

IMPACT AND VALUE ASSESSMENT

Report Title: Accessibility Strategy and Action Plan 2025-28

Where the Impact & Value Assessment has identified a likely impact in relation to the committee proposal, detailed evidence is provided below.

STRATEGIC IMPLICATIONS

Corporate Plan

Working in partnership with communities? - YES.

Tackling poverty? - NO.

Tackling climate change and supporting sustainable places? - NO.

Developing as resilient, stronger and greener local economy? - NO.

Enabling our children & young people to achieve their full potential? - YES.

Protecting and caring for our most vulnerable people? - YES.

Supporting and promoting physical and mental wellbeing? - YES.

Legal and Governance

Legal implications identified? - NO.

Governance implications identified? - NO.

RESOURCE IMPLICATIONS

Finance

Financial implications identified? - NO.

Workforce

Workforce implications identified? - NO.

Asset Management

Asset Management implications identified? - NO.

CONSULTATION AND COMMUNICATION

Consultation

Internal or external consultation? - YES.

Internal consultation undertaken. Headteachers and school staff through direct survey consultation; Central Education Teams, through DMT and SMT meetings; Services for Children, Young People and Families; Corporate Equalities Team; NHS Tayside and PKC IT teams through the AAC and Accessibility Groups; Feedback from CALL Scotland at AAC and Accessibility group meetings; Perth Autism Support; ASN Parent Forum; Children and Young

People representatives through the Champions Boards. Feedback and views of stakeholders has been used to develop the report.

Communications

Communications plan? - YES.

Strategy and Action Plan to sit on PKC public facing website. Communication to schools through Term 1 LMG updates and made available on ERIC page for Strategy and guidance for schools to refer to. Updates to Peripatetic Teaching teams, Central Teams, Active Schools and Live Active at their Team development days.

POLICY CHECKLIST

This report represents a new policy or a change to an existing policy document.

Corporate Risk Assessment

Corporate risk implications identified? - NO.

Equality & Fairness Impact Assessment (EFIA)

Protected equality characteristics impact? - YES.

Positive impact on the ways in which high quality teaching and learning is delivered to children and young people with communication support needs. Improvements in the engagement and attainment of children and young people with communication support needs. Increased opportunities for disabled children to access their learning in a school close to their community. Increased opportunities for children and young people with ASN and disabilities to be consulted with and have their views and opinions recorded and responded to. Improved access to written communication to children, young people and families in a way they can best understand.

A full EFIA is required (based on likely impacts to protected equality characteristics) and will be undertaken before the report is implemented.

Human Rights impact? - NO IMPACT.

Inequalities of outcome caused by socio-economic disadvantage impact? - NO IMPACT.

Inequalities of outcome in relation to Communities of Place or Communities of Interest impact? - POSITIVE IMPACT.

Improved access to relevant information and communication from Education for parents/carers/families who may experience communication barriers e.g. as a result of hearing loss, English as an Additional Language, learning disability etc. Wider access to social and recreational activities for children and young people with physical disabilities. Greater opportunities for disabled children and young person to participate in decision making and to inform the development of policy in education. Greater understanding in schools of the barriers disabled children and young people face in schools, leading to more accessible environments with alternative communication as required. Children and young people who are currently Looked After will experience positive transitions to new schools.

A full EFIA is required (including details of likely impacts from inequalities of outcome in relation to Communities of Place or Communities of Interest) and will be undertaken before the report is implemented.

Strategic Environmental Assessment (SEA)

A SEA pre-screening assessment is indicated, and will be undertaken before this report is implemented.

Climate Change Impact Assessment

Business, Industry & Supply Chain impact? - NO.

Energy, Buildings & Infrastructure impact? - NO.

Land Use & Land-Use Change impact? - NO.

Transport & Connectivity impact? - NO.

Waste & the Circular Economy impact? - NO.

Climate Resilience & Engagement impact? - NO.

Child Rights & Wellbeing Impact Assessment

Impact based on the GIRFEC wellbeing indicators? - YES.

Safe: CYP from equality-protected groups will have a positive school experience and will feel safe and respected in school and when online Healthy: CYP will feel safe and secure in their school environment, positively impacting their mental wellbeing. Achieving: 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. Nurtured: 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. Active: All children and young people with disabilities will have access to physical education curriculum and extra-curricular sporting activities and excursions. Respected: 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 profiles Responsible: Children and young people with ASN/disability and their parent/carer(s) will inform future development of inclusion policy and relevant actions. Included: 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.

Sustainable Procurement & Supply Impact Assessment

Resource use and consumption impact? - NO.

Social wellbeing impact? - NO.

Environmental wellbeing impact? - NO.

Economic wellbeing impact? - NO.

7.4.7 Data Protection Impact Assessment (DPIA)

Impact related to personal data/information? - NO.