

EAST AYRSHIRE COUNCIL

CABINET – 2 JULY 2008

EAST AYRSHIRE EDUCATIONAL SERVICES ACCESSIBILITY STRATEGY

Report by Executive Director of Educational and Social Services

1. PURPOSE OF REPORT

- 1.1 The purpose of this report is to (i) present to Cabinet the second Accessibility Strategy for Children and Young People attending school who have a disability (ii) provide information regarding progress in respect of the 2004-2007 Strategy and (iii) to seek Cabinet approval for the new Strategy.

2. BACKGROUND

- 2.1 Education (Disabilities Strategy and Pupils Records) Act was passed by the Scottish Parliament in March 2002 which requires each local authority to prepare and implement an Accessibility Strategy. This required each Local Authority to produce a three year Accessibility Strategy.
- 2.2 The current Accessibility Strategy has now come to an end and attached as an appendix to this report is the new three year Accessibility Strategy.
- 2.3 The Strategy must cover three main areas for children and young people attending school who have a disability, namely:
- i) improved access to the curriculum;
 - ii) improved access to the physical environment of the school: and
 - iii) Improving communication with children and young people attending school.

This compliments other initiatives supporting inclusion e.g. LAAC; MC:MC; bilingual support.

3. PROGRESS

- 3.1 The Accessibility Strategy 2004-2007 has largely been achieved across all relevant areas. Some significant achievements include:
- Establishment of Loudoun Academy Communication Centre for children with autistic spectrum disorder;
 - Individual Learning Plans in place for all appropriate children;
 - Procedural practice and guidance issued to support the policy on promoting inclusion;
 - Transition guidelines in place for children with additional support needs P7-S1
 - New build schools fully DDA compliant
 - Pupil passports

- CPD on disability, accessibility issues

4. ACCESSIBILITY STRATEGY 2008-2011

- 4.1** Since the last Accessibility Strategy was produced, new legislation has been implemented and specifically the Disability Discrimination (Amendment) Act 2006. This has placed a statutory responsibility on all public sector bodies to publish a Disability Action Plan. The Educational Services Disability Equality Action Plan was approved by Education Committee on 30 January 2007.
- 4.2** Although a new Accessibility Strategy has been produced, the actions planned in support of the strategy will be subsumed within the Disability Equality Action Plan and monitored as part of this.

5. FINANCIAL IMPLICATIONS

- 5.1** The Accessibility Strategy will require to be published in a suitable glossy format that can enter the public domain. Costings for this require to be obtained.
- 5.2** In terms of supporting individual children and young people, needs are assessed and reviewed on a regular basis and resources made available as appropriate.

6. POLICY/LEGAL IMPLICATIONS

- 6.1** The statutory requirement to develop and publish an Accessibility Strategy is set out in the Education (Disability Strategy and Pupils Records) Act 2002.

7. COMMUNITY PLANNING IMPLICATIONS

- 7.1** Equalities is an underpinning theme within the context of the Community Plan.

8. PERSONNEL IMPLICATIONS

- 8.1** Nil.

9. RECOMMENDATIONS

- 9.1** It is recommended that Members of Cabinet:
- (i) approve the Accessibility Strategy 2008-2011;
 - (ii) agree to the implementation of the Action Plan being subsumed within the Disability Equalities Action Plan; and
 - (iii) otherwise note the contents of the report.

Graham Short
Executive Director of Educational and Social Services

GS/TW/SR
26 May 2008

LIST OF BACKGROUND PAPERS

1. Accessibility Strategy 2004-2007.
2. Disability Equality Action Plan, Education Committee - 30 January 2007

Members wishing further information should contact Kay Gilmour, Head of Service:
Community Support, Tel: 01563 576104.

IMPLEMENTATION OFFICER: TOM WILLIAMS

EAST AYRSHIRE COUNCIL

DEPARTMENT OF EDUCATIONAL AND SOCIAL SERVICES

ACCESSIBILITY STRATEGY

1. INTRODUCTION

Various legislative changes (see section 2 below) introduced by the Scottish Government place duties and obligations upon Local Authorities to ensure that any child or young person with a disability can access a full and meaningful educational experience without being unnecessarily and unreasonably hindered on account of a disability.

This strategy which covers the period 2008 to 2011 has been prepared in order to support schools and other educational establishments in ensuring that the Authority meets its obligations with respect to:

- Access to the curriculum
- Access to the physical environment of the school or establishment
- Improved communication

This is the second Accessibility Strategy produced by East Ayrshire Council. It builds on the first one and takes into account the requirement placed on public bodies to publish Equality Action Plans. The detail of any actions arising out of this strategy are incorporated into the educational disability equality action plan. Issues relating more generally to children's services will be incorporated into the arrangements in East Ayrshire for children and young people's services planning. A summary of the 2004 – 2007 Action Plan with outcomes is given in Appendix 2.

2. LEGAL BACKGROUND

The undernoted sets out the key legislation in respect of disability and accessibility:

- Disability Discrimination Act (1995)
- Standards in Scotland's Schools etc Act (2000)
- Special Educational Needs and Disability Act (2001)
- The Education (Disability Strategy and Pupil's Educational Records) Act (2002)
- The Education (Additional Support for Learning)(Scotland) Act (2004)
- The Disability Discrimination Act (amended) (2006)

The definition of disability is given in law. In broad terms, a person is disabled if:

'He or she has a mental or physical impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities'

Disability Discrimination Act (1995)

3. POLICIES OF EAST AYRSHIRE COUNCIL

The policies of East Ayrshire Council are articulated in various key documents that are available in all educational establishments in either hard copy or in electronic form on the Council Intranet.

- The East Ayrshire Community Plan
- East Ayrshire's Single Outcome Agreement
- Children and Young People's Services Plan 2008 - 11
- Priority to Improvement 2007 – 2010

4. DEVELOPING A STRATEGY

In addition to the overarching policies of East Ayrshire Council highlighted above, the following remain central to the inclusion of children and young people in educational establishments.

- Every Child is Special (2002)
- Pathways to Inclusion: A Strategy 2005
- Guidelines on the implementation of the Education (Additional Support for Learning) (Scotland) Act.
- "Reducing Barriers, Raising Attainment": an Overarching Policy on Inclusion 2005
- Integrated Assessment Framework

5. AIMS OF THE ACCESSIBILITY STRATEGY

The strategy can be seen as having the following aims:

- See and value the person, not their disability
- Break down barriers by promoting informed understanding
- Respond appropriately to the diverse learning needs of all children and young people
- Overcome all potential barriers to learning that any disability may occasion
- Support and develop an inclusive mind set and practice
- Seek the views of all young people and their parents and respond appropriately and timeously
- Promote equal opportunity for all throughout the educational system
- Ensure that the legislative requirements placed on the Authority are fully and appropriately discharged

6. ACCESSIBILITY STRATEGY PART 1: ACCESS TO THE CURRICULUM

All schools and educational establishments should have a written policy on additional support needs which will outline in detail the approach taken to meeting the needs of all children and young people with additional support needs. In particular, this strategy should have statements on the policy to ensure:

- appropriate differentiation of learning materials
- the appropriate adaptation of learning and teaching activities to guarantee access for all children and young people
- the availability and preparation of teaching materials in different formats dependent upon the needs of any child or young person at any given time
- the appropriate use of technology and ICT to support children with additional support needs
- the deployment of additional support staffing to help meet the full range of needs of children and young people with additional support needs

- staff have access to appropriate training in areas of additional support needs that may be pertinent to their teaching and learning commitments
- that the views of parents and young people are fully taken into account with respect to education planning
- an open and transparent review system to monitor the progress of all children and young people
- that the use of specialist support staff deployed centrally are fully involved in supporting educational planning
- that all children and young people have fair and equal access to any extra-curricular activities planned as part of the school or establishment programme
- that the Authority's commitment to inter-agency and multi-disciplinary working is a corner stone of the policy

A full list of the support services available to educational establishments is set out in Appendix 1.

7. ACCESSIBILITY STRATEGY PART 2: ACCESS TO THE PHYSICAL ENVIRONMENT

Current legislation has an explicit presumption of mainstreaming (section 15 of Standards in Scotland's Schools etc Act 2000) and in this regard it is essential that the Authority take every reasonable step to ensure that the physical environment in all schools and other establishments meets the access needs of all children, young people and adults regardless of any disability they may experience.

The Authority will maintain and update as appropriate a DDA Asset Management Database which will allow planning to take place to ensure that all establishments, in time, meet the requirements of the legislation in this regard.

The Authority will continue to engage in a programme of new build, refurbishment, upgrade and one-off alterations, all of which will be consistent with DDA duties and requirements, but in a practical sense such a programme will proceed over time and with reference to the availability of financial resources.

In order to facilitate this process all schools and educational establishments will be required to:

- Ensure that every practical step is taken to facilitate physical access to all parts of the school environment for all children and young people, regardless of any disability.
- Undertake an annual audit of the physical environment of the school or establishment with regard to facilities and access. In particular this will relate to issues of:
 - Ramped entrances and exits around the school
 - Disabled toilet and self care facilities
 - Passenger lifts and/or stair lifts (if appropriate to the layout of the building)
 - Classroom entrances and physical space issues therein
 - Alterations for children or young people with sensory impairments
 - User friendly work surfaces and equipment access in all subjects
 - Playground and recreation areas that are accessible by disabled children and young people
 - Signage and notice boards throughout the school or establishment

Note: The Authority will issue a standard audit checklist on an annual basis that Will be required to be completed.
- Immediately draw to the attention of the Authority any issue that arises at any point in the school year that has access and/or user issues for a child or young person with a disability

- Ensure that there is an individual evacuation plan for all children, young people and staff in the event of an emergency and that this plan is subject to regular trial tests and drills in line with the Authority policy in this area.
- Ensure that all staff are fully aware of the access needs of any child or young person with a disability and their role in facilitating such access

8. ACCESSIBILITY STRATEGY PART 3: COMMUNICATION

It is essential that schools and other educational establishments recognise the importance of communicating information in formats that will be accessible by all, regardless of any issues of disability. This information will include standard information that is disseminated by the Authority as a whole as well as information that is pertinent to the school or establishment itself.

It will be the responsibility of the school or educational establishment to ensure that:

- All written information is available in plain and accessible English
- All written information is available in other formats that will be pertinent to the needs of children, young people, staff, parents and others who may use or visit the school or establishment. This will include:
 - Braille
 - Large print
 - Audio format
 - BSL/Makaton or other signing systems
 - Other ethnic languages
- All children, young people and parents will have access to support in making their own needs and requests known to staff. This may include:
 - Interpreters
 - Signing specialists
 - Use of 'Have Your Own Say' or other related systems that will review progress under the requirements of the ASL legislation

9. ACCESSIBILITY STRATEGY PART 4: MONITORING AND EVALUATION

In addition, the Authority requires to monitor and evaluate the implementation of the Accessibility Strategy across all schools and educational establishments, there are legislative requirements in statute that place a duty on both the Authority and individual establishments to report and publish their progress and procedures with respect to issues of disability.

The Authority monitoring and evaluation procedures will therefore be geared to supporting schools, other establishments and the Authority itself in reflecting on practice and seeking continuous improvement as necessary.

The monitoring and evaluation process will consist of a range of approaches:

- All schools, establishments and other services will evaluate their own performance against indicators as set out in HIGIOS and related evaluation tools
- Quality Improvement Officers will carry out monitoring visits as an integral part of their established programme
- Attainment and other data relating to the performance of all children and young people with a disability will be gathered and benchmarked against national statistics
- Head Teachers and Heads of Establishments will require to demonstrate that dissemination of the Accessibility Strategy has taken place to all staff within their

establishment. This will be integral within the professional review and development programme

- Accessibility will form a central plank of any HMIE inspection process and while this will not apply across the board every year it should be borne in mind in terms of being inspection ready
- The Care Commission will evaluate accessibility issues in Early Years Establishments as part of their registration, inspection and regulatory function
- Accessibility should be a standing item on the agenda of Parent and Pupil Councils
- Parental Fora will be consulted annually on a range of issues including accessibility
- A rolling programme will be instigated to elicit the views of children and young people in schools, both disabled and those without any disability, regarding their experience of accessibility in their establishment and wider community
- The views of parents and young people will be formally recorded on minutes of any review meeting, as required under the provisions of the ASL legislation
- The Authority Asset Management plan will include an annual audit of all schools, establishments and other premises

Accessibility will be a central part of both the Authority and School/Establishment Standards and Quality Reports. All such reports will be available in the public domain and subject to political scrutiny through Cabinet and meetings of the full Council.

10. FURTHER INFORMATION AND COMMENTS

Further information can be obtained from and comments made to:

Tom Williams
Acting Head of Service: Community Support
East Ayrshire Council
Council Headquarters
London Road
Kilmarnock KA3 7BU
Tel: 01563 576004
Email: tom.williams@east-ayrshire.gov.uk

Information on East Ayrshire Council Services can be found at: www.east-ayrshire.gov.uk

National information on a full range of issues pertaining to accessibility can be found on the Disability Rights Commission web site: www.drc-gb.org

Some individual school maintain their own web site and information as to those that do can be obtained on:

www.parentzonescotland.gov.uk
www.scottishschoolsonline.gov.uk

Customer Care and Complaints

East Ayrshire Council operates a full and open complaints procedure copies of which can be obtained in all schools, educational establishments and Council Offices. The information is also available on the Council web site.

If necessary, the Scottish Public Services Ombudsman can be contacted as follows:

Professor Alice Brown,
Scottish Public Service Ombudsman,
23 Walker Street,

Edinburgh EH3 7HX
Tel: 0870 0115378
Email: enquiries@scottishombudsman.org.uk
Web Site: www.ombudsmanscotland.org.uk

SUPPORT SERVICES

Specialist Support

It may be necessary to involve staff with appropriate specialist knowledge to work directly with young people or to offer particular advice. Examples of specialist support to access the curriculum are given below: Separate information leaflets have been prepared in respect of each service. Their main role is summarised below:

Network Support Team

Learning support to pupils in schools is supplemented by the Network Team of some 30 teachers. Network teachers are deployed to primary and secondary schools based on an analysis of overall needs. The work of the Team is co-ordinated by the Learning Support Manager who works in consultation with schools and other services. There is a structured staff development programme which has allowed most Network teachers to achieve the Diploma of Special Educational Needs (DIPSEN) and has enabled a range of specialisms to be developed in the team including social, emotional and behavioural difficulties, challenging behaviour, specific learning difficulties, and communication disorders.

Hospital Service

This service provides support for young people of school age who have been admitted to hospital for an extended period or who are frequently readmitted to hospital. The service consists of one full time teacher based in Crosshouse Hospital.

Visual Impairment

The Visual Impairment Team assists schools, parents and teachers in the assessment and management of children who have severe visual impairment. There are 4.5 teachers and a number of full time SEN auxiliaries who work from a base in Grange Academy. They provide support for secondary-aged children from across the authority and in addition provide a peripatetic service for all other establishments.

Bilingual Service

The Bilingual Service provides support for children with little or no English, bilingual children with limited English and children who are fluent in English but not achieving their full potential. The Service consists of one teacher who works full time in a base in Onthank Primary School and two teachers who work in schools on a peripatetic basis across the authority. A special educational needs auxiliary and the equivalent of one full-time clerical assistant supports the service.

Hearing Impairment Service

This Service makes provision for all three Ayrshire authorities supporting the educational needs of hearing impaired children and young people from the time of diagnosis of a hearing loss until school leaving age. It consists of ten full time

teachers qualified in deaf education. Staff work on a peripatetic basis across all sectors. A sign language assistant supports their work.

Audiology Service

The educational audiologist provides a service for all three Ayrshire authorities from a base in Crosshouse. Working with the health service, the audiologist is involved in the identification of a hearing loss and counselling families prior to the child being visited by a teacher of the deaf. In addition the audiologist evaluates and advises on all audiological equipment and resources.

Pre School Home Visiting Service

The Home Visiting Service provides support to pre-school children with identified special needs. Families are offered support and advice on the development of their child and on access to and the use of support services. One full teacher visits the child in their home or in the nursery.

Psychological Services

There is a statutory duty on the Authority to provide child guidance services, and this duty is fulfilled by maintaining a team of psychologists. There is currently one principal psychologist, four senior psychologists and three main grade psychologists. Each member of the team is assigned a group of establishments and SEN Services to support. Educational psychologists can provide high-level professional advice on learning programmes to suit the needs of individual children based on assessment.

Home Tuition

The facility exists for children who cannot attend school to learn at home supported by tuition. This is organised on an individual basis, but will usually take the form of a teacher from the child's school visiting the home. In this way the young person will be kept in-touch with the learning experiences of their class.

Community Youth Support Team (CYST).

The CYST service is staffed through social work and will take referrals regarding high risk children and young people who may be at risk of offending in the community. They offer both group and individual work

Child and Adult Support Team (CAST)

Social work offer a service to facilitate the transition process of high risk young people between school and adult life. Their main focus is on facilitating the transition of young people in special educational provision, although they will work towards developing this service for all young people with the requisite need profile.

SPECIALIST PROVISION

Park School provides support to children of both primary and secondary age with moderate learning difficulties. Most children who attend the school are from the Kilmarnock area. This establishment offers a specifically adapted curriculum for children and young people. Teachers are specifically qualified or have extensive experience of working in this area of provision and staffing ratios are more favourable than those in mainstream schools. Specialist resources are available to meet individual needs.

Woodstock School in Kilmarnock provides education for pupils with severe learning difficulties between the ages of 5 and post 16, while **Witchhill School and Hillside School** provide for children from the ages of 5 to post 16 with profound or complex learning difficulties. Pupils with complex learning difficulties, often accompanied by multiple disabilities, provide an enormous challenge in providing an appropriate curriculum. In an attempt to meet this challenge some of our schools provide an Elaborated Curriculum to some pupils with disabilities which includes a wide range of social, independent learning skills.

Crosshouse Communication Centre provides a facility for primary aged children with severe communication disorders. The centre caters for five to eight year olds with the emphasis being on integration of the children into mainstream. Although offering a specialist facility, the centre in all aspects is part of the primary school. Staff who support the Centre consist of the head teacher of the Crosshouse Primary School, an deputy head teacher, with responsibility for the day to day running of the Centre, two full time class teachers, a full time auxiliary, senior speech and language therapist and educational psychologist.

A Communication Centre was established at **Loudoun Academy**, Galston in 2004. This caters for secondary-aged children with a language and communication disorder. An integral part of the school it is led by a principal teacher and specifically staffed. Wherever possible children are taught in mainstream classes.

Patna, Barshare, and Cumnock Supported Learning Centres are attached to mainstream schools, and provide additional support for primary and secondary aged children young people with moderate learning difficulties who would otherwise have difficulties in accessing the mainstream curriculum.

The **Centre for Hearing Impairment** is based in Grange Academy, Kilmarnock. It provides a service to young people of secondary age who are deaf or hearing impaired in all three Ayrshire authorities. The Centre is staffed by three full time specialist teachers of the deaf. A full time SEN auxiliary, who is deaf, also supports pupil's learning and personal development. Children are, wherever possible taught in mainstream classes with their peers.

The Language Unit at the West Park campus in Crosshouse caters for the needs of children who have a language or communication disorder from their pre school years to the end of Primary 3. The Language Support Team consists of one full time teacher and a full time speech and language therapist. The team is supported by an educational psychologist. The service is provided both within a base in a nursery school and on an outreach basis.

The Youth Strategy is based in Altonhill Centre, Kilmarnock Academy and Cumnock Academy. It provides support for pupils with challenging behaviour and or who may be disaffected with traditional education. Additional support based on a vocational education package is provided by Rathbone CI for older pupils.

APPENDIX 1: 2004 -2007 ACTION PLAN SUMMARY

The following gives a tabular summary of the 2004-2007 Disability Action Plan with a comment on the extent to which targets were met, revised or are on-going.

ACCESS TO THE CURRICULUM	LEAD OFFICER	RESOURCES	SUCCESS CRITERIA	2008 UPDATE
VI Service to review policy in light of the DDA amendments to part 4 covering education	Senior psychologist	No financial implications	Revised policy agreed and implemented within the VI Service	Complete
Further involve health service personnel in individual pupil planning through IEPs	Principal psychologist	No financial implications	Evidence of multi agency involvement in pupil's targets and support and clear health related targets within the IEP	Health colleagues increasingly involved in planning for individual young people
Further involve parents in the planning of their child's learning experience through the IEPs	Quality Improvement Officer (SEN)	No financial implications	Fully involved in the process of target setting for their child's IEP and partners in supporting their learning	Integral part of IEP planning
Expand appropriate work experience placements for young people with a disability through marketing the business community by the inter authority Work Experience Unit	Enterprise officer/Career Service	From existing Education and Careers Service funding	Increase in the number and appropriateness of placements for young people with a disability. Work Experience Unit liaise with schools and business to provide a bank of suitable placements	In process. MCMC initiative has also facilitated developments in this area

ACCESS TO THE CURRICULUM	LEAD OFFICER	RESOURCES	SUCCESS CRITERIA	2008 UPDATE
Support the further re-integration into mainstream primary of children in the Crosshouse communication Centre by expanding the outreach service.	Head of Service: Quality Improvement	Existing resources/National Priority Action Fund Inclusion	More children and young people supported in their local mainstream school. Children have skills and confidence to cope with new environment	Outreach service expanding with base in south of Authority
Further develop a comprehensive secondary support resource for young people with Autistic Spectrum Disorder in the Kilmarnock area.	Head of Service: Quality Improvement / Head teacher Loudoun Academy	Existing resources/National Priority Fund Inclusion	Centre established to support secondary age pupils with severe communication difficulties unable to fully access mainstream curriculum	Centre established and running successfully
Improve ASD provision using the 12 staff who attended the Birmingham University ACE Course.	Network Team Manager	SEN Specific Grant	One member of staff in each Learning Partnership trained with a commitment to in-house training for colleagues	Unsuccessful approach – subject to current review
Provide training for Senior Management and staff to review their policies and procedures in light of the recent Disability legislation.	Principal, Quality Improvement	SEN Specific Grant	Policies and Procedures in line with DDA Amendments Part 4 and Code of Practice (Schools)	Equality Action Group established who take these issues forward
Establish links with the Mobility and Rehabilitation Technology Centre with the purpose of improving joint working between Health, Social Work and Education for the provision of equipment and ICT Hardware and Software.	Quality Improvement Officer (ICT)	No financial implications	Links established and protocol for joint working agreed by all parties. Pupils have access/training in the use of appropriate ICT	In process
Develop use of the Playback Resource Pack for all Primary and Secondary schools to increase disability awareness for all children and young people and provide training to each Learning Partnership to support the implementation	Quality Improvement Officer (SEN)	SEN Specific Grant	Material used in all schools as part of their PSD programme	Complete
A multi disciplinary group will produce a video and support materials on rights and responsibilities	Quality Improvement Officer (SEN)	Social Inclusion Partnership funding	Video completed and used for training to raise staff and pupil awareness of issues of rights and disability	Under review
Class and subject teachers to participate in training opportunities in Special Educational Needs	Quality Improvement Officer (SEN) and head teachers	SEN Specific Grant	Increase in the number of class and subject teachers attending courses and deploying strategies to support pupils learning	CPD menu provides on-going training opportunities for all staff

ACCESS TO THE CURRICULUM	LEAD OFFICER	RESOURCES	SUCCESS CRITERIA	2008 UPDATE
Provide ten places for Nursery Nurses on the HNC Special Learning Needs Course	Principal Officer, Early Years	Childcare Workforce Training and development	Course successfully completed by Nursery Nurses and children's learning more effectively supported	Complete
Provide Inter agency training opportunities to promote an integrated approach to supporting children and young people with a disability or additional support needs	Integrated Services Manager	From existing resources	Multi-agency training events taken place.	A number of events have taken place. A need now to consolidate.
Improve access to low and high technology, materials and specialist equipment	Quality Improvement Officer (SEN)	No financial implications	Pupils have enhanced access and increased confidence in the use of appropriate technologies	Specialist materials and equipment available as required
Implement the restructuring and deployment of Network Support Team	Network Support Manager	From existing resources	Network staff more effectively deployed and the needs of pupils better supported	Achieved.
Review the roles and responsibilities ,and deployment of SEN auxiliaries , classroom assistants and peripatetic nursery nurses	Head of Service: Quality Improvement	From existing resources	Support staff more effectively deployed and the needs of pupils better supported through targeted provision.	Review completed.

ACCESS TO THE CURRICULUM	LEAD OFFICER	RESOURCES	SUCCESS CRITERIA	2008 UPDATE
Produce practice and procedural guidance to support the policy on promoting inclusion	Review Group	From existing resources	Policy, guidelines and procedures completed and promulgated to all educational establishments. Pupils benefit directly and indirectly from new practices	Pathways to Inclusion Improvement Plan in place; policy and procedures in place as part of the implementation of the ASL Legislation.
Submit an application to the New Opportunity Fund Quality Childcare Programme for a group for peripatetic child care workers who can support children with additional needs in out of school care clubs	Principal Officer, Early Years	No financial implications	Application of funding successful. Team of staff trained and deployed in out of school care provision across the authority	Complete and service operational through NCH. In addition, children with additional support needs are supported to access out of school care through a pooled budget.
Produce authority guidelines for the transition from P7 to S1 of pupils with Additional Support Needs	Review Group	No financial implications	Guidelines completed and good practice disseminated to support effective P7/S1 transition for pupils with a disability	Transition Guidelines in place and subject to on-going review and evaluation
Implement a programme of Best Value Reviews covering Network Support and other additional support needs areas to ensure maximum access of young people to the curriculum	Head of Service: Quality Improvement	Within existing resources	Review complete to timescale and implemented.	Best Value reviews of Youth Strategy and Supported Learning Centres currently underway – reports Autumn 2008.
Accessibility issues fully integrated into all aspects of improvement planning.	Head of Service: Quality Improvement	No financial implications	Issues relevant to accessibility are explicit in “Priority to Improvement”, “Children’s Service Plan” and action plans associated with specific grant funding.	New accessibility strategy in place for 2008 - 2011

ACCESS TO THE PHYSICAL ENVIRONMENT	LEAD OFFICER	RESOURCES	SUCCESS CRITERIA	2008 UPDATE
Capital programme to include specific provision for accessibility	Education Property Manager	Capital programme	Allocations for accessibility approved by Committee	On-going process
Corporate strategy to include audit of school buildings	David McDowell	From existing Council resources	Completion of school building audit and identification of necessary adaptations and development costs	Audit strategy in place
Public Private Partnership plans include specific provision for accessibility.	PPP manager	PPP funding	Consultation takes place with health professionals, expert staff groups, parents and pupils. Provision explicitly detailed in PPP documentation.	PPP schools programme nearing completion
All new builds, modifications and upgrades include specific provision for improving accessibility as part of design.	Education Property Manager	Capital programme	All modifications and upgrades DDA compliant.	On-going process. All new builds and upgrades compliant.

IMPROVING COMMUNICATION AND THE DELIVERY OF SCHOOL INFORMATION	LEAD OFFICER	RESOURCES	SUCCESS CRITERIA	2008 UPDATE
To empower the Parent Focus groups and Forums to take ownership of the meetings.	Quality Improvement Officer (SEN)	No financial implications	Parents fully involved in organisation of meetings and improved access to communication between parents and senior Council Officers	Focus groups (generic and specialised) scheduled annually. Groups are still officer led.
Review and improve formats for giving information to pupils with a visual impairment under the headings of oral communication, alternative print formats, tactile formats, audio formats and electronic information. -	Senior psychologist	From existing resources	Young people with a Visual Impairment have improved access to information through a range of appropriate media	On-going and continuously being reviewed based on need, new technology etc.
All schools to develop their own website which may include school information such as handbooks, minutes of school board, pupils council etc and information leaflets	Quality Improvement Officer (ICT)	From existing school budgets	Increase in the number of schools with own website containing appropriate information related to access in all its forms	On-going Audit will be carried out.
Encourage all schools to include a child or young person with a disability as a member of a pupil council.	Principal, Quality Improvement	No financial implications	Increase number of disabled children and young people in pupil councils	Schools encouraged to do this. Monitored through Equality Action Group with renewed focus from 2008 onwards.
IMPROVING COMMUNICATION AND THE	LEAD OFFICER	RESOURCES	SUCCESS CRITERIA	2008 UPDATE

DELIVERY OF SCHOOL INFORMATION				
Roll out across the authority the approach to enable children and young people to contribute more effectively their opinion and views at review meetings	Principal psychologist	No financial implications	Increase number of pupils attending reviews and offering their views on their future education	Various systems such as 'Have Your Own Say' now in regular use across schools
Provide a rolling programme of training for all staff to increase their awareness of the alternate means of communication and consultation with children and young people with a disability	Quality Improvement Officer (SEN)	SEN Specific Grant	Increase in the number of staff attending courses. A wide range of consultation and communication mechanisms deployed to engage young people	Training opportunities available for all staff who wish it