

ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	3 June 2021
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Supporting Learners
REPORT NUMBER	OPE/21/132
DIRECTOR	Rob Polkinghorne
CHIEF OFFICER	Eleanor Sheppard
REPORT AUTHOR	Craig McDermott
TERMS OF REFERENCE	1.1.1

1.1 PURPOSE OF REPORT

- 1.1.1 This report seeks to update Elected Members on the progress of the Supporting Learners Workstream, including the ongoing work to better understand the changing needs of children and young people in Aberdeen City in the context of data analysis.
- 1.1.2 As agreed at the meeting of the Committee on 20 January 2021, this report includes information about the approaches adopted to better-secure flexibility and agility within the system.

2.1 RECOMMENDATIONS

That Committee:-

- 2.1.1 Note the approach being taken and progress made to date; and
- 2.1.2 Instruct the Chief Education Officer/Programme Manager to report on the programme within 3 committee cycles.

3.1 BACKGROUND

- 3.1.1 The report presented to Committee in November 2020 (OPE/20/219) 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 – consists of central education officers, school senior leaders, an educational psychologist, and trade union

colleagues. The group continues to meet fortnightly, virtually, under the auspices of their Terms of Reference.

3.1.3 A Health & Safety sub-group was formed to undertake analysis of health and safety data generated by schools. 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.

3.1.4 Over the last year, schools have faced a number of changing restrictions as a result of the COVID-19 pandemic. Analysis of certain datasets, such as Near Miss and Exclusion, were not possible during the school building closure periods as the data was not being generated. However, a key theme around Near Miss/Incident reporting consistency was evident from data previously analysed. More information about work undertaken in this regard is presented in 3.5.11 (Professional Learning).

3.1.5 The direction of travel outlined in this report maintains strong resonance with the recommendations made as part of Angela Morgan's Review of the Implementation of the Additional Support for Learning Legislation. In addition, it seeks to support the professional leadership and learning of staff in advance of the implementation of the refreshed General Teaching Council of Scotland's professional standards in August 2021. In particular, the refreshed Standard for Full Registration places an increased emphasis on meeting the needs of all learners, including those with additional support needs.

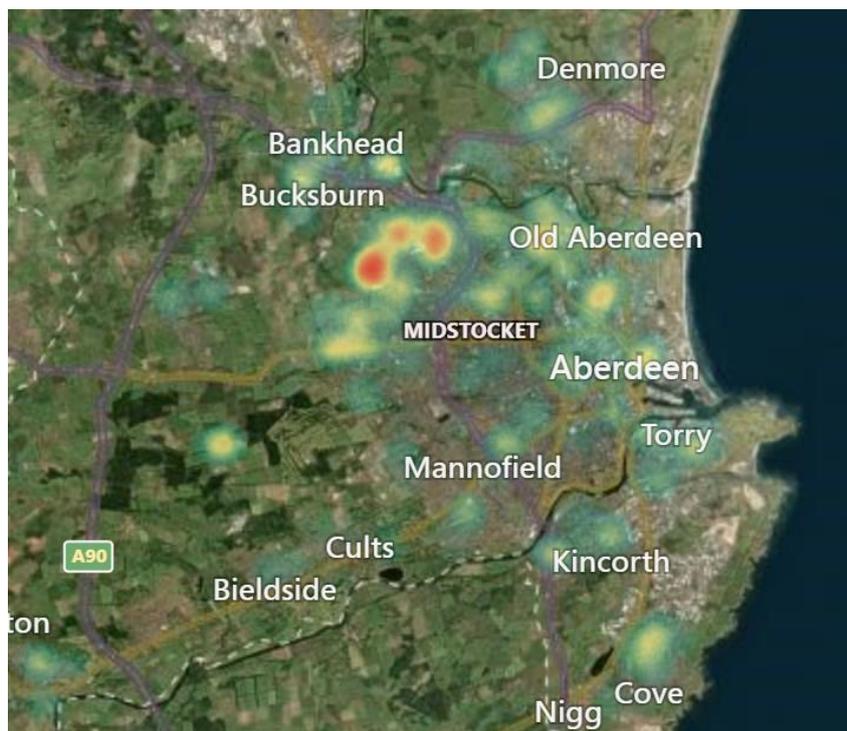
3.2 REVIEW OF REQUEST FOR ASSISTANCE DATA AND THE NEEDS OF LEARNERS

3.2.1 The new, single request for assistance system went live on 29 October 2020. The system – which includes all education outreach services, the school nursing service, Fit Like? Family Wellbeing Hubs, and Children's Social Work – was developed to provide a single source of data entry in order to support a more flexible and agile response to learner and family need. In addition, it sought to reduce the bureaucracy associated with previous practices.

3.2.2 The report to Committee in January 2021 *Supporting Learners Data Capture* (OPE/21/008) provided a triangulation of data generated by Request for Assistance during its first term of use against both local data held in SEEMiS and national census data. The analysis concluded that 33.7% of school-aged children/young people in Aberdeen City have (a) recorded additional support need(s).

3.2.3 At the time of writing (April 2021), the average number of requests received per week is 7.4, which is lower than the weekly average of 13.6 in December 2020. As anticipated, the number has stabilised and become more consistent on a week-by-week basis. This is being carefully monitored as all learners return to in-school learning, particularly for the purposes of spotting trends and patterns, some of which are presented below.

3.2.4 45.58% of all requests for assistance were generated within the West Locality: the majority of these requests pertain to children/young people where a social, emotional, mental health need (SEMHN) is identified.



26.4% of said requests also indicate challenging family circumstances, separated parents, adult mental health needs, and financial difficulties within the home. Although proportions of requests may be smaller, the same pattern is evident in data pertaining to the Dee and Don Localities. Work is ongoing across the Community Planning Partnership to respond to this, which is deemed to be exacerbated and more acutely felt as a result of the COVID-19 pandemic. The connected communities programme, outlined in paragraph 3.5.1, has been adopted as a whole-system approach in response to this.

3.2.5 As was the case in January 2021, the request for assistance system evidences support being sought for learners with recorded needs, but the frequency of request is not, in most cases, directly proportional with prevalence (as per 'pupil need' data recorded in SEEMiS) and this suggests that some particular needs have been escalated more than others over the last year and the appointment of a Head Teacher (ASN & Outreach Service) will help consider how to allocate resource to better meet emerging need.

Need Category	% of Requests	% of Learners
Social, Emotional, Behavioural	41.6%	7.7%
Family Issues	27.7%	4.5%
English as an Additional Language	22.7%	14.2%
Autistic Spectrum Condition	21.9%	3.1%

Mental Health Need	18.8%	0.9%
Communication Support Need	15.8%	1.5%
Dyslexia	10.8%	2.3%

3.2.6 The proportion of highest prevalence requests submitted for assistance from Education Outreach Services are as follows:

Service	% of Requests
Educational Psychology	19.4%
English as an Additional Language	17.7%
Dyslexia Outreach	9.4%
Autism Outreach	8.8%

3.2.7 81.2% of requests for Educational Psychology involvement had not made use of the service's Early Intervention Consultation option, which is designed to provide solution-focused support for schools and can be accessed virtually. The Service has made small changes to delivery practices to better-promote this avenue of support with the positive impact of this already evident in requests for assistance.

3.2.8 47.8% of requests submitted for English as an Additional Language Service support pertain to learners who are 'new to English' (Level 1 of the *Learning in 2+ Languages* 5-point scale of English language acquisition). 95.7% and 93.9% of requests to Autism Outreach and Dyslexia Outreach respectively indicate the services' 'Universal Strategies Checklist' have been accessed prior to a request for assistance being raised. This data is suggestive of a need to further consider approaches to service delivery, particularly aspects of consultation and capacity building. This will be progressed as part of work outlined in Section 3.3 (below).

3.2.9 Child's Planning Support is accessed where the Team Around the Child deem an enhanced or specialist level of planning and support is required, which can include further advice and support. It is accessed via Request for Assistance. The Child's Plan is used by the Team Around the Child to outline the nature of the child's strengths, needs and the multi-agency interventions employed to meet them. The multi-agency forum reviews the information provided by the Team Around the Child to endorse planning and intervention and/or to offer further support. The calendar of key dates has been updated through to May 2022 to support planning and intervention delivery. Moving forward, this calendar will be updated annually in January to include the preceding 16 months' key dates. Dates seek to ensure all requests of this nature are handled within statutory timescales for additional support needs transitions.

3.2.10 *Supporting Learners Data Capture* (OPE/21/008) also highlighted the demand on specialist provision and Elected Members endorsed the delivery of enhanced provision, which provides an augmented level of support within a

mainstream setting. This is particularly relevant where a child/young person's social, emotional and/or learning needs would not be best-met within a specialist provision. Work is ongoing to ready delivery of this provision from August 2021. In addition, further materials for parents (such as a leaflet and web pages) are being produced to support communication.

3.2.11 The most recent multi-agency Child's Planning Forum offered greater insight into the level of planning identified through the review of submitted Child Plans:

Level of Planning	% Plans Reviewed
Specialist or Enhanced	35.9%
Mainstream with Targeted Support	35.9%
Mainstream with Universal Support	11.5%
Deferred Year in Early Learning & Childcare	16.7%

Both the request for assistance system and calendar of key dates/multi-agency forum meetings will allow for closer scrutiny of similar datasets moving forward, particularly for the purposes of establishing trends and patterns.

3.2.12 Of the plans referred to above, a number of those for whom specialist or enhanced planning was identified pertain to needs including autistic spectrum condition and/or communication needs. The Autism Outreach Service were identified to provide consultation and advice where this was deemed appropriate. In addition, the service is reviewing their delivery model to include a more intensive offer for identified schools. Historically, the service would have visited multiple schools over the course of a day/week; however, in order to maximise impact and sustainable practice change, colleagues will now support schools on a needs-led, flexible and intensive basis. The Autism Outreach Service, in collaboration with Speech and Language colleagues, are also piloting the introduction of the Early Learning and Childcare (ELC) Child Inclusion Research into Curriculum Learning Education (CIRCLE) Framework to three schools in May 2021. Following the initial pilot, ELC CIRCLE support will be offered to all ELC settings (including partner providers) in Aberdeen City. The CIRCLE Frameworks provide evidence-based resources, developed through extensive qualitative research with teachers, to define universal best practice for inclusion in schools and ELCs for children and young people with an additional support need, including those with an autistic spectrum condition. This links with the professional learning offer referred to in 3.5.10.

3.2.13 Further efforts have been made to improve the efficiency of the request for assistance system, including request transfer and turn-around time. Robotic Process Automation (RPA) is now used to transfer requests to services when a user submits the electronic form, which will remove the need for human intervention at this stage. This means requests will be shared with services on a daily basis as opposed to the current weekly system. In addition, the RPA will upload a copy of the request directly to SEEMiS's Wellbeing Application, which will free capacity of colleagues in school who currently undertake this important step manually.

3.2.14 Following feedback received during consultation, all request for assistance resources have been centralised to one location, which is available to staff via Education’s SharePoint page. The same site also contains news posts, professional learning opportunities, policy and guidance documents, and the interactive Staged Intervention Framework. A similar approach is proposed for parents and families in 3.3.8.

3.2.15 Feedback is sought from users of the new Request for Assistance system on a rolling, 6-weekly basis in order to ensure service adjustments meet the needs of the system. Feedback received to date has been positive and further-scaffolds future improvement activity:

Request for Assistance Professional Learning/Training	
% users who have accessed bespoke professional learning	70.3%
Mean user rating of professional learning materials: Webinar training; Guidance; User Guide; Calendar	Very Good
	5.1 / 6.0

Evaluation Element	Mean Feedback
Ease of Electronic Form Access	5.1 / 6.0 (Very Good)
Ease of Use and Completion	4.8 / 6.0 (Good)
Turn-around and Feedback Time	4.7 / 6.0 (Good)
Appropriateness of Intervention Offer and Advice	4.6 / 6.0 (Good)

3.2.16 Following the phased return to school buildings, school leaders and central officers continue to monitor schools’ core datasets (e.g. attendance, exclusion etc.) on a monthly basis. This forms the basis for targeted support from central officers where the need is identified.

3.3 SECURING AGILITY AND FLEXIBILITY

3.3.1 Elected Members endorsed the service’s desire to secure greater consistency, flexibility and agility in the approaches used to meet learners’ needs via Report *Supporting Learners* (OPE/20/126). Officers have undertaken further work and consultation for the purposes of securing a unified structure under which almost all ASN & Outreach Services will sit (“the ASN & Outreach Service”). The ASN & Outreach Service will be led and managed by one Head Teacher and a senior leadership team comprising of four Depute Head Teachers who will have responsibility and oversight for a specialist area:

- Hearing Support
- Vision Support
- Language & Communication (including Dyslexia, English as an Additional Language, and Communication/Language Support Needs)
- Wellbeing (including Social, Emotional, Mental Health Needs).

Depute Head Teachers (and, where applicable, Principal Teachers) will have responsibility for oversight of request for assistance to their area(s) of the service. Work is currently ongoing to recruit to vacant posts ahead of structure implementation in August 2021.

- 3.3.2 Working collaboratively with teaching and support staff from within the service, the Head Teacher and Depute Head Teachers will use data (such as that presented in Section 3.2) to shape service delivery to ensure resource is best-positioned to support children/young people, families, and schools. In addition, each member of the senior leadership team will have a service-wide, strategic remit (e.g. Learning, Teaching and Assessment; Professional Learning and Leadership etc.), which will centre around continuous improvement using colleagues' knowledge and skills.
- 3.3.3 A key feature of the service is the specialist knowledge, skills and expertise staff bring to their unique area and this will be retained. In recognition, one of the Depute Head Teachers will have overall responsibility and oversight for Professional Learning and Leadership across the service. This will be undertaken in the context of our legal requirement to ensure Teachers of the Deaf/Visually Impaired have secured the relevant and required qualification within five years of commencement of employment. Although not mandated by statutory Scottish regulation, staff within other areas of the service (e.g. English as an Additional Language, Dyslexia Outreach) will continue to be encouraged and supported to undertake postgraduate study (or similar/equivalent specialist professional leadership and learning opportunities).
- 3.3.4 Data (such as that presented in 3.2.8) suggests the 'core offer' of the ASN & Outreach Service has a significant role to play in building capacity in, and developing, the universal offer of the wider education service. In-keeping with the *Five Roles of Support for Learning*, 'Consultancy', 'Multi-agency Working' and 'Provision of Professional Learning' will form a key part of the ASN & Outreach service's delivery moving forward. This will include maximising the advances made in the use of digital innovations resulting from COVID-19. As an example, evaluative data indicates the use of Google Meet has increased by 50% over the past year with 81% of staff consistently making use of this resource during the second period of school building closures.
- 3.3.5 In many cases the 'I do, You do, We do' model of partnership working is embedding across these services: not only does it provide a coherent structure to the 'direct input' and 'cooperative teaching' of the ASN & Outreach Service, it ultimately supports capacity building in all regards. In addition, it seeks to maximise the opportunities learners have to attend, participate, and achieve within their local school.
- 3.3.6 As noted in the Minute of Committee's January 2021 meeting, the Programme Manager attended the Aberdeen City Parent Council Forum's February and April 2021 meetings to provide updates, and take questions, about the aforementioned service redesign. This bimonthly opportunity for consultation will continue to be utilised moving forward.

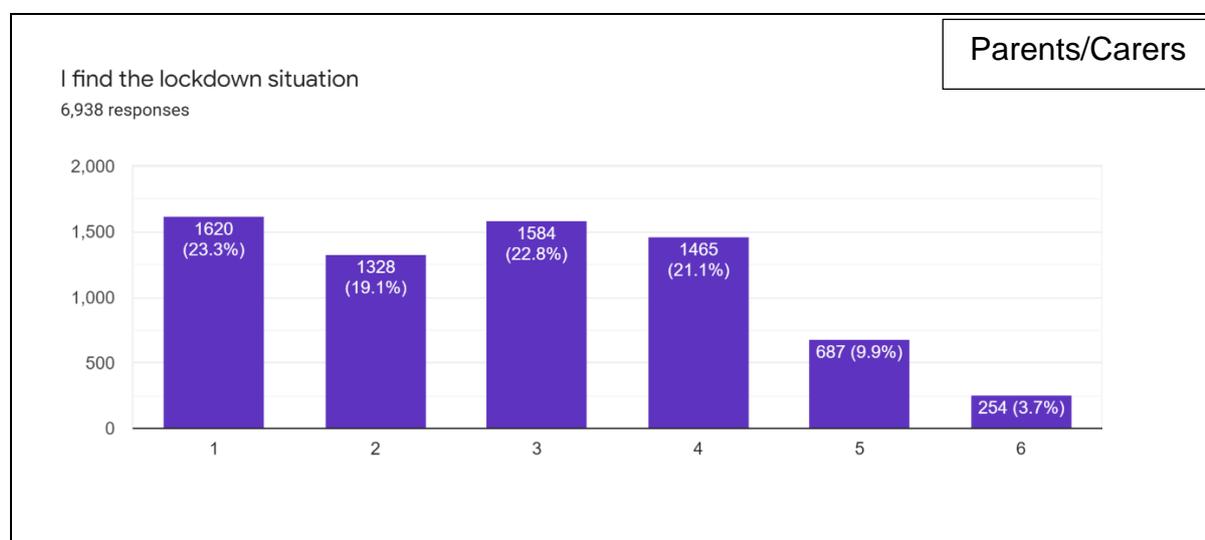
3.3.7 The ASN & Outreach Service structure affords further opportunities to establish an authority-wide platform (akin to a Parent Council) for parental engagement and partnership working. In particular, such a forum presents opportunities with regards co-design of the vision and values for the service, in addition to ensuring parent voice takes a central role in the development of policy and guidance. The same is true of learner/pupil voice and the potential for establishing a learner/pupil Leadership Team. The Head Teacher and the senior leadership team will advance these opportunities in session 2021-2022.

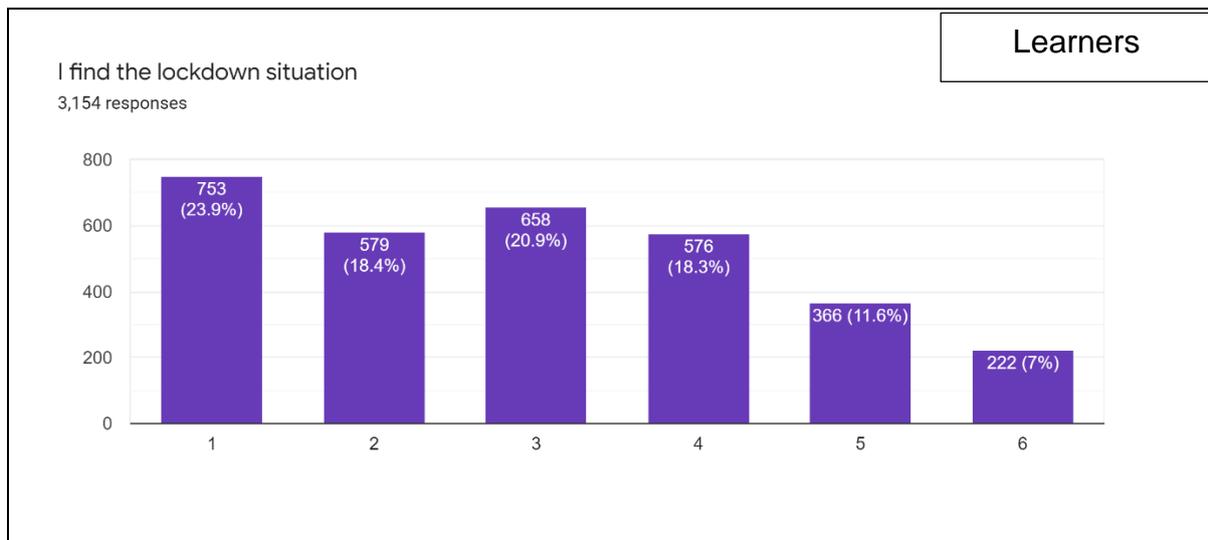
3.3.8 Almost all individual services currently host a website, which contains information, advice and guidance for children/young people, families and staff. Following feedback received from consultation with staff and parents, this information will be centralised and linked to one, single-access ASN & Outreach site in a bid to provide clearer routes of access to information. This will include signposting to local and national sources of advice and support such as SACRO ASN Mediation, Enquire and CALL Scotland. It will also incorporate front-facing information about the enhanced provision.

3.4 THE HEALTH AND WELLBEING OF LEARNERS AND FAMILIES

3.4.1 The Supporting Learners Work Group are working in partnership with colleagues in Legal Services to generate support resources for middle and senior leaders in schools. The resources are designed to engender a shared and consistent understanding of legislative/statutory requirements and how they influence and shape practice. This includes wider education-specific and equalities-based legislation in addition to that pertaining to additional support needs and Getting it Right for Every Child (GIRFEC).

3.4.2 The Education Service have undertaken several *Learning at a Distance* surveys of learners, parents/carers and staff. Certain questions asked respondents to compare the first period of school building closures/lockdown (March-June 2020) with the second (January-March 2021). Whilst certain results are indicative of a positive shift – such as experiences of distance learning and managing home-learning/home-life balance – other responses indicate the resilience of children/young people and families has been impacted by the second lockdown.





Scale: 1 = Difficult → 6 = Easy.

3.4.3 Fit Like? Family Wellbeing Hubs (which represent a collaboration between Education, Education Social Work, Children’s Social Work, Health, Children 1st, Alcohol Drugs Action, and Aberdeen Foyer) commenced delivery of early intervention and prevention mental health work for children/young people and their families in late-November 2020. Three physical spaces are designated in Torry, Tillydrone and Northfield, but hub staff make use of a variety of delivery methods including provision of essential goods (e.g. food; baby care products), virtual, community, and walk-and-talk services. Hub support is accessed for learners and their families via the request for assistance process and the Education Team/compliment will be aligned to the ASN & Outreach Service. Requests are reviewed on an individual basis. Like the education services, hub partners have a commitment to working with and across schools to support capacity building at universal level.

3.4.4 The Hubs’ Team intend to use data to offer targeted partnerships to schools where need emerges on a thematic basis. This may involve supporting delivery of the health and wellbeing curriculum, embedding training in trauma-skilled approaches, and supporting the roll-out of programmes such as Low Intensity Anxiety Management (LIAM) where mental health needs are presenting in children/young people.

3.5 PROFESSIONAL LEARNING

3.5.1 The *Connected and Compassionate Communities* programme focuses on embedding trauma-skilled practice and relational approaches across a school, their wider community, and associated schools’ group (ASG). A train the trainers’ programme has been developed and delivered in conjunction with colleagues from Education Scotland. The first cohort of staff have engaged with this training, which they will subsequently roll-out and embed within their setting. The next cohorts of staff are anticipated to participate in the train the trainers’ programme in May and June 2021 respectively, which will mean approximately 55 staff across the authority will be able to train others. This type of programme, its contents, and the approaches it seeks to embed plays a key role in the inclusive ethos and universal offer for all learners as well as benefitting those with a social, emotional, mental health need. The impact of

this programme will be closely monitored through ongoing data analysis and quality improvement activity.

- 3.5.2 A Distress Brief Intervention (DBI) Training pilot, funded by Scottish Government, is being delivered this session in two secondary schools, Bridge of Don Academy and Bucksburn Academy. Staff working with young people in educational settings have been trained to provide the Level 1 response of the DBI approach for those aged 14+ years, including pupils from S3 upwards. This seeks to equip young people with the skills and support to manage their own health and to prevent/minimise future episodes of distress. The DBI Service – a partnership between CAHMS and Penumbra – will provide support at Level 2 with a swift, compassionate and effective response to young people continuing to present with distress.
- 3.5.3 The Aberdeen City Dyslexia Guidelines have been revised in response to request for assistance data. A short-life, task and finish group consisting of Support for Learning Teachers, Teachers of Dyslexia Outreach, a Head Teacher, Educational Psychologists, and the Programme Manager have updated the guidance to reflect national best-practice, wider service improvement activity, and advancements made in areas such as digital accessibility/learning, teaching and assessment. The new guidelines will be published in June 2021.
- 3.5.4 Educational Psychologists facilitated parental focus groups as part of the drafting and development process of the Dyslexia Guidelines to ensure parent voice forms a key part of the document. Participants were identified as a result of their lived experience in this area. In addition, other parent and staff groups were invited to provide feedback in advance of the resource's ratification and publication. As a result of this engagement, a 'Family (Short) Guide' version of the guidelines has been produced, which is narrated and based around visuals. The impact of these resources will be closely monitored through request for assistance by the Depute Head Teacher Language & Communication and their team.
- 3.5.5 The Dyslexia Outreach Service has recently published a website for children/young people, families and staff: this contains advice, practice exemplification and resources. Information contained in the site seeks to compliment that provided in the professional learning offer outlined in 3.5.10.
- 3.5.6 A suit of guidance and training materials pertaining to Individualised Education Programmes (IEPs) has been produced by a group of staff from across primary, secondary and specialist settings, and the Educational Psychology Service. It, too, is being launched in June 2021. Several schools participated in a 'baseline survey', which helped shape the work and has resulted in the production of practice guidance, frequently asked questions, and webinar-style exemplification about the use and construction of IEPs.
- 3.5.7 Further training around the Child Planning and IEP RPA was offered to staff across the service in March 2021. The training is designed to engender consistent use of the resource, which aims to reduce administration activity associated with storing/uploading documents in SEEMiS Wellbeing.

- 3.5.8 The Digital Learning Hub continues to act as a 'go-to', virtual pit-stop for children/young people, staff and parents/carers. Content is reviewed on a regular basis and the hub will hold our "Digital Postcards".
- 3.5.9 Staff across the service have been encouraged to share innovative learning, teaching and assessment practices (including the use of digital approaches) through digital postcards which are published on social media and on our Digital Learning Hub. These videos are an effective way to share our digital practice and demonstrate the use of Google Workspace for Education and a range of other, integrated digital tools used across all our schools. These digital postcards link to the Aberdeen City Learning, Teaching and Assessment Standard, and are shared with learners, families, staff, and the wider education arena. These short, practical and succinct sources of professional learning are designed to provide another platform to share practice within and between schools.
- 3.5.10 The Inclusive Practices Microsoft SWAY resource (developed in 2020 by support for learning specialists from across Aberdeen City) provides a structured and progressive suite of professional learning about various additional support needs across four levels: Informed, Skilled, Enhanced, and Expert. The resource includes professional learning pathways about: Autistic Spectrum Conditions; Attention Deficit Hyperactivity Disorder (ADHD), Dyslexia, Downs Syndrome, Universal Adaptation, Mental Health, Hearing Loss, and Vision Loss. The resource has received around 5000 hits to date and has been shared with multi-agency partners. In addition, the resource was recently recognised as good practice by Education Scotland who shared it on their National Improvement Hub. Positively, a recent survey indicates 89% of staff are aware of the various professional learning activities available to them, with 88% reporting they are regularly encouraged and supported to engage with these opportunities.
- 3.5.11 The Programme Manager, colleagues from Corporate Health and Safety, a Quality Improvement Manager, and the EIS have produced updated procedural guidance around the area of Near Miss and Incident Reporting for the purposes of securing greater consistency. The document and associated professional learning were launched in April and May 2021 respectively. Dedicated, webinar-style professional learning is being offered to line managers across the education service. This will be available for ongoing reference via Education's SharePoint (intranet) site. The impact of this will continue to be monitored as part of the Health & Safety sub-group's remit.

4. FINANCIAL IMPLICATIONS

- 4.1 There are no financial implications resulting from the information outlined in this report. The restructure of the ASN & Outreach Service was undertaken within existing budgets.

5. LEGAL IMPLICATIONS

- 5.1 The Local Authority has many legal duties including those of:

- The Education (Scotland) Act 1980
- The Children (Scotland) Act 1995
- The Standards in Schools etc. (Scotland) Act 2000
- The Education (Additional Support for Learning) (Scotland) Act 2004, as amended
- The Requirements for Teachers (Scotland) Regulations 2005
- The Equality Act 2010
- The Children and Young People (Scotland) Act 2014

5.2 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. Specific links: Stretch outcome 1 10% increase in employment across priority and volume growth sectors 2026

	<p>Stretch outcome 6 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026.</p>
Prosperous People Stretch Outcomes	<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>
Prosperous Place Stretch Outcomes	<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>
UK and Scottish Legislative and Policy Programmes	<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
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9. BACKGROUND PAPERS

None

10. APPENDICES

A – Programme Plan (V. 5.1)

11. REPORT AUTHOR CONTACT DETAILS

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