Education Resources

Accessibility Strategy

1 April 2022 - 31 March 2025

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1. Introduction

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

This document sets out South Lanarkshire Council's Education Accessibility Strategy for the period 1 April 2022 – 31 March 2025 and in so doing, outlines the continuing plans to deliver a fully inclusive and quality education service to all its pupils.
Inclusion is both a national and a council priority and there is a duty placed on all to ensure that:

♦ Awareness of disabilities and additional support needs is continually and consistently promoted.
♦ Inclusive environments are created where the needs of all children and young people can be met and where all can thrive and flourish in a safe and nurturing environment.

Access to education is the most powerful influence on subsequent employment, economic wellbeing, and quality of life for individuals. Greater inclusion for disabled learners offers a powerful means of influencing widespread understanding of, and attitudes to, disability.

South Lanarkshire Council is committed to GIRFEC and ensuring that all children and young people are safe, healthy, achieving, nurtured, active, respected, responsible and included. It is also committed to making sure children and young people have access to positive learning environments and a range of opportunities to enable them to develop their knowledge, skills, ambition, confidence and self–esteem to their fullest potential.

As education authorities, schools, learners and society begin the recovery process it will be vital to take cognisance of and capitalise on the opportunities for better delivery of teaching and learning. The global pandemic has required education authorities to work in new and innovative ways to ensure access to education for all learners. This includes those learners with a disability, who at times found access learning an additional challenge.   During a significant period of remote teaching and learning the creative use of digital technology became, by necessity, a greater driving force in ensuring access to learning.

The action plan within this strategy will have a focus on accessing digital technology for disabled learners.

2. Definition of Disability - Terminology

The Act uses the term 'pupils with a disability' but, in line with the Equality and Human Rights commission (EHCR) this strategy uses the terminology disabled pupils or disabled learners.
'A person has a disability if he or she has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day to day activities.' Equality Act 2010
The definition of disability can include what may be termed "hidden disabilities" such as dyslexia, autism spectrum disorder and speech and language impairments. In order

to be considered a disability, the effect of the impairment must be substantial and have an adverse effect which is severe enough to have a substantial impact on the learner's ability to carry out everyday activities.

This strategy includes all learners and potential learners who are supported by the range of learning environments suitable to meet the needs of all learners, these include:

- Mainstream schools with ASN bases
- Specialist schools
- Visual and Sensory impairment provisions
- Outreach services
- Specific behaviour support provision and services

This strategy provides advice on how South Lanarkshire Council will meet the three accessibility planning duties as stated in the Education (Disability Strategies and pupils' Educational Records) (Scotland) Act 2002:

(1)   Improve the physical environment of schools, to enable better access to education and associated services
(2)   Improve access to participating in the curriculum for all children and young people who have a disability or additional support need
(3)   Improve communication with children and young people who have a disability or additional support need in relation to the provision of information in appropriate alternative formats, taking account of any support need preferences expressed by them or their parents

3.   Legislative and Policy Frameworks

This strategy should be considered alongside and take cognisance of a range of legislative requirements and national guidance which relates to school education and disability including:

- Standards in Scotland's Schools Act 2000
- The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002
- The Education (Additional Support for Learning) (Scotland) Act 2004 (amended 2009) (the ASL Act)
- The Equality Act 2010 – protected characteristics outlined below

  - Age
  - Disability
  - Gender reassignment
  - Marriage and civil partnerships
  - Pregnancy and maternity
  - Race
  - Religion or belief
  - Sex
  - Sexual orientation

- The Children and Young People (Scotland) Act 2014
- Health (Tobacco, Nicotine etc. and Care) (Scotland) Act 2016
- Support for Learning: All our Children and All their Potential (June 2020)

- ◆ Independent Care Review: The Promise
- ◆ United Nations Convention on the Right of the Child

4. Planning Assumptions – Developments to date
(1) Improve the physical environment of schools, to enable better access to education and associated services

Accommodation
South Lanarkshire Council's Schools Modernisation Programme has been in place for a number of years and has made considerable progress in renewing or refurbishing Education Resources estate to be fully compliant with legislation. The programme which was completed in 2019 has delivered 19 new or refurbished secondary schools, including two ASN schools and one SEBN school and 128 new or refurbished Primary schools. In addition, a new programme of nursery provision has commenced in response to the planned statutory increase in nursery entitlement from 600 hours to 1140 hours. The extent of the school and the types of provisions are listed below;

Type of Provision	Location of Provision
ASN Schools primary	Greenburn School
	Hamilton School for the Deaf
	Kear Campus Primary **
	Victoria Park Primary School
	West Mains Primary School
ASN Schools secondary	Kear Campus Secondary **
	Rutherglen High School
	Sanderson High School
Nurseries with ASN provision	Kirkstyles Nursery, Carluke
	Early Learning Unit Hamilton
Primary ASN Bases	Auchinraith
	Blackwood
	Cairns
	Carluke
	Carstairs Junction
	Cathkin
	Chatelherault
	Crosshouse
	Greenhills
	Jackton (planned opening August 2023)
	Hareleeshill
	High Blantyre
	Murray
	Newton Farm
	Robert Owen Memorial
	St John's
	Stonehouse

Secondary ASN Bases	Calderside Academy
	Cathkin High
	Duncanrig Secondary
	Hamilton Grammar
	Lanark Grammar
	Larkhall Academy
	Lesmahagow
	Uddingston Grammar Visual Impairment Dept.
**KEAR Campus Bases (SEBN)	Whithorn Primary
	Victoria Falls Primary
	Cathkin High School
	Carluke Lifestyles
	St Andrew's and St Bride's
	KEAR base Blantyre
Nurture Provision	Jigsaw House Robert Smillie Primary School
	Rowan Cottage Beckford Primary School
	Tinto Treetops Tinto Primary School
Hearing Impairment/Visual Impairment Provision	Hamilton School for the Deaf is co-located with Glenlee Primary School and has a primary outreach service and a secondary outreach service.
	A Hearing Impairment unit is part of Calderside Academy
	A Visual Impairment unit within Uddingston Grammar School with a nursery and secondary outreach service

The Youth, Family and Community Learning Service is part of Education Resources Inclusion Service and provides a range of tailor-made alternative curricular and curricular learning programmes for pupils referred by mainstream and SEBN schools within South Lanarkshire.

These specialist programmes are timetabled and take place during core school hours of the school day within Universal Connections educational establishments. They are designed to improve the educational outcomes of mainstream and SEBN pupils, including those with poor mental health, additional support needs and physical disabilities.

These curricular and alternative curricular programmes take place in the following;

Universal Connections facilities:
Hamilton Universal Connections (including a 5 days per week provision)
Larkhall Universal Connections
East Kilbride Universal Connections
Lanark Universal Connection
Carluke Universal Connections
Douglas Universal Connections
Cambuslang Universal Connections
Rutherglen Universal Connections
Whitehill Universal Connections

In addition, the Youth, Family and Community Learning Service provides educational and learning programmes after school and in the evenings (52 weeks a year) and during all school holiday periods within the Universal Connections facilities. Young people and children who attend these programmes include SEBN and those with poor mental health, physical, emotional, and hidden disabilities.

All alternative curricular, after school/ evening and holiday programmes provided by the Youth, Family and Community Learning Service, including excursions, require to be accessible to all young people and children to promote equality of opportunity for all.

Specific Physical Adaptions in Schools
Accessible provision has been made within the general areas of mainstream schools to meet the needs of all learners; this includes the following:

- ♦ Ramps and handrails
- ♦ Disabled toilets
- ♦ Audio loops
- ♦ Sensory areas for Autism Spectrum Disorder
- ♦ Accessible parking bays
- ♦ Lifts
- ♦ Secure safe areas for Addition Support Needs pupils
- ♦ Use of visual impairment technology
- ♦ Accessible shower and changing areas.
- ♦ Hoists and other equipment to assist movement for specific disabled learners.
- ♦ Nurture rooms
- ♦ Pupil support bases

An ASN Adaptations budget is available to deal with residual accessibility issues within the remaining properties. Management arrangements are in place to ensure accessibility within all properties as required on an individual basis. In addition, all Universal Connection properties are accessible by ramp or lift.

School Transport
South Lanarkshire Council continues to provide appropriate and accessible home to school transport for children who:

- ◆ Attend an additional support needs school or establishment recommended by the council.
- ◆ Have been recommended for school transport by clinicians.

Extra-Curricular Clubs and Groups
Establishments are aware of the importance of ensuring equality of access to all areas of school life for learners. The principles of reasonable adjustment are implemented by establishments. Guidance is provided for establishments through operating procedures and in the 'Framework for Inclusion and Equality' published by the Inclusive Education Service.

The Council has a number of training events, including a Learn Online module, which helps to raise awareness of the importance of equality of opportunity for all.

All extracurricular activities provided by educational establishments must be accessible to all learners. Staff will consider the physical environment and resources required to ensure that reasonable adjustments are in place.

School/Early Years Excursions
When planning an educational trip, establishments must take account of the needs of all learners to ensure that activities can be accessed by all. Reasonable adjustments will be considered at the initial planning stage, including accessible transport, accommodation and risk assessments where appropriate.

Health and Safety
Individualised Personal Evacuation Plans are in place for children and young people who require evacuation in an emergency and reviewed on an regular basis.

(2) Improve access to participating in the curriculum for all children and young people who have a disability or additional support need
In line with the commitment to a presumption of mainstream all learners, wherever possible, will have their needs met within a mainstream school. The Curriculum for Excellence ensures access for all learners to a broad general education with opportunities for developing skills for learning, skills for life and skills for work and has a continuous focus on numeracy, literacy and health and wellbeing.

In order to enable all learners to access the curriculum, education is provided in a variety of establishments and settings which are age and stage appropriate. All staff have a responsibility to ensure that they are well prepared to support all learners. Consequently, detailed planning with supporting documentation and where required the input of other professionals and partner agencies takes account of the range of needs of all learners.

Staff in Education Resources work to ensure positive transitions for all learners at each stage of their education, including pre-school, primary to secondary and post-school destinations.

The needs of most learners are met within existing planning structures and are supported through effective learning and teaching.

Staged intervention processes, as described in the 'Framework for Inclusion and Equality' and Operating Procedure A28 Additional Support Needs (revised edition January 2021), are implemented when the need for additional support is identified. This additional support can be provided from resources available within establishments or from other services. In exceptional circumstances, it may be necessary to consider a more specialist provision for an individual learner.

Assessment and examination support can include provision of readers, scribes and digital papers, as appropriate.

Learning opportunities are provided in mainstream schools, ASN classes and schools and by Youth Learning and Community Learning Services. Opportunities are also provided by Corporate Resources, external agencies and the voluntary sector.

This model supports raising achievement and attainment and promoting health, wellbeing and social inclusion through:

- ♦ Effective curricular provision throughout all stages of learning.
- ♦ A consistent approach to supporting families.
- ♦ Flexible deployment of staffing and resources.
- ♦ Continuity and progression through effective transition planning.

Reasonable Adjustments
Reasonable adjustments include a duty to provide auxiliary aids and services for disabled pupils. Many of the reasonable adjustments that schools are already making for disabled pupils include the use of some auxiliary aids, such as

- ♦ coloured overlays for dyslexic pupils,
- ♦ pen grips,
- ♦ adapted PE equipment,
- ♦ adapted keyboards and computer software.

Many reasonable adjustments are inexpensive and will often involve a change in practice rather than the provision of expensive pieces of equipment.

The reasonable adjustments duty is triggered only where there is a need to avoid 'substantial disadvantage'. Substantial is defined as being anything more than minor or trivial. Whether or not a disabled pupil is at a substantial disadvantage or not will depend on the individual situation and an assessment will be carried out by the team around the child.

Reasonable adjustments will be made by schools themselves and should ensure that pupils with particular needs are not disadvantaged in any area. Adjustments can be large or small, but even small adjustments can often make a big difference to pupils' ability to access the curriculum.

Plans to increase accessibility and to ease pupils' stress at times of examination should take account of SQA guidance and reasonable adjustments should be made to give access as widely as possible to National Examinations.

Where very specific technology is required to enable the pupil to engage successfully with the curriculum, equipment can be purchased, obtained via South Lanarkshire Council resources or through the direct link with CALL Scotland.

When children require specific equipment such as chairs, hoists and standing frames to benefit from education, this Council works with its colleagues in the allied health professions of the NHS. Physiotherapists and occupational therapists provide advice and arrange for the purchase of the necessary equipment, through the Equipu portal. This is done timeously in order that children and young people are not disadvantaged.

Clear guidance and support are provided for all practitioners through a range of documents to enable them to work collaboratively with a range of agencies and to enable all learners to engage with the curriculum e.g.

- Framework for Inclusion and Equality
- Dyslexia guidance for schools
- The Autism Toolbox
- LAC guidance
- GIRFEC
- Administration of Medicines within schools
- Policy on Inclusion and Equality
- Framework for Supporting Pupils with Severe and Profound Learning Needs
- Treat me Well (ant-bullying guidelines)
- Promoting Positive Relationships Understanding Distressed Behaviour Framework
- Counselling in schools
- Attachment Strategy

A wide range of professional learning opportunities are made available e.g.

- Autism Consultation training for all establishments delivered by Educational Psychologists
- Inclusion meetings
- ASN Base Heads professional meetings
- ASN Principal Teacher's professional meetings
- ASN ICT/Glow Coordinator meetings
- Training delivered by staff with specific expertise: Twilight sessions
- Wellbeing training
- Courses and learning opportunities sent to heads of establishments
- New Digital Learning Forum established, consisting of Head Teachers and Digital Leaders/ICTCs from ASN establishments, Inclusion QIO, Digital Education Officer and Education IT Project Manager

Each locality has a team of Specialist Support Teachers who provide high quality support for all learners in mainstream establishments who have additional support needs. Each team provides an expansive range of services and specialised resources promoting inclusion and equality and ensuring all learners maximise their attainment. These services may include:

- ♦ Consultation and collaboration to differentiate the curriculum.
- ♦ Advice for staff on completion of paperwork
- ♦ Direct one to one working with a learner
- ♦ Support for learners at key transitions
- ♦ Delivery of staff training
- ♦ Contribution to multi-agency working
- ♦ Completion or assessment for individual learners
- ♦ Specialised Group Work

South Lanarkshire Council has a number of specific programmes and initiatives to support specific groups to successfully engage with the curriculum. These include:

- ♦ The Gypsy/Traveler Education Programme which has been identified by the Scottish Government as highly successful.
- ♦ Refugee Resettlement Programme appropriately placing and supporting pupils and families from Syria and other conflict areas across the world.
- ♦ Supporting Armed Forces Children, which has been recognized by the Scottish Government as very good practice.

(3) Improve communication with children and young people who have a disability or additional support need in relation to the provision of information in appropriate alternative formats, taking account of any support need preferences expressed by them or their parents

It is important that information considers pupils' disabilities and the requests of parents/carers or pupils for a preferred format which takes account of home language spoken, cultural factors, reading difficulties etc. Schools have made good progress in providing information in alternative formats and the application of websites; internet, apps, text messaging and emails services have increased the range of opportunities for communication with all parents/carers, young people and children. This is further enhanced through regular reviews and meetings which are an integral part of the staged intervention process. Though access to IT/computer in the home is increasing, not all homes will have a computer. Good liaison is essential to ensure no-one is disadvantaged by lack of appropriate computer access, and alternatives should always be available.

For example, provision of Chromebooks and MiFi (internet connectivity) devices via the Scottish Government's Digital Inclusion fund has meant that nearly 6000 pupils, including learners with ASN, have been provided with a device and connectivity to access learning remotely/from home. Priority was given to ASN establishments and Bases for the allocation of touch-enabled Chromebooks.

The national Glow platform is used widely across SLC establishments by learners and staff but there is a recognition by Education Scotland's Glow team, that the rules governing the sharing of Glow credentials could result in children, with recognised additional support needs, being unjustly excluded from using the platforms and tools that were easily accessible by their peers. To retain parity and ensure provision of digital services are as inclusive as possible, a bespoke Glow Acceptable ASN User Agreement has been devised for use in SLC, if sanctioned by the learner's Head Teacher and protocols adhered to by the learner's parent/carer.

If requested, information can be made available in

- ♦ Braille,
- ♦ Audio tape,
- ♦ Digital
- ♦ or a range of other languages by contacting the Council's Communications team.

Many staff have undergone Makaton training and sign language training and when necessary sign language practitioners are used to help support parents/carers in education settings.

All ASN establishment and Senior Manager Pupil Support locality teams and the Educational Psychology Service have a Boardmaker Licence via a Tobi Dynavox account. ASN schools and bases have a number of student accounts. The use of Boardmaker supports children and young people to develop their communication and literacy skills, at their pace and supports them to be included and contributing to their learning.

As of September 2021, all SLC learners and staff have full access to TextHelp's Read & Write literacy support tool that increases fluency and confidence in reading and writing. Accessibility is a core plank of the product, helping students with additional support needs, literacy challenges and for whom English is a second language to engage with learning, particularly where that learning is communicated and experienced via a digital device and/or platform. R&W helps reduce inequality in educational outcomes and provides equity in terms of how all learners access the curriculum anytime, anywhere. Access to the toolbar is available on all SLC managed devices including Chromebooks, iPads, Windows desktops and laptops and can also be accessed by learners, free of charge, via their own device at home.

It is recognised that good use of ICT and digital platforms makes a significant difference in supporting learners with additional support needs.

South Lanarkshire Council's education establishment's benefit from an ICT managed service with a single supplier, RM Education, who has responsibility for delivering and supporting ICT across the estate. Effective partnership working exists between schools, SLC's Education IT team, SLC's Digital Education team and RM Education. And stronger links are being forged between these groups and SLC's Inclusion team and ASN establishments through the newly established Digital Learning Forum and bespoke ASN ICT/Glow Coordinator meetings.

Significant investment has been made across all sectors of education in relation to ICT

In addition, many establishments are making use of ICT equipment and platforms which supports disabled learners, this includes:

- ♦ Mobile touch technology
- ♦ Screen magnification
- ♦ Text to Speech Software
- ♦ Eye Gaze systems
- ♦ Augmented and Alternative Communication Devices (AAC)

- Chromebooks, including the use of these devices 'baked in' Accessibility Features
- iPads and relevant apps
- Boardmaker
- Read & Write (TextHelp)
- Immersive Reader (Microsoft)
- SchoolCloud (Video appointments for Parent/Carer consultations)
- Clicker
- Cloud platforms e.g. Google for Education and Microsoft Education tools accessed via GLOW

Schools are developing the concept of the communication champion to drive forward the use of digital equipment to provide children with methods of giving their views on how they are being educated and what they enjoy about school.

5. Membership of Planning Group 2022-2025

The membership of the planning group is detailed below

Ann Reid	Quality Improvement Officer – Inclusion Education Resources
Alex MacLeod	Inclusive Education Manager
David Hinshelwood	Support Services Manager – Education
Vance Sinclair	Partnership Development Manager Schools Modernisation
Sam March	Principal Educational Psychologist
Alan Russell	Senior Manager Pupil Support - Clydesdale
Garry Maguire	Quality Improvement Officer – CQIS
Andy Harvey	EIS
Margaret Gallagher	UNISON
Sandra Kelly	Specialist Support Teacher – Hamilton
Liz Coomber	Head Teacher – Victoria Park School
Dawn Simpson	Head Teacher – Loch Primary School
Abi Hilley	DHT Murray Primary School
Jen Graham	DHT Sanderson High School
James MacKay	DHT Hamilton Grammar School
Pamela Doherty	DHT Lesmahagow High School
Fraser Waugh	YFCL Area Co-ordinator East Kilbride
Anne Walker	Project Manager – IT Services
Frances Welsh	Business Systems Engineer – IT Services
Sandra Hay/ Sarah Hughes	Inclusive Education Service – Admin team

6. Consultation

Views and feedback were sought from children, young people and their parents/carers. The SLC Parent Council forum were also asked for their views.

To assist those young people with social and communication difficulties school staff will have sought views using a range of Augmentative and Assistive technology aids, including Makaton, and talking mats.

On-line consultations were published within the Education Resources Newsletter SWAY. This ensured that the draft Accessibility Strategy was available to a broad range of stakeholders for input and feedback. These included:

- ♦ Early Years staff
- ♦ Mainstream Primary school staff
- ♦ Mainstream Secondary school staff
- ♦ Special Primary school staff.
- ♦ Special secondary school staff
- ♦ Base staff in mainstream Primary
- ♦ Base staff in mainstream Secondary
- ♦ Support Services Staff
- ♦ Youth, Family and Community Learning
- ♦ Educational Psychologist
- ♦ Schools Modernisation staff
- ♦ Specialist Support Team staff

A number of schools across SLC were asked to facilitate focus groups to gather a range of views from children and young people.

A number of themes emerged, summarised below:-

- ♦ All respondents unanimously agreed that they welcome the focus by SLC to continue to improve access to the learning environment for all pupils.
- ♦ All respondents indicated that access to more quieter learning spaces within the school building and better outdoor space would be beneficial and improve access for all learners.
- ♦ Transition planning was a key theme that was consistently mentioned. For instance more transition meeting for parents, individual visits at quieter times in the school and the use of virtual wraparounds was particularly welcomed.
- ♦ Use of IT and AAC was a particular area where respondents felt that this would support pupils with both accessing the curriculum and ensuring that their voice was heard.

The action plan was subsequently updated for 2022-2025 to ensure that it reflected the outcome of the consultation.

South Lanarkshire Council
Accessibility Strategy 2022 – 2025
New and Continuing Action Plan

Duty 1 – Improve the physical environment of schools to increase the extent to which disabled pupils can take advantage of education and associated services

Outcome (What the improvements for children and young people will be)	Action(s) (What will we do)	Lead Person(s) (Who is responsible for implementation of tasks)	Success Indicator (How we will measure a successful outcome)	What next ?
Continue to audit premises and respond to the needs of individual children to allow them access to appropriate educational placements. To ensure adaptions are needs driven and make adaptions where required timeously.	Undertake an audit of each individual premise and identify actions required and budget implications. Develop a prioritised list to be able to progress projects within overall available budget**.**	David Hinshelwood Alex MacLeod Vance Sinclair	All children have access to education within South Lanarkshire Council. Disabled children receive education as close to their home as possible.	Continue to react to new pupils coming into establishments on an individual basis to ensure all accessibility needs are met. Complete audit of premises requirements for pupils and prepare capital funding proposals to the 2023/26 Council Capital Programme.
Identification and reduction of potential barriers to accessing learning through robust transition processes. This will facilitate timeous adaptations that may be required	Continue to work on a MA agency basis to ensure right support at the right time. Work towards consistently around transition planning across all localities Have at the heart of transition planning the Scottish Transitions Forum – Principles of Good Transition 3	Head of establishments following staged intervention planning to ensure support in place at key transition points Post school transition planning – Social Work – Child and Adult services and where applicable health services for pupils with complex medical needs	Children and young people experienced good and supportive transitions planning. Necessary adaptations are identified, planned and implemented in advance of child starting nursery or school	Continue to identify and plan for at pre-school stage pupils to ensure accessibility needs are met

Ensure that any planned new builds or extensions to existing educational establishments reflect the needs of disabled learners		David Hinshelwood Aisling Boyle Vance Sinclair	All children have access to education within South Lanarkshire Council. Disabled children receive education as close to their home as possible.	Continue to react to new pupils coming into establishments on an individual basis to ensure all accessibility needs are met
Duty 2– Increase the extent to which disabled pupils can participate in the curriculum				
Outcome (What the improvements for children and young people will be)	**Action(s)** (What will we do)	**Lead Person(s)** (Who is responsible for implementation of tasks	**Success Indicator** (How we will measure a successful outcome)	**What next** ?
Continue to provide opportunities for staff to improve their knowledge and understanding of strategies, supports and resources to support ASD pupils both in bases and mainstream environments.	Continue to support schools with adherence to Equality and Inclusion Framework guidance and Practice Ensure Inclusion Training Plan reflects current thinking and training opportunities to support learners with ASN Continue to invest in CPD opportunities for all staff to develop their skill knowledge and understanding	Inclusive Education Manager Head of Establishments Support Services Coordinators	National ASL review key themes implemented: Review of roles and remit of pupil support assistants complete and implemented. Development of clear specifications for how classroom teacher and pupil support assistant roles interact and complement each other completed and implemented. Standards of practice, learning pathways, career progression routes and remuneration in place and operational	Continue to support staff with their professional career development. Ensure they have the skills, knowledge and competency levels to support all children and young people with additional support needs.
Develop counselling services and associated framework to support pupils and to assist their ability to engage with learning	Liaise with counselling providers to ensure experienced and suitable counsellors are supporting in our ASN	Amanda Maguire QIO Sam March Principal Educational Psychologist	Submission of data twice yearly from counselling providers will be analysed overall and then specifically for each secondary school to	Continued close monitoring of service. Twice yearly CPD events for providers

	establishments liaise with Scot Govt to raise awareness of specialised support needed for counsellors supporting in our ASN establishments. Quality Assurance visits with link staff in schools to ensure counselling support is appropriate and is supporting young people. Work closely with counselling providers to identify and provide support (twice yearly event established) Develop access to counselling service through ASPIRE. Continue to raise awareness of the service through termly communications, school social media, at Inclusion events. Raise awareness of counselling service with colleagues in other agencies who support young people		identify areas for development within the school and/or wider authority. Individual analysis of each counselling provider to identify areas of good practice and areas for improvement. Analysis of information provided on questionnaires (pupils, parents and staff) Quality Assurance meetings with school link staff Meetings with groups of young people to discuss awareness of service, how to access it etc.	Further guidance/support for school staff, as and when required.

Undertake a comprehensive review of sensory services for children and young people over the period of this strategy.	Education Resources will review the provision of deaf education and education for visually impaired pupils from nursery through to senior phase of secondary education. This will involve the preparation of reports for Education Management Team outlining current national developments in best practice and statutory requirements of the services and setting out what will be necessary to take account of changes in culture, systems and practice to ensure that Education resources continues to provide excellent services for children with sensory impairments, allowing them to achieve their full potential.	Aisling Boyle, Inclusive Education Manager Alex MacLeod, QIO Lorna Kinsman, QIO		
Develop training and learning opportunities for staff to develop their skills in delivering the curriculum using technology.	Continue to develop the online resources available for staff to access via: SLC Staff Learning Centre (internal website) SLC Inclusion Glow tile	Inclusion digital lead to work with CQIS digital team.	Appropriate training available. Evaluations from training. Feedback from practitioners. Analysis of usage.	Regular review of resources and training available to ensure they are responsive to need. Continue to develop effective partnership working between the centre Team and ASN

	Continue to provide access to high quality online, including recorded, and face-to-face training, as appropriate, for all staff, including Support Assistants on the range of digital platforms, tools, devices and approaches to Learning, Teaching & Assessment to support learners with ASN	Inclusion digital lead to work with CQIS digital team. Centre: Inclusion Lead School: CLPL coordinator		establishments, Bases, ASN Coordinators, ICT/Glow Coordinators and Specialist Support Teams to ensure a robust ASN voice is reflected in SLC's Digital decision making, policies and strategies.
	Encourage sharing of effective practice, strategies and approaches within and across establishments.	QIO (Inclusion) QLO (CQIS) Establishment SLT	QIO/ QLO meetings SQR's	Sharing of effective practice opportunities identified and developed.
Develop training and learning opportunities for **families** to develop their skills in accessing the curriculum using technology	Continue to develop the online resources available for learners and families via the: SLC Remote Learning site (public-facing website)	Inclusion digital lead to work with CQIS digital team. Centre: Inclusion Lead School: CLPL coordinator	Appropriate resources available. Evaluations. Feedback from learners and families. Analysis of usage.	Develop and deliver, in conjunction with external partners: webinars to support parents/carers to help their children make more effective use of digital tools, platforms and devices to enhance their learning. bespoke online, and face-to-face workshops, where appropriate, for parents/carers to support the use of digital tools, platforms

				and devices to access learning. Continue to develop effective partnership working with learners with ASN's and their families to ensure their voice is reflected in SLC's Digital decision making, policies and strategies.
Duty 3 – Improve communication with disabled pupils taking account of any preferences expressed by them or their parents				
Outcome (What the improvements for children and young people will be)	**Action(s)** (What will we do)	**Lead Person(s)** (Who is responsible for implementation of tasks)	**Success Indicator** (How we will measure a successful outcome)	**What next** ?
Continue to develop the range of formats that information is made available to pupils and parents	Ensure that receiving information is not a barrier by making it available in a range of format eg Braille and other languages Continue to develop the use of Boardmaker and other AAC in schools In line with How Good Is Our School schools will focus on developing total communication environments and AAC will be a key action within development plans	Head of Establishments		

In response to the national ASL review we will establish a parental reference group to promote better partnership working, support and promote positive relationships, communication and co-operation.	Establish parental reference group Draft up terms of reference	Aisling Boyle Inclusive Education Manager Alex MacLeod Inclusion Officer w	Parental reference group established and operational. Terms of reference agreed and programme of discussion and actions ongoing. Ongoing parental engagement leading to positive change. Positive feedback following evaluation from parents and carers.	
Extend use of GLOW platform	Continue to promote the use of the bespoke ASN User Agreement to ensure all learners have access to Glow Continue to promote the tools available via Glow such as Google & Microsoft apps, including accessibility features and support appropriately, ie: Learners – supported by teachers, support staff to use the tools effectively Staff – supported by ongoing training and	CQIS Digital Team (KM) & ASN ICTC	Effective use of Agreement within ASN settings – audit used to monitor usage Staff attendance at training sessions Pre-learning evaluations used to benchmark knowledge/skills; post-session evaluations to measure change.	Regular review of evaluations and audit to ensure actions are responsive to need. Continue to develop effective partnership working with learners with ASN's and their families to ensure their voice is reflected in SLC's Digital decision making, policies and strategies.

	access to recorded resources and materials Parents/carers – supported by webinars and bespoke in-person workshops			
Encourage schools to use SchoolCloud as an alternative to in school parents evening	Continue to provide support to setup account Continue to provide offer of bespoke support if required Provide access to 'use cases' to highlight good practice and positive feedback from establishments currently using the system	CQIS Digital Team (KM) & HT/DHT/ICTC	Increased uptake of system within ASN settings Provision of training sessions (if requested) Feedback from parents/carers/staff/learners	Regular review of evaluations to ensure actions are responsive to need.