

# EAST AYRSHIRE COUNCIL

## EDUCATION COMMITTEE – 30 JANUARY 2007

### DISABILITY EQUALITY ACTION PLAN

#### Report by Executive Director of Educational and Social Services

#### **1. PURPOSE OF REPORT**

- 1.1** The purpose of this report is to seek the approval of Education Committee for the Education Disability Equality Action Plan.

#### **2. BACKGROUND**

- 2.1** The Disability Discrimination Act 2005 and the Disability Discrimination (Public Authorities Statutory Duties) (Scotland) Regulations 2005 place on public authorities, including the Council, new duties in relation to people with a disability and the services they receive.
- 2.2** Under the legislation the Council and the education authority has placed upon it a general duty and specific duties. The purpose of these duties is to put in place a framework for the Council to carry out its functions more effectively and to tackle discrimination and its causes in a proactive way. The general duty requires the Council not only to have due regard to disability equality when making decisions about the future but also to address the issues which may arise from decisions which it has taken in the past which may not have given due regard to disability equality. These specific duties require the Council to detail how it would meet the general duty.
- 2.3** It should be recognised that the Council and specifically Educational Services already have in place a range of policies and procedures underpinning the delivery of services with children and young people with a disability and where appropriate their carers. Specifically, Education Committee of 14 September 2004 approved the Accessibility Strategy 2004-2007 as a requirement of the Education (Disability Strategies and Pupils' Educational Records)(Scotland) Act 2002. In addition, Education Committee of 25 May 2004 approved the Post 16's Accessibility Strategy for Community Learning and Development. It is important that these current arrangements are built upon and enhanced to meet the new requirements set out by the legislation.
- 2.4** The key actions set out in the Action Plan will cover the three year span of the Council's Disability Equality Scheme which was approved at Policy and Resources Committee on 14 November 2006. The Council's Disability Equality Scheme was prepared with the involvement of a number of stakeholders including two stakeholder events held in October 2006 at which people with a disability had the

opportunity to contribute to the development of the overall Council's Action Plan.

### **3. GENERAL DUTY**

**3.1** The general duty placed on the Council by the Disability Discrimination Act 2005 requires the Council, when carrying out its functions, to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons;
- Eliminate discrimination as it is unlawful under the Act;
- Eliminate harassment of disabled persons that is related to their disability;
- Promote positive attitudes towards disabled persons;
- Encourage participation by disabled persons in public life;
- Take steps to take account of disabled person's disabilities, even where that involved treating disabled persons more favourably than other persons.

**3.2** The general duty builds upon the duties of the Disability Discrimination Act 1995 including the duty to make reasonable adjustments to make sure disabled people can access employment, goods, services, facilities, functions and premises.

### **4. EDUCATIONAL SERVICES DISABILITY EQUALITY ACTION PLAN**

**4.1** Specific issues raised at the Council's stakeholder events included the undernoted issues which will be addressed in the Action Plan, set out as an appendix to this report.

- Arrangements for involving disabled people on an ongoing basis;
- Examination of specific actions which would enable disabled employees to participate in public life;
- Accessibility to Council premises;
- Information about services.

**4.2** These actions are addressed, along with others, in the attached Educational Services Action Plan set out as an Appendix to this report.

**4.3** Once the gender equality duty is implemented, the opportunity will be taken to review the best way to take forward all three equalities duties.

### **5. POLICY AND LEGAL IMPLICATIONS**

**5.1** The approval of the Disability Equality Action Plan will enable the Department of Educational and Social Services to meet its statutory obligations and its policy objectives in relation to services for people with a disability.

## **6. COMMUNITY PLAN**

- 6.1** The Disability Equality Action Plan will contribute to the achievement of all key themes of the Community Plan.

## **7. FINANCIAL IMPLICATIONS**

- 7.1** Actions which require specific financial consideration by Committee will be brought forward as appropriate.

## **8. RECOMMENDATIONS**

- 8.1** Members of the Education Committee are asked to:

- (i) approve the Disability Equality Action Plan 2007-2010;
- (ii) to note that a similar report is being presented to the Social Work Committee which will cover an Action Plan relating to Social Work Services;
- (iii) to note that the Social Work Services Action Plan and Educational Services Action Plan together will form the Disability Action Plan for the Department of Educational and Social Services; and
- (iv) otherwise note the content of the report

Graham Short  
Executive Director of Educational and Social Services

GRS/JBS  
12 December 2006

### **LIST OF BACKGROUND PAPERS**

1. Policy and Resources Committee 14 November 2006; Disability Equalities Scheme.

Members seeking further information should contact Kay Gilmour, Head of Community Support, Tel: (01563) 576104.

**IMPLEMENTATION OFFICER: KAY GILMOUR**

**EAST AYRSHIRE COUNCIL**

**EDUCATIONAL AND SOCIAL SERVICES DEPARTMENT**

**DISABILITY EQUALITY ACTION PLAN 2007-2010**

**SERVICE UNIT: EDUCATIONAL SERVICES**

<b>A. ACCESSIBLE SERVICES</b>				
	<b>ACTIVITY</b>	<b>ACTION</b>	<b>TIMESCALE</b>	<b>LEAD OFFICER</b>
	Ensuring information about services is widely available.	<ul style="list-style-type: none"> <li>Identify public information and communication needs and develop a suite of appropriate information materials in accessible formats</li> </ul>	June 2007	<ul style="list-style-type: none"> <li>Heads of Service</li> </ul>
	Ensure that complaints regarding discrimination are recognised and reported.	<ul style="list-style-type: none"> <li>Ensure mechanisms are in place for recording complaints that relate to discrimination</li> </ul>	April 2007	<ul style="list-style-type: none"> <li>Heads of Service</li> </ul>
	Develop standard mechanism for identifying all children and young people with a disability in all educational establishments in East Ayrshire	<ul style="list-style-type: none"> <li>Review Additional Support Needs logs in order to incorporate disability section</li> <li>Agree standard procedures for seeking view of parents and young person on issues of their disability</li> </ul>	April 2007	<ul style="list-style-type: none"> <li>Additional Support for Learning Implementation Group</li> </ul>
	Track progress of children and young people with a disability with regard to all aspects of their educational experience	<ul style="list-style-type: none"> <li>Target setting (in place)</li> <li>ISPs (in place)</li> <li>IEPs (in place)</li> </ul>	Continuous	<ul style="list-style-type: none"> <li>Heads of Educational Establishments</li> <li>Heads of Support Services</li> </ul>
	Track progress of East Ayrshire children and young people with a disability who are educated and cared for in establishments outwith East	<ul style="list-style-type: none"> <li>Review target setting policy in outwith establishments</li> </ul>	June 2007	<ul style="list-style-type: none"> <li>Prioritisation Group</li> <li>Case psychologists</li> </ul>

	Ayrshire with regard to all aspects of their educational and care experience.			
	Review current Educational Accessibility Strategy in view of the requirements of the Disability Equality Duty	<ul style="list-style-type: none"> <li>Review policy &amp; procedures in the current Strategy and amend accordingly</li> </ul>	December 2007	<ul style="list-style-type: none"> <li>Quality Improvement Officers (Equalities &amp; ASL)</li> </ul>
	Ensure that all children and young people in educational establishments have equality of access to all aspects of the school experience, both within and outwith school	<ul style="list-style-type: none"> <li>Develop an audit tool that will support head teachers and heads of establishment understand the needs of their disabled pupils with regard to exceptional aspects of their educational experience (e.g.: school trips etc.)</li> </ul>	June 2007	<ul style="list-style-type: none"> <li>Disability Task Group</li> </ul>
	Working with partner providers.	<ul style="list-style-type: none"> <li>Ensure through contract monitoring arrangements that service providers implement their responsibilities towards people with disability</li> </ul>	Continuous	<ul style="list-style-type: none"> <li>Principal Officers</li> </ul>
	Provision of meals within Education and Care settings that meet the needs of specific ethnic, dietary or disability requirements.	<ul style="list-style-type: none"> <li>Develop clear policy guidance for catering in developing menus for special needs individuals.</li> <li>Implement new 'speaking' menu boards within Special Schools and other establishments as appropriate</li> </ul>	June 2007	<ul style="list-style-type: none"> <li>Robin Gourlay</li> </ul>
	Accessibility to Council Premises	<ul style="list-style-type: none"> <li>Review current targets and establish action plan for improvements. This reflects the Corporate Action Plan</li> </ul>	April 2007	<ul style="list-style-type: none"> <li>Executive Head of Finance in lead co-ordinating role</li> </ul>
<b>B.</b>	<b>STAFFING</b>			

	<b>ACTIVITY</b>	<b>ACTION</b>	<b>TIMESCALE</b>	<b>LEAD OFFICER</b>
	Ensure staff are aware of and appropriately trained in relation to disability issues.	<ul style="list-style-type: none"> <li>• Equalities built into induction training</li> <li>• Ensure training and development needs are identified and actioned through teaching professional review and development and APT&amp;C staff EAGER process</li> <li>• Enhance basic awareness training by identifying additional training requirements for specific groups of staff</li> </ul>	Continuous	<ul style="list-style-type: none"> <li>• CPD Coordinators</li> <li>• ASL Implementation Group</li> </ul>
	Monitor recruitment and staffing complement	<ul style="list-style-type: none"> <li>• Annual monitoring and analysis</li> </ul>	Continuous	<ul style="list-style-type: none"> <li>• Head of Service : Schools Support</li> </ul>
<b>C. LEARNING AND TEACHING (Only applicable to educational services and community learning and development)</b>				
	<b>ACTIVITY</b>	<b>ACTION</b>	<b>TIMESCALE</b>	<b>LEAD OFFICER</b>
	Review implementation of procedures on assessment arrangements for candidates with a disability sitting national examinations	<ul style="list-style-type: none"> <li>• Ensure the current guidelines to secondary schools are consistent with the requirements of the DDA</li> </ul>	June 2007	<ul style="list-style-type: none"> <li>• Head Teachers</li> <li>• Educational Psychologists</li> <li>• Quality Improvement Officers</li> <li>• Specialist Support Services</li> </ul>
<b>D. COMMUNITY CAPACITY BUILDING</b>				
	<b>ACTIVITY</b>	<b>ACTION</b>	<b>TIMESCALE</b>	<b>LEAD OFFICER</b>
	Review current authority supported advocacy services for parents and young people with disabilities	<ul style="list-style-type: none"> <li>• Audit range of advocacy services available</li> <li>• Meet with advocacy groups to share Action Plan</li> <li>• Recommend additionally as required</li> </ul>	March 2008	<ul style="list-style-type: none"> <li>• Disability Task Group</li> </ul>
	Promote the development within the community of organisations that can support people with	<ul style="list-style-type: none"> <li>• Continue to support the development of and work in</li> </ul>	Continuous	<ul style="list-style-type: none"> <li>• Principal Officers</li> </ul>

	disabilities and represent their views to statutory organisations	partnership with information, advice and support providers in relation to service users, carers and advocacy services		
<b>E. SELF EVALUATION AND CONTINUOUS IMPROVEMENT</b>				
	<b>ACTIVITY</b>	<b>ACTION</b>	<b>TIMESCALE</b>	<b>LEAD OFFICER</b>
	Ensure that every educational establishment and service complies with their responsibilities to implement authority policy, monitor outcome and report progress on the outcomes, with respect to the legislation as outlined in the Disability Equality Scheme	<ul style="list-style-type: none"> <li>• Model Policy developed for educational establishments in relation to disability</li> <li>• Every educational establishment will audit their experience and practice with respect to disability</li> <li>• Every educational establishment will include issues of disability equality in their annual improvement plans</li> <li>• Every educational establishment will report on the impact of their disability strategy on an annual basis</li> </ul>	August 2007 for establishment policies and ongoing thereafter	<ul style="list-style-type: none"> <li>• Disability Task Group</li> <li>• Heads of Educational Establishments</li> <li>• Head of Support Services</li> <li>• Quality Improvement Officers</li> </ul>
	Establish a school based monitoring & reporting system to identify harassment and bullying on the grounds of disability	<ul style="list-style-type: none"> <li>• Review existing monitoring and reporting systems to include issues of disability</li> </ul>	August 2007	<ul style="list-style-type: none"> <li>• Disability Task Group</li> <li>• Head of Educational Establishments</li> </ul>
	Develop systems to measure the impact of practice occasioned by the DDA in all schools and educational establishments	<ul style="list-style-type: none"> <li>• Collect relevant data via SEEMIS system on children and young people with a disability</li> <li>• Develop a template to aid schools in monitoring their actions with disabled pupils</li> <li>• Support schools in carrying out surveys amongst pupils, staff and parents regarding the implementation of the DES</li> </ul>	December 2007 & ongoing thereafter	<ul style="list-style-type: none"> <li>• Statistics Officer</li> <li>• Quality Improvement Team</li> </ul>

	Best Value	<ul style="list-style-type: none"> <li>• Ensure, through implementation of “Securing Continuous Improvement” corporate guidance on service reviews that all reviews take account of the needs of people with disabilities</li> <li>• Identify service improvement activity through service planning strategic self assessment and EFQM processes</li> </ul>	Continuous	<ul style="list-style-type: none"> <li>• Heads of Service</li> </ul>
	Impact Assessment	<ul style="list-style-type: none"> <li>• Implement Impact Assessment across policies</li> </ul>	Continuous	<ul style="list-style-type: none"> <li>• Heads of Service</li> </ul>
<b>F.</b>	<b>CONSULTATION AND ENGAGEMENT WITH SERVICE USERS/GROUPS</b>			
	<b>ACTIVITY</b>	<b>ACTION</b>	<b>TIMESCALE</b>	<b>LEAD OFFICER</b>
	Seek views of parents and young people on issues of disability	<ul style="list-style-type: none"> <li>• Review current arrangements for seeking views of parents and young people</li> <li>• Take account of views to improve services</li> <li>• Involve parents and young people in further developing and monitoring this Action Plan</li> </ul>	December 2007 & annually thereafter	<ul style="list-style-type: none"> <li>• Quality Improvement Officers (Equalities &amp; ASL)</li> <li>• Heads of Educational Establishments</li> <li>• Heads of Specialist Services</li> <li>• Dialogue Youth</li> </ul>

## SERVICE UNIT: COMMUNITY LEARNING AND DEVELOPMENT

<b>A. ACCESSIBLE SERVICES</b>				
	<b>ACTIVITY</b>	<b>ACTION</b>	<b>TIMESCALE</b>	<b>LEAD OFFICER</b>
	Provision of information on community based learning and youth work opportunities	<ul style="list-style-type: none"> <li>Ensure information is kept current and is accessible in a number of formats to assist young people and adults to access learning opportunities</li> </ul>	Continuous	<ul style="list-style-type: none"> <li>Team Leaders</li> </ul>
	Learning centres are equipped with software and hardware to support learners	<ul style="list-style-type: none"> <li>Advice sought from learners and organisations on appropriate support tools and materials</li> <li>Audit of software and hardware undertaken in learning centres</li> <li>Staff trained on set up and use of support tools and materials</li> </ul>	June 2007 and ongoing December 2007 April 2008	<ul style="list-style-type: none"> <li>Team Leaders</li> <li>Team Leaders</li> <li>Team Leaders</li> </ul>
	Review the current Post 16's Accessibility Strategy in view of the requirements of the Disability Equality Duty	<ul style="list-style-type: none"> <li>Review action points in the Strategy</li> </ul>	December 2007	<ul style="list-style-type: none"> <li>Principal Officer</li> </ul>
	Working with partner providers.	<ul style="list-style-type: none"> <li>Ensure through contract monitoring arrangements that service providers implement their responsibilities towards people with disability</li> </ul>	Continuous	<ul style="list-style-type: none"> <li>Principal Officers</li> </ul>
	Accessibility to Council Premises	<ul style="list-style-type: none"> <li>Review current targets and establish action plan for improvements. This reflects the Corporate Action Plan</li> </ul>	April 2007	<ul style="list-style-type: none"> <li>Executive Head of Finance in lead co-ordinating role</li> </ul>
<b>B. STAFFING</b>				

ACTIVITY	ACTION	TIMESCALE	LEAD OFFICER
Staff and volunteers trained in disability equality issues	<ul style="list-style-type: none"> <li>All staff and volunteers have attended disability equality briefings</li> <li>Equalities training built in to induction programmes</li> <li>Equalities training incorporated into youth work and volunteer training</li> </ul>	2007/2008  December 2007  April 2008	<ul style="list-style-type: none"> <li>Assistant Principal Officer</li> <li>Assistant Principal Officer</li> <li>Team Leaders</li> </ul>
Monitor recruitment and staffing complement	<ul style="list-style-type: none"> <li>Annual monitoring and analysis</li> </ul>	Continuous	<ul style="list-style-type: none"> <li>Head of Service : Schools Support</li> </ul>
<b>C. LEARNING AND TEACHING (Only applicable to educational services and community learning and development)</b>			
ACTIVITY	ACTION	TIMESCALE	LEAD OFFICER
Community based learning opportunities for young people and adults	<ul style="list-style-type: none"> <li>Audit of learning materials/equipment carried out</li> <li>Individual learning plans completed by learners</li> <li>Ensure community based learning opportunities reflect the needs of learners</li> </ul>	December 2007  June 2007  Continuous	<ul style="list-style-type: none"> <li>Team Leaders</li> <li>Team Leaders</li> <li>Team Leader</li> </ul>
Community Learning and Development plans reflect the needs of learners with a disability	<ul style="list-style-type: none"> <li>Work with partners to establish support systems for learners, where appropriate</li> <li>Delivery of locally based learning opportunities with partners</li> </ul>	June 2008  June 2008	<ul style="list-style-type: none"> <li>Team Leaders</li> <li>Team Leaders</li> </ul>
Celebrate learners achievements	<ul style="list-style-type: none"> <li>Annual celebration of</li> </ul>	June 2007 and	<ul style="list-style-type: none"> <li>Team Leaders</li> </ul>

		achievement for young people and adults	ongoing	
<b>D. COMMUNITY CAPACITY BUILDING</b>				
	<b>ACTIVITY</b>	<b>ACTION</b>	<b>TIMESCALE</b>	<b>LEAD OFFICER</b>
	Community Learning and Development Plan for people with a disability produced and linked to geographic plans	<ul style="list-style-type: none"> <li>Plan produced and implemented</li> </ul>	February 2007	<ul style="list-style-type: none"> <li>Assistant Principal Officer</li> <li>Team Leaders</li> </ul>
	Provide support and develop the capacity of community groups representing disabled people	<ul style="list-style-type: none"> <li>Monitor support given to community groups and identify gaps</li> <li>Strengthen community consultation and engagement arrangements with community groups</li> </ul>	December 07  June 2008	<ul style="list-style-type: none"> <li>Principal Officer</li> <li>Team Leaders</li> <li>Principal Officer</li> <li>Team Leaders</li> </ul>
<b>E. SELF EVALUATION AND CONTINUOUS IMPROVEMENT</b>				
	<b>ACTIVITY</b>	<b>ACTION</b>	<b>TIMESCALE</b>	<b>LEAD OFFICER</b>
	Undertake an audit of provision and monitor uptake of learning opportunities for young people and adults with a disability	<ul style="list-style-type: none"> <li>Establish a central CLD database for the collation of statistical information</li> <li>Monitor enrolments for young people and adults with a disability</li> <li>Ensure qualitative and quantitative information gathered is monitored on a quarterly basis and taken account of when delivering services</li> </ul>	June 2007  June 2007 onwards  June 2007 onwards	<ul style="list-style-type: none"> <li>Principal Officer</li> <li>Principal Officer</li> <li>Team Leader</li> <li>Principal Admin Officer</li> <li>Assistant Principal Officer</li> </ul>

	Implementation of disability toolkit	<ul style="list-style-type: none"> <li>Awareness of toolkit undertaken with staff</li> </ul>	December 2007	<ul style="list-style-type: none"> <li>Assistant Principal Officer</li> </ul>
	Best Value	<ul style="list-style-type: none"> <li>Ensure, through implementation of “Securing Continuous Improvement” corporate guidance on service reviews that all reviews take account of the needs of people with disabilities</li> <li>Identify service improvement activity through service planning strategic self assessment and EFQM processes</li> </ul>	Continuous	<ul style="list-style-type: none"> <li>Heads of Service</li> </ul>
	Impact Assessment	<ul style="list-style-type: none"> <li>Implement Impact Assessment across policies</li> </ul>	Continuous	<ul style="list-style-type: none"> <li>Heads of Service</li> </ul>
<b>F. CONSULTATION AND ENGAGEMENT WITH SERVICE USERS/GROUPS</b>				
	<b>ACTIVITY</b>	<b>ACTION</b>	<b>TIMESCALE</b>	<b>LEAD OFFICER</b>
	Consultation carried out with young people on issues of disability	<ul style="list-style-type: none"> <li>Continue to develop the use of established communication structures such as Dialogue Youth, to consult with young people</li> </ul>	Continuous	<ul style="list-style-type: none"> <li>Principal Officer</li> <li>Team Leaders</li> </ul>
	Consultation carried out with adult learners an community groups on issues of disability	<ul style="list-style-type: none"> <li>Continue to develop the use establish communication structures such as Disability Forums, Disability Community Learning Plan Group and learners forums to consult with adults</li> </ul>	Continuous	<ul style="list-style-type: none"> <li>Principal Officer</li> <li>Team Leaders</li> </ul>