

To aspire, endeavour and thrive together.

Accessibility Plan

Revision	Date	Description of Changes
	September 2018	
Reviewed	February 2021	Reviewed no changes to be made
Reviewed	March 2024	Changes to table , highlighted in yellow
Version 2 follow up	June 2024	Page numbers added and abbreviations changed to words.
Reviewed	July 2025	Updates to the LA services through the Inclusion Support Advisory services added.

Approved by: LGB **Date:**

Last reviewed on: July 2025

Next review due by: July 2026

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GLOSSOPDALE SCHOOL & Sixth Form ACCESSIBILITY PLAN

Glossopdale School & Sixth Form has welcomed students with a wide range of special educational needs and physical/sensory disabilities for many years. Many of the resources and strategies required by the Disability Discrimination Act 2001, hereafter referred to as DDA, have been in place at Glossopdale for a considerable time. The School now recognises that it has an extended range of duties and needs to extend its provisions to provide for all students, staff, parents and visitors of the school.

As an enhanced resource school, Glossopdale has considerable experience of responding to the needs of students in the 3 ways detailed under Part 4 of the DDA – in the classroom, in and around the school and in the wider life of the school, (out of hours activities, clubs and learning groups).

The School's Duties Under Part 4 of the DDA

- increasing the extent to which disabled students, staff, parents and visitors can participate in the school curriculum.
- improving the physical environment of the school to increase the extent to which disabled students, staff, parents and visitors can take advantage of education and associated services.
- improving the delivery to disabled students, staff, parents and visitors of written information which is provided to students, staff, parents and visitors who are not disabled.

The school recognises the need to adapt the curriculum to meet a variety of individual's needs. All students are expected to have access to a complete and broad curriculum with personalization incorporated.

There is regular consultation with Advisory Services e.g.:

Educational Psychology

Speech and Language Therapy Service

Visually-Impaired Students Service

Hearing-Impaired Students Service Physically-Impaired Students School Medical Officer

Occupational Therapy
Physiotherapy
Social Services (Disability Team)
Inclusion Support Advisory Services (LA)
Professionals from other LA's whose students are placed in Glossopdale.
Police – Safer School's Partnership

Teaching staff will be asked to keep adaptive and responsive practices high on the agenda for activities in and out of the classroom. An ethos of full inclusion will continue to be promoted across the school.

Staff and Visitor Accessibility Plan

The school regularly reviews DDA issues through a variety of means, including site walks conducted by the Headteacher, Business Manager, Premises Manager and staff union representatives. It also meets regularly with staff representative groups where DDA issues can be raised, discussed and consulted upon. Regular reviews of associated documentation, such as accident and "near-miss" incident records, are also reported to the Health and Safety Committee.

The school liaises directly with Health and Safety and Property Services experts on DDA issues. It addresses such issues as:

DDA access to buildings, including installing automated door opening
Reviewing lift or ramp access to areas on different height levels
Hazard warning paint on walkways, stairs, railings, pillars, etc.
Emergency call systems
Providing and policing parking bays for people with disabilities

Areas of concern can be expressed directly to:
School Business Manager
Associate Assistant Headteacher for SEND
School Premises Manager

Alternatively, issues can be raised through line management, caretakers or via Reception.

Accessibility to curriculum

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
On-going (No priority order of targets is intended)	<p>1A: Continue to improve teaching & learning</p> <ul style="list-style-type: none"> Ensure information about students' learning needs is made available to all teaching staff. Continue to provide Information on understanding and use of data to inform planning (Progress report, SATs, etc.). Whole school target-setting recording and tracking system encourages high expectations and underpins a culture of achievement for all. Continue to develop students' understanding of how they can improve their own learning. <p>1B: Continue to provide an appropriate curriculum for all</p> <ul style="list-style-type: none"> Identify those students who have specific individual needs and provide appropriate support. 	<p>Key information presented to all staff at September inset. One-page profiles are available on classcharts and linked strategies and key documents available to view.</p> <p>EHCPs are available to view for all staff.</p> <p>Spotlight student for SEND students weekly</p> <p>SEND/Teaching and Learning CPD shared on the all staff folder on the G drive</p> <p>Circulation of Marksheets and relevant data.</p> <p>Detailed 'One Page Profiles' provided with individual student input. Mentoring individual students.</p> <p>SEN Register updated with K A and M codes</p> <p>Some Alternative Curriculum provided for some KS4 and KS5 students</p> <p>Interventions to address Section F out comes on EHCPs in place</p>	<p>Staff fully informed.</p> <p>Staff are able to use the information given to them.</p> <p>Staff set target grades which reflect their high expectations of every student.</p> <p>Staff are aware of students' barriers to learning and adapt lessons accordingly.</p> <p>Staff encouraged to address students from the planning stage.</p> <p>Improved attendance and behaviour. Students achieve qualifications in their alternative courses.</p>	<p>In place for several years.</p> <p>On-going</p> <p>In place</p> <p>On-going</p> <p>In place</p> <p>In place</p>	<p>Students' needs are recognised and addressed.</p> <p>Realistic targets are set for each student.</p> <p>Students are encouraged to make maximum progress towards these targets.</p> <p>Students more aware of their own strengths and weaknesses and of how they can maximise their potential.</p> <p>Individual learning styles and needs will be acknowledged and provided for.</p> <p>Students' needs met and ready for next phase.</p>
	To use physical resources to enhance access to the curriculum.	Ensure suitable arrangements are in place for disabled students to safely access upper floors e.g.	Students will be able to access Science labs and other specialist rooms.	School practice for	All students have access to the same specialist staff and

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
	<ul style="list-style-type: none"> • Ensure access to specialist rooms where necessary. • Provide resources necessary for students to record their responses to the curriculum <p>To use human resources to enhance access to the curriculum.</p> <ul style="list-style-type: none"> • In the classroom • Out of the classroom 	<p>enabling use of lifts, provision of emergency evacuation equipment & trained staff etc. Timetabled rooms on ground floor where necessary. Training arranged for Visually Impaired students/Physically Impaired students Specialist chairs/tables provided where needed, specialist aids in place where needed eg posture packs, hands free chopping, adaptive technology.</p> <p>Provide special equipment as necessary e.g. left-handed scissors, sloping writing tops, pencil grips, non-slip mats, laptops, chrome books, cameras, adapted worksheets, etc. Liaison with Advisory Services may be necessary. Some allocation from the SEN budget will be needed to provide some of these resources.</p> <p>To provide peer / staff support that can offer extra explanations of tasks, identify core tasks, ensure safety in labs and workshops, sign/ describe (Hearing impaired/Visually-Impaired), suggest alternative strategies, etc</p> <p>Provide care e.g. counselling, personal care, advocacy, etc.</p> <p>All students will be part of mixed ability tutor groups.</p>	<p>Students will be able to record their own responses with minimum input from others</p> <p>Students will be able to respond on a very individual level.</p> <p>Students will know to whom they can go for support.</p> <p>All students will have</p>	<p>several years</p> <p>School practice for several years.</p> <p>School practice for several years.</p> <p>School practice for several years.</p>	<p>materials.</p> <p>Students will be encouraged to become more independent learners.</p> <p>Students will make progress towards learning targets</p> <p>Students will feel valued and safe in school.</p>

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
	To continue to promote full, functional inclusion	<p>Social activities (e.g. outings, clubs, and extracurricular activities) will be available to all students.</p> <p>Any restrictions on places will not relate to SEND issues.</p>	<p>access to the same social and curricular opportunities.</p> <p>Checks will have been made on accessibility, risk assessment, transport, etc.</p>	<p>School practice for several years.</p> <p>On-going</p>	<p>All students will consider themselves full members of the school community in every sense.</p> <p>Students' experiences will be enhanced. Safety procedures for students will be known by all staff involved.</p>
Medium Term	<p>Continue to improve teaching and learning</p> <ul style="list-style-type: none"> To set more realistic targets for improvement. <p>Continue to provide an appropriate curriculum for all.</p> <ul style="list-style-type: none"> To improve the strategies which staff use to address specific needs in class To practice adaptive 	<p>Use data tracking to analyse and help improve achievement of all students. Support Team will help provide more accurate baseline information for students with learning disabilities using standardised Reading and Spelling tests etc.</p> <p>NGRT and other tests to ascertain the cognitive needs of students</p> <p>To provide staff with more guidance on how to meet specific needs in the classroom.</p> <p>Sharing of strategies on One Page Profile and EHCPs</p> <p>Spotlight student meetings to share strategies and interventions that</p>	<p>Staff will be given more accurate data on which to plan personalized learning</p> <p>Staff will have the means to set better learning goals.</p> <p>Staff to personalize learning so that all students are able to access a full aspirational curriculum whatever their barriers</p> <p>Schemes of work will be readily available to suit the needs of</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On going</p>	<p>A more accurate picture of each student's progress will be formed. This can then better inform future planning.</p> <p>Students will make better progress and improve behaviour and esteem adaptations allow them to access their learning are used</p>

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
	teaching.	work for high tariff students	different learning styles.		
		Sharing the Education Endowment Foundation 5 a day principle to support all students learning through wave 1 interventions		On-going	
	To use physical resources to enhance access to the curriculum.	CPD on adaptive teaching, and how to build EHCP targets into curriculum	Improved teaching and learning across the school.		
	To continue to work with Advisory Services to identify and supply specialist equipment as required.	Chrome books with DOCS Plus assistive technology.	Students having access to a reader in lessons and predictive text with dyslexia friendly technology	On-going	Software used by students will match their needs more closely and thus encourage more progress.
	To use human resources to enhance access to the curriculum.	Training staff in : Nurture groups, Emotional Literacy Support Assistant, Executive Functioning training, Inclusion Support Advisory Services Engagement Teams and Fresh Start to support the needs of cognition and learning and SEMH	Staff will work more confidently and knowledgeably in the classroom. Staff will lead group interventions to enhance the curriculum for students	On-going	Students will benefit from increased expertise of staff supporting them in class.
		Interventions with planned bought in curriculum such as Talkabout and Zones of Regulation	Staff will have confidence and opportunity to use a wider variety of programmes and to match them better to student needs	On-going	A wide range of accredited trained staff will support all areas of SEND needs.
	To continue to promote full, functional inclusion.	SENDCO carrying out staff CPD			
		More effective deployment of associate staff to enhance SEND student learning and progress.	SENCO will be able to both input and respond directly to discussions	On-going	SEND issues and considerations will remain high on the agenda of all school decisions.

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
		Ensure that as new structures arise, the SENCO or her representative is included in ESLT, Inclusion meetings etc where all aspects of the curriculum and other school issues are being discussed and decisions are being made.	and decisions		
Long Term	To plan for future students To build home school relationships	Building links with primary clusters , primary SENCOs, visits made and meeting students and learning need. Nurture group transitions Yr 6-7 Parent feedback to share information and take feedback from parents to collaborate in generating an excellent offer for SEND students	Preparations can be made for them allowing plenty of time before they join the school. Parents are a part of the process and involved in their child's SEND education	On-going On-going	Students will enjoy a smoother transfer from primary to secondary education. Parental support and relationships built to fully support students.
Short term /On-going	To provide specialist equipment according to the individual needs of students so they can more easily access:- <ul style="list-style-type: none"> the curriculum Everyday aspects of life in school. To determine the access / usage of all lifts in the event of emergency evacuations and provision of PEEPs. 	Liaise with Advisory Service (e.g. Hearing-Impairment, Visual-Impairment, Physical-Impairment, Physiotherapy) to determine any specialist equipment needed. With their guidance, purchase / order using funding provided by the appropriate services, items required to meet the individual needs of students. Meeting with Local Authority health & safety advisor. Fire officer in school	Students will have equipment which gives them access to:- <u>the curriculum</u> – Technology tools, laptops, text enlargers, coloured overlays, specialist PR items, etc. <u>daily life within school</u> – special cutlery, hoists, rise and fall tables, etc.	Much of this equipment is already in place. This target is on-going as new students with new needs join the school. Plans in place	Students will have the means to access the curriculum. Students will feel secure and cared for in the school environment. Students now have access. Further clarification re

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
	<ul style="list-style-type: none"> ensure emergency and evacuation systems are set up to inform all students and staff, including students with SEND and including alarms with visual and auditory components. To ensure evacuation systems are maintained and training on usage provided and updated. To provide the necessary training for those working with students requiring moving / handling and physiotherapy programmes. 	<p>Training given where needed.</p> <p>To liaise with the LA 'Movement and Handling' Advisor to set up a rolling programme of training for all TAs, beginning with those who work with P-I students daily. To continue the pattern of regular visits from the Physiotherapist to assess and update physiotherapy programmes.</p>	<p>Groups of staff to be trained by the Advisor.</p> <p>Written plans will be provided by the physiotherapist which the TAs can deliver as required.</p>	On-going	<p>evacuation and PEEPs in process.</p> <p>Parents, staff and students can be confident that procedures are in place to ensure safety. Students will be moved safely e.g. from wheelchairs via hoist onto beds / toilet. TAs will use methods which protect them from personal injury. Students' essential physiotherapy programmes will be maintained.</p>
Medium Term	<p>To provide specialist equipment according to the individual needs of students so they can more easily access:-</p> <ul style="list-style-type: none"> The curriculum everyday aspects of life in school the upper floors of both sites. <p>To provide Care Plans for students with severe health problems who require specific and speedy action to be taken in cases of emergency.</p>	<p>See short term targets</p> <p>See Short term targets.</p>	<p>Increased access.</p> <p>All students with the most serious medical conditions will have care plans in place or in</p>	<p>On-going as new students arrive and as funding becomes available.</p> <p>On-going</p>	<p>Increased access to all aspects of and environments in school.</p> <p>Parents, staff and students can be confident that procedures are in place to ensure safety.</p> <p>Students will be moved safely e.g.</p>

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Long Term	To provide the necessary training for those working with students requiring moving / handling and physiotherapy programmes	See Short term targets	process. Most of the Learning Support Team will be fully trained.		from wheelchairs via hoist onto beds / toilet. TAs will use methods which protect them from personal injury. Students' essential physiotherapy programmes will be maintained.
	To provide Care Plans for students with health problems who require specific and speedy action to be taken in cases of emergency.	With the advice of the SEND Manager and Senior Medical Officer, First aid Officer to write these plans for non SEND students with conditions such as epilepsy, diabetes. Involve parents in the process. Ensure the emergency details of any Plan are known to Reception, all staff working with the student(s).	Staff closest to the student(s) and those who need to be part of the response (Reception staff, etc.) will be clear about action to be taken in case of emergency.	On-going as new students come into school	Parents, staff and students can be confident that procedures are in place to ensure safety.
	To keep updating facilities in the school environment to ensure maximum access.	Liaise with LA, Advisory Teachers etc., to ensure that buildings / sites are kept up to date with needs of students. e.g. 'wheelchair friendly' carpets; colour schemes recommended to assist the visually impaired; edges of steps painted.	Resources will be ordered/ repaired / replaced in good time.	On-going as new students arrive in school.	Students will gain immediate access to the curriculum and the environment
	To regularly and routinely update classroom resources which are related to specific needs.	Regular liaison with Advisory Teachers and medical teams as new students arrive in school. Advanced information gathered so resources are in place when student arrives.	Resources in place ready for when students need them.	On-going	

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short Term/ On-going	<p>To improve access to written information for: Learning difficulties / Specific learning difficulties.</p> <p>Visual impairment</p> <p>Hearing Impairment</p> <p>Examination Access Arrangements e.g. extra time, reader, amanuensis.</p>	<p>Provide appropriate reading materials in class.</p> <p>Provide a multisensory approach to the curriculum including visual and audio aids.</p> <p>Chrome books with DOCS Plus assistive technology</p> <p>Provide alternatives such as enlarged print / modified / Braille materials according to need of student.</p> <p>Liaise with Advisory Teacher Visual Impaired to access resources such as CCTV text enlargers. Use taped materials. Use peer / staff readers</p> <p>Because of language delays, extra explanation may be needed, either through adapted sheets or through the use of signers</p> <p>Training with Hearing Impaired equipment</p> <p>Specialist teacher to assess for access arrangements with all JCQ paperwork completed.</p>	<p>Teachers/FTLs to plan into curriculum</p> <p>Students to become more independent through assistive technology.</p> <p>The needs of individual students will be taken into account</p> <p>Permission for individual students will be sought for KS4 / KS5 with appropriate bodies at the appropriate</p>	<p>In place and on-going.</p> <p>In place and on-going.</p> <p>In place and on-going</p> <p>In place and on-going</p>	<p>Students will access the work.</p> <p>Students will access work</p> <p>The individual needs of students will be met.</p> <p>The individual needs of students will be met</p>
Medium	Targets quoted above are already being acted upon and				

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Term	<p>are on-going.</p> <p>The school will continue to respond to individual needs of students.</p>				
Long Term	<p>Targets quoted above are already being acted upon and are on-going. The school will continue to respond to individual needs of students.</p>				

Identifying Barriers to Access: A Checklist

Consensus of the feedback from Faculty Team Leaders and Year Teams

Section 1: How does your department deliver the curriculum?

Question	YES	Work Needed	NO
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled students?			
Are your classrooms optimally organised for disabled students?			
Do lessons provide opportunities for all students to achieve?			
Are lessons responsive to student diversity?			
Do lessons involve work to be done by individuals, pairs, groups and the whole class?			
Are all students encouraged to take part in music, drama and physical activities?			
Do staff recognise and allow for the mental effort expended by some disabled students, for example using lip reading?			
Do staff recognise and allow for the additional time required by some disabled students to use equipment in practical work?			
Do staff provide alternative ways of giving access to experience or understanding for disabled students who cannot engage in particular activities, for example some forms of exercise in physical education?			
Do you provide access to computer technology appropriate for students with disabilities?			
Are school visits, including overseas visits, made accessible to all students irrespective of attainment or impairment?			
Are there high expectations of all students?			
Do staff seek to remove all barriers to learning and participation?			

Section 2: Is your department designed to meet the needs of all students?

Question	YES	Work Needed	NO
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all students?			
Can students who use wheelchairs and disabled staff move round the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?			
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?			
Are emergency and evacuation systems set up to inform ALL students and staff, including students with SEN and disability; including alarms with both visual and auditory components?			
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?			
Could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?			
Are areas to which students should have access well lit?			
Are steps made to reduce background noise for hearing impaired students such as considering a room's acoustics, noisy equipment?			
Is furniture and equipment selected, adjusted and located appropriately?			

Section 3: How does your department deliver materials in other formats?

Question	YES	Work Needed	NO
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?			
Do you ensure that information is presented to groups in a way which is user friendly for students with disabilities e.g. by reading aloud overhead projections, Interactive whiteboards and describing diagrams?			
Do you have the facilities such as ICT to produce written information in different formats?			
Do you ensure staff are familiar with technology and practices developed to assist students with disabilities?			

Where to go for further help and information

(This is not exhaustive)

Local Services:

Many local authorities have access officers who are able to offer advice on access issues.

LA curriculum support and advisory services can be a resource for advice on specific subject- related teaching techniques and strategies and curriculum materials. Support services can provide advice to teachers (e.g. on teaching techniques and strategies, classroom organisation and management, curriculum materials and curriculum development).

LA SEND support services include specialist teachers of pupils and hearing, visual and speech and language impairments, teachers providing more general learning and behaviour support services, counsellors, education psychologists and advisers or teachers with knowledge of information technology for children with special educational needs. They may be able to provide specialist advice on the full range of access issues relating to particular kinds of disabilities.

Health professionals such as speech and language therapists, occupational therapist and physiotherapists, as well as doctors and the school nurse, also provide advice and support for children with special educational needs and disabilities and may be able to advise on a range of access issues.

Access Auditors/Consultants on the Nation Register of Access Consultants (www.nrac.org.uk) and the Access Association.

Organisations

Name	Address	Telephone/ Fax	Email	Website
AFASIC	1st floor, 20 Bowling Green, London EC1R OBD	Tel: 020 7490 9410 Fax: 020 7251 2834	info@afasic.org.uk	www.afasic.org.uk
Asthma UK	Summit House, 70 Wilson Street, EC2A 2DB	Tel: 020 7786 4900 Fax: 020 7256 6075	info@asthma.org.uk	www.asthma.org.uk
Association for Spina Bifida and Hydrocephalus	Asbah House, 42 Park Road, Peterborough PE1 2UQ	Tel: 0845 450 7755 Fax: 01733 555985	helpline@asbah-org	
Association of Teachers and Lecturers	7 Northumberland Street, London WC2N 5RD	Tel: 020 7930 6441 Fax: 020 7930 1359		www.atl.org.uk
Barnardo's	Tanners Lane, Barkingside,	Tel: 020 8550 8822		www.barnardos.org.uk

Name	Address	Telephone/ Fax	Email	Website
	Ilford, Essex 1G6 1QG			
British Deaf Association (NW)	Bushell Str Hill, Bushell Street, Preston, Lancs PR1 2SP	Tel: 01772 259725 Text phone: 05603 115295	England@bda.org.uk	www.britishdeafassociation.org.uk
British Diabetic Association UK	10 Parkway, Camden NW 1 7AA	Tel: 0207 424 1000 Fax: 0207 424 1001	info@diabeties.org.uk	www.diabeties.org.uk
British Dyslexia Society	Unit 8 Bracknell Beeches, Old Bracknell Lane, Bracknell RG12 7BW	Tel: 0845 251 9002 Fax: 0845 251 9005		www.bda/dyslexia.org.uk
British Epilepsy Association	New Anstey House, Gate Way Drive, Yeadon, Leeds LS19 7XY	Tel: 0113 210880 Fax: 0113 391 0300		epilepsy.org.uk
Brittle Bone Society	30 Guthrie Street, Dundee DD1 5BS	Tel: 01382 20444 Fax: 01382 206771	bbs@brittlebone.org	
Centre for Accessible Environments	70 South Lambeth Road, Vauxhall, London SW 8 1RL	Tel: 0207 840 01 Fax: 020 7840 5811	info@cae.org.uk	www.cae.org.uk
Centre for Studies on Inclusive Education	Cold Harbour Lane, Frenchay, Bristol BS16 1QU	Tel: 0117 328 4007 Fax: 0117 28 4005	admin@csle.org.uk	www.inclusion.org.uk
Council for Disabled Children	National Children's Bureau, 8, Wakley Street, London EC1V 7QE	Tel: 020 7843 6000 Fax: 020 7278 9512	websupport@ncb.org.uk	www.ncb.org.uk
Cystic Fibrosis trust	11 London Road, Bromley, Kent BR1 1BY	Tel: 020 8464 7211 Fax: 020 8313 0472	enquiries@cftrust.org.uk	www.cftrust.org.uk
Disability Living Foundation	380-384 Harrow Road London W9 2HU	Tel: 020 7289 6111 Fax: 020 7266 2922	info@dlf.org.uk	www.dlf.org.uk

Name	Address	Telephone/ Fax	Email	Website
		Helpline: 0845 130 9177 (This advice line is open from Mon – Fri 10 am – 4 pm)		
Down's Syndrome Association	Langdon Down Centre 2a Langdon Park Teddington TW 11 9PS	Tel: 0845 230 03 Fax: 0845 230 0373	info@downs-syndrome.org.uk	www.downs-syndrome.org.uk
Dyslexia Institute - Sheffield	Broomhall 8-10 Broomhall Road, Sheffield S10 2DR	Tel: 0114 281 5905 Fax: 114 249 1125	Sheff@dyslexia-inst.org.uk	www.dyslexia-inst.org.uk
Dyspraxia Foundation	8 West Alley, Hitchin, Hertfordshire SC5 1EG	Tel: 01462 454986 (10 am–1 pm) Fax: 01462 455052	dyspraxia@dyspraxiafoundation.org.uk	www.dyspraxiafoundation.org.uk
Haemophilia Society	1 st floor Petersham House, 57a Hatton Gardens, London EC1N 8JG	Tel: 020 7831 1020 Fax: 020 7405 4824	info@haemophilia.org.uk	haemophilia.org.uk
Headway National Head Injuries Association	7 King Edward Court, King Edward Street, Nottingham NG1 1EW	Tel: 01159 240 80 Fax: 0115 958 4446	enquiries@headway.org.uk	www.headway.org.uk
ICAN	Swakley Street, London EC1V 7QE	Tel: 0845 225 4071 Fax: 0845 225 4072	info@ican.org.uk	www.ican.org.uk
Independent Schools Council	St. Vincent House, 30 Orange Street, London WC2H 7HH	Tel: 020 7766 7070 Fax: 020 7766 7071	info@iscis.uk.net	www.iscis.uk.net
JMU Access Partnership	105 Judd Street, London WC1H 9NE	Tel: 020 7391 2002 Fax: 020 7387 7109	jmu@rnib.org.uk	www.jmuaccess.org.uk
LOOK	c/o Queen Alexander School, 49 Court Oak Road, Harbourne, Birmingham B17 9TG	Tel: 01214 285038 Fax: 0121 427 9800	office@look-uk.org	www.look-uk.org
MENCAP	117-123 Golden Lane, London, EC1Y 0RT	Tel: 020 7454 0454 Fax: 020	information@mencap.org.uk	www.mencaop.org.uk

Name	Address	Telephone/ Fax	Email	Website
		7608 3254		
Motability	City Gate House, 22 Southwark, Bridge Road	Tel: 0845 456 4566		www.motability.co.uk
National Association for Special Educational Needs (NASEN)	4/5 Amber Business Village, Amber Close, Amington, Tamworth, Staffs B77 4RP	Tel: 01827 311500 Fax: 01827 313005	welcome@nasen.org.uk	www.nasen.org.uk
National Association of Head Teachers	1 Heath Square, Boltro Road, Haywards Heath, West Sussex, RH16 1BL	Tel: 01444 472472		
National Partnership Network	8 Wakley Street, London, EC1V 7QE	Tel: 0207 843 6058	nppn@ncb.org.uk	
National Autistic Society	393 City Road, London EC1V 1NG	Tel: 020 7833 2299 Fax: 020 7833 9666	nas@nas.org.uk	www.nas.org.uk
NASUWT	Education Centre, Rose Hill, Rednal, Birmingham, B45 8RS	Tel: 0121 453 6150		www.nasuwt.org.uk
National Blind Children's Society	2 Floor Shawton House, 792 Hagley Road, Quinton, Birmingham, B68 0PJ	Tel: 01278 76477 Fax: 0121 421 4764	enquiries@nbcs.org.uk	www.nbcs.org.uk
National Deaf Children's Society	15 Dufferin Street, London, EC1Y 8UR	Tel: 0207490 8656 Fax: 020 7251 5020	ndcs@ndcs.org.uk	www.ndcs.org.uk
National Eczema Society	Hill House, Highgate Hill, London N19 5NA	Tel: 08702 413604 Fax: 020 7281 6395		www.eczema.org
National Federation of the Blind of the UK	Sir John Wilson House, 215 Kirkgate, Wakefield, West Yorkshire WF1 1JG	Tel: 01924 291313 Fax: 01924 200244	nfbuk@lobalnet.co.uk	
National Register of Access	70 South Lambeth Road, London	Tel: 020 7735 7845	info@nrac.org.uk	www.nrac.org.uk

Name	Address	Telephone/ Fax	Email	Website
Consultants	SW8 1RL	Fax: 020 7840 5811		
National Society for Epilepsy	Chesham Lane, Chalfont St Peter, Buckinghamshire SL9 0RJ	Tel: 01494 601300 Fax: 01494 871927		www.epilepsynse.org.uk
National Union of Teachers	Hamilton House, Mabledon Place, London WC1H 9BD	Tel: 020 7388 6191 Fax: 020 7387 8458	info@nut.org.uk	www.teachers.org.uk
Physically Disabled and Able Bodied (PHAB Ltd)	Summit House, Wandle Road, Croydon CR0 1DF	Tel: 020 8667 9443 Fax: 020 8681 1399	info@phab.org.uk	www.phab.org.uk
Pre-school Learning Alliance	The Fitzpatrick Building, 188 York Way, London N7 9AD	Tel: 020 7697 2500 Fax: 020 7700 0319		www.pre-school.org.uk
Voice	2 St James' Court, Friar Gate, Derby ED1 1BT	Tel: 01332 372 337 Fax: 01332 290310		
RADAR	12 City Forum, 250 City Road, London EC1V 8AF	Tel: 020 7250 3222 Fax 020 7250 0212	radar@radar.org.uk	www.radar.org.uk
Royal National Institute for Deaf People (RNID)	19-23 Featherstone Street, London EC1Y 8SL	Tel 020 7296 8000 Fax 020 7296 8199	Informationline@rnid.org.uk	www.rnid.org.uk
Royal National Institute of the Blind (RNIB)	105 Judd Street, London WC1H 9NE	General Enquiries 0303 123 999 Campaigns Team Tel: 020 7391 2133 Fax: 020 7388 2706		www.rnid.org.uk
SCOPE	6 Market Road, London, N7 9PW	Tel: 020- 7619-7199 Fax : 020 7619 7399 Helpline: 0808 800 333 (9 am - 5 pm weekdays)		www.scope.org.uk
Association of School &	130 Regents Street, Leicester	Tel: 0116 299 1122		

Name	Address	Telephone/ Fax	Email	Website
School Leaders (ASCL) Sense	LE1 7PG 101 Pentonville Road London N1 9LG	Fax: 0116 299 1123 Tel: 0845 127 0060 Text: 0845 127 0062		
Sickle Cell Society	52 Station Road, London NW 10 4UA	Tel: 020 8961 7795 Fax 020 8961 8346	sicklecellsoc@btinternet.com	www.sicklecellsociety.org
Young Minds	48-50 St John Street, London EC1M 4DG	Tel: 020 7336 8445 Fax: 020 7336 8446	enquires@youngminds.org.uk	www.youngminds.org.uk