



Disability Discrimination Act Phase 2 Regional action research projects

Executive coordinator final report

Project title: In implementing the DDA, how can we reconcile the competing needs of individuals, organisations and legislation?

Region: South East

Executive Coordinator: Sheila Parsons

Organisation: Consultant

Sites: Sheila Parsons, Bracknell and Wokingham College, Esher College, Nescot College, Oxford and Cherwell Valley College

June 2006

The main criterion for including projects on this website is that they are all developmental or action research projects undertaken as part of DDA: taking the work forward. The projects aimed to help providers implement the DDA and to improve practice to meet the requirements of learners with learning difficulties and disabilities more effectively. They do not necessarily reflect good or best practice.

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LSN DDA Action Research Phase 2

Project Coordinator Report

Section 1

Sheila Parsons

Southeast region

Executive Summary

Four sites have taken part in the southeast region's LSN DDA Action Research project, namely:

Bracknell and Wokingham College,
Esher College,
Nescot,
Oxford and Cherwell Valley College.

Themes are stand-alone and pertinent to the needs identified by the individual sites. All activities come under the umbrella theme of reconciliation of the competing needs of individuals, organisations and legislation. Bracknell and Oxford have looked at disclosure and support issues whilst Esher has looked at progression beyond the college and Nescot has considered internal progression pathways and moving on to employment. This report describes the respective journeys of sites in undertaking the action research and the outcomes, both anticipated and unexpected.

Acknowledgements

Site Coordinators, Brian Uzzell, Jude Smit, Jenny Knight and Sue Moon who in their different ways have contributed so much to the region's work.
Project Executive, especially Chris Rose for her support and sound advice.
Al Lockhart-Smith for behind the scenes prompt, practical assistance.

Section 2 – Major focus

The overall theme of the southeast region's action research was to look at ways of reconciling the competing needs of individuals, organisations and legislation whilst implementing the Disability Discrimination Act.

Specifically, Bracknell looked at issues surrounding the management of disclosure and meeting the support needs of ACL learners. With some 14,000 full time equivalent learners and only 66 declarations of disability in 2003 /04

there was considerable scope for improvement. This was to be addressed by examining ways of encouraging disclosure, ways of supporting both learners and lecturers and lastly, by better use of technology.

Esher examined ways of improving the transition from FE to HE for learners 'whose educational, social, emotional and medical needs may significantly disadvantage them'. During the project it became apparent how widespread an issue this was with particular issues beyond educational concerns and support such as Disabled Student Allowances (DSAs) and practical issues being identified. How to minimise these concerns became an important focus for the research.

Having identified gaps in progression pathways for learners at pre-entry and entry level Nescot's project focused on expanding provision at these levels. It also looked at ways of reducing gaps so that progression became more manageable for learners. Progression into employment was also addressed by developing links with local supported employment agencies.

Lastly, the work at Oxford and Cherwell in part mirrored that of Bracknell although the focus was on mainstream learners with the research stemming from the merger of several colleges with disparate support systems prior to the formation of one college. The project viewed the moves to enhance ways of identifying support needs and developing alternative support mechanisms as part of a broader objective to actively promote diversity.

Section 3 - Progress so far

Undoubtedly detailed information about progress at the respective sites is best gleaned from their individual reports. However summaries are given below:

Bracknell & Wokingham College

Bracknell has linked progress to action plan objectives.

i. encouraging disclosure

- A survey of learners who had made declarations with findings summarised in Appendix 1 of Bracknell's report
- Revision of the paperwork used by the newly formed centralised Admissions team for learners enrolling on ACL courses with opportunities to disclose disabilities provided as a matter of routine. (Refer Appendices 2 & 3 Bracknell report)

ii. supporting learners

- An audit of specialist equipment maintained by the college was undertaken (Refer Appendix 5 Bracknell report)

- Learners making a declaration receive a standard letter advising them of the named contact regarding support needs which, at the Head of Student Services' discretion, is followed up with the learner

iii. supporting lecturers

- A system of informing lecturers that they have learners that have made declarations in their class is now in place (Refer Appendix 6)
- This is accompanied by relevant information sheets that give advice on ways of working with learners in the classroom and website details for key national organisations for further information (Refer Appendix 7)

iv. better use of technology

- Having revised paper systems for admissions and noted their shortcomings, the second phase was to transfer to a system that would utilise the enrolment package of the college's new MIS system. The reduction in paperwork whilst capturing enhanced information will have particular benefits for learners in ACL who typically re-enrol for follow-on courses.

Esher College

- Research into universities' pre-entry information for learners
- Research into universities' and learner concerns about transition (refer Appendix Esher Report – HE Questionnaire)
- Development of 'Checklist for students who may require support at university' (refer Appendix Esher Report)
- Attendance at 'Stepping stones – beyond FE' conference which confirmed many of the issues raised by Esher learners and highlighted concerns around funding through DSAs
- Topics for Transition Pack under holistic and academic groupings (refer Appendix Esher report) and subsequent development of the pack including the design of an interactive CD-rom
- Targeting information sessions for learners and parents/ guardians to raise awareness of DDA and progression related issues
- S7 workshop to share project outcomes with colleagues from Surrey sixth form colleges with the invitation to contribute to Transition Pack evaluation

[Note – full content of the Transition Pack is lodged with LSN](#)

Nescot

- Review meetings held with 70 learners on the pre entry 'Towards Independence' programme with plans drawn up with them (Refer Appendix 12 Nescot report)
- A new interview questionnaire has been designed
- A new initial assessment system has been introduced in accordance with the essential skills moderator recommendations. (Refer Appendices 10 and 11 Nescot report)

- Training for 7 staff on how to create profiles that inform Individual Learning Plans has been undertaken (Refer Appendix 13 Nescot Report)
- Programme pathways have been extended within the “Towards Independence’ programme to include IT, food studies and drama
- Entry level options have been extended to include health and social care also hospitality and catering
- Restructuring so that pre-entry and entry level are managed by the same curriculum manager
- Contact has been made and structures for working together have been formalised with 5 local supported employment organisations. Learners wishing to move on to employment have been identified and the agencies have been working with them throughout their time at Nescot (Refer Appendices 3, 5 and 6 iNescot Report)
- Opportunities for learners with disabilities has been highlighted through an event at Sutton Civic Offices and Sutton’s Employment Directory (Refer Appendix 8 & 9 Nescot Report)

Oxford and Cherwell Valley College

Valuing diversity has underpinned the action research undertaken at the college. Progress so far includes:

- Internal initial advice and guidance systems have been reviewed and new measures put in place with a centralised database of disclosures now in place. Consistent information about support available is given to learners and tutors advised of support needs
- Improved signage in the form of posters ‘promoting the college’s positive approach to disability and its celebration of diversity’ is in place
- Meetings targeting learners with specific disabilities have been held with a view to developing a network of peer support groups
- Information about specific disabilities has been collected and annotated as a basis for developing a directory/ resource for staff
- A team of staff responsible for ‘rolling out’ disability and DDA awareness training has been identified
- A ‘spin off’ from the project was the scheduling of a Diversity Week

[Note appendices outstanding from Oxford as at 28.07.06](#)

Coordinator comments

After a somewhat difficult start to the project with site involvement altering and late commencement for some, it is very satisfying to reflect on just how much work has been undertaken by sites. Attendance at London training days and four regional meetings has been somewhat chequered and communication channels somewhat quiet on occasions but even so, full credit to everyone involved is well deserved. Sites have remained committed and, despite the limited time they’ve had in their busy work schedules, have concentrated on the key issue – what needs to be done to bring about the necessary developments identified within their respective organisations.

Section 4 - Successes and challenges

In considering successes first, of particular interest to me as Site Co-ordinator, are the common themes amongst the successes described by sites. Initially the successes identified appear disparate, but by standing back it has been possible to identify threads of commonality.

All four sites refer to an aspect of people working together as a key success. Nescot refers to the 'closer working partnership between staff at entry level and pre-entry levels' that has been crucial in enabling measurable outcomes. Esher comments on 'sharing good practice and forging links between institutions together with the 'enthusiasm and support given by all those with an interest in the issues presented by the action research'. Similar comments appear in both Bracknell and Oxford's reports.

Similarly sites refer to successes in the form of resources/ outcomes that are the direct result of the action research. These include the Transition Pack developed at Esher that 'has been welcomed by so many'. Oxford's new signage in the form of posters together with a training package for staff received specific mention. Nescot quotes numbers of learners that have progressed through the newly developed pathways from pre-entry to entry and from entry into employment.

Both Bracknell and Oxford refer to successes that they have described as spin offs from the original action plans. Bracknell relates them to the 'Action Research Spiral' in that reflection made it possible to identify additional benefits that could be achieved with minimal additional effort. These were itemised as

- Arranging for the Information Sheets to be placed on the College intranet
- Compiling 8 hard copies of the Information Sheets to be placed in the various staff rooms
- Offering to give presentations to both PGCE and Initial Teacher Training programmes to highlight disability issues in the classroom and the information and support mechanisms in place at Bracknell
- Developing a mechanism to monitor gaps in the range of Information Sheets available.

Oxford on the other hand quotes the implementation of a Diversity Week as another such spin off project. Despite logistical issues of doing this across 4 sites with one being 30 miles away from the Oxford centre, such was the success of the event 'it has been agreed that it should become an annual event with the hope that it will grow into a key festival for the college'.

Interestingly, Bracknell attributes some of the project's success to its inclusion in the college's 2005/ 06 Development Plan. This has led to knowledge of the work being more widespread across the college and the 'Quality Assurance Team has been involved in monitoring the achievement of the objectives'.

More limited commonality is apparent amongst the challenges highlighted by sites.

In different ways Oxford, Nescot and Esher refer to lack of time as a challenge. In Oxford's case no specific time allocation was made for this work to be undertaken hence it was carried out on 'a goodwill basis' with the amount of time required to liaise and draw all the threads of the project together' being 'severely underestimated'. Nescot, in going 'through a period of transition and recovery' has had to focus on and target its limited resources' that as far as the action research was concerned 'has meant there has been limited time for development work'. As with Oxford, 'this has meant existing resources are being stretched and relying on goodwill and professional commitment to make developments happen'. Esher highlighted delays in developing the CD-rom component of the Transition Pack to the extent that it was not ready for the May 4th London event nor for the Surrey sixth-form INSET event some 4 or 5 weeks later.

Bracknell and Esher each refer to difficulties in obtaining feedback from learners and in Bracknell's case from sessional teaching staff across 5 plus teaching centres. Bracknell's frustrations are humorously summarised with reference to 'what seemed like a relationship with some answer phones'. Esher comments that although 'fewer students than expected stayed in touch.... the level of their input has more than compensated for their diminished numbers'. Likewise Bracknell took the view that failure to return questionnaire with comments such as 'too busy this term to help out' and 'ask me after Christmas' were an indication that teaching staff wanted support rather than bureaucracy.

Individual site challenges included

- Initial difficulties in limiting the scope of the project with 4 significant action plans being developed
- Accessibility issues for the materials in Esher's Transition Pack when the learners' needs were so diverse
- Instigating the creation of peer support groups
- Maintaining a grasp of the details of the work as project leader without direct involvement in developments

And last, but not least

- Balancing the conflict between reasonable adjustments that could be made in the education setting as opposed to those that 'are acceptable to and agreed by the awarding body'.

In fairness most of what have been identified as challenges have positive aspects to them with, for example, it being recognised that 'active communication channels between the College and awarding bodies' need to commence at the point a learner for whom adjustments are necessary makes an application for a place at College.

Section 5 - Outcomes and benefits

In considering the outcomes and benefits of the project to the four sites, a number of themes are apparent.

First and foremost are benefits to the learners that after all were the main focus of the Action Research programme. Benefits include the provision of the Transition Pack to learners at Esher and the more comprehensive programmes on offer at pre-entry and entry level at Nescot with in-built flexibility providing opportunities to mix and match. Learners on ACL programmes at Bracknell and Wokingham are much more likely to have their support needs being identified and these implemented as a result of the action research. This is reflected in data included in Appendix 4 of Bracknell's report in which it is stated that the number of learners making declarations in 2003 – 2004 was 66 and rose to 238 in 2005 – 2006. Similarly learners at Oxford and Cherwell Valley will benefit from the systems review and changes in culture whereby staff as a whole is beginning to take responsibility for learners with learning difficulties and/ or disabilities in addition to the specialist support available.

Secondly each site makes particular reference to improved team working that has developed as the result of the project. Quotes illustrating this are as follows:

'Staff from across the college are working more closely together' – Oxford
'The major outcome and benefit of the project has been joined up working and planning between the pre-entry and entry level. As a result of the stronger working relationship between Nick and Lynn they have been able to" – Nescot

'The MIS and Admissions teams have worked together on this project and not only achieved results but now have a better insight into each other's work.' – Bracknell

The lengthy list of acknowledgements in Esher's report not only reflect the internal team working that was involved but also highlights team work with staff from other organisations. Working with other agencies is also highlighted as a benefit in the quote from Nescot's report 'The now well established links with outside supported employment organisations have allowed employment to be on the agenda for learners with a learning difficulty and disability as soon as they start at Nescot, if they wish.'

Improvements in systems and procedures are the third common theme to the outcomes and benefits highlighted in site reports. In the case of Bracknell this was a particularly significant aspect of the project as they moved from a paper based admissions procedure to a more streamlined MIS one in which declarations became integral unlike in the old system. A much smaller, but nonetheless very significant improvement has taken place at Esher whereby the

opportunity for parents or guardians to discuss DSAs with Esher staff in privacy so maintaining confidentiality, is now in operation.

A fourth common thread to the project outcomes is the training and dissemination opportunities that have resulted. Both Nescot and Esher provided regular updates on their work at the Surrey Learning and Disability Network meetings. More extensive feedback was given by Esher through a workshop for the S7 (Surrey sixth form colleges) INSET event in June. Bracknell has offered input to their teacher training programmes as a result of the action research whilst Oxford has completed delivery of a staff training programme at each of its sites with feedback which will lead to the development of a follow up programme.

As Coordinator it has been especially pleasing to witness and be part of the development of the site team, particularly between Bracknell, Esher and Nescot being the three sites relatively near each other. In addition it has been a privilege to observe site project leaders and some of their colleagues involved in the project growing in confidence, especially those new to education and/ or action research. Likewise it will be a well-deserved outcome for two sites to progress their action research efforts towards certification.

Section 6 - Emerging themes

As has been mentioned earlier in the report, the southeast region's project has a common theme but each site is undertaking stand-alone research pertinent to their respective organisations. In preparing the Coordinator report, I have realised that sites have interpreted the question of emerging themes slightly differently. Two have chosen to highlight very specific themes arising from the research itself. The other two sites have chosen to indicate what has been learned from the action research process. I did not realise this before as I read and commented on the reports as they arrived which was over a period of 4 or 5 weeks. But perhaps it is a point of clarification for guidance in writing final reports.

Looking at the latter first, Oxford and Cherwell Valley College refer to questions of appropriateness and validity of what is being undertaken and the realisation of just how important consultation is at all stages to ensure efficiency of resource use and to facilitate high quality service levels to learners and colleagues.

Bracknell and Wokingham College have identified issues of timing in relation to the action plan and getting it right in terms of enhancing disclosure by learners at a time when the new admissions team had been formed. 'I was in effect pushing on an open door'. Less successful was trying to involve staff in the evaluation of existing systems at what proved to be too busy a time. Linked was the realisation that an action plan the had been written in what seemed to be a logical chronological sequence has, in practice, been carried out with work on

different objectives undertaken in parallel. As in other development work, the difficulties of engaging with part-time sessional staff have been encountered not helped by the lack of access to computers and emails. Assistance through chance encounters has however been well received. Developing the directory for tutors has proved to be 'an enjoyable and awareness raising experience' for the person concerned.

Turning to themes arising from the research, both Nescot and Esher College refer to issues of the dangers of making assumptions. Specifically, Nescot have noted the number of learners expressing interest in progression and moving on to employment when it had been thought that there was no such interest. Esher College refers to the 'unexpected nature of the worries students had before starting university'. These included 'not being able to find their way back to halls of residence' and 'becoming obsessed about their work and thereby losing all sense of balance in their life'.

Nescot also mentions the benefits of collaborative working whilst recognising that as the driver of the site's action research, she is in a position to 'facilitate and encourage this process'. The need to ensure that the development of vocational provision links to local employment opportunities is highlighted as is reference to change management and whether to adopt a revolutionary or evolutionary approach. On a positive note, the extent of support available from external agencies was commented on provided colleges are aware of them and choose to access the support. There has been a reluctance to share relevant information that can impact on learners' experiences at college however, with confidentiality used as justification.

In addition to the assumptions issue, Esher College has identified 'that although there is an evident minimum information that universities are required to provide, there is a great deal of disparity between them'. This has highlighted that 'successful transition requires close liaison and is the responsibility of both the universities and the sixth form colleges'. On the one hand it is noted that learners need to become increasingly 'independent' in year two of their sixth form studies unless they have significant needs in which case they will require 'much additional support to succeed'. The nature and extent of support at university was raised as a theme as were learners' 'social and practical concerns' that will need to be addressed when developing the transition pack.

From a Coordinator viewpoint looking at the work overall a number of points are apparent by way of emerging themes. It is clear that it has been possible to 'reconcile the competing needs of individuals, organisations and legislation' i.e. the overall project brief. It was necessary, however, to start from first principles and ask what at first seemed to be very basic questions, for example:

- Would you like to get a job?
- What concerns do you have about going to university?
- What kind of support would you like to have?

With regard to the organisation it is very apparent that staff is very willing to review their ways of working and change practice provided they can see why they are being asked to do so. Whilst sites are at different stages as far as embracing DDA is concerned, irrespective of their position, the research has demonstrated that there is more to learn and each site has welcomed this progression. The Action Research process used for the project has enabled both site objectives to be achieved and created a reflective approach that has identified different ways of solving and different ways of thinking about issues.

Section 7 – Useful resources or sources of advice

Sites have quoted a number of sources of advice and in particular acknowledge the valuable input by those directly concerned with the action research. Esher College, for example, states ‘... the most valuable sources of advice have been the universities and the learners themselves’. Oxford and Cherwell Valley College refers to ‘first hand experiences of colleagues and students’ and also acknowledges input by ‘staff from the assistive resource centre’. Sites also mention helpful input and interaction with other sites arising from the LSDA training days, regional meetings and from the regional coordinator. Esher for example, refers to the training session on use of questionnaires being ‘extremely worthwhile’ as it highlighted ‘the possibility of leading the recipients’ and went on to describe how she had altered the wording as a result.

Other sources of advice listed include Surrey Supported Employment Network, Amersham & Wycombe College, Abingdon & Witney College together with AimHigher.

A specific resource mentioned by Nescot is the Mencap Essential Skills Award Education Resource Pack (vanessa.bowen@mencap.org.uk). Materials from SKILL have been acknowledged by both Esher College and Oxford & Cherwell Valley College with those available from the Dyslexia College website www.dyslexia-college.com, also receiving specific mention. The conference ‘Stepping stones – beyond FE’ proved invaluable in itself and in the links to other sources of information it provided.

Section 8 – Key messages

With the diverse nature of the sites’ action research it is unsurprising that the key messages quoted are equally diverse. There are however two messages with a common theme arising from two sites of particular note to senior managers and the Learning and Skills Council:

- Nescot and Oxford made independent reference to the need for a realistic allocation of resources for disability issues. Nescot linked this to Surrey LSC’s Strategic Area Review which identified gaps in provision and the need to develop pathways for progression whereas Oxford expressed the

- view that such realistic funding needs to be included in college strategic plans
- Both sites referred to the important role that senior managers have in ensuring that the needs of learners with learning difficulties &/ or disabilities are met. Oxford for example refers to a 'whole college approach top down'. Not stated but implicit is the role that the LSC has in maintaining disability matters high on their agenda.

Whilst different points were raised, there were a number of messages linked to learners that practitioners need to keep in mind:

- That it is essential to consult with learners on a regular basis as a means of informing and improving practice
- Avoid making assumptions as to what learners' views might be
- Be creative in seeking learner views using a variety of methods, and most important, feed back to learners how their input has influenced the decision making process
- Learners prefer a range of support mechanisms that are 'embedded' in good practice by all staff rather than discrete provision
- Learners may well have a good appreciation of issues relating to them but do not necessarily have the skills to address them.

Messages relating to action research itself also featured which seem pertinent to bear in mind in the management of any change:

- Keep objectives simple and achievable – to quote Bracknell ' without the willingness of colleagues to contribute to what they could see were achievable benefits, the outcome would have been less tangible'
- 'Build up partnerships and joint working relationships use each other as a valuable resource.'
- "Plan and include communication strategies in your action plan' followed by a heartfelt 'don't assume that it will happen automatically.'

Very specific but valuable messages revolving around DSAs have relevance to a range of staff in a range of organisations:

- Universities commented that some learners lack knowledge of the DSA and their rights under DDA
- Significant delays in the DSAs coming through, sometimes until Christmas, can affect the support given at what is the most critical time for the learner embarking on their university studies
- DSA paperwork is unnecessarily complicated
- The discrepancy between support mechanisms in FE and HE can cause difficulties for learners with some support needs but who would not qualify for DSA
- There is a tendency for some FE organisations to develop over dependence on support to the extent that universities comment that learners are not sufficiently prepared for independent study

On a separate note, there is a reminder that in addressing confidentiality issues, thought needs to be given to procedures involving parents &/ or guardians with learners with learning difficulties and/ or disabilities, or the learners may inadvertently be identified as such.

Section 9 – Finance

Sites have used the monies for their respective projects in a number of ways. A common theme is for the money to be used to fund travel costs to training events in London, to regional network meetings and to provide hospitality for these. Contributions to other costs of carrying out the action research were also listed such as staff time, for example ICT support to develop the transition pack in the case of Esher, and costs of developing materials such as questionnaires at Bracknell. Individual usage of funds included contribution to costs of a dissemination activity in the case of Esher, a small hospitality budget for student focus groups at Oxford and incorporation into the college's learning support budget in the case of Nescot.

Section 10 – Future work

Each site views the work undertaken during the action research projects as part of an ongoing development cycle in their respective organisations. Four stages of future work have been identified. Firstly some work is required to complete objectives identified in action plans e.g. Oxford has yet to install permanent signage and to expand alternative support mechanisms through self help groups. Secondly, sites refer to review and evaluation of outcomes from the action research to date with subsequent improvements being made. Thus Bracknell will further refine its systems and procedures and develop more information sheets. Esher will be canvassing the views of focus group learners that have progressed to university as to the value of the transition pack and make changes accordingly. Oxford will use rigorous evaluation of the DDA staff development programme 'to set targets and plan for future staff development activities'. In the case of Esher, additional work to that identified in action plans but which has evolved from the action research include placing the transition pack materials on the college intranet when all Esher learners will be able to access them both whilst at college and from elsewhere. In addition to developing more internal progression pathways given even greater choice to learners, Nescot will utilise autism champions 'to cascade autism awareness training throughout the college'. This work links to gaps in provision for learners with learning difficulties and/ or disabilities identified in Surrey Learning and Skills Council's Strategic Area Review.

A longer term goal has been identified at Esher to repeat the action research undertaken during this project but focussing on learners with mental ill health and their needs as they progress to university.

Section 11 – Further comments

Three sites ended their reports with additional comments. Oxford and Cherwell Valley have acknowledged the steep learning curve for everyone involved in the project and realised that perhaps, in retrospect, too large a brief was undertaken. Bracknell and Wokingham's report adds that the 'critical friendship' process actively fostered by the Action Research lead to detailed knowledge of each other's work. This has triggered the desire to mimic the work of another site. However the absence of further funding from LSN will mean that this is unlikely to happen. The role played by LSN in providing development opportunities with time away from the 'day job' which gave 'the impetus and enthusiasm to give a further push to the project work in the days immediately following such meetings' in London or at regional networks was felt to be crucial. Esher concludes with the timely reminder that learners have been central to the whole process 'and have been enthusiastic, encouraging and have welcomed the opportunity to be part of something that will directly impact on their and others' learner experiences'. In their different ways it is interesting to reflect on how these different comments can be linked to key concepts of action research in an education context – keeping the research small small-scale, the value of constructive feedback from others and last but not least, the central role of the learners.

Appendix 1

Project Plan

July '05

Seek comments on Coordinator's Interim Report from Christine Rose & sites

Done

Amend and submit Coordinator's Interim Report to LSDA (Al Lockhart Smith, Christine Rose) and to sites Done

Receive invoices from sites and organise invoice to LSDA via Brooklands Done

Check monies received by Brooklands and forwarded to sites Done

Closure meeting with Brooklands re LSDA Project Done

Inform LSDA and sites of Coordinator's new contact details Done

Ask LSDA to confirm October action research training date and advise sites – **stress importance of attending** Done

Seek provisional date and venue for November regional network meeting from sites and confirm Done

Report to Regional LSC's Inclusive Learning Management Group on July 19th – chair Sarah Rusby (arose from Sally Faraday's letter to Henry Ball) Done

August '05

Draw up summary chart showing 'action points' and 'when by' for all 5 sites.
Transfer dates to diary to form basis of 'follow up' contact with sites and share chart with sites [Done](#)

Sept – Dec '05

Email/ telecon sites in line with diary dates above to check progress, encourage, advise etc [Done](#)

Pass on details of relevant resources, contacts etc [Done](#)

Sept '05

Check Nescot contract to host administration of finance for remainder of LSDA project [Done – but amended action in view of Coordination for Eastern Region. Contract directly with LSDA for SE and for expenses for both regions. Contract finalised Jan '06](#)

Oct '05

Coordinator and sites attend action research training and network meeting.

Undertake work as advised by Executive during network meeting [Done](#)

[Attend Coordinator meeting Oct 11th](#)

Nov '05

Coordinator and sites attend regional network meeting and undertake work as advised by Executive [Done](#)

Sites to prepare interim reports [Done though delayed to Dec '05 – Jan '06](#)

Sites to submit invoices to Coordinator [One outstanding as at Jan 23rd '06](#)

Dec '05

Coordinator to draft interim report and seek comments from Christine Rose and sites [Delayed to Jan 20th '06 – no consultation before submission](#)

Amend Coordinator Interim Report and submit to LSDA (Al Lockhart Smith and Christine Rose) and sites

Organise invoice to LSDA via Nescot [amended to invoices to LSDA](#)

Jan '06

Book for LSDA training day [Done](#)

Finalise comments on drafts of site reports [Done](#)

Write Coordinator report [Done](#)

Submit Coordinator report to CR and AL-S. [Done](#)

Invoice LSDA and forward site invoices. [Done](#)

Act on CR's request to chase bookings for next training day. [Done](#)

Request updated action plans from sites outstanding. [Done](#)

Prepare amended joint date order action plan and circulate to sites

Feb '06

Preparation for training day on Feb 7th / contact co-facilitator for feedback session

Attend Feb 7th training day. [Done](#)

Mar '06

Preparation for regional mtg. [Done](#)

Attend regional mtg at Esher on March 22nd. [Done](#)

Follow up on actions arising from mtg [Done](#)

Apr '06

Contact sites post Easter break. [Done](#)

Remind sites of forthcoming London training day. [Done](#)

Coordinate site inputs to May 4th event. [Done](#)

May '06

Attend LSN National Project Mtg. [Done](#)

Organise and attend regional network mtg at Nescot on May 25th - Countdown to submission of final site reports. [Done](#)

Complete actions arising from mtg. [Done](#)

June '06

Organise and attend regional network mtg at Surrey LSC, Woking on June 8th. [Done](#)

Complete actions arising from mtg. [Done](#)

Prepare for and attend S7 INSET event at Esher College June 13th (dissemination of work by Esher College). [Done](#)

Negotiate revised schedule due to redundancy and illness. [Done](#)

July '06

Submission of final site reports

Prepare final Coordinator Report and submit

Organise final site invoices

Invoice to LSN