Code book for professional participants

I used qualitative approach in analysing project transcripts into following themes:

**Chapter 1 - Accessibility Plans – Awareness, Visibility and Strength:**

Awareness

Visibility

Ease of access

Regularly being updated and reviewed

Functionality

Families’ input

Governors’ input

OFSTED

Local Authority

**Chapter 2 - Information provision:**

Accessible information provision

Time taken for the information to be made available

**Chapter 3 - Admission:**

Education Health and Care plans / effectiveness / differences with SEN statements

Support and reasonable adjustments

Special school / mainstream schools

academies

Local Authorities

Funding

‘Part-time contracts’

**Chapter 4 – Access:**

Physical access

Accessible toilets

Accessible fire refuges

Lifts

Signage

Poor acoustics

Accessible / inaccessible furniture

**Chapter 5 - Teaching, Learning and Assessment:**

Exams

Additional exam arrangements

Inaccessible classrooms

Missing teaching time because of medical appointments

Supporting Disabled children and young people in classroom

Challenges

Stigma

Life skills / educational achievements

Shortage of staff, time and funding

**Chapter 6 – Social inclusion:**

Accessibility of social spaces

Safeguarding

School trips / funding

Social time

Attitude

Exclusions

Impact on Disabled children and young people’s mental health / support

Impact on family

Impact on teachers

Participating in sport activities, accessibility / inaccessibility of sport activities / funding / barriers / segregation / training PE teachers

Accessible transport – funding / missing out on teaching tine

**Chapter 7 - Conclusion and recommendations:**

Ways forward

Good practice