**Draft Schools’ Accessibility Plan**

2023 – 2026 Draft

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| **Action Plan to improve access to the curriculum:** | | | | |
| **What are our goals?** | **What will this achieve?** | **When will we do this by?** | **Who will make sure this happens?** | **How will we know our progress?** |
| Increase provision of physical activity for children and young people | Meet statutory duties, improve health and wellbeing | 2026 | School staff, Central Team | Updates from PEPAS, Increase in children and young people accessing physical activities |
| Embed the principles of intensive family support into practice to enable responsive support for families, continue to provide responsive support through ASN & Outreach services | System in place which provides evidence of demand in real time | 2025 | Central Team, ASN & Outreach Service | System established, resource allocation better matched to needs through request for assistance process |
| Use of CIRCLE framework, Talkboost and Early Talkboost to support robust classroom identification and inclusion of learners with language, literacy and communication support needs | Inclusion of learners | 2026 | ELC & School staff, Senior leadership teams  Quality Improvement Team | Number of learners showing an increase in scores on CIRCLE participation scales |
| Work with partners to develop enhanced transition planning for those with a disability by better joining children and adult services | Meet statutory duties, timely supports identified | June 2026 | Senior Leadership Teams, Multiagency, Quality Improvement Team | Improved transitions, including learning transitions reported |
| Increase the number of children and young people with additional support needs accessing a curriculum which meets their needs | Improve attainment and pathways to education, employment and training | June 2026 | Senior Leadership Teams, school staff, Quality Improvement Team  Multiagency | Increase in children and young people accessing full time opportunities |
| Improve awareness of legislation and guidance:   * Disability and Equality * Additional support needs * Assessment Arrangements * Attendance | Improve consistency of practice and build confidence and knowledge base of staff | Dec 2025 | Senior Leadership Teams, Central team, ASN & Outreach Service | Professional learning evaluation  Reduction in the number of associated complaints and requests for dispute resolution |
| Increase awareness, improve knowledge of and access to extra curricular activities for disabled learners | Improved access and uptake of activities | Dec 2024 | School staff, Senior Leadership Teams | Disabled Learner feedback  Feedback from parents and carers of disabled pupils |

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| **Action Plan to improve access to the physical environment:** | | | | |
| **What are our goals?** | **What will this achieve?** | **When will we do this by?** | **Who will make sure this happens?** | **How will we know our progress?** |
| Augmentative and alternative signage at learner appropriate height    Toilets signposted as accessible | Inclusion of those with disabilities, hidden and visible | June 2025 | School Support Managers,  Senior Leadership  Teams  Corporate Landlord | Signage in buildings compliant |
| Consider suitability, accessibility and capacity within Victorian schools through feasibility study and options appraisal | Options and recommendations to consider accessibility | Dec 2024 | Corporate Landlord | Study complete |
| CIRCLE framework training delivered with partners across settings including use of Up and Away to support understanding of environments to meet needs. | Increased understanding and approaches, improve the quality of environments/ supports for those with additional support needs | June 2026 | Senior Leadership Teams  Central Team, Multiagency | Evidence of consistent approaches and language through dialogue and Quality Improvement visits. |
| Develop guidance to meet a range of sensory needs | Inclusion of those with sensory needs, improvement in attendance | June 2025 | Central team, multiagency | Improvement in understanding and attendance |

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| **Action Plan to improve communication and access to school information:** | | | | |
| **What are our goals?** | **What will this achieve?** | **When will we do this by?** | **Who will make sure this happens?** | **How will we know our progress?** |
| Child’s planning format which is accessible for learners | Learners understanding the information which is being shared about them, their next steps, who and how this will support them, meet statutory requirements | June 2024 | GIRFEC Team | Young people report format is understandable and they engage with it |
| Empower children and young people to have their voice heard when experiencing child protection processes through effective use of alternative communication systems | Key information is available to inform decisions, planning and outcomes, UNCRC, statutory duties met | June 2025 | Quality Improvement Team, multiagency | Number of children using alternative communication system increases |
| Access to information through a single digital source of information for parents, carers and disabled young people | Information available in accessible format for all | June 2026 | Quality Improvement Team, Multiagency | Single site of information available |
| Implement “one good adult” programme | Children and young people know they have an adult who listens to them | June 2025 | Quality Improvement Team, Senior Leadership Teams | Number of learners who advise they have an adult who listens to them |

 



**Appendix 1**

**Useful resources for early learning and school staff**

[GTCS Professional Standards Additional Support Needs](https://www.gtcs.org.uk/professional-standards/key-cross-cutting-themes/additional-support-needs/), [Professional Standards](https://www.gtcs.org.uk/professional-standards/key-cross-cutting-themes/additional-support-needs/)

[Care Inspectorate](https://www.careinspectorate.com/index.php/professional)

[Aberdeen City Council Standards](https://aberdeencitycouncilo365.sharepoint.com/sites/Network-EducationAberdeen/SitePages/Quality-Improvement-Framework.aspx): [Learning, Teaching and Assessment; Ensuring Wellbeing, Equity and Inclusion](https://aberdeencitycouncilo365.sharepoint.com/sites/Network-EducationAberdeen/SitePages/Quality-Improvement-Framework.aspx)

[ASN & Outreach Service](https://sites.google.com/ab-ed.org/asnoutreachservice/home)

[Autism Outreach Service](https://orchardbrae.aberdeen.sch.uk/services/outreach/autism-outreach/)

[Educational Psychology Service Hub](https://sites.google.com/ab-ed.org/educational-psychology-service)

[Aberdeen City Council Supporting Learners](https://aberdeencitycouncilo365.sharepoint.com/sites/Network-EducationAberdeen/SitePages/Supporting%20Learners.aspx?csf=1&e=5jJqOa)

[Enquire](https://enquire.org.uk/professionals/)

[Equality and Human Rights Commission: Reasonable adjustments for disabled pupils (Scotland)](https://www.equalityhumanrights.com/en/publication-download/reasonable-adjustments-disabled-pupils-scotland)

[Technical guidance for schools in Scotland for the Equality Act (2010) regarding discrimination](https://education.gov.scot/resources/technical-guidance-for-schools-in-scotland-for-the-equality-act-2010/)

[What equality law means for you as an education provider – Schools](https://education.gov.scot/resources/what-equality-law-means-for-you-as-an-education-provider-schools/)

[Scottish Government: Additional Support for Learning](https://www.gov.scot/policies/schools/additional-support-for-learning/)

[Equality Act 2010](https://www.legislation.gov.uk/ukpga/2010/15/contents)

[Scottish Government: Decision-making: children and young people's participation](https://www.gov.scot/publications/decision-making-children-and-young-peoples-participation/pages/guidance/)

[Education Scotland: Learner Participation in Educational Settings (3-18)](https://education.gov.scot/resources/learner-participation-in-educational-settings-3-18/)

[My rights, my say](https://myrightsmysay.scot/practitioners/)

[The Lundy model of participation](https://participationpeople.com/wp-content/uploads/2020/11/Compressed-PP-_-Lundy-Model-Explained-2.pdf)

[Tools for gathering the views of children and young people - Highland Council Psychological Service](https://highlandcouncilpsychologicalservice.store/publications/gathering-the-views-of-children-and-young-people/)

[Look Who’s Talking: factors for considering the facilitation of very young children’s voices,](https://www.voicebirthtoseven.co.uk/talking-point-posters/)

[7 Golden rules for participation](https://www.cypcs.org.uk/get-help/teachers/golden-rules/)

[Children in Scotland, e-learning Hub](https://lms.childreninscotland.org.uk/)

[Principles of good transitions](https://scottishtransitions.org.uk/7-principles-of-good-transitions/)

[Compass: transitions](https://www.pn2p.scot/compass/#:~:text=as%20a%20pdf-,FAQs,-Who%20is%20Compass)

[Scottish Government: Children and Families](https://www.gov.scot/children-and-families/)

[Scottish Government: Guidance on School Transport](https://www.gov.scot/publications/school-transport-guidance-2021/pages/3/#:~:text=If%20a%20child%20or%20young,board%20when%20making%20its%20decision.)

[Scottish Government: Supporting children and young people with healthcare needs in schools: guidance](https://www.gov.scot/publications/supporting-children-young-people-healthcare-needs-schools/)

[Education Scotland: Curriculum Support](https://education.gov.scot/curriculum-for-excellence/about-curriculum-for-excellence/support-for-all/)

[Aberdeen City Council: Health and Safety](https://aberdeencitycouncilo365.sharepoint.com/sites/Network-EducationAberdeen/SitePages/Health-&-Safety.aspx?csf=1&e=4Bww0z)

[HSE Guidance on School Trips](https://www.hse.gov.uk/services/education/school-trips.htm)

[Going Out There – Health and Safety guidance on leaving the school grounds](https://education.gov.scot/resources/going-out-there-health-and-safety-guidance-on-leaving-the-school-grounds/)

[HSE Guidance on supporting pupils with disabilities, special educational needs, and](https://www.hse.gov.uk/services/education/special-educational-needs.htm)

[additional support needs](https://www.hse.gov.uk/services/education/special-educational-needs.htm)

[SQA Assessment arrangements](https://www.sqa.org.uk/sqa/74922.html)

[Included, engaged and involved part 1: promoting and managing school attendance](https://www.gov.scot/publications/included-engaged-involved-part-1-positive-approach-promotion-management-attendance-scottish-schools/)

**Useful Resources for Parents**

[ASN & Outreach Service](https://sites.google.com/ab-ed.org/asnoutreachservice/home)

[Autism Outreach Service](https://orchardbrae.aberdeen.sch.uk/services/outreach/autism-outreach/)

[Aberdeen Parent Learning Hub](https://sites.google.com/ab-ed.org/parent-learning-hub/home)

[Aberdeen Digital Learning Hub](https://sites.google.com/ab-ed.org/digitallearninghub/home)

[Educational Psychology Service Hub](https://sites.google.com/ab-ed.org/educational-psychology-service/parentscarers)

[Enquire - The Scottish Advice Service for Additional Support for Learning](https://enquire.org.uk/parents/)

[Compass: transitions](https://compass.arcscotland.org.uk/)

[Enquire: Steps to resolving disagreements](https://enquire.org.uk/3175/wp-content/uploads/2020/02/avoiding-solving-problems.pdf)

[Govan Law Centre - Education Law Unit](https://govanlawcentre.org/education-law-unit/)

[CALL Scotland](https://www.callscotland.org.uk/)

[Dyslexia Scotland](https://dyslexiascotland.org.uk/parent/)

[Scottish Traveller Education Programme (STEP](https://www.step.education.ed.ac.uk/families/))

[Scotland's Anti-Bullying Service - Respect Me](https://respectme.org.uk/)

**Useful Resources for Children and Young People**

[Aberdeen Digital Learning Hub](https://sites.google.com/ab-ed.org/digitallearninghub/home)

[Reach.scot: understanding your rights](https://reach.scot/)

[My rights, my say](https://myrightsmysay.scot/)

[Enquire: Children and Young People](https://enquire.org.uk/advice-for-young-people/)

[ASN & Outreach Service](https://sites.google.com/ab-ed.org/asnoutreachservice/home)

[Compass: transitions](https://yp.compass.arcscotland.org.uk/)

[Govan Law Centre - Education Law Unit](https://govanlawcentre.org/education-law-unit/)

[Scotland's Anti-Bullying Service - Respect Me](https://respectme.org.uk/)

[Dyslexia Scotland](https://dyslexiascotland.org.uk/unwrapped/)