



City Chambers  
DUNDEE  
DD1 3BY

15th March, 2013

Dear Sir or Madam

**EDUCATION COMMITTEE**

You are requested to attend a MEETING of the **EDUCATION COMMITTEE** to be held in the City Chambers, City Square, Dundee on Monday, 25th March, 2013 at 6.00pm.

Yours faithfully

DAVID K DORWARD

Chief Executive

**AGENDA OF BUSINESS**

**1 DECLARATION OF INTEREST**

Members are reminded that, in terms of The Councillors Code, it is their responsibility to make decisions about whether to declare an interest in any item on this agenda and whether to take part in any discussions or voting.

This will include all interests, whether or not entered on your Register of Interests, which would reasonably be regarded as so significant that they are likely to prejudice your discussion or decision-making.

**2 ACCESSIBILITY STRATEGY 2013-2016 – Page 3**

(Report No 150-2013 enclosed).

**3 CURRICULUM FOR EXCELLENCE PROGRESS REPORT – Page 31**

(Report No 151-2013 enclosed).

**REPORT TO: EDUCATION COMMITTEE - 25 MARCH 2013**  
**REPORT ON: ACCESSIBILITY STRATEGY 2013-2016**  
**REPORT BY: DIRECTOR OF EDUCATION**  
**REPORT NO: 150-2013**

## **1.0 PURPOSE OF REPORT**

1.1 This report seeks approval for the Education Department's fourth Accessibility Strategy, covering the period 2013-2016. This is the successor strategy to that approved by Committee on 23 November 2009 (report No. 536-2009). The preparation of the strategy is a duty placed on all education authorities under the Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002.

## **2.0 RECOMMENDATIONS**

2.1 It is recommended that the Committee approves the Accessibility Strategy 2013-16.

## **3.0 FINANCIAL IMPLICATIONS**

3.1 The costs towards carrying out reasonable adjustments in implementing this strategy can be met from funding within the Education Department's revenue budget. Within the funds set aside specifically for improving access of disabled children and young people to school premises and to the curriculum, there is a requirement to ensure that there is a capacity for flexibility of response to meet unforeseen eventualities. The Education Department, often in collaboration with property services section within City Development Department, can make reasonable adjustments to planned work in support of this strategy. Specific projects are also financed from within the department's capital budget, such as the additional classrooms in Kingspark School.

## **4.0 MAIN TEXT**

4.1 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.

4.2 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.

4.3 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

4.4 This Accessibility Strategy sets out how the Department 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
- implement the Action Plans and expected outcomes over the next three years with regard to accessibility for pupils and staff across its education establishments
- assist with the authority's obligations to provide equality of employment to disabled staff under the Equality Act 2010 where schools' premises are used to provide services related to education
- assist with the Education Department's obligation in meeting its general and specific duties under the Public Sector Duty of the Equality Act 2010
- assist in the preparation of Equality Outcomes to be introduced by April 2013

4.5 The specific duties under the Equality Act excludes the requirement for physical alterations to be made to schools. Instead, this requirement 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 and 2009 as amended.

4.6 The specific duty under the Equality Act to make reasonable adjustments in relation to provisions, criteria and practices is not a new duty for schools. The new element of the duty for schools is the provision of auxiliary aids and services for disabled pupils. This duty sits alongside the duty applied through the Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002 ('the 2002 Act') which requires responsible bodies to prepare and implement accessibility strategies to improve, year-on-year, access to education for disabled pupils.

4.7 This report includes extracts 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.

4.8 Appendix 3 provide a summary of a recent pupil survey completed to monitor progress and inform the development of the Accessibility Strategy 2013-16.

## **5.0 POLICY IMPLICATIONS**

5.1 This Report has been screened for any policy implications in respect of Sustainability, Strategic Environmental Assessment, Anti-Poverty, Equality Impact Assessment and Risk Management. An Equality Impact Assessment has been carried out and will be available on the Council Web Site at <http://www.dundee.gov.uk/equanddiv/equimpact/>

5.2 There are no major issues. This Accessibility Strategy will continue to have the positive impact on the lives of some of the most vulnerable children and young people in Dundee and will support them in their efforts to overcome barriers to their learning.

## **6.0 CONSULTATIONS**

6.1 The Chief Executive, Director of Corporate Services and Head of Democratic and Legal Services have been consulted in the compilation of this Report.

## **7.0 BACKGROUND PAPERS**

7.1 Equality Impact Assessment

Michael Wood  
Director of Education

March 2013



# **Accessibility Strategy 2013-2016**

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## INTRODUCTION

1. This document is Dundee City Council Education Department's fourth successive Accessibility Strategy. It spans the three-year period from February 2013 to December 2016. The strategy has been developed by a multi-agency Equalities Group. The group comprises core members and advisory members

### **Core**

Elsbeth Walker, (Chair) Education Manager, Support for Learning  
Liz Conroy, Head Teacher, St Mary's Primary  
Tricia Cowan, Head Teacher Balgay Hill Nursery  
Jan Tavendale, Senior Educational Psychologist  
Barbara Burns, Team Leader Multi Sensory Service  
Gill Aitchison, Team Leader Bilingual Pupil's Support Service  
John Lannon, Protecting Children Manager  
Kerry Gethins, Advice, Information and Support Manager  
Amilia Hall, Quality Improvement Officer  
Janice Brown, PT Pre-School Home Visiting Team  
Karen Dammer, Staff Tutor Health and Wellbeing  
Alison Torano, Business Manager Kingspark School

### **Advisory**

Michael McLaughlin, Assistant Property Services Co-ordinator  
Dorothy Wilson, Senior Architect/Access Officer, Architects' Department, DCC  
Tony Sayer, Health and Safety Officer  
Moiria Bissett, Parent to Parent  
Derek Currie, Property Services Co-ordinator  
Joyce Barclay, Social Work Department  
Nicola Richardson, Occupational Therapist  
Laura Smith, HT Kingspark

2. On-going review and evaluation by the Equality Group between 2013 and 2016 will form the basis of the development of Dundee City Council Education Department's Accessibility Strategy for the following three-year period from December 2016 to November 2019.

### **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
  - assist with the authority's obligations to provide equality of employment to disabled staff under the Equality Act 2010 where schools' premises are used to provide services related to education
  - assist with the Education Department's obligation in meeting its general and specific duties under the Public Sector Duty of the Equality Act 2010
  - assist in the preparation of Equality Outcomes to be introduced by April 2013
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
  - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
8. The Equality Act 2010 built on previous requirements by imposing on public bodies a positive duty to eliminate discrimination and harassment, while carrying out their functions 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 their 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 general equality duty requires public authorities, in the exercise of their functions, to have due regard to the need to:
  - eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
  - advance equality of opportunity between people who share a relevant protected characteristic and those who do not
  - foster good relations between people who share a protected characteristic and those who do not.
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
  - perception of the risk of physical danger
12. The Education (Additional Support for Learning) (Scotland) Act 2004, as amended in 2009, was the most significant piece of legislation on supporting pupils' learning for over twenty five years. This Act and subsequent amendments has had, and will continue to have, wide and far-reaching consequences on the way all pupils are supported by schools, education authorities, partner agencies and organisations and on how additional support needs are perceived.
13. Schools and education authorities have had a duty to make reasonable adjustments for disabled pupils since 2002 (originally under the Disability Discrimination Act 1995 (the DDA) and, from October 2010, under the Equality Act 2010). From 1 September 2012 the reasonable adjustments duty for schools and education authorities includes a duty to provide auxiliary aids and services for disabled pupils. The duty is "to take such steps as it is reasonable to have to take to avoid the substantial disadvantage to a disabled person caused by a provision, criterion or practice applied by or on behalf of a school or by the absence of an auxiliary aid or service". A school's duty to make reasonable adjustments is an anticipatory one owed to disabled pupils generally and therefore, schools need to think in advance about what disabled pupils might require and what adjustments might need to be made for them.

The duty to make reasonable adjustments in relation to provisions, criteria and practices is not a new duty for schools. The new element of the duty for schools is the provision of auxiliary aids and services for disabled pupils. This duty sits alongside the duty applied through the Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002 ('the 2002 Act') which requires responsible bodies to prepare and implement accessibility strategies to improve, year-on-year, access to education for disabled pupils.

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

### Dundee City Disability/Access Census 2012

The census recorded a total of:

- 321 young people assessed and declared as disabled in mainstream primary
- 197 young people assessed and declared as disabled in mainstream secondary
- 108 young people assessed and declared as disabled in Kingspark School
- 6 young people assessed and declared as disabled in our Off-site provision

The total mainstream school population of Dundee City is 17,136

### 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, *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.

The Y family arrived in Scotland in February 2012. Prior to that the children S P7 and W S3 had been educated in Pakistan, and their first language is Urdu. The Bilingual Pupils' Support Service (BPSS) is involved in the enrolment meetings of all new arrivals to Scotland in order to find out about prior education and explain the Scottish system. So a BPSS teacher and an Urdu Bilingual Assistant supported both the family and the school in this meeting.

This gave the family the confidence to explain in their home language that S had a hearing loss and was using analogue aids. As these were not visible, this information may have been missed without an interpreter. This then meant that the school could quickly put things in motion for the Multi Sensory Service (MSS) to be involved with S.

MSS liaised with their partners in the Paediatric Audiology department at Kings Cross Hospital. S was then issued with digital hearing aids which she wears well and they have helped enable her to access the mainstream curriculum.

Later it was found that W also has a significant sensorial hearing loss, and again, using a Bilingual Assistant to support the Multi Sensory Service and the family the next steps were explained and the family were able to ask any pertinent questions. W now has two digital hearing aids.

**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. Establishment of nurture groups within six of our primary schools. Evaluation of our Nurture Groups (ENABLE) has provided concrete evidence that this targeted approach is effective in both helping to improve the behaviour and the learning outcomes of children with attachment and behaviour difficulties.
- c. 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.
- d. The establishment of Longhaugh Support Group. Children of primary school age are selected to attend this group for up to 4 days a week returning to their home school on the remaining days. 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.
- 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.
- 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 digital exam papers, 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, Bengali, Cantonese, Urdu and Polish is offered, 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. Exploring the use of intuitive applications on tablets for those with a visual impairment or a communication difficulty
- k. The use of closed captions or subtitles when delivering the curriculum via media e.g. DVDs

- l. Shared assessment and planning for transition is now part of the suite of individualised planning documents available on Support for Pupils. 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 a child's additional support needs are appropriately supported.

**Planning for transition:**

Pupil C, a boy with a severe visual impairment, is in P7 at his local mainstream school. He has a high level of support from MSS staff (visiting teacher of VI, ASNA, mobility and rehabilitation worker). As part of the preparations being made for C's transition to secondary school, the mobility and rehabilitation worker - along with the visiting teacher of VI - has already met with representatives of the school staff (SfL teacher and a DHT) to discuss the necessary adaptations to the school environment, which will allow C to be as independent as possible. These include markings on stairs and the use of an appropriate font style and size on classroom door notices. The mobility and rehabilitation worker will also work directly with C, up to and throughout the summer holidays, taking him on visits to the building so as to familiarise him with routes around the school.

- m. 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.

**Makaton training in Kingspark School** - school staff have been offered sessions on Makaton to enable whole school communication. This was initially for class staff (teacher, ASNA, EYP) but has been extended to office staff, bus drivers and home – school transport escorts. Also staff from Tayside Contracts who serve the school lunches were offered the training and this has enabled them to communicate effectively with pupils at meal times. There was a business within the local community that pupils visit as part of their Health and Wellbeing lessons. The owner has taken part in Makaton sessions so she can communicate with the pupils when they visit her café and this was facilitated over the summer break 2012. She now has the tools to communicate with pupils when they come into her café and she has adapted her menu with symbols so pupils can visualise what they are going to buy; this has made pupils feel very welcome and included.

- n. A Staff Tutor ensures that school staff in all sectors across the city are appropriately supported with regard to moving and handling and administration of medication. For example:

**Moving & Handling training in Kingspark** – this training is delivered to all appropriate staff and there are yearly updates to ensure good practice is maintained. This allows pupils to take part in the whole school curriculum of PE, Swimming and Outdoor Education.

- o. Attachment and children's social and emotional development is now embedded in the training programme for primary and secondary Newly Qualified Teachers (NQT) in partnership with NQT Coordinators
- p. A significant feature in our early years sector is multi-agency integrated planning and delivery of support for children with additional support needs

- q. All primary schools and Kingspark School have a Health Assistant. Health Assistants help all children to develop informed attitudes and healthy life style choices.
- r. 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.

### **Scottish Football Association training**

Child D, a promising footballer, was selected to participate in intensive training offered, in his secondary school during school hours, by the SFA. He is severely deaf and, though a skilled lip reader and a good hearing aid user, would have had great difficulty in following all the instructions and advice given. Multi Sensory Service (MSS) staff were timetabled to support D in his training sessions, interpreting the coaches' words in British Sign Language. MSS staff also worked with him in tutorial periods to help D complete class work he had missed.

- s. Health Promoting School; pupils with a disability are actively involved in a wide range of activities which include tooth brushing, 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.
- t. Promoting learning through support from partner agencies and voluntary sector such as, Barnardo's 'Circles Around Dundee', SPACE, Disability Scotland, Parent to Parent, School Nurse, Community Police Officers.
- u. Promoting re-engagement with teenagers challenged by social, emotional and behavioural needs through involvement with Princes Trust (Fairbridge).
- v. 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.
- w. Hospital teaching is provided for children and young people who are unable to access learning due to a required stay in hospital.
- x. 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 on-going access audits of mainstream establishments in order to assess the accessibility of school premises for individual pupils, and these assessments continuously inform the department.

#### **Portable Soundfield Systems:**

Soundfield systems have been introduced to 10 classrooms in primary schools across the city, to support the needs of pupils with a range of degrees of hearing loss. The systems enable the teacher's voice to be heard equally well at any point in the room and also have the effect of reducing background noise. As a result, listening becomes less stressful for the pupils and they can concentrate on the information being imparted, rather than on trying to hear it. Teachers have reported benefits including deaf pupils having better access to information, being more involved in class and group discussions and appearing less tired throughout the day.

#### Summary of schools **barrier-free for pupil accessibility** in December 2012

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 2009-12.

Sector	Total number of establishments		No. of barrier-free establishments		% of barrier-free establishments	
	2009	2012	2009	2012	2009	2012
Year	2009	2012	2009	2012	2009	2012
Nursery	8	7	6	6	75%	86%
Primary	37	36	13	15	35%	42%
Secondary	9	9	6	6	66%	66%
Off-site	3	3	0	0	0%	0%
Special	2	2	2	2	100%	100%
Music Centre	1	1	1	1	100%	100%
TOTAL	60	58	28	30	47%	52%

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

**Nursery Sector:** Longhaugh, Menziesshill, Jessie Porter and Woodlea

**Primary Sector:** Claypotts Castle, Craigiebarns, Craigowl, Downfield, Fintry, Forthill, Mill of Mains, Our Lady's, Rowantree, St Andrew's, St Pius, St Ninian's, Ballumbie, St Joseph's and Victoria Park

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

**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. The table below illustrates the progress made within the lifetime of the previous Accessibility Strategy 2009-12 with regard to schools meeting **minimum standards of visitor accessibility**. Locally defined minimum accessibility standards for visitors are given in Appendix 2.

Sector	Total number of establishments		Number of establishments meeting locally defined minimum accessibility standards		% of establishments meeting those standards	
	2009	2012	2009	2012	2009	2012
Year	2009	2012	2009	2012	2009	2012
Nursery	8	7	7	7	87%	100%
Primary	37	36	18	23	49%	64%
Secondary	9	9	7	7	78%	78%
Off-site	3	3	1	1	33%	33%
Special	2	2	2	2	100%	100%
Music Centre	1	1	1	1	100%	100%
TOTAL	60	58	36	41	60%	71%

26. It is recognised that particular arrangements, responsive to individual levels of need, have 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.
27. Health professionals and specialist advisors undertake on-going 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

28. Information that is normally provided in writing (such as hand-outs, timetables and textbooks) can be made more accessible by providing it:
- in Braille
  - in large print
  - on audiotape
  - using a symbol system
  - with translation or access to an interpreter
29. 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.

#### **Kingspark School – Social Stories**

Staff at Kingspark worked with NHS staff to establish a set of visual communication symbols and basic Makaton signs to support children when they have a planned stay in hospital. NHS staff are able to use the communication system the children are most familiar with thus seeking to reduce the stress of a stay in hospital, visit to the dentist or other healthcare professional.

This 'social story' is used throughout the school to assist pupils through difficult situations. This tool was used with pupils across the whole school during the vaccination process for Swine Flu. This enabled staff to prepare pupils for an event in school which otherwise would have been a very stressful encounter and the two days of immunisation sessions were incident free.

#### **Consultation**

As part of our recent consultation exercise a number of schools symbolised the pupil questionnaires to support the participation of young people with communication difficulties.

### **ESTABLISHING PRIORITIES through Consultation**

31. Priorities were established by the Education Equality Group following:
  - consultation with pupils
  - 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 2009-2012 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 on-going 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

### **Pupil Consultation**

In January 2013 we asked 71 young people with a disability if they were keeping up with the work in class and we got a resounding 69% Yes or thumbs up to this question. 6% said no or not sure. We asked what was difficult and Maths inched ahead with 17% of the responses. However, 27% said they had no difficult subjects. When asked if they had anyone to talk to about what they find hard all respondents mentioned a member of the school staff. Family and friends also featured highly. However, when we asked them if they talked to anyone regarding their disability 25% said they did not talk to anyone.

When the young people were asked if they had the same opportunities as others, 62% said yes while 8% thought they got more opportunities than their classmates. 11% thought they did not get the same opportunities as others. When asked if there was something they would like to do but could not, 37% said no. The other responses ranged from sporting activities to bringing in toys.

Appendix 3 provides a collation of the responses.

## **SUMMARY OF PRIORITIES FOR THE ACCESSIBILITY STRATEGY 2013-2016**

### **Access to the curriculum**

Kingspark School continues to be part of the National Autistic Society's accreditation process.

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.

Consolidate the use of ABLe Champions in schools to promote access and inclusion.

Evaluate the systems and processes which monitor and manage the use of technology aids and equipment for children with a disability.

Raise awareness of use of media which offers subtitles or closed captions.

Set up a group to develop the Isability programme to support pupils with developmental co-ordination difficulties.

Promote improved access to the wider curriculum e.g. leisure and sports activities.

Extend partnership working with:

- Speech and Language Therapy on assessment/profiling and parental support for pupils for whom English is an additional language
- Speech and Language Therapy on augmentative and alternative communication

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

In terms of ensuring compliance with legislation, the Education Equalities group will publish, monitor and review the Accessibility Strategy for the Department over a 3-year cycle. The Education Equality Group will link directly with the corporate Equalities Group and the Additional Support Needs Strategy Group to ensure that accessibility issues raised are appropriately managed.

Ensure best value by monitoring expenditure associated with accessibility

Personal Emergency Egress Plans (PEEPs) will be in place for all pupils with a disability

Make available the Dundee Schools Physical Access Good Practice Guide

A programme of improvements in 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, staff and visitors. It will also expand the availability of school facilities to community groups which have members who are wheelchair users.

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.

An on-going process of audit of premises and grounds will ensure that adaptations will be needs-driven and, where funding is available, adaptations will also be undertaken on an anticipatory basis.

### **Improving communication**

To support pupils and parents with English as an additional language, flexibly deploy bilingual workers in the main community languages.

Annual parental surveys will be translated into minority ethnic languages, ensuring improved access to communication and information for parents, where requested.

The authority will continue to support Pupil Councils as a feature of communication for all pupils in primary, secondary and special schools as part of the wider citizenship agenda.

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.

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.

Implement the guidelines on "Promoting Inclusion through Symbolisation of the Environment" and make basic packs available to all educational establishments within early years, primary, secondary, special and offsite sectors. This will support improved

communications by providing a set of generic symbols for use in all schools across the city. This will provide consistency for staff and support home school partnerships as the same symbols can be used at home.

### **LINKS WITH OTHER PLANS**

32. 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:

- Equality Outcomes (to be published April 2013)
- Education Department Service Improvement Plan
- School Improvement 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**

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.

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.

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 2013-16

<b>Outcome:</b>						
<b>1. Access to the curriculum</b>						
<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?)	
<b>1.1</b> Children and young people are supported to access all areas of the curriculum	Children and young people will have greater opportunities to experience success.	Quality Indicators within How Good is Our School.	Ensure that appropriate resources are available	Head of Secondary and Support for Learning	2013-16	
		Extended Reviews	Through Workforce Planning ensure appropriate levels of staffing	Human Resources Manager	2013-6	
		Annual Reviews	Explore the use of tablet technology to enhance communication	Additional support Needs Services Manager	2014	
		HMIe Inspection Reports	Promote the purchase of media with subtitles or closed captions	Team Leader, Multi Sensory Service	2013-16	
	Children and young people will have greater opportunities to develop positive relationships with their peer group through the extended curriculum.	Feedback from surveys	Record of participation levels	Establish a group to develop the Isability programme for use across the city	Additional support Needs Services Manager	2013
		Monitor, review and record the progress of all children	Annual report from Princes Trust (Fairbrige)	Continue to support through funding the Princes Trust (Fairbrige)	Head of Secondary and Support for Learning	2013-16
		SQA Results and all of above		Extend partnership working to increase opportunities in and out of school e.g. Leisure & Communities	Team Leader, Multi Sensory Service	2013-16
		Record of participation levels		Access to a range of	Team Leader,	
Children and young people will						

	English as an additional language will have increased opportunities.		language exams/ESOL/flexible learning packages in partnership with Dundee College.	Bilingual Pupil Support Service	2013-16
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<b>Outcome: 2. Improvements to the physical Environment</b>					
<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?)
Through the Equality Group ensure priorities regarding the physical environment are met	More schools are made more accessible.	Fulfilment of Statutory Duties, How Good is our School, HMIe	The Equality Group will meet on a termly basis to monitor and update progress within the Action Plan	Education Manager	2013-16
	Fewer pupils experience difficulties in relation to access issues.	There is a clear audit trail of all expenditure.	Manage and monitor expenditure through the Finance Group (a sub group of the Equalities)	Education Manager	2013-16
	Audit trail shows how expenditure is allocated.	Expenditure remains within budget.			
	Funding supports the implementation of the strategy.	The ability to accommodate unplanned adjustments within the planning framework.			
		Adaptations to buildings are planned and within budget			
		Adaptations are completed timeously.			

2.2 Involvement of parents and pupils in assessment of needs leading to physical improvements that promote access	The needs of children continue to be identified from an early age.  Pupils and their parents continue to feel involved, valued and respected within an inclusive approach to planning for transition.	Early Years Placement Panel and Nursery to Primary Placement Panel have the necessary information to make informed recommendations regarding placement of young people with a disability.  Pupil's needs are met without undue delay.	Engage in planning with NHS Tayside regarding the needs of children from birth. Involve parents, young people and other agencies, as appropriate, in the planning for transition.	Additional support Needs Services Manager	2013-16
	Adaptations and supply of specialist equipment continues to be made in preparation/ anticipation of addressing individual needs.	All equipment is logged and identified as to its worthiness and location.	Implement an electronic monitoring system for adaptation/specialist equipment.	Additional support Needs Services Manager	2013

<b>Outcome: 3. Improving Communication</b>					
<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?)
<b>3.1</b> Children and young people are supported to develop and maintain friendships with their peers	Children and young people feel a sense of well-being resulting from positive peer friendships	Pupil surveys	Promote the use of PALS (resiliency project) as a resource to support development of peer relationships	Education Manager	2013
		Pupil Feedback  Analysis of consultation information from both formal and informal routes (see p13)	Promote the use of nurturing principles	Principal Educational Psychologist	2013-16
<b>3.2</b> Children and young people have access to alternative means of communication	Children and young people's communication skills are enhanced by the use of technology and specially trained staff	as above	Fund the development of a bank of technology aids for use across the city	Education Manager	2013-16
			Promote the use of core visual communication symbols across all sectors	Additional Support Needs Services Manager	2013
<b>3.3</b> Children and young people are supported to ensure their views are shared	Children and young people feel they are listened to and their opinions are valued  Parents and carers can access appropriate support to allow them to participate fully in their child's education	Focus Groups Parent Surveys Level of involvement in formal processes	Support involvement of pupils in Pupil Councils	All	2013-16
			Support the use of bilingual workers in the main community languages.	Team Leaders, Bilingual Pupil Support Service	2013-16
			Facilitate the input of a communication worker to support the involvement of pupil, and parent/carer in planning meetings.	Team Leader, Multi Sensory Service	2013-16

### 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>
<p>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</p>	<p>Physical Impairment            Mental Impairment            Autistic 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</p> <p><b>Pupils who automatically meet DDA requirements</b></p> <p>Cancer, HIV, Multiple Sclerosis,            Certified/registered visual impaired            Severe long-term disfigurement</p>

There may be overlapping areas of the two Acts.

e.g. A child covered by the DDA may also have Additional Support Needs under the ASfL Act.

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

### 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**

**71 returns**

Dear Pupil,

We are interested in helping pupils do the best they can in school. What you think about how we do this is important. Please help us to understand by answering some questions. These questions were written with the help of a pupil who has a disability.

1. Do you think that you are keeping up with work in class?  
**Thumbs up response**  
**Yes x 49**  
**Sometimes x 4**  
**I need time to understand the work x 2**  
**Most of the time x 4**  
**Not sure, I think I am**  
**A wee bit**  
**Don't know**  
**No, but I am catching up**  
**Not with maths but other stuff**  
**No x 4**
  
2. Do you find that there are some subjects/activities in school that are particularly hard for you because of your difficulties/disability?  
**Yes – tricky numbers, have help from class staff,**  
**Yes x 5**  
**Reading x 4 and number work x 2, logging on to the computer, research on the computer, writing x 7, assembly x 4**  
**Gym x 7, Maths x 12, Computing x 2, French, Spelling, Music & Drama x 6, Science RME x 4, health x 2, CDT (cutting things) x 2**  
**The language in Biology**  
**No x 19**  
**Not now**  
**Not really x 3**  
**Colouring in**  
**Work**  
**Trying to lace knots**  
**It gets hard because my leg gets sore**  
**Playtimes**  
**Homework**  
**Looking at the board**  
**Print is too small**  
**Some text books**
  
3. Is there anyone you can talk to about things that you find hard?  
**Teacher or ASNA x 65**  
**Dinner ladies help at lunch times**  
**Yes x 13**  
**Depends on the problem**  
**Parents, friends and teachers**  
**No x 4**  
**Not really x 2**  
**I find nothing hard**  
**My friend/s x 12**  
**Family x 10**

**Everyone**  
**Occupational therapist**

4. Who is it that helps you most in school?  
**Named Individual staff x 69**  
**Classmates/friends x 7**  
**Family x 6**  
**Occupational therapist**  
**I help myself x 2**
  
5. Have you ever talked to them about your difficulties/disability?  
**No x 18**  
**Yes x 47**
  
6. Do you think you are given the same opportunities to do things in school that your friends are doing or do you think your difficulties/disability stop this?  
**Lots of opportunities x2**  
**Difficulties when not enough staff to assist pupils in wheelchairs**  
**Feel that's not fair they can't all get out together**  
**Yes x 44**  
**We feel we do more x 4**  
**Some classes I don't go to so I don't know**  
**Not really x 2, Don't know**  
**Sometimes x 3**  
**No x 4**  
**No, I am big**  
**No I have to go to therapy**  
**No I get help from the teacher**  
**Everything but some P.E. x 2**
  
7. Is there anything in school that you would like to do but cannot? What do you think would make it more possible for you to do this thing?  
**Everything they can do x 3**  
**Basketball I hope to start going soon x 2, Netball, Maybe swimming**  
**No x 26**  
**Not sure x 2**  
**Cooking but we don't have the facilities**  
**Don't know x 2**  
**Nothing really/manage everything x 2**  
**Science, when I get better at science**  
**Go out more independently**  
**Join in with the class every day**  
**Play with my friends at playtime and lunchtime**  
**Be friends with people x 3**  
**I would like to bring my toys in x 2**  
**Choosing x 3**  
**Drawing**  
**Maths**  
**Watch TV**  
**Go on trips if I behave**  
**Being able to read better, a coloured line would help**  
**To go swimming but it is such a long walk and there is no transport**  
**Different gym – exercise**  
**Mainstream English**  
**Social Subjects**

**REPORT TO: EDUCATION COMMITTEE - 25 MARCH 2013**  
**REPORT ON: CURRICULUM FOR EXCELLENCE - PROGRESS REPORT**  
**REPORT BY: DIRECTOR OF EDUCATION**  
**REPORT NO: 151-2013**

## **1.0 PURPOSE OF REPORT**

1.1 To update the Education Committee on the implementation of the national Curriculum for Excellence programme in schools.

## **2.0 RECOMMENDATIONS**

2.1 The Education Committee is recommended to:

- note the contents of this report; and
- instruct the Director of Education to continue to provide regular updates on the implementation progress of CfE.

## **3.0 FINANCIAL IMPLICATIONS**

3.1 None.

## **4.0 CURRICULUM FOR EXCELLENCE: RATIONALE**

4.1 The purpose of Curriculum for Excellence is to ensure that the quality of educational provision and experiences throughout Scotland are appropriate for life, learning and work in the 21<sup>st</sup> century. This aim links to several outcome statements in the current Dundee Single Outcome Agreement, particularly Outcome 2: *Our people will be better educated and skilled within a city renowned for learning, research, innovation and culture*; and Outcome 3: *Our children will be safe, healthy, achieving, nurtured, active, respected, responsible and included*. The expectation is that the full implementation of CfE will raise standards, improve knowledge and develop the relevant skills, to help children and young people to achieve these outcomes.

4.2 To guarantee a shared understanding the implementation process, a local Curriculum for Excellence Timeline has been produced that ensures coherence between national, local authority and school developments. (See Appendix 1 'Curriculum for Excellence Implementation Priorities and Timeline' August 2012-June 2013).

## **5.0 EARLY LEVEL AND PRIMARY – NURSERY-P7**

5.1 A clear curricular structure is well embedded from early years to the end of P7. All schools are developing programmes of learning that are based on the 3-15 outcomes and experiences to reflect the principles and practices of CfE.

5.2 The development of core skills is central to all curricular programmes and includes extensive partnership working which is a strong feature in early years and primary education.

### 5.3 **Literacy Numeracy and Health and Well Being**

The areas of Literacy, Numeracy and Health and Well Being are given high priority within schools at the planning and assessment stage. Over the last 3 years a number of developments are underway to promote these key areas of the curriculum including:

- All Partner Provider Nurseries have Literacy, Numeracy & HWB Champions to ensure that even our youngest learners have daily Literacy, Numeracy & HWB experiences. Some of our local authority nurseries have adopted Champions in these curricular areas.
- The majority of partner provider nurseries (21 settings) have an identified Science Champion. This designated practitioner ensures that children have rich science opportunities and experiences linking with CfE experiences and outcomes. Science Champions held a show case event to share good practice with our local authority nursery staff.
- The authority Literacy Strategy Group have produced Literacy Guidelines for all schools and are currently piloting the use of 'Read,Write,Inc' in conjunction with the Educational Psychology Service. This forms part of the authority aim to adopt a coherent approach to literacy development from 3-18.
- The authority Numeracy Strategy Group is currently revising Numeracy Guidelines for the city and reviewing programmes of work in the primary sector.
- To support delivery of Health and Wellbeing experiences and outcomes, medical, nursing and dentistry students from the University of Dundee visit primary schools to deliver lessons which explore health issues and to provide positive role models for the children.
- Almost all Nursery and Primary Schools have achieved Health Promoting Schools accreditation.

### 5.4 **Responsive Planning**

Developing approaches to planning which are responsive to children and are aligned to the principles of CfE provide all staff with the opportunity to review established practice in relation to planning. This emphasises:

- the need to regularly use reflective questions to evaluate the learning and teaching within the centre
- the importance of gathering high quality information from observations and using this to provide a meaningful learning experience that meets the needs of individual children

Developments in relation to Curricular Champions and Responsive Planning have gained favourable comment from Education Scotland (HMle) and the Care Inspectorate.

### 5.5 **Developing Leadership for Learning**

Local authority staff and Partner Providers are reviewing the learning and teaching approaches in their centres to ensure that children are seen as partners in learning

process and that they have opportunities for actively participating in the planning, shaping and demonstrating of their own learning.

## **6.0 SECONDARY – JUNIOR PHASE S1-3**

6.1 Schools have in place clear curriculum guidelines for the broad general education (BGE) S1-3 based on guidance from the Scottish Government and Dundee City Council Guidelines. Timetabling arrangements have been reviewed to ensure that a broad general education is delivered up to and including the third curriculum level, with opportunities to specialise in the fourth level, without narrowing options for the senior phase. There has been increased engagement with parents to ensure that they are fully aware of current developments and the implications of them for their young people. Other key developments include:

- Staff are familiar with the Experiences and Outcomes (Es & Os) and are increasingly using them effectively to plan for learning, teaching and assessment in S1-S3.
- Staff in all schools are aware of their responsibility to contribute to and monitor pupil progress and development in respect of Literacy, Numeracy and Health and Wellbeing. Many are indulging in innovative ways to address this, in most cases led by established staff working groups.
- Secondary staff are engaged with Scottish Survey of Literacy and Numeracy (SSLN) developments, making use of SSLN reports and using national support materials to inform practice.
- The Mentoring Programme adopted in an increasing number of secondary schools involves guidance staff identifying a small group of pupils who lack confidence or have low self-esteem but who with encouragement could do well. They are linked with mentors from the world of work who meet with them regularly to provide coaching.
- Training and exemplification for the S3 Profile is taking place and there is awareness of its value in recognising and recording pupil achievement.
- Guidelines on the Role of the Tutor Teacher, produced by an Education Department Tutor Working Group, are intended to support schools with continuing developments in the area of form tutors and their potential support role in delivering aspects of pupils' CfE entitlement to support.
- The Education Department are also providing CPD for guidance teachers aimed at developing their confidence and competence in leading, managing, training and supporting tutor teams. This will build schools' capacity to extend tutoring and so provide adequate support to every young person.

## **7.0 SECONDARY – SENIOR PHASE S4-6**

### **7.1 Context, Entitlements and Structure of the Senior Phase**

7.1.1 The Senior Phase refers to the curriculum and planned learning experiences for young people after S3. This is a critical change from the current model which groups S3 and S4 together and S5 and S6 separately. In accordance with our S1-S6 Curriculum Guidelines, all current S3 pupils will experience a senior phase commencing in May/June 2013. The new National 1 to National 5 qualifications will be introduced in session 2013/14, followed by the new Higher in session 2014/15 and Advanced Higher in session 2015/16.

Following the completion of S3 to S4 course choice procedures in March 2013, pupils will study a maximum of 6 subjects at National 4 and 5 level in S4 and up to 5 Highers/AHs in S5/6. Given the importance of English and Mathematics for vocational and FE / HE purposes, all pupils will continue to study these subjects up to the highest level of which they are capable. At the start of S4 most pupils will follow a two year course of study continuing with 5 of their 6 S4 subjects in S5. Partnership working has resulted in a revised College Senior Phase link programme that will expand vocational opportunities for young people. At present 200+ places are available for pupil choice at S4.

Following consultation with staff, all pupils from S4-S6 within Kingspark School will have the opportunity to complete National 1 and National 2 qualifications across all areas of the curriculum. In continuing to ensure that young people are better prepared for the adult world, young people will have the opportunity to participate in enterprise activities, independent travel experiences and opportunities to take forward their own learning in areas of special interest.

## **7.2 Schools State of Readiness for New National Qualifications in Session 2013/14**

7.2.1 The most recent feedback from secondary/special Head Teachers and local engagement activity between central support staff and subject Principal Teachers, indicates that all schools are prepared and ready to launch the new SQA National Qualifications at the start of school session in mid May 2013. There is a strong recognition that secondary teachers across Dundee have worked extremely diligently in preparation for the introduction and implementation of the new qualifications.

## **7.3 Support to Schools in Preparation for New SQA Qualifications**

7.3.1 In preparation for the introduction of new National Qualifications and associated assessment procedures, throughout session 2012-2013:

- In-house training/CPD events pertaining to the new National Qualifications have continued to take place within all schools. Curriculum for Excellence monies devolved to schools and related funding devolved to subject networks have further supported related training and resource preparation for teaching staff.
- Bi-annual meetings of Subject Networks have remained central to school preparations and state of readiness for the new qualifications.
- Significant numbers of teaching staff have attended national SQA curriculum area training events.
- Subject implementation events targeted at Principal Teachers and led by SQA Qualifications Development staff, have provided useful updates and guidance on course delivery and assessment for the new national qualifications.
- Schools are in the process of submitting final estimates of pupil candidates at each level (National 3, 4 or 5) for all subjects.
- Around 50 staff have been put forward as subject experts and will shortly receive training in this area. They will play a key role in developing staff knowledge, understanding and awareness of new national assessment standards associated with the new qualifications.

## **7.4 Support for Pupils and Parents**

7.4.1 S3 parents and pupils have been well supported by schools in S4 course choice procedures. A number of parent/pupil engagement events in relation to the new National Qualifications have taken place.

- 7.4.2 An information leaflet entitled 'SQA National Qualifications – Questions from Parents' has been published on the Education Department internet quick links section.

## **8.0 LEARNING AND TEACHING, ASSESSMENT AND MODERATION DEVELOPMENTS**

- 8.1 Staff across all sectors have been involved in Professional Development training relating to all aspects of CfE. This has included looking at pedagogy, planning, use of the National assessment Resource and other aspects of assessment, profiling and e-portfolios.

### **8.2 Learning and Teaching**

- 8.2.1 All our primary and secondary schools have participated in Co-operative Learning academies. The total number of staff involved, thus far, is 411 with further academies to follow. This training has been extremely well received by staff and the evaluations are among the most positive of any CPD that has been provided in the Department.

We are anticipating that all staff will have been trained within the next 18 months.

To support the continued development of Cooperative Learning a number of mentor/supporter teachers will be given additional training to provide future peer support in this important area.

### **8.3 Planning for Learning, Teaching and Assessment**

- 8.3.1 As part of the on-going Continuous Professional Development on planning for learning, teaching and assessment, staff have been using the National Assessment Resource flowchart as a planning tool. Practitioners have also been asked to plan for interdisciplinary learning.

### **8.4 Assessment**

- 8.4.1 An Assessment, Recording and Reporting Group (ARR), and sub groups for Profiling, Reporting and Standardised Assessment, meet regularly. Progress has been made on all tasks outlined in the CfE Timeline (attached).

- 8.5 Assessment and moderation being a priority in School Improvement Plans. As such approaches to assessment, moderation, tracking and reporting are being developed in all schools. The Assessment Wheel on the local GLOW site is well used by all schools to access information, resources and guidance. National GLOW events, links with Education Scotland, support events, focus groups and links with other authorities have all led to a better shared understanding of standards across schools.

### **8.6 Moderation**

Schools and Clusters are engaged in quality moderation work as part of our work on assessment. This has resulted in an increased level of understanding regarding assessment within CfE. Subject Quality Assurance Groups have been set up and operate as follows:

- More than 80 practitioners from across early years, primary and secondary schools, as well as representatives from private partners, have participated in Subject Quality Assurance Groups. Planned learning was delivered to learners and assessment evidence gathered. 60 colleagues attended to moderate the planning and pupil evidence.
- Over 40 exemplars across a range of curriculum areas were submitted for further quality assurance by a local steering group.

### **8.7 Local Contribution to the National Assessment Resource (NAR)**

Six schools/clusters have, so far, contributed to the National Assessment Resource and some have received a Quality Mark through the National Quality Assurance process. This session, there is continued engagement at national level with projects in a variety of contexts such as:-

- The Baldragon Academy Cluster is currently involved in an Education Scotland funded innovation project focussing on the development of approaches to moderation within Level 2 and Level 3 Science.
- The Grove Academy cluster is currently involved in a project building on prior cluster initiatives around assessment and moderation. Around 18 staff from the cluster are involved in the project, which focuses on developing a consistent approach to assessment and moderation of Interdisciplinary Learning.
- Positive comment on a prior moderation example from Kingspark has resulted in Education Scotland considering an application for further development of the project.

### **8.11 Profiling**

The production of pupil profiles across sectors continues to develop as a means of recording pupil achievements and recognising learning that takes place across each context for learning within CfE. Key developments include:

- Early Level Portfolios of learning have been developed and are available on the Assessment Wheel on GLOW. This has enhanced transition across Early Level.
- In June 2012 every P7 pupil developed a profile which was shared with parents.
- Significant work has been undertaken to develop a common approach to S3 profiles which will result in each S3 pupil completing a profile in June 2013.
- 2 schools have been selected to participate in a national case study based on their excellent work in profiling.

### **8.12 Reporting**

A working group which includes parents has revised the approach to reporting and the format to be used so that these reflect CfE. Guidelines and a new reporting format to support staff in providing helpful reports are in draft form and will be finalised by May 2013.

## **9.0 CONCLUDING COMMENTS**

- 9.1 Education staff at all levels are working hard to ensure that all young people have an educational experience appropriate to their needs and more relevant and coherent learning opportunities. Implementing Curriculum for Excellence has led to increased collaboration amongst teaching staff and greater partnership working.

- 9.2 Teaching staff, particularly at secondary level, are anxious to maintain and build on the positive trends of recent years in relation to attainment as they move to the New Qualifications framework.
- 9.3 A key issue for staff is the time frame for implementation and the schedule for the release of key documents to guide their preparations and developments. It is anticipated nationally that the development will take place over a number of sessions.
- 9.4 Dundee City Schools have made some excellent progress towards this over the last 3 years however the Education Department and schools are aware of the continuing challenges that the programme poses.

## **10 POLICY IMPLICATIONS**

This report has been screened for any policy implications in respect of sustainability, strategic environmental assessment, anti-poverty, equality impact assessment and risk management. There are no major issues. An Equality Impact Assessment has been carried out and will be available on the Council Web Site at <http://www.dundee.gov.uk/equanddiv/equimpact/>

## **11 CONSULTATION**

- 11.1 The Chief Executive, Director of Corporate Services, Head of Democratic and Legal Services, Head Teachers, Senior Management Team, Education Managers and Quality Improvement Officers have been consulted in the preparation of this report.

## **12 BACKGROUND PAPERS**

- 12.1 Equality Impact Assessment.

Michael Wood  
Director of Education  
12 March 2013

## **Dundee City Council - Education Department**

### **Curriculum for Excellence Implementation Priorities and Timeline**

**August 2012 - June 2013**

The timeline identifies key elements in our strategy for delivering CfE from 3 -18. These are based on the national Curriculum for Excellence Programme Framework outlined by Education Scotland on behalf of Scottish Government and the national CfE Programme Board. This framework is based around 3 themes and articulates with the 7 CfE entitlement statements that have been introduced nationally both to track the implementation progress of CfE and use as a basis for reporting progress to local stakeholders through local Improvement Objective/Standards and Quality Reports.

Column 1 - lists the development themes with key milestones and timescales

Column 2- outlines national developments that are anticipated and will form the basis of national support that will be provided during the session

Column 3 - indicates the kind of support and guidance the Department will provide during this period with lists of the specific tasks to be undertaken and, where relevant, completion dates.

Column 4 - outlines, in general terms, a range of actions which schools will be expected to undertake in the course of this session

<b>Theme - Assessment, Moderation and Reporting</b>			
<b>Key Milestones</b>	<b>National Support to be Provided</b>	<b>Actions by Education Department</b>	<b>Action by Schools</b>
<p><b>Assessment</b> - Assessment approaches are in place within schools, between schools and other centres; between authorities and colleges and at national level. These approaches are providing robust evidence of whether standards are improving and where further effort is required.</p>	<ul style="list-style-type: none"> <li>Education Scotland inspection advice note to schools and establishments on how national expectations will be addressed in inspections will be updated to reflect the milestones for 2012-2013 and issued June 2012.</li> </ul>	<ul style="list-style-type: none"> <li>Continuation of ARR theme group and appropriate sub groups.</li> <li>Continue to develop strong and productive links with Angus and Perth and Kinross Councils and further extend opportunities for cross authority working.</li> <li>Draft guidance on Assessment to be evaluated and amended, as appropriate by June 2013.</li> </ul>	<ul style="list-style-type: none"> <li>Development groups in schools continue with clear remits and identified outcomes/success criteria defined from national and local expectations.</li> <li>Build on experiences of assessment practice to date to further embed and develop consistent and rigorous approaches to assessment in line with national and local guidance.</li> <li>SIP 3 year overview to demonstrate a clear focus on developing assessment, including professional dialogue and moderation.</li> <li>Action plans for 2012-13 demonstrate the strategic intent with focussed and clear outcomes identified.</li> <li>Support the review and evaluation of Assessment Interim Guidance document.</li> <li>Schools have in place their own Assessment Guidelines</li> </ul>

<p>Every P7 pupil has a profile by June 2012</p> <p>Second year of P7 profiles in June 2013 reflects embedding of good practice, with an increased number available electronically.</p> <p>Every S3 pupil has a profile by June 2013.</p> <p>Where possible, pupil profiles are available as part of a learner's e-portfolio.</p>	<ul style="list-style-type: none"> <li>• Additional exemplars of P7 profiles available on NAR June 2012.</li> <li>• S3 profile exemplars published June - December 2012.</li> <li>• Education Scotland to identify and share current practices in e-portfolios April - June 2013.</li> </ul>	<p>Review of national P7 profile if appropriate. Define the Dundee P7 profile (ongoing).</p> <ul style="list-style-type: none"> <li>• Review of national S3 profile exemplification along with developments in SEEMIS.</li> <li>• Define the S3 Profile and ensure full training for staff.</li> <li>• Development of GLOW e-portfolios as the main profiling tool for upper primary and secondary pupils. CPD twilights developed and delivered for school staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide staff with time and training for the further development and completion of P7 profiles.</li> <li>• Training and exemplification of S3 Profile - plan for completion of first S3 profile by June 2013. Schools plan for development of profiles.</li> <li>• Involve and inform parents as developments progress - parental profile leaflet produced and distributed (June 2012).</li> <li>• Review system for recognising and recording achievement and ensure sufficient learning discussions/target setting time is provided for pupils to use achievement information along with additional learning to best effect.</li> <li>• Provide opportunities for staff training relating to e-portfolios</li> </ul>
<p>Reporting arrangements to parents are discussed with each school's Parent Council in May - June 2012.</p>	<ul style="list-style-type: none"> <li>• Exemplars of EA approaches to performance reporting published September 2012.</li> </ul>	<ul style="list-style-type: none"> <li>• Further development of parental reports and guidance re expectations for common approach to level and progress descriptions at defined stages (by April 2013).</li> </ul>	<ul style="list-style-type: none"> <li>• Fully engage parents in all developments around reporting at all levels.</li> <li>• Feedback on Early Level prompt questions and guide further work in this area.</li> </ul>

<p>Increased understanding by parents of standards is reported. Further improvements introduced during 2012-2013.</p>	<ul style="list-style-type: none"> <li>• Support and information for Parent Council Chairs and parents provided by National Parent Forum of Scotland (NPFS), through newsletters/ mailings and their Annual Conference in October 2012.</li> <li>• Q &amp; A on understanding of assessment for parents developed in partnership with NPFS published on Parentzone April 2012.</li> </ul>	<ul style="list-style-type: none"> <li>• Support for schools as required.</li> </ul>	<ul style="list-style-type: none"> <li>• Further engagement with parents as required to ensure understanding of standards.</li> </ul>
<p>Exemplars on the links between QA and moderation 3-18 and the approach to QA of the new qualifications from August 2012.</p>	<ul style="list-style-type: none"> <li>• Allocation of £3.7m in 2012-2013 to local authorities for assessment and moderation.</li> <li>• Exemplars on whole class, school or associated schools group assessment published June 2012.</li> <li>• Support to schools and clusters in place through the Innovation Fund - August 2012 - March 2013. (Innovation summit September 2012 on QA and moderation approaches).</li> </ul>	<ul style="list-style-type: none"> <li>• Formation of Local Quality Assurance Overview Group to oversee development of approaches to moderation and quality assurance within BGE.</li> <li>• Formation of Subject Quality Assurance Groups to: <ul style="list-style-type: none"> <li>• develop exemplification of planning for learning, teaching and assessment</li> <li>• moderate evidence to support the development of a shared understanding of standards</li> <li>• enhance cross sectoral working and approaches to assessment</li> </ul> </li> <li>• Develop Local Assessment Resource.</li> </ul>	<ul style="list-style-type: none"> <li>• Senior staff from all sectors participate in LQAOG formation and development.</li> <li>• Staff work with colleagues across sectors and stages to share thinking on assessment practice and ensure progression.</li> <li>• Schools facilitate involvement of staff in SQAG exemplification development.</li> <li>• Schools familiarise with LAR and begin using materials to benchmark work within levels and develop approaches to assessment and moderation.</li> </ul>

		<ul style="list-style-type: none"> <li>• Continue to contribute to national NAR development work and arrange cascade training and sharing of good practice by June 2013.</li>   <li>• Local Authority nominate staff for central verification and facilitate opportunities for developing local moderation (see separate timeline).</li>   <li>• Facilitate CPD on new moderation process for National Qualifications.             <ul style="list-style-type: none"> <li>○ Initial presentation to PT Networks May/June 2012</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Schools familiarise with NAR resource and begin using materials to benchmark work within levels and develop approaches to assessment and moderation.</li>   <li>• PT Secondary Curriculum Network meetings will carry out a moderation activity in May 2012.</li>   <li>• Staff from all sectors engage in meaningful moderation processes to develop robust assessment exemplars.</li>   <li>• Facilitation of CPD led by staff involved in SQAG developments.</li>   <li>• Schools nominate staff for involvement in SQA moderation and verification procedures and training.</li>   <li>• Familiarisation of new moderation process.</li> <li>• Facilitation of CPD led by staff involved in SQA processes</li> </ul>
	<ul style="list-style-type: none"> <li>• Guidance on assessing progress and achievement in each curriculum area published</li> </ul>	<ul style="list-style-type: none"> <li>• On Track With Learning implementation supported through</li> </ul>	

	<p>December 2012 and monitoring and tracking learners' achievements published in March 2013.</p>	<ul style="list-style-type: none"> <li>• Training of trainers for phase 1 pilot schools (Sept-2012)</li> <li>• Phase 1 trainers commence school/cluster training of staff (Oct - Dec 2012)</li> <li>• Familiarisation training for non-pilot school staff made available (Oct 2012)</li> <li>• Expand training through phase 2 (Jan-Jun 2013)</li> <li>• Full implementation supported from Aug 2013</li> </ul>	<ul style="list-style-type: none"> <li>• Pilot schools engage in phase 1 process.</li> <li>• All schools engage with training prior to full implementation</li> <li>• All staff begin to develop planning for learning, teaching and assessment in line with BtC5 and using On Track With Learning.</li> </ul>
<p>The revised requirements of the school handbook are in place for 2012 publication. Guidance issued to local authorities in September 2012.</p>		<ul style="list-style-type: none"> <li>• National guidance reviewed and shared with schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Schools consider national guidance in review of handbook.</li> </ul>
<p>SSLN (Literacy) Results spring 2013.</p>	<ul style="list-style-type: none"> <li>• Learning and teaching materials based on SSLN (Numeracy) priority areas produced from March - September 2012.</li> <li>• Learning and teaching materials based on SSLN (Literacy) priority areas produced following the publication of the SSLN report - September 2013.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff engaged in national work to support SSLN and SQA developments - define opportunities for utilising and cascading the experience and expertise of those trained.</li> </ul>	<ul style="list-style-type: none"> <li>• Schools support nominated staff in SQA/SSLN developments and look at opportunities to cascade and share professional experiences and knowledge.</li> <li>• Staff consider SSLN reports and engage with national support materials.</li> </ul>
		<ul style="list-style-type: none"> <li>• Review approaches to baseline, standardised and diagnostic assessment</li> <li>• Monitor the use and impact of</li> </ul>	<ul style="list-style-type: none"> <li>• CPD and staff development on use of these assessments.</li> <li>• Analysis of data - Head Teachers with staff and across</li> </ul>

		<p>standardised tests.</p> <ul style="list-style-type: none"> <li>LA engagement at attainment meetings throughout 2012/13.</li> </ul>	<p>cluster.</p>
	<ul style="list-style-type: none"> <li>Build on CPDFind work with partners to improve online support for continuing professional learning and leadership.</li> <li>The school inspection framework includes a number of themes from <i>Teaching Scotland's Future</i> eg the quality of career-long professional learning, leadership for learning, mentoring and support for students and newly qualified teachers. Inspectors support and challenge improvement in these areas through professional dialogue on inspections.</li> </ul>	<ul style="list-style-type: none"> <li>CPD developed and delivered for school staff.</li> <li>School staff supported to develop and lead CPD.</li> <li>Staff are supported to develop their professional learning and capacity for leadership.</li> <li>Private partner early years centres to be given opportunities to join developments and attend relevant CPD.</li> </ul>	<ul style="list-style-type: none"> <li>CPD opportunities facilitated for all staff.</li> <li>CPD developed within schools, clusters, networks to support peers.</li> <li>Staff are supported to develop their professional learning and capacity for leadership.</li> </ul>

**Theme - Broad General Education**

<b>Key milestones</b>	<b>National Support to be Provided</b>	<b>Actions by Education Department</b>	<b>Action by Schools</b>
<p><b>Broad general education</b> - embed broad general education entitlement including establishing a firm platform for subsequent progression into the Senior Phase. Strong focus on ensuring depth and breadth in learning and embedding the assessment approaches described above.</p>	<p>As above (assessment). In addition:</p>	<ul style="list-style-type: none"> <li>Cooperative learning training provided.</li> </ul>	<ul style="list-style-type: none"> <li>Active learning is taken forward through engagement with, and development of, cooperative learning techniques.</li> <li>Schools to facilitate staff participation on Cooperative Learning Academies.</li> </ul>

		<ul style="list-style-type: none"> <li>• Development of Learning and Teaching policy and toolkit.</li> </ul>	
<p>Schools' transition arrangements and the provision of the entitlement to supporting learners into P1 and between P7 and S1 are clear to pupils, parents and the respective establishments.</p>	<ul style="list-style-type: none"> <li>• Targeted support to primary schools to support planning for progression through the broad general education is ongoing April 2012-2013.</li> <li>• Targeted support to assist transition to S1 and progress in broad general education between S1-S3 and into senior phase provided April 2012 - March 2013.</li> <li>• Online materials to illustrate progress through broad general education published in August 2012.</li> </ul>	<ul style="list-style-type: none"> <li>• Continued focus on transition arrangements to ensure smooth progression, particularly for learners moving into P1 and S1, including a focus on how secondary schools make use of pupil data including P7 profiles.</li> <li>• Review of School Improvement Plans and curriculum maps from centres to ensure coherence of curriculum and entitlement to broad general education 3-15.</li> <li>• Continued support and CPD provided on planning for learning, teaching, assessment and moderation.</li> </ul>	<ul style="list-style-type: none"> <li>• Continued focus on ensuring effective transition arrangements are in place in all aspects</li> <li>• Improvement plans set out delivery proposals for a coherent curriculum and the broad general education entitlement 3-15.</li> <li>• Schools have in place clear curriculum guidelines for the BGE based on guidance from Scottish Government and DCC Guidelines</li> <li>• School quality assurance arrangements ensure:             <ul style="list-style-type: none"> <li>that curriculum planning embraces all curriculum design principles including breadth, depth and progression;</li> <li>the existence of:                 <ul style="list-style-type: none"> <li>effective approaches to planning for learning, teaching and assessment; planned ;</li> <li>the developing use by staff of the E&amp;Os, learning intentions and success criteria, a variety of assessment approaches and learner engagement in assessment, with effective feedback.</li> </ul> </li> </ul> </li> </ul>

		<ul style="list-style-type: none"><li>• Development of Literacy and Numeracy priorities taken forward by strategy groups.</li><li>• Continue to provide training and advice on SSLN (using evidence and support from ES/SQA).</li></ul>	<p>Planned staff engagement in moderation activity centred on professional dialogue focussed on the evidence produced by learners and the quality of teachers' planning.</p> <ul style="list-style-type: none"><li>• Continued staff participation in PRD arrangements allowing for the self evaluation of learning and teaching in order to meet learner needs.</li><li>• Improvement plans include proposals for raising standards in literacy and numeracy, based on evaluation and review of prior development.</li><li>• Staff involved in SSLN are supported and cascade knowledge/skills</li><li>• Literacy, Numeracy and HWB E&amp;Os are evident in planning and assessment.</li><li>• All staff take responsibility for planning and delivery the appropriate element of the Responsibility of All E&amp;Os.</li><li>• Leaders in centres continue to ensure that approaches to planning, delivery and assessment of literacy, numeracy and health and wellbeing are progressing.</li></ul>
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<p>Pupils in S3 have moved towards greater specialisation as they prepare for National Qualifications in S4.</p> <p>Parents have greater understanding of purpose and benefits of BGE, including how and why changes to curriculum structures are being introduced.</p>	<ul style="list-style-type: none"> <li>• Self-evaluation tools to assess the quality of curriculum planning published in March 2013.</li> <li>• Information for parents on broad general education produced by Education Scotland by June 2012.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to support training in and development of Health and Wellbeing.</li> <li>• Support for progressive Outdoor learning through Ancrum pilot project</li> <li>• Secondary curriculum maps reviewed to ensure broad general education is delivered up to and including the third curriculum level, with opportunities to specialise in the fourth level, and no narrowing of options for senior phase.</li> <li>• Breadth, depth and progression across the curriculum are considered within review.</li> <li>• Continuing partnership and engagement with parents to ensure developing understanding of structure and benefits of BGE and of new NQs.</li> </ul>	<ul style="list-style-type: none"> <li>• Health and Wellbeing included in improvement plans, demonstrating priorities and delivery across the curriculum.</li> <li>• School staff engage in training with Ancrum as appropriate.</li> <li>• Results on Ancrum pilot project considered in regard to potential future engagement.</li> <li>• Secondary schools and OES Learning Centres review timetabling arrangements to ensure broad general education is delivered up to and including the third curriculum level, with opportunities to specialise in the fourth level, and no narrowing of options for senior phase.</li> <li>• Timetabling and options discussed with parent councils.</li> <li>• Secondary schools/OES Learning Centres ensure focus of parental engagement in S2 relates to entitlement and benefit of BGE, with specialisation. Focus in S3 on progress and transition to senior phase.</li> <li>• Ongoing planned partnership events with parents to ensure understanding of structures and benefits of curriculum.</li> </ul>
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**Theme - Senior Phase**

<b>Key milestones</b>	<b>National Support to be Provided</b>	<b>Actions by Education Department</b>	<b>Action by Schools</b>
<p><b>Senior Phase</b> - further support for schools, local authorities and their partners in planning the senior phase with a particular focus on diversity of provision, attainment of qualifications and wider achievement.</p>	<p>As above where relevant (assessment and broad general education) In addition:</p>		
<p>Report on June CfE Management Board on findings of Education Scotland audit.</p>	<ul style="list-style-type: none"> <li>• Education Scotland reports to local authorities on its audit of readiness and proposals for acting on its findings.</li> <li>• Support provided where identified by the audit.</li> <li>• Allocation of £3.5m in 2012-2013 to local authorities to help secondary schools prepare for the move from the broad general education in S1-3 through to introduction of the new courses for the National Qualifications in S4.</li> </ul>	<ul style="list-style-type: none"> <li>• Education Scotland audit considered and relevant information shared with schools.</li> <li>• Devolved budgets made available to subject networks to support implementation of new NQ courses.</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant information from Education Scotland audit is considered.</li> </ul>
<p>Publication of Final NQ specifications at National 2, 3, 4 and 5 and Higher in April 2012.</p> <p>Course materials to support practitioners published from April 2012.</p> <p>Professional learning events to</p>	<ul style="list-style-type: none"> <li>• Support events and online exemplars continue for planning for the senior phase April - June 2012.</li> <li>• Assessment materials to support the new qualifications at National 2, 3, 4 and 5 to be made available in phased</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing communication and support surrounding new National Qualifications .</li> <li>• Selections made of staff to attend SQA events and opportunities provided to cascade information.</li> </ul>	<ul style="list-style-type: none"> <li>• Schools to facilitate staff attendance at professional learning events including SQA Subject Implementation Events on National Qualifications</li> </ul>

<p>enable every principal subject teachers to discuss the NQ requirements.</p>	<p>approach over the period April 2013.</p> <ul style="list-style-type: none"> <li>• Support events and materials for the new National Qualifications May 2012 - April 2013.</li> <li>• Scotland's Colleges develop and deliver a range of support events to colleges based on individual context and need.</li> </ul>	<ul style="list-style-type: none"> <li>• Procedure defined and information shared with schools regarding nomination by DCC of staff for SQA internal verification procedures.</li> <li>• Outcome of DCC nominations to SQA shared with schools/centres.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff nominated as appropriate for consideration to be part of SQA internal verification procedures (by 28th September 2012) and opportunities provided for cascading of information and CPD for colleagues.</li> </ul>
<p>Universities Scotland report and recommendation on articulating Curriculum for Excellence principles with admission requirements published in May 2012 and HE institutions publish their response as a matter of urgency during 2012-2013.</p>		<ul style="list-style-type: none"> <li>• Continue to monitor publications and share relevant information with schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing partnerships between school and college to ensure smooth transition for young people moving into full or in part from school to college.</li> <li>• Ongoing communication with parents to ensure information is shared on new NQs and post-16 options.</li> </ul>