

Appendix B - National Improvement Framework Update

Programme/projects	Update November 2023	
Improve the leadership of change in schools		RAG
Continue to respond positively to the education reforms and strengthen locality working	<p>The Education Service continues to engage positively with the various Education Reforms. The service and individual schools continue to engage with Scottish Government colleagues.</p> <p>Our locality working continues to build internally with more targeted support for schools through our quality improvement support model.</p>	
Increase opportunities for leadership collaboration with particular focus on Secondary settings	<p>There is a planned programme of development activities linked to each of the core QIs and areas of development.</p> <p>On September 6 there were two collaborative events focused on Quality Indicator (QI) 2.2 (Curriculum). The morning session focused on the creation of a curriculum rationale and the afternoon event on effective Pathway Planning for young people. Professional Learning events are planned across each Core QI for each term.</p> <p>Face to face head teacher meetings are designed to enable increased opportunities for collaboration and the feedback from our first session of the year confirms that this approach is welcomed. HT colleagues have supported a number of quality improvement visits to date.</p>	
Improve the quality of learning, teaching and assessment in schools		
Continue to improve the quality of learning, teaching and assessment including the provision of appropriate levels of differentiation, pace, and challenge in collaboration with HMIE and the Regional Improvement Collaborative	<p>Our focus on improving learning and teaching is also now a feature of collaborative work across partner Local Authorities within the Norther Alliance. A regional plan is in place to support Local Authorities to learn from each other and benefit from economies of scale where appropriate.</p> <p>All headteachers attended a workshop delivered by our local HMIE link and HMIE Head of Secondary Scrutiny. This first session exemplified national expectations and clarified the role of each Head Teacher in leading the QI.</p> <p>High quality materials provided by HMIE have been well received by HTs, these will be built upon further over the year.</p>	
Work with Microsoft to pilot an increase in the use of Microsoft tools to support learning and teaching	<p>St Machar Academy and Woodside Primary have been identified as participants in a test of change project with a group of early adopter staff engaging with Microsoft and partners.</p> <p>Devices have been issued to staff and training needs identified.</p>	
Maintain work on the national improvement in writing programme – new cohort	<p>Cohort 3 schools (an additional 5) have now embarked on the Children and Young People Improvement Collaborative programme and will have completed this by January '24. A 4th cohort of schools will then undertake the training. By June '24, 21 Primary Schools will have been targeted with this intervention.</p> <p>Almost all schools in cohorts 1 & 2 of the programme can evidence a rise in their overall P4 attainment in writing, with all schools seeing an improvement in writing for the children involved in the programme. Most schools within cohorts 1 & 2 are spreading and scaling up the programme within their schools with around half also attending national meetings on a regular basis to benefit from the expertise of the CYPIC team and share good practice.</p> <p>A further development in writing is that 2 Associated Schools Groups (ASGs) are now working on a skills progression framework for writing with the Northern Alliance providing Career Long Professional Learning in writing for all teaching staff within the 2 ASG schools.</p>	

Improve learning transitions from primary to secondary including a focus on numeracy	Both Curriculum for Excellence Level and National Qualification data identifies numeracy and mathematics as an area for improvement. Work has begun to identify a skilled group of practitioners to review current approaches and develop a clear strategy to improve teaching and learning. It is hoped that this will increase attainment in numeracy across all sectors.	
Continue to support engagement with Excelerate to increase innovative approaches to learning, teaching and assessment in Secondary Schools	<p>Excelerate continues to support Bucksburn, Dyce, Harlaw, Northfield, Oldmachar and St. Machar Academies develop approaches to learning, teaching and assessment. Each school is focusing on an aspect of development related to their unique context. For example, Oldmachar Academy are focusing on <i>Oracy</i> and Northfield Academy on developing a pilot in S1 around <i>Crew</i>.</p> <p>Oracy is a specific approach to develop spoken language skills for young people. Crew is an approach that supports improved relationships and culture in a cohort through regular and consistent inputs from the same member of staff during the school week.</p>	
Continue to improve the quality of universal health and wellbeing supports in response to changes in need		
Continue to monitor wellbeing data and the impact of interventions in place including the provision of counselling	<p>The September Committee Report shared data being elicited from surveys of our pupils. All settings continue to participate in the SHINE mental wellbeing survey and the ACC wellbeing survey to support our understanding of the needs across our settings.</p> <p>Regular review of interventions including monthly meetings with counselling service leads, maintains our confidence in the impact of these interventions.</p>	
Maintain our focus on encouraging children and young people to be more physically active including those with sensory and other identified needs	<p>Aberdeen PEPAS (Physical Education, Physical Activity & Sport) Group are leading aspects of the Children's Services Plan with agreed actions to take forward to improve opportunities for physical activity.</p> <p>The 'Big Run' was held in October. The event, which included all P6 pupils in partnership with the Daily Mile, saw over 2000 children participate in physical activity.</p> <p>Boccia training continues to be rolled out across all schools, with some schools groups taking this forward in local festivals.</p>	
Increase the voice of children and young people in the design and delivery of services		
Undertake a rapid review of our readiness for the incorporation of the UNCRC following publication of the statutory guidance	Work continues across all schools to increase learner voice. We are still awaiting the publication of the statutory guidance on the UNCRC and will undertake a rapid review of readiness when published.	
Make sure that we meaningfully involve children and young people in decision-making and respond to what children and young people tell us they want and need	All young people should have a voice in how they learn, and this is being explored through our focus on learning, teaching and assessment. Pupil voice is included in school improvement plans and we continue to share good practice across all sectors.	
Review the impact of mentoring programmes for children and young people to determine our long-term approach	An evaluation of the MCR Pathways programme across the 6 city schools was undertaken and presented to Education and Children's Services committee on 12.9.23. Discussions have begun with individual schools to look at self-funding MCR and work continues to improve the quality of data being gathered centrally. A further report on MCR will be presented at committee in November 2023.	

<p>Continue to work in collaboration with the Youth Climate Group to work towards Net Zero</p>	<p>An S5 pupil from Cults Academy has been named as the new Youth Climate Change President for Aberdeen, following interviews which took place across several schools. Our Youth Climate Change President will be assisted by four vice-presidents from both Cults and Dyce Academies.</p> <p>In the first year since the post was created, the President, and the Youth Climate Change Group have been involved in discussions with staff at Aberdeen City Council and NESCOL, to highlight the climate challenges as they see them, and have provided a focal point to promote citywide initiatives to other children and young people across the city.</p> <p>The new Youth Climate Change group had their first meeting at the beginning of September. They are currently deciding on what priorities and areas they wish to focus on for this session. An important consideration will be the areas of the council that they wish to invite to future meetings as well any local businesses.</p>	
<p>Deliver a broader range of senior phase learner pathways aligned to growth areas</p>		
<p>Continued curriculum alignment and expansion of learning pathways through delivery of Phase 2 of ABZ Campus</p>	<p>Following the launch of Phase 1 of ABZ Campus in Session 2023-24, work has already commenced to plan for Phase 2 in 2024-25. This includes working with partners to increase the range of available courses, creating a pilot for an ASN experience, piloting a twilight delivery model, and improving the consistency of experience for young people on ABZ Campus courses.</p>	
<p>Focus on developing pathways to support those with a range of additional support needs</p>	<p>A wide network has been established to support the development of the #WHATif (Inspiring Futures) pathway pilot. The pilot will offer 5 participants the opportunity to develop and apply life and employability skills in a workplace which is of relevance to their personal motivators, skill sets and future aspirations.</p> <p>ABZ P2:F2 (Phase 2, Focus 2) has an umbrella partnership including colleagues from Education, SDS (Skills Development Scotland) and DYW (Developing Young Workforce). Subgroups have been created utilising the expertise of committed professionals focusing on 'Employability' and 'Education'.</p> <p>Other organisations, including Autism Understanding Scotland, ARC Scotland (Scottish Transitions Forum) and SQA are also supporting pathway development at an advisory and quality assurance level. Potential Candidates have been identified by Specialists Provisions (Bucksburn Wing, Orchard Brae School and Cults Academy Enhanced Provision). Profiles are being created for each of the potential candidates adopting elements of the CIRCLE Participation Scale. These profiles will be anonymised and shared with DYW to ensure participants are matched with appropriate employers committed and equipped to meet their individual needs.</p> <p>Once this alignment of candidate and employer is established the Compass ARC app is being considered as the tool to be used to centralise involvement of the young person, parent, school and employer in the pathway process.</p>	
<p>Improve the delivery of Computer Science from 3-18 and beyond</p>		
<p>Continue to improve computer science skills through on-going delivery of Aberdeen Computing Collaborative</p>	<p>Modules have been completed to support skills development at early, first and second level. The modules are designed to upskill the teacher and provide activities for pupils that can be adapted to the context for learning in the classroom.</p> <p>This approach is thought most likely to increase teacher confidence and ensure a more consistent approach to the teaching of digital skills. These resources have been made available to all staff working in ELC and Primary and will be reviewed regularly by digital champions in school.</p>	

Improve the quality of environments/supports for those with additional support needs		
<p>Continue to develop our approaches to supporting those with a range of additional support needs including on-going roll out of the Circle Framework and on-going delivery of trauma training through Compassionate and Connected Communities</p>	<p>The overarching CIRCLE (Child Inclusion: Research into Curriculum, Learning and Education) Partnership has branched out into stage specific subgroups – CIRCLE ELC (Early Learning and Childcare) and CIRCLE Primary/Secondary, to ensure a focused approach, aligning professionals with relevant expertise.</p> <p>The CIRCLE ELC Partnership (CELCP) is now well established. With the ELC Team, Central Education and NHS colleagues ensuring their settings are informed and well supported in utilising CIRCLE – Up, up and away.</p> <p>The CIRCLE Primary and Secondary Partnership (CPSP) has core members in place from ACC and NHS. Further members are being sought from schools to join the CPSP over this coming session with a view to developing LCSTs for Primary/Secondary in future, should the ELC LCST Model prove to have impact.</p> <p>A Young Person's (YP) version of the CICS and CPS is also under development. The YPICS and YPPS could impact curriculum in terms of HWB (Health and Wellbeing) and reflective life skills. This version may be suitable for transference into homelife to support parents/carers and gain parental voice.</p>	
<p>Continue to build a responsive Educational Psychology Service delivery plan to meet the changing needs of the school population</p>	<p>ACC Educational Psychology Service are continuing to provide Supervision to the 50 trained Emotional Literacy Support Assistants (ELSA) to allow them to meet the needs of children with emotional regulation difficulties.</p> <p>In 2023/24 & 24/25 Enhanced & Specialist Provisions will send 20 support staff each year to be trained in the NEW ASN ELSA programme. To allow them to further support some of our most vulnerable pupils with their emotional regulation needs.</p> <p>In addition to the EPS Emotion Coaching digital training programme that can be accessed by all Education Establishments with follow-up coaching, new training programmes are being added:</p> <ul style="list-style-type: none"> ○ Emotionally Based School Non-Attendance ○ Executive Functions (relating to supporting self-regulation and/or memory difficulties) ○ Supplementary information for schools & parent/carers on these topics on the EPS Digital Resource Hub ○ Teenage Brain Development <p>Each EPS Locality Group have set their own improvement target for their work 2023/24, these include systemic projects within their localities, to meet the needs within their locality establishments and updates will be provided regularly.</p>	
Reshape the Virtual School to ensure that those on the edge of care and the care experienced achieve at the highest levels in keeping with The Promise		
<p>Increase scrutiny of the progress of our pupils on the edge of care</p>	<p>Young people identified by both Northfield Academy and Lochside Academy staff as being on the edge of care are being supported through the edge of care pilots. Progress is tracked on a weekly basis with team discussion to ensure the correct supports are in place and any issues are highlighted to the team around the child.</p>	
<p>On-going roll out of our Edge of Care pilots to help shape our model of Family Support</p>	<p>Pilot staff posts are to be funded for a further 2 years to support consistency of relationships for young people for both Lochside and Northfield with the view to rolling out to St Machar ASG following a full evaluation of the programme. It is hoped that this approach will help address some of the recruitment challenges experienced given the temporary nature of the posts as the lack of staff in place is hampering progress.</p> <p>The Glasgow Motivation and Wellbeing Profile is being used termly to ensure consistency and robustness when considering SHANARRI.</p>	

Review and implementation of a refreshed Minimising Exclusion Policy	Initial data is being gathered regarding exclusion to help inform the refresh of the policy. Officers are currently eliciting the views of learners, parents and carers and school staff.	
Close the poverty related attainment gap		
Improve access to wider child poverty data at community level	An initial discussion has been undertaken with colleagues in other services as part of the proposed pilot of the LIFT dashboard which would enable the local authority to make best use of data in identifying those families in greatest need. This would enable us to target offers of support through schools and ELC provisions in particular postcode areas.	
Work with HTs to monitor the impact of PEF interventions as part of our Quality Improvement Activity	A review of Pupil Equity Funding has provided the Service with a clear set of priorities to help strengthen our arrangements. Costed school Pupil Equity Plans have been linked to our Power BI tool and this approach will help support the ongoing monitoring of the impact of interventions through common performance measures which will enable analysis at individual school and Local Authority level. These details will help inform discussions between head teachers and officers as part of the QI framework. This will also support schools in improving reporting of progress to stakeholders.	
Work with the Scottish Government to increase provision of ELC to those who are 1 and 2 from low-income households	The Scottish Government have introduced the Data Pipeline which gives Local Authorities access to data identifying possible eligible families. These families have been sent information about the Eligible 2's service and how to apply. The number of applications will be tracked to allow us to gauge impact.	
Work with Head Teachers to review attendance levels and guidance.	Updated 'Guidance on Managing & Promoting Pupil Attendance' was circulated in July 2023. A new, improved, flow chart has been included to ensure a consistent approach is adopted across ACC. Where attendance falls below 90% further action is required. QI visits will be used to monitor compliance. An updated Power Bi BGE Tracking & Monitoring system provides a platform to monitor attendance easily.	
Prevent families from experiencing poverty wherever possible		
Continue to work in collaboration with others to address the root cause of poverty. This will see targeted promotions of support available through: <ul style="list-style-type: none"> • Money advisors • Partnership with Cfine 	<p>A culture of collaboration across the organisation continues to support our learners and families well.</p> <p>Schools continue to address child poverty at school level with a range of approaches in place to mitigate the impact of the cost-of-living crisis on families. These include free breakfast provision/clubs, promotion of the uptake of free school meals, clothing grants and other benefits, school uniform and clothing swaps, partnerships with foodbanks and signposting families to financial inclusion team.</p> <p>Financial Inclusion workers provide support and guidance to parents and carers to claim all benefits they are entitled to and maximise family income. As well as maximising the uptake of benefits, the root causes of poverty are beginning to be addressed through the strengthened development of skills for life, learning and work by looking at the needs of young people and their families more holistically.</p>	
Partnership Delivery of the Family Support Model in keeping with the Promise		
Use request for assistance data to align Scottish Attainment Challenge resource to our emerging model of Family Support	Partnership Forums have developed their use of available data to identify the issues being faced across a community to determine priorities, agree how to allocate resources, and identify where gaps in provision remain. Youth Workers and Family Learning Workers have a clear remit for early intervention and continue to target children, young people, and families most at risk of disengaging from education. An Equity Plan and Tracker is now in use in every school	

	Data is routinely gathered to support rigorous evaluation of the impact of interventions and help inform next steps. We are now looking to align this data set more carefully with our work to develop a Family Support model and will carefully consider the role of Partnership Forums within that model.	
Continue to work with community planning partners to shape a model of family support	Work is being planned to consider how best to make clear our offer to families given the varied range of provisions available to families through Pupil Equity Funding resource. We need to ensure that supports already available through established Partnership Forums and targeted Family Support Model all work together to support vulnerable groups and this alignment is being driven through the development of a Family Support Model evaluation framework.	
Review the Anti-bullying policy (suggest altering to review approaches to equality)		
Implement the revised anti bullying policy	The revised Policy and summary documentation has been shared with all stakeholders. Compliance with the policy will be an integral part of supporting wellbeing, equality and inclusion quality assurance visits later in the year.	
Continue to support all secondary schools to establish effective systems to support LGBTQIA+ community in school	<p>Schools continue to engage with LGBTQ Youth Scotland through delivery of the Charter Programme.</p> <p>Central officers are promoting and raising awareness of the LGBT Education Scotland resource which is a one stop platform for teachers to access quality approved materials, resources, and professional learning linked to Scotland's Curriculum to support the implementation of LGBT Inclusive Education.</p> <p>The impact of this resource will be monitored throughout this session.</p>	
High quality professional learning for all		
Maintain an agile programme for all ELC and school staff to include opportunities for: <ul style="list-style-type: none"> - Probationers, - Early-stage teachers, - Middle leaders - Senior leaders - Supply staff - ELC Staff at all levels 	<p>Training for all ELC staff is available on ACC Learn. Locality Leads also deliver bespoke training for individual settings.</p> <p>A programme for Managers/SEYPs is underway and will run over 4 sessions. The focus will be on roles and responsibilities and implementation of key policies and guidance. Circle training will take place in November to ensure all settings have begun the implementation of the ELC resource Up, Up and Away</p> <p>A variety of training opportunities delivered by Education Scotland and the Northern Alliance has also been shared with all ELC staff to ensure staff have access to best practice from across Scotland.</p>	
Explore increasing opportunities for collaboration at subject level	The first of a series of sessions providing curriculum development training for PTs and Faculty heads took place in September. This provided opportunities for curriculum leads to collaborate on curriculum frameworks and to consider how to support staff to review and improve courses on offer across the broad general education and senior phase.	
Where possible, support staff to gain qualifications in order to realise career progression and promotion	<p>Funded opportunities are offered annually via Workforce Development and Expansion funding for ELC staff to undertake accredited qualifications. This enables them to meet SSSC registration requirements for their roles and supports aspiring staff who wish to realise career progression and promotion.</p> <p>We currently have 6 middle leaders or staff in acting Head Teacher positions who are undertaking the Into Headship Programme through Education Scotland and Aberdeen University, which provides the relevant Standard for Headship in Scotland and is a requirement for a Head Teacher position.</p>	

Senior and Middle Leadership development		
Continue to deliver a programme for Middle Leaders to enhance leadership skills	<p>Following the successful introduction of Middle Leaders programmes last session, both programmes will be run again. Applications for our most experienced Middle Leaders group, Readiness for Into Headship will begin in October with 9 new Middle Leaders chosen to develop their leadership.</p> <p>There is significant enthusiasm for those at the start of their Middle Leadership journey with over 100 new staff joining the Middle Leaders network. 40 Middle Leaders have enrolled to participate in the first CLPL session.</p>	
<p>Build on the network for Middle Leaders to continue to:-</p> <ul style="list-style-type: none"> - Share practice, - Learn from and with each other - Engage with professional learning opportunities to improve leadership capacity 	<p>A new programme established by Education Scotland is being piloted by some ACC schools and ASGs. This involves HTs training Middle Leaders to further develop their leadership skills. High quality training will be provided by Education Scotland to HTs who chose to pilot these new workshops.</p> <p>The original cohort of attendees of Readiness for Into Headship are continuing to engage in Career Long Professional Learning (CLPL). Many are also undertaking Into Headship, and a few are undertaking mentoring/coaching to support others' development. It is hoped that the increase in the number engaging in the into headship programme will provide us with our future pool of head teachers.</p>	
Continue to support staff health and wellbeing		
Undertake regular staff wellbeing surveys to understand the needs of staff across the system and support a timely response to this.	Staff wellbeing surveys will be undertaken between October and December to capture the current wellbeing needs of staff and support senior leaders and the central team to respond appropriately.	
Monitor workforce to ensure our capacity to deliver for children and families		
Monitor recruitment to ensure swift identification of any issues to be addressed.	<p>We are working closely with colleagues in P&OD to ensure that requests to recruit to essential posts are made in a timely manner, using the correct process and to fit with internal governance timelines.</p> <p>Quality Improvement Managers are working with P&OD to streamline processes wherever possible and ensure that schools are fully aware of timelines, policy and procedures.</p>	
Continue to develop School Profiles		
Continue to evaluate the use of school profiles and ensure access for all	<p>School profiles continue to provide schools with validated data to allow robust evaluation. The Broad General Education tracking tool provides data at three points during the year allowing schools and central staff to review interventions earlier and be more agile in their approach to identifying pupil needs and supporting them.</p> <p>Feedback is being sought on an ongoing basis to ensure the tool meets the requirements of school leaders.</p>	
Implement improved tracking and reporting		
Improved understanding and accountability of data at all levels	<p>Understanding Data – Tracking, Monitoring and Interventions: Responsibility and Accountability was shared with Head Teachers to disseminate to staff.</p> <p>A data training needs audit was carried out (41 Head Teacher responses). HT self-evaluation indicated that the majority felt less confident in their ability to track attainment and interventions, over time, for individuals and cohorts and in leading data discussions / upskilling staff. The QIO Team will use this information to tailor appropriate support packages for School Leaders. Once this is completed a data</p>	

	training needs analysis will be carried out with class teachers to support their understanding of data.	
Improved tracking and scrutiny of impact data related to the 6 groups identified in the Child Poverty Action Plan and those with protected characteristics	<p>A Multi-agency Child Protection Committee subgroup is currently focusing on neglect and the links to child poverty. A 'Neglect Toolkit' has been created to support practitioners. This work will align with a LOIP project aiming to focus on staff reporting confidence in identifying and taking action on harm.</p> <p>The tracking of those children and young people who are Looked After and educated in another authority continues to be developed alongside the other local authorities with 3 points in the year when information on exclusions / attendance / Curriculum for Excellence data is requested.</p>	
Review current tracking systems for BGE and beyond to ensure accurate tracking of attainment for all children and young people including those on the edge of care	A short life working group has been established with a focus on improving our ACC tracking systems for care experienced learners. A pilot group (Senior leaders from primary and secondary) will use the agreed new tracking format for a period of 3-6 months, evaluations will then take place before further use.	
Collaborate with partners to join data sets when beneficial to do so		
Improve data sharing processes to ensure that all relevant data can be shared to support planning and implementation of interventions e.g., PEPAS, Health	<p>Our counselling services are now part of the request for assistance process, and this will allow us to evidence the use of this intervention alongside our wider data sets.</p> <p>Schools continue to gather their extra-curricular activity data, which is linked to Mysport, a Sport Scotland data portal to allow us to gather an overview of extra-curricular and sporting activity across Aberdeen City.</p>	
Increase central oversight of tracking data and PEF impact measures		
Roll out the Pupil Equity Fund tracker and share best practice	The Equity Planner/Tracker has been issued to all schools and was completed by the end September. The costed school Pupil Equity Plan linked to the Power BI tool will support the ongoing monitoring of the impact of interventions through common performance measures. This will enable analysis at individual school and Local Authority level.	
Clear expectations around the Core Quality Indicators		
Implement the refreshed Quality Improvement Framework to help improve standards against the core Quality Indicators	The Quality Improvement team continue to plan in a responsive way with targeted sessions for individual school settings. This enables a more bespoke package to be developed for each setting.	
Continually improve central Quality Improvement approaches		
Development of a quality improvement calendar which provides well planned, focused quality improvement activity	A digital quality improvement calendar has been developed and shared with all head teachers to ensure clear and consistent messaging of expectations. This is planned in response to the agreed Quality Improvement Framework and support model.	
Evaluate the impact of each programme of quality improvement to determine next steps	Our Quality Improvement Framework was reviewed in May 2023, and we continue to evaluate as we implement Quality Improvement Approaches. Engagement with Education Scotland and the Northern Alliance provides an opportunity to moderate our assessments.	

Maintain approaches to collaborative improvement across the city		
Implement actions associated with the Armed Forces Covenant	<p>The school application process has now been updated to include UK Armed Forces data capture. The service is working with other services to establish armed forces champions within each service to take forward accreditation activities in order to maintain our Gold status.</p> <p>In addition to this we have been working closely with the Northern Alliance in order to promote Armed Forces information for families including signposting to funding via the ACC website</p>	
Review Partnership Forums to maximise their impact	Revised Partnership Forum Guidance will be issued to schools following the October break and the service is currently identifying examples of best practice in how Partnership Forums are operating across the city with a view to sharing this through HT events later this session.	
Delivery of Parental Involvement and Engagement Plan		
Work with the parent forum to improve communication between schools and parents and increase parental engagement	The service has distributed a Citizen Space survey to all Parent Councils from 1 st September to 27 th October to establish a baseline to build upon. The survey asks for feedback on the current communication levels and how we can work together in the future. Parental Engagement CLPL has been added to probationer programme to support increased engagement. Quality Improvement Managers and Education Support Officers continue to attend the Aberdeen Parent Council Forum to provide local authority updates and support.	
Review and update the Parental involvement & Engagement Plan	In preparation for the updated Parental Involvement and Engagement plan in August 2024 a parent survey has been prepared for distribution as part of the consultation process. This will be distributed between October and Christmas to provide time for analysis.	
Delivery of neurodevelopmental pathway		
This is now being addressed within the Children's Services plan and led by the Children's Services Board	A pilot project to support the delivery of the neurodevelopmental pathway has been initiated at Woodside School and St Machar Academy. This includes professional learning for staff on supporting children with Autism.	
More closely align the universal services of health and education		
Design and capitalise on opportunities for co-location and co-delivery of services for children and families	A pilot project established at Northfield Academy with two focus areas: awareness raising of career opportunities in Health and Social Care (S2/S3 identified); drop-in sessions (after the school day) for young mums, co-delivered by Health and Sheddocksley Baptist Church. The hope is that through developing relationships we can support mums to ensure their children receive the vaccinations and health supports they are entitled to. Progress will be reported here and through the Children's Service Board	
Accessibility Plan Updates		
Augmentative and alternative signage at learner appropriate height Toilets signposted as accessible	A review being undertaken by Corporate Landlord as advised at September committee. This will ensure all signage is at an appropriate height and accessible to all.	
Consider suitability, accessibility and capacity within Victorian schools	A review being undertaken by Corporate Landlord as part of the school estate strategy and updates will be provided as they become available.	

through feasibility study and options appraisal		
CIRCLE framework training delivered with partners across settings including use of Up and Away to support understanding of environments to meet needs.	<p>The overarching CIRCLE (Child Inclusion: Research into Curriculum, Learning and Education) Partnership has branched out into subgroups – to ensure a focused approach, aligning professionals with relevant expertise.</p> <p>CIRCLE contacts specific to ELC settings have been identified and a network via Teams has been established providing all participants with easy access to documentation and a collaboration space in which to share ideas.</p> <p>Training offers, in-person and virtual, are in planned for and will be delivered by ACC and NHS colleagues working in partnership to support all sectors.</p>	
Develop guidance to meet a range of sensory needs	Initial development is underway with EPS service and a group has been formed to consider next steps	
Child's planning format which is accessible for learners	A draft child's plan which is more accessible to young people has been created by the multi-agency group and is currently out for consultation with all partners.	
Empower children and young people to have their voice heard when experiencing child protection processes through effective use of alternative communication systems	A LOIP project charter has commenced. A multi-agency group has been established to develop small tests of change which if successful can be rolled out across all settings. This work will be supported by CALL Scotland and other digital experts.	
Access to information through a single digital source of information for parents, carers and disabled young people	There is ongoing liaison with the Family Information Service and initial data gathering. This work will feed into the digital transformation work being done in partnership with Microsoft.	
Implement "One Good Adult" programme	The One Good Adult job profile is now a feature of our recruitment process. This has also now been carefully considered by HTs during our first collaborative meeting of the year for Senior Leaders to consider how this may also feature within school expectations, annual reviews etc. This resource has also been shared with our customer feedback team to be considered as part of the child friendly complaints process.	
Ensure summary information regarding additional support needs is accessible and available in a variety of formats in accordance with legislation	A parent group has been established and is meeting next term to consider potential barriers and formats to support improved information sharing. Working directly with parents and advocates will allow us to regularly review and update our communication strategy.	