

Department of Corporate and Community Services

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Date: 16 August 2019

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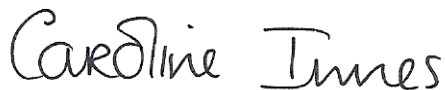
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TO: Councillors P. O’Kane (Chair), C. Merrick (Vice Chair), C. Bamforth, T. Buchanan, D. Devlin, C Gilbert, A. Lafferty, J. McLean and J. Swift; Dr F. Angell, Ms D. Graham, Ms M McIntyre and Mr D Morris.

EDUCATION COMMITTEE

A meeting of the Education Committee will be held in the Council Chamber, Council Headquarters, Eastwood Park, Giffnock, on **Thursday, 22 August 2019 at 10.00am.**

The agenda of business is as listed below.



C INNES
DEPUTY CHIEF EXECUTIVE

AGENDA

1. **Apologies for Absence.**
2. **Declarations of Interest.**
3. **SQA Examination Diet 2019 – Oral Report by Director of Education.**
4. **Health, Safety and Security: Review of 2018-19 and Priorities for 2019-20 –Report by Director of Education (copy attached, pages 3 - 22).**
5. **Education Department End Year Report 2018-19 – Report by Director of Education (copy attached, pages 23 - 26).**

6. **Progress Report on Priorities Associated with National Improvement Framework – Report by Director of Education (copy attached, pages 27 - 42).**
7. **Draft Accessibility Strategy – Report by Director of Education (copy attached, pages 43 - 60).**

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EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE22 AUGUST 2019Report by the Director of EducationHEALTH, SAFETY AND SECURITY: REVIEW OF 2018-19 AND PRIORITIES FOR 2019-20**PURPOSE OF REPORT**

1. This report accompanies the Education Department's annual report on health, safety and security issues. The annual report sets out action taken in 2018/19 and objectives for 2019/20.

RECOMMENDATIONS

2. The Education Committee is asked to:
 - (a) Note the progress made in 2018/19 in achieving the Education Department's agreed health, safety and security objectives;
 - (b) Agree the health, safety and security objectives proposed for 2019/20; and
 - (c) Request the Director of Education to bring forward a further report on health, safety and security following the end of school session 2019/20 and, in line with the Council's reporting arrangements on Health and Safety, submit this for the consideration of JCC.

BACKGROUND

3. At its meeting on 23 August 2018, the Education Committee approved key objectives for session 2018/19. The attached report (Appendix 1), compiled in conjunction with the Corporate Health and Safety Unit (CHSU) shows progress against these objectives and how these are supported within the Education Department.

REPORT

4. The Education Department remains fully committed to maintaining and improving its standards in health, safety and security. This is evidenced in the work done in 2018/19 and the planned activity for 2019/20 as noted in the attached report. Activity over the year includes risk assessment, audit and inspection, training and responding to new requirements and situations. A summary of the actions and areas is included within the appended report.
5. Violence to staff incidents have decreased in some schools but at the same time has increased in others. The majority of violent incidents relate to pupils with additional support needs or pupils posing challenging behaviour in predominately seven schools. As a result of discussions with union colleagues it has been agreed to

establish a working group consisting of staff of various job roles. This working group will meet to look at the numbers in detail and identify good practice and areas for improvement.

6. The appended report sets out the priority areas for 2019/20. These have been categorised under three main headings - fire, training and management system and include the following:
 - Complete fire warden training for 20% of schools.
 - Complete manual handling training for 20% of schools
 - Carry out Fire Co-ordinator Role
 - Review of GLOW documents to identify those that require updated and prioritise, prioritise these and devise a plan of work for the next two to three years
 - Review Standard Circular 33 (Safety in Outdoor Education- A Code of Practice)
 - Review and update Code of Practice in Science
 - Development of a chemical safety management protocol for high schools to ensure best practice is followed across the school estate.
 - Development of a strategy to implement Occupational Road Risk (ORR) policy across priority/key areas within Education
 - Pilot new on-line school excursion form.
 - Review and Update Standard Circular 48
7. Education is the only department which reports to elected members discretely on its annual Health and Safety report; all others are reported to First Tier Joint Consultative Committee (JCC) through the annual corporate Health and Safety report, where elected members are present but there is a wider representation of Trade Union partners.
8. To bring the department into line with others and to allow a broader range of views and comments, it is proposed that this report be the last one submitted to Education Committee. In future years it is still proposed that Education brings its annual health and safety report to the JCC.

CONSULTATION

9. Consultation with employees and their trade union representatives on health and safety matters takes place in the first instance through the Education Department's Health & Safety Committee. Any major issues arising are escalated through other consultative forums.
10. The department has consulted Trade Union Partners on the proposal to take future annual Health and Safety reports to First Tier JCC.

FINANCIAL IMPLICATIONS

11. Operational aspects of the plan's delivery are contained within the department's budget. Where an action requires capital investment, this will be submitted for consideration as part of the Council's annual capital planning exercise.

RECOMMENDATIONS

12. The Education Committee is asked to:

- (a) Note the progress made in 2018/19 in achieving the Education Department's agreed health, safety and security objectives;
- (b) Agree the health, safety and security objectives proposed for 2019/20; and
- (c) Request the Director of Education to bring forward a further report on health, safety and security following the end of school session 2019/20 and, in line with the Council's reporting arrangements on Health and Safety, submit this for the consideration of JCC.

Mhairi Shaw
Director of Education
August 2019

Convener Contact Details

Councillor Paul O'Kane, Convener for Education and Equalities

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**Education Department Annual Health, Safety & Security
Report**

2018 - 2019

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INTRODUCTION

The Education Department is committed to health, safety, welfare and security improvement. That commitment is illustrated both in the progress made in the last year in achieving objectives, and in setting targets for 2019/20.

The report relates directly to the Corporate Health and Safety objectives and how these are supported within the Education Department. It sets out progress made, areas for further development and proposes actions for 2019/2020.

PROGRESS SINCE PREVIOUS REPORT

The Education Department will ensure that health and safety continues to have a prominent place in the ethos, policy and procedures of individual services and establishments. During 2018/2019 the Department continued to take every opportunity to emphasise to all staff their responsibilities for minimising health and safety risks at work and to further enhance a positive health and safety culture in each establishment. Specific actions included continuation of training opportunities for all staff, updating and completion of departmental and individual establishment risk register, generic risk assessments and reviewing of fire risk assessments across establishments.

This year proved particularly challenging with a change in personnel within the Health and Safety Team for Education with the employment of a Health and Safety Adviser on a temporary basis to cover maternity leave and recruitment of a new Health and Safety Technician. This new team has strived to ensure continuity of service wherever possible across the Department however as a consequence of this recruitment a number of objectives set for 2018/19 were not fully realised.

DEPARTMENTAL HEALTH AND SAFETY OBJECTIVES

No.	Objective Description	
1.	Complete fire warden training for 20% of schools. (based on a 3 year cycle)	100% Complete
3.	Complete annual refresher evacuation chair training	80% Complete *
4.	Carry out Fire Co-ordinator Role	100% Complete
5.	Review Standard Circular 8b – Incidents of Anti - Social Behaviour and Violence towards Staff	90% Complete
6.	Review Standard Circular 33 – Safety in Outdoor Education – A Code of Practice	Deferred to 2019/2020
7.	Review and Update Code of Practice in Science	Deferred to 2019/2020

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No.	Objective Description	
8.	1. Develop on-line school excursion form. 2. Pilot on-line excursion form with school 3. Review & Update Standard Circular 48	Deferred to 2019/2020

*80% complete as staff previously trained within one school due to health constraints could not complete refresher session, therefore full training session is required during 2019/20 with new staff chosen.

HEALTH AND SAFETY TRAINING

The Education department continued to promote health and safety training courses during this reporting period, with attendees from across the department. Courses were delivered by both the department's health and safety professionals and by the Corporate Health and Safety Unit.

HEALTH AND SAFETY TRAINING			
Departmental/External Courses	Numbers Attending	Comments	Training Provider
Business Support Manager Programme x 4	36 (9) per 4 meetings held	H&S Advisor provided training on relevant topics at Business Support Managers meetings	Education H&S
Conflict Management Training	2	Training for education staff	
DSE Assessor training	6	Training for education staff	Education H&S
First Aid at Work Training	22	Training available to all Education staff	External provider
Emergency First Aid	1	Training available to all Education staff	External Provider
Behavioural Support Strategies Training	118	Training available to all Education staff - Proactive Approaches to the management of behaviour that challenges	Education Department
Fire Warden Training	419	Refresher programme in place for education staff	Education H&S
Fire Extinguisher Training	148	Refresher programme in place for education staff	Education H&S
Manual Handling training	4	Training for education staff	Education H&S
Microbiology Course	1	Course Designed for	SSERC

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		School Technicians	
Office Safety Training	26	Training for education staff	Education H&S
Safe Use of Evac Chairs	6	Training for schools with Evac Chairs	Education H&S
Safe Use of Evac chairs – refresher	13	Refresher Training for schools with Evac Chairs	Education H&S
Safe Use of Ladders	16	Training for education staff	Education H&S
TOTAL ATTENDEES	816		

Corporate Online Courses	Numbers Attended	Comments
Building Responsible Person	32	All Heads of Establishment
Dangerous Substances Module – E- Learning	2	Training available to all Education staff
Display Screen Equipment Module - E- Learning	16	Training available to all Education staff
Electricity Module E- Learning	4	Training available to all Education staff
Fire Module – E- Learning	155	Training available to all Education staff
Health and Safety Module – E- Learning	14	Training available to all Education staff
TOTAL ATTENDEES	223	

There has been a continuation of the training for the role of fire wardens across schools to ensure actions on fire risk assessments were complete. Safe use of ladders was provided to ensure staff working at height had training in safe access with ladders. There was an initiative to encourage those staff working out with schools to complete the online Fire Awareness module. Head teachers were also asked to complete the new online Building Responsible Person module launched by Corporate Health and Safety team in December 2018.

HEALTH AND SAFETY MONITORING AND REVIEW

The Education Department takes a proactive approach to health and safety monitoring. It receives periodic general health and safety audits and annual fire risk assessments undertaken by officers from Corporate Health and Safety Unit (CHSU).

FIRE RISK ASSESSMENTS		
Premise	Previous Risk Rating	Current Risk Rating
Carolside Primary School	High	Medium
Hillview Primary School	High	High –working with

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FIRE RISK ASSESSMENTS		
Premise	Previous Risk Rating	Current Risk Rating
		school
Our Lady of the Missions PS	High	Still to be reviewed
St Luke's High School	Medium	Low
Style Academy Crookfur	Medium	Medium
St Joseph's Primary School	Medium	Medium
McCready Family Centre	Medium	Low
Giffnock Primary School	Medium	Medium
Cross Arthurlie Primary School	Medium	Medium
Woodfarm High School	Medium	Low
Braidbar Primary School	Medium	Medium
Eastwood High School	Low	Low
Busby Nursery Building	Low	Low
Netherlee Primary School	Low	Low

Actions are in place to improve the risk rating for both Hillview Primary and OLM. There are a number of outstanding property related issues across the department that have been raised with Property and Technical Services for action. Many of these actions have been identified on previous fire risk assessments and form part of Property and Technical Services long term plans to repair or replace.

There were 14 fire risk assessments carried out over the reporting period, 9 were new assessments and 5 were reviews. These resulted in:

- 285 actions raised
- 80 actions closed
- 66 actions remaining are related to work that has to be carried out by Property and Technical Services.

In premises where a reduction in overall risk rating has not been found this is largely due to building fabric issues that complied with legislation at the time of build but now need further investment. To compensate for this the department has implemented robust management procedures along with an extensive programme of fire safety training and each school continues to reduce any outstanding actions throughout the year.

The introduction of Playful Pedagogy has in some instances contributed to the increase in fire safety actions for schools, in many cases the best available space to promote this important part of the curriculum is not been sought and as a result equipment has been kept in fire escape routes. The department continues to work with head teachers and staff to support them to find a balance between delivering high quality curriculum without compromising fire safety of the building.

Corporate Health and Safety Audit Programme

There were 15 audits covering a variety of different topics carried out by the Corporate Health and Safety Unit throughout 2018/19.

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AUDITS – these can be full building audits but tend to be policy / topic related, e.g. first aid, manual handling		
Service / Premise	Total Score	Comments
McCready Centre	96%	Health and Safety Policy (100%) Slips, trips and Falls (89%) Accident/Incident reporting and investigation (100%)
Calderwood Lodge	90%	Health and Safety Policy (80%) Slips, trips and Falls (90%) Accident/Incident reporting and investigation (100%)
Carolside Primary School	73%	Health and Safety Policy (60%) Slips, Trips and Falls (60%) Accident/ Incident Reporting and Investigation (100%)
Giffnock Primary School	93%	Building Responsible Person
Neilston Primary School	91%	Building Responsible Person
Thornliebank Primary School	100%	Building Responsible Person
Busby Primary School	77%	First Aid (71%) Infection Control (80%) Safety Signs and Signals (100%)
FM Catering	81%	First Aid (73%) Infection Control (100%) Safety Signs and Signals (50%)
Carlibar Primary School	89%	Concern Marker (100%) Management of Lone Working and Violence and Aggression (82%) Training, reporting and support mechanisms (75%)
St Cadoc's Primary School	86%	Concern Marker (100%) Management of Lone Working and Violence and Aggression (85%) Training and support (75%)
Hazeldene Family Centre	72%	Display Screen Assessment (63%) Manual Handling (54%) Electricity (100%)
Arthurlie Family Centre	51%	DSE (43%) Manual Handling (29%) Electricity at work (82%)
St Thomas' Primary School	44% *(63%)	DSE (8%), Manual Handling (50%) Electricity at work (71%)
St Ninian's High School	87%	PPE (86%); Use of Ladders (86%); Work at Height (83%); PUWER (89%)
Eastwood High School	87%	COSHH (82%); Noise (91%);

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AUDITS – these can be full building audits but tend to be policy / topic related, e.g. first aid, manual handling		
Service / Premise	Total Score	Comments
		Vibration (86%)
St Ninian's High School	86%	PPE (86%) Use of Ladders (86%) Working at Height (83%) Provision & Use of Work Equipment (89%)
Cross Arthurlie Primary School	78%	First Aid (77%) Infection Control (83%) Safety Signs (75%)

*Provides the updated total score following completion of a number of actions from the audit

The Education Department's aim is to take prompt action in relation to issues identified within the general health and safety audits issued by the Corporate Health and Safety Unit.

A proactive approach is in place to identify short, medium and long term remedial action as required. Following each audit support is provided to head teachers and managers to progress action plans and improve the overall health and safety performance of the department.

INSPECTIONS – these are generic inspections, often undertaken in conjunction with trade unions representatives, for e.g. storage, electrical safety			
Service / Premise	No. of Actions	Comments	
Hazeldene Family Centre	4	Joint Management/EIS Inspection	H&S
Carlibar Primary School	0	Joint Management/EIS Inspection	H&S

Local health, safety and joint inspections are undertaken by head teachers, managers and local health and safety representatives.

The methodology involves the head teacher/manager and/or local health and safety representative using a standard departmental check list to identify local issues, which may then be resolved locally or remitted to the appropriate health and safety officer for further action. This monitoring provides joint action plans for improvement which allows schools to take a pro-active approach to health and safety.

Any building related matters are then raised by the janitor, to Property and Technical Services, through the Property Log Book for repair and/or replacement

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RISK EXPOSURE AND STRATEGIES FOR RISK CONTROL

The main health and safety risks identified, and reflected in objectives for the year, include fire, manual handling, slips and trips and violence to staff. In addition to these more specific, school or service-related risks arising from the use of specific machinery in certain areas, e.g. technical/science classrooms, managing of pupils with additional support needs, school excursions have been a focus. In all of these areas the review process is continuous and ongoing.

GENERAL RISK ASSESSMENTS AND SAFE SYSTEMS OF WORK		
Type	Numbers	Comments
New risk assessments created	24 10 general	This included general risk assessments carried out for school environment including Display Screen Equipment, manual handling, lone working, working at height, slips and falls, and assessments for pupils with additional support needs
Existing risk assessments reviewed	2	Reviewed assessments for pupils with additional support needs
New safe systems of work (SSoW) created	0	

School Trips and Excursions

A key part of the curriculum supported by the Education Health and Safety team is the delivery of school trips across the UK and abroad, ranging from Primary 7 residential trips, Duke of Edinburgh expeditions and World Challenge expeditions. Head Teachers and Party Leaders were supported to complete risk assessments for trips and ensure health and safety is an integral part of the planning process for all trips. Throughout the period 90 trips and excursions were reviewed and approved for the coming year and in excess of 4000 pupils went on trips and excursions organised by staff in schools.

Committees

The Education Department is committed to corporate working and consultation through its participation in various committees such as

HEALTH AND SAFETY WORKING GROUPS / MEETINGS		
Working Group / Meeting Name	Numbers	Comments
Crisis Resilience Management Team (CRMT)	4	Education team in attendance
Culture & Sport Health & Safety	2	Departmental Meeting
Education Health & Safety Committee	3	Departmental Meeting
General Health & Safety Committee	3	Corporate Meeting with Departmental Input
SPLASH Strategy Group	1	Corporate Meeting

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HEALTH AND SAFETY WORKING GROUPS / MEETINGS		
Working Group / Meeting Name	Numbers	Comments
Business Support Managers Meeting	4	Departmental Meeting
Concern Marker Group	3	Corporate Meeting with Departmental Input
Corporate Risk Management Group	0	Corporate Meeting with Departmental Input
Violence to Staff Meeting with Unions	3	Departmental Meeting

CONSULTATION

Consultation with employees and their union representatives on health and safety issues is achieved through the following formal mechanisms:

- First tier Joint Consultative Committee (JCC), attended by Elected Members, Directors, Senior Officers and Trade Union Representatives
- Education Staff Consultative Committee attended by Education Senior Manager, HR Business Partner and Trade Union health and safety representatives
- Local Negotiating Committee for Teachers (LNCT) attended by Education Senior Manager as well as senior school management and teacher representatives

ENFORCEMENT AUTHORITIES ACTIVITY

There were no health and safety convictions during the period of this review.

ACCIDENT / INCIDENT STATISTICS

ACCIDENTS AND INCIDENTS BY CATEGORY / TYPE		
Incident Type	People Affected	
	Employees	Others
Collision with Individual	12	8
Contact with Hazardous Substance	4	5
Contact with Sharp Object	4	7
Electric Shock	0	0
Fall from Height	3	2
Hit by Moving or Falling Object	11	15
Hit by Fixed or Stationary Item	3	8
Injured Whilst Moving and Handling	8	2
Medical Reason	4	8
Other Incident	4	16

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ACCIDENTS AND INCIDENTS BY CATEGORY / TYPE		
Incident Type	People Affected	
	Employees	Others
Road Traffic Accident	2	0
Slipped, Tripped or Fell on the Level	33	21
Sporting Injury	0	15
Swimming Pool (general)	0	0
Trapped between Objects	1	5
Violent Incident (Physical)	492	1
Violent Incident (Verbal)	98	1
Curriculum Related Sporting Injury (Education only)	0	32
Playground Incident (Education only)	0	54
Total	679	200
RIDDOR REPORTABLE ACCIDENTS AND INCIDENTS		
RIDDOR Reportable Incident Category	People Affected	
	Employees	Others
Fatality	0	0
Major Injury	1	0
Over 7 day absence	6	0
Dangerous Occurrence	0	0
Disease	0	0
Member of Public taken to Hospital	2	1
NON-RIDDOR Reportable Incident Category	People Affected	
	Employees	Others
Minor Injuries	89	200

The above accidents and incidents resulted in;

- 289 incidents overall for 2018/2019 compared to 210 incidents for 2017/18
- 89 employee incidents for 2018/2019 compared to 59 employee incidents for 2017/18
- 200 incidents for 2018/2019 involving pupils and others compared to 176 incidents for 2017/2018
- 592 violence to staff incidents for 2018/19 compared to 262 for 2017/18.

Violence to staff incidents has decreased in some schools but at the same time has increased in others. As a result of discussions with union colleagues it has been agreed to establish a working group consisting of staff of various job roles. This working group will meet to look at the numbers in detail and identify good practice and areas for improvement.

The overall increase is 330 incidents; this could be attributable to raised awareness of the importance of accident reporting, including as a consequence of trade union colleagues promoting reporting. Many incidents could also be due to younger pupils with additional support needs, who find the school environment challenging.

The majority of violent incidents relate to pupils with additional support needs or pupils posing challenging behaviour in predominately seven schools.

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The On-line Accident Incident Reporting System (AIRS) allows trained staff to input data relating to an incident and feeds directly to Education Health & Safety and CHSU teams to allow appropriate action.

Key to the above terms:

Major Injury - Any fracture, other than to the fingers, thumbs or toes. Dislocation of the shoulder, hip, knee or spine.

Minor Injury - Minor injury accidents are those which have not resulted in major injuries and over 7 day absences. For example small cuts, bruises, minor strains, etc.

Reporting of Injuries, Diseases and Dangerous Occurrences (RIDDOR) -

Work related incidents are reported to the Incident Contact Centre. Corporate health and safety takes responsibility for reporting these.

Curriculum Sports Related – Accidents and incidents that happen in relation to curriculum sports activities.

Dangerous Occurrence - A dangerous occurrence is an event, which does not necessarily result in a reportable injury, but has the potential to cause significant harm. (e.g. collapse of a scaffold)

Near Miss - Near miss incidents are those incidents which did not result in actual harm occurring but had the potential to cause harm. (e.g. slip resulting from ice on stairways and/or landings)

COST OF ACCIDENTS AND ILL HEALTH

Costs of Accidents and Ill Health	People Affected	
	Employees	Others
Compensation claims / costs	£10,000	Nil
Expenditure on occupational health provision	Not Known	Nil
Salary costs from work related injury and ill health	£12,850	Nil
Ill health retirements	0	0
Total days lost to work related injury and ill health	42	Nil

OBJECTIVES FOR 2019/2020

The Education Department is committed to setting health and safety goals which are challenging but realistic, and will monitor and measure progress during the coming year. The main objectives are: Fire, Training and Management Systems.

DEPARTMENTAL HEALTH AND SAFETY OBJECTIVES	
No.	Objective Description
1.	Complete fire warden training for 20% of schools.
2.	Complete Manual Handling training for 20% of schools
3.	Carry out Fire Co-ordinator Role
4.	Review of GLOW documents to identify those that require updated and prioritise

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DEPARTMENTAL HEALTH AND SAFETY OBJECTIVES	
No.	Objective Description
	those that need updated; devise a plan of work for the next two to three years
5.	Review Standard Circular 33 - Safety in Outdoor Education - A Code of Practice
6.	Review and update Code of Practice in Science
7.	Development of a chemical safety management protocol for high schools/for schools handling chemicals to ensure best practice is followed across the department
8.	Development of a strategy to implement ORR policy across priority/key areas within Education Undertake an analysis of what areas are subject to the policy and what procedures are already in place. Devise a plan to implement further steps within the policy to improve/ensure compliance
9.	1. Pilot on-line excursion form with school 2. Review & Update Standard Circular 48

CONCLUSION

This report sets out priorities to be addressed and implemented.

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EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEETHURSDAY 22 AUGUST 2019Report by Director of EducationEDUCATION DEPARTMENT END-YEAR REPORT 2018 – 2019**PURPOSE OF REPORT**

1. The purpose of this report is to inform the Education Committee of the end year performance of the Education Department for 2018 - 2019. The report is based on performance indicators and activities in the Outcome Delivery Plan 2018-2021, approved by Cabinet in May 2018. Detailed performance results are attached in Appendix 1.

RECOMMENDATION

2. It is recommended that elected members comment on and approve this report as a summary of the Education Department's end-year performance for 2018 – 2019.

BACKGROUND

3. Progress against the performance indicators and activities in the Outcome Delivery Plan is reviewed on a 6-monthly basis through departmental reports that are considered by the Chief Executive, Directors and Heads of Service as part of a regular set of performance review meetings.

REPORT

4. This report (see Appendix 1) sets out a high level summary of the performance of the Education Department in 2018 – 2019 under the following organisers:

- Outcomes - the results which have been delivered to the benefit of service users and the local community; this includes relevant Local Government Benchmarking Framework (LGBF) indicators
- Customers, Efficiency and People - activity and targets to improve the effectiveness of the organisation.

5. The Education Department (Schools) continues to perform well at end-year 2018 – 2019. Key highlights include:

Outcomes

- ✓ An increase in the proportion of P1 children who have reached all of the expected milestones on entry to school
- ✓ Improved reading, writing and mathematics attainment in the Broad General Education
- ✓ Very strong S4, S5 and S6 SQA results with ERC ranked in the top quartile for all LGBF indicators and ranked first for almost all indicators

- ✓ In comparison to the national average the exclusion rate in primary and secondary schools remained very low; East Renfrewshire was the highest performing Local Authority across Scotland for school exclusions
- ✓ Percentage of young people leaving school to a positive destination was the highest result to date

Customers

- ✓ Ongoing achievement of Customer Service Excellence standard
- ✓ Satisfaction levels as expressed through Citizens' Panel are very positive with 98% and 96% of respondents rating primary education and secondary education respectively as "very good" or "good"
- ✓ Very high parental satisfaction rates as expressed in establishment questionnaires

Efficiency

- ✓ Annual efficiency saving targets for schools achieved.
- ✓ Progressed Digital End to End Processes e.g. >90% Primary 1 applications for session 2019-20 made online.
- ✓ Further roll-out of online school payments system (ParentPay) to now include fees for Instrumental Music Service. Overall 88% of school payments now online (up from 83% in 2017-18)
- ✓ Ongoing efficient use of resources as evidenced by improved national ranking in terms of cost per pupil/place in all sectors measured (i.e. primary, secondary sector and ELC).
- ✓ Capital projects were progressed to deliver both the new build Maidenhill Primary School and Nursery Class (for session 2018-19) and the expansion of Early Learning and Childcare to 1140 hours (from session 2019-20).

People

- ✓ High employee engagement based on responses from staff to iMatter questionnaire

6. Areas where further improvement / development is necessary include:

- Continuing to improve learner experiences by implementing Numeracy and mathematics, Literacy, STEM (Science, Technology, Engineering and Mathematics) and Digital Learning and Teaching strategies
- Further improve the attainment of disadvantaged children and young people
- Provide further support, including CLPL, for learning partnerships and expand the use of collaborative action based research to improve outcomes for key equity groups
- Continue to empower Head Teachers through effective implementation of the leadership strategy at senior levels
- Support schools to implement the revised inclusion policy
- Continue to work with Head Teachers, HR and Maximising Attendance project team to reduce sickness absence days per employee for Local Government staff and teachers
- Continue to progress a wide range of digital solutions, including new Core Systems, to modernise how we work and help mitigate against the impact of future financial savings

FINANCE & EFFICIENCY

7. There are no specific financial implications arising from this report. Finance and efficiency implications are set out in Section 5 of Appendix 1.

PARTNERSHIP WORKING

8. This report focuses on the Education Department's contribution to the delivery of the Community Planning Partnership SOA, however many of the results could not have been achieved without excellent partnership working across the Council and with external partners.

IMPLICATIONS OF REPORT

9. The department will continue to self-evaluate its performance and take the necessary steps to improve those areas identified for improvement above.

CONCLUSION

10. This report summarises a high level overview of East Renfrewshire Council's Education Department's performance at end-year 2018 - 2019. The information presented here shows a positive picture and areas where we will continue to drive for further improvement.

RECOMMENDATION

11. It is recommended that elected members consider and comment on this report as a summary of the Education Department's end-year performance for 2018 – 2019.

Mhairi Shaw
Director of Education
22 August 2019

Convener Contact Details

Councillor Paul O'Kane, Convener for Education and Equalities

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Local Government Access to Information Act 1985

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Background papers

1. Outcome Delivery Plan 2018– 2021.
2. East Renfrewshire Citizens' Panel
<https://www.eastrenfrewshire.gov.uk/CHttpHandler.ashx?id=23794&p=0>

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EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE22 AUGUST 2019Report by Director of EducationPROGRESS REPORT ON PRIORITIES ASSOCIATED WITH NATIONAL
IMPROVEMENT FRAMEWORK**PURPOSE**

1. The purpose of the report is to update elected members on the Education Department's progress implementing priorities associated with the National Improvement Framework for Scottish Education (NIF).

RECOMMENDATION

2. Elected members are asked to note and comment on the Education Department's progress in implementing priorities associated with the National Improvement Framework

BACKGROUND

3. On 6 January 2016 the Scottish Government launched the National Improvement Framework (NIF) for Scottish education. The Framework is intended to drive both excellence and equity in Scottish education and is reviewed annually. The 2019 National Improvement Framework and Improvement Plan was published in December 2018.
4. The NIF is underpinned by a series of new planning and reporting duties designed to support transparency and accountability around the efforts of the Scottish Government and education authorities to improve educational outcomes and support system wide improvement. These legal duties have been integrated into the Standards in Scotland's Schools etc. Act 2000 through Part 1 of the Education (Scotland) Act 2016.
5. The priorities set out in the NIF mirror our own aspirations set out in our Community Plan and Fairer East Ren Plan, West Partnership Plan, Local Improvement Plan and Education Department vision of "*Everyone Attaining, Everyone Achieving through Excellent Experiences*".
6. Elected members will be aware of the department's strategy, *Advancing Excellence and Equity in Education in East Renfrewshire*. The strategy is designed to tackle inequity and inequalities in educational outcomes and places an emphasis on curriculum, teaching and life-long learning along with putting the needs and circumstances of the individual learner at the centre.
7. The annual Standards and Quality Report provides evidence of how the department and schools have raised the bar for all learners and at the same time reduced the

inequalities of outcome experienced by our more disadvantaged children and young people. The report also sets out the progress we have made towards the four national priorities as set out in the National Improvement Framework (NIF):

- Improvement in attainment, particularly in literacy and numeracy
 - Closing the attainment gap between the most and least disadvantaged children and young people
 - Improvement in children and young people's health and wellbeing
 - Improvement in employability skills and sustained, positive school-leaver destinations for all young people
8. Education Scotland has been tasked with gathering some of the data used by the Scottish Government to evidence how effectively the improvement activity set out in NIF is bringing about improvement across Scotland. Part of this information includes asking Local Authorities to provide high level, evidence based, evaluative comments for key themes associated with the NIF and Improvement Plan. A copy of the ERC response is attached as Appendix 1.

REPORT

9. The department evaluates its progress annually to identify strengths in current provision and areas where further improvement is required. Evidence gathered from the self-evaluation and evaluations of services and schools by the department's Quality Improvement team, Education Scotland, Care Inspectorate and Customer Service Excellence will be used to identify steps which need to be taken to secure continuous improvement.
10. Evidence for the report (Appendix 1) was drawn from various sources including:
- performance and questionnaire data;
 - reports on schools and nurseries from Education Scotland and the Quality Improvement Team;
 - reports on Early Learning and Childcare Centres by Care Inspectorate Scotland;
 - school and service improvement plans and Standards and Quality Reports; and,
 - quality reports on services for example, Customer Service Excellence.
11. Education Department guidance on improving quality of provision was refreshed in 2016-17, 2017-18 and 2018-19 to reflect the NIF and Improvement Plan. Links to the NIF priorities and drivers have been incorporated into the Local Improvement Plan since 2017. As a result, all Early Learning and Childcare (ELC) establishments' and schools' improvement plans reflect the national priorities as set out in the NIF.
12. A high level summary of the progress in East Renfrewshire with the four national priorities set out in the NIF is included on pages 5 to 8 of Appendix 1. Key highlights include:
- over the last three years, the proportion of children achieving the expected levels in literacy and numeracy at the key stages (P1, P4, P7 and S3) has increased;
 - very strong and improving SQA results in S4, S5 and S6;

- In 2017-18, the attainment (based on Curriculum for Excellence performance) of pupils living in SIMD deciles 1 and 2 and those pupils registered for free school meals was the highest-to-date for all four curricular areas;
- From 2016-17 to 2017-18, the attainment of disadvantaged pupils increased at a higher rate than the overall cohort, demonstrating that ERC schools were closing the poverty related attainment gap;
- 100% of ERC schools evaluated the quality indicator '*Ensuring wellbeing, equality and inclusion*' (QI 3.1) as good or better in 2016-17, 2017-18 and 2018-19; this compares to 67% nationally (based on 2017-18 inspections);
- in 2017-18-17 97.4% of leavers were in a positive destination, the highest result to date; and,
- over the past five years, the percentage of school leavers attaining vocational qualifications at SCQF Level 5 or Level 6 has increased, the ERC performance was significantly better than the national average.

13. In relation to the drivers of improvement included within the NIF and Improvement Plan, the following areas are noted:

- the development and implementation of the Leadership Strategy;
- the extensive focus by establishments to ensure a shared understanding of standards and effective moderation of teachers' professional judgements;
- the impact of the Parental Engagement strategy;
- the development of Literacy and Numeracy and Mathematics strategies and associated professional learning to improve further the quality of the learning, teaching and assessment in these key areas; and,
- the rigorous processes in place to track, monitor and report on progress, including analysing, benchmarking and sharing best practice across the West Partnership and Scotland.

14. The implementation of priorities in the NIF and Improvement Plan will continue to be monitored on an ongoing basis within the Education Department, with progress reported to the Education Committee on an annual basis through yearly presentations on attainment and through the department's and schools' Standards and Quality Reports.

FINANCIAL AND EFFICIENCY IMPLICATIONS

15. There are no financial or efficiency implications arising from this report.

RECOMMENDATION

16. Elected members are asked to note and comment on the Education Department's progress in implementing priorities associated with the National Improvement Framework

Mhairi Shaw
Director of Education
22 August 2019

Report Author

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Background Papers

National Improvement Framework:

<https://www.gov.scot/publications/2019-national-improvement-framework-improvement-plan/>

Advancing Excellence and Equity in Education in East Renfrewshire

<http://www.eastrenfrewshire.gov.uk/ChhttpHandler.ashx?id=16950&p=0>

Local Improvement Plan 2019-2022

https://www.eastrenfrewshire.gov.uk/childrens_performance

Appendix

1. Response to Education Scotland – Data gathering template

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National Improvement Framework Data Gathering Template – Qualitative Data
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<p>QI 1.3 Leadership of change</p> <p>QI 2.3 Learning, teaching and assessment</p> <p>QI 3.2 Raising attainment and achievement</p> <p>Evaluative comment on the process undertaken to evaluate the quality of your schools in these areas.</p>	<p>East Renfrewshire Council’s Education Department is fully committed to securing positive outcomes for all children and young people. The department’s vision statement – ‘<i>Everyone Attaining, Everyone Achieving through Excellent Experiences</i>’ – clearly demonstrates an ambition for all children and young people and sets out the responsibility placed on everyone who works in education to meet the needs of all and develop their skills and capabilities. This vision statement has provided the focus for professional dialogue between the department and school leaders. There is a consistent focus on excellence and equity and all educational establishments ensure that efforts and resources are targeted towards those who need support most. <i>Advancing Excellence and Equity in Education in East Renfrewshire</i> sets out how the authority plans to secure the vision, taking full account of the National Improvement Framework (NIF) priorities and driversⁱ.</p> <p>The Local Improvement Plan 2019-2022ⁱⁱ builds on this vision statement, giving detail of the intended outcomes and experiences we expect for our learners and the key steps leading to continuous improvement. The expected outcomes and impact are organised under the department’s vision statement and were reviewed and amended to reflect the NIF and the results of the department’s ongoing self-evaluation. The plan has a clear focus on improving outcomes for all our learners and the impact we expect to have on the quality of experiences of the children, young people and adults who attend our schools and use our centres and services. In line with the Standards in Scotland’s Schools etc. Act 2000 the plan also sets out how we will address the inequalities of outcomes that exist for different equity groups and how we will achieve the priorities associated with the NIF.</p> <p>The Standards and Quality Report (S&Q)ⁱⁱⁱ details the progress made towards achieving the outcomes set out in the Local Improvement Plan including the progress made towards the four national priorities as set out in the NIF.</p> <p>The quality improvement activities carried out last session allowed the department to continue to evaluate and consider how effective the processes and systems in place across the authority were in improving outcomes for all learners. The focus in 2018-19 included:</p> <ul style="list-style-type: none"> ✓ Validated Self-Evaluation visit in Our Lady of the Missions Primary School ✓ Education Scotland inspection of St Ninian’s High School; ✓ Education Scotland inspection of Our Lady of the Missions Primary School; ✓ Eastwood Cluster Effective Transitions Thematic Review; ✓ Focused look at the impact of Career Long Professional Learning ; ✓ Assessment Moderation events at school, cluster, local authority and regional level; and, ✓ School Improvement Partnerships. <p>Through this broad range of quality improvement activity there was specific focus on the Quality Indicators set out in HGIOS? 4 and HGIOELC? The features of highly effective practice and challenge questions were used effectively to stimulate high quality professional dialogue between groups of practitioners and the department. They helped identify the sorts of evidence which support self-evaluation and indicate the strengths across the authority and a shared understanding of the next steps.</p> <p>In 2016-17 the authority updated its questionnaires to reflect the themes in HGIOS? 4 including 1.3, 2.3 and 3.2. All ERC establishments are sampled over a four year period (2016-17 to 2019-20). Questionnaires are completed by all pupils (P3-S6), all Nursery Staff, Primary, Secondary Teachers and Support Staff and one in five parents / carers.</p>
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East Renfrewshire is very well placed to build capacity in establishments through well focused support, and rigorous processes to track, monitor and report on progress. Specifically in relation to the quality of our schools in terms of the three Quality Indicators – 1.3 Leadership of Change, 2.3 Learning, Teaching and Assessment and 3.2 Raising attainment and achievement a very wide range of robust evidence has been gathered; the review processes are summarised above and in the 2018 submission. The table below provides a summary of the proportion of primary, secondary and special schools evaluated as good or better in relation to the three NIF quality indicators.

	2016-17			2017-18			2018-19
	ERC NIF Submission	All LA NIF Submission	ES Inspections (120 establishments Aug 2016 to June 2017)	ERC NIF Submission	All LA NIF Submission	ES Inspections (121 establishments Aug 2017 to June 2018)	ERC NIF Submission
QI 1.3	97%	75%	52%	100%	75%	64%	100%
QI 2.3	97%	74%	52%	100%	73%	56%	100%
QI 3.2	97%	70%	49%	100%	70%	55%	100%

Along with monitoring progress through reviews, the Quality Improvement Team plays a crucial role in supporting establishments to plan for improvement and evaluate quality, in particular:

- Working with individual centres, schools and services in their evaluation of performance and provision;
- Assisting the establishment or service to identify the areas for improvement in the next cycle; and,
- Ensuring that the establishment improvement plan takes account of local and national priorities including the NIF.

Effectiveness of moderation of teacher judgement of CfE levels in literacy and numeracy

Evaluative comment from EA.

The Education Department regularly monitors, evaluates and reports on the effectiveness of CfE teacher judgements as an integral part of our self-evaluation process. Key events are scheduled as part of our improvement cycle to analyse and benchmark teacher judgement data; reflect on feedback from staff through questionnaires and CLPL evaluations; and review progress through Standards & Quality reporting.

Over the past 6 school sessions, the authority embarked on an ambitious training programme in moderation and quality assurance of assessment in the early years, primary and secondary sectors. All schools have 'moderation facilitators' who have participated in focused professional learning and are able to lead developments at school, cluster and local authority levels. All early years and primary staff including senior managers and quality improvement officers participate in authority wide assessment moderation events. In 2018-19 all practitioners from the seven secondary schools' Maths Departments also participated in the authority event with colleagues from primary with a responsibility for Primary 7 classes. This afforded staff the opportunity to discuss high quality learning, teaching and assessment with a particular focus on transitions within the Broad General Education. 98% of practitioners indicated in online evaluations that the professional dialogue allowed them to reflect on their own learning, teaching and assessment approaches and 95% had increased confidence in the integrated approach of learning, teaching and assessment as a result of the moderation activities they participated in.

Alongside this activity the authority undertook a programme of professional learning in moderation and quality assurance of assessment for the

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	<p>other subject areas within the secondary sector. In 2016-17, 2017-18 and 2018-19 we held moderation events for secondary school staff in each curricular area. The most recent series of training workshops have incorporated the national benchmarks and the moderation cycle which has allowed all staff to engage in professional dialogue and activities focused on developing their understanding and confidence in the use of the benchmarks and in their understanding of what learners need to know and be able to do in order to achieve a level in all curricular areas.</p> <p>In 2019, three ERC clusters participated in a highly evaluated Glasgow City Region Education Improvement Collaborative (West Partnership) moderation event with over 250 staff, from early years, primary and secondary sectors, from all eight local authorities. This event focused on reading and numeracy and mathematics across all Curriculum for Excellence levels. Next session, there are plans to lead another moderation event continuing the focus on literacy & English and numeracy & mathematics.</p> <p>Teachers make their professional judgement with evaluations based on a wide range of evidence which takes account of breadth, challenge and application of learning. Each professional will have accumulated a sufficient body of evidence based on how learners overtake learning intentions and success criteria. The evidence will come from both formative and summative approaches to assessment involving formal assessments (including standardised assessments), observation of learner progress and on-going naturally occurring approaches to integrating learning and teaching with assessment. Summative and formative approaches to assessment often make use of the same instruments of assessment.</p> <p>There has been a significant focus on developing a shared understanding of standards within and across early learning and childcare establishments and schools; this work is continuing. The Education Department are committed to providing high quality professional learning opportunities for staff in relation to quality assurance and moderation and, as a result of feedback from practitioners in session 2017-18, a broader range of training was provided throughout 2018-19 for a variety of key groups. Evaluations from the sessions indicate an increased confidence and a greater understanding of the process of moderation.</p> <p>The effectiveness of moderation of assessment is also evidenced by the very good progress made from prior levels of attainment by children and young people between the key stages (P4, P7, S3). The proportion of young people also achieving Level 4 by the end of S3 has increased over the past three years and is consistent with increased presentations and attainment in National Qualifications in S4 and the very high and increasing levels of literacy and numeracy attainment (as set out in the local benchmarking measures).</p> <p>This area remains a key focus in the West Partnership Plan, our Local Improvement Plan and features in all School Improvement Plans for 2019-20.</p>
<p>Family learning</p> <p>Evaluative comment on the range, reach and impact of family learning in the local authority.</p>	<p>Questionnaire data indicates that 86% (three year average) of parents reported that their child’s school gives them advice on how to support learning at home. An increasing number of our schools have continued to use their School Improvement Partnerships and PEF funding to work with particular groups of parents on ways to support children’s learning at home. In addition, schools in our least advantaged communities have invested in the Family Wellbeing Service delivered in partnership with Children First or the Families Connect programme in partnership with Save the Children. These family centred approaches involve the whole family, children and their parents set their own goals and work with staff to achieve them. To date the early qualitative data available highlights the individual successes for families participating in</p>

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	<p>this work. The majority of Primary Schools continue to include Family Learning and increased engagement of parents in their child’s learning at home, or at school within their improvement plans for 2019-20 as they continue to develop their approaches in this area. Clusters continue to work together to share best practice, evaluate and moderate their activity using the Family Centred Approaches Framework.</p> <p>This remains a key priority within the 2019-2022 Local Improvement Plan.</p>
<p>Impact of parents on improvement</p> <p>Comment on the progress made against the annual report on the authority’s strategy for parental involvement (or other similar document) if in place.</p>	<p>All schools involve parents in planning for improvement. This ranges from consultation with the Parent Council to informal coffee and chat sessions where the wider parent forum can share their ideas and opinions regarding proposed improvements. All schools seek parents’ views through annual questionnaires and through feedback relating to specific events to ensure evidence of impact of planned improvements. Increasingly, schools are using digital platforms to capture parents’ views regarding their improvement agenda, for example by sharing simple online forms via social media or text message.</p> <p>Over the last three years the percentage of parents indicating in authority questionnaires that their child’s school takes their views into account when making change has risen significantly from 60% to 74%. 96% of parents responded that they felt comfortable approaching the school with questions, suggestions and/or a problem. Almost all schools have created easy to understand parent versions of their improvement plans and standards and quality reports, in best practice parents were actively involved in this to ensure that the information was being shared in a way that met their needs. Almost all (95%) staff agreed that their school’s arrangements for engaging parents in their children’s learning were effective.</p> <p>Our partnership with Connect continues to support parental engagement. They have worked with parent councils and deliver annual training as part of our head teacher induction programme to support the operation of parent councils within our schools, all events were evaluated positively and participants felt they would have an impact on practice. In authority questionnaires 89% of parents stated that they were kept informed about the work of the Parent Council and/or parent association with 78% feeling encouraged to be involved in the work of Parent Council and/or parent association. 94% of parents would recommend the school to other parents and 96% were satisfied with the school.</p> <p>Parent Council Forums bring together the chairperson of each parent council four times a year, this session parents have taken more ownership of these meetings, suggesting agenda items and creating a self-sustaining network to facilitate communication between parent councils. The local authority shared the results of the self-evaluation toolkit which the majority of Parent Councils completed in session 2017/18, this highlighted areas for improvement such as communication with the wider parent forum and involvement in school improvement which helped parent councils to plan their approaches for session 2018/19. The parent council chairs had requested information regarding mental health and playful approaches to learning and teaching. In response to this a range of local authority staff, partners and young people facilitated sessions to share these approaches and develop parent council representative’s understanding of the work being done in schools.</p> <p>A self-evaluation framework has been implemented since 2015 which is used by staff in schools and centres to ensure Family Centred Approaches lead their practice. All our Early Learning and Childcare (ELC) establishments offer excellent services for families. 100% of ELC establishments and Primary Schools have achieved Family Friendly Status at bronze level, 100% of ELC establishments and 52% of primary schools have achieved Family Centred Status at silver level and two ELC establishments have been accredited as Family Focused at gold</p>

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	<p>level having successfully demonstrated the wide range of ways in which they include parents within their service. This evaluation has been endorsed by parents who were asked to provide their views ensuring that the evidence offered by practitioners matches the lived experience of the parents.</p>
<p>School improvement planning is done in collaboration with teachers and parents</p> <p>Evaluative comment on staff, pupil and parent collaboration with school improvement planning across the authority.</p>	<p>All establishments involve staff, pupils and parents in the school improvement planning process. Pupils' views are sought in a range of different ways – pupil councils, pupil leadership committees, questionnaires, learner conversations, pupil parliaments, learning visits, House Captain meetings, mini-management meetings with HTs, HT forum sessions – to ensure their suggestions are taken on board and used to inform priorities for improvement. Schools and centres are using <i>Learner Participation in Educational Settings (3-18)</i> and <i>HGIOS?: A resource to support learner participation in self-evaluation and school improvement</i> in order to further develop pupil voice in improvement planning. Schools have also developed pupil friendly versions of their improvement plans.</p> <p>Staff are regularly involved in the self-evaluation process which informs the school improvement cycle. They are involved in the process of change at individual, departmental/faculty and whole school level and have many opportunities to contribute to plans for continuous improvement through other vehicles, such as, collegiate meetings, working groups, professional dialogue, planning for professional learning opportunities etc. During 2018-19 a new model for Subject Focused Improvement Collaborative Visits by secondary departments was implemented in consultation with Principal Teachers and Deputes. Its aim is to further develop the culture of collaboration within and across schools, to drive innovation and sharing of practice to secure collective improvement. In 2018-19 Collaborative Improvement Visits took place for English and Technologies departments.</p> <p>Details of parental involvement are noted above.</p> <p>As a result of this collaboration with school improvement planning, stakeholders have a clear ownership of the vision, values and aims of the school community, their responsibility within that and a better understanding of how they can work together to achieve the aims set out in the improvement plan.</p> <p>Authority questionnaire responses earlier this year indicated that 90% pupils said that they had opportunities to take part in a school committee and 84% felt that the school listened to their views and takes them into account. For teaching staff, most felt that they have regular opportunity to undertake leadership roles (88%) and are involved in agreeing the priorities for the school (86%). Almost all (96%) felt actively involved in the school's ongoing self-evaluation processes.</p>
<p>School Improvement plans reflect the national priorities as set out in the NIF</p> <p>Evaluative comment on consistency across schools.</p>	<p>Training sessions and associated guidance have been provided for all Head Teachers, Depute Head Teachers and Principal Teachers over the past 3 academic sessions. The guidance has been refreshed to reflect the 2019 NIF Improvement Plan. Their purpose was to support establishments / clusters in developing improvement plans and approaches to self-evaluation. The focus was on the improvement planning cycle and its continuous focus on what is working well and what needs to improve and took account of guidance in How good is our early learning and childcare? (HGIOELC?), How good is our school? 4 (HGIOS?4) and How good is OUR School.</p> <p>Part of the guidance indicated the importance of identifying aspects of performance in which improvement is necessary whilst giving due weight to major strategic priorities, local and national. In particular, establishments were asked to take account of the Education Department</p>

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	<p>Local Improvement Plan 2019-2022 which includes clear links to the National Improvement Framework and Improvement Plan 2019.</p> <p>In questionnaires, almost all staff agreed that they had a clear understanding of the social, cultural and economic context of their school (98%) and that they use data effectively to identify and reduce inequalities in children and young people’s outcomes (95%).</p> <p>All early learning and childcare establishments’ and schools’ improvement planning documentation across the authority reflects the national priorities as set out in the National Improvement Framework. Link Quality Improvement Officers audited and moderated the plans to ensure each takes account of the key priorities in the NIF and our Local Improvement Plan. These plans and their impact are also monitored through Transition Reviews, aspect and thematic reviews and by link QIOs.</p>
<p>Progress with the priorities set out in the NIF</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children • Improvements in children and young people’s health and wellbeing • Improvement in employability skills and sustained, positive school-leaver destinations for all young people <p>Evaluative comment on progress that is being</p>	<p>As in the previous section, the key priorities set out in the NIF are a central feature of our self-evaluation and improvement planning cycle. A summary of the key highlights in relation to the NIF priorities is set out below. More details are also available in the ERC Statistical Summary Report (SSR). It is noted that the 2018-19 CfE data is not yet available.</p> <p><u>Attainment in Literacy and Numeracy</u></p> <p>Over the last three years, the proportion of children achieving the expected levels in literacy and numeracy at the key stages (P1, P4, P7 and S3) has increased. In 2017/18, the proportion of children and young people achieving the minimum expected levels in literacy and numeracy in primary (P1, P4 and P7 combined) and secondary (S3) was the highest to date. In 2017/18, East Renfrewshire compared very favourably to the national averages and was ranked in the three local authority areas across all primary and secondary CfE literacy and numeracy measures.^{iv}</p> <p>Over the last 5 years the proportion of young people achieving qualifications in literacy and numeracy at SCQF level 5+ in S4 has increased. The proportion achieving SCQF level 4+ in S4 has also remained consistently very high. Analysis of progression from S2 Standardised Tests to S4 National Qualifications provides clear evidence that learners are making very good progress from their prior levels of attainment. The proportion of leavers attaining literacy and numeracy combined at SCQF levels 3+ to 6+ has followed a similar trend; in 2017/18 the authority had the highest performance recorded at level 4+ and the second highest at level 5, whilst maintaining very high proportions of young people achieving levels 3+ and 6+. These performances compare very favourably to the national averages and are predominantly much greater than our Regional Collaborative and Virtual Comparator. Although it is evident that improvements in literacy and numeracy are raising attainment across the curriculum, this area remains a key focus for ongoing improvement with key strategies recently developed to ensure excellence and equity for all.</p> <p><u>Attainment over time</u></p> <ul style="list-style-type: none"> • In relation to the breadth and depth of pupils’ learning Insight data demonstrates the following impact: S4 – Last 5 years <ul style="list-style-type: none"> • The proportion of young people achieving awards at SCQF level 4 has remained relatively unchanged for 1+ and 3+; it has increased slightly for 5+ and 7+. ERC consistently outperforms its virtual comparator (VC) and is above the national average. • The proportion of young people achieving 1+, 3+, 5+ and 7+ awards at SCQF level 5 has increased; ERC consistently outperforms its VC and is well above the national average.

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<p>made in relation to the national priorities across schools.</p>	<p>S5 – Last 5 years</p> <ul style="list-style-type: none"> • The proportion of young people achieving awards at SCQF level 5 has remained relatively unchanged for 1+; it has increased for 3+, 5+ and 7+. • The proportion of young people achieving 1+, 3+ and 5+ awards at SCQF level 6 has increased. • At SCQF levels 5 and 6 ERC consistently outperforms its VC and is well above the national average. <p>S6 – Last 5 years</p> <ul style="list-style-type: none"> • The proportion of young people achieving 1+, 3+, 5+ and 7+ awards at SCQF level 6 has increased. • The proportion of young people achieving 1+ and 2+ awards at SCQF level 7 has increased. • At SCQF levels 6 and 7 ERC consistently outperforms its VC and is well above the national average. <p><u>Closing the attainment gap</u></p> <p>The department has rigorous and highly effective approaches to monitor and track the equity of provision for young people across our schools. The analysis of outcomes for children and young people in the key equity groups are a central feature of our approaches to self-evaluation and quality improvement. The department uses data regularly to raise awareness; monitor progression; build leadership capability and capacity; plan improvement activity; and set targets.</p> <p>Our establishments carry out a baseline and developmental milestones assessment at the start of Primary one. This data is analysed across all key equity groups to inform progress towards closing the gap; highlight longitudinal trends in attainment; and inform next steps. We have evidence of increases at local authority level in the achievement of developmental milestones by children in the most deprived 30% as measured by SIMD.</p> <p>The department leads and co-ordinates the standardised test programme across Primary 1, 3, 5, 7 and Secondary 2. Data from these assessments are analysed across all key equity groups and presented to Senior Leadership teams at local authority and school level.</p> <p>In 2017/18, East Renfrewshire performed significantly above the national values across all areas and stages for Curriculum for Excellence teacher judgements. In 2017-18, the attainment of pupils living in SIMD deciles 1 and 2 and those pupils registered for free school meals was the highest-to-date for all four curricular areas. From 2016-17 to 2017-18, the attainment of disadvantaged pupils increased at a higher rate than the overall cohort, demonstrating that ERC schools were closing the poverty related attainment gap. More detail is available in the Committee paper <i>‘Improving Outcomes through the Pupil Equity Funding’</i>.</p> <p>The national benchmarking measure Attainment versus deprivation demonstrates that in each decile (based on SIMD) the performance of East Renfrewshire leavers in 2017/18 was greater or much greater than the equivalent national establishment. East Renfrewshire performance was also above the virtual comparator for all deciles. In 2018/19, there was the same pattern of performance for S4, S5 and S6 pupils.</p> <p>Our SQA analysis also noted significant improvements for other key equity groups. There have been increases in the total cumulative insight points of leaver in the lowest 20% of 23% over the past five years. In 2017/18, the performance of this group of leaver was much greater than our virtual comparator and the national average.</p>
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The proportion of minority ethnic young people with an initial positive destination followed an increasing trend over the past five years; 98% of leavers from this cohort in a positive destination, the highest result to date. The proportion of males achieving an initial positive destination has also increased to a record high of 97.1% in 2017/18.

Improvements in children and young people’s health and wellbeing

Last session a new Relationships, Sexual Health and Parenthood Education resource was implemented in secondary schools. This was accompanied by a programme of professional learning to support its delivery. Identified staff have undertaken Train the Trainer CLPL on LGBT issues for Primary schools delivered by Stonewall as part of our Stonewall Education Champions status. This has increased knowledge of LGBT issues and contributed positively to the support provided to pupils and parents. Positive engagement with Rape Crisis Scotland and Scottish Woman’s Aid is further developing the quality and consistency of curricular resources. The Education Department has worked closely with a Rape Crisis Development Worker from the Rosey Project in order to deliver workshops for staff and in-class inputs for pupils to themes which include sexual violence, consent and pornography. The Development Worker is based within two of the secondary schools over the course of a working week and will be supporting all of the secondary schools for the next two years. This has led to effective and supportive relationships being established with pupils leading in several instances to serious disclosures.

In questionnaires, 99% of staff indicated that children were treated fairly and with respect by staff, with 90% of children agreeing with this. 99% of staff also indicated that children and young people were encouraged and supported to treat others with respect, 83% of pupils agreed that other pupils treated them with respect.

The Education Department has very effective arrangements in place in relation to safeguarding. Almost all pupils (94%) feel safe in school and almost all staff understand how to apply the school’s procedures relating to child protection and safeguarding (99%). The multi-agency child protection audit has identified areas for improvement across child protection practice. Child protection coordinators’ awareness and understanding of issues such as child sexual exploitation, child trafficking and significant case review is supported and enhanced by their participation in networking meetings led by the Lead Officer for child protection. The Standard Circular on Child Protection has been updated. Senior staff in schools and across the Education Department have received professional training in the Signs of Safety approach to Child Protection which has been embraced by Social Work through the Child Protection Committee.

The Health and Wellbeing Action Plan has been developed taking forward a range of actions from the Health and Wellbeing Review carried out in 2016-17. Schools continue to pursue the Rights Respecting School Award with 10 schools at Gold level and 13 at Silver. Together with partners from the Health Improvement Team and Active Schools, the Health and Wellbeing Working Group is progressing the actions set out in the Health and Wellbeing Action Plan. These include a focus on tracking and monitoring, pupil participation, moderation and self-evaluation of Health and Wellbeing and pupil voice.

The Standard Circular on Anti-Bullying has been revised and developed in conjunction with RespectMe – the national anti-bullying organisation. Schools are reviewing their own anti-bullying policies in line with the Standard Circular.

A Learning for Sustainability Working Group has been established to take forward the Learning for Sustainability Action Plan. WOSDEC (West of Scotland Development Education Centre) are part of the group and have delivered a range of Learning for Sustainability professional learning sessions for staff in line with the Action Plan.

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100% of ERC schools evaluated QI 3.1 as good or better in 2016-17, 2017-18 and 2018-19, this compares to 67% nationally (based on inspections).

Improvement in employability skills and sustained, positive school-leaver destinations for all young people

School leaver destinations remain consistently high and above the national average. Initially in 2017-18 97.4% of leavers were in a positive destination, with 96.4% in the follow up survey. This was the highest result ERC has ever achieved in relation to initial destinations and well above the national average. In addition the latest participation data (2018) indicated that 96.8% of ERC 16-19 year olds were participating, this was well above the national figure of 91.8% and the highest result for mainland LAs.

Extensive use of the national data-hub in schools and with partners supports the development of appropriate pathways for all young people. The ERC vocational programme delivers over 70 courses, ranging from level 1 to level 8 to around 600 students including over 60 young people undertaking Foundation Apprenticeships across a range of frameworks. In partnership with SDS, professional learning has been delivered to primary head teachers to support the implementation of the Career Education Standard and extend the use of My World of Work.

The latest data provided by the Scottish Government in relation to the percentage of school leavers attaining vocational qualifications is noted below^{vi}. At both SCQF Level 5 and Level 6, in 2017-18 ERC performed significantly better than the national average.

	ERC			National		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
1 or more at SCQF Level 5 or better	15.3%	16.5%	20.2%	10.7%	12.8%	14.8%
1 or more at SCQF Level 6 or better	5.8%	7.9%	11.4%	1.9%	2.5%	3.8%

Further details of progress in this area to 2017 can be found in the authority's DYW Progress Report ^{vii}.

Practitioners have a common understanding of expectations in literacy and numeracy across all curriculum areas

Each year the Education Department has a Quality Improvement Calendar which comprises a range of activities used to evaluate and consider how well we are doing?, how we know? and what we are going to do next? We have strong systems in place to self-evaluate our policy and practice effectively and objectively which provides us with a valuable picture of what is having most impact on learners and their outcomes and what our next steps and plans for improvement will be.

As detailed in section 1, there is a broad range of quality improvement activity with specific focus on the Quality Indicators set out in HGIOS? 4 and HGIOELC?

Evaluative comment on

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<p>how well this is evidenced across the authority.</p>	<p>In questionnaires, staff indicated that almost all (93%) felt that they had a shared understanding of their ‘responsibility for all’ in literacy, numeracy and health and wellbeing. In addition 95% agreed that they regularly engaged in effective moderation activities that agree standards and expectations and 90% agreed that they received appropriate support for planning, preparation and assessment.</p> <p>In evaluating the Assessment Moderation event for ELC and primary establishments last session, staff identified the opportunity to engage in professional dialogue in order to share good practice and develop a clear understanding of the standards and expectations as set out within the Experiences and Outcomes as a clear strength. 99% of the Moderation Facilitators noted that moderation of assessment in the Broad General Education continues to have an impact on their day to day practice. Of the learner evidence submitted for the authority moderation event in 2018-19, 81% were judged to have met the standard. On a like for like comparison, this is an increase of 7% from session 2017-18.</p> <p>The East Renfrewshire Literacy Strategy 2017-2020 aims to raise standards of literacy for all from the early years to adulthood. The strategy is building on existing good practice in East Renfrewshire and relevant research ensuring that literacy has a central and continuing focus in education. It is supported by a set of principles which provide strategic direction to our early years and school staff. It recognises the need to work with parents and partners to improve literacy across East Renfrewshire’s population. It continues to be monitored on an ongoing basis within the Education Department with progress reported to the Education Committee on an annual basis through annual presentations on attainment and through the department’s and schools’ Standards and Quality Reports. Accompanying CLPL for staff across all establishments has been very positively evaluated in terms of the impact on practice and on teacher confidence.</p> <p>The East Renfrewshire Numeracy & Mathematics Strategy 2018-21 aims to ensure all children and young people develop the numeracy and mathematics skills they need to be successful throughout life. Specifically to improve:</p> <ol style="list-style-type: none"> 1. outcomes and reduce inequalities in numeracy & mathematics development; 2. attainment in numeracy & mathematics throughout the years of the broad general education and senior phase; 3. confidence and fluency in mathematics for children, young people and parents and all those who deliver mathematics education; 4. the employability skills of pupils, school leavers and adults; 5. the quality of learning, teaching and assessment; and, 6. public attitudes to numeracy & mathematics <p>More details of the actions designed to deliver the aims, the associated performance indicators and reporting arrangements can be found in the strategy^{viii}.</p> <p>The Numeracy & Maths Action plan also informs the areas for improvement and priorities for the Local Improvement Plan. A representative from the Quality Improvement Team attends the Education Scotland Numeracy Hub Champion network meetings three times a year to ensure the national numeracy & mathematics hub is used to support colleagues in schools and early years’ settings and to hear key messages at a national level.</p> <p>A member of the Quality Improvement Team is part of the West Partnership Maths Development Group which is responsible for taking forward relevant recommendations from Making Maths Count Report (2016). The group held a second highly evaluated conference in September 2018 which was aimed at raising attainment in numeracy and mathematics. There was a keynote speech delivered by Sue Brookes which was</p>
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followed by a series of workshops led by practitioners from the eight local authorities.

The revised authority numeracy & mathematics planning documentation has been launched and implemented by practitioners across all sectors. A series of professional learning opportunities for practitioners followed the launch of the guidance to support and build confidence and fluency in maths for children, young people, parents and all those who deliver numeracy & mathematics education.

ⁱ <http://www.eastrenfrewshire.gov.uk/CHttpHandler.ashx?id=19312&p=0>

ⁱⁱ https://www.eastrenfrewshire.gov.uk/childrens_performance

ⁱⁱⁱ <http://www.eastrenfrewshire.gov.uk/CHttpHandler.ashx?id=22137&p=0>

^{iv} <https://www2.gov.scot/Publications/2018/12/6014/downloads>

^v <https://www.eastrenfrewshire.gov.uk/CHttpHandler.ashx?id=23158&p=0>

^{vi} <https://www2.gov.scot/Topics/Statistics/Browse/School-Education/leavedestla>

^{vii} <http://www.eastrenfrewshire.gov.uk/CHttpHandler.ashx?id=20569&p=0>

^{viii} <http://www.eastrenfrewshire.gov.uk/CHttpHandler.ashx?id=22330&p=0>

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EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEETHURSDAY 22 AUGUST 2019Report by Director of EducationDRAFT ACCESSIBILITY STRATEGY**PURPOSE**

1. To seek elected member approval for the draft Accessibility Strategy.

RECOMMENDATION

2. Education Committee is asked to approve the draft Accessibility Strategy and instruct the Director of Education to implement the associated action plan.

BACKGROUND

3. The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002 (The Act), requires responsible bodies to prepare and implement long term accessibility strategies to improve over time access to education for pupils and prospective pupils with disabilities.
4. The strategy takes into consideration a range of legislation which relates to school education and disability including:
 - Standards in Scotland's Schools Act 2000
 - The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002
 - The Education (Additional Support for Learning)(Scotland) Act 2004 (amended 2009) (the ASL Act)
 - The Equality Act 2010
 - The Children and Young People (Scotland) Act 2014
5. The strategy complements and is consistent with a range of existing Departmental guidance including:
 - Getting It Right For Every Child, East Renfrewshire 2017
 - Standard Circular 12: Inclusion
 - Standard Circular 48: Schools Excursions and Educational Visits

REPORT

6. The attached draft strategy has been written by officers from the Education Department, led by the Head of Education Service (Equality and Equity) and links clearly to our community plan:
 - East Renfrewshire residents are healthy and active and have the skills for life, learning and work.

7. This strategy provides advice on how East Renfrewshire Council will meet the accessibility planning duties as stated in the Education (Disability Strategies and pupils' Educational Records) (Scotland) Act 2002:
- Improve the physical environment of schools, to enable better access to education and associated services
 - Improve access to participating in the curriculum for all children and young people who have a disability or additional support need
 - Improve communication with children and young people who have a disability or additional support need in relation to the provision of information in appropriate alternative formats, taking account of any support need preferences expressed by them or their parents
8. Critical activities are set out and the impact of these will be monitored, evaluated and reported on an ongoing basis through the Education Department's Standards and Quality Report.

CONSULTATION

9. In formulating this Accessibility Strategy, East Renfrewshire Council Education Department has demonstrated its commitment to taking into account the views of the workforce. Staff from mainstream and secondary schools, Health & Safety and HSCP (Moving & Handling) contributed during this process.

FINANCIAL AND EFFICIENCY IMPLICATIONS

10. The cost of implementing the Accessibility Strategy will be met through the Education Department's devolved budget.

RECOMMENDATION

11. Education Committee is asked to approve the draft Accessibility Strategy and instruct the Director of Education to implement the associated action plan.

Mhairi Shaw
Director of Education
22 August 2019

Convener Contact Details
Councillor Paul O'Kane, Convener for Education and Equalities

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Local Government Access to Information Act 1985

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Background papers

1. The Early Years Taskforce: Shared Vision and Priorities
2. Early Years Strategy
3. Parenting Strategy

Key Words
East Renfrewshire Council
Strategy
Accessibility
Inclusion
Disability

EAST RENFREWSHIRE COUNCIL

EDUCATION DEPARTMENT

ACCESSIBILITY STRATEGY

2019 – 2022

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Section 1 BACKGROUND

The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002 (The Act), requires responsible bodies to prepare and implement long term accessibility strategies to improve over time access to education for pupils and prospective pupils with disabilities. These duties came into force in October 2002.

The meaning of disability

'A person has a disability if he or she has a physical or mental impairment, and the impairment has a substantial and long term adverse effect on their ability to carry out normal day to day activities.'

Equality Act 2010

Terminology

The Act uses the term 'pupils with a disability' but, in line with the Equality and Human Rights commission (EHCR) this strategy uses the terminology disabled pupils or disabled learners.

Purpose of East Renfrewshire Council's Accessibility Strategy

This guidance provides advice on how East Renfrewshire Council will meet the accessibility planning duties as stated in the Education (Disability Strategies and pupils' Educational Records) (Scotland) Act 2002:

- Improve the physical environment of schools, to enable better access to education and associated services
- Improve access to participating in the curriculum for all children and young people who have a disability or additional support need
- Improve communication with children and young people who have a disability or additional support need in relation to the provision of information in appropriate alternative formats, taking account of any support need preferences expressed by them or their parents

This strategy should be considered alongside a range of legislation which relates to school education and disability including:

- Standards in Scotland's Schools Act 2000
- The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002

- The Education (Additional Support for Learning)(Scotland) Act 2004 (amended 2009) (the ASL Act)
- The Equality Act 2010
- The Children and Young People (Scotland) Act 2014

The strategy complements and is consistent with a range of existing Departmental guidance including:

- Getting It Right For Every Child, East Renfrewshire 2017
- Standard Circular 12: Inclusion
- Standard Circular 48: Schools Excursions and Educational Visits

Developing our Accessibility Strategy

An Education Resource Group chaired by the Head of Education Services (Equalities and Equity) was established in 2017. The review of the previous Accessibility Strategy and development of the current strategy was delegated to this group.

Group membership:

Janice Collins, Head of Education Services (Equalities and Equity)
 Clare Creighton, Quality Improvement Officer, (Additional Support Needs)
 Nick Smiley, Principal Educational Psychologist
 Rosemary Crossan, Head Teacher, St John's Primary School (Behaviour Outreach)
 Annie McGauley, Depute Head Teacher, Carlibar Communication Centre
 John Moffat, Principal Teacher, Williamwood High School (Support Service)
 Sarah Clark, Head Teacher, Isobel Mair School
 Rob Lawson, Head Teacher, Giffnock Primary School
 Anthony Creighton, Depute Head Teacher, St Ninian's High School

In addition the following people contributed to the review and update of the strategy:

Joanne Flanagan, Health & Safety Advisor
 Ruth Adams, Education Provision Manager
 Patricia Martin, Moving & Handling Co-ordinator
 David Gordon, Quality Improvement Officer, (Equalities)

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

Accommodation

The school estate in East Renfrewshire comprises of a range of properties, each with varying requirements to ensure they are as barrier free as possible. Some of the buildings date from the Victorian era and others are split level designs making adaptations difficult. Ongoing planning, investment and development has ensured that all schools and early years settings in East Renfrewshire are Disability and Discrimination Act (DDA) compliant and accessible for the children and young people currently in attendance.

We are responsive to individual needs and within available resources, we make school buildings as accessible as possible to the needs of all young people. In adapting our buildings we take into account physical access, use by young people with hearing/visual impairments and, in addition, more specific requirements that are made on an individual basis. These include the installation of ramps, high visibility handrails and staircases, sound systems, widened doorways, automatic doors, accessible toilets, showers and changing areas. Additional consideration is given to personal safety in certain settings, with controlled access for disabled learners.

Individual Personalised Evacuation Plans are in place for children and young people who require additional support during an emergency.

In the past few years East Renfrewshire Council has made a significant investment in its school estate. All building projects take account of the needs of disabled learners ensuring new and adapted buildings are fully accessible. As well as these major building works, every year the Council uses its capital programme to carry out modifications to existing schools to enable the buildings to be capable of delivering a modern curriculum for all pupils.

Almost all our nurseries and schools operate at full capacity, however creative management of space and human resources has allowed leaders to create quiet rooms, sensory rooms, play areas, nurture rooms, pupil support bases and other specific provision that meets the needs of disabled learners.

Regular meetings take place between the Quality Improvement Officer (Additional Support Needs) and Education Provision Manager to ensure that our buildings are fully inclusive and meet the specific needs of disabled learners. This is particularly key during important transition points for children and young people. Health and Safety Officers are also available to support during transition points, visiting establishments to ensure arrangements are in place prior to a disabled learner commencing their place. Close relationships with East Renfrewshire's Moving and Handling Co-ordinator, along with Physiotherapists and Occupational Health Professionals support this process.

A contract with Equipu is in place to ensure full access to specialist equipment and resources for all children and young people.

School Transport

East Renfrewshire Council continues to provide appropriate and accessible transport from home to school for children who:

- Attend an additional support needs school or service recommended by the Council
- Have been recommended for school transport for health reasons.

School Excursions / Extra Curricular Activities

When planning a school excursion / extra-curricular activity, all establishments undertake careful planning, making reasonable adjustments as appropriate, to ensure activities are accessible to all. Standard Circular 48 (School Excursions) provides detail on how schools can ensure disabled learners' needs are fully considered and accommodation is accessible. Our Health and Safety Officers carry out these checks prior to any residential centre being approved. Appendix 6 of SC 48 (Consideration for Young People with Additional Support Needs) provides further information to support school staff when planning excursions.

Priorities for Improvement

- Staff training will be provided to ensure that all Disability / ASN processes are known in relation to the physical environment and legislation.
- Audit premises and grounds in relation to the physical environment to inform the Council's Capital Programme.
- Respond to the increasing number of disabled learners with autism living in East Renfrewshire.

Improve access to participating in the curriculum for all children and young people who have a disability or additional support need

In East Renfrewshire Curriculum for Excellence is understood to mean the totality of experiences which are planned for children and young people, not just what happens in a classroom. Curriculum for Excellence provides a coherent, flexible and enriched curriculum from 3 to 18 which focuses on 4 contexts of learning:

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

The curriculum has two stages: the broad general education (from the early years to the end of S3) and the senior phase (S4 to S6).

The broad general education has five levels (early, first, second, third and fourth). The senior phase is designed to build on the experiences and outcomes of the broad general education, and to allow young people to take qualifications and courses that suit their abilities, interests and ambitions.

In order to provide access to this curriculum for all learners, education is provided in a variety of establishments and settings which are age and stage appropriate.

The needs of almost all learners are met within existing planning structures and are supported through highly effective learning and teaching. Our GIRFEC staged intervention processes, are implemented when the need for additional support is identified. This additional support can be provided from resources within the school setting or from other services. In exceptional circumstances, it may be necessary to consider a more specialist provision for an individual learner. The Education Resource Group considers all referrals and using robust assessment decides on the most appropriate provision.

In East Renfrewshire, learning environments include:

- Mainstream settings
- 1 Specialist Unit (early years and primary)
- 1 communication service (secondary)

- A sensory support service (Visual and Sensory Impairment)
- 3 outreach services (2 communication and 1 behaviour)
- 1 Special school

In addition opportunities are also provided by corporate resources, external agencies, HE establishments, FE colleges, training providers, employers and the voluntary sector.

A range of approaches, techniques and strategies are used to enable young people to access an appropriate curriculum. In some cases the curriculum itself is adapted and/or enhanced through *differentiation*. The differentiated curriculum leads to planning individual programmes of work, which are informed by the views of parents and pupils and by the assessments of teaching and support staff. Schools are committed to regularly reviewing the provision for disabled learners in light of the pace of advances in Digital Technology.

Many varied provisions are in place to provide a flexible curriculum to disabled pupils such as sensory experiences, work experience placements and the development of independent living skills.

The additionality which we have been able to provide in terms of aids and adaptations in response to recommendations by health professional colleagues has enhanced the curriculum. One significant development has been the advent of multi-sensory and soft play rooms in our schools to provide curricular experiences for many children. In addition equipment and software in these rooms is updated on a regular basis to provide best possible sensory experiences for children and young people, particularly those with ASD.

Disabled pupils are supported in external Scottish Qualification Authority examinations and in internal assessments. Certain pupils may require among other things, additional time, adapted texts, digital papers, use of IT, a scribe or reader and any other reasonable adjustment as agreed by the SQA.

The sensory support service monitor closely and provide additional aids for children with visual or hearing difficulties. Digital technology and sensory experiences are used to enhance their access to the curriculum. Awareness raising on the effects of visual and hearing impairment is a key focus for staff development. Our teachers of the deaf have experience and relevant qualifications to work with children with all levels of hearing loss, and also auditory processing. The team also have relevant qualifications to enable them to teach children with a visual impairment, including Cerebral Visual Impairment. A wide range of skills are taught to children including Braille.

Access to specialist ICT equipment, which can be used both at home and in school is available to pupils. Specialised software is also available to allow curricular access for many pupils. Our contract with *CALL Scotland* supports this process.

A major issue for the Council to address is the increasing numbers of children with communication disorders, Asperger's syndrome or autism and the inclusion of these children in mainstream schools. The number of part time placements from the Carlibar Communications Centre into mainstream schools will require to be supported by additional staff.

A Support for Learning Forum meets 4 times a year where managers involved in supporting learners needs meet to learn together, share practice and stay informed of developments and initiatives.

Our schools are exceptionally well supported by our Educational Psychology Team and other relevant professionals. Collaborative learning is encouraged between all to ensure the needs of disabled learners are met and they are fully included in their learning environment. In addition clear guidance is available, including:

- Dyslexia Guidance for Schools
- Dyscalculia Guidance for Schools
- Single Agency GIRFEC Guidance
- ASD Advisors Strategic Programme
- Mental Health Framework

The Equality Act 2010 requires schools to make reasonable adjustments to ensure that disabled pupils are not at a substantial disadvantage. When deciding if a reasonable adjustment is necessary, schools need to consider potential impact on disabled pupils in terms of time and effort, inconvenience, indignity and discomfort, loss of opportunity and diminished progress. Reasonable adjustments are made by schools themselves and ensure that disabled learners are not disadvantaged in any area of the curriculum.

Priorities for Improvement

- Implement a CLPL Inclusion programme.
- Provide further opportunities for all staff to improve their understanding and working knowledge of strategies, supports and resources to support children with Autism in mainstream settings.
- Sensory Support Service will work collaboratively with mainstream settings to extend the skills and confidence of the workforce in meeting the needs of children with a hearing or visual impairment.

Improve communication with children and young people who have a disability or additional support need in relation to the provision of information in appropriate alternative formats, taking account of any support need preferences expressed by them or their parent

East Renfrewshire Council is committed to continually improving communication with all learners and their families. All information is available in a range of formats taking into account language spoken, cultural factors and literacy challenges. Our schools use a wide range of channels to communicate, including emails, text messaging, websites, apps and social media as well as regular review meetings involving children and their parents in order to gather and record views as part of our staged intervention process. We are mindful that communication methods do not disadvantage any users, and as such it is common practice to discuss and agree an approved format.

The Department employs Bilingual Support Assistants and they are often used to support communication with children, young people and parents. We also work in partnership with Resolve Scotland to support further our communication with parents by providing mediation services. In addition translation and interpretation services for children or parents with a disability are available when required.

Many staff have undergone Makaton training and have become Makaton Champions within their schools.

It is recognised that good use of ICT supports learners with additional support needs. There is evidence of excellent use being made of ICT across East Renfrewshire, including the use of multisensory technology. Partnership working with colleagues in the HSCP enables the best communication support for children and young people to be identified via the Scottish Centre of Technology for the Communication Impaired (SCTCI).

East Renfrewshire Council's has invested significantly in ICT hardware and software over the past few years, with all schools having access to a range of resources including:

- Desktops
- Laptops
- Tablets
- Chrome books
- VR Headsets
- Acti-vote pads
- Coding kits
- Augmentative and Alternative Communication (AAC) Devices

In addition, many establishments are making use of ICT equipment which supports disabled learners, this includes:

- Mobile touch technology
- Screen magnification
- Text to Speech Software
- Eye Gaze systems
- Induction loops, etc

All our schools have wireless networking available as well as some other venues across the Council such as libraries, health centres and Council buildings, which enables access to a further range of learning tools via. GLOW.

Our Sensory Support Service also provide advice and support to schools and families on alternative formats to share information with disabled learners with sensory impairments.

Priorities for Improvement

- Explore further digital solutions for disabled children who are not able to access the physical environment.
- Develop a policy on safe use (and lending) of equipment.
- Continue to explore and develop the range of formats that information is available in e.g. braille, digital formats, audit formats, symbol systems.
- Introduce a children and young people inclusion forum.

Section 5 CONSULTATION ON THE ACCESSIBILITY STRATEGY

A draft of the accessibility strategy was shared with a range of stakeholders prior to final publication. These included:

- School staff
- Parent Councils
- HSCP Colleagues
- NHS (GGC)
- Third Sector partners
- Pupil Councils (Primary)
- Senior Pupil Forums
- Education Committee

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Section 7

Accessibility Driver Diagram (Action Plan)

Population Outcome

The outcome we want is:

East Renfrewshire residents are healthy and active and have the skills for life, learning and work.

Intermediate Outcome

We will know we are making good steps along the way WHEN:

Children and young people are healthy, active and included.

Children and young people raise their educational attainment and achievement and develop the skills they need.

Our contribution:

So what we need to achieve is:

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

Improve access to participating in the curriculum for all children and young people who have a disability or additional support need.

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

Critical Activities:

By.....

Ensuring that all Disability / ASN processes are known by staff in relation to the physical environment and legislation

Auditing premises and grounds in relation to the physical environment to inform the Council's Capital Programme.

Responding to the increasing number of disabled learners with autism living in East Renfrewshire.

Delivering an ongoing high quality Career Long Professional Learning Programme.

Providing further opportunities for all staff to improve their understanding and working knowledge of strategies, supports and resources to support children with Autism in mainstream settings.

Enabling the Sensory Support Service to work collaboratively with mainstream settings to extend the skills and confidence of the workforce in meeting the needs of children with a hearing or visual impairment.

Exploring further digital solutions for disabled children who are not able to access the physical environment.

Developing a policy on safe use (and lending) of equipment.

Exploring and developing the range of formats that information is available in e.g. braille, digital formats, audit formats, symbol systems.

Introducing a children and young people inclusion forum. 13

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