Consultation on the provision of Education at

High Down Infant School

and

High Down Junior School
This document contains proposals to make changes at High Down Infant School and High Down Junior School. The council hopes to be able to change their status so that each school becomes a 420-place all-through primary school. Currently both the infant and junior schools are separate schools with their own leadership teams, staff, pupils, governing bodies, land and buildings. They do work closely together, especially in relation to serving the children of families that attend both schools; to meet the needs of all their pupils whilst on the separate sites; and in preparation for the transfer of the high majority of pupils who ask to attend the junior school when moving from Year 2 to Year 3 annually.

If the proposals are agreed, this will mean that:

- the schools will admit up to 60 Reception Year pupils each with effect from September 2013
- there would be a change in the upper age limit of High Down Infant School so it can admit junior aged pupils
- there would be a change in the lower age limit for High Down Junior School so it can accommodate infant aged pupils.

The Department for Education (DfE) and North Somerset Council have agreed policies and protocols for considering whether a school should be enlarged and/or its buildings remodelled. The council also has a long-standing policy commitment that supports the creation of all-through primary schools whenever an opportunity arises.

There is a statutory process underpinning these changes and this consultation is part of that process. We are seeking views and comments from a range of stakeholders that will help us formulate a possible legal notice later this year. No final decision has been made yet but we have reached a stage where your views are needed to help us decide how best to proceed.

This consultation document and a response form are also available on the council’s website at http://consult.n-somerset.gov.uk/inovem/consult.ti

Legal Background

Nationally the role of councils in the planning of school places and other provision is changing. North Somerset aims to support all schools to provide inclusive and improving education, to enable them to continually enhance their education offer, and to ensure financial viability so they can achieve the highest possible standards for all their pupils.

There is still a requirement on the council to provide sufficient school places across the district as a whole, although this duty no longer comes with a guaranteed funding allocation from the Government.
Local Background

The council aspires to offer local schools for local children, even though this is not a legal requirement.

The council’s agreed School Organisation Plan (2007–2012) (and its draft Education Provision in North Somerset – A Commissioning Strategy (2012–2015)) supports education for 4–11 year olds being provided, preferably, via all through primary schools or as part of an all through school. Unless set in a rural location (where a 105 place school is part of a group of federated or Shared Trust schools), all schools will normally have at least one form of pupil entry (30 places per year group and 210 places overall) or two forms of pupil entry (60 places per year group and 420 places overall). Where there is evidence of demand a 525 or 630 place school may be provided.

In Portishead, demand for younger aged school places continues to exceed supply despite the authority creating a net of 570 additional school places in the town since 2005. There are another 1100+ properties due to be built by 2016 and this will create demand for additional primary school places. Overall school place vacancies in Portishead are running at about 6% (within North Somerset tolerances). However, it is anticipated that by 2015 there will be a shortfall of over 160 pupil places from Reception Year to Year 6 in Portishead primary schools.

Prior to the changes proposed above, 420 extra permanent places and 60 temporary places (for 7 years) have been created in and around the Village Quarter following the expansions of both Portishead Primary School and St Peter’s C of E Primary School from 315 to 420 place schools each and the opening of Trinity Anglican Methodist Primary School in 2008, first as a 210-place schools and now, following its expansion, as a 420-place provision. In addition, 45 extra places were provided at High Down Infant School when it increased in the size from a 225 to 270-place infant school in 2005.

Places at the two High Down Schools

As at March, 2012 there were 270 pupils on roll at High Down Infants School (no surplus places) and 356 pupils at High Down Junior School (1.1% surplus places). The Local Authority tries to operate at between 5-7% surplus school places across its schools which allows for parental choice and pupil movement. For the September 2012 admissions round, the Local Authority received a total of 139 preferences for High Down Infants School which not only reflects the increase in demand for school places but also reflects the popularity of this and the junior school.

It is important to ensure that at a time of diminishing resources the most effective use is made of school buildings. The changes proposed for both High Down schools therefore looks to create extra provision by expanding two popular and successful schools and create all through primary provision. By creating two 420 place primary schools, an additional 210 school places will be created which we feel should be sufficient to address longer term demand and maintain a healthier number of surplus places across the town.

Proposal

In accordance with government legislation, before posting any public notices, North Somerset Council is required to undertake consultations.

In respect of High Down Infant School, North Somerset District Council proposes to:

- create an all through primary school by extending the age range incrementally of High Down Infant School from age 4 to 7 to age 4 to 11.
- enlarge High Down Infant School from the current 270 pupil capacity to establish an up to 420 pupil capacity primary school on the same site.
- to establish an admission number of up to 60 pupils for the reception year intake from September 2013 onwards.

In respect of High Down Junior School, North Somerset District Council proposes to:

- create an all through primary school by extending the age range incrementally of High Down Junior School from age 7 to 11 to age 4 to 11.
- enlarge High Down Junior School from the current 360 pupil capacity to establish an up to 420 pupil capacity primary school on the same site.
- to establish an admission number of up to 60 pupils for the reception year intake from September 2013 onwards.

If the proposal is accepted, the schools will need to consider new names to avoid confusion.
Why two 420-place primary schools?

In expanding provision of the High Down campus there were three options available for consideration:

1. To expand both establishments by one class per year group each and have larger separate infant and junior schools
2. To create two 420-place primary schools
3. To create a single 840-place primary school

One of the major success criteria for all schools is the educational attainment of its pupils. A school is successful if the progress made by individual pupils is better than expected when compared to national average rates of progress. There is no clear evidence that all-through Primary schools or separate Infant/Junior schools are more effective in their delivery of high educational standards. Infant schools are often cited as having higher end of key stage one attainment (on average) than all through primary schools and this is reflected locally. Advocates of separate infant education will explain this is caused by a whole-school learning environment which is more age appropriate for 4–7 year olds, staff who specialise in this age group and a desire to give Year 2 children more responsibility and greater challenge as the oldest learners within the school.

However the transition process to junior schools is often marked by a period of re-adjustment resulting in some loss of progress caused by a change in learning and teaching approaches as well as social and emotional adjustment time. The resulting “dip” in rates of progress during the end of Year 2, the summer holiday period and the early stages of Year 3 contribute to the fact that learners perform equally well aged 11 whether they attended a through primary school or separate infant and junior schools.

Overall there can be benefits for infant and junior schools to become primary schools:

- A single school can provide continuity of the curriculum for pupils aged 4–11. KS1 (infant) to KS2 (junior) transition is seamless within a primary school. A primary school can plan for the delivery of the whole primary school curriculum. Whilst infant and junior schools can and do plan and deliver well in relation to the transition of pupils, a primary school’s curriculum has continuity and progression built into its whole school plan;
- Learning new school rules; the way around new buildings; getting to know different staff etc can be daunting for some pupils moving from infant to junior schools.
- The national funding rules are changing and will equalise the funding for primary aged pupils. This will mean that there will be more money for junior schools and less for infant schools in the near future. Primary schools have the freedom to use the combined funding across the whole 7-year primary range and to allocate resources as they see fit across all its key stages.
- Primary schools normally have a larger team of staff that can provide more flexibility in terms of covering all subjects effectively. They can give a school greater flexibility and efficiency in the use of staff and other resources. Teachers can also experience working in all key stages, with the necessary CPD (Continuing Professional Development) to support their development.
- In terms of recruitment and retention of staff, a post in an all through primary school provides a much wider range of experience. Enhanced head teacher and middle leader roles in a Primary School allows colleagues greater mobility in their career and more flexibility in meeting the needs of the school in which they are working. The recruitment of future headteacher and teachers in a primary school is likely to be more straightforward and attract a much wider range of high quality applicants. Nationally the numbers of separate infant and junior schools is reducing and staff with this limited range of experience have fewer opportunities.
- Locally only four ‘sets’ of separate infant and junior schools will exist in North Somerset by September 2012. Two sets of these are overseen by a single Executive Headteacher who reports to a single federated governing body. Another set of schools are considering the same option in 2012/13. The High Down schools have the opportunity, due to their size, to operate as 2 separate but co-operating primary schools. This provides the benefits of all-through provision, of keeping the uniqueness of the two schools and of being close enough to work together to share expertise across their campus.
- It can be helpful to parents to have one primary school with which to build a relationship. Often by the time pupils enter the junior stage of
primary education pupils are more independent. It can be harder for junior schools to establish relationships with parents and carers once pupils are older.

● In primary schools children can mix with older children experiencing outstanding role models and older children can develop responsibility and care for younger children e.g. in research on reading buddies, it is the ‘expert’ older reader who makes more progress than the ‘novice’ readers;

● Having all-through provision takes away the uncertainty of pupils’ placement at time of transition

Much is written about the ideal size of any primary or secondary school. Every size has its advantages and disadvantages which require good leadership and management to achieve the greatest effectiveness. Strategies which work well in a larger school may often be ineffective in a smaller school and vice-versa. The council has a few 630-place primary schools. It was felt that the creation of an 840-place school could be too large for younger pupils.

Type of School

To maintain the proportion of church and non-church school places in the area it is recommended that both schools remain as community schools.

Transitional and Admission Arrangements

In terms of admissions, it has been agreed, in principle, with the schools that any increase in pupil placements will be incremental with a year on year increase as opposed to a whole school change in capacity (i.e. admissions of up to 60 pupils per year of entry rolling through the schools over 7 years).

Admissions to all year groups, except Reception Year (where up to 60 pupils will be admitted to each school) will take place in line with school place demand across Portishead and affordability. The aim of the change is for a September 2013 implementation of changes in admissions to Reception Year only across both schools and build gradually the extra capacity year on year to meet new demand. This may need to be reviewed, based on demand, the schools ability to accept more pupils, resources and the availability of places elsewhere

Pupil Placements

Subject to approval, all children who start their reception year in September 2013 onwards at either school will be registered at their named primary school and will remain on roll until transfer to secondary school (or until the parent/carer chooses to transfer the pupil to another school).

Children currently attending year 1 and year 2 at High Down Infant school will, as now, leave the infant school at the end of Year 2 and transfer normally (subject to application) to High Down Junior School where they will stay until transfer to secondary school.

For current reception and reception September 2012, some pupils (up to a maximum of 60) will stay at High Down Infant School. The rest will, as now, transfer to High Down Junior School.

The schools and the council has thought hard about how a fair process can be developed which will determine how the current and new reception aged pupils are allocated places at either proposed primary school.

Legally all admission authorities must offer parents the opportunity to express a preference for the school they wish to attend. This process has been applied to all applications for places at High Down Junior School. It will be necessary for the council to state in its public notice (if approved) how admission arrangements will be applied. We are therefore consulting on the following:

Option 1

Administer expressions of preference in accordance with the policies, procedures and criteria similar to those governing infant to junior school transfers. This criteria, after the allocation of places to looked after children, gives priority to those pupils with sibling links at the school, followed by those living closest to the school.

This enables the council to give its highest priority to Looked After Children (a legal requirement), followed by priority to brothers and/or sisters at each school or within the same year group, using the distance from home to school as a tie break.
High Down Infant and Junior School

- It is a transparent council led process
- It could disadvantage those without brothers and/or sisters at their preferred school, or cause confusion when there are brothers and/or sisters at both schools
- It may split friendship groups and lead to gender and ability inequalities
- The national Equal Preference System could disadvantage those who live further from the school they wish to attend if there is a school closer to their home, even though they placed it as their highest preference
- When creating the correct balance of pupils into class bases, liaison between staff of both schools (when sharing information about educational progress and observations of individual children) would be more difficult using this allocation method

Option 2

Randomly allocate places (via a ballot) where all individual applications for places are placed in a ‘hat’. Names drawn from the hat are ranked and those expressing the school as their highest preference are allocated the place until all 60 places are offered.

- This would not enable the council to give its highest priority to Looked After Children (a legal requirement), although special arrangements could be put in place for this category prior to any random allocation
- It may lead to siblings to be split. Again, special arrangements could be put in place for this category of applicant to be given a higher priority for places before the random allocations are made. It could disadvantage those without brothers and/or sisters at their preferred school, or cause confusion when there are brothers and/or sisters at both schools. It is a transparent council led process
- It may split friendship groups and lead to gender and ability inequalities
- This process is dependent on one school being over-subscribed. As the Equal Preference System must enable all applications to be considered equally (with the final allocation being the parents highest preferred school), this is not as straightforward a process as it may first appear
- When creating the correct balance of pupils into class bases, liaison between staff of both schools (when sharing information about educational progress and observations of individual children) would be more difficult using this allocation method

Option 3

Randomly allocate places at one or other school within groups of children linked by friendship groups (5 children) with these groups being placed in a hat but considered as one group

- This would not enable the council to give its highest priority to Looked After Children (a legal requirement), although special arrangements could be put in place for this category prior to any random allocation
- This process does not allow fully for parental preferences to be expressed and assumes that all parents will be happy with friendship groupings made by their children
- Friendship groupings stay together and the outcome for class placement is managed in a similar way to the transfer arrangements in place across the two schools now, although with this size of groups some friendships could be split.
- The process could marginalise individual pupils (popular/unpopular pupils), or place pressure on pupils who would be asked to ‘choose’
- There is an opportunity to achieve a better balance of gender/ability groups across the two schools
- The arrangements could be challenged if parent preferences are not the same across the friendship groups
- When creating the correct balance of pupils into class bases, liaison between staff of both schools (when sharing information about educational progress and observations of individual children) would be easier than options 1 and 2 but not as desirable as option 4
Option 4

Move whole classes. The class allocations will be determined by random allocation

- Existing class bases are already balanced in terms of gender and academic ability and children feel socially and emotionally secure within them
- It takes advantage and builds on the established good transition practice already in place across the current schools that ensures continuity of provision and education
- It enables the teachers of the current and new classes in both schools to effectively liaise immediately the allocations are determined.
- Liaison time is concentrated on a class group as opposed to being spread across smaller groups of pupils in different classes
- It builds on the current successful transition arrangements
- The arrangements could be challenged if parent preferences do not match current class allocations
- This would not enable the council to give its highest priority to Looked After Children (a legal requirement), although special arrangements could be put in place for this category prior to any random allocation
- This process does not allow for parental preferences to be expressed and fully considered and assumes that all parents will be happy with the class group their child is currently in. (It should be noted however that the national Equal Preference System will still disadvantage some and advantage others).

Option 5

A mixture of these or other options

Both schools prefer option 4.

Within all of the above scenarios, parents/carers will still have the right of appeal against any decisions made.

Your comments on which method of allocation would best meet the needs of pupils and parents are requested.

Community, Travel and Transport

The council recognises the issues of traffic congestion and road safety concerns around schools especially at drop-off and collection times. We have successfully supported the introduction of school travel plans across the district*. In line with a government school travel initiative all schools now have individual travel plans which are regularly reviewed as to how manage and improve safe access.

The local authority’s Sustainable Travel and Road Safety team has a programme of training initiatives and educational resources to support individual schools in maintaining good and safe practice.

With over six years experience of travel planning in schools the community can be assured that that there is support available for managing safe access to the High Down Schools.

Initiatives to support safe access include:

- School based walking/scotting/cycling incentive schemes
- Road safety focus – pedestrian and cycle training (Bikeability) schemes
- Car share trips encouraged through informal class or family arrangements
- Travel to School leaflet produced to highlight safe routes to school

It is worth noting that as an example of partnership working an active parent group at High Down has already overseen the installation of the pedestrian crossing on Down Road as part of improving safe access to the schools. In addition the Portishead Pace Car scheme was launched across the locality in 2009 by Portishead Primary to highlight respect for slower car speeds at schools, and both High Down Infant and High Down Junior Schools encourage parents to get involved in this scheme.

North Somerset Council officers will continue to work with both schools to build upon current Travel Plans and communicate regularly with parents/carers/neighbours and keep them informed of any developments. Parents/carers will also regularly be reminded to be considerate to local residents at all times. We are also keen to work with the local community in delivering this message.
The council works in partnership with transport providers across the district to support sustainable public transport routes. Currently three separate bus services (Service 125, Service 357, and Service 358/359) operate on Down Road. The Service 357 runs hourly and arrives at Down Road shortly before the start of the school day and leaves shortly after the end of the school day. Without evidence of demand, private providers are often reluctant to change their services. Therefore your comments are sought on whether the current public bus services arriving at the High Down campus will assist in relieving the transport pressures around the campus and school drop-off and pick-up times, or whether there are any needs for changes to times or route. This information can then be passed to the private providers for consideration.

The North Somerset Travel and Highways Team are currently assessing opportunities to implement traffic calming measures on Down Road. This includes looking at measures such as road narrowing and 20mph speed limits. As regular users of the Road, your knowledge and suggestions are invaluable. Therefore any further suggestions you have around further Traffic Calming measures are requested.

*North Somerset’s progress in walk-to-school 2007-2010 is highlighted as the best performing local authority in the West of England. The SW Health & Modeshift joint report (May 2010) illustrates that although local authority average was 3%, North Somerset achieved the highest increase of 7.9% in walk to school.

Staffing

As it is proposed that each school is expanding, it is expected that the current staffing in each school will remain in place. Each school will, when needed, recruit additional staff with the appropriate expertise necessary to teach, alongside the current staff, the new year groups as the change to primary status is rolled out.

Timescales for Consultation

This stage of the consultation process runs from Monday 2 July until Monday 24 September at 4.00pm. It is intended that the council’s Executive Member for Children and Young People’s Services, having regard to the recommendations of the CYPS Policy and Scrutiny Panel, will then consider the views of all consultees and make recommendations on any future actions to be taken.

If it is decided that the proposal to progress the changes at High Down Infant and High Down Junior Schools should be progressed, formal Public Notices will be published in November/December 2012. At the end of the 6 week formal notice representation period the council’s Executive Committee will make the decision as to whether or not the schools should change their age ranges and expand to two 420 pupil capacity primary schools. If the proposals for change are agreed and no appeals are successful, the changes will be put into place for 1 September 2013.

The council will need to request planning permission should any changes be recommended to the High Down Campus to accommodate additional children. This is a separate process and, whilst related, is not part of this consultation.

What happens next?

This document forms part of the School Organisation consultation process and is aimed at the Portishead Community, staff, parents/carers, pupils, governors of both High Down Infant and High Down Junior Schools, neighbouring schools, and any other interested parties.

Information sharing events will be held on

- Monday 16 July at 6.30pm at High Down Infant School
- Tuesday 17 July at 9.15am at High Down Junior School

Once this consultation period is complete, a report will be submitted to the council’s Policy and Scrutiny Panel and the Executive Member for Children and Young People’s Services summarising the responses. The Executive Member will decide whether to proceed.

If the decision is to proceed, a public notice will be issued outlining the council’s intentions to progress the change of age range and expansion of High Down Infant and High Down Junior School. The provisional timetable is as follows (but is subject to change):
Consultation | Start 2 July 2012 – 6 weeks plus school holidays
Executive Member decision to proceed | November/December 2012
Publication of Public Notice | 1 day (December 2012/January 2013)
Period of Representation | 6 weeks (January/February 2013)
Executive Decision to progress | March/April 2013
Implementation (assuming no appeals are received from the Governing Bodies or Diocese of Bath & Wells or Diocese of Clifton). | 1 September 2013

How can I have my say?

We want to hear the views of the local community. We would therefore encourage you to complete this questionnaire. (Please tick as many boxes as you feel would apply). You can also use the council’s Econsult facility at http://consult.n-somerset.gov.uk/consult.ti?

About you:
please tick all appropriate boxes:

Name (please print):

Please tell us about your relationship with the school
☐ Parent/Carer
☐ Teacher
☐ Teaching Assistant
☐ Care Staff
☐ Admin/Support Staff
☐ Pupil
☐ Other Employee
☐ Governor
☐ Member of the Community
☐ Other (please state)

1. Based on the information you have been given, do you:

a) Agree with the proposals to change the age range and enlarge High Down Infants School from an up to 270 pupil first school to an up to 420 pupil Primary school from 1 September 2013 onwards?
☐ Yes ☐ No ☐ No View

b) Agree with the proposals to change the age range and enlarge High Down Junior School from an up to 360 pupil Junior school to an up to 420 pupil Primary school from 1 September 2013 onwards?
☐ Yes ☐ No ☐ No View

Even if you have said no to the changes above please answer the following three questions.
Answering the questions will not be considered as either support or opposition to the changes.

2. Based on the information contained in this paper and should the proposals be agreed, do you have a preference for how Year 3 places will be allocated for intakes to both schools in September 2015 and September 2016?

Option 1: Administer expressions of preference in accordance with the policies, procedures and criteria similar to those governing infant to junior school transfers now.

Option 2: Randomly allocate places (via a ballot) where all individual applications for places are placed in a ‘hat’. Names drawn from the hat are ranked and those expressing the school as their highest preference are allocated the place until all 60 places are offered.
**Option 3:** Randomly allocate places at one or other school within groups of children linked by friendship groups (5 children) with these groups being placed in a hat but considered as one group

**Option 4:** Move whole classes. The class allocations will be determined by random allocation

**Option 5:** A mixture of these or other options (please provide details)

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3. Would you require changes in times or route to existing bus services to serve your transport needs better? This information can be passed to the private providers for consideration.

☐ Yes    ☐ No

**Specific changes required:**

4. If there are any further suggestions you have around Traffic Calming measures for Down Road, please describe them here:

If you wish to expand upon your responses and/or make additional comments, or if you have a child and he/she wishes to make any comments and/or observations on the proposals, then please use the space below.

**Additional Comments**

If necessary, please continue on a separate sheet

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Signed __________________________________________

Date __________________________________________

Please return your completed **response by 4pm Monday 24 September** either directly to High Down Infant or High Down Junior School or to:

School Organisation Manager
North Somerset Council
Children & Young People’s Service Directorate
Town Hall
Walliscote Grove Road
Weston-super-Mare BS23 1UJ

Tel: 01275 884 727
Fax: 01275 884 168

Email: school.organisation@n-somerset.gov.uk

**Monitoring to Ensure Fairness**

North Somerset Council wants to ensure everyone has fair access to its services. We realise that the school community consists of a wide and diverse range of people and we want to ensure that everyone is able to respond to consultations.

To help us make sure we are reaching all members of the school community, we would be grateful if you would share the following personal information with us.

In order to achieve this aim we must have accurate information about the people who we consult with. The information we collect will be kept confidential and will only be used to review our services to you. If you would like to know more about the information collected on this form please contact the School Organisation Team on 01275 884 727 or email school.organisation@n-somerset.gov.uk

Thank you for your cooperation.
### Ethnic Origin

**What is your ethnicity? Tick only one box (see notes overleaf)**

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### Disability (see notes overleaf)

Do you consider yourself to be a disabled person?

□ Yes   □ No   □ Prefer not to say

If you are a disabled person, what is the nature of your disability?

□ Physical   □ Mental   □ Learning   □ Sensory   □ Prefer not to say

### Accessibility

If you attended one of the information sharing events, did you experience any difficulties in accessing the building the event was held in?

□ Yes   □ No   □ Prefer not to say

If Yes, please specify ____________________________________________

Similarly, did you experience any disability related difficulties during the event?

□ Yes   □ No   □ Prefer not to say

If Yes, please specify ____________________________________________
Notes for guidance

Ethnic origin

The form lists a number of ethnic groups. Please put a tick against the one you feel you belong to. If the group you belong to is not listed, tick ‘other’ and provide details in the space on the form.

Disability

Defining a disabled person: A person has a disability if he or she 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. People who have had a disability within this definition are protected from discrimination even if they have since recovered.

Impairment: this includes physical, mental impairments and sensory impairments, such as those affecting sight or hearing. The term ‘mental impairment’ is intended to cover a wide range of impairments including what are often known as learning disabilities.

Substantial adverse effect: is something which is more than a minor or trivial effect. The requirement that an effect must be substantial reflects the general understanding of disability as a limitation going beyond the normal differences in ability which might exist among people.

Long-term effect of an impairment is one which has lasted at least 12 months, or where the total period for which it lasts is likely to be at least 12 months, or which is likely to last for the rest of the life of the person affected.

Normal day-to-day activities: are those activities which are carried out by most people on a fairly regular and frequent basis. The term is not intended to include activities which are normal only for a particular person or group of people, such as playing a musical instrument, or a sport, to a professional standard or performing a skilled or specialised task at work.

The test of whether an impairment affects normal day-to-day activities is whether it affects one of the broad categories listed:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing or eyesight (excluding people who wear spectacles)
- memory or ability to concentrate, learn or understand, or
- perception of the risk of physical danger.

Severe disfigurement: is included, without any need to demonstrate that the impairment has a substantial adverse effect on their ability to carry out normal day-to-day activities.

Progressive illness: anyone who has HIV infection, cancer or multiple sclerosis is automatically treated as disabled under the Act.

Council documents can be made available in large print, audio, easy read and other formats. Documents on our website can also be emailed to you as plain text files.

Help is also available for people who require council information in languages other than English.

For more information contact: 01275 884 727 or school.organisation@n-somerset.gov.uk