Code book for parent 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

Working together

**Chapter 2 - Information provision:**

Accessible information

Time taken for accessible information to be provided

Whether participants had to make requests for the provision of accessible information

Communication with schools – type of communication / time taken to communicate with schools

**Chapter 3 - Admission:**

Needs assessment

Time taken to be assessed

Diagnoses

Need to involve external organisations / expense

Education, Health and Care plans – their effectiveness – difference with SEN statements

Taking parents’ views on board

Support for parents

Positive / Negative experiences

Special school / mainstream schools

Home schooling

Home education

Local Authorities

Funding

‘Part-time contracts’

Importance of academic achievements for the school concerned

**Chapter 4 – Access**:

Physical access

Accessible / inaccessible physical structure

Accessible / inaccessible interior

For different impairments not just physical impairments

Support, aids and adaptations

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

Exams

Additional exam arrangements

Accessible / inaccessible *curriculum*

*Support*

*School not following pupils’ access needs set out in their EHC plans*

Other access barriers in their learning environments

**Chapter 6 – Social inclusion:**

School trips

Social time

Attitudes of staff

Attitudes of other parents

Staff training

Blaming parents and children – ‘troubled’ families / seeing the child as a ‘problem’ to be removed

Schools not listening to parents

Schools using derogatory language in reference to parents and their Disabled children

Bullying Disabled children and young people

Physical abuse

Illegal exclusions

Segregation and sanctions

Intersectionality

Discrimination

Impact on family

Participating in sport activities, accessibility/inaccessibility of sport activities

Risk assessments

Accessible transport - flexibility

institutional racism

Parents’ love for their children / fighting for them

**Chapter 7 - Conclusion and recommendations**

Ways forward

Good practice