

To: Education and Children Policy Board

On: 18 August 2016

Report by: Director of Children's Services

Heading: Renfrewshire Council's Accessibility Strategy

1. Summary

- 1.1 Renfrewshire Council is committed to greater inclusion of learners with disabilities. Renfrewshire is dedicated to ensuring that the curriculum, our estate and buildings as well as communication with learners with disability and their families are accessible to all. The updated accessibility strategy 2016-2019 is designed to ensure that improvements will continue to be made and that our strategy remains in line with current legislation and national guidance. The revised strategy is attached as an appendix to this report.
 - 1.2 The accessibility strategy is in place so that the planning and implementation processes of the local authority and children's services meet the requirements of sections 1-3 of the Education (Disability Strategies and Pupils' Educational Records) Act 2002 and the Equality Act 2010.
 - 1.3 A range of stakeholders were involved in reviewing and updating the strategy, including representatives from children's services, corporate landlord, Renfrewshire Access Panel, as well as staff within establishments, learners and their families.
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2. Recommendations

- 2.1 It is recommended that the Education and Children Policy Board:
 - approves Renfrewshire Council's Accessibility Strategy and action plan which are attached as appendices to this report.
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3. Background

- 3.1 Learners with disabilities face particular barriers; however these are not just limited to those which arise as an inevitable consequence of their difficulties or medical conditions. The most significant disadvantages these learners experience often stem from attitudinal and environmental factors. These are factors which can be changed.
- 3.2 Renfrewshire's Accessibility Strategy provides information and guidance for staff, parents, as well as children and young people on how the Council intends to build on the good work that has already taken place in respect of continuing to make the school curriculum, buildings and communication more accessible and inclusive for all.
- 3.3 Local authorities are required by sections 1-3 of the Education (Disability Strategies and Pupils' Educational Records) Act 2002 to prepare and implement an accessibility strategy and update this every three years. The strategy is underpinned by three planning duties:
- Ensuring that pupils with disabilities are able to access the curriculum;
 - Making improvements to the physical environment of the school; and
 - Improving communication with learners and their parents, in particular, providing information to children and young people with disabilities and their parents in appropriate alternative formats.
- 3.4 The strategy provides information and guidance on:
- the definition of disability;
 - statutory duties around accessibility;
 - the range of the various supports which exist within Renfrewshire to promote accessibility and increased access to the curriculum;
 - planning improvements to the physical environment to increase access;
 - improving communication with children and their families; and
 - an action plan detailing future priorities; and
 - examples of good practice within Renfrewshire.

4. Policy development and consultation

- 4.1 A working group which consisted of representatives from children services as well as a cross section of pre-five, primary, secondary and ASN schools worked together to ensure the strategy was reflective of the good practice that currently takes place within Renfrewshire, but also of the work required and priorities going forward.

- 4.2 The working group consulted with a number of relevant parties in respect of the draft strategy. These included staff, pupils and parents. All groups were invited to be involved in the review of the policy and agreed to provide their comments and views on the policy. Focus groups were undertaken with pupils and a selection of staff in schools and parental feedback was obtained via an online survey with parent council chairs which had a copy of the draft strategy attached.
- 4.3 Consultation on the draft accessibility strategy was undertaken from December 2015. Positive feedback from consultation indicated that respondents found the rationale of the policy to be clear and comprehensive, and that it would build upon the good practice that currently exists within Renfrewshire.
- 4.4 The majority of respondents commented favourably that the strategy will support staff, pupils and their families to ensure a curriculum that is accessible for all. The survey allowed respondents to provide feedback and suggestions on current practice and make positive, constructive comments around the provision of additional supports which exist within Renfrewshire.
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5. Implementation

- 5.1 When approved, the strategy will be disseminated throughout children's services at service meetings, in-service days, educational establishment and settings meetings with staff, children and young people and parents and parent councils. The policy will also be available on the council's website.
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6. Monitoring

- 6.1 The Accessibility Strategy contains an action plan for a three year period from 2016-2019. This will be monitored on an annual basis through the service's equalities steering group.
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Implications of this report

1. Financial Implications

None.

2. HR and Organisational Development Implications

None.

3. Community Plan/Council Plan Implications

Children and Young People

- Implementation of the updated Accessibility Strategy will continue to promote an inclusive curriculum, accessible physical environment and improved communication with learners and their families.

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|---------------------------------------|--|
| Community Care, Health and Well-being | - Implementation of the policy will have a positive impact on learners with disabilities and additional needs who require support in accessing the curriculum. |
| Empowering our Communities | - The policy promotes a curriculum that is inclusive. |
| Safer and Stronger | - Implementation of the policy will support children and young people in accessing the curriculum and ensuring that our buildings are accessible. |

4. Legal Implications

None.

5. Property/Assets Implications

None.

6. Information Technology Implications

None.

7. Equality and Human Rights Implications

The content within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified. An equality and human rights impact assessment is available on request.

8. Health and Safety Implications

None.

9. Procurement Implications

None.

10. Risk Implications

None.

11. Privacy Impact

Personal information held will be done in accordance with all data protection legislation.

Children's Services

TMcE

11 July 2016

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Renfrewshire Council Accessibility Strategy 2016 – 2019



Renfrewshire
Council

| Contents | Page |
|--|-------------|
| Introduction | 3 |
| Section 1: The legislative framework | 5 |
| Section 2: Increased access to the curriculum | 11 |
| Section 3: Planning improvements to the physical environment | 13 |
| Section 4: Improving communication with pupils and families | 17 |
| Section 5: Summary of priorities for the Accessibility Strategy 2016-2019 | 19 |
| Appendix 1: Action Plan | |
| Appendix 2: Examples of current practice | |

1. Introduction

Access to education has a significant impact on employment, wellbeing, and quality of life for individuals. Greater inclusion for learners with disabilities also offers a powerful means of influencing widespread understanding of, and attitudes to, disability. Learners with disabilities face particular barriers which are not limited to those which arise as an inevitable consequence of their difficulties or medical conditions. The most significant disadvantages learners with disabilities experience often stem from attitudinal and environmental factors. These are factors which can be changed.

Renfrewshire Council children's services aims to promote an inclusive, nurturing educational experience for all our learners, and our accessibility strategy sets out how we will continue to build on the good work we already do, improve educational outcomes for all our learners, and raise awareness of the needs of learners with disabilities. We will do this by ensuring an inclusive curriculum, accessible buildings and clear communication with our learners and their families. This strategy spans a three-year period from August 2016 – August 2019. The strategy can be made available in alternative formats (e.g. electronic or printed, Braille, large print, and CD/DVD). The strategy has been developed by a core group with various specialisms relating to accessibility issues.

Local authorities are required to prepare and implement an accessibility strategy around the following three planning duties:

- Ensuring that pupils with disabilities are able to access the curriculum;
- Making improvements to the physical environment of the school; and
- Improving communication with learners and their parents, in particular, providing information to learners with disabilities and their parents in appropriate alternative formats.

This accessibility strategy accounts for these three planning duties and also:

- sets out the legislative context in which it has been written;
- sets out the priorities and demonstrates current good practice; and
- provides an action plan to ensure continuing improvements to better meet the needs of learners with disabilities.

2. Definition of disability under the Equality Act 2010

A person is disabled under the Equality Act 2010 if they have a physical or mental impairment that has a substantial and / or long term negative effect on their ability to do normal daily activities. 'Substantial' is when the physical or mental impairment is more than minor or trivial, for example, if it takes much longer than it usually would to complete a daily task like getting dressed. 'Long-term' means having this physical or mental impairment for 12 months or more, for example, a breathing condition that develops as a result of a lung infection. People with progressive conditions can also declare themselves as disabled. A progressive condition is one that gets worse over time.

In addition, a person would automatically meet the disability definition under the Equality Act 2010 from the day they are diagnosed with HIV infection, cancer or multiple sclerosis.

3. Monitoring and review

The strategy will be subject to ongoing monitoring, review and evaluation by the children's services equality steering group during the three year period 2016 and 2019.

Section 1 – The legislative framework

1. Purpose of the accessibility strategy

The accessibility strategy is in place so that the planning and implementation processes of the local authority and children's services meets the requirements of sections 1-3 of the Education (Disability Strategies and Pupils' Educational Records) Act 2002. This Act also requires that there are mechanisms in place for long-term strategic planning to improve access in schools for all learners with disabilities. Therefore it is intended that this strategy will:

- improve access to education for present and prospective learners with disabilities;
- improve visitor access to school buildings;
- improve communication, consultation and involvement of people with disabilities in the planning process;
- streamline departmental lines of communication with respect to issues relating to accessibility, disability and inclusion;
- outline the planning, targets and expected outcomes over the next three years with regard to accessibility for learners and staff across its education establishments;
- assist with the authority's obligations to provide equality of employment to disabled staff under the Equality Act 2010 where schools' premises are used to provide services related to education;
- assist with the service's obligation in meeting its general and specific duties under the public sector duty of the Equality Act 2010; and
- assist in the continued review of Equality Outcomes.

2. Education (Disability Strategies and Pupils' Educational Records) Act 2002

Under the Education (Disability Strategies and Pupils' Educational Records) Act 2002, all authorities must have plans in place for their learners with disabilities to meet their duties under the legislation. The two key duties of this legislation are:

- not to treat pupils with disabilities less favourably; and
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

3. The Equality Act 2010

The Equality Act 2010 built on previous requirements of the Disability Discrimination Act by imposing on public bodies in carrying out their functions, a positive duty to eliminate discrimination and harassment, and, therefore, to promote equality of opportunity for those who have a 'protected characteristic' (see paragraph 4 below), such as disability. In other words, it requires public bodies to move away from risk-avoidance activities to establishing practices which actively promote and support the diverse needs of disabled people. It requires information-gathering on the effect of policies and practices on educational opportunities and attainment levels of pupils with disabilities. It also requires service providers to make reasonable adjustments to make our service accessible to people with disabilities.

4. General duties of the public sector equality duty

The Public Sector Equality Duty covers nine protected characteristics and these include:

- Age;
- Disability;
- Gender Re-assignment;
- Marriage and Civil Partnership;
- Pregnancy and Maternity;
- Race;
- Religion or Belief;
- Gender; and
- Sexual Orientation.

The general equality duty requires public authorities, in the exercise of their functions, to have due regard to the need to the following three general duties:

- Eliminate unlawful discrimination, harassment; victimisation and any conduct that is prohibited by the Equality Act 2010;
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not; and
- Foster good relations between people who share a protected characteristic and those who do not.

5. Disability and the Equality Act 2010

The legislation protects people with different types of disabilities. A person has a disability if he or she has a physical or mental impairment, which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities. It includes the following broad groups of disabilities:

- communication difficulties;
- hearing impairments;
- specific learning difficulties;
- visual impairments;
- specific language impairment;
- physical disabilities /motor impairments;
- Autistic spectrum disorder;
- ADHD;
- Epilepsy;
- Dyslexia;
- speech and language impairments;
- hidden disabilities, for example, cancer and multiple sclerosis; and
- severe long-term disfigurement.

6. The effects of disability

When considering planning for learners who have a disability, staff should note that the impact on day-to-day activities include:

- mobility;
- manual dexterity;
- physical coordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- communication and language development;
- social development;
- perception of the risk of physical danger; and
- work.

7. Education (Additional Support for Learning) (Scotland) Act 2004 (amended 2009)

The Education (Additional Support for Learning) (Scotland) Act 2004, has had, and will continue to have, wide and far-reaching consequences on the way all learners are supported by their education establishments, children's services, partner agencies and organisations and on how additional support needs are perceived.

8. Statutory duties

Schools and education authorities have had a duty to make reasonable adjustments for disabled pupils since 2002 (originally under the Disability Discrimination Act 1995 (the DDA) and, from October 2010, under the Equality Act 2010). From 1 September 2012 the reasonable adjustments duty for schools and education authorities includes a duty to provide auxiliary aids and services for disabled pupils. The duty is “to take such steps as it is reasonable to have to take to avoid the substantial disadvantage to a disabled person caused by a provision, criterion or practice applied by or on behalf of a school or by the absence of an auxiliary aid or service”. A school’s duty to make reasonable adjustments is an anticipatory one owed to disabled pupils generally and therefore, schools need to think in advance about what disabled pupils might require and what adjustments might need to be made for them.

The duty to make reasonable adjustments in relation to provisions, criteria and practices is not a new duty for schools. The new element of the duty for schools is the provision of auxiliary aids and services for disabled learners. This duty sits alongside the duty applied through the Education (Disability Strategies and Pupils’ Educational Records) (Scotland) Act 2002 (‘the 2002 Act’) which requires responsible bodies to prepare and implement accessibility strategies to improve, year-on-year, access to education for disabled pupils.

9. Renfrewshire Council context

Children’s services is committed to ensuring that we are aware of those learners with a disability and how they can be best supported. The tables below show the number of learners assessed or self-declared as disabled at the time of the pupil census in September 2015.

| Sector | Pupils assessed disabled | Pupils declared disabled | Total |
|-----------|--------------------------|--------------------------|-------|
| Primary | 17 | 29 | 46 |
| Secondary | 39 | 29 | 68 |
| ASN | 141 | 5 | 146 |
| Total | 197 | 63 | 260 |

The table below shows current records of the number of learners who are currently receiving adaptations in order to access the curriculum.

| Sector | Pupils who have physical adaptation | Pupils who have curriculum adaptation | Pupils who have communication adaptation | Pupils who have a 'not disclosed' adaptation |
|-----------|-------------------------------------|---------------------------------------|--|--|
| Primary | 13 | 10 | 3 | 0 |
| Secondary | 13 | 27 | 3 | 4 |
| ASN | 25 | 139 | 75 | 0 |
| Total | 51 | 176 | 81 | 4 |

Section 2: Increased access to the curriculum

1. Adjustments to increase access to the curriculum

Staff should always adopt a positive, solution-focused attitude towards helping learners with disabilities receive their entitlements under curriculum for excellence. There are many minor adjustments which could be made which would have a significant impact in achieving this. For example, consideration should be given to:

- raising awareness of other learners and staff and encouraging positive attitudes towards disability;
- changes to teaching and learning styles for specific or all learners;
- alternative approaches for teaching and support;
- an integrated approach to delivering improved access to the curriculum in line with the ASL Act and the principles of GIRFEC;
- classroom organisation;
- timetabling;
- support from peers;
- alternative assessment arrangements; and
- sharing good practice where initiatives are working well.

Nevertheless, there will often be instances when more specialist support is required and schools should consider:

- adaptations to the curriculum which facilitate accessibility, for example, resources available in alternative formats for learners with disabilities;
- support required to access outdoor education;
- better and more flexible distribution of ASNA support across establishments based on changing patterns of need;
- using specialist support staff; and
- the provision of additional support needs equipment or adaptations;

The overall aim is the enabling of all young people to develop as successful learners, responsible citizens, confident individuals and effective contributors. This applies equally to children and young people with a disability. Establishments should always plan any adjustments in conjunction with learners and their families and expect that needs may change over time.

Some examples of good practice which have increased learners' access to the curriculum for many of Renfrewshire's disabled young people are detailed in Appendix 2 to this strategy.

Section 3: Planning improvements to the physical environment

1. Ensuring access to all

This section describes Renfrewshire Council's approach to ensuring access to all children's services' educational establishments. It provides an assessment of the suitability of educational buildings and it records the actions required to improve the physical environment across the children's services' property estate. The physical environment includes school buildings, approaches and entrances to the school, its outdoor facilities such as external learning areas and playing fields.

2. Building compliance

For the purposes of this strategy, a reasonably compliant building for learners should contain the following elements:

- The architectural planning for accessibility has assessed the requirement for ramps; handrails; lifts; accessible toilets, showers and changing areas; specialist floor coverings; and automatic doors, where appropriate;
- The Council will have considered adapted / adjustable furniture and equipment; the provision of sufficient space for manoeuvring and storing equipment; and general, and individually planned, evacuation procedures (Personal Emergency Egress Plans - PEEPS);
- Management systems will be in place to support learners who have mobility related disabilities;
- Learners who are non-weight bearing and require significantly adapted toilet facilities will be supported through the use of hoists and plinths and, where necessary, the assistance of an adult;
- Learners with visual impairments will access the physical environment in reasonably compliant schools by means of appropriate signage and route-finding systems;

- The local authority recognises that background noise can be a significant barrier to learning for learners with a hearing impairment and therefore careful consideration will be made before learners are placed in an open plan school; and
- Induction loops, adjustable lighting and sound insulation are installed to assist learners with hearing impairments and to meet acoustic standards.

In respect of Renfrewshire Council's PPP establishments there is a contractual obligation to ensure that all schools are, and remain, compliant in terms of the Equality Act 2010.

For the purpose of this strategy a reasonably compliant building for visitors is defined as follows:

- The architectural planning for accessibility has assessed the requirement for a minimum of one marked disabled parking bay within easy reach of the school entrance;
- An accessible entrance, including ramps as appropriate;
- Access to accessible toilet facilities;
- Access to a private consultation area; and
- Access to a public performance area.

3. General provision within the school estate

An audit of school buildings informed the Council's original Accessibility Strategy (2004 – 2005) and a programme of work was undertaken to ensure that all school and early years' establishments were 'reasonably compliant'. By 2008 this was considered to be the case and an evaluation showed that all of our schools and early years establishments were either good (category A) or satisfactory (category B).

In 2010, the responsibility for accessibility in all council buildings transferred from education and leisure services to the Council's corporate landlord. As part of an assessment of the condition of school buildings, commissioned in 2011, the corporate

landlord identified that a number of establishments were not fully or ‘reasonably compliant’ and a further programme of work has now been established to address this concern.

The table below illustrates the current levels of compliance within the school estate:

| Sector | Total number of establishments | Total number of compliant establishments | Percentage of compliant establishments |
|--------------------|---------------------------------------|---|---|
| Early Years | 12 | 12 | 100% |
| Primary | 49 | 48 | 98% |
| Secondary | 11 | 11 | 100% |
| Special | 3* | 2 | 67% |
| All Sectors | 75 | 73 | 97% |

*2 establishments from August 2016.

4. Specific requirements for individual pupils

Through the extended support framework and transition arrangements, information is collated to identify the specific requirements of individual learners. This information is provided by specialist services as required and it is notified to corporate landlord for further assessment and action.

While every effort is made to accommodate any specific requirement, a proportionate approach is adopted by the Council in relation to adaptations to the physical environment. However, where such adaptations are cost prohibitive, the Council will support learners and their families to transfer the learner to fully or ‘more’ compliant facilities as alternatives to their catchment school.

5. Planning

Through regular liaison with corporate landlord and the flow of information from service users, children’s services has an established benchmark position which generates its improvement targets; with such improvements taken forward within the context of need and the Council’s financial and operational capacity.

This planning arrangement is in accordance with Scottish Government Guidance issued in December 2013. It adopts the recommendations made in appendix C of this guidance note by setting short, medium and long term priorities for improvements and establishing targets to be met during the period of the strategy. In addition to this, officers with experience of property matters in school buildings attend the children's services' accessibility group and contribute to the development of the strategy to ensure that programmes of work, relevant to improving the physical environment, are progressed and reported on.

While Renfrewshire Council's systems for the identification of accessibility concerns are robust, it acknowledges the dynamic environment and particular needs of individuals by undertaking periodic reviews of the suitability of the entire school estate through a compliance benchmark exercise.

Section 4: Improving communication with learners and their families

1. Improving the way information is provided to learners with a disability

Information which is normally provided in writing (such as handouts, timetables and textbooks) can be made more accessible by providing it:

- in braille;
- in large print;
- simplified / adapted language;
- symbols / objects of reference;
- on audio format; and
- BSL, Makaton or other signing/symbol systems.

This list is not exhaustive and every effort should be made to consult with individual learners and their families around the most effective way of communicating with them.

2. Good practice which has increased communication with pupils and families

Individualised planning for learners can take the form of a variety of planning documents. They range from the Child's Plan, annual and quarterly targets to a co-ordinated support plan. A key element of the planning is the involvement of a learner and their parents in the discussion and the development of the plan at reviews and parents' nights.

Timely provision of assistive equipment, such as radio aids for hearing impaired learners and CCTVs for visually impaired learners has provided learners with better access to the curriculum which fosters greater independence in their learning.

Braille and tactile resources for visually impaired learners is now provided by the service. This has vastly improved the turnaround time for having Braille resources available to meet the needs of individual children.

We can promote re-engagement with young people challenged by social, emotional and behavioural needs through involvement with the looked after children/discontinuity and home link teams. There is outreach support to all establishments through keyworkers.

Visual symbols are used effectively across all sectors to support the communication of learners with social communication disorders.

Staff within Kersland School work with the Speech and Language Therapist to take forward the use of iPads using 'Pr lo quo2go', a multilingual AAC solution for learners who have communication difficulties or impaired speech. Staff have developed individual boards specific to pupil need. Pupils very quickly picked up how to use their boards and were able to move around the school and communicate their needs, feelings and emotions. All staff and pupils in the school are now more confident using the software therefore giving the pupils more independence out in the community.

Staff within Kersland School have also been trained in Augmentative and Alternative Communication (AAC) to ensure that all learners have access to communication at all times.

All learners who attend any of the ASD/Language and Communication bases within Renfrewshire secondary schools have an additional support need which means they often struggle to understand communication. The staffing ratio in each of the three bases allows for more targeted support to ensure learners have understood any communications within and beyond the classroom. This support can take many forms such as one to one discussion after a lesson to ensure the learner has understood a communication or presenting communications in a simplified format so the learner can understand.

Section 5: Summary of priorities for the accessibility strategy 2016-2019

Renfrewshire Council has identified a number of priorities for enhancing our support provision in respect of the three planning duties. These form our Action Plan (appendix 1) for the next 3 years.

1. Links with other plans

The accessibility strategy has been developed in collaboration with other professional colleagues where partnership planning and delivery are essential. The context of this strategy is shared with other planning frameworks such as:

- Renfrewshire Council Plan
- Renfrewshire Integrated Children's Services Plan 2013-2016;
- School Improvement Plans;
- Children's Services Service Improvement Plan;
- Equality Outcomes;
- Schools Estates Management Plan;
- Renfrewshire Community Plan 2013-2023;
- GIRFEC, and
- Single Outcome Agreement.

2. Conclusion

Renfrewshire Council is actively committed to increasing the number of barrier-free schools, thus enabling a greater proportion of our learners with disabilities to benefit more from access to mainstream schools in all sectors.

This strategy provides a focus for our service to improve the inclusion of learners with disabilities in the life of their schools and communities. There are many positive examples of good practice to draw on from across the service. Children's services is committed to ensuring this strategy not only builds on the good practice which exists in many of our establishments but raises awareness of staff and a clear plan for action to support and sustain learners with a disability.

Action Plan 2016-19

| Planning duty | Priorities and related actions | Timescale | Lead responsibility | Expected impact (on learners; staff; families, etc) | Is an EHRIA required? |
|--|---|-----------|------------------------|--|-----------------------|
| Children and young people are supported to access all areas of the curriculum. | Continue to evaluate educational placements to ensure that children and young people with disabilities are allocated the right placement. | Ongoing | ASN Manager | Pupils with disabilities are placed according to their needs. | No |
| | Continue staff development programmes by multi-agency teams. | Ongoing | Training Section | An informed workforce. | No |
| | Evaluate the systems and processes which monitor and manage the use of technology aids and equipment for children with a disability. | Ongoing | Education Officer Team | An evidence-based approach to future planning on technological aids for pupils with disabilities. | No |
| | <ul style="list-style-type: none"> Evaluate current use of technology aids and equipment; and Explore software for deaf pupils; and | | | | No |
| | <p>Continue working collaboratively with our partners to ensure appropriate and timely support through effective Child's planning.</p> <ul style="list-style-type: none"> Ensure appropriate resources are available. Consolidate use of ASD links. | Ongoing | ASN Manager | <p>Pupils with disabilities are given the appropriate support at the right time. Pupils have resources to support their learning.</p> <p>Every establishment has ASD expertise, which has a positive impact on pupils.</p> | |

| Planning duty | Priorities and related actions | Timescale | Lead responsibility | Expected impact (on learners; staff; families etc) | Is an EHRIA required? |
|--|--|-----------|-------------------------------|--|-----------------------|
| Improvements to the physical environment | Revise the benchmark compliance position and provide an assessment of the school estate's level of compliance. | Ongoing | Education Manager (Resources) | Improvements in the physical environment will provide unrestricted access for all service users to all property assets. | No |
| | The accessibility working group will publish, monitor and review the Accessibility Strategy for the service over a 3 year cycle. | Ongoing | Accessibility Working Group | Progress is published. | No |
| | The Accessibility Working Group will link directly with Corporate Landlord and the ASN Manager | Ongoing | Accessibility Working Group | Accessibility issues raised are appropriately managed. | No |
| | Continue to evaluate pupil need and monitor roll projections, to ensure the authority is aware of building adaptations for identified schools. | Ongoing | Education Manager (Resources) | This will extend the existing complement of barrier-free schools and allow a broader range of opportunity for pupils to attend their local school. | No |

| Planning duty | Action | Timescale | Lead responsibility | Expected impact (on learners; staff; families etc) | Is an EHRIA required? |
|--|---|-----------|---------------------|--|-----------------------------|
| Improvements to the physical environment | An on-going process of audit of premises and grounds will ensure that adaptations will be needs-driven and, where funding is available, adaptations will also be undertaken on an anticipatory basis. | | | Ensure that improvements to the physical environment are delivered at the right time to ensure increased access to education for pupils with disabilities. | No |
| | <ul style="list-style-type: none"> Consider the role of partners such as Renfrewshire Access Panel in the ongoing audit | 2016/17 | Corporate landlord | | |
| | <ul style="list-style-type: none"> Identify the degree of works required; | 2016/17 | Corporate landlord | | |
| | <ul style="list-style-type: none"> Provide timescales for improvements; | 2016/17 | Corporate landlord | | |
| | <ul style="list-style-type: none"> Provide estimated costs and undertake works. | 2016/17 | Corporate landlord | | |
| | <ul style="list-style-type: none"> Maintain a record of the specific nature of works undertaken. | 2016/17 | Corporate landlord | | |

| Planning duty | Action | Timescale | Lead responsibility | Expected impact (on learners; staff; families etc) | Is an EHRIA required? |
|--|--|-------------|---------------------------|--|-----------------------------|
| Improving communication with pupils and families | Sustain and develop existing school-specific and Renfrewshire-wide communication to support the involvement and engagement of pupils with disabilities and their families. | Ongoing | ASN Manager | Improved communication and Council strategies which better reflect the needs of pupils with disabilities and their families. | No |
| | Promotion and development of coping skills, resilience, and mental well-being of children from an early age, including the use of nurturing principles and other innovative approaches in schools. | Ongoing | Principal Psychologist | An informed workforce and increased uptake of provision to support pupils with disabilities and their families. | No |
| | Specialist support staff will raise awareness of teaching staff in the use of subtitles and other forms of communication. | August 2016 | ASN Manager | An informed workforce who respond more effectively to the needs of pupils with disabilities. | No |

Appendix 2

Case studies and examples of good practice

Renfrewshire Council provides a number of supports to children and young people with disabilities to increase and enhance their access to the curriculum. There are three tiers of support provision– universal, targeted and specialist. Some examples of good practice within Renfrewshire are listed below:

Glow

All learners have a unique computer log-in for GLOW. Through GLOW, children in primary and secondary schools have access to world-class, personalised learning opportunities, using a range of tools together in one place to work on at school or at home. Learners can collaborate and share with others in their school, local area and other parts of Scotland. GLOW breaks down geographical and social barriers, allowing joined-up working the length and breadth of Scotland.

We ensure that staff are skilled and knowledgeable when working with learners with additional support needs to ensure that all children receive an educational experience appropriate to their needs. Professional Learning Opportunities are available to staff through the Renfrewshire CPD website and also locally.

Total Communication in Kersland School

In partnership with the speech and language therapy service, staff have been trained in Boardmaker, Makaton, PECs, and Igaze to ensure whole communication. Initially this training was offered to staff within the school however it has now been extended to include bus escorts and the local respite facility used by the pupils. This has meant that staff feel more confident when communicating with our pupils and that the young people have continuity of communication when out in their community.

Makaton in Glenfield Pre 5 Centre

In partnership with the speech and language service and the sensory teacher, staff have been trained in the use of Makaton, initially to use with children who had a hearing impairment. Staff have now embedded the use of Makaton with all children who now use it as a tool for communication with their peers. This has meant that the children with hearing impairment and communication needs have become fully included into the ethos and everyday activities within the centre and confident in their use of Makaton as a tool for communication.

Child's planning framework

Across all sectors, there is significant multi-agency working to ensure that the needs of all children and young people are met. Staff use the Child's Planning Framework to assess the needs of a child. When a targeted intervention is required to support a child the appropriate planning is in place and the members of the authority education placement group have an overview of support and planning across the Council.

Active School Coordinators

Active school coordinators across the authority support the establishment of a pattern of daily physical activity which, research has shown, is most likely to lead to sustained physical activity in adult life. Learning in, through and about physical activity and sport is enhanced by participating in a wide range of purposeful and enjoyable physical pursuits at break times, lunchtimes, within and beyond the place of learning. These opportunities are open to all children, including those with disabilities, who are encouraged to participate in a wide range of sporting activities offered through the Active Schools' programme. These include football, Scottish country dancing, yoga table tennis, athletics, hockey, netball and multi-sports. All learners work with the Disability Sports team who encourage participation in boccia.

School nurse

Every establishment within the authority has a link school nurse who supports as and when required. Clippens School has a dedicated nurse.

The role of the homelink service

The Home Link service offers the facility for parents to access information from school and the school premises for occasions such as parent meetings. The Home Link service may also bring these parents into the school.

Additional Supports

Renfrewshire's Specialist Support Service

Renfrewshire's specialist support service, encompassing the sensory support team, provides support to all sectors. It aims to promote the participation and learning of learners with additional support needs through direct teaching, working in partnership with learners, school staff and parents, provision curricular development and resources, CLPL opportunities and advising school staff on appropriate methodologies and resources.

The sensory team work directly with learners to monitor the use and effectiveness of equipment; work with pupils to become independent users of technology and to self-advocate; monitor language development working with learners, preparing and reviewing the curriculum; and provide health and wellbeing support regarding hearing and visual impairment. The team works with establishments to raise awareness of visual and hearing impairment and how these impact upon learning. It also assists with strategies to aid effective learning in class and support the curriculum and members of the team attend and contribute to review meetings and planning also linking with parents.

A wide variety of augmentative and alternative communication (AAC) is provided for learners who require special consideration when participating in internal and external assessments. These include communication methods used to supplement or replace speech or writing for those with impairments in the production or comprehension of spoken or written language. AAC is used by those with a wide range of speech and language impairments, including congenital impairments such as cerebral palsy, intellectual impairment and autism. AAC can take the form of digital exam papers, extra time, a reader and scribe, a scribe, alternative formats, for example, enlarged print or Braille.

Assistive technology

Assistive technology (such as; touch-screen computers, interactive whiteboards, text-to-speech software, CCTV, braille note refreshing keyboards, Big Mack switches) is employed to support individual children's additional support needs to promote independent learning.

Shared assessment and planning

Shared assessment and planning for transition is now part of the Child's Planning Framework. Transition planning involves children, parents, schools and partner agencies, if appropriate, in identifying the barriers to learning and the successful strategies employed to address the barriers. This ensures that following a transition a child's additional support needs are appropriately supported. Enhanced transitions take place at all stages from early years right through to secondary level. The Children's Services Support Officers work with establishment staff to ensure ASN needs are identified and met.

Children's services support team

The Children's services support team ensures that school staff in all sectors across Renfrewshire are appropriately informed, trained and supported with regard to moving and handling of learners and the administration of medication.

The English as an additional language team has developed a blog to support teachers, staff, learners and parents in bilingual education and to showcase examples of good practice.

Health promoting schools

Learners with a disability at schools which have health promoting status are actively involved in a wide range of activities which include tooth brushing, peer support and paired reading. The Primary 7 buddy system provides peer support to bilingual learners.

The use of partner agencies

Promoting learning through support from partner agencies and voluntary sector such as, Barnardo's, Disability Scotland, Community Police Officers.

Transport escorts

Specialist transport with transport escorts is provided for children with assessed physical disabilities and significant additional support needs to ensure they arrive at school safely and are ready to learn.

Education while in hospital

Hospital education is provided for children and young people who are unable to access learning due to a required stay in hospital, to reduce the impact on their education. This is done in partnership with the child's school.

Home tuition

Home tuition is available for children and young people who are unable to access learning due to a prolonged absence resulting from ill health. There is also the LAC/Discontinuity Team who provide support for learners who are either looked after and/or whose education is disrupted for some reason. Renfrewshire Council is committed to ensuring that any risk or potentially negative impact on a child's education is mitigated where possible.

Learning Support Teams

St. Andrew's Academy Learning Support Team won an award in 2015 for its outstanding work in assisting learners with additional needs with their learning. For example, a learner's health deteriorated substantially during an important academic year. The specific health issues prevented the learner from travelling to and eventually attending school. The learner's parents were deeply concerned about the impact on their child's education, and particularly their child's health quickly worsened. The team met with, and assessed the learner's needs on a regular basis, adapting the various supports in place as and when required. Despite difficult and rapidly declining circumstances, the supports put in place for the learner meant they went on to achieve excellent academic results. In addition to this, the parents felt supported in their child's journey too.

Forest schools

The community learning and development service is delivering Forest Schools in all eleven secondary establishments to help a group of up to 10 learners with social, emotional and behavioural needs. Forest Schools provides learners with the opportunity to learn, play and just 'be' outdoors. It is important for growth and development as well as physical and mental health.

Enhanced transitions

Enhanced transitions take place at all stages – early years to primary, primary to secondary, etc. The Children's services support officers work with colleagues in establishments to ensure the needs of children with disabilities are met at the transition stage.

Supporting learners with autism

The establishment of 'autistic specific' environments in the primary and secondary sectors have enabled attendance and integration, wherever possible, into a mainstream school's curriculum and social programme. There are ASD and Language and Communication bases in various primary and secondary schools – St Anthony's PS, St Paul's PS, St Benedict's HS, Castlehead HS and Park Mains HS. Learners are assigned to these bases through the educational placement group (EPG). Learners have tailored timetable which includes time in the base and also access to mainstream classes with support to ensure their needs are met.

Intensive support

The Intensive Support Facility, based at Paisley Grammar School, provides learners in S1 and S2 with a high level of support for social and emotional learning. Using nurture principles, the staff work with learners across the curriculum in line with the Child's Plan. Close links with parents and mainstream schools support learners' inclusion in their chosen secondary school. There is a focus on strengths and building the capacity to develop and apply these. Learners are trained, using the Mindfulness in Schools Project curriculum, to develop the capacity to focus attention and calm the mind. Sport, artistic activities and outdoor education creatively engage pupils, building on their existing skills, strengths and attributes.

Nurture

Renfrewshire has a Nurture Base for P1 and P2 children with SEBN. The base supports up to 6 children at a time who have a split placement with their mainstream school. The children receive a highly targeted approach which focuses on developing their social skills and emotional literacy to improve their behaviour and learning outcomes. Nurture outreach is also available to both early years local authority and partner establishments as well as P1-P2 children. This service aims to develop the capacity and confidence of teachers and Nursery staff in order to promote the participation and learning of learners with additional support needs. Renfrewshire has also established a Nurture Champion in all their early years establishments to support staff in taking forward the Nurture Strategy.

Other learning needs

There are a number of support bases which cater for a range of learning issues, for example, Kintyre Base in Linwood High School for learners who have not been attending their base mainstream school. The base is a specialist educational needs establishment, located in the campus of Linwood High School. It caters for secondary school aged learners who present with anxieties resulting in them being unable to access mainstream education within their own catchment school. Learners can be referred at any stage in their educational journey, making the provision accessible as and when required. Learners access a wide curriculum, tailored to their individual needs. Currently, they can access ten 'subjects' which are accredited by SQA with Personal, Social & Health Education delivered to all learners. The subjects on offer will vary from year to year, depending on the needs of the learners at a specific time. In addition, all learners take part in outdoor learning, some in work based placements and some in volunteering opportunities. These help to encourage and support positive behaviours and attitudes and support the preparation for a positive destination beyond the Kintyre Base. As the pupils gain in confidence, they can access the mainstream provision offered in any number of subjects. This may require the support of either the Kintyre Base ASNA or Key Worker and may not be for the full allocation of periods. It also allows for the development of social skills. A number of mainstream learners attend the Kintyre Base at break and/or lunchtimes which, in turn, assists with the development of their social skills.

ICT support

Specialist software is available to ensure the compatibility of home and school IT systems and to facilitate the transfer of homework from school to home for visually impaired children. We are exploring the use of intuitive applications on tablets for those with a visual impairment or a communication difficulty.

Closed captions or subtitles can also be used when delivering the curriculum via other media, for example, DVDs.