The Moray Inclusion File

Accessibility For All

Dear Colleague

I am pleased to introduce the second volume of the Moray Inclusion File, following on as it does from the Moray Inclusion File - Better Behaviour, Better Learning. This has been produced by a multi-agency group, and takes as its starting point the requirements of the Education (Disability Strategies and Pupils Educational Records) (Scotland) Act 2002.
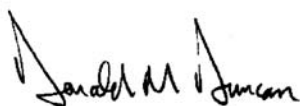
This file contains key principles and related guidance as well as what I hope will be a developing section on Good Practice, designed to help schools develop policies and systems that promote accessibility for all. This is one of the priority areas for development in the Educational Services Departmental Development Plan and, as such, it is an issue which all schools should include in their own development planning process.

The heart of "Accessibility for All" is built around three 'Key Areas' identified in the Act:

◆ Accessibility to the environment

◆ Accessibility to the curriculum

◆ Appropriate communications

Each key area is effectively described in the Inclusion File and provides policy-makers and practitioners with the effective measures and guidance to ensure continuous improvement in the accessibility of Educational Services across Moray. I am particularly impressed by the quality of the examples of good practice contained within the file. There is excellent work being done throughout Moray and the file provides a means of sharing this with other colleagues. As I have indicated earlier, the file is intended as an evolving document which will be added to as time goes on, and I trust you will all feel confident to submit further examples of good practice in the months and years to come.

Finally, I would like to thank all the members of the Accessibility Group for their hard work and vision in preparing the File which I am sure will be helpful in developing further our services for all children and young people.

Donald Duncan
Director of Educational Services

THE MORAY COUNCIL
EDUCATIONAL SERVICES

The Moray Inclusion File
"Accessibility For All"

The Moray Inclusion File
Accessibility For All

C o n t e n t s
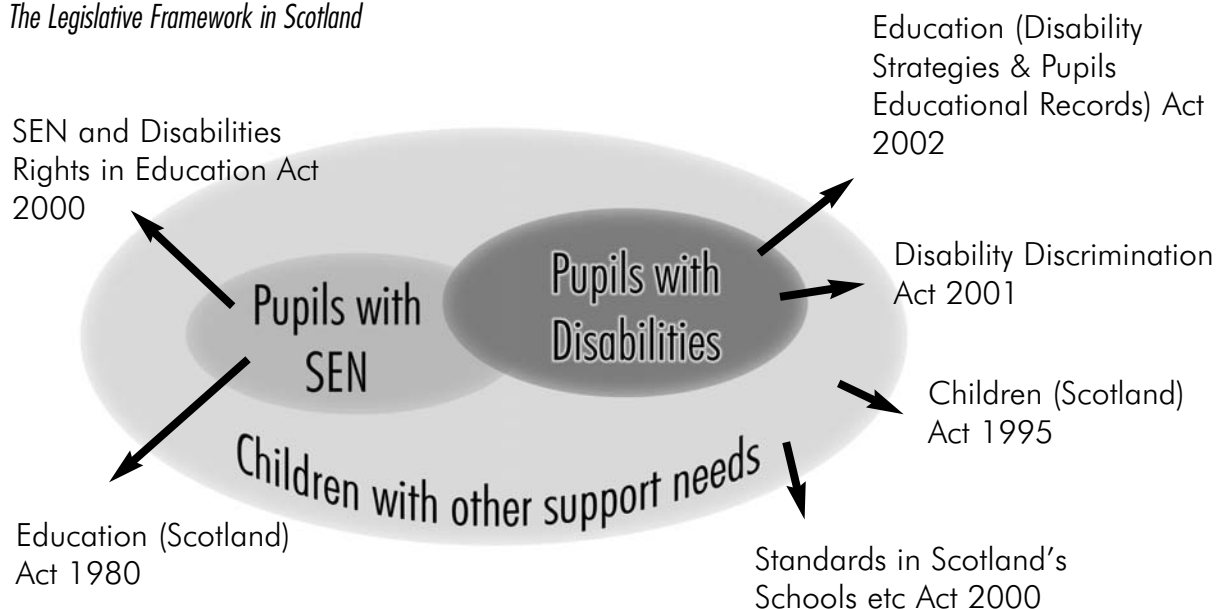
1. BACKGROUND

The main thrust of this file relates to the legislation designed to prevent discrimination against pupils with physical or mental disabilities in accessing education, and its implications for education for accessibility for all pupils within Moray.

A person is considered to be disabled if "He or she has a mental or physical impairment which has a substantial or long term adverse effect on his or her ability to carry out normal day to day activities." This means that broad ranges of pupils are now covered by legislation. Procedures for dealing with pupils with social, emotional and behavioural difficulties should also be considered under the heading of inclusion.

The Legislative Framework in Scotland

Education (Disability Strategies & Pupils Educational Records) Act 2002

SEN and Disabilities Rights in Education Act 2000

Disability Discrimination Act 2001

Children (Scotland) Act 1995

Pupils with SEN

Pupils with Disabilities

Children with other support needs

Education (Scotland) Act 1980

Standards in Scotland's Schools etc Act 2000

The Legislation provides a framework of responsibility for Local Authorities to ensure that the disabled are not treated less favourably nor placed at a substantial disadvantage. Provision of auxiliary aids and services is provided under the Special Educational Needs Framework, physical alternatives are covered in the Education (Disability Strategies & Pupils Educational Records) Act, and the Disability Discrimination Act covers key duties which relate to communication and access to a full, broad and balanced curriculum. A summary of the Disability Discrimination Act is given as Appendix J and 'Guide for Parents' Appendix M.

Legal responsibilities

WARNING: The subject matter of this document involves legal responsibilities and liability for the Council as an Education Authority. Failure to properly consider and follow the terms of this document may have serious legal implications for the Council. If you have any doubts as to the content of this document you are urged to contact Ms Deirdre McNab, Solicitor, Legal Services, The Moray Council (01343 563023).

2. MORAY PRINCIPLES

The Moray Council, together with the school community recognises that equal accessibility to the provision of education and associated services in schools is an entitlement for all pupils. Accessibility can be improved by a shared multi agency approach to planning and managing resources and improved communication and curricular access. These principles support and are supported by.

2.1 The Moray Council Educational Services Statement of Purpose and Aims

Purpose

To provide a range of progressive lifelong learning, cultural and leisure opportunities designed to meet the needs of the people of Moray, which will enable them to become positive, informed, skilled, healthy and active citizens.

Aims

In achieving our purpose we aim to:
1. promote learning as a lifelong process
2. support people in achieving their full potential
3. provide safe, welcoming and attractive learning environments
4. provide access to services for all
5. raise achievement and attainment
6. recognise and share success
7. work in partnership with other services, agencies and the wider community
8. continuously improve the quality of the services we provide
9. ensure best value in everything we do

Values

Throughout all of our work we will value:
1. you, your culture and your ideas
2. your rights and responsibilities
3. your involvement and your views
4. openness and honesty
5. diversity in the delivery of services

2.2 National Priorities in Education

Inclusion and Equality (National Priority 3)

"To promote equality and help every pupil benefit from education with particular regard paid to pupils with disabilities and special educational needs."

2.2 National Priorities in Education cont.

There are certain key principles embedded within this overarching statement:
- A broad and balanced curriculum is fundamental to progression and the achievement of all pupils.
- Accessibility can be influenced by how, where and what young people are taught.
- Every member of the school community has the right to participate in all the activities of both the formal and informal school curriculum and to have their feelings and efforts respected and valued.
- Consistency of approach in provision of staffing resources, equipment and building adaptations needs to be agreed with all agencies, parents and pupils concerned.
- A standard of curricular access and communication needs to be modelled consistently by all members of the school, community and home partnership.

2.3 Moray Council

Policy Statement Based On Key Principles:

Moray Council is committed to providing the following for all pupils:

i.   Equality of access to effective provision, which is suited to an individual's age, stage of development and educational, social and emotional, physical and medical needs.
ii. Inclusive education in the least restrictive environment with maximum contact with children of the same age in, as far as is possible, a mainstream school.
iii. Local delivery and management of services within the community or locality in which the child or young person lives wherever possible and practical.
iv. Partnership with parents which takes full account of their views in accordance with rights and responsibilities.
v.   Maximum possible involvement of children and young persons in all major decisions concerning their educational provision and support.
vi. Guidance and support for those individuals, schools and other agencies that have responsibility for making provision for support for learning, within a coherent framework of policies.
vii. A support for learning framework which is consistent with EPSEN guidelines.
viii. The flexible management, deployment and co-ordination of resources for support for learning consistent with maximum effectiveness and efficiency.
ix. Collaborative working across The Moray Council structures, the Health Services and the voluntary sector in the best interests of children, young persons and their families.
x.   Educational provision which enables individuals to optimise their abilities and to overcome, minimise or circumvent their learning difficulties.

Based on needs defined in 2.1 – 2.3 above, The Moray Council strategy and specific plans are shown in:

Appendix G: Moray Accessibility Strategy and Development Plan.
Appendix H: Accessibility for All Moray Council Development Plan

3. RATIONALE

The Moray Inclusion File Accessibility for All brings together the systems and procedures developed to encompass the requirements and responsibilities for children with disabilities in Moray Schools. To this end an authority multi-agency strategy team **(APPENDIX L)** has been involved in the development of this Accessibility file in order to:

◆ Establish new systems for holding information on pupils, equipment and property.
◆ Use these systems to enable efficient and effective forward planning to take place.
◆ Clarify procedures in place for ensuring that the needs of children with disabilities are provided for.
◆ Provide examples of good practice in curricular, communication and environmental access.
◆ Help schools and others by providing catalogues of useful resources and personnel organisations.
◆ Provide schools with an audit exemplar to assist in development planning under current legislation.
◆ Draw up a 3 year plan to detail improvements for accessibility in communication, environment and curricular access.

4. GUIDELINES

Part 4 of the Disability Discrimination Act 1995 as amended, 2001 makes it unlawful for a responsible body or a school to discriminate against a disabled child. A summary of the Disability Discrimination Act is given as Appendix J and a Guide for Parents as Appendix M.

4.1 Enrolment

Procedures

When a parent/carer and child are interviewed as part of an enrolment process the school should identify if the child has any disabilities or factors which might give rise to the need for modified educational provision.

Any of the following factors might cause the school to consider the adequacy of its current physical facilities or staff resources. The school should contact the Educational Psychology Service for advice before proceeding with enrolment.

Factors:

◆   Record or Statement (England) of Needs
◆   Autism
◆   Severe or Complex Learning Difficulties
◆   Mobility Problems
◆   Hearing or Visual Impairment
◆   Medical matters related to such conditions as diabetes and epilpsy, for example.
◆   The need for significant intimate personal care procedures
◆   Severe Social Emotional and Behavioural Difficulties/ADHD etc
◆   Special Transport Arrangements

Note – For medical matters, schools may also wish to contact Community Child Health for additional advice:

NHS Grampian
Grampian University Hospitals
Community Child Health
Spynie Hospital
Elgin
IV30 5PW
Tel: 01343 567264
Fax: 01343 567719

4.2 School Trips, Clubs and Activities

Accessibility

Initially schools should refer to the section on Excursions – Educational Services Admin Handbook

In relation to education and associated services discrimination can occur in one of two ways:

◆ Treating a disabled pupil less favourably, for a reason relating to his or her disability, without justification.

◆ Failing to take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage in comparison with their non-disabled peers without justification.

Points to Note when Arranging School Trips

1. All possible steps must be taken to ensure that a pupil's disability does not prevent their inclusion in any class or year group trips and visits.

2. Prior to publicising the visit the organiser should:

   a) Ensure the venues have the facilities needed or that alternative arrangements can be made that do not disadvantage the disabled individuals.
   b) Consider the transport, toileting and eating arrangements.
   c) Consult with all parents.
   d) Carry out risk assessments.
   e) If necessary seek advice from the local authority.

The event should only be publicised when it is clear that all pupils will have equal access to participate in all aspects of the visit, or alternative acceptable arrangements are possible.

3. **If you are organising a visit and come across difficulties in making appropriate arrangements for a disabled pupil it is important to determine if this is for a reason related to the pupil's disability.**

   If this is so and
◆ there is no sound justification, or
◆ reasonable steps have not been taken to ensure that the disabled child is not placed at substantial disadvantage, eg by modifying the proposed activity or by providing an acceptable alternative, it is discriminatory.

Examples below illustrate situations where reasonable adjustments could be made to ensure discrimination is avoided.

School Trips & Activities – reasonable adjustments

Reason for Activity (Aim)	Proposed Activity	Disabling factor	Possible "reasonable" Adjustments
End of session treat	Theatre Visit	Poor toilet facilities at choice of venue for disabled pupils	◆ Chose a different venue ◆ Chose different activity ◆ Seek technological solution e.g. mobile toilet hoist
Outdoor Experience	Hill Climb in the Cairngorms	Wheelchair user	◆ Change, or offer a range of outdoor activities to include e.g. archery ◆ Seek technological solution. Eg if there is a hill with a made-up path "easy route" it may be possible to tackle it at least part in an electric wheelchair. NOTE- the offer to carry a child up the hill is not a reasonable adjustment
ICT	Weekly class visit to school computer suite	Suite is on first floor and pupil cannot tackle stairs	◆ Move computer suite to the ground floor ◆ Offer the pupil individual lessons in class on a laptop computer ◆ Seek technological solution – eg stair lift
PE hand/eye co-ordination	Offer a range of activities e.g. badminton, volleyball, juggling	Blindness	Assuming that this is a stated aim of curriculum, and it is not reasonable to deny sighted pupils the chance to participate, then there might be no reasonable adjustment that can be made. For the blind child parallel alternative activity should be sought Eg ball throwing skills

Helpful examples are to be found in the Disability Rights Commission code of Practice for Schools chapter 5 and 6

Accessibility to School Clubs and Activities

It is the responsibility of the organising body to ensure that no disabled pupil receives less favourable treatment if, for example, the school arranges for an outside group or an adult to provide the club then the legal responsibility still rests with the school. Arrangements must be made here under the "reasonable adjustment" duty of the Act to ensure appropriate access.

Reasonable adjustments might include:

◆ Changing the location to make the club or activities physically accessible
◆ Providing staff training to allow them to deal with the needs of disabled pupils
◆ Modifying some of the activities so that a disabled member can participate with the others in the activity
◆ Ensuring that staff are committed to inclusion of the disabled and are willing to support their involvement
◆ Ensure appropriate transport arrangements have been made either for club activities or to allow equitable access for the club venue
◆ Planning in advance to ensure the disabled pupil is welcome before the club or activity is begun rather than making adaptations when a disabled child wants to join

4.3 Assessment and Examinations

Examination Arrangements

The two key duties are:

◆   Not to treat disabled pupils less favourably
◆   To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

It is clear that these duties will be reflected in the procedures and arrangements for assessments and examinations made in schools.

Points to consider:

1. Which pupils need to be considered for special arrangements?

A person is considered to be disabled if "He or she has a mental or physical impairment which has a substantial or long term adverse effect on his or her ability to carry out normal day to day activities." This means that broad ranges of pupils are now covered by legislation.   Procedures for dealing with pupils with social, emotional and behavioural difficulties should also be considered under the heading of inclusion.

2. How are these pupils to be identified?

A number of agencies, working closely together, will help to identify all pupils involved. It would be appropriate to involve eg

◆   Class Teachers
◆   Additional Support Needs staff,
◆   Educational Psychology,
◆   Social Work,
◆   Central Support Staff
        ⇨   Sensory Impairment
        ⇨   Language Support Early Years
        ⇨   English as an Additional Language
in identifying the pupils and planning procedures to be used for assessment and examinations. It is vital that a consistent and fair approach is established and that it is well communicated and supported in all circumstances by all staff.

3. When should 'special' assessment and examination arrangements be used?

In order to comply with the requirements of the Act not to treat disabled pupils less favourably these arrangements should be in place as soon as the disability is identified.

The 'special' arrangements should be used for all assessments and tests in which the child may be disadvantaged.

4. What arrangements should be made?

The arrangements made will reflect each pupil's individual needs, and the circumstances of the assessment and examination. There is a wide range of strategies that can be used eg:

Additional time
Use of a scribe
Use of a reader
Verbal answers to verbal questions, recorded
Use of ICT
Use of a dictionary
Written work transcribed
Allowance made for spelling/grammar, etc
Question papers in 'special type face'
Use of symbols, pictures
Practical tasks to replace theoretical questions

NB: The Scottish Qualifications Authority has its own system in place and provides written guidance for staff in its operation. As a general rule 15 additional minutes per hour of written exam are allowed.

5. Where should the assessments or examinations take place?

It is important not to place the disabled pupil at any disadvantage so factors will have to be weighed against each other to determine the best possible arrangements for each individual. It is the needs of the child that should be the highest priority, not the convenience of the school. Eg a small private room will be needed for a pupil if a scribe and/or reader is needed.

The child should be familiar with the people who will be carrying out these tasks. If alternative arrangements are made, involving sitting the assessment at a different time or place or with a different method then it is important that both the child and his/her parents are aware of the situation.

If the class is involved in 'practice' assessments then similar arrangements are essential for the disabled child. It is the responsibility of the school to ensure that the duties under the Act are complied with and that every child receives fair treatment.

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Accessibility For All

4.4 Role of the Individualised Educational Programme (IEP)

Ref: Moray Support for Learning Framework, A Manual of Good Practice

IEPs and Target Setting

Children with disabilities are more likely than other children to have the need for an IEP.

The Council supports the fundamental principles on target setting held within 'A Manual of Good Practice in Special Educational Needs' and adheres to the following advice:

◆   IEPs will be required for those children/young persons with special educational needs who require specific planned intervention.
◆   IEPs are likely to be required for those children/young persons with whom Additional Support Needs staff (or other support staff such as visiting teachers) are frequently involved and who perhaps require teaching support and/or co-operative teaching.
◆   It should be noted that youngsters at level 3 as well as level 4 of the staged model might be considered for IEP. Level 3 and 4 definition can be found in "Moray Support for Learning Framework".

The following flowchart (extracted from Raising Standards – Setting Targets, Support Pack 1999) is given for guidance and should assist in determining which pupils require an IEP:

Who should have an IEP?

| Does the pupil have a Record of Needs? | → **Yes** |

No ↓

| Is the pupil attending a special school or unit, including specialist provision within a mainstream school? | → **Yes** |

No ↓

Does the pupil require one or more of the following?

◆ Specialist provision for a substantial proportion of the time

◆ Substantial and specialised curriculum differentiation

◆ Enhanced adult support (eg full-time for basic care needs, for behaviour support, for curricular support)

◆ Highly specialised resources (eg Delta talker, specialist computer switches, adaptations to environment)

◆ Regular and specialist advice from external sources (eg ICT, behaviour management)

◆ Highly specialised method of communication (eg sign language, Braille)

→ **Yes**

No

An IEP is not required

IEP is Required
(with very
few exceptions)

◆ Sometimes a pupil may have multiple needs. These, individually, may not be severe but collectively they may create barriers to inclusion. These pupils may also require an IEP, for example, a pupil with specific learning difficulties who has low self-esteem.

4.5 Teaching and Learning

<u>The Role of the Class Teacher</u>

Disability Legislation clearly places a requirement on all involved in education to:
◆ Not treat disabled pupils less favourably
◆ Take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

Teaching and Learning methodologies have a significant role to play in ensuring that any child with a disability, either physical or mental, which impairs his/her learning, is not treated less favourably than other pupils in the class, or put at substantial disadvantage.

In order to comply with the terms of the Disabilities Discrimination Act 2001 which came into force in September 2002, all pupils should have access to learning. It may be necessary to review:

◆　　Materials
◆　　Resources
◆　　Teaching Methodology
◆　　Physical arrangements of furniture
◆　　Access to equipment
◆　　Practical tasks
◆　　Illustrative material
◆　　Text
◆　　Assessment
◆　　Grouping of pupils
◆　　Homework

To ensure that no pupil is treated less favourably or placed at a substantial disadvantage, the Code of Practice for Schools produced by the Disabilities Rights Commission explains the two requirements of the Act very clearly and with good examples.

Two examples given in this publication, which clearly show the extent to which the legislation will affect the classroom teacher, are Example 5.17D and Example 6.14B.

Example 5.17D (Disability Rights Commission – Code of Practice)

At the end of a lesson, homework is written on the board. A pupil with dyslexia is unable to copy it down in the time. He is given a detention for not doing his homework.

Is this less favourable treatment for a reason related to the pupil's disability?

The reason for the detention is the failure to do the homework. This relates to his inability to write it down in the time available, which is part of his disability.

Is it less favourable treatment than someone gets if the reason does not apply to him or her?

The treatment that he received has to be compared with the treatment that other pupils received who had done their homework. They were not being given a detention.

Is it justified?

There was a general assumption on the part of the teacher that all the pupils would be able to write down the homework in the time at the end of the lesson. It is unlikely that there is a material and substantial reason to justify the less favourable treatment. In addition, it is likely that there are reasonable adjustments that could have been made, for example, more time could have been provided.   The detention is likely to amount to unlawful discrimination.

Example 6.14B (Code of Practice)

A boy with a spinal injury who uses a wheelchair wants to attend his local primary school. The teachers are concerned as they do not know what he should do in PE lessons. The boy might be at a substantial disadvantage if he did not do PE. The physiotherapist is asked to help the school to adjust the PE curriculum appropriately. Amongst other things the school includes:

◆   an exercise routine to carry out on the mat which other pupils will also do and benefit from;
◆   ball work sitting on chairs in a circle.

These are likely to be considered as reasonable steps that the school should take.

(**Note**: In this latter example the boy's PE programme has been adapted. Other pupils however are able to continue with the school's 'standard' programme.)

4.6 Staff Development

The wide range of outside agencies supporting our children and young people in schools indicates a need for a staff development programme which encourages joint working of teachers, auxiliaries, outside agencies and parents/carers.

The Specific Grant, allocated by the Scottish Executive to local authorities on an annual basis, supports such staff development. The training strategy related to this specific grant is submitted annually by Educational Services to the Scottish Executive. The strategy is based on national, Moray-wide and school based priorities.

The training strategy:

◆   All staff development courses are included in the Continuing Professional Development (CPD) catalogue (Moray Intranet) and schools are regularly informed of updates.
◆   All staff have access to information about appropriate training opportunities.
◆   The CPD Catalogue is linked to National, Authority and School priorities.
◆   There are opportunities for multi-agency training and joined up working.
◆   There is an annual commitment to award bearing courses including SEN Certificate, Diploma in SEN, Certificate in Specific Learning Difficulties and Professional Development Award for Auxiliaries.
◆   There is an annual commitment to the induction of newly appointed SfL Staff.
◆   There is a commitment to developing appropriate skills and qualifications of teachers and support staff.
◆   There is flexibility within the training strategy which allows an individual response to training needs e.g. the enrolment of a pupil with additional support needs in a school may highlight particular staff development needs. If in doubt , schools should make contact with Educational Support Services Manager.

Training needs will vary as time progresses and our collective expertise builds. The above list cannot therefore be considered to be "set in stone". There are however components of schools' preparation which would be unlikely to vary too much and these are given in a "How Good is our School" format in Appendix F section 4.

4.7 Communication

The Moray Council has a very helpful "Printed Materials Policy" within the "Policy and Strategy" section of The Moray Council Intranet. This gives advice on accessibility issues.

Communication Guidelines

Items 1 – 4 and item 6 (below) are taken from that document.

a. Information as a Resource

Information is an essential resource for all members of the community whether it is needed for leisure, work or education. Council and Community Information help everyone to:

◆   Make informed choices
◆   Take independent action
◆   Feel included in society
◆   Play a part in our communities
◆   Use Council services more effectively

The Council provides Council and Community Information to promote services and help distribute resources. Its role as an information provider is one of the most effective ways of promoting its vision and values. It is the means by which most people will access the Council and its services. Easily available and helpful information encourages openness, responsiveness and accessibility.

b. Before you Start

Bear in mind the following points:

◆   Why are you doing this?
◆   Who is going to edit it?
◆   Who is your target audience? Young people, parent, the elderly?
◆   What are you trying to achieve?
◆   Timing: will the information reach your audience in time: if you are linking into a national campaign will your material coincide with it?
◆   What are the needs and capabilities of your audience? This will help decide the design and layout of the printed material or its format. Braille, large print, CD-ROM etc. could be used if your audience is visually impaired. Large print is also helpful to many elderly people, as well as those with learning difficulties and literacy problems.
◆   Does this information already exist and who produced it?

c. Design and Layout

When considering the design and layout of your publication, think about the following points:

◆ Use Arial or Verdana font where possible. These have a less distracting shape for people.
◆ Use only 1 or 2 type faces when designing your publication.
◆ Avoid uppercases and underlining.
◆ Don't use Italics for long text sentences.
◆ Use captions with illustrations.
◆ Use good tonal contrast between type and background. Black type on white or yellow background is the most effective colour scheme for people with visual impairments. Use pale colours as a background colour.
◆ Suggested use of margins is 25mm top, bottom and sides.
◆ Use left alignment, easier for people with visual impairments to read.
◆ A type size no less than 10 or12 should normally be used and 14 if the information is for visually impaired readers.
◆ Keep layouts simple.

d. Writing Text

When writing text the following points should be considered. This will ensure your message is put across effectively and be understood by your reader on the first time of reading.

◆ Remember you are talking to your reader. Read it out loud to ensure the text makes sense.
◆ Be certain the most important messages stand out. Don't bury your message in a lot of background information, irrelevant to your reader.
◆ Use short words: send instead of disseminate, help instead of facilitate, need instead of requirement.
◆ Use active verbs. Active verbs make the writing livelier eg instead of: "A charge has been made" use "We have charged your account". When active verbs are used the "doer" comes first.
◆ Use short sentences and a logical way of presenting information. 15-20 words have been suggested as an average length sentence. Vary your sentence length to make the text more interesting.
◆ Break up large areas of text by using graphics. Pages too dense with text can be off putting to your reader. Illustrations are also helpful for people with learning difficulties or literacy problems.
◆ Use grammar and punctuation correctly.
◆ Use plain language, which can be understood by a wide general audience: send instead of disseminate; about instead of regarding; if instead of in the event of. Avoid jargon such as ICT, "sustainability". Use everyday and personal words: you, I and we. When you need to use technical terms such as Peoples Network, National Grid for Learning explain them; not all of your readers will know what they are.

◆ Put information in a logical order. Start with general information. Use summaries or bullet point lists where these help to make your message clearer.
◆ Be concise: Leave out unnecessary words. In the following examples the words in bold can be left out:

Completely necessary
Added bonus
Advance warning

e. Use of Disability Terms

Describe specific user groups correctly. Certain words or phrases can cause offence and promote a negative image.

The Royal Association for Disability and Rehabilitation (RADAR) suggest the use of the term disabled people or people with disabilities not "the disabled". The latter implies people are part of a group rather than individuals in their own right.

Put the person before the disability when talking about disabled people. For example "Mark Brown who uses a wheelchair" rather than "wheelchair user Mark Brown".

For more information on the correct use of disability terms contact the Moray Resource Centre or RADAR. See useful contacts for details.

f. Useful contacts

Moray Resource Centre
Maisondieu Road
Elgin
IV30 1RX
Telephone: 01343 551339
Fax: 01343 542014

Plain English Campaign
www.plainenglish.co.uk
PO Box 3
New Mills
High Peak
SK22 4QP
Telephone: 01663 744409
Fax: 01663 747038
Email: info@plainenglish.co.uk

RNIB Customer Services
PO Box 173
Peterborough
PE2 6WS
Telephone: 0845 702 3153
Email: cservice@rnib.org.uk

RADAR www.radar.org.uk
12, City Forum
250 City Road
London EC1V 8AF
Telephone: 020 7250 3222
Email: radar@radar.org.uk

4.8 The Role of Support Staff – Additional Support Needs Auxiliaries and Classroom Assistants

It is the role of the classroom teacher to ensure that no pupil is disadvantaged or discriminated against in accessing the curriculum. The role of support staff is to support the pupils and ensure that they benefit from being included in mainstream education. Support staff can be involved in increasing accessibility by:

◆ Taping stories, instructions, texts
◆ Paired reading
◆ Discrete leisure/social area support
◆ Assisting in practical subjects
◆ Assisting with preparation of appropriate materials
◆ Keeping pupils on task
◆ Helping pupils with organisational skills
◆ Supporting access to ICT
◆ Assisting in relation to mobility or toileting
◆ Providing support in tests or exams e.g. scribing, reading or transcribing
◆ Assisting in extra curricular activities

Useful references

Materials for teachers working with classroom assistants

Scottish Executive / Strathclyde University
Moray Council Handbook for SfL Auxiliaries (in production)

4.9 The Views of Children and Young People

For a variety of reasons, eg adolescent reticence or a lack of ability to articulate inner feelings and needs, it is notoriously difficult to get the views of children and young people with disabilities in regard to their own feelings, needs and desires.

Moray is assisted in this respect by having access to the 'Children First' Children's Rights Worker, Mrs Beth Fraser. Beth is available to

◆ Help schools seek children's views
◆ Advocate for children at times of stress, eg school exclusion
◆ Help us devise strategies to take account of children's views more directly
◆ Formally report on children's views on matters of Moray strategy. An example report is given as Appendix K – 'You Should ask the Bairns What They Need'

Contact:
Beth Fraser
Children & Young People's Rights Worker
Highfield House Annex
Elgin
Tel: 01343 569188

5 KEY AREAS

The key areas in ensuring Accessibility are:

"It is the purpose of this Inclusion File to support Moray schools in attempting to ensure that all educational opportunities are accessible to children and young people with disabilities. The Disability Code of Practice states that our two main duties are

◆   The duty not to treat disabled pupils less favourably

◆   The duty to make reasonable adjustments for disabled pupils

(Appendix J gives a summary of the Disability Discrimination Act and definitions of disability as they relate to the Act.   Appendix C also gives a list of impairments which should be considered as disabilities)

The key areas in ensuring accessibility are

◆   Access to the curriculum

◆   The use of appropriate and effective communications and communication systems

◆   Access to the environment

"Positive Feature" information given in appendix F reflects good practice in respect of these key areas.

These examples of good practice are based on experience in Moray schools. They are also consistent with guidance in "How Good is our School" (HGIOS)(2002) and may therefore be used for self audit purposes and will help schools to identify development issues which they will wish to prioritise.

Once the development priorities have been established, the audit details given in appendices D & E will allow specific needs to be identified for development planning purposes.

6 Examples of Good Practice in Moray Schools

Within Moray this is certainly not a process that begins with a standing start. There are many examples of good practice which schools, through normal networking processes, are encouraged to share. These are only a few examples to give a flavour of the work that is going on.

Title	Curriculum	Access to the Environment	Communication
Autistic Spectrum Disorder (ASD) Inclusion Process: Secondary Base into Secondary Mainstream	✔		
Autistic Spectrum Disorder (ASD) Transition Planning: P7 into S1	✔		
British Sign Language (BSL) in a Moray secondary school			✔
British Sign Language (BSL) Training for Staff			✔
English as an Additional Language Valuing and Maintaining a bilingual pupil's first language			✔
ICT Support Service within a primary school	✔		
ICT Support Service within a secondary school	✔		
Inclusion of a P1 pupil with a VI in a mainstream primary school	✔	✔	✔
Inclusion of a P1 pupil with a VI in a mainstream secondary school	✔	✔	✔
Playground Mobility (M.O.V.E.) (Mobile Opportunities via Education)		✔	
Public Libraries - Support for Learners	✔		✔
Supporting the bilingual pupil in accessing the curriculum bilingual assistant	✔		✔
Supporting a Level 5 pupil during extended hospitalisation - Steps taken to maintain links with and support the pupil	✔		
Using PECS (Picture Exchange Communication System)			✔
Using Social Stories in Pre-school/school settings - Language Support Early Years Service	✔		
Visual Supports in Pre-school/school settings	✔		
"We can do this" - (M.O.V.E.) (Mobile Opportunities via Education)	✔		

Theme: Curriculum

Autistic Spectrum Disorder (ASD)
Inclusion Process: Secondary Base Into Secondary Mainstream

This pupil with Aspergers Syndrome began her secondary education being taught wholly on a one-to-one basis within a level five Base. Initially, she did not cope well in any group context, and she was highly stressed by many aspects of secondary school life. However, she is a high functioning pupil and from the beginning she required a stimulating curriculum that would challenge and stretch her across the subject range.   The pupil responded extremely well to a high structured, visual approach to the curriculum, and to a behaviour support programme that focused on the consistent use of visual calming strategies, planned 'chill-out' periods and a positive reward system. After one term, she had settled down so well that it was felt appropriate to begin a structured, phased entry into selected mainstream classes that would meet her academic needs. The inclusion process was characterised by the following:

1. Preparation – The pupil was prepared well in advance for inclusion by making use of social story and role-play approaches. Visual prompts were used to support entry into new classrooms, to remind the pupil of classroom rules and routines and to de-escalate stress during periods of anxiety. Mainstream teachers were prepared for the pupil's entry via close liaison with the specialist teacher. Mainstream pupils were also prepared and, in some cases, a small circle of friends were identified who would support the pupil through the transition into class. This support was not direct, but took the form of a few quiet, calm and mature individuals, who helped by sitting near the pupil and by providing a welcoming and accepting presence.

2. Planning – Every step of the inclusion process was meticulously planned. The pupil was phased into each classroom very slowly. Phasing began with a short observation period at the classroom door, which was then built up towards observation from the back of the class and culminated in a short period of observation at the pupil's new table. Every visit was planned to be as successful and enjoyable as possible and pupil co-operation was immediately rewarded. Short work activities were then phased into the visits until the pupil was attending regularly, joining in fully and staying for the entire period. Initially this took six to eight weeks. Subsequently, full inclusion could be achieved much faster.

3. Specialist Support – A trained and experienced autism teacher accompanied the pupil throughout the entire inclusion period and beyond.   Her role was to work alongside the mainstream teacher providing specialist input and resources, and to adapt the curriculum to suit the individual needs of the pupil.   The specialist teacher also played a vital role in handling pupil fears and concerns, and intervened as appropriate in response to pupil stress, carefully monitoring the need for respite and a return to Base. Facilitating social inclusion within the pupil peer group was also an important feature of the specialist teacher role.

4. Parental Support – Parental support was vital during the preparation phase and continues to be central to ongoing pupil well-being and progress. Parent expertise is always of enormous value to teachers working with pupils with A.S.D.   Communication between home and school was therefore a central feature of the inclusion process.

5. Flexibility – Much rested on the ability of all parties in the inclusion process to be highly flexible and responsive to pupil needs. Curriculum access had to be flexible so that the pupil could participate in a manner that was manageable and low stress. For example a reader and scribe and a laptop enabled efficient access to formal reading and writing tasks. Curriculum content was also approached flexibly. Tasks that provoked stress were minimised, whilst those that could be linked to pupil interests were maximised. Exam and testing arrangements were adapted so that pupil attainment could be monitored in a manner tailored to pupil needs. In this case, testing was completed on a one-to-one basis within the Base rather than in the mainstream classroom, and was conducted via reader and scribe.

5. Flexibility (cont.)– The inclusion process set out above was not always easy for this pupil, or her teachers and parents. However, over time, the process became more effective, more predictable and less stressful, and as a result, the pupil has made outstanding progress. She is currently in her second year, and is now integrated into mainstream classes for all subjects except Maths and English. This achievement has been the result, of the detailed planning, liaison and specialist input described above. However, special mention should be made of the vital role of parental support, and, of course, the good faith, will, persistence and humour of the pupil herself.

Resources and Training

◆ Autism Development Co-ordinator can advise on training needs
◆ Additional teacher and auxiliary time to support child

For further information contact: **Jackie Ravet**
Autism Development Co-ordinator
Beechbrae Education Centre
Duffus Road, Elgin

Theme: Curriculum

Autistic Spectrum Disorder (ASD)
Transition Planning: P7 into S1

The following example of good practice focuses upon preparations for the transition of an autistic pupil with highly complex needs and severe communication difficulties out of a specialist autism unit at primary 7, and into a secondary level five base. This pupil requires a highly structured school day, and teaching and learning rely heavily upon the use of a 'Teacch' approach and visual supports. Pecs is the main communication medium. Since this pupil sometimes exhibits highly challenging behaviour, she requires a detailed behaviour support programme that sets out the calming strategies, physical interventions and visual supports appropriate to her needs. Her transition into S1 is currently being planned. Transition will be based on the following sequence of steps:

1. During spring term, the current class teacher, receiving teacher, parents and support serving staff will meet to share information regarding pupil needs in terms of curriculum requirements, behaviour suppport, communication needs and social integration. The specialist approaches and strategies employed to meet these needs in the primary setting to be clearly set out. Resourcing, staffing and training implications for the secondary context will be carefully considered.

2. The receiving staff arrange a sequence of visits to the primary autism unit to observe the pupil and to work alongside staff in order to see how specialist approaches and strategies work in action.

3. Documentation of these approaches and all relevant pupil information passed on to the receiving school staff well in advance of entry so that a whole school approach can be planned, and information disseminated on a 'need to know' basis.

4. The pupil is involved in the preparation of a communication passport called 'About Me', written in the first person. This passport details important pupil information in a brief, accessible way and include details such as likes and dislikes, strengths and weaknesses, stress triggers, favoured calming techniques, food allergies etc. This passport accompanies the pupil on to the next stage and is available to all staff working closely with the pupil.

5. Since the pupil has severe and complex needs, there is an extended transition phase, and a structured phasing strategy is used to plan entry into the new secondary context. This proceeds as follows:

❑ Begin by using photographs of the outside and inside environments of the new school context to prepare the pupil for change prior to the first visit. Involve parents in these preparations

❑ Commence with very short visits to the secondary base when the school is empty. Introduce key staff only. Minimise noise at all times as this tends to trigger stress

❑ A familiar teacher/auxiliary should always accompany the pupil. They should make use of visual supports and Pecs to ease the pupil's passage into the new setting

❑ Ensure that a favoured object and/or game awaits the pupil. This will help her to feel safe and in control

❑ Build up slowly towards full entry into the secondary Base with the other pupils present. Be prepared for stress reactions and prepare a behaviour support plan to cope with challenging behaviour during these early visits.

6. Involve parents at all stages. Provide visual supports, photographs, new teacher names, etc so that parents can reinforce and consolidate preparations at home.

7. Plan for a phased entry at the beginning of S1. Start with mornings only and monitor how the pupil copes. Increase the length of the school day slowly until full entry has been achieved.

Resources and Training

◆ Advice from the Autistic Development Co-ordinator
◆ Staff time for meetings and to assist with transition visits

For further information contact: **Jackie Ravet**
Autism Development Co-ordinator
Beechbrae Education Centre
Duffus Road, Elgin

Theme: Communication

British Sign Language (BSL) in a Moray secondary school

Deaf Pupils entered a Moray secondary school and immediately many hearing pupils started trying to communicate with them, a lunch time club was established to assist the pupils. Staff were amazed at how quickly the Deaf pupils were assimilated into the community of the school. Ten of the hearing pupils have now completed examinations for BSL 1 and many have asked to go further and study BSL 2. The classes were taken by members of the Hearing Impaired team at times to suit school. One of the hearing pupils is now considering a career in the field of Hearing Impairment.

Resources and Training
Moray Council - Sensory Impairment Service

For further information contact   **Angela Brown**
Principal Teacher
Sensory Impairment Service
Beechbrae Education Centre
Duffus Road, Elgin.

Theme: Communication

British Sign Language (BSL) Training for Staff

When a Moray secondary school received their first profoundly deaf child several of the staff asked the Hearing Impairment service to organise a BSL Stage 1 class. Many staff proceeded to the examination in which they were successful. The Hearing Impairment team offered training at times to suit staff and this may be a useful CPD opportunity for those who wish to avail themselves of it.

Resources and Training
BSL Stage 1 (approximately 40 hours of staff time)
Training offered by HI Service

For further information contact: **Angela Brown**
                                        Principal Teacher
                                        Sensory Impairment Service
                                        Beechbrae Education Centre
                                        Duffus Road, Elgin

Theme: Communication

English as an Additional Language
Valuing and maintaining a bilingual pupil's first language

Description

Research has shown that if a bilingual pupil develops his first language to a good academic level, he is much more likely to be able to develop his English language skills to an advanced level. Therefore the English as an Additional Language Service provides a wide selection of dual language books in a variety of different languages, so that the pupil can take these home and either have them read to him by his parents or read them himself.

This also reinforces the fact that his first language and culture is valued and is therefore a good inclusive strategy, for both pupil and parents.

The EAL Service has organised courses (which cover the above) in Moray.   The latest course was led by a national expert in EAL and it is planned to repeat this class should the demand warrant.

Resources and Training

English as an Additional Language Service

For further information contact: **Elspeth Stewart**
                                    Senior Teacher
                                    English as an Additional Language Service
                                    Beechbrae Education Centre
                                    Duffus Road, Elgin

Theme: Curriculum

ICT Support Service within a primary school

The following describes the steps taken to enable a child with severe dyslexia to produce clear hand-written work.

A pupil with severe dyslexia was referred to the service, consultations having taken place with the pupil's parents and the Educational Psychologist. This is an able child, capable of very good imaginative writing, but who is unable to produce hand-written work that is both legible and clear.

In the first instance, a Lap-Top with Speech Recognition was used to assist this pupil.

A period of training for both the pupil and a member of staff was provided. The text from Charlie and the Chocolate Factory was made available to the pupil, in advance, to enable plenty of reading practice before programming the computer.

Unfortunately, the speech recognition facility was not as accurate as had been hoped. This was largely due to the fact that these programs tend to be set up for an adult voice and are not so effective when responding to a child's. This has necessitated a re-think of approach.

Co-Writer (a word prediction program) is now being used. Again, training in it's use for both pupil and staff was provided.

With the aid of appropriate software, this pupil can now produce legible and clearly written work. It is, therefore, likely that self-esteem will improve.

Resources and Training - The School/Pupil Received:

Items of hardware and software loaned from the ICT Support Service

For further information contact: **Willie Walker**
                                        ICT Support Worker
                                        Room T4
                                        Elgin Academy

Theme: Curriculum

ICT Support Service within a secondary school

The following describes the steps taken to enable a child to interact with a computer in a manner not previously possible.

An S1 pupil with severe and complex needs was provided with an ICT set up which allowed that pupil to interact with a computer in a manner not previously possible.

The pupil had unpredictable hand and arm movements and, therefore, a mouse and/or traditional keyboard were found to be inappropriate. Additionally, the pupil was at risk of harming her/himself on the equipment or, perhaps, even damaging the equipment itself.

The school had access to some additional funding and was able to buy a flat screen monitor, which could be placed, out of arms' length, at the back of the computer desk. A range of switch operated computer programs was also purchased by the school.

An Intellikeys board was set up as a single switch and the computer desk itself had a height adjustment facility plus adequate depth for computer access.

The combination of appropriate hardware and software has enabled this pupil to interact with the computer, having control over what happens on the screen, possibly for the first time.

This is a starting point for this pupil which could lead to accessing a much wider range of activities as well as allowing the development of other important skills.

Resources and Training - The School/Pupil Received:

ICT Support Service (see below) can advise

For further information contact: **Willie Walker**
ICT Support Worker
Room T4
Elgin Academy

Theme: Curriculum / Access to the Environment / Communication

Inclusion of P1 pupil with a VI in a mainstream primary school

Acting on the close support and advice of the Teacher of Visual Impairment, the following describes the steps that a small Moray primary school took to assist the first visually impaired child who had attended as a pupil.

1.   Reading materials presented with bold, black print, which is no smaller than N14-N18 on white, matt paper.
2.   Pupil provided with her own book or worksheet.
3.   Pupil to use bold, black lined paper and a dark pencil or black fine fibre tipped pen.
4.   Pupil to use magnifiers for near and distance tasks as necessary.
5.   Pupil to move close to demonstrations and to be given the opportunity to handle items if practical.
6.   At storytime, the pupil to sit close to the reader and to be given the opportunity to look through the storybook prior to it being read.
7.   Pupil has access to an angled deskboard, which helps to improve posture, and reduces glare.
8.   Providing good contrast between an object and its background e.g. pictures to be coloured are presented on white, matt paper using thick black pen.
9.   Pupil's name is used to gain her attention.
10. Because of her significantly reduced distance vision, the pupil has access to her own T.V.
11. Auxiliary support (10 hours per week) is provided to enable full access to the curriculum e.g. adaptation of materials, copying information from the board, ensuring safety.
12. Good levels of lighting are maintained throughout the school, avoiding glare.
13. Window blinds are used to cut out direct sunlight.
14. Steps, doorways and obstacles are highlighted around the school.

Resources and Training

❑   Awareness training for all school staff
❑   Highlighting tape and paint for door frames etc
❑   Magnifiers
❑   TV
❑   Auxiliary support
❑   Adapted learning materials

For further information contact: Sandra Tuke
Sensory Impairment Service
Beechbrae Education Centre
Duffus Road, ELGIN

Theme: Curriculum / Access to the Environment / Communication

Inclusion of P1 pupil with VI in a mainstream secondary school

Acting on the close advice and support of the Teacher of Visual Impairment, the following describes the steps that a Moray secondary school took to assist the first visually impaired child who had attended as a pupil.

1.   Access to magnification software with speech i.e. Zoomtext Xtra.
2.   Access to a closed-circuit television to enlarge reading materials.
3.   Access to a range of magnifiers for near and distance tasks.
4.   Pupil has his own laptop for notetaking and producing assignments.
5.   Access to a touch-typing programme to revise skills.
6.   Provision of task lighting and scratch free goggles in craft.
7.   Access to a large monitor whilst using PC.
8.   Curriculum materials provided on white, matt paper with text no smaller than N14-N18.
9.   Auxiliary support to enable full access to the curriculum e.g. to ensure safety in practical subjects, to adapt course work and copy notes from the board.
10.   Pupil to be given extra time to complete tasks.
11.   Pupil provided with own copy of textbook or worksheet.
12.   Good levels of lighting maintained throughout the school.
13.   Teachers to read information presented on the board.
14.   Course work to be forwarded about a fortnight in advance for adaptation.
15.   Close links with the technical support staff in the school.

Resources and Training - The School/Pupil Received:

- ❑   Magnification software
- ❑   CCTV
- ❑   Laptop
- ❑   Magnifiers
- ❑   Auxilary
- ❑   Staff awareness training
- ❑   Task lighting

For further information contact: Sandra Tuke
Sensory Impairment Service
Beechbrae Education Centre
Duffus Road, Elgin

Theme: Access to the Environment

Playground Mobility (M.O.V.E.)
(Mobile Opportunities via Education)

A girl who had depended totally on her wheelchair for mobility, was thought not able to walk. Her parents' wish was that she would be able to move around the playground independently with her peers. This at first seemed a very long term goal. However, after implementation of the MOVE (Mobile Opportunities via Education) programme, this goal was achieved in a matter of weeks. With the support of a walking frame, she has been able to walk round the playground independently with her classmates to everyone's delight and joy.

Another boy, also a wheelchair user and unable to use his stand for more than a year, again through the MOVE programme, has been able to get into his stand using a special "flying hoist" and has been able to stand to do activities with his peers. Socially this has been wonderful for him since he is able to be at the same height as his peers and also means that he is able to practice weight bearing, an important skill which may mean in later years he will not require to be hoisted. In terms of his independence and being able to access activities this has been a great step forward for him.

The importance of these small steps forward for the children in question really cannot be over emphasised.

Resources and Training
Flying hoist, walking frame
MOVE training programme

For further information re. MOVE contact: **Alex Leggatt**
                                             Support Services Manager
                                             Educational Services
                                             The Moray Council Headquarters
                                             Elgin

Theme: Communication/Curriculum

Public Libraries - Support for Learners

The public library service provides resources, information, advice, support and learning opportunities to parents and children.

Resources Include

◆ Books (ordinary print, large print or big books) for children and adults. Where an item isn't immediately available it can be requested.

◆ Books in cassette and CD format, videos and DVDs.

◆ earning packages on caring, support and disability related topics.

◆ Informed, supportive staff trained to give assistance to deaf / blind users etc.

◆ PC equipment for use in libraries by those with special needs. Elgin Library in particular has a wider range of this.

◆ Kurzweil reading machine at Elgin Library.

◆ Hearing loops.

Information & Advice Includes

◆ Library catalogue.

◆ Free internet access.

◆ Reference services with sections on disability issues.

◆ Targeted on-line access to key internet sites relating to special needs.

◆ Advice on books to share with younger readers, storytelling etc.

Support & Learning Opportunities

◆ Internet and information handling familiarisation sessions for parents and children.

◆ Staff trained to support use of equipment.

◆ Learndirect Scotland courses with concessions for disabled users.

◆ Our learning centres are committed to working with schools to running specific ICT learning opportunities.

◆ Safe children's internet access.

◆ Computer facilities with CD Roms for children of all ages.

The Moray Inclusion File
Accessibility For All

The Education Library Service (ELS) provides resources, advice and support to all staff in Educational Services in Moray.

Resources and information support for classroom activities

◆ Staff can access a wide range of resources which include books (ordinary print, large print and big books), videos, CD-Roms, cassettes, posters, books on tape, puppets, wall hangings, toys and games and study packs.

◆ These resources are suitable for a range of abilities, impairments and reading interests.

◆ Staff are welcome to visit ELS. They will be given help to match the resources to the needs of the pupils they are working with.

◆ It is also possible for staff to view the library catalogue via the intranet and internet from their school.

Resources and information support for staff professional development

◆ ELS is involved in training sessions to help staff develop their skills in working with young people, eg storytelling skills, matching resources to needs.

◆ ELS provides resources from reading lists supporting professional development courses.

Resources and information support for school libraries

◆ Exchanges can be provided for school libraries which will be based on an individual audit of needs to support the learning and teaching and reading initiatives in schools.

For further information contact: **Helen Adair**
Principal Librarian (Young People's Services)
Elgin Library

Theme: Curriculum / Communication

Supporting the Bilingual Pupil in Accessing the Curriculum
Bilingual Assistant

Description

English as an Additional Language pupils entering Moray schools with little or no English, have great difficulty in accessing the curriculum, particularly in Secondary Schools. The EAL Service has found that the best possible practice in this situation is to support the pupil via a bilingual assistant, who can speak both English and the pupil's first language. The bilingual assistant can then support the pupil in the mainstream classroom, by translating what the teacher is saying, or translating written materials, discussing in the first language and then supporting the pupil, when he is ready to move on to English, in communicating orally or in the written form.

The bilingual assistant can also liase with the parents, so that they are informed about the school and its curriculum and are therefore more able to support the pupil with homework, preparing for exams etc. With some languages it will not be possible to locate such assistance, but where possible it is an excellent way forward.

Resources and Training

English as an Additional Language Service

For further Information contact: **Elspeth Stewart**
Senior Teacher
English as an Additional Language Service
Beechbrae Education Centre
Duffus Road, Elgin

Theme: Curriculum

Supporting a Level 5 pupil during extended hospitalisation
Steps taken to maintain links with and support the pupil

The following describes in some detail the steps that one school took to support a Special Needs child who was severely injured through a car crash.

❑ Day 1. Immediate contact with Mother – offer of support from A.S.N (school).
❑ Contact Social Worker to discuss proposal and nature of A.S.N support.
❑ Initial informal visit to Dr Gray's.
❑ Discuss support proposals with Senior Educational Psychologist for approval.
❑ All info to Support Services Manager – request for bus pass for auxiliary travel to Elgin on flexible basis.
❑ Re-organisation of auxiliary timetables to accommodate 1 auxiliary out of school every day.
❑ Social Worker arranges joint agency meeting at Dr Gray's to discuss support measures and timing. Present: Mother, Social Worker, Ward Sister, A.S.N Aux, + PT A.S.N.
❑ Auxiliary agrees to reschedule day – working flexible hours (11.45 – 5.15 includes travel time) to fit around pupil's hospital programme.
❑ A.S.N application to the school fund for additional support – funds to purchase taped materials. £50 received - 2x Harry Potter books on tape purchased.
❑ Contact ICT Support Worker to arrange ICT support – laptop and Internet access (to be supervised by A.S.N auxiliary)
❑ ICT Support Worker, in collaboration with Ward Sister, provides the laptop and internet access ready for installation 5/1/04.
❑ Daily Auxiliary visits to hospital in place – mother able to reduce length of daily family visits and attend to other family commitments.
❑ Weekly informal visits to hospital by PT A.S.N to maintain contact and monitor pupil progress – also daily PT contact with Auxiliary to support her work.
❑ Voluntary visits continued over Christmas holiday period. 2 visits to Dr Gray's – PT A.S.N; 2 home visits – A.S.N auxiliary.
❑ Auxiliary resumes hospital work Mon. 5/1/04.
❑ Arrangements for auxiliary to support pupil at the family home on discharge from hospital investigated and set up. Clear with Authority, Social Work and Mother. All paperwork in place.
❑ Pupil discharged from hospital and returned part-time to school. Arrangements for home tuition not required. Formal note of appreciation to Ward 2 Staff, Dr Gray's.
❑ Auxiliary continuing Physiotherapy programme in school as set by the Physiotherapist.
❑ Throughout the entire procedure all parties kept informed of latest developments. This was an excellent experience of a child centred approach by all team members. Team: Hospital staff – Ward 2 and Physiotherapy; Social Worker and Mother; Authority – Support Services Manager - ICT Support Worker: School Staff – Rector £50, Auxiliary and Principal Teacher for A.S.N.
❑ I count it a great privilege to have been part of this extremely successful teamwork. (Submitted by the Principal Teacher A.S.N).

Resources and Training

- ❑ Bus pass for Auxiliary + 5 additional Auxiliary hours per week on temporary basis – only required for 1 week (organised via Support Services Manager).
- ❑ School fund - £50.00
- ❑ ICT Worker – Laptop and Internet Access
- ❑ Inter agency meetings
- ❑ Regular contact by telephone

For further information contact: **Alex Leggatt**
Support Services Manager
Educational Support Services
The Moray Council Headquarters
Elgin

Theme: Communication

Using PECS (Picture Exchange Communication System)

PECS, allows individuals to begin the skills of communication, by using the exchange of picture symbols to represent words. The usage of the symbols has to be formally taught, and can be built upon, so that an individual can progress along a continuum of communication skills.

At its most basic, the symbols used can be to seek to have one's basic needs met - e.g., "I want..." but with building up the repertoire of skills, the communication skills can be fairly complex.

We have been supporting one youngster, to enable him to achieve more integration with his peers. This started with a simple aim: to have him sit in the dining hall at the same time as his peer group, prior to having some play time with those same children. This child has made very good progress with using his picture symbols, to such an extent, that on one occasion each week, he can now communicate with the canteen staff and request something to eat for his lunch.

Having realised the potential of this communication system, particularly for our youngsters with no speech, we have invested in further training for some staff, and a programme of in-school training to ensure that these new skills are shared. It is vital that everyone using this system is consistent in his or her usage, and also vital, that the children are taught the progression, at appropriate individual pace, through formal teaching. Thus PECS, will be formally timetabled into the daily structure of each day and all staff - teaching and non-teaching will receive regular training and updating. A weekly meeting has been arranged for all staff involved, so that the targets for the week can be set, following a formal review of those of the previous week.

Research has shown that one of the interesting aspects of PECS usage, is that some children are actually motivated to speak for the first time when they become confident with their picture symbols.
(Contributed by Principal Teacher A.S.N).

Resources and Training
Attendance for at least two members of staff at a PECS training session (three days) is vital, and this can then be shared with other staff through a programme of in-school workshops.

For further information contact: **Alex Leggatt**
                                  Support Services Manager
                                  Education Services
                                  The Moray Council Headquarters
                                  Elgin

Theme: Curriculum

**Using Social Stories in Pre-school/school Settings
 – Language Support Early Years Service (L.S.E.Y.)**

Social Stories were developed in America, by Carol Gray and can help a child with Additional Support Needs including Autism Spectrum Disorders with difficult or new situations. Each story is individualised to meet the specific needs of the child. They can identify appropriate behaviours for certain situations and provide the child with meaningful information. They aim to help children understand their world. They help make sense of rules in a positive way. Language Support and Early Years Service have used Social Stories in many different ways e.g. At transition times (nursery to school); at meal times – to help a child try new foods, to introduce "Stranger-Danger" to children, to explain why it is inappropriate to touch a peer's hair all the time, to help a child to use the toilet or to come to school, to sit and eat at a table. The social story attached was written to encourage a child to try a different/new food type at snack time.

Many members of staff in Moray have received training in social story writing and it can be used to great effect for children with communication and autistic spectrum disorders.

Resources and Training
Carol Gray (2002) "My Social Stories Book" ISBN 1 85302 9505
In-Service Workshop on Social Stories by Eileen Griffith, Educational Psychologist.

For further information contact: Eileen Griffith
Educational Psychologist
Educational Psychology Service
Beechbrae Education Centre
Duffus Road, Elgin
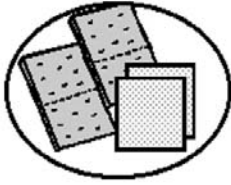
X...'s Nursery Snack

On .... X...'s nursery class will all sit down in a circle to have snack. Mrs A... will give the children crackers and a little bit of cheese for snack. She will put a little piece of cheese on X...'s plate with a cracker.

X... will try to eat a little piece of cheese with a cracker for snack. If X... tries to eat the little bit of cheese with his cracker Mrs B..., Mrs C... and Mrs D... will be very pleased with him.

X... will be allowed to play the computer after snack if he tries to eat a little bit of cheese with his cracker.

Well done X... for trying to eat a little bit of cheese with your cracker.

We are very pleased with you.

Theme: Curriculum

Visual Supports in Pre-school/school Settings

Description
The Language Support and Early Years Service use photographs and symbols in the pre-school/school setting. This can help children access the curriculum and environment as well as aiding communication. Making things visual for a child with language and communication difficulties helps them understand things more easily than simply using a verbal command and is less transitory e.g.

Book Corner   Number   Language

There are lots of uses for symbols/photographs. They can help children at times of transition, or when moving from topic to topic. Time concepts can be introduced e.g. First book corner, then number work, then language work, then snack. Early sequencing skills can be developed to reinforce pre-school/school routines e.g.
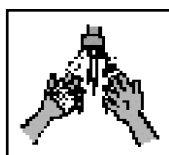
Toilet   Wash hands   Dry hands

Rules can be represented in pictorial form e.g.

Push chair in   Only two   Don't sit under
                         children here   the table

Resources
Boardmaker – Mayer-Johnson, Inc.
Further reading – Visual Strategies for Improving Communication,
Linda Hodgdon Publication Quirk Roberts ISBN – 0961 6786-1-5

For further information contact: Madeline McCutcheon
Principal Teacher
LSEY Service
Beechbrae Education Centre
Duffus Road, Elgin

Theme: Curriculum / Access to the Environment

"We can do this" – M.O.V.E.
(Mobility Opportunities via Education)

Child A is nine years old and has cerebral palsy, moderate spastic quadriplegia and some of the associated learning difficulties. Most of the day was spent in a motorised wheelchair until recently. The child is one of twins, the other twin has very mild cerebral palsy.

Child A has attended the same school since nursery. Only the ground floor of the building is in use. Pupil entrances and exits are located at the same level - there are no steps involved. The only alterations needed were in the toilets, providing a disabled cubicle and support bars.

The child receives regular blocks of time with OT, Physiotherapist and SALT during school time. SfL is also provided in specific blocks of time. In addition an auxiliary is employed fulltime, specifically for this child. The curriculum is modified to take account of the child's needs especially in maths and PE. Language skills are similar to the rest of the class. Keyboarding skills are improving steadily and a computer trolley, which is height adjustable in order to accommodate different seating, has been supplied by Support Services.

Since September 2003 the child has been participating in the MOVE programme (Mobility Opportunities Via Education). This sets out to achieve the goals set by the child in very structured steps. It involves the use of a "pacer" which supports the child when walking. Independence in going to the toilet in school was the first goal for this child. With support from physio, class teacher and auxiliary during the past three months the child has been able to successfully achieve this goal. During this time the child has spent break times and lunchtimes in the pacer (type of walking frame) and in recent weeks has spent an increasing amount of class time sitting on an ordinary classroom chair. This has helped improve the child's social skills, establishing regular contact with the peer group on the same physical level. The child's next goal is to play football with friends at break time! Given the amount of progress made in a relatively short period of time – watch this space!

Family support has been essential throughout the time this child has been at school and has always been good.

Resources and Training - The School/Pupil Received:

❑ Experienced SfL teaching, with appropriate support materials for the child as well as appropriate support materials for the class teacher to help them understand what pupils with cerebral palsy can realistically achieve.

❑ MOVE course - two days each for class teacher and SEN auxiliary to work together learning about the programme. For any school undertaking this for the first time it would be useful for the Head Teacher to attend the course as well.

For further information contact: **Alex Leggatt**
Support Services Manager
The Moray Council
Headquarters
ELGIN

7. ICT Support Service

SFL/Lifelong Learning Service

ICT (Information Communication Technology) has the potential to allow learners with a wide range of learning difficulties enhanced access to the curriculum. Examples include enabling pupils with severe physical disabilities to use communication aids or alternative means, such as switches, of accessing a computer. Another example might be the use of software such as Word Prediction to assist learners with dyslexia.

The Moray Council has supplied this ICT process through the appointment of an ICT Co-ordinator.

The principal function of ICT Support (SFL/Lifelong Learning) is to provide an advisory service to staff in Educational Services in Moray with regard to how ICT can assist learners who require Support for Learning. This covers a number of areas:

◆ Where requested, assessing learners with regard to how ICT can support their education and to suggest appropriate strategies for the use of ICT. This would normally follow referral to ICT Support by a relevant authority and would involve consultation with any other agencies involved.

◆ Where appropriate, to allocate equipment to learners.

◆ To provide training for staff in the use of ICT.

◆ To provide advice on the use of ICT with learners requiring Support for Learning.

◆ To review ICT equipment (software and hardware) appropriate for learners requiring Support for Learning and to make this information available throughout Moray.

◆ To offer advice and information on the use of ICT in schools and libraries.

◆ To provide advice where learners are to be educated at home.

Full details of the service can be found on the Café Moray Intranet site available on the Moray Schools Intranet under Heading "ICT Support (SEN)".

Facilities/Resources Available

In addition to the services outlined above, the ICT Support Service offers the following resources:

◆ A 'Drop in" Centre (Room T4 in Elgin Academy) where staff can access and evaluate a wide range of software designed to support learning. This should be booked beforehand.

◆ A loan bank – items of hardware can be borrowed for evaluation by staff to allow them to familiarise themselves with hardware to assess suitability.

◆ A dedicated web presence through Café Moray. The site contains a wide range of information including:

⇨   Links to relevant sites
⇨   Reviews of software and hardware
⇨   Downloadable resources

<u>Where</u>

The ICT support Base is situated at:

Room T4
Elgin Academy
Morriston Road
Elgin
IV30 4ND

Tele: 01343 548361
Email: <u>willie.walker@moray-edunet.gov.uk</u>

8 Library Support Service

Functions

The Education Library Service (ELS) provides resources, advice and support to all staff in Educational Services in Moray. This can take a number of forms:

Resources and information support for classroom activities:

◆ School can request boxed kit resources each term.
◆ Individual teachers can request resources to support whole class activities or individual pupils.
◆ Materials can be requested to support a wide range of reading interests and abilities.

Resources and information support for staff professional development:

◆ Support can be provided for In-Service sessions. This can be a display of ELS materials, organising a visit to ELS or ELS participating in a session, eg, guidance in storytelling for classroom assistants.
◆ ELS can provide resources from reading lists to help with professional development courses.

Advice and guidance in the development of school libraries:

◆ With the introduction of Standards and Guidelines and Quality Indicators, ELS can help plan the development of primary school libraries.

Resources and information support for school libraries:

◆ Training sessions can be organised in schools or on ASG basis. These are aimed at staff/adult helpers who will be working on a day-to-day basis or have management responsibilities for the primary school library.
◆ Exchanges for school libraries can be organised. These will be based on an individual audit of needs to support the learning and teaching and reading initiatives in schools.
◆ Collections to support individual pupils can be organised. These can include support for very able pupils and those who have reading difficulties.

Resources/facilities available

◆ ELS holds a wide range of multi-media resources. These include books (ordinary print, large print and big books), videos, CD-ROMs, cassettes, posters, books on tape, puppets, wall hangings, toys and games.
◆ The resources are suitable for a wide range of abilities and impairments.
◆ There is a Reception Area where videos and cassettes can be evaluated. This area also has Internet access.
◆ It is possible to view the library catalogue via the Intranet and Internet.

How to contact ELS

Phone

General Enquiries: 01343 562635
Helen Adair (Principal Librarian): 01343 562611
FAX: 01343 562630
General Enquiries: email: els@moray.gov.uk
helen.adair@moray.gov.uk

Opening hours

The Education Library Service is based in Elgin Library, Cooper Park, and Elgin.
The opening hours are:
Mon - Fri: 8.45am-5.15pm (5.15pm-8.00pm by appointment)
Sat: By appointment between 10.00am-4.00pm

Visits

These are welcomed from both individuals and groups. If a group visit is required please phone to book a date and time.

The Moray Inclusion File
Accessibility For All

A p p e n d i c e s

A)   Training Providers List and Useful contacts Names and Addresses

B)   Advice to Head Teachers

C)   Disabilities List

D)   Audit for Development Planning

E)   Property Audit Template

F)   HGIOS style Template on
  1. Curriculum
  2. Environment
  3. Communication

G)   Moray Accessibility Strategy and Development Plan

H)   Accessibility For All – Development Plan

I)   Strategy Management Structure

J)   The Disability Discrimination Act – Summary

K)   You should ask the Bairns What They Need - Children and Young People's Rights Officer

L)   Strategy Group Membership

M)   Disability Discrimination Act - A Guide for parents

Appendix A - Training Providers List and Useful contacts Names and Addresses

From Scottish Executive Guidance on Preparing Accessibility Strategies

The following organisations may be able to provide useful information, advice and/or publications to assist responsible bodies in preparing their accessibility strategies. There are likely to be many other local organisations which can also offer advice.

Scottish Executive: Special Educational Needs Unit, Area 3-B (North), Victoria Quay, Edinburgh, EH6 6QQ
Telephone: 0131 244 7139
FAX: 0131 244 7943
E-mail: senform@scotland.gsi.gov.uk
Website: www.scotland.gov.uk

Copies of accessibility strategies should be sent to the e-mail or postal address above, unless they are already being sent to another Scottish Executive Division as part of another plan.

Afasic Scotland: 93 Denoon Terrace, Dundee DD2 2DG
Telephone: 01382 666560
E-mail: afasicscot@aol.com
Website: www.afasic.org.uk

Afasic represents children and young adults with speech and language impairments and can provide information and advice.

The CALL Centre (Communication Aids for Language and Learning):
The University of Edinburgh, Paterson's Land, Holyrood Road, Edinburgh EH8 8AQ
Telephone: 0131 651 6236/6235
Fax: 0131 651 6234
E-mail: call.centre@ed.ac.uk
Website: www.callcentrescotland.org.uk

The CALL centre provides specialist expertise in technology for children who have speech, communication and/or writing difficulties in schools across Scotland. They are able to provide specialist advice on ensuring that ICT used in schools is suitable for pupils with disabilities, on augmentative communication and technology and on how ICT and/or augmentative communication can be used to improve access to the curriculum. The CALL Centre and its website can also give information and details of local members of the ICTSLS (ICT Support for Learning in Scotland) Group.

Capability Scotland: ASCS (Advice Service Capability Scotland) 11 Ellersly Road, Edinburgh EH12 6HY
Telephone: 0131 313 5510
Website: www.capability-scotland.org.uk

Capability Scotland can provide information and reading material on a wide range of disability issues, such as new therapy treatments, new research and, in particular, information about cerebral palsy.

The Commission for Racial Equality: The Tun, 12 Jackson's Entry, Off Holyrood Road Edinburgh EH8 8PJ
Telephone: 0131 524 2000
Website: www.cre.gov.uk

Disability Rights Commission: DRC Helpline, Freepost MID 02164 Stratford upon Avon CV37 9BR
Telephone: 08457 622633/08457 622644
E-mail: enquiry@drc-gb.org
Website: www.drc.org.uk

National Deaf Children's Society: 187-189, Central Chambers, 93 Hope Street, GLASGOW, G2 6LD.
Telephone: 0141 248 4457   Website: http://www.ndcs.org.uk
Email: ndcs.scotland@ndcs.org.uk

RNIB Scotland: (Royal National Institute for the Blind) and JMU Access Partnership: Dunedin House, 25 Ravelston Terrace, EDINBURGH, EH4 3TP
Telephone: 0131 311 8500   FAX: 0131 311 8529
Contact: Ms Mary Dallas, Senior Education Officer
Website: http://www.rnib.org.uk   Email: rnibscotland@rnib.org.uk

RNIB can provide information about provision for pupils who are blind or have visual impairments. JMU Access Partnership has a team of Access Consultants who can carry out audits of accessibility.

RNID Scotland: (Royal National Institute for the Deaf) Crowngate Business Centre, Brook Street, GLASGOW, G40 3AP
Telephone: 0141 554 0053   Textphone: 0141 5505750
Website: http://www.rnid.org.uk

Scottish Society for Autism: Hilton House, Alloa Business Park, Whins Road, Alloa FK10 3SA.
Telephone: 01259 720044   FAX: 01259 720051
Website: www.autism-in-scotland.org.uk

Scottish Qualifications Authority: Hanover House, 24 Douglas Street, GLASGOW G2 7NQ.
Telephone: 0845 279 1000   FAX: 0141 242 2244
Website: http://www.sqa.org.uk   Email: customer@sqa.org.uk

The SQA has recently issued a revised edition of their document Guidance on Special Assessment Arrangements. They are looking to ensure that examinations can be taken in suitable formats and with adequate support permitted for pupils with special educational needs.

Sense Scotland: 5th Floor, Clydeway Centre, 45 Finniestown Street, GLASGOW, G3 8JU
Telephone: 0141 564 2444   E-mail: info@sensescotland.org.uk
Website: http://www.sensescotland.org.uk

Sportscotland: Caledonia House, South Gyle, EDINBURGH, EH12 9DQ
Telephone: 0131 317 7200
Website: http://www.sportscotland.org.uk

Sportscotland has links with Scottish Disability Sport and is working to increase the number of children with disabilities throughout Scotland who are involved in sports.

Disabilities Rights Commission: DRC Helpline, FREEPOST, MID 02164, Stratford upon Avon, CV37 9BR
Telephone: 0845 622633 (general enquiries)
Textphone: 0845 622644 (general enquiries)
E-mail: enquiry@drc-gb.org
Website: http://www.drc-gb.org

Downs Syndrome Scotland: 158/160 Balgreen Road, EDINBURGH, EH11 3AU
Telephone: 0131 313 4225
Website: http://www.dsscotland.org.uk

Dyslexia in Scotland: Stirling Business Centre, Wellgreen, Stirling, FK8 2DZ
Telephone: 01786 446650
Website: http://www.dyslexia.scotland.dial.pipex.com

Dyslexia Scotland can provide information and leaflets about dyslexia and can put people in touch with their local dyslexia groups.

ENABLE: 6th Floor, 7 Buchanan Street, Glasgow, G1 3HL
Telephone: 0141 226 4541
Website: http://www.enable.org.uk

ENQUIRE (The National Advice Service for Special Educational Needs):
Children in Scotland, Princes House, 5 Shandwick Place, EDINBURGH, EH2 4RG.
Telephone: 0131 228 8484   Typetalk: 0800959598
Website: http://www.childreninscotland.org.uk

Children in Scotland operates the Enquire telephone helpline, which offers advice for parents, professionals and other interested bodies on special educational needs. Enquire and the rest of Children in Scotland also provide leaflets, newsletters and organise conferences, which may be of interest.

Epilepsy Action Scotland: 48 Govan Road, GLASGOW, G51 1JL.
Telephone: 0141 427 4911   Helpline: 0141 427 5225
Website: http://www.epilepsyscotland.org.uk

Learning and Teaching Scotland: Gardyne Road, DUNDEE DD5 1NY
Telephone: 01382 443600
Website: http://www.ltscotland.com/   Email: enquiries@ltscotland.org.uk

Learning and Teaching Scotland are setting up a group to consider how to promote inclusion through improving the delivery of the curriculum, especially through the use of ICT.

National Autistic Society: Central Chambers,First Floor, 109 Hope Street, Glasgow G2 6LL
Telephone: 0141 221 8090
Website: http://www.nas.org.uk   Email: scotland@nas.org.uk

The National Autistic Society can provide information and a wide range of publications about education for children with autistic spectrum disorders. They also have an Autism Accreditation Service to help educational establishments to become 'autism friendly' in both their design and their teaching.

The Scottish Council on Deafness: Central Chambers, Suite 62, First Floor, 93 Hope Street, GLASGOW G2 6LD
Telephone: 0141 248 2474   Textphone: 0141 248 2477   Fax: 0141 248 2479
Website: www.scod.org.uk   Email: admin@scod.org.uk

The Scottish Council on Deafness is an umbrella body of organisations working with deaf children and adults and can provide information and advice on a wide range of topics including deaf education.

The Scottish Sensory Centre: Moray House Institute of Education, The University of Edinburgh, Holyrood Road, EDINBURGH EH8 8AQ
Telephone: 0131 651 6501
Website: http://www.ssc.mhie.ac.uk   Textphone: 0131 651 6501
Fax: 0131 651 6502

The Scottish Sensory Centre is a national resource for information on deafness, visual impairment and deaf-blindness. The centre has an extensive resource library, website, on-line database and a variety of relevant publications.

Appendix B – Advice to Head Teachers

Due to the accessibility legislation referred to in the Inclusion File the following points should be borne in mind when instigating projects within your premises:

◆ When selecting colours of floor coverings, wall paint, door paint, etc in circulation areas it should be borne in mind that contrasting colours may be of assistance to building users who have visual impairment.

◆ Certain colours in autistic units and SEN bases may have an adverse effect on children's behaviour. Advice should be sought before selecting colours.

◆ When replacing fixed furniture, shelving, etc, availability of access for wheelchair users should be borne in mind before finalising layouts.

◆ In larger refurbishment schemes, installation of sound loops, tactile surfaces, etc should be considered.

It is realised that the likelihood of these circumstances arising are relatively low but schools are asked to seek advice should they have any doubts prior to instigating works.

If in doubt, contact

Martin Graham
Educational Resources Officer
Educational Resources Services
Tel: 01343 563158
e-mail: martin.graham@moray.gov.uk

Appendix C – Disabilities List

Disabilities List

Definition of Disability from the Disability Discrimination Act 2001 states that a person is disabled if:

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

Included in this definition are:

◆ Communication difficulties
◆ Specific learning difficulties
◆ Other learning difficulties
◆ Autism spectrum disorders
◆ Learning impairment
◆ Visual impairment
◆ Hearing Impairment
◆ Specific language impairment
◆ Physical disabilities
◆ Motor impairment
◆ Hidden disabilities (epilepsy, diabetes)

Appendix D – Audit for Development Planning

Whole School Audit

In the light of recent legislation School Management Teams should review their systems and procedures to ensure that the three key areas of accessibility (environment, curriculum and communication) are being addressed. These issues will apply mainly to pupils but also affect disabled parents, carers or any other user of the school.

Appendix D1 allows school to set development priorities in the context of a range of disabilities.

Environment

This will include clear signs, use of colour, tactile direction strips, visual and audible fire alarms, and physical adaptations of the building for wheelchair access.

Appendix D4 shows an audit that may be used to gather evidence and
Appendix E shows the more detailed Moray Council (Physical) Access audit.

Curriculum

A broad and balanced curriculum for all is required. The formal curriculum is audited in part through "How Good is Our School". The school also has responsibility for the informal curriculum.

Appendix D2 shows an audit that may be used to gather evidence.

Communication

There is a requirement in the Disability Discrimination Act that a parent, carer or pupil with disabilities can access alternative forms of communication. These might be Braille, oral, large print, electronic, sign language, video or symbol system. The choice is the reasonable preference of the person.

Appendix D3 shows an audit that may be used to gather evidence.

The Moray Inclusion File
Accessibility For All

Appendix D1   Setting Whole-School Priorities

How accessible is your school? – 1 – 20 - Priorities

Evidence/Comment

	Environment	Curriculum	Communication
1. Preparation for entry to school			
2. Time-tabling			
3. Grouping of Pupils			
4. Access to school facilities			
5. Access to school sports			
6. School Policies			
7. Breaks & Lunchtimes			
8. Serving Meals / Access to vendors			
9. Assessment & exam arrangements			
10. School discipline			
11. Multi agency strategies			
12. Preparation for moving on			
13. Enrolment			
14. After school clubs / activities			
15. School trips			
16. Study support			
17. Access to ICT			
18. Disabled pupil consultation			
19. Communication with disabled parents/carers			
20. Interaction / communication with reception & school office			

Appendix D1   **Page 2 of 2**

Accessibility Audit   **Department/Classroom**

The Disability Discrimination Act 1995 places a requirement on schools to

◆   not treat disabled pupils less favourably
◆   to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

In terms of the Act a disability is defined very broadly. It includes anyone who has a mental or physical impairment which has a substantial and long-term adverse effect on his or her ability to carry out activities or tasks. There is an overlap with special educational needs but between the two Acts all pupils with a very mild to very serious disability are covered.

In looking at curricular and communication accessibility please consider the following list of disabilities in both very mild and severe forms:

◆   Epilepsy
◆   Diabetes
◆   Visual impairment
◆   Hearing Impairment
◆   Learning impairment
◆   Asthmatic
◆   Any learning difficulty
◆   Motor impairment
◆   Physical impairment
◆   Autistic spectrum

Pupils with severe difficulties are likely to be educated within SEN bases, but pupils will be integrated into most mainstream classes, and mildly affected pupils will be in classes.

Appendix D2   Curriculum Audit   Page 1 of 2

School/Department................................. Date.............................

<u>Curricular Accessibility</u>

QI 1.1 Structure of the Curriculum	Evidence / Comment	1	2	3	4
How do you ensure that the curriculum is accessible to all pupils (breadth & balance)?					

QI 1.2 Courses & Programmes	Evidence / Comment	1	2	3	4
Choice is available to all pupils to ensure breadth & balance					
Appropriate courses are on offer to cater for all needs					
Progression is an entitlement for all pupils					

QI 3.1 Teachers' Planning	Evidence / Comment	1	2	3	4
How do you ensure that all pupils correctly record their homework?					
How do you ensure that all pupils have appropriate homework?					
How do you ensure the correct type size, graphics and colours are used to maximise accessibility?					
How do you structure group work to ensure accessibility?					
How do you ensure the physical layout of the room does not discriminate against poor sight, hearing, motor skills etc?					

QI 3.2 The Teaching Process	Evidence / Comment	1	2	3	4
What strategies have you used to ensure all pupils have access to the lesson, text, ICT etc?					
How do you ensure that pupils with learning difficulties are not discriminated against in Q & sessions?					
How do you evaluate your range of strategies and their effectiveness for those with disabilities?					

QI 3.3 Pupils' Learning Experiences	Evidence / Comment	1	2	3	4
Does the learning environment stimulate & motivate all pupils?					
Is the pace of learning appropriate for pupils with learning difficulties?					
Are pupils with disabilities enabled to take responsibility for their own learning?					
How are pupils with disabilities actively integrated into group activities?					

QI 3.4 Meeting Pupils' Needs	Evidence / Comment	1	2	3	4
How do you identify pupils with disabilities?					
How do you establish what their learning needs are?					
How have you changed your teaching methods?					
How have teaching materials been adapted?					
What differentiated tasks are available?					
How are tasks chosen and allocated to allow accessibility?					
What provision has been made to allow full accessibility for all disabled pupils to teaching and learning?					

QI 5.3 Equality and Fairness	Evidence / Comment	1	2	3	4
How do you ensure equality and fairness in a) Access to curricular activities b) Visits c) Visiting speakers?					
How do you ensure equality and fairness in applying school discipline?					

Appendix D3

Communication Audit

QI 3.6 Reporting Pupils' Progress	Evidence / Comment	1	2	3	4
Is the language accessible to pupils?					
Is the size of text and use of symbols or graphics appropriate?					
Is the information accessible to the parents/guardian? Is there close liaison with support staff when devising the report?					

QI 4.4 Monitoring Progress & Achievement	Evidence / Comment	1	2	3	4
Are all agencies involved in the monitoring process?					
Is it clear what is being communicated and to whom?					
Progression and continuity are accessible to all. How is information about pupils acquired?					
How is this information shared?					

QI 4.6 Implementation of Legislation	Evidence / Comment	1	2	3	4
Are all members of the department familiar with the legislation?					
Disabilities Discrimination Act					
SEN Framework Education Act					
Standards in Scotland's Schools					

Appendix D4

Environmental audit

QI 6.1 Accommodation and Facilities	Evidence / Comment	1	2	3	4
Is the classroom furniture arranged to facilitate lines of sight (e.g. teacher, board)?					
Can all equipment be easily accessed by all (out of reach of wheelchair user)?					
Is fixed equipment or furniture accessible when and where necessary?					
Are there any simple solutions to making access easier (colour coding, large labels, re-arrangements of items)?					
Have you consulted Occupational Therapy via SEN to identify solutions to access problems?					
Have you ensured that any measures you have taken do not infringe Health & Safety rules for any pupil?					
Have you consulted Health & Safety to ensure any proposed alterations are appropriate?					
QI 6.2 Provision of Resources		**1**	**2**	**3**	**4**
Are there sufficient resources e.g. tape recorders, videos, ICT to support the learning of all pupils?					

The Moray Inclusion File
Accessibility For All

APPENDIX E – Property Audit Template

Note: this is given for information only. The Moray Council Property Section would use this to audit schools on behalf of Educational Services.

Moray Council Access Audit Checklist:

EXTERNAL APPROACH	Y/N	LOCATION	COMMENTS
1.01 Have suitable dropped kerbs been provided where appropriate?			
1.02 Is the approach route reasonably level or ramped suitable for disabled people? If steeper than 1.20 should be classified as a ramp.			
1.03 If the approach is steeper than 1 in 12, is there an alternative provision to enable access by disabled people?			

1.04	Is the route from bus stops, dropping off points, etc free of hazards such as traffic signs, bollards, litterbags and any other obstructions, which may cause difficulties?		
1.05	Does the approach route incorporate steps?		
1.06	Are there appropriate and clear white lines on steps?		
1.07	Do the top and bottom landings to each flight of steps have tactile surfaces to give advance warning of change in level?		
1.08	Is there suitable continuous handrail each side?		
1.09	Is accessible parking provided for disabled people?		
1.10	Is accessible parking clearly marked out and signposted with bay at least 2400mm wide x 4000mm long plus a 1000mm-side transfer zone?		
1.11	Is accessible parking within 45m of building entrances?		
ENTRANCE		**Y/N**	**LOCATION**	**COMMENTS**
2.01	Is the door clearly coloured contrasted or distinguishable from the surrounding façade?		
2.02	If a glass door, is it visible in its closed position through transoms, large pull handles, glazing manifestation bands or logos?		
2.03	Are there kick boards on glass doors?		

		Y / N	LOCATION	COMMENTS
2.04	Does the entrance door contain a leaf which provides minimum clear opening width of at least 500mm?			
2.05	Is there a glazed panel in the door giving a zone of visibility of at least between 900mm and 1500mm above floor level?			
2.06	Is there adequate unobstructed space 300mm available alongside the leading edge of the door to enable a disabled person to open the door clear of the door swing			
2.07	Is the door handle/control clearly colour contrasted from the door?			
2.08	Is the door automatically operated? Automatic sliding doors preferred to automatic swing doors where possible			
2.09	If the door is automatically operated does it have both visual and tactile information and warnings?			
RECEPTION		**Y / N**	**LOCATION**	**COMMENTS**
3.01	Are signs consistently designed and located to convey information to wheelchair users and people with sensory disabilities?			
3.02	Are the lighting levels suitable for people with sensory disabilities and free rom excessive glare and shadows?			
3.03	Is the line of approach to the reception desk clearly defined and unobstructed?			

3.04 Is any reception desk or counter suitable for use from both sides by people either standing or sitting? Preferably not higher than 800mm. With knee space at least 650mm high x 400mm deep under.			
3.05 If the reception desk is behind a glazed screen, is the glazing non-reflective?			
3.06 Does the natural and artificial lighting to the reception desk permit the receptionist's face to be clearly seen?			
3.07 Are wall finishes non-reflective and free from confusing or distracting patterns?			
3.08 Is a hearing enhancement system provided for communication with hearing aid users? Induction loop or infra red systems are most commonly used			
CORRIDOR	**Y / N**	**LOCATION**	**COMMENT**
4.01 Does the corridor or passageway have an unobstructed width of at least 1200mm?			
4.02 Do all lobbies allow users including wheelchair users, to clear one door before approaching the second with minimal manoeuvring?			
4.03 Is the corridor free from obstructions to wheelchair users and hazards to blind and partially sighted people?			

4.04	Are floor, wall and ceiling surfaces free from excessive glare and shadows?		
4.05	Is the natural and artificial lighting free from excessive glare and shadows?		
4.06	Are signs consistently designed and located to convey information to wheelchair users and people with sensory disabilities?		
INTERNAL RAMP		**Y / N**	**LOCATION**	**COMMENT**
5.01	For a short rise within a single storey is a permanent ramp available? Ramps are not required if alternative lift provision is made.		
5.02	Is there adequate manoeuvring space at the top and bottom of the ramp?		
5.03	Is the surface width of the ramp at least 1200mm and unobstructed width of the ramp at least 1000mm wide?		
5.04	If the ramp gradient is between 1 in 20 and 1 in 15, is the length of each individual flight 10m or less?		
5.05	If the ramp gradient is between 1 in 15 and 1 in 12, is the length of each individual flight 5m or less? The ramp gradient should be between 1 in 20 and 1 in 12. If it is shallower than 1 in 12 it is considered a level approach.		
5.06	Are there suitable continuous handrails each side and also to landings?		

		Y/N	LOCATION	COMMNETS
5.07	Is the top of the handrail 840-1000mm above the surface of the ramp and above the surface of the landing?			
5.08	Does the profile and projection of the handrail provide a firm grip?			
5.09	Are the ramp and approaches maintained free of obstruction?			
LIFT		**Y/N**	**LOCATION**	**COMMNETS**
6.01	Is a passenger lift provided?			
6.02	Is the floor landing indication clear and call controls between 900-1200mm high?			
6.03	Immediately outside the lift is there sufficient unobstructed space of at least 1500-x 1500 mm for wheelchair users to turn?			
6.04	Does the lift door provide a clear opening width of at least 800mm?			
6.05	Do the lift doors have a delayed action closer and a photo sensor safety override to allow for a 5 second delay and avoid trapping disabled people? Door edge strike sensor system is hazardous and not recommended.			
6.06	Is the lift car at least 100mm wide and 1400mm long?			
6.07	Does the car have internal handrails appropriately designed and positioned?			

		Y/N	LOCATION	COMMENT
6.08	Are the lift controls and emergency call located between 900mm and 200mm above floor level and set back at least 400mm from the front wall corner?			
6.09	Is the storey identified by suitable tactile indication on the landing and on lift walls?			
6.10	Is there suitable tactile indication to the lift buttons within the car to identify the floor selected?			
6.11	If the lift serves more than two floors is there visual and audible indication of the floor reached with a voice announcer for blind people and partially sighted people?			
6.12	Is the lift checked and maintained regularly?			
CATERING AND REFRESHMENT AREAS		**Y/N**	**LOCATION**	**COMMENT**
7.01	Is suitable access available to the full range of services offered?			
7.02	Are all self-service counters accessible to wheelchair users?			
7.03	Is at least half the area where the seating is provided accessible to wheelchair users?			
7.04	Where the nature of the service varies and is divided into different areas in the same or different storeys is at least half of each area accessible to wheelchair users?			

6.08	Are the lift controls and emergency call located between 900mm and 200mm above floor level and set back at least 400mm from the front wall corner?			
7.05	In areas of fixed seating is there space for wheelchair users to draw up a table or is some seating easily movable?			
7.06	Are circulation routes between tables clear of obstructions and clearly dentifiable to blind and partially sighted people?			
7.07	Are the lighting levels suitable for people with sensory disabilities and free rom excessive glare and shadows?			
7.08	Are floor wall and ceiling surfaces free of confusing patterns and reflections?			
7.09	Are radiators of low surface temperature type to avoid burning when touched?			
7.10	Are all automotive vending machine controls and dispenser points located within a height zone of approximately 700-1400 from floor level?			
7.11	Are all-automotive vending machines controls and products identifiable to blind and partially sighted?			

Appendix E

ACCESSIBLE WC	Y/N	LOCATION	COMMENTS
8.01 Has suitable peninsular accessible WC been provided? A peninsular WC compartment is set out to permit manoeuvring and independent or assisted transfer to the WC from either side by a wheelchair User. The washbasin is not reachable from seated position			
8.02 Is the route to the WC accessible to a wheelchair user and free of step hazards and restrictions?			
8.03 Is the WC location clearly signed and identifiable by visual and tactile information?			
8.04 Is the travel distance to the WC no greater than for a non-disabled person?			
8.05 Are there at least 500mm x 1500mm outside the accessible WC compartment for manoeuvre and door opening?			
8.06 Is the door to the WC colour contrasted against background?			
8.07 Is the WC identifiable by a colour contrasted tactile symbol on the door at approximately 1500-mm height?			
8.08 Does the door to the WC cubicle have minimum 800mm opening width?			
8.09 Does the WC cubicle door open outwards?			

8.10 If the WC door opens outwards directly into a corridor is this designed so as not to compromise means of escape or cause hazard to corridor users?			
8.11 Is the WC door of a sliding type and easily operated?			
8.12 Can the WC door handles lock and light switch easily reached and operated?			
8.13 Can the WC be opened from outside in an emergency?			
8.14 Is the compartment at least 2400mm x 2300mm to allow for frontal angled and rear assisted and unassisted use?			
8.15 Are hand washing and drying acilities accessible to a wheelchair user?			
8.16 Are suitable handrails provided?			
8.17 Is the basin tap of lever type appropriate for use by person with limited grip or strength?			
8.18 Is a suitable panic alarm provided and linked to a permanently supervised point?			
8.19 Is the alarm cord or switch contrasted and reachable from a standing position or seated position?			
SIGNAGE	**Y/N**	**LOCATION**	**COMMENTS**
9.01 Are accessible entry and exit points to the building clearly identified?			

9.02	Are external and internal circulation routes clearly identified?		
9.03	Are rooms and spaces clearly identified by visual and tactile means? Key spaces such as WCs should be identified by visual and tactile signage at approximately 1500mm height?		
9.04	Is signage current, consistent and relevant throughout?		
9.05	Is all signage clear, legible and obvious in lower case letters clearly contrasted against background? Simple sans-serif text in lower case preceded by capital letters for beginning of sentences or proper nouns is easier to identify by shape. Text should be contrasted against sign and sign itself contrasted against background.		
9.06	Are directions or information signs at consistent heights?		
9.07	Is all signage non-reflective and free from glare?		
9.09	Is all signage unobstructed and clearly visible from both a standing and seated position?		
9.10	Is the space around signs kept free of posters or confusing decorative motifs?		

MEANS OF ESCAPE	**Y/N**	**LOCATION**	**COMMENTS**
10.01 Is the audible alarm supplemented by a visual alert or tactile pager system for deaf and hard of hearing people?			

10.02 Are ground floor emergency exit routes level and accessible to all including wheelchair users?			
10.03 Are accessible fire exits routes indicated with a fire exit sign incorporating a wheelchair symbol?			
10.04 Is vertical escape from upper or basement floors possible using fire-protected lift with an independent power supply?			
10.05 Is a personal emergency plan available for disabled members of staff?			

SUMMARY	
DATE OF INSPECTION	
NAME OF BUILDING	
ADDRESS OF BUILDING	
TYPE/USE OF BUILDING	
BRIEF STATEMENT OF SERVICE PROVIDED	
AREAS OF THE BUILDING (WITH PLANS IF POSSIBLE) WHICH COMPLY WITH ACT	
REFERENCE NUMBER	

The Moray Inclusion File
Accessibility For All

Essential Components	Positive Features	Quality Indicator (HGIOS)
1 The Curriculum **Structure of the Curriculum:**		
	◆ Accessibility arrangements meet legal requirements.	**1.1**
	◆ Access to breadth and balance across the curriculum.	
	◆ Evidence of a full commitment to equal opportunity for success and anti-discriminatory practice.	
	◆ Negotiated modified curriculum, including all elements, with appropriate guidance and full account taken of parent, carer and pupil views.	
Courses and Programmes:		
	◆ Curriculum content promotes access for all.	**1.2**
	◆ Integration, continuity and progression are integral to all courses for all pupils.	
	◆ Support, guidance and appropriate training are a feature in pre-planning for a known need.	
Teachers' Planning:		
	◆ Planned programmes are differentiated to ensure inclusion.	**3.1**
	◆ Within differentiation procedures there are clear and consistent routines.	
	◆ Planning of activities ensures equality of accessibility to the experience.	
	◆ Appropriate learning outcomes and assessment strategies are clearly planned for all pupils.	

The Moray Inclusion File
Accessibility For All

Appendix F

Essential Components	Positive Features	Quality Indicator (HGIOS)
The Teaching Process:		
	Range and appropriateness of teaching styles is sufficient to ensure equal access for all pupils.	**3.2**
	◆ Homework is appropriate and issued fairly to ensure equal access for all pupils	
	◆ There is skilled use of Question and Answer techniques, including signing and use of IT when appropriate	
Pupils' Learning Experiences:		
	◆ Activities are relevant, interesting and challenging for all pupils	**3.3**
	◆ Pace and progression of learning is appropriate for all	
	◆ Personal targets to take account of pupil needs and abilities	
	◆ Opportunities are identified for interaction with peers	

The Moray Inclusion File
Accessibility For All

Appendix F

Essential Components	Positive Features	Quality Indicator (HGIOS)
Meeting pupil needs:		3.4
	◆ Tasks, activities and resources are imaginatively matched to pupil needs.	
	◆ Potential barriers to accessibility are recognised, shared and understood by all staff.	
	◆ Appropriate support is identified and provided.	
	◆ Support staff are encouraged to develop their skills through appropriate training.	

Appendix F

Essential Components	Positive Features	Quality Indicator (HGIOS)

2 Communication

Reporting Pupil Progress:

3.6

◆ A broad spectrum of pupils' personal achievements is recognised.

◆ Pupils' progress is monitored, and records kept; progress is communicated to parents and pupils

◆ Goals are set appropriate to the pace and progression of individual pupils.

◆ Language used in the reports is honest, purposeful and jargon free.

◆ There are clear procedures for reporting pupil progress including times for reporting when it would be most effective.

Personal and Social Development:

4.2

◆ Positive understanding and attitudes to a range of disabilities is included in all aspects of the PSD course.

◆ Social skills with positive attitudes towards accessibility issues should feature in both the formal and informal curriculum.

Monitoring progress and achievement:

4.4

◆ Appropriate personnel are involved in the monitoring process (inc. educational psychology, social work, OT, and specialist agencies where appropriate).

◆ A peer support system is established to encourage inclusion and recognition of achievement.

◆ Opportunities are provided for all pupils to demonstrate their talents.

◆ Appropriate use is made of target setting. Parents/carers have shared in the decision making.

The Moray Inclusion File
Accessibility For All

Appendix F

Essential Components	Positive Features	Quality Indicator (HGIOS)
Equality and Fairness:		5.3
	◆ The personal dignity of all pupils is respected by all staff.	
	◆ The school promotes positive understanding and attitudes to a range of disabilities.	
	◆ Communication with pupils is non-patronising.	
	◆ All pupils are able to identify staff, (clear name badges, use of colour, symbols or picture boards)	
	◆ Social skills with positive attitudes feature in both the formal and informal curriculum.	
	◆ Clubs, societies, activities are organised to ensure participation is open to all.	
	◆ A peer support system is established to encourage inclusion.	
	◆ A range of strategies is used to ensure the notes of events and activities are communicated.	
	◆ The school promotes social skills and positive attitudes to accessibility issues.	

Appendix F

Essential Components	Positive Features	Quality Indicator (HGIOS)
Partnership with Parents:		5.4
	◆ Sensitivity is shown in the recognition and understanding of differing home circumstances and this is reflected in all communication.	
	◆ Respect is shown for parents/carer views on the extent of sharing information bearing in mind current legislation.	
	◆ All communication with parents is made available in an appropriate format (Braille, audio, etc) as requested.	
	◆ The school is pro-active in listening to parents and pupils views.	
	◆ Parents/carers are encouraged to enter into partnership with school (e.g. through use of home – school books, homework diaries, easy contact with promoted staff).	

The Moray Inclusion File
Accessibility For All

Appendix F

Essential Components	Positive Features	Quality Indicator (HGIOS)

3 Environment

Structure of the Curriculum: **1.1**

◆ Allowances have been made when time-tabling to facilitate wheelchair movement.

Accommodation and Facilities: **6.1**

◆ Buildings allow adaptation to enable future access to the curriculum.

Provision of Resources: **6.2**

◆ Needs for access have been defined, prioritised and action instigated.

◆ Access to planned out of school activities has been investigated and appropriate facilities are available.

Organisation and Use of Resources and Space: **6.3**

◆ Adjustments to buildings have been made where appropriate, in ways which take into account all users of the building.

◆ Emergency procedures ensure safe evacuation for all.

◆ Buildings should allow for maximum independence for all users.

The Moray Inclusion File
Accessibility For All

Appendix F

Essential Components	Positive Features	Quality Indicator (HGIOS)

4 Training

Effectiveness and Deployment of staff:

6.5

◆ Staff have been trained in health and safety.

◆ Training has taken place for all appropriate staff prior to the arrival of a child with access needs.

◆ Time is made available for all appropriate (inc. other agencies) staff to meet to discuss individual pupil needs and progress.

◆ Protocols are established showing individual staff responsibilities.

◆ Appropriate staff have been trained in manual handling.

◆ Policy and guidelines are prepared and staff trained in the administration of medication and therapeutic preparations.

Note: See also audit advice re above given in Appendices D & E.

Appendix G

Moray Accessibility Strategy and Development Plan

Accessibility For All

Relating to

◆ Disability Discrimination Act 1996 / Amended by Special Educational Needs and Disability Act (SENDA) 2001

Part 1

1.0 Introduction

1.1 The Scottish Parliament is committed to improving access to education and education achievement for all disabled pupils and to ensuring equality of opportunity and full participation in society and the economy for all pupils. These general aims are endorsed by The Moray Council and underpin its key purposes.

1.2 Educational Services are committed to providing the following for all pupils.

    i. Equality of access to effective provision, which is suited to an individual's age, stage of development and educational, social and emotional, physical and medical needs.

    ii. Inclusive education in the least restrictive environment with maximum contact with children of the same age in, as far as is possible, a mainstream school.

    iii. Local delivery and management of services within the community or locality in which the child or young person lives wherever possible and practical.

    iv. Partnership with parents which takes full account of their views in accordance with rights and responsibilities.

    v. Maximum possible involvement of children and young persons in all major decisions concerning their educational provision and support.

    vi. Guidance and support for those individuals, schools and other agencies that have responsibility for making provision for support for learning, within a coherent framework of policies.

    vii. A support for learning framework which is consistent with EPSEN guidelines.

    viii. The flexible management, deployment and co-ordination of resources for support for learning consistent with maximum effectiveness and efficiency.

    ix. Collaborative working across The Moray Council structures, the Health Services and the voluntary sector in the best interests of children, young persons and their families.

    x. Educational provision which enables individuals to optimise their abilities and to overcome, minimise or circumvent their learning difficulties.
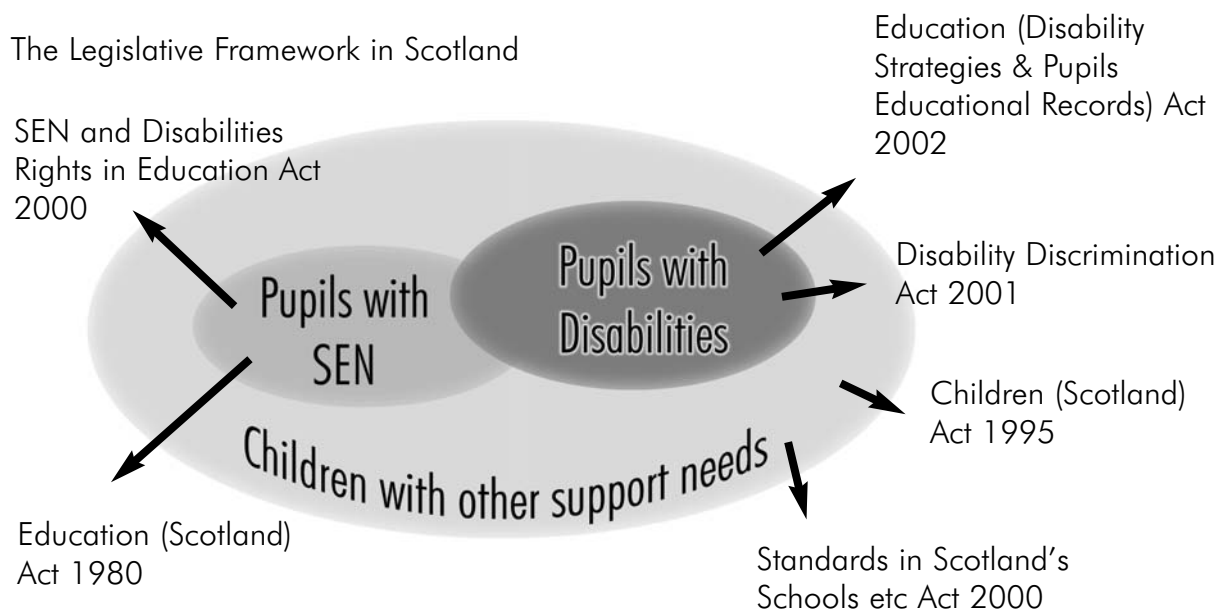
2.0 Legislation

2.1 The stimulus for this strategy comes from several pieces of government legislation. The **Disability Discrimination Act** (DDA) came into force in 1996. Part 1V of the act did not apply to Education in Scotland, as education north of the border was subject to the **Education (Scotland) Act 1980** which included provision for pupils with Special Educational Needs (SEN).

2.2 The DDA was amended by the Special Educational Needs and Disability Act (SENDA) 2001, and the Disability Rights Commission issued a Code of Practice, which makes it unlawful for schools or Education Authorities to discriminate against disabled pupils, in terms of their admission and exclusion policy with regard to education and associated services. This legislation places the following duties on local authorities.
   ◆ **Not to treat disabled pupils less favourably for a reason related to their disability**
   ◆ **To make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage**

2.3 In addition, the Council will be under a duty to plan to increase, progressively, the accessibility of schools to pupils in line with the **Education (Disabilities Strategies and Pupils Educational Records) (Scotland) Act 2002.** This Act places an additional duty on education providers:
   ◆ **To prepare accessibility strategies for increasing, over time, the accessibility of school for disabled pupils.**

2.4 A diagram showing the legislative framework that deals with Special Educational Needs in Scotland, is set out below:

The Legislative Framework in Scotland

Education (Disability Strategies & Pupils Educational Records) Act 2002

SEN and Disabilities Rights in Education Act 2000

Pupils with SEN

Pupils with Disabilities

Disability Discrimination Act 2001

Children (Scotland) Act 1995

Children with other support needs

Education (Scotland) Act 1980

Standards in Scotland's Schools etc Act 2000

2.5   The Scottish Office Education and Industry Department, circular 4/96, Children and Young Persons with Special Educational Needs: Assessment and Recording (SOEID 1996) and guidance in A Manual of Good Practice (SOEID 1998) assist Education Authorities to interpret their duties under the SEN framework.

2.6   The legislation and advice, which comprises the SEN framework, presumes that all children will be educated in mainstream schools. Exceptionally, children may be educated elsewhere if one or more of these circumstances apply to education in a mainstream school:
   ◆ It would not be suited to the child's ability or aptitude
   ◆ It would not be compatible with the provision of efficient education for other children
   ◆ It would result in unreasonable public expenditure that would not ordinarily occur.

2.7   A child could still be educated in a mainstream school, even if such exceptional circumstances occur, but only after the views of the child and the parents have been taken into account.

2.8   If parents are not satisfied with the provision that the education authority makes to meet their child's special educational needs, they may complain to the authority. If they do not agree with the decisions made by the authority about the nature of the child's needs as set out in the Record of Needs, they have the right to appeal to the Educational Services Committee, and further to the Sheriff Court, if necessary. In certain circumstances, any parent has the right to appeal to Scottish Ministers about aspects of school education including Special Educational Needs.

2.9   The Accessibility Strategy must be in place by April 2003. Schools in Moray will refer to the strategy implementation plans in 2003 – 2004 school development plans. The continued implementation of these plans (Appendix H) will feature in the following year's plans.

2.10   The time period covered by the initial strategy is 2003-2007,during which it will be under constant monitoring and review. The strategy will continue to be developed in future years by the Moray Strategy group (Appendix J) and the Planning group.

3.0 Implementing the Strategy

3.1   The Accessibility Strategy is rooted in an awareness that a successful implementation of this area of legislation will be very much dependent on attitudinal change as much as on structural change. Action Plan 5 in Appendix H addresses the goals to be achieved in years 2003-2005 in working towards changes in attitude. It is expected that schools will set their own targets within their development plans after completion of the school and curricular audit.

3.2 The Moray Inclusion file - Accessibility foe All, was produced by Moray Council Education Services. It is the second in a proposed range of Moray Inclusion Files, following on from the Moray Inclusion File - Better Behaviour, Better Learning. It was launched in Moray in February 2004 and is designed to help schools and other professionals respond positively to legislation related to inclusion and accessibility from school session 2003/2004 onwards.

4.0 Accessibility

4.1 The Education (Disabilities Strategies and Pupils Records) (Scotland) Act 2002 is intended to help education authorities and schools improve access for disabled pupils in a planned, strategic fashion over time. The strategy explores 3 main strands, which must be addressed in terms of improving access for pupils:
   ◆ Improvement of access to the curriculum
   ◆ Improvements to the physical environment to increase access to education and associated services
   ◆ Improvements to communication and the delivery of school information

4.2 Education authorities have a general duty to secure the 'adequate and efficient provision of school education for their area' (Education (Scotland) Act 1980). Every child of school age has a right to school education directed to developing 'the personality, talents and mental and physical abilities of the child or young person to his or her fullest potential' (Standards in Scotland's Schools etc Act 2000). In this, due regard must be given to the young person's views in terms of decisions that significantly affect him/her, so far as is practicable.

4.3 Under the arrangements for Special Education, the duties are based on a definition of Special Education Needs (Education (Scotland) Act 1980). Children and young people have special educational needs if they have a learning difficulty that requires special provision to be made for them.

4.4 A learning difficulty is said to be present if a pupil:
   ◆ Has a significantly greater difficulty in learning than the majority of those of his/her age
   ◆ Has a disability which either prevents or hinders him/her from making effective use of educational facilities of a kind generally provided in schools managed by the education authority
   ◆ Is under the age of 5 years and has, or is likely to have, special provision when over that age, to meet the demands of a learning difficulty as described above.

4.5 The definition does not cover children or young people who have problems because they are taught in a language that is not the language that they speak at home.

4.6 A new education bill currently at the consultation stages – Education (Additional Support for Learning) (Scotland) is presently being considered by the Scottish Parliament and this, if enacted, will significantly widen the definition and the number and range of children that it embraces. It contains clear advice about Assessment and Intervention, and places a duty on Education Authorities to expand and improve upon the level and quality of communications with pupils, their parents or carers and other agencies who might be involved in the education of a child.

4.7 The present definition of SEN is widely understood as being primarily about children with learning difficulties, because of the wording in the legislation. It is important to realise that the definition of children with learning difficulties includes children with a disability where any special educational provision needs to be made. It means that children with a disability have special educational needs if they have any difficulty in accessing education and if they need any special provision to be made for them, i.e. anything that is additional to, or different from, that which is normally available in schools in the area.

5.0 The Current Position

5.1 The Moray Council, together with the school community recognises that equal accessibility to the provision of education and associated services in schools is an entitlement for all pupils. Accessibility can be improved by a shared multi-agency approach to planning and managing resources and improved communication and curricular access.

Educational Services Statement of Purpose, Aims and Values

Purpose
To provide a range of progressive lifelong learning, cultural and leisure opportunities designed to meet the needs of the people of Moray, which will enable them to become positive, informed, skilled, healthy and active citizens.

Aims
In achieving our purpose we aim to:
- ◆ promote learning as a lifelong process
- ◆ support people in achieving their full potential
- ◆ provide safe, welcoming and attractive learning environments
- ◆ provide access to services for all
- ◆ raise achievement and attainment
- ◆ recognise and share success
- ◆ work in partnership with other services, agencies and the wider community
- ◆ continuously improve the quality of the services we provide
- ◆ ensure best value in everything we do

Values

Throughout all of our work we will value:
- ◆you, your culture and your ideas
- ◆your rights and responsibilities
- ◆your involvement and your views
- ◆openness and honesty
- ◆diversity in the delivery of services

National Priorities in Education

National Priority 3 - Inclusion and Equality

"To promote equality and help every pupil benefit from education with particular regard paid to pupils with disabilities and special educational needs"

5.2 There are certain key principles embedded within this overarching statement:

◆ A broad and balanced curriculum is fundamental to progression and the achievement of all pupils. A wide range of classroom strategies to meet the needs of all pupils can achieve accessibility.

◆ Accessibility can be influenced by how, where and what young people are taught.

◆ Every member of the school community has the right to participate in all the activities of both the formal and informal school curriculum and to have their feelings and efforts respected and valued.

◆ Consistency of approach in provision of staffing resources, equipment and building adaptations needs to be agreed with all agencies, parents and pupils concerned.

◆ A standard of curricular access and communication needs to be modelled consistently by all members of the school, community and home partnership.

5.3 Prior to the launch of the support file "Moray Council Inclusion – Accessibility for All", Educational Services has instigated a number of audits to clarify the position in all of its systems (property, equipment, and pupil data) to ensure that planning in the future to meet the needs of individuals will be pro-active, efficient and cost effective (Section 1 Action Plan).

5.4 In drawing up this strategy, The Moray Council has consulted widely and the views and work of these groups (strategy group, planning group, parents forum, pupil consultation, Capability Scotland) are reflected in the support file for schools.

5.5 Support for the implementation of the Accessibility Strategy has drawn on the work of a number of related developments and departments within the Council e.g. Communication Policy, SfL Framework, Excursions Policy, ICT Support (SFL/Lifelong Learning) Service, Library Service, Estates Service and Resources Service. This demonstrates integration of planning, researching and support for inclusion across all areas of the Council's work.

5.6 Training and resourcing for supporting inclusion is well established within Moray. A catalogue of training options is available to all staff via the Council Intranet site. This facility will be enhanced and used through Continuing Professional Development (CPD) to increase awareness of how the curriculum can be made more accessible to all pupils.

6.0 Strategy Implementation

6.1 The action plans (appendix G) contain details of the methods by which Moray Council intends to deliver its strategy.

6.2 Each school, through an audit, will review the access to the curriculum, both formal and informal. Analysis of this audit should be at the level of principle as well as practice with the focus being accessibility for all pupils and not just those covered by the legislation.

6.3 Access to the environment will continue the work already carried out by Moray Council. An established commitment to full inclusion for all pupils has already formed The Moray Council's provision for pupils with disabilities. Almost all pupils in Moray, both primary and secondary are educated within mainstream schools. An ongoing programme of physical adaptation of buildings is in place to support and accommodate pupils, as their needs change. New buildings are designed with accessibility issues included at the planning stage. Schools, as tenants with budget control, have been advised through the Inclusion – Accessibility For All file on strategies to adopt when planning alterations.

6.4 Moray Council has reviewed and implemented a new policy on communication. "Moray Council Inclusion – Accessibility for All" file has cross references to this policy and addresses the issue within the Action Plan.

7.0 Improving Communication and the Delivery of School Information

7.1 This duty requires responsible bodies to improve communication with pupils with disabilities. Consideration must also be given to how such pupils can give their views on issues affecting them. The duty also embraces the formats in which class work or homework is given to pupils. These issues are addressed within the Action Plan 4, (appendix H).

7.2 This responsibility envisages a wide range of communications and will include pupil's own need to communicate with staff and their peers outwith the formal curriculum.

7.3 The duty will require Educational Services and school management teams to consider how all staff engaged in working with pupils with particular disabilities are made aware of the difficulties such children experience in communicating with others, and in receiving and processing information.

7.4 The concept of information includes any material used to communicate with the young person, such as handouts, textbooks, worksheets, timetables, handbooks, test and examination papers, wall posters and information about the range of school events.

7.5 Any information that is required to facilitate learning or to ensure inclusion in school activities should be made available in a format that is accessible to children who may encounter difficulty in processing information that is normally provided in a standard written format.

7.6 The need to consider alternative forms of communication and information giving underpins this duty. The range of possible options that may require to be offered might include:
   ◆ The provision of oral information
   ◆ The use of Braille
   ◆ The use of large print formats
   ◆ The use of audio formats
   ◆ Signing (e.g. using video or suitably qualified personnel)
   ◆ Using recognised symbol systems such as Makaton

7.7 The duty requires that the necessary formats are prepared in advance of when they are actually needed to ensure that pupils are not placed at a disadvantage in relation to other students. This will clearly require careful planning and forethought and will necessitate communication between departments and other agencies within school or learning centre. This responsibility has already been addressed in the new Communications Policy on the Intranet.

8.0 Summary

8.1 The implications of the legislation are various and wide reaching. The fine details of the strategy form the Moray Educational Services "Accessibility For All" Action Plan. This plan with attached time-scales and possible financial implications will be enacted over the 3-year planning cycle beginning 2003 – 2006.(see App H)

8.2 The plan will be monitored by the departmental Planning Group and adapted and altered as circumstances dictate. Included as part of the plan are details of a monitoring and control system, which includes consultation and sampling from service users and those groups with responsibility for its success.

Action taken during 2002 – 2003 in preparing the Accessibility Strategy

1.0 Audits

1.1 Property Audit
A detailed audit (appendix E audit template) is being completed. The information gathered will enable The Moray Council to assess current levels of accessibility and to plan improvements for the future. The information will be produced and an accurate planning and expenditure record will be generated.

1.2 Equipment Audit
An audit of specialist furniture and equipment is being undertaken. Equipment held in store is being catalogued. A separate system is already in place for electronic equipment. A database using the same programme will be established to monitor provision and use of equipment on loan to schools.

1.3 Pupil Information Retrieval Systems Audit
Moray Council is developing a special sub-program on Phoenix Central to meet the needs of Educational Psychologists to store and retrieve confidential data about Moray children, including pre-school individuals. When this system is in operation the information relevant to physical and environmental needs, aids, staffing provision and staff training will be accessible to those with responsibility to plan and implement them.

1.4 Individual School's Development Planning Audit
An audit document is being prepared for schools to use. It is closely based on the "How good is our school" quality indicators referred to on page 50 of Guidance and Preparing Accessibility Strategies and the examples listed on page 15.

2.0 Consultations

2.1 Strategy Group
A multi agency group (appendix L) has been formed and regular monthly meetings have taken place. Initial consultations have informed the development of Moray Educational Services "Accessibility For All" File.

2.2 Parent Forum
There have been two meetings with parents, and a news sheet has been sent out to all parents of children with Records of Needs to inform and consult with them.

2.3 Pupil Consultation
The Children's Rights Officer has met with pupils in a number of local schools to ascertain their views and concerns. These issues will be raised at the planning group.

3.0 Planning Group

The planning group consisting of Educational Services personnel meets regularly to address accessibility strategy development issues.

4.0 The Moray Educational Services "Accessibility For All" File

A file of useful support materials for schools has been produced.

5.0 Accessibility Co-ordinator

The Moray Council appointed a co-ordinator to oversee the development of the Accessibility Strategy. The post was a 30-day secondment at AHT level over the period December 2002 – March 2003.

6.0 Support Packs

The Moray Council will supply schools with reference materials from The Moray Library Service when a pupil with disabilities, whose requirements are new to that school, is identified in the planning process.

7.0 National Conference

Moray Educational Services staff attended the "Educating for Equality – Beyond the Ramp" conference, organised by the Disability Rights Commission on 7/8th October 2002. There were 6 participants from Moray at this event. Moray was also represented at the Disability Rights Commission follow up event in Edinburgh in February 2003.

Appendix H

"Accessibility For All" The Moray Council Development Plan.

Development Area
Access to the Curriculum

Action Plan No.
1

Development Priority
To ensure all pupils have access to a full curriculum

Relevant DDA Aims	**National Priority**	**Relevant QI (HGIOS)**	
Not to treat disabled pupils less favourably	Inclusion and Equality	1.1 1.2 3.4	3.3 5.3

Lead Person
Alex Leggatt, Wilma Milne, Willie Walker

Targets

- ◆ To Support training for mainstream staff
- ◆ To identify priorities for pupil support (staff)
- ◆ To identify availability and provision of auxiliary aids (including ICT)
- ◆ To ensure that a consistent and fair approach is employed in managing assessments and examinations.

Tasks	Timescale	Person Responsible
To undertake a review of mainstream staff training and consider the issues	April 2004 - June 2005	Alex Leggatt
To provide schools with details of training providers Accessibility File, CPD, File on Intranet	June - 04	Wilma Milne Alex Leggatt
To support and encourage mainstream staff in seeking training through staff development, CPD or in-service opportunities	April 2004 - April 2006	Head Teachers

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Tasks	Timescale	Person Responsible
To use Phoenix pupil database to identify and prioritise pupil support	April 2004 - April 2006	Alex Leggatt
To undertake a review of the provision of educational aids in schools including ICT	April 2003 - June 2005	Alex Leggatt W Walker M Graham
To monitor and review pupil needs and support	April 2004 - April 2006	Alex Leggatt
To evaluate new electronic support aids and trial their use	April 2003 - June 2005	W Walker
To produce guidelines to be followed to ensure accessibility to assessment and examinations meets the legislative requirements	April 2004 - June 2005	Alex Leggatt W Walker

Success Criteria
◆ Training needs identified and training deliverers identified
◆ Mainstream staff involved in training across Moray
◆ Evidence of support arranged
◆ Increased provision of appropriate aids
◆ Evidence of procedures adopted by schools

Training Implications
Mainstream staff training as appropriate to pupils/school needs. Use of phoenix and Junior Librarian ICT for relevant staff

Resources
Staff development time, additional auxiliary aids, additional staffing for support for learning and auxiliaries

Monitoring and Evaluation
Alex Leggatt, M Graham, Strategy Group

The Moray Inclusion File
Accessibility For All

Appendix H

Development Area
Access to the curriculum

Action Plan No.
2

Development Priority
To ensure all pupils have access to a full curriculum

Relevant DDA Aims	**National Priority**	**Relevant QI(HGIOS)**
Not to treat disabled pupils less favourably	Inclusion and Equality	3.1 3.2 5.3

Lead Person
Alex Leggatt

Targets
- ◆ To audit school and departmental accessibility to enable pupil access to the curriculum
- ◆ To address issues raised through the audit
- ◆ To consult with pupils and parents about curriculum accessibility
- ◆ To analyse curricular provision for years 3-6 secondary to ensure accessibility to a full curriculum

Tasks	Timescale	Person Responsible
To undertake an audit of a) school b) department accessibility	April 2004 - April 2005	Head Teacher
To prepare and implement development plans to address issues raised by the audit	April 2004 - April 2005	Head Teacher Principal Teachers
To establish parent consultation groups on curriculum accessibility	April 2003 - Dec 2004	Alex Leggatt

Appendix H

Tasks	Timescale	Person Responsible
To establish pupil consultation by: Pupil councils Small groups/individual discussion Children's Advocate	April 2004 - April 2005	Head Teachers Alex Leggatt
To undertake regular pupil consultation	April 2004 - June 2005	Head Teachers
To identify ways of addressing issues raised through consultations	April 2004 - June 2005	Head Teachers
To establish a procedure which ensures access to all modes for all S3-S6 pupils	April 2004 - April 2005	Head Teachers

Success Criteria

◆ Audit is carried out, school and department issues are identified and improvements are made through the development planning process.
◆ Regular consultation meetings take place.
◆ Individual curriculum choices are monitored to ensure all modes are met.

Training Implications

Resources

Accessibility File

Monitoring and Evaluation

Head Teachers – Education Officer
Strategy group

Appendix H

Development Area
Access to the Physical Environment

Action Plan No.
3

Development Priority
To ensure all pupils have physical access to schools

Relevant DDA Aims	**National Priority**	**Relevant QI (HGIOS)**
Taking reasonable steps to avoid less favourable treatment	Inclusion and Equality	6.1, 6.2

Lead Person
Accessibility Planning Group

Targets
◆ To review and establish existing provision
◆ To identify priorities for action
◆ To ensure all planned refurbishments or new builds have been looked at to consider whether improvements to access can be carried out as part of the work

Tasks	**Timescale**	**Person Responsible**
To complete property audit	April 2004	J. MacIver R. Phillips
To input data into CAPS	September 2004	R. Phillips A . Burrell
To train staff in accessing CAPS data	October 2004	A. Burrell
To complete a 3 year priorities for action plan, allowing a contingency budget	June 2004	M. Graham
To monitor property department plans to ensure accessibility is considered	April 2004 - April 2006	R. Phillips
To ensure as wide a range of the Council Education Property as possible can be accessed e.g. changing areas, sports facilities, stage areas, kitchens	April 2004 - April 2006	M. Graham

Success Criteria
◆ CAPS database established
◆ CAPS reports used to plan improvements over 3 year period
◆ Access an integral part of property management

Training Implications
Staff use of CAPS system

Resources
Appropriate Hardware

Monitoring and Evaluation
M Graham, Strategy Group

Appendix H

Development Area
Improving communication

Action Plan No.
4

Development Priority
To improve communication accessibility.

Relevant DDA Aims	**National Priority**	**Relevant QI (HGIOS)**
Taking reasonable steps to avoid less favourable treatment	Inclusion and Equality	3.6 4.4 4.6

Lead Person
Alex Leggatt

Targets
◆ To improve the availability of information / work in alternative forms for pupils with disabilities
◆ To establish pupil consultation groups (see Action Plan 2)
◆ To improve parent communications (for the disabled parent)

Tasks	**Timescale**	**Person Responsible**
To identify gaps in provision of teaching materials or methods through audit procedure	April 2004 - April 2005	Head Teachers Principal Teachers
To explore the use of staff development or CPD to address gaps identified	April 2004 - April 2005	Principal Teachers Class Teachers
See action plan 1B To record parent needs as part of enrolment procedures	April 2004 - April 2005	Head Teachers

Tasks	Timescale	Person Responsible
To investigate ways of addressing parent needs as identified	April 2004 - April 2005	Head Teachers A. Campbell
To ensure a training scheme is identified and implemented for office staff (telephone/reception)	April 2004 on-going	Alex Leggatt

Success Criteria
◆ Improvements made through materials production, staff training or team teaching
◆ Groups are established
◆ Parent needs are established and addressed

Training Implications
Staff training in material production, Office staff training for dealing with parents

Resources
Specialist equipment – Braille, foreign languages, electronic means

Monitoring and Evaluation
Alex Leggatt, A Campbell, Strategy Group

The Moray Inclusion File
Accessibility For All

Appendix H

Development Area
Awareness Raising / Attitude Changing

Action Plan No.
5

Development Priority
To ensure all staff are fully engaged with inclusion.

Relevant DDA Aims	**National Priority**	**Relevant QI**
Not to treat disabled pupils less favourably and to make reasonable adjustments.	Inclusion and Equality	1.1, 1.2, 3.1, 3.2, 3.3, 4.1, 4.2, 4.5, 5.1, 6.2

Lead Person
Alex Leggatt

Targets
◆ To provide information on accessibility legislation.
◆ To prepare materials for staff inservice.
◆ To monitor and evaluate process of change.

Tasks	**Timescale**	**Person Responsible**
Launch of the Moray Educational Services "Accessibility For All" file.	February 2004	Eric Scarborough
Inservice School Boards	June 2004	Eric Scarborough/ Alex Leggatt
To use materials prepared by the strategy group to inservice staff.	2004 – 2006	Head Teacher
To evaluate progress made by seeking views of parents and pupils	2006 – 2007	Head Teacher

Training Implications
Strategy group, development of materials.

Resources
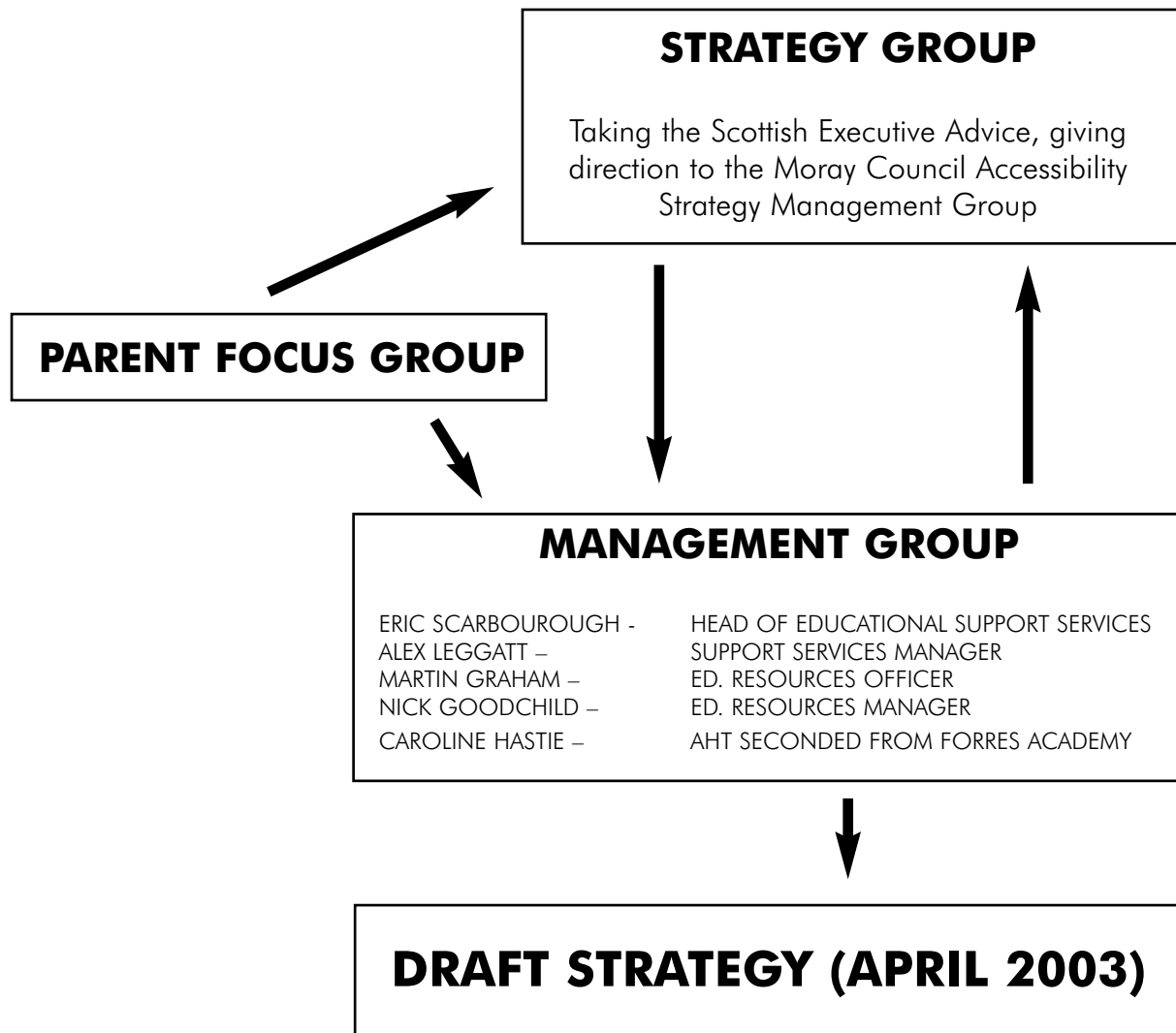Time for strategy groups to meet and devise materials.

Monitoring and Evaluation
Head Teachers, ESO

Appendix I - Strategy Management Structure

STRATEGY GROUP

Taking the Scottish Executive Advice, giving direction to the Moray Council Accessibility Strategy Management Group

PARENT FOCUS GROUP

MANAGEMENT GROUP

ERIC SCARBOUROUGH -	HEAD OF EDUCATIONAL SUPPORT SERVICES
ALEX LEGGATT –	SUPPORT SERVICES MANAGER
MARTIN GRAHAM –	ED. RESOURCES OFFICER
NICK GOODCHILD –	ED. RESOURCES MANAGER
CAROLINE HASTIE –	AHT SECONDED FROM FORRES ACADEMY

DRAFT STRATEGY (APRIL 2003)

Appendix J

The Disability Discrimination act – Summary

The Disability Discrimination Act was passed in its original form by Parliament in 1995 and did not contain any requirements for schools and LEAs. The Special Needs and Disability Act 2001 (SENDA) amends the Disability Discrimination Act: Part 4. The explanatory document, which was sent to schools in July 2002, is entitled Code of Practice for Schools – Disability Discrimination Act: Part 4 and applies to all schools and LEAs. The requirements came into force from September 2002.

The disability discrimination duties

The Disability Code of Practice sets out the requirements for those providing school education. The duties make it unlawful to discriminate without justification against disabled pupils and prospective pupils in all aspects of school life.

The two main disability discrimination duties are
◆   The duty not to treat those pupils less favourably
◆   The duty to make reasonable adjustments for disabled pupils

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Who is disabled?

The Disability Code of Practice defines a disabled person as one who 'Has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities'. As well as physically disabled children, this includes those who have

◆ Been disabled and are either in remission (as with rheumatoid arthritis or multiple sclerosis) or are no longer disabled.
◆ An impairment whose conditions are partially or wholly alleviated by medical or other treatment, but who still has the underlying impairment.
◆ Severe disfigurement, even though it has no effect on a person's normal day to day activities
◆ Significant behaviour difficulties, if the behaviour difficulty arises from an underlying physical or mental impairment which is medically diagnosed.
◆ Sensory impairments such as those affecting speech, sight or hearing
◆ Learning difficulties

The term 'mental impairment' does not include mental illness unless it has been medically diagnosed.

'Normal day to day activities' are those most people carry out, and include skills and abilities such as
◆ Mobility
◆ Manual dexterity
◆ Physical co-ordination
◆ Continence

◆ Ability to lift, carry or otherwise move everyday objects
◆ Speech, hearing or sight
◆ Memory or ability to concentrate, learn or understand
◆ Perception of the risk of physical danger

The status of the Disability Code of Practice

The disability discrimination duties provide protection for disabled pupils by preventing discrimination against them at school on the grounds of disability. The duties in the Disability Code of Practice 2002 are designed to dovetail with existing duties detailed in the SEN Code of Practice 2002.

The code does not impose legal obligations of the law – that is a matter for the courts. However, the Code can be referred to in legal proceedings under the Disability Discrimination Act.

Who is responsible?

For any school, the body that has responsibility under the duties is called the 'responsible body'. In most schools this will be the education authority. The responsible body will not usually be employees working in schools on a day to day basis.

The responsible body will need to ensure those employees and others (e.g. Volunteers and visiting staff):
◆ Are able to support the responsible body in meeting their duties to disabled pupils
◆ Do not act in such a way as to render the responsible body liable to a claim of discrimination

A claim of discrimination cannot be made against an individual working at a school. It would be made against **the body responsible for the actions of the employees and others working in or for the school.**

What activities are covered?

Every aspect of school life is covered by the duties. Responsible bodies must not discriminate in relation to
◆ Admissions
◆ Education and associated services
◆ Exclusions

The Disability Code of Practice provides clear explanation of how the Disability Discrimination Act: Part 4 must be adhered to in these activities. 'Education and associated services' includes every aspect of a school's day to day life for pupils and for prospective pupils.

Less favourable treatment

Discrimination against a disabled child can occur when a disadvantaged pupil or prospective pupil is, without justification and for a reason relating to their disability, less favourably treated than someone to whom that reason does not apply. A range of questions and examples of how specific cases answer them is given in the disability Code of Practice.

Reasonable adjustments

Every school has the duty to make 'reasonable adjustments', or take reasonable steps to ensure that disabled pupils or prospective pupils are not placed at a substantial disadvantage in comparison with their non-disabled peers, without justification.

This is described as an anticipatory duty, in that it is the potential for disadvantage that should trigger a consideration of what reasonable steps might need to be taken. This means that schools will need to keep their policies, practices and procedures under continuous review to ensure that they do not discriminate against disabled children. Some useful examples of specific cases is given in the Disability Code of Practice.

Exceptions

There are two exceptions to the reasonable adjustment duty. Under the Disability Discrimination Act: Part 4, schools are not **required** to:

◆ Provide auxiliary aids or services (this comes under the SEN Code of Practice)
◆ Remove or alter physical features of the school

Claims of unlawful discrimination.

A parent or an older child who believes that a responsible body has unlawfully discriminated may make a claim against that body. The claims are brought as civil proceedings in the Sheriff Court.

Responsible bodies additional duties.

Part 4 of the Disability Discrimination Act 1995 makes it unlawful for an Education Authority to discriminate against a disabled pupil in the discharge of its functions under various Acts relating to Education, in particular:

◆ The Education Act 1996
◆ The Education (Scotland) Act 1980
◆ The Standards in Scotland's Schools etc Act 2000

Conclusion – the way forward

Local Authorities are required to produce a 3-year strategy to detail the way in which accessibility will be improved to the curriculum, environment and communication.

Schools should audit for accessibility to these 3 key areas and development plans should reflect work in these areas.

CHILDREN 1ST

"You should ask the bairns what they need."
Consultation with Moray school pupils on accessibility to
the curriculum for pupils with disabilities.

The consultation took place in March 2003 at four designated schools in Moray – two secondary schools and two primaries. Staff at these schools were asked to highlight children who may wish to take part, letters were sent for parental consent and one to one interviews were held in school with Beth Fraser, Children and Young People's Rights Worker, CHILDREN 1st.

Ethical considerations were taken into account and confidentiality guaranteed to those who took part. Prior to beginning the consultation, the writer took specialist advice from Enquire who are publishing a "Good Practice Guide" on consulting with children and young people on accessibility strategies – Enquire's document on this is currently still in draft.

This consultation has also considered the Guidance on Preparing Accessibility Strategies and has attempted to consult with a wide range of young people, not only those who have a disability.

The consultation took the form of one to one interviews of around 20 minutes, held in school. This was the only practical way to proceed – group sessions would have required more staff and more time than was available. Consideration also had to be given to minimising the disruption caused by the consultation to the young people's education.

The consultation involved 7 primary school pupils and 10 secondary pupils two of whom were educated full time in a special educational department. The range of disabilities was extremely varied which posed a problem for the writer making it difficult to focus on a particular issue. The disabilities ranged from mobility problems, hearing and visually impaired, to autism, ADHD and dyslexia.

Findings.
All of the young people who were interviewed felt that their disabilities were well catered for within school. The writer was struck by the efforts which schools have made to include and accommodate everyone in school life, with the least possible fuss.

There was a "divide" between those who happily accept the help they get and a few who, while appreciative of all the efforts made on their behalf, feel frustrated by a lack facilities to allow absolute inclusion. This divide was generally to do with age and maturity, the younger children being happy to accept what is provided for them.

The interviews covered general questions around moving around the school building and the classroom, school work, socialising with other young people in school and outwith, aspects of school which are particularly difficult and good practice and ideas from which we can all learn. Some of the comments below are direct quotes from the young people and other are a précis of what was said.

<u>Moving around the school building and the classroom.</u>
The classroom is quite small and a young person finds it difficult to negotiate the wheelchair in it.

Two young people, from different schools, felt frustrated that they cannot get up onto the school stage for shows, assemblies etc.

No problems in the classroom although this young person with balance problems needs help in the toilet because of the way the door to the toilet opens.

Several young people said that the door handles made it impossible/difficult for them to open the door by themselves – the doors (in older schools) are heavy and the door handles are often ones which you turn to open.

One young person sits at the front of the class in secondary so that s/he can leave before the bell to move to the next class safely. S/he did not see this as a problem – this school has a policy of seating young people and you would not necessarily be able to sit next to your friends anyway.

"Twirly chairs at the computers are difficult" (young person with balance problems)

Extra help for practical subjects – not seen as a problem by the young person she understands that this is for safety reasons.

Ramps sometimes have a "lip" which is impossible to get over in a wheelchair without help.

One young person would very much like to see upstairs in her school – there is no lift. Her class has not been able to move upstairs as they have progressed through school. This is what would normally happen and, she feels responsible for that. The class have been denied the "status" of being the "big ones" and moving upstairs.

Young person could negotiate her wheelchair to get to school on her own if the pavements weren't so bumpy. (She doesn't feel she wants to do this yet but this might change.)

Schoolwork
No young person expressed concern or frustration with school work. Some expressed surprise if I asked if there were any difficulties in PE or Music or other practical subjects. One young person whose hearing is impaired responds to a whistle in PE which allows her to take a full part in whatever the class is doing.

Appendix K

All young people felt very positive about their auxiliaries. Auxiliaries "know you very well" – you don't have to ask for help they know when you need it.

"Not all teachers consider my difficulties because there is someone there to sign for me." This can be frustrating – it is sometimes difficult to keep up with the class.

"Alpha Smart is too slow."

"Sometimes you don't actually need what they provide – **you** should get to decide!"

Socialising in school and outwith

A lot of young people felt that community areas in schools were really useful. Young people who have auxiliaries full time can get some privacy in a community area as, the auxiliary does not need to be close by all the time.

Privacy can be a problem for young people who need close attention from auxiliaries – "No chance to tell your friends secrets."

More chances to socialise after school "I just go home"

"I would like not to feel so isolated" (This young person wants others to understand his difficulties and his behaviour.)

"Golden time" – activity time - is really useful for socialising although one young person gets extra help with work at that time which he thinks is unfair.

Difficulties and good practice

"The bell in the toilet is a good thing" - this offers privacy – one school with a special educational department has different ringing tones for the toilet bells so that they know which toilet cubicle needs assistance thus guaranteeing everyone's privacy. The young people felt that this was a good thing.

"The signing club is really good" – this allows more and more young people to communicate with you if you are deaf.

"Organising more meetings like this would be good, to ask young people what they think. **You should ask the bairns what they need.**"

"Auxiliaries are not always there now that's good because I am finally getting a bit more independent.

"I am not involved in meetings about me."

"Sound systems are really useful"

"Good – getting to choose to use time out. My behaviour is getting better (nothing that school has done."

"Good system of letters home for homework but I also have to try to remember myself."

The Moray Inclusion File
Accessibility For All

Appendix K

<u>Ideas from able bodied young people</u>

To date, the information and advice sought from pupil councils and other young people in schools has not been returned.

Conclusion.

The Authority may wish to consider consulting with young people affected by a specific disability in order to learn more young people's views. It was not in the remit of this consultation to be this specific and as a result the findings are broad.

Young people should receive a copy of the results of this consultation and be invited to make further comments on it. (Beth Fraser can action this) Consultation must be viewed as a process in which young people can be actively involved. Feedback from the working group and it's priorities for the next year as a result of all the consultation which has taken place would be helpful and would allow young people to continue to comment on proposals on accessibility.

Beth Fraser 16.04.03

Appendix L - Strategy Group Members

Chris Toon (or Representative)	Educational Psychology (Beechbrae)
May Gilchrist	Head Teacher St Gerardine Primary School
Muriel Smith	Teacher Keith Primary School
Anne Brown	Senior Social Worker Buckie SW Team
Lindsey Manson(or rep)	OT (Dr Grays)
Eileen Morrison	PT SfL Speyside High School
Christine Boulton	Work Place Assessor
Caroline Hastie	AHT Seconded from Forres Academy
Wendy Jamieson	NCS Integration Manager
Willie Walker	ICT Elgin Academy
Doug Reid	Senior Health & Safety Adviser
Alex Leggatt	Educational Support Services Manager
Martin Graham	Educational Resources Officer
Dawn Barker	Parent
Margaret Blackwell	Carer
Lesley Graham	Locality Group Joint Commissioning Officer
Margaret Rennie	AHT Elgin Academy
Beth Fraser	Children's Rights Officer (Children First)

Thankyou to pupils at Forres Academy for contributing
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Moray Inclusion File.

the **moray** council