

REPORT TO: EDUCATION COMMITTEE - 8 DECEMBER 2008

REPORT ON: DISABILITY EQUALITY SCHEME 2007-2010 - PROGRESS REPORT

REPORT BY: DIRECTOR OF EDUCATION

REPORT NO: 614-2008

1.0 PURPOSE OF REPORT

- 1.1 The Report informs the Committee of the progress made in implementing the Education Department's Disability Equality Scheme 2007-2010.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Committee notes the progress made in applying the Education Department's Disability Equality Scheme 2007-2010 and approves the appended *2nd Annual Report - Disability Equality Scheme*.

3.0 FINANCIAL IMPLICATIONS

None

4.0 MAIN TEXT

- 4.1 Reference is made to Committee Report 662-2006 which detailed content of the Education Department's Disability Equality Scheme published on 4th December 2006 in order for the Council - as an Education Authority - to meet its statutory Disability Equality Duty under new disability discrimination legislation. Committee approved the Report which was closely linked to the Report which established the corporate Disability Equality and Diversity Scheme.
- 4.2 There are six general duties associated with the legislation under which the specific duty to publish and report annually on a Disability Equality Scheme.
- 4.3 Progress is being made with respect to all six general duties as applied to the Education Department and the schools managed by the Department. The following paragraphs summarise what is a huge range of activities as well as procedural and policy developments which are aimed at promoting equality for all children and young people in our schools including those with disabilities.
- 4.3 Promote equal opportunities: All schools in Dundee and the Department are charged with creating equality of opportunity for disabled pupils and staff and to ensure that disabled parents and carers can play as active a role as possible in the life of their children's learning and in their school community. A new Supporting Learning Policy has been written to take account of recent legislative changes. The Accessibility Strategy 2006-09 pre-dates the Disability Equality Scheme 2007-2010 and very clearly links the work in improving accessibility to the physical environment, the curriculum and information to the promotion of equality for disabled pupils and staff.
- 4.4 Eliminate unlawful discrimination: All schools and the Education Department take steps to eliminate discrimination experienced by disabled children, young people and members of staff in order to ensure that they gain maximum benefit from their learning opportunities and their working environment.
- 4.5 Eliminate disability-related harassment: There are clear anti-bullying procedures which record where pupils involved in incidents of bullying are disabled and which

shows a record of how support is provided. All staff are informed about harassment procedures. There are nominated harassment officers to whom they can address concerns in confidence.

- 4.6 Encourage participation of disabled people in public life: active steps are taken to include disabled pupils and staff in development and planning processes. For example, at Kingspark Special School where every pupil and some parents there is a Pupil Council and parents and pupils regularly have opportunities to share in positive community projects and experiences.
- 4.7 Promote positive attitudes to disability: An *Understanding Disability* training activity is available to all schools. Projects involving disabled pupils and the staff who work with them regularly feature and often gain awards in the Department's annual Celebrating Achievement event. Proposals to build a replacement Kingspark School will see the new school built on a campus with a neighbouring mainstream secondary school and closer physically to the heart of the city.
- 4.8 Take steps to meet disabled people's needs, even if this requires more favourable treatment: The Department continues to direct additional resources towards special arrangements aimed at ensuring disabled pupils have equal access to education. More schools are more accessible than ever. Specialist equipment is provided for individuals and physical adaptations are made to ensure disabled pupils can access the physical environment in mainstream wherever it is possible and reasonable to do so. Fifteen primary schools have enhanced levels of provision (additional staffing and other resources) to enable disabled pupils and others to be included in mainstream settings where that is not possible or desirable within normal staffing arrangements. Kingspark Special School is highly staffed in partnership with NHS Tayside to ensure that children with moderate to complex needs receive education in an appropriate highly individualised learning and care environment.
- 4.9 The Appendix provides a summary of steps taken by our schools in promoting equality for disabled pupils, staff and parents in the course of the past year. It is important to recognise and endorse the efforts of schools in this respect and acknowledge the successes - large and small - achieved by disabled pupils in Dundee's schools on a daily basis.

5.0 POLICY IMPLICATIONS

- 5.1 This Report has been screened for any policy implications in respect of Sustainability, Strategic Environmental Assessment, Anti-Poverty, Equality Impact Assessment and Risk Management.
- 5.2 There are no major issues.

6.0 CONSULTATIONS

- 6.1 The Chief Executive, Depute Chief Executive (Support Services), Depute Chief Executive (Finance) and Head of Finance have been consulted in the compilation of this Report.

7.0 BACKGROUND PAPERS

None.

Anne Wilson
Director of Education

21 November 2008

Ref:

Dundee City Council Education Department

Disability Equality Scheme 2007-2010

Annual Report

November 2008

Publication

This report and partner disability equality schemes and reports are available via the Dundee Equality and Diversity Partnership website and on individual websites as listed below.

Partnership Website: <http://www.dundeepartnership.co.uk/page.php?id=643>

Alternative Formats: This annual report has also been published in an Easy Read version which can be accessed on www.dundee.gov.uk. A hard copy in Easy Read, LARGE PRINT or other formats and languages can be requested by making contact as detailed below.

Dundee City Council

Post: Freepost, Floor 2 Tayside House, Dundee, DD1 3RB

Tel: 01382 43308

Fax: 01382 433060

Email: disability@dundee.gov.uk

Website: www.dundee.gov.uk

Contents

- 1 Introduction
- 2 Revised Action Plan with Progress Report
- 3 Review of actual improvement and things that have changed for disabled people
- 4 Training
- 5 Delivery of the Disability Equality Duty
- 6 Conclusion

APPENDICES

- A. Original Action Plan
- B. Collation of reports by schools on meeting the general duties
- C. Annual School Report Template
- D Sample of EQIA carried out by Department

1 Introduction

1.1 This is Dundee City Council Education Department's second Annual Report on their Disability Equality Scheme published on 4th December 2006.

1.2 This report is the City Council Education Department's response to the Disability Equality Duty under the Disability Discrimination (Public Authority) (Statutory Duties) (Scotland) Regulations 2005.

1.3 This report provides a review of the progress made on the Action Plan to improve disability equality in Dundee, as a result of Dundee City Council Education Department's Disability Equality Scheme 2007 -2010.

2 Revised Action Plan with Progress Report

2.1 The original Action Plan from the Dundee City Council Education Department's Disability Equality Scheme 2007-2010 includes 34 actions, on the corporate Strategic Plan Monitoring Database, to be carried out as a result of the consultation and development programme undertaken prior to publication.

2.2 The original action plan's 34 items contained duplicate items and items that were so similar in content and approach that a revision has been carried out placing a revised list of actions under four broad headings; namely, Policy, Communication and Consultation, Training and Information Processing.

2.3 The following table shows the revised action plan and summarises the Education Department's progress in carrying out the actions identified therein.

2.4 In terms of progress made, no items from the original Action Plan have been abandoned. All are either on schedule or completed.

Dundee City Council Education Department
Disability Equality Scheme 2007-10

Action Plan

There are four main areas of focus within the action plan arising from the Department's Disability Equality Scheme and these are

1. Policy 2. Consultation and Communication 3. Training 4. Information Processing

The following tables outline the action points, the responsible lead officers, the due dates and a brief summary of progress made.

1	<u>Policy</u>	Lead Officer	Due date	Progress Report
1a	Establishments will assess the impact of all relevant policies including the Disability Equality Scheme (ref guidance in Appendix 2)	Head Teachers	Ongoing	Presentation made to all Head Teachers. A Departmental Equalities Group supports schools in meeting their obligations under this legislation. Head Teacher representatives from Special, Early Years, Primary and Secondary education sectors sit on the Equalities Group. Equality and Diversity Co-ordinator recently appointed to DCC provides advice and support.
1b	All current policies will be further developed, as indicated by the results from assessment, to ensure that the impact on disability equality is positive	Head Teachers JG	Ongoing	All new policies are subject to equality impact assessment. Current policies are being reviewed on a rolling basis. With respect to support for pupils with additional support needs including those related to disability, a new policy was presented and accepted by Committee in November 07. This is underpinned by a comprehensive set of guidelines with respect to all relevant practices and procedures due to be launched late 08.
1c	Disability equality impact assessment will be built into all policy planning and development processes	JG	Ongoing	This will be achieved via a training and support programme for key staff in educational centres; mainstream, special and off-site. An

				awareness-raising session on equalities legislation has been given to all Head Teachers and an accompanying slide presentation and leaflet disseminated to all Head Teachers for all staff. Further support is available from Equality and Diversity Co-ordinator.
1d	The Disability Equality Scheme will be reviewed and revised on a three-yearly cycle and adjusted, as appropriate, by the Senior Management annually. 2nd Scheme to be published by Dec09	JG	April 09	This is built into the Disability Equality Scheme review process.

2	<u>Consultation/communication</u>	Lead Officer	Due date	Progress Report
2a	Bring together pupils with disabilities who wish to participate in focus groups and ensure that discussions are wide, varied and relevant to provide the Department and establishments under its management with comment on policies practices and procedures, thereby improving the level of active involvement within the lifetime of the current Scheme.	EW	Dec 07	In practice, this has proved problematic in mainstream settings due to the disparate nature of disabilities prevalent. In special and supported sectors, pupils with significant additional support needs including disability are consulted on a regular basis; for example, the Pupil Council at Kingspark School meets regularly. The minute of each meeting is posted on the pupil notice board and the members of the Pupils' Council are identified by photographs on the same notice board. The city-wide Pupil Council has been consulted by the national organisation Enquire with respect to the accessibility of its website for young people with additional support needs prior to its launch in 08. Also consulted in this process are pupils with disabilities such as autism, ADHD and sensory impairment. In January and February of 2008 pupil and

				<p>parent surveys were conducted in every primary and secondary across the city. (see section 6.7 below)</p> <p>Within our Extended Review process, separate Focus Groups of parents, staff and pupils give their views on a variety of issues with respect to the teaching, learning, physical environment, consultation processes, working relationships and many other aspects of life in a school. These extended reviews are carried out in all schools including our off-site learning centres and special schools. Children with disabilities are included in the focus groups.</p> <p>We support the employment by Parent-to-Parent Tayside of an independent advocacy worker for children with additional support needs.</p>
2b	Creatively extend the opportunities for children and young people to be involved through continued use of the Pupil Councils - both city-wide and school-based - and monitor the Councils to ensure participation of pupils with disabilities.	SC	Ongoing	Please refer to above section
2c	Make use of the responses provided to the questionnaire by pupils with visual and hearing impairments to inform school staff, redesign service delivery and eliminate discrimination.	MM	Completed	The responsibility for following this through lies with the Department's multi-agency Access and Inclusion Advisory Group. The continued programme of removing physical barriers to learning is described within the Department's Accessibility Strategy.
2d	Ensure that communication with children, young people and their families is in plain English and complies with the interpretation and translation needs and requests of parents or service users.	MM	Ongoing	The Bilingual Pupils' Support Service practice guidelines have been revised and are now in final draft. The aim is to have them ready for release for March 2009 along with the service DVD. The Multi-Sensory Service provides

				additional support for pupils with sensory disabilities.
2e	All staff, School Boards (<i>now replaced by Parent Councils</i>) and appropriate others will be made aware of the implications of the corporate, Departmental and establishment policies on disability equality and will be involved in the implementation process.	Head Teachers KM	Annually	All Head Teachers are aware of their roles and responsibilities in delivering on the equalities agenda - not just with respect to disability equality. Head Teachers have been given presentation and information materials to ensure full dissemination throughout all schools and centres to all members of staff. Schools have designated Equalities Co-ordinators. There are now Parent Councils in every school across the city. Effective and efficient communication pathways are in place to enable meaningful consultation to take place with respect to all relevant developments. These Councils are supported by a full-time permanent Parental Involvement Officer.
2f	Education Department and all schools will provide information on progress on implementing the disability Equality Scheme	Ed Dept SMT Head Teachers		A reporting template was produced by the Department in order to guide schools through the annual reporting process and to enable their responses to be collated in a meaningful sense. This report will be made available to all stakeholders by publication on the website and by e-mail to all schools and support services.
2g	Consultation will take place with all appropriate stakeholders as an essential element in the development of policies	JG	Completed	The development of policy by the Department routinely incorporates a process of stakeholder consultation. A recent development has been to provide public access to proposed changes in policy via the Council website. Thus the draft Policy on supporting children with social and communication disorders including autism was posted on the internet and publicised in the

				<p>local press and, nationally, via the National Autistic Society. A report form was included for respondents to give their views on the draft policy.</p> <p>We have commissioned Parent-to-Parent Tayside to set up and manage a consultation group for parents of children with additional support needs including disabilities. This group will be consulted as a matter of course on policy developments and proposed structural changes at an early stage.</p> <p>Parent representatives sit on our Autism Strategy Group providing a valuable parental perspective on policy and practice.</p>
--	--	--	--	---

3	<u>Training</u>	Lead Officer	Due date	Progress Report
3a	All staff within Dundee City Council and of the Education Department should be aware of and committed to the Disability Equality Scheme. Training will be designed to ensure that this is the case.	KM EW	Completed	All Head Teachers are aware of their roles and responsibilities in delivering on the equalities agenda - not just with respect to disability equality. Head Teachers have been given presentation and information materials to ensure full dissemination throughout all schools and centres to all members of staff. Schools have designated Equalities Co-ordinators. Equality features as a focus for discussion within Extended School Reviews. Supportive training on Disability Equality in particular and equalities in general was provided for Head Teachers and school based Equalities Co-ordinators.

3b	Departmental and establishment policies will be prioritised by their relevance to disability equality. By December 2007, relevant current policies will be further assessed for their impact on pupils, parents and staff with disabilities.	Head Teachers JG	Ongoing	EQIA is carried out with respect to policies taken to Committee. These are made available to the corporate body for publication. (see examples in Appendix D)
3c	Increase the capacity of the existing 'Understanding Disability' programme to support greater numbers of schools in delivering educational and social experiences designed to expose children and young people to the effects of living with a variety of disabilities and to challenge negative attitudes towards disability and people with disabilities	KM	Dec 09	A training package which exposes young people to the reality of being disabled by the use of specialist equipment has been fully funded by the Department and is available to all schools on application to the Quality Improvement Officer (Support for Learning).
3d	Take steps to ensure that all people are made welcome and are treated with equal value and respect in all establishments	Head Teachers	Ongoing	During 08 we have concentrated on developing the training and support for our travel escorts. As they are the first and last contact points for parents and children with a disability, it has been recognised that they require to have an appropriate level of training with regard to disabilities to communicate and support the children in their care.
3e	Ensure that the images and attitudes displayed broaden understanding about disability and promote disability equality	Head Teachers LT	Ongoing	This is the responsibility of Head Teachers in each centre. The Department's Media Relations Officer ensures that, whenever possible, press coverage of positive developments involving children and young people with disabilities are publicised.

4	<u>Information Processing</u>	Lead Officer	Due date	Progress Report
4a	Communication and access needs of parents and carers will form part of the review of recording processes to be undertaken within the lifetime of this Scheme	JG FM	Dec 09	Existing forms are being reviewed to ensure that all information necessary to facilitate appropriate support for parents can be put in place following a child's enrolment in a Dundee educational centre. This information relates to

				physical needs, access needs and communication needs. Access needs and communications will also feature significantly in the review of the Accessibility Strategy 2006-09.
4b	The assessment, monitoring and setting of targets relating to disability equality will be integrated into the annual programmes of School Review, Policy Monitoring and Review, Senior Management Team Planning, Review and Evaluation. This will be reported to the corporate Disability Action Group with the aim of improving the attainment and achievement of pupils with a disability.	JG	Annually	Within the Extended and Annual School Review process, managers will monitor each establishment's data to ensure that disability equality is considered on each occasion in some detail, including, where necessary, the setting of specific, related action points.
4c	The Education Department will monitor and consider impact assessments to identify trends and patterns.	JG	Annually	An Equality Group has been formed and one of its duties is to monitor and review EQIA undertaken by the Department and report back as appropriate to the Senior Management Team.
4d	Access to, take up of and feedback from disability-relevant training will be monitored to suggest ways in which the Education Department might seek to improve the experience of young people, staff and parents with a disability.	KM	Annually	All training is monitored both immediately to assess the impact of the training and also subsequently to review the positive impact on practice both of the individual and of the centre in which they work.
4e	The Education Department will continue to work closely with the Personnel Department to develop ways to publish all relevant information in a sensitive and helpful way.	EW JR LT	Ongoing	This is carried out in accordance with national and corporate practice, procedure and policy.
4f	Ensure that ICT provision allows the Department to access, monitor, evaluate and review data on disabled staff in terms of recruitment, retention and career progression to enable appropriate action to be taken	JR MM	Dec 09	This is carried out in accordance with national and corporate practice, procedure and policy.
4g	Taking care to ensure that monitoring does not breach the Data Protection Act or identify individuals, monitoring and evaluation	FM PC	Ongoing	This is carried out in accordance with national and corporate practice, procedure and policy.

	will be used to ensure that impact generates change where necessary			
4h	Audit the effectiveness of IEPs/CSPs to ensure consistency of use and approaches across the Department and assist in spreading good practice across the Authority	DG	Annually	<p>Training in developing IEPs has been a feature of development work within the Department. This has been augmented by an emphasis on developing and writing Co-ordinated Support Plans for pupils who have support that is substantial, direct and continuing by Education and at least one other agency for at least a year.</p> <p>Guidance on writing co-ordinated support plans, based on our experience over the last two years, has now been circulated to all educational establishments.</p>

3 Review of actual improvement and things that have changed for disabled people

A fundamental part of the Disability Equality Duty is that for the first time ever public authorities have a statutory requirement to involve disabled people in achieving disability equality.

Involving disabled people increases the likelihood of success, thus increasing our chances of reaching our strategic objectives.

Dundee City Council Education Department promotes consultation and involvement of disabled children and young people by raising relevant issues, in the first instance, within the Departmental and statutory planning mechanisms through which supported education is provided where a disability is creating a barrier or barriers to learning.

Consultation with groups of disabled pupils takes place principally, but not solely, in our special school settings and in schools with enhanced levels of provision designed to support and maintain children with significant additional support needs in a mainstream setting.

Dundee City Council, corporately and departmentally, has taken the opportunity to build on a culture of public involvement. We invite continuous feedback on disability issues and council services through the dedicated email account at this address:
disability@dundeecity.gov.uk

Individuals who have an interest in disability issues can also share their views with other like-minded individuals by joining the local access panel, Dundee Access Group, an independent lobby group who are helping promote disability equality in Dundee across all areas of disability. This is their web address.
<http://www.dundeeaccessgroup.co.uk/>

4 Training

The Department provides a range of training courses and special events for staff aimed at improving their knowledge of disability and equality issues.

Staff who attend training provide feedback on how well the training went and also report later on what impact the training has had on

their practice and how that had impacted more generally on practice in their establishment.

5 Delivery of the Disability Equality Duty

Disability legislation puts a positive duty on public bodies referred to as the 'Disability Equality Duty' that requires local authorities to deliver on the 6 themes of the duty.

5.1 Promotion of equality of opportunity between disabled people and other people

All schools in Dundee and the Department are charged with creating equality of Opportunity for disabled pupils and staff and to ensure that disabled parents and carers can play as active a role as possible in the life of their children's learning and in their school community.

A new Supporting Learning Policy has been written to take account of recent legislative changes. The Accessibility Strategy 2006-09 pre-dates the Disability Equality Scheme 2007-2010 and very clearly links the work in improving accessibility to the physical environment, the curriculum and information to the promotion of equality for disabled pupils and staff.

Dundee City Council has progressed this by the embedding of disability equality within the council committee process. All Policies and Plans require to fulfil the Equality Impact Assessment process as part of Committee approval by elected members.

5.2 Elimination of discrimination that is unlawful under the Act

The council has responded to this by taking action to eliminate discrimination in the provision of its own services and functions, and by facilitating elimination of discrimination in its other roles.

Individually and collectively, schools and the Education Department take steps to eliminate discrimination experienced by disabled children, young people and members of staff in order to ensure that they gain maximum benefit from their learning opportunities and their working environment.

5.3 Elimination of harassment of disabled people that is related to their disability

Dundee City Council has worked with its partners to empower disabled people in the city to ensure that we help eliminate the harassment of disabled people that is related to their disability.

Within the Department, there are clear, recently revised and re-issued anti-bullying procedures which specifically record where pupils involved in incidents of bullying are disabled and which shows a record of how support is provided.

All staff are informed about harassment procedures. There are nominated harassment officers to whom they can address concerns in confidence.

5.4 Promotion of positive attitudes towards disabled people

An *Understanding Disability* training activity is available to all schools. Projects involving disabled pupils and the staff who work with them regularly feature and often gain awards in the Department's annual Celebrating Achievement event.

Proposals to build a replacement Kingspark School will see the new school built on a campus with a neighbouring mainstream secondary school and closer physically to the heart of the city.

The council and its partners continue to promote the benefits of a positive attitude towards disabled people, from the more inclusive services and facilities that benefit everyone to tapping into the resources that disabled people have to offer to the community.

Our travel Escorts who are the first and last point of contact each day for parents and children with a disability, have recently completed training on the role of the escort, health and safety, moving and handling and understanding disability. It is recognised that the escorts play a vital role in promoting positive attitudes towards disability. They have been supplied with appropriate work clothing and equipment suited to their task. This has helped parents and children to recognise the valued role they play. Their role in supporting the development of Travel Passports for children with complex disabilities is key in ensuring the inclusion of all relevant information pertaining to the individual child. Appropriate

routes of communication have been clarified and formalised so that escorts are able to report back any information relevant to the health and wellbeing of the children with whom they have daily contact.

5.5 Encouragement of the participation by disabled people in public life

Active steps are taken to include disabled pupils and staff in development and planning processes. For example, at Kingspark Special School where all pupils and some parents and visitors are disabled, there is a Pupil Council and parents and pupils regularly have opportunities to share in positive community projects and experiences.

The Education Department holds a formal 'Celebrating Achievement' event every year in the Caird Hall. Nominations on behalf of projects and individuals are judged by an independent panel. Each year since its inception, winners have included disabled youngsters either individually or as members of a group project.

5.6 Taking steps to meet disabled people's needs, even if this requires more favourable treatment

The Department continues to direct additional resources towards special arrangements aimed at ensuring disabled pupils have equal access to education.

More schools are more accessible than ever. In 2008, work was undertaken in three secondary to make the buildings accessible to children requiring the use of a wheelchair.

Specialist equipment is provided for individuals where identified needs including disability indicate a need for such.

Physical adaptations are made to ensure disabled pupils can access the physical environment in mainstream wherever it is possible and reasonable to do so. Two more of our primary schools have had work completed to facilitate the needs of pupils with visual impairments.

In the mainstream sector, fifteen primary schools and three secondary schools have enhanced levels of provision (additional staffing and other resources) to enable disabled pupils and others to be included in mainstream settings where that is not possible or desirable within normal staffing arrangements.

In August 2008, staffing within the Support for Learning Departments in two additional secondary schools was enhanced to develop the schools' capacity to receive children on the autism spectrum.

In the special education sector, the highly regarded Kingspark School has an appropriately high staff to pupil ratio and is staffed in partnership with NHS Tayside to ensure that children with moderate to complex needs receive education in an appropriate, highly individualised learning and care environment.

The Council has recognised that sometimes it is necessary to offer more favourable treatment to deliver a more equal community. This is reflected in council policies including the 'Guaranteed Interview Scheme' which is in practice in the Education Department.

6. Conclusion

6.1 The review of Dundee City Council Education Department's Disability Equality Scheme 2007 - 2010 Action Plan described in section 2 above has recorded continued progress at the end of the second year. The progress has been reported through the council's Corporate Strategic Plan Monitoring Database.

6.2 The European Foundation for Quality Management (EFQM) 2008 results under the heading of Customers Results stated that: "Feedback from parents via surveys and Extended Reviews is positive. Centrally based support staff respond timeously and professionally to parental queries and concerns. The appointment of specialist staff to support Looked After Children and the implementation of the Parental Involvement Act is noteworthy. Levels of satisfaction among parents of young people with additional support needs are high."

6.3 The Equality Impact Assessment process is embedded within the council's committee approval process and is mainstreaming disability equality within delivery of council services and policies. Completed EQIAs are published on the council website. During the development phase of the Education Department's Service Plan 2008 -11, the plan was screened for negative impact on equality groups (Appendix D).

6.4 Workforce monitoring information on disability is still not fully in place, and as such the figures that are recorded show levels of employment of disabled people in the authority to be below local and national averages. There is also evidence of reluctance to declare disability in equality monitoring, and more work needs to be done to build confidence around confidentiality and reasons for monitoring to enable more effective information gathering.

6.5 The Education Department ensures that services and policies are developed in line with predictions in the equalities make-up of our school communities and we work in partnership, principally, with NHS Tayside to identify young children who will enter educational services with additional support needs. Recent developments in transition planning for children with additional support needs including disabilities has seen this rolled out to our partners in the private sector for children under 5. The transition planning is also increasingly being used to support children under the age of 3 with additional support needs including disabilities transfer into nursery education.

6.6 The council's Planning and Transportation department enables access to the latest data on local population demographics through a range of surveys and data collection, as well as national data promoted to inform council departments in delivery of their functions.

6.7 In the Pupil Survey 2008 of primary aged pupils, 88% agreed with the statement "All pupils are treated fairly in school". For primary aged children the national baseline for this statement is 86%. 92% of children in our primary schools "feel safe and well looked after in school" and 92% also feel "teachers listen to what I say".

6.8 In the Pupil Survey 2008 of secondary school children, 68% agreed with the statement "All pupils are treated fairly in school".

For secondary school children the national baseline for this statement is 65%. 84% of secondary school children "feel safe and well looked after in school". While 74% feel "teachers listen to what I say".

Original Action Plan: Disability Equality Scheme 2007-2010

Priorities for Action	Advanced through
Communication and access needs of parents and carers will form part of the review of recording processes to be undertaken within the lifetime of this Scheme.	Department Development Plan
Ensure that ICT provision allows the Department to access, monitor, evaluate and review data on disabled staff in terms of recruitment, retention and career progression to enable appropriate action to be taken	ICT Strategy Group
Increase the capacity of the existing 'Understanding Disability' programme to support greater numbers of schools in delivering education and social experiences designed to expose children and young people to the effects of living with a variety of disabilities and to challenge negative attitudes towards disability and people with disabilities	School Development Plan
Re-assess each establishment's aims, ethos, behaviour, policies and procedures to acknowledge the collective responsibility of the whole learning community in tackling disability discrimination and promoting disability equality	School Development Plan
Take steps to ensure that all people are made welcome and are treated with equal value and respect in all establishments	School Management
Ensure that the images and attitudes displayed broaden understanding about disability and promote disability equality	School Management Department Public Relations

Ensure that all communication with children, young people and their families is in plain English and complies with the interpretation and translation needs and requests of parents or service users	Bi-Lingual Pupil Support Service and Multi-Sensory Service
Bring together pupils with disabilities who wish to participate in focus groups and ensure that discussions are wide, varied and relevant to provide the Department and establishments under its management with comment on policies practices and procedures, thereby improving the level of active involvement within the lifetime of the current Scheme	Department-led Focus Groups
Use of the responses provided to the questionnaire by pupils with visual and hearing impairments to inform school staff, redesign service delivery and eliminate discrimination	Multi-sensory Service Development Plan
Creatively extend the opportunities for children and young people to be involved through continued use of the Pupil Councils - both city-wide and school-based - and monitor the Councils to ensure participation of pupils with disabilities	Lead Officer City Wide Pupil Council
Continue to review each Individualised Educational Programme and co-ordinated support plan with children, young people and their parents on a regular planned basis	School Development Plan
Audit the effectiveness of iep/csp to ensure consistency of use and approaches across the department and assist in spreading good practice across the authority	Dundee Monitoring and Validation Group
All current and future policies will be screened and reviewed to assess their impact on pupils, staff and parents with a disability in consultation with all appropriate stakeholders as an essential element in the development of policies	Department Development Plan

All current policies will be further developed, as indicated by the results from assessment, to ensure that the impact on disability equality is positive	Department and School development planning
The assessment, monitoring and setting of targets relating to disability equality will be integrated into the annual programme of School Review, Policy Monitoring and Review, Senior Management Team Planning, Review and Evaluation programme	Department and School development planning
The Education Department will monitor and consider impact assessments to identify trends and patterns. Assessments will be informed by feedback from School Boards, staff, pupils and parents	Department and School development planning
Provide training and support to individuals and establishments to allow them to do what is required of them in law	Department and School development planning
The Disability Equality Scheme will be reviewed and revised on a three-yearly cycle and adjusted, as appropriate, by the Senior Management annually	Department and School development planning
Audit tools such as How Good is Our School will be used to evaluate the impact of the Disability Equality Scheme, set targets and inform next steps	School, Centre and Services Review Process School development planning
Disability equality impact assessment will be built into all policy planning and development processes	Department and School development planning
Establishments will assess the impact of all relevant policies including the Disability Equality Scheme	School development planning

<p>Data collected - including attainment in 5 -14 National Assessments and SQA results - will be reviewed and analysed by schools and the Department annually and reported to the corporate Disability Action Group with the aim of improving the attainment and achievement of pupils with a disability.</p>	<p>MIS Group Support for Learning Group</p>
<p>Taking care to ensure that monitoring does not breach the Data Protection Act or identify individuals, monitoring and evaluation will be used to ensure that impact generates change where necessary</p>	<p>Department and School development planning</p>
<p>Departmental and establishment policies will be prioritised by their relevance to disability equality. From January to August 2007, relevant current policies will be further assessed for their impact on pupils, parents, staff with disabilities.</p> <p>Policies will be revised, where it is appropriate and necessary to do so, in light of this assessment from August 2007 and improvements will be implemented.</p> <p>From August 2007, all new policies will be impact-assessed during development and thereafter through the review cycle.</p> <p>All staff, School Boards and appropriate others will be made aware of the implications of the departmental and establishment policies on disability equality and will be involved in the implementation process.</p>	<p>Department and School development planning</p>
<p>All staff within Dundee City Council and of the Education Department should be aware of and committed to the Disability Equality Scheme. Training will be designed to ensure that this is the case.</p> <p>Access to, take up of and feedback from disability-relevant training will be monitored to suggest ways in which the Education Department might seek to improve the experience of young people, staff and parents with a disability.</p> <p>All appropriate stakeholders will receive annual updates on the progress of the Disability Equality Scheme.</p> <p>The Department and establishment managers will ensure that staff are introduced to the Department's Scheme. This will ensure consistency and understanding of the issues and procedures relating to disability equality.</p>	<p>Educational Development Service</p> <p>Departmental Public Relations</p> <p>School reporting procedures</p>

<p>Management of educational establishments will update all staff on disability equality issues annually. Principally, this will be achieved by distribution of the school's annual report.</p> <p>The Department will continue to offer such staff development opportunities either centrally through the Staff Development Directory or in individual establishments on request.</p>	
<p>The Education Department will continue to work closely with the Personnel Department to develop ways to publish all relevant information in a sensitive and helpful way.</p>	

APPENDIX B

Collated 2007 and 2008 returns by nurseries and schools re meeting the general duties

50 of 64 centres had returned a report by date of writing. It must be noted that the list of examples shown of good practice in the final column is not exhaustive.

Action Plan Point (re. section 2 above)

General Duty 1: To promote equality of opportunity

3e Anti-bullying practices

Nursery 2007 (10 responses)

Examples of good practice:

- Daily small group time used to raise and talk issues over as and when they arise
- Circle Time, Zero tolerance of aggression

Nursery 2008 (6 responses)

Examples of good practice:

- Policy in place
- Behaviour guidelines for all groups of children and where appropriate children participate in writing them
- Parents are involved in individual programmes
- Staff are aware of policy and encourage good practice through example

Primary 2007 (28 responses)

Examples of good practice:

- Respect Week planned for November, to include spectrum of equality issues
- Buddy system to support all children to feel confident to report any incident of bullying

Primary 2008 (14 responses)

Examples of good practice:

- New school policy on promoting positive attitudes and behaviour shared with parent council and pupils
- Primary 7 buddies support Primary 1 pupils within the school
- Monday morning Meetings (Pupil Assemblies) feature school message weekly. Respect others, differences, community messages
- Pupils regularly reminded of importance of sharing concerns
- Concern folder outside HT office for pupils to post notes of concerns/issues that they would like to discuss
- Information leaflets
- Friendship Week
- School has anti-bullying policy
- Respect for others is a major part of PSD programmes.
- Being Cool in School programme in all classes promotes respect for self and others
- Policy and practice and strong ethos of pupils reporting issues or incidents that concern them. Pupils are clear about who to report concerns to, in the classroom and in the playground. Staff always aim to deal with all such reports fairly and consistently.
- Anti bullying is part of RE/PSD Programmes
- Barnardo's SPACE Creative Approaches with P6.
- Development of Being Cool in School programme throughout school.

Secondary 2007 (7 responses)

Examples of good practice:

- Respect group runs a series of events

Secondary 2008 (5 responses)

Examples of good practice:

- Restorative Practice, small group work, 1:1work
- Being Cool in School' being introduced throughout the school. Restorative approaches/peer mediation being introduced.
- PSE Programme
- Group work with Pupil Support Workers

Special 2007 (2 responses)

Examples of good practice:

- Dealing with bullying policy.
- Staff have a high level of training in positive interactions with children.
- Staff model and encourage mutual respect in the children

Special 2008 (1 response)

Examples of good practice;

As Above

3e Recording and responding to bullying

Nursery 2007 (10 responses)

Examples of good practice:

- Parents and carers informed of "zero tolerance" to bullying through handbook information

Nursery 2008 (3 responses)

Examples of good practice:

- Parents and carers informed of "zero tolerance" to bullying through handbook information
- Daily team meetings where any issue would be raised

Primary 2007 (28 responses)

Examples of good practice:

- All incidents are recorded, investigated and incidents reported to parents of all parties

Primary 2008 (16 responses)

Examples of good practice:

- DCC forms and procedures followed
- All bullying incidents recorded. Parents of those involved informed
- Playground rules system with yellow, orange and red cards so children understand how their behaviour is escalating
- Always involve parents at early stage
- All incidents are recorded, investigated and incidents reported to parents of all parties.
- Log kept as per policy.
- Every allegation of bullying is recorded and action taken is also recorded with feedback given to parent of pupils involved
- Using Anti-Bullying Guidelines for Dundee City Council Schools
- Completing Bullying Report forms
- Significant concerns are referred by staff (or parents) to DHT, who keeps full, accurate written records of all such issues. Records are reviewed regularly by SMT

Secondary 2007 (7 responses)

Examples of good practice:

- Linked to behaviour policy which includes a monitoring sheet, an action plan and an action plan review

Secondary 2008 (3 responses)

Examples of good practice:

- School log
- All incidents fully investigated and restorative approaches used. Parents informed and follow up meetings take place with bully and victim
- Discussed weekly at House Team Meeting. Parental contact where appropriate

Special 2007 (2 responses)

Special 2008 (1 responses)

Examples of good practice:

- Linked to behaviour policy which includes a monitoring sheet, an action plan and an action plan review

Nursery 2007 (8 responses)**Examples of good practice:**

- The entire ethos of the nursery sits around Personal Social and Educational development of the child

Nursery 2008 (3 responses)**Examples of good practice:**

- Health & Wellbeing Programme
- Circle time activities
- PSE is integral to our curriculum

Primary 2007 (26 responses)**Examples of good practice:**

- Programme in place. Use of 5 point scale which will shortly be part of whole school policy to supporting vulnerable pupils
- Persona Dolls used to highlight disability, issues discussed from P1-P7. Nursery teacher/nurses to have twilight training input using the dolls. P4 focus on prejudice and stereotypes

Primary 2008 (15 responses)**Examples of good practice:**

- All classes have anti bullying focus in PSD sessions.
- Bright Starts in use with P1 & P2 pupils.
- Pupils who experience difficulties forming relationships with peers work in small group situations alongside a member of SfL team to assist in forming

positive relationships

- In Introduced Cool in School programme
- From the Nursery to P7 all children are encouraged to respect themselves and others.
- PSD Programme - Equality discussed with pupils
- Nursery to P7 PSE programmes of study being followed
- Working party completed new Circle Time programme of work. PSE policy under review.
- Circles Around Dundee have 2 'Circles' in school presently. A large number of mainstream pupils attend 'Circle' to help pupils with ASN feel included in friendship groups
- VIP project carried out over 5 weeks across the school.
- Teacher led activities e.g. Circle Time, Walk About, Talk About
- Cool in School programme introduced to school
- Links made within Religious Education Programme
- Included in Health Curriculum (P1-P7) and cross curricular links sought

Secondary 2007 (7 response)

Examples of good practice:

- "Living with Others" - Awareness raising in S1 of attitudes towards people with disabilities

Secondary 2008 (2 response)

Examples of good practice:

- Includes anti-bullying element within programme

Special 2007 (2 responses)

Example of good practice:

- We follow the guidance in the Curriculum Framework 3-5 Individualised Educational Programmes (IEPs); targets and strategies also cover the area of development. Children's profiles reflect their learning in this area

Special 2008 (1 responses)

- **Example of good practice:** As Above

3d Inclusive Activities

Nursery 2007 (8 responses)

Examples of good practice:

- Staff provide additional support to children with disabilities to enable full participation in all aspects of the nursery curriculum

Nursery 2008 (5 responses)

Examples of good practice:

- Staff provide additional support to children with disabilities to enable full participation in all aspects of the nursery curriculum
- Practice throughout Nursery
- All children supported to enable them to access all activities
- All pupils included in all activities

Primary 2007 (27 responses)

Examples of good practice:

- Disabled children are integrated with mainstream classes and vice versa when this is of benefit. Buddy system in place
- All children are able to participate in activities and those requiring support are supported by a classroom assistant
- All extra curricular clubs are open to all. Awareness in classes to individual needs ensures teachers provide inclusive activities for all

Primary 2008 (22 responses)

Examples of good practice:

- All extra curricular clubs are open to all
- Awareness in classes to individual needs ensures teachers provide inclusive activities for all
- All children are able to participate in activities and those requiring support are supported by a classroom assistant
- Additional resources have been purchased through a Health Promoting Schools grant to further exemplify this work – also we are providing a more appropriate area for these resources so that they are more accessible in our new school.
- ASD pupils included in mainstream classes where possible. Assemblies suitable for all pupils
- Positive Play, classroom activities, buddy system, Positive Behaviour Management System. Active Learning
- Enhanced Provision children in mainstream class where appropriate and mainstream children in enhanced provision base.
- Buddy system in place.
- Celebrating individuality at Assemblies
- Intergration for ELP pupils within mainstream as appropriate, attend swimming with P6 children, involved in school events e.g. Scottish Afternoon, Talent shows, Christmas concerts.
- Intergration/reverse intergration (enhanced provision)
- regularly review practices
- quiet area nurture groups, soft start, easy end, breakfast club
- Special care taken to ensure school trips are arranged in places with access for children with disabilities. Every effort is taken to ensure that all children can access the full curriculum
- Wherever possible pupils with ASN are included in activities both within and outwith school. All included in after school activities. Support staff work both with pupils with ASN and mainstream pupils (highlighting skills of pupils with ASN at Bocchia). All pupils participate in school shows/assemblies. All pupils in school trained in use of Maketon.

- All pupils take part in specialist lessons and whole school promotions
- Team teaching used for children with additional support needs
- Staff are sensitive to the needs of all pupils
- Efforts made to support individual pupils with particular difficulties to access school activities - e.g. pupil with physical coordination difficulties given encouragement and sensitive individual support to access cycle training (discussion with parent and cycle training provider, ASC)
- The enhanced levels of resourcing promotes inclusive education
- Whistlefield Enterprise Group - won Removing Barriers to Learning category at Focus on Achievement Awards 2008.

Secondary 2007/2008 (7 responses)

Examples of good practice:

- Pupil Support Workers, PSE programme
- Efforts are made to make all pupils feel included – e.g. Ramadam Club

Special 2007 (2 responses)

Examples of good practice:

- Health promoting week on an annual basis

Special 2008 (2 responses)

Examples of good practice:

- Whole school themed day in June
- Children are supported in a variety of group settings to discuss, share and resolve any difficulties.
- Children are encouraged to support and help one another. (2008 - visual prompts are used as appropriate)

Nursery 2007 (3 Responses)**Nursery 2008 (5 Responses)****Examples of good practice 07/08:**

- "Child at the Centre" consulting children in planning the curriculum
- Parents, children and partner agencies consulted as children are not yet of an age to attend a pupil council
- Within the curriculum children views are sought and recorded as part of planning process

Primary 2007 (26 responses)**Examples of good practice:**

- Reps from P2-P7 including Autistic Spectrum Disorder supported group, Visually Impaired pupil member of Pupil Council
- Disabled pupils are full members of Pupil Council and playground committee

Primary 2008 (18 responses)**Examples of good practice:**

- Each class (P3-7) has a pupil council representative
- Pupil Council has reps from all classes including the Nursery
- Reps from P2-7 including children with additional support needs attend a Pupil Council
- Pupil Council with P1 - P7 representatives consult pupils from P1 - P7 every month. House Captains have a counselling role. ECO Council established
- Pupil Council consult with all classes in the school. Pupils within each class vote for their pupil representative
- Pupil Council in operation
- Pupils are voted onto Pupil Council by their peers from P4 – P7. All pupils involved in Open Voice event e.g. behaviour policy
- All pupils are invited to stand for this and House Captain and Vice Captain posts in the school

- All pupils take part in Pupil Council elections
- Eco Group work open to all pupils
- All various roles of responsibility held by pupils are inclusive e.g. Eco committee, Fair Trade steering group, prefects
- Every pupil has the opportunity to serve at least once on the Pupil Council in the course of P3-7
- All children are invited to comment on school issues
- Active Pupil Council in operation. Circle time sessions take place throughout the school. Pupils consulted about a variety of issues e.g. P7 going out to lunch.

Secondary 2007 (5 responses)

Secondary 2008 (2 responses)

Examples of good practice:

- PRC has been running for many years

Special 2007 (2 responses)

Special 2008 (1 responses)

Examples of good practice:

- Ongoing consultation appropriate to the developmental level of the children

3d

Special assemblies

Nursery Sector:

Examples of good practice:

- Nurturing nursery emphasis
- Visiting Theatre Groups
- Celebrations of Achievement

Primary 2007 (21 responses)

Examples of good practice:

- All classes have responsibility for presenting an assembly each session. Focus on key themes and values from Religious Education and PSE - e.g. discrimination. Every pupil is actively involved in presenting the assembly

Primary 2008 (22 responses)

Examples of good practice:

- Monday Morning Meetings feature inclusion and respect for all
- Fischy Music songs/publications to support children to be confident in showing and telling emotions and regularly have guest speakers
- Anti-Bullying, various faith festivals, charities etc
- All achievements celebrated. Special stories relating to all differing disabilities are told at P1-3 Assemblies
- Senior pupils work well together on projects that highlight opportunities for all in our country and in developing countries.
- A.R.C. campaign - high profile whole school initiative to combat racism and aggressive behaviour / bullying
- All pupils attend all assemblies. Every second week assemblies are non religious
- Each class takes an assembly throughout the year
- Cultural Celebrations, Anti-Bullying Awareness week
- Assembly regularly focuses on equality
- Assemblies go on throughout the year mainly based around religious festivals.

- Makaton used throughout assemblies to support children with language communication difficulties
- Multi-faith assemblies regularly occur in our school to celebrate the diversity within
- All pupils take part in assemblies e.g. drama group, class assemblies
- Infant nativity.
- Each class takes a turn on a fortnightly basis to lead an assembly
- All classes have responsibility for presenting an assembly each session. Focus on key themes and values from Religious Education and PSE - e.g. anti-racism. Every pupil is actively involved in presenting the assembly.
- Assemblies can be related to Being Cool in School and citizenship themes.

Secondary 2007 (4 responses)

Examples of good practice:

- Interpreter support. Visit to S1 SE classes from Sensory Services

Secondary 2008 (3 responses)

Examples of good practice:

- Anti-bullying assemblies planned and performed by pupils, Assemblies about Equalities, Charities, raising awareness of problems e.g. in Africa
- Multi – faith assemblies, achievement assemblies take place
- Interpreter Support for children using British Sign Language

Special 2007/2008 (2 responses)

Examples of good practice:

- International Peace Assembly on an annual basis
- Red Nose Day assembly bi-annually

Action Plan Point (re. section 2 above)

General Duty 2: To eliminate unlawful discrimination

3d Making the curriculum more accessible to pupils with disabilities

Nursery 2007 (10 responses)

Examples of good practice:

- Use of visual aids

Nursery 2008 (2 responses)

Examples of good practice:

- Modified / enhanced curriculum available
- Use of visual aids, work with other agencies

Primary 2007 (25 responses)

Examples of good practice:

- Enhanced provision activities for pupils with ASN
- Children with ASD successfully supported in mainstream. classes. Effective use of differentiated curriculum

Primary 2008 (31 response)

Example of good practice:

- Appointment and further specialised training of additional support needs classroom assistant. Also daily input from multi sensory team.
- Additional support provided to classes where pupils experience difficulty assessing the curriculum
- Classroom assistant time prioritised to support those classes with pupils who require additional support
- Support staff available to make sure that pupils are safe on stairs etc and so able to access Computer Suite and Music Room on 2nd and 3rd floors of the school building.
- Our additional support needs ethos and care plans ensure that all pupils find the curriculum more accessible
- Textbooks translated into Braille.
- Support for Learning provision. IEPs and external agency involvement. IEPs reviewed by all stakeholders. DEPS involvement
- Each pupil accessing an elaborated curriculum is planned for on an individual basis
- Additional time with PE specialist
- Elaborated Curriculum - (Enhanced Provision)
- Access for all pupils regularly reviewed
- Being an Enhanced Provision for children with physical difficulties this is always high on the agenda and every effort is made to ensure that all children have access to both the formal and informal curriculum.
- Involvement of BT Assist to supply IT equipment. Purchase of Whiteboard to assist pupils who are visually impaired. Ensure resources are available to help pupils access the curriculum.
- To further enhance active learning, Determined to Succeed funds were used to purchase a Promethean Board.
- IEPs which provide appropriate targets and success criteria
- Use of computers, materials and resources appropriate to needs of individuals
- Deployment of Support for Learning teachers and ASN classroom assistants to support learning
- Enhanced Provision activities for pupils with additional support needs.
- Flexible use of members of support staff to support pupils with disabilities
- Support for Learning staff work within our agreed curricular programme and framework for attainment targets to help pupils with additional support needs to achieve maximum success. Group and individual support, curriculum modification, additional/alternative resources, alternative teaching and learning methodologies
- Our integration policy ensures that all children access an appropriate curriculum
- 1:1 support, small group support, IEP's and CPD training for all staff.
- Social groups with focus on problem solving activities and games to encourage understanding differences and relationship development.
- All classes involved in enterprise, citizenship and eco themes.
- Social skills programme developed for use with pupils with additional support needs – can be adapted for whole class / group planning.

Secondary 2007 (7 responses)

Examples of good practice:

- Setting - Support in class - ASDAN. Differentiated curriculum - more choices, more chances

Secondary 2008 (5 responses)

Examples of good practice:

- SfL department expertise, liaising with Principal Teachers
- Pupils with motor skills difficulties have special equipment (leaning boards). Motor Skills Groups are given input weekly from SFL and C. Assist.
- Pupils with a hearing impairment receive support from MSS. Class teachers use microphones to communicate with children using hearing aids.
- Access courses. Differentiated materials. IT support. Interpreter support. VI/HI support
- Use of Support for Learning Department
- Adaptation of resources
- Technological aids
- Scribing and Transcription.

Special 2007/2008 (1 response)

Examples of good practice:

- Individual educational programmes are planned and provided by a multi disciplinary team. The curriculum is adapted and elaborated to meet the needs of the children. The children are grouped according to their needs with the appropriate level of support. (2008 - A new planning format is being trialled to ensure all children are consulted and included in planning. This will also enable us to bridge the transition into the new Curriculum for Excellence.)

3d

Making school more accessible to people with disabilities

Nursery 2007 (8 responses)

Examples of good practice:

- New front door, new disabled toilet, new changing facilities planned
- All on ground level

Nursery 2008 (7 responses)

Examples of good practices:

- Work completed on new disabled access to building and provision of disabled toilet
- All on ground level, wheelchair access and disabled toilet
- Parent and child group accessible to all children
- There is a ramp at the main entrance for disabled access. Plans are in place to install a toilet for the disabled
- Building accessible within the limits - secure door etc
- Staff have an awareness of the needs of others and accommodate where relevant

Primary 2007 (21 responses)

Examples of good practice:

- Ramps in place at front entrance, Nursery entrance and fire exit a rear of building
- Ramp provided at East entrance to improve accessibility for children with physical disabilities
- Major adaptations for member of staff who has severe mobility disadvantage (arthritis)
- Disabled car parking space available. Disabled entrance and toilet

Primary 2008 (14 responses)

Examples of good practice:

- Our splendid new building is totally accessible to those with disabilities.
- Extra handrails added on stairs inside and steps outside and handrails in toilets.
- All visitors welcomed and accommodated where ever possible. New building provides better facilities and access. Parents' and Community Rooms. Disabled toilets, lift and ramps etc.
- Disabled car parking available
- Improvements to toilet facilities to incorporate nappy changing facility
- School fully accessible following building of extension
- Visuals within school to assist pupils with a visual impaired and pupils with autism
- School is one which has physical access for all.
- Support for learning staff, ASN classroom assistants, specialist rooms and materials
- Disabled Ramp & Disabled Toilet now in use
- Disabled toilets are available in both school buildings. There are disabled entrances to school and nursery. Allocation/use of classrooms is flexible to accommodate all pupils.
- All school entrances have ramps for wheelchair access. seating at concerts, assemblies etc is modified to allow wheelchair access, when required

Secondary 2007 (8 responses)

Examples of good practice:

- Fully modernised to DRA standards
- Additional handrails and ramps. Disabled toilet. Health suite and ramps
- Close work with parents and external agencies

Secondary 2008 (7 responses)

Examples of good practice:

- Lift, ramps, railings
- Ramps, painted lines on steps, subtitling on TV
- Stair climbers
- Autism specific environment
- Lifts

Special 2007/2008 (1 response)

Example of good practice:

- Physical adaptations are made as required. The old building provides a variety of challenges but also provides a variety of settings which are well matched to children's needs.

3d Partnerships to support children with disabilities

Nursery 2007 (11 responses)

Examples of good practice:

- Work with multi-sensory service, educational psychology, Pre-School Home Visiting Service as applicable
- IEP's in place for children with additional support needs

Nursery 2008 (10 responses)

Examples of good practice:

- work closely with outside agencies such as DEPS, Speech and Language, Pre School Home Visiting Service, health Visitors, Armistead etc

- Working closely with parents of children with disabilities as well as other agencies involved with specific children
- There are links with appropriate agencies
- Working through transition with parents and other professionals
- Work with multi sensory, psychology, PSHV as applicable
- Good links with outside agencies and a real emphasis on partnership working
- Key workers are responsible for liaising with professionals
- Professionals are invited into nursery to work with children
- Good use is made of transition documentation
- Close liaison with health board, SW etc

Primary 2007 (23 responses)

Examples of good practices;

- Transition arrangements from Nursery /P1 and P7/S1. Dundee Educational Psychology Service advice, assessment and support, HSSS advice, Social Work support, SPACE (Supporting Primary Aged Children Early), Kick it Kick off, NHS staff - Child Psychiatry, school nurse, doctor, speech therapy etc. Bilingual and Multi-Sensory specialists, use of Autism Outreach Service

Primary 2008 (25 responses)

Examples of good practices:

- Excellent partnership with Multi sensory service staff - specialist teacher supports visually impaired pupils daily in class
- Support for Learning Teachers develop productive links with other agencies who support the needs of pupils with specific needs
- Support for Learning includes a programme of physical movement and co-ordination for children with dyspraxic tendencies
- Regular IEP and review meetings for pupils with additional support needs
- Work with Disabilities Sport and youngsters enter competitions
- Good contact with parents
- In consultation with parents we would draw up care management plans for individual pupils to ensure that they meet with success

- Partnerships with School Nurse, Community Nurse, parents & staff & external agencies
- Working with agencies and parents
- Training and meetings to support staff and parents
- Use of local community centre for soft play, high school or swimming
- P7 Buddies supporting pupils in Enhanced Provision
- IEP's
- Gender tracking to identify trends
- Regular contact with outside agencies where appropriate
- All children have a peer buddy in school – mainstream and Enhanced Provision
- Involvement with Circles Around Dundee, Disability Scotland, Barnardos, SPACE, Sports Development Team, BT Assist, Speech and Language Therapy, OT, Physiotherapy, TORT, Multi Sensory dept, Young Carers Project, Social Work Dept., SALT, Educational Psychologist, Dudhope Mental Health Nurse

Secondary 2007 (5 responses)

Examples of good practice:

- Good partnerships with parents, NHS and Social Work
- PT Support for Learning very pro-active in involving families and other agencies via IEPs and CSPs

Secondary 2008 (3 responses)

Examples of good practice;

- Working with outside agencies
- MSS, DEPS, SfL, Outreach Behaviour Support, Aberlour, SPACE.
- Mobility training, Social Work, Ed Psychologist, Medical

Special 2007/2008 (1 response)

Examples of good practice:

- The centre liaises and works closely with health, social work, DEPS, voluntary organisations and parents to plan appropriate support for individual children.

1b Monitoring attainment of pupils with disabilities

Nursery 2007 (9 responses)

Example of good practice:

- Profiles kept on all children. On-going observations and assessments in place

Nursery 2008 (7 responses)

Examples of good practice:

- n going profiling, reports
- Good use is now being made of IEP support (IT) materials and all children who require an IEP have one
- Ongoing weekly observations, regular meetings with parent/carer
- Ongoing monitoring through the child's profile

Primary 2007 (8 responses)

Examples of good practice:

- IEPs reviewed on a regular basis including parental and other agency input
- Monitor all pupils with the addition of regular meetings with parents and professionals for pupils with additional support needs
- Within IEPs, Tracking of 5-14 levels through National Assessments, PIPS in Primary 1, WORD reading assessment

Primary 2008 (26 responses)

Examples of good practice:

- Careful monitoring of attendance and working with hospital teaching to ensure continuity of education
- All pupils tracked and given additional support if required. Attainment targets set at Attainment Review and School Review. Attainment is monitored for particular individuals and/or groups of children.
- Attainment meetings with class teachers
- Regular planning meetings with staff and PSV visits from SMT
- Included in monitoring of all pupils. PT of Enhanced Provision also has a specific remit for monitoring the attainment of children with additional support needs
- Attainment monitored every 6 weeks during consultation meetings. HT works weekly in base and monitors progress
- Through IEPs
- Tracking of 5-14 levels through National Assessments
- PIPS in Primary 1
- WORD reading assessment
- Robust and systematic monitoring of all pupils with ASN. Regular SMT meetings with class teachers and team meetings with Support for Learning teachers - always have a focus on attainment and progress of pupils.
- Regular attainment meetings with staff, regular SfL meetings to review progress
- Regular consultation between class teachers and Support for Learning staff built in to Quality Assurance calendar.
- SMT meetings with staff to review Stages of Assessment and Intervention and related strategies.

Secondary 2007/2008 (3 responses)

Examples of good practice:

- Individualised Education Plans
- Progress of all pupils monitored, including all those with disabilities e.g ADHD, Autism, Dyslexia
- IEP's, SQA Exam results, NABS

Special 2007 (2 responses)

Example of good practice:

- Pupil profiles, IEPs and regular meetings with parents

Special 2008 (2 responses)

Example of good practice:

- Tracking system in place across the school
- Pupil profiles, IEPs and regular meetings with parents. (2008 - All children have a profile which identifies their achievements under the headings of the four capacities of Curriculum for Excellence.)

Nursery 2007 (6 responses)**Example of good practice:**

- Sensory room, ball pool
- Resources are provided by Occupational Therapy

Nursery 2008 (4 responses)**Example of good practice:**

- Specialist equipment can be accessed through OT Dept. at Armitstead
- Some resources are provided by OT
- Sensory room, Ball Pool

Primary 2007 (19 responses)**Example of good practice:**

- School makes use of BT Assist as and when appropriate. Writing slopes are used extensively throughout the school and a number of children have cushions to enable them to sit properly at desks
- Pupils who have identified needs for additional equipment, cushions, sloping desks, dictaphones, supportive chairs use these in classes
- Special cushions, special chairs, sloping boards
- Hearing equipment, various cushions and sloping boards(for pupils with motor skills difficulties) used by individual children throughout the year
- Cushions, writing ramps, work stations

Primary 2008 (8 responses)

Example of good practice:

- Evacuation – chair now installed for ease of exit in case of fire
- There is additional sound proofing in our building for those pupils with a hearing impairment and a loop in our electrical system to support their hearing aids. Also, we work in partnership with ASSIST, Occupational Health, Speech Therapy, and Frances Wright Outreach Provision to support our pupils.
- Special computers at adjustable computer tables
- Special cushions for pupils to sit on
- Sloped plinths on desks for writing.

Secondary 2007 (19 responses)

Example of good practice:

- Audiological, Braille, IT
- Various adaptations to workstations and equipment used in practical subjects
- Some pupils have cushions for their seats and there are also tilted boards
- Whole school fundraising events to raise money for sensory room. Awaiting installation of the sensory room in base.
- Cushions, writing ramps, work stations
- Equipment is accessed as required
- Links with Occupational Therapist as required
- Dyslexia Dictionaries, spell checkers, Smart View Xtend
- Pupils who have identified needs for additional equipment can access, cushions, sloping desks, Dictaphones, supportive chairs
- Evacuation chair is provided to ensure swift evacuation for upper levels of school building
- Alpha Smart with Co-writer
- Specialist equipment is provided by school when need is identified e.g. sloping desk for individual pupil with motor control difficulties (following consultation with OT)
- BT Assist, carrels in some classrooms

Secondary 2008 (5 responses)

Example of good practice:

- A variety of hardware and software available within the school
- Hearing equipment for pupils and class teachers, learning boards supplied by OT (Armistead)
- Audiological, Braille, IT
- Various adaptations to workstations and equipment in practical subjects

Special 2007/2008 (1 response)

Example of good practice:

- Consultation with specialist professionals is undertaken before purchasing equipment. The centre has built up specialist resources over a number of years which are regularly reviewed, upgraded and increased

3d

Physical/environmental adaptations

Nursery 2007 (8 responses)

Examples of good practice:

- Disabled toilet. Most of the equipment is bought with adaptation in mind for example height adjustable tables etc.
- Soft play area
- Staff escort children up and down stairs to the playroom for parent/ carer who is unable to access the stairs due to ill-health (arthritis, broken leg, eye problems)

Nursery 2008 (7 responses)

Examples of good practice:

- Work completed on disabled access and disabled
- Building has easy access and facilities
- A toilet with disabled access etc. has been created from an existing toilet.
- Ramp provided
- Disabled toilet

Primary 2007 (18 responses)

Examples of good practice:

- Ramps at all entrances/exits
- Autism friendly environment set up according to TEACCH principles - special arrangements of furniture in Sfl room
- We have an area in the school specifically designed to support children with a hearing impairment.

Primary 2008 (27 responses)

Examples of good practice:

- Major adaptations in and around building for pupil who has severe visual impairment
- Improved wheelchair access
- Ramps to all entrances/exits
- Soft play area for pupils with additional support needs
- Purpose built school to accommodate people with disabilities
- Relocated of support base for children from the top floor to the second floor
- School fully accessible following building of extension
- Soft Play area available outside early years base

- Changing facilities, Quiet Room, Enclosed Play Area adapted for children with additional support needs
- Creation of sensory room
- Classroom furniture adapted for a member of staff with a disability
- Classroom adapted for use by children with disabilities
- Security door to classroom
- Door stops in place throughout ground floor
- Wheelchair for a member of staff
- Ramp to rear of school
- Handrails on stairs
- Two toilets adapted for use by persons with a disability
- Disabled parking place
- Nappy changing facilities
- Enclosed play area
- Staff training in use of Evacuation Chair
- Ramps for Wheelchair access provided at all school entrances
- Provision of Disabled Toilet facility, both in main building and annexe

Secondary 2007 (6 responses)

Examples of good practice:

- School has lift to enable wheelchair access to all areas

Secondary 2008 (4 responses)

Examples of good practice:

- Disabled toilet, new handrails in Assembly Hall
- Ramp in dining hall, so wheelchair users can access dining hall.
- Handrails, yellow lines on stairs, lift
- Ramps

Special 2007 (2 responses)

Special 2008 (1 response)

Examples of good practice:

- The building is on one level. Safety issues are regularly reviewed and addressed. The layout of the classrooms is adapted to allow all children access to the learning opportunities available. Specific adaptations are made and resources provided for individual needs.

Action Plan Point (re. section 2 above)

General Duty 3: To eliminate disability-related harassment

3d Breakfast Clubs

Nursery 2007 (5 responses)

Examples of good practice:

- Wrap around care. All extended hours available
- Nursery open from 8.15am to 5.15pm. Parents can access all or part of the day

Nursery 2008 (5 responses)

Examples of good practice:

- Nursery additional hours service
- Extended hours
- Access for all children whose parents work
- School children can have a snack before school

Primary 2007 (25 responses)

Examples of good practice:

- Parents are regularly invited to attend breakfast club
- Well run popular Breakfast Club at this Primary School

Primary 2008 (17 responses)

Examples of good practice:

- Well run popular Breakfast Club at Charleston Primary
- Breakfast Club established within Downfield providing longer sessions for more children
- Breakfast Club started August 2008.
- Joint Breakfast Club for Our Lady's and Rosebank, financed by DCC, runs each morning in Our Lady's. Extremely successful.
- Breakfast Club proposed for near future
- Breakfast Club now in place and open to all pupils.

Secondary 2007 (4 responses)

Examples of good practice:

- Limited uptake; exam period support
- Operates 3 days per week for all pupils

Secondary 2008 (3 responses)

Examples of good practice:

- Run by PSW
- Recently established and working well with good uptake.
- Has been running for many years

Special 2007/2008 (2 responses)

Examples of good practice:

- Extended hours services are available to all children if requested by parents

3d, 3e Peer support/mentoring/buddying

Nursery 2007 (5 responses)

Examples of good practice:

- Children paired with more able child e.g. going to the toilet

Nursery 2008 (3 responses)

Examples of good practice:

- linking children to encourage social skills
- All children support and help each other

Primary 2007 (25 responses)

Examples of good practice:

- P6/7 children trained as buddies and they work with various age ranges in the playground
- Extensive P1/P7 programme; playground buddies. Paired reading between upper and lower classes
- Pupils with disability integrated in classes whenever appropriate
- School has recently introduced a system of 'Family Groups' throughout the school with a designated member of staff having responsibility for each group. This allows for older children to develop relationships with the younger ones and for staff to develop the pastoral side of school.
- P6 7P7 support infant pupils
- Effective buddy system in place and playground monitors to help with playground games

Primary 2008 (27 responses)

Examples of good practice:

- Buddy system. Pupils trained to play with Infants
- Paired reading for pupils with ASN and P7 pupils. Peer support from P7 pupils each lunchtime for pupils with English as a second language. Oral language development.
- Pupils with disability integrated in classes whenever appropriate
- Use of Photo-story during nursery / P1 transition.
- Buddy system involving P6 pupils visiting nursery in term 4 and supporting new P1 intake in playground following August / September.
- Through Pupil Council questionnaires

- Senior pupils as Prefects support younger pupils at break and lunchtimes. Particular help in the early stage of P1. Playground support in infant playground. Support in dining area. Support for Eating for Health Assistant at P1 tooth brushing
- Playground Leader Scheme.
- Buddy scheme for P1-P7
- Extensive Buddy system in place and playground monitors to help with playground games
- P6-P7 support infant pupils.

Secondary 2007 (6 responses)

Examples of good practice:

- S6 buddy S1. Peer Education Programme for S2/S3

Secondary 2008 (5 responses)

Examples of good practice:

- Senior pupils and Guidance team run an annual mentoring/buddying scheme
- P6 Peer supporters/peacemakers/P7 buddies all in place
- Peer meditation scheme for all
- Use of S2 pupils and S6 pupils

Special 2007 (1 response)

Special 2008 (1 response)

Examples of good practice:

- Children are encouraged to be independent and to help one another wherever possible, within safe limits. (2008 - Integration programmes are in place

for all children with additional needs.)

3d Involving children in planning

Nursery 2007 (11 responses)

Examples of good practise:

- Setting up art area, voting re: resources etc.
- "Consultation with Children" is a focus of our school development plan

Nursery 2008 (7 responses)

Examples of good practise:

- Ongoing in play and children's; planning sessions
- "Consultation with Children" is a focus of our development plan. Adapting some of Claire Wardens approaches to this.
- Choice using Boardmaker, voting and large floor books
- Children in their Pre-School year help plan and record activities with staff on a weekly basis

Primary 2007 (21 responses)

Examples of good practise:

- Individualised Educational Programme (IEP) preparation/review always involves pupils
- Reps from classes on Pupil Council Enterprise Projects - very participative
- Consultation with Pupil Council on School Development plan
- Through pupil council and questionnaires

Primary 2008 (23 responses)

Examples of good practise:

- Good use of Learning Together in Dundee strategies in evidence throughout the school at all stages – pupil planners in daily use.
- Reps from all classes on Pupil Council Enterprise Projects
- Children consulted on the new School Development Plan
- Pupils help with Eco - planning towards Green Flag
- Pupils involved through mind-mapping at the start of projects e.g. Health Week
- Pupils in P7 involved in planning Environmental Studies topics
- Pupils involved in Pupil Council, enterprise projects, charity work
- Preparation/review of IEP involves the individual pupil
- Consultation with Pupil Council on School Development Plan
- Pupils involved in writing IEP targets
- Pupils sit on Eco Committee
- All classes through enterprise, citizenship and eco themes.
- Some classes through target-setting for learning.

Secondary 2007 (8 responses)

Examples of good practise:

- Reintegration next steps/IEP start-up
- Involved in Co-ordinated Support Planning process
- Learning intentions. Formative assessment
- IEPs, Pupils' Representative Council

Secondary 2008 (5 responses)

Examples of good practise:

- XL Club, Prefects, House Captains, Head Boy, Head Girl, Pupil Council, Charity Events run by pupils, social events run by pupils, pupils plan and run Assemblies
- Programmes of work discussed with children.
- Learning intentions discussed with pupils. Formative assessment
- Involvement in the planning and review of IEPs
- Active Pupil Representative Council
- Target setting for individual pupils. Good use of Learning Together in Dundee strategies in evidence throughout the school at all stages – pupil planners in daily use.

Special 2007/2007 (1 response)

Examples of good practise:

- Children are consulted, involved in planning their day and the activities within nursery. Learning opportunities are based on individual and group interests

3d Involving children in planning - TRANSITION PLANNING

Nursery 2007 (11 responses)

Examples of good practice:

- Good transition arrangements. Staff visit schools and make links. Planning meetings and good use of transition materials. Parents involved at early stage

- Good transition from home to nursery and nursery to primary. Use of e-books to aid transition. Enhanced transition arrangements in place for children with additional needs

Nursery 2008 (7 responses)

Examples of good practice:

- Visits, meetings, resources re transition programme
- Discussion with parents, receiving school, enhanced visits
- Time spent by DEPS in the primary preparing the children for transition

Primary 2007 (21 responses)

Examples of good practice:

- Nursery -P1, P7-S1 and transition at each stage, with agencies, staff and parents involved
- Excellent arrangements for nursery/P1 and P7/S1 and also from additional support group to mainstream
- Effective arrangements in place for P1 and P7

Primary 2008 (29 responses)

Examples of good practice:

- Outstanding transition project undertaken this year with Quality Contact team
- Effective transition arrangements in place for Family Centre to Nursery, Nursery to P1 and P7 to S1
- Liaise with nursery and secondary for all pupils but identify particular needs etc. to enable as smooth a transition as possible
- Enhanced transitions in place for children requiring additional support. Strong nursery to P1 transitions including joint activities such as Mini-kickers. Good links with cluster and Braeview for P7 – S1 transition e.g. Tannadice days etc. *Stage to stage transition meetings held this year.*
- Pupils and Parents involved in transition meeting from Primary to Secondary. Pupils and Parents meet in advance of meeting with Educational Psychologist to discuss hopes and fears. These hopes and fears are shared at transition meeting.
- Meetings with parents/ DEPS/other agencies
- Discussions with Nursery/Secondary colleagues

- Work with DEPS on earlier start to transition meetings for pupils with ASN/Disabilities – P6
- IEPs established. DVD created for a child with disability to familiarise himself with the school environment, staff and procedures prior to transferring from nursery. Robust primary/secondary transition procedures with enhanced transition as required.
- Done through feeder high school and quality contact
- Pupils visit High School prior to Induction Days
- Transition meetings for all P7 pupils with IEP's, enhanced transition for some.
- Links with Nurseries, DEPS etc. Visits organised
- Autism Links with Nursery and Secondary colleagues focus on vulnerable pupils and pupils with additional needs. Additional procedures are put in place where appropriate.
- Additional liaison where appropriate

Secondary 2007 (8 responses)

Examples of good practice:

- Enhanced transition programme, QC2 group, S1 Nurture Group. Dialogue in place long before P7. Guidance advice. Careers Scotland advice

Secondary 2008 (5 responses)

Examples of good practice:

- Additional Support Package for vulnerable children run by DHT and Guidance Team
- Very good transition arrangements in place for nursery – P1 and P7 – S1. Good liaison takes place with feeder nurseries and Secondary school.
- P7 visits weekly/fortnightly from VI & HI primaries
- Guidance and careers advice
- Grove road shows

Special 2007/2008 (2 responses)

Examples of good practice:

- The centre has its own transition policy, as well as following the authority's guidance on the legal framework as set out in the Code of Practice. Individual plans and support strategies are provided for children making transitions within the centre.

3d, 3e Understanding disability

Nursery 2007 (10 responses)

Examples of good practice:

- We have purchased a range of resources/stories to teach children about disabilities eg. "Lucy's Picture" by Nicola Moon(illustrates a child at nursery with grandad who is blind) and small world character dolls with disabilities

Nursery 2008 (6 responses)

Examples of good practice:

- Leaflets etc. for staff, parents and agency input.
- Continual training and discussion with staff team
- Staff made aware through regular presentations
- Staff seek out information as required and are keen to participate in training

Primary 2007 (21 responses)

Examples of good practice:

- Community Nurse trained staff in a particular case of Congenital Central Hypo-ventilation Syndrome
- Understanding disability is a focus during specific assemblies throughout the year, part of PSE/Citizenship curriculum ongoing through use of person dolls

Primary 2008 (25 responses)

Examples of good practice:

- Major focus this session for in school in service training for all staff
- Part of P7 transition programme
- Community Nurse trained staff in a particular case of Congenital Central Hypo-ventilation Syndrome
- Good use of Ed Psy and staff development
- Regular INSETS
- Regularly discussed in PSD
- Training provided to all staff including support by agencies involved in the school. This year training on Boardmaker, Visual Perception and Makaton
- School health and PSD programme
- Staff Development opportunities have been held in school. More are planned
- Would seek help and advice from outside agencies when need arose
- CPD training for staff
- Appropriate resources for PSHE development.

Secondary 2007/2008 (4 responses)

Examples of good practice:

- CPD for staff on Equalities
- Persona Dolls used to make children aware of disability also PSD programme covers this throughout whole school.
- PSE

Special 2007/2008 (2 responses)

Examples of good practice:

- Experienced and well trained staff who are encouraged and committed to continuing their own personal development in this area. Careful consideration is given attitude and aptitude when recruiting new staff.
- Children are supported to understand disability by staff modelling positive attitudes and the provision of suitable resources

1b, 3d Support for Learning

Nursery 2007 (8 responses)

Examples of good practice:

- Early Intervention team located here since 2000
- Use visual timetables for children who need structure to their day
- Contact with outreach workers, other agencies as applicable

Nursery 2008 (3 responses)

Examples of good practice:

- Continual training and discussion with staff team
- Contact with outreach workers, other agencies where applicable
- Good use has been made of transition programmes for new p1's. Joint training has also been undertaken to support staffs knowledge

Primary 2007 (27 responses)

Examples of good practice:

- SFL staff support pupils both in and out of the cl/room. They also support staff on a consultative basis
- Flexible arrangements in place
- Enhanced provision for pupils with a disability

- Pupils with particular needs treated fairly - given individual, designated space in SfL room - differentiation as part of programme in SfL (Social and Communication Programme)
- Extensive range of support in place for pupils with ASN. Direct, additional individual support, curriculum modification, additional/ alternative resources, alternative teaching and learning methodologies
- Effective support for learning deployed throughout the school to support a wide range of pupils with a range of learning difficulties.
- Motor skills groups operate to support pupils with motor skills difficulties using Madeleine Portwood Programme. Support for Learning teacher and classroom assistant provide support in small group setting
- Pupils supported by highly skilled staff both within class, in small group situations and on 1-1 basis
- Supports children with a wide variety of needs. Needs reviewed constantly. IEPs in place and reviewed regularly. Liaise with DEPS

Primary 2008 (11 responses)

Examples of good practice:

- Supports children with a wide variety of needs. Needs reviewed constantly. IEPs in place and reviewed regularly. Liaise with DEPS
- Many staff attending appropriate courses
- Enhanced provision for pupils with a disability
- IEPs, social groups, liaison with appropriate support agencies, regular review of Stages of Assessment and Intervention with regard to pupil need.
- Support for Learning teachers working in classes and around the school as appropriate
- Flexible arrangements in place
- Planned in-set on Dyslexia, ADHD, Aspersers, Visual Impairment deployment of support staff - CA's, SfL, SLT
- Pupils with any form of disability discussed regularly
- Pupils supported by highly skilled staff both within class, in small group situations and 1:1 basis. Writing group set up for boys who find writing challenging
- Extensive range of support in place for pupils with Additional support needs. Additional individual support, curriculum modification, additional/alternative resources alternative teaching and learning methodologies.

Secondary 2007 (5 responses)

Examples of good practice:

- Interval - lunchtime clubs and supervision
- Well organised and inclusive pupil support procedure in place

Secondary 2008 (7 responses)

Examples of good practice:

- Expertise and training of SfL staff
- Effective system of SFL in place, referral, consultation, planning formats. Variety of individuals and groups catered for, including pupils with IEPs.
- Co-operative teaching
- Direct tuition
- Special arrangements
- Curriculum consultation

Special 2007/2008 (1 response)

Examples of good practice:

- The centre has a high staff/child ratio, who work closely with professionals from other agencies to support the children individually and in small groups, within the classroom

Action Plan Point (re. section 2 above)

General Duty 4: To encourage participation of disabled people in public life

1b, 3d, 3e Special arrangements (e.g. re transport, exams)

Nursery 2007 (2 responses)

Examples of good practice:

- Taxi service for one child - good links made with escort - shared information

Nursery 2008 (1 responses)

Examples of good practice:

- Development of Travel Passport for pupil

Primary 2007 (19 responses)

Examples of good practice:

- Transport for pupils in schools with enhanced level of provision

- Guidelines and support available
- Scribing available to pupils with specific learning difficulties. One to one support available when required for National Assessments - extra time given when necessary
- Special travel arrangements in place for pupils who attend support group
- Support for Learning team has built up a range of resources to support pupils with additional support needs - needs-led resource development
- Transport provided for pupils requiring an enhanced level of support. Use National Assessment guidelines support of pupils with additional needs. Invite parents to accompany pupils on special outings
- Pupils with additional support needs receive appropriate kind and level of support for 5-14 National Assessments

Primary 2008 (15 responses)

Examples of good practice:

- Pupils who benefit from additional support in learning may have National Assessment procedures modified.
- Transport arranged when required
- Transport provided for unit children
- Guidelines and support available
- Transport provided for pupils with complex additional support needs
- National Assessment support
- Transport arrangements for individuals to and from school.
- Special travel arrangements in place for pupils
- Appropriate travel arrangements made when required e.g. Cluster Pupil Council, School Trips
- Transport provided for pupils requiring an enhanced level of support
- Use National Assessment guidelines support of pupils with additional needs
- Invite parents to accompany pupils on special outings

Secondary 2007 (7 responses)

Examples of good practice:

- The Interpreter support. Extra time. Braille. Paper colour. Reader/ scribe
- Inclusion in school trips and excursions. Special exam arrangements - separate room, scribing, transcription, technological aids

Secondary 2008 (5 responses)

Examples of good practice:

- Scribes, readers, transport.
- Equal opportunities for all pupils to join in all aspects of school life.
- Interpreter support, Extra time, Braille, Paper colour, Reader/scriber
- Inclusion in school trips and excursions
- Special exam arrangements - separate room, scribing, transcription, technological aids

Special 2007/2008 (2 responses)

Examples of good practice:

- The centre has its own minibus, which is used to take the children on outings, to gain experience and practice skills in real life situations. The centre is involved with other community services

1a, 1b, 3b Policies, procedures and resources designed to support pupils and staff with disabilities (e.g. dyslexia, ADHD, autism)

Nursery 2007 (7 responses)

Examples of good practice:

- The centre has a range of policies, procedures and resources which meet the criteria set by the Local Authority, HMIE, the Care Commission and the National Autistic Society.(2008 - The centre has implemented the terms of the ASL Act in opening Co-ordinated Support Plans for children who meet the criteria.)

Nursery 2008 (17 responses)

Examples of good practice:

- All current requirements by Care Commission
- Staff are skilled using visual timetables for children with autism and ADHD. They can also use Makaton
- Work with Hearing Impaired Service for children.
- Use of Boardmaker and Makaton and other resources as appropriate

Primary 2007 (26 responses)

Examples of good practice:

- Revised ASN policy, in line with Authority Policy, in early stages of preparation
- A wide range of relevant material is available in school
- All policies linking with equal opportunities policy to ensure all pupils and staff are supported
- IEPs used to support and inform all in the working strategies for pupils with additional support needs
- Good support provided for pupils with disabilities
- Principal Teacher in Visually Impaired Unit liaises with class teacher, procedures in place to support pupils in mainstream classes
- DCC Manual issued to all staff with all policies and procedures issued by the Authority. Resources reviewed
- Policies etc in place. Accredited by NAS. Used as model of good practice by authority - DHT part of outreach team visiting other schools to support work with individual pupils and staff
- Dyslexia Guidelines. SfL Guidelines

Primary 2008 (35 responses)

Examples of good practice:

- Resources being built up as required. New planning formats introduced this season to enable curriculum to be adapted as required. Staff training for support staff in progress. Non violent crisis training to be provided for all staff in spring term. Teaching staff attend courses as appropriate

- Non violent crisis training completed.
- Consultation with parents and outside agencies by SMT and Support for Learning staff
- A.S.D Policies, training inset
- Equalities documents adopted
- Equalities Co-ordinator
- *NAS standards and procedures followed.
- Inclusive Practice for Pupils with Autism into Mainstream. Adapted Environment, Specialised changing Facilities e.g. plinth
- Resources- Alpha Smarts, Spelling Mats
- Additional reading material for children with disabilities e.g. dictionaries for pupils with dyslexia
- Specialised motor programmes – Russell/Smartstart Programme, cutlery, writing board and pencils for children with dyspraxia. Adapted environment for pupils with visual impairment and specialised equipment e.g. adapted keyboard, Smartview extend.
- SfL staff attended Scottish Dyslexia course in Sept 08. Teejays maths scheme bought for children with dyslexia. Specific time allocated in timetable to support some children 1:1 with behavioural issues. Behaviour on-line programme bought in to support and motivate children with behavioural difficulties
- School has enhanced provision to support pupils with additional support needs
- Timetabling of all support staff to maximise support for ASN
- Social skills programme as above.
- Whole staff training opportunities - ASD, ADHD, ODD through Primary Outreach Service
- Whistlefield Enterprise Group –organised ceilidh and Burns' Supper and produced CD of songs and instrumental music.
- IEP's and in certain circumstances CSP
- Review policies regularly
- Revised ASN policy in line with Authority Policy, in early stages of perpetration
- Specialised equipment is available from Services like Armistead / Assist
- Support for Learning team has built up a range of resources to support pupils with additional support needs - led to resource development
- Regular assemblies awards for all

Secondary 2007 (7 responses)

Examples of good practice:

- Clear policies; specific advice
- Access to IEP Aims and Strategies. Documented consultation procedure
- Communication groups. Small group tuition and support in class

Secondary 2008 (3 responses)

Examples of good practice:

- School Equalities Policy
- Use of local authority guidelines regarding policies and procedures. SFL have access to a variety of resources for use throughout the school for pupils with dyslexia, ADHD etc.
- Support for Learning department advise staff on best approaches with individual pupils

Special 2007/2008 (2 responses)

Examples of good practice:

- The centre has a range of policies, procedures and resources which meet the criteria set by the Local Authority, HMle, the Care Commission and the National Autistic Society.(2008 - The centre has implemented the terms of the ASL Act in opening Co-ordinated Support Plans for children who meet the criteria.)

1a, 1b, 3b

Policies, procedures and resources designed to support staff with disabilities

Nursery 2007 (6 responses)

Examples of good practice:

- In past have had staff risk assessment re: disability and adaptations made
- Equal Opportunity Policy

Nursery 2008 (2 responses)

Examples of good practice:

- Staff training and awareness raising
- Risk Assessments re disability and adaptations made

Primary 2007 (12 responses)

Examples of good practice:

- All school policies include a statement regarding equality of provision
- Large range of resources to meet needs of all
- Risk assessment of building for member of staff with disability carried out by Education Department Health and Safety Officer - additional support needs classroom assistant employed to support member of staff.
- Specialist furniture provided to enable member of staff to work safely. Other items as above. Health and safety, including items relating to disability, always an item at staff meetings
- Handrails are provided in playground as school playground is on 2 levels and teachers move from one building to the other
- Good links with health and safety co-ordinator to develop a health and safety team in school to specifically audit and monitor any additional supports

Primary 2008 (16 responses)

Examples of good practice:

- Support for learning information folder
- Good links with health and safety co-ordinator to develop a health and safety team in school to specifically audit and monitor and additional supports.
- Inclusion Policy with sections on disability, gender and race
- DCC Manual issued to all staff with all policies and procedures issued by the Authority. Resources reviewed. School Policies etc.to be reviewed
- Appropriate resources purchased as required
- Not an issue at present. One teacher is a wheelchair user but due to the layout of the school she has no issues
- Risk assessment of building for member of staff with disability carried out by Education Department health and safety officer

- ASN classroom assistant employed to support member of staff
- Building fully accessible following building of extension
- Equalities documents/scheme adopted
- Review policies regularly
- Handrails are provided in playground

Secondary 2007 (4 responses)

Examples of good practice:

- With active support of Human Resources section

Secondary 2008 (4 responses)

Examples of good practice:

- Mentoring by DHT
- Use of local authority guidelines re staff with disability. Access to advice from Human Resources. Staff with disabilities well supported and not discriminated against
- Special requirements identified and met
- Assistant provided for member of staff with visual impairment

Special 2007/2008 (2 responses)

Examples of good practice:

- Staff have regular reviews with the HT and can be referred on to other services, as required, e.g. counselling. (2008 - The centre currently has no staff or volunteers with disabilities.)

3b

Arrangements for staff to make complaints

Nursery 2007 (6 responses)

Examples of good practice:

- Staff aware of Council Policy and Procedures

Nursery 2008 (3 responses)

Examples of good practice:

- Policy and procedures in place
- Council Policy in place
- Staff meetings and Council Policy in place

Primary 2007 (12 responses)

Examples of good practice:

- As per Dundee City Council guidelines
- Staff surveys provide evidence of approachable management team allowing staff to raise issues/complaints. Regular staff meetings. Violent incidents forms accessible to all staff kept in staff room and available from Head Teacher
- DCC Manual issued to all staff with all policies and procedures issued by Authority.
- Important information identified to staff e.g. Equality, Race, Equality, Violence against staff at Staff Meetings, Inset and the School Development Plan.

Primary 2008 (11 responses)**Examples of good practice:**

- DCC Manual issued to all staff with all policies and procedures issued by the Authority. Staff aware of procedures.
- Staff can raise issues at meetings or go directly to SMT or above.
- Open door policy in school and through staff meetings
- Oper Door Policy
- SMT hold regular staff meetings throughout the session (teachers and support staff), meet regularly with individual teachers and with Support for Learning teachers. Staff have opportunity at all such meetings to raise and discuss issues. Outwith planned meetings, SMT are always readily available to discuss issues with any individual member of staff.
- Staff consultative committee
- Violent incident forms accessible to all staff kept in staff room and available from Head Teacher
- Regular staff meetings
- Staff surveys provide evidence of approachable management team allowing staff to raise issues/complaints.

Secondary 2007/2008 (4 responses)**Examples of good practice:**

- Use of local authority guidelines.
- PT to Link Officer and /or HT
- Staff made aware of complaints procedure

Special 2007/2008 (2 responses)**Examples of good practice:**

- The HT has an open door policy, which all staff are aware of and use. There is open floor participation at staff meetings and opportunities to add to the agenda. Contact numbers are available to staff to make complaints to the local authority or other agencies.

2e, 2f

Information shared with staff on all of above

Nursery 2007 (11 responses)

Examples of good practice:

- Via staff meetings, inset, written information

Nursery 2008 (2 responses)

Examples of good practice:

- Regular staff meetings and In -service days

Primary 2007 (26 responses)

Examples of good practice:

- Regular info sharing/dissemination via e-mail and electronic memos, discussion at staff meetings
- Information shared at staff meetings, In-service days and by circulating policies and procedures
- Via staff meetings, inset, written information

Primary 2008 (11 responses)

Examples of good practice:

- DCC Manual issued to all staff with all policies and procedures issued by the Authority. Important information identified to staff, e.g. Equality, Race Equality, Violence against staff at Staff Meetings, Inset and the School Development Plan. School Policies etc. are being reviewed
- Information to be shared via Glow

- Weekly Team Meeting to share info.
- Inset Day feedback re Autism/Visual Impairment by specialist staff to all staff .
- Information shared at staff meetings, in-service days and by circulating policies and procedures.
- Violent incident report forms in use. Regular staff meetings for both teaching and support staff. Staff consultative group
- Equalities Co-ordinator
- All relevant information shared to staff through meetings
- Regular info sharing / dissemination via e mail and electronic memos, discussion at staff meetings

Secondary 2007 (5 responses)

Examples of good practice:

- Key information at staff meeting in August
- Inclusive school inset (for all staff). Nurturing school inset (for all staff)

Secondary 2008 (4 responses)

Examples of good practice:

- CPD, Policies available.
- All relevant information shared with staff as far as possible
- awareness raising at regular intervals on in-service days and staff meetings
- Annual update at first staff meeting of each session

Special 2007/2008 (2 responses)

Examples of good practice:

- Each staff team has a folder of policies and procedures. Minutes of meetings are kept and available to all staff. New information is shared at in-house INSET days. (2008 - Noticeboards, whiteboards and an information library also provide staff with information.)

Action Plan Point (re. section 2 above)

General Duty 5: Positive attitudes to disability

3d, 3e **Community activities to promote positive attitudes towards disabilities (e.g. Charity support)**

Nursery 2007 (2 responses)

Examples of good practice:

- Race for Life 2007, Shades Day, Blind Awareness 2007, One Step Beyond Event 2007, Cancer Awareness 2007
- We support CHAS every year and raised funds for Dundee Disabled Children's

Nursery 2008 (6 responses)

Examples of good practice:

- Regular fundraising events held in nursery e.g. MacMillan Coffee Morning, Caring for Kids
- In nursery raise children's awareness via contact with pupils, student and using varied resources.
- Information and displays provided for parents/carers
- Christmas concert donations from parents always go to local charity
- Visits at Christmas to local homes and sing and deliver parcels
- Charity events throughout the year.

Primary 2007 (21 responses)

Examples of good practice:

- School supports a nominated charity every year
- During LTiD parents' evening all classrooms (including additional support group) open to parents and pupils to foster understanding of a variety of learning styles etc.

Primary 2008 (23 responses)

Examples of good practice:

- Wide selection of charities supported through collections and sponsorships
- Cystic Fibrosis fun day
- Enterprising activities organised by the Eco committee to raise funds for charities
- Raised and donated money to Dundee Disabled Children's Association. Shoe Box appeal for Rwanda
- Parents involved with Parent Council, informal meeting with teacher, fund raising events and church collections
- Pupils vote for choice of charity each year.
- Buddy system for enhanced Provision
- Structured play Sessions with infant Classes
- Reverse Integration opportunities for senior pupils
- Open Afternoons to inform parents and local community of new practices
- Coffee Afternoons for parents of children within the Enhanced Provision
- Regular work with PSD
- An important part of our PSE and Enterprise Education
- MacMillan Cancer Appeal, Shoe Box Appeal, SCIAF
- Whole school community involved in fund raising for Sensory Room
- Visits to local Lunch Club
- Child with disability organising school Children in Need activities
- Our citizenship topics encourage our children to be actively involved in the local and wider community
- Whole School Mini Sports raised funds for Dundee Disability Sports Programme.
- Pupils sang Christmas Carols to local old folks home and have been asked to pay a return visit this year.
- Whole school taking part in Blythswood Shoe Box Christmas Appeal for less fortunate children.

- We were the 1st Primary school in Dundee to win the Lord Provosts Award for citizenship - this was due to our excellent charity work and links with the wider community - e.g. Centre for Adults with learning difficulties
- Annual fundraising by pupils, staff and parents. Pupils and staff have opportunity to suggest/decide targeted charities. Local and national/international charities. Regular third world focus. Invitations to representatives of various charities to speak to the pupils at school activities

Secondary 2007 (5 responses)

Examples of good practice:

- Charities support for SCIAF, Cambodia, Uganda, Kenya, Jamaica, MacMillan Nurses, SVDP, Dundee Homeless, Marie Curie, Children 1st

Secondary 2008 (2 responses)

Examples of good practice:

- Music dept. visits, senior pupils visits, Xmas parcels
- Signing Club

Special 2007/2008 (4 responses)

Examples of good practice:

- Bi-annual support of red nose day
- Annual MacMillan Charity coffee morning
- Link with school project in Lusangazi, Malawi and raising of money for this
- The centre has close links with the local Age Concern group. The Christmas Fayre is open to the local community. Visits to local businesses and public facilities are part of the curriculum.

Nursery 2007 (1 responses)**Examples of good practice:**

- All children receive praise and encouragement but children with disabilities are given extra praise for their efforts

Nursery 2008 (3 responses)**Examples of good practice:**

- In line with all pupils
- 'I am learning/ I learned stickers for all pupils'
- All pupils achievements celebrated

Primary 2007 (20 responses)**Examples of good practice:**

- Accepted part of our ethos - all pupils achievements celebrated

Primary 2008 (10 responses)**Examples of good practice:**

- P7 pupil with cystic fibrosis was in final of national achievement competition for children with CF. Special mention at assembly and in school newsletter
- Achievements of disabled children are shared at assemblies or mentioned in newsletters
- Singing Choir which performs extensively and at various celebrations which includes both hearing and hearing impaired pupils.
- Pupils from the Hearing Impaired Unit are members of an extensive list of extra curricular opportunities within the school
- Accepted part of our ethos - all pupils achievements celebrated

- Included in schools award assembly - certificates for school work and for attending Disability Sports, Focus on Achievements Awards etc
- Wall of Achievement, Assemblies.
- Open Afternoons to share achievements of new and established practices
- All pupils involved in celebration of achievement funding; star awards assemblies, being part of in house system, good news letters
- All achievements shared in school. Pictures of children at Riding for the Disabled on school TV in reception area

Secondary 2007 (4 responses)

Examples of good practice:

- All children's achievements are equally valued and celebrated. All children's achievements throughout the year are recorded under the Curriculum for Excellence capacities in individual profiles. These are shared with parents and the children take them home at the end of the nursery year

Secondary 2008 (4 responses)

Examples of good practice:

- Included in whole school policy, Achievement for All.
- Records of Achievement
- Celebrated in the same ways as all pupils - daily bulletin, assemblies, parents newsletters
- Success of pupils in disabled swimming competitions

Special 2007/2008 (3 responses)

Examples of good practice:

- Weekly assemblies & whole school assemblies
- Annual prize-giving assembly
- All children's achievements are equally valued and celebrated. All children's achievements throughout the year are recorded under the Curriculum for Excellence capacities in individual profiles. These are shared with parents and the children take them home at the end of the nursery year.

APPENDIX C
Annual School Report Template

Name of Establishment:		Report completed by:		Post:
DES Action Plan Reference	General Duty 1 Promoting Equal Opportunities	Examples of good practice in meeting the General Duty:	Yes (click in box)	Notable example(s) from the establishment - additional to or a development of good practice (optional)
3e		Anti-bullying practices	<input type="checkbox"/>	
3e		Recording and responding to bullying incidents	<input type="checkbox"/>	
3e		PSE programme	<input type="checkbox"/>	
3d		Inclusive activities	<input type="checkbox"/>	
3d, 3e		Inclusive pupil council and other consultative opportunities	<input type="checkbox"/>	
3d		Special assemblies	<input type="checkbox"/>	
	<i>Spaces to insert more</i>		<input type="checkbox"/>	
	<i>good practice examples</i>		<input type="checkbox"/>	
			<input type="checkbox"/>	

DES Action Plan Reference	General Duty 2 Eliminate unlawful discrimination	Examples of good practice in meeting the General Duty:	Yes (click in box)	Notable example(s) from the establishment - additional to or a development of good practice (optional)
1b		Making the curriculum more accessible to pupils with disabilities	<input type="checkbox"/>	
3d		Making school more accessible to people with disabilities	<input type="checkbox"/>	
3d		Partnerships to support children with disabilities	<input type="checkbox"/>	
1b		Monitoring attainment of pupils with disabilities	<input type="checkbox"/>	
3d		Provision of specialist equipment	<input type="checkbox"/>	

3d		Physical/environmental adaptations	<input type="checkbox"/>	
	<i>Spaces to insert more</i>		<input type="checkbox"/>	
	<i>good practice examples</i>		<input type="checkbox"/>	
			<input type="checkbox"/>	
DES Action Plan Reference	General Duty 3 Eliminate disability-related harassment	Examples of good practice in meeting the General Duty:	Yes (click in box)	Notable example(s) from the establishment - additional to or a development of good practice (optional)
3d		Breakfast clubs	<input type="checkbox"/>	
3d, 3e		Peer support/mentoring/ buddying	<input type="checkbox"/>	
3d		Involving children in planning	<input type="checkbox"/>	
1b		Transition arrangements	<input type="checkbox"/>	
3d, 3e		Understanding disability	<input type="checkbox"/>	
1b, 3d		Support for Learning	<input type="checkbox"/>	
	<i>Spaces to insert more</i>		<input type="checkbox"/>	
	<i>good practice examples</i>		<input type="checkbox"/>	
			<input type="checkbox"/>	
DES Action Plan Reference	General Duty 4 Encourage participation of disabled people in public life	Examples of good practice in meeting the General Duty:	Yes (click in box)	Notable example(s) from the establishment - additional to or a development of good practice (optional)
1b, 3d, 3e		Special arrangements (eg. re transport, exams)	<input type="checkbox"/>	
1a, 1b, 3b		Policies, procedures and resources designed to support pupils and staff with disabilities (eg, dyslexia, ADHD, autism)	<input type="checkbox"/>	
1a, 1b, 3b		Policies, procedures and resources designed to support staff with disabilities	<input type="checkbox"/>	
3b		Arrangements for staff to make complaints	<input type="checkbox"/>	
2e, 2f		Information shared with staff on all of above	<input type="checkbox"/>	

	<i>Spaces to insert more</i>		<input type="checkbox"/>	
	<i>good practice examples</i>		<input type="checkbox"/>	
			<input type="checkbox"/>	

DES Action Plan Reference	General Duty 5 Positive attitudes to disability	Examples of good practice in meeting the General Duty:	Yes (click in box)	Notable example(s) from the establishment - additional to or a development of good practice (optional)
3d, 3e		Community activities to promote positive attitudes towards disabilities (eg, charity support)	<input type="checkbox"/>	
3e		Celebrating achievements of pupils with disabilities	<input type="checkbox"/>	
	<i>Spaces to insert more</i>		<input type="checkbox"/>	
	<i>good practice examples</i>		<input type="checkbox"/>	
			<input type="checkbox"/>	

EQUALITY IMPACT ASSESSMENT								
Department: EDUCATION			Section: n/a		EQIA Team: Anne Wilson, Jim Collins, Jim Gibson, Lina Waghorn			
Name of the Policy: Education Service Plan 2008-11			Date of the Assessment: June 2008			New or Existing Policy: New		
Screening results: Insert L, M or H	Age L	Dependants L	Disabled L	Gender L	LGBT L	Offenders L	Race L	Religion L
Equality Indicators and Evidence (Data, research and consultation with expert groups)								
<p>EQIA shows that the Education Service Plan, if approved, will not have an adverse impact.</p> <p>The equality indicators considered in preparing this EQIA were: (1) Meeting Needs; (2) Identifying Barriers; (3) Promoting Social Inclusion; (4) Communicating Information on Services; (5) Consulting Service Users; and (6) Ensuring Access to Services.</p> <p>The Department has a published position statement on consultation with stakeholders, <i>'Involved and Informed'</i>. All schools undergo an Annual School Review and also a more detailed triennial Extended School Review. The Director regularly meets with staff and parent representatives from all schools and departmental services.</p> <p>Her Majesty's Inspectorate of Education (HMIe) undertakes formal evaluation of the effectiveness of all schools and of the education functions of the local authority. HMIe is remitted by the Scottish Executive to evaluate the effectiveness of schools and authorities. All HMIe inspection reports are a matter of public record and include a number of key action points to be carried out.</p> <p>All schools have a Pupil Council which is the vehicle for involving pupils in the consultation process. Schools also undertake regular individual school and whole authority surveys of pupils, parents and staff. Further departmental consultation and Head Teacher consultation provide opportunities to inform the development of the Service Plan. All schools also have a Parent Council which is consulted on matters of policy development and procedural change. An independent Parent Focus Group provides input to development and review of policy.</p> <p>Head Teachers meet regularly with the Department's Senior Management Team to discuss operational and strategic issues.</p> <p>A number of support networks are in place to ensure that school staff are supported in implementing policies developed within the Department. Training is provided to ensure that all staff can play an important role in implementing the Service Plan.</p> <p>The Department participated in EFQM research in the early part of 2008, the findings of which influence planning and policy.</p>								

1 Background

The Education Department currently follows a three-year planning cycle for the development of a Service Plan, the primary purpose of which is to ensure that the management team of a service has a basic business plan that allows the Council to hold them to account on performance and compliance with stated policy aims. This Service Plan mirrors Dundee City Council's corporate Service Plan. In so doing, it is the vehicle for monitoring performance, by linking the various projects to our current Annual Improvement Objectives and to the Council's Single Outcome Agreement with the Scottish Government. It also includes specific sections relating to, and ensuring compliance with, stated Council policy aims.

2 Data/Research

Reference is made to: EFQM; Employee Survey; Parent and Pupil Surveys; Extended School Reviews; and HMIE School Reports.

3 Expert groups

Education Department staff were given the opportunity to contribute to the development of the draft Service Plan. Parent and pupil groups also contribute.

4 Assessment of Impact and Reducing Adverse Impact

The policy has low impact in terms of contravening legislation on equality. If implemented effectively, this will have a positive impact on ethos within schools and the wider community.

5 Formal Consultation

Consultation opportunities have been made available for school staff and their trade unions to be involved in contributing to this Service Plan.

6 Publication of Findings

This document summarises EQIA findings for the attached Service Plan and will be available on the council Equality and Diversity website. Alternative published formats are available on request.

7 Monitoring and Review

The Service Plan is subject to review in accordance with the Council's agreed procedures as set out in corporate Service Planning guidelines.

Signature of Lead

Anne Wilson, Director of the Education Department

ACTION REQUIRED

Ongoing review of Service Plan