

DERBYSHIRE COUNTY COUNCIL

CABINET MEMBER FOR EDUCATION

1st December 2009

Report of the Strategic Director for Children and Younger Adults

ACCESSIBILITY STRATEGY

1. **Purpose of Report** To inform the Cabinet Member of consultation required on the Authority's strategy for planning to increase the accessibility of schools to disabled pupils.
2. **Information and Analysis** Authorities are required to prepare accessibility strategies for increasing over time the accessibility of schools for disabled pupils. This is known as the "planning duty" and it was introduced under the Special Educational Needs and Disability Act 2001.

The "planning duty" came into force in September 2002 and, under regulations, Authorities were required to have written strategies in place by April 2003.

The Authority's strategy for the period 2003-06 was reviewed and a strategy produced for the next 3 year period 2006-09 in the light of statutory guidance. The 2006-09 strategy has been reviewed and refreshed and a proposed strategy produced for the period 2009-12.

In preparing its accessibility strategy the Authority must consult various persons, groups and organisations as prescribed in statutory guidance. The guidance also recommends consultation with various other bodies that work with and on behalf of disabled children and young persons, as well as disabled pupils themselves. It is proposed to undertake consultation on the draft Strategy through an on line consultation exercise. A drop-in session will also be held at County Hall on 1st February 2010 to provide an opportunity for interested parties to ask questions and discuss the draft strategy with officers. Further details are provided in Appendix 1.

3. **Financial Considerations** Funding which is being used to implement the Accessibility Strategy comprises:
- Individual pupil equipment budget £111k
 - Grant for early years equipment £20k
 - School Access Initiative £1.45m
 - Devolved Formula Capital to all schools, which is available for schools to spend on capital and IT projects, amounting to £14.6m.
4. **Other Considerations** In preparing this report the relevance of the following factors has been considered:- Prevention of Crime and Disorder, Equality of Opportunity; and Environmental, Health, Legal and Human Rights, Personnel, Property and Transport Considerations.
5. **Background Papers**
- Accessible Schools: Planning to increase access to schools for disabled pupils DfES guidance 8th July 2002
 - Report to Cabinet Member for Education: Accessibility Strategy 4th March 2003
 - Report to Cabinet – 16th January 2007 and to Cabinet Member for Schools – 21st August 2007: Accessibility Strategy
6. **Key Decision** No
7. **Deputy Strategic Director's Recommendations** To note the requirement for consultation on the Authority's proposed Accessibility Strategy 2009 – 2012.

***Derbyshire County Council,
Children and Younger Adults
Department***

***Accessibility Strategy
2009 - 12***

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The Strategy 2009-12

Introduction

This strategy sets out for the period April 2009 – March 2012 the proposals of Derbyshire County Council to increase access to school education for pupils with Learning Difficulties and Disabilities (LDD), in the schools for which it is responsible. The strategy covers the three areas required by the planning duties in the Disability Discrimination Act:

- increasing the extent to which pupils with Learning Difficulties and Disabilities can participate in the curriculum;
- improving the physical environment of schools to increase the extent to which pupils with Learning Difficulties and Disabilities can take advantage of education and associated services;
- improving the delivery to pupils with Learning Difficulties and Disabilities of information which is provided in writing for pupils who are not disabled.

The Strategy is made up of three sections:

- 1) The Starting Points
- 2) Priorities
- 3) Making it Happen

Each section is divided into sub headings in line with the guidance framework for the publication of Accessibility Strategies.

For ease of reference throughout this strategy the terms Special Educational Needs (SEN), Learning Difficulties and Disabilities (LDD) and Special Educational Needs and Disabilities (SEND) are used interchangeably

1a. The purpose and direction of the local authority's strategy: vision and values

Derbyshire has identified the following strategic goals for its accessibility strategy:

- 1.1 To maximise access for disabled children to its schools so that they can achieve their full potential
- 1.2 To ensure a place for every disabled child at his/her local mainstream school. It is anticipated that only in rare cases this will not be possible. About 7 pupils in a thousand attend Special Schools (2008 – 09 figures), compared with national figures of between 11 and 12 per thousand.

- 1.3 To minimise the need for disabled children to be placed at schools outside the County.
- 1.4 To pursue improved access as a shared goal in partnership with all schools, support services, other agencies, e.g. Health, Connexions and voluntary organisations.
- 1.5 To use the information gained from the initial audit of Derbyshire school premises, together with information obtained from Health and Social Services about children with disabilities, to target capital funding so that it can better meet the needs of children coming up to school entry.
- 1.6 To facilitate the sharing of good practice between schools, and between schools and services, other agencies and voluntary organisations.
- 1.7 To support the achievement of the Council's aims and targets as contained in its Children and Younger Adults Department Service Delivery Plan, the Children and Young Persons Plan and the Strategy for Children and Young Persons with SEND.

1b. Information which can be obtained from pupil data and school audits

Outcomes for Disabled Pupils

Existing practice

- Through the Quality Development Dialogue (QDD) and the production of the School Improvement Review Record, School Improvement Partners are specifically asking to evaluate how well pupils with Learning Difficulties and Disabilities (LDD) achieve.
- An annual curriculum bulletin is produced entitled "Standards of Attainment and Progress for pupils with Special Educational Needs in Derbyshire." This is made available on the Extranet to support schools in evaluating the relative achievement and make judgements as to the progress of pupils with special educational needs.
- The County Data Project on pupils working below age related expectations collects the attainment data for pupils achieving below age-related expectations. This is then analysed and used to review the relative achievement of pupils based on principal need and with reference to different subject strands.
- The quality of provision for pupils with SEN as judged by Ofsted is monitored. Overall, the quality has been evaluated as good.

- The achievement of pupils with LDD has been a central focus for the Annual Improvement and Inclusion Planning meetings (AIIPM), which have been running since the academic year 2006-07. These meetings have involved a core group of professionals from Local Inclusion Officers, Educational Psychologists, Behaviour Support, Support Service Special Educational Needs and Education Improvement and focussed on planning to meet the needs of the whole school population with the emphasis on the needs of pupils with LDD.

Future Action Development

- I. Liaise with the Information Unit in relation to the analysis of outcomes for pupils with LDD and continue to develop the working below age related expectations Data Project.
- II. Implement a systematic process to collate the Ofsted judgements relation to pupils with LDD

Future Action Maintenance

- I. Sustain the AIIP process
- II. Continue to produce the annual curriculum bulletin to support School self-evaluation.

Increasing Access to the Curriculum for Disabled Pupils

Existing Provision

- The Education Improvement team have devised 'Evaluating Educational Inclusion' a self-evaluation framework for schools. They are promoting its use through QDD. This encourages schools to reflect on accessibility and access planning.
- A group designated as the SEN training group, including representatives of the Education improvement Service (EIS), the teaching Support Services, Educational Psychologists other relevant partners meet to decide on the county response to training needs in the field of SEND and LDD. This group is responsible for the course and conference programme providing a range of courses supporting and increasing access to the curriculum for disabled pupils.
- The revision of the QDD process which has school self-evaluation as the central theme gives the opportunity for reflection and

comment about the way in which schools are meeting the needs of pupils with learning difficulties and disabilities.

- The Authority provides accredited courses for SENCOs these are linked to the University College of Northampton and Sheffield Hallam University.
- The full EIS team are updated through the briefings to School Improvement Partners (SIPs) about Learning Difficulties and Disabilities which are given through the senior advisers for Special Educational Needs.
- The Authority provides a framework for development through the Quality Development Dialogue for SEN support services based on the self-evaluation framework for schools modified to meet the needs of the service.

Future Action Development

- i. Development of school improvement toolkit, to reflect best practice in improving access to the curriculum for pupils with SEN and LDD.

Future Action Maintenance

- i. Track and monitor course uptake delivered by all services in order to ensure maximum take up and assist in the evaluation of the impact of training on increasing access for pupils with SEND and LDD.

1b i Early Years Providers

Existing Provision

- There are currently a number of children with Statements of Special Needs receiving their early year's education in non-maintained settings
- The Local Authority Disability Inclusion Team supports all Early Years settings delivering the Early Years Foundation Stage in their Childcare Element. The children may be at Early Years Action, Early Years Action Plus or have a Statement of Special Educational Needs.

- Derbyshire is one of a number of authorities piloting early care and learning, free childcare places in the county's most disadvantaged areas for 2 year olds. Children with disabilities and additional needs are one of the 3 criteria groups. To offer equity of opportunity this is county wide and not only in disadvantaged areas to this particular group of children.
- The Disability Inclusion Team Inclusion Officers deliver a base line monitoring to all settings who have a child on the 2 year old early care and learning pilot or whose place is being funded by the Local Authority aged 0 – 17 years.
- The Support Service for Pre School children with Special Educational Needs (SSPSCSEN) is managed within the Educational Psychology Service. It works in close partnership with parents and carers to develop their own skills in order to help their child. It supports settings in the non- maintained sector with Portage First Steps for children in a setting for less than 15 hours per week with a maximum monthly visit to the setting, and Next Steps for children attending more than 15 hours per week with weekly or fortnightly visits to the setting.
- Children in the early years may be children who already have a diagnosis of disability, for example, Cerebral Palsy or Downs Syndrome but many of the children within the Early Years non maintained provision are children who are not yet diagnosed and are at an early intervention stage.
- Working with children who may or may not have a specific diagnosis is important to enable us to gather the information to plan for better services and for when the children move on to school.
- There are 54 Children's Centres in Derbyshire which are developing a range of opportunities for children with disabilities. They have all completed access plans.
- The accessibility strategy has regard to the childcare element of the Disability Discrimination Act as schools move into the extended schools agenda.
- A large proportion of early years children are currently presenting with behavioural challenges to settings. How they can be better supported is under discussion.

1b ii Information from Services

- Currently, there are 299 Derbyshire children and young people in placements outside the Local Authority. This includes all pupils who are placed in Independent, Non-maintained and Other Local Authority placements.

Non maintained special schools	66
Independent special schools	53
Other Independent schools	13
Other LA Special Schools	70
Other LA Mainstream	79
Other LA ERS	18
Total	299

- The Authority has developed a successful mainstream enhanced resource primary for pupils with Autistic Spectrum condition in the north of the county at Brampton Primary School. The provision supports pupils in accessing mainstream lessons as appropriate, gradually building pupil tolerance, until maximum inclusion for individual pupils is reached. The success of the project has informed the Authority's intention to replicate the provision across the county. A second primary resource at Elmsleigh and Springfield schools and two secondary resources at Long Eaton School and Newbold School were completed and operational by September 2006. A further primary provision is being planned during 2009 – 2010 at Pilsley Community Primary School to serve the south Chesterfield, Matlock, Amber Valley area. Additionally, a key stage 3 – 4 provision is also being planned during 2009 – 2010 in Swadlincote to provide a continuum for those in the provision at Springfield Junior School. The Authority is also planning further enhanced resource provision as part of the Building Schools for the Future programme. It is the intention to use this provision to support as many Derbyshire pupils with autistic spectrum condition within the county as possible.
- The future development of services for children and young people with learning difficulties and disabilities and special educational needs will be within the aim of producing an integrated service, based on localities, within Children and Younger Adults Services

Future Action Development

- i. In order to support District integrated working, a programme of linked placements between Spire Specialist Nursery and Ashgate Croft Community Special School is being established.

- ii. In line with the aim of reducing the need to place pupils out of county, an enhanced resource facility for early years, key stage 1 and key stage 2 pupils with major physical difficulties is being planned at Dunston Primary School in Chesterfield.
- iii. To consider the impact of Authority policies e.g. transport on the participation of disabled pupils in the full life of the school.
- iv. To plan enhanced resource primary provision for pupils with Autistic Spectrum condition in other parts of the LA. .

1b iii Policies on School Transport

- Work on reviewing Derbyshire's Special Educational Needs and Disability Transport Policy was completed in August 2006 in relation to the Authority's duty under Section 509 of the Education Act 1996 and with reference to the November 2004 DfES publication, "Home to School Travel for Pupils Requiring Special Arrangements". Section 7 of the policy refers to Inclusion. Where a pupil attends more than one school or centre and this has been approved by the LA, transport assistance will be provided. Section 9 refers to funding for school visits, field study trips and extra curricular activities which will only be funded in exceptional circumstances. Reference should be made to the transport policy, which can be viewed on the www.derbyshire.gov.uk website, when considering transport issues for pupils with Learning Difficulties and Disabilities.

Future Maintenance Action

- i. To raise awareness of the issues facing young people with LDD when accessing transport in order to prevent less favourable treatment.

1b iv Policies on Placement

- Under the 1996 Education Act, parents have a legal right to express a preference for which school their child should attend. Derbyshire LA strives to meet this preference, as long as it does not 'prejudice the provision of efficient education or the efficient use of resources'.
- Most pupils with a Statement of Special Educational Needs can have their needs met in their nearest LA primary school. Schools are extensively supported to meet the needs of children with SEN by Derbyshire's Support Services, which include:

- Educational Psychology
 - Local Inclusion Officer Service
 - Sensory and Physical Impairment Support Services
 - Support Service Special Educational Needs
 - Autism Outreach
 - Behaviour Support Service
- Derbyshire currently has 8 primary and 9 secondary Enhanced Resource Schools which are mainstream schools providing whole school inclusive specialist provision for children with Statements of Special Educational Needs. In addition, Derbyshire maintains 10 Special Schools across the county. About 7 pupils in a thousand attend Special Schools (2008 – 09 figures), compared with national figures of between 11 and 12 per thousand. Most students who go to a specialist school in Derbyshire tend to have very high levels of need.

Future Action Development

- i. To increase specialist provision in the Authority's own schools and to reduce dependence on out of county placements.

1b v The way that Support Services are deployed

Derbyshire LA currently provides support from the following services:

- The EIS offering challenge and support for self evaluation and school improvement through training, monitoring and intervention. Each school in Derbyshire has a School Improvement Partner. Some functions within this service are traded.
- The Educational Psychology Service – Each school has a named link Educational Psychologist who can advise on issues around individual pupils, groups of pupils and inclusion issues. This can be through the School Support and Planning Meetings process or through AIIPM (Annual Inclusion and Improvement Planning Meetings).
- The Specialist Teaching Services for children and young people who are deaf and hearing impaired, blind and visually impaired and physically impaired work across phases from pre-school to transition to adult life, normally working through referrals of individuals to support children, their educational settings and their families. There is an open referral system with criteria for involvement for each service.

- The work of the services involves considerable inter-agency working, with staff often taking on a lead role that makes links with others on behalf of families.
- Support and advice for schools working with children and young people with autistic spectrum condition is available throughout the LA. It is currently provided as an outreach function from two Derbyshire Special Schools. Referral is through the Educational Psychology Service.
- The Local Inclusion Officer Service provides a range of functions, including a key role in monitoring, supporting and challenging, schools to address physical, curriculum and social access issues. Each school has a named Local Inclusion Officer.
- The Local Inclusion Officer Service can support schools in Provision Mapping which is a process for establishing baselines for future planning.
- The Support Service for Special Educational Needs is a teaching service, working in primary schools, with children who have Statements of Special Educational Needs and also at School Action Plus. Support for pupils with Statements is allocated centrally. The nature of School Action Plus support is decided by the schools individually choosing from a menu of services. Each school has a calculated amount of 'School Action Plus' time annually.
- The Behaviour Support Service is available to all primary schools through an open referral system. The service offers assessment, advice, training and support. The Service is a traded service at secondary level except where identified on Statements of Special Educational Needs.
- The LA is currently reviewing whether the objectives of joined up working, shared assessments etc can be achieved via the lead professional and Team around the Child approach rather than a fully integrated team, which was indicated in the 2006-9 strategy. This means looking at what outcomes we want to achieve rather than focussing on the structure to achieve it. Should the decision be to have an integrated team, a threshold for allocation to that team would be in place.
- Derbyshire Services are involved in the delivery of multi agency training to all schools raising awareness of the implications of accessibility across all aspects of school life.

Future Action: Development

- i. To establish systems to identify a 'Lead Professional or main point of contact' role for all those working with children with complex needs.
- ii. To develop and extend the 'Team around the Child' model following a pilot project carried out in 2006.
- iii. To develop strategies to use the SEN progression guidance to support schools in having challenging expectations for pupils with SEND
- iv. To respond to the National Strategies agenda of 'mainstreaming' SEN

Future Actions Maintenance

- I. To complete training for schools and governing bodies on accessibility planning.
- II. To raise awareness through provision mapping of reasonable adjustments for pupils with LDD.
- III. To monitor the quality of provision for pupils with LDD through currently available models including School Self Evaluation Form prepared online for use in OFSTED inspections.
- IV. To sample how schools report on LDD and access in school prospectuses.

1c. Views of those consulted during the development of the strategy

Consultation Process

1. The consultation will be an online DCC website based consultation conducted during late 2009.
2. Partners consulted will include:
 - parents;
 - children and young people this will be through voluntary organisations and the Youth Forum;
 - Disabled people;
 - Nursery, infant, junior, primary and secondary schools;
 - Diocesan authorities;
 - Children's Centres;
 - Learning and Skills Councils;
 - Connexions;
 - Voluntary organisations;
 - Health.

3. The responses to the consultation will be reviewed and reported to the Cabinet so that a final strategy can be published as soon as possible thereafter.

Further Action:

1c-i Implementing the Disability and Equality Duty.

- The Disability Equality Duty (DED) for the public sector is a legal duty that requires all maintained primary and secondary schools to take proactive steps to ensure their disabled pupils, staff and governors, parents/carers and other people using the school are treated equally.
- The duty is about ensuring that equality for disabled children and adults is part of the culture of schools in practical and demonstrated ways. Disability equality will need to be at the forefront of policy development. Secondary schools should have had their Disability Equality Scheme in place since December 2006 and Primary phase and Special Schools since December 2007. The schemes will need to be reviewed and updated during the course of this strategy.
- Prime responsibility for making sure the duty is met lies with school governing bodies. However, in practice the Headteacher and senior staff with support from staff, pupils, parents and carers, and members of the wider school community all need to play a role to ensure the duty is met.
- Guidance on producing a Disability Equality Scheme is available at <http://www.equalityhumanrights.com/en/forbusinessesandorganisation/publicauthorities/disabilityequalityd/Pages/Disabilitye.aspx>

Derbyshire has produced its own guidance for schools and this is available on the extranet.

1c-iii Disability Equality Schemes and Accessibility Plans

- Schools are already required to plan to improve the accessibility of their schools for their disabled pupils under the planning duties contained in Part 4 of the Disability Discrimination Act. A Disability Equality Scheme will build on the work done so far on this. However, there are a number of significant differences between the planning duties and the specific duties that schools will need to take into account. For example, the specific duties cover disabled employees and other disabled users of school premises and services (such as parents and carers) as well as

pupils. There is also a statutory requirement to involve disabled people in the production of a Disability Equality Scheme.

- As with their access plans schools may find that using existing mechanisms they have developed for collecting information and consulting with parents and pupils are useful in developing their Disability Equality Scheme. The main elements and actions contained within the scheme can also be reflected within other school documents, such as an equal opportunities policy, school improvement plan, or prospectus.
- Schools may wish to publish a single document that contains both their access plan and scheme, or a separate plan and Scheme according to what will work best for them on an individual basis. However the school chooses to present this information, the scheme and the main elements it needs to be distinct, easily identifiable and in one place.

2. The main priorities in the local authority's strategy

2a. Increasing access to the curriculum for disabled pupils

The LA has a number of strategies used to support schools in increasing access for Disabled pupils.

Local Authority Publications and Support

Curriculum Access

Descriptors.

- Derbyshire LA makes available to all via its public web site the 'Descriptors of Special Educational Need's which give in detail the provision which all mainstream schools are expected to make for pupils with LDD/SEND at School Action or School Action Plus this includes pupils with disabilities as defined by the Act.

Friendly schools files

- Derbyshire schools have access to three curriculum support files which support the inclusion of pupils with Dyslexia, Speech and Language Difficulties and Autism in mainstream schools. These files were initially distributed free to all Derbyshire schools and contain good advice and strategies for Special Educational Needs Co-ordinators (SENCOs) and class teachers.

Dissemination of National Strategy (NS) materials and approaches.

- Derbyshire schools are supported in implementing these materials and approaches by Consultants and by members of the SSEN through their School Action Plus allocations.
- The Authority employs consultants who are knowledgeable about the KS3 and 4 curricula especially in English, Mathematics, Science and Information Communication Technology (ICT). All secondary schools have a named contact for each of these curriculum areas. Schools could draw on this expertise in relation to increasing access to the curriculum for pupils with disabilities. However the amount of time that they have allocated to them to do this type of work is in inverse proportion to the school's success in these areas.

Inclusion Development Programme (IDP)

- All schools in the LA have access to these materials which currently cover approaches to Dyslexia, Speech Language and Communication Difficulties and Autistic Spectrum Condition. Future materials will cover Behaviour, Emotional and Social Difficulties.

Evaluating Educational Inclusion

- All schools have access to a framework to support their self evaluation of educational inclusion. This has been published on the extranet and highlighted to School Improvement Partners for discussion in their meetings with school leadership teams.

Promoting Community Cohesion

- All schools have access to a framework to support their self evaluation of community cohesion. This has been published on the extranet and highlighted to School Improvement Partners for discussion in their meetings with school leadership teams.

Support Groups

- There is a range of support Groups available across the LA for personnel working with pupils with LDD or SEND such as:
 - SENCO groups
 - Autism Support Groups
 - Teaching Assistant (TA) Support Groups
 - Parent Support Groups
 - Pupil Forums

All provide a forum for discussion of issues relating to pupils with LDD or SEND and a way for the Local Authority to ensure the clarity of advice given to schools on inclusion. Derbyshire support services are involved in supporting and maintaining these groups.

CPD (Continuing Professional Development)

- Derbyshire provides high quality, on going CPD on issues appertaining to accessibility.
- Through the Course and Conference Planning mechanism the Special Educational Needs Training group impacts on the quality of CPD offered in all areas of Special Educational Needs and LDD. This includes:

- Courses and conferences on wave three interventions.
- Courses for SENCOs
- School Action Plus support for SENCOs and TAs
- Training on Accessibility Planning.
- Support on the production and implementation of the Disability Equality Schemes.
- Specific courses on a wide range of SEN run by Support Services.
- Training on the new OFSTED Framework ensuring that schools report on both the provision made for pupils with LDD and their progress. The framework also promotes the need for consultation on the effectiveness of the provision which has been made.
- School governors are offered training on special educational needs and can commission training on other aspects of Disability Planning from governor services.

Working together

The LA encourages working together on a number of levels. All of which have regard to the needs of pupils with LDD and SEND.

Annual Inclusion and Improvement Planning Meetings (AIIPM)

Annual Inclusion and Improvement Planning meetings have been in place for over 40 schools in the authority since 2006. The core purpose of the meeting is to look at wider issues affecting the education of pupils in the school and develop a co-ordinated approach to supporting schools development for all pupils but particularly those with SEND and LDD.

Multi Element Plans (MEPs)

Multi Element Plans were introduced to support pupils during the period of the last accessibility strategy.

Derbyshire has a commitment to hold Multi-Element Plans for all pupils with a Statement who are at risk of permanent exclusion from school. A plan will be triggered if a pupil has had either a second fixed period exclusion or the cumulative total of such exclusions is greater than 9 sessions.

The priority is to avoid any further exclusion for this pupil. Therefore, all agencies involved with the child are engaged to ensure the plan is completed.

Personal Education Plan (PEPs)

Personal Education Plans are used where a pupil is Looked After by the local authority. These are done on a six monthly basis and all agencies involved with the young person are invited to the meeting.

Team Around the Child (TAC)

In some instances Multi Agency working arrangements will be designated a Team Around the Child Meeting.

Common Assessment Framework (CAF)

CAF and pre CAF are tools which may be used if a number of agencies are involved with a young person and the issues are such that a co-ordinated approach across those agencies would be beneficial.

District partnerships

Each of the seven Districts has a district partnership which meets to discuss issues affecting the locality. Each district partnership has representatives from a social care, education and health background. All three district managers attend the meetings and a nominated representative ensures that disability issues are considered.

Each District has 3 District Managers 0-11, 11 – 19, and Safeguarding Services, plus two District Managers for disabled children's services. They can be contacted as below.

District Managers ~ Children & Younger Adults Department

District	Manager	Name	Base	Tel No.
High Peak	0-11 11-19 Safeguarding	Louis Hughes Elaine McDonald Eric Kinney	Buxton Area Office, Kents Bank Rd, Buxton, Derbyshire, SK17 9HW Buxton Connexions Centre, 9 The Quadrant, Buxton, Derbyshire SK17 6AW Buxton Area Social Care Office, Kents Bank Road, Buxton SK17 9HJ	01298 26121 Ext 180 01298 22322 01629 531029
Chesterfield	0-11 11-19 Safeguarding	Brenda Towse Moirra Bannister Peter Lambert	Queen's Park Children's Centre, South Lodge, Queen's Park, Boythorpe Avenue, Chesterfield, S40 2LD Chesterfield Connexions Centre, Knightsbridge Court, West Bars, Chesterfield S40 1BA Chesterfield Area Social Care Office, West Street, Chesterfield S40 4TZ	01246 283030 01246 201581 01629 537710
NE Derbyshire	0-11 11-19 Safeguarding	Jill Langley Bish Sharif Ali Noble	Dronfield Children's Centre, The Gladys Buxton Centre, Oakhill Road, Dronfield, S18 2EJ Dronfield Children's Centre, Gladys Buxton Centre, Oakhill Road, Dronfield, Derbyshire S18 2EJ NE Derbyshire Area Social Care Office, High Street, Clay Cross, Chesterfield S45 9JB	01246 296010 01246 419113 01629 537188
Bolsover	0-11 11-19 Safeguarding	Sue Jones Dave Bond Smruti Mehta	Bolsover Children's Centre, 1A Wellbeck Road, Bolsover, Chesterfield S446DF Shirebrook Children's Centre, 2 Park Road, Shirebrook NG20 8JQ Bolsover District Children's Services, Byron Street, Shirebrook NG20 8PJ	01629 0537377 07880 782002 01623 588006 01629 537349
Amber Valley	0-11 11-19 Safeguarding	Deb Smith Fay Harvey Paul Smith	Connexions - Derbyshire, Godkin House, Park Road, Ripley, DE5 3EF Connexions Derbyshire, Godkin House, Park Road, Ripley DE5 3EF Amber Valley Area Social Care Office, Long Close, Cemetery Lane, Ripley DE5 3HY	01773 746174 01773 746174 01629 531314
Erewash	0-11 11-19 Safeguarding	Susanna Williams Bev Squire Sara Wilson	Kirk Hallam Children's Centre, Kenilworth Drive, Kirk Hallam, Derbyshire, DE7 4EX Surestart Children's Centre, Kenilworth Drive, Kirk Hallam, Derbyshire DE7 4EX Erewash Area Social Care Office, Rutland Mill, Market Street, Ilkeston DE7 5RU	01629 531575 01629 531575 01629 531694

S Derbyshire	0-11 11-19 Safeguarding	Rosie Kightley Maureen Evans Kevin Matchett	Connexions – Derbyshire, Rink House, Rink Drive, Swadlincote, DE11 8JL Swadlincote Connexions Centre, Rink House, Rink Drive, Swadlincote DE11 8JL South Derbyshire & South Dales Area Social Care Office, Civic Way, Swadlincote DE11 0AQ	01283 229709 01283 229709 01629 532519
Disability	Alex Howlett (North) Diana McKenna (South)		Chesterfield Area Social Care Office, West Street, Chesterfield S40 4TZ Disabled Children Services South, Heanor Library, Ilkeston Road, Heanor, DE75 7DX Children and Younger Adults Department, County Hall, Matlock	01629 537700 01629 531791 01629 580000 Ext 7094

Autism Training Group

This group meets three times per year to co-ordinate autism training delivered through the course and conference programme and increasingly more widely. It also produces a range of supportive publications such as the file for autism friendly schools. Membership of the group comprises colleagues from the support services, schools, educational psychology, early years, parent partnership, health, social care and the education improvement service.

Services Working Together Group

Local Authority services have formed a strategic group to review co-ordination of support for schools across teams. 2009-10 is the first year in which the groups has operated on a formal basis.

Mingles

Mingles take place on a frequent basis and are designed to update members of the SEN and Inclusion division on key developments. Recent meetings have covered topics such as:

- Safeguarding
- Multi Agency working
- Working with families

SEN Training Group

The co-ordination of training is led by a Senior Adviser from Education Improvement. This group comprises representatives of all services involved in the delivery of training at a county level and maintains an

overview of the provision made, the requirements of schools and the quality of provision.

Moving and Handling Management Group

The Children and Younger Adults moving and handling management group consists of managers who have some involvement with children and young people who have moving and handling needs. The group is chaired by the Principal health and safety adviser. Meeting on average three times a year the group discusses issues relating to moving and handling, receives reports from operational staff (advisers and link workers), and is concerned with strategic issues relating to Derbyshire's inter-agency code of practice for safe handling (DIAG). The group has been able successfully to deal with a number of practical issues and secure funding for staff training and an additional part time advisory post.

A Positive Range of Options to Avoid Crisis and use Therapy') and Strategies for Crisis Intervention and Prevention

Steering Group

This Steering group comprises multi-service/agency representatives. The remit of the group is to oversee and monitor the development across CAYA of these programmes as the consistent approach used to respond proactively to children and younger adults' presenting with challenging behaviour.

Extended Schools

The Government have set out a core offer of services that they would like all schools to offer access to (in partnership with local authorities and local providers) by 2010:

A varied menu of activities (including study support, play/recreation, sport, music, arts and crafts and other special interest clubs, volunteering and business and enterprise activities), in a safe place, for primary and secondary schools

- Childcare 8:00 am — 6:00 pm, 48 weeks a year for primary schools
- Parenting support including family learning
- Swift and easy access to targeted and specialist services such as speech and language therapy
- Community access to facilities.

These services will need to be shaped to meet the needs of pupils, parents and the community. This core offer ensures that there is a minimum of service and range of activities for families. Services will not necessarily be provided on the school site or by teachers. Providing easier access to all types of services around the places where children and young people spend most of their time is key to the *Every Child Matters* objectives of ensuring that children stay safe, are healthy, enjoy and achieve, make a positive contribution and achieve economic well being. Schools developing extended services will also mean developing a multi-agency approach to children's services through closer collaboration between other schools, social services, healthcare professionals and the police.

Aiming High for Disabled Pupils

Derbyshire has been chosen as one of 21 Aiming High for Disabled Children Short Break Pathfinder Projects nationally. The aim of the project is to increase a range of flexible short break provision for disabled children and young people, with autistic spectrum conditions, with complex health needs, with challenging behaviour, who are aged 11 and over with moving and handling needs, and those aged 14 and over, both with and away from their families. The active participation of the children and young people and their parents, carers and families is encouraged at every stage of the commissioning process to ensure activities are flexible and responsive as well as fun and enjoyable.

CAYA Equalities Group

The strategic leadership of the Equalities work of Derbyshire County Council (DCC) is provided by the Corporate Equalities Leadership Group. The strategic group, which is chaired by Nick Hodgson, Chief Executive, contains representatives of the DCC Departments including Children and Younger Adults (CAYA).

The Corporate Equalities Leadership Group is supported by a Council Equalities Practitioners Group through the DCC Equalities Officer, John Cowings. The practitioner group contains representatives from CAYA.

The practitioner group is supported by a series of Departmental Equalities Steering Groups. The role of the departmental groups is to support the implementation of Equalities improvement planning within the departments.

Key priorities for the CAYA Equalities Steering Group include the effective implementation of Equalities Impact Assessments to improve

ECM outcomes for children from equalities groups and the achievement of Level 3 of the local government Equality Standard.

Local Authority Strategic Monitoring and reporting

The Local Authority has a number of strategic routes through which it monitors the effectiveness of its provision. In some instances the judgements on the effectiveness of the provision are moderated by members of the National Strategies SEN Team.

Monitoring and Reporting mechanisms within the Local Authority include:

- Local Authority Data Set
- Local Authority Self Evaluation Framework
- SEN data bulletin
- County Data Collection Project for Pupils Working Below Age Related Expectations.
- SNAP
- Cross divisional Meetings under the Schools causing Concern banner.
- SEND Head of Service meetings
- Monitoring and Review of the Accessibility Strategy Action Plan.
- Local Inclusion Officer Service monitoring of effective use of SEN resources to support inclusion.

Schools Monitoring and Reporting.

- The progress of pupils with LDD in Derbyshire is tracked and monitored by schools themselves through their own monitoring and review processes. This should be recorded and reported on in the SEF. Progress will be monitored by services and agencies with which they may be involved and will be reported on through the County Data Collection Project for Pupils Working Below Age Related Expectations and individual service programmes.
- The School Improvement Review Record which is the tool used by EIS to monitor and review schools has been updated to reflect the new SEF and can be used to monitor accessibility.
- SIPs are required to ask questions relating to the progress of pupils with LDD and SEND
- The Derbyshire Support Services also use a self evaluation framework which reflects on the progress of pupils with LDD.
- Pupils who are receiving Elective Home Education (EHE) including those with SEND are monitored to ensure that they are receiving “suitable education”.

Future Action Development

- i. To further develop the role of subject leaders/SENCOs in line with the statutory instrument issued in September 2008 on the role of SENCOs.
- ii. To further develop links with HE providers.
 - University College Northampton
 - Sheffield Hallam University
- iii. To develop descriptors of provision for children at Early Years Action or Early Years Action Plus.
- iv. To develop a central directory for training.
- v. To develop the use of the SEN progression guidance in both the LA and in schools.
- vi. To support the roll out of the Inclusion Development Programme.
- vii. To ensure that schools and LA officers are updated on the new SEF.
- viii. To ensure that schools and LA officers are updated on the new OFSTED framework.
- ix. To respond positively to Strategy guidance as published.
- x. To implement Strategy guidance as published.

Future Action Maintenance

- i. To sustain the number of schools participating in the AIIPM process.
- ii. To maintain the use of the Special Educational Needs recording system to ensure that the needs of pupils with LDD are included and reviewed annually.
- iii. To maintain the use of provision mapping to include meeting the needs of disabled children

2a - i Developing aspects of school improvement work:

The role of the EIS in improving access for pupils with Disabilities

- All schools have an allocated School Improvement Partner from the Derbyshire Education Improvement Service. They are available for general consultation about school improvement issues relating to pupils with LDD. Through the Quality Development Dialogue and Self-Evaluation Form processes schools are required to reflect on what parents and pupils say. Schools are encouraged to have active school councils and this is reported on in the School Improvement Review Record.
- The Self-Evaluation form is central to all discussion Education Improvement staff have with their schools and all SIPs have had

training with reference to Quality Development Dialogue process focus on vulnerable pupils. All training on vulnerable groups has been delivered by current OFSTED inspectors. Education Improvement staff have a number of tools they can use to inform discussions and support schools, RAISE online tracking, Fischer Family Trust, Pupil Level Annual Schools Census Data, The Derbyshire data book, Benchmarking from the Curriculum Bulletin, and P Scales Data are all relevant. When published the SEN progression Guidance will contribute towards these discussions.

The role of other LA personnel

- Other LA personnel can be involved in School Improvement work through the Special Educational Needs process of Individual Education Plans and Statutory Review of Statements of Special Educational Needs.
- Educational Psychologists, Local Inclusion Officers, Support Service for Special Educational Needs, Behaviour Support Service teachers and Educational Welfare Officers are all involved through the Annual Inclusion Improvement Planning meetings.

Future Action: Maintenance

- i. To ensure that internal links with other services with regard to the roles of the wider team from the Children and Younger Adults Department (CAYA) in support and challenge for vulnerable groups are made and are secure and embedded.
- ii. To develop monitoring mechanisms to assess impact of strategies already in place.

2a-ii Support to curriculum development work:

Curriculum support models

- The Every Child Matters framework gives a comprehensive model for working with all groups of young people within the curriculum including those with disabilities. The Local Authority requires all services to plan using this framework on an inclusive basis.
- The School Improvement Review record (SIRR) requires schools to reflect on the provision it makes for pupils with SEND / LDD and the impact of that provision.
- The Social Emotional Aspects of Learning Materials support schools through a structured Personal Social and Health

Education (PSHE) programme in meeting the development needs of the whole school population across all phases.

General Advice from other LA teams to support inclusion.

- The LA maintains a policy on the administration of medicines to pupils and this is available either on the extranet www.dnfl.org.uk or from Jerry Sanderson, Principal Health and Safety Adviser, at Chatsworth Hall, 01629 580000. The LA recommends that all schools and early years' settings follow the guidance as set out in the DfES publication Ref 1448-2005DCL-EN issued in March 2005 called Managing Medicines in Schools and Early Years Settings.

Health Care plans for pupils who receive additional funding through the Temporary Additional Pupil Support panel are monitored by the Local Inclusion Officers.

- For general advice on accessible toilets and other physical access issues, the Accessibility Checklist (available on Dnet) should be used. Alternatively, contact can be made with the County Support Service for Physical Impairment (SSPI)
Brookside Road
Breadsall
Derbyshire
DE21 5LF
- Information on access for pupils with either hearing or visual impairment can be obtained from:
County Support Service for Deaf and Hearing Impaired (SSD&HI)
Brookside Road
Breadsall
Derbyshire
DE21 5LF
- County Support Service for Visually Impaired (SSVI)
Brookside Road
Breadsall
Derbyshire
DE21 5LF

LA facilities to support the wider curriculum.

- White Hall and Lea Green
The Local Authority has two centres for outdoor education which have facilities that are accessible.

Lea Green
Lea
DE4 5GH

Tel : 01629 534561

Fax: 01629 534071

email: leagreen.admin@derbyshire.gov.uk

White Hall Centre
Long Hill
BUXTON
Derbyshire
SK17 6SX

Tel: (01298) 23260

Fax: (01298) 25945

Email: white.hall@derbyshire.gov.uk

Information for Users

- Information on Lea Green states – “Lea Green is now accessible to all users with entrance to sports facilities, arts workshops and the main residential house all being suitable for wheelchair users. The main house has purpose built bedroom and bathroom accommodation in a ground floor flat designed to be accessible and support users with a range of physical needs.”
- Information on Whitehall states that– “White Hall currently has disabled access to the ground floor including Climbing Wall, Toilets, Showers, Dining Room and Coffee Lounge. We have no disabled access to the upstairs dormitory area.”

Future Action:

- i. To develop information access points on the extranet for users of Local Authority Services.

2a-iii Information on access to County Offices for students with LDD and their families.

- **County Hall**

County Hall,
Smedley Street
Matlock
DE4 3AG

County Hall is fully accessible.

- **Buxton Area Office**

Buxton Area Office
Kents Bank Road
Buxton
SK17 9HR

Buxton Area Office Ground floor is fully accessible.

- **Chesterfield Area Office**

Chesterfield Area Office
St Helena Centre
Sheffield Road
Chesterfield
S41 7LU

The ground floor of the St Helena Centre is fully accessible.

- **Ripley Area Office**

Library Building
Grosvenor Road
Ripley
Derbyshire
DE5 5JE

Although on the first floor, Ripley Area Office has a lift to facilitate access and accessible toilets.

- **For information on Admissions please contact:**

Jill Beacham
Chesterfield Area Office
St Helena Centre
Sheffield Road
Chesterfield
S41 7LU

Childrens Centres

There are now 54 children's centres in Derbyshire. Their services are aimed particularly at children aged under five years and their families.

Derbyshire children's centres are committed to working with and improving outcomes for children with SEND/LDD.

Our aim is for all DCC children's centres to be fully accessible. At the moment some centres are able to offer higher levels of accessibility than others for children with the highest and most complex needs.

Our centres provide the following services:

- Early education.
- Childcare.
- Family support and support services in the home or community (known as outreach) for parents and carers.
- Child and family health services.
- Job Centre Plus.
- Information, advice and guidance to other services available (known as personal signposting).

Our Children's Centres bring services together to improve the quality of life and increase opportunities for all children.

These services will be delivered from a variety of settings in each Children's Centre across Derbyshire. Services may be delivered by a number of organisations working together, ie the local authority, voluntary/community organisations or the private sector.

Venues of Derbyshire Children's Centres can be found at Appendix 3

Information on Accessible Venues for offsite activities not provided by DCC

There are 10 venues for offsite activities in or around Derbyshire offering access for disabled pupils. Information on these venues can be obtained from:

Sue Woodgate
Head of Service
Support Service Special Educational Needs
Buxton Area Office
Kents Bank Road
Buxton
SK17 9HR

01298 26121
susan.woodgate@derbyshire.gov.uk

Impartial Support for parents of disabled pupils

- Support for parents of pupils who are disabled is available through the Derbyshire Parent Partnership who are based at:
School Board Lane
Brampton
Chesterfield
S40 1DD

Tel: 01246 273154 and 01246 273155
e-mail: parent.partnership@derbyshire.gov.uk.

Youth service centres, groups and clubs

Here is a list of youth service centres, groups and clubs by area.

Amber Valley

Aldercar Youth and Community Bungalow	Langley Mill	01773 716341	NG16 4GP
Polygon Youth Centre	Alfreton	01773 833386	DE55 7AH

Bolsover

Creswell Youth Centre	Creswell	01909 722759	S80 4BX
Pinxton Youth Centre	Pinxton	01773 819484	NG16 6NA
Talking Hedz Youth Office	Bolsover	01246 823513	S44 6EB

Chesterfield

Donut Studios	Chesterfield	01246 275876	S40 1NL
Peter Webster Centre	Whittington Moor	01246 457732	S41 8LQ

Derbyshire Dales

Erewash

Long Eaton County Youth Centre	Long Eaton	0115 9462790	NG10 4LL
Ockbrook and Borrowash Youth Centre	Borrowash	01332 662049	DE72 3JE

High Peak

Buxton for Youth, Youth Information Shop	Buxton	01298 79643	SK17 6LF
Chapel Youth Centre	Chapel-en-le-Frith	01298 812705	SK23 0HD

Chinley Youth Centre	Chinley	01663 750614	SK23 6BD
Gamesley Youth Centre	Glossop	01457 869145	SK13 6UQ
Hadfield Centre	Hadfield	01457 854465	SK13 2AT
New Mills Youth Centre	New Mills	01663 743394	SK22 3BZ
North East Derbyshire			
Clay Cross Youth Suite	Clay Cross	01246 860010 / 865840	S45 9JE
Gosforth Youth Centre	Dronfield Woodhouse	01246 415005	S18 8YN
Killamarsh Youth Centre	Killamarsh	0114 2477308	S21 1DY
Tupton Youth Centre	Tupton	01246 861908	S42 6EN
Young People's Health Project	Clay Cross	01246 860010	S45 9JE

South Derbyshire

Youth Information Shops

Buxton for Youth, Youth Information Shop	Buxton	01298 78643
Swadlincote Youth Information Shop	Swadlincote	01283 217666

2B. Improvements to the physical environment of schools

2b-i Development of an approach that uses capital funding strategically over time to improve access across all schools.

- It is recognised that there is a variation in the quality of school premises and the nature of “reasonable adjustment” will therefore differ from building to building. The Authority’s aim is to continue to direct funding where it can make the most difference in the shortest time whilst all schools fall within the Authority’s longer-term strategy for improving access in schools.
- Over the past three years £3.5 million has been allocated for School Access Initiative schemes to assist in a range of accessibility improvements to 177 schools for individual pupils, therefore ensuring that any child with a disability could access their local mainstream school wherever feasible.
- A pupil based approach to physical adaptations of buildings will continue in response to the needs of individual disabled/SEN pupils through identification by specialist support services and schools. This approach will continue to ensure that any child with a disability can access their local mainstream school wherever possible. The specialist support services will also continue to provide training and support materials for schools specialist equipment and through the ‘Individual Children’s Equipment Panel’.
- All major capital projects funded through the Authority comply with Part M of the building regulations and incorporate additional facilities for disabled pupils in accordance with advice received from the specialist support services for disabled pupils.
- ‘Building Schools for the Future’ (BSF) is a major Government programme of investment in the secondary school estate and will involve a mixture of new build and refurbishment with the aim of upgrading all secondary schools to twenty first century standards. One of the prime objectives is to ensure that schools are able to operate in an integrated way and be fully accessible to students, staff and the community.
- More recently, the Government has announced the “Primary Capital Programme”, a parallel initiative to BSF to upgrade 50% of the primary estate over the next 15 years starting in 2009/10. Those schools which receive a major investment of capital via the Primary Capital initiative will be made fully accessible via that project.
- As part of the Authority’s strategy, disability access audits have been completed for all schools and have been incorporated into the Asset Management Plan (AMP) record for all schools. This information will inform accessibility planning for both schools and the Authority; in particular it is intended that this data will assist

the Authority, as funding becomes available, in identifying priorities as part of a continuing programme of improvements.

Provision of advice and guidance to schools

- As part of the guidance notes on Devolved Formula Capital, schools have been reminded of the duty to prepare an Accessibility Plan for increasing, over time, accessibility for disabled pupils. Although the Authority takes a strategic approach to increase disabled access to schools through its Capital Programme, schools must also consider what can be done to improve the physical environment of the school within devolved resources available to them. This includes Devolved Formula Capital which has been increased year on year to reflect increased responsibilities. The total of Devolved Formula Capital allocation in 2008/9 is £14,536,968. An audit of accessibility has been completed for every school and capital improvements have been identified and funded in Enhanced Resource Schools. Full details of the accessibility audits carried out by the Authority is provided through the Asset Management Plan (AMP) database of both the internal and external environments including steps, stairways, kerbs, exterior surfaces, parking, entrance and exits, doors and gates, toilets, washing and toileting facilities, lighting, ventilation, signage, lifts, interior surfaces and floor covers. The AMP database is available on the Extranet.

It is emphasised that any new build must comply with the latest building regulations and be physically accessible to disabled pupils. Schools are advised to consult their Local Area Surveyor regarding major capital improvements together with reference to the advice on good practice on “Accessible Schools” located on the extranet.

2b-ii Improvements to the physical environment of schools

- For pupils with a range of impairment, including disabled pupils who do not have a physical impairment, support is available both through information on Derbyshire’s Net for Learning (Dnfl) and through advice and training from all central support services. This covers areas for consideration when addressing physical barriers to access and inclusion. These range from simple suggestions about the layout and use of rooms, colour schemes, use of rubber stoppers for noisy chairs etc., to recommendations for glare free windows and noise free heating systems. New training programmes to be offered to schools will give support and ideas on making reasonable adjustments.

- Members of the sensory and physical support services meet regularly with architects and planners to consider acoustics, lighting systems etc, both in new builds and in structural alterations.

Future Action:

- To support schools in making reasonable adjustments from their normally available resources.

2c. Improving the provision to disabled pupils of information that is provided in writing to pupils who are not disabled

- Guidance for schools on providing information for disabled pupils in schools is posted on Derbyshire's Net for Learning. The Support Services for pupils who are visually impaired or deaf and hearing impaired are able to offer specialist advice and support to schools on how to modify written information by conversion to Braille, signing, use of texting or tape recording. Training is offered by the teaching support services and by the Authority's Autism Outreach teachers on writing with symbols, visual timetables and the use of augmentative communication devices and technology.
- Close collaboration with members of the Accessibility group by Derbyshire's Parent Partnership organisation to produce information and resources ensures that parents have a voice in developing information systems.

Future Action

- To ensure that disabled pupils are consulted about how and in what format they wish to receive information.

3. Making It Happen

3a. Management, co-ordination and implementation

3a-i The Planning Process

Involvement of Elected Members

- The Elected Members will take responsibility by approving the draft strategy, for consultation and considering the responses before it is issued in a final form.

Review and revision

- The content of the strategy will be reviewed by the Accessibility working group, comprising representatives from:
 - Education Improvement Service
 - The Support Services
 - Local Inclusion Officers
 - Educational Psychologists
 - Early Years
 - Education Welfare Officers
 - Property Services
 - Special Educational Needs Officers
 - DCC Access Officer
 - Planning and Project Manager (Aiming High for Disabled Children)
- The group will meet three times a year to monitor and review the progress in implementing the strategy and its action plan. This group will also collect information about impact and outcomes and make recommendations for revisions to the plan.

Evaluation

- The Accessibility working group will evaluate the Strategy at the end of the three year cycle.

Data from schools

- The Authority will collect data via the SIRR, through monitoring visits from the Local Inclusion Officers, and through specific requests via the extranet.

Co-ordination

- The accessibility strategy is co-ordinated with the Children and Young People plan and the Derbyshire Education Strategy which states that the LA will improve the condition and accessibility of other educational buildings.
- The accessibility strategy has links with the Special Educational Needs strategy which states that the education department will monitor:
 - a) The percentage of schools with wheel chair accessibility to all school areas.
 - b) The percentage of schools with audio sound systems
 - c) The percentage of schools which have been adapted to meet the needs of pupils with visual impairment.

Through the Accessibility group the Authority will also provide:

- a) Every school with an accessibility audit – which was done during the life of the 2003-6 plan.
- b) Continue to support schools in drawing up and maintaining Accessibility Plans.
- c) Continue to support the setting of priorities to bring all schools up to the highest standard for accessibility.

Support for Schools

- Accessibility plans 2003-6 were collected from schools and analysed to inform the strategy 2006-9. Schools were encouraged to review their plans through discussions with Local Inclusion Officers and through the Annual Inclusion Improvement Planning process. Accessibility planning will again be sampled through that Annual Inclusion Improvement Planning process and schools will be required to record the existence of the plan on the data submitted to the LA electronically.
- The LA has delivered training sessions for staff using the guidance provided by the DfES 'Implementing the Disability Discrimination Act in schools and early year's settings'. Training is also being given to services on how they can support schools in the implementation of the duties. An article has been written for the Governor magazine to update governors on their responsibilities. Training in this area will be ongoing.
- Schools attending the sessions will be encouraged to share good practice and discuss how they can use a range of funding streams effectively to meet the needs of disabled pupils

Joint working with other agencies:

- In creating the accessibility strategy the Authority has consulted its partners in health about the number of pupils who are known to them who have disabilities and will enter education during the life of the strategy. Information is very patchy and makes projections difficult to do.

The action plan

- The following action plan has been produced to accompany the 2009-12 Accessibility strategy. It aims to:
 - Set targets for meeting the priorities identified in this strategy
 - Show how resources are to be allocated (human resources or funding) for different elements of the work;
 - clarify responsibilities and timescales and have outcomes with performance criteria where relevant.

Future Action Maintenance:

- i. To develop, maintain, monitor and evaluate the action plan.

3b. Accessibility of the strategy itself

- The strategy will be publicised through a variety of County based publications and newsletters e.g. 'Governor'.
- It will be available on the County website www.derbyshire.gov.uk and to all schools via the extranet www.dnfl.org.uk.
- It will initially be sent as a mailing to schools but will remain as web content for the duration of its life.
- The initial consultation will be conducted via the extranet.
- The strategy will be made available in other formats if the Authority is requested to do so.
- Particular attention has been paid to: readability; explanation of jargon, Acronyms and layout. This will be tested during consultation.

Consultation Process

1. The consultation will be a online consultation conducted during Early 2010.
2. There will be a drop in meeting held at County Hall in February 2010.

ACCESSIBILITY CONSULTATION DROP IN MEETING – 3-6 pm

Date	Venue	Accessibility
1 st February 2010	County Hall Committee Room 2	Disabled entrance at rear front building. Disabled toilet.

3. Partners consulted will include:
 - parents;
 - children and young people
 - Disabled people.
 - Nursery, infant, junior, primary and secondary schools;
 - Diocesan authorities.
 - Children's Centres;

- Learning and Skills Councils;
- Connexions;
- Voluntary organisations
- Health.

4. The responses to the consultation will be reviewed and reported to the Cabinet so that a final strategy can be published as soon as possible thereafter.

Appendix 1a

The Action plans in this section are at Font 11 to reduce space – if they are required in a larger format please contact susan.woodgate@derbyshire.gov.uk

LA ACCESSIBILITY STRATEGY ~ DEVELOPMENT ACTION PLAN

APRIL 2009 – MARCH 2012

Every Child Matters Codes – EA (Enjoying and Achieving), BH (Being Healthy), SS (Staying Safe) MPC (Making a positive contribution) AEWB (Achieve Economic Well Being)

ECM CODE	TARGET	ACTION	LEAD OFFICER RESP.	PERFORMANCE INDICATORS/MILESTONES	QUALITY ASSURANCE PROCESSES
EA	To liaise with the Information Unit in relation to the analysis of outcomes for pupils with LDD and continue to develop the working below age related expectations Data Project.	Use data to improve information to schools about expected outcomes for pupils working below age related expectations	ME	County Data published annually.	Via reports to SMT, SNAP, SSSEN SLT and Special Heads
EA	To implement a systematic process to collate the OFSTED judgements relation to pupils with LDD	Liaise with EIS staff to complete	ME	Data available via extranet	Feedback from HT's
EA	To develop a school improvement toolkit, to reflect best practice in improving access to the curriculum for pupils with SEN and LDD.	Liaise with EIS colleagues	ME	Data available via extranet	Feedback from HT's

ECM CODE	TARGET	ACTION	LEAD OFFICER RESP.	PERFORMANCE INDICATORS/MILESTONES	QUALITY ASSURANCE PROCESSES
EA/SS	To establish a programme of linked placements between Spire Specialist Nursery and Ashgate Croft Community Special School.	Relevant papers processed through SEN and Inclusion	LS	Provision set up	EIS / OFSTED
EA	To plan an enhanced resource facility for early years, key stage 1 and key stage 2 pupils with physical difficulties at Dunston Primary School, Chesterfield.	Relevant papers processed through SEN and Inclusion	LS	Provision set up	EIS / OFSTED
EA	To plan enhanced resource primary provision for pupils with Autistic Spectrum condition in other parts of the LA.	Relevant papers processed through SEN and Inclusion	LS	Provision set up	EIS / OFSTED
SS AEWB	To increase specialist provision in the Authority's own schools and to reduce dependence on out of county placements.	Relevant papers processed through SEN and Inclusion	LS	Provision set up	EIS / OFSTED / Finance

ECM CODE	TARGET	ACTION	LEAD OFFICER RESP.	PERFORMANCE INDICATORS/MILESTONES	QUALITY ASSURANCE PROCESSES
SS	To establish systems to identify a 'Lead Professional' role for children with complex needs.	Discussion with colleagues through complex cases	FJO	LP's in place	Making Links team
SS	To develop and extend the 'Team around the Child' model following a pilot project carried out in 2006.		RP		
EA	To develop strategies to use the SEN progression guidance to support schools in having challenging expectations for pupils with SEND	Training on use of data re progression guidance for HTs and SENCOS Discussions with SIPs	ME/SW	Improved outcome noted through Below Age Related attainment data collection project	EIS
EA	To respond to the National Strategies agenda of 'mainstreaming' SEN	Attend Hub and Regional Meetings	ME / SW / PMG / AH / RA	DCC staff aware of and delivering NS initiatives	SEN adviser team
EA	To involve all service users especially users with LDD/SEN in ongoing dialogue about the effectiveness of the strategy.	Work through CAYA equalities group	ME / SW / CT		

ECM CODE	TARGET	ACTION	LEAD OFFICER RESP.	PERFORMANCE INDICATORS/MILESTONES	QUALITY ASSURANCE PROCESSES
EA	To further develop the role of subject leaders/SENCOs in line with the statutory instrument issued in September 2008 on the role of SENCOs.	SENCO updates and training	ME	SENCO course designed, advertised and take up of training monitored.	CC analysis
EA	To further develop links with HE providers. University College Northampton Sheffield Hallam University	EIS advisers to work with external providers to ensure links are sustained.	ME	Link opportunities available 2009 onwards	CC analysis
EA	To develop descriptors of provision for children at Early Years Action or Early Years Action Plus.	IW to arrange publication	IW	Descriptors published	Extranet investigation
EA	To develop a central directory for training.	EIS team to formalise practice.	PMG	Directory published	Uptake of training opportunities monitored
EA	To develop the use of the SEN progression guidance in both the LA and in schools.	Arrange relevant training using e-CPD module September 2009	PMG / ME / SW / PT / RA	All service staff aware September 2009. All school staff aware	Via service data collection

ECM CODE	TARGET	ACTION	LEAD OFFICER RESP.	PERFORMANCE INDICATORS/MILESTONES	QUALITY ASSURANCE PROCESSES
EA	To support the roll out of the Inclusion Development Programme.	Arrange relevant training September 2009	PMG / SW / AH / CB	Training on Autism delivered on receipt of materials, training on BESD delivered 2010 onwards	CC processes
EA	To ensure that schools and LA officers are updated on the new SEF.	Training to be arranged through EIS	JH	Training delivered June 2009	OFSTED reports and outcomes
EA	To ensure that schools and LA officers are updated on the new OFSTED framework.	Training to be arranged through EIS	JH/ ME	Training delivered June 2009	OFSTED reports and outcomes
EA	To develop information access points on the extranet for users of Local Authority Services.	Discuss with Information Unit	SW	Target date December 2009	Improved access to information on the web
SS MPC	To ensure that disabled pupils are consulted about how and in what format they wish to receive information.		JG		

Revised February 2009

LA ACCESSIBILITY STRATEGY ~ MAINTENANCE ACTION PLAN

APRIL 2009 – MARCH 2012

Every Child Matters Codes – EA (Enjoying and Achieving), BH (Being Healthy), SS (Staying Safe) MPC (Making a positive contribution) AEWB (Achieve Economic Well Being)

ECM CODE	TARGET	ACTION	LEAD OFFICER RESP.	PERFORMANCE INDICATORS/MILESTONES	QUALITY ASSURANCE PROCESSES
EA	To sustain the AIIP process	AIIPM group continue to meet and progress the initiative	ME/ PT / SW /JG/ AH	Next stage of roll out of AIIPM completed	EIS view of process
EA	To produce the annual curriculum bulletin to support School self-evaluation.	EIS adviser time allocated	PMG	Bulletine published	Evidence of use in schools and services.
EA	To track and monitor course uptake delivered by all services in order to ensure maximum take up and assist in the evaluation of the impact of training on increasing access for pupils with SEND and LDD.	Course and conference monitoring	PMG/ME	Course take up improves	Through C&C evaluations
SS	To raise awareness of the issues facing young people with LDD when accessing transport in order to prevent less favourable treatment.		LS		

ECM CODE	TARGET	ACTION	LEAD OFFICER RESP.	PERFORMANCE INDICATORS/MILESTONES	QUALITY ASSURANCE PROCESSES
EA MPC	To complete training for schools and governing bodies on accessibility planning.	Contact governor support to ensure training options still available for governors	SW	Increase in governor awareness through courses and publications	OFSTED reports
MPC	To raise awareness through provision mapping of reasonable adjustments for pupils with LDD.	Provision mapping to be raised through SENCO updates and SENCO groups	PT	LIOs alerting schools to the use of this as a strategy	Through monitoring of SEN provision
MPC EA	To monitor the quality of provision for pupils with LDD through currently available models e.g. QDD, SENST and SEF (School Self Evaluation Form prepared online for use in OFSTED inspections)	Review SEN comments on OFSTED reports	ME / PMG	OFSTED overview of SEN in DCC remains good. Tested annually.	OFSTED reports
EA	To sample how schools report on LDD and access in school prospectuses.	Annual check of accessibility and DDA information	SW	Check completed annually in July	SW monitoring
EA	To maintain the use of the Special Educational Needs recording system to ensure that the needs of pupils with LDD are included and reviewed annually.	LIOs to promote / SSSEN and EPs to develop	PT	AR's completed using appropriate methodology	Sample AR's

ECM CODE	TARGET	ACTION	LEAD OFFICER RESP.	PERFORMANCE INDICATORS/MILESTONES	QUALITY ASSURANCE PROCESSES
EA	To ensue that internal links with other services with regard to the roles of the wider team from the Children and Younger Adults Department (CAYA) in support and challenge for vulnerable groups are made and are secure and embedded.	Update CAYA teams as and when required	All Officers	CAYA teams express confidence in DDA issues,	Team Minutes
EA	To develop monitoring mechanisms to assess impact of strategies already in place.	Changes to all procedures are impact assess with a view to DDA requirements	All Officers	Sample new policies checked for impact on stakeholders with disabilities	CAYA equalities group
MPC AEWB	To support schools in making reasonable adjustments from their normally available resources.	Signpost schools to documentation on the extranet. Briefing paper for new heads written. Heads supported in schools	PT / SW	HT briefing sent to Saranjit Shetra. RA docs posted on the extranet	EIS – other officer feedback.
ALL	To develop, maintain, monitor and evaluate the action plan.	Arrange 4 meetings a year for the next cycle.	SW	Meetings in place	Notes of meetings and monitored action plan.

Background Information

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. In addition to its duties under SEN legislation, since September 2002, the Local Education Authority has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to implement an accessibility strategy to increase access to school education for disabled pupils.

Introduction - Who is disabled?

The disability discrimination duties are owed to all pupils who are defined by the DDA as being disabled and under the planning duties schools and local authorities have a general duty to improve the accessibility of schools for disabled pupils. The DDA defines a disabled person as someone who has *'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'*

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA *'substantial'* means *'more than minor or trivial'*. *'Long-term'* means has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

A common perception is that the definition of a disability applies to a small group of people, commonly thought to be only those with a physical or sensory impairment. In practice it applies to a much larger group of people. A report from the Cabinet Office (2005) *Improving the Life Chances of Disabled People* draws on estimates that suggest that about 11 million adults and 772,000 children in the UK are disabled, equivalent to 24% of the adult population and 7% of all children.

The Disability Discrimination Act 1995 (DDA) defines a disabled person as someone who has:

‘a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.’

Appendix 1 of the Disability Rights Commission’s Code of Practice for Schools: Disability Discrimination Act 1995: Part 4 provides a more detailed account of the definition of disability. To understand the definition, and its breadth, it is important to understand a number of key terms used in the definition:

Impairment

In the DDA definition:

- *‘physical impairment’ includes sensory impairment;*
- *‘mental impairment’ includes learning difficulties and an impairment resulting from or consisting of a mental illness.*

The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). An impairment does not of itself mean that a pupil is disabled. It is the effect on the pupil’s ability to carry out normal day-to-day activities that has to be considered.

Normal day-to-day activity

The test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following:

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

To date the definition of disability has been tested mainly in relation to adult services. A child’s ability to memorise, concentrate, learn, speak, move is central to his or her education. An impairment that has a long-term and substantial effect on a child’s ability to do these things may amount to a disability.

Long-term and substantial

The expressions *‘long-term’* and *‘substantial’* are somewhat misleading in that they are *neither* particularly long-term nor very substantial. ‘Long-term’ is defined in the DDA as having lasted or being likely to last

12 months or more. Clearly this rules out conditions such as a broken limb which is likely to mend within that time. '*Substantial*' means 'more than minor or trivial' but it may helpfully be thought of as meaning 'having some substance.' The combined effect of these two terms is to lower the threshold of what may count as a disability, thus including more people in the definition.

Disfigurements

Pupils with severe disfigurements are covered by the DDA and do not need to prove that the impairment has a substantial adverse effect on their ability to carry out normal day-to-day activities.

Progressive conditions

Progressive conditions are conditions that are likely to change and develop over time.

Pupils who have progressive conditions are included in the definition and are likely to be covered as soon as there is some effect on their ability to carry out normal day-to-day activities, and before there is a substantial effect. Changes to the DDA, brought in by the Disability Discrimination Act 2005, specifically bring people with cancer, multiple sclerosis and HIV infection within the DDA definition as soon as they have the condition and before there is necessarily any effect on their ability to carry out normal day-to-day activities.

Diagnosis

The existence of an impairment or condition should not be confused with whether a child has been given an official diagnosis. A particular condition exists, whether or not it has been officially diagnosed.

A case supported by the Disability Rights Commission illustrates the issue:

The parents of a boy with Attention Deficit Hyperactivity Disorder (ADHD) went to the SEN and Disability Tribunal (SENDIST) alleging discrimination. The Tribunal accepted that the pupil had a clinically well-recognised mental impairment and therefore was likely to be covered by the definition of disability. However SENDIST struck out the claim. They determined that as the diagnosis of ADHD post dated the alleged discrimination the child was not disabled at the time of the alleged discrimination and therefore not protected by the DDA.

The DRC supported an appeal to the High Court where the appeal was conceded by SENDIST; the decision to strike out proceedings was set aside and the claim was referred back for re-consideration by SENDIST.

The fact that the child had not been given an official diagnosis was not relevant to the question of whether the child had a particular impairment. The impairment was considered to amount to a disability because it had a long-term and substantial adverse effect on the child's ability to carry out normal day-to-day activities, despite the fact that at the point of the discrimination there was no official diagnostic label given. The child's disability was the same before the diagnosis as after.

Equally a diagnosis does not of itself mean that a child is covered by the DDA. The child's impairment has to have a long-term and substantial adverse effect on the child's ability to carry out normal day-to-day activities, whether or not it has a label.

Disregard of treatments

For the purposes of the definition, all treatments, except the use of spectacles, are ignored. The effect of the impairment has to be considered as it would be without any medication or other treatment. So a young person whose epilepsy is well controlled by drugs has to be considered as he would be if he were not having regular treatment.

The combined effect of the different elements in the definition is to include a large group of children within the definition of disability.

The definition of special educational needs

The Education Act 1996 says that 'a child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.' It also says that 'a disability, which prevents or hinders them from making use of education facilities', amounts to a learning difficulty if it calls for special educational provision to be made. Special educational provision is provision that is additional to or otherwise different from provision that is normally available in the area.

It is often thought that special educational needs broadly equates to learning difficulties. In fact the definition includes more children than those who have 'learning difficulties' in the commonly accepted sense. This is because the definition of learning difficulties in the legislation includes children who have a disability and who need something additional or different to be provided for them. So, for example, a child with a visual impairment who needs materials to be provided in an enlarged font is defined in the legislation as having a learning difficulty even if they are not behind in their learning.

Disability and special educational needs

Many children who have Special Educational Needs (SEN) will also be defined as having a disability under the DDA. For planning purposes and for the avoidance of discrimination, it may be helpful to think of more pupils with SEN being included in the definition of disability rather than fewer: it is likely that many of the pupils who have SEN and a Statement of Special Educational Needs or who are at School Action Plus, or Early Years Action Plus, will count as disabled.

However, not all children who are defined as disabled will have SEN. For example, those with severe asthma, arthritis or diabetes may not have SEN but may have rights under the DDA. Similarly, not all children with SEN will be defined as having a disability under the Disability Discrimination Act. In particular some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition. An extract from the Disability Rights Commission's Code of Practice for schools, below, is helpful in explaining this in more detail:

The early experience of the introduction of Parts 2 and 3 of the Act, relating to employment and to the provision of goods and services, respectively, was that many of the cases brought turned on the question of definition. This Code cannot determine which pupils have or do not have a disability but the following considerations may be relevant:

- a child may have significant behaviour difficulties and these may relate to an underlying physical or mental impairment, which amounts to a disability as defined by the Act. If they do, the child will be covered by the Act by reason of the underlying impairment. The importance of schools seeking to identify any underlying impairment is highlighted in Chapter 7 of the DRC Code;
- in addition, a behaviour difficulty may arise from a mental illness. The Act says that mental impairments resulting from or consisting of a mental illness are not covered by the legislation unless that illness is clinically well recognised, that is, 'recognised by a respected body of medical opinion.' It is therefore likely that, in respect of such illnesses, the extent to which a condition is well-recognised will determine whether or not a child has a disability, for the purposes of the Act;
- where a child has a behaviour difficulty for a reason other than a disability, for example arising from social or domestic circumstances, it is likely that such a difficulty is not covered by the legislation.

The DDA 2005 removes the requirement for a mental illness to be 'clinically well-recognised.' This change means that the bullet point above on mental illness is no longer accurate as the Code predates the 2005 Act. The change serves to broaden the group of pupils who may be covered by the definition in the DDA, particularly in respect of mental health conditions.

Children's Centres in Amber Valley

Please see below a list of all the Children's Centres and how to contact these centres in the Amber Valley area of Derbyshire.

Alfreton Sure Start Children's Centre

Grange Street
Alfreton
Derbyshire
DE55 7JA

Tel: 01773 521346

Centre Coordinator: Angela Devine

email: <mailto:cangela.devine@derbyshire.gov.uk>

Belper Sure Start Children's Centre

Community Centre
Alder Road
Belper
Derbyshire
DE56 1LP

Tel: 01773 826651

Centre Coordinator: Louise Cooke

Tel: 01773 748050

Heanor Sure Start Children's Centre

Roper Avenue
Marlpool
Heanor
Derbyshire
DE75 7BZ

Tel: 01773 530892

Centre Coordinator: Marie Eastwood

Tel: 01773 767982

email: marie.eastwood@derbyshire.gov.uk

Ironville Sure Start Children's Centre

Cinder Bank
Ironville
Nottingham
NG16 5NB

Tel: 01629 532601

Centre Coordinator: Marie Eastwood

Tel: 01773 767982

email: marie.eastwood@derbyshire.gov.uk

Langley Mill Sure Start Children's Centre

Bailey Brook Drive
Langley Mill
Nottingham
NG16 4FS

Tel: 01773 767982

Centre Coordinator: Marie Eastwood

Tel: 01773 767982

email: marie.eastwood@derbyshire.gov.uk

Ripley Sure Start Children's Centre

Sandham Lane
Ripley
Derbyshire
DE5 3HE

Tel: 01773 748050

Centre Coordinator: Louise Cooke

Tel: 01773 748050

Somercotes Sure Start Children's Centre

Somercotes Infant School
Victoria Street
Somercotes
Derbyshire
DE55 4LY

Tel: 01773 604843

Centre Coordinator: Angela Devine

Tel: 01773 521346

email: angela.devixx@xxxxxxxxxxx.xxx.xx

District Manager: Deb Smith

Tel: 01773 746174

email: deb.smith@derbyshire.gov.uk

Children's Centres in Bolsover

Listed below are the contact details for Children's Centres in Bolsover.

Blackwell Sure Start Children's Centre

Pendean Close
Blackwell
Alfreton
Derbyshire
DE55 2JB

Tel: 01773 819366

Children's Centre Coordinator: Kath Walker

email: kath.walker@derbyshire.gov.uk

Bolsover Sure Start Children's Centre

1A Wellbeck Road
Bolsover
Derbyshire
S44 6DF

Tel: 01246 826604

Children's Centre Coordinator: Gwenda Culkin

email: gwenda.culkxx@xxxxxxxxxxx.xxx.uk

Clowne Sure Start Children's Centre

Ringer Lane
Clowne
Chesterfield
Derbyshire
S43 4DB

Tel: 01246 819553

Children's Centre Coordinator: Helen Braithwaite

email: helen.brxxxxxxx@xxxxxxxxxxx.xxx.xx

Creswell Sure Start Children's Centre

Gypsy Lane
Creswell
Worksop
Nottinghamshire
S80 4HY

Tel: 01629 537396

Children's Centre Coordinator: Julie Stanley

email: xxxxx.xxxxxxx@xxxxxxxxxxx.xxx.xx

Langwith Junction Sure Start Children's Centre

Burlington Avenue
Langwith Junction
Mansfield
Derbyshire
NG20 9AD

Tel: 01629 537938

Children's Centre Coordinator: Caren Rice

email: caren.rice@derbyshire.gov.uk

Whaley Thorns Sure Start Children's Centre

Whaley Thorns SureStart
Portland Way
Whaley Thorns
Langwith
Mansfield
Notts
NG20 9HB

Tel: 01629 537369

Children's Centre Coordinator: Caren Rice

email: caren.rice@derbyshire.gov.uk

Shirebrook Sure Start Children's Centre

2 Park Road
Shirebrook
Mansfield
Nottinghamshire
NG20 8JQ

Tel: 01629 537398

Children's Centre Coordinator: Caren Rice

email: caren.rice@derbyshire.gov.uk

South Normanton Sure Start Children's Centre

This is an office and no services are delivered from here.

Adult Education Centre
New Street
South Normanton
Alfreton
Derbyshire
DE55 2BS

Tel: 01773 813179

South Normanton Sure Start Children's Centre

Hamlet Lane Nursery
South Normanton
Alfreton
Derbyshire
DE55 2JB

Tel: 01773 813179

Children's Centre Coordinator: Kath Walker

email: kathleen.walker@derbyshire.gov.uk

District Manager: Sue Jones

Tel: 01629 537369

email: sue.jones@derbyshire.gov.uk

Children's Centres in Chesterfield

Listed below are the contact details for Children's Centres in Chesterfield.

Birdholme SureStart Children's Centre

Church Street South
Birdholme
Chesterfield
Derbyshire
S40 2TF

Tel: 01246 276764

Children's Centre Co-ordinator: Catherine Parkin

email: catherine.parkin@derbyshire.gov.uk

Brimington SureStart Children's Centre

Church Street
Brimington
Derbyshire
S43 1JG

Tel: 01246 271548

Children's Centre Co-ordinator: Tracy Marsh

email: tracy.marsh@derbyshire.gov.uk

Brampton SureStart Children's Centre

Brampton Primary School
School Board Lane
Chesterfield
Derbyshire
S40 1DD

Tel: 01246 239132

Children's Centre Co-ordinator: Alison Lancashire

email: xxxxxx.xxxxxxxxxxxx@xxxxxxxxxxx.xxx.xx

Tel: 01246 283030

Chesterfield Town Centre SureStart Children's Centre

Chesterfield SureStart
South Lodge
Boythorpe Avenue
Chesterfield
Derbyshire
S40 2BF
Tel: 01246 283030

Children's Centre Co-ordinator: Catherine Parkin
email: catherine.parkin@derbyshire.gov.uk

Hasland SureStart Children's Centre

The Green
Hasland
Chesterfield
Derbyshire
S41 0LN

Tel: 01629 532610
Children's Centre Co-ordinator: Catherine Parkin
email: catherine.parkin@derbyshire.gov.uk

Holme Hall SureStart Children's Centre

Taddington Road
Holme Hall
Chesterfield
Derbyshire
S40 4RL

Tel: 01246 207432
Children's Centre Co-ordinator: Alison Lancashire
email: xxxxxx.xxxxxxxxxx@xxxxxxxxxx.xxx.xx
Tel: 01246 283030

Old Whittington SureStart Children's Centre

Old Whittington Community Resource Centre
The Miners Welfare
Station Lane
Old Whittington
Derbyshire
S41 9NL

Tel: 01246 271548
Children's Centre Co-ordinator: Tracy Marsh
email: tracy.marsh@derbyshire.gov.uk

Staveley SureStart Children's Centre

Community Rooms
47 High Street
Staveley
Derbyshire
S43 3UU

Tel: 01246 281239

Children's Centre Co-ordinator: Tracy Marsh
email: tracy.marsh@derbyshire.gov.uk

District Manager: Brenda Towse
Tel: 01246 283030
email: brenda.towse@derbyshire.gov.uk

Children's Centres in Erewash

Listed below are children's centres and contact details for centres in Erewash.

Cotmanhay Sure Start Children's Centre

Beauvale Drive
Cotmanhay
Ilkeston
Derbyshire
DE7 8RU

Tel: 01629 531949
Centre Coordinator: Melanie Lee
Tel: 01629 531953
email: melanie.lee@derbyshire.gov.uk

Kirk Hallam SureStart Children's Centre

Kenilworth Drive
Kirk Hallam
Ilkeston
Derbyshire
DE7 4EX

Tel: 01629 531576
Centre Co-ordinator: Melanie Lee
Tel: 01629 531953
email: melanie.lee@derbyshire.gov.uk

Long Eaton Sure Start Children's Centre

c/o Long Eaton Family Support Centre
Lime Terrace
Long Eaton
Nottingham
NG10 4LF

Tel: 01629 532620
Centre Coordinator: Andrea Lowton
email: andrea.loxxxx@xxxxxxxxxxx.xxx.uk

Sandiacre Sure Start Children's Centre

c/o Ladycross Infant School

Victoria Road

Sandiacre

Nottingham

NG10 5JD

Centre opens Easter 2009

Sue Smith

Erewash children's centre office manager

Tel: 01629 531952

District Manager: Susanna Williams

Tel: 01629 531575

email: susanna.williams@derbyshire.gov.uk

Children's Centres in the High Peak

Listed below are the contact details for Children's Centres in the High Peak.

Fairfield Sure Start Children's Centre

Fairfield Centre
Victoria Park Road
Fairfield
Buxton
Derbyshire
SK17 7PE

Centre Coordinator: Pauline Gunson
Tel: 01298 74895
email: pauline.gunson@derbyshire.gov.uk

Gamesley Sure Start Children's Centre

Winster Mews
Gamesley
Glossop
Derbyshire
SK13 0LU

Tel: 01629 531245
Centre Co-ordinator: Karen Foster
Tel: 01457 860729
email: karen.foster@derbyshire.gov.uk

Glossop Sure Start Children's Centre

Victoria Street
Glossop
Derbyshire
SK13 8HZ

Tel: 01629 531232
Centre Coordinator: Karen Foster
Tel: 01457 860729
email: karen.foster@derbyshire.gov.uk

Hadfield Sure Start Children's Centre

Off Queen Street
Hadfield
Glossop
Derbyshire
SK13 2DW

Centre Coordinator: Karen Foster
Tel: 01457 860729
email: karen.foster@derbyshire.gov.uk

Harpur Hill Sure Start Children's Centre

Trent Avenue
Harpur Hill
Buxton
SK17 9LP

Tel: 01298 74101
Centre Coordinator: Pauline Gunson
Tel: 01298 74895
email: pauline.gunson@derbyshire.gov.uk

Matlock Sure Start Children's Centre

School Road
Matlock
Derbyshire
DE4 3DS

Centre Co-ordinator: Debbie Hadley
Tel: 01629 581867
email: debbie.hadlxx@xxxxxxxxxxx.xxx.xx

New Mills Sure Start Children's Centre

c/o New Mills Adult Centre
Spring Bank
New Mills
High Peak
SK22 4AZ

Tel: 01663 746897
Centre Coordinator: Pauline Gunson
Tel: 01298 74895
email: pauline.gunson@derbyshire.gov.uk

District Manager: Louis Hughes

Tel: 01298 26121
email: louix.xxxxxx@xxxxxxxxxxx.xxx.xx

Children's Centres in North East Derbyshire

Listed below are the contact details for Children's Centres in North East Derbyshire.

Alice's View Sure Start Children's Centre (North Wingfield)

Alice's View
North Wingfield
Chesterfield
Derbyshire
S42 5XA

Centre Coordinator: Clare Glazebrook
Tel: 01246 852228
email: clare.glazebrook@derbyshire.gov.uk

Clay Cross Sure Start Children's Centre

Stretton Road
Clay Cross
Chesterfield
Derbyshire
S45 9AQ

Tel: 01629 537004
Centre Coordinator: Diane Harrison
Tel: 01629 537003
email: xxxxx.xxxxxxxx@xxxxxxxxxx.xxx.uk

Dronfield Sure Start Children's Centre

Gladys Buxton Community Education Centre
Oakhill Road
Dronfield
Derbyshire
S18 2EJ

Centre Coordinator: Anne Beard
Tel: 01246 296010
email: anne.beard@derbyshire.gov.uk

Eckington Sure Start Children's Centre

The Grange
88 Southgate
Eckington
Derbyshire
S21 4FT

Tel: 01629 537169

Centre Coordinator: Sandra Asquith
Tel: 01629 537220
email: sandra.asquith@derbyshire.gov.uk

Stonebroom Sure Start Children's Centre

High Street
Stonebroom
Alfreton
Derbyshire
DE55 6JY

Centre Coordinator: James Green
Tel: 01773 873078
email: james.grxxx@xxxxxxxxxxx.xxx.xx
District Manager: Jill Langley
Base: Dronfield Sure Start Children's Centre
Tel: 01246 296010 or 0776 880 2327
email: xxxx.xxxxxxx@xxxxxxxxxxx.xxx.xx

Children's Centres in South Derbyshire

Listed below are children's centres and contact details for centres in South Derbyshire.

Newhall SureStart Children's Centre

70-72 Elmsleigh Drive
Midway
Swadlincote
Derbyshire
DE11 9JF

Tel: 01283 211157 or 01283 213198
Children's Centre Co-ordinator: Liz Morris
email: xxx.xxxxxx@xxxxxxxxxxx.xxx.xx

Woodville SureStart Children's Centre

Blacksmith's Lane
Woodville
Swadlincote
Derbyshire
DE11 0ER

Tel: 01283 224795
Children's Centre Co-ordinator (Temporary): Sue Shackleton
Tel: 01283 224795
email: sue.shackleton@derbyshire.gov.uk

Castle Gresley SureStart Children's Centre

Mount Pleasant Road
Castle Gresley
Swadlincote
Derbyshire
DE11 9JF

Tel: 01283 217774
Children's Centre Co-ordinator: Liz Morris
email: xxx.xxxxxx@xxxxxxxxxxx.xxx.xx

Etwall SureStart Children's Centre - still in development

John Port School
Main Street
Etwall
Derbyshire
DE56 6LU
Tel: 01283 734111

District Manager: Rosie Kightley
Tel: 01283 229709
email: rosix.xxxxxxxx@xxxxxxxxxx.xxx.xx

New Children's Centres

New Children's Centres are currently under consideration at:

AREA	LOCALITY
South Derbyshire & Southern Derbyshire Dales	Coton in the Elms Ashbourne Wirksworth
Erewash	Sandiacre West Hallam
Amber Valley	Crich Duffield
North East Derbyshire	Arkwright Town Killamarsh Tupton
High Peak & North Derbyshire Dales	Bakewell Chapel-en-le-Frith