**Accessibility Strategy August 2014- July 2016**

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| Areas for development within the scope of this document are: | | | A: Curricular  B: Extra Curricular | | C: Physical Access (Built Environment)  D: Communication | | |
| **Aim: To ensure that all individuals working with children and young people who have a disability have access to appropriate training** | | | | | | | | | | |
| **Agreed Actions** | | **Area** | **Person(s) Responsible** | | **Resources (physical/financial/staffing)** | | **Links with other Plans** | **Timescales** | | **Outcome** |
| 1. To offer CPD for teachers/school managers to develop capacity to provide appropriate curricular/extra-curricular options for pupils who have a disability | | A, B | Training and Development Officer  Health and Safety Implementation Officer | | Guidance document: Equality Act 2010: Organising Inclusive School Trips, Outings and Activities  Twilight training sessions to be offered on an ongoing basis | | Equality Plan  Training Strategy | End academic Year 2013-14 and ongoing | | Training delivered to schools. May 2014. Also available online for future training. |
| 1. To provide information/training for all school staff and others who work with children and young people who have a disability to make clear the authority/the individuals’ legal obligations under current legislation | | A, B, C,D | Equalities Officer | | Equalities Officer to produce documentation  Possibility of offering training sessions if required – look at a training session combining 1 & 2 – Initial e-learning, legal section from Lesley Crozier, Practical advice from Judith Wood, scenario to work through | | Equality Plan | Academic Session 2014-2015 | |  |
| **Agreed Actions** | | **Area** | **Person(s) Responsible** | | **Resources (physical/financial/staffing)** | | **Links with other Plans** | **Timescales** | | **Outcome** |
| 1. (a) Finalise new Anti-bullying Policy including recording methodology | | A, B, C, D | Principal Officer, Inclusion and Equality | | No additional resources required | | Equality Plan  Anti-Bullying Strategy (new) | For start Academic Year 2014-15 | | New Anti-Bullying Strategy and recording mechanism will be provided to schools in academic year 2014-15 |
| (b) Deliver a programme of awareness raising in respect of bullying related to disability | | A, B, C, D | Training and Development Officer | | Anti-Bullying Strategy (new) | | Equality Plan  Anti-Bullying Strategy (new) | Ongoing  2014-2016 | |  |
| (c) Review data from schools re incidents of bullying related to disability at end of session 2014-2015 | | A, B, C, D | Service Manager – Education (ASN and Early Years) | | No additional resources required | | Equality Plan  Anti-Bullying Strategy (new) | End of Academic Session 2014-2015 and ongoing | |  |

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| **Aim: To ensure that arrangements for allocation of resources (physical access/curricular) are known to all and used routinely to provide accessibility for any pupils who have a disability** | | | | | | | |
| **Agreed Actions** | **Area** | **Person(s) Responsible** | **Resources (physical/financial/staffing)** | **Links with other Plans** | | **Timescales** | **Outcome** |
| 1. Review the targeted service for visually impaired people (currently provided by CEC) to ensure best value and equity of provision across all schools | A, B, C, D | Service Manager – Education (ASN and Early Years) | * Departmental staff to gather information | Equality Plan | | By end of March 2015 | Service Level Agreement in place with ongoing review on a regular basis |
| 1. Review arrangements for allocating resources   (for assessing and authorising equipment and buildings adaptations to ensure access for children and young people with a disability. | A, B, C, D | Access Officer, Education Support Officer (ASN), Service Manager – Education (Strategy and Operations) | Associated documentation  Access officer | Equality Plan  Framework for Meeting Additional Support for Learning Needs | | By end of 2014 with ongoing reviews | Revised process and documentation implemented in January 2014 |
| **Aim: To ensure that arrangements for allocation of resources (physical access/curricular) are known to all and used routinely to provide accessibility for any pupils who have a disability (continued)** | | | | | | | |
| **Agreed Actions** | **Area** | **Person(s) Responsible** | **Resources (physical/financial/staffing)** | **Links with other Plans** | **Timescales** | | **Outcome** |
| 1. Procedures for auditing accessibility to be integrated into schools’ planning/review cycles | A, B, C, D | Head Teachers,  QIOs, Education Support Officer (ASN), Business Support Officer | Documentation to be developed as required – template for schools to complete | Equality Plan | Start in Academic Year 2015/16 | | Audit and review of accessibility for pupils is integrated into planning cycles for all school |
| 1. Set up arrangements for the regular monitoring/updating of actions contained in the Accessibility Strategy within its 3 year time frame | A, B, C, D | Business Support Officer, Service Manager – Education (ASN and Early Years) | Accessibility Strategy Steering Group  Information out to schools | Equality Plan | End of Academic Year 2014/15 and ongoing | | Annual Report and meetings |

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| **Aim: To further improve for those who are affected by disability, the communication and delivery of, and opportunity to contribute to, school information** | | | | | | |
| **Agreed Actions** | **Area** | **Person(s) Responsible** | **Resources (physical/financial/staffing)** | **Links with other Plans** | **Timescales** | **Outcome** |
| 1. Ensure Education staff are aware of the requirement to provide documents that are accessible, available in a range of formats, and at different contact points | D | Service Manager – Education (Strategy and Operations), Service Manager – Education (ASN and Early Years) |  | Equality Plan | By end of 2015 |  |
| 1. Identify the preferred points and means of communication for service users affected by disability | A, B, C, D | Business Support Officer | Parent Councils  Survey Monkey | Equality Plan | By end of Academic Session 2014-2015 | Survey to be given to parent councils October 2014 |
| 1. Complaints procedure to be widely published/distributed so that it is know and accessible to all service users and used by all staff when dealing with complaints | D | Customer Feedback Manager | New procedure (available on-line and Intra-net). | Equality Plan | By end of 2014 | Article has been published in *Living.*  Briefing given at HT conference and to Principal Officers  Leaflets are in all schools. |

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| **Aim: To further improve for those who are affected by disability, the communication and delivery of, and opportunity to contribute to, school information (Continued)** | | | | | | |
| **Agreed Actions** | **Area** | **Person(s) Responsible** | **Resources (physical/financial/staffing)** | **Links with other Plans** | **Timescales** | **Outcome** |
| 1. Establish arrangements to enable the voice of children, young people, parents and carers to routinely inform Accessibility Strategy Planning 2. Collect pupil’s views during the period of this Accessibility Strategy to inform the next one. 3. Collect parent/carer’s views during the period of this Accessibility Strategy to inform the next one. | A, B, C, D | Performance and Practice Development Officer  Dialogue Youth Co-ordinator  Headteachers | Additional questions in the Pupil Satisfaction Evaluation Survey  Focus groups  Other relevant sources  FLIP group  Other relevant sources | Equality Plan | June 2016 | Pupil, parent/carer voice will be heard and inform the Accessibility strategy |

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| **Aim: To know the numbers of disabled pupils in our schools and how well they are attaining** | | | | | | |
| **Agreed Actions** | **Area** | **Person(s) Responsible** | **Resources (physical/financial/staffing)** | **Links with other Plans** | **Timescales** | **Outcome** |
| 1. Schools to consider (annually) attainment data in respect of pupils who have a disability | A | Headteachers  QIOs  Information and Research Officers | SEEMIS  SQA data | Equality Plan | From Academic Session 2014-15 and ongoing |  |