
Report to: People Committee

Date of Meeting: 3 October 2019

Subject: Additional Support for Learning Strategy: Equity and Inclusion

Report by: Lorraine Sanda, Improving Outcomes Manager

1.0 Purpose

This paper presents the Education Service's Additional Support for Learning Strategy: Equity and Inclusion which sets out how the Service will ensure that it delivers inclusive and equitable opportunities for all children and young people, but in particular for learners who experience barriers to their learning.

2.0 Recommendations

The People Committee is recommended to note the contents of the Strategy (Appendix 1) and associated action plan 2019-2021 (Appendix 2), and provided comment, and challenge as appropriate.

3.0 Considerations

3.1 The Strategy will ensure that the Council complies with its legislative duties to provide for children and young people who require additional support for learning. In particular:

- The Education (Additional Support for Learning) (Scotland) Act 2004 (amended 2009)
- The Standards in Scotland Schools etc Act (2000)
- The Children and Young People (Scotland) Act 2014

3.2 The Strategy supports Getting it Right for Every child (GIRFEC) and, in particular, takes account of a recent Scottish Government publication 'Guidance on the Presumption to Provide Education in a Mainstream Setting', March 2019. This clearly states the requirement that children and young people should have equitable access to a quality education which meets their needs and helps them achieve their full potential.

3.3 The Strategy recognises the international priorities of ensuring inclusive and equitable quality education and promoting life long learning for all, outlined in the UNESCO Education Agenda 2030. It also reflects global research reported by HundrED recommending inclusivity and collaboration.

- 3.4 The Strategy has been informed by the views and experiences of young people, and their families, educators and partners and will be monitored on an ongoing basis with children and young people. An *easy read* version of the Strategy will be shared at the Annual Additional Support for Learning Parent Event in October. The action plan will continue to be developed to reflect feedback from families, children and young people and partners.
- 3.5 The Strategy seeks to make most effective use education resources, using current staff expertise to develop and build capacity of staff across the educational establishments in Clackmannanshire.
- 3.6 In 2018/19, Additional Support Needs Expenditure was as follows:

	£'000
Employee Costs	5205
Resources	149
Transport (including escorts)	1021
External agencies (including external placements and therapies)	209

- 3.7 The number of pupils recorded as requiring some form of additional support for their learning as of August 2019 is just under 1800 pupils. Needs range from factors arising from short term social/health to life long complex disabilities and/or residential educational care placements. This amounts to 21.19% of pupils of primary age and 31.2% of secondary pupils. This is slightly lower than the national figures for Scotland which are 25.49% and 31.7% respectively, however these figures do not include approximately 30 children and young people who have significant additional support needs that require high cost educational placements out with the authority.
- 3.8 This approach must be delivered in partnership with Children's Services Social Work, particularly in relation to the external placement of children and young people with significant social and emotional needs. Partnership working is key to ensuring effective transitions for children and young people with additional support needs.
- 3.9 Implementation of this Strategy will further assist in limiting expenditure on specialist placements, as mainstream settings are empowered and upskilled to meet the needs of the majority of children and young people.

4.0 Sustainability Implications

There are no sustainability implications.

5.0 Resource Implications

There are no financial implications.

6.0 Exempt Reports

- 6.1 Is the report exempt? No

7.0 Declarations

The recommendations contained within this report support or implement our Corporate Priorities and Council Policies.

(1) **Our Priorities** (Please double click on the check box)

- | | |
|--|-------------------------------------|
| Clackmannanshire will be attractive to businesses & people and ensure fair opportunities for all | <input checked="" type="checkbox"/> |
| Our families; children and young people will have the best possible start in life | <input checked="" type="checkbox"/> |
| Women and girls will be confident and aspirational, and achieve their full potential | <input checked="" type="checkbox"/> |
| Our communities will be resilient and empowered so that they can thrive and flourish | <input checked="" type="checkbox"/> |
| The Council is effective, efficient and recognised for excellence | <input checked="" type="checkbox"/> |

(2) **Council Policies** (Please detail)

N/A.

8.0 Equalities Impact

Have you undertaken the required equalities impact assessment to ensure that no groups are adversely affected by the recommendations?

N/A

9.0 Legality

9.1 It has been confirmed that in adopting the recommendations contained in this report, the Council is acting within its legal powers yes x

10.0 Appendices

Appendix 1: Additional Support for Learning Strategy: Equity and Inclusion and Action Plan 2019-21

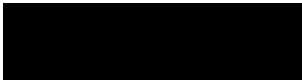
11.0 Background Papers

- The Education (Additional Support for Learning) (Scotland) Act 2004 (amended 2009)
- The Standards in Scotland Schools etc Act (2000)
- The Children and Young People (Scotland) Act 2014
- Scottish Government March 2019. Guidance on the Presumption to Provide Education in a Mainstream Setting,
- Scottish Government (2012) The Right Help at the Right Time in the Right Place. Strategic Review of Learning Provision for Children and young People with Complex Additional Support Needs (The Doran Review)
- Scottish Government (2008) *Getting it Right for Every Child (GIRFEC)*
- UNESCO (2017) *Education 2030 Agenda* UNESCO. France
- HundrED (2018) Every Child to Flourish. Global Perspectives in Improving Education HundrED Report #001

Author(s)

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Approved by

NAME	DESIGNATION	SIGNATURE
Anne M Pearson	Chief Education Officer	

CLACKMANNANSHIRE COUNCIL EDUCATION SERVICES

**Inclusion
And
Equity**



A STRATEGY FOR ADDITIONAL SUPPORT FOR LEARNING ACROSS CLACKMANNANSHIRE 2019-2022

Additional Support for Learning Strategy: Equity and Inclusion Clackmannanshire Council

Introduction

The 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, nurseries, additional support services and teams working from the centre across the whole of Clackmannanshire.

In line with the principles of Getting It Right for Every Child (GIRFEC) our vision is to put children first and deliver excellence and equity for all. Children in Clackmannanshire will leave education well prepared for life and work and a bright, positive future. We will work in partnership to minimise the effects of child poverty and raise attainment for all.

We have six big goals:



These goals support the delivery of the Government's priorities for education in the National Improvement Framework:

- Improvement in Literacy and Numeracy
- Closing the Gaps; Equity and Fairness
- Improvement in Health and Wellbeing
- Increased, sustained Positive Destinations.

This Strategy sits within the Education Service’s wider vision, values and aims. We aim to deliver inclusive and equitable opportunities for *all* our learners through collaboration with partners, particularly children and young people, and their families. We will strive to minimise any barriers that children and young people may experience to enable them to fully participate in education, and develop skills to engage in life beyond school.

- EQUITY can be seen as *fair* treatment for all learners, with individuals getting what they *need* rather than everyone getting the same.
- INCLUSION can be seen as ensuring that all learners are given the opportunity to *participate* in educational opportunities through the reduction in any *barriers* to their participation

Background – National Legislation Framework

The Education (Additional Support for Learning) (Scotland) Act 2004 (amended 2009) places a duty on Local Authorities to make “adequate and efficient provision for the additional support needs for whose education they are responsible for”.

The Standards in Scotland Schools etc Act (2000) places a presumption of mainstream education, unless specified exemptions apply.

Getting it Right for Every Child (GIRFEC) and the Children and Young People (Scotland) Act 2014 places further duties upon Local Authorities to monitor children’s progress within the wider context of well-being.

The recent Scottish Government ‘Guidance on the Presumption to Provide Education in a Mainstream Setting’ (March 2019) considers inclusive practice through four key features of inclusion: Present, Participating, Achieving and Supported.

Figure 1 – Four Key Features of Inclusion



The Scottish Government Guidance suggests that these four key features be used to set expectations and evaluate inclusive practice in educational establishments. The key expectations for each of the four key features of inclusion are outlined below.

PRESENT

Key Expectations:

- **All** children and young people should learn in environments which best meet their needs
- **All** children and young people should be fully engaged in the life of their school, through the inclusive ethos, culture and values of the school
- **All** children and young people should receive a full time education including flexible approaches to meet their needs

PARTICIPATING

Key Expectations:

- **All** children and young people should have their voices heard in decisions about their education., including decisions on where they learn
- **All** children and young people will have the opportunity to participate and engage as fully as possible in all aspects on school or early learning and childcare life, including trips and extracurricular activity
- **All** children and young people should be enabled and supported to participate in their learning
- Children and young people with additional support needs, who are aged 12-15, also have extended rights within the ASL framework to use right on their own behalf to affect decisions made about them

ACHIEVING

Key Expectations:

- **All** children and young people should be achieving their full potential
- **All** children and young people should have access to a varied curriculum tailored to meet their needs

SUPPORTED

Key Expectations:

- **All** children and young people should benefit from the ethos and culture of the school, inclusive learning and teaching practices and relationships
- **All** children and young people should be given the right help, at the right time, from the right people, to support their wellbeing in the right place
- **All** children and young people should be supported to participate in all parts of school life
- **All** children and young people should be supported to overcome barriers to learning and achieve their full potential

International Research

Internationally, the United Nations Education, Scientific and Cultural Organisation (UNESCO) produced an Education 2030 Agenda which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” UNESCO is very clear that if we wish to build more inclusive and equitable societies, then we need to start with inclusive education systems. They propose that by better understanding and supporting the needs of learners with more diversity or greater potential barriers to their learning; this enables us to develop more flexible and responsive educational opportunities for all.

The HundrED research report #001 ‘Every Child to Flourish’ (2018) states that for significant change to be made in all areas of education, inclusivity and collaboration between all stakeholders is required.

Clackmannanshire Context

Some learners can be more at risk of experiencing barriers to their learning than others due to a variety of factors such as learning difficulties, adverse childhood experiences, physical or mental health difficulties or disabilities, care experiences, gender, ethnicity, socio-economic status, religion or sexual orientation. Within Clackmannanshire 21.19% of pupils of primary age and 31.2% of secondary age are reported as having additional support for learning needs. This is slightly lower than national figures for Scotland published in 2018, which shows 25.49% pupils at primary age and 31.7% at secondary stage have additional support needs; social, emotional and behavioural needs continues to be the highest additional support need recorded. Clackmannanshire currently has 51 Looked After Children (LAC) and 152 Looked After and Accommodated (LAAC). The staged intervention figures do not include the significant level of need experienced by approximately 30 children and young people whose educational needs are such that they require education at high cost specialist placements out with the authority.
(Pupil Census 2018, Scottish Government Education Dataset).

Table 1 provides an overview of Clackmannanshire’s staged approach to the equitable allocation of resources to reduce barriers to learning for those potentially most at risk. This ensures that children and young people get the support required from the right people when it’s needed; as highlighted in the Scottish Government report ‘The Right Help, at the Right Time in the Right Place’ (November 2018).

Support for the Strategy is provided by the Additional Support for Learning Team consisting of the following teams, outreach and staffing:

- Social, Emotional and Behavioural
- Severe and Complex
- Autism Spectrum Disorder
- Support for Learning
- English as an Additional Language
- Hearing Impairment

- Visual Impairment

Alongside this, there needs to be a staged approach to Career Long Professional Learning (CLPL) for staff to ensure they have the skills and knowledge to meet the needs of all children and young people. This would take the form of a targeted approach; universal, enhanced, targeted and intensive levels of CLPL to ensure staff have access to professional learning activities tailored to their positions.

Table 1. Staged approach to equitable allocation of resources to reduce barriers to learning for those potentially most at risk

GIRFEC	Stage of Intervention	Features	Potential Resources
Intensive	4	Access to flexible pathways, internal Local Authority Additional Support Needs (ASN) provision or external ASN provision	<ul style="list-style-type: none"> • Ongoing involvement from a number of internal and external partners • Intensive Therapeutic Service (ITS) input from the Educational Psychology Service (EPS)
Targeted	3	Assessment and intervention for individual pupils to help remove barriers to learning, including access to flexible pathways.	<ul style="list-style-type: none"> • Direct work by partner agencies • Direct work by Additional Support for Learning (ASL) outreach staff • Ongoing assessment from the EPS
Enhanced	2	Classroom / school adaptations for individual pupils or groups to help remove barriers to learning	<ul style="list-style-type: none"> • Coaching and Mentoring of educators by ASL outreach staff • Advice from external partners • Advice from GIRFEC Discussion Forum (GDF) • Consultation and advice from the EPS • Involvement from Support for Learning Teachers
	1	Classroom / school adaptations for individual pupils or groups to help remove barriers to learning	<ul style="list-style-type: none"> • Involvement from Attainment Team • Advice from Support for Learning teachers
Universal	N/A	ASN friendly classrooms and establishments to	<ul style="list-style-type: none"> • CLPL by ASL outreach staff, Educational Psychology Service

		support excellence for all	(EPS), Attainment Team and external partners e.g. Allied Health Professionals (AHPs)
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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.

References

- Scottish Government (March 2019) *Guidance on the Presumption to Provide Mainstream Education in a Mainstream Setting*
- HundrED (2018) *Every Child to Flourish Understanding Global Perspectives in Improving Education* HundrED Report #001
- Scottish Government (2008) *Getting it Right for Every Child (GIRFEC)*
- Scottish Government (2009) *The Education (Additional Support for Learning) (Scotland) Act 2004 (amended 2009)*
- Scottish Government (2012) *The Right Help at the Right Time in the Right Place. Strategic Review of Learning Provision for Children and Young People with Complex Additional Support Needs (The Doran Review Report).*
- Scottish Government (2014) *Children and Young People (Scotland) Act 2014*
- Scottish Government (2000) *Standards in Scotland's Schools etc Act (2000)*
- UNESCO (2017) *Education 2030 Agenda* UNESCO: France Annexes

Appendices

Appendix 1 Additional Support for Learning: Equity and Inclusion Action Plan
2019-21



Appendix 1- Additional Support for Learning: Equity and Inclusion Action Plan 2019-21

Action	Accountability	Timescale	Evidence of Impact
<p>Develop a staged approach to ASL CLPL</p> <p>All staff to receive Equity and Inclusion training</p>	<p>Joint Education Psychologists and specialist Additional Support for Learning team</p>	<p>Headteacher meetings or Additional Support for Learning specific training day</p>	<p>All children and young people benefit from the ethos and culture and environment of the school, inclusive learning and teaching practices and relationships.</p>
<p>All establishments to engage in a minimum of one ASL external creative learning visit each academic session</p>	<p>School Managers/ Additional Support for Learning Officer</p>	<p>Rolling programme</p>	<p>All children and young people have access to a varied curriculum tailored to meet their needs</p> <p>All children and young people are given the right help, at the right time, from the right people, to support their wellbeing in the right place.</p>
<p>Induction period for new Additional Support for Learning staff</p>	<p>Additional Support for Learning SN SLTs</p>	<p>From August 2019</p>	<p>All children and young people are supported to overcome barriers to learning and achieve their full potential.</p>
<p>Development of Additional Support for Learning networks</p>	<p>Quality Improvement Officer</p>	<p>From August 2019</p>	<p>All children and young people have their voices heard in decisions about their education. Including decisions on where they learn</p>
<p>Skills audit of all Additional Support for Learning staff</p>	<p>Additional Support for Learning Officer</p>	<p>From August 2019</p>	<p>Staff is aware of the extended rights of 12-15 year olds with additional support needs, have extended rights within the Additional Support for Learning framework.</p>



Action	Accountability	Timescale	Evidence of Impact
<p>Staged Approach to the equitable allocation of resources to reduce barriers to learning for those potentially most at risk</p> <p>Expand GIRFEC Delivery Model across Clackmannanshire</p> <p>Ensure school estate strategy takes account of Improving Outcomes Manager and Additional Support for Learning requirements equitably</p> <p>Develop a model for equitable allocation of Improving Outcomes Manager and Additional Support for Learning supports within establishments</p>	<p>Improving Outcomes Manager and Additional Support for Learning Team</p> <p>Improving Outcomes Manager and Additional Support for Learning Team/Estates Team</p> <p>Improving Outcomes Manager</p>	<p>From August 2019 and ongoing</p> <p>From August 2019 and ongoing</p> <p>From August 2019 and ongoing</p>	<p>All children and young people are learning in environments which best meet their needs and allowing them to meet their full potential</p> <p>All children and young people are fully engaged in the life of their school, through inclusive ethos, culture and values of the school</p> <p>All children and young people have access to a varied curriculum tailored to meet their needs.</p> <p>All children and young people receive a full time education including flexible approaches to meet their needs</p> <p>All children and young people have their voices heard in decisions about their education. Including decisions on where they learn.</p> <p>All children and young people have the opportunity to participate and engage as fully as possible in all aspects on school or early learning and childcare life, including trips and extracurricular activity</p> <p>Children and young people with additional support needs, who are aged 12-15, are aware they have extended rights within the Additional Support for Learning framework.</p> <p>All children and young people are given the right help, at the right time, from the right people, to support their wellbeing in the right place</p> <p>All children and young people are supported to overcome barriers to learning and achieve their full potential</p>



Action	Accountability	Timescale	Evidence of Impact
<p>Ensure Additional Support Needs processes and procedures are fully understood and used consistently across Clackmannanshire</p> <p>Review of Additional Support for Learning in all educational establishments</p> <p>Develop Autism Spectrum Disorder guidance aligned with local and national priorities</p> <p>Regular review and updates of guidance and policy documents.</p> <p>Provide relevant training in response to needs identified</p> <p>Update transition guidance for children and young people with Additional Support for Learning and monitor and review practice</p>	<p>Quality Improvement Officer and Additional Support for Learning Officer</p> <p>Quality Improvement Officer</p> <p>Improving Outcomes Manager</p> <p>Quality Improvement Officer and Additional Support for Learning officer</p> <p>Quality Improvement Officer and Additional Support for Learning officer</p>	<p>August 2019 and ongoing</p> <p>August 2019 and ongoing</p> <p>August 2019 and ongoing</p> <p>August 2019 and ongoing</p> <p>August 2019 and ongoing</p>	<p>All children and young people are enabled and supported to participate in their learning</p> <p>All children and young people are achieving their full potential</p> <p>All children and young people are given the right help, at the right time, from the right people, to support their wellbeing in the right place.</p> <p>All children and young people are supported to participate in all parts of school life.</p> <p>All children and young people are supported to overcome barriers to learning and achieve their full potential</p> <p>Children and young people with additional support needs, who are aged 12-15, are aware they have extended rights within the Additional Support for Learning framework</p>



Action	Accountability	Timescale	Evidence of Impact
<p>Collaboration with all partners in the development flexible learning pathways</p> <p>Each establishment to complete an audit to explore flexible learning solutions within their context (environment, skills, resources)</p> <p>Audit of learners engagement with flexible learning pathways</p> <p>Key worker system in place for all learners with Additional Support Needs undergoing transitions including positive and sustained destinations</p>	<p>Additional Support for Learning Officer</p> <p>Additional Support for Learning Officer</p> <p>Individual Establishments</p>	<p>August 2019 and ongoing</p> <p>August 2019 and ongoing</p> <p>August 2019 and ongoing</p>	<p>All children and young people are learning in environments which best meet their needs and have access to a varied curriculum tailored to meet their needs.</p> <p>All children and young people are fully engaged in the life of their school, through the inclusive ethos, culture and values of the school or learning environment</p> <p>All children and young people are enabled and supported to participate in their learning and are achieving their full potential</p> <p>All children and young people have their voices heard in decisions about their education. Including decisions on where they learn</p> <p>All children and young people have the opportunity to participate and engage as fully as possible in all aspects on school or early learning and childcare life, including trips and extracurricular activity</p> <p>Children and young people with additional support needs, who are aged 12-15, are aware they have extended rights within the Additional Support for Learning framework.</p>

