

DERI PRIMARY SCHOOL ACCESSIBILITY POLICY AND PLAN



Policy Reviewed: July 2020

Policy Review Date: July 2023

Signed

Headteacher:

J E Martin

Chair of Governors:

[Signature]

1. This Accessibility Plan and Policy has been drawn up in consultation with the Local Authority, Trinity Fields and governors of the school.
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. The Accessibility Policy should be read in conjunction with the following policies, strategies and documents:
 - Curriculum Policy
 - Equal Opportunities and Diversity Policy
 - Health & Safety (including off-site safety) Policy
 - Inclusion Policy
 - ALN Policy
 - Behaviour Policy
 - Teaching and Learning Policy
 - School prospectus and Mission Statement
4. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
5. The School's complaints procedure covers the Accessibility Plan.

Current Provision

Current provision at the school is limited by location and building design. The fact that the school was built in 1904 makes accessibility and building adaptations to improve accessibility challenging, although the school building is flat and has no internal steps which need to be accessed by the children.

We currently have no disabled pupils requiring wheelchair access at the school.

Building Access

- The main front entrance to the yard is accessed via steps.
- There is one step to access the school's front entrance
- There are no steps to access the foundation phase classroom, the SNRB classroom and the rear entrance.
- The SNRB classroom has access via the car park so taxis and cars can drop off and pick up outside the classroom door.
- Low level sinks and toilets are available in girls and boys toilets.

- Wheelchair access to the playground can be gained from the foundation phase classroom and the SNRB classroom
- There is a disabled toilet with a changing table and shower with disabled access.
- The school provides a nappy disposal service.
- The SNRB classroom has a safe space and playground and classroom equipment to enhance sensory and physical development.
- **Curricular Provision**
 - The school endeavours to ensure that all pupils, including those with disabilities, have access to the full range of curricular activities.
 - The school employs, when required, additional Teaching Assistants (TAs) for children with disabilities and if necessary in accordance with their statement.
 - There are permanently employed Teaching Assistants who provide support for children with a variety of needs.
 - If appropriate, risk assessments are carried out for disabled child and children with ALN on their entry to school. These ensure that the child has full access to classroom activities and lessons. These are undertaken with the advice of external agencies such as occupational therapists and the building works department.

General Provision

The school endeavours to ensure that all pupils, including those with disabilities, are able to take part in all school activities. In addition to those described above, children with disabilities are included in all activities e.g school assembly and extra-curricular activities. Teachers organise their classrooms to ensure that they are accessible to all. In this way pathways around classroom furniture and class and floor areas are large enough for children to work if in plaster casts. Within the school there are a variety of height tables/ chairs that can be used to enable children to work at the required height. The advice of the Occupational Health Service and our Health and Safety officer is sought when considering appropriate classroom furniture.

Staff training/Development

The training/development needs of staff are identified and provided for as part of the school's on-going staff development. In relation to those staff who work closely with pupils with disabilities, particularly Teaching Assistants, a range of training has been provided over the last few years, including, that in manual handling and First Aid. In addition we provide training for using epipens, monitoring and administering medication for diabetes and monitoring and providing first aid when necessary for children with epilepsy.

In addition, the school works closely with and utilises the specialist services and expertise of external agencies, to help to ensure that disabled pupils are able to access the curriculum, e.g. Visual/Hearing Impairment, Language/Speech Therapy , Spld service etc.

Barriers to Learning

The school endeavours to reduce all barriers of learning to pupils. This includes any additional learning needs, e.g. SPLD, EAL, etc.

The school seeks support from GEMS, who provide training support and intervention for pupils and their families with English as an Additional Language. This includes translation of documents and letters, translators for parents meetings etc.

Equalities

We seek to remove barriers to learning and aim to provide equal entitlement of the curriculum for all children who attend Deri Primary School irrespective of ethnicity, faith, gender, age, disability and language. Sensitivity and fairness is emphasised during monitoring and assessment to take into account equality of opportunities. Each child is valued and seen as unique. We endeavour to ensure learning opportunities cater for the learning needs of the individual pupil with the aim of stretching them to the full extent of their capabilities and providing them with the opportunity to demonstrate fully what they know, understand and can do. We are committed to equality of opportunity and access for all our learners and to eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equalities Act 2010. We further recognise the 9 protected characteristics as detailed in the Act. We will advance equality of opportunity between all learners and foster good relationships between all our learners and our stakeholders.

This policy works in conjunction with other policies and plans including our Equal Opportunities and Diversity Policy, Inclusion Policy and ALN Policy.

CCBC Accessibility Plan

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Introduction

The improved access to education and educational achievement for disabled children and young people has been an important element of Government policy aimed at ensuring equality of opportunity and full participation in society and in the community.

New duties introduced by the SEN and Disability Act 2001 build on inclusive practice by outlawing discrimination against both current and prospective children and young people in their access to education and associated services. Put simply, the principle behind the legislation is that wherever possible disabled children and young people should have the same opportunities as non-disabled children and young people in their access to all aspects of education. The Act gives the Disability Rights Commission the power to issue a Code of Practice in relation to duties imposed on schools, by encouraging schools to go beyond mere compliance with the law and work towards eliminating disability in education. We are committed to achieving this aim.

The Legislative Framework

At a legislative level there are now three main strands of support for disabled children and young people:

- The SEN Framework (the SEN and Disability Act 2001 amends sections 316 and 316A of the Education Act 1996);
- The disability discrimination 'duties' (Sections 28A and 28C of the Disability Discrimination Act 1995) and
- The planning duties (Sections 28D – 28D of the Disability Discrimination Act 1995).

The SEN Framework is designed to meet the special educational needs of individual children and young people who need provision that is additional to or different from what is normally available in mainstream schools. Some of these children and young people will also be disabled. In general, children and young people with statements must be educated in mainstream schools unless this is against the wishes of their parents or carers, or is incompatible with the provision of efficient use of resources for all. The SEN and Disability Tribunal body SENDIST will continue to hear and decide upon parents or carer's claims in relation to disability discrimination.

The SEN and Disability Act (2001) amended Part 4 of the Disability Discrimination Act by introducing new duties on schools in relation to current and prospective disabled children and young people. Since September 2002 it has been unlawful for schools to discriminate against disabled children and young people in admissions to and exclusions from schools, and in the provision of education and associated services. There are three main duties:

- not to treat disabled pupils less favourably;
- to make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage;
- to prepare an accessibility plan for increasing over time the accessibility of schools for disabled pupils.

It should be noted that these duties are all 'anticipatory'. This means that schools need to consider the requirements of current and future disabled children and young people within their forward planning duties. The duty not to discriminate covers all aspects of school life, including extra-curricular activities, educational visits and school trips.

The duty to make reasonable adjustments refers to the full range of policies, procedures and practices at the school. It is vital that the school recognises that the reasonable adjustments duty is both general and anticipatory, rather than individual and reactionary. In deciding whether an action is 'reasonable' schools may take into account the need to maintain academic standards, available resources, the practicalities of making a particular adjustment, the health and safety of the disabled children and young people and others, and the interests of others. However it is the view of both the Welsh Assembly Government and the Disability Rights Commission that where schools have already developed inclusive cultures and practices, these legal duties should inform projected needs and future planning.

Definitions

Children and young people falling within the definition of 'disability' will have a wide range of needs and requirements, including restricted mobility, visual or hearing impairment, learning difficulties, Attention Deficit and Hyperactivity Disorder, mental health conditions, and health problems such as epilepsy or asthma, and progressive degenerative conditions such as cystic fibrosis. Children and young people with a disability should not automatically be considered to have a special educational need.

The Children Act 1989 states that 'a child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind, or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed'. Physical impairments do not have to be clinically well recognised or even diagnosed. Mental impairments do, however, have to be clinically diagnosed.

The Disability Discrimination Act 1995 states that 'a person has a **disability** if he or she has a physical or mental impairment that has a substantial long-term adverse affect on his or her ability to carry out normal day to day activities'. The effects of these impairments are therefore more than minor or trivial, and extend beyond the normal range of differences in ability that exist. The effects of the disability is likely to last 12 months or can last for the rest of the life of the person affected. A loss of mobility due to a broken leg, or an infection, are unlikely to last 12 months and do not fall within the definition of disability, although ongoing rheumatoid arthritis and similar conditions which reoccur may fall within the terms of the Disability Discrimination Act.

The Education Act 1996 states that 'children have a **special educational need** if they have a learning difficulty which calls for special educational provision to be made for them. Children and young people have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children or young people of the same age;
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children and young people of the same age in schools;

- are under compulsory school age and fall within the above definitions, or would do so if special education provision was not made for them.

Children and young people who are subject to a Statement of special educational need may be eligible for additional support in school but this does not automatically mean they are disabled pupils.

The Inclusion Context

The Welsh Assembly Government have published statutory guidance for schools on Inclusive Education. The guidance contains practical advice on the statutory framework of the Education Act 1996 and the SEN and Disability Act 2001. This new inclusion framework provides checklists for schools to help them evaluate the nature and quality of their current provision. The guidance suggests the following principles for an inclusive education service.

- Inclusion is a process by which school's, local education authorities and others develop their cultures, policies and practices to include pupils.
- With the right training, strategies and support nearly all pupils with special educational needs can be successfully included in mainstream education.
- An inclusive education service offers excellence and choice and incorporates the views of parents, carers and pupils.
- The interests of all pupils must be safeguarded.
- Schools, local education authorities and others should actively seek to remove barriers to learning and participation.
- All pupils should have access to an appropriate education that affords them the opportunity to achieve their personal potential.
- Mainstream education will not always be right for every pupil all of the time. Equally just because mainstream education may not be right at a particular stage it does not prevent the pupil from being included successfully at a later stage.

"The Learning Country" a Paving Document for Education and Lifelong Learning in Wales to 2010, directly promotes inclusive education and sets out an agenda that supports the Inclusive Education guidance suggesting that schools which are successful at including children and young people who have special educational needs and/or a disability demonstrate an approach to inclusion which is part of an overall improvement strategy based on the development of:

- an inclusive ethos;
- a broad and balanced curriculum for all pupils;
- systems for early identification of barriers to learning and participation and
- high expectations and suitable targets for all pupils.

The School Accessibility Plan 2016

The school accessibility plan describes how the school intends to:

- improve access to the physical environment of the school;
- improve access to the curriculum, and
- improve access to written information provided by the school.

Improving Access to the Physical Environment of the School

Overall Target

That over a period of time, the accessibility of the physical environment of the school will be considered in partnership with the LEA to ensure that accessibility is not a barrier preventing children and young people from attending local schools in their community where their needs could be met there.

Context

The planning duty under this heading includes improvements to the physical environment of the school and the provision of physical aids to education. Improvements to physical access might include the fitting of handrails or provision of ramps, widening doorways and creating accessible toilet and changing facilities. Physical aids to education would include specialist furniture or equipment, Information and Communication Technology equipment or mobility aids. Improved access to the physical environment can also be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms or reallocating rooms to particular subject specialisms and improving the acoustic and visual environment. The LEAs Disability Access group will conduct environmental audits and will provide guidance for improvement.

Each year we ensure we include money in our budget to carry out minor building works, such as re-decoration of classrooms, lighting upgrades, blinds, specialist equipment and signage. (Other funding streams are available to schools to assist with schemes designed to improve access, including the schools' repair and maintenance budget (ie Fair Funding legislation) and the Schools' Building Improvement Grant (SBIG), which is funded by the Welsh Assembly Government.)

Proposals

The School will:

- ensure that any new building work planned takes account of the needs of children and young people with disabilities and, where appropriate, staff and other members of the school community and other site users;
- ensure an access audit has been completed and advice received;
- incorporate minor building works in the school planning and budget as identified in the completed audit;
- on a planned, strategic basis continue to progressively embed good practice within the school so developing an inclusive ethos;
- continue to provide specialist aids/equipment to meet the needs of individuals;
- acquire training and advice to governors, teaching staff and non-teaching staff including care-takers and another groups within the school;

- continue to maintain up to date information about the number of children and young people with disabilities in the school;
- anticipate the types of problems that could arise;
- consider overcoming a physical problem by – removing it, altering it or avoiding it;
- improve the physical environment of the school to increase equal access of school facilities to all users;
- provide physical aids including equipment that assists access to education;
- work collaboratively with other agencies to support access and inclusion.

Improving Access to the Curriculum

Overall Target

To provide good quality learning through good quality teaching and support to promote suitable learning challenges for all needs. To raise awareness of disability and accessibility issues and develop the staffs' ability to meet the needs of their disabled children and young people within the National Curriculum framework.

Context

Guidance from the Welsh Assembly Government indicates that the term 'curriculum' covers not only teaching and learning but also the wider curriculum of the school such as participation in after school clubs, leisure, sporting and cultural activities or school visits. The guidance goes on to suggest that curriculum access should be seen at a 'whole school' level, the rationale being that many barriers to access the curriculum will be similar for many groups of pupils and therefore a strategic approach should be adopted to removing those barriers.

An important element of the schools planning will be to increase the accessibility of the curriculum to disabled children and young people. This may be facilitated by the school securing appropriate training for governors, teaching and non-teaching staff and encourage the sharing of good practice. Also the school should be aware of support services, which can provide advice to teachers on teaching techniques and strategies, classroom management and curriculum materials. Specialist support services can also provide support for curriculum differentiation, direct teaching or practical advice for school staff.

Proposals

The School will:

- seek professional advice and in-service training on issues relating to the delivery of an accessible curriculum;
- include details of good practice in the school's SEN policy;
- include curriculum planning and accessibility within the school plan;
- link with specialist advisory services that can offer advice and support to the school;
- take account of decisions made by the SEN and Disability Tribunal on issues of access to the curriculum and discrimination;

- consider providing reasonable alternative methods to ensure access;
- promote an inclusive ethos to learning needs;
- review differentiation with a focus on teaching and learning styles;
- frame a policy for out of school trips and visits;
- review study skills and after school provision;
- continue to provide access to information in Braille and large print formats for children and young people via the Educational Service for the Visually Impaired;
- continue to provide children and young people with access to sign language support for school information and communication via the Educational Service for the Hearing Impaired;
- review behaviour policy so that all involved are aware of content;
- link with appropriate LEA services regarding suspension and exclusion procedures;
- link with cluster groups to work together to share good practice.

Improving the Delivery of Information for Children and Young People

Overall Target

To increase awareness within the school of the importance of accessible information for children and young people with disabilities through the provision of appropriate advice, guidance and resource facilities.

Context

The planning duty requires written information normally provided by a school to be made available to disabled children and young people. The information should take account of their disability; the child's or young person's and parents' preferred formats and be made available within a reasonable time frame. We will need to consider issues regarding spoken information on behalf of children and young people (and parents) who have visual and hearing impairments.

Proposals

The School will:

- ensure all children and young people are treated equally;
- consider changing certain school practices, policies and procedures;
- review the range of centrally provided services and other resources;
- liaise with statutory and voluntary agencies which may be able to assist in the provision of information in alternative formats;
- review all existing and new policies and documentation made publicly available to ensure they meet the requirements of SENDA;
- make all staff aware of the requirements of SENDA;
- seek opportunities to consult with, and seek the advice of parent and associated support groups;

- review Annual Report to parents/carers and the school prospectus;
- ensure that good practice is shared across the school;
- provide an Annual Report regarding the schools' accessibility plan and review.

Monitoring Arrangements

School accessibility plans will also be subject to ESTYN inspections. The Secretary of State can intervene where a school is not complying with the planning duty and can direct the school to do so.

The school will need to monitor progress of the accessibility plan through:

- review of school accessibility plans;
- review claims by parents or carers to SENDIST or to the admissions and exclusions appeal panels;
- review of related plans and policies to the School Governing Body;
- review of decisions made by the SEN and Disability Tribunal regarding complaints of discrimination;
- self-evaluation and monitoring procedures of the school accessibility plan.

DERI PRIMARY SCHOOL ACCESSIBILITY PLAN

	Targets	Strategies	Outcome	Timeframe	Goals achieved
	Availability of written materials in alternative formats according to parents/children's requirements.	The school makes itself aware of services available through the LEA for converting written information into alternative forms	If needed the school can provide written information in alternative formats	Ongoing	Delivery of information to disabled parents and pupils improved
	Assess children's and parents needs when applying for a place at school and take appropriate actions	Ask parents/carers on entry to the various stages of school, whether they have or their child has any special requirements	Parents and children that have special requirements are identified prior to entry to the school community	Ongoing	Parents and children's need assessed and provision made before their start date
	Training for teachers and teaching assistants to teach children with disabilities	Identification of need and selection of specific training or whole school training	Teachers and teaching assistants have the necessary skills to teach children with disabilities.	INSET on-going	Children have increased access to the curriculum and extra curricular activities
	Monitor the teaching and learning within school to ensure quality lessons	Classroom observations, planning audits, children work scrutiny and sampling, intervention monitoring	Observations etc produce results that show high quality teaching and learning	Ongoing	Children's abilities and disabilities are catered for and all children are making appropriate progress

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Medium Term	Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments and install window blinds.	Seek advice from LEA's specialist support service on appropriate colour schemes and blinds.	The buildings and surrounding areas made visually more accessible to children requiring this clear definition of surface changes	Ongoing	Physical accessibility of school increased.
	Training for teachers on DDA	Meetings held to raise awareness.	Teachers fully aware of implications of DDA.	Ongoing	Staff awareness raised.
	Targets	Strategies	Outcome	Timeframe	Goals achieved
	Hearing Loop System to be installed.	Use of schools delegated formula budget plus discussion with LEA (Foundation Standard Funding)	Identified areas in school are more accessible to all groups entering the school.	Ongoing	The physical accessibility of the school increased
	Awareness raising for staff re alternative ways of giving disabled pupils experience or understanding of activities they cannot directly become engaged in.	Training and advice from LEA and other support organisations	Children with disabilities are gaining experience and understanding of activities that able bodied pupils readily engage in	Whenever required	Increased access to a range of experiences
	Annual review of the accessibility plan	To involve SMT and governors	The accessibility plan responds to the	Ongoing	The plan is executed effectively and the school is

			current and future needs of the children and parents and users of this school.		completely inclusive
	Annual report regarding DDA duties within the school	To involve SMT and governors	The production of an annual report for parents regarding developments of accessibility plan and response to DDA duties	Ongoing	Annual report circulated and available as requested

SEE ALSO NOTES ON PHYSICAL ACCESS STRATEGY

APPENDIX 2

USEFUL DISABILITY WEB RESOURCES

The Regulator - first stop for all information

The Disability Rights Commission (DRC)

<http://www.drc-gb.org/>

European Year of People with Disabilities

<http://www.eydp.org.uk/>

Disability Discrimination Act Quiz

http://www.skill.org.uk/dda_quiz/

Life Style and Other issues

BBC Ouch!

<http://www.bbc.co.uk/ouch/>

Yourable.com

<http://www.youreable.com/>

Disabled Go

<http://www.disabledenabled.com/>

Enablement

<http://www.enablement.co.uk>

Surgery Door

<http://www.surgerydoor.co.uk/levell/disabled.shtml>

Jobability

<http://www.jobability.com/jobability/jobsearch.asp>

Disability Media

Disability Now

<http://www.disabilitynow.org.uk/>

Ability Net

<http://www.abilitynet.co.uk/content/home.htm>

Access Audits & Building Regulation/Planning Sites

National Register of Access Consultants

<http://www.nrac.org.uk/>

Access 2 Go

<http://www.access2go.co.uk/mainmenu.html>

Downloadable Access Audit Fact Sheets

[http://www.heestates.ac.uk/Resources/ManBet/Documents/Access audits.htm](http://www.heestates.ac.uk/Resources/ManBet/Documents/Access%20audits.htm)

Centre for Accessible Environments <http://www.cae.org.uk/>

Wheelchair Ramps & Lifts.co.uk

<http://www.wheelchair-ramps-lifts.co.uk/ramps.html>

Support Services

National Bureau for Students With Disabilities

<http://www.skill.org.uk/index.asp>

DEMOS - Online Materials for Staff Disability Awareness

<http://jarmin.com/demos/>

re:Source - Council for Museums, Archives & Libraries

http://www.resource.gov.uk/action/learnacc/00access_03.asp

British Paralympic Association

<http://www.paralympics.org.uk/>

The HEAG Project

<http://www.heagnet.org/>

Disability Organisations

British Dyslexia Association

<http://www.bda-dyslexia.org.uk/main/home/index.asp>

Royal National Institute for the Blind (RNIB)

<http://www.rhib.org.uk/xpedio/groups/public/documents/code/InternetHome.hcsp>

Royal National Institute for the Deaf (RNID)

<http://www.rnid.org.uk>

The Pain Society - Learn about the effects of Different Disabilities

http://www.painsociety.org/gen_website.htm

MENCAP - Learning Disability

<http://www.mencap.org.uk/>

SCOPE - People with Cerebral Palsy

<http://www.scope.org.uk/>

MIND - Mental Health issues

<http://www.mind.org.uk/>

Ricability - Wheelchair use

<http://www.ricability.org.uk/index.htm>

LOCAL SERVICES

Gwent Visual Impairment Service

Advisory Centre for the Visually Impaired
Ashfield Road
Newbridge
NP11 4QW
(01495) 240027

Inclusion Services

Ty Penallta
Tredomen Park
Ystrad Mynach
Hengoed
CF82 7PG
(01443) 866666

Hearing Impaired Service

Llantarnam Comprehensive School
Llantarnam Road
Cwmbran
NP44 3XB
(01633) 871226

Gwent Association for the Blind (GAB)

Unit 2, Torfaen Business Centre
Panteg Way
New Inn
Pontypool
NP4 0LS
(01495) 763650

SENSE Cymru

5 Raleigh Walk
Brigantene Place
Cardiff
CS10 4LN
(02920) 457641

CHAD

Independent Living Centre
Ty-Clyd Bungalow
Heol Fargoed
Bargoed
CF81 8PP
(01443) 822262

SNAP Cymru

Head Office
10 Coopers Yard
Curran Road
Cardiff
CF10 5NB
(02920) 388776

RNIB Cymru

Trident Court
Eastmoors Road
Cardiff
CF24 5TD
(02920) 450440

RNID Cymru

Tudor House
16 Cathedral Road
Cardiff
CF11 9LJ
(02920) 333034

APPENDIX 3

RELATED DOCUMENTS:

SEN Code of Practice for Wales 2002 – National Assembly for Wales

Planning to Increase Access to Schools for Disabled Pupils – National Assembly for Wales

Disability Rights Commission: DDA part 4 – Code of Practice for Schools

What the Disability Discrimination Act Means for Schools and LEAs – Welsh Office Circular 20/97

Pupil Support and Social Inclusion – National Assembly for Wales Circular 34/97

Supporting Pupils with Medical Needs – National Assembly for Wales Circular 34/97

The Education of Sick Children – National Assembly for Wales Circular 57/94

Education Act 1996

SEN and Disability Act 2001

Guidance on the Education of Looked After Children – National Assembly for Wales Circular 02/01

Shaping the Future for Special Educational Needs: An Action Programme for Wales 1999 – National Assembly for Wales

Building Excellent Schools Together: The BEST for Special Educational Needs 1997 – Welsh Office

Centre for Studies on Inclusive Education: Index for Inclusion 2000 – National Assembly for Wales

Inclusive Education 2003 – National Assembly for Wales

The Learning Country: A Paving Document: A Comprehensive Education and Lifelong Learning Programme to 2010 in Wales – National Assembly for Wales

Pupil Support and Social Inclusion Circular 3/99 – Welsh Office