

ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	26 November 2020
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Supporting Learners
REPORT NUMBER	OPE/20/219
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CHIEF OFFICER	Eleanor Sheppard
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TERMS OF REFERENCE	1.1.1

1. PURPOSE OF REPORT

- 1.1.1 In November 2019, the Education Operational Delivery Committee (EODC) instructed officers to work with staff in schools and Trade Unions to address the key themes highlighted in committee report OPE/19/415 *Supporting Learners in an Empowered System*. On 12th March 2020 the committee noted the progress being reported and instructed the Programme Manager to undertake further work with regards to the findings from the Educational Institute of Scotland's (EIS) survey of 3rd February 2019 and report back to Committee.
- 1.1.2 This report seeks to update Elected Members around the work undertaken to greater-understand the findings of the EIS Survey in the context of an overall progress update of the Supporting Learners work stream and programme plan.

2. RECOMMENDATION

- 2.1 That Committee note the approach being taken and progress made to date; and instruct the Programme Manager to report on the programme within 3 committee cycles.

3.1 BACKGROUND

- 3.1.1 The report presented to Committee in September 2020 (OPE/20/126) outlined the Supporting Learners Programme Plan, which contains the multiple improvement strands linked to the programme. An update of this is attached for reference in Appendix A.
- 3.1.2 A Supporting Learners Work Group was established in January 2020. The group – chaired by the Programme Manager (Craig McDermott) – consists of central education officers, school senior leaders, an educational psychologist, and trade union colleagues. The group met monthly in the first instance,

however, to further-support the agility of the approach being taken, the group took the decision to meet fortnightly as of June 2020. The group makes use of Microsoft Teams to support information sharing and communication at a time when face-to-face interaction is not possible.

- 3.1.3 A Health & Safety sub-group was formed to undertake analysis of health and safety data generated by schools, such as Near Miss, in the context of some of the issues raised in the EIS survey. The group – chaired by the EIS – consists of the Programme Manager, a corporate Health and Safety Adviser, and trade union colleagues. A cycle of monthly meetings has been established now school buildings have re-opened, and data generated supports discussions. The discussions and findings of the group feed directly back to the Supporting Learners Work Group for further consideration within the context of the wider programme. The link with corporate health and safety is exceptionally valuable as it allows data and discussion to be considered in the context of corporate policies and systems as well as those associated with schools.
- 3.1.4 School buildings closed to staff and learners on Friday 20 March 2020 as a result of the COVID-19 pandemic. At this point, the work of the service moved to providing 'in-home learning' whereby children and families accessed education remotely using digital innovations such as Google Suite for Education. Analysis of certain datasets, such as Near Miss and Exclusion, were not possible during the school building closure period as the data was not being generated. Work to review exclusion and Near Miss data resumed in August.

3.2 DATA REVIEW

- 3.2.1 A review of the city's learner profile took place in January 2020. This was based on live data, taken directly from schools, via SEEMiS. It found that 31.9% of children/young people, across all learning provision, have a recorded additional support need. The national review concluded that 30.9% of children/young people across Scotland are recorded as having (an) additional support need(s). Aberdeen City is broadly in line with the national position.
- 3.2.2 Guidance was published in March 2020 to support schools when recording children/young people's needs in SEEMiS to improve data quality. The categories used are decided nationally and the guidance seeks to engender consistency in their use. The effectiveness of this is monitored via ongoing quality improvement activity.
- 3.2.3 During the 'lockdown' period, officers regularly analysed datasets generated by the Emergency Support Forum (ESF), The Virtual School Helpline, and Care for People in order to provide a greater understanding and evidence of the way COVID-19 was affecting the needs of children/young people and their families. The emerging need evidenced by this data was reported to the Chief Officer's Group (COG) and Committee in the report *Supporting Learners* (OPE/20/126) in September 2020. Elected Members endorsed the agility sought in order for the service to respond to the changing needs of children/young people and their families.

- 3.2.4 Further review of the city-wide data is planned following the annual ScotXed census, which was undertaken by schools in September. This data will give a further, broad indication of the needs across the learning estate. Schools and central officers continue to monitor other data sets (such as attendance and exclusion) on a weekly basis to promote proactive and early intervention. This data is also shared with school leaders so they have an over-arching picture for their setting and the wider context.
- 3.2.5 Work is ongoing with colleagues in Business Intelligence to incorporate all data referenced into Power Business Intelligence (Power BI), a statistical analysis and presentation programme. This will provide central officers and senior leaders with a powerful overview of the city-wide picture as it stands, and as new data is available to us. Data held within Power BI can be analysed and presented in a variety of different ways (e.g. City locality, associated schools group (ASG), post code, by need etc.) and this will play a key part in informing our agile approaches moving forward. The data utilised by the Health & Safety sub-group will also form part of this to ensure we maintain a holistic, in-context, overview of situations that involve a Near Miss or Incident being logged. Initial evidence gathering demonstrates the datasets are inextricably linked: combined, they give us further insight into the root causes of themes raised in the EIS Survey.

3.3 THE EDUCATIONAL INSTITUTE OF SCOTLAND (EIS) SURVEY

- 3.3.1 The EIS Survey – *Violence and Aggression Report (2019)* – concluded that 28.14% of all respondents – total = 660 members – had been physically assaulted by a child/young person during session 2018-2019.
- 3.3.2 53.75% of responding members reported being verbally abused. The majority of verbal abuse referred to involved swearing with some incidents reported to pertain to protected characteristics.
- 3.3.3 The respondents' comments evidence themes and suggested mitigations. These include consideration about the allocation of Pupil Support Assistants (PSAs), professional learning about social, emotional and mental health needs, which supports greater understanding of their root causes, increased use of restorative and nurture-based practices, and increased provision for learners to support the presumption of mainstream education.
- 3.3.4 59% of respondents stated the issues covered and raised by the survey have affected their health and wellbeing. They report the need for access to counselling and recognise the Council's 'Time for Talking' service as a valuable source of support.
- 3.3.5 The report evidences a want for greater clarity around Authority systems and procedures with regards to accessing support, the need for increased partnership working to facilitate early intervention and prevention (particularly with Health Services), and greater support around the management of exclusions.

- 3.3.6 Approximately 50% of respondents state they are aware of the appropriate procedure to follow when reporting a 'Near Miss' or incident. The report suggests there is less certainty with regards to confirmation/acknowledgement of form receipt and any further action that may result from submitting the form.
- 3.3.7 The survey goes on to evidence inconsistencies in the 'Near Miss'/incident reporting procedure. Circa 40% of respondents indicate dissatisfaction with the way in which resolutions are sought following an incident report. Respondents' comments do, however, recognise the commitment and support available from Senior Leadership Teams and the workload associated with the 'Near Miss'/incident reporting system, particularly when coupled with the need to ensure educational records held in SEEMiS are kept up-to-date and accurate. Whilst good practice is evident, the survey highlights a need to increase consistency in this regard.

3.4 WHAT DOES THIS MEAN FOR THE EDUCATION SERVICE?

- 3.4.1 In collaboration with Teaching Trade Unions and our Educational Psychology Service, a survey was developed for all staff in schools entitled Supporting Children's Learning in Aberdeen City (2019). For clarity, the survey focused on the three areas of Universal, Targeted, and Specialist support.
- 3.4.2 Both the Aberdeen City and EIS surveys evidence a strong commitment from staff to get it right for children and young people. Broadly speaking, both surveys also evidence a reduction in staff confidence when considering the support required to meet the needs of children and young people at specialist level, which will often involve a coordinated, multi-agency response in order to meet complex additional support needs.
- 3.4.3 Themes identified by staff in the Aberdeen City survey resonate with those raised by EIS members. In particular, parallel themes emerged around: professional learning; supporting children/young people with social, emotional and mental health needs, and/or autistic spectrum conditions; planning; partnership working with other agencies; the role of Outreach Services; and the service's processes and procedures.
- 3.4.4 A series of face-to-face structured interviews with staff across the Education Service (including Early Years Practitioner, Pupil Support Assistant, Teacher, Principal Teacher, Depute Head Teacher, and Head Teacher colleagues from Primary, Secondary and Special Schools/Services) subsequently took place. Central Officers and the Educational Psychology Service were also consulted. Over 55 interviews took place between January – March 2020 and the engagement was structured around the parallel themes identified in the Aberdeen City and EIS surveys.
- 3.4.5 The Health & Safety sub-group (see 3.1.3) have agreed to prepare a briefing about the issues raised around 'Near Miss' and incident reporting. Once finalised by the Supporting Learners Work Group, it is hoped this will feed into the review of the corporate *Violence and Abuse Towards Employees Policy*, which is being led by colleagues in Health & Safety. It is hoped this, coupled with the monthly data analysis, can provide a platform and evidence-base for

driving greater consistency across the service. Similarly, it will ensure emerging trends are spotted at the earliest opportunity so support for learners and staff can be explored alongside any professional learning needs.

- 3.4.6 In addition to the approaches adopted at individual school level, the health and wellbeing of staff across the service has recently been monitored through the use of service-wide surveys: Teaching at a Distance (May 2020); Wellbeing Questionnaire (June 2020); and Returning to School Buildings (September 2020). All three surveys attracted a high response rate and the data has been used to shape and adjust our return to in-school learning.
- 3.4.7 83.3% of respondents stated they (strongly) agreed that schools had processes in place to support positive wellbeing during school building closures. 87% (strongly) agreed that staff have access to professional learning with which they are encouraged to engage. The Wellbeing Questionnaire evidenced 70% of staff stating they felt safe about returning to the school environment/building. 88.3% of staff indicated they felt confident about how to raise concerns should they have concern about their own, or someone else's, wellbeing.
- 3.4.8 The Supporting Learners programme plan was constructed with the staff feedback from both the Aberdeen City / EIS surveys and face-to-face interviews in mind. It seeks to address the issues and themes raised in the context of a system-wide improvement plan, which is designed to improve outcomes for children/young people and their families, and staff experience. An update of the work undertaken to date is presented in 3.5 – 3.9 below. The work crosses over with improvement activity of other work streams and this is also included.

3.5 MINIMISING THE RISK OF EXCLUSION

- 3.5.1 In response to an analysis of exclusion data from August to December 2019, which evidenced a number involving children and young people with an additional support need, professional learning for all school and centrally-based senior leaders has been developed and delivered by Legal Services. All senior leaders currently in post will have undertaken this training – *Exclusion and Disability Discrimination* – by mid-November, and it is readily available for staff who are new to post. Monitoring the impact of this training will form part of the ongoing support and quality improvement work associated with the scrutiny of exclusion data.
- 3.5.2 Aberdeen City Council's *Minimising Exclusion Policy* (and associated guidance) is currently being reviewed. This will be presented to committee by officers under a separate report.
- 3.5.3 It is widely recognised that a positive and inclusive school ethos has a significant impact in reducing exclusions and promoting high levels of attendance. Such an ethos has positive relationships and nurturing approaches at its core. Many Aberdeen City schools have already adopted relational and restorative approaches in recognition of this. Having sought national best practice in this regard, the Leadership of Change Group are progressing a pilot programme, which is focused on 'nurturing schools'. The programme involves professional learning for key staff – and subsequently learners and families –

and the intensive adoption of nurture principles as part of the core, day-to-day business of the school. The impact is closely monitored by a steering group who oversee the plan for their school. They also assess readiness to progress to the next stage of the programme. Rolling the programme out in this way will secure sustainability within the system. This work fits well with the Child Friendly City agenda and Scotland's move to enact the United Nations Convention on the Rights of the Child (UNCRC) into law.

- 3.5.4 The evidence gathered during school building closures (and on an ongoing basis) evidences the impact the pandemic has had on children/young people and their families with regards to social, emotional and mental health needs (SEMHN). The Health & Wellbeing Collaborative – which represents Education, Health, Social Work, Community Learning & Development, and Children 1st – have secured funding to establish multi-agency locality hubs as a permanent feature of the Integrated Service. Based on the vulnerable hubs, which were operational during school building closures, a hub will operate out of each city locality in the first instance: Dee, Don, and West. Each hub will have a compliment of staff from the partners named above in addition to services specific to the area. Each intervention will be unique to the needs of the child/young person/their family and will focus on the Getting it Right for Every Child (GIRFEC) principle of 'right support, right time, right person, and right place'. As such, interventions will be delivered in partnership with the local school to ensure the child/young person remains part of their local community. Where possible, interventions will be delivered on an outreach basis meaning the support will come to the child and their family.
- 3.5.5 Following a period of consultation the Education Social Work (ESW) service is being realigned to the three city localities to provide greater flexibility in their deployment: a small team of ESWs and a Family Resource Worker will support each locality and the ASGs that sit within. Requests for Assistance for the service will continue to come via education (see 3.7.5) and alignment to the locality hubs will provide flexibility in terms of intervention delivery. ESW's will continue to provide a vital home-school link, which is evidenced to promote high levels of attendance and reduce exclusion. The realignment sees one Senior ESW assume responsibility for the whole team, which will ensure the impact and consistency of intervention can be closely scrutinised.
- 3.5.6 Updated Guidance about Part-time and Individual, Bespoke Timetables has been produced to support staff across Children and Family Services when considering interventions to reduce the risk of exclusion. The guidance is written in the context of a child/young person attending 25 hours per week (primary) and 27.5 hours per week (secondary), and is firmly footed in early-intervention and prevention. The impact of the guidance, and any bespoke timetables, are closely monitored by school senior leaders and the school's Quality Improvement Officer.

3.6 RAISING ATTAINMENT AND SECURING POSITIVE, SUSTAINED DESTINATIONS

- 3.6.1 Data indicates the stay-on rate across the city's secondary schools has increased this year as a result of COVID-19 and this can be attributed to a

number of factors, but primarily the want of young people to remain at school to secure additional qualifications as opposed to doing so at College. INSIGHT (Scotland's National Benchmarking Tool for the Senior Phase) have delayed their September update to account for adaptations made to the 2020 certification model. Further analysis of the 2020 data will be undertaken upon the INSIGHT release. However, it should be noted that the altered certification model adopted in 2020 will likely impact upon data trends. Scottish National Standardised Assessment (SNSA) data is currently being analysed for evidence of trends and correlation to senior phase attainment. Combined, this will guide our thinking with regards to the curriculum (learner pathways) and tracking and monitoring learner achievement moving forward.

- 3.6.2 The Raising Attainment Working Group, comprising of central officers and head teachers, have produced guidance for schools to support the move from TMR (Tracking Monitoring and Reporting) to P and A (Progress and Achievement) within SEEMiS. All schools will report to parents using the same format generated through P and A. This will engender consistency across the school estate.
- 3.6.3 e-Sgoil is an online and digital learning service, which is funded by the Scottish Government. They have recently expanded their offer to include free study support for Senior Phase learners, an interrupted learners' programme, and Broad General Education and Senior Phase blended learning offers. A Digital Depute Head Teacher (DHT) is seconded to the Aberdeen City central education service, the Northern Alliance, and e-Sgoil, and work is ongoing between the Digital DHT, central officers, outreach services, and schools to target these opportunities to relevant groups of learners. Baseline data has been requested from the Northern Alliance Digital DHT Team so added value and impact can be monitored.

3.7 STAGED INTERVENTION

- 3.7.1 The Devolved School Management (DSM) Scheme was reviewed and implemented in August 2020. This was presented to committee in September 2020 in report *Devolved School Management* (OPE/20/112). The DSM contains a Support for Learning allocation to schools in recognition of the important role this plays in enabling schools to meet learning needs at local level.
- 3.7.2 The Scottish Government Grant for support staffing was used to supplement the Pupil Support Assistant (PSA) staffing allocated to schools via the DSM. Allocations were based on a holistic assessment of each school's context using information from SEEMiS. These allocations will be reviewed annually to ensure the allocation of PSAs remains agile and needs/data driven.
- 3.7.3 The Staged Intervention Framework has been reimagined to account for the various changes to the system. It seeks to provide clear advice and guidance to schools about meeting learners' needs locally at universal and targeted levels. Remaining cognisant of feedback received from staff during consultation, the information has been centralised to SharePoint, is easily accessible, and is presented in the form of an interactive graphic. It will

continue to evolve in line with the work of the programme and COVID-19 guidance. The same web page also includes links to guidance and legislation, the websites of Outreach Services, and Request for Assistance. It will continue to evolve as a 'one-stop-shop' for practitioners in a bid to remove the bureaucracy referenced in the surveys.

- 3.7.4 The guidance around the role and purpose of Partnership Forums has been updated in light of the reimagined Staged Intervention Framework. It further seeks to support schools to meet needs locally through collaboration with key partners. Partnership Forums continue to have a funding allocation over-and-above that provided via the DSM.
- 3.7.5 The Single Request for Assistance encompasses all education Outreach Services, Child's Planning Support, Multi-Agency Locality Hub, the School Nursing Service, Children's Social Work, and Language Support Provision. The move to a single system seeks to remove the bureaucracy formally associated with multiple systems and 'routes' to access services. The Single Request for Assistance sits as part of the Staged Intervention Framework and 'one-stop-shop' SharePoint page. In addition, the data captured by the Request for Assistance will all funnel to one, central point before being syphoned to the service from which assistance is being requested. The centralised, over-arching data source will provide a dynamic and powerful source of information, which will play a key role in our ability to be flexible and agile in our approach. This data will also feed into Power BI, which will support our analysis and use of live data. Staff professional learning has been made readily available to secure familiarity with the new system.
- 3.7.6 The report to committee *Supporting Learners* (OPE/20/120) described the core, universal offer, which each of our Outreach Services seeks to offer. The flexibility and agility of these services is key to service delivery moving forward. In-keeping with the 'right support, right person' ideology, further work is underway to align the work of these services so there is a consistent approach to meeting learners needs, regardless of the need. The same is true of the service they offer schools with regards to professional learning, consultancy, and digital support, which were all areas for improvement identified in the surveys.
- 3.7.7 The Supporting Learners Working Group continues to recognise that further work is required with regards to the consistency and effectiveness of Individualised Education Programmes (IEPs). A sub-group will take this work forward, which will involve input from learners, parents, and GIRFEC partners to draft explicit guidance for all schools. This will include the need to record the use of IEPs in SEEMiS.
- 3.7.8 A Task and Finish Group, led by the Educational Psychology Service, including staff from across the service, has been established to refresh the Dyslexia Guidelines. It seeks to update them in the context of emerging national best practice, the universal availability of professional learning, and the local changes to staged intervention. It is anticipated a draft will be ready by late 2020/early 2021. Input from learners and parents will form a key part of this guidance refresh.

3.8 TRANSITIONS AND THE DEMAND ON SPECIALIST PROVISION

- 3.8.1 Specialist provision is currently available at Orchard Brae, Bucksburn ASN Wing and Mile End. The need for such a provision is assessed via Child's Planning Support.
- 3.8.2 The Aberdeen City Council Accessibility Plan 2020-2023 was approved by committee in September 2020 (see report *Accessibility Plan (OPE/20/129)*). The sections of the action plan pertaining to the Supporting Learners work stream will be subsumed into the programme plan. Each section has clearly identified milestones and outcomes, and progress towards these will be included in future reports to elected members.
- 3.8.3 The Child's Planning Support process has been reimagined based on best-practice sought from other local authorities. The process centres around the transition timescales outlined in the Education (Additional Support for Learning) (Scotland) Act 2004, as amended, and encourages enhanced, local transition arrangements to begin as early as possible. The multi-agency Forum now meets five times per year to increase the flexibility in the support provided to schools, children, and families, particularly around significant points of transition such as Nursery → Primary 1 and Primary 7 → Secondary 1. A suite of guidance and exemplification has been produced with regards to child's plans. The impact of this is being closely monitored via the Child's Planning Support process and the Supporting Learners Work Group will continue to review this area of practice.
- 3.8.4 The automated system designed to support a reduction in the bureaucracy associated with inputting child's plans and IEPs was launched by Microsoft and Aberdeen City Council in March. The system seeks to reduce the time spent by staff inputting and uploading information to free greater time to support planning, implementing and evaluating intervention for a child/young person.
- 3.8.5 Data gathered over the past 12 months has evidenced an increased level of demand for specialist placement. Information gathered from senior leaders of specialist provision evidences an increase in the complexity of need present within these settings: this can be attributed to advances in medicine and wider societal changes. Plans are underway to increase the enhanced provision offer across both primary and secondary sectors. This aims to provide support to children/young people with additional support needs for whom an enhanced/specialist level of support is required, but where their social and emotional and/or cognitive development would not be best met in specialist provision.
- 3.8.6 The information available to children/young people, families, and schools with regards to the 'Safeguarding Communities Reducing Offending' (SACRO) Additional Support Needs Mediation Service has been updated. This is available to staff via SharePoint and families via both the Aberdeen City Council and School websites. Where dispute arises, mediation is encouraged so resolution can be reached at the earliest possible opportunity.

3.9 PROFESSIONAL LEARNING

- 3.9.1 Both the Aberdeen City and EIS members' surveys evidence the need to review our approaches to professional learning with regards to additional support needs.
- 3.9.2 The Building Capacity Team, led by the Quality Improvement Manager – Leadership of Change, recruited a dedicated Education Support Officer for Professional Learning and Leadership. They maintain an oversight of the service's approaches to professional learning and the additional support needs offer sits within to this. Ever-increasing use of SharePoint is being made to highlight and deliver professional learning, particularly 'webinar' style opportunities, which can be recorded and accessed by staff at any time. This is particularly valuable at a time when face-to-face training, in the traditional sense, is not possible.
- 3.9.3 The education service and the educational psychology service developed 'Digital Hubs' during school building closures: both contain information, resources and advice for children/young people and families, and (in addition) professional learning for staff. The impact and uptake of these opportunities is being closely monitored and they are being sign-posted as part of the request for assistance/child's planning support processes.
- 3.9.4 A new professional learning framework was developed by a Task and Finish Group of experienced 'supporting learners' professionals from across the service. The framework is based on four levels of progression, which mirrors a similar system used by the National Health Service (NHS): Informed, Skilled, Enhanced, Expert. Presenting professional learning in this way is designed to promote progression whilst recognising the differing roles professionals play across the education service. It is also designed to engender consistency with regards the level of role-commensurate training accessed by professionals across the service.
- 3.9.5 In response to feedback from staff and parents, the initial contents of the Inclusive Practices professional learning focuses on areas of priority: Autistic Spectrum Conditions (ASC); Attention Deficit Hyperactivity Disorder (ADHD); Dyslexia; Trauma and Attachment; Down's Syndrome; Mental Health & Wellbeing; Sensory Support; and Universal Inclusive Approaches. The contents of the framework will be kept under regular review and additions/amendments made, particularly as our working practices continue to evolve in response to COVID-19 guidance.
- 3.9.6 The Support for Learning Work Group have, in conjunction with senior leaders and practitioners from across the service, created guidance to support staff undertaking roles pertaining to 'pupil support': Support for Learning staff; Principal Teachers of Guidance/Pupil Support; and senior leaders with a responsibility for pupil support. The guidance seeks to promote consistency whilst exemplifying the various aspects of each role in the context of legislation and national policy. Each document also sign-posts additional sources of advice, resources and professional learning. Early feedback from practitioners in the respective roles is positive.

4. FINANCIAL IMPLICATIONS

- 4.1 There are no direct financial implications arising from the recommendations of this report. Any redesign will make use of existing budgets.

5. LEGAL IMPLICATIONS

- 5.1 The Local Authority has many legal duties including those of:
- The Children (Scotland) Act 1995
 - The Standards in Schools etc. (Scotland) Act 2000
 - The Education (Additional Support for Learning) (Scotland) Act 2004
 - The Equality Act 2010
 - The Children and Young People (Scotland) Act 2014

The approach being taken to develop the programme of support outlined in this Report will assist the Council as Education Authority to fulfil these duties more effectively, and secure necessary and appropriate education and additional support for our children and young people.

6. MANAGEMENT OF RISK

Category	Risk	Low (L) Medium (M) High (H)	Mitigation
Strategic Risk	Risk of not achieving positive outcomes for children and young people.	L	Changes to our provision and service delivery will enable primary prevention and early intervention thereby reducing potential risk.
Compliance	Non-compliance with legislation, financial claims and legal challenge (tribunals).	M	Mitigated by services being realigned to better meet the needs of our young people in Aberdeen City and prevent escalation of need.
Operational	Staff are overwhelmed, which leads to low morale as staff feel unable to meet the needs of vulnerable young people. This may trigger an increase in incidents/near miss.	L	Mitigated by offering high quality professional learning for staff to ensure that they meet their statutory duties under The Education (Additional Support for Learning) (Scotland) Act 2004 and the Equality Act 2010.

Financial	Risk of not having sufficient resource.	L	Mitigated by realigning service delivery to better meet the needs of our young people in Aberdeen City today.
Reputational	Risk of not effectively meeting the needs of all learners. Risk of staff feeling overwhelmed.	L	Data scrutiny drives flexible approach to service delivery to better meet the needs of our young people in Aberdeen City.
Environment / Climate	Risk of environmental factors inhibiting positive outcomes for learners	L	Service realignment will strengthen universal/targeted support and sharing of best practice, thus preventing escalation of need through strengthened practice and reasonable adjustment.

7. OUTCOMES

<u>COUNCIL DELIVERY PLAN</u>	
	Impact of Report
Aberdeen City Council Policy Statement	This report outlines the ongoing programme of improvement activity to strengthen the education authority's position with regards to securing positive outcomes for all learners, whilst meeting statutory requirements associated with additional support needs and equality. The programme has proactively subsumed the recommendations of the 'Support for Learning: All Our Children and All Their Potential' Report. In particular, this report links to the Policy Statement in relation to People, 7: 'Commit to closing the attainment gap in education while working with partners across the city'.
Aberdeen City Local Outcome Improvement Plan	
Prosperous Economy Stretch Outcomes	The proposals within this report support the delivery of LOIP Stretch Outcomes 1 and 6. Continued judicious use of funding and appropriate targeting of additional resources will ensure that children and young people, including those from disadvantaged backgrounds, are fully accessing education and more likely to achieve their potential and contribute to the economy.

	<p>Specific links:</p> <p>Stretch outcome 1 10% increase in employment across priority and volume growth sectors 2026</p> <p>Stretch outcome 6 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026.</p>
<p>Prosperous People Stretch Outcomes</p>	<p>The proposals in this report seek to ensure the best use of resource in the system, promoting an understanding of the circumstances of individual children and young people to ensure that appropriate and timely personalised support is available to them.</p> <p>Effective use of all resources and allowing each school community full control of these resources will help to ensure all initiatives and interventions are selected and implemented based on the needs of each school community and planned effectively to impact positively on all children and young people and are particularly targeted at those who are adversely affected by poverty.</p> <p>Specific links to:</p> <p>Stretch Outcome 4 90% of children and young people will report that they feel mentally well by 2026</p> <p>Stretch Outcome 6 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026,</p> <p>Stretch Outcome 7 Child Friendly City which supports all children to prosper and engage actively with their communities by 2026</p>
<p>Prosperous Place Stretch Outcomes</p>	<p>Underpinning the work of all schools in Aberdeen City is reducing the poverty related attainment gap and achieving excellence and equity for all.</p>
<p>UK and Scottish Legislative and Policy Programmes</p>	<p>Education (Additional Support for Learning) (Scotland) Act 2004 as amended (and associated Code of Practice)</p> <p>Equality Act 2010</p>

8. IMPACT ASSESSMENTS

Assessment	Outcome
Impact Assessment	Full impact assessment not required
Data Protection Impact Assessment	Not required

9. BACKGROUND PAPERS

None

10. APPENDICES

A – Programme Plan

11. REPORT AUTHOR CONTACT DETAILS

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