

ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	26 January 2022
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Supporting Learners
REPORT NUMBER	OPE/22/010
DIRECTOR	Rob Polkinghorne
CHIEF OFFICER	Eleanor Sheppard
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TERMS OF REFERENCE	1.1.1

1.1 PURPOSE OF REPORT

- 1.1.1 This report seeks to update Members on the progress of the work undertaken in respect of Supporting Learners in Aberdeen City.
- 1.1.2 As agreed at the meeting of the Committee on 3 June 2021, this report includes information about the work undertaken to promote the Early Intervention Consultation (EIC) option offered by the Authority's Educational Psychology Service (EPS).

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 to report on the programme within 1 calendar year.

3.1 BACKGROUND

- 3.1.1 Since November 2019 a series of reports have been presented to Committee as our Supporting Learners Workstream has sought to build a stronger continuum for children and young people. This work has been overseen by a Work Group comprising central officers, an Educational Psychologist, school senior leaders, and Trade Union representatives. The group have made effective use of a range of data to support agile decision making with local data informing initial planning.
- 3.1.2 The work programme is now largely based on the recommendations of the National Review of Additional Support for Learning – *All Our Children and All*

Their Potential undertaken by Angela Morgan and published in June 2020. The recommendations were accepted nationally in October 2020.

- 3.1.3 In addition to the main programme of work, associated issues have been addressed in partnership through the work group such as the establishment of a Health & Safety sub-group. The Sub-group, comprising of the Programme Manager, a Corporate Health and Safety Officer, and Trade Union Colleagues, met monthly to review data sets (Near Miss and Incident Reporting included), and the Sub-group's recommendations and discussions were fed-back into the main Supporting Learners Work Group. The sub-group sought to engender greater consistency in the use of the Council's corporate Health and Safety Reporting System to support greater accuracy of data collection. The sub-group have developed, consulted on and published protocols to promote consistent practice.
- 3.1.4 Significant work has been undertaken to secure greater agility and flexibility within supporting learners' systems and structures within Aberdeen City. This included the restructure and redesign of Additional Support Needs (ASN) Outreach Services and the establishment of a single Head Teacher and Leadership Team to oversee the work and strategic direction of the Service in the context of the National Review and the ongoing analysis of local data. This oversight will be critical as we continue to respond with agility and speed to the changing needs of children/young people and families.

3.2 THE ASN & OUTREACH SERVICE

- 3.2.1 Following consultation and formal approval, the business case for Additional Support Needs (ASN) Outreach Services was implemented on 16 August 2021. The unified Service ("the ASN & Outreach Service") brings together several teams of specialist staff comprising of:
- Hearing Support (including Aberdeen School for the Deaf)
 - Vision Support
 - English as an Additional Language
 - Dyslexia Outreach
 - Fit Like? Aberdeen's Education Wellbeing Team
 - Links Early Learning and Childcare (ELC)
 - Child's Planning Support
- 3.2.2 Each team within the service retains their specialist skills and knowledge. Recruitment processes undertaken since August 2021 would evidence an appetite for staff to join these areas of specialism, which is important and encouraging from a sustainability perspective. In-keeping with The Requirements for Teachers (Scotland) Regulations 2005, a rolling programme of post-graduate study is in place for both 'Teachers of the Hearing Impaired' and 'Teachers of the Visually Impaired' to ensure the Education Authority fulfils its obligations in this regard.
- 3.2.3 During school building closures resulting from the pandemic, outreach services made use of digital innovations (such as Google Suite for Education, Microsoft Teams, and See Saw) to maintain continuity and contact with learners and families. Following limitations to movement between schools last session, the

Service welcomes the relaxing of mitigations, which means peripatetic staff can attend multiple schools per day to support learners on their caseloads. Staff continue to make use of the digital advances gleaned during school building closures: this is particularly effective for connecting with colleagues across the city to attend Multi-Agency Meetings, offer consultation sessions, and/or deliver professional learning. Overall, this blend of face-to-face and virtual working maximises capacity across the Five Roles of Support for Learning: Direct Teaching, Cooperative Teaching, Consultancy, Provision of Professional Learning, and Multi-Agency Working.

3.2.4 A Head Teacher was recruited in Term 4 of session 2020-2021 and they took up post on 16 August 2021. In addition to the recruitment noted in 3.2.1, since taking up post the Head Teacher has sought to recruit to vacant senior and middle leadership positions with high-quality, highly-qualified, and experienced candidates having been secured for:

- Depute Head Teacher – Vision Support
- Depute Head Teacher – Language and Communication
- Principal Teacher – Child’s Planning Support
- Principal Teacher – Secondary English as an Additional Language (EAL) and English for Speakers of Other Languages (ESOL)
- Principal Teacher – Fit Like? Education Wellbeing Team
- Centre Manager – Links ELC

This work will continue throughout this academic session to ensure all Leadership Team vacancies are recruited to by April 2022. Remits of the senior leaders will be finalised as recruitment continues, but they will broadly align to: Safeguarding, Wellbeing, Equality and Inclusion; Professional Learning and Leadership; Learning, Teaching and Assessment; Raising Attainment and Achievement, and Partnerships.

3.2.5 Since August, opportunities have been created for colleagues to work both within and across staff teams. Early feedback indicates this way of working is welcomed by staff with positive feedback being received both anecdotally and formally. “Mixed Groups” were launched during the November INSET day: these mixed-team groups are designed to provide staff with a go-to support network, which is designed to facilitate sharing of knowledge and best-practice across areas of expertise with the ultimate aim of securing high quality provision for learners and families. In a similar vein, the Extended Leadership Team are leading a ‘What We Do’ project that all staff teams are feeding into: the purpose of the project is to share similarities and differences in practices across staff teams for the purposes of increasing understanding and consistency. This work forms a strong basis on which to launch improvement activity planned for Terms 3 and 4 in relation to Learning, Teaching and Assessment.

3.2.6 Early Learning and Childcare (ELC) Links Hub is a new, standalone, 90-place provision, which was developed and established as part of the Local Authority’s response to the 1140 hours ELC expansion; it is housed in the former Woodlands building on Regent Walk, Seaton, and operates an 8am-6pm, 52-week service. ELC Links opened to learners and families on 16 August 2021 and the setting’s roll has increased steadily since: at the time of writing (December 2021) 45 learners are enrolled with an anticipated rise to

approximately 60 during January 2022. Led by the Centre Manager, the provision supports eligible 2s, ante pre-school, and pre-school aged learners.

- 3.2.7 ELC Links Hub's operating model is founded upon the GIRFEC multi-agency principles and based on the work of Fit Like? Aberdeen's Family Wellbeing Hubs, whereby partners are readily available – on site – to support children and families. The Centre Manager has worked with managers in National Health Service (NHS) Grampian to appoint an on-site Health Visitor and Nursery Nurse to ensure education-health communication is strong for the purposes of delivering timely support to families.
- 3.2.8 Historically, each of the constituent services produced their own Improvement Plan, and Standards and Qualities Report. Since taking up post, the Head Teacher has worked with staff to ready an ASN & Outreach Service Standards, Qualities and Improvement Plan (SQulP), which takes cognisance of the national and local landscapes, recognises the strengths individual staff teams bring to the new collaboration, and the anticipated needs of the aligned Service over the next three years. Alongside the National Review, the plan acknowledges recently updated National Guidance for Child Protection (2021), the ongoing review of the national Getting It Right For Every Child (GIRFEC) practice model, The Promise, and the continued focus on children's rights as we work to become a Child Friendly City.
- 3.2.9 Scotland's National Vision for Children and Young People with Additional Support Needs was launched in early August 2021. As a result, defining the local vision for ASN & Outreach forms a key part of this year's SQulP. Staff "Mixed Groups" have started this work in October/November 2021 and engagement with children/young people and parents/carers – led by Service staff – is ongoing. An accessible and context-reflective vision statement is anticipated by April 2022 with accompanying values and aims to be identified thereafter.
- 3.2.10 The Programme Manager/Head Teacher attended meetings of the Aberdeen City Parents' Forum (ACPF) in February, April, and August 2021. This gave an opportunity for updates to be provided alongside dialogue about the business case and progress towards implementation. The Head Teacher wrote to all Aberdeen City parents/carers of ELC and school-aged children in late September 2021 for the purposes of providing an introduction and establishing a Parent/Carers' working group for the ASN & Outreach Service. Following a positive response, a virtual information evening convened in mid-November; this was supported by central education officers and members of the Service's senior leadership team. Subsequently, several parents formally offered to join the working group. Initial contact was made with the group members pre-Christmas to ensure the group was ready to commence their work in January 2022: they will be instrumental in constructing the ASN & Outreach Service's Parents'/Carers' Group's constitution and aims. Fundamentally, it seeks to ensure the voice of parents/carers forms an integral part of the Service's improvement journey, including the development of the SQulP.
- 3.2.11 The Service's website is – at the time of writing (December 2021) – under development, but a prototype is anticipated to "go-live" in early 2022. It is

designed to be an information hub for children/young people, families, and staff as previous feedback indicated useful information was not always centralised. The site will contain (amongst other things) information about the Service, including details of what we provide and how support is accessed, advice/guidance, sources of professional learning, and links to local and national support bodies such as Enquire, SACRO ASN Mediation, CALL Scotland etc.

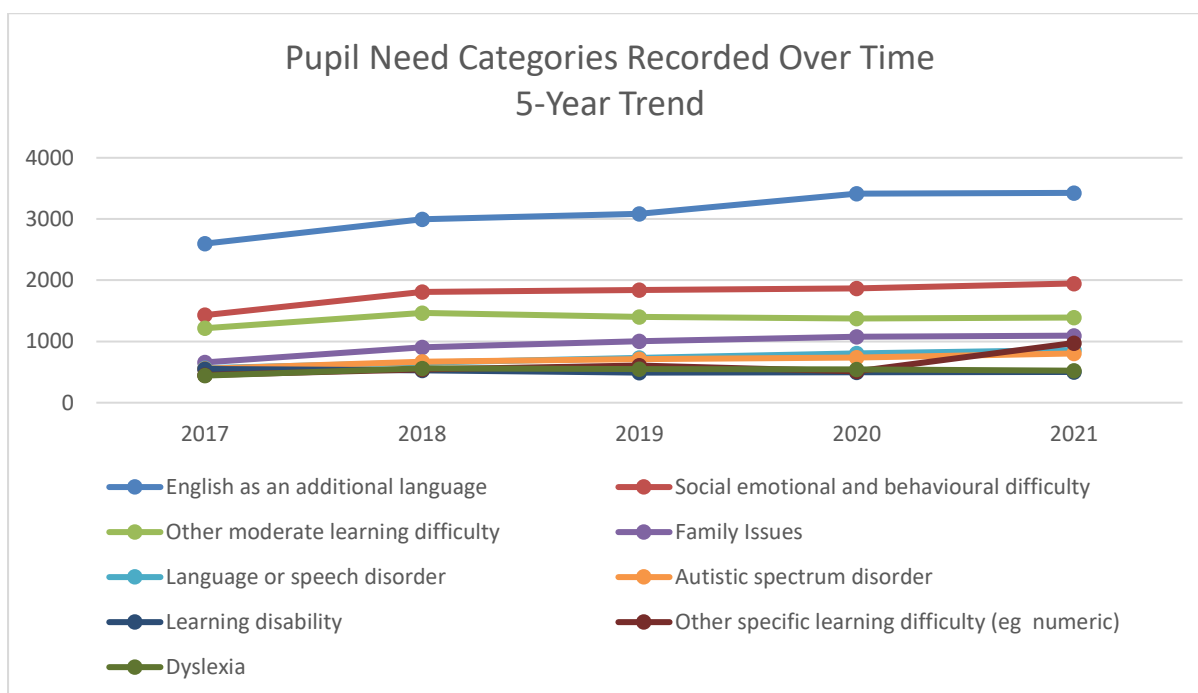
3.2.12 A key part of the Service's role is responding to data relating to Aberdeen City's demographic and the changing needs of children/young people, families and staff; this is particularly relevant in the context of the pandemic. As an example of how the aligned service generates the necessary flexibility to operate in this way, recent recruitment has been targeted towards data generated through request for assistance and/or referral from specialist health teams such as Ophthalmology and Audiology: vacancy across the Service has been used to increase the number of 'Teachers of the Hearing Impaired' and 'Teachers of the Visually Impaired'. The same is true of requests seeking opportunities for learners to benefit from the support of programmes such as Forest Schools and the positive impact evidenced through access to outdoor education: we have actively sought to recruit Teachers of Wellbeing - Outdoor Learning and Outreach.

3.2.13 A full review of data has been undertaken in light of the 2021 ScotXed (annual) census, and this is presented in the section that follows. It should be noted that – at the time of analysis (November 2021) – data validation checks were still ongoing: this may account for variation when national statistics are published in March 2022.

3.3 REVIEW OF DATA: ABERDEEN CITY DEMOGRAPHIC, REQUEST FOR ASSISTANCE, AND FURTHER ACTIONS TAKEN TO ADDRESS THE FINDINGS

3.3.1 The National Review concluded that 30.9% of Scotland's children/young people have an additional support need, which was based on National data collected in 2019. National data published in 2020 states that 32.3% of children/young people on the roll of a Scottish school have an Additional Support Need. Analysis of the most recent data snapshot from SEEMiS (schools' Information Management System) evidences that 37.8% of school-aged children/young people in Aberdeen City are recorded as having (an) additional support need(s), as recognised by the Education (Additional Support for Learning) (Scotland) Act 2004, as amended. There is clear evidence that the pandemic has impacted considerably on the number of children/young people recognised as having an additional support need.

3.3.2 Pupil Need categories are determined Nationally and schools choose from a drop-down list within SEEMiS when recording the needs of learners. These link directly to the annual census referred to in 3.2.11. When broken down by said Pupil Need category, the five-year trend data for the nine most prolifically recorded categories presents as follows:



3.3.3 Work was undertaken during sessions 2019-2020 and 2020-2021 to address consistency in the recording of these categories in SEEMiS. When compared side-by-side, variation between the 2020 and 2021 for the same categories presented in 3.3.2, in relation to respective learner populations, is as follows:

	% 2020 Pop	% 2021 Pop	Variation
English as an additional language	14.2%	14.1%	-0.1%
Social emotional and behavioural difficulty	7.7%	8.0%	0.3%
Other moderate learning difficulty	5.7%	5.7%	0.0%
Family Issues	4.5%	4.5%	0.0%
Language or speech disorder	3.4%	3.5%	0.2%
Autistic spectrum disorder	3.1%	3.3%	0.2%
Learning disability	2.1%	2.1%	0.0%
Other specific learning difficulty (eg numeric)	2.1%	4.0%	1.9%
Dyslexia	2.3%	2.2%	-0.1%

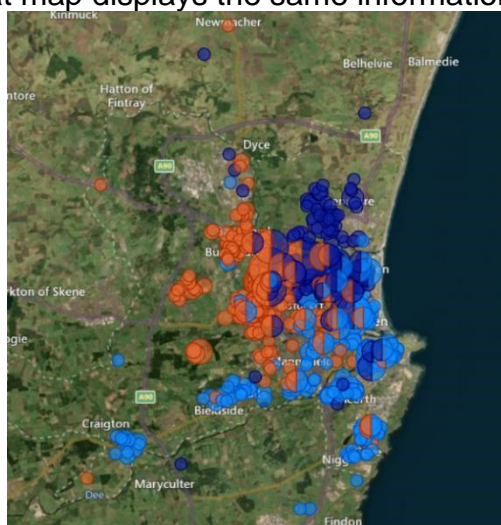
3.3.4 The Single Request for Assistance System (RfA) was launched across Integrated Children and Family Services in October 2020. RfA is utilised when the Team Around the Child wish to seek advice and support from a partner service and/or agency, including: Child's Planning, Children's Social Work, Language Support Provision, Fit Like? Aberdeen, Outreach, and School Nursing Service Support. Outreach services include: Autism Outreach, ASN & Outreach Service's Teams, Educational Psychology, and the Virtual School. Unlike previous RfA (or referral) systems, the single RfA produces a single data set, which provides a live picture of need across Aberdeen City's learning establishments.

3.3.5 1038 requests have been made since the system went live, which represents a weekly average (mean) of 18.54.

3.3.6 When analysed by City locality, request for assistance distribution presents as follows:

Locality	% Requests
Dee	29.4
Don	30.4
West	40.8

The following heat map displays the same information in pictorial form:



The respective learner population (as per census data) for each locality is presented in the following table, which also displays comparator data for RfA per 1000 learners:

Locality	% Learner Population	RfA per 1000
Dee	43.4	28.9
Don	29.1	44.4
West	27.5	63.2

3.3.7 Many of the issues faced by children and young people begin in early childhood and it is hoped that getting to, and addressing, the root causes will help to build more sustainable change in the longer term. It is important to appreciate that many of the stresses and strains impacting families are financial/poverty related. As part of the Education Recovery Grant, Youth Workers, Family Learning Workers and improved access to financial inclusion services have been established for session 2021/22. These resources have been allocated through Partnership Forums with a clear remit for early intervention and targeting those children, young people and families most at risk of disengaging from education. This approach enables each Forum to decide their priorities for use of the resource and ensures that the necessary resource can be accessed in a timely manner, with no unnecessary delay. A record of all

interventions using this grant and the impact of these is being maintained to inform a year end impact report.

- 3.3.8 CALL Scotland has been engaged to provide specialist guidance on the use of assistive technologies, with an initial focus on Orchard Brae School. CALL Scotland is a research and development branch of Edinburgh University, funded by Scottish Government, to help children and young people overcome barriers to learning, primarily using technology. Ongoing engagement with CALL Scotland will provide research-based support to meet the needs of learners where there are complex requirements.
- 3.3.9 The same pupil need categories utilised by SEEMiS are recorded as part of the RfA process. A side-by-side comparison evidences the prevalence of need is not in direct proportionality to the percentage of associated RfA:

Need Category	% of Requests		% of Learners
Social, Emotional, Behavioural	44.3	↑	8.0
Family Issues	29.8	↑	4.5
Autistic Spectrum Condition	23.1	↑	3.3
Mental Health Need	23.4	↑	1.1
English as an Additional Language	22.6	---	14.1
Communication Support Need	15.9	---	1.7
Interrupted Learning	15.7	↑	1.1

A ↑ is used to indicate where an increase of >1% is evident when compared to data previously reported in June 2021 (OPE/21/132 – *Supporting Learners*). The variation in two categories was negligible at <0.1%. The number of requests referencing Dyslexia has fallen, which may be attributed to service-delivery improvements outlined in the paragraphs 3.3.15 – 3.3.18.

- 3.3.10 The Compassionate and Connected Communities Resource and Training provides targeted professional learning on evidence-based practice, which compliments nurturing approaches and contributes to staff understanding and practice around the effects of trauma and adverse childhood experiences. We have over 60 staff from primary, secondary and specialist provision who have undertaken the train-the-trainer programme to support delivery of this programme across all ACC schools. Staff supporting Fit Like? Aberdeen and our Educational Psychology Service have also undertaken this training to ensure a whole system approach to supporting the wellbeing of all is considered. Trained trainers are now rolling this out within our settings and work has also been undertaken to support parents to understand the impact this will have on school communities.
- 3.3.11 Through a Scottish Government Pilot Project, work has been undertaken in partnership with Child and Adolescent Mental Health Services (CAMHS) and Penumbra to provide Level 1 Distress Brief Intervention Training (DBI) in 4 of our Secondary Schools. Progress shows initial green shoots with regards to

this level of support in schools. Work is being undertaken to increase the number of staff trained in Let's Introduce Anxiety Management (LIAM), which will provide a progressive support pathway for responding to children/young people's mental health.

3.3.12 Fit Like? Family Wellbeing Aberdeen is a collaboration of Integrated Children's Services, Health, and third Sector working together to support the mental health and wellbeing needs of children, young people and families in the City. The support offered is not an alternative to existing support services, they are designed to be an integrated whole system approach to change the way in which early intervention services support families. The whole family approach is a family led strategy, where families set their own goals, use resources, and support networks while strengthening relationships to achieve their potential to have long term sustainable change. The Hubs have 100 staff aligned either fully or partially from multi-agency teams. To date, the hubs have received 608 Requests for Assistance: of those seeking support, 84% go on to engage and receive support from the hubs. The support that families are offered is determined by need and identified goals. Support may range from a light touch, supportive signposting, single agency support, to a multi-agency response to a family in an integrated, collaborative approach. Based on the identified needs at the point of RfA, there is a noticeable trend, which mirrors data presented about regarding social, emotional, and mental health needs.

3.3.13 CIRCLE (Child Inclusion Research into Curriculum Learning and Education) has been developed through a ten-year research and implementation process by a collaborative partnership consisting of teachers, therapists and academics. The CIRCLE Framework has been created to support the development of inclusive practice as best practice in all schools and ELCs. It brings together and shares good practice and ideas from education staff, focusing on advice and strategies for improving the participation and achievement of learners with additional support needs. Colleagues from Speech and Language Therapy and School Specialists have delivered a session on this framework for all Head Teachers and further work will be taken forward to consider the impact of using this framework consistently across our settings to meet the needs of all learners. In addition, a pilot programme has been launched in 3 ELC settings – following an evaluation, this can be cascaded further.

3.3.14 Sharing of good practice through Digital Postcards has been well received by staff: these provide a platform for schools and individuals to share their work and learn from one another. We are about to launch Health & Wellbeing Postcards to provide this same level of support with a key focus on "Healthy body, Healthy mind, Healthy you!". Quality Improvement activity identified strong practice in respect of Wellbeing, Equality and Inclusion across schools in Aberdeen. Head Teachers have been invited to share with their peers during twice-weekly, virtual Head Teachers' meetings. Topics shared and discussed include: mental health and wellbeing, emotional literacy and management, and projects such as 'Northfield... I matter' (supporting the whole-school community with targeted Health & Wellbeing plans) and Glashieburn Primary School's 'No.8 Wellness Way' (a whole-school approach to greater understanding emotions).

3.3.15 Qualitative request for assistance data evidenced an under confidence and professional learning need around the identification pathway for dyslexia. As a result, the Dyslexia Outreach Team sought to adapt their model of support to address this gap; the programme is modelled on the national Addressing Dyslexia Toolkit and identification pathway. Delivered by a Dyslexia Outreach Teacher and Pupil Support Assistant, schools undertake a four-day intensive programme (called “Whole School Dyslexia Development”), which involves learners, families, and staff. A fifth day is organised the preceding term for follow-up support, advice, and guidance. The model was launched in October 2021 following a pilot with two schools in August/September. A further 18 schools are signed-up to undertake the programme this academic session.

3.3.16 To ensure the Dyslexia Outreach Team are equipped to support a variety of circumstances, they continue to respond to individual requests for assistance using a blend of face-to-face and virtual solutions. Where appropriate, a recommendation to undertake the Whole School Dyslexia Development programme may result. In addition, the Team have developed a Dyslexia Champions’ programme, which commenced in November 2021. The Champions’ programme is designed as another vehicle to share expertise and practice with the aspiration of having a Dyslexia Champion (expert) in every school. Phase 1 of the training saw 36 practitioners sign-up for the eight-week, virtual course.

3.3.17 The Authority’s Dyslexia Guidelines (attached for Members in Appendix A) were updated by a working group of staff: Central Officers, Educational Psychologists, Dyslexia Outreach Teachers, a Head Teacher, and Support for Learning specialists. Following learner and parent/carer focus groups, wider consultation, and extensive proofing, the resource was launched in October 2021. The Guidelines are accompanied by a Family Short Guide, which takes the form of a narrated PowerPoint video, which is hosted on the Aberdeen City Council website alongside the Guidelines. The impact of 3.4.1 – 3.4.3 will be monitored through request for assistance and evaluative data generated via the programmes of support.

3.3.18 As exemplified in 3.2.11, the capacity of the Dyslexia Outreach Team has been similarly increased to meet the demand identified through the request for assistance system.

3.3.19 The request prevalence for Education Outreach Services presents as follows (top four):

Service	% of Requests	
English as an Additional Language	19.3	↑
Educational Psychology	12.9	↓
Autism Outreach	9.3	---
Dyslexia Outreach	5.8	↓

75.6% of requests for English as an Additional Language (EAL) support are for learners who are either “new to” or “early acquisition” stages of English. The EAL Team are supporting schools to engender greater consistency in the use of RfA for this part of the service. In addition, the EAL Team have been instrumental in settling Afghan learners into school and the Scottish education system: whilst every care has been taken to maintain service continuity across the City, a rise in requests may be attributed to diverting the Team’s focus, short term, to the Afghan learners. Again, a declining trend in relation to one-off Dyslexia Outreach requests would suggest an early positive impact of improvements and refinements made to their support models, but it is difficult to determine this conclusively owing to the early stages of their new models and associated self-evaluation. More information about the Educational Psychology Service, as requested by Members in June 2021, is provided in the paragraphs that follow.

3.3.20 The Educational Psychology Service offer an Early Intervention Consultation (EIC) service, which schools can make use of without the need for (or pre-) RfA. The EIC can focus on whole-school improvement factors, classroom-level factors, or the needs of an individual learner. 116 EICs took place between February and June 2021 (period one), and 98.8% of these pertained to the needs of an individual learner. 83.6% of EICs were initial consultations and the remainder were follow-up conversations. Of all EICs that convened during period one, 29.3% resulted in a formal role being identified for the Educational Psychologist, thus leading to a RfA, and the remainder resulted in greater/increased use of universal and school-/classroom-based supports.

3.3.21 109 EICs took place between August and mid-November 2021 (period two) with 90.1% of these focusing on the needs of an individual learner.

3.3.22 When data from the two time periods are compared side-by-side, an increase from 6.4 to 9.9 EICs per week (mean) is evident, which gives an early indication work undertaken by the Educational Psychology Service to increase the profile and visibility of EIC as an early intervention support is positive. The overall breakdown of EIC usage by Locality is as follows:

Locality	% EICs
Dee	39.1
Don	36.0
West	24.9

Overall, the number of requests progressing to formal involvement during period two remains consistent at c.30%. Work is ongoing to ensure better use of the Educational Psychology Service is made within the West Locality. Data – such as that presented above – will be used to monitor the effectiveness of this.

3.3.23 The EICs referenced above focused on the following (top five categories) range of pupil needs:

	% Feb – Jun EICs	% Aug – Nov EICs
Social and Emotional Needs	34.5	33.0
Self Regulation	30.2	40.4
Autistic Spectrum Conditions	27.6	37.6
Literacy Needs/Difficulties	23.3	16.5
Attention/Concentration Needs/Difficulties	22.4	25.7

These data sets broadly align with the pupil need prevalence noted in the wider Request for Assistance analysis presented in 3.3.9.

3.3.24 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 also 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.

3.3.25 Child Plans were reviewed during the two most recent meetings of the Forum in June and November 2021: they represent requests for learners across all stages including ELC, primary, and secondary. Following the multi-agency review of plans, the following levels of planning were identified:

Level of Planning	% Plans Reviewed
Specialist or Enhanced	37.2%
Mainstream with Targeted Support	35.5%
Mainstream with Universal Support	<1.0%
Deferred for Observation, Future Forum etc.	26.4%

The percentage of plans where Specialist/Enhanced or Mainstream with Targeted Support was identified is indicative of increasing consistency in the use of the Child's Planning Support service.

3.3.26 Several plans outlined children for whom transition to Primary 1 or Secondary 1 has been impacted by the pandemic: additional input is ongoing to support learner wellbeing and learning in their new setting beyond what may normally have been delivered by an enhanced transition. Where appropriate, Outreach Services have offered observation, further advice and support in light of the Child's Planning process. Overall, this may account for the increases noted in Pupil Need categories presented in 3.3.9.

3.3.27 Enhanced Provision commenced delivery in August 2021 in Glashieburn Primary, Kaimhill Primary, Bridge of Don Academy, and Cults Academy. The need for, and offer of Enhanced Provision, is identified through Child's Planning Support. The Principal Teacher – Child's Planning Support has worked across

the four provisions to support the transition and settling-in period. Where/When specific need has been identified, professional learning has been delivered to staff and this includes behaviour is communication, and person-centred child planning. The Educational Psychology Service has supported the establishment of an Enhanced Provision Network, which is designed to provide a platform for collaboration and sharing of practice across multi-agency services.

3.3.28 The Child's Planning Support Calendar of Key Dates is reviewed annually to include the preceding 18 months' submission deadlines, forum meetings, and communication dates. The updated calendar is on track for publication in January 2022, which will contain dates up to, and including, Summer 2023. This ensures multi-agency teams have adequate planning and preparation time to support children's/young people's transitions, particularly so for transition into Primary 1 and from Primary 6/7 to Secondary 1.

3.3.29 The Supporting Learners Work Group and Child's Planning Support process identified the need to improve consistency in the use of Individualised Education Programmes (IEPs). A further needs analysis amongst school-based staff identified exemplification as a professional learning gap in this regard. Subsequently, a group of school senior leaders, support for learning/ASN teachers, and educational psychologists produced an IEP best practice and exemplification resource, which went live in June 2021; it is readily available to all staff via EDUSharePoint. The impact of this resource is being monitored via quality improvement activity and request for assistance.

3.3.30 The process for considering Coordinated Support Plans has been streamlined to support understanding of statutory duties. Online Professional Learning has been developed and delivered to education staff and Independent Reviewing Officers. This will also support ensuring all our Looked After Children are considered and the outcome recorded. In order to consider themes and identify where supports may be necessary, data is gathered electronically. Since this was put in place in May 2021, there have been 16 new considerations for a Coordinated Support Plan for learners in Aberdeen: two from ELC, four each from primary and secondary respectively, and six from specialist settings. Of those considered, five met the statutory criteria for a Coordinated Support Plan.

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.
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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 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	<p>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> <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>
Prosperous People Stretch Outcomes	The proposals in this report seek to ensure the best use of resource in the system, promoting an

	<p>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	Underpinning the work of all schools in Aberdeen City is reducing the poverty related attainment gap and achieving excellence and equity for all.
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

9. BACKGROUND PAPERS

None

10. APPENDICES

A – Aberdeen City Dyslexia Guidelines (2021)

11. REPORT AUTHOR CONTACT DETAILS

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