
Report to Education, Sport and Leisure Committee

Date of Meeting: 28 April 2016

Subject: Education Service's Accessibility Strategy 2016-2019

Report by: Head of Education

1.0 Purpose

- 1.1. Under the Education (Scotland) Act 2002 the Education Service has developed an Accessibility Strategy for 2016 – 2019.
- 1.2. This report and the draft strategy attached, set out how the Education Service will meet their accessibility planning duties.

2.0 Recommendations

It is recommended that the Education, Sport and Leisure Committee agrees:-

- 2.1. To the Accessibility Strategy and identified actions being put into effect.

3.0 Considerations

Background

- 3.1. The Accessibility Strategy has been developed in line with Government guidance which supports the Education service with its duty to plan improvements for disabled pupils' access to education.
- 3.2. The duties require the Education Service to continuously improve three aspects of service delivery: the physical environment of schools, access to participation in the curriculum and communication with children and young people who have a disability.
- 3.3. The Education Service strategy sits within the wider responsibilities of the Council to pursue equality for its citizens, communities and employees through the agreed range of Equality Outcomes. It provides further detail of the Education Service's work to plan improvements for disabled pupils' access to education.
- 3.4. The strategy has been developed following a consultation process with relevant council services, parents, carers, children and young people and school staff.

Development of the Education Service's Accessibility Strategy

- 3.5. The Education Service's Accessibility Strategy has been developed with regard for the current financial considerations. Clackmannanshire Council processes ensure that identified access and support issues are addressed for children and young people with disabilities. Initial consideration is given to operational practices before physical works are agreed.
- 3.6. The Accessibility Strategy does not increase the demand on resources and the number and scope of outstanding accessibility issues is improving as schools are built and refurbished.

Consultation

- 3.7. A consultation process was designed in agreement with staff and parent council network representatives and launched in May 2015. Responses were received between May and September 2015.
- 3.8. Parent focus groups enabled further discussion on the feedback in September 2015. Follow-up discussions with Headteachers children and parents helped to support understanding of feedback and in some cases led to immediate improvement activity.
- 3.9. One focus group discussion was designed to support parents for whom English is an additional language to contribute their views.
- 3.10. Children and young people with additional support needs were supported by staff in school and the Inclusion Service to contribute to the consultation.
- 3.11. 134 people responded to the survey. 85 children contributing to the survey with 16 identifying themselves as having an additional support need. 33 parents and 16 staff responded.

Implementation and Monitoring

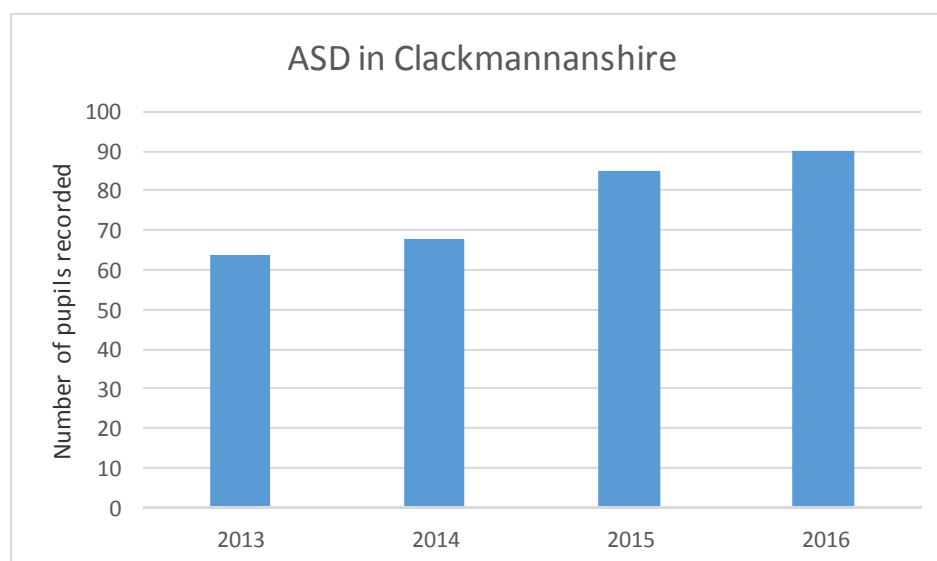
- 3.12. An Education Service's Accessibility Strategy Action Plan focus group has formed to develop the action plan.
- 3.13. Following the Committee's decision, the Accessibility Strategy will be implemented across the Council. This will be reflected in the Education Service business planning and improvement planning in schools and establishments.
- 3.14. The improvement activities will be evaluated annually within the usual planning processes and the strategy will be evaluated formally and a new plan developed at the end of the three year period.

Implications of the Accessibility Strategy

- 3.15. The implications of the strategy include proposed actions on how Clackmannanshire Council Education Service will continuously improve access to education for children and young people with disabilities when planning delivery of its services.

3.16. Education proposals build upon existing practice which are described in practice examples and maintenance activities detailed in the strategy. Recent Accessibility activities have improved access for children and young people with a wide range of needs. For example:

3.16.1 An Education Service Priority to develop specialist placements for children with Autism has led to ongoing development of spaces in Alva Secondary and Primary schools. Ready for the 2015 to 2016 session work was completed in the Secondary school. Increased space is required in the Primary Autism Provision and there will be four small class spaces available to meet need for the 2016 to 2017 school session. In addition parents have supported fund-raising efforts to improve access to outdoor learning and play for the primary children.



3.16.2 The Education Service made a successful bid for funding to support the development of understanding, skills and practice in the assessment and use of augmentative and alternative communication. This work was carried out in close partnership with health colleagues and resulted in the development of guidance and training which supports wider access to the curriculum and enables children and young people to exercise their 'Right to Speak'.

3.16.3 In 2014/15 and 2015/16 the majority of minor adaptations to Clackmannanshire schools were to facilitate smooth transitions into nursery and from nursery to primary one. A number of schools required improvements to toilet facilities including hand rails, lowering of sinks and dispensers as well as the installation of ramps and rails through the school to improve access. Improvements were also made to Lochies School with the introduction of blinds and blackout material to meet the sensory needs of a number of children.

- 3.17. The Action Plan details proposals for improvement for children and young people with a disability, including:
- 3.17.1 Improving accessibility of the physical environment with accurate record keeping to inform strategic planning, increased awareness at school level of access requirements and improved use of visuals to support social communication.
 - 3.17.2 Improving participation in the curriculum by involving children and young people more fully in their planning processes, developing children's understanding of their learning and improving our assessment of identified needs for support and use of resources and equipment.
 - 3.17.3 Improving communication with children and young people by reviewing the provision of information through leaflets and websites, developing staff skills in using supportive communication resources and approaches and developing creative use of a range of digital learning tools.

Conclusions

- 3.18. Development of the Education Service's Accessibility Strategy highlighted Clackmannanshire Council Education service success in meeting the standards outlined in the Education (Disability Strategies and Pupils' Educational Records)(Scotland) Act 2002.
- 3.19. During the consultation processes areas for development were identified and these, along with current priorities for the service, have informed the high level actions identified in the attached strategy.

4.0 Sustainability Implications

- 4.1. The paper has no sustainability implications

5.0 Resource Implications

- 5.1. The paper has no financial implications
- 5.2. Financial Details
- 5.3. The full financial implications of the recommendations are set out in the report. This includes a reference to full life cycle costs where appropriate. Yes
- 5.4. Finance have been consulted and have agreed the financial implications as set out in the report. Yes
- 5.5. Staffing

6.0 Exempt Reports

6.1. Is this report exempt? Yes (please detail the reasons for exemption below) No

7.0 Declarations

The recommendations contained within this report support or implement our Corporate Priorities and Council Policies.

(1) **Our Priorities** (Please double click on the check box)

- | | |
|--|-------------------------------------|
| The area has a positive image and attracts people and businesses | <input type="checkbox"/> |
| Our communities are more cohesive and inclusive | <input checked="" type="checkbox"/> |
| People are better skilled, trained and ready for learning and employment | <input type="checkbox"/> |
| Our communities are safer | <input type="checkbox"/> |
| Vulnerable people and families are supported | <input checked="" type="checkbox"/> |
| Substance misuse and its effects are reduced | <input type="checkbox"/> |
| Health is improving and health inequalities are reducing | <input type="checkbox"/> |
| The environment is protected and enhanced for all | <input type="checkbox"/> |
| The Council is effective, efficient and recognised for excellence | <input checked="" type="checkbox"/> |

(2) **Council Policies** (Please detail)

Making Clackmannanshire Better

8.0 Equalities Impact

8.1 Have you undertaken the required equalities impact assessment to ensure that no groups are adversely affected by the recommendations?
Yes No

9.0 Legality

9.1 It has been confirmed that in adopting the recommendations contained in this report, the Council is acting within its legal powers. Yes

10.0 Appendices

10.1 Appendix 1 - Education Service's Accessibility Strategy Document

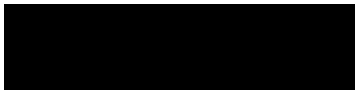
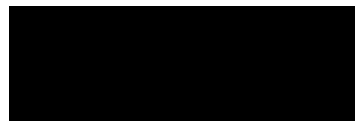
11.0 Background Papers

11.1 Have you used other documents to compile your report? (All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered)
Yes (please list the documents below) No

Author(s)

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**Clackmannanshire
Council**

Clackmannanshire Council

Accessibility Strategy

2016 – 2019



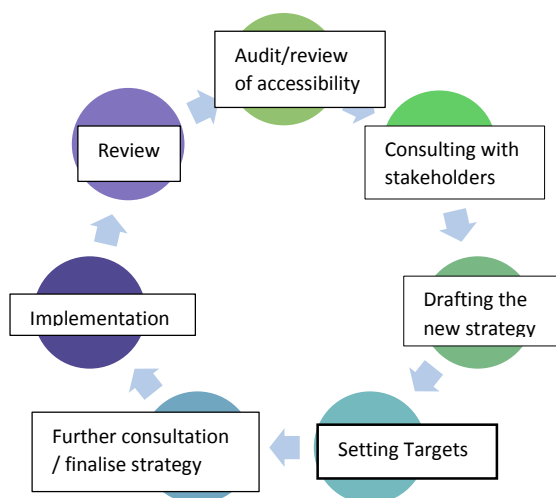
Clackmannanshire Council Education Service values and respects the diverse communities it serves and has policy and guidance documents in place to support its existing strong record of inclusion for children and young people with a disability / Additional Support Need (ASN). The Accessibility Strategy is complementary to the currently provided range of policy, guidance and supports: Education Strategy 2014-2017, Equality Strategy 2013-2017, Asset Management Strategy 2014 and ICT Strategy 2020. In order to improve educational outcomes for all children and young people throughout Clackmannanshire we will ensure that the particular needs of children and young people with a disability / ASN and their families, are recognised:

- We will deliver services that are accessible to all
- Communication barriers to accessing services and facilities are reduced
- Physical barriers to accessing services and facilities are reduced

In 2014 the Scottish Government carried out a consultation to review and update processes used by local authority Education Services to plan for continuous improvement of accessibility planning for children and young people. Accessibility Strategies should be developed and updated every three years to meet the planning duties under the Education (Disability Strategies and pupils' Educational Records) (Scotland) Act 2002 (the Act) ¹

New guidance was developed on preparing and reviewing Accessibility strategies, "Planning improvements for disabled pupils' access to education. Guidance for education authorities, independent and grant-aided schools." Scottish Government (2014). ²

This guidance, shown in the diagram, was used to complete this strategy.



For the purposes of the Strategy, a person is disabled if: *'He or she has a mental or physical impairment which has a substantial and long-term effect on his or her ability to carry out normal day to day activities'*. ³

Accessibility is also considered for the wider group of children and young people not defined as disabled but who have an Additional Support Need.

Clackmannanshire Council's Accessibility Strategy 2016 – 2019 details how we will meet the accessibility planning duties as stated in the Act:

- **improve the physical environment of schools, to enable better access to education and associated services**
- **improve access to participating in the curriculum for all children and young people who have a disability or additional support need**
- **improve communication with children and young people who have a disability or additional support need in relation to the provision of information in appropriate alternative formats, taking account of any support need preferences expressed by them or their parents**

¹The Act

http://www.scottish.parliament.uk/S1_Bills/Education%20%28Disability%20Strategies%20and%20Pupil%20Educational%20Records%29%20%28Scotland%29%20Bill/b45bs1.pdf

² Guidance document <http://www.gov.scot/Resource/0046/00462611.pdf> ³ Definition of disability – Guidance document pp 8/9

The development of the strategy

1 Audit / review of accessibility

Meetings were held with Asset Management, ICT support staff and all schools were audited on their accessibility. Account was also taken of policies, processes and procedures currently in place in Clackmannanshire Council, where disability and ASN are referenced.

Ongoing planning and development has ensured that in Clackmannanshire, all schools and nurseries are Disability and Discrimination Act (DDA)³ compliant and accessible for the children and young people currently in school. This strategy highlights the need to continually audit and maintain this standard and prioritises the processes which ensure any adaptations or upgrades required to meet the needs of all children and young people, are fully met. Feedback showed this to be the case.

Reasonable adjustments⁴ are made for some children and young people with a disability or additional support needs to ensure accessibility. Some case studies are included throughout the strategy to illustrate accessibility themes. A completed ICT Accessibility Planning Checklist shows that the council meets a high standard regarding accessibility for children and young people with a disability / ASN.⁵

James attends his local mainstream primary school and with support is able to access the curriculum successfully of his P4 class. He is quadriplegic and has no oral communication. He communicates using a Tobii Eye gaze PC system. Using his augmentative and alternative communication, James is encouraged to and is able to express his own thoughts and opinions and is involved in leading his own learning. He does the same learning as his peers such as accessing the class novel and being able to participate in the learning with his peers, using his Eye gaze. He enjoys sport and has personally achieved well in his chosen sport. He is a valued member of the class and the school community.

2 Consulting with stakeholders

Questionnaires were compiled around the three planning duties above and these were sent out to all schools for distribution to all pupils, their parents / carers and all staff.

The responses gave data around:

- Are the three planning duty areas accessible for all?
- If not, why not?
- How could improvements be made?

Consultation initially went out as one document to both Clackmannanshire and Stirling councils and it was following this that the councils made the decision to return to two separate councils by 2017, therefore two separate strategies were written from that point.

³ The Disability Discrimination Act (DDA) 2005 amends the DDA 1995 to place a duty on all public authorities to promote disability equality. <http://www.legislation.gov.uk/ukpga/2005/13/contents>

⁴ <http://www.gov.scot/Topics/People/Equality/disability/publicsectorduty>

⁵ http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0ahUKEwj27s6FxrKAhVBWhQKHbEiD6EQFggtMAI&url=http%3A%2F%2Fwww.equalityhumanrights.com%2Fsites%2Fdefault%2Ffiles%2Fpublication_word%2FReasonable%2520adjustments%2520for%2520disabled%2520pupils%2520Scotland_0.doc&usq=AFQiCNHwkfRPs25NwsM1QwcAsUza7JZmGQ&sig2=JkSHXcy2Xa84KACKqrd8Og&bvm=bv.112064104.d.ZWU

⁵ ICT Accessibility Planning / Improvement Checklists taken from the guidance document – see footnote 2 – completed 2015

3 Drafting the new strategy based on all consultation feedback.

Number of responses: Total 134

- 85 children and young people responded and 16 identified themselves as having a disability or additional support need.
- 33 parents responded. 10 parents in total did not say if they were from Stirling or Clackmannanshire so for some of the individual council information they could not be counted. Therefore 23 responses were counted for the total percentages but comments made by all the parents were taken account of if possible. 1 parent said they had a disability.
- 16 staff responded and 1 said that they had a disability.

Data was compiled and analysed from the consultation forms and from the focus groups. Overall responses illustrated a high level of accessibility and gave positive feedback for the work of schools nurseries and services. However, analysis of results and additional comments also gave a clear direction for the Education Service to support the development of an action plan for the next three year period.

Duty 1 Physical access consultation:

Children and Young People responses

- All children and young people (100%) said that it was either easy or sometimes easy to access their classroom. There were only 3 children, none of whom had a disability/ ASN, who said that access was 'sometimes easy' and no reasons were given.
- The 1 child who said that it is 'never easy' to access their classroom does not have a disability / ASN but they are from an older school building that was described as, "a bit of a warren." Despite this it is fully accessible.
- All children and young people, said that it was either easy or sometimes easy to access their playground / school grounds.
- 100% of those with a disability or ASN said that access was easy.
- Only 3 pupils said that physical access was only sometimes easy and a reason given for this: "Make the school bell (buzzer sound) a little louder outside for the pupils at the trim trail as Mrs ____, DHT said that last year." "More toys outside."
- 100% of the children and young people, including all who declared themselves as having a disability/ASN said that it was either easy or sometimes easy to access any area of the school where access was needed.

Nick is a three-year-old child who has suffered from seizures since his infancy. Most aspects of his development has been significantly affected by his medical history - for example, although he is the same size as his peers (if not taller), it is only within the past several months that he learned to sit unsupported, and could begin to bear weight on his feet (with support). The nursery staff have gone for training in physical handling and the aspects of personal care that Nick will require. When these needs arise, there will be a staffing ratio of 2:1. During other nursery activities, a staff member devoted to Nick and one other pupil with disabilities will help to ensure that the learning (particularly sensory or exploratory) is as accessible as possible. Nursery staff will also be guided by Nick's specialist Speech and Language Therapist in reinforcing communication goals, such as encouraging Nick to show interest/preference by looking, gesturing, or picking up an item. Nick's mother is a health professional and she is aware that Nick may well require specialist educational provision in the future, but she wanted him to have the opportunity to attend his local mainstream nursery, and the TAC have engaged in collaborative planning to make this possible.

- Some reasons given for not 100% easy access included:
“A lift would be a good idea” and “Too many doors.”
- One young person in a wheelchair said that they could not access upper floors:
“I am in a wheelchair so I can't access upstairs.” The reason for this given by the school was that there was not a suitable individualised evacuation chair for the young person as they were not aware that there was such a chair available. This information was passed to the ASN Officer, who immediately put into action the provision of the required chair for the young person.
- Almost all children and young people said that it was either easy or sometimes easy to access the toilets.
- 100% of the children / YP with a disability / ASN said that access was always easy to the toilets. No reasons were given by those who said that access was only 'sometimes easy'.
- Only 2 children without a disability / ASN and 1 with said that access to the changing rooms was 'sometimes easy'. Almost all children and young people said that it was either easy or sometimes easy to access the changing room, if there was one in the school. Just over one fifth of those who responded said that a changing room was not in their school. Most primary schools do have changing rooms which accounts for the large number saying that they were not needed. No reasons were given by those who said that access was less than easy.
- Almost all children and young people, 76% said that it was either easy or sometimes easy to access school activities or clubs and this increased to 90% for those children / YP with a disability / ASN. 21% of children/YP said that they did not need/use activities in school. This should be questioned by parents and staff.
- Improvements that children / YP suggested included: “More time at gym,” “More spelling,” “More writing,” “More maths,” “More books,” “More maths.” All of these were written by pupils from the same primary school so perhaps some literacy / numeracy / H&W clubs could be formed.
- Some improvements suggested that all came from a unit for young people with complex needs: “Links with mainstream.”

- 100% of CYP with a disability/ASN said that access was easy to school activities and trips.
- 99% of all pupils said that access to school trips was 'easy' or 'sometimes easy'

Parent/ Carer responses

- 98% of parents who responded said that access to the car park was either always easy, sometimes easy or not needed.
- For some parents, knowing what they can access is not always clear when they are visiting their child's school: "There is no access to the car park or any toilets."
- If schools have a car park they are primarily for school staff and there is a minimum of one disabled bay with more bays in larger schools for anyone with a disability. One parent with a disability is able to access the building through the school's main door but has difficulty accessing through their child's nursery entrance due to the slope of the path. This is considered a reasonable adjustment made by the school. "Access to the main reception is ok but access to where the children have to line up is not easy to get to. I don't know what can be done to make this easier. The school have offered to take my child in through the main reception but it means not going in with classmates. I have been determined to limit the effect my disability has on my child so I have opted not to do this. I also want to see my child go in the same as everyone else."
- What parents said about what improvements could be made to make the physical access to their child's school easier for someone with a disability: "Bigger car park. Even the staff and teachers don't all get a space."
- Some parents were happy that no improvements were needed: "Everything can be found easily". "None at all everything's fine". "None".
- 100% of parents who responded said that access to the reception was easy or sometimes easy.
- 96% of parents said that access to school toilets was easy or sometimes easy or not needed. All school toilets are accessible for all and there are disabled toilets which meet DDA standards. Good signage and communication is needed to ensure that parents know what areas are open to them in schools.
- 6 out of the 23 parents who took part in the consultation said that their child had a disability or additional support need. All of these parents (100%) said that it was always easy for their child to access the physical environment of their school:
 - Their classroom
 - Toilets
 - Changing room if there was one available
 - Any area in the school that they needed to go to

Staff

- 100% of staff said that access was easy/sometimes easy to the school playground, reception, classrooms and any area needed by anyone visiting the school.
- 85% said that access to the car park was easy/sometimes easy. Reasons given for less than 100% easy access to the car park included: "As a disabled teacher I only work

part time. I have a blue badge and a use of one of the disabled parking bays. When I have a late start I have had on occasion problems finding a bay.” and “Car park too small.”

- Staff suggested improvements that could be made to improve the physical access to their school and these now form actions to be taken forward in the strategy:
 - Automatic internal doors giving a wider access point
 - “In my case I only want a guaranteed place to park when I have a late start.”
 - “Installation of ramp into garden area at rear of the building.” (One was requested and installed 2015)
 - “Larger car park and entrance.”
 - “Not enough keys to allow access to some areas which are locked. Every staff to be issued keys for their department.”
 - Risk assessments are carried out on each child with ASN re trips, depending on needs and availability of parents support.”
 - “No disabled access from upper school down to infant area.”

Overall feedback confirmed that physical access to our schools is good and meets with DDA requirements and any suggested improvements that have come from the consultation now form actions in the strategy action plan, in line with best practice, for the next three years and beyond.

Duty 2 Curriculum access consultation responses

Children and Young People

- 99% of all the children / YP and 90% of children / YP with a disability / ASN said that they learned in the same way as everyone else.
- All 100% of the children / YP with a disability / ASN said that they were given their work in a way that supported learning, with the necessary specialist equipment to support their learning and they were supported by adults, other than the teacher, if needed.
- All pupils were asked what improvements could be made / were made to make their learning easier for them and they said: “Using the computer / laptop.”, “Pictures, symbols, remove unnecessary text, make simpler.”, “more time”, “Nothing”, “writing”, “quiet classroom clear visible instructions”, “Links with mainstream”, “School diary”

Pupils within severe and complex needs provisions (Lochies and EASN) are fully involved in expressing their views on their learning during a review meeting. The young people are fully prepared before their meeting, making choices using symbols. The 'my meeting pack' prepares the young person for the meeting by telling them when, where and who will be at the meeting. The young person is able to say what they like in school and what they are learning. The pupils are able to self-evaluate their learning by saying what they are good at, what they are getting better at and what they need to practice. We have had some very honest and spot on evaluations! Pupils are present for their review and listen to what is said about them. Young people are also consulted through talking mats.

Parents

- 83% of parents who responded about their child with a disability / ASN said that it was easy or sometimes easy for their child to do the same learning as everyone else without the need for differentiation.
- 100% of parents of children with a disability / ASN said that their child was given their curriculum in the best way for them to learn and they were given the support needed.
- 100% said that their child's homework was presented well to help their child learn.
- 66% said that their child did not need any specialist equipment.

Staff

- 100% of staff said they differentiated the learning for all CYP.
- 94% said that they provided specialist equipment or it was not needed.
- 87% said that ICT adaptations were provided or it was not needed.
- 86% said that additional adult support was provided or it was not needed.

Staff in a complex needs provision were given eye gaze training as they were supporting a pupil using eye gaze. Consideration was also given to putting eye gaze and communication aids to networks for updating software. The school considered this to be a reasonable adjustment to support their young people with complex needs.

The feedback provided information about what we could do to improve curriculum accessibility for children and young people with a disability or additional support need and this has informed our action planning.

Duty 3 Communication access consultation responses Children and Young People

- 88% of all CYP and 100% of children / YP with a disability / ASN who responded said that they were asked about their learning.
- 100% % of CYP with a disability / ASN said that they were asked to attend meetings when their learning was being discussed.
- 82% of all CYP said that they were asked to attend meetings when their learning was being discussed.
- 100% of the children /YP with a disability / ASN said they were helped to understand about their learning.

Developing a 'Total Communication Environment'

Our school is for nursery and primary age children with severe and complex additional support needs. Every pupil at the school has delay to their expressive and receptive language and communication skills. We have worked to ensure that our children have maximum opportunities to communicate their wants, needs and opinions at all opportunities throughout each day. Here are some of the strategies and interventions we use at our school;

- Our staff are trained in the use of Boardmaker and the entire school is visually signposted for our children to understand where they are in the school and also where they will be going to during transitions in class and around the school environment.
- Some children use Picture Exchange Communication (PECs) to express their wants and needs, we have staff who have attended the PECs course who then are able to take the children through the systematic stages of PECs. As part of the PECs process the children will use now and next cards, working for cards and schedules to help them to orientate their way through each day.
- Some of our children are not at the stage of being able to understand Boardmaker signs or photographs to make sense of the environment around them and so they use Objects of Reference (OOR) which are used consistently throughout the school to help the children to understand what task/activity/place they will be going to next.
- Some of our children have dual sensory impairments and so they benefit from staff using On Body Signing which again signposts to the children what is happening next. These children also very much benefit from using OOR too.
- Our children use a variety of Augmentative and Alternative Communication (AAC) devices which can be programmed for use as communication aids for our pupils. These devices are voice output devices which vary from iPads to Big Mack switches.
- This session we have invested hugely in moving the school forward in its use of Makaton. All of our Teaching Staff, Support Workers and four Learning Assistants at Lochies were successful in gaining their Makaton Foundation Certificate in October 2015. To accommodate as many staff gaining this certificate we planned for the course to take place over 8 twilight sessions at the school, rather than staff taking two days out of the school term to achieve this. Our regional Makaton tutor carried out an audit of the staffs use of Makaton both pre and post training and this has shown an increase of over 40% of staff actively using Makaton within the school. We are now planning to install a wide screen television where video clips of children, staff, parents, visitors will be shown of them signing different Makaton signs to help maintain the momentum and skill of Makaton signing within the school.

Implementation and use of each of these strategies, interventions and devices are all carried out in collaboration with the Team Around the Child at Staged Intervention meetings. In this way all the information is communicated to those around the child and in this way the child has a much more consistent and holistic approach to communicating with those around him/her. Our children have very complex needs, hence the importance of having such a wide variety of strategies in place within our setting. Our staff work very closely with Speech and Language colleagues to ensure that we are able to offer maximum opportunities for our children to communicate with us as effectively, spontaneously and as functional as possible.

- 93% said that they were asked to understand about their learning.
- 91% of all CYP and 90% of children / YP with a disability / ASN said that they could talk to someone about their learning.

- Improvements children with a disability/ASN said: “None”, “More helpers.”, “More computers”, “More helpers, more teachers.”, “Less pupils in class.”, “Quiet classroom, clear visible instructions” “Pictures, symbols, remove unnecessary text, make simpler”

All of these results about communication show that it is good with children / YP and very good for children / YP with a disability / ASN. Improvements for better communication that children said could be made:

Parents

- Almost all of the parents who responded said that communication with the school was easy or sometimes easy when the school used:
 - Direct face to face 96%
 - Letter 96%
 - Telephone 96%
 - Newsletter 100%
- Only one third of the parents said that communication with the school was easy or sometimes easy when they used:
 - Email 34%
- Fewer parents said that communication with the school was easy or sometimes easy when they used:
 - Group call / Text 30%
 - Twitter 17%
- 70% of parents said that Twitter was never easy or not used.
- The preferred method of communication for parents to the school is:
 - Telephone 45%
 - Email 22%
 - Direct face to face 19%
 - Letter 8%
 - Other 6%
 - Text 1%
- The preferred method of communication for parents from the school:
 - Telephone 24%
 - Email 24%
 - Text 20%
 - Direct face to face 12%
 - Letter 10%
 - Newsletter 7%
 - Other 3%

Parents and staff said that communication methods depended on the circumstances and the best means were utilised to meet the need at the time.

Staff

- Staff said that the preferred method of communication from parents is:
 - Telephone 25%
 - Direct face to face 21%
 - Letter 21%
 - Email 14%
 - Other 13%
 - Text 6%

- Staff said that the preferred method of communication to parents is:
 - Letter 24%
 - Direct face to face 21%
 - Telephone 21%
 - Text 19%
 - Newsletter 10%
 - Email 3%
 - Other 3%

These responses show that although communication is generally good we can do better, taking more account of best practice and more up-to-date technology. This is reflected in our ongoing work and new planned actions detailed in the plan. Schools should consider parental preferences, where possible, within their own establishment improvements.

4 Setting targets Action Plan

Data was gathered and analysed from all the various consultations and were formulated into the Accessibility Strategy Action Plan.

There are ongoing maintenance actions and they are detailed as follows:

CLACKMANNANSHIRE COUNCIL ACCESSIBILITY STRATEGY 2016 – 2019

CONTINUING PRIORITY ACTIONS

Duty 1: Improve the physical environment of schools to enable better access to education and associated services.

National Priorities – Inclusion and Equality⁶ Quality Indicators – HGIOS 4th edition⁷ 1.1, 1.2, 1.5, 2.4, 2.6, 2.7, 3.1, 3.2, 3.3

All services and facilities are delivered in buildings which are accessible to all. All children and young people with a disability or additional support needs (ASN) learn in an ethos of supportive inclusion. Physical barriers to accessing services for identified children and young people are reduced through transition planning processes.

All new builds and refurbishments will meet the DDA standards and beyond to take full account of the range of needs of users with a disability or ASN so that they are able to access any part of the physical environment they need to.

- Regular meetings are held between Education and Facilities Management to ensure that all developments meet DDA standards and specific known needs of children and young people with a disability or additional support need.
- Consultations take place with specialists on physical requirements. For example, Acoustician and visual impairment specialist will advise on the specific requirements of deaf and visually impaired children and young people. Physio-, speech and language and occupational therapists will advise on adaptations and the sensory or communication environment.

Ongoing maintenance and refurbishments will take account of accessibility for children, young people, staff and parents and carers, in relation to the school and grounds. including

- Car parks, including marked disabled parking space
- Playground access / playing fields
- Grass / garden areas
- Paths / walkways
- Toilet areas

Duty 2: Improve access to participating in the curriculum for all children and young people who have a disability or additional support need.

National Priorities – Inclusion and Equality, QI HGIOS 1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 2.7, 3.1, 3.2, 3.3

Communication barriers to accessing the curriculum are reduced to improve accessibility for all.

All staff are able to access an annual programme of additional support needs staff development to support access to the curriculum and to be aware of many different approaches to differentiating activities for a wide range of children.

Child's Plans will be developed for children and young people who require targeted interventions to improve their opportunities for learning and achievement. The development of these plans reflects the assessment of needs and the best approaches to address them. Regular planning meetings ensure that plans are evaluated and next steps identified when necessary.

⁶ <http://www.gov.scot/Resource/0048/00484452.pdf>

⁷ http://www.educationscotland.gov.uk/Images/HGIOS4_tcm4-870533.pdf

Improvement processes in schools, nurseries and services are informed by self-evaluation of current practice; including the appropriateness of tasks and activities offered for all learners and the approaches to meeting more individualised needs.

Networks of managers involved in supporting learners meet regularly to learn together share practice and stay informed of developments and initiatives.

Duty 3: Improve communication with children and young people who have a disability or additional support need in relation to the provision of information in appropriate alternative formats, taking account of any support need preferences expressed by them or their parents.

National Priorities – Leadership and management / Learning Provision / Successes and Achievements, QI HGIOS 1.1, 1.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3

Continuous improvement to practice in:

- involving young people in discussions about their learning, including the use of differentiated approaches to ensure children with communication difficulties are fully involved.
- providing in appropriate alternative formats of important information when required.
- regular pupil, parent and staff consultation on accessibility around physical environment, curriculum and communication.
- Identifying and addressing children's and young people's needs in relation to accessibility.
- Identify and address parent needs in relation to accessibility to support communication.

Improvement processes in schools, nurseries and services are informed by the views of children, young people, parents and carers and the voices of children and young people are used to support staff development and service priorities.

New planned actions are contained in the strategy action plan 2016 – 2019, pp14-20. All relevant actions will be addressed in regularly held Education management / Asset management planning for school estate improvements meetings. Planned improvements for ICT provision in Clackmannanshire schools and nurseries are also regularly updated through the ICT strategy. See footnote 5.

5 Further consultation / finalise strategy

Further consultation will take place between January 2016 and March 2016 with a short-term Accessibility Strategy Action Plan focus group, involving stakeholders from across the council.

6 Implementation

Between March 2016 and June 2019 the Accessibility Strategy will be implemented across the council and all schools will incorporate it within their own improvement plans as required.

7 Review

The first review of the plan will take place in June 2019.



Clackmannanshire
Council



Clackmannanshire Council Accessibility Strategy Action Plan

2016-19

CLACKMANNANSHIRE COUNCIL ACCESSIBILITY STRATEGY 2016 – 2019

NEW PLANNED ACTIONS

Duty 1: Improve the physical environment of schools to enable better access to education and associated services.

National Priorities – Inclusion and Equality QI – HGIOS 1.1, 1.2, 1.5, 2.4, 2.6, 2.7, 3.1, 3.2, 3.3

| Actions (What we will do to achieve this improvement) | Outcome (What the improvement will be for children and young people) | Success Indicator (How we will measure a successful outcome) | Responsibility (Who is the lead person?) | Timescale (When will we do this) | Evaluation |
|---|---|---|--|---|-------------------|
| (1) Schools will keep good information about their pupils with a disability / ASN and will act on it. | Accessibility Strategy process and systems will be clear for all, taking account of the wide and varied range of disabilities / ASN: <ul style="list-style-type: none"> • Sensory • ASD/sensory/communication processing – appropriate signage including AAC, visual, objects of reference. • Physical and motor • And others – see list from guidance (please note there may other disabilities / ASN not on the list)⁸ | All children and young people with a disability or ASN will be able to access any part of the school that they need to. Access will also be possible for a parent/carer with a disability or ASN who is visiting the school about their child. All new builds and refurbishments will meet the DDA standards and beyond if appropriate to meet the specific known needs of children and young people with a disability or ASN. | Service Manager ASN ASN Officer School Support Co-ordinators | June 2019 for all new builds and refurbishments planned in this timeframe and ongoing for all future estate management. | |

⁸ See footnote 6

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| <p>(2) Specific areas regarding physical access are audited using an environmental audit based on the CYP individual need / disability / ASN and any requirements resulting are put in place:</p> <ul style="list-style-type: none"> • Car parks • Entrances • Reception • Toilets for visitors • Any area where access is required | <p>The specific needs of children/YP will be met timeously so that they are not disadvantaged.</p> | <p>All information is shared so that required adaptations are enabled quickly.</p> | <p>School Support Co-ordinators ASN Officer</p> | <p>Session 2016 - 2017</p> | |
| <p>(3) Augmentative and Alternative (AAC) signage will be used appropriately around the school estate to support social communication needs as required.</p> | <p>All children and young people who require communication support are fully engaged in their learning.</p> | <p>AAC signage is evident throughout the establishment as required.</p> | <p>Establishment Support Co-ordinators</p> | <p>Session 2016 - 2017</p> | |
| <p>(4) Staff training will be provided to ensure that all Disability / ASN processes and procedures are known and followed in relation to the physical environment.</p> | <p>Children/ YP with a disability or ASN will have their needs met quickly and sympathetically by well trained, knowledgeable staff. Information will be given in good time to support successful transitions.</p> | <ul style="list-style-type: none"> • All children with a disability / ASN can access the physical environment of the school • Attendance records. • Knowledgeable staff. | <p>Service Manager ASN Establishment Heads and support co-ordinators</p> | <p>March '16 – June '17</p> | |

Duty 2: Improve access to participating in the curriculum for all children and young people who have a disability or additional support need.

National Priority – Inclusion and Equality QI HGIOS 1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 2.7, 3.1, 3.2, 3.3

| Actions <small>(What we will do to achieve this improvement)</small> | Outcome <small>(What the improvement will be for children and young people)</small> | Success Indicator <small>(How we will measure a successful outcome)</small> | Responsibility <small>(Who is the lead person?)</small> | Timescale <small>(When will we do this)</small> | Evaluation |
|---|---|--|---|---|-------------------|
| (1) Children / Young People are fully involved in their own learning / planning / review. | All pupils will have their individual support needs identified and differentiated within a fully inclusive curriculum and any child with a disability / ASN will not be treated less favourably but in an ethos of fairness to all. All children are included in decisions about their learning in the widest sense and what they think makes it easier for them to learn. | All children have a clear understanding of what their learning intentions are and what good learning looks like. | Head of establishment or delegated staff Support co-ordinators | Session 2016 - 2017 | |
| (2) School policies, processes and procedures show the full participation of children and young people in all learning. | All children are successful and achieve in their learning through differentiated means. | Revised process and documentation will be implemented in all establishments. | Head of establishment or delegated staff Support co-ordinators | Session 2016 - 2017 | |

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| <p>(3) Children and young people's learning and attainment is improved through better staff awareness training. All staff, teachers and support staff have a good overview of and the required knowledge and understanding to support with confidence and consistency individual need around:</p> <ul style="list-style-type: none"> • Accessibility • Physical space • Specialist equipment • Staff roles • Resources • Differentiation • Children and young people voice • Children and young people participation and engagement • ICT • Digital exams • Special exam arrangements • Moving and Handling • Specialist medical interventions • Physio / OT equipment • Others as required | <p>All children are assessed and know what resources, equipment, technology will support their learning and are confident in their use.</p> | <p>All staff are knowledgeable and confident about accessibility issues in their establishment.</p> | <p>Head of establishment or delegated staff Support co-ordinators</p> | <p>Session 2016 - 2017</p> | |
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Duty 3: Improve communication with children and young people who have a disability or additional support need in relation to the provision of information in appropriate alternative formats, taking account of any support need preferences expressed by them or their parents.

National Priority – Leadership and management /Learning Provision / Successes and Achievements, QI HGIOS 1.1, 1.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3

| Actions <small>(What we will do to achieve this improvement)</small> | Outcome <small>(What the improvement will be for children and young people)</small> | Success Indicator <small>(How we will measure a successful outcome)</small> | Responsibility <small>(Who is the lead person?)</small> | Timescale <small>(When will we do this)</small> | Evaluation |
|--|--|---|---|---|-------------------|
| (1) Improve practice in communication with children about their learning through all being aware of and being able to use the best means from a range of practice skills / tools that can facilitate this. | All children / YP will learn, succeed and achieve well using the best formats for this at the same time as their peers through being fully engaged and participating in learning discussion. | Children and young people are at the centre of all communication and good communication with them, their parents and staff i.e. shared ownership, lead to improved accessibility around physical environment, curriculum access and communication: | Head of establishment and other delegated staff | Session 2016 - 2017 | |
| (2) Establishments will use an audit tool to involve stakeholders in identifying and improving communication for/with all. | Feedback from the audit will result in improved communication for/with all where the child / young person is at the centre. | <ul style="list-style-type: none"> • Child plan in appropriate format • Digital formats • ICT • Presentation formats • Attendance at meetings/reviews • Makaton signing • Visual timetables • Symbolised environment • AAC signage • School leaflets and websites | Head of establishment and other delegated staff | Session 2016 - 2017 | |

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| <p>(3) Identify and support the best means of communication with all; children, parents, staff:</p> <ul style="list-style-type: none"> • Children and young people can use the best means of communication with their teacher – in class and homework. • Email and social media are used appropriately and to best advantage. | <p>Children and young people with a disability / ASN have their accessibility needs appropriately addressed using the best means of communication.</p> <ul style="list-style-type: none"> • GLOW is used in schools by all to develop creative learning. • Digital learning, including digital exams is identified and used by children / YP who will benefit from this. • ICT technologies, both hardware and software is utilised by all who will learn quicker / better this way rather than by conventional means. | <p>All children / YP develop creative learning skills using innovative digital technologies.</p> <p>Evidence in establishments of digital technologies being used by children and young people.</p> | <p>Head of establishment and other delegated staff</p> | <p>Session 2016 - 2017</p> | |
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