

**EDUCATION LEARNING AND LEISURE
SERVICE**

DISABILITY EQUALITY SCHEME

2006-2009

FEBRUARY 2007

SUMMARY OF SCHEME

The Education Learning and Leisure Service Disability Equality Scheme sets out how the Service will promote disability equality.

The Disability Equality Scheme contains a number of elements, each of which are summarised below. The details of each element can be found in the appropriate section of the scheme.

1. Introduction

The purpose of the scheme and its links to other plans and guidance.

2. Background

A brief description of the Education Learning and Leisure Service.

3. The legal framework for the Disability Equality Scheme

The legal requirements under the Disability Discrimination Act (2005) – the general duty and specific duty.

4. Involvement of disabled people in the preparation of the Disability Equality Scheme

How disabled people are involved in the preparation of the scheme and the resulting priorities that have been identified.

5. Progress to date within the Education Learning and Leisure Service

What has been achieved so far in meeting the requirements of the Disability Equality Scheme.

6. Impact assessment

Assessing the likely impact of existing and proposed policies on the Disability Equality Scheme.

7. Information gathering and using this information

The information that will be gathered to monitor how well the Disability Equality Scheme is being implemented.

8. Training and professional development

Training and professional development for all staff on disability equality issues.

9. Annual reporting and publicity

Arrangements for reporting annually on progress towards meeting the outcomes identified in the Action Plans.

10. Revising the Disability Equality Scheme

How the Disability Equality Scheme will be revised.

11. Disability Equality Action Plans

These are the steps that the Education Learning and Leisure Service will take to implement the Disability Equality Scheme and meet the general duty.

1. Introduction

This document describes the Education Learning and Leisure Service Disability Equality Scheme. It is part of Aberdeenshire Council's corporate Disability Equality Scheme. The scheme builds on and links to other Education Learning and Leisure Service plans and guidance, for example:

- The Education Service Accessibility Strategy on improving access to education for pupils with disabilities. There are three strands to this: improved access to the physical environment of the school, including school trips; improved access to the curriculum; improved communication of information.
- Supporting learning in Aberdeenshire: Pathways to Policy. This describes the range of policies which support children and young people's learning.

The Disability Equality Scheme is one element of the Education Learning and Leisure Service commitment to equality, fairness and inclusive ways of working where diversity is celebrated and the differences between people are valued.

2. Background

The Education Learning and Leisure Service delivers education to around 38 800 pupils in 85 nurseries (and 110 private and voluntary provider pre-school entries), 152 primary school, 17 secondary schools, and four special schools; 44 schools have further provision for pupils with additional needs in mainstream schools.

Included in the 38,300 pupils are 1011 pupils who have been assessed disabled and 165 pupils who have been declared disabled by their parents/carers, but not assessed. Out of the assessed disabled, physical adaptations have been made for 166 pupils, curricular adaptations for 912 pupils and communication adaptations for 272 pupils. These figures are correct as at January 2007.

Lifelong Learning and Leisure includes Aberdeenshire Library and Information Service (ALIS), Arts Development, Sports Development, Community Recreation, Heritage (museums and visitor attractions) and Community Learning and Development.

LL&R is delivered through 35 community centres, 42 libraries (including six mobile ones), 14 swimming pools, 10 leisure centres, two ski centres, three visitor attractions, 17 museums, and a number of town halls and pavilions throughout Aberdeenshire.

In addition, youth, arts and community recreation initiatives are encouraged through the work of locally-based development officers, who work with community groups.

3. The legal framework for the Disability Equality Scheme

The Disability Discrimination Act 1995 made it unlawful for any public authority to discriminate on grounds of disability when carrying out its functions.

3.1 The general duty

The general duty came into force on 4 December 2006 and requires every public authority to:

- Promote equality of opportunity between disabled persons and other persons.
- Eliminate discrimination that is unlawful under the Act.
- Eliminate harassment of disabled persons that is related to their disabilities.
- Promote positive attitudes towards disabled persons.
- Encourage the participation of disabled persons in public life.
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled person more favourably than other persons.

3.2 The specific duties

The specific duties are the steps and arrangements that are put in place to help Council services meet the general duty. The specific duties are:

- Publish a Disability Equality Scheme (i.e. this document). The Scheme explains how the Education Learning and Leisure Service will meet the general and specific duties. Schools are not expected to prepare their own schemes, but to keep a copy of the Authority's scheme.
- Involve disabled people in producing this scheme. The Education Learning and Leisure Service must involve in the preparation of this scheme those disabled persons who have an interest in the way it carries out its functions. This has been partly achieved (see section 4) and more involvement is planned (see section 11, Action Plans).
- Demonstrate that they (Council Services) have taken action and achieved outcomes. The Disability Equality Scheme must contain action plans (see section 11) showing how the Education Learning and Leisure Service will make progress towards the general duty for 2006-2009, and thereafter every three years.
- Report on progress. This must be carried out annually and include:
 - Outcomes achieved
 - Results of impact assessments, monitoring and other information that has been gathered
 - Actions arising from the information gathered and consequent improvements in place for disabled people
- Review and revise the Scheme by 4 December 2009 and then every three years

4. Involvement of disabled people in the preparation of the Disability Equality Scheme

The preparation of the Aberdeenshire Council Disability Equality Scheme (the corporate scheme and not the Education Learning and Leisure Service scheme) has been led by a Development Group which is a partnership of representatives of the Council, disabled people and disability-related organisations. To ensure that the views of sufficient disabled people were taken into account when preparing the corporate scheme, three "involvement events" were held across Aberdeenshire. There were 48 attendees and included disabled adults, representatives of disability

organisations, disabled children and young people and their parents. Views were also specifically invited on the education service as part of the involvement of disabled people in the preparation of the Education Learning and Leisure Service Disability Equality Scheme.

Six main priorities were highlighted for inclusion in the Disability Equality Scheme:

(Note. DP – Disabled People's Priorities)

DP 1. Training, awareness and attitude change. Disability awareness training for staff at a level appropriate to their role and degree of contact with disabled people

DP 2. Communication. The way information is provided to disabled people

DP 3. Access to buildings and services

DP 4. Education. The role of schools in fostering positive attitudes to disability and the role of disabled people working with schools

DP 5. Involvement of disabled people in decision making. The role of disabled people in contributing to and monitoring of policy and practice

DP 6. Awareness of the legislation. Ensure all employers and the public are aware of disability legislation

In addition, views on the education service focused on the classroom experience, school trips, school clubs and activities, moving about the school, links with school staff and disability awareness training.

5. Progress to date within the Education Learning and Leisure Service

5.1 An Accessibility Strategy for 2003-2005 was put in place to improve access to education for pupils with disabilities. The Strategy has achieved the following (DP 1-6):

Access to the Physical Environment

- All primary, secondary and special schools have been audited for disability access.
- All projects for new school builds have been reviewed to ensure access for pupils with disabilities.
- Planned refurbishments of schools have taken into account access for pupils with disabilities.
- Transport policy has been reviewed and training has been put in place for escorts accompanying pupils with disabilities. Advice is being prepared on planning school trips.

- Draft advice has been prepared for school staff on improved physical access for pupils with mobility difficulties, hearing impairment, visual impairment and pupils with autism.

Access to the Curriculum

- A sample of primary and secondary schools and all special schools have been audited to identify strengths and barriers to curricular access and to identify examples of good practice. Recommendations for improvement have also been identified.
- School staff are more aware of the inclusion agenda through legislation, training and the authority “Guidelines and Information to Support Inclusion”.
- A range of training opportunities are available for all school staff to support pupils with particular needs. Such opportunities are listed in the authority’s CPD (Continuing Professional Development) catalogue.
- Consultation has taken place with a sample of stakeholders, in particular, pupils and parents on curricular accessibility.
- Aberdeenshire Curriculum Guidelines 3 – 18 have taken account of issues relating to inclusion and accessibility.
- Draft advice has been prepared for school staff on improved curricular access for pupils with visual and/or hearing impairment, autism, specific learning difficulties, motor learning difficulties, and ADHD.

Improved Communication

- Draft advice for schools has been prepared on accessing interpreting and translating service, on accessing information in different formats e.g. enlarged print, Braille.
- School admission procedures have been revised to take account of requirements for information in different languages and different formats, access for parents to school buildings and dietary requirements of pupils with disabilities.

- 5.2 Educational psychologists work in partnership with school staff and other agencies to help children and young people reach their full potential. The educational psychologist supports this by offering schools a number of services including training, research, project work, intervention work, assessment and consultation (DP1,3).
- 5.3 Aberdeenshire Special Technology Service (ASPECTS) helps pupils, parents and school staff through the provision of technology to support learning (DP 1,3).
- 5.4 The Sensory Support Service provides specialist support for children and young people with varying degrees of hearing and sight loss (DP 1,2,3).
- 5.5 In addition, support for children and young people is available through Careers Scotland, Child and Family Mental Health Service, the “school doctor” service, Community Learning and Development, Occupational Therapy, Physiotherapy, Social Work, and Speech and Language Therapy (DP 3).

- 5.6 Guidelines are in place to support children and young people with autism, dyslexia and motor learning difficulties (DP 3).
- 5.7 “Supporting Learning in Aberdeenshire: Pathways to Policy” issued in January 2007 describes the range of policies which support the learning of all children and young people (DP 1,3,4).
- 5.8 The Sports and Active Lifestyles Team provide a number of services for people with disabilities. Examples of this are:
- Information – available in a variety of formats
 - stands and various events (DP 1)
 - Disabled specific activities including archery, boccia, swimming, football, children’s fun day, multi-sport groups (DP 3)
 - Equipment such as ice chairs, bowls chairs, wheelchair tennis chairs, triathlon bikes (DP 3)
 - Outdoor adventure opportunities (DP 3)
 - Competitive sporting pathways through Aberdeenshire Disability Sport, Scottish Disability Sport and the Special Olympics (DP 3)
 - Sports Directory (DP 3)
 - Buddy systems (DP 3)
 - Active Schools Inclusion Officer (DP 3)
 - Staff training (DP 1,3)
- 5.9 The Arts Development Team have taken steps to ensure the service they provide is accessible to disabled users:
- Training, awareness and attitude. An information service is provided for the arts sector and promotes best practice (DP 1)
 - Communication. Information can be provided in a variety of formats and independent websites have been designed in line with best practice guidelines (DP 2)
 - Access. There is limited access to buildings, but measures are in place to ensure services are accessible (DP 3)
 - Awareness of the law. All partner organisations are expected to comply with disability legislation (DP 6)
 - Currently, the team is working in partnership to develop a project promoting the use of arts for the improvement of wellbeing for individuals with mental health issues
 - An audit of cultural activity is taking place in all schools and will identify additional needs of disabled pupils

5.10 The Aberdeenshire Library and Information Service (ALIS) provides a number of services for people with disabilities. Examples include:

- Information
 - talking books, large print DVDs with text
 - ICT peripherals such large letter keyboards, large mouses/mice
 - age specific materials
 - differentiated materials to support literacy skills
 - working with people with disabilities
 - web-based information for those unable to leave their houses
 - partnership with care workers (DP 2,3)
- Access to facilities
 - all libraries will be physically accessible by July 2007
 - the newer libraries have sound loops
 - all mobile libraries have lifts (DP 3)
- Training
 - awareness raising on hearing impairment
 - identifying and referring people with literacy needs

5.11 Aberdeenshire Heritage are taking forward a number of area of work:

- Training/awareness raising – the training needs of staff are being identified (DP 1)
- Communication – customer care training covering all visitors is provided to staff (DP 2)
- Access to buildings and services – audits have been carried out identifying areas for improvement (DP 3)
- Awareness of legislation – all frontline staff are given briefing on legislation

5.12 Community Learning and Development (CL&D) have progressed a number of areas:

- **Training/awareness/attitude change.** All staff are aware of the Council equality policy via Arcadia; staff have been involved in self-evaluation processes to identify issues surrounding inclusion, equality and fairness. Staff and volunteers have accessed DDA training via the ALP training programme. The new staff handbook provides improved guidance on DDA (DP 1) prepared in partnership with LEAD Scotland.
- **Communication.** Disabled groups are included in all mailings of promotional material (DP 2).
- **Access to buildings and services.** CL&D premises have been audited to identify accessibility issues (DP 3).
- **Education.** All learning opportunities are available to all residents of Aberdeenshire, irrespective of their disability. Barriers to learning are identified, recorded and addressed where possible. Technology has been used to address issues in literacy and numeracy. Support is provided to families and children with a disability and, where necessary, learning programmes can take

place in the home. Youth workers work with young people with a learning disability (DP 4).

- **Involvement of disabled people in decision making.** Community development groups are open to all who meet the membership criteria. For people with a disability, support is provided so that they can be fully involved (DP 5).

6. Impact assessment

The purpose of impact assessment is to assess the impact of existing and proposed policies on the promotion of disability equality.

All policies will be impact assessed to ensure that they have no negative impact on the promotion of disability equality. Policies will be prioritised and a rolling programme of impact assessment will be implemented.

All establishments will be required to assess the impact of their policies and proposed policies on the promotion of disability equality.

Appropriate training will be provided for staff

7. Information gathering and using this information

The purpose of information gathering is to collect and analyse data to identify progress that the Education Learning and Leisure Service is making in order to meet the general and specific duties.

Information will be gathered through:

- The Council's "Customer Satisfaction Survey"
- The Council's "Have Your Say" comment and complaint system which will be promoted to disabled people
- Ongoing contact with disability organisations and with disabled children and young people and their parents/carers
- Monitoring the implementation of the education service accessibility strategy (to improve access to education for children and young people with disabilities with respect to physical access, the curriculum and communication of information)
- The ScotXed data collection system
- The Education service database of children and young people with disabilities in Aberdeenshire schools

This information will be used to put in place improvements in service.

The Education Learning and Leisure Service has a duty to collect information relating to recruitment, development and retention of disabled employees. In particular,

- Recruitment and selection and promotion
- Training and professional development
- Grievance and discipline

- Bullying, harassment or victimisation
- Staff ceasing employment

Aberdeenshire Council Personnel Services will gather data on all of the above aspects apart from training and professional development.

Where issues arise, the appropriate officer or manager in the service will be advised and an action plan will be drawn up to address the issue.

In the case of training and professional development, information will be gathered by the service to monitor the take up of training by disabled staff. Where issues arise these will be addressed by the service.

Schools are also required to gather information on the effects of its policies and practice and educational opportunities available to disabled pupils. Information is also required on the achievements of disabled pupils

8. Training and professional development

The Education Learning and Leisure service is committed to providing training and professional development for all staff on disability equality issues. A training strategy will be developed to support this, and will build on and extend existing practice.

In addition, all staff are responsible for developing their own knowledge and understanding of disability equality issues.

9. Annual reporting and publicity

The Education Learning and Leisure Service will regularly monitor the implementation of its action plans. Annual reports on progress will be prepared for the Education Learning and Leisure Committee and the Policy and Resources Committee.

In addition, annual reports will be published on the Council's website.

Schools are also required to produce an annual report on:

1. The impact of their policies and schemes on the promotion of disability equality
2. Information on the effects of its policies and practices and on the educational opportunities available to disabled pupils and on the achievements of disabled pupils

10. Revising the Disability Equality Scheme

The current disability scheme covers the period 2006-2009 and thereafter will be reviewed every three years, taking account of any information that has been gathered, the effects of impact assessments, the involvement of disabled people and advice from the Scottish Executive.

It is expected that reports by schools would be contained within the schools' annual Standards and Quality report

The scheme is a "living document" and will be amended in response to the views of all interested parties

11. Disability equality action plans

This section contains the detailed information about the way in which the Education Learning and Leisure Service will meet the general and specific duties.

Included in this section are the action plans for the education service accessibility strategy 2005-2008 (improved access to education with respect to the curriculum, physical access and communication) and additional actions to fully meet the priorities identified by disabled people that should be included in the Disability Equality Strategy.

Under the action column there are various abbreviations which are as follows:

- **DP – Disabled people's priorities** (see section 4 for more detail)
 1. Training/awareness/attitude change
 2. Communication
 3. Access to buildings and services
 4. Education
 5. Involvement of disabled people in decision making
 6. Awareness of the law (staff and public)

- **GD – General duty**
 1. Promote equality of opportunity between disabled and other persons
 2. Eliminate discrimination that is unlawful under the Act
 3. Eliminate harassment of disabled people that is related to their disability
 4. Promote positive attitudes towards disabled persons
 5. Encourage the participation of disabled people in public life
 6. Take steps to take account of disabled persons' disabilities, even where that involves treating them more favourably

- **SP – Aberdeenshire Council strategic plan and service plan themes**
 1. Community well being
 2. Jobs and the economy
 3. Learning
 4. A sustainable environment
 5. Quality services

EDUCATION

STRATEGY FOR IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

2005 – 2008

ACTION	BY WHEN	BY WHOM	OUTCOME
1. Implement the disability access audit recommendations taking account of new school builds, planned major refurbishments, and asset management audits. DP 3 GD 1,2,4,6 SP 3,4,5	Ongoing once funding is identified	Accessibility Development Officer, SERO (Inclusion) Education Network Managers	Schools identified for improvement taking into account number of pupils already attending Aberdeenshire schools, prospective pupils and recommendations arising out of audit.
2. Continue to provide training for passenger assistants (escorts) and other staff accompanying pupils on school trips. DP 3 GD 1,2,4,6 SP3, 4,5	Ongoing	Accessibility Development Officer, Admin support	Increased number of escorts who have undertaken training.
3. Provide advice to school staff on planning trips which will take account of pupils with additional support needs. DP 3 GD 1,2,4,6 SP 3,4,5	August 2006	Accessibility Development Officer, Health & Safety on Educational Excursion Working Group	Reported good practice in line with guidance prepared for schools on planning trips.
4. Provide guidance to school staff on improving physical access to schools for pupils with additional support needs. DP 3 GD 1,2,4,6 SP 3,4,5	December 2005	Accessibility Development Officer	Guidance prepared and available in schools.

ACTION	BY WHEN	BY WHOM	OUTCOME
5. Establish database of mobility equipment (e.g. specialist chairs, standers) in schools. This should include equipment in use and spare equipment. DP 3 GD 1,2,4,6 SP 4,5	Ongoing once funding is identified	Accessibility Development Officer, Grampian wide Equipment & Adaptation Service	Database of mobility equipment established which is accessible by schools.
6. Establish and maintain a database of pupils with physical access needs. DP 3 GD 1,2,4,6 SP 4,5	March 2006	Accessibility Development Officer, ICT Support Officer	Information available on pupils with mobility needs.
7. Continue to promote inclusive practice through the delivery of equalities/accessibility training. DP 1, 6 GD 1,2,4,6 SP 3,4,5	Ongoing	Accessibility Development Officer, Carolynne Fishburn, Access Officer Donnie MacLeod, Aberdeen University SERO (Inclusion)	Increased number of staff undertaken equalities/accessibility training.
8. Continue to provide training in the lifting and handling of pupils DP 3 GD 1,2,4,6 SP 4,5	Ongoing	Education Officer (SFL), Council Training Unit	Increased number of staff who have undertaken training.
9. Development of planning process. DP 1-6 GD 1,2,4,6 SP 3,4,5	Ongoing	Education Network Managers & relevant agencies	Integrated Assessment Framework, Managing Accessibility Plans, Coordinated Support Plans, Individual Education Plans.

EDUCATION

STRATEGY FOR IMPROVING ACCESS TO THE CURRICULUM

2005 – 2008

ACTION	BY WHEN	BY WHOM	OUTCOME
<p>1. Develop and implement a strategy for addressing the recommendations arising out of the curriculum audit.</p> <p>GD 1,2,4,6 SP 3,4,5</p>	Ongoing and by 2010	Accessibility Development Officer SERO (Inclusion)	Improved access to the curriculum for pupils with disabilities.
<p>2. Issue advice to schools on curriculum accessibility for pupils with visual and/or hearing impairment, autism, specific learning difficulties and autism.</p> <p>GD 1,2,4,6 SP 3,4,5</p>	December 2005	Accessibility Development Officer EO (SFL)	Advice available and used by school staff.
<p>3. Continue to offer CPD opportunities for school staff working with pupils with disabilities.</p> <p>GD 1,2,4,6 SP 3,4,5</p>	Ongoing	Accessibility Development Officer ASfL Operational Group	Increased number and range of staff undertaking professional development.
<p>4. Develop advice on special assessment arrangements for SQA examinations to ensure consistency across Aberdeenshire.</p> <p>GD 1,2,4,6 SP 3,4,5</p>	March 2006	Accessibility Development Officer SERO (Inclusion)	Advice available to and used by school staff to ensure pupils with disabilities are not disadvantaged.

ACTION	BY WHEN	BY WHOM	OUTCOME
5. Catalogue the range of Access course materials available to secondary schools. GD 1,2,4,6 SP 3,4,5	March 2006	Accessibility Development Officer	List of Access course materials available in all secondary and special schools.
6. Continue to promote inclusive practice through the delivery of equalities training. GD 1,2,4,6 SP 3,4,5	Ongoing	Accessibility Development Officer SERO (Inclusion)	Increased numbers of staff undertaking equalities training.
7. Develop and implement a strategy for the deployment of SFL teachers and support staff. GD 1,2,4,6 SP 3,4,5	June 2006	EO (SFL)	SFL teachers and support staff are deployed across Aberdeenshire schools ensuring equity of provision.
8. Ensure authority ICT strategies and plans reflect the needs of pupils with disabilities. DP 1-6 GD 1,2,4,6 SP 3,4,5	June 2008	Curriculum Implementation Group	All ICT provision includes the needs of pupils with disabilities.

EDUCATION

IMPROVING COMMUNICATION

2005 - 2008

ACTION	BY WHEN	BY WHOM	OUTCOME
1. Issue advice to schools on accessing information in different languages and different formats. DP 1 GD 1,2,4,6 SP 3,4,5	December 2005	Accessibility Development Officer	Schools use advice to ensure parents and pupils receive information in the appropriate language and format.
2. Ensure information on accessibility issues is available on the Aberdeenshire internet and intranet websites. DP 1 GD 1,2,4,6 SP 4,5	Ongoing	Accessibility Development Officer	Information on accessibility is available to teachers and parents on appropriate websites.
3. Review and revise “Notes for Parents” to ensure they provide information on support available for parents and pupils. DP 1 GD 1,2,4,6 SP 4,5	March 2006	Accessibility Development Officer	“Notes for Parents” available in different languages and formats.
4. Prepare advice on ways of seeking views from pupils and their parents. DP 5 GD 1,2,4,5,6 SP 1,3,4,5	March 2006	Accessibility Development Officer	Guidelines issued to schools and officers on consulting with pupils and parents.

ACTION	BY WHEN	BY WHOM	OUTCOME
5. Ensure authority working groups take account of the views of pupils and parents where appropriate. DP 5 GD 1,2,4,5,6 SP 1,3,4,5	March 2006	Accessibility Development Officer	Guidelines and advice issued to chairs of working group.

EDUCATION

DISABILITY EQUALITY SCHEME ACTION PLAN

ACTION	BY WHEN	BY WHOM	OUTCOME
1. Deliver impact assessment training DP 1,6 GD 1-6 SP 1,2,5	October 2007	Corporate Training	Lead Officers trained in impact assessment
2. Take account of views of disabled children, young people and their parents/carers in the delivery of education as a result of the involvement days DP 1-6 GD 1,2,3,4,6 SP 3,4,5	June 2007	SERO Inclusion	Disability Equality Scheme better reflects the views of disabled children and young people and their parents/carers
3. Continue to involve disabled children and young people in the development of the Disability Equality Scheme through further involvement days DP 1-6 GD 1,2,3,4,6 SP 3,4,5	Ongoing	SERO Inclusion	Education service better meets the needs of disabled children and young people

**LIFELONG LEARNING AND LEISURE – SPORT AND COMMUNITY RECREATION
DISABILITY EQUALITY SCHEME ACTION PLAN**

ACTION	BY WHEN	BY WHOM	OUTCOME
<p>To achieve Foundation level in The Equity Standard A Framework for Sport</p> <p>DP 1,6 GD 1,2,3,4 SP 1,3,4,5</p>	<p>April 2008</p>	<p>Sports and Active Lifestyles team (SALT)</p>	<ul style="list-style-type: none"> ◦ Our organisation is committed to equality ◦ The equity policy is communicated with, and understood by, staff and volunteers ◦ Sport and Community Recreation is aware of its current position in terms of equality
<p>To continue to develop and train staff to deliver quality programmes to all ability levels</p> <p>DP 1,3,6 GD 1,2,3,4,6 SP 1,3,4,5</p>	<p>On going</p>	<p>Disability Sport</p>	<p>Training opportunities identified and implementation of appropriate courses</p>
<p>To achieve Preliminary level in The Equity Standard A Framework for Sport</p> <p>DP 1,2,3,4,6 GD 1,2,3,4,6 SP 1,3,4,5</p>	<p>April 2009</p>	<p>Sports and Active Lifestyles team (SALT)</p>	<ul style="list-style-type: none"> ◦ The issues and barriers faced by under-represented groups are understood ◦ The action plan for equity is robust which all staff, volunteers and key stakeholders understand
<p>Deliver impact assessment training</p> <p>DP 1,6 GD 1-6</p>	<p>October 2007</p>	<p>Corporate Training</p>	<p>Lead Officers trained in impact assessment</p>

SP 1,2,5			
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LIFELONG LEARNING AND LEISURE – ARTS AND CULTURE

DISABILITY EQUALITY SCHEME ACTION PLAN

ACTION	BY WHEN	BY WHOM	OUTCOME
<p>Training/awareness raising Staff informed and trained as appropriate to their roles DP 1 GD 1,2,3,4 SP 1,3,4,5</p>	December 2007	Senior Arts Officers	Staff have appropriate level of knowledge and awareness.
<p>Deliver impact assessment training DP 1,6 GD 1-6 SP 1,2,5</p>	October 2007	Corporate Training	Lead Officers trained in impact assessment
<p>Communication Continue to follow best practice DP 2 GD 1,2,3,4,6 SP 1,3,4,5</p>	Ongoing	Senior Arts Officers	Best practice achieved as is reasonable. (Web presence & printed material)
<p>Access Continue to review and put in place measures to ensure access to services DP 3 GD 1,2,4,6 SP 1,4,5</p>	Ongoing	Senior Arts Officer	DDA compliant

<p>Involvement of Disabled People: The Cultural Pathfinder project will engage with representatives of the community including the disabled community</p> <p>DP 5 GD 1-6 SP 1,3,4,5</p>	<p>2009</p>	<p>Senior Arts Officer</p>	<p>Community representation for planning of cultural developments (specifically the delivery of Draft Cultural Bill)</p>
<p>Awareness of Law</p> <p>Continued promotion of awareness and adherence to DDA</p> <p>DP 6 GD 1,2,3,4,6 SP 1,3,4,5</p>	<p>2009</p>	<p>Senior Arts Officer</p>	<p>Independent cultural sector aware of DDA and their responsibilities and liabilities</p>

LIFELONG LEARNING AND LEISURE – ABERDEENSHIRE HERITAGE

DISABILITY EQUALITY SCHEME ACTION PLAN

ACTION	BY WHEN	BY WHOM	OUTCOME
<p>Awareness/attitude change Awareness raising for staff DP 1 GD 1,2,3,4 Sp 1,3,4,5</p>	December 2007	Heritage SMT	<p>Staff awareness is enhanced Staff are informed and trained in delivering the requirements of the Disability Equality Scheme</p>
<p>Communication To benefit all visitors we offer current training in first aid, customer care, fire safety</p>	Ongoing	Heritage SMT SMT/Access staff/Media staff	<p>Informed disabled users Informed staff, particularly front-line</p>
<p>Access to buildings and services Identify work to be carried out as a result of preliminary audits DP 3 GD 1,2,4,6 SP 1,4,5</p>	Ongoing	Heritage staff	<p>DDA compliant buildings Museums are accessible for all visitors More loan kits/displays and handling items</p>
<p>Educational Resource Centre improved access to ICT DP 3 GD 1,2,4,6 SP 1,4,5</p>	Ongoing	Education and Access staff Museums store staff	<p>Computer hardware available to disabled users Customised access to website options / Arcadia / AdLib database to meet the needs of disabled users</p>
<p>Involvement of disabled people in decision making DP 5 GD 1-6</p>	Ongoing	Heritage SMT Aberdeenshire Disability Action Ltd liaison	<p>LL&R Focus Group Inclusion of disability issues in customer consultation</p>

SP 1,3,4,5			
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Awareness of law (employees & public) DP 6 GD 1,2,3,4,6 SP 1,3,4,5	Ongoing	Heritage SMT	Informed and aware society and staff
Deliver impact assessment training DP 1,6 GD 1-6 SP 1,2,5	October 2007	Corporate Training	Lead Officers trained in impact assessment

LIFELONG LEARNING AND LEISURE – ALIS

DISABILITY EQUALITY SCHEME ACTION PLAN

ACTION	BY WHEN	BY WHOM	OUTCOME
<p>Training/awareness/attitude change</p> <p>i) Training of staff in information searches use of the web and databases</p> <p>ii) Customer care training with specific awareness of disabled users needs and identification of these</p> <p>DP 1 GD 1,2,3,4,6 SP 1,3,4,5</p>	Ongoing	<p>ALIS SMT Staff Development Librarian Team leaders, Network Librarians</p>	<p>All staff trained to a high level in information literacy skills</p> <p>Increased use of information resources by staff and users</p> <p>Staff informed and trained in delivering the requirements of the Disability Equality Scheme</p>
<p>Communication</p> <p>Staff:</p> <p>i) Use of databases with specific information for disabled users</p> <p>ii) Developing weblinks an ALIS facility for identifying and grouping data according to specific needs</p> <p>iii) Developing ALIS website information</p> <p>DP 2 GD 1,2,3,4,6 SP 1,3,4,5</p>	Ongoing	<p>ALIS SMT Information Services Librarian</p>	<p>Improved information for disabled users</p> <p>Enhanced customised website and Arcadia information</p> <p>Network of information providers identified and operating</p>

<p>Access to buildings and services</p> <p>All libraries to be DDA compliant Review mobile service provision Development of web based services Outreach through Kaizen review of mobile service</p> <p>DP 3 GD 1,2,4,6 SP 1,3,4,5</p>	<p>July 2007 Ongoing Summer 2007</p>	<p>ALIS SMT Network Librarians Mobile services Librarian ALIS SMT</p>	<p>DDA compliant at all libraries Access to all ALIS services</p> <p>Redesigned mobiles services focused on those with greatest customer needs Web-based services are accessible to disabled users Improved services to housebound customers. New customers identified. Improved knowledge of service</p>
<p>Education</p> <p>ALIS provides curriculum support for all schools Information literacy skills to be further developed through newly developed training resources and programmes in all academies and primaries. Tutor programme to be enhanced through Big Lottery fund bid</p> <p>DP 4 GD 1,2,4,6 SP 1,3,4,5</p>	<p>Ongoing March 2007- Big Lottery application decision.</p>	<p>System Support Services Librarian Information Literacy Librarian Adult Non Fiction Librarian Information Services Librarian Young People's S.L. Network Librarians</p>	<p>Comprehensive range of media resources relating to disability Website/Arcadia components on disability in society Information literacy skills for pupils integrated in curriculum delivery Outreach and delivery of tutor led learning to disabled/housebound</p>
<p>Involvement of disabled people in decision making</p> <p>Develop membership of LL&R Disability Equality Scheme Focus Group Develop greater awareness in consulting of disabled users in growing services</p>	<p>Ongoing</p>	<p>ALIS SMT Client Services Librarians LL&R staff Disabled citizens.</p>	<p>LL & R Focus Group established Inclusion of disability issues in customer consultation</p>

DP 5 GD 1,2,3,5,6 SP 1,3,4,5			
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<p>Awareness of the law (employees and public)</p> <p>Enhanced awareness in Council services and staff of ALIS information resources databases and staff skills in the delivery of their services</p> <p>Increased usage of ALIS web site and resources by the public</p> <p>DP 6 GD 1,2,3,4,6 SP 1,3,4,5</p>	<p>Ongoing</p>	<p>ALIS SMT</p> <p>Information Services Librarian</p> <p>Network Librarians</p>	<p>Informed and aware society</p> <p>Increased awareness and uptake of ALIS information resources and services by Aberdeenshire staff and services.</p>
<p>Deliver impact assessment training</p> <p>DP 1,6 GD 1-6 SP 1,2,5</p>	<p>October 2007</p>	<p>Corporate Training</p>	<p>Lead Officers trained in impact assessment</p>

LIFELONG LEARNING AND LEISURE – COMMUNITY LEARNING AND DEVELOPMENT

DISABILITY EQUALITY SCHEME ACTION PLAN

ACTION	BY WHEN	BY WHOM	OUTCOME
<p>Training/awareness attitude change</p> <p>Staff teams to self-evaluate to HGIOCLD2 as part of development planning</p> <p>Staff and volunteers to undergo training via ALP training programme</p> <p>New handbook launched</p> <p>DP1 GD 1, 2, 4, 6 SP 1, 3, 4, 5</p>	<p>Ongoing by 2009</p> <p>Ongoing by 2008</p> <p>December 2007</p>	<p>Staff team</p> <p>CL&D management</p> <p>CL&D management</p>	<p>Issues are identified re including equality and fairness</p> <p>All new staff and volunteers are aware of the requirements of the DDA</p> <p>Improved guidance for staff</p>
<p>Communication</p> <p>All staff to be made aware of methods to improve publicity that is inclusive of all people</p> <p>DP 2 GD 1, 2, 4,6 SP 1, 3, 4, 5</p>	<p>2008</p>	<p>CL&D management</p>	<p>Increased awareness of staff of the methods of improving publicity to be inclusive of all people, including those with disabilities</p>

<p>Access to buildings and services</p> <p>Timetable for improvement to CL&D premises to be put in place</p> <p>DP 3 GD 1, 2, 4, 6 SP 1, 3, 4, 5</p>	<p>June 2007</p>	<p>Property Service</p>	<p>Timetable for improvements in place</p>
<p>Education</p> <p>Electronic recording system to be improved that shows the extent to which assistance is required for disabled people</p> <p>Training for staff to ensure that they are aware of the range of support resources available</p> <p>Continual engagement by Community Learning Workers (CLW) Sure Start staff with families where disability is an issue</p> <p>DP 4 GD 1, 2, 4, 6 SP 1, 3, 4, 5</p>	<p>2008/2009</p> <p>Ongoing</p> <p>Ongoing</p>	<p>CL&D management</p> <p>CL&D management</p> <p>CLW Sure Start staff</p>	<p>Support needs for all disabled users identified</p> <p>All staff are aware of the range of support resources available</p> <p>Improved services to families where there are disability issues</p>

<p>Involvement of disabled people in decision making</p> <p>Disabled people are made aware of ways of community involvement through improved information</p> <p>DP 5 GD 1, 2, 4, 5, 6 SP 1, 3, 4, 5</p>	<p>2008</p>	<p>CL&D management</p>	<p>Increased participation in communities by disabled people</p>
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