With special thanks to all pupils, students and staff at Treloar’s.

Contemporary photographs courtesy of Malcolm Glover and Treloar’s.

Archive photographs courtesy of Hampshire Archives & Local Studies.

Archive film courtesy of Wessex Film & Sound Archive and DVD Courtesty of Valence School, Kent; Kent Film Office; Animate & Create; Screen South; UK Film Council.

Original artwork courtesy of Treloar’s College students and Janetka Platun.

Disability to Accessibility

A short guide to disability in Hampshire for schools
Introduction

Those with severe physical or learning disabilities have been labelled differently by successive generations, depending on the attitudes and beliefs about the place of this group of people in society at any one time. At various points in history, they have been misunderstood and the term has been linked with witchcraft, lunacy, mental illness, and criminality.

In Tudor times witchcraft was linked to madness. In the Victorian era, the Idiots Act of 1886, saw for the first time the needs of the mentally handicapped specifically addressed by legislation. In addition to workhouses, people with learning disabilities were often admitted to lunatic asylums, and prisons. During World War Two Nazi Germany exterminated so-called ‘undesirables,’ such as those with learning disabilities.


We also know that certain types of language or labels to describe people with disabilities is no longer socially acceptable. Although historic records found in archives and objects displayed in museums reflect attitudes and beliefs of past generations. Terms that are no longer accepted such as cripple, handicap, defective or deaf and dumb can be seen in old documents, books or photographs and film. These relate to times past and should not be used today.

This short guide to disability in Hampshire, is designed to help teachers raise pupil awareness about disability through a range of sources including archives, photographs, film, books and contemporary art. Tasks contained within the booklet are suggestions only and teachers are free to adapt them for their own class ability range.
Asylum for the Deaf and Dumb, London

“This asylum or school was the first established in England for the Deaf and Dumb, and was originally opened in 1792, in Fort Place, Bermondsey, South London.

The pupils, male and female, are such children only as are deaf and dumb, not being deficient in intellect. Other children are admitted on payment of £20 annually for board; and private pupils are also received. The term of each pupil’s stay is five years; they are taught to read, write, draw, and cipher, to speak by signs, and in many instances to articulate so as to be clearly understood. They are wholly clothed and maintained by the charity, are instructed in working trades, and in some cases apprentice-fees are given. The Asylum is amply supported by the wealthy; and besides its annual receipts from subscriptions, donations, and legacies.”

From: ‘The Old Kent Road’, Old and New London: Volume 6 (1878)

Task: The term deaf and dumb is no longer acceptable. Explore some historical terms which are no longer used and current terms used to identify disabilities.

Task: Look at the information about Thomas Andrews and his family just below his name and write a letter supporting his application to the Asylum.
In the past, people with disabilities have been perceived as objects of fascination and fear, resulting in them being both worshipped and, sometimes, belittled and bullied.

Some FAQs about disabled children
- In the UK, there are 770,000 disabled children under the age of 16. That equates to 1 child in 20
- 98% of disabled children live at home and are supported by their families
- Disabled children are more likely to live in poverty
- It costs up to three times as much to raise a disabled child, as it does to raise a child without disabilities
- Only one in 13 disabled children receive a regular support service of any sort from their local authority
- Disabled children are 13 times more likely to be excluded from school.
- 20% of repeat victims of anti-social behaviour are disabled people.

Task: Take one or more of the above facts and discuss in groups why disabled children and their families might have been affected

PSHE
Key Stage 2
Social aspect
- Recognise and understand the power of peer influence and pressure
- Understand the nature of bullying and the harm that can result
Community aspect
- Know about the variety of groups to which they belong and understand the diversity of roles that people play in those groups
Emotional aspect
- Know and understand the range of their own and others’ feelings and emotions
Spiritual aspect
- Recognise the uniqueness and independence of individuals
Moral aspect
- Understand that their actions have consequences
Looking at disability
Curriculum links

CITIZENSHIP
Key Stages 1 and 2 — schemes of work
• Unit 05: Living in a diverse world
  How are we the same and how are we different?
  What are communities like?
• Unit 07: Children’s rights — human rights
  What are our rights? That’s not fair!

PSHE
Non-statutory guidelines for PSHE Key Stages 1 and 2
• Developing good relationships and respecting the differences between people

PSHE
Key Stage 1
Community aspect
• Know about the variety of groups to which they belong and understand the diversity of roles that people play in those groups

Emotional aspect
• Understand that other people have feelings and know what affects them

Spiritual aspect
• Know that each person is different but understand that all are equal in value

Moral aspect
• Know what is fair and unfair and what they believe to be right and wrong

A History of Treloar’s
The Founder
William Purdie Treloar. Born 13 January 1843 in Southwark, London. Left school at age 15 to join his father’s business. He was knighted by Queen Victoria in 1900.

Sir William became Lord Mayor of London in 1906 and was known as The Children’s Lord Mayor. He set about raising funds for what became the Lord Mayor Treloar’s Cripples Home and College near Alton. The first patients arrived in 1908. In 1919 a site on Hayling Island called Sandy Bay was added.

Sir William Treloar died 6 September 1923.

Treloar’s After 1923
In 1948 the newly formed National Health Service took over control of the Hospital but not the College which moved to a new site at Froyle in 1953. A school for handicapped boys opened at Froyle in 1956 and the Florence Treloar School for Girls opened 10 years later at Holybourne. The Lord Mayor Treloar College and Florence Treloar School were amalgamated in 1978.

There have been many new buildings and facilities added since and a new phase of amalgamation and building is taking place in 2010-11. The School building, which has a Tudor manor house as its centre-piece, is being sold and the School is moving to the College site in 2011.

Task: Look at the words used to describe children who went to Treloar’s when it opened in 1907. Find out from Treloar’s website how the organisation and its children are referred to today.
Treloar’s today

The Treloar Trust provides education, care, therapy, medical support and independence training to young people with physical disabilities.

Treloar School is a non-maintained special school for 9 to 16-year-old students. However, some students with particular learning difficulties may stay until the age of 19. There is room for over 100 residential and up to 40 day places. Around 70% of students have cerebral palsy, with around 90% of students being wheelchair users and 40% have little or no natural speech. Treloar’s also caters for students with degenerative or life-limiting conditions.

At Treloar School classes are small, usually with between 6 to 8 children. The form teachers teach most lessons, with subject specialists for music, art, CDT, sport, religious education, PSHE and science. Learning Support Assistants also work with students, either on their own or in groups, to help them become as independent as possible.

Treloar College is a specialist college for young people, aged 16 or over, with physical disabilities. Facilities and equipment at the College are designed to make life easier and more productive. They have equipped classrooms, bedrooms, eating and study areas with students in mind. The College’s Learning Resource Centre for example, has adjustable tables, computers with special software and access devices, and state-of-the-art library shelving, so students can access books and other resources at the touch of a button.

Creative Writing about disability

Ideas for story writing.

Choose a pair of characters
- The Innocent and the Fool
- The Warrior and the Fighter
- The Royal and the Tyrant

Choose a setting
- Normal: city, farm, zoo
- Fantastic: castle in the clouds, city under the sea
- Gateway: graveyard, haunted house, wardrobe

Choose an object
- Wheelchair
- Crutch
- Glasses
- Cane

Now develop your story by combining the three elements.
Looking at disability in children’s story books continued

**Seal Surfer**
by Michael Foreman
Publisher Andersen Press
This picture book answers the need for disabled children to see characters like themselves without actually being about disability. The story follows the seasons as it tells of a boy's growing relationship with a seal cub. Only the pictures show that he uses a wheelchair and crutches - the text never mentions this. Keeping the emphasis on what he can do rather than what he can’t.

**Blue Bottle Mystery (An Asperger Adventure)**
by Kathy Hoopman
Publisher: Jessica Kingsley
When Ben and his friend, Andy, find an old blue bottle in the school grounds, life starts to change in mysterious ways. The resulting story is exciting enough to keep you turning the pages and so well written that it helps you understand what it feels like to have Asperger’s Syndrome like Ben.

**Of Mice and Aliens (An Asperger Adventure)**
by Kathy Hoopman
Publisher: Jessica Kingsley
The sequel to "Blue Bottle Mystery", this is a science-fiction novel for children, with a difference. Ben is learning to cope with his newly diagnosed Asperger Syndrome, but when an alien crash-lands in his backyard, things get complicated.

Treatments and Lifestyle at Treloar’s

On-site therapists and medical staff is one of the many things that makes Treloar’s so special. It means that students can focus on their studies with the minimum of disruption, rather than having to spend time travelling to and from medical and therapy appointments.

Students with communication, speech or language difficulties can get speech & language therapy at College, and take advantage of the latest communication aids. Some students at Treloar College have little or no speech, or strangers find their speech very difficult to understand. Staff at Treloar’s work with students to determine the best approach to help them communicate independently. This includes signing, using symbols and using electronic communication aids.

Occupational Therapists play a big part in helping students develop Independent Living Skills. They work with students on a number of goals relating to greater independence, particularly domestic and community skills.

Students have lots to do at Treloar’s apart from studying, both in the evenings and at weekends. This includes trips to the cinema or ten-pin bowling, swimming, wheelchair basketball and hockey, boccia, canoeing, archery, athletics, table tennis, snooker and pool, cycling and fitness training. Other social activities include live bands, karaoke nights and discos, as well as clubs such as drama, photography, film, swimming, and a chance to work on the College radio station!
Looking at disability in children’s films

Whilst disabilities have been covered at many levels in adult films since movies began, the subject has had poor coverage in children’s films. The Disney organisation has continued its long tradition of reinforcing negative stereotypes of disability, for example, in Peter Pan (USA 1953) with vengeful Captain Hook; and Snow White and the Seven Dwarfs (1937), the dwarfs being figures of fun isolated in the forest.

Disney also made an animated version of Victor Hugo’s classic The Hunchback of Notre Dame (USA 1998). In the Hunchback Disney chose to have Esmeralda go off with the non-disabled Phoebus rather than the hunchback, Quasimodo, who loves her. Quasimodo has to go off with a little girl.

More recent examples of characters who are seen as being different include Shrek and Harry Potter. Although Harry’s glasses have become a fashion icon, little is made of Harry’s eyesite in the books or films, apart from when his glasses break or are temporarily lost. However, when the actor, Daniel Radcliffe, who plays Harry Potter, announced that he has aspraxia this resulted in a lot of media attention. Aspraxia is often associated with clumsiness and the condition apparently results in Daniel Radcliffe having trouble tying his shoelaces.

**Task:** Use the internet to search for other actors, singers or celebrities with disabilities. Try and explore one of these disabilities in more depth.

Looking at disability in children’s story books continued

**Hattie and Friends** (series of stories)

*Author* - Lesley Berrington  
*Publisher* - Paw Print Publishing  

**A Day at the Park**  
Hattie and her friend Toby, who has a cochlear implant have a day at the park.

**A Day at the Farm**  
Hattie and Nisha have a day out at the farm. Nisha uses elbow crutches and wears leg splints.

**A Day at the Seaside**  
Hattie and her friend Lucy go to the seaside with their dads. Lucy is blind and uses a cane.

**A Day at the Zoo**  
Hattie and George spend a day at the zoo. George is a wheelchair user.

**Looking After Louis**  
*Author* - Lesley Ely, *Illustrator* - Polly Dunbar  
*Publisher* - Frances Lincoln  

Louis is a new boy in school who really likes to play football but because he has autism he tends to run through the boys playing with his arms in the air - which can irritate the other boys.
Looking at disability in children’s story books

One of the frequent questions asked on literature is are there enough books featuring disabled characters? The general response is no, there are not. Below are some suggested books for younger pupils which may help fill the gap for schools.

**Best Friends**
Illustrator - Mark Chambers  
Publisher - Tango Books  
A story about two best friends who pretend to be pirates, mountain climbers, Olympic sprinters and more! One of the children is a wheelchair user.

**Class Three All at Sea**
Author - Julia Jarman  
Publisher - Hodder Children's Books  
A funny rhyming story about Class Three’s school boat trip that gets attacked by pirates! One child wears leg braces.

**Moonbird**
Author - Joyce Dunbar  
Publisher - Doubleday  
A fairy tale about a young prince who is deaf and hears sounds in a different way. A Moonbird teaches him how to use his hands and eyes to communicate.

Looking at disability - using film

**Try using film:**
- To explore how traditional stories portray disabled characters;
- To understand that in the past, ignorance and superstition easily led to difference being viewed as evil or a punishment;
- To understand that in the past, physical difference was used in stories to frighten, and ‘monsters’ were viewed as outcasts;
- To understand that negative opinions and prejudices shape the way in which disabled people are treated by society today;
- To understand that treating people who are different as figures of fun is wrong;
- To learn that disabled people have positive self images;
- To understand that stereotyping can lead to bullying and violence against disabled people.

**Task:** Read an extract from Jack and the Beanstalk describing the ogre. Watch a short sequence from one of the Shrek movies and get the class to describe how Shrek is the same and different from the standard ogre.

**Task:** Watch the Festival of Fools scene in *The Hunchback of Notre Dame*. Ask pupils to write a first person account of one of the character’s experiences and feelings at the Festival of Fools (Frollo, Quasimodo, Esmerelda).

**Task:** Explore other traditional stories and compare, in print and on film, their portrayal of characters with differences or disability, for example, Rumpelstiltskin or Snow White and the Seven Dwarfs.
Looking at disability - using film continued

Task:
Look at the animated film in the pack. What messages are the makers of the film trying to get across.

Imagine that you are trying to get other schools to view the film. Write a letter setting out why it would be a good thing for their pupils to view it.

Task:
If you have suitable ICT facilities produce an animated film in the same style. You can find more films about Treloar’s on Wizkid through Hampshire Record Office Group pages.

Task:
Produce a poster or advertisement promoting a film celebrating disability. You can use the film in the pack, on Wizkid, or make one up.

Task:
For use with the postcards included in the pack which were created by students at Treloar’s with the help of an artist

- What are the students trying to say in each photograph?
- Pupils could produce their own postcards to say something about their own lives.
- Pupils could produce a postcard in the same style – eg juxtaposing something from their past with something from the present.
- Look at photographs from the past. Choose one that interests you and create a postcard in a similar style to the ones in the pack.

Here are some ideas for looking creatively at disability in the classroom

Graffiti Wall:
Display paper on the wall suitable for children to write on, brightly coloured pens. Write positive things on the wall about a photo showing something about disability.

Looking at images in the pack or at the exhibition:
Give pupils images and explain that information can be interpreted in different ways. Be aware we don’t always see or hear the whole story.

Pupils create a still picture which closely recreates the image. Ask each group to bring their picture to life for a few seconds. Discuss interpretations.

Pupils could write a short play, poem or story about what is happening. They must explain what happens before/after. Compare versions.