

## Information Access

In order to improve communication with pupils with disabilities, a number of factors should be considered.

- Can classwork and/or homework be given in alternative forms which are more suited to the pupil's needs?
- Can pupils' work be marked or commented on by staff in a more appropriate way which takes account of any particular disabilities which they may have?
- How do pupils with a disability communicate effectively with all staff and what staff development is required?
- How do pupils communicate successfully with one another and how can information be shared effectively?
- How are handouts, worksheets, timetables, posters, information on school events etc. presented to pupils who have difficulty in accessing written information?
- Can pupil preferences be taken into account?

The full version of Highland Council's Accessibility Strategy for Education can be accessed at [www.highland.gov.uk](http://www.highland.gov.uk)

**This leaflet can be made available in other formats and languages on request.**

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This leaflet was developed by a Working Group chaired by

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Specialist services work with school staff and parents to support pupils:

- **Psychological Service:**  
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- **Autism Outreach Service:**  
Co-ordinator: Myna Dowds  
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The Highland Council  
Education, Culture and  
Sport Service



## Accessibility Strategy for Schools

Information  
for  
Parents, Carers,  
Families, Children and  
Young People



## Accessibility in Schools

In 2003 it became the responsibility of every Council in Scotland to produce an Accessibility Strategy which sets out the Council's plans to improve access for pupils affected by disability in schools. This strategy covers three main areas:

- Curriculum
- Buildings
- Information

Highland Council aim to ensure that pupils with disability and their families are not discriminated against in any way. As recommended by current legislation, adjustments will be made which are considered to be reasonable, in order that pupils with disabilities are treated no less favourably than others.

If you feel there is a reasonable adjustment which should be made to facilitate access for pupils in any of the above areas, or if there is an issue you wish to discuss further, please get in touch with a local manager – either your school's Head Teacher or equivalent in other services.

## Curriculum Access

All pupils should have access to a full and broad curriculum which meets their needs. Approaches to curriculum access may need to be considered and pupils should be given accommodations which will help them compensate for their disabilities. Factors which may need to be considered to help pupils make the most of their abilities:

- How technology can make a difference, eg controls on computers, switches, tapes, speech technology and television are a few examples of technology uses in the educational context.
- How working with Health and Social Work services can facilitate good practice in educational contexts. Often access to the curriculum cannot be made available unless pupils have appropriate medications and/or specialist equipment is available in the home.
- How study support clubs can help access to mainstream curriculum taking account of social aspects of school life.
- How large print, Braille, hearing loops, readers, touch talkers might help young people with disabilities to gain access to the most appropriate provision.

## Access to Buildings and Activities

All buildings must, in time, be made accessible to all pupils. Adaptations to buildings to make them fully accessible will however take some time, but plans are in place to ensure that this takes place as quickly as possible. Accessibility also applies to activities and other places where children and young people play and work:

- Swimming pools
- School trips
- School sports
- The serving of school meals
- Transport
- Space for storing equipment
- Floor coverings
- Changing areas
- Signage
- Colour contrasting
- Induction loops
- Evacuation procedures
- Quiet rooms
- Therapy rooms