Clackmannanshire Council

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**Kilncraigs, Greenside Street, Alloa, FK10 1EB
(Tel.01259-450000)**

Education, Sport & Leisure Committee

Thursday 28 April 2016

Start 10.00 am

Venue: Council Chamber, Patons Building, Kilncraigs, Alloa, FK10 1EB

Contact Strategy and Customer Services, Clackmannanshire Council, Kilncraigs, Alloa, FK10 1EB
Phone: 01259 452106/452004/452006 E-mail: customerservice@clacks.gov.uk Web: www.clacksweb.org.uk

Date	Time

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EDUCATION, SPORT AND LEISURE COMMITTEE

To determine policies for the promotion of education, sport and leisure in Clackmannanshire within the strategic policy framework approved by the Council in relation to the following:

- early years education
- primary education
- secondary education
- additional support needs
- adult education
- community learning
- sports development and provision
- leisure development and provision

With the exception of those matters reserved to Council or delegated to a Committee or an officer, advising the Council on education matters and discharging functions of the Council in relation to education matters

In consultation with the Housing, Health & Care Committee, the promotion of children's health and welfare (including the preparation, publication and review of a plan for the provision of services for children in Clackmannanshire);

To set standards for service delivery.

To secure best value in the provision of services.

To consider valid petitions submitted which relate to the areas covered by the Committee

To monitor performance in the delivery of services including consideration of:

- quarterly service performance reports
- inspection or other similar reports
- financial performance
- reports on the development and implementation of shared services

To keep under review the impact of the Committee's policies on Clackmannanshire

To hear representations on petitions which have been accepted as valid in accordance with the Council's policy and criteria. The Committee shall report on every petition in respect of which it has heard representations to Council with its recommendations on how the petition should be disposed of, which may include a recommendation that no action be taken.

20 April 2016

A MEETING of the EDUCATION, SPORT AND LEISURE COMMITTEE will be held within the Council Chamber, Patons Building, Kilncraigs, Alloa, FK10 1EB, on THURSDAY 28 APRIL 2016 at 10.00 am.

Garry Dallas
Executive Director

B U S I N E S S

Contact Strategy and Customer Services, Clackmannanshire Council, Kilncraigs, Alloa FK10 1EB
(Tel 01259 452106/452004/452006) (email customerserivce@clacks.gov.uk) (www.clacksweb.org.uk)

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EDUCATION, SPORT AND LEISURE COMMITTEE – MEMBERS (COMMITTEE QUORUM 4)

Councillors

			Wards		
Councillor	Ellen Forson	(Convenor)	4	Clackmannanshire South	SNP
Councillor	Walter McAdam, MBE	(Vice Convenor)	2	Clackmannanshire North	SNP
Councillor	George Matchett, QPM		1	Clackmannanshire West	LAB
Councillor	Les Sharp		1	Clackmannanshire West	SNP
Councillor	Jim Stalker		1	Clackmannanshire West	LAB
Councillor	Janet Cadenhead		4	Clackmannanshire South	LAB
Councillor	Alastair Campbell		5	Clackmannanshire East	CONS
Councillor	Irene Hamilton		5	Clackmannanshire East	SNP

Appointed Members (3)

Rev Sang Y Cha	Church of Scotland
Father Michael Freyne	Roman Catholic Church
Pastor David Fraser	Scottish Baptist Church

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MINUTES OF MEETING of the EDUCATION, SPORT AND LEISURE COMMITTEE held within the Council Chamber, Patons Building, Kilncraigs, Alloa, FK10 1EB, on THURSDAY 4 FEBRUARY 2016 at 11.15 am.

PRESENT

Councillor Ellen Forson, Convenor (In the Chair)
Councillor Irene Hamilton
Councillor George Matchett, QPM
Councillor Walter McAdam, MBE
Councillor Bobby McGill (S)
Councillor Les Sharp
Councillor Jim Stalker

Rev Sang Y Cha, Appointed Member (Church of Scotland)
Pastor David Fraser, Appointed Member (Scottish Baptist Church)
Father Michael Freyne, Appointed Member (Roman Catholic Church)

IN ATTENDANCE

David Leng, Head of Education
Kevin Kelman, Assistant Head of Education
Alan Milliken, Assistant Head of Education
Adrienne Aitken, Attainment Challenge Co-ordinator
Nicola Wood, Headteacher, St Mungo's RC Primary School
Carolynn McDaid, Service Manager
Janice G McCrum, Solicitor, Legal Services (Clerk to the Committee)
Melanie Moore, Business Support to the Committee

ESL(16)142   APOLOGIES

Apologies for absence were received from Councillor Campbell and Councillor Cadenhead. Councillor McGill attended today as a substitute for Councillor Cadenhead.

ESL(16)143   DECLARATIONS OF INTEREST

None.

ESL(16)144   MINUTE OF MEETING HELD ON 12 NOVEMBER 2015

The minute of the meeting of the Education, Sport and Leisure Committee held on 12 November 2015 were submitted for approval.

Decision

The minute of the Education Sport and Leisure Committee meeting held on 12 November 2015 were agreed as a correct record and signed by the Convenor.

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ESL(16)145   EDUCATION SERVICES PERFORMANCE UPDATE 2015/2016 PROGRESS REPORT

The report, submitted by the Head of Education, provided the Committee with an update on the progress made against the targets contained within the Strategic Plan for the Education Service 2014-2017. The report included financial performance up until the end of November 2015. The appendices to the report provided information generated through the Covalent Performance Management System, performance within national benchmarking framework and a detailed breakdown of financial information.

Adrienne Aitken, Attainment Challenge Co-ordinator was in attendance to answer any questions from Committee regarding the Scottish Attainment Challenge.

Motion

That Committee agrees the recommendations set out in the report.

Moved by Councillor Ellen Forson. Seconded by Councillor Les Sharp.

Decision

Having commented on and challenged the performance of the Education Service, the Committee agreed to note the information set out in the report.

Pastor David Fraser withdrew from the meeting prior to the next item of business.

ESL(16)146   FURTHER INSPECTION OF ST MUNGO'S RC PRIMARY SCHOOL PUBLICATION OF EDUCATION SCOTLAND'S REPORT

The report, submitted by the Head of Education, reported to the Committee the outcome of the recently published report by Education Scotland on their inspection of St Mungo's RC Primary School.

The Headteacher, Nicola Wood, St Mungo's RC Primary School was in attendance for this item.

Motion

That Committee agrees the recommendations set out in the report.

Moved by Councillor Ellen Forson. Seconded by Councillor Irene Hamilton.

Decision

The Committee agreed to note the outcome of the Education Scotland Further Inspection of St Mungo's RC Primary School.

ESL(16)147   PLACING REQUEST - RESERVED PLACES

The report, submitted by the Head of Education, identified the number of places requiring to be reserved in Clackmannanshire's schools during academic session 2016/17 to ensure there is sufficient provision for children at their local catchment schools, and provided the Committee with information on the schools where it is recommended that places be reserved.

Motion

That Committee agrees the recommendations set out in the report.

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Moved by Councillor Ellen Forson. Seconded by Councillor Les Sharp.

Decision

The Committee agreed to:-

1)   approve the recommended places to be reserved for catchment area children for session 2016/17 at the following primary schools : Abercromby, Menstrie, Redwell, St Serf's and Sunnyside.

2)   delegate authority to the Head of Education to determine allocation of reserved places at specific year stages in each school.

Action

Head of Education

Ends 1225 hrs

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CLACKMANNANSHIRE COUNCIL

Report to Education, Sport and Leisure Committee

Date of Meeting: 28 April 2016

Subject: **Education Services Performance update 2015 / 2016 Progress Report**

Report by: **Head of Education**

1.0   Purpose

1.1   The purpose of this report is to provide the Education, Sport and Leisure Committee with an update on the progress made against the targets contained within the Strategic Plan for the Education Service 2014-2017.

1.2   This report includes financial performance up until the end of January 2016.

1.3   The appendices within the report provide information generated through the covalent performance management system, more of performance within national benchmarking framework and a detailed breakdown of financial information.

1.4   The report also provides further progress on the Education Service Strategic Plan 2014-2017.

2.0   Recommendations

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

2.1   To note the content of the report, while commenting on and challenging the performance of the Education Service.

3.0   Considerations

3.1   The aims of the Education Service are that:

- Our learners are successful learners, confident individuals, effective contributors and responsible citizens making a positive contribution to their communities.

- Our learners enjoy physical and emotional wellbeing leading to healthy lifestyles.

- Our learners get the help they need when they need it.

- Our learners get the best start in life and are ready to succeed.

We believe that these will be realised through a continued focus on and commitment to the principles that underpin, Curriculum for Excellence and Getting It Right for Every Child.

3.2   In line with national and local priorities, there continues to be a particular focus within the Education Service on improving outcomes of potentially disadvantaged groups and on individuals at risk of missing out.

3.3   The Education Service identified a range of strategic actions and measures for improvement these were reviewed and approved at Committee in June 2015. This report outlines progress made on these refreshed actions and their impact using a range of performance measures.

3.4   Reporting quarters are determined corporately and fall within a financial year, April – March. Education Services are delivered within an academic year, August – June.

3.5   Within the Education Service Refreshed Strategic Plan 2014-2017 the Service organised its priorities under the three broad headings: Children, Young People and Families; School Improvement; Learning Communities, Performance and Resources.

3.6   The key areas of activity and overall progress for Quarter 3 within these areas are as follows:

3.6.1   Children, Young People and Families

- Good progress has been made in preparation for the full implementation of the Children and Young People's Act (Scotland) 2015. Decisions around the role and responsibilities of the Named Person have been communicated to establishments.

- The Early Years Collaborative (EYC) continues to be a major focus for improvement in Early Years with the eighth National Learning session being held in November. Communications around the purpose and achievements of the EYC within Clackmannanshire are available of the council website following the implementation if the EYC communication strategy.

- In preparation for the further development and expansion of Early Years provision within Clackmannanshire a brief has been prepared for the Childcare Sufficiency Assessment. This will ensure that future provision within Early Years is linked to locality need.

3.6.2   School Improvement

- The focus of the Attainment Challenge this quarter has been in working with schools to implement the key priorities including literacy in learning.

- A number of schools across Clackmannanshire are receiving structured support through improvement partnerships. This process provides establishments with a clear well focused framework for continued improvement.

- The Education Service are keen to develop links and partnerships with colleagues in tertiary education to enhance the leadership capacity of teaching staff at every level. To date these partnerships have included: Stirling University, Glasgow University and Central Scotland Partnership

3.6.3 Learning Communities, Performance and Resources

- The figure for initial leaver destinations within Clackmannanshire is once again positive with Clackmannanshire leavers reporting more positive destinations than the national figures.

- As part of the follow-up to the CLD inspection of Alva the service worked with Education Scotland in carrying out a validated self-evaluation exercise. This will support future targeting of improvements within CLD.

- The Education Service consulted with parents through the Parent Council network regarding the proposed options contained within Making Clackmannanshire Better.

3.7 Update on St Mungo's RC Primary School

The Education Service continues to engage with the school to support the headteacher and the staff in addressing the recommendations from the inspection report of December 2015. A clear and detailed action plan has been drawn up and this is now being implemented. A curriculum overview has been developed and is supported by the work being undertaken by staff to create progression pathways for literacy, numeracy, science, IT, French and music. The headteacher is leading the school in the use of assessment data to raise attainment. Staff are engaging in a range of professional learning activities to continue to develop high quality learning and teaching and quality assurance activities provide evidence of good practice. The school is supported by Education Service in evaluating its work towards addressing the action plan.

3.8 Update on Sunnyside Primary School

The Education Service continues to support the school to implement its action plan. Alongside this, the headteacher has developed a six week leadership action plan to ensure improvements are embedded and evident. This has a focus on the ethos of the school and embedding a consistent approach to implementing the new positive behaviour policy. The Senior Management Team are taking the lead on this by monitoring and tracking improvements that include feedback to parents and children, with next steps and targets identified.

The school, with support from Education Scotland, have provided professional learning to improve staff's knowledge and skills with regards to differentiation and assessment. This has had a positive impact on how the school is meeting the learning needs of pupils.

3.9 Update on Abercromby Primary School

The school, supported by the Education Service, has continued to make good progress implementing its action plan. Work on reviewing and updating planning procedures has advanced. New planning formats for learning contexts have been implemented. There is clear evidence of learners' increased involvement in the planning process. Planning meetings with SMT have supported an improvement in learning experiences for pupils which are set in more meaningful contexts.

Staff capacity continues to develop through increased professional engagement with others and commitment to professional learning. This has included peer observations, sharing practice and engaging in rich professional dialogue.

The school is making good progress in developing the curriculum with frameworks being developed. Pupils are developing higher levels of motivation, resilience and ambition through a Growth Mindset approach.

3.10 Strategic Plan Progress – Quarter 3 Report

Within the Strategic Plan the Education Service set out twenty strategic actions which it progress over the three year period from 2014-2017. Each of these Strategic Actions has a number of sub-actions and milestones which will ensure that the overall strategic actions are achieved. By regularly updating progress made with actions officers will provide Committee with accurate information on the work of the service.

All Actions have and associated Performance Indicators (P.I.s) have been updated. Quarter 4 Actions and P.I.s will be shared with committee in June.

4.0 Financial Performance

4.1 Based on information to the end of January 2016, the Education budget is projecting an underspend of £409,500 at the end of the financial year. The underspend is based upon variances across a number of budget areas and these are detailed below.

4.2 The table below provides an overview of Education Services outturn position within each service area.

Service Area	Annual Budget 2015/16	Actual to 31/1/16	Variance Outturn v. Budget
Service Management	516,160	348,531	112,229
Early Years	3,881,930	3,027,584	(50,956)
Primary Education	12,195,700	10,074,428	(169,335)
Secondary Education	12,541,960	9,870,303	(188,177)
ASN Education	5,697,050	4,977,638	(77,056)
Education Psychology Service	303,440	231,570	(5,799)
School Crossing Patrols	94,190	71,269	(7,884)
Sports Development	153,650	581	(3,608)
Youth Services	456,880	324,654	(20,249)
Adult Services	34,540	37,335	1,333
Total	**35,875,500**	**28,963,892**	**(409,500)**

4.3 Appendix 2 to this paper contains a detailed analysis of variances in respect of each service area. The main variances are detailed below.

4.3.1 The overspend in Service Management relates to the additional costs of employing staff to undertake specific projects, particularly in relation to the review of the school estate.

4.3.2 The underspend in Early Years is arising from two main areas: difficulties in teacher recruitment and retention has resulted in part year vacant posts. ABC Nursery is also reporting a budget underspend due to part year vacancies and less demand on the relief/cover budget. These underspends are partially offset by fee income shortfall. Early Years charging policy came into effect January 2016. Invoices to parents/guardians for Spring Term 3 are currently being processed. This initiative is welcomed by parents, with average value of an invoice being £140.

4.3.3 The Primary Education budget savings reflects the difficulties in recruiting teachers in the period April – June. Although significant recruitment was undertaken and schools were fully staffed at the start of session, the turnover of teachers is much greater than previous years as teachers seek to move to schools nearer their home. The Service continues to face difficulties in filling any temporary vacancies for vacancies such as maternity leave. The Service is undertaking significant recruitment for next year, including offering a significant increase (from 20 to 30) in the number of posts for probationary teachers to come and teach in Clackmannanshire with a view to encouraging newly qualified teachers to come and work in Clackmannanshire schools. The Service has made some additional investment in additional resources to support schools including some property works and additional IT investment.

4.3.4 The underspend in secondary education is due to difficulties in recruitment of teachers, with particular shortages in certain subjects.

4.3.5 The underspend in Sports development relates to part year vacant posts and grant funded posts. The service is continuing to improve the income received for Firpark skiing centre due to improved marketing and external income from Snowsport Scotland.

4.3.6 The underspend in Youth Services is due to a vacant post for the full year and the superannuation spend being lower than budget.

5.0 Sustainability Implications

5.1 This paper has no sustainability implications.

6.0 Resource Implications

6.1 The resource implications are contained within the report.

7.0 Exempt Reports

7.1 Is this report exempt?   No

8.0 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 ☐
Our communities are more cohesive and inclusive ☐
People are better skilled, trained and ready for learning and employment ☑
Our communities are safer ☐
Vulnerable people and families are supported ☑
Substance misuse and its effects are reduced ☐
Health is improving and health inequalities are reducing ☐
The environment is protected and enhanced for all ☐
The Council is effective, efficient and recognised for excellence ☐

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

Not applicable.

9.0 Equalities Impact

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

No

10.0 Legality

10.1 In adopting the recommendations contained in this report, the Council is acting within its legal powers.

Yes.

11.0 Appendices

11.1 Appendix 1 : Quarter 3 Strategic Plan Progress report
11.2 Appendix 2: Education Services budget v. outturn of January 2016
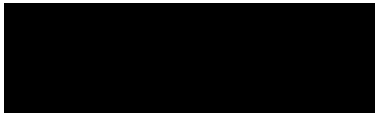
12.0 Background Papers

12.1 Education Service Strategic Plan 2014-2017.

Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Alan Milliken	Assistant Head of Education	01786 233225/33225
Fiona MacDonald	Service Manager	01786 233213/33213

Approved by

NAME	DESIGNATION	SIGNATURE
David Leng	Head of Education	██████████
Garry Dallas	Executive Director	██████████

Education Updates – Appendix 1
Education Strategic Plan 2014-2017
Quarter 3 update 2015-2016
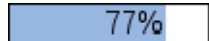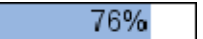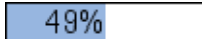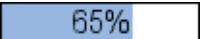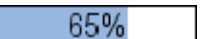
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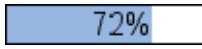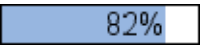
Children, Young People and Families

Due Date	Description	Progress Bar Q1	Progress Bar Q2	Progress Bar Q3	Latest Note
30-Jun-2017	To progress the implementation of *'Getting it Right for Every Child'* by improving the delivery of the core components and to achieve positive outcomes for children and young people at the earliest opportunity.	30%	44%	72%	A Named Person Service group has met regularly to agree key aspects of provision of a Named Person Service in line with the Children and Young people (Scotland) Act. Plans have been agreed to ensure continuity of the service over holidays and for all children and young people of school age. Specialist education services have agreed to provide the Named Person Service for identified groups of children and young people who are not enrolled in schools. The group has agreed that Headteachers and Depute Headteachers should fulfil the Named Person role in schools. Further consultation on this decision has begun to confirm agreement for schools across both authorities. For principal teachers to fulfil this role, a process of collating information on the skills, knowledge and experience of proposed Named Persons will be carried out. A range of training opportunities are currently being offered to schools and partners. These involve an introductory course, the three multi-agency modules for managers across all services and workshop sessions with a practice improvement focus. A working group has been formed to develop education training for schools and services who will be providing the Named Person Service. A communication plan for GIRFEC has been developed with timescales planned in line with Children and Young People Act implementation. A communication working group has been formed to review and update the website between January and June 2016. The storage solution for Child's Planning for Education will be the nationally developing wellbeing application, which will be hosted by Education's national information management system (SEEMIS). Contingency planning will be required until the use of the SEEMIS tool is rolled out across all schools.

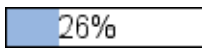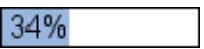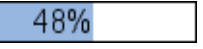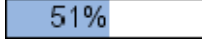| Due Date	Description	Progress Bar Q1	Progress Bar Q2	Progress Bar Q3	Latest Note
30-Jun-2017	To improve early and effective support and intervention for all children, young people and families through well-developed multi-agency partnerships	56%	66%	77%	The policy for deferred and early entry has been reviewed in light of the literature review. The research gathered concurred with the existing research paper offered as part of information for parents/carers so this has not been amended. The Early Years Collaborative Learning Session 8 took place in November with a theme of 'Quality Improvement Through a Child's Journey'. The focus was looking at a child's journey from 0-18 and beyond and how some other authorities have aligned the Early Years Collaborative (EYC) and Raising Attainment for All (RAFA) to ensure effective support at all stages. A local Away Team Meeting was held in November with representatives from each of the workstreams at which early discussions took place regarding how to align the Early Years Collaborative (EYC) and Raising Attainment for All (RAFA) in Clackmannanshire. This will be further discussed at the next Leadership Meeting in January. The Early Years Collaborative Communication Strategy has been finalised and circulated to stakeholders. Meetings have taken place to discuss the re-design of the Early Years 0-3 forum. A further meeting is planned in January. A proposal has been drafted. The Autism Implementation Group has met to agree its action planning processes to support the work of the multi-agency working groups. A key priority for Education is the clear communication about the continuum of support available and the processes for accessing this support for children and young people with autism. A first draft of the Accessibility Strategy has been completed. Areas of improvement have been identified and an action plan developed.
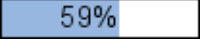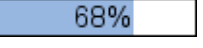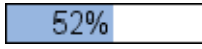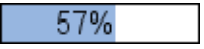
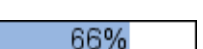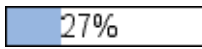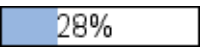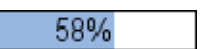| Due Date	Description	Progress Bar Q1	Progress Bar Q2	Progress Bar Q3	Latest Note
30-Jun-2017	To provide effective support and intervention for parents, families and communities so that children and young people are safe, nurtured and achieve positive outcomes.	63%	67%	76%	The Parent and Family Support Strategy and Action Plan has been consulted upon and has now been finalised. A Community Planning Partnership foreword will be added and the strategy will be shared with Elected Members and distributed between January and March 2016. Planning for the final phase of the implementation of 600 hours is underway which will mean that by August 2016, all nurseries will offer parents/carers a flexible model of early learning and childcare. The brief for the Childcare Sufficiency Assessment has been written and will be posted on the public services website in January 2016 to invite companies to tender to carry out the Assessment before the end of April 2016. Nurture developments are a priority in Clackmannanshire and are a key element of the Flourishing Communities aspect of the Attainment Challenge. Following a successful development day, next steps are to support schools in evaluating their progress to date. The collation of data will begin in January following a mapping exercise across educational establishments. Ongoing support in the implementation of How Nurturing Is Our School (HNIOS) has been provided by Educational psychologists. During session 2015-2016 Education are following a timetable of child protection quality assurance activity. The Education Service quality assures all child protection referrals, seeks further information from schools and establishments and provides feedback and improvement actions. The multi-agency quality assurance group jointly reviews a wide range of child protection statistics. A single case audit was carried out by an education officer to support improvements to Education's child protection processes. Education participated with partners to establish new processes to improve the quality and relevance of the information gathered for child protection cases. Initial evaluations have evidenced improvements in the process. All education learning communities were provided with a training opportunity.
30-Jun-2017	To strengthen the capacity of the workforce in building resilience and improving learning outcomes of children and young people with additional support needs	49%	65%	65%	Roadshows to raise awareness of Building the Ambition have taken place in every Learning Community with almost all early years workforce in attendance. Further staff development opportunities include an Early Years Conference which is planned for February 2016, the theme of which will be Getting it Right for Every Child and will be underpinned by the principles of Building the Ambition. A staff development programme is underway including a range of development opportunities for support staff. Although the possibility of developing a partnership with a college to provide accredited training for support staff is being considered, the potential to develop our locally available skills and knowledge is also under consideration. Working in partnership with Social work, there is a possibility of the majority of essential qualification and training being provided by local accredited trainers.

Due Date	Description	Progress Bar Q1	Progress Bar Q2	Progress Bar Q3	Latest Note
30-Jun-2017	To improve the health and well-being of our children, young people and their families and to better support their capacity for resilience	72%	82%	85%	A framework for evaluating mental health in children and young people is in final draft, with plans in place to develop this as one area within a wider set of policy documents in support of schools and establishments. A range of guidance for Early and First Level Relationships and Sexual Health Promotion has been completed and is ready to be signed off and launched following senior management agreement. This pack of documents supports schools and establishments to provide appropriate learning opportunities to all young people in these challenging areas of the curriculum, including those most vulnerable young people and those with additional support needs. A training programme of evidenced based approaches is underway this session. Some input has been provided for Learning Communities identified for FRIENDS training. Seasons for Growth training has been entered on to Vantage Point this year enabling staff to access this training as required. Evaluations are currently ongoing on the roll out of Friends and Seasons to help inform future developments.

Indicator	Code	Traffic Light	Last Update	Current Target	Current Value	Long Term Trend	Short Term Trend	Latest Note
Clacks LAC Primary Attendance	EDU_SA02-6-C01	✅	Q3 2015/16	95.60%	95.23%	⬇	⬇	From start of term (Aug 2015) to the end of this quarter (Dec 2015), Attendance has been 95.23%. (Home = 88.59% and Away = 97.67%)
Clacks LAC Secondary attendance	EDU_SA02-6-C02	✅	Q3 2015/16	92.50%	92.56%	⬆	⬇	From start of term (Aug 2015) to the end of this quarter (Dec 2015), Attendance has been 92.56%. (Home = 89.91% and Away = 93.55%)
Clacks LAC Primary exclusions	EDU_SA02-6-C03	✅	Q3 2015/16	14	1	⬆	▬	From start of term (Aug 2015) to the end of this quarter (Dec 2015) there has been 1 case of exclusion. (Home = 1 case and Away = 0 cases)
Clacks LAC Secondary Exclusions	EDU_SA02-6-C04	✅	Q3 2015/16	15	9	⬆	⬇	From start of term (Aug 2015) to the end of this quarter (Dec 2015) there have been 9 cases of exclusion. (Home = 0 cases and Away = 9 cases)
Number of LAC Primary Clacks	EDU_SA02-6-C05	📊	Q3 2015/16		67	⬇	⬇	At the end of Dec 2015 there were 67 LAC Primary pupils recorded on Seemis (Management Information System). 18 = LAC at Home 49 = LAC Away

Indicator	Code	Traffic Light	Last Update	Current Target	Current Value	Long Term Trend	Short Term Trend	Latest Note
Number of LAC Secondary-Clacks	EDU_S A02-6-C06		Q3 2015/16		86	⬆	▬	At the end of Dec 2015 there were 86 LAC Primary pupils recorded on Seemis (Management Information System). 23 = LAC at Home 63 = LAC Away
Literacy & Numeracy LAC Leavers N4 Clacks	EDU_S A02-6-C08	?	2013/14		27.0%	?	?	In 2013/14 there were 15 Looked After Leavers from Clackmannanshire Schools and less than 5 had attained Literacy & Numeracy at Level 4. (LAC Home = 8 Leavers and less than 5 attained Literacy & Numeracy at Level 4) (LAC Away = 7 Leavers and less than 5 attained Literacy & Numeracy at Level 4) Secondary Support coordinators are gathering attainment data relating to their looked after leavers. This will provide stimulus for support and challenge through a moderation exercise.
Literacy & Numeracy LAC Leavers N5 Clacks	EDU_S A02-6-C09	?	2013/14		0.0%	?	?	In 2013/14 there were 15 Looked After Leavers from Clackmannanshire Schools and none attained Literacy & Numeracy at Level 5. A range of interventions are taking place to raise expectations and improve the outcomes for Looked After Children in their Senior Phase. This has included the roll out of Recognising Prior Learning as a tool for senior pupils who are looked after following our joint profiling project with CELCIS. Further secondary staff have completed the advisor training. Pupils completing this process have been seen to increase resilience as well as awareness of skills and potential careers.
Attendance Primary Clackmannanshire	EDU_S A14-2-C01	✅	Q3 2015/16	95.60%	95.01%	⬇	⬇	From Aug 2015 to the end of Dec 2015 there have been 658951 actual openings out of a possible 693577 openings.
Attendance Secondary Clackmannanshire	EDU_S A14-2-C02	✅	Q3 2015/16	91.70%	91.37%	⬇	⬇	From Aug 2015 to the end of Dec 2015 there have been 398837 actual openings out of a possible 436501 openings.
Exclusions Primary Clackmannanshire	EDU_S A14-2-C03	🛑	Q3 2015/16	9.00	12.67	⬆	⬇	From start of term (Aug 2015) to the end of Dec 2015 there have been 51 cases of exclusion, involving 36 pupils.
Exclusions Secondary Clackmannanshire	EDU_S A14-2-C04	✅	Q3 2015/16	25.00	21.42	⬆	⬆	From start of term (Aug 2015) to the end of Dec 2015 there have been 56 cases of exclusion, involving 49 pupils.
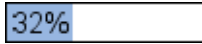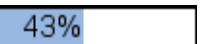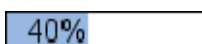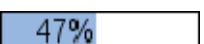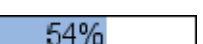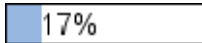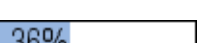
School Improvement
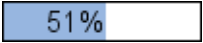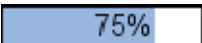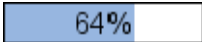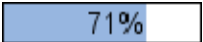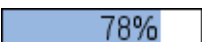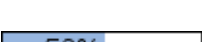
Due Date	Description	Progress Bar Q1	Progress Bar Q2	Progress Bar Q3	Latest Note
30-Jun-2017	To progress the implementation of '*Curriculum for Excellence*' (CfE) across all establishments to meet learners' needs and improve their learning outcomes	26%	34%	48%	The development and introduction of a literacy strategy has been a key priority for the ongoing development Curriculum for Excellence. The strategy provides establishments with clear, focused guidance for the development of literacy skills. This strategy is supported by literacy champions in each school. These champions are classroom practitioners who are given additional training in the teaching of literacy which they implement within their own classrooms and share with colleagues throughout the school.
30-Jun-2017	To raise educational achievement and attainment with a key focus on the lowest performing 20% of learners	51%	59%	68%	*The Scottish Attainment Challenge is being implemented in Clackmannanshire. A leadership team has been established to lead and support the Challenge. Focused interventions are being implemented in schools. Professional learning has been provided for all teaching staff with a focus on reading in Year 1. A Management Group has been established to oversee the work of the Challenge. This meets quarterly and the second meeting has been held. In addition, two quarterly reports have been provided to Scottish Government.*
30-Jun-2017	To develop academic and vocational learning pathways that support learners into positive post – school destinations	52%	57%	66%	All schools have reviewed their offer of Vocational learning pathways within their Senior Phase. A new programme of Foundation Apprenticeships has been agreed with Forth Valley College. The SCOTS programme has shown early success.
30-Jun-2017	To improve opportunities for career long professional learning to raising attainment and provide opportunities for local innovation	27%	28%	58%	A programme of professional learning is in place and this is available to staff at all levels. A Leadership Group is developing our Leadership Strategy to support teachers from their probationary year through to experienced headteachers. School partnerships continue to grow and develop with almost all establishments now being involved. The programme of professional learning opportunities offered in partnership with Stirling University, Glasgow University and Central Scotland Partnership continues to run and this provides valuable learning opportunities. In addition, links have been established with SCEL, Scotland's College for Educational Leadership with one candidate now participating in the "Into Headship" programme.
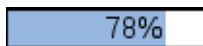
Indicator	Code	Traffic Light	Last Update	Current Target	Current Value	Long Term Trend	Short Term Trend	Latest Note
ES Inspection- 5.1 Curriculum Clacks	EDU_SA06 -CO1	🔴	Q3 2015/16	35%	23%	⬇	⬇	Of the 13 establishments inspected since Aug 2011 3 have received a rating of 4 or above in 5.1. Focused work on the curriculum continues to be a focus for the Education Service. Additional support is being provided for schools where there is a specific identified need.
ES Inspection 1.1 Improvements in performance – Clacks	EDU_SA08 -C02	🔴	Q3 2015/16	80%	54%	⬇	⬇	Of the 13 establishments inspected 7 received a rating of 4 or more in 1.1. The service continues to provide a range of supports to address the concerns raised in the most recent inspections and will provide committee with regular updates on progress made. The addition of the Attainment and Improvement Sub-Committee will support additional scrutiny of progress in improving performance.
Literacy & Numeracy Leavers N4 Clackmannanshire	EDU_SA14 -2-C05	🟢	2014/15	75.7%	78.4%	⬆	⬆	2014/15 data understated due to Alva pupils achieving English and Maths via early presentation in S3 which is not recorded in Insight. (Virtual Comparator = 79.4% and National =85.8%)
Literacy & Numeracy Leavers N5 Clackmannanshire	EDU_SA14 -2-C06	🔺	2014/15	49.7%	46.9%	⬇	⬇	2014/15 data understated due to Alva pupils achieving English and Maths via early presentation in S3 which is not recorded in Insight. (Virtual Comparator = 50.6% and National = 58.6%)
Initial Positive Leaver Destination Clackmannanshire	EDU_SA14 -2-C07	🟢	2014/15	92.8%	93.2%	⬆	⬆	The figure of 93.2% demonstrates a sustained increase in Clackmannanshire. The 2014/15 figure of 93.2% this year is an increase of 0.4% from last year. The breakdown is as follows (13/14 figures are shown in brackets) Higher Education = 25.7% (29.9%) Further Education = 27%(27.7%) Training = 7.2% (6%) Employment =29.8% (23.9%) Other = 3.6%(5.4%) Not in Employment, Education or Training = 6.8%(7.2%)
Follow-up Positive Leaver Destination Clackmannanshire	EDU_SA14 -2-C08	🟢	2013/14	88.5%	87.8%	⬆	⬆	The figure of 87.8% is an increase in Clackmannanshire of 4.7% on last year however below the national figure of 91.5%. The breakdown is as follows (13/14 figures are shown in brackets) Higher Education = 29.7% (29.9%) Further Education = 24.9% (27.7%) Training = 3% (6%) Employment = 27.1% (23.9%) Other = 3.2% (5.4%) Not in Employment, Education or Training = 12.2% (7.2%)

Indicator	Code	Traffic Light	Last Update	Current Target	Current Value	Long Term Trend	Short Term Trend	Latest Note
Avg Tariff Score Leavers - Top 20% Clackmannanshire	EDU_SA14-2-C09	(yellow)	2014/15	1,711	1,640	⬆	⬆	Attainment has been increasing for the last four years but is still understated due to Alva pupils achieving attainment/tariff scores via early presentation in S3 which is not recorded in Insight. (Virtual Comparator = 1,742 and National = 1,832). When elements of early presentation are removed Clackmannanshire attainment is much more closely in line with Virtual Comparator.
Avg Tariff Score Leavers - Mid 60% Clackmannanshire	EDU_SA14-2-C10	(yellow)	2014/15	688	645	⬆	⬆	2014/15 data understated due to Alva pupils achieving attainment/tariff scores via early presentation in S3 which is not recorded in Insight. (Virtual Comparator = 690 and National = 820) When elements of early presentation are removed Clackmannanshire attainment is still lower than Virtual Comparator but not to the same extent.
Avg Tariff Score Leavers - Low 20% Clackmannanshire	EDU_SA14-2-C11	(green)	2014/15	109	103	⬆	⬆	Attainment has increased and is now in line with Virtual Comparator. Virtual Comparator = 103 and National = 168.
Avg Tariff Score Leavers - Deprivation Decile 1 Clackmannanshire	EDU_SA14-2-C12	(red)	2014/15	545	414	⬇	⬇	There were 70 'Leaver' pupils in this decile and their average total tariff score was 414. (Virtual Comparator = 469 and National = 574)
Avg Tariff Score Leavers - Deprivation Decile 2 Clackmannanshire	EDU_SA14-2-C13	(yellow)	2014/15	533	497	⬆	⬆	There were 85 'Leaver' pupils in this decile and their average total tariff score was 497 - although this score is understated due to attainment achieved by pupils in Alva in S3 which is not counted by Insight. (Virtual Comparator = 551 and National = 647)

Learning Communities, Performance and Resources

Due Date	Description	Progress Bar Q1	Progress Bar Q2	Progress Bar Q3	Latest Note
30-Jun-2017	To enable access to quality community learning and development opportunities for targeted young people and adults		100%		A new system for targeting of young people and adults has been developed. This ensures that resources are targeted specifically to those with greatest need. Individuals are allocated resources by meeting two or more factors from an agreed list of criteria thus ensuring effectiveness and efficiency in the allocation of resources.
30-Jun-2017	To enable access to quality community learning and development opportunities for targeted young people and adults.	32%	39%	43%	Key priorities have identified and will be distilled through each learning community to inform future developments
30-Jun-2017	To improve the life chances and employability of young people at risk and/or facing multiple barriers	40%	47%	54%	Looked after Young People applying for Council Strategic Pipeline opportunities are now guaranteed interviews. Protocol agreed with SDS to share data has been confirmed as being in place from the end of July. Data is analysed and shared on a regular basis. Current work is showing a 77% positive outcome for all young participating in employability programmes.
30-Jun-2017	Support individuals, communities and organisations to build their capacity to meet their identified needs and aspirations	17%	36%	36%	The Community Learning and Development Plan for Education Services Clackmannanshire has been submitted as part of the Scottish analysis of CLD plans. Recruitment materials, developed in order to promote volunteering, are now being used within Clackmannanshire.
30-Jun-2017	Support individuals, communities and organisations to build their capacity		100%		All strategic actions which were part of the CLD plan have been overtaken. Following evaluation new priorities have been identified and will be included in the strategic plan refresh.

	to meet their identified needs and aspirations				
30-Jun-2017	Build capacity in service delivery through the further integration of Education Services across Stirling and Clackmannanshire .	38%	51%	75%	Although there is no longer a requirement to pursue the further integration of the Education Service a number of actions which build capacity within Clackmannanshire have been progressed. These have included working with ASN colleagues within the central team and staff in schools in expanding the use of SEEMiS to support the implementation of the Children and Young People (Scotland) Act. Learning Community profiles have been developed and shared with establishments, pulling together a range of performance data which supports schools in identifying locality needs and adjusting their provision to suit the needs of their communities.
30-Jun-2017	Use all resources efficiently and effectively, including financial, administrative and business support, ICT and staff resources	64%	71%	78%	Close scrutiny of budgets continues to be a high priority for the service. Although recruitment continues to be challenging the service are working to ensure that positions are filled timeously and that absences are managed in line with council policy. Although we recruited a number of permanent supply teachers nationally supply teachers are difficult to source. Officers have fully engaged with a range of stakeholders regarding the proposed budget positions and savings options.
30-Jun-2016	Undertake consultation following the review of the school estate in Clacks	25%	50%	50%	21st Century Learning - Tullibody South, officers from the Education Service continue to engage with officers from corporate services and the wider Tullibody community in supporting the progress if this programme.
30-Jun-2017	Support the development of creativity in all learners		100%		The final of the series of creative conversations took place in June 2015. This was well received by all who attended.

	Provide opportunities for learners to improve their health through the provision of high quality physical activities					This term has seen an **11% increase** in participant sessions across the local authority against the 14/15 figures from this tem last year to **49,009** from 43,602. There has been an increase in number of activity sessions delivered and a 1% increase in girls' participation for the term. A particular school's progress is at Tillicoultry PS where the participation rate has doubled from 31% to 61% through the increase in their lunchtime activities programme, including a P7 Young Leader led sports programme and linking with Firpark Ski Centre for tubing and skiing
30-Jun-2017		65%	65%	78%		

Indicator	Code	Traffic Light	Last Update	Current Target	Current Value	Long Term Trend	Short Term Trend	Latest Note
Young people in service- Clacks	EDU_S A11-C01	✅	Q3 2015/16	560	577	⬆	⬆	Cumulative target for period exceeded.
Adults registered -Clacks	EDU_S A11-C02	⚠	Q3 2015/16	180	126	⬆	⬆	The service is currently reviewing how capacity for delivery can be increased.
YP registered for awards- Clacks	EDU_S A11-C03	🛑	Q3 2015/16	125	63	⬇	⬇	Exceeding targets. Increase in young people signing up for Saltire awards.
YP who achieve awards- Clacks	EDU_S A11-C04	✅	Q3 2015/16	105	371	⬆	⬆	A lot of accreditations are completed in this period to coincide with celebration.
Adults registered for awards- Clacks	EDU_S A11-C05	🛑	Q3 2015/16	8	0	⬇	▬	Discussions are underway to look at how shared services arrangements can support the delivery of accredited opportunities via SQA
Adults who achieve awards- Clacks	EDU_S A11-C06	🛑	Q3 2015/16	5	0	⬇	▬	Discussions are underway to look at how shared services arrangements can support the delivery of accredited opportunities via SQA.
CLD satisfaction - Clacks	EDU_S A11-C07	✅	2014/15	90.0%	86.0%	❓	❓	This is a new indicator recently introduced to ensure customer satisfaction and improvement.
ES Inspection Early Years Clacks	EDU_S A14-C07	📊	Q3 2015/16		0	▬	▬	There were no Education Scotland reports published in Q3.

ES Inspection Primary Clacks	EDU_S A14-C08		Q3 2015/16		0			There was one Primary report published in Q3. It did not meet the national standard across all 5 quality indicators. The service are working with the headteacher and staff in order to address the issues outlined in the report. Regular updates on progress will be shared with elected members through the Education, Sport and Leisure Committee performance report and through the Attainment and Improvement Sub-Committee.
ES Inspection Secondary Clacks	EDU_S A14-C09		Q3 2015/16		0			There were no Education Scotland reports published in Q3.
ES Inspection – 5.9 across all establishments-Clacks	EDU_S A14-CO2		Q3 2015/16	80%	54%			Of the 13 establishments inspected since Aug 2011, 8 have received a rating of 4 or above in 5.9, self-evaluation. Schools identified as having a specific need in this area are being provided with additional focused support in addition to the on-going work of the school improvement partnership work.
Avg. FTE Days Sickness Absence (Teachers)	GOV AB1 ED1		Q3 2015/16	8.0 days (annual target)	2.3 days (Q3)			The average number of days lost due to sickness has increased from Quarter 2 to Quarter 3. There would be an expectation of an increase in this quarter given this quarter covers the first term of the academic session and also the winter period where there would be an expectation of increased sickness absence as result of minor illness including colds/flus etc.

Education Services Budget v's Outturn
As at January 2016

	Budget 15-16 £'000	January Outturn 15-16 £'000	Variance 15-16 £'000
Education Outturn Variance	35,875	35,466	**409**

Service Management

Additional spend has been incurred in seconding a depute headteacher to support the school estate strategy including the consultations around Tullibody South and also a depute headteacher to work on reviewing how ICT is used to deliver learning. — 516 — 628 — **112**

Early Years

The underspend in Early Years is arising from two main areas. 1.) Difficulties in teacher recruitment and retention has resulted in part year vacant posts. 2.) ABC Nursery is also reporting a budget underspend due to part year vacancies and less demand on the relief/cover budget. Early Years charging policy will came into effect from Jan 2016 and is proving popular. — 3,882 — 3,831 — **(51)**

Primary

The underspend in Primary sector relates to employee costs and mainly teachers. Teachers budgets have now been realigned to reflect staffing requirements for the new session. There are one off expenditure items which partially offset the teachers underspend e.g. pre inspection property works, centre funded IT purchases, — 12,196 — 12,026 — **(170)**

Secondary

Similar to the primary sector the secondary underspend relates mainly to teachers. Teacher budgets have been reallocated in line with the scheme DSM and confirmed pupil numbers. However there are vacancies, ongoing subject specific recruitment and supply cover difficulties all contributing to the underspend. Any employee related underspend in devolved schools will be included in the schools carryforward at year end. — 12,542 — 12,355 — **(187)**

ASN

Since reporting a slight overspend in October January is now forecasting an underspend position at year end. There are several reasons for this movement mainly - pupil transport previously outturned on budget now £15K underspent (surplus budget to be realigned), late notification from NHS re additional LA funding for complex care children £22K and additional placement income from other local authorities (placement income budget will be increased by £15K for 2016/17) — 5,697 — 5,620 — **(77)**

Educational Psychology Service
There are minor underspends throughout the service. — 303 — 298 — **(6)**

School Crossing Patrols

Currently forecast to be on budget but this assumes that the service is successful in recruiting to the current vacant posts. — 94 — 86 — **(8)**

Sports Development

Overall within Sports Development service there are part year vacant posts and grant funded posts which brings the year end position to a slight underspend. — 154 — 150 — **(4)**

Youth Services
Underspend for this service is due to 1 FTE vacant post for full year and surplus superannuation budget. There is also additional unbudgeted internal income as a result of existing staff working on Opportunities for All projects. — 457 — 437 — **(20)**

Adult Services
Service forecast to be on budget for 2015/16 — 35 — 36 — **1**

Education Outturn Variance at January 2016	35,876	35,466	**(409)**

CLACKMANNANSHIRE COUNCIL

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.

ASD in Clackmannanshire
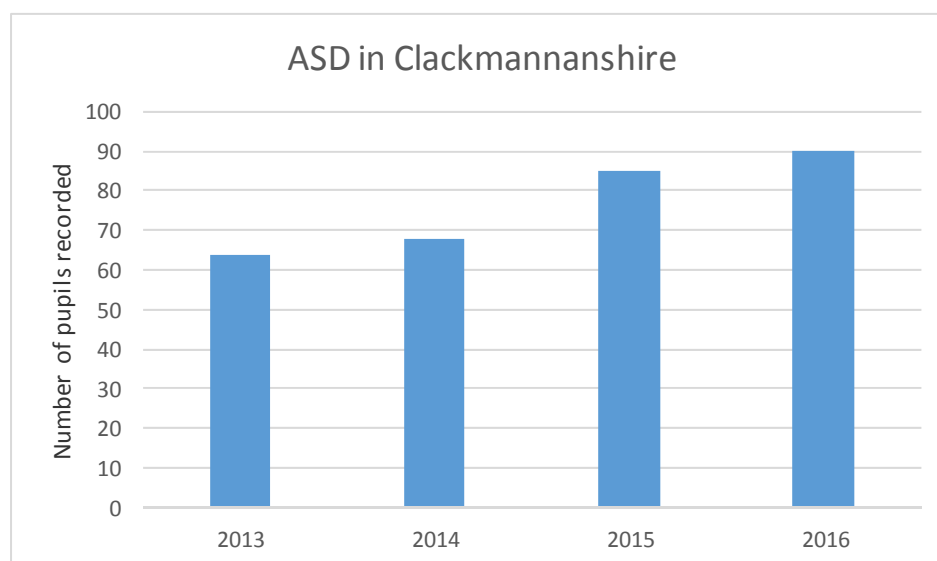
3.16.2   The Education Service made a successful bid for funding to support the development of understanding, skills and practice in the assessment and use of augmentative and alternative communication. This work was carried out in close partnership with health colleagues and resulted in the development 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. Financ   ial 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	☐
Our communities are more cohesive and inclusive	✓
People are better skilled, trained and ready for learning and employment	☐
Our communities are safer	☐
Vulnerable people and families are supported	✓
Substance misuse and its effects are reduced	☐
Health is improving and health inequalities are reducing	☐
The environment is protected and enhanced for all	☐
The Council is effective, efficient and recognised for excellence	✓

(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 Legalit   y

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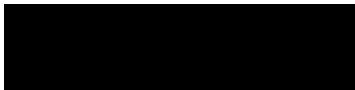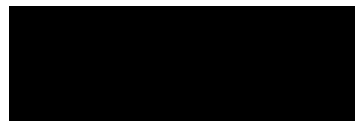
11.1   Have you used other documents to compile your report? (All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered)
Yes ☐ (please list the documents below)   No ☐

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Approved by

NAME DESIGNATION		SIGNATURE
David Leng	Head of Education	
Garry Dallas	Executive Director	

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:

o **improve the physical environment of schools, to enable better access to education and associated services**

o **improve access to participating in the curriculum for all children and young people who have a disability or additional support need**

o **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**

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[1]The 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*

2

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 adjustments[4] 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.

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[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
http://www.gov.scot/Topics/People/Equality/disability/publicsectorduty
[4]
http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0ahUKEwj27s6FxrrKAhVBWhQKHbEiD6EQFggt MAI&url=http%3A%2F%2Fwww.equalityhumanrights.com%2Fsites%2Fdefault%2Ffiles%2Fpublication_word%2FReasonable %2520adjustments%2520for%2520disabled%2520pupils%2520Scotland_0.doc&usg=AFQjCNHwkfRPs25NwsM1QwcAsUza7 JZmGQ&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."

5

- 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 has some very honest and spot on evaluations! Pupil are present for their review and listen to what is said about then. 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 Equality[6]   Quality Indicators – HGIOS 4th edition[7] 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.

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[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 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: • 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.	

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[8] See footnote 6

(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: • Car parks • Entrances • Reception • Toilets for visitors • Any area where access is required	The specific needs of children/YP will be met timeously so that they are not disadvantaged.	All information is shared so that required adaptations are enabled quickly.	School Support Co-ordinators ASN Officer	Session 2016 - 2017	
(3) Augmentative and Alternative (AAC) signage will be used appropriately around the school estate to support social communication needs as required.	All children and young people who require communication support are fully engaged in their learning.	AAC signage is evident throughout the establishment as required.	Establishment Support Co-ordinators	Session 2016 - 2017	
(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.	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.	• All children with a disability / ASN can access the physical environment of the school • Attendance records. • Knowledgeable staff.	Service Manager ASN Establishment Heads and support co-ordinators	March '16 – June '17	

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 (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) 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	

(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: • 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	All children are assessed and know what resources, equipment, technology will support their learning and are confident in their use.	All staff are knowledgeable and confident about accessibility issues in their establishment.	Head of establishment or delegated staff Support co-ordinators	Session 2016 - 2017	

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	Outcome	Success Indicator	Responsibility	Timescale	Evaluation
(What we will do to achieve this improvement)	(What the improvement will be for children and young people)	(How we will measure a successful outcome)	(Who is the lead person?)	(When will we do this)	
(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.	• 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	

(3) Identify and support the best means of communication with all; children, parents, staff: • 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.	Children and young people with a disability / ASN have their accessibility needs appropriately addressed using the best means of communication. • 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.	All children / YP develop creative learning skills using innovative digital technologies. Evidence in establishments of digital technologies being used by children and young people.	Head of establishment and other delegated staff	Session 2016 - 2017	