



## Accessibility Strategy and Action Plan 2025-2028

A Perth and Kinross where everyone can live life well,  
free from poverty and inequality

Enabling  
children and  
young people  
achieve full  
potential



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## Introduction

This strategy provides direction for all involved in delivering education for pupils with disabilities within Perth and Kinross Council Education and Learning (the Education Authority) or associated services. It also sets out for pupils with a disability, members of their family, and people who advocate for them, the actions the Education Authority and schools are taking to improve accessibility to education, early learning and childcare and related activities.

The Education (Disability Strategies and Pupils Education Records) (Scotland) Act 2002 requires all Education Authorities to prepare and implement an Accessibility Strategy for all schools for which they are responsible, showing how the Education Authority and schools plan to meet their duties under the Act to:

- Increase the extent to which pupils with disability can **participate in the curriculum**.
- **Improve the physical environment of schools** to increase the extent to which pupils with disability can take advantage of education and associated services.
- **Improve communication** with pupils with disability along with communicating to them information that is provided in writing for pupils who are not disabled, in appropriate alternative formats and taking account of any preferences expressed by them and their parent/carer(s).

This strategy covers the provision of all school education and early learning and childcare provided by the local authority both within and out with schools, including school activities, for disabled children and young people, including those who also have other [protected characteristics](#). This means that it covers education within:

- settings such as schools, community centres and halls.
- After school clubs and activities provided within Council owned school premises, including those run or managed by external agencies.

Schools will ensure that accessibility is integral to the life and work of the school. This strategy sets out the progress made in delivery of the Accessibility Strategy 2022-2025, and the vision that Education and Learning plans to achieve, and agreed actions to further improve accessibility. It aims to ensure those responsible for the delivery of education and early learning and childcare are aware of their legal duties and assists establishments by providing links to helpful checklists and guidance for Early Learning and Childcare settings and Schools.

### How is disability defined?

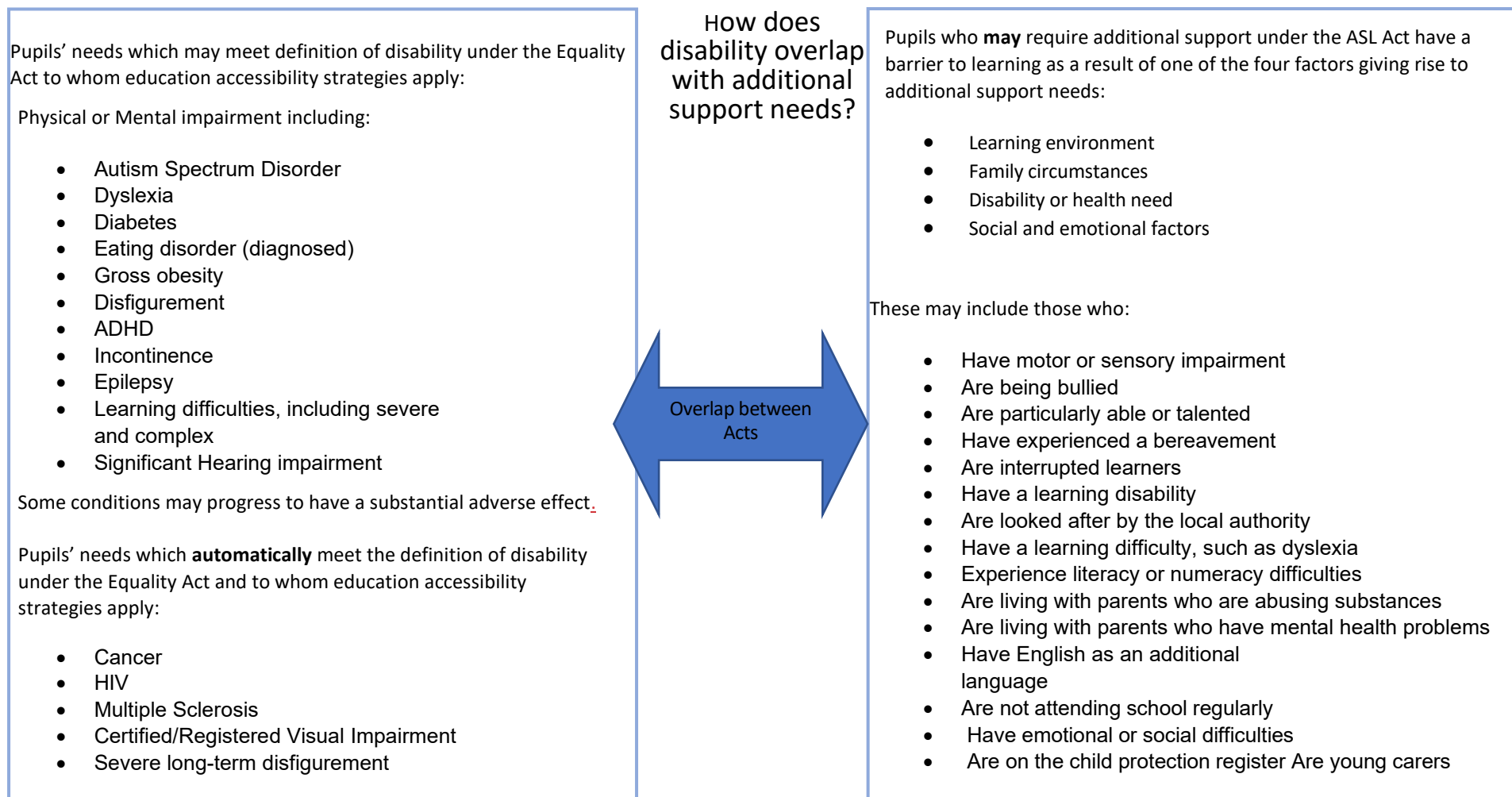
**Disability is legally defined as a physical or mental impairment which has a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities.**

The Equality Act (2010) provides a legislative framework to protect the rights of individuals and advance equality of opportunity for all and to deliver a simple, modern and accessible framework of discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.

The definition of disability can include what may be termed 'hidden' disabilities such as dyslexia, autism spectrum disorder (ASD) and speech and language impairments. For some children and young people, they may have both a disability and an additional support need.

A child or young person is said to have 'additional support needs' if they need more or different support to what is normally provided in schools or early learning and childcare to children of the same age. As the definition of additional support is so broad and covers many reasons, it means that not all children and young people with additional support needs also have a disability. Therefore, a child or young person does not need to have a disability to require additional support for learning.

For a child or young person to be disabled requires the impairment to be substantial and have an adverse effect on their daily life. For example, a child may have asthma or diabetes, but the condition may not be severe enough to have a substantial impact on the child's ability to carry out everyday activities. In that case the child would not be disabled. However, a person with a significant hearing loss may be able to hear reasonably well with hearing aids but without them would have little functional hearing. That person would be disabled.



The meaning of 'long term effects' is also covered in [Schedule 1 of the Equality Act](#). These are not exhaustive lists but highlight the areas where discrimination and disadvantages can occur.

## Our Vision

Our vision is for a Perth and Kinross where everyone can live life well, free from poverty and inequality.

Through our strategic objectives we aim to maximise the opportunities available to everyone to achieve their potential.

Perth and Kinross Council is committed to equal opportunity both as a service provider and as an employer and values the diversity of the communities in its area. It works towards providing Education and Early Learning and Childcare that is inclusive and accessible, recognising that social inclusion and promoting equality of opportunity can only be achieved by incorporating equalities into the planning, implementation, and monitoring processes for all our service provision. Disabled pupils must have the same curriculum entitlements as their non-disabled peers.

Delivery of Curriculum for Excellence in Perth and Kinross recognises the totality of experiences which are planned for children and young people through their education, wherever they are being educated. This totality includes the ethos and life of the school as a community, curriculum areas and subjects, interdisciplinary learning and opportunities for achievement including participation in school trips and activities, after school clubs and study support clubs.



Children and young people grow up safe, respected, well-educated and confident in their ability to realise their full potential



People and businesses are increasingly able to prosper in a local economy which supports low carbon ambitions and offers opportunities for all



People can achieve their best physical and mental health and have access to quality care and support when they need it.

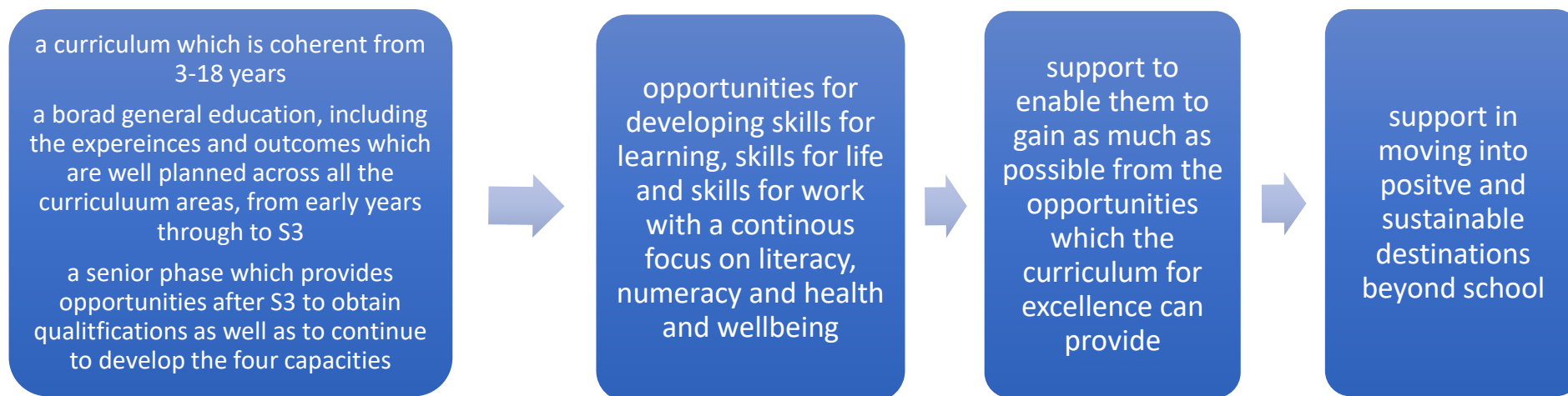


Communities are resilient and physically, digitally and socially connected



Perth and Kinross is a safe and vibrant place, mitigating the impact of climate and environmental change for this and future generations

Pupils with disability have the same curriculum entitlement as their non-disabled peers:



Improving inclusive practice is a priority for the Education Authority, the commitment to this is laid out in the Education Improvement Plan for 2025-26. These actions will have a positive impact on improving accessibility for children and young people with a disability or additional support need in respect to the curriculum, learning environments, and communication opportunities. Planned improvements will be underpinned by data, the evidence-base supporting best practice, and information gained through collaboration with children and young people with additional support needs and their parent/carer(s).

Opportunities for teaching and support staff to participate in professional learning that further enhances their knowledge, skills and confidence in identifying, understanding and supporting a range of needs, and using a variety of interventions and technology to suit individual needs, will be key to realising our ambition. Meeting the needs of learners requires good partnership working with

organisations such as NHS Tayside, including Allied Health Professionals and CAMHs, and with 3<sup>rd</sup> sector organisations. Development of this partnership working will underpin the implementation of this strategy over the next three years.

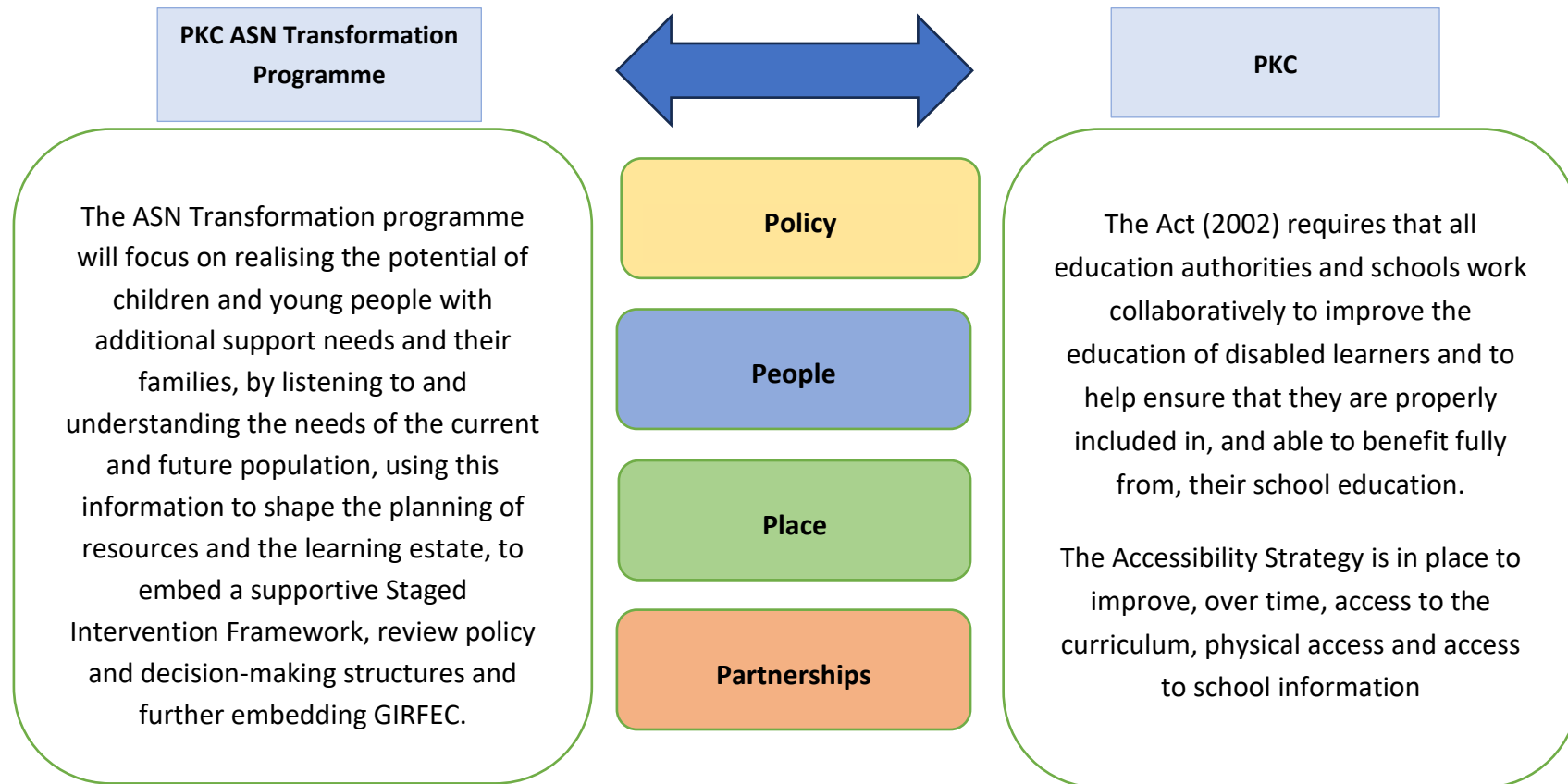


Improving outcomes for children and young people with additional support needs, including disability, will be further enhanced through a 5-year transformation programme to be delivered by Education and Learning.

The ASN Transformation Programme is based around four workstreams known as the 4Ps – Policy, People, Place and Partnership.



The correlation between the ASN Transformation Programme and the Accessibility Strategy is shown in the diagram below:



Implementation of this strategy and the wider actions to improve inclusive practice supports compliance with the United Nations Convention on the Rights of the Child, particularly Articles 2,6,23 and 28 (rights to non-discrimination, development, support for children with disability and education).

### What has already been achieved?

Between 2022-25 several actions were taken forward to improve accessibility for children and young people with additional support needs in Perth and Kinross Council schools and ELC settings. Achievements in relation to the three duties are outlined below.

#### **DUTY 1: All pupils with disabilities are able to access a full curriculum which meets their education and life needs**

- ✓ All schools have started implementing CIRCLE; there is a 5-year CIRCLE implementation plan. Education Scotland recognized good practice in Perth and Kinross, interviewing key staff for national training resources.
- ✓ 2024-25 saw the finalisation of the PKC Universal Springboard Toolkit for Primary schools, with all peripatetic primary pupil support teachers receiving training to deliver training and support embedding across all primary school settings
- ✓ Self-evaluation of inclusive practice has supported individual schools and systems change, this included all secondary schools engaged with the VSE process in 2022/23, focusing on the 4 pillars of Inclusion, and the development of the ASN Transformation Programme.
- ✓ To support communication, CALL Scotland and NHS Tayside Speech and Language Therapy service worked with two Intensive Support Provisions (ISP) to support staff in using technology as communication aids. To build on the learning from the project, it has been extended to all primary ISPs, with iPads/laptops purchased and distributed to all settings across the sector.
- ✓ A PKC ASN Assessment Framework has been created, this sits within the Staged Levels of Intervention Framework for ELC settings and school, and revised Child/Young Persons Planning Guidance. This has been launched and is being embedded in schools over a 3-year implementation phase.
- ✓ Digital accessibility to the curriculum has been enhanced through training in high- and low-tech communication approaches, in addition there was focused time on Digital Learning during a 2024-25 inset day to deliver training on supporting inclusion of all learners.
- ✓ To increase awareness of digital resources to support inclusion, a comprehensive PowerPoint on the many universal and accessibility tools has been developed and shared with all schools – [supporting learners using digital tools.pptx](#)
- ✓ 3<sup>rd</sup> sector organisations such as, Anne Frank and Nil by Mouth continued to work with PKC schools to support children and young people to be empowered to become voices for equality in schools. The delivery of Anne Frank workshops has been ongoing for the past 30 years. Nil by Mouth support individual school activities, such as working with 200 S1-S3 pupils at Crieff High School to deliver an equality day.

- ✓ *4 high schools actively taken part (Blairgowrie, At Johns, Bertha and Crieff High) in two workshops over 2024, History for today and Voices for Equality. The offer has had a total of 61 pupils engaged in being a peer guide for the exhibition and opened to the wider community seeing over 1,997 exhibition visitors from the wider community*
- ✓ Professional learning/training opportunities have been delivered for school staff by the Active Schools team focused on Disability Inclusion, Autism Awareness, and Neurodiversity in Sport Training.
- ✓ They collaborated with secondary school ISPs and the Live Active Cricket Development Team to offer tabletop cricket for pupils with physical disabilities.
- ✓ An ASN Physical Education, Physical Activity and Sport (PEPAS) Group has been established with representatives from Active Schools, Disability Scotland, Fairview School, and the Central Team. PE teachers attend biannual development days.
- ✓ Planning sessions with Disability Scotland have led to event adaptations and alternative measures to ensure accessibility for all.

**DUTY 2: All pupils with disabilities are able to access education in a setting which supports their learning by meeting their physical needs**

- ✓ The visual supports in the Physical Environment element of the Universal Springboard are used in most schools.
- ✓ The Equalities TEAM has completed Place Standard conversations in secondary schools to create or link equality networks.
- ✓ The Scottish Ballet engaged with 30 S1 pupils from Perth Academy to complete their "Safe to be Me" programme, with more sessions planned for next year.
- ✓ Over 15 years, 13,708 young people in PKC have received anti-racism education through Show Racism the Red Card. In the past year, 17 primary schools and 367 pupils participated in workshops.
- ✓ Over the past 3 years 20 schools have engaged in the PKC Nurturing Relationships Programme focusing on Nurture Principle 2 – The Environment Offers a Safe Space. 11 of these schools have received their Level 1 Nurturing Schools Accreditation with the other schools still working towards this.
- ✓ PKC's ASN Transformation Programme Place workstream has delivered an Inclusive Environments project which is ensuring schools delivering enhanced support for children in Primary 1 have a communication friendly environment.
- ✓ An environmental audit has been completed across all PKC ISPs to gain an understanding of the current baseline in respect of physical environment and to inform the development of a core specification, which will also guide future improvement work.

- ✓ The PKC Anti-Bullying Strategy has been revised and a revised three-year document developed following extensive engagement with children, young people, parents and staff, published in May 2024. Where necessary schools have reviewed their own

**DUTY 3: All pupils with disabilities and their families have access to the same level of information as their peers in a format which suits their needs.**

- ✓ Across academic year 2024/25, 14 Inclusive Practice Course were delivered, reaching 522 practitioners who agreed 96% of the outcomes of these courses were met. Training opportunities that supported communication with children and young people included:
  - PKC Inclusion Team delivery of Support Staff Development Days, with over 180 support staff members attending each session. Over the past two years, sessions offered have delivered training opportunities including 'Using Visuals to Support Learners', 'Understanding the Sensory System to Support Regulation', 'CIRCLE and developing an Inclusive Environment' and 'Understanding Trauma and the impact on readiness to learn'.
  - NHS Tayside Speech and Language Therapy service training opportunities on areas related to communication
- ✓ Most Early Years settings have a Communication Champion within the staff team to target interventions to develop children's language and communication skills and reduce developmental milestones gap in this area
- ✓ Two Inclusion Ambassador groups involving children and young people with additional support needs are active, Strathearn (Crieff LMG, with plans to include Auchterarder LMG) and Perth (Fairview and Perth High LMG, with plans to include Perth Academy). These groups meet regularly to discuss and develop ideas that informed the ASN (Additional Support Needs) Transformation Programme and policy and school-level developments.
- ✓ 2 Talking Mats training blocks have been delivered. 26 staff members from 12 PKC schools have completed the full training and are implementing this within their settings. Staff confidence levels in capturing pupil voice in an authentic way for learners with communication difficulties increased from a pre-training measure of 2.75/5 to 4.75/5 following completing the training.
- ✓ Materials for parents and carers on CIRCLE approaches have been developed following consultation with the ASN Parent Network.
- ✓ An ASN Parent Network was formed and holds termly meetings providing a forum for parents to come together to discuss and gain information on a range of ASN specific topics including: visibility of ASN in schools; understanding the use of CIRCLE in ELC settings and schools and informing the revised guidance for Children and Young People's Plans.



- ✓ Parent information sessions are offered at key points of transition by the Inclusion service in collaboration with Parent2Parent and Perth Autism Support; sessions support parents to develop understanding of understanding of transition processes.

### What do Schools and Early Learning Childcare Settings do Next?

Several actions are set out in the Action Plan (page 13) that involve a range of services, including the Inclusion service and other sections of Education and Learning.

Schools and ELC settings are central to delivery of the Action Plan, therefore Headteachers and Centre Leaders should:

- ensure that all staff are aware of their general duties under The Education (Disability Strategies and Pupils Education Records) (Scotland) Act 2002 as follows:
  - Increase the extent to which pupils with disability can participate in the curriculum.
  - Improve the physical environment of classrooms and other learning environments to increase the extent to which pupils with disability can take advantage of education and associated services.
  - Improve communication with pupils with disability along with communicating to them information that is provided in writing for pupils who are not disabled, in appropriate alternative formats and taking account of any preferences expressed by them and their parents.
- Support staff to recognise and take account of the needs of children and young people with a disability
- Identify the actions in the Action Plan 2025-28 relevant to their school or setting, include these in the improvement plan for their school or setting and implement accordingly

There is a range of checklists available to support schools and ELC settings to identify strengths and areas for development in relation to their duties, such as a [Play Pedagogy Toolkit](#). These resources include universal and additional checklists that can be used as appropriate by senior leaders in settings to audit and keep under review compliance with these duties.

### How do we measure Success?

This strategy and action plan spans a three-year period. Monitoring reports on progress of implementation will be collated each year; this will include information, data, evidence and feedback from schools and ELC settings. Measurement of progress will also be informed by relevant quality improvement activity and by information provided by children and young people with additional support needs, including disability, and their families.

This will provide the Learning and Families Committee and the Education and Learning Senior Management Team with a report on progress in implementation over each year. A full review of the Accessibility Strategy will be undertaken by October 2028 to evaluate progress over the full three years and to identify new actions for the following three years.

### Who developed this Strategy?

Development of the Perth and Kinross Accessibility Strategy has been led by the Inclusion service (Education and Learning) in consultation with:

- Headteachers and school staff
- Central Education and Learning staff
- Services for Children, Young People and Families
- Corporate Equalities Team
- NHS Tayside
- Voluntary agencies in the local community
- Parent Representatives facilitated through ASN Parent Forum
- Information, Communication and Technology Service
- Children and Young People representatives facilitated through the Champions Board

Accessibility Strategy Action Plan 2025-2028

# PKC Accessibility Strategy

## 2025-2028

- ✓ Educational establishments will effectively use data and robust assessment information to adapt learning environments to meet learners' needs, ensuring children and young people can access physical learning environments based on their individual needs
- ✓ Children and Young People from equality-protected groups will have a positive school experience and will feel safe and respected in school and when online

- ✓ All information will be communicated accessibly to children/young people, parents/carers and PKC staff with ASN/Disabilities.
- ✓ All children and young people with ASN/disability and their parent/carer(s) will inform future development of inclusion policy and relevant actions.
- ✓ Neurodivergent children and young people, and learners with sensory and/or communication processing needs, are supported through appropriate images, signage, and visual

### Duty 1

Increase the extent to which pupils with disability can participate in the curriculum.

- ✓ All children and young people with ASN/disability will have greater access to assistive digital technology as part of integrated digital learning within the curriculum in schools and ELC settings to enhance educational experiences, enabling improved attainment
- ✓ All children and young people with disabilities will have access to physical education curriculum and extra-curricular sporting activities and excursions
- ✓ Support for children and young people with complex additional needs at the intensive level will be reviewed and enhanced to improve educational experiences tailored to their needs
- ✓ All Educational Establishments will have effective systems in place to support safe working practices across their settings
- ✓ All children and young people's learning experiences and achievements will improve through staff professional development that enhances awareness, skills and confidence in their knowledge, and understanding of needs, strategies, resources, equipment, and technology improving inclusive practice and approaches
- ✓ All children and young people will experience successful transitions across schools and ELC settings through robust planning processes

### Duty 2

Improve the physical environment of schools to enable better access to education and associated services

### Duty 3

Improve communication with pupils with disability along with communicating and their parents





Year 1 – August 2026		Year 2 – August 2027		Year 3 – August 2028	
<b>Duty 1: Increase the extent to which pupils with disability can participate in the curriculum.</b>					
National Improvement Framework Priority – Placing the human rights and needs of every child and young person at the center of education.					
HGIOS QIs 2.2, 2.3, 3.1, 3.2					
Outcome	Actions	Timescale	Measures	Responsibility	Yearly Progress to date & Next Steps
(What the improvement will be for children and young people)	(What we will do to achieve this improvement)	(When will this be achieved?)	(How will we measure success and impact?)	(Who is overseeing this and reporting on Progress?)	
<b>All children and young people with ASN/disability will have greater access to assistive digital technology as part of integrated digital learning within the curriculum in schools and ELC settings to enhance educational experiences,</b>	All schools incorporate digital learning skills and inclusive pedagogy as an explicit feature within the PKC Learning Teaching and Assessment Framework 2-18  Development of Education and Learning Digital Strategy which will include	2025-2026	Quality Indicators within How Good is Our School.  Annual Reviews	Meg Brough	
				(PKC Digital Officer)	
				Jen McNicol	
				(Inclusion QIO)	

## Accessibility Strategy & Action Plan 2025-2028

enabling improved attainment.	work towards improved access to digital technology for all learners with a disability or ASN	2025-2028	HMle Inspection Reports	Kirsty Lockhart (Inclusion Coordinator)	
	Showcasing and development of digital inclusive practice across PKC schools through introduction of Digital Festival days		Feedback from surveys	Marie Dunn (PT of PPSTs)	
	All peripatetic inclusion teams to be upskilled and confident in the use of assistive digital technology in meeting ASN/disability learners needs in respect of curriculum access	2025-2026	Monitor, review and record the progress of all children		
	All schools are aware of the new Assistive Technology Referral process for either Curriculum or Communication accessibility for a learner		SQA Results		

		2027-2028	and all of above Record of participation levels in learning opportunities		
		2025-2026			
<b>All children and young people with disabilities will have access to physical education curriculum and</b>	Re-establish PEPAS Network Group	2025-2026	Network Meeting	Graeme Doig	

Accessibility Strategy & Action Plan 2025-2028

<b>extra-curricular sporting activities and excursions</b>	Further scope access to sport / PE including swimming in partnership with Live Active and Disability Scotland	2026-2027	Minutes and actions	(Disability Scotland Lead)	
				Pete MacDougall (Live Active Lead)	
	Develop guidance for schools on reasonable adjustments for trips and residential, including good practice examples.	2026-2027	Impact review of guidance on accessibility to positive PE and wider curricular experiences.	Sarah Stephen (Inclusion QIO)	
	Develop guidance and provide training on inclusive PE / sport for schools, including examples of good practice.			Marie Dunn (PT of PPSTs)	
	Involve learners with	2026-2028			



	disabilities in developing the guidance.				
<b>Support for children and young people with complex additional needs requiring intensive level provision will be reviewed and enhanced to improve educational experiences tailored to their profiles</b>	Develop and implement an ISP Strategy that includes: <ul style="list-style-type: none"> <li>provision in localities and for specific population groups.</li> <li>training of ISP staff to meet current/future population changes.</li> <li>review of the staffing model.</li> </ul>	2025-2028	Fulfilment of Statutory Duties, How Good is our School, HMle	Sarah Stephen (Inclusion QIO)	
	Specialist training and advice in supporting communication from CALL Scotland and Speech and Language Therapy partners for all ISP settings and practitioners supporting children at the Enhanced level		Stakeholder surveys & questionnaires		
	Introduction of Equals Curriculum within Primary ISPs as a first phase of Intensive level curriculum development.		Staff confidence surveys  Learner engagement measures over time		

Accessibility Strategy & Action Plan 2025-2028

		2025-2027	Improved learner engagement, skills and curricular progress	Inclusion QIOs	
		2025-2027	Feedback from Equals support team, staff and family	Inclusion QIOs Equals and Fairview Staff	
<b>All Educational Establishments will have effective systems in place to support safe working</b>	Review and implement systems for:	2025-2027	Training attendance	Sarah Stephen (Inclusion QIO)	

practices across their settings	<ul style="list-style-type: none"> <li>Moving and Handling</li> <li>Physical Intervention</li> </ul> <p>Systems developed, shared and implemented within schools</p>		<p>Quality Improvement Reviews</p> <p>Quality assurance of practice records and QA of risk assessments</p>	Jen McNicol (Inclusion QIO)	
<b>All children and young people's learning experiences and achievements will improve through staff professional development that enhances awareness, skills and confidence in their knowledge, and understanding of needs, strategies, resources, equipment, and technology improving inclusive practice and approaches.</b>	<p>Review and implementation of comprehensive inclusive practice training offers</p> <p>contracted/secured/planned</p> <p>Audit existing digital technology professional learning opportunities and updating with a suite of</p>	2025-2026	Uptake of professional learning opportunities	<p>Meg Brough (PKC Digital Officer)</p> <p>Lesley Lennon (PKC Learning Development ESO)</p>	
		2025-2027	Ongoing evaluation of impact of training		

## Accessibility Strategy & Action Plan 2025-2028

	resources and training opportunities			Inclusion QIOs	
<b>All children and young people will experience successful transitions within schools and ELC settings through robust planning processes</b>	ASN Transformation Transitions Workstream to review current transitions across all PKC settings, i.e. ELC to P1; P7 to S1; Senior phase to FE/HE/adult services.	2025-2028	Pupil surveys & Feedback	Jen McNicol (QIO Inclusion)	
	Effective educational transitions with appropriate supports for Looked After children and young people when home moves are into, or out of, PKC.		Analysis of consultation information from both formal and informal	Victoria McRae (Early Years Inclusion PT)	
	Engage in planning with NHS Tayside regarding the needs of children from birth.	2025-2027	Focus Groups	Rhona Munro (PKC SAC & PEF Project Lead)  Elaine Watson (Promise	



	Involve parents, young people and other agencies in planning for transitions.	2025-2028	Parent Surveys  Level of involvement in formal processes	Improvement Lead)	
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**Duty 2: Improve the physical environment of schools to enable better access to education and associated services.**

National Improvement Framework Priority – Placing the human rights and needs of every child and young person at the center of education

HGIOS QIs 1.5, 3.1

<b>Outcome</b>	<b>Actions</b>	<b>Timescale</b>	<b>Measures</b>	<b>Responsibility</b>	<b>Yearly Progress to date &amp; Next Steps</b>
(What the improvement will be for children and young people)	(What we will do to achieve this improvement)	(When will this be achieved?)	(How will we measure success and impact?)	(Who is overseeing this and reporting on Progress?)	

## Accessibility Strategy & Action Plan 2025-2028

<b>Educational establishments will use effective analysis of assessment information to adapt learning environments to meet learners' needs, ensuring children and young people can access physical learning environments based on their individual needs.</b>	Educational establishments will keep good information about their learners with a disability and act on assessment	2025-2028	Quality Improvement Review Visits	School/ELC Senior Leaders	
	Review of Quality Assurance processes to include effective use of CIRCLE inclusive environments framework and Universal Springboard Toolkit	2025-2028	Schools/ELC Settings Annual Reporting	Julie Martin (Senior Educational Psychologist)	
	Secondary working group to oversee the development of a Secondary Universal Springboard Toolkit and implementation		Action Plans Reporting	Marie Dunn (Inclusion PT)  Kirsty Lockhart (Inclusion Coordinator)  Annie Carr (Early Years QIO)	

		2025-2027			
<b>Children and Young People from equality-protected groups will have a positive school experience and will feel safe and respected in school and when online</b>	<p>School to analyse data from Glasgow Motivation and Wellbeing Profile to identify patterns and trends in sense of safety in equality-protected groups of children and young people in their school. PKC Gypsy Traveler Working Group to review current actions, report on progress and establish next steps</p> <p>PKC Gypsy Traveler school operational</p>	2025-2028	Quality Improvement Review visits	School Leaders and QIOs	
			Equality Teams Annual Reporting	David McPhee (Equalities Officer)	
			Schools/ELC Settings	Kate Kelly	

## Accessibility Strategy & Action Plan 2025-2028

	<p>guidance to be implemented in all schools and ELC settings</p> <p>Inclusion Teams to support schools in developing their environments to become more accessible and safer for children and young people from equality-protected groups, i.e. EAL, Gypsy Traveler, etc.</p> <p>Consultation with representative pupil groups, including Inclusion Ambassadors, ESOL candidates.</p>	<p>2025-2028</p> <p>2025-2026</p>	<p>Annual Reporting</p>	<p>(Equalities Officer)</p> <p>Marie Dunn (Inclusion PT)</p> <p>Tricia Davenport (PT of EAL Team)</p> <p>Lesley McGuigan (PT of Hi/Vi)</p>	
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		2025-2028			
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**Duty 3: Improve communication with pupils with disability along with communicating to them information that is provided in writing for pupils who are not disabled, in appropriate alternative formats and taking account of any preferences expressed by them and their parents**

National Improvement Framework Priority – Placing the human rights and needs of every child and young person at the center of education

HGIOS Qis 3.1, 3.3

Outcome (What the improvement will be for children and young people)	Actions (What we will do to achieve this improvement)	Timescale (When will this be achieved?)	Measures (How will we measure success and impact?)	Responsibility (Who is overseeing this and reporting on Progress?)	Yearly Progress to date & Next Steps
<b>All information will be communicated accessibly to children/young people, parents/carers and PKC staff with ASN/Disabilities.</b>	The EAL/Hi VI Teams to collaborate with the PKC Enrolments Team to review and enhance enrolment procedures and forms, ensuring they are effectively accessible to EAL/Hi VI parent/ carer(s).  The EAL/Hi VI Teams to collaborate with schools to	2025-2027	Communication formats assessed as meeting required standards of accessibility	Tricia Davenport (PT of EAL Team)          Lesley McGuigan	



	<p>review current reporting formats, ensuring they are effectively accessible to EAL/HI VI learners, parent/carer(s).</p> <p>Scoping exercise to explore how other authorities facilitate informed choice for families of deaf learners through their Language Policy.</p>	<p>2026-2028</p> <p>2025-2027</p>	<p>Parent/carer surveys</p>	<p>(PT of Hi/Vi Team)</p> <p>PKC Enrolment Team</p> <p>Inclusion QIO</p> <p>PT Teacher of the Deaf</p>	
<b>All children and young people with ASN/disability and their</b>		2025-2026	Involvement of	Jaclyn Meikle (ASN	

Accessibility Strategy & Action Plan 2025-2028

<p><b>parent/carer(s) will inform future development of inclusion policy and relevant actions.</b></p>	<p>Consolidate existing Inclusion Ambassadors groups</p>	<p>2025-2028</p>	<p>children and young people</p>	<p>Transformation Programme Manager)</p>	
	<p>Build on success by broadening Inclusion Ambassadors project to more schools</p> <p>Network key groups:</p> <ul style="list-style-type: none"> <li>• Inclusion Ambassadors</li> <li>• Care Experienced Boards</li> <li>• PAS Youth Panel</li> </ul>				<p>Elaine Watson (Promise Improvement Lead)</p>
<p><b>All children and young people with neurodivergent profiles, sensory and/or communication processing needs are supported through appropriate images, signage, and visual references</b></p>	<p>Deliver talking mat training to all education settings.</p>	<p>2025-2028</p>	<p>Number of Practitioners trained and evidence of impact</p>	<p>Jen McNicol (Inclusion QIO)</p> <p>Marie Dunn (Inclusion PT)</p>	
	<p>Promote the use of core visual communication</p>				

	<p>symbols across all sectors using Boardmaker and effective use of Communication Core Boards, in indoor and outdoor learning environments</p> <p>Establish a programme of Makaton training across ELC and school settings.</p>	2025-2027	<p>Impact survey analysis</p> <p>Quality Improvement Visit evidence</p>	School Senior Leaders	
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## Resources and reference material

- [The Additional Support for Learning Dispute Resolution \(Scotland\) Amendment Regulations 2017](#)
- [Addressing Dyslexia toolkit](#)
- [Healthcare in schools: draft guidance for NHS Boards, Education Authorities and Schools](#)
- [Autism Toolbox](#)
- [Children \(Scotland\) Act 1995](#)
- [Children and Young People \(Scotland\) Act 2014](#)
- [Curriculum for Excellence - Support for All](#)
- [Education \(Scotland\) Act 1980](#)
- [Education \(Additional Support for Learning\) \(Scotland\) Act 2004 \(as amended\)](#)
- [Supporting children's learning: code of practice \(revised 2010\)](#)
- [Healthy eating in schools: a guide to implementing the nutritional requirements for Food and Drink in Schools \(Scotland\) Regulations 2008](#)
- [Education \(Disability Strategies and Pupils' Educational Records\) \(Scotland\) Act 2002](#)
- [Equality Act 2010](#)
- ['Getting ready to leave school: Making a good transition' on Enquire's YouTube channel](#)
- [Guidance on education of children unable to attend school due to ill health](#)
- [Guidance on Presumption of Mainstream Education](#)
- [Guidance on School Health](#)
- [Home Education Guidance](#)
- [Hidden in Plain Sight – A report by the Equality and Human Rights Healthy Commission on the harassment of disabled people and their families](#)
- [Participants not Pawns – Guidance on consulting children and young people](#)
- [Planning improvements for disabled pupils' access to education: Guidance for education authorities, independent and grant-aided schools. 2014](#)
- [Schools \(Health Promotion and Nutrition\) \(Scotland\) Act 2007](#)
- [Scottish Traveler Education Programme \(STEP\)](#)
- [Scottish Qualifications Authority – Supportive practices for Literacy](#)

- [Scottish Qualifications Authority – Assessment Arrangements](#)
- [Special Educational Needs and Disability Act 2001](#)
- [Standards in Scotland's Schools Act 2000](#)
- [The Education \(Scotland\) Act 2016](#)
- [7 Golden rules for participation of children and young people \(CYPs\)](#)
- [Hearing Impairment Network for Children & Young People – National Managed Clinical Network](#)
- [Visual Impairment Network for Children & Young People – National Managed Clinical Network](#)

### Further Reading

The following is an alphabetical list of hyperlinks to further reading materials.

- [Action on Hearing Loss](#) – working for a world where hearing loss doesn't limit or label people, where tinnitus is silenced and where people value and look after their hearing
- [Adapted Digital Exams](#) – For those who have difficulty using the ordinary exam papers or assessments
- [ADES \(Association of Directors of Education Scotland\) Armed Service Children](#) – Children and young people from service families
- [Addressing Dyslexia Toolkit](#) – A toolkit for identification and support of learners exhibiting literacy difficulties
- [Afasic Scotland](#) – Afasic represents children and young adults with speech and language impairments and can provide information and advice
- [Books for All](#) – For students who have difficulty reading ordinary printed books
- [CALL Scotland - Communication, Access, Literacy and Learning](#) – The Call Centre is based in Edinburgh University and provides pupils and families, local authorities and professionals with specialist expertise in assistive technology for children and young who have speech, communication and/or writing difficulties in schools across Scotland. Some examples of support are below.
- [The Scottish voice](#) – Free software
- [Digital exams](#) - How to refer a pupil to CALL for [Assessment arrangements - SQA](#)

- [Capability Scotland](#) – campaigns with, and provides education, employment and care services for disabled children and adults across Scotland
- [Commissioner for Children and Young People Scotland](#) - The Children and Young People's Commissioner Scotland works with their team to protect the rights of children and young people.
- **Communication Friendly Environments** - You can use this simple [The Communication Trust - Communication Friendly Checklists](#) to think about how your environment supports children's communication
- [Disability Rights Commission](#) – works to create a society where everyone with lived experience of disability or health conditions can participate equally as full citizens
- [Downs Syndrome Scotland](#)
- [Dyslexia Scotland](#) – Can provide information and leaflets about dyslexia and can put people in touch with their local dyslexia groups
- [Education Scotland Improvement Hub](#) – Landing page for a wide range of information within the Scottish educational context.
- [ENABLE Scotland](#)
- [Enquire Website](#) – The Scottish advice service for additional support for learning
- [Epilepsy Action Scotland](#) – Campaigning for improved healthcare, better information provision and an end to stigma
- [Human Rights Commission](#) – Reasonable adjustments
- [National Deaf Children's Society](#) – Why deafness matters, how we can make a difference and how you can help us
- [National Guidance on Managing Head Lice Infection in Children](#)
- [Plain English Campaign](#) – Campaigning against gobbledygook, jargon and misleading public information
- [RNIB](#) – Providing information about provision for pupils who are blind or have visual impairments
- [Respect Me](#) – Working with adults involved in the lives of children and young people to give them the practical skills and confidence to deal with children who are bullied and those who bully others
- [Scottish Council on Deafness](#) – An umbrella body of organisations working with deaf children and adults and can provide information and advice on a wide range of topics including deaf education
- [Scottish Government – Additional Support for Learning](#)



- **SportScotland** – Linking with [Scottish Disability Sport](#) and is working to increase the number of children with disabilities throughout Scotland who are involved in sports
- **Scottish Sensory Centre** – A national resource for information on deafness, visual impairment and deaf-blindness. The centre has an extensive resource library, website, online database and a variety of relevant publications
- **SQA Assessment Arrangements** - Information for teachers and lecturers about what to do when considering the provision of [assessment arrangements for disabled candidates](#)
- **Technical Guidance for Schools in Scotland** –This applies to the provisions in the Equality Act 2010 that were brought into force on 1 October 2010, and the extension of reasonable adjustments to include auxiliary aids and services that was brought into force on 1 September

If you or someone you know would like a copy of this document in another language or format, (on occasion, only a summary of the document will be provided in translation), this can be arranged by contacting the Customer Service Centre on 01738 475000.

You can also send us a text message on 07824 498145.

All Council Services can offer a telephone translation facility.

BSL users can contact us via Contact Scotland BSL, the online British Sign Language video relay interpreting service. Find out more on the Contact Scotland BSL website <https://contactscotland-bsl.org>