

Schools' Accessibility Plan

2023 – 2026



Document Control

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1 Context

1.1 The Education (Disability Strategies and Pupil Education Records) (Scotland) Act 2002 requires all Education Authorities to prepare and implement an Accessibility Strategy for all schools for which they are responsible. This is informed by Planning improvements for disabled pupils' access to education Guidance for education authorities, independent and grant-aided schools, 2014.

In keeping with agreed Local Authority protocols, this is known locally as our Accessibility Plan.

1.2 In 2019/20, 503 learners within our schools were recorded as being disabled. In 2022/23 that number has risen to 676, a 34% increase. This plan is focussed on improving access to education for all disabled pupils, this includes those who are declared disabled and attending schools and early learning and childcare settings and those who choose not to declare.

1.3 Our schools support a high number of children with additional support needs. Although data for 2022/23 has yet to be validated, 39.8% of children and young people are identified as having an additional support need. The number of children with additional support needs continues to rise and this rise triggered a greater focus on the group through the Integrated Children's Services Plan 2023-26.

1.4. The Schools Accessibility Plan encompasses the vision for Aberdeen: 'a place where all people can prosper' and the values and objectives stated in the Local Outcome Improvement Plan.

1.5 The Council has a range of Plans to support improvement planning and decision making, Our Children's Services Plan supports delivery of the Local Outcome Improvement Plan which integrates many of our Strategic Plans. The Schools Accessibility Plan aims to pull improvement activity together into one high level accessible document which can be used to support self-evaluation and planning for improvement.

1.6 Delivery of this Schools Accessibility Plan will ensure that the Council continues to evaluate and focus on the three planning duties under the Act:

- Increasing disabled pupils' participation in the curriculum;
- Improving the physical environment of the school, or schools, in relation to which the strategy is prepared for the purpose of increasing the extent to which pupils with a disability are able to take advantage of education and associated services provided or offered by such school or schools;
- Improving communication with disabled pupils and their parents and carers.

1.7 The first Accessibility Plan was presented to Committee in 2020. The public health restrictions impacted on when many of the priorities were progressed with some areas progressing at a greater rate than initially anticipated and other areas still very much in development.

2 Disability Definitions

- 2.1 The [Equality Act 2010](#) defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This includes:
- Physical, including sensory impairment
 - Mental impairment, including learning difficulties
 - Impairments as a result of a mental health issue, must have substantial, long term impact on day to day, but need not be recognised through NHS.
- 2.2 In addition, the following are also defined as disabilities:
- Cancer, HIV infection, Multiple Sclerosis
 - Severe disfigurement
 - Progressive conditions, eg muscular dystrophy, where the effect on the ability to carry out day-to-day activities is not substantial but is likely to be so in the future.
- 2.3 As a result, disability includes what may be termed hidden disabilities such as dyslexia; autistic spectrum condition and speech and language impairments.
- 2.4 The International Classification of Functioning, Disability and Health (ICF) definition represents a wider and more holistic view of disability as it recognises impairment and environmental factors. It defines disability as '*an umbrella term of impairments, activity limitations or participation restrictions*'.
- 2.5 The UN Convention on the Rights of Persons with Disabilities definition includes aspects of both previously noted definitions: '*Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others*'.
- 2.6 This Plan interprets disability in the widest sense.

3 Key Legislation and Guidance

- 3.1 The Education (Disability Strategies and Pupil Education Records) (Scotland) Act 2002 requires all Education Authorities to prepare and implement an Accessibility Strategy for all schools for which they are responsible. This includes the three planning duties to:
- increase disabled pupils' participation in the curriculum;
 - improve the physical environment of the school, or schools, to enable better access to education and associated services provided;
 - and improve communication with disabled pupils. In particular, relating to the provision of information in appropriate alternative formats and taking account of any preferences expressed by them or their parents, that would be provided in writing to pupils who do not have a disability.

Planning improvements for disabled pupils' access to education Guidance for education authorities, independent and grant-aided schools, 2014, provides advice about how these duties can be met in the light of legislative and policy developments since 2002.

- 3.2 The Education (Additional Support for Learning) (Scotland) Act 2004 provides the legal framework for identifying and addressing the additional support needs of children and young people who face a barrier, or barriers, to learning and this includes those who are disabled. This framework and accompanying Supporting Children's Learning: Statutory Guidance on the Education (Additional Support for Learning) Scotland Act 2004 (as amended) Code of Practice (Third Edition) 2017 guides the provision of appropriate support to help them work towards achieving their full potential.
- 3.3 The Children and Young People Scotland Act 2014 guides careful consideration of effective universal and targeted support following an assessment of wellbeing. The legislation recognises that many children require support from a range of different agencies. Children's Services Plans are to be prepared with a view to securing the aims that children's services are provided in a way which best safeguards and promotes children's wellbeing, action is taken at the earliest appropriate time and where appropriate is also preventative.
- 3.4 The Equality Act 2010 provides protection from discrimination, harassment and victimisation based on a range of protected characteristics including disability. The Act sets out duties in relation to disabled pupils including the duty to make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage in comparison to non-disabled pupils. This Act also places Aberdeen City Council under a public sector equality duty which requires it, in the exercise of its functions, to have due regard to the need to: eliminate prohibited conduct under the act; advance equality of opportunity; and foster good relations between persons who share protected characteristics and those who do not. This includes removing or minimising disadvantages suffered by disabled pupils, taking steps to meet the needs of disabled pupils that are different from those without a disability, and encouraging disabled pupils to participate in public life or any other activity in which participation is disproportionately low.
- 3.5 The United Convention on the Rights of the Child (UNCRC): Part 1 of the Children and Young People (Scotland) Act 2014 seeks to embed UNCRC rights in Scottish legislation and place children's rights duties on Scottish Ministers and public authorities. Part 1 of the Children and Young People (Scotland) Act 2014 places duties on Scottish Ministers and public bodies to report on the steps they have taken to give further effect to the UNCRC requirements. The UNCRC states

"A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families" Article 23

"Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment." Article 29

The United Convention on the Rights of the Child (UNCRC) will soon be incorporated into Scots Law

Article 24 of the UN Convention on the Rights of Persons with Disabilities (UNCRPD) recognises the rights of persons with disabilities to education and commits local authorities to ensure an inclusive education system at all levels

4 The Self Evaluation Process

- 4.1 A short life working group supported the gathering of data, review of legislation and guidance to help evaluate progress against Version 1 of this Plan. Data sources included:
- Data sets held by Integrated Children and Family Services
 - Quality Improvement data from recent school visits
 - School inspection reports
 - Attainment data
 - Tribunal data
 - Complaints
 - Pupil and parent surveys
 - School Estate Plan
 - Data held by Corporate Landlord
- 4.2 Initial early engagement took place with groups representing parents and carers of disabled children, disabled pupils and professionals who support children and families impacted by disability.
- 4.3 Twenty five parent groups and charities were also invited to give their views on progress made against the 2020 plan. They were also asked to consider which areas required further focus.
- 4.3 A Citizen Space consultation was developed with the link shared with schools and Parent Councils. 59 responses were received, of which, 26 have a child with a disability (44% of respondents), and 15 a child with an additional support need (25.4%). 69.5% of total responses were from a parent or carer whose child has an additional support need and/or a disability.
- 4.4 Consultation with learners included focus groups in schools and an on-line survey. Quality improvement visits facilitated discussions with learners in mainstream and specialist provisions. Views were sought on the impact of environment, structures and routines in school, participation in learning, planning for their learning, consideration of what worked well for them and where they would like more support. 367 learners responded to the online survey, 74 or 20.2% of which advised they had an additional support need and 67 or 18.2% advised they had a disability.
- 4.5 All of our school buildings are regularly surveyed, to assess both the physical condition of the buildings and also their suitability for delivering high quality learning and teaching. The relative accessibility of buildings is also considered, within the assessment of the building's suitability.
- 4.6 Updated goals were shared with parent groups and charities again, through Citizen Space consultation and directly with the twenty four parents who shared email addresses. It was also shared directly with professionals including: Social Work, Education, Education Psychology, NHSG including: Community Child Health, Health Visitors, Occupational Therapy, Physiotherapy, Speech and Language Therapy.
- 4.7 Feedback from all stakeholders was used to shape the draft Plan and the final draft circulated once again for feedback. Almost all feedback on the final draft was positive. Additional areas highlighted for consideration following consultation on the final draft are highlighted below:

Parent responses highlighted effective practice in relation to transition planning through the sharing of information and building of trust. Parents welcome opportunities to receive and share information on academic progress as well as wellbeing, subject choice and extra-curricular opportunities. Parents and carers report that this enables parents and carers time to consider the choices available in advance of decisions being required.

Parents welcome the use of the city website to share information on disabilities but feel that the link could be shared more widely so that more parents are aware of the where to access the information. Parents would welcome this same information being available in accessible formats and summary information available in school handbooks.

Parents are keen that schools are confident in their understanding of additional support needs and disabilities and suggested that parent focus groups or joint training opportunities might be helpful.

One Parent group advised that although data on learners with additional support needs was welcomed, they felt that Accessibility Plan should focus only on those with a disability.

One parent group welcomed the work on school buildings but would welcome the plans going further with sensory considerations highlighted as a potential area of focus, in particular lighting, the acoustics in open areas and better provision of quiet spaces.

Responses showed an interest in how goals would be realised and how progress would be reported.

4.8 Feedback from all stakeholders has been used to inform the final version of this Plan.

5 Is the Curriculum Accessible for All Disabled Learners?

5.1 The curriculum in Scotland is recognised as the totality of experiences planned for children and young people through their education, wherever they are educated.

5.2 As part of their learner journey, all children and young people in Scotland are entitled to experience a coherent curriculum from 3 to 18, in order that they have opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today's world. <https://education.gov.scot/curriculum-for-excellence/about-curriculum-for-excellence/what-is-curriculum-for-excellence/>

5.3 Curriculum is defined as the totality of all that is planned for children and young people from early learning and childcare, through school and beyond. That totality can be planned for and experienced by learners across:

- Curriculum areas and subjects
- Interdisciplinary learning
- Ethos and life of the school
- Opportunities for personal achievement

5.4 **2020 Goal – To improve awareness of legislation**

5.4.1 School Improvement Plans reference the UNCRC and all staff continue to undertake mandatory training in children’s rights at the start of each school session. The Local Authority Quality Improvement Framework helps ensure that working practices take account of learner voice, national expectations as outlined in How Good Is Our School 4 and the cultural shift required to deliver The Promise. We continue to engage with the Compassionate and Connected Communities (CCC) programme to help build an ethos of trauma informed practice with sixty four CCC trainers now supporting the rolling out of this trauma informed practice across Aberdeen.

5.4.2 Webinars and practice exemplification have been developed to support staff in the creation of Individual Education Plans (IEPs) and Child’s Plans, with a focus on meeting learners’ needs through appropriate SMART targets. Webinars and guidance have been developed to support staff in their understanding of Co-ordinated Support Plans (CSPs). As part of the Quality Improvement calendar aligned to our Quality Improvement Framework, a sample of plans are routinely shared with the central team. Good practice is captured and cascaded. A baseline is being currently being established to inform where additional support is required to ensure greater consistency in this area.

5.4.3 In addition to professional learning to support particular groups of learners, city wide professional learning in the CIRCLE framework has helped to support the establishment of more consistent expectations around environmental factors. The [CIRCLE](#) resources were developed through collaboration between Queen Margaret University, NHS Lothian and City of Edinburgh Council. This resource provides practical strategies to support the skills that pupils require to enable them to participate in school. The CIRCLE Framework is a way of organising and supporting input using a staged system of support, beginning with setting up an inclusive classroom. It also enables consideration of those learners who may require further support, through identification of learner’s strengths and where support and strategies or further specific assessment may be required.

MEASURE (1 = low, 5 = high)	EDUCATION STAFF CONFIDENCE to IMPLEMENT THE CIRCLE FRAMEWORK (%)	
	PRE-TRAINING	POST- TRAINING
1	24	0
2	12	0
3	41	12
4	18	73
5	6	15

5.4.4 In 2020, a generic request for assistance form was developed to function as a single access point for all ASN and Outreach services including the School Nursing Service, Children’s Social Work, Autism Outreach and the virtual school. The request for assistance system enables the gathering of city-wide data in relation to the emerging needs of children/young people, families, and schools. This integrated approach to service

delivery provides a level of flexibility and agility to proactive planning and service deployment, which can be based on emerging data. Aligning services provides more opportunity for 'give and take' within the system, enabling a focus on learners as individuals as opposed to 'a need'. The data is used at three levels; at whole system level to help us determine the success of our current approaches, at category of need level to help shape approaches and at individual pupil level to help inform individual planning for children and young people. The system has helped transform working practices, resource allocation and our commissioning of internal services. It is now being extended to include all services for children as we design our model of Family Support.

- 5.4.5 In 2022-2023, 159 requests for assistance were made for learners with a learning disability from 116, in 2021-22. Over 22/23 there were 461 requests for those with communication support needs from 116 in 2021-22. In response to increasing demand for support, a Complex ASN Outreach Service is being piloted in 2023.
- 5.4.6 27% of requests for assistance were submitted to the Autism Outreach Service, this demand is significantly higher than pre-pandemic. The Autism Outreach service feedback shows that 66.7% of schools are satisfied that the level, type and consistency of support, interventions, resources, strategies, advice and training given have been appropriate and implemented in a way that has improved outcomes for children and young people. The Autism Outreach Team are creating a resource bank to enable easy access to relevant information. In 2022-23 feedback from schools confirmed that 77.8% of staff in mainstream settings feel their confidence and capacity has increased which has positively impacted on supporting learners.
- 5.4.7 We know that resolutions are most effective when they are timely and resolved at as local a level as possible. We have noted a reduction in the number of cases referred to the First Tier Tribunal from 5 in 2020 to 0 in 2022.
- 5.4.8 In keeping with the plan, an increased number of pupils are now declared disabled in our Management Information System. In 2019, 280 learners were declared disabled and the figure was relatively stable. For 2022/23 those declared disabled has risen to 365, a rise of 30%.
- 5.4.9 Validated Curriculum for Excellence (2020/21) data shows improvements in achievement for learners with additional support needs in P1, P4, P7 literacy from 43.01% in 2020/21 to 50.34% in 2021/22, and in Numeracy from 54.13% to 61.70%.
- 5.4.10 The Local Benchmarking Measure: Literacy shows 72.5% of learners with additional support needs achieved qualifications at SQCF Level 4 in 2020, in 2022 this increased to 78.2%. 54.6% of learners with additional support needs achieved qualifications at SQCF Level 5 in 2020, in 2022 this increased to 60.4%. 54.9% of learners with additional support needs achieved qualifications at SQCF Level 6 in 2020, in 2022 this increased to 56.1%.
- 5.4.11 The Local Benchmarking Measure: Numeracy shows 61.2% of learners with additional support needs achieved qualifications at SQCF Level 4 in 2020, in 2022 this increased slightly to 61.5%. 35.5% of learners with additional support needs achieved qualifications at SQCF Level 5 in 2020, in 2022 this decreased to 26.5%. 35.2% of learners with additional support needs achieved qualifications at SQCF Level 6 in 2020, in 2022 this decreased

slightly to 34.7%. Phase 2 ABZ Campus plans to provide a wider range of courses for learners with additional support needs.

5.4.12 In accordance with 'All Learners in Scotland Matter' (2023) we will continue to work on key themes: high-quality teaching and learning, widening the range of different learner pathways, establishing alternative routes to success, and considering the range of appropriate assessments required to reflect the individual learner.

5.4.13 Schools are supported by the Quality Improvement Team to promote inclusion and prevent exclusion. Officers continue to monitor data monthly to enable earlier discussion with Senior Leadership Teams and proactive planning where trends are becoming established. This includes ensuring robust plans are in place to support individual learners as required. We continue to see a reduction in the number of children with disabilities being excluded. Prior to the refreshed Minimising Exclusion Policy in 2020, in the Scottish Government statistics 2018-19, Aberdeen City recorded 52.9 exclusions per 1000 pupils compared to the local authority average of 21.6 per 1000. In the most recent validated Scottish Government statistics from 2020-21, Aberdeen City recorded 12.4 exclusions per 1000 pupils compared to the local authority average of 11.9. Currently, on average 3.3% of exclusions involve learners who are disabled. Progress in this area is positive but there is clearly more to do.

5.4.14 In summary, we have made significant progress regarding the availability and diversity of professional learning opportunities. There has been a reduction in exclusions of learners with disabilities, improvements to understanding of universal and targeted supports and an increase in learners who are declared as disabled. Consultation responses from parents and carers suggest we need to ensure a consistency of understanding including of reasonable adjustments and of the need for Co-ordinated Support Plans (CSPs). Given the importance of this, improving awareness of legislation and guidance remains a focus for the 2023 plan.

5.5 2020 Goal – To Increase the use of digital technology

5.5.1 The pandemic accelerated progress in this area and the use of accessible technology such as Texthelp and Google tools remains a focus. These enable disabled learners to personalise their support and access the curriculum as independently as possible. We have seen a marked increase in awareness and eagerness to use technology to support communication. In our learner survey, 24% of learners identified IT as helping their learning.

5.5.2 Access to the curriculum has been supported through the managed provision of technological tools, training and devices. Since 2020, over 24,000 devices have been deployed across all schools.

5.5.3 TextHelp Read&Write is available to all learners to support accessibility on devices. [Mote application](#) has been deployed to allow voice recording and feedback for all learners.

5.5.4 Our work with CALL Scotland has enabled a number of school staff to be trained in the use of accessible technology and alternative and augmentative communication (AAC). This included the use of: symbols for all, specific technology including for example grid sets, switches, big macks and eye gaze technology for learners with complex needs. In Orchard Brae School, the PE team are adapting lessons to include technology as a way of making the lesson interactive for pupils - hairdryers controlled by switches to play bowling, archery

involving hitting a switch to activate lights and basketball targets setting off lights. Schools can also access specialist advice from the Quality Improvement Officer (Digital) and central team on accessible software, hardware and websites.

- 5.5.5 Our online “Workspace Skills” training package has been completed by 168 teachers at Bronze, Silver and Gold levels. 2023/24 will feature digital learning sessions supported by our partners: Education City, Text Help, Thinglink and Google. Our digital tools maximise our investment in Chromebooks while also making digital learning available to pupils in any location. Almost all pupils engage with Google Classroom each month, with most users engaging weekly (typically over 21,000, 86.3% of learners). Digital infrastructure across the city is being upgraded and gigabit fibre should be in place by September 2023.
- 5.5.6 Orchard Brae School built upon links with [Soundplay Dome](#), a self-contained creative touring installation to establish a weeklong residency within the school where they worked with almost 100 learners and offered training to school and community partners. Partnered with a residency in the art gallery, this afforded primary pupils the chance to transfer their skills into a new space. The workshops within the gallery were attended by over 462 visitors, including school families. This work has resulted in the music teacher expanding the creative use of digital technology, has underpinned the ongoing inclusive work of the city’s art gallery and provided commitment and financial backing to an ongoing partnership.
- 5.5.7 In summary, there have been improvements in our use of accessible technologies and availability across our settings. Quality improvement visits have shown that where used correctly these can enable learners to lead their own learning and be as independent as possible. We are committed to building further confidence in our staff through provision of ongoing professional learning opportunities and the sharing of effective practice.

5.6 2020 Goal – To increase provision of professional learning

- 5.6.1 Professional learning regarding legislation and disabilities has included input to senior leadership teams from a variety of sources including: ASN and Outreach Service, Legal Services and the Educational Psychology Team. This has been supported by a framework of professional learning for Pupil Support Staff aligned with the recommendations from the Morgan Review. This framework includes professional learning on additional support needs including for example: Autism, Developmental-coordination disorder, ADHD, trauma.
- 5.6.2 Our Grassroots professional learning programme includes ‘Inclusive Practices’ and ‘Supporting Learners with ADHD’. Training developed in partnership with teachers and with Autism Understanding Scotland, an Autistic led charity has enabled training for more than 900 members of staff over the last two years, including senior leaders, teachers, pupil support assistants and early years professionals. Further opportunities are being developed to align with the needs of our schools and learners. All probationary teachers undertake professional learning addressing themes including Learning & Teaching, Planning for Assessment, Inclusive Practice, Trauma Informed Practice, Learning for Sustainability and Building Positive Relationships.
- 5.6.3 Opportunities to study at Masters level with the University of Aberdeen has been available through access to Northern Alliance Partnership funding. As a result 7 members of staff have participated in Inclusive Pedagogy and 3 in the PGCERT Autism and Learning.

- 5.6.4 Our Early Level Continuing Professional Development programme includes a digital platform with a programme of tutorials enabling professional collaboration. Autism-specific input is delivered in partnership with VSA's Additional Support Needs Advisory Project, ASNAP, who are delivering training on supporting Sensory Integration. ASNAP have advised their focus will now also be childminders and parents who report feeling isolated.
- 5.6.5 Our Educational Psychology Service have now trained 52 Support Staff in the Emotional Literacy Support Assistants (ELSA) programme. This intensive programme enables staff to deliver targeted individual programmes to develop self-esteem, resilience and emotional literacy and regulation in learners. Other training delivered includes: Emotion Coaching, Seasons for Growth, Positive Psychology and Mindfulness. [Educational Psychology Service Hub \(google.com\)](#)
- 5.6.6 The September 2022 census shows 16.1% of pupils recorded as having English as an additional language (EAL). The national percentage is 7.7%. 2022-23 improvement planning for Secondary EAL highlighted the development of early literacy skills as a priority; with a particular focus on reading. In partnership with the Dyslexia Outreach team, the Fresh Start approach was trialled in one Secondary school. 3 distinct groups were created. Anecdotal review indicates that this approach has been successful with regards to the majority of learners' engagement and literacy levels. This session we are extending the provision to another Secondary school to support learners with high levels of literacy need. Almost all participants in a professional learning offer facilitated by the Secondary EAL team reported an increase in confidence with regards to supporting bilingual learners.
- 5.6.7 The Dyslexia Outreach Team's Whole School Dyslexia Development & Modelling programme has been implemented and Dyslexia Champions have been established. Combined stakeholder feedback demonstrates positive impact on stakeholder outcomes on all programme evaluations. Following the successful implementation in Primary schools, the team have adapted the programme for Secondary schools this session. This has involved 'looking outwards' to best practice in other authorities. The approach is being trialled with schools and initial feedback indicates a high level of success. Although sample sizes are small, general trends of increased confidence levels observed from the initial data across Secondary stakeholders are consistent with that of the Primary input.
- 5.6.8 Current data shows 2.2% of children in Early Learning and Childcare (ELC) are thought to have a speech delay/disorder and this rises across the primary stages. In order to support improvement in communication skills we will continue to roll out the CIRCLE framework including Up and Away for early years, Talk Boost and Early Talk Boost to help improve the development of literacy and communication skills.
- 5.6.9 In summary, despite the broad range of training that has been made available, consultation responses from parents and carers suggest that there is still work to be done regarding use of effective planning for individuals and this will be taken forward in the refreshed Plan.
- 5.7 2020 Goal – To improve knowledge of and access to extracurricular activities**
- 5.7.1 The pandemic impacted on the provision of extracurricular activities for a significant period of time. In order to mitigate this, considerable emphasis was placed on ensuring provision for those with additional support needs and disabilities through the [In the City](#) programmes.

These were directly shaped by the voices of children and young people with resources allocated according to their self-reported needs. The programmes have been supported by WeToo, Early Intervention Aberdeen and Sport Aberdeen.

In addition to specific programmes designed for those with additional support needs, a targeted programme of activities was available for priority groups identified nationally as most at risk of poverty which included:

- Children from lone parent families
- Children from ethnic minority families
- Children from families which have 1 or more person with a disability or additional support needs (adult or child)
- Children from families with a young parent (under 25)
- Children from families with a child under 1 year old
- Children from larger families (3+ children)

24% of places on the targeted programme were taken up by families with a disabled adult or child, or those with additional support need.

5.7.2 The Orchard Brae School play scheme provides support for families with complex needs during designated holiday periods. Learners are identified through Education and Social Work to ensure support for those who would benefit most. This did not run during the Easter break 2023 and feedback from parents and carers is clear that this provision is highly valued. The additional support needs after school club supports learners throughout the year.

5.7.3 The Physical Education, Physical Activity & Sport (PEPAS) action plan includes specific consideration for increasing the range of accessible options for children and young people with sensory and physical impairments. Work continues with Disability Scotland and Grampian Disability Sport to widen access and promote opportunities. This work will include auditing school staff to identify training needs.

5.7.4 The Physical Education, Physical Activity & Sport (PEPAS) team have rolled out Boccia Training directly to pupil leaders in Primary 6 across the city who have further disseminated this training across their school communities. It has also been delivered to over 400 school staff. Schools are working towards a city wide Boccia Festival.

5.7.5 In 2022, as part of the Education Recovery funding and the Active Schools Education Recovery Project, Active Schools assistants were deployed to work across all schools. This work focussed on developing and delivering training and resources to support school staff, which included:

- Playground Leaders programmes for pupils
- Delivering and supporting organised playground activity
- Using sport and physical activity to achieve positive outcomes for individual pupils or with small groups of pupils with additional support needs
- Supporting teaching staff to deliver PE

5.7.6 Evaluation advised that this has positively impacted on the wellbeing of children and young people through this approach. Some schools continue to work with Active Schools Assistants, using their Pupil Equity Funding to support vulnerable learners, including those with additional support needs.

- 5.7.7 Specially crafted for students undertaking the Senior Phase Sports Development Course, Active Schools delivered training to learners at Bucksburn & Dyce Academies on Boccia. This focussed on skills and strategies to champion inclusivity, and fostering inclusive sports environments.
- 5.7.8 A group of learners from Northfield Academy and Orchard Brae School took part in an adventurous residential sailing voyage with Ocean Youth Trust Scotland in 2023. Pupils from Bucksburn Academy mainstream and those in the Additional Support Needs Wing take part in similar sailing experiences through TALE (Travel and Lifeskills Education) with the Ocean Youth Trust. As well as sailing skills, the activity included opportunities to build self-confidence, develop problem solving and leadership skills, experience the need for team work, develop social and life skills and gain an awareness of our environment.
- 5.7.9 Learners with additional support needs from two primary schools took part in an Aberdeen Football Club Community Trust (AFCCT) Fair Play for all day in June 2023 alongside two primary schools from Aberdeenshire. This inclusive football led event at Cormack Park enabled learners to build skills in teamwork, first aid and resilience whilst having fun.
- 5.7.10 A group of learners from the Bucksburn Academy ASN Wing achieved their Bronze Duke of Edinburgh Award in June 2023. Some are now going on to the Silver Award. Learners with additional support needs and disabilities have taken part in a variety of events and festivals through Sport Aberdeen, Active Schools, AFCCT, and Grampian Disability Sport.
- 5.7.11 In our parental survey, 31% of parents who have children with an additional support need or disability would like more access to extracurricular activities. Five respondents requested staffing to support access. Of all children and young people who responded, 3.9% would like support to attend clubs. Of those with a disability who responded, 13% would like support to attend identifying peer support and being better understood and respected as appropriate supports. The main barriers to attendance in extracurricular activities identified by learners were knowing what was available, and their own confidence.
- 5.7.12 In summary, we are proud of the wider opportunities that our learners are experiencing, however consultation responses from learners, parents and carers suggest there is more to do. Extracurricular activities will continue to be a focus in the new Plan.

5.8 2020 Goal – Learners are more involved in their own learning, planning and review

- 5.8.1 Quality improvement visits evidence improvement against core Quality Indicators in How Good is Our School 4. The level of improvement however is inconsistent with different patterns emerging across sectors. In many settings there remains a need to continue to focus on high quality learning, teaching and assessment and to improve approaches to planning for individuals and effective differentiation.
- 5.8.2 Quality Improvement visits have seen that supportive, respectful relationships are experienced by the majority of learners in our schools. This is achieved through a shared understanding of values and high expectations and is evident especially where Compassionate Connected Classroom has driven a consistency of understanding. We now

plan to utilise the expertise of staff achieving high evaluations to support less confident settings.

- 5.8.2 In our learner survey, quality of explanations (37%) and teacher support (31%) were identified as having the highest impact on learning after time (44%). 19% of respondents want more challenge. To ensure all learners experience high quality learning and teaching, access a curriculum which meets their needs and benefit from opportunities to plan and assess their own learning to inform next steps, 49 Quality Assurance Moderation Support Officers (QAMSOs) have undertaken Education Scotland training to support practitioners.
- 5.8.3 As reported in our Children's Services Strategic Plan 2023-2026, 70% of the 755 children and young people from Primary 5 to S6 who responded to a recent survey feel that their views are taken into account by adults, this is higher than the national average. 15.9% didn't feel that what is best for them is considered by people making decisions about them. In our consultation with learners, 20% of respondents with a disability would like to be invited to meetings about them.
- 5.8.4 In our survey of parents, 80% of those with a disabled child, advised they felt their opinions were respected. Of those who received information about their child's disability or additional support needs, 89% found this helpful.
- 5.8.5 Evaluation has shown variation in the use of Child's Plans and Individual Education Plans (IEPs). In order to support effective planning, professional learning has been developed. This has included in person whole school training, individualised in person support as well as webinars and practice exemplification to focus on meeting learners' needs through appropriate and SMART targets and ensuring the learner is an active partner to the plan. Professional learning has been delivered to professionals regarding Co-ordinated Support Plans (CSPs).
- 5.8.6 In summary, in accordance with Article 12 of the UNCRC, there is a need to maintain focus on the active participation of our children and young people in decision making as we work to give them the skills and confidence to do so. This will be a focus in our new plan along with consideration of how we use a format for planning which is accessible and understandable for those being planned for.

5.9 2020 Goal – Improved transition planning

- 5.9.1 Transition planning for those with additional support needs and disabilities continues. In 2020/21 there were 169 requests for assistance for transition planning to Child's Planning Support, this rose to 205 in 2022/23. Continued development of provision through the Request for Assistance process and Fit Like Hubs has enabled identification processes and personalised pathway planning in partnership with schools. In 2020/21 there were 519 requests for assistance for multiagency support via the locality hubs, this rose to 675 in 2022/23.
- 5.9.2 Our Educational Psychology Service supports schools through Early Intervention Consultations, which take place between staff at all levels. Data from last year showed that most of the problem solving discussions that generate strategies and supports for

interventions focused on social and emotional including attachment, self-regulation, Autism and attention/ concentration.

5.9.3 The Children's Disability Social Work Team have been working closely with schools and adult services to improve the transition phase. In 2022, 25 identified leavers with complex needs accessed a care manager from the Adult Social Work Learning Disability Team. This rose to 33 in 2023. Three in-school meetings are held with the team around the young person. Services connect when the young person is 14, so that the teams can start working together. Where possible all learners participate in these meetings. Consideration will be given on how best to support individual families moving forward. Our schools continue to support Futures Events and in its pilot phase, Orchard Brae School is working in conjunction with Bucksburn ASN wing and the Adult Learning Disabilities Team to have a consistent approach to enhanced transitions across the senior phase.

5.9.4 More effective transition planning is helping increase the number of positive destinations being achieved by young people. A refreshed pathway planning process has added rigour and consistency. Positive destinations data for August 2022 increased by 5.1% from last year to 95.1%. Destinations for learners with additional support needs is at 94% compared to the national average of 92.81%.

5.9.5 In summary, effective transition planning impacts positively on our learners and families and our approaches need to continue to be responsive to changing needs.

5.10 2020 Goal – Improve the level of personalisation of curriculum

5.10.1 The ASN and Outreach Service supports young people in the senior phase to undertake qualifications appropriate to their wider pathway planning. Staff within sensory services: Vision Support and Hearing Support provide consultation with regards to assessment arrangements for learners, this includes use of Braille, Books for All, tactile diagrams and timings for example. Staff within the Wellbeing/Fit Like? Aberdeen Team support young people in partnership between the relevant school and the Wellbeing Team, the learners often undertake a mixture of National Qualifications in Literacy, Numeracy, Maths and English, and Personal Development/Achievement Awards.

5.10.2 The English as an additional language Team, deliver English for Speakers of Other Languages (ESOL) qualifications. At present, dedicated classes are delivered through schools and ABZ Campus. 81 candidates are being presented across National 2, 3, 4, 5 and Higher levels. Learner Voice data tells us that most children and young people who feedback via the questionnaire enjoy their sessions from ASN & Outreach staff and all feel they have opportunities to lead their own learning. 93% of returns highlighted that they have opportunities to set their own targets and 60% are involved in planning the activities they engage with during sessions.

5.10.3 Following the increase in use of the outdoors to facilitate learning during the periods of COVID restrictions, and the publication of associated research, the ASN & Outreach Service expanded the outdoor learning offer to schools during session 2022-2023. The service invested in specialist equipment and training to support delivery of interventions. The impact is initially monitored through the use of a case-study approach with positive impacts noted on learners' engagement and 'readiness to learn' within their educational setting.

Approximately 50 children/young people are accessing this support. Plans are in place to integrate Duke of Edinburgh Awards into this area.

- 5.10.4 Aberdeen School for the Deaf works closely with the Hearing Dogs charity, which links directly into the deaf studies curriculum. These enrichment opportunities are targeted to key year groups using local intelligence such as the Scottish Index of Multiple Deprivation (SIMD) and wellbeing conversations. Swimming lessons were initiated as a response to data collected from permissions at the start of the session, which indicated approx. 90% of learners were unable to swim and had little water experience.
- 5.10.5 Third sector organisations Barnardo's, Foyer and Station House Media Unit (SHMU) continue to support the delivery of a programme of support. Consultation responses confirm that effective partnerships positively impact on the educational experiences and outcomes for learners. It is thought that the ABZ Campus model across all city schools will provide a greater variety of choice, especially vocational opportunities, for children and young people. During the latter part of the 2022-23 session, planning has turned to a design for Phase 2 of ABZ Campus in session 2024-25. A group comprising staff from local authority and multiagency partners has formed to progress and pilot an employability and placement solution for a group of young people with additional support needs.
- 5.10.6 Partnership with FitLike Aberdeen and Child and Adolescent Mental Health Services (CAMHS) colleagues has supported the wider roll out of LIAM (Let's Introduce Anxiety Management). This multi-agency collaboration will continue to build on the current supports we have in place across many schools in order to strengthen the universal offer to children and families. All school nurses are currently trained to deliver LIAM, as are a team of FitLike staff and various staff within school settings. By August 2023 there will be almost 50 staff trained in LIAM in schools.
- 5.10.8 There is evidence of a broadening of the curriculum for example through the establishment of the SQA Adult Learning and Transition Award (National 1) at Orchard Brae School. 18 pupils achieved an Award (12 Bronze, 2 Silver and 4 Gold Awards) ensuring that young people gain recognition for the work that they are doing through work experience, college or transition visits.
- 5.10.9 In summary, improved data collation has made clearer the needs of our learners. This alongside professional learning has enabled a greater understanding of how a curriculum can be personalised to meet needs. We have seen an improvement in some of our attainment data but acknowledge that regular attendance is crucial for raising attainment. Collaboration is key in future curriculum planning to ensure any offer is flexible enough to meet the needs of the child.

6. Are we Improving the Physical Environment?

6.1 2020 Goal - Augmentative and alternative signage at learner appropriate height

- 6.1.1 In 2020 Learners identified that signage in school could be improved by being at an appropriate height, accessible and labelled inclusively as accessible where appropriate. Access to the physical environment is being supported by work undertaken by Corporate

Landlord on the school estate review including the provision of new schools. This work has not progressed at the anticipated pace due to the public health restrictions in place.

- 6.1.1 In our recent learner survey, two learners advised they couldn't access all areas of the school they wanted to. 22% of those with a disability continue to request better signage.
- 6.1.2 External expertise has been commissioned and a specialist consultant has been appointed to carry out site surveys at a cross section of school buildings to inform next steps. A report on the findings from the review, including recommendations on any improvements which could be made to the accessibility of our school signage, is expected during Summer 2023, after which a plan will be put in place for improvements to be implemented as part of the school estate review. This action will help progress work swiftly against this goal from the current Accessibility Plan.

6.2 2020 Goal - Involve disabled children, parents, specialists and services the development of the school estate strategy, including nurseries and preschool centres

- 6.2.1 Children, parents and staff were consulted on the school estate plan in Autumn / Winter 2022, and feedback was gathered via an online survey. Further stakeholder engagement is ongoing as individual projects from the school estate plan are rolled out with regular reports considered by the Education and Children's Services Committee.
- 6.2.2 Design work on new school buildings has included a range of partners and specialists. The proposed model for school buildings was then validated by a pupil survey across the city. All our new schools are wheelchair accessible and there is a focus on creating flexible spaces for learners that can be adapted to suit a range of needs. Our designers are fully briefed on this from the outset of each new school project. All our classrooms have free flow to outdoor space for play and learning and are designed so that all pupils can engage and enjoy the variety of outdoor play/learning on offer. All our new school designs are shared with the school community to allow feedback and comments during the design development stage of the project.
- 6.2.3 Within our existing estate, the design and construction of some older buildings, including our nine Victorian buildings for example, cannot easily be made fully accessible for those with limited mobility. A feasibility and options appraisal will be undertaken to consider suitability, accessibility and capacity within Victorian schools.
- 6.2.4 The school roll is now 10% higher than in 2019. This has led to changes in the use of spaces in some schools to increase capacity. On-going consultation on the school estate review has highlighted that spaces to support learners are essential when supporting those with additional support needs, for example outdoor space, sensory rooms and areas for therapy which allow dignity. The increased school roll may have impacted on the creative use of spaces and sensory experiences in the short term.
- 6.2.5 The increase in the number of children finding returning to school challenging post pandemic triggered work to promote whole school approaches to inclusion and promoting positive relationships, including the roll out of Compassionate Connected Communities.

6.2.6 In summary, more active engagement around the school estate has been established and will be maintained.

6.3 2020 Goal - Provide guidance on how to meet a range of needs (particularly sensory needs) when environments are not as flexible

6.3.1 2022 saw the launch of the CIRCLE framework to help ensure learning environments support children and young people. Training and surgeries led by education include close working with health professionals. Schools are making use of the CIRCLE framework to consider environments at universal level. This is in its early stages, with some schools beginning to utilise targeted strategies. Use of the framework will enable consideration to be given to the impact the environment can have on those with sensory, processing differences and sensory impairments.

6.3.2 We are beginning to see the shared vision and language of the CIRCLE framework during quality improvement visits. This links to our work to improve the curriculum and quality of learning, teaching and assessment.

6.3.3 Of parents who responded to our recent survey, 24 out of 59 believed the environments in schools could be improved. Four of these noted sensory issues, three requested training for staff. In our learner survey, 32% of those with a disability identified classrooms as being noisy.

6.3.4 Work at Orchard Brae School continues through delivery of bespoke sensory training across the whole school. This has included redesigning all the school's sensory rooms, supported by Pupil Equity Fund (PEF), to better meet the needs of the current learner population. This has increased regulation across the school enabling learners to engage in their learning. Consideration will now be given as to how this practice can be shared to impact positively on learners in other schools.

6.3.5 Consultations with specialist services including Occupational Therapy, Physiotherapy, Educational Psychology, ASN and Outreach Service including: Vision Support, Hearing Support, and Autism Outreach take place for advice on physical requirements and advice on adaptations required to ensure environments are accessible for individual learners.

6.3.6 In summary, access to the physical environment has been enhanced through understanding the universal supports that can be put in place. For learners with Autistic Spectrum Condition or sensory needs, this is particularly important as we move to flexible learning areas.

7 Do Disabled Pupils Have Access to Information in a Timely Manner, which Takes Account of Disability and Meets their Communication Needs?

7.1 2020 Goal - Information regarding additional support need is meaningful, relevant and readily available in variety of formats or language

7.1.1 The ongoing partnership with the Financial Inclusion Team, funded through Scottish Attainment Challenge funding, provides timely support for families experiencing financial difficulties. A booklet providing information on sources of financial supports, grants and

benefits has been distributed to all families with children attending our schools and ELC provisions. This was supplemented by information pertaining to the targeted communication around the benefits available for those impacted by additional support needs and disability. It will also be shared with new families enrolling children in our early years settings and schools.

- 7.1.2 A few primary schools have produced learner friendly versions of their Improvement Plan. These enable learners to understand what improvements are planned and when they are achieved.
- 7.1.3 The service has worked to increase the number of documents available in child friendly formats and has worked with specialists to produce documentation appropriate to supporting a wider range of communication needs.
- 7.1.4 A broader range of mechanisms have been adopted to ensure that children and young people are directly influencing decisions which affect them. Work to develop ASN and Outreach services and our Fit Like Hubs has been directly informed by service users. Their voices continue to influence the on-going development of both services.
- 7.1.5 Children, young people and families confirm that effective communication includes anticipating changes and sharing information in a timely manner both to learners and families. This includes but is not limited to timetables, transition points, choices – for example instrumental tuition, extra-curricular activities, subject choices and support to understand the process as well as the subjects themselves, pathways, key personnel, physical and virtual tours, photographs and assessment arrangements. Further awareness raising is required to ensure that all school staff understand the importance of this and key mechanisms for sharing information in a timely and appropriately accessible manner for all.

Communication methods can include:

- Seesaw
- home/school books
- newsletters
- groupcalls
- emails
- parent groups

It may also include sharing information directly with learners for example:

- Through their preferred communication method
- Further clarification within a class setting
- Google classroom
- In a small groups
- Individually

As well as meetings with learners and parents where appropriate.

- 7.1.6 In response to feedback from young people and families, the Child's Plan format is being revised. Some schools use an accessible IEP format and this practice is being shared. Schools will be encouraged to ensure they are sharing key contact information with parents including for example, email address and telephone details for the named person on the Child's Plan.

- 7.1.7 Learning in the local community reinforces, extends and enriches school-based learning, particularly with regards to language & communication. Aberdeen School for the Deaf includes whole school swimming; wider experiences involve Aberdeen Performing Arts, Aberdeen Airport, Aberdeen Art Gallery and links with the Deaf community. Families benefit from a weekly 'Family Sign Class', which is run by a British Sign Language qualified Early Years Practitioner. This gives the opportunity to develop and improve BSL skills.
- 7.1.8 Opportunities are enhanced through partnership with North East Sensory Services (NESS) and include regular Coffee Mornings, to encourage use of skills and enable peer support for families. NESS have advised that the collaborative and innovative approach used by Vision support and Hearing support staff at Aberdeen allows young people to flourish.
- 7.1.9 Aberdeen School for the Deaf commissioned a bespoke Emotional Literacy intervention with our British Sign Language tutor from the National Deaf Children's Society aimed at increasing learner's' emotional literacy and developing their understanding of emotions, feelings and strategies for self-regulation. This programme will be further extended by linking with Emotion Works which is an educational programme with training and practical resources to support emotional education in schools, nurseries and additional support services.
- 7.1.10 In our learner survey, 79% of respondents with a disability advised that information is not shared in the best way for them. Learners identified the use of technology as a positive support that for many can be accessed independently.
- 7.1.11 Professional learning identified to ensure access to enable access to the curriculum will include ensuring that professionals consider the communication needs of disabled pupils in day to day communication, including for example access to alternative or accessible formats.
- 7.1.12 In summary, although considerable work has been undertaken in this area, the learner should as far as possible receive information, including everyday communication in school, in a format that they can understand. Further work is required to ensure that information is readily available in a variety of formats and that everyone knows where these can be accessed.

7.2 2020 Goal - Establishment of Digital Hub as a one stop shop for all information for all stakeholders

- 7.2.1 The ASN & Outreach Service's website has been continuously updated since its launch in Spring 2022. Careful thought has gone into the website to ensure it provides information mandated by the Additional Support for Learning Code of Practice (2017). The site provides information for young people, parents and professionals regarding each area of the service including vision and hearing support. Improving 'communication and the accessibility of information' is a key aim and good progress has been made against this through the establishment of the website. Analytics data evidences recent promotional activity has increased activity on the service's website. Most stakeholders rate the content as either 'good', 'very good' or 'excellent' with almost all stating the same regarding layout and presentation.
- 7.2.2 The Education Psychology Service review and update their digital hub to offer supports to pupils, parents and staff based on information gathered throughout the year about topics and areas of need arising through their work in Education.

7.2.3 In summary, the ASN & Outreach Service's website will continue to evolve in response to the needs of our children, young people and families.

7.3 2020 Goal - Information gathered and shared directly with ASN Parent forum

7.3.1 For families living in the Clinterty Travelling Persons Site, contact is made within 2 days and education, learning, health and accessibility needs are discussed directly with families. This may include giving information, advice and liaison with appropriate schools and services.

7.3.2 Aberdeen City Council is committed to communication which is easy to understand as seen in our We CARE Charter and Commitments. Where people need information provided in different ways this should be acknowledged and provided. This includes alternative languages including British Sign Language (BSL), Easy to Read, Braille and audio recordings. All information should be available to parents, carers and pupils in a format which is accessible to them. School information can be made available in Braille, audio recording, online or translated into other languages upon request.

7.3.3 To enable sharing information directly with families we have liaised with [WeToo](#), a parent driven organisation, to empower families of children with disabilities. Parent/carer information events at their drop in centre in the Trinity Centre have taken place on a variety of themes including: an information session with the Fit Like Hub, an information morning with the Financial Inclusion Service, and Cuppa and Chitchat with a Quality Improvement Officer from Education. In its early stages we are in discussions as to next steps based on WeToo evaluations.

7.3.4 The [ASN & Outreach Service's Parents' and Carers' Group](#) was established in early 2022, as a forum for all parents and carers of children and young people with additional support needs and disabilities. The group comprises of volunteer parent/carer representatives who meet every 6 weeks with the Head Teacher and one other member of the Service's Senior Leadership Team. The Group's Charter was designed by members and aims to acknowledge parental expertise, capture voice, improve service, open channels of communication, provide accessible information (including Statutory), represent views, share practical experience, and support home learning. Information about the group is available on the ASN and Outreach Service website and was shared with all parents via the Aberdeen Learns Parents and Carers newsletter. This will be shared at the beginning of each school session.

7.3.5 Effective practice has been identified where schools work in partnership with parents and agencies to share effective strategies and solutions, through timely communication. This includes where they have their own parent groups to enable effective and timely communication and partnership working. When moving towards the updated plan there requires to be a high level of collaboration in curriculum planning to ensure any offer is flexible enough to meet the needs of the child.

8 Review and Evaluation

8.1 The Implementation of this Plan will be monitored and reported to Committee through the regular National Improvement Framework updates presented to Committee.

8.2 Progress will be reviewed annually by the central team. Where appropriate, the Accessibility Plan will be revised to take account of any changes which may be required. Formal review will take place after 30 months to ensure a new Plan is in place three years after completion of this one. This will ensure that we maintain a focus on improving outcomes for those who are disabled and meet our duties set out in the 2002 Act.

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 with a disability	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
<p>Improve awareness of legislation and guidance:</p> <ul style="list-style-type: none"> • 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	<p>Professional learning evaluation</p> <p>Reduction in the number of associated complaints and requests for dispute resolution</p>
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	<p>Disabled Learner feedback</p> <p>Feedback from parents and carers of disabled pupils</p>

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?
<p>Augmentative and alternative signage at learner appropriate height</p> <p>Toilets signposted as accessible</p>	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, Outreach Services	Improvement in understanding and attendance

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	Children's Services Board	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 and highlighted on school websites
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
Ensure summary information regarding additional support needs is accessible and available in a variety of formats in accordance with legislation	Meet statutory duties	Jan 2024	Quality Improvement Team	Audit of school handbooks & websites Feedback from parents

Appendix 1

Useful resources for early learning and school staff

[GTCS Professional Standards Additional Support Needs, Professional Standards Care Inspectorate](#)

[Aberdeen City Council Standards: Learning, Teaching and Assessment; Ensuring Wellbeing, Equity and Inclusion](#)

[ASN & Outreach Service](#)

[Autism Outreach Service](#)

[Educational Psychology Service Hub](#)

[Aberdeen City Council Supporting Learners](#)

[CIRCLE Framework & Up and Away Enquire](#)

[Equality and Human Rights Commission: Reasonable adjustments for disabled pupils \(Scotland\)](#)

[Technical guidance for schools in Scotland for the Equality Act \(2010\) regarding discrimination](#)

[What equality law means for you as an education provider – Schools](#)

[Scottish Government: Additional Support for Learning Equality Act 2010](#)

[Scottish Government: Decision-making: children and young people's participation](#)

[Education Scotland: Learner Participation in Educational Settings \(3-18\)](#)

[My rights, my say](#)

[The Lundy model of participation](#)

[Tools for gathering the views of children and young people - Highland Council Psychological Service](#)

[Look Who's Talking: factors for considering the facilitation of very young children's voices, 7 Golden rules for participation](#)

[Children in Scotland, e-learning Hub](#)

[Principles of good transitions](#)

[Compass: transitions](#)

[Scottish Government: Children and Families](#)

[Scottish Government: Guidance on School Transport](#)

[Scottish Government: Supporting children and young people with healthcare needs in schools: guidance](#)

[Education Scotland: Curriculum Support](#)

[Aberdeen City Council: Health and Safety](#)

[HSE Guidance on School Trips](#)

[Going Out There – Health and Safety guidance on leaving the school grounds](#)

[HSE Guidance on supporting pupils with disabilities, special educational needs, and additional support needs](#)

[SQA Assessment arrangements](#)

[Included, engaged and involved part 1: promoting and managing school attendance](#)

Useful Resources for Parents

[ASN & Outreach Service](#)

[Autism Outreach Service](#)

[Aberdeen Parent Learning Hub](#)

[Aberdeen Digital Learning Hub](#)

[Educational Psychology Service Hub](#)

[CIRCLE Framework](#)

[Enquire - The Scottish Advice Service for Additional Support for Learning](#)

[Compass: transitions](#)

[Enquire: Steps to resolving disagreements](#)

[Govan Law Centre - Education Law Unit](#)

[CALL Scotland](#)

[Dyslexia Scotland](#)

[Scottish Traveller Education Programme \(STEP\)](#)

[Scotland's Anti-Bullying Service - Respect Me](#)

[Advocacy Services](#)

Useful Resources for Children and Young People

[Aberdeen Digital Learning Hub](#)

[Reach.scot: understanding your rights](#)

[My rights, my say](#)

[Enquire: Children and Young People](#)

[ASN & Outreach Service](#)

[Compass: transitions](#)

[Govan Law Centre - Education Law Unit](#)

[Scotland's Anti-Bullying Service - Respect Me](#)

[Dyslexia Scotland](#)