

# LEICESTER CITY COUNCIL EDUCATION & CHILDREN'S SERVICES ACCESSIBILITY STRATEGY

2013 - 2016



The Accessibility Strategy is focussed upon improving Disabled Access to City Schools for which the council is responsible. Its aims are to increase the extent to which disabled pupils are able to take advantage of education and associated services provided by those schools.

## 1. Introduction

- 1.1 Under the previous Disability Discrimination Act 1995 (DDA), Section 28d and 28e, ended by the Special Educational Needs & Disability Act 2001 Leicester City Council Education & Children's Services had a duty to prepare an Accessibility Strategy. This duty is replicated in the Equality Act 2010. The aim of such a Strategy is to improve Disabled Access to City Schools for which the Local Authority is responsible and to increase the extent to which disabled pupils are able to take advantage of education and associated services provided by those schools.
- 1.2 The strategy will run for a period of 3 years and during this time reviewed and revised as appropriate.

### Public Sector Equality Duty

- 1.3 The Equality Act 2010 contains a Public Sector Equality Duty, which applies to all schools. Every school is expected to
- **Publish Information** - which demonstrates compliance with the duty to have due regard to the need to eliminate discrimination and harassment, advance equality and foster good relations, this should include where possible what has been achieved as a result;
  - **Publish Equality Objectives** – which are specific and measurable and will be pursued over the coming years to achieve the three aims of the 'general' duty

### Accessibility Plans

- 1.4 In addition, the Governing Body of each school has a duty to prepare an Accessibility Plan for improving the physical accessibility to the school. They must also review and revise their accessibility plans annually.
- 1.5 These plans must set out how over the specified period, schools will:
- i.) Increase the extent to which disabled pupils are able to participate in the school curriculum;
  - ii.) Improve the physical environment of schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services provided or offered by the school; and
  - ii.) Improve the delivery to disabled pupils of information readily accessible to pupils who are not disabled. (This must be delivered within a reasonable time and in ways that are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

### Leicester City Council Strategy

- 1.6 This Strategy is underpinned by the corporate aims of Leicester City Council; the objectives of Education & Children's Services, as defined by the priorities set out in the Children & Young People's Plan 2014 -2017<sup>1</sup>, and the Leicester City Council Joint Disabled Children's Charter for the Health and Wellbeing Board and Children's Trust

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<sup>1</sup> The Children's Plan 2014 – 17 can be found at: <http://www.leicester.gov.uk/your-council-services/social-care-health/young-peoplefamilies/support-services/childrenstrust/the-children-and-young-peoples-plan/>

Board. Also the Young People's Strategy/Workplan 2012 – 2014 which details four priorities relating to participation and consultation; short breaks; information and commissioning; and transition. These are based on the 15 pledges in the *Leicester City Council Joint Disabled Children's Charter for the Health and Wellbeing Board and Children's Trust Board* (see appendix A).

- 1.7 The Council's corporate priorities are highlighted in the City Mayor's Delivery Plan, these are:
- A place to do business
  - Getting about in Leicester City
  - A low carbon city
  - The built and natural environment
  - A healthy and active city
  - Providing care and support
  - Our children and young people
  - Our neighbourhoods and communities
  - A strong and democratic council
- 1.8 The education priorities are set out within the Children & Young People's Plan and are focussed upon raising the achievement of all Children & Young People to national averages and higher; and narrowing the gap between the lowest achievers and other children.

## 2. Improving the Physical Environment

- 2.1 The Education & Children's Services Department agree to plan for:
- Increasing access for disabled pupils to the school curriculum. This covers teaching, learning, and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
  - Improving access to the physical environment of schools. This covers improvements to the physical environment of the school and physical aids to access education.
  - Improving the acoustics to help the learning and participation of all pupils with hearing impairments.
  - Improving the delivery of written information to disabled pupils. This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include hand-outs, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and made available within a reasonable period.

### **New School Buildings**

- 2.2 All new school buildings, major extensions and remodelling works are designed to comply with the Building Regulations and the Education (School Premises) Regulations 1999 (Building Bulletin 98 – Secondary Requirements and BB99 – Primary Requirements). The Council aims to provide buildings that are accessible to all users and designers are required to follow the recommendations of Building Bulletin 91, 'Access for Disabled People to School Buildings'.

The council is committed to inclusive design as stated in its Core Strategy Policy 3 (Designing Quality Spaces) objective: 'to meet the highest standards of accessibility and inclusion based on inclusive design principles and the need to create lifetime neighbourhoods'.

## **Existing School Buildings**

- 2.3 Schools are advised to carry out an accessibility audit as a first step in preparing their accessibility improvement plan. The access audit will enable schools to establish their priorities for access improvements.
- 2.4 It is accepted that access for wheelchair users is but one aspect of the accessibility improvement strategy. Nevertheless, it provides a useful baseline measure and improvement targets even though it tends to be the most expensive form of improvement in practice. Improvements to the physical environment for visually or hearing impaired users can often be achieved at little additional cost by the selection of appropriate colour schemes, wall and floor finishes, etc.
- 2.5 The improvement target set out in the Schools Asset Management Plan is to increase wheelchair accessibility by at least 5% per annum. Access improvements will be implemented by schools, in accordance with their Accessibility Improvement Plans. These in turn, will form part of their School Property Plans.

## **Prioritisation and Links with Other Modernisation Works**

- 2.6 Historically, the Local Authority (LA) has given priority to schools that need to carry out improvements to meet the individual needs of pupils with special needs. A panel of officers assesses funding requests submitted by schools, which will continue.
- 2.7 The LA believes that access improvements should be prioritised alongside other suitability and PAN (Pupil Admission Number) issues, provided that this is carried out in a way that is consistent with its statutory obligations under the Equality Act 2010 and SENDA. Also, in terms of value for money and disruption to schools, there is a significant advantage in implementing access improvements in conjunction with other building works, wherever practicable. By implication, this means that it is desirable to use funds for access improvements in conjunction with other capital funds.
- 2.8 The process used by the LA to achieve the twin objectives of prioritising across the range of suitability issues facing schools and joining up funding streams effectively, is set out in the AMP Local Policy Statement. A brief summary of the process is set out below:
- The LA, in consultation with schools and other local partners, identifies a proportion of the total available capital funding to be made available to schools to address suitability issues. In this respect, access is regarded as a suitability issue and schools access funds are included in the identified proportion.
  - Suitability surveys are carried out in all schools and suitability issues are categorised from A to D, depending on their severity and potential impact on the school with Category A as the highest priority (although, in practice, there are very few Category A issues). Schools are asked to prioritise the issues within each category to form their own priority programme.
  - Schools should carry out access audits and identify access issues that need to be addressed. Schools will then combine access issues with other suitability issues by categorising them as B issues and placing them in the appropriate place in the priority list and school property plan.

- Schools may make a request for funds and provide a justification for the project together with a cost estimate. It should be noted that constraints on funding will require the LA to prioritise projects in the case of requests from several schools where there is a need to address equal categories of suitability issues. Priorities will then be determined on the basis of supporting statements and/or Education, Health and Care Plans from schools and an assessment of how closely each project meets AMP priorities.
- Individual Access Needs Fund will be devolved for access improvements only. In practice, the criteria for prioritising requests will mean that requests for access improvements will be awarded a high priority.

2.9 It is accepted that a target of 100% accessibility for all schools is not practicable or achievable in the short to medium term, given the age and architectural style of some school buildings. The process described above is intended to support reasonable improvements or adjustments and to allocate funding equitably but will not permit the funding of disproportionately expensive access improvements.

2.10 Building Schools for the Future is allowing the authority to build new secondary schools to be fully inclusive, where the refurbishment of existing blocks it is being implemented where practically feasible. The Special Schools within the BSF programme are being compliant with the student accessibility requirements.

### **Funding for Access Improvements in Schools**

2.11 The Local Authority proposes to use an element of its capital funding in conjunction with individual schools capital funding to implement access improvement projects. The Local Authority proposes an allocation of £200,000 per annum to be earmarked for this purpose.

### **3. Access to the Curriculum**

3.1 The primary responsibility for ensuring that all learners have equal access to the curriculum rests with schools and Lifelong Learning settings. All schools must ensure that disabled pupils received their entitlement to the full national curriculum by offering opportunities for such pupils to extend their learning in a range of contexts. Unless there are exceptional circumstances set out in statutory regulations relating to Special Educational Needs, all disabled pupils should receive the full national curriculum without disapplication.

3.2 The Local Authority will continue to offer support, guidance and advice via its specialist support services (Special Needs Teaching Service, Educational psychology Service and Special Education Service) to individual pupils and to schools and other learning settings both in the delivery of the curriculum and the development and implementation of individual plans.

3.3 Such support extends to advice and guidance on the use and purchase of specialist aids and equipment for disabled learners, to help them access the curriculum. In many cases, specialist equipment will be purchased by schools using delegated resources. However, there will be cases where larger, more expensive technical equipment will be purchased from central funding and will be provided according to specific criteria. These decisions will be taken by the SEN Management Reference Group.

3.4 The Equality Act 2010 extends the reasonable adjustment duty to provide Auxiliary Aids and services to disabled pupils. Implementation of this duty will commence in September 2012. If a disabled pupil has a statement of special educational need or an education, health and

care plans and the statement/EHCP provides the necessary aid then the duty **does not apply** to the school in this instance. If a disabled pupil does not have a statement/EHCP or the statement/EHCP does not provide the necessary aid then **the duty applies** and schools **must** consider reasonable adjustments and the provision of an auxiliary aid.

- 3.5 An auxiliary aid is anything that provides additional support or assistance to a disabled pupil and includes:
- A piece of equipment;
  - Provision of a sign language interpreter, lip-speaker or deaf-blind communicator
  - Extra staff assistance for disabled pupils
  - Induction loop or infrared broadcast system
  - Videophones
  - Assistance with guiding and much more

The Technical Guidance for Schools in England published by the Equality & Human Rights Commission includes specific examples and guidance on the provision of auxiliary aids (**for further details see Equality Act 2010, Appendix D**).

The Education & Children's Assisted Technology Panel are able to provide further guidance on purchasing or obtaining auxiliary aids. **Contact details can be found on page 14.**

#### **4. Access to Information**

Under the Act, disabled learners and their families are entitled to receive information about their education in accessible formats. The Local Authority already provides information in a variety of formats to assist people with hearing and visual impairments. The Local Authority will keep under review the accessibility of all of its documents and will extend these during the next three years. The Hearing Impairment and Visual Impairment services provide advice and guidance to schools on alternative formats. Other presentation of information includes information technology.

- 4.1 In addition, there are more than 70 languages or dialects used by the diverse communities that live in Leicester, therefore, there will be times when information/material will also need to be translated and provided in a person's language of choice. The Local Authority has a community languages service that can provide specialist advice and support on this.
- 4.2 Local Authority services can provide advice and training on the production of curricular and other information in learners' preferred formats. These arrangements should be included within each school's accessibility plan.
- 4.3 The Local Authority will continue to offer a wide range of training and support to staff and governors on the requirements of the SEN and Equality Act 2010 in relation to Disability. The Local Authority will also provide training as appropriate to its own staff to ensure awareness of and compliance with, the relevant legislation.

#### **5. Further Guidance**

- 5.1 All schools must ensure that they have an up to date accessibility plan and that they are reviewed and revised annually. These plans must be made available when requested. The following resources have been developed to assist school governing bodies in preparing individual accessibility plans:
- Identifying Barriers to Access: A Checklist - **See Appendix B**
  - Access Plan (Example Template) - **See Appendix C**

Appendix D contains a further (non-exhaustive) list of guidance and other resources that may also be of use.

- 5.2 The Local Authority specialist support services have a range of materials available in order to support individual learners and those responsible for their education. These services are also able to provide bespoke materials and training where there are particular issues regarding disabled learners. The Special Needs Teaching Service can provide further detail on how to access the support available, **contact details can be found on page 14.**

## **6. Monitoring and Reviewing**

- 6.1 The Education & Children's Department will review the strategy annually and ensure relevant updates to the strategy including changes in the law or local funding arrangements for access improvements in schools.
- 6.2 The Education & Children's Department will keep under review schools' progress in developing and implementing accessibility plans annually.

## APPENDICES

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## Appendix A – Disabled Children’s Charter

# Leicester City Council Joint Disabled Children’s Charter for the Health and Wellbeing Board and Children’s Trust Board

We are committed to improving the quality of life and outcomes experienced by disabled children, young people and their families, including children and young people with special educational needs and health conditions. We will work together in partnership with disabled children and young people, and their families to improve universal and specialised services, and ensure they receive the support they need, when they need it. Disabled children and young people will be supported so that they can lead ordinary lives.

By September 2014 we will provide evidence that:

- 1 We have **detailed and accurate information** on the disabled children and young people living in our area, and provide public information on how we plan to meet their needs.
- 2 We **engage directly with disabled children and young people** and their participation is embedded in our work.
- 3 We **engage directly with parent carers** of disabled children and young people and their participation is embedded in the work of our Health and Wellbeing Board and Children’s Trust Board.
- 4 We set **clear strategic outcomes** for our partners to meet in relation to disabled children, young people and their families, monitor progress towards achieving them and hold each other to account.
- 5 We **promote early intervention** and support for smooth transitions between children and adult services for disabled children and young people.
- 6 We work with key partners to **strengthen integration** between health, social care and education services, and with services provided by wider partners.
- 7 We provide **cohesive governance** and leadership across the disabled children and young people’s agenda by linking effectively with key partners.
- 8 We have an **identified lead** with specific responsibility for services for disabled children and families.
- 9 We are **providing clear information** to support choice and control for parents that explains how we provide specialist services and also make all universal services accessible.
- 10 Parents and carers in our area have **access to transparent information** on decisions made about their child, and have access to mechanisms for providing feedback.
- 11 Disabled children and their families are **involved in the planning, commissioning and monitoring** of services in our area, including both specialist and universal services.
- 12 Parents in our area benefit from our **Parent Partnership Service**, which is able to provide impartial advice and support to parents of disabled children and young people.
- 13 Our staff receive both **disability equality training and training** to ensure that they have core competencies to work with disabled children.
- 14 We have produced a **short break services statement** that has been drawn up in partnership with disabled children and their parents and have made it widely available.
- 15 We have regard to the **provision of services suitable for disabled children**, when assessing the sufficiency and supply of childcare in their area.

Signed

Elaine McHale  
Interim Strategic Director  
Children’s Services  
Leicester City Council

Signed

Councillor Vi Dempster  
Assistant City Mayor  
Children’s Services  
Leicester City Council

Signed

Professor Farooq  
OBE FRCGP  
Leicester City Clinical  
Commissioning Group Chair

Signed

Councillor Rory Palmer  
Deputy City Mayor & Chair  
Health & Wellbeing Board  
Leicester City Council

## Appendix B - Identifying Barriers to Access: A Checklist

This list should help you identify barriers to access that exist in schools.

The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of your school.

<b>Section 1: How does your school deliver the curriculum?</b>		
<b>Question</b>	<b>Yes</b>	<b>No</b>
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?		
Are your classrooms optimally organised for disabled pupils?		
Do lessons provide opportunities for all pupils to achieve?		
Are lessons responsive to pupil diversity?		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?		
Are all pupils encouraged to take part in music, drama and physical activities?		
Do employees recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?		
Do employees recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?		
Do employees provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?		
Do you provide access to computer technology appropriate for students with disabilities?		
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?		
Are there high expectations of all pupils?		
Do employees seek to remove all barriers to learning and participation?		

<b>Section 2: Is your school designed to meet the needs of all pupils?</b>		
<b>Question</b>	<b>Yes</b>	<b>No</b>
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils?		
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?		
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		
Are areas to which pupils should have access well lit?		
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?		
Is furniture and equipment selected, adjusted and located appropriately?		

<b>Section 3: How does your school deliver materials in other formats?</b>		
<b>Question</b>	<b>Yes</b>	<b>No</b>
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils, prospective pupils and families who may have difficulty with standard forms of printed information?		
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?		
Do you have the facilities such as ICT to produce written information in different formats?		
Do you ensure that employees are familiar with technology and practices developed to assist people with disabilities?		

Adapted from the Accessible Schools: Summary Guidance, Department for Education and Skills, 10<sup>th</sup> June 2002

## Appendix C

## Access Plan (Example Template)

**Creating an Access Plan:** This is an example of a plan that a school might produce after reviewing existing plans (in particular refurbishments and arrangements and SEN policy), looking at options for improving accessibility within existing arrangements and an audit of the school site for accessibility. The school should monitor the implementation of the plan and keep under review the access needs of the school.

	Target	Strategy	Outcome	Timeframe	Achievement
<b>Short Term</b>	Availability of written material in alternative formats.	The school makes itself aware of the services available through its Local Authority for converting written information into alternative formats.	If needed the school can provide written information in alternative formats.	Term 3 2014/15	Delivery of information to disabled pupils improved.
<b>Medium Term</b>	Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments and install window blinds.	Seek advice from Local Authority special educational needs service on appropriate colour schemes and blinds.	Several classrooms are made more accessible to visually impaired children.	Term 1 2015/16	Physical accessibility of school increased.
	Training for teachers on differentiating the curriculum.	After an audit the school decides that some teachers would benefit from training on differentiating the curriculum.	Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	Term 2 2015/16	Increase in access to the National Curriculum.
<b>Long Term</b>	School plans to improve access to designated areas over successive financial years. The school decides which of its entrances and exits have priority, and plans to fit ramps and handrails to all of these.	Planned use of minor capital delegated resources and discussion with the Local Authority concerning the use of centrally based funding.	Having secured additional capital resources from the Local Authority, over three-year period the school's entry areas and the science block will be fully accessible.	Term 3 2014/15	Physical accessibility of school increased.

Adapted from the Accessible Schools: Summary Guidance, Department for Education and Skills, 10<sup>th</sup> June 2002

## Appendix D - Resources & Further Information (this list is not exhaustive)

### Accessibility and School Premises:

- **DfEE: Access for Disabled people to School Buildings: Management and Design Guide. Building Bulletin 91.** 1999. £14.95. Available from The Stationery Office or at: <http://www.education.gov.uk/schools/adminandfinance/schoolscapital/buildingsanddesign/whole-schoolsdesign/a0058201/children-with-special-educational-needs-sen-and-disabilities>
- **DfEE: Inclusive School Design Building – Bulletin 94.** 2001. £19.95. Available from The Stationery Office or at the following website: <http://www.education.gov.uk/schools/adminandfinance/schoolscapital/buildingsanddesign/whole-schoolsdesign/a0058201/children-with-special-educational-needs-sen-and-disabilities>
- **DfES: Inclusive Schooling - Children with Special Educational Needs.** [www.education.gov.uk/publications/eOrderingDownload/DfES-0774-2001.pdf](http://www.education.gov.uk/publications/eOrderingDownload/DfES-0774-2001.pdf)

### Disability & Special Educational Needs:

- **Schools: guide to the 0 to 25 SEND code of practice (September 2014)** [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/349053/Schools\\_Guide\\_to\\_the\\_0\\_to\\_25\\_SEND\\_Code\\_of\\_Practice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/349053/Schools_Guide_to_the_0_to_25_SEND_Code_of_Practice.pdf)
- **Reasonable adjustments for disabled pupils (EHRC updated June 2014)** [http://www.equalityhumanrights.com/sites/default/files/publication\\_pdf/Reasonable%20adjustments%20for%20disabled%20pupils\\_0.pdf](http://www.equalityhumanrights.com/sites/default/files/publication_pdf/Reasonable%20adjustments%20for%20disabled%20pupils_0.pdf)
- **Guidance on matters to be taken into account in determining questions relating to the definition of disability.** <https://www.gov.uk/government/publications/disability-equality-act-2010-guidance-on-matters-to-be-taken-into-account-in-determining-questions-relating-to-the-definition-of-disability>
- **Accessible Schools: Planning to increase access to schools for disabled pupils (DFE 8<sup>th</sup> July 2002)** Copies are available free of charge from DfE Publications (Tel: 0845 60 222 60 Fax: 0845 60 333 60).
- **DfES: Inclusive Schooling: children with Special Educational Needs.** Ref: DfES 0774/2001, published November 2001. Available from the DfES Publications Centre.
- **Centre for Studies on Inclusive Education: Index for Inclusion.** 2000. £24.50. Available from CSIE. Tel: 0117 344 4007. Fax: 0117 344 4005. Website: [www.inclusion.org.uk](http://www.inclusion.org.uk)
- **DfEE: Connecting Schools for Inclusion:** An interactive CD Rom which looks at strengthening links between special and mainstream schools to support the inclusion of pupils with SEN. Available from Voluntary partnerships Team, SEN Division, DfES. Tel: 020 7925 6881. Fax: 020 7925 5920.
- **Disability Equality in Education: Training for Inclusion and Disability Equality Course Book.** Priced. This and other resources for inclusion and disability equality are available from DEE, Tel: 020 7359 2855; E-mail [info@diseed.org.uk](mailto:info@diseed.org.uk) Website: [www.diseed.org.uk](http://www.diseed.org.uk)

- **OFSTED: Evaluating Educational Inclusion.** Guidance for inspectors and schools. October 2000. Ref No: HMI 235. Available from OFSTED. Tel: 020 7421 6800. Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)
- **RNID: Effective Inclusion of Deaf Pupils into Mainstream Schools.** Education guidelines project. 2001. Information available from tel: 0808 808 9000. Website: [www.rnid.org.uk](http://www.rnid.org.uk)
- **RNID: Promoting Access to the Curriculum for Deaf Pupils.** Education guidelines project. 2001. Information available from tel: 0808 808 0123. Website: [www.rnid.org.uk](http://www.rnid.org.uk)

## Equality Act 2010:

- **Equality Act 2010 Advice for School Leaders, School Staff, Governing Bodies and Local Authorities**  
<http://www.education.gov.uk/schools/guidanceandadvice/f00215460/equality-act-2010-departmental-advice>
- **Technical Guidance for Schools in England, June 2013**
- **Draft Code of Practice: Schools in England and Wales:**  
[http://www.equalityhumanrights.com/uploaded\\_files/EqualityAct/draft\\_code\\_of\\_practice\\_schools\\_eng\\_wales.pdf](http://www.equalityhumanrights.com/uploaded_files/EqualityAct/draft_code_of_practice_schools_eng_wales.pdf)
- **Ofsted: Inspecting Equalities Briefing, Sept 2013:**  
<http://www.ofsted.gov.uk/resources/briefings-and-information-for-use-during-inspections-of-maintained-schools-and-academies>

## Local Authority Guidance & Resources:

- **Equality Toolkit for Schools:** [www.leicester.gov.uk/equalitytoolkitforschools](http://www.leicester.gov.uk/equalitytoolkitforschools)
- **Equality Act 2010 Briefings for Parents and School Governing Bodies:**  
<http://www.leicester.gov.uk/your-council-services/education-lifelong-learning/parental-support/equality-act-2010-briefings/>

## Useful Websites:

- **BECTA:** British Educational Communications and Technology Agency (Archives):  
<http://webarchive.nationalarchives.gov.uk/20110130111510/http://www.becta.org.uk>
- **EHRC:** Equality and Human Rights Commission  
<http://www.equalityhumanrights.com/>
- **Equality Act 2010 (Section 88 Schedule 10)**  
<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>

## Key Contacts:

Equalities Officer 0116 454  
[@leicester.gov.uk](mailto:@leicester.gov.uk)

Service Manager SNTS 0116 454  
[@leicester.gov.uk](mailto:@leicester.gov.uk)

**Chetna Patel-Liburd** Head of Service TLE Strategy 0116 454 2266  
Capital Projects [chetna.patel-liburd@leicester.gov.uk](mailto:chetna.patel-liburd@leicester.gov.uk)

Service Manager 0116 454  
Learning, Quality, [@leicester.gov.uk](mailto:@leicester.gov.uk)  
& Performance

Education & Children's 0116 454  
Assisted Technology Panel [@leicester.gov.uk](mailto:@leicester.gov.uk)

Translation & Interpretation 0116 454 4761  
Service [cls@leicester.gov.uk](mailto:cls@leicester.gov.uk)

**Author:** , Equalities Officer, Leicester City Council Corporate Equalities Team

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