



Down Syndrome Act 2022 draft statutory guidance

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Please review your answers

The 'review your answers' feature lists all the questions that you have answered or had the opportunity to answer.

Clicking on the 'Change' button against an answer will allow you to amend that answer.

After making any amendments you can then click through the survey using the 'Next' button. Previously answered questions retain their answers.

About you

**In what capacity
are you responding
to this survey?**

On behalf of an organisation

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Questions for organisations and individuals sharing their professional views

Does your organisation work with any of the following?	Pupils in schools who have Down syndrome or other conditions, their parents/carers and teachers	Change
What sector do you work in?	Not for profit	Change
What is the primary focus of your work?	human rights	Change
Where does your organisation operate or provide services?	The whole of the UK	Change
In which areas of England does your organisation operate or provide services?	The whole of England	Change
What is the name of your organisation?	Centre for Studies on Inclusive Education Ltd (CSIE)	Change

Views on the draft guidance as a whole

The guidance meets its aim to raise awareness of the needs of people with Down syndrome by bringing together in one place everything that relevant authorities must and should already be doing to support them and meet their needs.

Agree

[Change](#)

The guidance will have a positive impact on people with Down syndrome and their families and/or carers.

Agree

[Change](#)

The inclusion of guidance about people with other conditions/disabilities is a significant strength. The guidance can be improved by modelling more respectful language, to better reflect the social model of disability and to keep itself in line with the UN Convention on the Rights of the Child and the UN Convention on the Rights of Persons with Disabilities. Existing duties under the Equality Act 2010 can be clearer, especially the duty to make reasonable adjustments (with the provision of additional examples highlighting this as an anticipatory duty, relevant to all disabled people collectively, i.e. not only those currently accessing services). The importance of assessment of individual needs can be made clearer, with the corresponding emphasis on Person-Centred Planning to avoid any notion that blanket policies can exist for all people who share a condition. In the Annexe there is room for more examples of good practice, and we recommend that CSIE's equality toolkit for schools

(<https://csie.org.uk/product/equality-making-it-happen>) is considered for inclusion among other resources that support inclusive school development - and can be adapted for use in other services.

[Change](#)

If you have any further comments on the content of the guidance, please outline them here.

Opportunity to provide more feedback

**Please select
which sections of
the guidance you
would like to
provide further
feedback on.**

None of the above, I would like to go
straight to the end of the consultation

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