

Appendix A

Summary on Activity to Implement the Recommendations of the Morgan Review (2020)

Key

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| Delivered | | On Track | |
| Behind Track | | At Risk | |

Some highlights (local and national) are relevant to multiple Themes; however, they have only been recorded once for ease of reading. To avoid duplication, relevant information from the main Committee Report has not been repeated under Local Progress.

| Summary of Morgan Recommendation/Theme | Key Highlights of Local Progress | Highlight Summary of National Progress |
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| <p>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> | <p>The local working vision for children/young people was established following both universal and targeted consultation.</p> <p>Recent policy updates (such as <i>Dyslexia Guidelines</i>, <i>Selective Mutism Guidelines</i>) were refreshed in consultation with young people and parents/carers.</p> | <ul style="list-style-type: none"> ▪ 3/14 recommendations completed. ▪ Majority of remaining recommendations ongoing. ▪ Young Ambassadors for Inclusion's vision statement published in August 2021. ▪ Aforementioned vision statement incorporated into Education Scotland's professional learning programmes. ▪ Additional Support for Learning Network established. |
| <p>Mainstreaming and Inclusion The Independent Review of Curriculum for Excellence must fully integrate the findings of this review and focus on all children, affording equity to those with additional support needs.</p> <p>To fully achieve this, the Independent Review of Curriculum for Excellence must maintain a strong and central focus on the experience of all children, young people, parents and carers and the professionals in closest connection with them.</p> | <p>The CIRCLE framework is being adopted by settings/schools to strengthen their universal approaches to environmental and curriculum design. Where appropriate, the Pre-Early Milestones are being used increasingly to plan learning experiences for children/young people.</p> <p>Ongoing work around ABZ Campus seeks to provide senior phase learners with greater access to flexible pathways, increasing opportunities to attain, achieve, and transition into a positive, sustained destination.</p> | <ul style="list-style-type: none"> ▪ Independent review commissioned, undertaken and published by Professor Ken Muir (2022): <i>A Step Closer to Grasping the Thistle in Scottish Education?</i> ▪ Professor Emeritus Louise Hayward is undertaking an independent review of qualifications and assessment. The public consultation ran from October – December 2022. |

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|---|--|--|
| <p>Maintaining Focus, but Overcoming Fragmentation 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>The Local Authority's Quality Improvement Framework continues to support Central Officers and Schools to robustly evaluate approaches to educational leadership and the impact this has on outcomes for all learners. Certain QI activity focuses specifically on outcomes for young people with (a) protected characteristic(s), including ASN(s).</p> <p>ACC's Probationers' programme is founded on a partnership with Columba 1400. Senior Leaders are encouraged to access C1400's values-driven Leadership Academy.</p> | <ul style="list-style-type: none"> ▪ Increased funding for advocacy services, such as Let's Talk ASN. ▪ Increased funding for Enquire. ▪ Continued funding for Scottish Traveller Education Programme (STEP), Dyslexia Scotland and CALL Scotland. ▪ ASL Network established. ▪ COSLA to continue inviting the views of children/young people to the Children and Young People Board. |
| <p>Resources 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.</p> <p>This must include assessing spend on additional support for learning across services, its impact on attainment and outcomes for children and young people at all stages; highlighting good practice and gaps.</p> | <p>The Devolved School Management (DSM) scheme was consulted on, and passed by Committee, in 2020.</p> <p>Quality improvement activity within the ASN & Outreach Service is being driven by use of data to evidence positive impacts on outcomes for children and young people. This will be closely monitored through both the Service's Improvement Plan and Local Authority Quality Improvement activity.</p> | <ul style="list-style-type: none"> ▪ Initial discussions have taken place between the Scottish Government and local government to explore options to consider the development of an accredited qualification and registration programme for Additional Support Needs Assistants. ▪ Grant-aided Special Schools (GASS) will be engaged in the development of guidance around physical intervention. ▪ Accounts Commission published a blog on ASL in May 2022. |
| <p>Workforce Development and Support Teacher recruitment, selection, education and professional development and learning processes must align with the 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>A Lead Teacher (Learning, Teaching and Assessment) was recruited and is supporting pedagogical practice across settings in Aberdeen City.</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, which the government and partners are amid updating.</p> | <ul style="list-style-type: none"> ▪ 9/18 recommendations completed. ▪ Outstanding recommendations are ongoing. ▪ Pupil Support Staff Working Group formed to review pupil support staff roles. This work is supported by Children in Scotland. ▪ National Pupil Support Professional Learning Framework published in September 2021. ▪ Stepping Stones programme refreshed. ▪ Recruitment of Lead Teacher now possible. |

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| <p>Relationships Between Schools and Parents 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>The information shared via the Aberdeen City Council Website, Integrated Children and Family Services Guide, and the ASN & Outreach Service Website has been refreshed. This includes increased visibility of supports available to parents such as Enquire, Govan Law etc.</p> | <ul style="list-style-type: none"> ▪ 4/13 recommendations completed. ▪ Several of the outstanding recommendations are ongoing. ▪ Parents/Carers are represented on all stakeholder groups associated with the ASL Review. ▪ Family Support Directory published. ▪ Parent Club signposting information updated. ▪ The next phase of GIRFEC refresh will consider integrating planning processes. |
| <p>Relationships and Behaviour 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>The impact of Connected Compassionate Classrooms/Communities (and similar trauma-informed/relational programmes – Nurture, PIVOTAL etc.) is being monitored by schools and Central Officers via quality improvement activity and scrutiny of exclusion and equalities data.</p> | <ul style="list-style-type: none"> ▪ SAGRABIS terms of reference reviewed and the remit of the group updated: this now includes the provision of advice in the context of relationships and behaviour to national and local government and other relevant stakeholders. ▪ Education Scotland are piloting new professional learning resources directed towards social, emotional and behavioural support needs. |
| <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.</p> <p>The planned review of Coordinated Support Plans (CSPs) must take the findings of [Morgan’s] Review into account.</p> | <p>Increased universal and early-intervention collaboration between multiple agencies is mitigating risk and securing children’s access to their rights. Pilots – such as that at Links ELC – are providing a blue-print for change in this regard.</p> <p>Systems surrounding the use and monitoring of CSPs have been digitised to ensure greater ability exists with regards to tracking and monitoring eligibility requests and consideration meetings.</p> | <ul style="list-style-type: none"> ▪ Both ADES and COSLA are engaging with the development and implementation of UNCRC legislation. ▪ Following a short life working group, established in December 2020, a report was published in November 2021 about the implementation of CSPs. This sets out further ‘drivers for improvement’. ▪ <i>Code of Practice</i> working group has been re-established with refreshed statutory guidance planned by the end of 2024. |

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| <p>Assurance Mechanism 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>Significant work has been undertaken, and continues, at local level to implement Morgan's recommendations. Close monitoring of data continues to ensure any work aligned to this workstream is directed towards improving outcomes for children/young people, including those with ASN(s).</p> | <ul style="list-style-type: none"> ▪ <i>Rights, Reviews, Promises and Inclusion for All</i> evaluation tool was published in July 2022 – this is being used by Education Scotland to support local authority and school-level conversations on the implementation of the review's recommendations. ▪ ADES have incorporated ASL within its leadership programme. ▪ ADES, in conjunction with the CYP Improvement Collaborative, have tested improvement methodology to address engagement and attendance within education. |