



# **Accessibility Strategy 2009-2012**

October 2009

# Accessibility Strategy

## 2009-2012

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## INTRODUCTION

1. This document is Dundee City Council Education Department's third successive Accessibility Strategy. It spans the three-year period from November 2009 to November 2012. The strategy has been developed by a multi-agency Access and Inclusion Advisory Group:

Moira Bissett, Parent to Parent  
Derek Currie, Property Services Co-ordinator  
Joyce Barclay, Social Work Department  
Nicola Richardson, Occupational Therapist  
Elsbeth Walker, (Chair) Support for Learning Manager  
John Hunter, Head Teacher, Grove Academy  
Liz Conroy, Head Teacher, Our Lady's Primary School  
Alison Siddons, Additional Support Needs Co-ordinator  
Margaret Miller, Head of Multi-Sensory Service  
Michael McLaughlin, Assistant Property Services Co-ordinator  
Dorothy Wilson, Senior Architect/Access Officer, Architects' Department, DCC  
Tony Sayer, Health and Safety Officer  
Danny Webster, QIO Support for Learners

2. On-going review and evaluation by the advisory group between 2009 and 2012 will form the basis of the development of Dundee City Council Education Department's Accessibility Strategy for the following three-year period from November 2012 to November 2015.

### What is an Accessibility Strategy?

3. Strategies are required to show how, over time (the period of the 3 year strategy); access to education and associated services will be increased by:
  - ensuring that disabled pupils are able to access the curriculum
  - making improvements to the physical environment of the school
  - improving communication with pupils and parents/carers, in particular, providing information to pupils with disabilities in appropriate alternative formats
4. These are referred to as the **three planning duties**.
5. This report includes boxes where individual stories are narrated to show the impact of policy and practice at the level of the individual child, parent/carer or member of staff. All these stories have been altered to ensure the anonymity of the individual.

## LEGISLATIVE FRAMEWORK

6. The Accessibility Strategy is in place so that the planning and implementation processes of the local authority and education department meet the requirements of sections 1 to 3 of the **Education (Disability Strategies and Pupils' Educational Records) Act 2002**. The Act also requires that there are mechanisms in place for long-term strategic planning to improve access in schools for all pupils with disabilities. This Accessibility Strategy will:
  - improve access to education in mainstream schooling for present and prospective pupils with disabilities;
  - improve visitor access to school buildings;
  - improve communication and consultation with and involvement of people with disabilities in the planning process
  - streamline Departmental lines of communication with respect to issues relating to accessibility, disability and inclusion
  - outline the planning, targets and expected outcomes over the next three years with regard to accessibility for pupils and staff across its education establishments; and
  - assist with the authority's obligations to provide equality of employment to disabled staff under the Disability Discrimination Act (DDA) 1995 Part ii as well as improve access under DDA 2005 where schools' premises are used to provide services related to education
  - assist the Education Department in meeting its general and specific duties under the Disability Discrimination Act 2005 and under the Single Equalities legislation
  - assist in the preparation of the Single Equality Scheme to be introduced in November 2009.
7. Under the Education (Disability Strategies and Pupils' Educational Records) Act, all authorities must have plans in place for their pupils with disabilities to meet their duties under the legislation. The two key duties of this legislation are:
  - not to treat disabled pupils less favourably; and
  - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
8. The **Disability Discrimination Act 2005** built on previous requirements by imposing on public bodies in carrying out their functions a positive duty to eliminate discrimination and harassment, and, therefore, to promote equality of opportunity for disabled people. In other words, it requires public bodies to move away from risk-avoidance activities to establishing practices which actively promote and support the diverse needs of disabled people. It requires information-gathering on the effect of policies and practices on educational opportunities and attainment levels of disabled pupils. It also requires service providers to make reasonable adjustments to make our service accessible to disabled people. These can be simple changes such as making sure that all lessons take place on ground floor classrooms for a class where one of the pupils uses a wheelchair and the school does not have a lift.

9. The specific duties which all public bodies must meet under the DDA 2005 are to
- promote equality of opportunity between disabled people and other people
  - eliminate discrimination that is unlawful under the Disability Discrimination Act
  - eliminate harassment of disabled people that is related to their disability
  - promote positive attitudes towards disabled people
  - encourage participation by disabled people in public life
  - take steps to meet disabled people's needs, even if this requires more favourable treatment.
10. The legislation covers people with different types of disabilities. A person has a disability if s/he has a physical or mental impairment, which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities. It includes the following broad groups of disabilities:
- communication difficulties
  - hearing impairments
  - specific learning difficulties
  - visual impairments
  - specific language impairment
  - physical disabilities /motor impairments
  - autistic spectrum disorder
11. It is important to note that the day-to-day activities affected by disability include
- mobility
  - manual dexterity
  - physical coordination
  - continence
  - ability to lift, carry or otherwise move everyday objects
  - speech, hearing or eyesight
  - memory or ability to concentrate, learn or understand; or
  - perception of the risk of physical danger.
12. **The Education (Additional Support for Learning) (Scotland) Act 2004**, the most major piece of legislation on supporting pupils' learning for over twenty years, was passed by the Scottish parliament in 2004. The Act commenced in November 2005. This has had, and will continue to have, wide and far-reaching consequences on the way all pupils are supported by schools, education authorities and partner agencies and organisations and on how additional support needs are perceived.
13. The specific duties under the DDA 2005 exclude both the requirement for physical alterations to be made to schools and the provision of auxiliary aids and services. Instead, these requirements should be considered as part of the more strategic approach in the Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002 and the Education (Additional Support for Learning) (Scotland) Act 2004.

14. Additional information on the definition of disability and the relation to additional support needs can be accessed at Appendix 1.

15. **The Accessibility Strategy** encompasses duties arising from the legislative framework described above within the three planning elements:

- access to the curriculum
- access to the physical environment
- communication with pupils

### **Disability/Access Census 2009**

The census recorded a total of:

- 109 young people assessed and declared as disabled in mainstream primary and secondary schools
- 30 young people assessed and declared as disabled in Kingspark School
  
- 147 young people assessed disabled but not declared by parent in mainstream primary and secondary schools
- 27 young people assessed disabled but not declared by parent in Kingspark School
  
- 86 young people declared disabled by parent but not assessed in mainstream primary and secondary schools
- 28 young people declared disabled by parent but not assessed in Kingspark School

The total mainstream school population is 17294

### **INCREASED ACCESS TO THE CURRICULUM**

16. Adjustments that would help disabled children and young people have better access to the curriculum might include:

- changes to teaching and learning arrangements
- classroom organisation
- timetabling
- support from other pupils
- alternative assessment arrangements

### **Curriculum for Excellence**

17. In Scotland, the *Curriculum for Excellence* aims to promote transformational change through:

- more flexibility for teachers
- greater choice and opportunity for pupils
- a coherent curriculum for *all* young people aged 3-18.

18. The overall aim is the enabling of young people to develop as successful learners, responsible citizens, confident individuals and effective contributors. This applies equally to disabled youngsters.

### **Sarah's Story**

Sarah has a significant visual loss and found it impossible to clearly see her teacher and peers and read the work of the class from text books or the whiteboard. It was very important to Sarah to be an independent learner and not to always have to rely on adult support to access the curriculum.

A Video Magnifier, which consists of a camera and screen, was purchased for Sarah. This piece of equipment allows her to point a small camera at what ever she wants to see and the image then appears on her screen, magnified to a size which she can see easily.

Sarah can now see the faces of her teacher and peers, read a text book or a lesson from the whiteboard, or even use it for personal grooming.

### **19. Some examples of good practice which have increased access to the curriculum for many of Dundee's children.**

- a. The establishment of 'autistic specific' environments in the primary and secondary sectors, which have enabled attendance and integration, wherever possible, into a mainstream school's curriculum and social programme
- b. The Outreach Support Service is available to all pupils, teachers and all educational establishments (including private nurseries) in Dundee. The service aims to develop the capacity and confidence of teachers and support staff in order to promote the participation and learning of pupils with additional support needs.
- c. The establishment of Longhaugh Support Group. Children of primary school age are selected to attend this group 4 days a week returning to their home school on the fifth. The nurturing approach and supports delivered by the staff are designed to promote the successful inclusion of pupils in a variety of educational environments including mainstream classrooms, playground, dinner hall and other learning and social settings.
- d. The establishment of multi-agency Joint Action Teams in both the early years/primary sector and the secondary sector in all nine clusters.
- e. All pupils have a unique computer log-in for GLOW. Through GLOW children in primary and secondary schools have access to world-class, personalised learning opportunities, using a range of tools together in one place to work on at school or at home. Learners can collaborate and share with others in their school, local area and other parts of Scotland. GLOW breaks geographical and social barriers, allowing joined-up working the length and breadth of Scotland.

### **Pupil Survey**

The recent survey for pupils was accessed by pupils through GLOW. 581 pupils took the time to complete the survey and share their views on a wide range of accessibility issues. A more detailed description of the survey can be viewed in Appendix 2.

- f. Alternative assessment arrangements are provided for pupils who require special consideration when participating in internal and external assessments. This consideration can take the form of extra time, a reader and scribe, a scribe, alternative formats e.g. enlarged print, braille.
- g. Access to formal examinations in existing community languages such as Arabic, Cantonese, Urdu and Polish are accessed, where possible.
- h. Assistive technology (such as; touch-screen computers, interactive whiteboards, text-to-speech software) is employed to support individual children's additional support needs to promote independent learning.
- i. Specialist software to ensure the compatibility of home and school IT systems, and to facilitate the transfer of homework from school to home for visually impaired children
- j. Shared assessment and planning for transition has been developed and implemented in all schools. Transition planning involves parents, schools and partner agencies, if appropriate, in identifying the barriers to learning and the successful strategies employed to address the barriers. This ensures that following a transition from one sector to another a child's additional support needs are appropriately supported.
- k. Continuous professional development ensures that staff are skilled and knowledgeable with regard to additional support needs such that all children receive an educational experience appropriate to their needs.

### **Classroom Assistant, Additional Support Needs**

Classroom Assistants and Classroom Assistants, Additional Support Needs were able to take part in one of two afternoon workshop at the start of the new term presented by Speech and Language Therapists. The workshops illustrated practical ideas of how to meet the needs of children with social communication difficulties. The therapists explained why using visuals is very important, what to do if the child was becoming anxious or agitated and how using a 5-point scale could help the children to express how they feel.

- l. Attachment and children's social and emotional development is now an embedded in the training programme for primary and secondary Newly Qualified Teachers (NQT) in partnership with NQT Coordinators
- m. A significant feature in our early years sector is multi-agency integrated planning and delivery of support for children with additional support needs
- n. All primary school and Kingspark School have a Health Assistant. Health Assistants help all children to develop informed attitudes and healthy life style choices.
- o. Active Schools Co-ordinators across the city support the establishment of a pattern of daily physical activity which, research has shown, is most likely to lead to sustained physical activity in adult life. Learning in, through and about physical activity and sport is enhanced by participating in a wide range of purposeful and enjoyable physical pursuits at break times, lunchtimes, within and beyond the place of learning. These opportunities are open to all children, including those with disabilities who are encouraged to participate in a wide range of sporting activities offered through the Active Schools' programme. These include football, Scottish country dancing, yoga (see Appendix 3), table tennis, athletics, hockey, netball and multi-sports. All pupils work with the Disability Sports team who



encourage participation in boccia. The Disability team offer support to ensure all sports are accessible to pupils with a disability.

Alice is a profoundly deaf pupil in S1 in a mainstream secondary school. Alice's ambition is to be a P.E. teacher. She is keen on a wide variety of sports and plays in a local girls football team. She requires fulltime sign language support in order to access information.

In three regions of Scotland the Scottish Football Association (SFA) are running pilot football training projects for secondary pupils. Dundee is fortunate to be a pilot area. The new intake of S1 pupils go through tryouts and an interview process to gain access to the programme. Alice achieved the highest score in the tryouts and with sign language support did an excellent interview.

Through working in partnership, school, Multi Sensory Service, Active School Co-ordinator and the SFA are enabling Alice to fully participate in the SFA programme by providing full sign language support.

- p. Health Promoting School; pupils with a disability are actively involved in a wide range of activities which include toothbrushing, peer support, paired reading for pupils with a disability with pupils from Primary 7, peer support offered by pupils in Primary 7 each lunchtime for pupils with English as a second language to help develop oral language skills, daily physical activities through brain gym.
- q. Promoting learning through support from partner agencies and voluntary sector such as, Barnardos 'Circles Around Dundee', SPACE, Disability Scotland, Parent to Parent, School Nurse, Community Police Officers.
- r. Specialist transport with trained escorts is provided for children with assessed physical disabilities and significant additional support needs to ensure they arrive at school safely and are ready to learn.
- s. Hospital teaching is provided for children and young people who are unable to access learning due to a required stay in hospital.
- t. Home Teaching is available for children and young people who are unable to access learning due to a prolonged absence resulting from ill health.

## **IMPROVEMENTS TO THE PHYSICAL ENVIRONMENT**

### **Developing the Strategy**

20. Education Department Development Plans since 1996 have had a rolling programme of improving the delivery of services to all pupils with disabilities to promote full integration and inclusion, where appropriate. This has been done within the additional support needs planning framework, and in line with national guidance for training professionals who work with pupils with additional support needs. While this has impacted on many areas of school activity, there has been specific work around the three planning duties of the legislation outlined in paragraph 3 above.

21. Access audits of all Dundee City Council primary and secondary mainstream schools were undertaken in 1996, to determine to what extent schools were barrier-free within the terms of the definition. The definition of barrier-free is described in Appendix 4.
22. Health professionals and specialist advisors undertake ongoing access audits of mainstream establishments in order to assess the accessibility of school premises for individual pupils, and these assessments continuously inform the department.

### David's Story

David who uses a powered wheelchair was about to move to a large secondary school after 7 successful years as part of his mainstream primary class. David's primary school was an open plan school all on one level, however, his local secondary school has more than one level and no lift.

To facilitate access to the entire campus for David, he participated in an access visit to the secondary school with his parent and the Occupational Therapist. This resulted in the installation of a range of ramps a path between buildings and a stair lift to allow independent access to the upper floor. David also pioneered the use of a PEEP (Personal Emergency Egress Plan) to ensure his safety in the event of an emergency evacuation from the school.

### Summary of schools **barrier-free for pupil accessibility** in November 2009

23. The programme of building works for new schools under the Public Private Partnership programme (PPP) has increased the number of fully barrier-free schools. The following table shows the progress made during the lifetime of the previous Accessibility Strategy 2006-09.

Sector	Total number of establishments		No. of barrier-free establishments		% of barrier-free establishments	
	2006	2009	2006	2009	2006	2009
Year	2006	2009	2006	2009	2006	2009
Nursery	12	8	4	6	33%	75%
Primary	40	37	4	13	15%	35%
Secondary	10	9	6	6	60%	66%
Off-site	3	5	0	0	0%	0%
Special	2	2	2	2	100%	100%
TOTAL	67	61	16	27	27%	44%

23. The following Dundee schools are judged to be barrier-free:

*Nursery Sector: Longhaugh, Menzieshill, Jessie Porter, Wallacetown, Whitfield and Woodlea*

*Primary Sector: Claypotts Castle, Craigiebarns, Craigowl, Downfield, Fintry, Forthill, Mill of Mains, Newfields, Our Lady's, Rowantree, St Andrews, St Pius and St Ninian's*

*Secondary Sector: Craigie High School, Grove Academy, Menzieshill High School, Morgan Academy, St John's and St Paul's*

*Special Sector: Frances Wright Pre-school Centre, Kingspark School*

24. A planned rolling programme of adaptations since 1996 has included: upgrading existing amenities; the installation of accessible toilets; ramping; and the

installation of stair climbers. This has further improved the accessibility status of Harris Academy and Braeview moving towards each establishment becoming barrier-free for the full range of pupil disability

25. Summary of schools meeting **minimum standards of visitor accessibility** in November 2009
26. Locally defined minimum accessibility standards for visitors are given in Appendix 4. The following table shows the progress made within the lifetime of the previous Accessibility Strategy 2006-09

Sector	Total number of establishments		Number of establishments meeting locally defined minimum accessibility standards		% of establishments meeting those standards	
	2006	2009	2006	2009	2006	2009
Year	2006	2009	2006	2009	2006	2009
Nursery	12	8	0	7	0%	87%
Primary	40	37	10	18	25%	42%
Secondary	10	9	4	7	40%	71%
Off-site	3	5	0	1	0%	20%
Special	2	2	2	2	100%	100%
TOTAL	67	61	16	35	24%	57%

27. It is recognised that particular arrangements, responsive to individual levels of need, has to be made for pupils, staff members and others with sensory impairment. Where this is an issue advice should be sought by schools from the Multi-Sensory Service. Schools should include a note in the school handbook where special support for hearing or visually impaired visitors to the premises is available.

#### John's Story

John was due to make the transition from primary to secondary. John has a visual loss which limits his ability to independently move around the school campus. John visited the school with a member of the Multi-sensory Service and a colleague from the Guide Dogs for the Blind organisation. As a result of this access visit measures were identified that would support John to be more independent. A bright contrast strip was installed at the top and bottom of all stairs along with different textured flooring. A further innovation was the installation of a contrast strip, painted behind the banister to highlight the handrail and the direction of the stair. Lighting within the stairwells was also checked to ensure it would not present a further barrier to John.

28. Health professionals and specialist advisors undertake ongoing access audits of mainstream establishments in order to assess the accessibility of school premises for individual pupils, and these assessments continuously inform the department.

## **COMMUNICATION WITH PUPILS**

### **Improving the way information is delivered to pupils with a disability**

29. Information that is normally provided in writing (such as handouts, timetables and textbooks) can be made more accessible by providing it:

- in Braille
- in large print
- on audiotape
- using a symbol system

#### **Kingspark's Story**

Anyone who has been lucky enough to attend one of many concerts at Kingspark School will be enthralled to see the use of visual symbols to support the full participation of all pupils in all musical numbers. The words of the songs are projected onto the walls in the form of well known symbols and text. The audience are caught up in the swell of pupil voices as everyone joins in!

### **30. Some examples of good practice which have increased communication with pupils**

- a. Individualised planning for pupils can take the form of a variety of planning documents. They range from a "Summary of Intervention" to a co-ordinated support plan. A key element of the planning is the involvement of the pupil and parents in the discussion and the development of the plan.
- b. For pupils with English as an additional language, the support of bilingual assistants in minority ethnic pupils' homes and schools is improving access to the curriculum for pupils and their parents. These bilingual assistants speak the main minority ethnic languages and are available to work with teachers, parents and pupils in and out of the classroom.
- c. A Deaf Resource Worker operates across the service with pupils, and delivers sign language courses to staff and works with families in their homes.
- d. Pupils in the authority who are hearing impaired benefit from the use of sign language in their SQA exams.
- e. Visual symbols are used effectively across the city in all sectors to support the communication of children with social communication disorders.

## **ESTABLISHING PRIORITIES through Consultation**

31. Priorities were established by the Access and Inclusion Advisory Group (AIAG) following:

- consultation with pupils, parents and employees (Appendix 2,5,6)
- consideration of previous access audits of all schools and professional access audits of provision in secondary schools
- consideration of progress within the Action Plan of the 2006-2009 Strategy
- consideration of the individual needs of pupils and planning for improving their access to their community school

- consideration of how planning for refurbishment of schools is presently undertaken as part of ongoing day-to-day repair and maintenance work, and how improvements to physical access to establishments are carried out
- consideration of how to provide centrally funded support staff to engage creatively and productively with schools to enable schools to develop as more inclusive environments
- recognition that improvements in accessibility for pupils also result in improvements in accessibility for staff employed in education establishments and for visiting members of the wider school communities
- collation and analysis of appropriate information through the following consultation and audit routes both formal and informal:
  - pupils and parents/carers
  - focus groups
  - Head Teachers
  - Extended School Reviews
  - health professionals
  - social work services
  - voluntary organisations
  - architects and other design professionals and sources
  - visitors accessing school premises
  - City-wide Pupil Council
  - Pupil and parents views within planning frameworks
  - Census data for 2009

## **SUMMARY OF PRIORITIES FOR THE ACCESSIBILITY STRATEGY**

### **2009-2012**

#### **Access to the curriculum**

32. Kingspark School continues to be part of the National Autistic Society's accreditation process.
33. The staff development programmes will be delivered to mainstream staff by multi-agency teams to strengthen the opportunities for curriculum access for pupils with communication disorders and enhance the skills of the staff.
34. Consolidate the use of ABLe Schools to promote access and inclusion
35. Evaluate the systems and processes which monitor and manage the use of technology aids and equipment for children with a disability
36. Promote improved access to the wider curriculum e.g. leisure and sports activities
37. Extend partnership working with:
  - Speech and Language Therapy on assessment/profiling and parental support for pupils for whom English is an additional language
  - Dundee College - creation of flexible learning packages and access to ESOL
  - Leisure and Communities Adult Learning - explore the use of adult role models/language support/staff training
38. A new Young Carers policy will ensure that we better address the needs of children and young people who have caring responsibilities for family members who are disabled.

#### **Improvements to the physical environment**

39. In terms of ensuring compliance with the DDAs, the group will publish, monitor and review the Accessibility Strategy for the Department over a 3-year cycle.
40. The multi-agency AIAG will link directly with the Equalities Group and the Additional Support Needs Advisory Group to ensure that accessibility issues raised are appropriately managed.
41. Ensure best value by monitoring expenditure associated with accessibility
42. Personal Emergency Egress Plans (PEEPs) will be in place for all pupils with a disability
43. Make available a Dundee Schools Physical Access Good Practice Guide 2009
44. A programme of improvements to physical access to a geographic spread of schools was begun in session 2004-5 and will continue over the life of this current strategy. This will ensure greater levels of physical access to school buildings for physically disabled pupils, parents and staff. It will also expand the availability of school facilities to community groups which have members who are wheelchair users.

45. In line with pupil need and destination forecasts, the department should ensure building adaptations for identified schools. This will extend the existing complement of barrier-free schools and allow a broader range of opportunity for pupils to attend their local school.
46. An ongoing process of audit of premises and grounds will ensure that adaptations will be needs-driven and, where funding is available, adaptations will be also undertaken on an anticipatory basis.

### **Improving communication**

47. Flexible use of bilingual workers in the main community languages to support pupils and parents.
48. The Authority will explore the development of a bank of technology resources for flexible use for pupils with visual loss, working in both schools and home environments to aid social inclusion.
49. Employ a Rehabilitation Worker for the Blind to work across the city with pupils who have a visual loss, working both in schools and home environments to aid social inclusion.
50. Annual parental surveys will be translated into minority ethnic languages, ensuring improved access to communication and information for parents.
51. The authority will continue to support Pupil Councils as a feature of communication for all pupils in primary and secondary schools as part of the wider citizenship agenda.
52. Alongside sustaining and developing existing school-specific and City-wide Pupil Councils, the Department will support the involvement and engagement of pupils with disabilities to enable their views to be heard and incorporated into the processes of planning for change.
53. Particular attention will be paid to the promotion and development of coping skills, resilience, and mental well-being of children from an early age, including the use of nurturing principles and other innovative approaches in schools.

## **LINKS WITH OTHER PLANS**

54. The Accessibility Strategy is being developed in collaboration with other professional colleagues where partnership planning and delivery are essential. The context of this strategy is shared with other planning frameworks such as:

- Single Equality Scheme (to be published December 2009)
- Education Department Service Plan
- Authority and School Improvement Plans
- School Development Plans
- Integrated Children's Services Plan
- Child Health Strategy
- Partnership in Practice Agreements
- Community Plan
- 'Involved and Informed': the Education Department's Consultation and Communication Strategy
- Single Outcome Agreement

## **CONCLUSION**

55. This strategy has been prepared by and for an Education Department that has been planning with a determined focus for the inclusion of pupils with disabilities at all levels in the life of their community school.

56. Much good work is continuing with staff, children and their parents to support and sustain pupils with more complex difficulties in mainstream school placements where such placement does no harm. The planning and implementation of this strategy will greatly facilitate this process.

57. Equally, longer-term planning and linking with new-build projects will allow for a considerable increase in the number of barrier-free schools; thus enabling a greater range of pupils with disabilities to benefit more from access to mainstream schools in all sectors.



# Action Plan 2009-12

Outcome:

## 1. Access to the curriculum

Intermediate Outcome (What are our long-term goals?)	Outcome/Output (What will this achieve ?)	Performance Indicator (How will we measure success?)	Action (What will we do)	Lead Person/s (Who is responsible for this task?)	Timescale (When will we do this?)
<p><b>1.1</b> Children and young people are supported to access all areas of the curriculum</p>	<p>Children and young people will have greater opportunities to experience success.</p> <p>Children and young people will have greater opportunities to develop positive relationships with their peer group through the extended curriculum.</p> <p>Children and young people will English as an additional language will have increased opportunities.</p>	<p>Quality Indicators within How Good is Our School.</p> <p>Extended Reviews</p> <p>Annual Reviews</p> <p>HMIe Inspection Reports</p> <p>Feedback from surveys</p> <p>SQA Results and all of above</p>	<p>Ensure that appropriate resources are available</p> <p>Through Workforce Planning ensure appropriate levels of staffing</p> <p>Support the development of extra curricular opportunities through sharing of good practice and creative approaches.</p> <p>Extend partnership working to increase opportunities in and out of school e.g. Leisure &amp; Communities</p> <p>Access to a range of language exams/ESOL/flexible learning packages in partnership with Dundee College.</p>	<p>Head of Support for Learning</p> <p>Support for learning Manager</p> <p>Quality Improvement Officer (SfL)</p> <p>Principal Officer (Multi-sensory Service)</p> <p>Principal Officer (Multi-sensory Service)</p>	

Outcome:

## 2. Improvements to the physical Environment

Intermediate Outcome (What are our long-term goals?)	Outcome/Output (What will this achieve?)	Performance Indicator (How will we measure success?)	Action (What will we do)	Lead Person/s (Who is responsible for this task?)	Timescale (When will we do this?)
<p><b>2.1</b> Make available a Dundee Schools Physical Access Good Practice Guide</p>	<p>Guide is improved and helps the Department and schools comply with current legislation.</p> <p>Guide is used by schools in considering adaptations or alterations to physical environment.</p>	<p>Compliance with legislation as listed on pages 4-6</p> <p>1.2 Fulfilment of Statutory Duties, How Good is our School, HMIe</p>	<p>Prepare revised version incorporating amendments and updates as appropriate.</p> <p>Use recent OT audits to revise and update.</p> <p>Inform all educational establishments of the Guide through HTs meetings and email.</p> <p>Link the Guide as an appendix to the Supporting Learners Operational Guidelines and GLOW.</p>	<p>Access and Inclusion Advisory Group (AIAG)</p>	
<p><b>2.2</b> Through the Access and Inclusion Advisory Group (AIAG) ensure priorities regarding the physical environment are met</p>	<p>More schools are made more accessible.</p>	<p>Progress within Action Plans is on schedule or achieved.</p>	<p>The AIAG meet on a termly basis to monitor and update progress within the Action Plan</p>	<p>AIAG</p>	<p>2009-2012</p>

<b>2.3</b> Involvement of parents and pupils in assessment of needs leading to physical improvements that promote access	Fewer pupils experience difficulties in relation to access issues.	Access issues are part of the consideration of the Equalities Group and AIAG.	Maintain a link between the Equalities Group and AIAG.	Elspeth Walker and members of AIAG	2009-12
	Audit trail shows how expenditure is allocated.	There is a clear audit trail of all expenditure.	Create a Finance Group which monitors and approves expenditure.	Support for Learning Manager	Nov 09
	Funding supports the implementation of the strategy.	Expenditure remains within budget.	Develop an application for requesting adaptation/specialist equipment.	Support for Learning Manager	Nov 09
	The needs of children continue to be identified from an early age.	The ability to accommodate unplanned adjustments within the planning framework.	Engage in planning with NHS Tayside regarding the needs of children from birth.	NHST Occupational Therapist	09-12
	Pupils and their parents continue to feel involved, valued and respected within an inclusive approach to planning and transition.		Involve parents, young people and other agencies, as appropriate, in the planning for transition.		
	Adaptations continue to be made in preparation/ anticipation of addressing individual needs.	Adaptations to buildings are planned and within budget  Adaptations are completed timeously.	Members of Property Services on the AIAG will report on the progress of building projects to Group	Property Services Co-ordinator	09-12

Outcome:

### 3. Improving Communication

<b>Intermediate Outcome</b> (What are our long-term goals?)	<b>Outcome/Output</b> (What will this achieve?)	<b>Performance Indicator</b> (How will we measure success?)	<b>Action</b> (What will we do)	<b>Lead Person/s</b> (Who is responsible for this task?)	<b>Timescale</b> (When will we do this?)
<p><b>3.1</b> Children and young people are supported to develop and maintain friendships with their peers</p> <p><b>3.2</b> Children and young people have access to alternative means of communication</p> <p><b>3.3</b> Children and young people are supported to ensure their views are shared</p>	<p>Children and young people feel a sense of well-being resulting from positive peer friendships</p> <p>Children and young people's communication skills are enhanced by the use of technology and specially trained staff</p> <p>Children and young people feel they are listened to and their opinions are valued</p> <p>Parents and carers can access appropriate support to allow them to participate fully in their child's education</p>	<p>Pupil surveys</p> <p>Pupil Feedback</p> <p>Analysis of consultation information from both formal and informal routes (see p13)</p> <p>as above</p> <p>Focus Groups</p> <p>Parent Surveys</p> <p>Level of involvement in formal processes</p>	<p>Fund the expansion of the Friends Project</p> <p>Promote the use of nurturing principles</p> <p>Fund the development of a bank of technology aids for use across the city</p> <p>Recruit a Rehabilitation Worker for the blind.</p> <p>Support involvement of pupils in Pupil Councils</p> <p>Support the use of bi-lingual workers in the main community languages.</p> <p>Facilitate the input of a communication worker to support the involvement of pupil, and parent/carer in planning meetings</p>	<p>Support for Learning Manager</p> <p>Principal Educational Psychologist</p> <p>Support for Learning Manager</p> <p>Principal Officer (Multi-sensory Service)</p> <p>All</p> <p>Principal Officer (Multi-sensory Service)</p> <p>Principal Officer (Multi-sensory Service)</p>	

## Appendix 1

### Overlap of Additional Support for Learning Act (ASfL) and Disability Discrimination Act (DDA)

<b>Pupils who may require additional support for learning - ASfL Act</b>	<b>Pupils who may meet definition of disability under the DDA according to the requirements and who then must be covered under education DES and accessibility strategies</b>
Have a motor or sensory impairment Are Looked after and accommodated Are particularly able or talented Have experienced bereavement Parental mental health problems Parental substance abuse English as an additional language Are not attending school regularly Have emotional or social difficulties Are young carers Are being bullied Illness – hospital, homecare Gypsies and Travellers Pregnancy Children who are parents Homelessness/temporary accommodation Children who move school frequently Difficulties in controlling behaviour Gifted and talented Or for any other reason	Physical Impairment Mental Impairment Autistim Spectrum Disorder severe and complex learning difficulties Dyslexia Diabetes Eating disorder (diagnosed) Short stature Gross obesity Disfigurement Non-verbal ADHD Incontinence Epilepsy Learning difficulties Hearing impaired Some progressive conditions are automatically deemed to be disabilities e.g. Heart conditions Sickle cell anaemia Rheumatoid arthritis
<div style="background-color: #cccccc; padding: 10px; border: 1px solid black; width: fit-content; margin: 0 auto;"> <p>There may be overlapping areas of the two Acts.</p> <p>e.g. A child covered by the DDA act may also have Additional Support Needs under the ASfL Act.</p> </div>	
	<b>Pupils who automatically meet DDA requirements</b>  Cancer, HIV, Multiple Sclerosis, Certified/registered visual impaired Severe long-term disfigurement

These are not exhaustive lists. The purpose is simply intended to highlight the areas where discrimination and disadvantage can occur.

As the diagram shows not all children who are defined as disabled will have additional support needs. For example, those with severe asthma, arthritis or diabetes may not have additional support needs but have rights under the DDA.

Similarly, not all children with additional support needs will be defined as having a disability under the Disability Discrimination Act. In particular some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition. The needs of these children would be met under the ASfL Act.

Some of these groups may need the provision of additional support from school staff or other professionals and possibly different methods of curriculum delivery.

**For example:**

Improving the provision of school information teachers provide for pupils who need help with communication, language and literacy through:

- using appropriate texts that pupils can read and understand
- using visual and written materials in different formats, including large print, symbol text and Braille
- school news letters and information made available in appropriate formats.
- using ( Information and Communication Technology) ICT, other technological aids and recorded materials
- using alternative and augmentative communication, including signs and symbols
- using translators, communicators and amanuenses (scribes)

## Appendix 2

## What the pupils thought

Total number of pupil responses : **581**

Number of : Boys **271** Girls **310**

**Nationality of pupils**

British	466	Caribbean	0	African	2	Bangladeshi	2
Asian	4	Indian	3	Polish	11	Pakistani	8
Chinese	9	Eastern European	4	Other European	5	Other	18

	Number	Percentage
Children for whom English is an additional language	42	7%
Children with a visual loss	45	8%
Children with a hearing loss	23	4%
Children with a physical disability	7	1%
Children who use a wheelchair	4	0.6%
Children who use any special equipment to help them	28	5%

School	Yes, most of the time	No
Pupils who enjoyed coming to school?	<b>501</b>	<b>80</b>

When we asked what could make it better, the pupils told us....

The highest number of responses - 45 related to relationships with others at school. Within these, 29 related to **having more friends and getting along better with each other**. A specific question relating to bullying was asked and, notably, only 15 (2.5% of respondents) identified this as a contributing factor.

"if we all tried not to fall out"

"more pupil speaking to each other"

"stop the bullying"

29 responses related to **changes in the structure of the school day or the outdoor environment**.

"if the school day was shorter"

"to get more equipment for outside"

"better school dinners"



22 responses related to ***making school and learning more fun.***

"if classes were less boring"

"more school trips"

"make stuff (learning) more fun"

18 responses related to ***challenges with work.***

"less homework"

"work is too hard"

"more challenging work"

9 responses related to having ***more physical activities within school.***

"more physical activities"

"more physical teaching instead of in the classroom all the time"

"more gym time"

6 responses related to ***pupils wanting to feel listened to.***

"if the teachers outside actually listened"

"to be listened to"

"people listened to me"

1 response related to ***English as an Additional Language issues.***

"my English improve it would help me understand"

40 responses were categorised as ***miscellaneous.***

49 responses were categorised as ***nothing/ don't know.***

<b>2a. Learning</b>	<b>Yes, most of the time</b>	<b>No</b>
Pupils who enjoyed learning at school?	<b>534</b>	<b>47</b>

When we asked what could make it better, the pupils told us....

The highest number of responses - 69 related to the ***challenge of work*** (this includes both level and pace)

"more time to finish work"

"easier work"

"less work but a little harder"

28 responses related to **receiving more support and greater explanation of work**

"if we could all sit down and talk about it"

"the teachers described it better"

"give me help doing my work"

17 responses related to having **more stimulating learning activities**

"making it more interesting"

"if learning was fun"

"we should have more fun activities"

5 responses related to **English as an Additional Language issues**

"my English"

"more time with the Polish Assistant in class"

"if a teacher could speak my language"

5 responses related to **relationships**

"I had more friends"

"nicer teachers"

"feel lonely"

26 responses were categorised as **miscellaneous**

44 responses were categorised as **nothing/ don't know**

<b>3a. Activities</b>	<b>Yes, most of the time</b>	<b>No</b>
Pupils who took part in school activities/clubs/teams etc.?	<b>395</b>	<b>186</b>

When we asked what could make it better, the pupils told us....

The highest number of responses - 58 related to **having greater choice of clubs and activities**

"more school clubs"

"there could be a wider range of activities"

"to have more things to do"

20 responses related to **access (including transport, timing, location and individual difficulties)**

"activities cost too much so make them cheaper or free"

"to have activity where you can get to"

"I would love to do activities but I have hip problems"

8 responses related to ***having friends who were also taking part***

"if my friends were there"

"having friends there"

"nobody likes me"

1 response related to ***English as an Additional Language issues***

"if my English get v good then I will take part every activity and can talk to teacher"

23 responses were categorised as ***miscellaneous***

64 responses were categorised as ***nothing/ don't know***

4a. Successful	Yes most of the time	No
Pupils who thought they did well at school?	<b>549</b>	<b>32</b>

When we asked what could make it better, the pupils told us....

The highest number of responses - 30 related to ***getting support with work (help and having things explained)***

"availability of teachers for extra help is already quite good and already helps"

"if the teacher explained it more clearly so others can understand"

"more help at school"

19 responses related to the ***challenge of work (including pace and level)***

"make work easier"

"if you had more time"

"it is sometimes too hard in the top group"

12 responses related to ***pupils feeling they need to try harder*** (could this tie into category above?)

"listen better"

"think about it more"

"try to remember things"

11 responses related to ***classroom environment***

"the noise in the classroom"

"if it was more quiet"

"no misbehaving"

5 responses related to **English as an Additional Language issues**

"English language"

"Bilingual assistant"

"Wider access to on-line bilingual dictionary"

21 responses were categorised as **miscellaneous**

61 responses were categorised as **nothing/ don't know**

"nothing, its fine the way it is"

"don't know"

"nothing"

5a. Consulted	Yes most of the time	No
Pupils were asked if they felt they had a chance to say what they think about what happens in the school?	<b>436</b>	<b>145</b>

When we asked what could make it better, the pupils told us....

The highest number of responses - 50 related to **wider opportunities for consultation**

"give everybody a chance to say something"

"getting more suggestion boxes around the school"

"to ask everyone what they think"

16 responses related to having **someone to speak to or knowing who to speak to**

"know who to speak to"

"more people to talk to"

"making it clear who to talk to"

7 responses were categorised as **additional comments re having a say**

"I always get in trouble when I tell the truth"

"I do get a say"

"you'd get shouted at for being cheeky?"

6 responses related to **pupils wanting to feel listened to**

"if people listened to me"

"take pupils advice"

"I'm listened to all the time"

11 responses were categorised as **miscellaneous**

63 responses were categorised as **nothing/ don't know**

<b>6a. Being Healthy</b>	<b>Yes</b>	<b>No</b>
Pupils were asked if they had been learning about being healthy and active?	<b>552</b>	<b>29</b>
Pupils were asked if they thought they were healthy and active?	<b>530</b>	<b>51</b>

When we asked what could make it better, the pupils told us....

The highest number of responses - 35 related to having **more clubs and activities/ being more active**

"more active activities in school"

"have more clubs"

"exercise more"

22 responses related to **healthy eating**

"eat more fruit"

"more healthy snacks"

"more healthy tuck shop"

9 responses related to **personal factors**

"get friends"

"tell teacher if something is stopping you"

"be more fit"

3 responses related to **learning more about health**

"learn more about health"

"learn more health"

"if we did more about healthy and active"

15 responses were categorised as **miscellaneous**

75 responses were categorised as **nothing/ don't know**

### Appendix 3



## Appendix 4

### Definition of 'barrier-free' school

For the purposes of this strategy the term 'barrier-free' refers to the level of access to the physical environment of the school for pupils. This includes the accessibility of school buildings, and of school outdoor facilities, such as playing fields, to pupils who use wheelchairs. Where a school is described as barrier-free, the architectural planning for accessibility has included the installation of:

- ramps
- handrails
- widened doorways
- lifts
- accessible toilets, showers and changing areas
- specialist floor coverings
- automatic doors, where appropriate

Education Department planning to support the barrier free school includes:

- adapted/adjustable furniture and equipment ensuring sufficient space for manoeuvring and storing equipment
- general and individually planned evacuation procedures (Personal Emergency Egress Plans - PEEPS)

A barrier-free school is fully physically accessible to all pupils who use wheelchairs. These include pupils who are non-weight bearing and require significantly adapted toilet facilities with hoists and plinths, and where the assistance of two adults is necessary.

Pupils with visual impairments access the physical environment in barrier-free schools by means of appropriate signage and route-finding systems. The installation of induction loops, adjustable lighting and sound insulation assists those with hearing impairments.

### Definition of minimum accessibility standards for visitors

#### Locally defined minimum standards for visitors:

- **one marked disabled parking bay within easy reach of the school entrance, where possible [where there is no off-street parking, the street parking will be considered]**
- **accessible entrance including ramping and widened doorways**
- **access to accessible toilet facilities**
- **access to a private consultation area**
- **access to a public performance area**

## Appendix 5

### What parent/carers thought? Equalities and Access Survey September/October 2009

Background information on respondents:

<b>Male</b>	<b>21</b>	<b>Female</b>	<b>46</b>	<b>No response</b>	<b>3 = 70</b>
<b>Are you:</b>					
British	55	Caribbean	0	African	0
Asian	1	Indian	1	Polish	0
Chinese	1	Eastern	0	Other	6
		European		European	6
				Bangladeshi	0
				Pakistani	0
				Other	6

English as their first language? 56

Visual loss	4
A hearing loss	0
Has a disability	4
Uses a wheelchair	3
Requires an interpreter to translate	2
Requires a communicator to sign	0

#### We asked:

	Base	Yes	No	No Answer
Do you have any difficulties getting into our school buildings?	70	2	65	3
Do you have any difficulties getting from place to place in the school building?	70	2	65	3
Do you have any difficulties accessing the toilets within the school?	70	3	64	3
If there were a fire alarm would it be difficult for you to leave the building?	70	3	64	3

When asked what could make it better the respondents answered:

Ramp instead of stairs for others access.
Depends on what's happening at the time e.g. swimming, personal care or physio programme
If there was assistance opening door - having a care assistant to do this
There are stairs both to enter the school and between floors of the school, no lift or ramps as I ha
Knowledge of various exits
Stairs without ramps are either impossible or very difficult to use.
To encourage to help my child anticipate more in activities



**We asked:**

	<b>Base</b>	Yes, most of the time	No	No Answer
Does your child enjoy learning at school?	70	60	6	4
Is your child making progress with their learning?	70	59	5	6

**We asked :**

	<b>Base</b>	Yes, most of the time	No	No Answer
Do you take part in school activities for parents/carers?	70	45	19	6

Parent Evenings were identified as the most attended events in schools.

**We asked :**

If you do not take part in school activities, is it because ....?

	<b>Base</b>	Yes	No	No Answer
....you find it difficult to move around the school	70	1	38	31
....the activities happen at times when you cannot go	70	16	24	30
....the activities take place somewhere you cannot get to	70	3	34	33
....you cannot take part without others to help you	70	4	35	31
....you feel you are not able to take part in any activities	70	1	34	35
....there are no activities that you want to go to	70	5	29	36

**are there any other reasons, please explain**

more parents/carers on the parent council

Some activities may take place when I am unable to get along but safe and secure access where required

no one at home to look after me

I have small children

I'm working most of the time, night duties.

When asked what could make taking part better there were no responses.

**We asked :**

	<b>Base</b>	Yes, most of the time	No	No Answer
Does the school tell you about what is happening in the school?	70	64	2	4
Does the school share with you what your child is good at and what they could do better?	70	59	7	4

**How could school keep you better informed?**

The school website could be a very useful method for telling me what is going on in school.

No way are we well informed
School is now looking to make use of a website which will provide an additional means for communication
yes, teachers are reluctant to discuss your child relative to others
Generally pleased with way school keeps me informed
use of internet or E-mail
because of ours daughters deafness they don't pick up on everything that is being said for example w
more information in day book as to what he has done not that he has just worked hard
by putting more info in general i.e. day book
maybe a monthly newsletter instead of a weekly one
A note accompanying the homework giving any important feedback about behaviour and incidents
aware of what she is not good at not much feedback about her strengths
Increase communication with school and teachers
More information from class teacher instead of just a target sheet with a number. Knowing what could
Through written evaluation report and/or talking directly to parents about their performance evaluation
The school keep me informed by my son and daughter's diary.
By telling what activities are on to encourage more participation
Nothing more needed, they do fine job.
Contact through regular email.

**We asked:**

	<b>Base</b>	Yes, most of the time	No	No Answer
Do you feel involved in decisions which affect your child?	70	52	7	11
Do you get a chance to say what you think about what happens in the school?	70	47	10	13

<b>What could make consulting with you better?</b>
Parent Councils have an important role to play here but in my experience they are restricted by what fully consulted
Enabling electronic questionnaires and similar details to be made available through school or education online
Frankly speaking we are shocked and amazed by the low standards of our local primary school in Broughty Ferry
more info in general i.e. in day book
Informing parents, having choice when it comes to educational decision making
I am more than happy with the level of communication from school. The staff keeps you well informed.
Consultation meeting for parents to be done once in a while.
Don't know.
Letters.
Again - emails of more frequent parents/teacher meetings.

## Appendix 6

# What Staff thought? Access and Equalities Survey September 2009

**Total number of responses: 90**

**Male: 18                      Female: 72**

### Ethnicity of respondents:

British	83	Caribbean		African		Bangladeshi	
Asian		Indian		Polish		Pakistani	
Chinese		Eastern European	1	Other European	3	Other	3

English as the first language - 89 responded yes

Visual loss	3
A hearing loss	1
Has a disability	1
Uses a wheelchair	0
Requires an interpreter to translate	0
Requires a communicator to sign	0
Support Worker to allow you to do your job	0

### We asked:

1. School Access	Yes	No
Do you have any difficulties getting into the school buildings?		90
Do you have any difficulties getting from place to place in the school building?		90
Do you have any difficulties accessing the toilets within the school?		90
If there were a fire alarm would it be difficult for you to leave the building?		90

What could make it better?

**We only received 1 comment:** Nothing. It is fine.

2. Learning	Yes, most of the time	No
Do you think the children in your school enjoy learning?	89	1
Do you think the children are making progress with their learning in your school?	90	

**When asked how staff knew children were enjoying learning and making progress they told us....**

**27% of responses related to assessment:**

"Regular formative assessment and reviewing prior learning"  
"Assessment and levels of engagement are good"  
"Through assessment and questioning"

**16% of responses related to results:**

"SQA results, positive comments when reporting to parents"  
"Class atmosphere, subject uptake, attendance, exam results"  
"Attainment Levels being achieved"

**14% of responses related to progress:**

"Children happy and making progress, achieving success"  
"Children progress through levels of work in both Eng and Maths"  
"Evidence of work and progress children make year on year, additional assessments, children are predominately engaged and interested in learning"

**12% of responses related to enthusiasm of the children:**

"Happy and enthusiastic"  
"Because children are generally enthusiastic during lessons and activities and are keen to take part."  
"Children are happy and eager to attend/participate. Attainment tracking tools show progression across stages."

**10% of responses related to feedback/interaction with children:**

"Parental and carer feedback and from pupils themselves"  
"Provide pupils with opportunities to give feedback"  
"Continuous interaction with the children"

The remaining 21% of responses were a mixture of comments relating to the above topics

**When asked what could make it better the staff told us....**

**23% of responses related to issues around resources:**

"More resources around the school and more interactive whiteboards"  
"Better range of resources, certainty of availability of resources. Time to prepare with fewer interruptions."  
"More resources, a better layout in the classroom"

**17% of responses related to active learning and developing the curriculum:**

"More active pupil participation..."  
"Better organisation of the curriculum - building progression and organising topics"  
"More time to develop curriculum for excellence"

**15% of responses related to class size:**

"Smaller class sizes across all classes."  
"Smaller class size, more setting, only one course per class"  
"Smaller class sizes/classroom support/SfL"

**12% of responses related to technology:**

"More computers in class."  
"Continuing to implement different strategies and using up-to-date technology"  
"Greater availability of ICT resources"

26 % of responses were general comments which encompassed more than one of the above topics.

Only 1 comment was made which directly related to discipline and 1 with regard to behaviour.

**3. Taking part**

**Yes No**

Do you take part in school activities for staff?

80	10
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**3b. If there has been a time when you did not take part in staff school activities, was it because ....?**

**Yes No**

- ....you find it difficult to move around the school
- ....the activities happen at times when you cannot go
- ....the activities take place somewhere you cannot get to
- ....you cannot take part without others to help you
- ....you feel you are not able to take part in any activities
- ....there are no activities that you want to go to
- Another reason:

1	89
43	47
3	87
1	89
2	88
12	78
7	83

**When asked what could make it better we had thirteen responses. Of those thirteen, seven gave further reasons for not being able to participate, three confirmed attendance at activities and a further three offered the following suggestions:**

- "Staff working together"
- "More enthusiasm to organise events"
- "More diverse activities"

**4. Informed**

**Yes, most of the time No**

Does the school tell you about what is happening in the school?

86	4
----	---

Does the school communicate well with parents and carers?

88	2
----	---

Does the school keep you informed of developments and plans which impact on you?

83	7
----	---

**5. Consulted**

**Yes, most of the time No**

Do you feel involved in decisions which affect the school?

77	13
----	----

Do you get a chance to say what you think about what happens in the school?

78	12
----	----

**When asked what could make consulting better, we received 12 responses. Staff suggested:**

- "On line collaboration, using feedback from consultations"
- "Better day to day communication about things happening in school."
- "Clearer communication and shared responsibility"

