

North Lanarkshire Council

Report

Member Officer Working Group: Additional Support Needs

approval noting

Ref DB/AF

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Accessibility Strategy

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Executive Summary

The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002 (The Act), requires North Lanarkshire Council to prepare and implement long-term accessibility strategies to improve over time access to education for pupils and prospective pupils with disabilities. These duties came into force in October 2002.

The Act is intended to ensure that long-term strategic planning is carried out across nursery and school education in Scotland to improve access for all pupils with disabilities, and to ensure that responsible bodies can meet their duties under the Equality Act, 2010.

This report outlines North Lanarkshire's Accessibility Strategy and how the authority plans to meet its statutory duties.

Recommendations

The Additional Support Needs Member Officer Working Group is asked to:

- (i) note the contents of the report
- (ii) approve this strategy for a three year period

The Plan for North Lanarkshire

Priority Support all children and young people to realise their full potential

Ambition statement (7) Enhance collaborative working to maximise support and ensure all our children and young people are included, supported, and safe

1. Background

1.1 The Scottish Government's Guidance "Planning Improvements for Disabled Pupils' Access to Education" (2014) provides guidance on how education authorities can meet the duties of The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002 (The Act) to improve access to education for disabled pupils.

1.1.2 North Lanarkshire's Accessibility Strategy will cover the three year period from August 2019 to August 2022.

1.1.3 The purpose of the Accessibility Strategy is to meet the three planning duties to:

1. Increase the extent to which children and young people with a disability can participate in the school's curriculum.
 2. Improve the physical environment of the school, or schools, for the purpose of increasing the extent to which children and young people with a disability are able to take advantage of education and associated services.
 3. Improve communication with and to children and young people with a disability
- 1.1.4 Integral to the development of the accessibility strategy is the comprehensive review of Additional Support Needs provision in North Lanarkshire. The review stage ran from October 2018 and was completed in June 2019. The implementation phase has commenced and includes short, medium and long term actions that will support the redesign of specialist provision to better meet the needs and improve the outcomes of pupils with additional support needs.
 - 1.1.5 New school builds will be DDA compliant and be designed in a way that takes account of the duty to ensure a presumption of mainstream for all pupils, except in exceptional circumstances, The commitment by the authority to embark on an ambitious capital building programme will have as a founding principal the creation of physical learning environments that will meet the needs of all learners within the community. Where necessary dedicated spaces will be created for pupils who are assessed as requiring intensive support to access their learning environments. The capital building programme will integrally support the three planning duties within the accessibility strategy.

2. Introduction

- 2.1.1 This document is North Lanarkshire Council's Accessibility Strategy. It spans the three year period from August 2019 – August 2022. The strategy has been developed by a multi-disciplined planning group.

2.2 Planning Group Members

Development Officer, Intervention and Inclusion
Development Officer, Equalities
Continuous Improvement Officer
Additional Support Manager
Head Teacher
Depute Head Teacher
Property Manager, Assets and Estates

2.3 The Meaning of Disability

- 2.3.1 The Council's approach to ensuring equality for disabled people is framed around the Social Model of Disability. This model recognises that people are disabled by the way society is constructed, rather than by a person's impairment or difference. Those constructs include the physical environment, how we communicate, attitudes and organisational practices. It looks at ways of removing barriers that restrict life choices for disabled people so they can be independent and equal in society, with choice and control over their own lives.
- 2.3.2 Our commitment to the Social Model of Disability complements the requirements of both the:-

- **Education (Disability Strategies and Children and young people' Educational Records) Act 2002** to prepare and implement accessibility strategies to improve, year-on-year, access to education for disabled children and young people; and
- **Equality Act 2010s**'s duty to make reasonable adjustments to avoid putting disabled children and young people at a substantial disadvantage.

2.3.4 Further information on the legislative framework of the Accessibility Strategy can be found in Appendix 1.

2.3.5 The Equality Act 2010s' definition of disability is
A person has a disability if s/he 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.

2.3.6 This Accessibility Strategy covers all those learners, and potential learners, in all of North Lanarkshire's primary, secondary, Additional Support Needs schools, early learning and childcare settings. It also includes children who receive school education out with school, for instance, for Travellers.

2.3.7 Additional information on the definition of disability and the relationship to Additional Support Needs can be found in Appendix 2.

2.4 The Three Planning Duties

- 2.4.1 North Lanarkshire's Accessibility strategy sets out how over a 3 year period we will -
1. Increase the extent to which children and young people with a disability can participate in the school's curriculum
 2. Improve the physical environment of the school, or schools, for the purpose of increasing the extent to which children and young people with a disability are able to take advantage of education and associated services
 3. Improve communication with and to children and young people with a disability

2.5 Improving Access To The Curriculum

2.5.1 *Curriculum For Excellence* is recognised as the totality of experiences which are planned for children and young people through their education, wherever they are being educated. This totality includes curricular areas and subjects, ethos and life of the school, interdisciplinary learning and opportunities for achievement.

- 2.5.2 Curriculum entitlement
- A curriculum which is coherent from 3 to 18
 - A broad general education, including the experiences and outcomes which are well planned across all the curriculum areas, from early years through to S3
 - A senior phase of education after S3 which provides opportunity to obtain qualifications as well as to continue to develop the four capacities
 - Opportunities for developing skills for learning, life work with a continuous focus on literacy, numeracy and health and wellbeing
 - Support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide
 - Support in moving into positive and sustained destinations beyond school
- Curriculum for Excellence: building the curriculum 3*

2.5.3 Disabled children and young people have the same curriculum entitlements as their non-disabled peers.

2.5.4 Examples of good practice which have increased access to the curriculum for North Lanarkshire's children and young people include –

- North Lanarkshire Council employs Enhanced Support Assistants and Additional Support Needs Assistants (ASNA's) who support children and young people with a wide range of Additional Support Needs and Disabilities to access the curriculum within early years, primary, secondary and special needs schools.
- Alternative assessment arrangements are provided for children and young people who require special consideration when participating in internal and external assessments. This consideration can take the form of digital exam papers, extra time, a reader and scribe, a scribe and alternative formats e.g. enlarged print, braille.
- North Lanarkshire has 23 Moving and Handling trainers who deliver initial 2 day and yearly 1 day refresher Moving and Handling training to appropriate staff to enable them to safely manual handle children and young people with physical disabilities to increase their access to the curriculum and school environment. Education staff work collaboratively with Physiotherapists and Occupational Therapists to risk assess the handling needs of children and young people.
- The Early Learning and Communications Transitions Team (ELCaT) supports children and young people with Language and Communication difficulties in their mainstream establishment, with a particular emphasis on points of transition between early years and primary, and primary and secondary. The service provides pre and post diagnostic support for families, carers and education practitioners.
- The English as an Additional Language Team provide support for children and young people with communication needs who have English as an additional language.
- North Lanarkshire Council has over 3000 multi-agency practitioners, many from education, who are trained in the Solihull Approach, a theoretical framework used to support children, young people and families. This evidence based attachment lead programme is helping North Lanarkshire staff understand the importance of trauma informed practices and is supporting teachers to respond in a more attuned way to children, especially when they are displaying distressed behaviour.
- There are Visual Impairment and Hearing Impairment specialist teachers employed to support children and young people with visual and hearing impairment enrolled in North Lanarkshire schools. The specialist teachers support children and young people's access to the curriculum, assess individual children and young people's need for specialist equipment such as camera's and iPad's and deliver continuous professional development opportunities for school staff. There is a reciprocal agreement between North Lanarkshire Council and South Lanarkshire Council in terms of the placement of children and young people with visual and hearing impairments, placement of individual children and young people is decided upon at an allocation panel.
- The Inclusion, Social Emotional and Behavioural Team provide targeted interventions to children and young people who are experiencing social, emotional and behavioural difficulties within mainstream establishments. They are a peripatetic service working where necessary across all North Lanarkshire education establishments.

- Initiatives such as talking mats are used to support children and young people's emotional needs, particularly those with communication needs.
- North Lanarkshire's Active Schools team are responsible for organising and driving forward a range of planned activities in both school and community settings to help encourage children and young people to become more active. Within North Lanarkshire there are two Active Schools Co-ordinators who work solely within specialist provision schools. They provide lunch and after school clubs in a range of sports including the specialist sport Boccia. Active Schools ran a P3/4 football festival and power chair football session. This was attended by Firpark Primary School, Glencryan and Firpark Secondary Schools. Active School Coordinators also run CPD training to support teachers, coaches and volunteers to adapt activities and provide more inclusive activities within their establishments.
- Home Tuition is available for children and young people who are unable to access school due to on-going medical reasons.
- North Lanarkshire Council supports children and young people with disabilities across its mainstream and specialist provision establishments, the placement of children to best meet their individual need is decided upon by an allocation panel.
- Taxis and buses are provided to ensure children and young people with disabilities and significant additional support needs placed out with their catchment school area are transported to school.

2.6 Information and Communications Technology

- 2.6.1 Information and Communications Technology (ICT) has an important part to play in ensuring that disabled children and young people maximise their opportunities for accessing the curriculum.
- 2.6.2 Schools assess the appropriateness of ICT systems used to meet the needs of all children and young people in their schools. Where required, equality impact assessments are carried out to determine the requirements for ICT used in school.
- 2.6.3 The Support by Assistive Media Group assess each child as an individual to provide equitable access. For children and young people with physical difficulties this could require the use of alternative access devices rather than the standard computer mouse, this can include the use of joy-stick, track-ball, eye gaze or voice recognition. For visually impaired users there are specialised keyboards or touchscreen computers / iPads. Having established the efficacy of said access, then attention would be directed towards software and apps which would enable children and young people to use ICT packages effectively within their learning plans

2.7 Improvements To The Physical Environment

- 2.7.1 In "*Building Better Schools: Investing in Scotland's Future*" the Scottish Government and the Convention of Scottish Local Authorities (COSLA) sets out jointly their vision and aspirations for the school estate. One of their and North Lanarkshire's aspirations is that all children and young people will be educated in schools that are "fit for purpose" in terms of suitability. A suitable school environment is one which is fully accessible to all children and young people, regardless of disability. Through The Plan for North Lanarkshire, the council has an ambition to replace all assets which were built before 1996. This affords the authority the opportunity to create fully

accessible spaces which are fit for purpose and can serve the needs of the communities they serve. COSLA and the Scottish Government are currently updating the “*Learning Estate Strategy*” which will replace the current “*Building Better Schools*” strategy and North Lanarkshire Council will ensure that the principles within this updated strategy are reflected within our new build programme.

2.7.2 A planned rolling programme is in place to make building adaptations to North Lanarkshire schools. There is also a protocol in place to act responsively to individual’s needs to make building adaptations to meet children and young people’s changing level of need. The Mobility and Rehabilitation service offers advice on building adaptations in schools to support children and young people with visual and hearing impairment to access the school environment and increase independence.

2.7.3 It is recognised that for some of North Lanarkshire’s school buildings it is not reasonable or feasible to make adjustments due to the historical age, listed building status or physical layout. This means that for some disabled children and young people some schools will be inaccessible.

2.7.4 Due to a child’s short term mobility needs (broken leg, short term wheelchair use) a school may be inaccessible for them for a short term, these cases and support provided and adaptations made will be considered on an individual basis.

2.8 Improving Communication and the Provision of School Information

2.8.1 Improving the communication and delivery of information to disabled children and young people is of high priority to North Lanarkshire Council.

2.8.2 Information that is normally provided in writing such as school newsletters, handouts, worksheets, timetables, test and examination papers, posters and information about school events, homework, signage used in schools can be made more accessible by providing it in:

- Braille
- Large print
- Digital formats including PDF
- Audio formats
- British Sign Language
- Symbol system
- Accessible web pages

2.8.3 Examples of good practice which has increased communication to North Lanarkshire’s children and young people include use of:

- Makaton
- Body signing
- Transition songs
- Transition signifiers
- Picture Exchange Communication System (PECS)
- Visuals

2.8.4 The Accessibility Strategy is informed by both the ASN review in North Lanarkshire and also supports the pan Lanarkshire commitment to protecting and supporting British Sign Language (BSL) and recognising BSL as a language in its own right. A *shared British Sign Language Plan for Lanarkshire 2018-2024* is the pan Lanarkshire plan developed in partnership with South Lanarkshire Council and NHS Lanarkshire. A copy can be access via the following:

<https://www.northlanarkshire.gov.uk/index.aspx?articleid=33755>

- 2.8.5 North Lanarkshire Council shares the same long term goal for school education set out in the BSL National Plan, which is:

“Children and young people who use BSL will get the support they need at all stages of their learning, so that they can reach their full potential; parents who use BSL will have the same opportunities as other parents to be fully involved in their child’s education; and more pupils will be able to learn BSL at school”.

2.9 Establishing Priorities Through Consultation

- 2.9.1 In establishing the priorities for the Accessibility Strategy the importance of consultation with key stakeholders was understood to be a key element. A number of stakeholders were consulted through various means to inform the action plan, they are outlined below -

- Qualitative interview with pupil who identifies as physically disabled and attends mainstream school
- Quantitative questionnaires to children and young people attending secondary Language and Communication Support Centres
- All North Lanarkshire Additional Support Managers directed to and asked for feedback on draft strategy
- All North Lanarkshire Head Teachers directed to and asked for feedback on draft strategy through Management Circular
- Draft strategy shown, discussion and feedback sought from North Lanarkshire’s Principal Psychologist
- Draft strategy shown, discussion and feedback sought from North Lanarkshire’s Forward Planning Officer
- Draft strategy shown, discussion and feedback sought from North Lanarkshire’s Maintenance and Improvement Manager
- Draft strategy shown, discussion and feedback sought from North Lanarkshire’s Parent Forum
- Draft strategy shown, discussion and feedback sought from North Lanarkshire’s NHS Lanarkshire Occupational Therapists, Physiotherapists and Speech and Language Therapists

2.10 North Lanarkshire Council’s Priority Actions

2.10.1 Planning Duty 1: Increase the extent to which children and young people with a disability can participate in the school’s curriculum.

- 2.10.2 Audit Continuous Professional Development opportunities available to school staff.
- 2.10.3 Consultation with school staff and children and young people to highlight (potential) barriers to accessing the curriculum. Action plan put in place to support individual pupil need.
- 2.10.4 North Lanarkshire’s use of Child’s Plan, Getting It Right For Me Plan and Co-ordinated Support Plans evaluated. The plans will be developed for children and young people who require targeted and additional interventions to improve their opportunities for learning and achievement.

2.10.5 Further encourage sharing of good practice, strategies and approaches within and across establishments.

2.10.6 Planning Duty 2: Improve the physical environment of the school, or schools, for the purpose of increasing the extent to which children and young people with a disability are able to take advantage of education and associated services.

2.10.7 All new build and refurbishments will be DDA compliant.

2.10.8 Physical barriers to accessing services for identified children and young people are reduced through enhanced transition planning processes. At points of transition information is gathered to ensure physical building adaptations can be carried out within appropriate timescales.

2.10.9 Process in place between Development Officer and Maintenance Team to ensure unanticipated building adaptations can be completed if deliverable from a cost perspective.

2.10.10 Planning Duty 3: Improve communication with and to children and young people with a disability.

2.10.11 Involve disabled children and young people in discussions about their learning, including the use of differentiated approaches.

2.10.12 Regular pupil, parent and staff consultation to ensure communication needs are being met.

2.10.13 Review the information available to children and young people and parents on a range of additional support needs.

2.11 Monitoring of Action Plan

2.11.1 The Action Plan will be monitored by the Accessibility Strategy Planning Group. Annual meetings will take place to discuss the developments within the authority against the three planning duties. A report will be produced from the meetings and this will go on to inform the future Accessibility Strategy for the next three years.

3. Equality and Diversity

3.1 Fairer Scotland Duty

The Fairer Scotland Duty is intended to reduce the inequalities of outcomes caused by socio-economic disadvantage. Inequalities of outcome mean any measurable differences between those who have experienced social – economic disadvantage and the rest of the population.

3.2 Equality Impact Assessment

Since young people in areas of socio-economic disadvantage often experience multiple barriers to learning, this policy should be understood to be coherent with the Council's approach to ensuring fairness and diversity.

4. Implications

4.1 There is earmarked revenue and capital funding to support accessibility across the education estate. There are no increased funding requirements linked to the updated strategy.

4.2 HR/Policy/Legislative Impact

This strategy takes account legislative requirements and relevant Scottish Government guidance. A full programme of support will be in place to ensure effective implementation of the strategy.

4.3 Environmental Impact

4.4 Risk Impact

5. Measures of success

5.1 Increase in the extent to which children and young people with a disability can participate in the school's curriculum.

5.1.2 Improvement to the physical environment of North Lanarkshire's schools, for the purpose of increasing the extent to which children and young people with a disability are able to take advantage of education and associated services.

2.1.3 Improvement in communication with and to children and young people with a disability.

6. Supporting documents

6.1 Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002
<https://www.legislation.gov.uk/asp/2002/12/crossheading/accessibility-strategies>

6.2 Planning improvements for disabled pupils' access to education: guidance for education authorities, independent and grant-aided schools (2014)
<https://www.gov.scot/publications/planning-improvements-disabled-pupils-access-education-guidance-education-authorities-independent/>

- 6.3 The Equality Act (2010)
<https://www.legislation.gov.uk/ukpga/2010/15/contents>
- 6.4 The Education (Additional Support for Learning) (Scotland) Act 2004, as amended in 2009
<https://www2.gov.scot/ASL>
- 6.5 The assessment and planning for pupils and reporting on Children's Rights (Children and Young People's (Scotland) Act 2014
<https://www.gov.scot/publications/children-young-people-scotland-act-2014-national-guidance-part-12/pages/3/>
- 6.6 Building better schools: investing in Scotland's future
<https://www.gov.scot/publications/building-better-schools-investing-scotlands-future/>
- 6.7 British Sign Language (Scotland) Act 2015
<http://www.legislation.gov.uk/asp/2015/11/contents/enacted>



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APPENDIX 1

Legislative Framework

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

This Act requires education authorities, and those responsible for independent and grant-aided schools to prepare and implement an accessibility strategy for all the schools for which they are responsible. These strategies must also include school education that they provide out with schools to disabled children who are:

- under school age; or
- to those who are of school age and are travelling people.

These strategies are to cover the following three planning duties:

1. Increase the extent to which children and young people with a disability can participate in the school's curriculum
2. Improve the physical environment of the school, or schools, for the purpose of increasing the extent to which children and young people with a disability are able to take advantage of education and associated services
3. Improve communication with and to children and young people with a disability

The strategy is to be kept under review and cover a three year period.

The Equality Act 2010

This Act brought together all previous equality legislation under one framework, including the Disability Discrimination Act.

The legislation defines disability as.

A person has a disability if s/he 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.

In particular, the Equality Act requires education providers:

- not to treat disabled children and young people "less favourably"; and
- to take reasonable steps to avoid putting disabled children and young people at a substantial disadvantage. This is known as the reasonable adjustments duty

Reasonable adjustments

Schools and education authorities have had a duty to make reasonable adjustments for disabled children and young people 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 children and young people. 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 children and young people generally and therefore, schools need to think in advance about what disabled children and young people 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 children and young people. This duty sits alongside the duty applied through the Education (Disability Strategies and Children and young people' 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 children and young people.

As well as setting out the protection offered in relation to the different forms of discrimination, and the reasonable adjustment duty the **Public Sector Equality Duties**, stemming from the Act, require a pro-active approach to

- eliminate unlawful discrimination, harassment and victimisation and other 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.

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 (and others). It requires information gathering on the effect of policies and practices on educational opportunities and attainment levels of disabled children and young people. It also requires service providers to make reasonable adjustments to make their service accessible to disabled people.

- changing a practice (for example, providing a pupil with dyslexia with a note of any homework required rather than requiring him to copy it down);
- making changes to the built environment (for example, providing access to a building) where it is reasonable to do so; and
- providing auxiliary aids and services (for example, providing special computer software or support from a classroom assistant).

However, the second duty above **does not apply to schools** since changes to the physical environment of schools are covered by the Education (Disability Strategies and Children and young people' Educational Records) (Scotland) Act 2002 and this guidance. Where the first or third requirement above involves the way in which information is provided then a reasonable step includes providing that information in an accessible format.

The Education (Additional Support for Learning) (Scotland) Act 2004, as amended in 2009

This Act was the most significant piece of legislation on supporting children and young people' learning for over twenty five years. This Act and subsequent amendments has had, and will continue to have, wide and far-reaching consequences on the way all children and young people are supported by schools, education authorities, partner agencies and organisations and on how additional support needs are perceived.

Overlap of Additional Support for Learning Act (2004) (ASfL) and Equalities Act (2010)

Children and young people who may require additional support for learning - ASfL Act (2004)	Children and young people who may meet definition of disability under the Equalities Act (2010)
<p>Children and young people who may require additional support under the ASL Act have a barrier to learning as a result of one of the four factors giving rise to ASN:</p> <ul style="list-style-type: none"> • Learning environment • Family Circumstances • Disability or health need • Social and emotional factors <p>These may include -</p> <ul style="list-style-type: none"> Have a motor or sensory impairment Are Looked after and accommodated Are particularly able or talented Have experienced bereavement Parental mental health problems Parental substance abuse English as an additional language Are not attending school regularly Have emotional or social difficulties Are young carers Are being bullied Illness – hospital, homecare Gypsies and Travellers Pregnancy Children who are parents Homelessness/temporary accommodation Children who move school frequently Difficulties in controlling behaviour Gifted and talented <p>Or any other reason</p>	<p>Physical Impairment Mental Impairment Autistic Spectrum Disorder Severe and complex learning difficulties Dyslexia Diabetes Eating disorder (diagnosed) Short stature Gross obesity Disfigurement Non-verbal ADHD Incontinence Epilepsy Learning difficulties Hearing impaired Some progressive conditions are automatically deemed to be disabilities e.g. Heart conditions Sickle cell anaemia Rheumatoid arthritis</p> <p>Children and young people who automatically meet Equalities Act (2010) requirements</p> <ul style="list-style-type: none"> Cancer, HIV, Multiple Sclerosis, Certified/registered visual impaired Severe long-term disfigurement

There may be overlapping areas of the two Acts. e.g. A child covered by the DDA may also have Additional Support Needs under the ASfL Act.

Table referenced from: Planning improvements for disabled children and young people' access to education.

These are not exhaustive lists. The purpose is simply intended to highlight the areas where discrimination and disadvantage can occur.

As the diagram shows not all children who are defined as disabled will have additional support needs. For example, those with severe asthma, arthritis or diabetes may not have additional support needs but have rights under the DDA.

Similarly, not all children with additional support needs will be defined as having a disability under the Disability Discrimination Act. In particular some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition. The needs of these children would be met under the ASfL Act. Some of these groups may need the provision of additional support from school staff or other professionals and possibly different methods of curriculum delivery.

Action Plan 2019-2022

**North Lanarkshire Council
Accessibility Strategy 2019-2022
Action Plan**

Duty 1: Increase the extent to which children and young people with a disability can participate in the school's curriculum.

Intermediate Outcome (What is the long term goal)	Action (What will we do?)	Lead Person (Who is responsible for each task?)	Success Indicator (How will we measure success?)
Children and young people's attainment is improved through better staff awareness training.	Audit Continuous Professional development opportunities available to school staff and act upon findings of audit.	Head of establishment and senior managers VSE CPD Lead	Improved attainment data. Staff are knowledgeable and confident about accessibility issues in their establishment. All staff, teachers and support staff have a good knowledge and understanding to support individual need (where appropriate) in terms of <ul style="list-style-type: none"> • Accessibility • Specialist equipment • Staff roles • Resources • Differentiation • Children and young people voice • ICT • Special exam arrangements • Moving and handling • Specialist medical interventions

<p>Action plans put in place to support individual pupil need to access the contexts of learning – curriculum areas and subjects, the ethos and life of school as a community, interdisciplinary learning and opportunities for personal achievement.</p>	<p>Consultation with children and young people, using appropriate communication resources, parents and school staff to highlight (potential) barriers to accessing all contexts of learning.</p>	<p>Head of establishment and senior managers</p>	<p>Systems and procedures developed to monitor disabled pupil participation</p> <ul style="list-style-type: none"> • On out of school day trips • On out of school residential trips • In extra-curricular clubs and activities <p>Children and young people will report increased participation in the four contexts of learning.</p>
<p>North Lanarkshire planning for children and young who require additional and targeted interventions will be improved. This will lead to improved opportunities for learning and achievement for children and young people with disabilities.</p>	<p>Review and evaluate use of Child's Plan, Getting It Right For me Plan and Co-ordinated Support Plan. Make improvements to current planning. Share updated planning with all appropriate North Lanarkshire staff.</p>	<p>Head of establishments and senior managers</p>	<p>Staff are confident utilising updated planning.</p> <p>Review and evaluation of individual pupil planning will demonstrate improved opportunities for learning and achievement for children and young people with disabilities.</p>
<p>Encourage the sharing of good practice, in terms of inclusion of children and young people with disabilities at a school, authority and wider level.</p>	<p>As part of the working time agreement teaching staff are supported by management to share best practice within their own schools through such activities as learning visits, staff presentations etc.</p>	<p>Head of establishments and senior managers</p> <p>Additional Support Needs Managers</p>	<p>Staff report opportunities to attend and present at sharing of best practice events.</p> <p>Review and evaluation of staff feedback of events demonstrate increased knowledge and understanding of how inclusion of children</p>

	<p>Organisation of authority sharing events, where teaching staff are encouraged to present and attend, the event will focus on supporting inclusion of children and young people with disabilities.</p> <p>Senior managers encourage school staff to visit other establishments within and out with the authority to observe examples of good practice in terms of inclusion of children and young people with disabilities.</p> <p>School staff actively encouraged to share their good practice at a wider level, examples could include presenting at The Scottish Learning Festival, sharing on Twitter etc.</p>		and young people with disabilities.
Duty 2: Improve the physical environment of the school, or schools, for the purpose of increasing the extent to which children and young people with a disability are able to take advantage of education and associated services.			
Children and young people with additional support needs access education within their community.	Access to a range of provision to meet need (universal or specialist provision).	Head of Service – Central Officers from Maintenance Team	An increase in the number children and young people accessing their education locally with their peers.

	Development of full campus model to support children and young people accessing either mainstream provision, specialist provision and community services within their local community and with their peer group.		A reduction in transport costs as children and young people are educated locally. Children and young people report a higher degree of satisfaction in terms of their educational experiences and outcomes. A reduction in the number of out of authority placements as North Lanarkshire infrastructure develops to meet a wider range of needs.
All new build education establishments and refurbishments will be DDA compliant.	Consultation with relevant legislation to ensure new builds and refurbishments are DDA compliant.	Head of Service – Central Head of Team Maintenance	All new build and refurbishments will meet the DDA Standards and beyond if appropriate to meet the specific known needs of children with a disability or ASN.
The specific needs of children and young people are met at points of transition so they are not disadvantaged in terms of physical access to buildings.	Enhanced in early transition planning for children and young people with a disability or ASN. All information is shared with appropriate stakeholders so that required adaptations are enabled within appropriate timescales.	Heads of establishment and senior managers Additional Support Needs Development Officer Head of Service – Central Head of Maintenance Team	Enhanced and early transition planning has allowed for building adaptations to be completed within appropriate time scales to meet individual pupil need.
Suitable process in place to ensure completion of	Utilise building adaptation processes between school,	Additional Support Needs Development Officer	Unanticipated building adaptations follow the agreed

unanticipated building adaptations to meet individual pupil need.	ASN Development Officer and Property Services.	Officers from Maintenance Team	process and adaptations are completed within appropriate timescales. Resulting in no disruption to pupil transition.
Duty 3: Improve communication with and to children and young people with a disability			
Intermediate Outcome (What is the long term goal)	Action (What will we do?)	Lead Person (Who is responsible for each task?)	Success Indicator (How will we measure success?)
All children and young people will be involved in regards to their learning.	<p>Improve practices in communication with children about their learning through being aware of and being able to use the best means from a range of tools or resources –</p> <ul style="list-style-type: none"> • Child's Plan and Getting It Right For me Plan in appropriate format • What I think and My World Triangle • Digital formats • ICT • Attendance at reviews and meetings • Makaton • Visuals • AAC devices. 	Head of establishment and senior managers Additional Support Managers Children and Young People	Feedback from children and young people and schools will demonstrate improved communication with children and young people in terms of their learning.
To identify and support the best means of communication with individual children and	Establishments will discuss with individual children and young people, carers and	Head of establishment and senior managers Additional Support Managers	Children and young people and parents will report improved communication.

<p>young people, carers and their families.</p>	<p>families the best means of communication that meets their needs.</p> <p>A variety of communication methods will be utilised to meet individual need.</p> <p>Email and social media are used appropriately and to best advantage.</p>		<p>Evidence in establishments of digital technologies being utilised by children and young people.</p> <p>Evidence of digital technologies being utilised to communicate with parents and families.</p>
<p>Quality information is available in a range of formats for children and young people and families on a range of additional support needs.</p>	<p>Review the content and format of North Lanarkshire information available to children and young people and their families on the topic of additional support needs.</p> <p>Improvements made to the information available online and in written form.</p>	<p>Media and Campaign Manager Additional Support Managers Additional Support Needs Development Officer</p>	<p>Review completed.</p> <p>Stakeholders report quality information is available on a range of additional support needs in a range of appropriate easily accessible formats.</p>
<p>Future accessibility strategies build on the good practice of the current strategy and develops improved methodology.</p>	<p>Review methodology for gathering views to inform the development of future Accessibility Strategies.</p>		<p>Increase in number of stakeholders responses to consultations.</p> <p>Improvement in the variety of methods used to gather views.</p> <p>Increase in range of stakeholders consulted.</p>