

Appendix D: Progress towards Angela Morgan Recommendations

A full report on national progress towards implementing the Morgan recommendations from 2020 was [published](#) in late 2024, and an [updated action plan](#) established to help track progress moving forward. Progress against the current Action Plan is summarised below.

Summary of Morgan Recommendation/Theme	Key highlights of Aberdeen City Council Progress	Summary of National Progress (this column is at it appears nationally)
Vision and Visibility Children and young people must be listened to and involved in all decision making relating to additional support for learning. Co-creation and collaboration with children, young people and their families will support more coherent, inclusive and all-encompassing policy making which improves implementation, impact and experience	<p>The vision for education services - ‘Inspiring communities to learn and grow together’ along with the values of Equality, Ambition, Respect and Nurture were developed in consultation with all staff, parents and young people and underpins the work of the cluster.</p> <p>The local working vision for the ASN and outreach services was established following both universal and targeted consultation.</p> <p>All ASN policies and guidelines are refreshed in consultation with young people and parents/carers. The refresh of Supporting learners: A relationship and rights focused approach to physical intervention and seclusion guidance has just been refreshed in line with the national update of included, engaged and involved part 2. This was completed in consultation with our staff Safeguarding Group, parents/carers and headteachers. A child friendly version will be created in consultation with our ASN Ambassador Group.</p>	<p>Action to develop a national overarching Vision Statement for success is complete and work is underway to look at how this can inform the broader work and communications plan. Remaining actions (8) are ongoing.</p> <ul style="list-style-type: none"> • Work continues with the Ambassadors for inclusion including <ul style="list-style-type: none"> ○ review of the vision statement established in 2022. ○ an approach to highlighting achievement and success which has been incorporated in national undergraduate and post graduate courses. • ASL Board continues to engage with policy makers to ensure the needs of young people with ASN are reflected in any policy development

	<p>A local Ambassador Group has been established to support further collaboration with young people across the city.</p> <p>Children and representative parents /carers have helped co-design the Early Intervention Test of Change, now known as 'The Bridge' and their voice is a feature of the model proposed.</p> <p>The Local Authority Behaviour Plan has been agreed with the City-Wide Parent Forum and with individual Parent Councils.</p> <p>PowerBI dashboards and the new tracking system in place allow us to track and analyse the achievements of young people with ASN ensuring interventions are in place to support.</p> <p>Young people with severe and complex needs from Orchard Brae are invited to attend the celebration of achievements following the issue of the SQA results in the Marischal Quad.</p> <p>Achievements of all Care Experienced young people are celebrated annually.</p>	<ul style="list-style-type: none"> • Work is ongoing to produce a national measurement framework for ASL. The ASL Project Board subgroup has prepared a business case to establish a draft dashboard. Work is also ongoing with Education Scotland to look at developing pupil profiling to ensure celebration of all achievements of young people. • The Pupil Support staff working group has shared their options for accredited qualifications and registration for Pupil Support Staff and this is being considered by Ministers
<p>Mainstreaming and Inclusion</p> <p>The independent Review of Curriculum for Excellence must fully integrate the findings of this to ensure there is focus on</p>	<p>All schools have a CIRCLE coordinator who is supporting the ongoing adoption of the programme in their own schools. This work is strengthening both environment and curriculum design and is supported by colleagues in NHS Grampian.</p>	<p>2/3 of the actions are complete, with the Independent Review of Curriculum for Excellence integrating the findings of this review and focus on the experience of all children, affording equity to those with additional support needs.</p>

<p>children with additional support needs.</p> <p>To fully achieve this, the independent Review of the Curriculum for Excellence must maintain a strong central focus on the experience of all children, young people, parents and carers and the professionals in closest connection with them.</p>	<p>As part of headteacher meetings best practice from each sector is showcased to help develop consistency across all schools. Improvements in environments are evident during quality improvement visits.</p> <p>Secondary HTs worked with central officers to run intensive training sessions on curriculum design and learning, teaching and assessment. This has seen an increase in the number and range of courses being offered by both individual schools and ABZ Campus, ensuring all young people have access to qualifications at an appropriate level.</p> <p>Central officers meet regularly with ASN Third Sector Groups to build relationships and share resources and updates.</p> <p>Specialist provisions have hosted information evenings for families with children who have complex additional support needs. These sessions support families to connect with other families and with helpful services. Attendance at these sessions has been high and feedback very positive.</p> <p>ABZ Campus continues to offer senior phase learners greater access to a higher number of flexible pathways and planning for Phase 3 in at an advanced stage.</p> <p>ABZ#WHATIF offers young people a range of inputs while working towards Personal Development Award</p>	<ul style="list-style-type: none"> • The work of the ASL Project Board continues to show a clear line of sight to the Scottish Education Council as well as the International Council and other strategic groups.
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	<p>and National Progression Awards providing access to employability qualifications.</p> <p>A detailed analysis of a range of data sets has triggered work to develop a Test of Change at the new Riverbank School. Learning from this Test will be used to inform next steps.</p>	
<p>Maintaining Focus, but Overcoming Fragmentation</p> <p>There must be clear values-driven leadership, shared communication, support and challenge at all levels of the system to ensure that the experiences and achievements of children and young people with additional support needs are visible and continue to be improved.</p>	<p>Our local authority quality improvement framework is reviewed annually to ensure central officers undertake robust evaluation of approaches.</p> <p>Focus groups of young people now form part of Quality Improvement visits to schools providing the opportunity for our young people to share feedback and ideas.</p> <p>Work is ongoing to improve the content and accessibility of support websites for families and young people.</p> <p>All schools identify armed forces families at the application stage and offer support at local level. Funding opportunities for projects will continue to be shared with all schools supporting armed forces children.</p> <p>Considerable work has been undertaken to locally join up policy areas as exemplified through the Children's Services Board Annual Report.</p>	<p>All 4 actions are ongoing</p> <ul style="list-style-type: none"> • Development of professional learning resources to be used across education, health and CLD. • Continue to review evidence around relationships between parents and professionals. • Continued engagement with ASN Children and young People's Network • Policy leads are exploring how to gather more data on ASL provision through the inclusion of additional questions in the Children's Service Planning Questionnaire. • The Scottish Government receives Children's Strategic Planning

	<p>External support and challenge (through ADES) is now integrated in the practice of the Education Service.</p> <p>Induction programmes for new Head Teachers and for support staff are now established.</p> <p>The values of the service underpin the work undertaken. Leaders regularly work together to maintain a culture of collaboration and respect. There is clear communication and a shared purpose between central team and school leaders, and this leads to innovative solutions to improve the curriculum and the support available for our young people.</p>	<p>Partnership Annual Reports. Policy leads are considering how the information from these reports could be utilised to inform the work delivered through the ASL Action</p> <ul style="list-style-type: none"> • Plan to highlight how planning incorporates and makes visible the implications for ASL. • ASL Project Board members continue to engage proactively with young people to ensure they are involved at the earliest stage of policy development
<p>Resources</p> <p>Audit Scotland must use the key themes in this report and the associated findings from Audit Scotland's audit of educational outcomes to inform the scope of their national performance audit on outcomes for children and young people with additional support needs. This must include assessing spend on additional support for learning across services, its impact on attainment and</p>	<p>Quality improvement activity within the ASN & Outreach Service is being driven by the use of data. This is closely monitored through regular data reviews at local authority, service and school level and Local Authority Quality Improvement activity.</p> <p>Local Authority monthly, termly, and yearly data reviews, in addition to the insight gleaned from Head Teachers, helps inform the programme of Head Teacher, Associated School Group and school level meetings.</p> <p>We continue to offer secondments for teachers to both Orchard Brae and Bucksburn Wing providing</p>	<p>1 action has been completed, Audit Scotland recently published their audit of Additional Support Needs. The 2 other actions are ongoing.</p> <ul style="list-style-type: none"> • A trial of up to 6 special school placements of depute head teachers from mainstream provision is being developed to run in the 2024-25 school year. The evaluation of the trial will inform future decisions regarding the inclusion of a special school placement element to existing teacher leadership programmes and the potential for the opportunity to be

<p>outcomes for children and young people at all stages; highlighting good practice and gaps.</p>	<p>an opportunity for mainstream staff to experience teaching in a more specialist setting.</p> <p>A Quality Improvement Manager (ASN) (previously Head Teacher at Orchard Brae) is in post and leading on ASN within the local authority. She is currently reviewing the training offered to staff working in both specialist and mainstream settings.</p> <p>Early Intervention Consultations are undertaken with all headteachers to identify trends and areas of best practice. This, along with the data held by the service and evidence from external scrutiny, is already being used to inform current service improvements and will feed into future service planning and design.</p> <p>The Service commissioned the Educational Psychology service to undertake an Exploration of Learners' Needs to gain a further understanding of how the learning needs of children and young people are met across schools. During the Exploration of Learners' needs, the Educational Psychology Service highlighted best practice across our schools and case studies have been shared with Headteachers. The Quality Improvement Manager plans to use the case studies as part of the professional learning offer for schools.</p> <p>The service continues to amend the use of resource to reflect emerging needs, for example through the establishment of The Bridge.</p>	<p>made available to a broader range of the education workforce.</p> <ul style="list-style-type: none"> • Modules for into headship to be reviewed in 2024-25 to consider inclusion of enhanced content on additional support needs.
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	<p>Head Teacher groups have been established to</p> <ul style="list-style-type: none"> • support a review of how ASN resource is best allocated to support learners • update our Pupil Centred Risk Assessment (PCRA) guidance and procedure • review our processes for managing unsafe behaviours in secondary <p>The ASN Head Teachers Group are currently working to:</p> <ul style="list-style-type: none"> - Establish the 'Riverbank' support service for primary aged pupils in the 2025-26 academic year. Review the effectiveness of this provision to inform potential secondary school equivalent for 2026-27. - Map the services and organisations that support ASN. Detail what they provide and how effective the provision is based on feedback and outcomes. Check for crossover of services and thresholds to create a support directory for schools. - Redesign the Child's Planning Support Forum. 	
<p>Workforce Development and Support</p> <p>Teacher recruitment, selection, education and professional development and learning processes must align with the</p>	<p>The impact of the Lead Teacher is evident in the schools she has supported and this is now beginning to show in inspection outcomes.</p>	<p>4 actions have been completed. These relate to the workforce understanding their role, staff understanding of how to access support, parity of career progression for teachers who specialise</p>

<p>changed and changing profile of children and young people in Scotland.</p> <p>Innovative and partnership approaches to practice learning should be developed including delivery and participation of children, young people, parents and carers.</p>	<p>Approaches to teacher recruitment and professional development mirror the refreshed General Teaching Council Scotland Standards.</p> <p>Recruitment of all teachers in sensory service roles within ACC is undertaken in conjunction with Scottish regulations.</p> <p>The One Good Adult Profile is used in recruitment across Education and Lifelong Learning, to ensure Learners are centred at the heart of every role.</p> <p>Following robust testing by Bucksburn Academy, all school staff have been trained in Maybo de-escalation training, and this is now part of annual mandatory training.</p> <p>A refreshed HT induction programme provides opportunities for leaders new to the city to become familiar with local policies and partners.</p> <p>Parents are offered support through the Stronger Families series which has a specific focus on supporting children with ASN. Partners and settings across Education and Lifelong Learning, including Educational Psychology Service and Third Party Sector colleagues contribute to this programme.</p> <p>A PSA induction programme has been developed in consultation with key partners providing</p> <ul style="list-style-type: none"> • de-escalation training and • specific training related to ASN 	<p>in additional support for learning and work on Pupil Support Assistant roles.</p> <ul style="list-style-type: none"> • The Education Scotland Inclusion Wellbeing and Equalities (IWE) Professional Learning Framework is now live and available on the Education Scotland website. IWE Officers continue to deliver sessions through the 4 themes. 1. Inclusion, 2. Relationships, 3 Rights and Equalities, 4. Wellbeing and care • HM Inspectors are systematically reviewing their scrutiny frameworks and inspection activities to ensure they align closely with the expectations set out in the ASL Action Plan. • Teacher development is ongoing with all teacher education having specific practice in supporting ASL needs. • ADES alongside Education Scotland continue to work with its members on Collaborative Improvement. All 32 local authorities have worked with this programme to explore the challenges and consider the possible solutions through visits and discussions with colleagues from
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	<ul style="list-style-type: none"> • input from the Educational Psychology Service on brain development <p>Our Educational Psychologists offer a menu of training for all staff. This includes:</p> <ul style="list-style-type: none"> • Emotional Literacy Support Assistants • Emotion coaching • Executive functions • Emotionally based non-attendance • Seasons for Growth (including new parental and adult programmes) • Teenage brain development • Ready Steady, Two • Bespoke training for schools, ASG's or Locality's for example Nurture, Trauma, or Mediated Learning. <p>A range of professional learning has been offered to support the local behaviour action plan</p> <ul style="list-style-type: none"> • Maybo de-escalation training • Keeping trauma in mind and understanding trauma • Restorative practice <p>All schools have a CIRCLE coordinator who is part of an authority wide network receiving regular training and support to improve learning and teaching environments and approaches.</p>	<p>across Scotland.</p> <ul style="list-style-type: none"> • ADES continues to engage with partners on approaches to self-evaluation and improvement and offer regular opportunities to share and promote ongoing work at the ADESASN Network. • Attainment Advisors and Education Scotland continue to consider how improvement methodologies could be extracted to develop knowledge of improvement methodologies on an ongoing basis
Relationships Between Schools and Parents	Through work on the established Parent Involvement and Engagement Plan, all ACC web-	One action around transition is complete, all four others are ongoing.

<p>Schools and local authorities must work in partnership with parents and carers to develop, and deliver, ways of working together that support and promote positive relationships, communication and co-operation.</p> <p>Parents and carers must be involved as equal partners in the development of key guidance, to contribute their knowledge and lived experience.</p>	<p>based information will be reviewed to ensure it is up to date, in line with current legislation and accessible for families. Parent and young people focus groups will be created to support this work.</p> <p>All parent councils have signed up to Connect which provides a national offer including:</p> <ul style="list-style-type: none"> • training and resources to support families • help sheets to support greater understanding of education <p>Parents have worked with officers to co-design:</p> <ul style="list-style-type: none"> • the Early Intervention Provision • a local Behaviour Plan • our Parent Engagement and Involvement plan • and contributed to the Exploration of Learners' Needs carried out by the Educational Psychology Service <p>We have run the Stronger Families series to support families. Following feedback from families, topics have included</p> <ul style="list-style-type: none"> • Substance awareness • Self-Harm • Managing anxiety • Understanding Teenage Brain Development • Supporting Exam Stress <p>There are plans for specific inputs on ASN as part of the programme for session 25/26 based on feedback from participants.</p>	<ul style="list-style-type: none"> • Education Scotland continues to work on Collaborative Improvements (CI) with ADES and local authorities. All 32 local authorities are engaged and 7 include a focus on Additional Support for Learning. • The ADESASN network is currently considering how to share information through a core resource which showcases good practice and highlights how improvement could be made through engagement with parent councils. • Parents/Carers are represented on all stakeholder groups associated with the ASL Review. • Enquire will continue to work with partners to make sure that parents and carers are signposted to their wealth of information about additional support for learning, and that they can also signpost on to other relevant sources of information. • The Scottish Government has increased annual funding to services that provide support advice and representation to parents, carers, children and young people on
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	<p>The ASN and Outreach service continues to operate a Parent Forum providing opportunities for parents from across the city to support each other.</p> <p>Officers are part of the ADESASN network attending meetings with representatives from all other local authorities.</p> <p>Individual schools have set up support groups for parents of children with additional support needs. This is good practice which will be shared across the city.</p>	<p>Additional Support for Learning needs by £219,000.</p> <ul style="list-style-type: none"> • A subgroup of the Project Board are currently exploring how the parent Club Platform can share information from Enquire.
<p>Relationships and Behaviour</p> <p>The remit of the Scottish Advisory Group on Relationships and Behaviour in Schools (SAGRABIS) must be reviewed and widened to bring it up to date and in line with emerging knowledge and recommended practices, including the findings of this Review. The membership of the group must be reviewed in line with the refreshed remit.</p>	<p>A safeguarding group has been established to oversee the implementation of the local Behaviour Plan. To date they have:</p> <ul style="list-style-type: none"> • Reviewed the guidance flowchart to further exemplify expectations • Updated reporting arrangements to allow reporting of prejudice incidents • Reviewed the local plan in relation to the national plan and ensured all actions are relevant • Co-designed mandatory training for staff in how to record and support following and incident. • Updated school health and safety policies in line with latest guidance • Established a programme of local health and safety meetings in schools 	<p>One single action is complete and the other on-going.</p> <ul style="list-style-type: none"> • The latest Behaviour in Scottish Schools Research (BISSR) was published in November 2023. • A joint action plan on Relationships and Behaviour was published in August 2024. • The ASL Project Board will work with SAGRABIS to consider the evidence from the report and will consider the actions within the joint action plan, to agree on those that need to be taken forward.

	<ul style="list-style-type: none"> • Provided training for staff in risk assessment, managing bullying and supporting parents and pupils in line with the national plan • Refreshed the Engaged and Involved part 2 guidance to schools • Created a generic risk assessment for all schools • Updated the Pupil Centred Risk Assessment (PCRAs) guidance • Developed short health and safety guidance modules for PCRAs, Exclusion and Bullying • Regularly reviewed and analysed the data in relation to incidents recorded. • Using the data and visits to schools identified areas of good practice which are shared at HT meetings. 	
<p>Understanding Rights The incorporation of UNCRC, and its impact on Additional Support for Learning legislation and processes, must be fully anticipated and planned for to ensure children's rights are embedded and effectively underpin the implementation of the Additional Support for Learning legislation. The planned review of Coordinated Support Plans (CSPs) must take the findings</p>	<p>Progress made to date in incorporating UNCRC:</p> <ul style="list-style-type: none"> • Comprehensive training has taken place across the Local Authority • Children's rights are embedded in our integrated impact assessment arrangements ensuring children's rights are considered in all political decision making around budget and policy • Children's rights underpin the work of the Children's Services Board • Rights are central to the work that is ongoing to support asylum seekers, delivery of the Promise, the development of the Bairn's 	<p>The 3 actions are ongoing.</p> <ul style="list-style-type: none"> • The Scottish Government is undertaking work to establish any UNCRC related issues in the ASL system and will implement any changes where required. • ADES continue to engage with members and partners on the incorporation of UNCRC. • Enquire continue to provide support and guidance for families and support

<p>of [Morgan's] Review into account.</p>	<p>Hoose and the work of our Family Support Model, Future Library Model and whole system approach to Healthy Weight.</p> <p>Work has been undertaken to ensure children have meaningful engagement in decision making e.g. master planning at the beach and for ABZ Campus. A clear plan is in place to continue to embed children's rights across the local authority.</p> <p>Systems in place to monitor CSPs are digitised allowing for more effective monitoring of the eligibility of requests. All CSPs and IEPs meet current guidelines.</p>	<p>the development of the refreshed code of practice building on their expertise in presenting information on ASL to different audiences.</p> <ul style="list-style-type: none"> • The development of guidance to understand the purpose of Coordinated Support Plans and content is in development.
<p>Assurance Mechanism</p> <p>Local authorities must take account of the findings of this report to review and align their quality assurance processes. This must drive improvements in processes, practice and outcomes at all levels in the system.</p> <p>Education Scotland must take account of the findings of this report and take action to ensure that their scrutiny frameworks, and inspection activities, are in line with it.</p>	<p>Our quality assurance mechanisms take account of the recommendations with a clear focus on the quality of learning and teaching available for all learners.</p> <p>Officers review the quality of planning in place for individuals during Quality Improvement Visits and work with staff to review support arrangements for those with ASN.</p> <p>These are reviewed annually to take account of changes in national guidance and local trends. The work of the trios allows schools to share best practice and offer support.</p>	<p>All 4 actions are ongoing.</p> <ul style="list-style-type: none"> • The ASL Board continues to meet every 2 months to monitor progress having agreed on timeframes, ownership and reporting schedules. • Good outcomes have been achieved across all recommendations with more actions progressed and completed since the last Progress Report in 2022.

