on others for intimate care and needs being met
- Lack of understanding and training about safeguarding and disabled children
- Reducing isolation – giving greater access to others
- Limited personal safety – creating safe environments
- Supporting communication aids

## **The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:**

They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people.

They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

Public bodies, including further education institutions, **local authorities**, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers **must** make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers must also make reasonable adjustments by making physical alterations. Schools and local authority education functions are not covered by this last duty, **but they must publish accessibility plans (and local authorities, accessibility strategies) setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.**

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, **the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.**

**Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review. Where school governors are publishing information about their arrangements for disabled children and young people, this should be brought together with the information required under the Children and Families Act 2014.**

# The Planning Duty

The 2001 Act also introduced a planning duty under which all LAs must produce an Accessibility Strategy for the schools for which they are responsible, and all schools must produce their own Accessibility Plans. The aims of both the LA Strategy and individual School Accessibility Plans are to improve the physical environment and increase access to the curriculum. Relevant proposals will be incorporated within the LA's capital proposals and the Asset Management Plan to ensure delivery of these aims.

Gateshead Council's first (2003-2006) Accessibility Strategy set out how the Council intended to fulfill its duties under the 2001 Act. The Strategy was also drawn up in accordance with the requirements of the Disability Discrimination Act (DDA) 1995; it took account too of the guidance provided by the Department for Education & Skills (DfES) in "Accessible Schools: Planning to increase access to schools for disabled pupils".

## **In 2005 The Disability Equality Duty was introduced into the Disability Discrimination Act (DDA) 1995 and set out:**

- A general duty - The Disability Equality Duty (DED) - take proactive steps to ensure their disabled pupils, staff and governors, parents/carers and other people using the school are treated equally.
- A specific duty requires a **disability equality scheme** to show how it will meet the general duty.

In Gateshead the Disability Equality Scheme action plan and accessibility action plan are the same plan. School disability equality schemes were developed from 2010 for a further 3 years in Gateshead. **This Gateshead document is still recommended to be used after 2015 and is attached with this policy.** The Equality Act 2010 supports a single equality plan which covers all of the protected characteristics including disability. Schools may have produced a single plan or continued a focus on their Disability Equality Scheme and action plan.

## **The second strategy (2006 -2010) further developed the objectives set out below:**

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the physical environment of schools to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled pupils of written information which is provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats which take account of views expressed by the pupils or parents about their preferred means of communication.

# The Special Educational Needs Context

## **Principles**

Support for many children with disabilities is provided by schools and the LA through the Special Educational Needs (SEN) framework, guidance for which is set out in the SEN Code of Practice. The principles of the Code are that:

- a child with special educational needs should have their needs met
- the special educational needs of children will normally be met in mainstream schools or settings
- the views of the child should be sought and taken into account
- parents have a vital role to play in supporting their child's education
- children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

These principles apply equally to children with disabilities.

Gateshead LA recognises the knowledge which parents have of their child's abilities and disabilities, and in light of the Lamb Report recommendations, seeks to work collaboratively with them in overcoming the barriers to education and life chances which each child may experience as a result of their disability or special educational needs. The Parent Partnership Service has an important role in developing and improving communication between the services of the LA, voluntary agencies, parents and children.

The LA also works in partnership with other agencies, both voluntary and statutory, in understanding children's disabilities and providing effective support. Various groups and committees support the strategic development of policy and provision in areas of SEN. These groups include representatives of parents, voluntary and private organisations as well as statutory agencies.

That Strategy is supported by the SEN Implementation Plan - Towards 2012 which sets out key actions to be achieved within specified timescales for each of the above priorities. As indicated above, many of those specific actions have direct relevance and applicability to the Accessibility Strategy.



## Section 2

# The Accessibility Strategy

## Improving the Physical Environment of Schools

The LA considers inclusive design and accessibility of the physical environment of its schools through each new building development. The LA team now have considerable experience and knowledge based on the two previous strategies and the work involved with all partners. In partnership with schools the LA will continue to support that accessibility is not a barrier to preventing pupils from attending local schools when their needs could be met there.

### Context

The planning duty on schools and LAs includes improvements to the physical environment of schools and the provision of physical aids to education. Such improvements may include unique facilities located to be accessible to all users. Improvements could also be achieved by the reallocation of rooms for particular specialisms, the removal of obstructions from circulation areas, improving the acoustic environment and changing classroom layouts. Physical aids to education could include the provision of specialist seating or desks, and ICT equipment.

These improvements will be accessible to all users.

The LA recognises the need to work positively with governing bodies of schools to assist them in understanding their additional responsibilities under the *Equality Act*, including the planning duty and, where appropriate, to plan jointly the improved accessibility of school buildings and facilities. The 2006-2010 Accessibility Strategy has successfully facilitated a broad range of developments across schools based on its minimum criteria (see Appendix A).

Following commencement of the Accessibility Strategy in 2006, 100% of Primary/Infant/Junior Schools received a visit from the Local Authority, whereby the minimum standards set out within Appendix A were discussed. This included scoping any accessibility requirements, with a view to programming works in subsequent Capital Programmes.

The Accessibility Strategy 2006-2010 set thirteen minimum standards for schools to achieve. These standards, following consultation with schools, were to be achieved by a combination of building works and the school implementing management plans to manage certain aspects/situations.

Following commencement of the Accessibility Strategy in 2006, identified works in schools have now been completed as far as practically possible.

To date there are 4 Primary Schools in the Borough where it is not considered feasible to carry out the accessibility upgrade works due to extremely high costs or existing site constraints.

This new strategy intends to refresh all partners on the considerations that need to be taken for those pupils with a range of disabilities and impairments.

### Resources

It is important that the schools consider the long-term access needs of the school. Schools should use the routine refurbishment and other maintenance and equipment budgets to improve the physical environment of the school. The *Equality Act* requires schools to resource their Disability Equality Schemes/ Accessibility plans adequately. Schools should recognise the costs of implementing the plan as legitimate expenditure which should be incorporated into current budget commitments.

Funding sources available to schools which could assist in improving access are currently extremely limited. Previous funding streams such as the Schools Access Initiative are no longer available.

**Note** - *The Equalities Budget for the whole Council departments for 2015/16 is £250k and is fully allocated basic on a scoring matrix and highest priority. This level of funding will drop to £100k by 2017/18, again for the whole borough. There is no other funding, other than Schools Capital Maintenance which can only address condition relating issues.*

Schools should use the repairs and maintenance budget to maintain the standard of accessibility upgrade works already carried out.

Despite limited funding opportunities, as stated previously, the LA Team has built up considerable knowledge regarding inclusive design and accessibility to the physical environment. Schools are encouraged to utilise this source of advice when developing construction projects in their schools to ensure the project is as inclusive as possible.

## Proposals

The LA will:

- ensure that any new buildings planned take full account of the needs of pupils with disabilities and, where appropriate, of other members of the community
- maintain the number of existing, accessible mainstream schools across the borough, both at primary and secondary levels, to ensure that the pupils can access education in their local community
- support and collaborate with schools in making incremental improvements to accessibility
- where possible, and within resources, consider other improvements in line with *Building Bulletin 102* when minimum accessibility criteria have been met
- seek the assistance and expertise of user groups and voluntary agencies to continually inform and develop the strategy

## Improving Provision and Access to the Curriculum

### Aim

To provide ongoing support and advice to schools in order to:

- raise awareness of disability equality and access issues
- encourage schools to develop curriculum policies which reflect inclusive practice
- enable all pupils - whatever their needs - to have access to the full range of curricular and extra-curricular activities as appropriate, with a consequent effect on their achievements and progress.
- Improve the quality of teaching for pupils with special educational needs and disability (SEN/D)

### Context

The new DfE National Curriculum 2013 states in Chapter 4 the following:

#### **Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils**

Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.

A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to **every** pupil achieving. In many cases, such planning will mean



that these pupils will be able to study the full national curriculum. The **SEN Code of Practice** includes advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEN Code of Practice outlines what needs to be done for them.

With the right teaching, that recognises their individual needs, many disabled pupils may have little need for additional resources beyond the aids which they use as part of their daily life. Teachers must plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work.

The Local Authority (LA) ensures that all advice, monitoring and support which is offered to schools supports these areas of focus for pupils with special educational needs and disabilities. Key LA services include: Education Gateshead, SEN commissioning service and Parent Partnership.

The LA is committed to the inclusion of pupils with disabilities in its mainstream schools, and has established Additionally Resourced Mainstream Schools (ARMS) for some areas of special educational needs. Appendix B

Early Years practice also promotes the development of inclusive early year's provision. All pre-school children, including those with disabilities, have access to good quality early education, from the beginning of term following their third birthday.

Regulations and guidance on off-site activities and educational visits support schools in ensuring that pupils have equal opportunities to participate in off-site educational, residential and adventurous activities.

In acknowledging that barriers to learning can be emotional as well as intellectual and physical, the LA promotes flexibility of response and a continuum of provision within its schools.

## **Training**

There is a well-established continuing professional development programme with a clear SEND thread. Training to overcome barriers to curriculum access is embedded within this framework as identified within its strategy for school improvement. Within the governor training programme there is a strong focus on governors' responsibilities as defined within Education Acts and SEN Code of Practice.

There is guidance available for schools on SEN issues and a model Disability Equality Scheme adopted by schools with attached action plan.

Safeguarding and disabled children is included in the training for schools. Issues on bullying, discrimination, access to curriculum and communication are covered. Specialist courses on moving and handling, Makaton, intimate care are available. A separate intimate care guidance document has been produced by the LA and given out to schools.

## **Monitoring and support**

The LA and Ofsted uses categorisation approach for schools, which incorporates judgments on how effectively schools achieve educational standards and on their level of educational inclusion. Schools will not be judged as good or outstanding unless there is evidence that they have identified and appropriately addressed access issues in teaching and learning, and inclusion within the school community and the physical environment. It is the LA's aim that increasing numbers of schools, year on year, should be judged as good or outstanding with regard to both standards and accessibility. This is monitored through the School Intervention Support Programme (SISP). All Gateshead schools can apply to do Gateshead's Inclusion Standard. This is a self-evaluation process which supports schools in identifying their evidence for inclusive practice including accessibility. A large number of schools have attained good level with some moving to outstanding. This strategy provides a focus for developments in school that will be underpinned by the principles of the Inclusion Standard.

## **Multi-agency involvement**

The LA promotes work with other statutory and voluntary agencies as well as parents and carers in evaluating practice and proposing developments.

## Proposals

The LA will:

- make available cohesive advice and training on issues relating to the delivery of an accessible curriculum
- provide advice and guidance on access as part of its curriculum guidelines
- ensure training supports the development of teacher and support staff skills
- include accessibility within school self-evaluation documents, such as, the Inclusion Standard
- update disability equality scheme proformas/accessibility plans

## Improving the Delivery of Information

### Aim

To increase awareness within schools of the importance of accessible information for pupils with special educational needs, and promote the provision and publication of appropriate advice, guidance and resource materials, especially through new technologies.

### Context

The planning duty requires written information normally provided by a school to be made available to disabled pupils. Such information should take account of pupils' disabilities, as well as the preferred formats for pupils and parents; it should also be made available within a reasonable time frame. The Code of Practice for Schools from the Disability Rights Commission suggests that disabilities should include not just physical difficulties, learning difficulties, hearing &/or visual impairments, but also mental health conditions and certain medical conditions (such as epilepsy and diabetes).

Although the duty relates primarily to written information, schools will be advised to consider how other formats (for example, spoken information) could be made available to parents and pupils who have hearing and visual impairments. This could include a recognition of British Sign Language and similar formats, the use of signers at school functions, the availability of portable induction loops for use at parents' evenings and so on.

The implementation of the Disability Equality Duty requires public bodies, including schools and local authorities, to promote equality of opportunity for disabled people. They must have due regard to the need to:

- eliminate unlawful discrimination and harassment against disabled people
- promote equality of opportunity for disabled people
- promote positive attitudes towards disabled people &
- encourage disabled people to participate fully in public life.

Schools are required to report on their Disability equality schemes/Single equality plans and the outcomes for pupils.

### Actions

The LA will:

- advise and update schools on specific special educational needs and disabilities
- prepare and update guidance notes for schools on making written information available in alternative formats
- make relevant in-service training programmes available to support provision for pupils with SEN/D
- update information in alternative formats relating to central processes such as statementing, reviews and admissions

- support schools in making school information and communication available in Braille and large print formats for pupils and parents with visual impairment
- provide access to sign language support for school information and communication for pupils and parents with hearing impairment
- offer support, information and training in respect of the duties under section 3 of the DDA 2005/Equality Act 2010 for schools to promote equality of opportunity for disabled people .

## Monitoring the Strategy

1. It will be the responsibility of named officers in the LA to ensure that the actions and targets in the proposals outlined above will be carried out and achieved in fulfillment of this strategy.
2. It will be the responsibility of the Inspector for SEN/Inclusion to monitor the overall implementation and effectiveness of its Accessibility Strategy.
3. The Inspector will fulfil specific components of the Strategy :
  - review School Accessibility Plans and Disability Schemes and/or Single Equality plans
  - provide support to the LA SEN Strategy group on accessibility issues
  - Provide reports to key groups within the council as requested.

## Recommendations

- Ensure that new building programmes maximise opportunities to provide environments to support the further development of the SEN/Inclusion Review.
- Ensure all training supports disability and safeguarding to raise expectations and meet policy guidance.
- Identify how more complex buildings can have some works, within reasonable use of the budget, to improve physical and/or curriculum access. Appendix C
- Identify opportunities, within the resources available, to enhance some programmes linked to the guidance in Appendix A
- Ensure schools have a duty to comply with the Equality Act 2010, following completion of planned works, including repair and maintenance of facilities and equipment.

# Appendix A

## Accessibility criteria and standards for maintained schools (Accessibility Strategy 2006)

In order to achieve a minimum level of accessibility by disabled pupils the LA has adopted the following criteria and descriptors. Schools will have:

- Physical environment
- One level marked and signed disabled parking bay and/or drop-off point
- Level/ramped access to main entrance and at least one additional exit
- Appropriate signage on all approaches to main entrance from parking bay/drop-off point
- Appropriate arrangements for communication at the reception desk with at least an induction loop for hearing aid users, and possibly one or more of the following aids -
  - CCTV
  - drop down counter
  - intercom
- Appropriate signage throughout the school
- Access to essential curriculum areas
- Access to at least one play area
- Access to dining facilities
- Access to disabled toilet facilities (in accordance with British Standard and Building Regulations)
- All stairs and steps to have contrast edging and dual height handrails or banisters
- Risk assessment in place to determine the means of escape
- Personal evacuation plans for every disabled pupil and staff member

### Other requirements

- staff to have undertaken disability awareness training and basic inclusion training
- appropriate training to the needs of the children admitted
- appropriate equipment to ensure that most of the curriculum is accessible
- knowledge of pupils' and parents' requirements for alternative formats for written information, and their preferred means of communication

This list outlines the minimum essential elements to meet the LA's definition of an accessible school. It does not, of course, constitute a complete catalogue of all components to be considered in all schools. Some schools may have to examine their door openings, for example, to ensure that they can be used by a wheelchair user independently; others may have to buy chairs with proper back and arm support; others may find it helpful to have further portable induction loops.

# Appendix B

## A list of primary Additionally Resourced Provision - ARMS

Rowlands Gill	Complex Needs	KS2
High Spen	Hearing Impairment (HI)	EYFS/KS1/KS2
St Wilfred's	Complex Needs	EYFS/KS1
Brandling	Speech and language	KS1/KS2
Swalwell	Physical Disability	EYFS/KS1/ KS2

# Appendix C

## Designing for Pupil's needs – A checklist for consideration

Pupil's need	Typical support requirements	Design Issues	Space needed in classroom for
<b>Sensory and / or physical</b>			
<b>Hearing impairment HI</b>	Use of CCTV; HI Teaching strategies; oral signing; HI learning & communication support; SPLG therapy & social skills training; audiology & HI assessment.	Avoid distraction: low sensory stimulus and subdued colours; good quality low glare lighting, avoiding shadows and silhouetting; good quality acoustics, low background noise; visual alarms, sound-field systems, hearing loops; storage & maintenance of technical aids.	Signing, communication worker, U shaped or other layout for good visibility; visual aids / ICT/TV/CCTV; radio aids.
<b>Visual impairment VI</b>	VI specialist aids eg tactile and visual aids , Braille, CCTV viewers, ICT text magnification, speech and sound output; VI teaching strategies; VI support by mobility training officer	Good quality ambient & task lighting & controls; visual contrast cues, symbols, tactile trails & maps; good acoustics, low background noise, speech and audio aids, sounder alarms, H&S warnings; VI resource room; storage and maintenance of technical aids	Clear, safe uncluttered layout; specialist (eg tactile and visual) aids; adapted ICT
<b>Physical disability PD</b>	Learning and mobility aids, scribe, adapted ICT, communication aids, assistive technology; use of hoists, mobility aids; occupational, physio - & hydrotherapy; personal carers, nurse, medical and / or health care support	Higher accessibility standards; much bulky mobility equipment (independent or assisted use), equipment store, storage bays off corridors; H&S risk assessments: manual handling; shallow pitch stairs, rest places; hygiene and infection control; assisted and emergency escape, evacuation lifts and safe refuges; space for carers & equipment storage; place for rest and respite; large equipment storage spaces	Learning & communication aids, adapted ICT, assistive technology; scribe, assistant, carers, occupational therapist; specialist adjustable height FF&E; equipment storage; movement & circulation (some bulky mobility aids)
<b>Multi-sensory impairment MSI</b>	Visual, tactile, mobility, communication aids and multi-sensory work; varied support as needed; MSI assessment, 1-1 learning and behaviour work; soft play room	As for HI and VI: clear, simple layout for sensory wayfinding with visual, audio and tactile cues; good quality non-glare lighting; good quality room acoustics, no background noise; greater use of mobility aids, hoist & hydrotherapy (as PD) ; large store	Individual or small groups, with HI, VI, MSI workers; practical learning aids; multi-sensory work; adapted ICT & access technology; flexible use of FF&E

Continued on next page

Pupil's need	Typical support requirements	Design Issues	Space needed in classroom for
<b>Communication and interaction</b>			
<b>Autistic spectrum disorder ASD</b>	Learning and behaviour support; social skills programmes in class and by withdrawal; specialist ASD teaching approaches; specialist ASD resource base	Simple layout: calm, ordered low stimulus spaces, no confusing large spaces; indirect lighting, no glare subdued colours; good acoustics, avoiding sudden / background noise; robust materials, tamper-proof elements and concealed services; possibly H&S risk assessments; safe indoor and outdoor places for withdrawal and to calm down.	Varying approaches; structured activities using ICT and FF&E; position of child in class; screened workstations; safe quiet place to calm down
<b>Speech, language &amp; communication needs SLCN</b>	Social skills support; learning and communication, synthetic speech production equipment, assistive technology, SpLg therapy; learning and behaviour support	Easily understood whole school layout with clear signage; good lighting, room acoustics and sound insulation; sound-field systems, extra ICT and associated services	Position of child in class; use of signs, symbols, communications aids and synthetic speech production equipment; SpLg therapy

Pupil's need	Typical support requirements	Design Issues	Space needed in classroom for
<b>Cognition and learning</b>			
<b>Specific Learning difficulty SpLd</b>	3D learning aids; occupational and / or physiotherapy; learning, behaviour / speech & language (SpLg) support	Good acoustics for SpLg therapy; storage for learning aids; SEN resource base	Learning aids, ICT; practical work, flexible layouts for movement work, appropriate positioning of child in class
<b>Moderate learning difficulty MLD</b>	SpLg therapy; learning & behaviour; support; social skills training	Good visibility for supervision; good acoustics for SpLg; H&S risk assessments; storage for resources and learning aids; SEN resource & specialist base	Learning aids, ICT; practical work; flexible use of FF&E; appropriate positioning of child in class
<b>Severe learning difficulty SLD</b>	3D learning aids; multi-sensory work; adapted ICT; social skills & independence training; SpLg therapy; learning & behaviour support; physio - , occupational & hydrotherapy	Good visibility for supervision; wayfinding to aid independence; good acoustics for SpLg therapy; specialist SEN support; H&S risk assessments; storage & use of mobility / learning aids	Multi- sensory and practical activities; learning aids, ICT; flexible use of FF&E; movement and circulation (some mobility aids) additional support staff
<b>Profound &amp; multiple learning difficulty PMLD</b>	3D learning aids; multi-sensory work; sensory impairment support; SpLg therapy; occupational' physio-and / or hydrotherapy; medical & personal care; soft play	As SLD but more space for greater support, storage and concentration of needs; higher accessibility standards; intensive use of mobility aids & hoists; H&S risk assessments: manual handling, infection control; storage and use of mobility and learning aids	Multi-sensory, practical & therapy work; adapted ICT & access technology; additional staff; flexible use of FF&E; movement and circulation (bulky mobility aids)
<b>Behaviour, emotional and social development</b>			
<b>Behaviour, emotional and social difficulty BESD</b>	Behavioural, cognitive, social skills support; learning mentors; social workers, educational psychologists, mental health service (CAMHS)	Good sightlines, balance between privacy and ease of overseeing children; secure storage; robust materials, tamper proof FF&E & concealed services; H&S risk assessments; large spaces for social and outdoor activities	Avoiding distraction and conflict; varying layout (eg separated or grouped tables); supervision; developing social skills; quiet corner



