

ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services
DATE	17 February 2026
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Committee Update - Early Intervention Support Service – The Bridge Service
REPORT NUMBER	F&C/26/015
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TERMS OF REFERENCE	1.1.1, 1.1.2,1.1.3

1. PURPOSE OF REPORT

- 1.1 This report aims to update Members on early progress in implementing an Early Intervention Service Test of Change at Riverbank School for younger primary school pupils from August 2025.

2. RECOMMENDATIONS

That the Committee:-

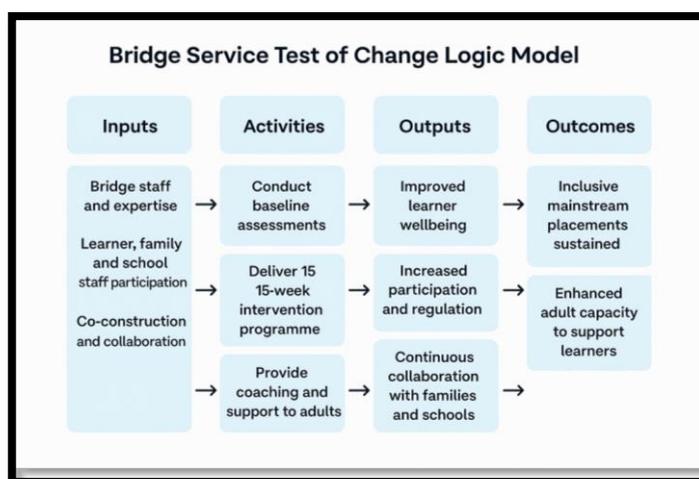
- 2.1 Note progress made in establishing The Early Intervention Support Service, The Bridge Service, and interim learning informing next steps; and
- 2.2 Instruct the Chief Officer - Education and Lifelong Learning to scope a Secondary Early Intervention Support Service and present an operational model to Committee for approval before the end of the calendar year.

3. CURRENT SITUATION

- 3.1 The Bridge Service was commissioned following the identification of a small number of learners who face significant barriers to attending, engaging, and progressing in their mainstream home school setting.
- 3.2 The Bridge Service focuses on supporting learners with Complex Additional Support Needs, their families, and their schools to gain the knowledge, skills, confidence, and trust needed to sustain inclusive mainstream school placements. This ensures children can participate and achieve in their learning journeys—fully seen, heard, and understood *and*, to achieve in a way that is meaningful to them.
- 3.3 This report reflects on the steps taken to establish The Bridge Service and shares emerging impact data, pending a more comprehensive evaluation carried out by the Educational Psychology Service later in the year. Members should note that this report does not articulate all of the evaluation approaches used but rather gives a flavour to provide assurance to Members.

APPROACH TAKEN TO ON-GOING EVALUATION

- 3.4 As a Test of Change, evaluation is central to the establishment, operation and on-going development of The Bridge Service. This approach is helping to ensure that learning (both positive and negative) is captured and directly informs the development of the service. There is both internal evaluation from within The Bridge Service team, and external through The Educational Psychology Service.
- 3.5 The staff team exhibit a strong commitment to co-create systems, processes, and practices. The extended Bridge Service community—including learners, families, schools, and partners—are actively encouraged to co-design through mixed-methods of engagement.



PHASED MOBILISATION PLAN

- 3.6 Following committee approval of the Operational Guidance in late April 2025, the Committee instruction was to have a fully functioning Bridge Service by August 2025. To achieve this ambitious timeline, the process was organised into five programme phases:

Conceptualising	Designing	Developing	Implementing	Living
Jan/Feb	Mar/May	May/Jun	Jun/Aug	Aug/Ongoing

- 3.7 **The Design Phase (May 2025):** To strengthen the design phase through co-creation, all Head Teachers and the Quality Improvement Team were introduced to the service model. Using a polarisation and Diamond 9 exercise, their analysed data highlighted key priorities, which aligned with the Service operational guidance:

Head teacher/QIO Leadership Key Priorities



3.8 The overall response from Head Teachers was overwhelmingly positive, with two main concerns raised:

Transport – Identified as a potential barrier to equitable service access and this was worked through for the length of the pilot. This may have to be considered more fully in the future.

Length of Intervention – Head Teachers were reassured that intervention is responsive to the child’s needs and may continue for more than one cycle.

3.9 The Developing phase focused on producing a comprehensive Bridge Service Action Plan to align with ‘business as usual’ arrangements across schools and education services, guided by Quality Indicators from How Good Is Our School (HGIOS) 4. This prioritised plan successfully enabled service leads to progress within a tight timescale.

3.10 Action Plan Priority 1: Delivering intervention for up to 10 children

Extensive consideration was given to the intervention process, including testing multiple prototypes. The agreed approach was to identify all 10 learners for placement at the start of the academic session, ensuring optimal use of time and allowing for up to three 14-week intervention cycles across the year. While three cycles were not anticipated as necessary, this flexibility provided confidence in the model.

3.11 Action Plan Priority 2: Delivering a robust referral process

A structured timeline was developed and met for the Request for Assistance (RfA) process. Time was also invested in defining criteria to ensure there were clear identifiers for referral to help ensure that the group of learners thought most likely to benefit would be selected.

3.12 A digital Request for Assistance (RfA) format was designed to ensure efficiency and the collection of high-quality data to support decision-making. The format takes a different approach to other established systems by including express questions, rating scales, and both qualitative and quantitative data to help provide a robust baseline of information. Head Teacher feedback informed the inclusion of Participation and Leuven scales to capture wellbeing and engagement.

3.13 Head Teachers all recognised the need for timely completion of the Request for Assistance (RfA) and submitted requests for 41 children (from 50% of primary schools and one private nursery) from across the city. Referrals were then filtered to 20 learners, followed by observations by the Principal Teacher Autism Outreach, identified Bridge teacher and panel. We conclude that a comprehensive forum for decision making was developed and this ensured an equitable approach. The final cohort of learners comprises 10 learners from 10 different schools (21% of city schools):

3.14 Action Plan Priority 3: Delivering a skilled team

To deliver The Bridge Service effectively, staff were selected from Orchard Brae's existing teams due to their advanced skills and experience. This approach ensured a high level of skill while maintaining a cost-neutral model. The Team is comprised of:

- Teacher from the Autism Outreach Service who is trained in nurture principles, a range of therapeutic interventions, experienced in sensory profiling, neuro affirming, is an experienced mainstream primary teacher and has a proven ability to work collaboratively with families and schools to enhance learner outcomes.
- Early Years Practitioners (2) and Pupil Support Assistants (2) – skilled in supporting learners who have complex additional support needs and experience dysregulation, consistently use relational practice and who have the skills to share transactional supports and strategies with both families and educators.
- An Occupational Therapist has the role as a highly skilled Family Support Practitioner, to take the lead on facilitating and building family relationships and support into The Bridge Service, based on the co-creation model being championed for cohort 1.

3.15 Staffing allocations were achieved by returning staff from secondment and adjusting work priorities. While this enabled The Bridge Service to launch effectively, it is important to acknowledge that Orchard Brae is currently operating without these skilled staff, which may impact its capacity in other areas. The service will monitor the impacts on Orchard Brae carefully but do not feel that further action is required at this time .

3.16 In order to support this team proactively, the Executive Head Teacher Orchard Brae has undertaken supervision training and rolled out a program of support which has been well received. This will be maintained to ensure that staff are well supported over the lifetime of the Test of Change.

3.17 Action Plan Priority 4: Delivering partnerships

Family support was identified as an essential component of The Bridge Service work, but partners were understandably concerned about removing resources from elsewhere to enable the provision of a suitably skilled member of staff. As a result, an Occupational Therapist has been secured through Scottish Government resources allocated to support those with Additional Support Needs. An Occupational Therapist now acts as our Family Support lead.

- 3.18 The Educational Psychology Service are working in partnership with The Bridge Service leadership team however, securing other external partners has been less successful given the demands on their own services. This remains an area of focus.
- 3.19 Action Plan Priority 5: Delivering a responsive but safe environment
The Family Room articulates our commitment to relational practice and offers a safe space for exploration. Environmental audits evidence the affirming learning space inside and out however, the bell remains a challenge and requires further consideration. This consideration is on-going.
- 3.20 Working within a cost neutral model, almost all equipment, toys and resources have been gifted or repurposed by colleagues and partners across our city schools.
- 3.21 **The Implementation Phase:** As implementation commenced in August 2025, the core team were in a period of transition to ensure that the children and young people at Orchard Brae were not left unsupported on their return from the school holiday period.
- 3.22 Ten learners began their transition into The Bridge Service through a staggered start from 1st September 2025. Prior to this, Bridge staff visited home schools to gather detailed information using their bespoke Sensory, Predictability, Acceptance, Achievement, Communication, Empathy (SPAACE) document. This process enabled staff to build strong relationships not only with the children but also with home school teams.
- 3.23 To foster collaboration and clarify expectations, Open Afternoons were held for home school staff, partners, and parents/carers. Following the relocation of one learner out of the city, another learner from the original RfA list was identified and began placement in October, maintaining the number of pupils at ten.
- 3.24 All learners currently attend four sessions per week (2 hours each), providing 8 hours of Bridge time weekly. To stabilise, understand, and address individual support needs, each child has a comprehensive and evolving profile in place, which includes a:
- Learning Care Plan, incorporating a Person-Centred Risk Assessment (PCRA);
 - Sensory, Predictability, Acceptance, Achievement, (SPAACE) Overview, including a mini profile;
 - Social Communication, Emotional Regulation, Transactional Support. (SCERTS) Assessment and Plan, co-constructed with family and home school staff, firmly focused on learner voice;
 - In-depth Sensory Assessment and Plan, developed collaboratively with family and home school staff;
 - Personalised Intervention Map;
 - Social Communication, Emotional Regulation, Transactional Support. (SCERTS) Activity Plan and Visual Transactional Support Profile;
 - “All Day Long, All Day Strong” Visual Regulation Strategy Plan;

- Non-Negotiables for Consistent Support;
- Communication Tools; and
- Daily Session Plans.

- 3.25 Three case conferences take place for each child during every Intervention cycle. These meetings have a clear focus on addressing key priorities; however, evidence suggests further adjustments are needed to ensure closer alignment across all parties, most notably capturing key voices of all stakeholders, continuing to centre the learners and their families, but ensuring previous multi-agency learning is capitalised on, and a focus on transitioning back to the home school and planning for this.
- 3.26 A range of pedagogies, systems, and practices are utilised to ensure consistency around the quality of support, whilst also ensuring that these are transferable to the home school, understood and actioned. The impact of these approaches continues to be routinely analysed for effectiveness with a view to either Adopting, Adapting or Abandoning as part of the real-world research being undertaken by the team.
- 3.27 Professional learning for The Bridge Service staff was identified and delivered. Feedback on the training was overwhelmingly positive, raising confidence across all team members.
- 3.28 Co-creation with families has been a key tenet of the implementation phase with families helping identify priorities and shape working practices. Evidence highlights its critical role in the positive feedback and key engagement from families. The Bridge Service Family Room provides a safe and welcoming space for families to come together, fostering shared understanding and reducing isolation. This environment helps quickly establish a sense of belonging for most families, supported by the skilled relational approaches of staff—particularly the Family Support Worker.
- 3.29 Evidence gathered demonstrates that families trust The Bridge Service staff, and there is a growing correlation between parents’ sense of felt safety and children’s ability to regulate their emotions. The Family Support Lead offers a range of responsive strategies to enhance families’ knowledge, skills, confidence, and trust. To date, families have participated in 10 group sessions and over 30 individual sessions, delivered both at The Bridge Service and in their homes. Parents consistently praise the prompt response to queries, which are addressed through phone calls and other communication channels in addition to scheduled sessions. The Family Support Padlet, offering extensive signposting and learning resources, has also been highly valued by parents.
- 3.30 Feedback indicates a strong sense of satisfaction among families, with many expressing that they feel “accepted and not judged” and that The Bridge Service is going “above and beyond.” One father remarked that the service has “overachieved” for his child. These efforts have led to significant positive outcomes for children particularly at home, including milestones such as improved self-regulation. The majority of families report that The Bridge Service is helping their children overcome challenges, to discover and celebrate their strengths—some previously unknown.

- 3.31 Partnership with Home Schools is central to the model. Significant effort has been invested in developing effective partnerships through a range of measures. These partnerships are established prior to any child transitioning into the Bridge, ensuring a smooth and supportive process. There is a need now to work with head teachers to very clearly define the expectations of the Home School, to realise greater consistency in our partnerships with home schools.
- 3.32 **IMPACT AND KEY INSIGHTS:** The Bridge Service aligns with the Scottish Government's Four Pillars of Inclusion (2019), which are essential for creating inclusive educational environments. These pillars have been used to help shape this midpoint report. The four pillars are:
- **Present – Ensuring learners are physically or virtually present in the learning environment.**
 - **Supported – Providing appropriate resources and assistance to meet individual needs.**
 - **Participating** – Actively engaging learners in meaningful learning experiences.
 - **Achieving** – Enabling progress and attainment through inclusive practices
- 3.33 **'Present' Impact at Midpoint:** Attendance data at this stage is highly encouraging. Most learners demonstrate strong engagement with The Bridge Service despite complex transitions. While headline attendance figures for a few learners appear lower, deeper analysis reveals substantial gains in actual learning time.
- 3.34 Home school attendance has improved for the majority of learners, though decreased for a few. These figures require nuanced interpretation to reflect individual circumstances
- 3.35 Family attendance and collaboration has been significant, even among adults with demanding work commitments. The Bridge Service staff have conducted multiple visits to home schools, though acknowledge the need to increase this presence. Conversely, home school staff attendance at the Bridge has been limited in some cases due to staffing constraints. Evidence suggests a difference of opinion among schools with some requesting more visits whilst others are satisfied with current levels and one requesting fewer visits. This requires to be explored more fully.
- 3.36 Next Steps under the Pillar of 'Present' are to:
- **Increase Attendance:** continue to work closely with home schools to increase attendance
 - **Strengthen Partnerships:** explore if a formal agreement with home schools would be beneficial, to include engagement with The Bridge and resourcing
- 3.37 **'Supported' Impact at Midpoint:** All families report that their children feel safe at The Bridge Service and experience a strong sense of belonging. Data

indicates that key adults around each child recognise the positive impact of The Bridge Service's relational practice, with children demonstrating consistently positive daily Leuven well-being levels.

- 3.38 Learner voice remains central to The Bridge Service practice. Learners, through mixed-method feedback, express joy and contentment and, in some cases, can articulate what contributes to that feeling. Sensory plans and regulation supports have significantly enhanced daily experiences for most children. Communication strategies have been tailored to individual needs; for example, one child now uses Makaton signing, with their family recently completing an introductory course provided by Orchard Brae's Makaton tutor. This development has reduced frustration, as the child feels heard and understood across Bridge, School and home.
- 3.39 Evidence gathered notes that for the majority of learners, both the intensity and frequency of behaviours of concern have decreased across settings, and the time required to return to a regulated state has reduced. Co-regulation strategies are proving effective. One child demonstrated self-regulation skills being generalised by requesting a proprioceptive "squeeze" from their speech and language therapist for the first time.
- 3.40 Families report improved regulation in community settings, enabling greater participation and confidence. For instance, one child successfully completed their first long-distance train journey, broadening their experiences. Evidence also shows that parents feel more confident in supporting their child's regulation—one parent noted they now communicate better and remain more contained during challenging situations, while others expressed feeling less guilty and more proactive. Many parents voiced concerns about maintaining progress post-Bridge supports, stating, "*We don't want all hard work to unravel,*" and seek reassurance that the Bridge community will sustain contact.
- 3.41 Schools have acknowledged The Bridge Service's support as beneficial, strengthening staff knowledge, skills, confidence, and trust. However, some schools have requested clearer information on interventions and expressed concerns about The Bridge Service's understanding of home school contexts and expectations.
- 3.42 Next Steps under the Pillar of 'Supported' include:
- **Enhance System Integration:** Explore school needs further and adjust plans to ensure Bridge staff spend more time in home schools earlier in the intervention process.
 - **Embed Transactional Support:** Further share and implement planned transactional support strategies within home schools in the new year; monitor confidence levels among key adults.
 - **Alignment Meetings:** Establish bi-weekly meetings to ensure consistent communication and alignment between The Bridge Service, home schools, and families.

- **Improve Communication Platforms:** Review home school diaries and See-Saw platform to ensure information clearly reflects the impact of interventions and transactional support.
- **Post-Bridge Family Support:** Develop strategies to maintain family engagement and sustain progress beyond placement.

3.43 **‘Participating’ Impact at Midpoint:** All learners accessing The Bridge Service have demonstrated consistent levels of participation and engagement in learning activities offered both across the Bridge learning environment (in/out - side) and in their home school. These experiences are built on learner interests and delivered through a play-based pedagogy, making learning irresistible for many children. As a result, learners are experiencing success and joy in their educational journey, which was identified as a priority back in the design phase. This approach provides Bridge staff with numerous opportunities for in-depth observation and quality interactions, enabling a deeper understanding of each child. These insights inform learner preferences and guide the development of effective transactional support strategies.

3.44 Schools that have visited The Bridge Service report that observing their pupils in this environment has been valuable in gaining further understanding of need. Similarly, parents have had opportunities to observe their children in the learning space.

3.45 All children have formed positive relationships with key adults, engaging in meaningful social communication at their own Social Communication, Emotional Regulation, Transactional Support (SCERTS) level. A few learners have even begun forming friendships with peers—one child proudly shared with his family that he had a “best friend at the Bridge.” For The Bridge Service staff, this milestone provided an opportunity to further support friendship development, an area that had been identified as being tricky for this learner.

3.46 Next Steps under the Pillar of ‘Participating’ include:

- **Strengthen Home-School Alignment**
 - Share participation data and insights with home schools to inform classroom approaches.
 - Begin phased integration of successful Bridge strategies into home school routines.
 - Create further resource packs for families and schools to replicate engagement strategies.
- **Embed Play-Based Pedagogy Beyond The Bridge Service**
 - Provide training for home school staff on play-based learning strategies that have proven effective.
- **Monitor and Extend Participation Gains**
 - Continue tracking Leuven Scale scores and compare progress across settings.
 - Identify learners who show increased group participation and gradually extend these experiences in home schools.

3.47 **'Achieving' Impact at Midpoint**

Experiencing success was identified as a key outcome of The Bridge Service interventions during initial family consultations within the design phase. Evidence gathered to date confirms that all learners have experienced success—within The Bridge Service, at home, and, for the majority, in their home schools. Success looks different for each learner and is highly personalised. For many, it includes significant “firsts.” For example, one father proudly shared that his child demonstrated the actions to “*Heads, Shoulders, Knees and Toes*” for the first time, bringing joy and hope to the entire family. This moment fostered a renewed sense of trust and optimism that had not previously existed.

3.48 Data indicates that all learners have built on previous skills and there is evidence of generalising these skills across home and school settings. One school leader described how a learner successfully applied new regulation strategies, now joining group activities with greater social confidence and energy alignment than ever before.

3.49 The majority of parents report feeling hopeful after witnessing their children achieve meaningful progress. The Bridge Service staff also express pride in being part of this journey, while noting that they are working with patience to support key adults to fully recognise the importance of their role in providing consistent transactional supports so that learners can achieve their potential – recognising that adults hold different values and have different experiences.

3.50 Next Steps under the Pillar of 'Achieving' include:

1. **Strengthen Home-School Collaboration**

- Share evidence of learner success and provide practical guidance on embedding transactional supports in busy home school classroom environments – use See- Saw and the Lens on Learning program to greater effect
- Monitor and review their effectiveness through regular feedback loops with staff and families.

2. **Support Skill Generalisation**

- Create opportunities for learners to practice new skills in varied contexts (home, school, community).
- Collect and analyse data on skill transfer and achievement in home schools.

3. **Plan for Sustained Support**

- Develop a post-Bridge Service support plan for each learner in collaboration with other services to maintain progress after Bridge staff step back.
- Offer family workshops and check-ins to reinforce strategies and reduce anxiety about transition

3.51 **CHALLENGES/CONCERNS VOICED**

A few schools remain uncertain whether the range of transactional supports will be sufficient within the busy home school environment, given the differences between The Bridge Service and school contexts. The Bridge Service provides children with opportunities to develop new skills, practice them repeatedly in a predictable environment, and then generalise these skills. We hope to address

these concerns as we work closely with primary Head Teachers to further clarify and agree our partnership arrangements and have taken the decision to extend the current Bridge Intervention Cycle to allow additional time to cohort 1 to practice their skills in their home school. This should increase our effectiveness and impact with cohort 2.

3.52 While there is a general shared understanding of expectations, some schools have expressed ambiguity and identified a mismatch between anticipated support and the reality of lived experience. Adjustments have been made to communication and planning processes to ensure expectations are clarified and agreed upon and that the testing of interventions is undertaken in the home school as well as within The Bridge. The details of the interface with the home school will be explored through our planned work with Head Teachers as outlined at para 3.50.

3.53 Families have voiced concerns about sustaining progress without the level of support currently provided. It is essential that other services collaborate with The Bridge Service staff to ensure ongoing support as Bridge involvement gradually reduces. The extension of the intervention cycle for cohort 1 will afford time to address this.

3.6 SUMMARY OF FINDINGS

The Bridge Service is demonstrating initial evidence of impact for some of Aberdeen's most complex mainstream learners. It is helping Aberdeen City respond to a need both local and national as detailed with the Educational Psychology Service's Exploration of Learners' Needs with an innovative local solution.

3.6.1 Early evidence is showing improving outcomes for learners and their families, and strengthening inclusive practice across the schools involved. Further evaluation with all parties being carried out by the Educational Psychology Service will help illustrate this. Ongoing refinement of communication, alignment, and sustainability planning will further enhance its long-term effectiveness and improve outcomes for this and future cohorts.

3.6.2 The encouraging progress from the beginning of this test of change demonstrates merit in exploring a Secondary Support Service based on the learning from The Bridge Service. With Member approval, a secondary model will now be explored with a proposed Operating Model presented to Committee for approval later in the year.

4. FINANCIAL IMPLICATIONS

4.1 There are no direct financial implications arising from this report.

5. LEGAL IMPLICATIONS

5.1 Under the Education (Additional Support for Learning) (Scotland) Act 2004 every education authority must make adequate and efficient provision for the additional support required by each child or young person having additional

needs and monitor and review that support. This Report addresses how these duties can be fulfilled more effectively.

6. ENVIRONMENTAL IMPLICATIONS

6.1 There are no direct environmental implications arising from the recommendations of this report.

7. RISK

Category	Risks	Primary Controls/Control Actions to achieve Target Risk Level	*Target Risk Level (L, M or H) *taking into account controls/control actions	*Does Target Risk Level Match Appetite Set?
Strategic Risk	Risk of young people not being appropriately supported and unable to achieve positive destinations	Training for staff and appropriate supports in place for young people. Test of change will reduce potential risk	L	Yes
Compliance	Risk of not complying with legislation and legal challenge (tribunals)	Mitigated by young people receiving the appropriate level of support	M	Yes
Operational	Staff feeling overwhelmed leading to low morale	Mitigated by offering high quality professional learning to ensure staff can meet their statutory duties under The Education (Additional Support for Learning) (Scotland) Act 2004 and the Equality Act 2010.	L	Yes
Financial	Risk of not having sufficient resource	Mitigated by realigning current services to better meet the needs of our young people in Aberdeen City today.	L	Yes
Reputational	Risk of not effectively meeting the needs of all learners	Services realigned to better meet the needs of our young people in Aberdeen City.	L	Yes
Environment / Climate	Risk of environmental factors inhibiting positive outcomes for learners	Single service realignment will strengthen universal/targeted support and sharing of	L	Yes

		best practice, thus preventing escalation of need through strengthened practice and reasonable adjustment.		
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8. OUTCOMES

Council Delivery Plan 2024	
Impact of Report	
<p>Aberdeen City Council Policy Statement</p> <p><u>Working in Partnership for Aberdeen</u></p>	<p>The proposals within this report support the delivery of the following ACC Priorities:-</p> <ul style="list-style-type: none"> • Raise attainment and achievement • Support improvement in the health and wellbeing of children and young people • Maximise the impact Of Early Learning and Childcare
<u>Local Outcome Improvement Plan 2016-2026</u>	
<p>Prosperous Economy Stretch Outcomes</p>	<p>The proposals support the delivery of LOIP Stretch Outcome 3 - 95% of all children will reach their expected developmental milestones by their 27-30 month review by 2026. Through offering support to all parents and sharing parenting opportunities we will create networks of support for families of children with additional support needs.</p> <p>The proposals within this report also support the delivery of LOIP Stretch Outcome 6 – 95% of children living in our priority neighbourhoods (Quintiles 1 & 2) will sustain a positive destination upon leaving school by 2026. Through developing partnerships and working with families to ensure all young people have access to a positive destination</p> <p>The proposals within this report also support the delivery of LOIP Stretch Outcome 8– 100% of children with Additional Support Needs/Disabilities will experience a positive destination by 2026. Through developing partnerships and working with families to ensure all young people have access to a positive destination. Through improving support for parents and supporting young people with an early intervention model.</p>
<p>Prosperous People Stretch Outcomes</p>	<p>The proposals in this report seek to ensure the best use of resource in the system, promoting an understanding of the circumstances of individual children and young people to ensure that appropriate and timely personalised support is available to them.</p> <p>Effective use of resources will help to ensure all initiatives and interventions 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 report they feel listened to all of the time 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 83.5% fewer young people (under 18) charged with an offence 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.
Community Empowerment Stretch Outcomes	<p>The proposals within this report support the delivery of LOIP Stretch Outcome 16 – 50% of people report they feel able to participate in decisions that help change things for the better by 2026.</p> <p>There will be consultation with parents as part of the process for allocating additional support through the early intervention setting</p>

9. IMPACT ASSESSMENTS

Assessment	Outcome
Integrated Impact Assessment	New Integrated Impact Assessment has been completed. Integrated Impact Assessment
Data Protection Impact Assessment	
Other	

10. BACKGROUND PAPERS

10.1 [Early Intervention Service \(April 2025 Report\)](#)

11. APPENDICES

None

12. REPORT AUTHOR CONTACT DETAILS

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