

Disability Rights Commission

Accompanying guidance for the Disability Rights Commission's Code of Practice for Schools (Scotland)

Scotland

Making rights a reality

The Disability Rights Commission

The Disability Rights Commission (DRC) is an independent body, set up by an Act of Parliament, which has the goal of creating a society where disabled people and those with long term health conditions can participate fully as equal citizens.

We work with the voluntary sector, the business community, government and public sector agencies to achieve practical solutions which benefit disabled people and society as a whole.

There are around 10 million people with rights under the Disability Discrimination Act in Great Britain. The legal definition of disability covers people with physical, sensory, communication and intellectual impairments, and people with mental health and other long term health conditions such as diabetes, epilepsy, cancer, multiple sclerosis, HIV and schizophrenia.

Under the Disability Discrimination Act 1995, disabled people have the legal right to fair treatment in employment, in education and as customers of services. Most duties of the Act are now in force. A new Disability Discrimination Act received royal assent in 2005. This will create a duty on public bodies to actively promote disability equality from December 2006 as well as close some of the loopholes in the previous Act.

The DRC has offices in England, Scotland and Wales and can support both those with rights and those with responsibilities under disability legislation. For further details of how we can help you please contact our Helpline – contact details can be found on the back cover.

In 2007, a new Commission for Equality and Human Rights will begin its work. This body will have responsibility for the activity currently undertaken by the DRC.

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Introduction

1. The SEN (special educational needs) framework described in the Code of Practice for Schools has now been replaced with legislation which introduces new duties on education authorities to provide for pupils with 'additional support needs'. In addition, since the publication of the Code of Practice, duties on all schools to prepare accessibility strategies and to promote disability equality have been introduced.
2. This guidance applies to all schools and education authorities in Scotland, although the new additional support for learning duties apply principally to education authorities and to authority schools. The disability equality duty applies to education authorities and grant-aided schools.

Purpose of the guidance

3. This guidance acts as a companion to the Code of Practice for Schools on the Disability Discrimination Act 1995: Part 4 ('the Code of Practice' or 'the Code'). It describes the new duties on education authorities to provide for pupils with additional support needs, the duty to prepare accessibility strategies, the disability equality duty and how all of these relate to the existing disability discrimination duties. The Code itself gives practical guidance to schools and education authorities on how to avoid discrimination against disabled pupils and prospective pupils. This guidance will help disabled children and young people and their parents to understand the new laws and, along with the Code, explains what they can do if they think that the child or young person has been discriminated against or is not receiving additional support.

4. The guidance particularly considers certain parts of the Code. These are:
 - Chapter 2: an overview of the legislation is discussed in paragraphs 7 to 49.
 - Chapter 4.8 to 4.10: disabled pupils and special educational needs is discussed in paragraphs 50 to 53.
 - Chapter 6.16, 6.20 and 6.21: the provision of auxiliary aids or services is discussed in paragraphs 54 to 57.
5. This guidance deals only with the legal duties on education authorities and schools. Those who work with disabled pupils are encouraged to go beyond what the law requires. They should work towards eliminating discrimination and achieving equality and inclusion in education and associated services. Further information on good practice is available for schools, please see the back pages of this leaflet.

Status of the guidance

6. This guidance is not issued under the Disability Rights Commission's powers to issue Codes of Practice. It is not a new Code of Practice, nor does it amend the existing Code of Practice for Schools. It does not impose legal obligations, nor is it an authoritative statement of the law – that is a matter for the courts. It does provide an update on some of the information which deals with legislation other than the Disability Discrimination Act 1995, contained within the Code, and may be of some help in understanding the Code of Practice in light of more recent developments. It would be of assistance to read this leaflet and the Code

together. If schools and education authorities follow the guidance contained in the Code of Practice and referred to in this leaflet, it may help to avoid an adverse judgment by a tribunal, education appeal committee or court.

An overview of the legislation, Scotland

7. **Chapter 2** of the Code of Practice explains the relationships between different parts of the legislation in Scotland including:
- the disability discrimination duties
 - accessibility strategies; and
 - the Special Educational Needs (SEN) framework (now replaced by the Additional Support for Learning (ASL) framework).

This section of the leaflet updates the information contained within **Chapter 2**.

8. There are four main sources of support available to disabled pupils in school. These come from different pieces of legislation. Support is available through:
- the disability discrimination duties
 - accessibility strategies
 - the Additional Support for Learning (ASL) framework; and
 - (from December 2006) the Disability Equality Duty.

9. The relationships between these different duties are important. This section outlines the disability discrimination duties and sets them in the context of these other duties in Scotland.

The disability discrimination duties

10. The disability discrimination duties apply to provide protection for disabled pupils by preventing discrimination against them at school on the grounds of disability. Education authorities and schools are subject to two key duties:
 - not to treat disabled pupils less favourably; and
 - to take reasonable steps (or make 'reasonable adjustments') to avoid putting disabled pupils at a substantial disadvantage.
11. These duties are described in detail in **Chapter 5** and **Chapter 6** of the Code of Practice.

Accessibility strategies

12. Scottish local authorities are obliged to produce Children's Services Plans every three years. The Standards in Scotland's Schools etc Act 2000 requires education authorities to produce an annual statement of improvement objectives.
13. The Education (Disability Strategies and Pupils' Records) (Scotland) Act 2002 places a duty on education authorities, and independent and grant-aided schools to prepare accessibility strategies to address three distinct elements of planned improvements in access for disabled pupils:

- increasing the extent to which disabled pupils can participate in the curriculum
- improving the physical environment of schools to make them more accessible for disabled pupils; and
- improving communication with disabled pupils, in particular by providing school information in alternative formats.

14. Together, these three elements should improve access to education and associated services for disabled pupils.

Access to the curriculum

15. Disabled pupils should have access to the fullest curriculum possible. Many disabled pupils may require additional support in order to enable them to benefit from a school education which is directed to the development of their personality, talents and mental and physical abilities.

16. Accessibility strategies must include details of how the education authority or school intends to increase the extent to which disabled pupils can fully access the curriculum. This may include additional staff training, the use of alternative approaches for teaching and support, and joint working arrangements with allied health professionals, social workers and other agencies.

Physical access

17. Considerations about the physical environment of schools require the education authority and schools to

take a broad approach. This should include school buildings, outdoor facilities, playing fields, any residential accommodation and transport to and from school.

18. Improvements to the physical environment of a school should be geared towards enabling disabled children and young people to attend the school of their choice and to access all the areas and activities at that school.

Communication

19. Communication with pupils is an important part of school life. Education authorities and schools must plan to improve communication with disabled pupils and the provision of information to them. This includes things like:

- class handouts and worksheets
- textbooks and handbooks
- school timetables
- test and examination papers
- posters around the school
- homework materials
- communication with teaching and auxiliary staff
- information about non-curricular activities
- communication with other pupils
- communication with catering and clerical/administrative staff.

20. This is not an exhaustive list, and it is important that all aspects of communication with disabled pupils are addressed within an accessibility strategy.
21. Schools and education authorities should be able to provide school information in alternative formats within a reasonable time and taking into account the pupils' needs and their parents' preferences. This requires that pupils' demands are anticipated in advance. The accessibility strategy itself must be made available in alternative formats.
22. Alternative formats means information provided:
 - orally
 - on audio tape
 - by sign language interpreter
 - by lip speaking
 - on video tape (with sign language or subtitles)
 - in Braille
 - in large print
 - in 'Easy Read' forms
 - on CD-ROM; or
 - by other accessible electronic communication.
23. The Scottish Executive have provided guidance for Education Authorities and independent and grant-aided schools on how they should implement these duties. Her Majesty's Inspectorate of Education (HMIE), as part of their school and authority inspections,

consider accessibility strategies. The Scottish Ministers have powers to issue directions to education authorities or to independent schools if they are in breach of these planning duties.

24. Individual local authority schools do not need to prepare their own strategies, but they should be involved in the preparation and implementation of the authority's strategy and relevant elements of the accessibility strategy should be incorporated into school development plans. Successfully implementing the education authority's accessibility strategy is an important step towards complying with the wider Disability Equality Duty discussed at paragraphs 45 to 48.
25. The Scottish Council for Independent Schools has produced guidance on accessibility strategies for independent and grant-aided schools. The Handbook for Accessibility (SCIS, 2006), is designed to help independent schools prepare and implement accessibility strategies.

The ASL framework in Scotland

26. The Education (Additional Support for Learning) (Scotland) Act 2004 introduced a new framework to make provision to meet the additional support needs of individual children. The duties under the ASL framework are designed to dovetail with existing duties in the Disability Discrimination Act.
27. The ASL framework fits within the general duties of education authorities to make 'adequate and efficient provision of school education for the area'. Every child of school age has a right to school education and school education provided to a child or young person

must be directed to the development of 'the personality, talents and the mental and physical abilities of the child or young person to their fullest potential'. In his or her education a child or young person's views must be given due regard in decisions that significantly affect him or her, so far as is reasonably practicable. These requirements do not apply in other situations, where education is being provided by someone other than the education authority.

28. The duties in the ASL framework are based on the definition of additional support needs. A child or young person has additional support needs if, for whatever reason, they require additional support in order to benefit from school education. School education in this context includes, in particular, education directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential.
29. Additional support means, in relation to a child of school age or a young person, educational provision which is additional to or significantly different from that generally made for children or young people of the same age in mainstream schools managed by the education authority for the area concerned. In relation to pre-school children, it means educational provision as appropriate to their needs.
30. Education authorities must make adequate and efficient provision for the additional support needs of children or young people with such needs. This duty does not require the authority to incur unreasonable levels of public expenditure. However, cost should not be the primary consideration in determining what provision is to be made.

31. Children who are not yet entitled to free nursery education (ie those under 3 years old) are not ordinarily covered by the ASL framework. However, if a child of that age has additional support needs which are caused by a disability, then the education authority has a duty to make appropriate provision for their needs, provided that:
- the child's needs are brought to their attention by the Health Board; and
 - the education authority assess the child as having additional support needs.
32. The ASL framework specifies the procedures to be followed by education authorities with regard to the identification and assessment of children with additional support needs. Parents and young people have rights to request specific types of assessment and examination (including educational, psychological and medical assessments or examinations).
33. Some children or young people will require a co-ordinated support plan (or CSP). A co-ordinated support plan is required where:
- the education authority are responsible for the school education of the child or young person
 - the child or young person has additional support needs which have, or are likely to have, a significant adverse effect on their school education
 - the additional support needs in question are likely to continue for more than a year; and

- those needs require significant additional support to be provided by education services as well as by social work and/or health services (or certain other specified agencies).
34. Where a child or young person has a co-ordinated support plan, the education authority must ensure that provision for their additional support needs is made in accordance with the contents of the plan.

Children with a disability

35. Disabled pupils may also have additional support needs. The definition of additional support needs is broad, including children and young people who require additional support for any reason. It is important to recognise that the definition of additional support needs includes children and young people with a disability where they require additional support in order to benefit from school education. It means that children and young people with a disability have additional support needs if they have any difficulty in accessing or benefiting from education and if they need any additional support, that is, anything that is additional to or different from what is normally available in mainstream schools in the area.

What is the ASL framework?

36. The ASL framework consists of the provisions in the Education (Additional Support for Learning) (Scotland) Act 2004, the regulations made under that legislation, and guidance in Supporting Children's Education: A Code of Practice (Scottish Executive, 2005).
37. Supporting Children's Education: A Code of Practice supports education authorities in interpreting their

duties under the ASL framework. Education authorities and other agencies (including social work services and the Health Board) must have regard to the contents of Supporting Children's Education while carrying out their functions under the ASL framework.

38. The Standards in Scotland's Schools etc Act 2000 introduced a duty on education authorities to educate pupils in mainstream schools. Exceptionally, pupils may be educated in a special school (or special unit) if one or more of the following circumstances apply to education in a mainstream school:
- it would not be suited to the pupil's ability or aptitude
 - it would not be compatible with the provision of efficient education for other children; or
 - it would result in unreasonable public expenditure that would not otherwise be incurred.
39. A pupil may still be educated in a mainstream school, even if such exceptional circumstances exist, but the wishes of the child and the parents must be taken into account.
40. The duties under the ASL framework are designed to dovetail with the existing disability duties in Part 4 of the Disability Discrimination Act and the accessibility strategy duties.

Dispute resolution

41. If parents are not satisfied with the provision that an education authority makes to meet their child's additional support needs, they can speak to the school or to the education authority.

Mediation

42. The education authority must have arrangements for independent mediation to try and resolve disputes regarding children and young people who have additional support needs. Although some local authorities may choose to provide mediation services 'in-house', the mediators should not be involved with the education department in any other way. The authority cannot make mediation compulsory. Not only must mediation be voluntary, it must also be free of charge for parents or young people. Using mediation does not affect a parent or young person's rights of appeal (if any).

Independent adjudication

43. If parents are not satisfied with:

- a decision concerning their child's additional support needs, or
- with a decision concerning a request for an assessment or examination, or
- with the authority's failure to make or arrange additional support required by a child or young person

they may make an application for their complaint to be referred to an independent adjudicator. An independent adjudicator can make recommendations to the authority. While these recommendations are not binding, they will usually be followed.

Appeals

44. If parents are not satisfied with a decision about a

Co-ordinated Support Plan (CSP), or with the content of their child's CSP, there is a right of appeal to the Additional Support Needs Tribunal for Scotland. Most placing request appeals will continue to be heard by an Education Appeal Committee, with a further appeal to the Sheriff Court. In certain circumstances, parents can complain to the Scottish Ministers about any aspect of school education, including provision for additional support needs.

Disability Equality Duty

45. The Disability Discrimination Act 1995 has been amended by the Disability Discrimination Act 2005 so that it now places a duty on all public authorities, when carrying out their functions, to have due regard to the need to:
- promote equality of opportunity between disabled persons and other persons
 - eliminate discrimination that is unlawful under the Act
 - eliminate harassment of disabled persons that is related to their disabilities
 - promote positive attitudes towards disabled persons
 - encourage participation by disabled persons in public life; and
 - take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

46. In addition to this general duty, education authorities and grant-aided schools (amongst others) are subject to what are known as **specific duties**, laid down in the Disability Discrimination (Public Authorities)(Statutory Duties)(Scotland) Regulations 2005 . The regulations set out specific steps which must be taken to assist these public authorities to fulfil the general duty, including a duty to:

- publish a Disability Equality Scheme demonstrating how it intends to fulfil its general and specific duties
- involve disabled people in the development of the scheme
- carry out impact assessments
- make arrangements for gathering relevant information
- develop an 'action plan'
- take the steps set out in its action plan, within three years
- publish a report.

47. Although these duties apply to education authorities rather than schools (except for grant-aided schools who are directly covered) education authorities also have a duty to make arrangements for every school to:

- assess the impact of its policies and practices on equality for disabled pupils
- gather information on the effects of policies and practices on the educational opportunities available to, and the achievements of disabled pupils

- provide the education authority with an annual report on the above two issues
 - carry out steps required to meet the education authorities action plan
 - keep a copy of the education authorities Disability Equality Scheme.
48. Further guidance on the duties of education authorities and schools can be found in the DRC's Duty to Promote Disability Equality Statutory Code of Practice for Scotland, and soon to be produced guidance in this area.

Overlapping duties

49. Clearly, there are large areas of overlap between the DDA, accessibility strategies and ASL duties. By ensuring that adequate and efficient provision is made for a pupil's additional support needs, and that the accessibility strategy and disability equality scheme are properly prepared and implemented, education authorities and schools will go a long way to ensuring that they are complying with the disability discrimination duties as well.

Who is covered by the disability discrimination duties?

50. **Chapter 4** of the Code of Practice explains who is covered by the duties in the Disability Discrimination Act 1995 (ie disabled pupils and disabled prospective pupils). This section of the leaflet updates the information contained in paragraphs **4.8** to **4.10**.

Disabled pupils and additional support needs

51. Disabled pupils may also have additional support needs as defined by the Education (Additional Support for Learning) (Scotland) Act 2004.
52. This issue was considered briefly in paragraph 34 above, where the ASL framework was discussed. It should be borne in mind that a pupil with a disability has additional support needs if they require additional support in order to benefit from school education. It is important to recognise that a pupil may have difficulties that amount to additional support needs, but may not have a disability as defined by the Disability Discrimination Act.
53. Pupils may have either a disability or additional support needs or both. The ASL framework is designed to provide additional support for pupils who require it. The disability discrimination duties, as they relate to schools, are designed to prevent discrimination against disabled children in their access to education.

A failure to make reasonable adjustments

54. **Chapter 6** of the Code of Practice explains the duty to take reasonable steps to ensure that disabled pupils (or prospective pupils) are not placed at a substantial disadvantage. This is known as the reasonable adjustments duty. This section of the leaflet updates the information contained in paragraphs **6.16**, **6.20** and **6.21**.

An anticipatory duty

55. In order to make reasonable adjustments, responsible bodies will need good information about children who may be coming to the school and for whom they may need to make reasonable adjustments. For education authority schools, the ASL framework now requires information about a pupil's additional support needs to be shared between relevant agencies prior to a change in school education. This includes children starting nursery or school for the first time, pupils transferring from nursery to primary or primary to secondary school, and pupils changing school for any other reason. Education authorities are required, where appropriate, to share information about a pupil's additional support needs with local health and social services bodies prior to a change in that pupil's school education. In addition, education authorities might wish to discuss with local health and social services bodies the potential numbers of disabled children who may be going to attend their schools.

The provision of auxiliary aids or services

56. The additional support for learning (ASL) framework is designed to identify, assess and make provision for children's additional support needs. Additional support should include any educational aids and services where these are necessary to meet the child's identified needs. The ASL framework was designed to sit alongside the disability discrimination duties, which does not provide an alternative route of access to auxiliary aids and services.

Example

A Deaf child attends her local primary school with the regular support of a teaching assistant and twice-weekly visits from a peripatetic teacher of the Deaf. Although she is severely deaf, the child's spoken language and use of English is well-established. She wears a personal FM system (radio aid) in all lessons. These auxiliary aids and services are provided through the ASL framework. The use of the aids is covered by the disability discrimination duties. If, for example, a teacher were to refuse to use the radio microphone, it is likely that this would be unlawful under the disability discrimination duties.

The provision of auxiliary aids or services in independent schools

57. Where pupils attend an independent school at their parents' expense they do not have access to auxiliary aids and services through the ASL framework. Auxiliary aids and services are normally made available by the school, and parents are usually charged for them.

Lack of knowledge defence and confidentiality

58. **Chapter 7** of the Code of Practice explains the lack of knowledge defence and the way in which reasonable adjustments may be affected by a request for confidentiality. This section of the leaflet supplements the information in that chapter in light of the new ASL framework.

Lack of knowledge defence

59. The ASL framework introduced new duties on education authorities to seek and share information about a child's additional support needs prior to changes in their school education. This means that an authority may not be able to rely on a lack of knowledge defence if information about a child's disability is known to their previous school (or nursery). The authority are unlikely, in those circumstances, to be able to claim that they did not know or could not reasonably be expected to know that a child was disabled. This applies even if the previous school or nursery is not managed by the education authority.
60. However, under the ASL framework, the authority are only permitted to share information about a child with additional support needs with the consent of the child's parents. If this consent is not given, then the authority may be able to rely on a lack of knowledge defence.

Confidentiality

61. If a parent does not give consent to the sharing of information concerning their child's additional support needs with other agencies or other people, this may limit what the education authority or school may be able to do by way of reasonable adjustments. The Disability Discrimination Act says that, in considering what particular steps to take, responsible bodies must think about the extent to which taking a particular step is consistent with keeping confidentiality, where it has been requested.

Other duties under the Disability Discrimination Act 1995

62. **Chapter 10** of the Code of Practice explains the residual duty of education authorities. This section updates the information contained in paragraph **10.1**.
63. Part 4 of the Disability Discrimination Act 1995 makes it unlawful for an education authority in Scotland to discriminate against a disabled pupil or a disabled prospective pupil in the discharge of its functions under various Acts relating to education, in particular:
- The Education (Scotland) Act 1980.
 - The Standards in Scotland's Schools etc Act 2000.
 - The Education (Additional Support for Learning) (Scotland) Act 2004.

These are known as residual duties.

Other updates

64. This section updates the information contained in other sections of the Code of Practice.
65. **Paragraph 6.27** of the Code of Practice refers to draft legislation brought forward by the Scottish Executive that introduces planning duties in Scotland. This legislation, now passed, is the Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002 and the Education (Disability Strategies) (Scotland) Regulations 2002, as amended.
66. **Paragraph 6.30** of the Code of Practice refers to Sections 60–65G of the Education (Scotland) Act 1980. The equivalent to these sections is the whole of the

Education (Additional Support for Learning) (Scotland) Act 2004.

67. **Paragraph 7.7** refers to the SEN framework. This has been replaced by the ASL framework.
68. **Paragraph 8.9** of the Code of Practice refers to other remedies eg SEN, placing request or exclusion appeals in terms of the Education (Scotland) Act 1980. ASL appeals and placing requests for children or young people with additional support needs are now available in terms of the Education (Additional Support for Learning) (Scotland) Act 2004. Exclusion appeals are unaffected by the new legislation.
69. **Paragraph 11.2** of the Code of Practice refers to the Data Protection Act 1998. The Pupils' Educational Records (Scotland) Regulations 2003 provide for similar rights of access to pupil records for parents.
70. **Paragraph 11.21** of the Code of Practice refers to other relevant legislation. The duty described in that paragraph from the Disabled Persons (Services, Consultation and Representation) Act 1986 no longer applies in Scotland. The equivalent to the Children Act 1989 in Scotland is the Children (Scotland) Act 1995. The Mental Health (Scotland) Act 1984 has now been replaced by the Mental Health (Care and Treatment) (Scotland) Act 2003.
71. **Paragraph A1.17** refers to eligibility to additional support for students as a result of having had a record of needs at school. School leavers with additional support needs now have a right to have information about their needs shared with agencies including colleges and universities. In turn, the school should take steps to prepare school leavers for their future educational placement.

Definitions of disability under other legislation

72. **Paragraph A2.2** refers to the Education (Scotland) Act 1980, which has now been amended by the Education (Additional Support for Learning) (Scotland) Act 2004, and no longer contains a definition of the term 'disability'. The provisions of the Disabled Persons (Services, Consultation and Representation) Act 1986 which applied to school education in Scotland have now been repealed by the Education (Additional Support for Learning) (Scotland) Act 2004. The Mental Health (Scotland) Act 1984 has now been replaced by the Mental Health (Care and Treatment) (Scotland) Act 2003.
73. **Paragraphs A2.3 to A2.17** concern SEN provisions contained within the Education (Scotland) Act 1980. The ASL framework, outlined above, in the Education (Additional Support for Learning) (Scotland) Act 2004. The 2004 Act, where it uses the term 'disability' uses the same definition as in the Disability Discrimination Act 1995.
74. **Paragraphs A2.15 to A2.17** refer to provisions of the Mental Health (Scotland) Act 1984, which has now been replaced by the Mental Health (Care and Treatment) (Scotland) Act 2003. The definition of 'mental disorder' remains substantially the same. The 2003 Act introduces the principle that, in exercising mental health functions in relation to a patient under the age of 18, the person in question must do so in a way which best secures the welfare of the child.

Publications and useful addresses

75. Disability Rights Commission

A range of information and guidance on the Disability Discrimination Act 1995 is available from the Disability Rights Commission:

Telephone: 08457 622 633

Textphone: 08457 622 644

Fax: 08457 778 878

Post: DRC Helpline
FREEPOST
MID 02164
Stratford upon Avon
CV37 9BR

Website: www.drc-gb.org

You can email the DRC Helpline from our website.

Disability Rights Commission documents are available in alternative formats and languages.

Legislation, Regulations and Guidance

76. The Acts of Parliament and Regulations referred to in this leaflet are available from The Stationery Office, www.tsoshop.co.uk, or online at www.opsi.gov.uk. Many of the Acts of Parliament and Regulations are available on the Disability Rights Commission's website at www.drc-gb.org

Scottish Executive publications

77. Supporting Children's Learning: Code of Practice (SEED 2005)

Planning to Improve Access to Education for Pupils with Disabilities: Guidance on Preparing Accessibility Strategies (SEED 2002)

These and other similar documents are available in the publications (school education) section of the Scottish Executive website: www.scotland.gov.uk

Regulations

78. Education (Disability Strategies) (Scotland) Regulations 2002 (SSI 2002/391), as amended by SSI 2003/10

Additional Support for Learning (Appropriate Agency Request Period and Exceptions) (Scotland) Regulations 2005 (SSI 2005/264)

Additional Support for Learning (Changes in School Education) (Scotland) Regulations 2005 (SSI 2005/265)

Additional Support for Learning (Publication of Information) (Scotland) Regulations 2005 (SSI 2005/267)

Additional Support for Learning (Appropriate Agencies) (Scotland) Order 2005 (SSI 2005/325)

Additional Support for Learning Dispute Resolution (Scotland) Regulations 2005 (SSI 2005/501)

Additional Support for Learning (Placing Requests and Deemed Decisions) (Scotland) Regulations 2005 (SSI 2005/515)

Education (Additional Support for Learning) (Scotland) Act 2004 (Transitional and Savings Provisions) Order 2005 (SSI 2005/516)

Additional Support for Learning (Co-ordinated Support Plan) (Scotland) Amendment Regulations 2005 (SSI 2005/518)

The Education (Additional Support for Learning) (Scotland) Act 2004 (Consequential Modifications) Order 2005 (SI 2005/1791)

The Disability Discrimination (Public Authorities) (Statutory Duties) (Scotland) Regulations 2005 (SSI 2005/565)

Additional Support Needs Tribunals for Scotland (Practice and Procedure) Rules 2006 (SSI 2006/88).

Additional Support Needs and disability information

79. Additional Support Needs Tribunal for Scotland guides can be obtained from the Tribunal. Two guides are available: A Guide for Parents and A Guide for Education Authorities. There is also information available for young people.

ASN Tribunals Scotland
Europa Building
450 Argyle Street
Glasgow
G2 8LG

Telephone: 0141 242 0370

Fax: 0141 242 0360

Email: inquiries@asntscotland.gov.uk

Website: www.asntscotland.gov.uk

80. Learning and Teaching Scotland offer support and guidance on all matters relating to the curriculum in the years, and primary and secondary education sectors in Scotland. The website provides links to a number of other useful resources.

Website: www.ltscotland.org.uk

81. Scottish Council for Independent Schools
21 Melville Street
Edinburgh
EH3 7PE

Telephone: 0131 220 2106

Fax: 0131 225 8594

Email: information@scis.org.uk

Website: www.scis.org.uk

82. The Scottish Consumer Council has produced a handbook: *Supporting Children and Young People's Learning: A Handbook for Parents when Their Child Needs Additional Support* (2005). It is available from The Stationery Office (www.tsoshop.co.uk).

Scottish Consumer Council
Royal Exchange House
100 Queen Street
Glasgow
G1 3DN

83. ENQUIRE offers advice and information on additional support needs. They provide a telephone helpline, training and provide a range of free publications, including:

The Parents' Guide to Additional Support for Learning
What are additional support needs?
What's the plan? Your education and support

ENQUIRE
Children in Scotland
5 Shandwick Place
Edinburgh
EH2 4RG

Helpline: 08451 232 303
Telephone: 0131 222 2425
Typetalk: 0800 959 598
Fax: 0131 228 9852
Email: info@enquire.org.uk
Website: www.enquire.org.uk

84. The Education Law Unit provides legal advice, information and training on additional support needs in Scotland, including leaflets for children and young people with additional support needs.

Education Law Unit
Govan Law Centre
47 Burleigh Street
Glasgow
G51 3LB

Helpline: 0141 445 1955
Textphone: 0141 445 1955
Fax: 0141 445 3934
Email: advice@edlaw.org.uk
Website: www.additionalsupportneeds.org.uk

You can contact the DRC Helpline by voice, text, fax, post or by email via the website. You can speak to an operator at any time between 08:00 and 20:00, Monday to Friday.

If you require this publication in an alternative format and/or language please contact the Helpline to discuss your needs. All publications are available to download from the DRC website: www.drc-gb.org

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