



Council Offices, Almada Street
Hamilton, ML3 0AA

Tuesday, 06 June 2023

Dear Councillor

Equal Opportunities Forum

The Members listed below are requested to attend a meeting of the above Forum to be held as follows:-

Date: Wednesday, 14 June 2023
Time: 14:00
Venue: Hybrid - Committee Room 1, Council Offices, Almada Street, Hamilton, ML3 0AA

The business to be considered at the meeting is listed overleaf.

Yours sincerely

Cleland Sneddon
Chief Executive

Members

Mo Razzaq (Chair), Mark McGeever (Depute Chair), Janine Calikes, Ross Clark, Poppy Corbett, Grant Ferguson, Monique McAdams, Kirsten Robb, Bert Thomson

Substitutes

Mathew Buchanan, Gavin Keatt, Richard Lockhart, Katy Loudon, Carol Nugent, Norman Rae

BUSINESS

1 Declaration of Interests

2 Minutes of Previous Meeting

3 - 6

Minutes of the Equal Opportunities Forum held on 29 March 2023 submitted for approval as a correct record. (Copy attached)

Item(s) for Consideration

3 Strathaven Learning Community: Thriving Together. An Anti-Racism Education Project

Presentation by pupils from Strathaven Academy

4 Annual Report on Mainstreaming Equalities and Diversity - Education Resources 7 - 18

Report dated 24 May 2023 by the Executive Director (Education Resources). (Copy attached)

5 Implementation of British Sign Language (BSL) across Education Resources 19 - 24

Report dated 23 May 2023 by the Executive Director (Education Resources). (Copy attached)

Urgent Business

6 Urgent Business

Any other items of business which the Chair decides are urgent.

For further information, please contact:-

Clerk Name:	Elizabeth-Anne McGonigle
Clerk Telephone:	07385403101
Clerk Email:	elizabeth-anne.mcgonigle@southlanarkshire.gov.uk

EQUAL OPPORTUNITIES FORUM

2

Minutes of meeting held via Confero and in the Council Chamber, Council Offices, Almada Street, Hamilton on 29 March 2023

Chair:

Councillor Mo Razzaq

Councillors Present:

Councillor Ross Clark, Councillor Poppy Corbett, Councillor Grant Ferguson, Councillor Mark McGeever (Depute), Councillor Kirsten Robb, Councillor Bert Thomson

Councillors' Apologies:

Councillor Janine Calikes, Councillor Monique McAdams, Councillor Dr Ali Salamati

Councillor Also Present:

Councillor Richard Lockhart

Attending:

Community and Enterprise Resources

A Brown, Head of Enterprise and Sustainable Development; G Forrest, Support Team Leader; S Laird, Engineering Manager – Transportation Engineering

Finance and Corporate Resources

A Bell, Team Leader, Consultation, Organisational Development and Equality; K McLeod, Administration Assistant; E-A McGonigle, Administration Officer; K McVeigh, Head of Personnel Services

Also Attending:

M Kennedy, NASUWT; K Wallace, Unite the Union

1 Declaration of Interests

No interests were declared.

2 Minutes of Previous Meeting

The minutes of the meeting of the Equal Opportunities Forum held on 30 November 2022 were submitted for approval as a correct record.

The Forum decided: that the minutes be approved as a correct record.

3 Annual Report on Mainstreaming Equalities and Diversity – Community and Enterprise Resources

A report dated 14 March 2023 by the Executive Director (Community and Enterprise Resources) was submitted on work being undertaken by Community and Enterprise Resources to meet the commitments of the Council's Equal Opportunities Policy and related statutory duties.

The Council had published its "Mainstreaming equalities progress report 2019 to 2021" and "Mainstreaming equalities report 2021 to 2025" in April 2021. The new Equality Outcomes set for 2021 to 2025 would focus on actions to produce results intended to achieve specific and identifiable improvements in people's life chances. The Resource would lead on Equality Outcome 2:-

- ◆ ‘Older people, those from vulnerable groups and individuals who live alone are protected from scams and nuisance calls and their wellbeing is improved through increased awareness and preventative action’

This Outcome would be progressed by Environmental Services’ Consumer and Trading Standards Services and details were attached at Appendix 1 (items 8 and 9) to the report.

The Resource continued to build on progress and remained committed to embedding equalities across all aspects of service provision. The equality activity of the Resource was aligned to, and reported against, the following 6 Council plan “Connect” outcomes:-

- ◆ caring, connected, sustainable communities
- ◆ inspiring learners, transforming learning, strengthening partnerships
- ◆ people live the healthiest lives possible
- ◆ our children and young people thrive
- ◆ good quality, suitable and sustainable places to live
- ◆ thriving business, fair jobs and vibrant town centres

Progress of activity and details of the differences each had made was detailed at Appendix 1 to the report.

The report detailed strategic and operational activities that had been undertaken or planned by the Resource in relation to the following:-

- ◆ the Comfort Scheme Pilot in Lanark
- ◆ the Open Space Strategy (OSS)
- ◆ employment and training
 - ◆ recruitment
 - ◆ training and development
 - ◆ supporting employees
- ◆ access to information
- ◆ consultation, involvement and engagement

Community and Enterprise Resources had an in-house Equal Opportunities Working Group and the Chair of that Group participated in the Council’s Equality and Diversity Working Group. Over the course of 2022, the Resource carried out 2 Equality Impact Assessments (EQIAs), as detailed in paragraph 4.2 of the report.

Details were provided on next steps and priorities for the Resource over the next year which included:-

- ◆ continuing to promote and facilitate equality in all areas of service delivery
- ◆ ensuring effective input to the Corporate Equality Outcomes
- ◆ continuing to implement the process of equality impact assessment across all new and revised policy areas
- ◆ continuing the commitment to staff training and development in relation to equality and diversity issues
- ◆ continuing the project management and delivery of projects assisting in providing improved facilities for disabled people and ensuring compliance with Equality Act Legislation

Officers responded to members’ questions on various aspects of the report and, where information was not immediately available, undertook to provide this to the relevant members.

The Forum decided: that the report be noted.

[Reference: Minutes of 15 September 2021 (Paragraph 5)]

4 Transport Network Accessibility

S Laird, Engineering Manager, Community and Enterprise Resources gave a presentation on transport network accessibility.

Officers in Roads, Transportation and Fleet Services considered numerous design documents when creating and maintaining an accessible transport network. Those documents included:-

- ◆ Design Manual for Roads and Bridges
- ◆ Cycling by Design
- ◆ Inclusive Mobility: A Guide to Best Practice on Access to Pedestrian and Transport Infrastructure

Many of the documents had been produced by regulatory bodies, such as the Department for Transport, and publication had followed significant investigations and assessments so that the accessibility needs of all people were met in accordance with the Equality Act 2010.

The presentation provided detailed information on the following areas:-

- ◆ footways, footpaths and pedestrian crossing facilities
- ◆ tactile paving surfaces
- ◆ cycle facilities accessible to all
- ◆ bus stops
- ◆ traffic signal controlled junctions/pedestrian crossings

The measures described had been implemented in projects over several years and improvements had been made to the accessibility of the transport network to disabled people. Public engagement exercises provided opportunities to identify network issues and also allowed for opportunities to comment on concept and detailed designs. Accessibility features and measures remained an integral part of the design process for all new projects.

Having responded to members' questions, S Laird was thanked for his informative presentation.

The Forum decided: that the presentation be noted.

In terms of Standing Order No 14, the meeting was adjourned at 2.58pm and reconvened at 3.03pm

5 British Sign Language Update

A verbal update by A Bell, Team Leader, Consultation, Organisational Development and Equality (Finance and Corporate Resources) was given on British Sign Language (BSL) in response to a matter raised at the previous meeting of the Forum.

A meeting had taken place with Education Resources which had highlighted that:-

- ◆ Calderside Academy currently offered a BSL qualification to Deaf and additional support needs (ASN) pupils and that:-
 - ◆ this qualification would be made available as part of the curriculum choice for all pupils in 2024
 - ◆ a 6 week taster course was also being provided to S1 and S2 pupils
- ◆ Hamilton School for the Deaf offered classes for parents and friends of Deaf pupils
- ◆ there was a commitment to extend the opportunity for primary school pupils to learn BSL and there would be learning from the Calderside Academy delivery of the Vocational Qualification (VQ) with a view to extending that

- ◆ Education Resources would bring a report to the Forum meeting on 14 June 2023 outlining what was happening in schools in relation to BSL

In terms of the workforce, the Council offered BSL, as a personal development choice, to employees interested in an accredited course. This included Modern Apprenticeships and there had been a recent taster session involving 12 modern apprentices.

The Team Leader, Consultation, Organisational Development and Equality responded to members' questions in relation to the following:-

- ◆ whether it would be possible to extend the offer of BSL training to elected members
- ◆ the current arrangements in Registration Services for the Deaf community
- ◆ the type of accreditation offered by the Council and progression opportunities for those members of staff who had completed accredited courses
- ◆ the use of technology, such as speech to text

A Bell was thanked for her informative update.

The Forum decided:

- (1) that the verbal update be noted; and
- (2) that all elected members be contacted to establish if there would be an interest in either a taster or accredited course in BSL.

In terms of Standing Order No 14, the meeting was adjourned at 3.11pm and reconvened at 3.16pm

6 Urgent Business

There were no items of urgent business.

Report to:	Equal Opportunities Forum
Date of Meeting:	14 June 2023
Report by:	Executive Director (Education Resources)

Subject:	Annual Report on Mainstreaming Equalities and Diversity – Education Resources
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ update the Equal Opportunities Forum of the strategic and operational work being undertaken and planned by Education Resources to meet the commitments within the “Mainstreaming Equalities Progress report 2019 to 2021 and Mainstreaming Equalities Report 2021 to 2025”

2. Recommendation(s)

2.1. The Forum is asked to approve the following recommendation:-

- (1) that the work being undertaken by Education Resources in terms of mainstreaming equalities be noted.

3. Background

3.1. In April 2021, the Council published its “Mainstreaming Equalities Report 2021 to 2025”. There are 5 Equality Outcomes set for 2021 to 2025 with a focus on actions to produce results intended to achieve specific and identifiable improvements in people’s life chances. The 5 outcomes are:-

- ◆ Equality Outcome 1: Increase the number of people from minority ethnic backgrounds employed in the South Lanarkshire Council workforce to reflect the diversity of the South Lanarkshire population.
- ◆ Equality Outcome 2: Older people, those from vulnerable groups and individuals who live alone are protected from scams and nuisance calls and their wellbeing is improved through increased awareness and preventative action.
- ◆ Equality Outcome 3: ‘Counselling through schools’ service is accessible for all children/young people aged 10 and over.
- ◆ Equality Outcome 4: Prevent homelessness occurring and significantly reduce homelessness.
- ◆ Equality Outcome 5: Increase the number of affordable homes for rent.

Education Resources leads on Equality Outcome Three. This outcome is being progressed by the Education Psychological Service and a Quality Improvement Officer (Inclusive Education Service) and is attached as Appendix 1.

3.2. Education Resources continues to build on progress and remains committed to embedding Equalities work across all aspects of service provision. A Quality

Improvement Officer (Inclusive Education Service) contributes to the Corporate Equality and Diversity Working Group.

The progress and impact of activities undertaken is attached as Appendix 2.

- 3.3. Education Resources operates inclusive practice as detailed in the 'Framework for Inclusion and Equality' which brings together the key areas of practice of schools, establishments, and education services in delivering an inclusive service. It provides information on the policy and principles underpinning our inclusive approach and contains over 30 practice guides on a range of aspects of inclusive practice. Work has begun this year on updating this framework to take account of the most recent local and National Policies and a refreshed framework is scheduled to be completed during session 2023/2024.

4. Equality Impact Assessments

- 4.1. Equality Impact Assessments (EQIAs) assess the impact of new or revised policies practices or services against the requirements of the public sector equalities duty and help ensure the needs of service users are taken into account during their development and implementation.
- 4.2. This year the service has carried out 9 EQIAs.
- 4.3. The Resource follows corporate guidance for carrying out EQIAs. Training for new users of the EQIA system is being arranged and refresher training is also being provided as requested by Services.

5. Education Resources Developments

5.1. Race equality and Anti-Racist Education

The Scottish Government established an Anti-Racism in Education programme in response to the level of correspondence received by the First Minister in relation to the Black Lives Matter Movement and one of the recommendations of the Covid 19 Ethnicity Expert Group, seeking to include the teaching of Black History in the curriculum.

A Programme Board was set up with 4 workstreams:-

- ◆ Curriculum Reform
- ◆ Recording and reporting racist incidents
- ◆ Diversity in the teaching profession and Education Workforce
- ◆ Education leadership and professional learning

- 5.1.1. In March 2023, an Introduction to Race Equality was delivered to all South Lanarkshire Headteachers by an external presenter who was previously a lead inspector for HMIE and now works as a consultant for the Scottish Government. This covered local and national developments, curricular developments, and findings from a local authority investigation into racist incidents within educational establishments.
- 5.1.2. Following this, a Steering Group has been set up with two main tasks: refreshing South Lanarkshire guidelines on recording and reporting racist incidents and producing guidelines for schools on decolonising the curriculum. Further support sessions will be offered to schools following the First Minister's June launch of the Anti-Racist Principles in Education document.

- 5.1.3. To ensure this work is embedded at all levels within our establishments, the induction programme for probationer teachers will include input on anti-racist education from West of Scotland Development Education Centre (WOSDEC) Global Citizenship.
- 5.2. Supporting LGBT young people in School**
- 5.2.1. In March 2023, LGBT Youth Scotland published their education report: Life In Scotland 2023, which is based on information gathered from over 1200 young people. The report states that only 48% of young people who participated feel supported as an LGBT person in education and just 21% reported seeing LGBT representation in lessons within their educational setting.
- 5.2.2. In response to this, an LGBT Inclusive Education Showcase will be delivered in the session 2023/2024 by the Tie (Time For Inclusive Education) Charity. All schools will receive an invitation for one member of staff to attend.
- 5.2.3. LGBT Youth Scotland delivered training to representatives from ten schools and a representative from the Education Psychological Service also attended. The Inclusive Education Service supported Strathaven Academy to begin working towards the bronze LGBT Charter Award. Two schools have achieved their Silver Charter award; Lesmahagow High School and Duncanrig Secondary School and 4 schools have achieved or are working towards their bronze award.
- 5.3. Supporting children and young people with disability and autism**
- 5.3.1. All additional support needs (ASN) bases and standalone schools have a focus on developing pupil voice. Each establishment has an AAC (alternative and augmentative communication) resource pack which includes a range of low-tech and high-tech devices.
- 5.3.2. There is a joint project underway as part of the Children affected by Disability Strategy Group. Twelve schools are participating with representatives from across the Primary and Secondary Additional Support Needs sector. The project is focused on gaining the views of a range of pupils, some of whom will use AAC, around the services they would like in terms of Sports and Recreation, Respite Care and facilities for clubs and holiday activities.
- 5.3.3. In October 2022, all ASN Bases and schools received additional funding to purchase sensory/therapeutic curriculum resources to support them in building capacity to meet the developing needs of children and young people. This spend will be monitored and evaluated by end of session 2022/2023.
- 5.3.4. In November 2022, a Sharing Good Practice Event took place in Sanderson High School. There were several workshops and Allied Health Professionals from the Speech and Language and Occupational Health Services present to raise awareness in relation to resources/strategies that can be used to develop AAC. Following this event, a new SLC AAC Network has been established. This is aimed at supporting practitioners to share good practice more widely across the authority. The event will be repeated during session 2023/2024 for mainstream school staff.
- 5.4. Accessibility Strategy**
- 5.4.1. The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002 places a legal requirement for education authorities to prepare and implement an accessibility strategy for all the schools for which they are responsible. This must detail strategies to improve pupil access to curriculum, access to physical environment of schools and improve communication with pupils with disabilities.

- 5.4.2. The Accessibility Strategy 2022 to 2025 has been approved by Education Resources Committee and will be implemented and monitored. This outlines South Lanarkshire Council's plans to deliver inclusive and quality education service to all pupils. Consultation exercises for pupils and staff, parents and carers took place. The pupil consultation was designed using Boardmaker symbols to ensure it was as widely accessible to pupils as possible.
- 5.4.3. All ASN schools have access to Boardmaker, a software programme which contains over 40,00 picture communication symbols to allow schools to create individualised content to support pupils with communication needs.
- 5.4.4. Since 2021 all SLC learners and staff have full access to text helps Read and Write Literacy Support Tool. Access to toolbar is available on all SLC managed devices including Chromebooks iPads, windows desktop, and laptops and can also be accessed by learners, free of charge, via their own device at home.
- 5.4.5. A well-established process is in place for schools to request physical adaptations to buildings where necessary, to ensure schools are physically accessible and meet learner's needs. During session 2022/2023, a number of projects were undertaken at a cost of £700,000.

5.5. Deaf Education and British Sign Language (BSL)

- 5.5.1. Please see separate report.

5.6. Next steps and priorities

- 5.6.1. During the next academic year, Education Resources will continue to work to embed equalities work across establishments. In order to achieve this aim:-
- ◆ An Equalities web resource will be available by August 2023 with resources, advice, and guidance for schools.
 - ◆ Hamilton Grammar school and Mount Cameron Primary will continue to pilot pupil Equality Ambassadors groups and working with the Inclusive Education Service to develop training materials for primary and secondary pupils.
 - ◆ We will work to ensure that all schools record incidents of bullying on the SEEMIS Bullying and Equalities Module which enables recording and monitoring of prejudice based bullying.
 - ◆ We will continue to progress work on anti-racist education, including the development of curricular guidelines for schools.
 - ◆ We will continue to build capacity in schools to enable staff to work effectively with pupils who have complex additional support needs. A new support pack will be piloted to assist teaching and support staff in developing their practice.
 - ◆ We will continue our commitment to staff training and development in relation to equality and diversity related issues.

6. Employee Implications

- 6.1. Mainstreaming equalities are met from within existing employee resources.

7. Financial Implications

- 7.1. There are no financial implications arising from this report.

8. Climate Change, Sustainability and Environmental Implications

- 8.1. There are no climate change or environmental implications as a result of this report.

9. Other Implications

- 9.1. There is a risk to the Council if the Resource does not comply with the relevant equalities duty and legislation.

10. Equality Impact Assessment and Consultation Arrangements

- 10.1. This report does not introduce a new policy, function or strategy or recommend a change to an existing policy and, therefore, there is no requirement for an impact assessment to be carried out.
- 10.2. There was no requirement to undertake consultation in terms of the content of this report.

Tony McDaid
Executive Director (Education Resources)

24 May 2023

Link(s) to Council Values/Priorities/Outcomes

Values

- ◆ Focused on people and their needs
- ◆ Working with and respecting others
- ◆ Accountable, effective, efficient, and transparent
- ◆ Ambitious, self-aware, and improving
- ◆ Fair, open and sustainable
- ◆ Excellent employer

Priorities

- ◆ We will work to put people first and reduce inequality
- ◆ We will work towards a sustainable future in sustainable places
- ◆ We will work to recover, progress, and improve

Outcomes

- ◆ Our children and young people thrive
- ◆ Good quality, suitable and sustainable places to live
- ◆ Thriving business, fair jobs and vibrant town centres
- ◆ Caring, connected, sustainable communities
- ◆ People live the healthiest lives possible
- ◆ Inspiring learners, transforming learning, strengthening partnerships

Previous References

- ◆ Equal Opportunities Forum – 24 November 2021

List of Background Papers

- ◆ South Lanarkshire Working For You: Mainstreaming Equalities Progress Report 2019 to 2021 and Mainstreaming Equalities Report 2021 to 2025

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

Anne Donaldson, Head of Education (Inclusion Services)

Ext:- 4452 (Tel: 01698 454452)

E-mail:- anne.donaldson@southlanarkshire.gov.uk

<p>Actions to achieve (1): Counselling through Schools service set up in schools</p> <p>School staff are informed and supported to set up a Counselling through Schools service within their establishments.</p>	<p>All secondary schools have a Counselling through Schools service. Primary Schools, working in their Learning Community, have access to counselling services, when required.</p> <p>Schools are supported by Inclusion Officer/Educational Psychologist for any queries/support required.</p>
<p>Actions to achieve (2): Access to experienced counselling providers</p> <p>All schools have access to a variety of experienced counselling providers who operate safely and effectively Recruitment techniques, including sifting and interviewing.</p>	<p>Schools can access counsellors from 10 counselling providers, who have been rigorously assessed and evaluated by Inclusion Officer and Educational Psychologists.</p>
<p>Actions to achieve (3): Awareness of the Counselling through Schools service</p> <p>All children/young people aged 10 + in primary, secondary and ASN establishments are aware of, and know how to access, the Counselling through Schools service.</p> <p>Staff and parents/carers are aware of the service and know how to refer a child/young person.</p>	<p>All schools were issued with guidance and encouraged to raise awareness of the counselling support.</p> <p>Information is shared on school websites/social media, within personal, social, health and economic (PSHE) classes, parent meetings, pupil meetings, Educational Psychologist social media, school events, head teacher (HT) conferences.</p> <p>Multi-agency guidance was created regarding counselling supports for children and young people and shared with colleagues across education, health, social work, police.</p>

<p>Actions to achieve (4): Children and young people are supported Children and young people are supported by the counselling service and feel that it has had a positive impact on their wellbeing.</p>	<p>Feedback from children and young people , school staff, counsellors and parents indicates that the support is having a positive impact . Feedback from pupils highlights how they feel 'safe' and 'listened to'. Recent data highlights that the majority of pupils feel that counselling has improved their general mental health and wellbeing and that they feel better/happier.</p>
<p>Actions to achieve (5): Partnership working Work in partnership to further develop the service to ensure accessibility for all young people, with a particular focus on protected groups.</p>	<p>Secondary additional support needs (ASN) schools and supported bases have a budget to access counselling. Young people attending Aspire have a route to refer to counselling. Referral information shared with Social Work and Health colleagues.</p>

Examples of Good Practice in Education Resources for Equalities Forum June 2023

<p>Anti-Racist Education</p>	<p>Strathaven Learning Community The Learning Community used a Grant from the Scottish Library and Information Council to fund an anti-racist education project. All P7 classes and 1 S1 Class studied the novel Planet Omar which focuses on the racism experienced by the main character. All the pupils came together on May 16 2023 to participate in a series of workshops and share their learning. This event was attended by representatives from Education Scotland.</p> <p>Impact will be measured through monitoring racist incidents and evaluating pupil knowledge and attitude. The Schools in the Strathaven Learning community are keen to use this as a springboard for embedding Equalities Work into their everyday Practice.</p>
<p>English as an Additional Language (EAL) Team</p>	<p>This term the Cambuslang/Rutherglen Specialist Support Team piloted a targeted group for English as an Additional Language (EAL) and refugee learners who have been exposed to the trauma of fleeing war.</p> <p>The programme aims to be of benefit to language development and a therapeutic process. The team have further developed their Forest School programme by undergoing further training to support the children and young people to complete their Junior Forester Award. This award gives the learners insight into a career in Forestry, as well as practical woodland management skills.</p> <p>For the last session the children invited their parents/carers to the site to share their new skills and knowledge and celebrate their achievement.</p> <p>During session 2022/2023, 79 Ukrainian refugees have been directly supported in South Lanarkshire Schools by the EAL team.</p>

Mental Health and Wellbeing Support	<p>Let's Connect Project with SAMH.</p> <p>A 2 year mental health capacity building project in partnership with SLC, through the Community Mental Health Funding which aims to build the mental health knowledge and skills of young people, parents/carers and school community staff across South Lanarkshire. It involves mental health workshops, information sessions, resources. They will also roll out a Peer Supporter Programme which will recruit, train and support young people to become mental health peer supporters and support schools to embed this.</p>
AAC (Alternative and augmentative communication)	<p>Greenburn school continues to develop the use of innovative practice in removing barriers to communication and using technology to help young people participate fully in the life of the school. They are presenting at this year's National CALL Scotland conference. They are beginning a pilot using Virtual Reality technology to broaden experiences for the pupils. For example, a child in a wheelchair may experience walking up a hill for the first time. Their excellent practice in the field of complex needs has been recognised nationally by making it to the final of the Scottish education Awards in the making a difference category.</p>
Poverty Related Attainment Gap	<p>Use of Strategic Equity Fund to close the poverty related attainment gap. This funding was previously the Scottish Attainment challenge Fund and is now split between all 32 local authorities.</p> <p>School attendance rates are causing concern nationally One test of change pilot currently underway in SLC aims to close the poverty related attendance gap This involves 11 primary and 5 secondary schools in a project using quality improvement methodology. The Aim is to collectively close the gap by 0.2 percentage points by June 2023 and involves working with targeted group of learners and providing resources and training for staff and will lead to refreshed procedures for monitoring and tracking attendance being issued to schools.</p>
Cost of the School Day	<p>Work is on-going around the Cost of the School Day Measures designed to identify and reduce financial pressures on families with children in school. All schools will have a policy document available on school websites by June 2023.</p> <p>Some examples of work taking place:-</p> <ul style="list-style-type: none"> • Arrangements with Greggs to provide breakfast supplies

	<ul style="list-style-type: none">• Pupils can access stationery, toiletries, sanitary products, reusable water bottles, tights and socks• Free school uniform available in local charity shop so parents don't have to contact schools directly• Support applying for free bus passes• Winter jackets provided for families in need• Flexible arrangements in paying for residential trips.
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Report

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Report to:	Equal Opportunities Forum
Date of Meeting:	14 June 2023
Report by:	Executive Director (Education Resources)

Subject:	Implementation of British Sign Language (BSL) across Education Resources
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ update the Equal Opportunities Forum of the current work being undertaken and planned by Education Resources to contribute towards the long-term goals within the Shared British Sign Language Plan for Lanarkshire 2018 to 2024.

2. Recommendation(s)

2.1. The Forum is asked to approve the following recommendation(s):-

- (1) that the work being undertaken by Education Resources in terms of support for British Sign Language (BSL) be noted.

3. Background

3.1. South Lanarkshire Council currently offers provision for Deaf Education in Hamilton School for the Deaf (primary) and Calderside Academy (secondary). The work of both schools can be set within the framework of identified long-term goals in the BSL Plan for Lanarkshire 2018 to 2024 as follows:-

- ◆ offer D/deaf and Deafblind children and their families the right information and support at the right time to engage with BSL
- ◆ support children and young people to:-
 - reach their full potential at every stage of their learning
 - offer parents who use BSL the same opportunities as other parents to be fully involved in their children's education
 - enable more pupils to learn BSL at school
- ◆ support BSL users to develop skills for work and to progress in their chosen career
- ◆ enable BSL users to take part in culture and the arts as participants, audience members and professionals and they too can share their culture

4. Offer D/deaf and Deafblind children and their families the right information and support at the right time to engage with BSL

4.1. In Hamilton School for the Deaf, families who choose BSL as a mode of communication for their child are given information on how to access BSL support e.g. National Deaf Children's Society (NDCS) Family Sign Language or free BSL classes run in Hamilton School for the Deaf. During times of transition, staff work collegially with families and ensure BSL interpreters are present.

- 4.2. The school also provides access to BSL Tutor for free BSL classes for pupils, staff, parents and other professionals.
- 4.3. At Calderside Academy, parents can access Parent Information Events and activities like the school show through Teacher of the Deaf or Interpreter support.
- 4.4. School policies are being produced in BSL. The Communication Policy is publicly available in the School Handbook.
- 4.5. Transition planning begins when pupils are in P6. Staff produce a transition video in BSL for P6/7 pupils in the form of a tour of the school. Google Classrooms are created for the pupils so that they and their families can communicate with teaching staff via virtual 'meets' and ask any questions or raise relevant issues.

5. Support children and young people to reach their full potential at every stage of their learning

- 5.1. Calderside Academy currently supports three Deaf/BSL pupils and 8 outreach pupils. They are supported by five fully qualified Teachers of the Deaf. One teacher is deaf and is an inspirational role model to everyone at Calderside Academy and the extended community.
- 5.2. Pupils receive full time support with full access to the curriculum in BSL and have access to all elements of school life including accessing lunchtime clubs, after school clubs, supported study and participation in the school show.
- 5.3. In Calderside Academy, all fully qualified Teachers of the Deaf and the Communication Support Worker have achieved Level 6 BSL. This ensures that Deaf/BSL users can access every lesson.
- 5.4. In 2022, Calderside Academy became an approved centre to deliver SQA BSL SCQF Levels 3 to 6. This was a very proud achievement. Pupils develop their BSL skills and also examine deaf identify, culture and history.
- 5.5. In Hamilton School for the Deaf, all teaching staff have a BSL qualification. The school also employs a specialist early years practitioner with a BSL qualification. A BSL tutor upskills staff across the campus, including support staff and those who work in the office. The aim of the school is that all staff upskill to BSL Level 6.

6. Supporting parents who use BSL by offering the same opportunities as other parents to be fully involved in their children's education.

- 6.1. In Hamilton School for the Deaf, the school website delivers information in BSL giving families who are BSL users, equal access to information about the school.
- 6.2. British Sign Language Interpreters are booked for every meeting with BSL families to ensure information and strategies of support are shared in their preferred mode of communication. All written reports are translated into British Sign Language by an Interpreter and given to parents. This is then followed up by a Parent/Teacher meeting.

7. Enabling more pupils to learn BSL at school

- 7.1. Hamilton School for the Deaf is located on shared campus with Glenlee Primary School and Nursery. British Sign Language is respected and visible across the main campus. The Headteacher at Hamilton School for the Deaf works in close relationship with Glenlee Primary School Senior Leadership Team to ensure BSL is present at all assemblies, whole school gatherings, community events etc. Pupils and staff in

Glenlee Primary School are taught BSL through 'BSL Signs of the Week' and the children sign/sing songs together.

- 7.2. The school promotes BSL in the local community through the annual Christmas Sign-a-long event which takes place in local supermarkets. QR Codes are used to share and promote BSL and provide the public with more information on BSL.
- 7.3. Learners and staff ensure Deaf Awareness is delivered to each class in Glenlee Nursery and Primary School to support effective inclusion.
- 7.4. The school has a British Sign Language co-ordinator, who shares resources and ideas on ways to promote BSL with those who are interested in learning more and is responsible for promoting BSL across the campus. This work includes the production of videos.
- 7.5. Calderside Academy has a 3 year plan (2022 to 2024) to roll out BSL to the whole school:-

Year 1: deliver SQA Level 4 to senior Deaf pupils – achieved May 2022.

Year 2: deliver SQA Level qualification to hearing pupils with additional support needs. Pupils are currently on track to achieve Level 3 BSL.

Year 3: BSL will become a subject option for all Calderside Academy pupils from S3-S6 and will be available on the option form. The outcome of collaborative working between the Depute Head Teacher who has responsibility for timetabling and Faculty Head of Languages, aims to ensure that all S1 and S2 pupils will have a 6-week block of BSL in their timetable from August 2023.

- 7.6. Further BSL developments within the school include offering lunchtime BSL classes to all school staff. Lunchtime classes for pupils are also available. Previously, senior pupils have delivered these classes as part of their SQA Personal Development Award.
- 7.7. A 6-week block of BSL is offered to Senior Phase pupils. This opportunity is normally accepted by pupils who plan a career in Medicine and equips them with skills and basic knowledge of how to communicate with Deaf people. Pupils further develop their BSL awareness through 'Friday Points Assemblies'.

8. Support BSL users to develop skill for work and progress in their chosen career.

- 8.1. Transition meetings take place in the final year of school to identify an appropriate career pathway for the pupil and to ensure a multi -agency team of support.
- 8.2. Deaf/Hearing Impaired pupils have a specialist Skills Development Scotland (SDS) worker who will examine potential routes for the pupil and the supports which that would be available. At this point, information will be shared about the pupil's needs and communication methods so that this support can be replicated wherever the pupil goes. Support will be provided by the Teachers of the Deaf and SDS worker to make applications and prepare for interviews.
- 8.3. Within the Deaf Education Base, training is also offered on booking an interpreter, learning about Access to Work, Deaf Rights and support within the Deaf Community e.g. Lanarkshire Deaf Club. Senior pupils attend British Deaf Association (BDA) workshops on Children's Rights and access Education Scotland information webinars.

- 9. Enable BSL users to take part in culture and the arts as participants, audience members and professionals and they too can share their culture.**
- 9.1. In Hamilton school for the Deaf, native BSL users deliver drama lessons. The school works in partnership with Solar Bear Theatre Company who deliver taster sessions and welcome BSL users into their company.
- 9.2. Last session, learners worked in collaboration with CBeebies on the JoJo Gnome's Story Podcast. The fantastic programme was put together over 2 days and in preparation for Deaf Awareness Week last year. There is also a BSL signed version of the story, supported by Creative Scotland.
- 10. Next steps and priorities**
- 10.1. Primary stage pupils will be offered the opportunity to achieve BSL Level 1 before they move on to secondary school.
- 10.2. The Highland Council British Sign Language pack will be promoted as a resource to teach BSL across education settings in South Lanarkshire. South Lanarkshire Council has invested in the Highland Council British Sign Language Resource. This will allow all schools in South Lanarkshire the opportunity to deliver British Sign Language within the curriculum without the need for a signing tutor to be present. The unique digital pack is flexible, affordable and meets the needs of pupils and staff by including lesson plans, signed video clips, resources, activities, games, and more. South Lanarkshire's 1 + 2 Language Lead is aware of the resource and can support schools who wish to develop BSL through advising them on how to purchase and use the Highland Council pack.
- 10.3. Information on the Highland Council BSL pack was promoted to schools at recent learning community meetings to raise awareness of the resource.
- 11. Employee Implications**
- 11.1. Mainstreaming equalities are met from within existing employee resources.
- 12. Financial Implications**
- 12.1. There are no financial implications arising from this report.
- 13. Climate Change, Sustainability and Environmental Implications**
- 13.1. There are no climate change or environmental implications as a result of this report.
- 14. Other Implications**
- 14.1. There is a risk to the Council if the Resource does not comply with the relevant equalities duty and legislation
- 15. Equality Impact Assessment and Consultation Arrangements**
- 15.1. This report does not introduce a new policy, function or strategy or recommend a change to an existing policy and, therefore, there is no requirement for an impact assessment to be carried out.
- 15.2. There was no requirement to undertake consultation in terms of the content of this report.

Tony McDaid
Executive Director (Education Resources)

23 May 2023

Link(s) to Council Values/Priorities/Outcomes
Values

- ◆ Focused on people and their needs
- ◆ Working with and respecting others
- ◆ Accountable, effective, efficient and transparent
- ◆ Ambitious, self-aware and improving
- ◆ Fair, open and sustainable
- ◆ Excellent employer

Priorities

- ◆ We will work to put people first and reduce inequality
- ◆ We will work towards a sustainable future in sustainable places
- ◆ We will work to recover, progress and improve

Outcomes

- ◆ Our children and young people thrive
- ◆ Good quality, suitable and sustainable places to live
- ◆ Thriving business, fair jobs and vibrant town centres
- ◆ Caring, connected, sustainable communities
- ◆ People live the healthiest lives possible
- ◆ Inspiring learners, transforming learning, strengthening partnerships

Previous References

- ◆ None

List of Background Papers

- ◆ South Lanarkshire Working for You: Mainstreaming Equalities Progress Report 2019 to 2021 and Mainstreaming Equalities Report 2021 to 2025
- ◆ A Shared British Sign Language Plan for Lanarkshire 2018 to 2024.

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

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