



**Education and Children's Services Equality Outcomes Information**

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**Education and Children’s Services  
Equality Outcomes 2015-17 Progress Report**

<b>Equality Outcome 3</b>		<b>General duty met:</b>	<b>Protected characteristic met:</b>
<p><b>General Duties:</b>                      GD1. Eliminating discrimination, harassment and victimisation.                      GD2. Advancing equality of opportunity between persons who share a protected characteristic and those who do not share it.                      GD3. Fostering good relations between persons who share a protected characteristic and those who do not share it.</p> <p><b>Protected characteristic supported through equality outcome:</b>                      A: Age, D: Disability, GR: Gender reassignment, M: Pregnancy and maternity, R: Race, RB: Religion and belief, S: Sex, SO: Sexual Orientation</p>			
<b>Equality Outcome</b>	An accessible city: 1. People with protected characteristics making better use of cultural and sporting facilities	GD1 GD2 GD3	ALL
<b>Evidence</b>	*Grampian Race Equality Council (GREC) Creating a Fairer and More Equal Aberdeen – 2016 Report		
<b>Outputs</b>	See appendix 25 (Cultural Report).		
<b>Measurement</b>	1. Single sex swimming sessions are now available in Aberdeen swimming pools 2. At the end of the project the feedback was very positive and many of the participants did not want the group to stop so some further sessions were arranged using other forms of art.		

<b>Equality Outcome 8</b>			
<b>General Duties:</b> GD1. Eliminating discrimination, harassment and victimisation. GD2. Advancing equality of opportunity between persons who share a protected characteristic and those who do not share it. GD3. Fostering good relations between persons who share a protected characteristic and those who do not share it.		General duty met:	Protected characteristic met:
<b>Protected characteristic supported through equality outcome:</b> A: Age, D: Disability, GR: Gender reassignment, M: Pregnancy and maternity, R: Race, RB: Religion and belief, S: Sex, SO: Sexual Orientation			
<b>Equality Outcome</b>	A fair and diverse social care service: 1. People with protected characteristics have their social care needs met	GD1 GD2 GD3	ALL
<b>Evidence</b>	<ol style="list-style-type: none"> <li>Care experienced young people (looked after children) do less well compared with their peer groups</li> <li>Children who are disabled have the right type of support at the right time to ensure that they and their families are not disadvantaged in Aberdeen City.</li> <li>Pre-birth children (unborn babies) can be at risk due to issues that parents are dealing with e.g. mental health, substance use and domestic violence.</li> </ol>		
<b>Outputs</b>	<ol style="list-style-type: none"> <li>The implementation of Reclaiming Social Work is intended to keep more children and young people at home and where this is not possible encourage the use of kinship care before considering fostering and adoption placements. The introduction of a champion's board for corporate parenting has helped ensure that care experienced young people have accessed support and have had more opportunities to try new things, education and better future prospects.</li> <li>A change to a mix of a team and Unit model for children who are disabled will ensure that the right support can be accessed at the right time for children with a disability and give them a better start in life.</li> <li>A change to the delivery of the services at Aberdeen Maternity Hospital to Unit working is intended to give children a better start in life.</li> </ol>		
<b>Measurement</b>	Reclaiming Social Work was implemented in February 2016 so it is still too early to provide any outcome data. However, the measures will be reported in the next reporting cycle and will look at a reduction in children placed out with the Local Authority for their care and protection and more children and young people supported at home; better outcomes for pre-birth children referred to the Aberdeen Maternity Hospital children's social work service and children who are disabled evidenced by increased proportion of children showing positive changes on wellbeing measures (SHANARRI).		

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<b>Equality Outcome 12a</b>			
<b>General Duties:</b> GD1. Eliminating discrimination, harassment and victimisation. GD2. Advancing equality of opportunity between persons who share a protected characteristic and those who do not share it. GD3. Fostering good relations between persons who share a protected characteristic and those who do not share it.		General duty met:	Protected characteristic met:
<b>Protected characteristic supported through equality outcome:</b> A: Age, D: Disability, GR: Gender reassignment, M: Pregnancy and maternity, R: Race, RB: Religion and belief, S: Sex, SO: Sexual Orientation			
<b>Equality Outcome</b>	Improved opportunities for lifelong learning	GD1 GD2 GD3	ALL
<b>Evidence</b>	<ul style="list-style-type: none"> <li>• Aberdeen City Council - Community Development Plan 2015-18</li> <li>• *Grampian Race Equality Council (GREC) Creating a Fairer and More Equal Aberdeen – 2016 Report</li> <li>• Adult Learning Week 2016 - Aberdeen City Libraries supported sessions at Aberdeen Royal Infirmary to raise awareness with both members of the public and hospital staff of the learning opportunities available around the city. The sessions were delivered in partnership with the Adult Learning Team, Grampian Regional Equality Council and North East Scotland College and generated several inquiries about learning across the city.</li> </ul>		
<b>Outputs</b>	We will work with young people aged 11-19 and adults to overcome barriers to learning, skills and employment. We offer programmes and activities, some of which are accredited to support. – Community Development Plan		
<b>Measurement</b>	SIMD Data		

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<b>Equality Outcome 12b</b>		General duty met:	Protected characteristic met:
<p><b>General Duties:</b>            GD1. Eliminating discrimination, harassment and victimisation.            GD2. Advancing equality of opportunity between persons who share a protected characteristic and those who do not share it.            GD3. Fostering good relations between persons who share a protected characteristic and those who do not share it.</p> <p><b>Protected characteristic supported through equality outcome:</b>            A: Age, D: Disability, GR: Gender reassignment, M: Pregnancy and maternity, R: Race, RB: Religion and belief, S: Sex, SO: Sexual Orientation</p>			
<b>Equality Outcome</b>	Reduced gap in educational attainment between pupils	GD1 GD2 GD3	ALL
<b>Evidence</b>	Creation of a 'Virtual School' in 2016		
<b>Outputs</b>	<ul style="list-style-type: none"> <li>To make sure that there is a system to rigorously track and monitor the attainment of children who are looked after.</li> <li>To ensure that all children who are looked after have an effective learning plan that ensures access to appropriate and timely support to remove barriers and is in keeping with the Children and Young People's Act.</li> <li>To champion the educational needs of children who are looked after across the authority and those placed out-of-authority.</li> </ul>		
<b>Measurement</b>	Tracking and monitoring include: accurate information on Looked After Children (LAC) held by schools; joint procedures for school transitions; key questions relating to education in LAC reviews and a review of the Children Specialist Service Forum (CSSF) for out of authority placements.		

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<b>Equality Outcome 12c</b>			
<b>General Duties:</b> GD1. Eliminating discrimination, harassment and victimisation. GD2. Advancing equality of opportunity between persons who share a protected characteristic and those who do not share it. GD3. Fostering good relations between persons who share a protected characteristic and those who do not share it.		<b>General duty met:</b>	<b>Protected characteristic met:</b>
<b>Protected characteristic supported through equality outcome:</b> A: Age, D: Disability, GR: Gender reassignment, M: Pregnancy and maternity, R: Race, RB: Religion and belief, S: Sex, SO: Sexual Orientation			
<b>Equality Outcome</b>	Improved awareness, knowledge and understanding of diversity and equality	GD1 GD2 GD3	ALL
<b>Evidence</b>	*Grampian Race Equality Council (GREC) Creating a Fairer and More Equal Aberdeen – 2016 Report Stonewall Scotland Education Equality Index (EEI) 2015 and 2016 results.		
<b>Outputs</b>	1. Increased promotion of diversity and equality through all aspects of planned learning 2. Promoting the importance of diversity and equality to all staff 3. Submission of EEI 2015/16 4. Development of Lesbian, Gay, Bi-sexual and Transgender (LGBT+)/Alliance groups in secondary schools 5. Improve relations between communities in Aberdeen by developing more events and celebrations for all		

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<b>Measurement</b>	<ol style="list-style-type: none"> <li>1. All letting fees for Aberdeen City Council buildings for voluntary language schools have been removed</li> <li>2. Development and increased distribution of newsletters to all staff – Professional learning, Inclusion, Improvement Service and Information for All News Collective</li> <li>3. An increase in our percentage of marks against our EEI: <ul style="list-style-type: none"> <li>• 2015 43%</li> <li>• 2016 60%</li> </ul> </li> <li>4. Development of LGBT+/Alliance groups in secondary schools: <ul style="list-style-type: none"> <li>• 2015 – 1/12 academies</li> <li>• 2016 – 4/12 academies</li> </ul> </li> <li>5. *33% of LGBT+ respondents strongly agreed with the statement ‘There are good relations between communities in Aberdeen, compared to 51% of heterosexual respondents. *71% of respondents in the 18-24 year old age bracket agreed or strongly agreed with the statement ‘Equality and diversity are welcomed and celebrated in Aberdeen.</li> </ol>
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<b>Equality Outcome 12d</b>			
General Duties: GD1. Eliminating discrimination, harassment and victimisation. GD2. Advancing equality of opportunity between persons who share a protected characteristic and those who do not share it. GD3. Fostering good relations between persons who share a protected characteristic and those who do not share it.	General duty met:	Protected characteristic met:	
Protected characteristic supported through equality outcome: A: Age, D: Disability, GR: Gender reassignment, M: Pregnancy and maternity, R: Race, RB: Religion and belief, S: Sex, SO: Sexual Orientation			
<b>Equality Outcome</b>	Gender stereotyping challenged to ensure that the promotion of diversity and equality permeates the curriculum	GD1 GD2 GD3	ALL
<b>Evidence</b>	<ul style="list-style-type: none"> <li>• New Teaching Resource on Gender Equality and the Sustainable Development Goals</li> <li>• Europe Direct Aberdeen in partnership with Montgomery Development Education Centre have published a new teaching resource “Achieving Gender Equality in Scotland, Europe and the Rest of the World”. The combined booklet and website have been designed for use in upper primary to lower secondary school stages. Introducing</li> </ul>		

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	<p>the UN's Sustainable Development Goals with a particular focus on Goal 5 Gender Equality it is filled with lesson and activity ideas. Topics covered include sustainability, gender stereotypes, fairness and equality, gender rights and gender based violence.</p> <ul style="list-style-type: none"> <li>• Aspiration survey 2015/16 developed to capture data from S4/S5 pupils part of which highlighted differences between gender and subject choices.</li> <li>• Girls in Energy course, sponsored by Shell. <a href="http://www.shell.co.uk/sustainability/society/supporting-stem/girls-in-energy.html">http://www.shell.co.uk/sustainability/society/supporting-stem/girls-in-energy.html</a> We're offering 3 of these next year.</li> </ul>
<b>Outputs</b>	Supporting girls through Science
<b>Measurement</b>	An increase in the number of girls accessing 'Girls in Energy' course.

**Education and Children's Services Equality Outcomes 2017-21**

<b>Strategic Outcomes – Links to Local Outcome Improvement Plan (LOIP)</b>			
Children have the best start in life – children in Aberdeen City are healthy, happy and safe, and enjoy the best possible childhood	Children and young people are safe and responsible – children and young people are safe from all forms of harm	Children are respected, included and achieving – children and young people are listened to, respected, valued and involved in the decision-making process	Investment in infrastructure - Aberdeen City is a robust and resilient economy providing a vibrant built environment and attractive place for residents, students, business and tourists. People friendly city - a city where people to choose to invest, live and visit

**Education and Children's Services Equality Outcomes**

<p><b>Equality Outcome 1.</b> Children and young people with a disability and their families are supported and included enabling them to achieve their full potential</p>
<p><b>Equality Outcome 2.</b></p>

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<ul style="list-style-type: none"> <li>• Pre-birth children (unborn babies) at risk due to issues that parents are dealing with such as; mental health, substance use and domestic abuse are identified at an earlier stage</li> <li>• Vulnerable pregnant women are identified and supported at an early stage</li> </ul>
<p><b>Equality Outcome 3.</b> Lesbian, Gay, Bisexual and Transgender (LGBT) children and young people feel safe, respected and included in school</p>
<p><b>Equality Outcome 4.</b> All children and young people in Aberdeen have an understanding of their rights and develop the ethos and culture to improve well-being and develop every child's talents and abilities to their full potential.</p>
<p><b>Equality Outcome 5.</b> External Cultural/Arts organisations who receive investment from Aberdeen City Council actively promote and engage with those with protected characteristics in designing, planning and delivering activity.</p>

<b>Equality Outcome 1</b>		General duty met:	Protected characteristic met:
<p><b>General Duties:</b> GD1. Eliminating discrimination, harassment and victimisation. GD2. Advancing equality of opportunity between persons who share a protected characteristic and those who do not share it. GD3. Fostering good relations between persons who share a protected characteristic and those who do not share it.</p> <p><b>Protected characteristic supported through equality outcome:</b> A: Age, D: Disability, GR: Gender reassignment, M: Pregnancy and maternity, R: Race, RB: Religion and belief, S: Sex, SO: Sexual Orientation</p>			
<b>Equality Outcome</b>	Children and young people with a disability and their families are supported and included enabling them to achieve their full potential.	GD1. GD2. GD3.	D
<b>Improvement</b>	<ul style="list-style-type: none"> <li>a) Increase the number of children and young people with a disability who are supported (Reclaiming Social Work)</li> <li>b) Increase the extent to which pupils with a disability can take advantage of education and associated services.</li> </ul>		
<b>Evidence</b>	<ul style="list-style-type: none"> <li>• Service descriptor aim :<a href="http://www.gov.scot/Resource/0044/00447850.pdf">http://www.gov.scot/Resource/0044/00447850.pdf</a> and <a href="http://www.fsd.org.uk/">http://www.fsd.org.uk/</a></li> </ul>		

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<p><b>Outputs</b></p>	<ul style="list-style-type: none"> <li>• A change to a mix of a team and Unit model for children who are disabled will ensure that the right support can be accessed at the right time for children with a disability. A unit and team for children who are disabled will provide holistic support to the children and young people they work with.</li> <li>• Unmet needs will be recorded for review and planning purposes.</li> <li>• Increasing the extent to which disabled pupils can participate in the curriculum</li> <li>• The physical environment of schools to increase the extent to which pupils with a disability can take advantage of education and associated services.</li> <li>• Communication of information to disabled pupils that is provided in writing for pupils who are not disabled, in appropriate alternative formats and taking account of any preferences expressed by them or their parents.</li> </ul>		
<p><b>Measurement</b></p>	<ul style="list-style-type: none"> <li>• National outcomes as agreed in line with the GIRFEC (SHANARRI indicators to measure outcomes) 21 indicators (Aberdeen 21) behind each of the 8 main outcomes. These are reviewed with service users and any change recorded. A baseline will be established during 2017 as the performance management framework is implemented.</li> <li>• The number of pupils identified as ASN being supported in mainstream education opposed to special schools</li> <li>• Accessibility Strategy - parent, pupil and staff questionnaire 2017</li> <li>• Accessibility Strategy – parent, pupil and staff questionnaire will be repeated 2020</li> <li>• Accessibility of school estate.</li> </ul>		
<p><b>Equality Outcome 2</b></p>			
<p><b>General Duties:</b>            GD1. Eliminating discrimination, harassment and victimisation.            GD2. Advancing equality of opportunity between persons who share a protected characteristic and those who do not share it.            GD3. Fostering good relations between persons who share a protected characteristic and those who do not share it.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">General duty met:</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Protected characteristic met:</p>		
<p><b>Protected characteristic supported through equality outcome:</b>            A: Age, D: Disability, GR: Gender reassignment, M: Pregnancy and maternity, R: Race, RB: Religion and belief, S: Sex, SO: Sexual Orientation</p>			
<p><b>Equality Outcome</b></p>	<ul style="list-style-type: none"> <li>• Pre-birth children (unborn babies) at risk due to issues that parents are dealing with such as; mental health, substance use and domestic violence are identified at an earlier stage</li> <li>• Vulnerable pregnant women are identified and supported at an early stage</li> </ul>	<p>GD2. GD3.</p>	<p>M</p>

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<p><b>Improvement</b></p>	<p>Identification of vulnerable pregnant women where existing factors may result in their child being considered as a child in need of additional support or protection Appropriate supports are in place for the family unit whilst ensuring the child's needs remain the focus of all interventions</p>
<p><b>Evidence</b></p>	<p>Child Protection guidance, links to pregnancy and child protection. <a href="http://www.gov.scot/Resource/0045/00450733.pdf">http://www.gov.scot/Resource/0045/00450733.pdf</a></p>
<p><b>Outputs</b></p>	<p>A change in delivery of services at Aberdeen Maternity Hospital to 'Unit working' gives children a better start in life. The service will share information within the current named person service guidance at an earlier stage that can help identify the babies who may be in need and who may be at risk of significant harm when born. A pregnancy may be considered 'high risk' where one or more of the following exist: substance misuse, domestic abuse, learning disability, serious mental health issues or previous history of abuse or neglect.</p>
<p><b>Measurement</b></p>	<p>The reduction in the number of babies being taken into care or on the caseload of Permanence and Care Units</p>

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<b>Equality Outcome 3</b>		General duty met:	Protected characteristic met:
<p><b>General Duties:</b>            GD1. Eliminating discrimination, harassment and victimisation.            GD2. Advancing equality of opportunity between persons who share a protected characteristic and those who do not share it.            GD3. Fostering good relations between persons who share a protected characteristic and those who do not share it.</p> <p><b>Protected characteristic supported through equality outcome:</b>            A: Age, D: Disability, GR: Gender reassignment, M: Pregnancy and maternity, R: Race, RB: Religion and belief, S: Sex, SO: Sexual Orientation</p>			
<b>Equality Outcome</b>	Lesbian, Gay, Bisexual and Transgender (LGBT) children and young people feel safe, respected and included in school.	GD1 GD3	SO, GR
<b>Improvement</b>	<ul style="list-style-type: none"> <li>Eliminate Lesbian, Gay, Bisexual and Transgender (LGBT) bullying behaviour and the use of homophobic language in schools</li> </ul>		
<b>Evidence</b>	<ul style="list-style-type: none"> <li><b>The Teachers' Report (Stonewall Scotland, 2014)</b> 91% of secondary school staff in Scotland hears inappropriate homophobic language used by pupils in school. 14% of these staff says they rarely or never challenge the use of this language.</li> <li><b>The School Report (Stonewall Scotland, 2012)</b> 52% of LGBT young people experience homophobic bullying behaviour in Scotland's schools. 54% of LGBT pupils in Scotland don't feel 'part of their school community'.</li> </ul>		
<b>Outputs</b>	<ul style="list-style-type: none"> <li>Support LGBT/Alliance groups in secondary schools</li> <li>Submit an annual Stonewall Education Equality Index</li> <li>Arrange train the trainer sessions for secondary school teachers in Aberdeen</li> <li>Continue to roll out Primary school training through train the trainer action plan</li> <li>Revision of the Education and Children's Services anti-bullying policy and subsequent development of school level policies</li> </ul>		

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<b>Measurement</b>	<ul style="list-style-type: none"> <li>Increased number of secondary schools with LGBT/Alliance groups – currently 7 out of 12</li> <li>Improve on annual Stonewall Scotland Education Equality Index score (2015 – 43%, 2016 – 60%)</li> <li>Increase the number of staff getting secondary school train the trainer training from Stonewall Scotland</li> <li>Increase Primary school delivery of Stonewall Scotland training across Aberdeen using existing trained staff</li> <li>Monitor anti-bullying reporting following on from the implementation of the anti-bullying policy</li> </ul>			
<b>Equality Outcome 4</b>				
<b>General Duties:</b> GD1. Eliminating discrimination, harassment and victimisation. GD2. Advancing equality of opportunity between persons who share a protected characteristic and those who do not share it. GD3. Fostering good relations between persons who share a protected characteristic and those who do not share it.			General duty met:	Protected characteristic met:
<b>Protected characteristic supported through equality outcome:</b> A: Age, D: Disability, GR: Gender reassignment, M: Pregnancy and maternity, R: Race, RB: Religion and belief, S: Sex, SO: Sexual Orientation				
<b>Equality Outcome</b>	All children and young people in Aberdeen have an understanding of their rights.	GD1 GD2 GD3	ALL	
<b>Improvement</b>	a) All Aberdeen schools will achieve level 1 Rights Respecting School status or equivalent status. b) Develop an alternative Rights Respecting programme which delivers the same outcomes to achieve an equivalent status in aspects of Children and Young People's lives outside of school.			
<b>Evidence</b>	Existing data on ACC RRS status; Unicef; RRS assessment reports, HMIE reports; Standards and Quality reports; schools audits; ACC's own rights and participation award for schools that choose not to use RRSA.			
<b>Outputs</b>	<ul style="list-style-type: none"> <li>CPD offered to all schools from ACC staff;</li> <li>Unicef presentations at Aberdeen Learning Festival 2017</li> <li>Opportunities for schools to network and share practice both face-to face and electronically and newsletters</li> <li>Leaflets on effective participation issued to all teaching staff</li> </ul>			

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Measurement	<ul style="list-style-type: none"> <li>• Exclusion, attendance and attainment data</li> <li>• Responses in pupil / parental questionnaires</li> <li>• Unicef Impact evaluation forms</li> <li>• Increase the number of level 1 Rights Respecting Schools</li> <li>• Development of a mechanism to measure Rights Respecting impact outside of schools.</li> </ul>
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<b>Equality Outcome 5</b>			
<b>General Duties:</b> GD1. Eliminating discrimination, harassment and victimisation. GD2. Advancing equality of opportunity between persons who share a protected characteristic and those who do not share it. GD3. Fostering good relations between persons who share a protected characteristic and those who do not share it.	General duty met:	Protected characteristic met:	
<b>Protected characteristic supported through equality outcome:</b> A: Age, D: Disability, GR: Gender reassignment, M: Pregnancy and maternity, R: Race, RB: Religion and belief, S: Sex, SO: Sexual Orientation			
Equality Outcome	External Cultural/Arts organisations who receive investment from Aberdeen City Council actively promote and engage with those with protected characteristics in designing, planning and delivering activity.	GD1 GD2 GD3	ALL
Improvement	Addressing board membership and diversity, commissioning and producing new work reflecting the diversity of the city, designing engagement programmes or establishing programming or production groups.		
Evidence	No existing data available		

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<b>Outputs</b>	A clearer understanding of current board membership Increase where necessary equitable representation of board membership those with protected characteristics.
<b>Measurement</b>	<ul style="list-style-type: none"><li>• Existing board membership will be monitored and recorded from April 2017 to establish our benchmark.</li><li>• We will introduce two new monitoring forms – one to be completed by the recipients of Cultural/Arts awards, and one by the core and regular funded organisations – differing level of detail. These will be developed in line with the Creative Scotland template.</li></ul>

### **Cultural report**

Equality Outcome –

An accessible city: 1. People with protected characteristics making better use of cultural and sporting facilities

Creative Minds – Life is a Journey (Working with Alzheimer Scotland) 2015-16

- Intergeneration project with students from Gray's School of Art to work with people with dementia and produced pieces of artwork that represent all the interesting things they've done with their lives.

2016-17 - Aberdeen Multicultural Centre -Cultural & Linguistic Diversity Enhancement Project

- The aim of the project is to strengthen integration amongst diverse local communities through organizing inter-cultural events such as Asian Autumn Festival to celebrate vibrant cultural arrays and International Mother Language Day each year under a common umbrella of Aberdeen Multicultural Centre. Also to create opportunities to promote diversity and restore cultural heritage and languages of multi-ethnic communities of Aberdeen.
- A poetry reading programme every month for the Nepalese community members in Aberdeen. The major activities include poetry reading, singing, dancing and cultural activities. Grant requested to meetings could be held in hired venue, which will provide a positive boost to the program and help sustain the brotherhood and cultural sharing amidst Nepali ethnic minorities in Aberdeen City.

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Our Creative Partnerships strand has a remit to address equalities issues. Eg Lift Project, Activity agreements, Gordon Highlanders Tapestry

All Creative learning projects are designed to be non-discriminatory in their accessibility. Monies are set aside each financial year to address issues if they arise. Artists working with Creative Learning are briefed regarding equalities. Artists and partners that work with us are expected to share commitment to equalities.

We updated equalities monitoring to include Non-binary in gender in line with gender recognition act.

### MUSEUMS AND GALLERIES

Up to date progress for 2015-17

Launch of Aberdeen Treasure Hub in Northfield, November 2016. This museum store will make collections accessible to all, through the design of the building and programmes of activity, learning opportunities and events which will come on-stream during 2017.

### BEACH BALLROOM

We welcome all at public events and run events for adults with learning difficulties (Cornerstone) work with NHS Grampian to encourage senior citizens to attend Tea Dances – Sing- A Longs and Christmas Lunches and encourage minority group to use our facilities by giving discounts when we can.

Disabled Access – new intercoms and signage has been updated to ease access to the building – additional disabled toilets were installed in 2015 and existing toilets upgraded. We would hope to have lift access to all floors sometime between 2019-2021.

### LIBRARIES

Signed storytelling sessions in Central & Community Libraries for hearing impaired children – since April 2016 we have hosted sessions in school holidays with the support of a teacher from Aberdeen School of the Deaf (dependent on her availability). In November our Early Years Gifting Co-ordinator has been liaising with them with a view to introducing an element of sign language in Book bug sessions around the city.

## Appendix 2

#WriteCity creative writing festival - since 2014 we have been working with groups of young people and adults to help develop their creativity and writing skills. In 2015, there was a particular focus on disadvantaged groups

Signed storytelling sessions: [\\Accfp-data2-server\data2\Arts&rec\SHARED\Learning\\_Development\ASN\Signed stories\Evaluation\Collated Feedback Form.docx](\\Accfp-data2-server\data2\Arts&rec\SHARED\Learning_Development\ASN\Signed_stories\Evaluation\Collated_Feedback_Form.docx)

#WriteCity creative writing festival - [\\Accfp-data2-server\data2\Arts&rec\SHARED\Learning\\_Development\WriteCity\2015\Funding\Final Report\Cultural Awards 2015 - Final Report Template.doc](\\Accfp-data2-server\data2\Arts&rec\SHARED\Learning_Development\WriteCity\2015\Funding\Final_Report\Cultural_Awards_2015_-_Final_Report_Template.doc)