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Schools Accessibility Strategy

March 2005

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Introduction

This is Lambeth LEA's statement of how it intends to improve the degree to which its schools enable young people with any kind of disability to enjoy the same education as all other pupils (see the definition of disability below). It is meant to help school managers and governors think about the issues for their own school. It also tells parents and advocates about the LEA's longer-term commitment to make improvements.

Since September 2002, schools and LEAs have been forbidden by law to discriminate against current *or prospective* pupils, because of their disability, in their access to education. One of the duties placed on schools and on LEAs is to plan to increase over time the accessibility of schools for disabled pupils.

Schools are required to produce accessibility plans for their individual school and the local educational authority is required by section 28D of the Disability Discrimination Act 1995 to produce an Accessibility Strategy, covering the maintained schools in their area, in accordance with the procedure set out in section 28E of this Act. In producing its strategy the authority must have regard to advice from the Secretary of State issued in DfES Guidance 0168/2002.

The planning duty came into force in September 2002. Schools and LEAs should have prepared and had in place the first written plans and strategies by April 2003. The first plans and strategies run for a period of three years from April 2003 to March 2006, though schools and LEAs can plan for beyond this period if they wish so to do. LEAs and schools are under a duty to implement, review and revise, if necessary, their strategies and plans over the three year period.

Schools and LEAs are required to plan for:

- increasing access for disabled pupils to the school curriculum
- improving access to the physical environment of schools
- improving the delivery of learning materials to disabled pupils

The Lambeth context

Lambeth maintains (for the purposes of the Act) 5 nurseries, 59 primary schools, 10 secondary schools. A list of these schools is provided at Appendix 1. It also maintains 6 special schools, as set out in Appendix 3.

The physical condition of Lambeth's school buildings has suffered from a lack of sufficient investment over a number of years. It is likely that funding, resources and capacity will continue to provide problems in the three years that this plan covers, but the LEA is determined to make every possible improvement to the environment for learning and teaching.

Lambeth is acknowledged to be a borough with particular educational challenges. Recruitment and retention of teachers is a matter of concern, many children live in disadvantaged circumstances (as measured by eligibility for free school meals), some 40% of pupils have a language other than English as their first language, and there is a high proportion of pupils with special education needs (25% in primary and 21% in secondary). In response to that situation, the LEA is now ambitious for its young people, as reflected in our Education development Plan. That sets out as our 7 Priorities:

- Lambeth schools provide fully inclusive education
- Raising achievement at the end of the foundation stage
- Continuing improvement in the quality of education for primary aged pupils
- Continuing improvement in the quality of education for secondary aged pupils
- Enhancing school effectiveness through links with lifelong learning
- Developing schools as self-managing, improving and evaluating institutions
- Ensuring the recruitment and retention of high quality school based staff.

In recent years Lambeth has bid successfully for the following sums from the Government Schools Access Initiative:

2003/04	£ 254 K
2002/03	£ 245 K
2001/02	£ 232 K
2000/01	£ 140 K
1999/00	£ 40 K

A list of the projects most recently carried out under this funding is provided at Appendix 6.

As part of the Primary School Development Programme, Lambeth opened two new primary schools in 2002. The Jubilee School specialises in integrating profoundly deaf pupils into mainstream education and the Kings Avenue School specialises in integrating pupils with visual impairment into mainstream education. Crown Lane, which opened in December 2004, was the first Primary School in Lambeth to be built as fully DDA/SENDA compliant.

Definition of disability

Lambeth LEA concurs with the national definition of disability for the purposes of planning improved accessibility to schools. A person has a disability if he or she has a physical or mental impairment that has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities. Notwithstanding this national definition, Lambeth LEA recognises the additional needs of children with social and other challenges which add to their difficulty in accessing their educational entitlement.

A long-term effect of an impairment is one:

- which has lasted twelve months; or
- where the total period for which it lasts, from the time of the first onset, is likely to be at least twelve months; or
- which is likely to last for the rest of the life of the person affected.

According to the Disability Discrimination Act, an impairment is to be treated as affecting the person's ability to carry out normal day-to-day activities only if it affects one or more of the following:

- mobility
- manual dexterity
- physical coordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand
- perception of the risk of physical danger.

While Lambeth LEA adheres to these national definitions, local knowledge and understanding of local situations is important. It is pertinent, for instance, for school managers and governors to be mindful of the fact that currently some 10% of our secondary population (and as high as 60% in the case of some ethnic minorities) have issues of mental health which may present either internally as depression or externally in inappropriate behaviour.

The duties of schools and the duties of the LEA

Improving access to education and educational achievement by disabled pupils is essential to the Government's policy of ensuring equality of opportunity, full participation in society and the economy.

The Special Educational Needs and Disability Act 2001 amended Part 4 of the Disability Discrimination Act 1995 by introducing new duties on LEAs and schools in relation to disabled pupils and prospective pupils. The main duties are to treat disabled pupils no less favourably and to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

It is vital that schools, and especially governing bodies, are familiar with the implications of the law. A particularly useful publication is the Disability Rights Commission's "Code of Practice for Schools" (2002). In part 6 of that, "What is Discrimination? A failure to make reasonable adjustments", the crucial point is made about **anticipatory duty**. "Schools cannot, in general, wait until a disabled pupil has arrived before making reasonable adjustments. This may

be too late and it may not be possible to take reasonable steps before the pupil is placed at substantial disadvantage.” (DRC website: www.drc-gb.org)

The LEA is required to prepare an accessibility strategy for the schools for which it is responsible under the Act and consult with those schools on its contents. This has been done by presenting the document to the Heads of Special Schools and Units Committee and to the Asset Management Plan Strategy Group. All schools have to produce their own accessibility plan for increasing over time the accessibility of schools for pupils with disabilities.

The purpose of the accessibility strategy is to:

- increase the extent to which disabled pupils can participate in the school curriculum;
- improve the physical environment to increase the extent to which disabled pupils can take advantage of education and associated services;
- improve the delivery to disabled pupils of curricular information which is provided to pupils who are not disabled.

This strategy will be reviewed, revised and implemented and will be publicly available for inspection. Inspections by Ofsted and other agencies will look at the way in which we have carried out our responsibilities.

The LEA will consult with all schools, the trustees of schools (e.g. local diocesan and faith organisations) and with other organisations including the voluntary sector.

The Planning Duty

There are three strands to this planning duty:

- **Increase the extent to which disabled pupils can participate in the school curriculum**

The Lambeth strategy focuses on helping schools to increase the accessibility of the curriculum to disabled children by securing

appropriate staff training and encouraging schools to work together and share good practice.

- **Improving the physical environment of schools**

The LEA plays a vital role in assisting in making community, voluntary controlled and voluntary aided schools (both special schools and mainstream schools) physically accessible to disabled children.

- **Improving the delivery of information to disabled pupils**

This part of the duty covers planning to make curricular and other information, normally provided by the school to its pupils, available to disabled pupils. The information should take account of pupils' disabilities, pupils' preferred formats and be made available within a reasonable timeframe.

Each of these is looked at in more depth in the sections which follow.

Participation in the curriculum

The curriculum is not only teaching and learning but the wider curriculum of the school such as participation in clubs, leisure, sporting and cultural activities or school visits. The LEA wants to remove barriers to learning through the wider curriculum for all pupils.

Physical aids to access the curriculum might include ICT equipment, enlarged computer screens and keyboards, switches, specialist desks and chairs etc.

Professional development of school staff is a high priority in Lambeth, and the LEA will provide, in conjunction with other partners such as Social Services and Health, a comprehensive programme of appropriate training and information. Training opportunities will be listed in Lambeth's published booklets about Continuing Professional Development

There will be specific training events and regular update meetings to disseminate good practice and share information through SENCO group meetings.

Training will cover such areas as:-

Dyslexia	e.g. The Dyslexia Friendly Schools Initiative;
Behaviour	e.g. Behaviour Management Strategies; Physical Intervention Techniques
Physical disability	e.g. Manual Handling training for staff working with pupils with physical disability;
Communication	for staff working with pupils with speech and language difficulties;
ASD	for staff working with pupils with Autistic Spectrum Disorder;
Sensory Impairment:	for staff working with children and young people with hearing and visual impairment;

The LEA offers appropriate curriculum advice for schools in specific subject areas. For example, in laboratory- or workshop- based subjects there may be a need to advise on availability and location of specialist equipment. Lambeth LEA's advisers will support schools in this area.

All pupils, including pupils with disabilities, must be able to access after-school clubs/homework clubs etc. This includes independent childcare clubs in schools. All pupils must have access to other activities such as field trips and school camps where issues regarding accessibility and availability of resources to support the pupil for long periods per day need consideration and resolution.

Effective links with Health, Social Services and the voluntary agencies are essential if disabled pupils are to be able to participate fully in the life of a school. Each agency has its own way of operation and the LEA will work with

others to ensure a coherent and unified approach is developed to enable more inclusive activities for service users who are disabled.

The LEA will develop, in consultation with special schools and SEN Resourced schools, the scope and extent of outreach services to support mainstream schools in meeting the needs of pupils.

The physical environment

This strand includes improvements to the physical environment of the school and physical aids to education. The environment includes steps, stairways, kerbs, exterior surfaces, parking areas, building entrances and exits, surface textures, colours, acoustics, signage, temperature (e.g. of pipes, heat emitters and tap water), air quality. There are a number of actions that may be needed to improve physical access including ramps, handrails, lifts, widened doorways, adapted toilets etc.

All new buildings have to comply with the Building Regulations and the Education (School Premises) Regulations 1999 and should be physically accessible to disabled pupils. The 2001 Part 4 of the Disability Discrimination Act (the Special Educational Needs and Disability Act) means that British building standards have been changed to incorporate its requirements and BS8300 deals with new buildings. This includes the provision of appropriate fire escapes or, where a disabled person cannot easily exit from a building in the event of fire, then alternative arrangements to ensure that they are not discriminated against in their means of escape.

Lambeth will be undertaking an audit of every school and compiling reports regarding the provisions of the Disability Discrimination Act. The Act sets National Standards and the reports deal with all disabilities including hearing impairment, visual impairment, as well as physical, mental and behavioural difficulties.

Throughout the Act there is a duty to take reasonable steps to undertake work as required. This might well mean that there are some areas within a school that are legitimately defined as inaccessible, as it would not be reasonable to carry out adaptations to gain access to them. This could be because of the type of room it is, because it is replicated on an accessible floor, or because the building is listed or adaptations would be very difficult or very costly etc. In some instances in the past it has been necessary for a pupil at a primary school to remain in the same classroom for more than one year because other rooms could not be made accessible. In these cases the pupil's peers have also remained in that classroom. No pupil will be disadvantaged by such decisions.

The LEA will inform schools and parents of the strategy and approach. Information will be made available regarding those schools which have had adaptations, such as significant works for wheelchair users, so that parents can make informed choices should their child have particular requirements.

Schools will need to bear in mind DDA issues when they undertake to let their premises to persons/bodies not part of the school. The requirement to ensure that the buildings do not discriminate against those with disabilities has been in force since 1999, although physical alterations need not be completed until October 2004.

Schools will be encouraged to include accessibility issues within any development schemes they may consider undertaking. The LEA will support schools as they formulate their plans to ensure that they are setting achievable goals and targets for making their premises more accessible, including the proposals concerning the physical environment in the accessibility plans produced by each school's governing body.

Information for children with disabilities

Lambeth LEA has effective support services to provide for individual children with low incidence disabilities including hearing and visual impairment and physical disability. Support is available from the following teams:

Educational Psychology Service

Education Welfare Service

Assessment and Intervention

Early Years (Portage)

VI, HI and ASD Teams

Sick Children's Service

Behaviour Support

Support and advice can also be obtained from Lambeth Special Schools and schools with SEN Resourced provision.

Lambeth's strategic approach

Lambeth LEA wants to do more than comply with legislation and ensure that its schools do likewise. It wishes to provide leadership and encouragement, for the benefit of the young people of Lambeth. Over the next few years, the LEA intends to develop this Strategy in dialogue with schools and other partners.

In the light of the financial, resource and capacity issues Lambeth needs to set a strategic schools accessibility strategy that will be achievable. Lambeth schools will already be responding to the requirements and will be preparing school access plans based on their own assessment of the difficulties presented in their particular schools. It is anticipated that these plans will identify management solutions to many of the difficulties identified.

In the first instance schools will be encouraged to look at how management solutions can be used to achieve access to schools for disabled pupils. Where

minor physical obstacles are identified schools will be expected to plan how they may be overcome within their devolved funding budgets. Where more major physical obstacles are identified Lambeth will work with the schools to apply for funding through the Schools Access Initiative or other funding programmes.

Lambeth has carried out a stock condition survey of all schools as part of the Asset Management Plan process. Subsequent to that survey, an access audit of all schools will take place. It is anticipated that the latter will be undertaken in Spring/Summer 2005. As each school access audit is completed it will be provided to the school concerned to assist the school in identifying potential physical discrimination items and possible solutions.

Following the completion of the access audits Lambeth will collate the data and identify four "Designated Schools", two primary and two secondary, located as far as possible to serve the north and south of the Borough. The schools will be selected on the basis of location, available management solutions and ease of physical adaptation. The intention is that these schools will be made fully accessible for disabled pupils by March 2006. The process of achieving this will also provide us with models for subsequently developing the same level of access in other schools.

Lambeth will work closely with the designated schools to identify creative management solutions and to agree a programme of works to address any physical obstacles. It is intended that in developing good and best practice solutions we will be able to disseminate these solutions to all schools within the authority and beyond.

Schools not Designated: Those schools not designated during the period of this strategy will be expected to make management changes and reasonable physical changes to enable access for pupils with disability. They will be expected to make these changes as pupils with disability "present" themselves, in accordance with the proposals in their Accessibility Plan, which they programme and implement.

Where a non-designated school needs to make major physical changes to accommodate a pupil the needs will be discussed with the authority and the implications analysed. The authority will work with the school to achieve the best possible solution for the pupil.

Other New Building Work: Whenever the reorganisation of schools involves the building of a new school, or the substantial remodelling of an existing one, the works will comply with the Building Regulations, which include the DDA/SENDA requirements.

Specific targets

The LEA will:

- Arrange training events to raise awareness of the DDA and its implications for schools;
- Inform schools of the strategy and approach;
- Assist schools in writing their accessibility plans;
- Organise training to cover all areas of disability;
- Offer appropriate curriculum advice for schools in working with pupils with disabilities;
- Support schools as they formulate their plans to ensure that they are setting achievable goals and targets for making their premises more accessible;
- Make available to all schools the audit report on their school regarding the provisions of the Disability Discrimination Act;
- Plan ahead, through discussions with schools and through regular partnership meetings with Social Services, Health, the Early Years Partnership and the Special Needs team, to obtain early indications of any changing patterns of special needs emerging in the Borough.
- Make information available regarding those schools which have had adaptations, such as significant works for wheelchair users, so that

parents can make informed choices should their child have particular requirements;

- Provide information on appropriate support for pupils in order that they can access after-school clubs/homework clubs, school trips, school camps, etc
- Provide effective support services for individual children with low incidence disabilities;
- Provide information on these specialist support services
- Publish information on the effectiveness of the support services;
- Clearly define the role of our special schools;
- Consult with all schools and others, and review and evaluate this Strategy;

For the lifetime of this plan, funding will be targeted at:

1. Providing specialist equipment for individual pupils so that they may access mainstream education.
2. Schools where a programme of work has been agreed but not yet completed.
3. Schools where the LEA has resourced provision in order to ensure that the environment maximises the opportunities for success for the pupils placed in the resourced provision.
4. Ensuring there are two primary school in each cluster which are fully accessible for physically disabled pupils.
5. Developing a range of expertise at secondary phase to ensure pupils have their needs met within the Borough wherever possible.
6. Developing the availability of key information in a range of formats and community languages.

Pupils with different needs

There is a broad and diverse range of disabilities which pupils may have. As a snapshot of that diversity, set out in Appendix 2 is an account of the types of

disability which are currently being supported in Lambeth schools. Lambeth LEA expects to work with families, schools and the special advisers in determining individual pupil needs and to agree how and where best these needs can be addressed.

Special schools and other specialist support

In planning improvements to accessibility, it is of course important to take account of the specialised support which already exists. There will be an interaction between the development of new and additional facilities in schools and the planned development of change to our pattern of specialised provision. The LEA's strategy for balancing integration with the provision of appropriate specialist support will be set out in our strategic plans for S.E.N., which form a vital context for this Accessibility Strategy.

Current specialist provision, in terms of Special Schools, special resources within mainstream schools, and resources outside schools, is set out in Appendices 3, 4 and 5.

Taking this strategy forward

Consulting and Agreeing on the Strategy

This strategy was the subject of consultation with schools and others in February and March 2003, and the revised version in July to October 2004. Comments were considered and the strategy revised.

Publicising and Raising the Profile of Our Strategy

Copies of the finalised, agreed first version of the Strategy were sent to all schools and other stakeholders in April 2003. It was also published on the council's website. Colleagues within the Education Directorate including school advisers, officers for special needs, asset management and governor support, all seek in a number of ways to ensure that school managers are helped to have an appropriate awareness both of Lambeth LEA's aspirations,

and of their own responsibilities in terms of improving their schools' accessibility.

Reviewing the Strategy

This Strategy document has a lifespan of three years (2003-2006). During that time the strategy will be kept under continuous review to ensure that it provides a workable approach. Each year, the LEA will secure a formal ratification of revision by Members.

A formal review and consultation with all stakeholders on the practicability and progress of the Strategy will take place In the Autumn of 2005. In the light of that review and consultation, a new strategy will be put in place for April 2006.

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Appendix 1- List of all maintained schools in LambethNursery

Effra Nursery School
Ethelred Nursery School
Holmewood Nursery School
Maytree Nursery School
Triangle Nursery School

Primary

Allen Edwards Primary School
Archbishop Sumner CE Primary School
Ashmole Primary School
Bonnevile Primary School
Christchurch (Brixton) C.E. Primary School
Christchurch (Streatham) C.E. Primary School
Clapham Manor Primary School
Corpus Christi RC Primary School
Crown Lane Primary School
Durand Primary School
Elm Wood Primary School
Fenstanton Primary School
Glenbrook Primary School
Granton Primary School
Heathbrook Primary School
Henry Cavendish Primary School
Henry Fawcett Primary School
Herbert Morrison Primary School
Hillmead Primary School
Hitherfield Primary School
Holy Trinity C.E. Voluntary Primary School
Immanuel & St Andrews CE Primary School
Jessop Primary School
Johanna Primary School
Jubilee Primary School
Julians Primary School
Kings Avenue Primary School
Kingswood Primary School
Larkhall Primary School
Loughborough Primary School
Macaulay C.E. Primary School
Paxton Primary School
Richard Atkins Primary School
Rosendale Primary School
St Andrew's R.C Primary School
St Andrews's C.E. Primary School
St Annes Catholic Primary School
St Bede's R.C Infants School

St Bernadette's RC Junior School
St Helen's R.C. Primary School
St John the Divine C.E Primary School
St Johns (Angell Town) Primary
St Jude's CE Voluntary Aided Primary School
St Leonard's C.E Primary School
St Luke's C.E Primary School
St Mark's C of E Primary School
St Mary's R.C. Primary School
St Saviours C.E. Primary School
St Stephen's C.E. Primary School
Stockwell Primary School
Streatham Wells Primary School
Sudbourne Primary School
Sunnyhill Primary School
Telferscot Primary School
The Reay Primary School
Vauxhall Primary School
Walnut Tree Walk School
Woodmansterne Primary School
Wyvil Primary School

Secondary

Archbishop Tenisons
Bishop Thomas Grant RC
Charles Edward Brooke (Upper and Lower)
Dunraven (Upper and Lower) School
La Retraite RC
Lillian Bayliss School
London Nautical School
Norwood School for Girls
Stockwell Park School
St Martin-in-the-Fields High School for Girls

Special

See Appendix 3 below

Appendix 2 – Support for SEN

The DfES SEN Code of Practice, which came into force on 1st January 2002, includes a range of "provision types" which replaced the five point scale of the old Code.

The new codes and their old points equivalent are shown below:

N	No special educational need
A	School action or early years action (Stage 1)
P	School action plus or early years action plus (Stages 2 & 3)
Q	School action plus or early years action plus and statutory assessment pending (Stage 4)
S	Statement of special educational need (Stage 5)

Pupils with Special Educational Needs by School Phase, 2004

Type of school	Special Needs Pupils not formally stated	Stated by Local Authority
	Number	Number
Nursery	94	5
Primary	4,157	326
Secondary	1,773	207
Special	4	515
Total	6,028	1,053

Source: DfES PLASC & SLASC January 2004

Special Educational Need by Type of Provision, 2004 (%)

SEN Provision Type	Primary	Secondary
N	77.5%	74.6%
A	11.3%	13.2%
P	9.3%	9.5%
Q	0.3%	0.0%
S	1.6%	2.7%
Total SEN pupils	22.5%	25.4%

Source: DfES PLASC January 2004

Types of Support Required by Pupils with SEN in Lambeth, 2004 (%)

Prime SEN	Nursery	Primary	Secondary	Special	Off-Site Unit
Specific Learning Difficulties	n/a	15.1%	14.9%	0.2%	0.0%
Moderate learning Difficulties	n/a	27.9%	34.1%	22.7%	1.8%
Severe Learning Difficulties	n/a	0.8%	0.2%	17.3%	0.0%
Profound & Multiple Learning Diff	n/a	0.3%	0.1%	6.4%	0.0%
Autistic Spectrum Disorder	n/a	4.6%	0.6%	17.3%	0.0%
Emotional/Behavioural Difficulties	n/a	25.6%	28.5%	27.4%	98.2%
Hearing Impairment	n/a	1.1%	0.5%	0.2%	0.0%
Visual Impairment	n/a	0.5%	0.5%	0.4%	0.0%
Physical Impairment	n/a	2.2%	0.8%	2.7%	0.0%
Speech, Language and Communication Needs	n/a	18.8%	16.3%	1.7%	0.0%
Multi-Sensory Impairment	n/a	0.3%	0.1%	0.0%	0.0%
Other Difficulty/Disability	n/a	2.8%	3.4%	3.7%	0.0%

Source: DfES PLASC January 2004

Types of Support Required by Pupils with SEN in Lambeth, 2004 (%)

Prime SEN	Nursery	Primary	Secondary	Special	Off-Site Unit
Specific Learning Difficulties	n/a	15.1%	14.9%	0.2%	0.0%
Moderate learning Difficulties	n/a	27.9%	34.1%	22.7%	1.8%
Severe Learning Difficulties	n/a	0.8%	0.2%	17.3%	0.0%
Profound & Multiple Learning Diff	n/a	0.3%	0.1%	6.4%	0.0%
Autistic Spectrum Disorder	n/a	4.6%	0.6%	17.3%	0.0%
Emotional/Behavioural Difficulties	n/a	25.6%	28.5%	27.4%	98.2%
Hearing Impairment	n/a	1.1%	0.5%	0.2%	0.0%
Visual Impairment	n/a	0.5%	0.5%	0.4%	0.0%
Physical Impairment	n/a	2.2%	0.8%	2.7%	0.0%
Speech, Language and Communication Needs	n/a	18.8%	16.3%	1.7%	0.0%
Multi-Sensory Impairment	n/a	0.3%	0.1%	0.0%	0.0%
Other Difficulty/Disability	n/a	2.8%	3.4%	3.7%	0.0%

Source: DfES PLASC January 2004

Appendix 3 - Special Schools

Elm Court School (Community)

Designation: Secondary age, mixed, day special school for pupils with Mixed Needs with associated Emotional and Behavioural Difficulties

Lansdowne School (Community)

Designation: Secondary, mixed, day special school for pupils with Mixed Needs

The Livity School (Community)

Designation: Primary, mixed, day special school for pupils with Complex Needs

The Michael Tippett School (Community)

Designation: Secondary, mixed, day special school for pupils with Complex Needs

Turney School [Foundation]

Designation: All age, mixed, day special school for pupils with Mixed Needs

Willowfield School (Foundation)

Designation: Secondary, boys, day special school for pupils with Emotional & Behavioural Difficulties (EBD).

Appendix 4 - Provision within a mainstream school

Centre of Excellence for Visually Impaired Pupils

Designation: Resourced centre within Kings Avenue School.

Centre of Excellence for Hearing Impaired pupils

Designation: Resourced centre within Jubilee Primary School

Larkhall Centre for Pupils for Autism

Designation: Resourced centre attached to Larkhall Primary School. The centre also operates an outreach programme

Wyvil Language Unit

Designation: Resourced Unit attached to Wyvil Primary School.

Project Support

Freshstart at Hill Mead School

An inclusion project for primary aged pupils with behaviour difficulties.

Maytree Autism Project

Support for nursery age pupils with autistic spectrum disorders; parent training programme, and outreach support for those working with under-5 children with Autistic Spectrum Disorders (ASD)

Dunraven School

Support for visually impaired pupils in a secondary mainstream school

St Martins-in-the-Fields

Support for visually impaired pupils in a secondary mainstream school

Bishop Thomas Grant RC School

Support for visually impaired pupils in a secondary mainstream school

Ethelred Nursery School

Support for nursery age pupils with autistic spectrum disorders; parent training programme, and outreach support for those working with under-5 children with ASD

Appendix 5 - Alternative Education Provision

Primary Pupil Referral Unit and Secondary Pupil Referral Unit

The Lambeth Pupil Referral Service accepts pupils on a short-term basis for education where the pupils have been permanently excluded or excluded for a significant period from their mainstream schools. They are educated at the Primary or Secondary Pupil Referral Units until they are placed in other mainstream schools, or within other specialist provision as appropriate. An outreach service is available to schools in the borough to work closely with pupils who are risk of exclusion and to provide training in behaviour management and preventative strategies.

Hospital and Home Tuition Service

Educational provision for pupils at home or in hospital who are temporarily unable to attend school for health related reasons. The home tuition service also provides support for young mothers to continue their education during pregnancy and following the birth of their child.

Work with Voluntary Organisations

Lambeth works closely with a number of specialist providers by joint funding or buying places for pupils who are out of mainstream educational provision. These include:

Five Bridges

Provides full time education for up to 30 pupils in Years 9 –11 who may be:

- Excluded from mainstream schooling
- In residential care
- Long-term school refusers
- Have social, emotional or behavioural difficulties

This is jointly funded by Lambeth, Southwark, Westminster, Lewisham and Merton Councils and a variety of business and charitable organisations

Hampton Project

- The Hampton Project provides a range of full time educational and vocational opportunities to meet the needs of young offenders between 14 and 16 years old who have no realistic access to mainstream education. Integral to this offer is a range of youth work opportunities that are aimed at helping the young person to address their offending behaviour. The project also offers work experience placements and career guidance.
- The young people referred to the project are excluded from mainstream schools or long-term school refusers.

Fairbridge Project

- Support for young people aged 14-25 who are not attending school.
- Attendance requires completion of an access course including outward-bound activities. There is also a drop-in facility. Attendance is voluntary.
- Includes programmes to build self esteem and improve literacy skills

409 Project

- Personal support, advocacy services, recreational alternatives and intervention of a 'non social-work' nature to young people between the ages of 10-16 who have offended or who are at risk of offending.

Cave (Community and Voluntary Education)

- Provides 14 full-time places for 14-16 year olds who have been long-term non-attendees to enable them to overcome the social exclusion that their disaffection has created.

Appendix 6 - Projects funded by Schools Accessibility Fund, 2003-4

Name of School	Brief Project Description	Amount Approved
Holmewood Nursery School	Screening of private area for classroom (2). Portable ramp	625.00
Triangle Nursery School	Double gates in light steel work	2,507.00
Henry Cavendish Primary School	3 Additional ramps and platforms. Installation of 5 low level classroom sinks	11,250.00
Telferscot Primary School	Refurbishment of outside disabled toilet	860.00
Walnut Tree Walk	Refurbishment of school premises	15,000.00
Woodmansterne Primary School	Improvements to Physical access, accommodation and medical rooms in the school	7,000.00
Hitherfield Primary School	Installation of sink in reception class. Sound proofing of detached dining centre for pupils with hearing disabilities	15,600.00
Fenstanton Primary School	Adequate changing facilities, lift to the upper floor, ramps on classroom and fire exit doors of hutted classrooms, equipment to enable disabled students	53,000.00
Bonneville Primary School	Improve accommodation to accommodate disabled children	15,500.00
Jubilee Primary School	Works to hearing assistance installation, additional acoustic treatment	25,000.00
Kings Avenue School	Various works to provide pre-school playgroup for hearing impaired children	21,705.20
Rosendale School	Main entrance gates to be made accessible to all	65,568.00
Richard Atkins School	Automatic entrance	12,000.00
Herbert Morrison	To add patio doors to exterior, make changes to disabled ramp to enable access to staff rooms	1,390.00
	Total	247,005.20

Last updated: 12 May 2005