

FORMAT		
1. Name of resource	SEND in Museums (Special Educational Needs and Disabilities)	
2. Location	https://sendinmuseums.org/	
3. Alternative location		
4. Author[s]	S. Bowen	
5. Publisher/producer/host	Arts Council England	
6. Year	2022	
7. Suggested citation	Sam Bowen (2022). SEND in Museums. Arts Council England, available at https://sendinmuseums.org/	
8. Languages in which available	English	
9. Geographic area resource relates to	UK but with global relevance	
10. Does the resource relate to a specific time frame?	“Our aim is to embed a commitment to SEND audiences within the museum sector by 2025 and see inclusive staff, services and facilities as standard practice.” (About)	
11. Type	Report	Yes
	Toolkit/Framework/Roadmap	Yes
	Sign-post to other resource (database)	Yes
	Case studies	Yes
	Other	Yes (blog)
12. If this is part of an initiative, what is the initiative?		
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS		
13. Explicit links to collections	Yes	
14. Explicit links to museums/libraries/archives	Yes	
15. Types of institutions the resource covers	Museums	X
	Archives	X
	Libraries	X
	Other	X
16. Does the resource relate to specific disciplines?	Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology	X
	Science, natural history, technology, medicine,	

	engineering, manufacturing	
17. If no explicit links to collections, justification for inclusion		
HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT		
18. Collections-related activities the resource relates to (mark all that apply)		
Develop collections to protect and safeguard wider cultural and natural heritage more effectively , for example by targeting collecting to threatened forms of heritage in strategic ways		
Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively , for example education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development and/or skills development relating to collections	X	
Use collections to promote cultural participation/social inclusion more effectively , for example by reducing barriers to participation, to ensure no-one is 'left behind'	X	
Use collections to promote sustainable tourism more effectively , for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections		
Use collections to support research that contributes to sustainable development (including all forms of personal and self-directed research at all levels that make use of stored collections) more effectively, for example by providing effective facilities, collections and information to meet researchers' needs		
Make decisions around collections that contribute to sustainable development more effectively		
i. employment (recruiting, staff training, staff safety)	X	
ii. energy consumption, greenhouse gas emissions, reduction, monitoring and reporting		
iii. waste management and reduction of waste		
iv. transport (forms of transport, energy use)		
v. commercial activities including copyright and IP		
vi. governance and management	X	
vii. security, disaster preparedness and risk reduction		
Direct external leadership, partnerships and collaborations towards sustainable development more effectively , for example by developing impactful partnerships	X	
19. Does the resource relate clearly to any international conventions (mark all that apply)?		
Culture conventions:		
1952, 71 Protection of Copyright and Neighbouring Rights		

1954 Protection of Cultural Property in the Event of Armed Conflict	
1970 Fighting Against the Illicit Trafficking of Cultural Property	
1972 Protection of the World Cultural and Natural Heritage	
2001 Protection of the Underwater Cultural Heritage	
2003 Safeguarding of the Intangible Cultural Heritage	
2005 Protection and Promotion of the Diversity of Cultural Expressions	
Rio Conventions:	
Convention on Biological Diversity (CBD), Convention to Combat Desertification (UNCCD), Framework Convention on Climate Change (UNFCCC)	
AIMS AND CONTENT	
20. What issues does the resource aim to address?	<p>“We believe that museums are transformative spaces that can inspire moments of wonder, magical discovery and meaningful engagement with all visitors. SEND [Special Educational Needs and Disabilities] children and young people have the right to those same experiences and their inclusion is valuable not just to their own development and wellbeing but to that of their families, friends, museum staff and the wider local community.</p> <p>Our aim is to embed a commitment to SEND audiences within the museum sector by 2025 and see inclusive staff, services and facilities as standard practice. This, in turn, will make a positive impact on social inclusion and wellbeing by providing equal access to culture which every child is entitled to.” (About)</p>
21. Intended audience of resource	“Cultural sector”
22. Process of development	
23. Organisation/structure/contents	<p>Home</p> <p>About</p> <p>Blog</p> <p>Why Work with SEND</p> <p>Why Work with SEND</p> <p>Law & Ethics</p> <p>Statistics</p> <p>Social Impact</p> <p>How to Work with SEND</p> <p>How to Work with SEND</p> <p>Getting Started</p> <ul style="list-style-type: none"> Reviewing and Planning Website – top tips for SEND Staff training Interpretation and Resources (e.g. Visual Stories, Sensory maps, SEND Backpacks, Other self led

	<p>resources, Object handling, Art and Craft box, Inclusive storytelling, Evaluation)</p> <p>Developing Your SEND Offer (e.g families, schools, meeting access needs, community partnerships)</p> <p>Museum Facilities</p> <p>Changing Place toilets</p> <p>A SEND-Friendly Café</p> <p>Shop</p> <p>Chillout space vs Sensory room</p> <p>Who works with SEND?</p> <p>Case studies</p> <p>Meet the experts</p>
FRAMEWORKS	
24. Framework structure	
25. Relevant policy considerations	Yes
26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/milestones/action plan for monitoring	No
28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)	
People (social sustainability)	X
Planet (environmental sustainability)	
Prosperity (economic sustainability)	
Peace	
Partnerships	X
29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)	
Gender perspectives	
North and South perspectives	
HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs	
HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE	
30. SDGs and Agenda 2030 specifically mentioned?	No
31. SDGs specifically mentioned?	No
32. SDG targets specifically mentioned?	No

33. SDG indicators specifically mentioned?	No
SDGs AND SDG TARGETS AND LINKAGES	
34. Comments on SDG linkages	<p>The resource can support collections-based institutions to work towards a number of SDG targets relating to providing educational and participatory activities or services for children and young adults with special educational needs and disabilities (SEND).</p> <p>With regards to Education: 4.4 (staff training) and 4.7 in relation to 4.4 (Education for Sustainable Development which includes human rights), 4.5 (reduce barriers in education), 4.A (effective learning environments)</p> <p>With regards to Inclusion: 1.4 (ensuring equal access to basic services and property), 10.2 (promote universal social, economic and political inclusion), 10.3 (reducing inequalities of outcome), 10.4 (adopt policies and practices for equality of outcome), 11.7 (safe and welcoming public places), 11.B (Disaster Risk Reduction, including social inclusion), 16.B (promote and enforce non-discriminatory laws and policies for sustainable development), 17.17 (partnerships).</p>
35. SDGs and SDG targets the resource helps advance	
<p>SDG 1: End poverty in all its forms everywhere 1.4 By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance</p>	<p>Numbers and proportions of people from particular groups using collections in comparison with demographics in broader society.</p> <p>Numbers of people accessing collections.</p> <p>Number of targeted programmes that aim to enhance access to collections by disadvantaged groups.</p> <p>Sustainable tourism that enhances local communities' access to basic services, ownership and control over land and other forms of property (including cultural and natural heritage), as well as to technology and markets.</p> <p>Involvement of people from disadvantaged groups in decision-making activities and processes relating to collections and collections-based institutions.</p>
<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong</p>	<p>Number of young people and adults in skills-development activities and programmes drawing on collections, for employment, decent jobs and entrepreneurship</p>

<p>learning opportunities for all</p> <p>4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship</p>	<p>Increase in number of young people and adults in such programmes</p> <p>Number and proportion of staff who have received training in the last year, to better support their contribution to the SDGs.</p> <p>Programs and processes to ensure the availability of a skilled workforce. (GRI)</p> <p>Average hours of training per year per employee by gender, and by employee category. (GRI)</p> <p>Total estimated number of individuals receiving training from the company as a result of the initiative. (e.g. employees, suppliers, distributors) (Business Call to Action)</p>
<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p> <p>4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</p>	<p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of persons with disabilities.</p> <p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of Indigenous peoples' groups.</p> <p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of children in vulnerable situations.</p>
<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p> <p>4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender</p>	<p>Numbers of people in each type of programme drawing on collections from different demographic groups.</p> <p>Increases in numbers of people in each type of programme from different demographic groups.</p> <p>Proportion of people involved in such programmes in relation to overall audience size.</p> <p>Evidence that learners have acquired knowledge and skills to promote sustainable development.</p>

<p>equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p>	
<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.A Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all</p>	<p>Number and proportion of education facilities that are child, disability and gender sensitive.</p> <p>Proportion of education facilities that provide safe, non-violent, inclusive and effective learning environments for all.</p> <p>Number and type of initiatives to improve effectiveness of learning environments.</p> <p>Support given to other education facilities to make them more inclusive and effective.</p>
<p>SDG 10. Reduce inequality within and between countries 10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status</p>	<p>Collections development to ensure that collections effectively meet the needs of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.</p> <p>Numbers and proportions of people making use of collections in relation to the demographic of the local population.</p> <p>Numbers and proportions of people involved in focused programmes aimed at promoting social, economic and political inclusion.</p> <p>Numbers and proportions of people from different demographic groups involved in decision-making processes relating to collections and collections-based institutions.</p> <p>Number and types of partnerships that build relationships with marginalized groups, individuals and communities.</p>
<p>SDG 10. Reduce inequality within and between countries 10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and</p>	<p>Identification of discriminatory policies and practices, with clear plans to address these, to ensure equal opportunity for all and reduce inequalities of outcome.</p>

<p>promoting appropriate legislation, policies and action in this regard</p>	
<p>SDG 10. Reduce inequality within and between countries 10.4 Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality</p>	<p>Number and proportion of policies that proactively address equality issues relating to fiscal, wage and social protection considerations.</p>
<p>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.7 By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities</p>	<p>Numbers of people accessing collecting institutions from different demographic groups, notably women, children, older people and persons with disabilities.</p> <p>Increases in numbers of people accessing collecting institutions from different demographic groups.</p> <p>Measures taken to remove barriers to access green and public spaces.</p> <p>Extent of green space provided by collections institutions.</p>
<p>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.B By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015-2030, holistic disaster risk management at all levels</p>	<p><i>11.B.1 Proportion of local governments that adopt and implement local disaster risk reduction strategies in line with the Sendai Framework for Disaster Risk Reduction 2015-2030a</i></p> <p>Disaster Risk Reduction strategies and plans in place, in line with the Sendai Framework for Disaster Risk Reduction, to ensure collecting institutions and collections are factored into planning, and contribute effectively to Disaster Risk Reduction.</p>
<p>SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice</p>	<p><i>16.B.1 Proportion of population [audience/users/non-users] reporting having personally felt discriminated against or harassed in the previous 12 months on the basis</i></p>

<p>for all and build effective, accountable and inclusive institutions at all levels. 16.B Promote and enforce non-discriminatory laws and policies for sustainable development</p>	<p><i>of a ground of discrimination prohibited under international human rights law</i></p> <p>Number and proportion of policies that incorporate sustainable development considerations, in the full sense of recognizing all three of social, economic and environmental considerations.</p>				
<p>SDG 17. Partnerships for the goals 17.17 Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships</p>	<p><i>17.17.1 Amount of United States dollars committed to public-private and civil society partnerships</i></p> <p>Number and/or increase in number, and diversity of local, national and regional multi-stakeholder (public, public-private and civil society) partnerships that address the SDGs drawing on collections, or that otherwise involve collections-based organizations and institutions.</p>				
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	