

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	
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, Menzieshill, 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

Outcome: 1. Access to the curriculum					
Intermediate Outcome (What are our long-term goals?)	Outcome/Output (What will this achieve?)	Performance Indicator (How will we measure success?)	Action (What will we do)	Lead Person/s (Who is responsible for this task?)	Timescale (When will we do this?)
1.1 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			
		HMle Inspection Reports	Explore the use of tablet technology to enhance communication	Additional support Needs Services Manager	2014
		Feedback from surveys			
		Monitor, review and record the progress of all children	Promote the purchase of media with subtitles or closed captions	Team Leader, Multi Sensory Service	2013-16
		SQA Results and all of above			
	Children and young people will have greater opportunities to develop positive relationships with their peer group through the extended curriculum.	Record of participation levels	Establish a group to develop the Isability programme for use across the city	Additional support Needs Services Manager	2013
		Annual report from Princes Trust (Fairbridge)	Continue to support through funding the Princes Trust (Fairbridge)	Head of Secondary and Support for Learning	2013-16
			Extend partnership working to increase opportunities in and out of school e.g. Leisure & Communities	Team Leader, Multi Sensory Service	2013-16
	Children and young people will		Access to a range of	Team Leader,	

	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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Outcome:**2. Improvements to the physical Environment**

Intermediate Outcome (What are our long-term goals?)	Outcome/Output (What will this achieve?)	Performance Indicator (How will we measure success?)	Action (What will we do)	Lead Person/s (Who is responsible for this task?)	Timescale (When will we do this?)
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, HMle	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. Audit trail shows how expenditure is allocated. Funding supports the implementation of the strategy.	There is a clear audit trail of all expenditure. Expenditure remains within budget. The ability to accommodate unplanned adjustments within the planning framework. Adaptations to buildings are planned and within budget Adaptations are completed timeously.	Manage and monitor expenditure through the Finance Group (a sub group of the Equalities)	Education Manager	2013-16

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

Outcome: 3. Improving Communication					
Intermediate Outcome (What are our long-term goals?)	Outcome/Output (What will this achieve?)	Performance Indicator (How will we measure success?)	Action (What will we do)	Lead Person/s (Who is responsible for this task?)	Timescale (When will we do this?)
3.1 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
3.2 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
3.3 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/carers in planning meetings.	Team Leader, Multi Sensory Service	2013-16

Appendix 1

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

Pupils who may require additional support for learning - ASfL Act	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
<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>Pupils who automatically meet DDA requirements</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