

Addition Support for Learning Strategy

2024-2027



**Clackmannanshire
Council**

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Comhairle Siorrachd
Chlach Mhanann

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Introduction

Clackmannanshire Education Service provides a wide range of services to educate, protect, support and promote the achievements of children and young people, their families and communities. These services are delivered by our schools, early learning and childcare centres, additional support services and centralised teams working across Clackmannanshire.

Through this strategy, we aim to ensure that we deliver inclusive and equitable opportunities for all our learners through collaboration with stakeholders, particularly children and young people themselves and their families. We aim to remove any barriers that children and young people may experience both in terms of being able to fully participate in education, and also to develop skills to engage in life beyond school, both now and into adulthood.

This equitable and inclusive education approach provides us with the opportunity to develop flexible learning solutions rather than seeing education as a 'one-size fits all' approach. Addressing individuals' unique, and often changing needs, over time, requires us to be both flexible and creative.

Getting It Right For Every Child (GIRFEC) is the national commitment to provide all children, young people and their families with the right support at the right time. This will enable us to ensure that every child and young person in Clackmannanshire can reach their full potential.

Our People Directorate has consulted with children and young people, parents and carers, partners and staff to refresh our Vision and Values. The agreed values are: Respect, Inclusion and Collaboration.

Legislative Context

The following legislation and guidance informs Clackmannanshire Education Service's approach to supporting children and young people with Additional Support Needs (ASN).

The Standards in Scotland Schools etc Act (2000)

This Act places the expectation of the presumption of mainstream education, unless specified exemptions apply.

The Education (Additional Support for Learning) (Scotland) Act 2004

This Act provides a legal framework which underpins the system for identifying and addressing the additional support needs of children and young people who face a barrier, or barriers, to learning. <https://www.legislation.gov.uk/asp/2004/4/contents>

Education (Additional Support for Learning) (Scotland) Act 2009

This Act introduces amendments to the 2004 Act, the most important of which is the presumption that all Looked After and/or Accommodated Children/young People (LAAC) have additional support needs unless it is determined that they do not require additional support to benefit from school education. They should also be considered for Co-ordinated Support Plans.

https://www.legislation.gov.uk/asp/2009/7/pdfs/asp_20090007_en.pdf

The Children and Young People (Scotland) Act 2014

This provides the legal framework for the implementation of the National GIRFEC approach to promoting, supporting and safeguarding the wellbeing of children and young people and improving outcomes.

<http://www.legislation.gov.uk/asp/2014/8/contents/enacted>

The UN Convention on the Rights of the Child (UNCRC)

The 54 Articles of the UNCRC set out the civil, political, economic, social and cultural rights of all children and is an aspect of Human Rights legislation. It has been ratified in the UK and underpins a great deal of legislation and codes of practice relating to work with children and young people

<http://www.unicef.org.uk/crc>.

The Education (Scotland) Act 2016

This supports a range of improvements to Scottish education including: improving the attainment of pupils from poorer backgrounds; widening access to Gaelic medium education; giving children a voice in matters that affect them; and extending the rights of children with additional support needs.

National Context

In June 2020, the final report 'Review of Additional Support for Learning Implementation' was published. The Scottish Government (SG) and COSLA responded by developing a joint action plan, which was updated in November 2022. The themes in this strategy have been identified from the joint SG/COSLA Action Plan.

The Promise is a Scotland wide blueprint to deliver on the recommendations of the National Independent Care Review, and is based on five key foundations. Clackmannanshire Council has pledged that we will work to keep The Promise, putting children and families at the heart of what we do so that every child grows up loved, safe and respected, and able to realise their full potential.

Clackmannanshire Context

Some learners are more at risk of experiencing barriers to their learning than others due to a variety of factors such as learning difficulties, childhood adversity, physical or mental health difficulties or disabilities, care experiences, gender, ethnicity, socio-economic status, religion or sexual orientation. In Clackmannanshire, we aim for all children and young people to be present, participating, achieving and supported.

In 2022, Clackmannanshire recorded 26.7% of primary school pupils as having Additional Support Needs [ASN]; this is a fall on the year before [29.6%] and is now slightly lower than the Scottish average of 28.3% [the Scottish average has increased from 27.7% in 2020/21]. The most common support need remains as 'Social, emotional and behavioural difficulty'. The percentage of secondary school pupils identified as having Additional Support Needs increased to 38.2% in 2021/22 [from 37.6% in 2020/21]. Despite the increase, this rate remains lower than the Scottish average of 40.1% [also reporting a yearly increase]. The most common support for secondary school pupils is 'Dyslexia'. These staged intervention figures do not include the significant level of need experienced by children and young people, whose educational needs are such that they require education at specialist placements out with the authority. (Pupil Census 2022, Scottish Government Education Dataset).

Key Themes of Clackmannanshire Education Additional Support for Learning Strategy

Four key themes have been identified from the ASL Action Plan as a focus:

Children and Young People's Engagement, Participation and Rights

To ensure Clackmannanshire Education Service and its establishments support meaningful engagement and participation for children and young people who access additional support. To develop support to ensure children and young people with ASN are consulted in decisions that affect them, they are actively listened to and aligned with The Rights of the Child (UNCRC). This may be at an individual level, school level or local authority level.

Parent and Carer Engagement, Participation and Rights

To ensure there are opportunities for parent/carers to network, have improved access to information and are considered key partners in policy development.

Teacher and Practitioner Professionalism

To ensure education staff have access to high quality ASL training to enable them to effectively support children and young people with ASN. Improve networking opportunities for staff both within Clackmannanshire, the Forth Valley and West Lothian Regional Improvement Collaborative (RIC) and nationally.

Leadership and Improvement

To ensure there is alignment of key policies and practice e.g. The Additional Support for Learning Implementation Plan, GIRFEC, The Promise and The Rights of the Child (UNCRC). We will continue to develop and refine processes to ensure equitable and timely access to resources and monitor the quality of support for children and young people and the ASL learning state to ensure it is of a high standard. We will continue to collaborate with partners across all sectors to improve the experiences of children and young people with ASN, especially those transitioning between schools or services. Work with Forth Valley and West Lothian RIC to continue to further develop the ASL Managers Network, building on opportunities for collaboration.

Consultation

The draft strategy has been consulted on with parents/carers, pupils and staff. The consultation took the form of surveys using Citizen Space, google forms, Viewpoint and adapted, symbolised versions of the questions for our pupils with complex needs. All have agreed that these are appropriate themes, with the responses being very positive across all groups.

Monitoring and Reviewing of the Strategy

Appendix 1 outlines the action plan required to implement the Strategy. This Strategy will be reviewed on an annual basis with children, young people and their families and reported on as part of the Clackmannanshire National Improvement Framework Programme.

Appendix 1 - Clackmannanshire Education Service Additional Support for Learning Action Plan 2023-26

Children and Young People's Engagement, Participation and Rights			
Action	Accountability	Time scale	Evidence of Impact
Develop resources to support practitioners to seek and take account of the views of children with ASN	Headteacher Lochies School	Jan 2025	All learners with ASN will be meaningfully contributing their views regarding their education. Evidenced through: <ul style="list-style-type: none"> • audit of GIRFEC paperwork • VSE visits
Support establishments to develop mechanisms to ensure children and young people with ASN are actively involved in consultations regarding school policies	Headteacher Lochies School	Jan 2027	All learners with ASN will be meaningfully contributing their views regarding school policies. Evidenced through: <ul style="list-style-type: none"> • quality assurance of new policies and strategies will demonstrate pupil voice • Viewpoint survey data
Develop mechanisms that ensure children with ASN are actively involved in consultations regarding guidance and policy at authority level	Headteacher Lochies School	Jan 2027	All learners with ASN will be meaningfully contributing their views regarding local authority policies. Evidenced through: <ul style="list-style-type: none"> • quality assurance of new policies and strategies will demonstrate pupil voice. • Viewpoint survey data
Establish a series of pupil led ASL events	Headteacher Lochies School	Jan 2027	Identified learners will be confident in leading events. Evidenced through: <ul style="list-style-type: none"> • A calendar of annual events led by pupils with ASN across establishments

Children and Young People's Engagement, Participation and Rights

Action	Accountability	Time scale	Evidence of Impact
Clackmannanshire Schools will undertake the required professional learning to achieve the The Promise Award	Senior Manager	Jan 2027	Care experienced children/young people will be meaningfully consulted and listened to in all aspects of their lives. Evidenced through <ul style="list-style-type: none"> almost all schools will be accredited as 'Promise Committed'
All schools will engage with the duties of UNCRC	Senior Manager	Jan 2027	Children and young people have their rights met. Schools will engage in a range of rights based approaches appropriate to their setting such as Dignity in Schools, Scottish Children's Parliament

Parent and Carer's Engagement, Participation and Rights

Action	Accountability	Time scale	Evidence of Impact
Improve the range of opportunities for parent/carers to network	QIO ASL	Jan 2025	Parents/carers will be confident in making connections with other parents/carers. Evidenced through: <ul style="list-style-type: none"> a calendar of formalised networking opportunities for parents/carers of children with ASN local and national network sessions supported by Parental Engagement Officer
Improve accessibility of information for parents/carers regarding ASL, rights and accessing support.	QIO ASL	Jan 2025	Parents/carers will have access to information about ASN that they need. Evidenced through: <ul style="list-style-type: none"> information available in a variety of forums. tracking data evidencing engagement.
Develop mechanisms for consulting with parents/carers regarding local authority policies	QIO ASL	Jan 2027	Parents/carers of children with ASN will be meaningfully contributing their views regarding local authority policies. Evidenced through: <ul style="list-style-type: none"> quality assurance of new policies and strategies will demonstrate parent/carer voice.
Establish a local authority organised parent/carer event	QIO ASL	Annually	Parents/carers will be meeting regularly. Evidenced through: <ul style="list-style-type: none"> a calendar of annual events for parents/carers of children with ASN across establishments.

Teacher and Practitioner Professionalism			
Action	Accountability	Time scale	Evidence of Impact
Develop a tiered approach to ASL training for education staff	Headteacher CSSS	Annually	Staff will have improved knowledge and skills to meet the needs of all children/young people. Evidenced through: <ul style="list-style-type: none"> a calendar of ASL professional learning appropriate to staff roles staff surveys
Develop Forth Valley and West Lothian ASL Regional Improvement Collaborative Network for practitioners	Headteacher CSSS	Jan 2025	ASL managers in the RIC will be collaborating effectively. Evidenced through: <ul style="list-style-type: none"> a calendar of dates, agendas and minutes for network meetings.
Further develop induction process for ASL education staff and work towards GTCS accreditation for all teachers within specialist settings/teams	Headteacher CSSS	Annually	New staff will be accessing the support they need to effectively support children/young people. Evidenced through: <ul style="list-style-type: none"> a programme of activities to support new ASL staff.
Develop a network of mentors for ASL	Headteacher CSSS	Annually	New staff will have a supportive colleague who they can defer to, as well as the management team in their school. Evidenced through: <ul style="list-style-type: none"> an overview of mentors.
Further develop the ASL Moderation Group building on networking and professional learning opportunities.	Headteacher CSSS	Jan 2025	Staff will be collaborating and sharing effective practice. Evidenced through: <ul style="list-style-type: none"> a calendar of meetings, agendas and minutes of network meetings.

Teacher and Practitioner Professionalism			
Action	Accountability	Time scale	Evidence of Impact
Revisit the 'Readiness for Learning Approach'	Principal Educational Psychologist	Jan 2027	Staff in schools will be using R4L Approach. Evidenced through: <ul style="list-style-type: none"> an increased number of R4L establishments and an increased use of the R4L professional learning modules.
Develop an ASD Specific network sessions	DHT, Secondary Schools	Jan 2027	Staff will be accessing support to develop their practice through network sessions. Evidenced through: <ul style="list-style-type: none"> a calendar of network sessions
Develop opportunities for staff to visit specialist provisions within and out with Clackmannanshire	DHT, Secondary Schools, Principal Educational Psychologist	Jan 2027	Staff will be supporting children/young people with ASN more effectively through strategies and approaches that they have identified through visits. Evidenced through: <ul style="list-style-type: none"> an overview of visits undertaken.

Leadership and Improvement			
Action	Accountability	Time scale	Evidence of Impact
Develop Forth Valley and West Lothian ASL Regional Improvement Collaborative ASL Managers Network	Senior Manager Inclusion and Partnerships	Jan 2026	Improved collaboration between RIC Managers and wider ASL leads. Evidenced through: <ul style="list-style-type: none"> • a calendar of meetings, agendas and minutes. • VSE visits across the RIC leads to better collaboration between settings to improve and share good practice.
Further develop monitoring of quality of support for children and young people with ASN.	Senior Manager Inclusion and Partnerships	Jan 2027	Children/young people with ASN are well supported to achieve outcomes by skilled and knowledgeable staff. Evidenced through: <ul style="list-style-type: none"> • accurate and current profiles of children/young people leading to improved planning at school and local authority level • Staged intervention and GIRFEC processes being followed and paperwork of a good standard • VSE visits outlining strengths and development needs with appropriate action plans where necessary
Continue to develop the quality of the ASL learning estate and range of support services.	Senior Manager Inclusion and Partnerships	Jan 2027	Children and young people will be supported to achieve outcomes in suitable environments that meet their needs. Evidenced through: <ul style="list-style-type: none"> • Lochies new build • required work carried out within ASD specialist settings • development of Clacks Active Learning Academy (CALA). • increased number of spaces used flexibly to support a range of ASN within mainstream settings

Leadership and Improvement			
Action	Accountability	Time scale	Evidence of Impact
Continue to develop the GIRFEC model of support to ensure timely and equitable allocation of ASL resources.	Senior Manager Inclusion and Partnerships	Jan 2027	Children/young people with ASN are supported effectively by the right people, at the right time. Evidenced through: Agencies effectively making use of GIRFEC to meet needs across Forth Valley.
Ensure alignment of policies e.g. The ASL Implementation Action Plan, GIRFEC, The Promise, The Rights of the Child (UNCRC), Flexible Learning Packages and establish better collaboration between teams - the Promise, ASL, Family Wellbeing Partnership, Virtual School	Senior Manager Inclusion and Partnerships	Jan 2027	Children/young people with ASN are supported effectively by the right people, at the right time. Evidenced through: <ul style="list-style-type: none"> • a 'golden thread' running through all the People Services policies, strategies and plans ensuring all are informed and connected • staff aware of connections between plans
Continue to collaborate with partners across Clackmannanshire and Stirling to develop the ASD Strategy	Senior Manager Inclusion and Partnerships	Jan 2027	Children/young people will be supported by knowledgeable and skilled staff. Evidenced through: <ul style="list-style-type: none"> • new strategy for 2025 onwards for Clackmannanshire and Stirling
Ensure that transitions for children and young people with ASN coordinated across all stages are monitored to ensure positive experiences for children, young people and their families.	Senior Manager Inclusion and Partnerships	annually	Children/young people and their families experience smooth and positive transitions, where they have been actively involved in the process. Evidenced through: <ul style="list-style-type: none"> • overview of planned transitions • data regarding destinations and feedback from families, • policy document for Transitions

Leadership and Improvement			
Action	Accountability	Time scale	Evidence of Impact
Develop a systematic approach to collate and share information with pupils, school staff, families and partners.	Senior Manager Inclusion and Partnerships	Jan 2027	Children/families are informed about opportunities and supports available. Evidenced through: <ul style="list-style-type: none"> parent/carer Chair Forum monthly meetings with Senior Managers website, social media info, termly infographic
Continue to develop a local authority coordinated response to Behaviour in Scottish Schools report.	Headteacher CSSS	Jan 2027	Children/young people are better supported to develop and use their self-regulation skills. Evidenced through: <ul style="list-style-type: none"> better recording of incidents, more appropriate debrief and plans. reduced number of incidents CPI professional learning engagement