



Education & Children's Services
Improving Lives Together
Ambition | Compassion | Integrity



Perth and Kinross Council
Education and Children's Services
Accessibility Strategy and Action Plan
2022-2025

Review Date: October 2025

Contents

Section

<u>Introduction</u>	Page 3
<u>How is disability defined?</u>	Page 4
<u>Our Vision</u>	Page 6
<u>What has already been achieved?</u>	Page 8
<u>What do ELC settings and schools do next?</u>	Page 11
<u>How do we measure success?</u>	Page 11
<u>Who developed this Strategy?</u>	Page 12
<u>Action Plan 2022-2025</u>	Page 13
<u>Resources and reference material</u>	Page 20
<u>Further reading</u>	Page 22

Introduction

This strategy provides direction for all involved in delivering education for pupils with disabilities within Perth and Kinross Council Education and Children's Service (the Education Authority) or associated services, wherever this is delivered. It also sets out for pupils with a disability, members of their family, and people who advocate for them, the actions the Education Authority and schools are taking to improve accessibility to Early Learning and Childcare (ELC), education, and related activities.

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

- *Increase the extent to which pupils with disability can **participate in the curriculum**.*
- ***Improve the physical environment of schools** and other education settings to increase the extent to which pupils with disability can take advantage of education and associated services.*
- ***Improve communication** with pupils with disability so that they have access to information which is readily accessible to pupils who are not disabled, ensuring information in writing is available in appropriate alternative formats and take account of any preferences expressed by them and their parents.*

[\(Education \(Disability Strategies and Pupils' Educational Records\) \(Scotland\) Act 2002 \(legislation.gov.uk\)\)](#)

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

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

Schools will ensure that accessibility is integral to the life and work of the school. This strategy sets out the vision that Education and Children's Services plan to achieve, the progress made to date and agreed actions to further improve accessibility. It aims to ensure those responsible for the delivery of education and ELC are aware of their legal duties and assists establishments by providing links to helpful checklists and guidance for ELC settings and Schools.

How is disability defined?

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

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

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

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

For a child or young person to be disabled the impairment requires to be substantial and have an adverse effect; that is, more than minor or trivial. For example, a child may have asthma or diabetes, but the condition may not be severe enough to have a substantial impact on the child's ability to carry out everyday activities. In that case the child would not be disabled. An impairment has a substantial adverse effect on the ability of the person concerned, if but for these measures taken to correct it, the impairment would be likely to have that effect. For example, a person with significant hearing loss may be able to hear reasonably well with hearing aids but without them would have little functional hearing. That person would be disabled. However, a person with poor eyesight which is corrected by spectacles or contact lenses is not deemed to be disabled on account of the eyesight impairment ([Equality Act, Schedule 1, paragraph 5](#)).

The meaning of 'long term effects' is also covered in [Schedule 1 of the Equality Act](#).

How does disability overlap with additional support needs?

Pupils' needs which may meet definition of disability under the Equality Act to whom education accessibility strategies apply:

Physical or Mental impairment including:

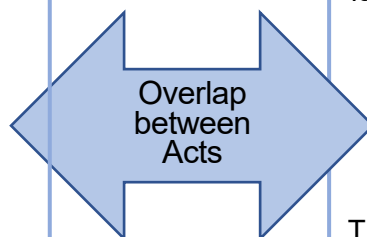
- Autism Spectrum Disorder
- Dyslexia
- Diabetes
- Eating disorder (diagnosed)
- Gross obesity
- Disfigurement
- Attention Deficit Hyperactivity Disorder
- Incontinence
- Epilepsy
- Learning difficulties, including severe and complex
- Significant Hearing impairment

Some conditions may progress to have a substantial adverse effect such as:

- Heart conditions
- Sickle cell anaemia
- Rheumatoid arthritis

Pupils' needs which **automatically** meet the definition of disability under the Equality Act and to whom education accessibility strategies apply:

- Cancer
- HIV
- Multiple Sclerosis
- Certified/Registered Visual Impairment
- Severe long-term disfigurement



Pupils who **may** require additional support under the Education (Additional Support for Learning) (Scotland) Act (2004) have a barrier to learning as a result of one of the four factors giving rise to additional support needs:

- Learning environment
- Family circumstances
- Disability or health need
- Social and emotional factors

These may include those who:

- Have motor or sensory impairment
- Are being bullied
- Are particularly able or talented
- Have experienced a bereavement
- Are interrupted learners
- Have a learning disability
- Are looked after by the local authority
- Have a learning difficulty, such as dyslexia
- Experience literacy or numeracy difficulties
- Are living with parents who are abusing substances
- Are living with parents who have mental health problems
- Have English as an additional language
- Are not attending school regularly
- Have emotional or social difficulties
- Are on the child protection register
- Are young carers

Or for any other reason

These are not exhaustive lists but highlight the areas where discrimination and disadvantage can occur.

Our Vision

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

Our strategic objectives are:

1. Giving every child the best start in life
2. Developing educated, responsible and informed citizens
3. Promoting a prosperous, inclusive, and sustainable economy
4. Supporting people to lead independent, healthy, and active lives
5. Creating a safe and sustainable place for future generations

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

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

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

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

- a curriculum which is coherent from 3-18
 - a broad general education, including the experiences and outcomes which are well planned across all the curriculum, areas, from early years through to S3
 - a senior phase which provided opportunities after S3 to obtain qualifications as well as to continue to develop the four capacities
- opportunities for developing skills for learning. Skills for life and skills for work with a continuous focus on literacy, numeracy, health, and wellbeing
- support to enable them to gain as much as possible from the opportunities which the Curriculum for Excellence can provide
- support in moving into positive and sustainable destinations beyond school

Improving inclusive practice is a priority for the Education Authority, the commitment to this is laid out in the Education Improvement Plan for 2022-2023. The actions in the Accessibility Strategy Action Plan support this and will have a positive impact on improving accessibility for children and young people with a disability or additional support need, including those who are care experienced, in respect to their curriculum, learning environments, and communication opportunities. Planned improvements will be underpinned by data, the evidence-base supporting best practice, and information gained through collaboration with children and young people with additional support needs and their parents.

Opportunities for teaching and support staff to participate in professional learning that further enhances their knowledge, skills, and confidence in identifying, understanding, and supporting a range of needs, and using a variety of interventions and technology to suit individual needs, will be key to realising our ambition. Meeting the needs of learners requires good partnership working with organisations such as NHS Tayside, including Allied Health Professionals and Child and Adolescent Mental Health service (CAMHs), and with 3rd sector organisations. Development of this partnership working will underpin the implementation of this strategy over the next three years.

Improving outcomes for children and young people with additional support needs, including disability or care experience, will be further enhanced through a transformation programme to be delivered by Education services by 2027/2028. This programme will focus on realising the potential of children and young people with additional support needs and their families, by listening and understanding the needs of the current and future population, using this information to shape the planning of resources and the learning estate, to establish a supportive Staged Intervention Framework, review policy and decision-making structures and further embedding Getting it Right for Every Child (GIRFEC).

Implementation of this strategy and the wider actions to improve inclusive practice supports compliance with the United Nations Convention on the Rights of the Child, particularly Article 2,6,23 and 28 (rights to non-discrimination, development, support for children with disability and education). It will also support delivery of priorities for improvement highlighted in the Additional Support for Learning Review (2020) and the Promise.

What has already been achieved?

Between 2018 – 2021 several actions were taken forward to improve accessibility for children and young people with additional support needs in Perth and Kinross Council schools and ELC settings. Achievements in relation to the three duties are outlined below.

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

- Wider access to digital technology has been enabled for all, including disabled learners within Perth and Kinross Council education establishments.
- An Assistive Technology Panel, consisting of representatives from CALL Scotland, NHS Speech and Language, Digital Skills Team, Information, Communication and Technology (ICT) Team, and Inclusion Services, was established. This has improved the analysis and assessment of the needs of learners and identification of appropriate hardware and software; maximising the learners' ability to communicate and / or access the curriculum.
- Guidance on access to additional assistive technology and CALL Scotland assessment advice and support has been issued to all educational settings
- A local authority dyslexia identification pathway was re- launched in August 2020. This is as an assessment, identification and support toolkit that aligns closely to the Dyslexia Scotland's [Addressing Dyslexia](#) and the [Dyslexia toolkit](#)
- Networked software is available in all schools and public libraries to support curriculum accessibility, providing learning tools which are of particular benefit to allow visually impaired pupils to access both class work and homework. Training has been made available to schools in the use of these learning tools as part of the Dyslexia Identification Pathway relaunch in 2020.
- The Circle Framework is being implemented across schools to support accessibility and participation for all. An inclusive environment enables all learners at a universal level to be as independent as possible.
- A Specialist Network involving PKC Intensive Support Provision staff across all settings has been established to share good practice, build the skills and knowledge of staff, and improve the quality and consistency of approach across establishments. The network meets four times per year.

- Multi-agency training for Early Years practitioners on autism spectrum disorder and introduction of a professional network to support practice has increased staff understanding and confidence. This has enabled staff in ELC settings to adapt the learning environment to increase access for all children.
- A new on-line Bookbug at home project for families to support early communication skills for children with a focus on those with a disability and additional support needs has supported an increase in the confidence and skills of parents to support home learning.
- Membership and partnership working facilitated through a new national forum, ATLAS (Assisted Technology for Learning across Scotland) has facilitated professional learning and development for PKC Education staff.
- Following a pilot undertaken during the period 2019 to 2020, a contract was established with Vision PK to provide Habilitation for visually impaired pupils requiring assistance with mobility needs and independent living skills.
- In response to the requirement to wear face masks during the pandemic, clear faced masks were provided for staff working with hearing impaired pupils in their class to enable them to see lips and facial expressions.

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

- All schools were audited in terms of their compliance with the Equality Act and works undertaken to address issues that were highlighted.
- Planned refurbishments of schools and new builds, for example, new primary school at Bertha Park and planning for the new Riverside Primary School, have considered access for pupils with disabilities. A range of supporting services are fully consulted and involved in the planning and include PKC sensory services, and the Digital Team.
- Adaptations to school buildings are taken forward to support individual physical disability needs where required. This may be supported by information from NHS Occupational Therapy service, Early Years Inclusion Team, and PKC sensory services. Where appropriate this is completed in line with a child's transitions process prior to their entry to Primary or Secondary school.
- Each year around 300 children and young people with health and disability needs have been supported to attend school through the Home to School Transport Entitlement policy.
- Moving and Handling training has been provided for staff supporting children and young people with a physical disability.

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

- Early Years Services and all schools have a social media presence which enables parents to have access to information in an accessible form which is readily available.
- Guidance and training have been provided to support staff to ensure the views are considered of children and young people. Support materials are readily available to staff on the Inclusive Practice SharePoint.
- A post-school transition fair, Help at Hand, was delivered to provide information and advice to children, young people and those who support them with a focus on preparation for the post-school world
- To support pupils and their parents during periods of remote learning a PKC Remote Learning Hub was created in an accessible format, this allowed information regarding digital support e.g., tutorials on digital learning journal (Seesaw) and Home Learning resources.
- The use of digital and non-digital recordings of children's learning and participation is available to families. This is of particular benefit for children who have difficulty communicating information about their learning and enables parents to have a greater understanding of their child's development and progress. There has been increased parental use of Seesaw since 2020.
- Languages support provided by the English as an Additional Language (EAL) Team has been increased to include Romanian. There have been several Romanian speaking families of children with additional support needs, some of whom have a disability and have required Child's Plans and specialist placements.

What do Early Learning Childcare Settings and Schools do Next?

Several actions are set out in the Action Plan (page 13) that involve the Inclusion service, other sections of Education and Children's Services, ELC settings and schools.

To support implementation of the Action Plan Headteachers and Centre Leaders should:

- Ensure that all staff are aware of their general duties under The Education (Disability Strategies and Pupils Education Records) (Scotland) Act 2002 as follows:
 - Increase the extent to which pupils with disability can participate in the curriculum.
 - Improve the physical environment of schools to increase the extent to which pupils with disability can take advantage of education and associated services.
 - Improve communication with pupils with disability along with communicating to them information that is provided in writing for pupils who are not disabled, in appropriate alternative formats and taking account of any preferences expressed by them and their parents.
- Support staff to recognise and take account of the needs of children and young people with a disability
- Identify the actions in the Action Plan 2022 – 2025 relevant to their school or setting, include these in the improvement plan for their school or setting and implement accordingly

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

How do we measure Success?

This strategy and action plan spans a three-year period. To provide the Education and Children's Service Senior Management Team with a summary of progress in implementation over that period, monitoring reports on progress of implementation will be collated each year and reported to Education and Children's Service Senior Management Team. This will include information from ELC settings and schools. A full review of the Accessibility Strategy will be undertaken in October 2025 to evaluate progress over the full three years and to identify new actions for the following three years. Measurement of progress will be informed by feedback and evidence provided by ELC settings and schools, through relevant quality improvement activity and by information provided by children and young people with additional support needs, including disability, and their families. A report on the impact of delivery over the three years will be reported to Perth and Kinross Council Learning and Families Committee by November 2025.

Who developed this Strategy?

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

- Parents and Carers, including:
 - Fairview Parent Council
 - Parent to Parent group
 - An online [public consultation](#) undertaken through the Perth and Kinross Council Consultation Hub between 21st March 2022 and 13th May 2022.
- Children and Young People in schools and intensive support and off-site provisions
- Education and Children's Services:
 - Headteachers and school staff
 - Central Education staff
 - Services for Children, Young People and Families
 - Business and Resources Service
- Communities:
 - Corporate Equalities Team
 - Legal Services
 - Information, Communication and Technology Service
 - Public Transport Unit
- NHS Tayside
- Voluntary agencies in the local community



Education & Children's Services
Improving Lives Together
Ambition | Compassion | Integrity



Perth and Kinross Council
Education and Children's Services
Accessibility Strategy Action Plan
2022-2025

Review Date: October 2025

Duty 1: Increase the extent to which pupils with disability can participate in the curriculum

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

HGIOS QIs 2.2, 2.3, 3.1, 3.2

Outcome (What the improvement will be for children and young people)	Actions (What we will do to achieve this improvement)	Success Indicator (How we will measure a successful outcome)	Responsibility (Who is the lead person?)	Timescale (When will we complete this by?)	Evaluation
Children and young people fully engage in learning through an inclusive environment which includes appropriate differentiation, and inclusive attitudes that help them to enjoy learning and build a sense of confidence and resilience.	1) School and ELC staff will complete training on the Inclusive Classroom Scale (complete scale, make, implement, & review a plan)	% Of schools with all teachers completed Scale and are implementing plan	Headteachers/ ELC Managers	June 2023 – identification of plans	
	2) All Secondary schools complete a Validated Self-Evaluation and implement any identified improvement actions	All Secondary schools have inclusive practice improvements identified in school improvement plans		June 2025 – implementation of actions	
Children and young people's learning experiences and achievement is improved through increased staff awareness, knowledge and understanding of needs and the strategies, resources, equipment, and technology that support participation in the curriculum.	3) Develop an Identification and Assessment Framework to support school staff to meet needs of children and young people with additional support needs	Reduced incidents of dysregulation Attainment of learners with additional support needs	Inclusion Service	January 2023	
	4) Staff will have access to strategies, training, resources, equipment, and technology to meet needs of children and young people	All staff are knowledgeable and confident in providing learning and interventions	Education Service Headteachers Principal Teachers Support for Learning	June 2025	
Children and young people will be more independent in their learning and access to the curriculum, enabling improved attainment	5) Through training all teachers and support staff will develop their awareness of learning tools on Office 365, which increases access to the curriculum.	Staff engagement - numbers completing training. Pupil usage	All staff	June 2025	
All children and young people with a disability will have access to physical education curriculum and extra-curricular sporting activities	6) Further broaden the range of physical activity opportunities available.	Range of opportunities Pupil participation	Physical Education, Physical Activity and Sport officer Tayside Disabilities Officer	June 2024	
School curriculum will include a focus on equality and diversity in range of subject areas	7) Schools will participate in the national review of Personal and Social Education and implement subsequent recommendations. Options to include development of other subject areas will be explored.	School curriculum	Headteachers	January 2024	

Duty 1: Increase the extent to which pupils with disability can participate in the curriculum

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

HGIOS QIs 2.2, 2.3, 3.1, 3.2

Outcome (What the improvement will be for children and young people)	Actions (What we will do to achieve this improvement)	Success Indicator (How we will measure a successful outcome)	Responsibility (Who is the lead person?)	Timescale (When will we complete this by?)	Evaluation
Children and young people with a disability have access to efficient and inclusive school transport provision	8) Develop guidance to support implementation of the Home/School Transport Policy to ensure provision of a service which meets needs of pupils with a disability	Best Value Feedback from service users	Service Manager, Inclusion and Additional Support Service Manager, Business Services	January 2024	

Perth & Kinross Council
Education & Children's Services

Duty 2: Improve the physical environment of schools to enable better access to education and associated services.

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

HGIOS QIs 1.5, 3.1

Outcome (What the improvement will be for children and young people)	Actions (What we will do to achieve this improvement)	Success Indicator (How we will measure a successful outcome)	Responsibility (Who is the lead person?)	Timescale (When will we complete this by?)	Evaluation
Children and young people with disabilities will benefit from well-planned learning spaces	1) Riverside Primary School will be designed and constructed to meet the needs of all its learners.	All new builds and refurbishments will meet the Disability Discrimination Act (1995) standards and the specific known needs of children and young people with a disability or ASN.	Head of Education and Learning Head of Business Resources	April 2023	
	2) The ASN Transformation Programme will include a workstream to ensure the School Estate Strategy plans effectively for current and projected additional support needs, including disability.			December 2025	
Children and young people with ASD, sensory and/or communication processing needs are supported through appropriate images, signage, and visual references.	3) Guidance will be developed to support ELC settings and schools to effectively use images, signage, and visual references to appropriately support children and young people.	All schools have access to guidance on the use of images, signage, and visual references. % Of schools confident in usage	Inclusion Service	Aug 2023	
Pupils from equality-protected groups will have a positive school experience and will feel safe and respected in school and when online	3) Schools will be provided with information on action days to improve equality and encouraged to support activity to raise awareness in their school or ELC setting, i.e. <ul style="list-style-type: none"> • Show Racism the Red Card • Autism Acceptance Month • Pride 	% schools participating in key events	Education & Children's Services	December 2025	

Perth & Kinross Council
Education & Children's Services

5) Anti-bullying Strategy will be reviewed	Strategy launched.	Inclusion Service	June 2023	
--	--------------------	-------------------	-----------	--

Perth & Kinross Council
Education & Children's Services

Duty 3: Improve communication with pupils with disability along with communicating to them information that is provided in writing for pupils who are not disabled, in appropriate alternative formats and taking account of any preferences expressed by them and their parents

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

HGIOS Qis 3.1, 3.3

Outcome (What the improvement will be for children and young people)	Actions (What we will do to achieve this improvement)	Success Indicator (How we will measure a)	Responsibility (Who is the lead person?)	Timescale (When will we complete this)	Evaluation
All children/young people will feel included in communication about their learning and life of the school/ELC setting	3) Staff training and guidance materials will improve staff awareness, knowledge and skills in best practice and tools to facilitate communication and understanding of children and young people with a disability, i.e.. <ul style="list-style-type: none"> • Makaton signing • Communication passports • Visual timetables • Talking mats • Symbolised environment • Augmentative and Alternative Communication • signage 	Range of training Number of staff attending	Inclusion Service Headteachers	June 2024	
All children beginning ELC will transition in successfully	2) Continue to develop and embed the pathway supporting children with complex additional support needs/disability to access ELC	All children coming to an ELC setting will have their needs identified in advance of admission	Health Visitor, 0-3 Partnership Planning Group (PPG)	September 2024	

Perth & Kinross Council
Education & Children's Services

Duty 3: Improve communication with pupils with disability along with communicating to them information that is provided in writing for pupils who are not disabled, in appropriate alternative formats and taking account of any preferences expressed by them and their parents

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

HGIOS Qis 3.1, 3.3

Outcome (What the improvement will be for children and young people)	Actions (What we will do to achieve this improvement)	Success Indicator (How we will measure a	Responsibility (Who is the lead person?)	Timescale (When will we complete this	Evaluation
All communications are accessible for children and young people with ASN/ disability	3) Complete an audit of printed and electronic information (leaflets, template letters, website) that is available to all children and young people across ECS to inform improvement actions to improve accessibility	User feedback	Communication Teams	June 2025	
Children and young people with ASN/disability and their parents inform development of inclusion policy and relevant actions.	4) Establish a Perth and Kinross Children and Young People Inclusion Ambassadors network and enable them to support engagement of other children and young people with ASN in policy and service developments.	Children and young people feel that have opportunities to influence strategy and practice	Inclusion Service	June 2023	
	5) Establish a Parents Forum for parents of children and young people with ASN	Parents feel they have opportunities to influence strategy and practice	Inclusion Service	March 2023	

Resources and reference material

Bullet Point list of hyperlinks to Resources and Reference materials.

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

- [Planning improvements for disabled pupils' access to education: Guidance for education authorities, independent and grant-aided schools. 2014](#)
- [Schools \(Health Promotion and Nutrition\) \(Scotland\) Act 2007](#)
- [Scottish Traveller Education Programme \(STEP\)](#)
- [Scottish Qualifications Authority – Supportive practices for Literacy](#)
- [Scottish Qualifications Authority – Assessment Arrangements](#)
- [Special Educational Needs and Disability Act 2001](#)
- [Standards in Scotland's Schools Act 2000](#)
- [The Education \(Scotland\) Act 2016](#)
- [7 Golden rules for participation of children and young people \(CYPCS\)](#)

Further Reading

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

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

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

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