

Agenda Item	4.
Report No	EDU/01/21

HIGHLAND COUNCIL

Committee: Education

Date: 11 February 2021

Report Title: Education and Learning - Back to School

Report By: Executive Chief Officer – Education and Learning

1. Purpose/Executive Summary

- 1.1 The purpose of this report is to update Members on the directives and national guidance received from the Scottish Government so far in 2021 with regards to schools opening, provision of education and ELC including expectations of support for families and communities during the continued COVID restrictions. A link to all guidance can be found below:

<https://www.gov.scot/publications/coronavirus-covid-19-childcare-provision-2021/pages/implementation-of-guidance/>

2. Recommendations

- 2.1 Members are asked to note:

- i. the directives and guidance provided by the Scottish Government to schools, settings, families and communities;
- ii. the criterion and flexibility provided by Scottish Government to support The Highland Council in the provision and prioritisation of keyworker childcare;
- iii. the criterion used for vulnerable children to access in-school/setting support in line with Scottish Government recommendations and the additional flexibility implemented by The Highland Council to take into account the context of Highland Communities to maximise the support for vulnerable young people identified locally;
- iv. the governance put in place to ensure a multi-agency decision making process; and
- v. the plan for mental health and well-being support for staff and young people during this time

3. Implications

3.1 Cross service collaboration and ongoing risk assessment will continue to be a priority as The Highland Council responds to the changing nature of the provision of Education and ELC within the context of the Coronavirus restrictions and national directives. A multi-agency approach led by the Chief Social Worker and the ECO for Education will ensure high quality governance and evidence informed decision making linked into front-line staff, monitoring and response to identified risks and , reporting as required both locally and nationally to ensure high quality support and interventions are in place for made available to our most vulnerable Children and Young People.

3.2 Officers are assessing the resource implications in preparation for future announcements regarding Staff, Children and Young People returning to in School and ELC settings and or blended learning schooling. The preparation of school buildings in line with health and safety announcements will continue to be a priority and ongoing task.

3.3 A whole systems approach to mental health and wellbeing is in development and will be a key part of building upon the integrated approach that has grown during the joint response of communities and CPP partners during the pandemic. Within this approach work has already been implemented in schools, focussed on staff training and pupil mental health first aid as an immediate requirement.

3.3 Legal and Gaelic

The Highland Council has a requirement to implement its Gaelic Language Plan under the Gaelic Language (Scotland) Act of 2005 and the Education Scotland Act 2016. The Education (Scotland) Act 2016 contains provisions on Gaelic Education. These include placing a duty on education authorities to promote and support Gaelic Medium Education (GME) and Gaelic Learner Education (GLE).

3.4 Community (Equality, Poverty and Rural)

The full return of schools and ELC settings in the future will impact on local infrastructure, whilst enabling the return to work of the parents of children and young people scheduled to return to learning. Key interdependencies such as transport and FSM are being evaluated weekly

3.5 Climate Change / Carbon Clever

There are no implications.

3.6 Risk

Health and safety, assurance and a robust risk assessment process underpin all aspects of schools and ELC current and future provision. With the intent to ensure risk is thoroughly assessed and mitigated through actions taken. Planning is based on current national guidance and assumptions., The health of all young people and staff and families will be of fundamental importance in relation to the impact of the second variant of the COVID-19 virus. A strong partnership approach to decision making will continue with health as the lead partner.

4. Overview

- 4.1 This report will provide an update on:
- operational support to schools;
 - vulnerable children and keyworker support;

- consideration of vulnerable learners;
- return to Early Learning and Childcare;
- GME Immersion;
- mental health and well-being support; and
- additional support for learning (ASL).

5. Operational Support

- 5.1 Since the return to school in January, all Education and Learning staff have been working to support the opening of schools for our vulnerable children and the children of eligible key workers, as well as providing remote learning. This has been challenging in many respects for our young people, their families, our school staff and all those staff involved in providing additional support services, in order to deliver the best service possible for our young people and their families.
- 5.2 In the short term, as The Highland Council and families adapt to the continuing period of remote learning with some pupils in school as mentioned above, our key focus is on providing the operational support that Head Teachers and school teams require.
- 5.3 Area teams have been liaising with schools to update staff as and when the guidance is reviewed and released by the Scottish Government, Area Managers lead weekly meetings to update head teachers on necessary actions, to support schools, and to communicate the local and national picture. In addition, thematic questions are submitted from head teachers to inform the agenda each week. The updated position statement (**Appendix 1**) issued for schools, is based on Scottish Government guidance and is amended as and when advice changes.
- 5.4 Officers will continue to support schools and parents with implementing remote learning guidance. The remote learning guidance has been shared with Education Scotland and positive feedback received. Head Teacher empowerment will allow for individual settings and contextualised decision making. Schools will work within this guidance framework to implement in their local context.
- 5.5 In addition, all primary and secondary schools across Highland now have access to Treehouse; a high quality online learning platform by Tree of Knowledge, for use at home or in schools, which addresses the immediate mental health support need identified by the many parents and staff during engagement with schools and the Council in the last 9 months. This new development will be included in the mental Health Improvement plan (see also 13.0).
- 5.6 To mitigate the risk of the transmission of the virus, in conjunction with NHS Highland colleagues, Head teachers have completed the following:
- updated school risk assessments in line with new guidance;
 - planned for a skeleton staff in school, based on number of children and young people attending school. All non-supervisory staff to work from home;
 - applied local decision making regarding criteria for key workers' children, with head teacher autonomy and empowerment based on school and community context; and

- liaised and noted communications with colleagues in Health & Social Care on a weekly basis regarding support for our most vulnerable young people and to track support and contact with them.

6. Key Worker Support and Vulnerable Children

- 6.1 The Scottish Government made changes to national guidance and restrictions on 4 January, in response to the changing situation with the COVID-19 pandemic. This meant updating the plans for the opening of schools and Early Learning and Childcare settings. The main priority for all is to stay at home and keep safe.
- 6.2 Based on the Scottish Government guidance and in discussion with NHS Highland colleagues, The Highland Council position statement for providing support to vulnerable and keyworker children is as follows:
- all schools remain open but only pupils identified as vulnerable (Nursery to S6) by schools and the children of Key Workers (Nursery to S2) will attend school;
 - children attending school will be supervised as they access the same remote learning as those children and young people who are not in school;
 - only sufficient staff as are required to allow supervision will be working in school. All other staff will be working from home, in line with the national rules, focusing on delivering remote learning and supporting young people;
 - all CCFM services and school transport continues to run as required for those children who are attending school;
 - free school meal vouchers continue to be issued to all eligible families, even if children are attending school;
 - schools open from 6 January for vulnerable and keyworker children for childcare; and
 - remote learning in place for all children and young people from Monday 11 January.
- 6.3 The definitions of key workers agreed with local authorities previously during the pandemic continue to apply. We have shared the following criteria with parents:
- the parent/carer is a Key Worker in category 1, 2, or 3 and any partner/spouse is also a key worker in category 1, 2 or 3;
 - there is nobody else who could stay with the child/young person at home – spouse, partner, older sibling, family member etc; and
 - the child is in ELC, P1-P7 or S1-S2 (children of keyworkers in S3-S6 will be expected to learn at home).
- 6.4 In short, the expectation is that families will make every effort to make other arrangements and the children of Key Workers will attend school only where there are no other alternatives.
- 6.5 Scottish Government advice is that the number of children taking up places in schools during the strict lockdown period should be kept to the absolute minimum necessary. As of the end of the first week of schools returning, 8.65% of children and young people were attending our schools across Highland. Nationally, the figure was 7% and across the Northern Alliance 9%. We are working with our schools to ensure that we are applying the criteria consistently, for all families, whilst taking account of local circumstances. This is to ensure that only those children for whom childcare in school is essential are attending.

7. Consideration of Vulnerable Learners

- 7.1 Some children and young people rely upon the care and protection provided by schools, and there is an expectation that those identified as the most vulnerable be prioritised for in-school support from the first week of term.
- 7.2 The national guidance determines that children and young people may be vulnerable because of factors related to their personal development, features of their family life, or because of wider influences that impact on them within their community. Most vulnerable children and young people will have a child's plan, suggesting a need for a coordinated approach and greater vulnerability.
- 7.3 This would include a range of children and young people, such as those:
- at risk of significant harm, with a child protection plan;
 - looked after at home, or away from home;
 - on the edge of care', where families would benefit from additional support; and
 - with additional support needs, where there are one or more factors which require significant or co-ordinated support.
- 7.4 Additional criterion has been added to support the Highland context which includes those:
- affected by disability;
 - where they and/or their parents are experiencing poor physical or mental health;
 - experiencing adversities including domestic abuse and bereavement; and
 - requiring support when they are involved in making transitions at critical stages in their lives.
- 7.5 Children and families may also experience adversity because of the impact of poverty and disadvantage. This group is harder to identify centrally and rely on local knowledge in schools. Staff are asked to use their local knowledge, and that of partners, to help identify children and young people over and above those identified by social work, health and multi-agency partners providing children's services.
- 7.6 Schools are asked to take a holistic view of the vulnerability of children and young people and consider which other families should be invited to attend school. Schools should consider additions to the vulnerable list and contact families to offer a place. Schools may wish to consider different support models, if they already have a high number of key worker families. We have an agreed process in place to review and record data, which is sent to the Scottish Government, regarding how our vulnerable young people are being supported, as well as to provide governance at Area level and maintain links with Health and Social care colleagues.

8. Service Connection

- 8.1 Since the announcement on 4 January by the First Minister, we have been working collaboratively across all Council Services and with community partners to ensure a consistent approach to the opening of all schools across Highland.
- 8.2 Working in partnership with NHS Highland with regards to the safe return to schools for keyworker and vulnerable children and young people. We continue to work

closely with the NHS Highland Health Protection teams to support with the track and trace response as required.

- 8.3 The Education Project Board will have regular discussions to ensure there is a coherent plan in place across Services, including Health & Social Care, Housing and Property (CCFM), Transport and the Welfare teams
- 8.4 Officers liaise regularly with Union representatives to ensure agreed outcomes for all.
- 8.5 Officers are working in partnership with colleagues from the Welfare team to support the provision of Free School Meals vouchers, which are continuing for children and young people, even if they are accessing meals during their time in school. Officers are working to support families who may be in need and Education and Welfare teams are linking in to ensure there are no gaps in provision.

9 Communication to staff, parents and pupils

- 9.1 Throughout the pandemic staff have been working to ensure that all communications to staff, parents and young people are up to date and in line with current Scottish Government guidance. Recent communications have been going to our Head Teachers as the Scottish Government guidance is reviewed. This has involved weekly head teacher meetings in each Area with input and questions from schools to inform the agenda. In addition, the Executive Chief Officer for Education and Learning has written to all parents and young people and has also written directly to all Education and Learning staff. Monthly meetings have been on-going with the Highland Parent Council Partnership to ensure effective communication and alleviate any concerns.

10 Additional Support Learning (ASL)

- 10.1 Owing to the current school and ELC situation within the context of COVID-19 and the requirement to research, benchmark and engage further with all stakeholders the transformation of ASL has not been possible within the timescales left to enable the implementation of a new allocation model for school session 2021/2022. Schools are responding to remote learning and the continuation of learning and teaching therefore the support of the ongoing Education for all children and how we support our vulnerable children and young people is our priority. Equally so cognisance must be taken of the positive developments as well as the challenges in the provision of ASL during the pandemic e.g., the enhanced IT engagement between schools and families; the role of health in the safe learning requirements for children with ASL; the shielding of many children and young people.
- 10.2 In addition, the recently published Additional Support for Learning Plan (ASL) Plan (See **Appendix 2**) has tasked Local Authorities to focus on specific areas of improvement within ASN practice. Recommendations in this and officers have discussed with the SG how this can connect to The Highland Council future planning, support for ASL and transformation.
- 10.2.1 As schools return, practice and resource allocation will continue to be responsive and agile and inform permanent changes for school session 2022/2023 whilst improving the quality of how ASL in school session 2021/2022 is delivered:

Practice developments:

- Training will be arranged for school staff firstly to correctly input data into SEEMiS and secondly to support the Quality Assurance process of managing such data for ASL Children and Young People from February 2021. Multi agency meetings will be held quarterly to agree data and allocate resource and recommendations;
- The Child Plan moderation process which took place once a year will be reviewed. It will become part of the validated self-evaluation process for schools to take more ownership and moderate need across the Associated Schools Group. A working Group will be commissioned to look at The Child Plan process, to reduce bureaucracy and in line with the ASL review;
- a termly assessment framework of how well the Highland Council are meeting the needs of pupils with ASL will be planned. Consultation of this new approach with head teachers and key stakeholders will take place in January/early February 2021;
- the ASG model of distribution of resource and agreement of priority needs will continue to be embedded across the whole of Highland, thus empowering HTs to make local decisions to support local needs. A future good practice event will be organised for Members;
- monthly separate network meetings for all additional support needs teachers and PT ASN/Guidance and DHTs of Pupil support are planned in order to provide training, share resources and good practice. This builds on previous network meetings for Principle Teacher ASN which happened termly;
- review of the consistency of the allocation of resource between the 4 areas will take place on a monthly basis;
- review of the Highland Council's inclusion policy and practice; and
- review in line with the SG ASL plan, PSA role and remit with the support and involvement of trade unions
- development of a year round engagement programme with parents and partners to ensure a whole system approach to ASL.

11. Return to Early Learning and Childcare (ELC)

- 11.1 Since the announcement, most ELC providers have chosen to remain open for service to keyworker and vulnerable children (KW&VC). Where it is not feasible for partners to remain open, due to very low numbers, local officers have worked with partners to provide adequate provision to those who require it. Most local authority ELC settings remain open, with a few, mostly remote and rural, are closed as no demand from KW&VC.
- 11.2 Unlike the previous lockdown, there is no universally free ELC critical childcare for KW&VC. If families want to add additional hours in existing service (ELC, breakfast club and out of school care) they need to fund this.
- 11.3 Funding for ELC partners will continue for funded 2s and 3-5s, as per agreed hours, to support sustainability of partner providers during this time.

12. Gaelic Medium Education (GME) immersion

- 12.1 Following the return to online learning, education officers have worked with the Gaelic Team Resource Assistant to create interactive digital content for Highland Schools Digi hub. The new digital resources give an increased focus on interactions

and enhance the listening and talking opportunities for all pupils to help mitigate the reduced opportunity to hear and use the language within their learning contexts.

- 12.2 Projects to support the experiences of the Gaelic education community have been initiated by Gaelic Community officers working collaboratively across all areas, which they hope will provide live interactive sessions through the medium of Gaelic for families in an 'after school club' format. FC Sonas have also agreed to host live interactive fitness sessions in collaboration with school communities.

13. Mental Health and Wellbeing Support

- 13.1 The literature on supporting mental health and well-being highlights the importance of adhering to a staged approach. Most individuals are highly resilient and do not require psychological intervention. Support is best received if offered by those who know the children best, that is family members and familiar school staff. Ensuring normal reactions to the situation, such as responses to grief and high stress, are not pathologised is also important and so providing information for adults to access is key.

- 13.1.1 In Highland the following supports have been provided for parents, staff and pupils, to support their wellbeing:
- sessions on mental health and wellbeing were provided to all head teachers in November. A detailed information sheet and power-point were provided as reference documents for them to continue to refer to;
 - information on staff and pupil health and wellbeing can be found on the wellbeing section of the digital hub: <https://sites.google.com/millburnacademy.org.uk/highlanddigitalschoolshub/wellbeing-for-all>; and
 - training and information is available on a number of topics relating to building resilience, maintaining positive wellbeing and good mental health, for staff and parents to access https://www.highland.gov.uk/info/886/schools_-_additional_support_needs/36/psychological_service/2 and <https://sites.google.com/millburnacademy.org.uk/highlanddigitalschoolshub/digital-learning/asn>.

- 13.2 A list of people trained to deliver 'Seasons for Growth' has been compiled and updated companion training and refresher courses were delivered last term, so that they can better support pupils experiencing loss or bereavement:

- training and information relating to supporting pupils with ASD can be found here <https://www.schudio.tv> and also on the Pines website;
- opportunities are available to have a consultation with an Educational Psychologist or primary mental health worker (PMHW) if required.
- Head Teachers can contact their link member of these teams at any time and along with parents and older pupils can also call the Just Ask helpline on a Tuesday or Thursday afternoon 1-4pm on 0300 303 1365;
- the Early Years Educational Psychologist and Team Lead for PMHW Service are providing supervision for health visitors, to support the parents of children in the early years;
- drop-in sessions are being coordinated daily for secondary pupils by youth work staff, supported by the Educational Psychology Service and PMHW Service providing specialist mental health support;
- those schools where counselling has been established, can still access these services on-line at present; and

- Education Scotland and NHS Scotland have provided a range of resources for staff and parents to access as required, this includes resources for children of all ages. Education Scotland have also commissioned Place2be to provide group coaching for teaching staff and this offer has been circulated to staff. It is an opt-in offer. <https://education.gov.scot/improvement/learning-resources/strengthening-support-for-school-staff/> Wider materials are also available specifically for the wellbeing of all Highland Council employees during the COVID-19 outbreak and can be accessed here: https://www.highland.gov.uk/peopleandtransformation/info/28/hr_topics/50/covid-19

Designation: Executive Chief Officer – Education and Learning

Date: 15 January 2021

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Appendices: Appendix 1 – Position Statement
Appendix 2 – Additional Support for Learning (ASL) – Action Plan

Education & Learning Service

Position Statement

20th January 2021

Covid Recovery

**Schools, Residences and Other Educational
Settings**

Please click on the hyperlinks below, or scroll through the document

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Introduction

In a rapidly changing environment, schools are aware of many sources of information regarding school operations. The Education & Learning Service will continue to notify schools of these important changes, which will be distributed via the area offices. Head teachers should, therefore, follow the guidance issued by Education & Learning of The Highland Council in order to ensure a consistent and corporate approach. Where there are updates to national positions, Education & Learning Service will reflect on these and update head teachers as quickly as possible.

This position statement reflects the Scottish Government guidance communicated on 19th January, and the [latest school reopening guidance here](#).

Key Workers' and Vulnerable Children

The offer is only to be available during school hours as regulated wrap around and paid for services can continue to operate and parents can continue to purchase wrap around services. It is only for children aged between 3 and 14.

The definitions of key workers agreed with local authorities previously during the pandemic continue to apply but local authorities are advised to flex to suit local circumstances.

The definition of key workers sets out that there should be a particular focus on key workers in posts which ensure that essential services can be delivered and cover tasks within the local community which support the vulnerable and aid community resilience.

- **Category 1** – Health and Care workers directly supporting COVID-19 response, and associated staff; Health and Care workers supporting life threatening emergency work, as well as critical primary and community care provision; Energy suppliers; staff providing childcare/learning for other category 1 staff (this covers all staff working in a school to support essential service including CCFM)
- **Category 2** – All other Health and Care workers, and wider public sector workers providing emergency/critical welfare services (for example: fire, police, prisons, social workers), as well as those supporting our Critical National Infrastructure, without whom serious damage to the welfare of the people of Scotland could be caused.
- **Category 3** – All workers (private, public or third sector) without whom there could be a significant impact on Scotland (but where the response to COVID-19, or the ability to perform essential tasks to keep the country running, would not be severely compromised).

If it is possible for children to be at home during this exceptional period, until schools reopen to them, then they should be. Whole workforces or entire groups of staff should not be designated as key workers. Doing so would undermine the collective effort we must all make to stay at home, protect the NHS and save lives during this period of strict lockdown. Employers may make contact to make the case for key worker designation for employees only if it is a measure of last resort.

A lunch will be provided for those in receipt of free school meals and the usual lunch charge apply for those not eligible for free school meals

All transport arrangements will run as normal in the first instance.

Direct payments/supermarket vouchers will be provided to families who are eligible for free school meals when accessing their online learning from home.

There is a need to ensure that sufficient staff are available for the delivery of the curriculum or quality will be hampered. Plans should also take account of the fact that the childcare service may experience reduced headcount due to staff having to self-isolate.

Teachers and support staff who are not required to directly supervise children in the school, should remain at home and undertake remotely whatever duties they can- unless their attendance is vital to the safe operation of the school. CCFM staff will attend, where required, to facilitate the essential service delivery.

Consideration of Vulnerable Learners

Some children and young people rely upon the care and protection provided by schools, and there is an expectation that those identified as the most vulnerable be prioritised for in-school support from the first week of term.

The national guidance determines that children and young people may be vulnerable because of factors related to their personal development, features of their family life, or because of wider influences that impact on them within their community. Most vulnerable children and young people will have a child's plan, suggesting a need for a coordinated approach and greater vulnerability.

This would include a range of children and young people, such as those:

- at risk of significant harm, with a child protection plan
- looked after at home, or away from home
- on the edge of care', where families would benefit from additional support
- with additional support needs, where there are one or more factors which require significant or co-ordinated support
- affected by disability

- where they and/or their parents are experiencing poor physical or mental health
- experiencing adversities including domestic abuse and bereavement; and
- requiring support when they are involved in making transitions at critical stages in their lives.

Children and families may also experience adversity because of the impact of poverty and disadvantage. This group are harder to identify centrally and rely on local knowledge in schools. Staff are asked to use their local knowledge and that of partners to help identify children and young people over and above those identified by children's social work.

There are a few groups to particularly consider:

Young Carers and others living with parents with emotional wellbeing concerns

Many young carers adapted well to learning at home. However, for a small number, the lack of school as a support mechanism may have a detrimental impact.

In addition to those already identified as young carers, over the lockdown period, many parents experienced increased pressures on their own emotional or mental health. This may have increased pressures for their child(ren). Schools should consider what supports may be required by any family where there is a parent or carer who is known to be experiencing poor emotional or mental health. There are indications that some large families living in areas of deprivation are feeling particularly anxious.

Pupils with significant ASN and health needs

Many children and young people have significant or complex additional support needs. Most of these children and young people can engage in learning at home with support from their parent or carer. For this group, particularly those also affected by health needs, learning at home may increase their safety at this time. For other children and young people, their specific additional support needs or family situations may mean it is difficult for them to be at home for extended periods. For these children and young people, attendance at school may support their wellbeing or reduce the stress for a family seeking to continue with learning at home. This has become a very political category and schools are likely to face some challenge in this area.

Sustained absence from school (for whatever reason) even on the return to school

Children or young people who have not managed to re-establish regular school attendance at a level of 80% or above (not including time lost due to self-isolation or medical illness) should be considered as a priority. A further gap in attendance at this point could significantly impact on any progress already made to re-engage.

Emotional impact of their previous lockdown experiences

Some children and young people experienced significant distress or impact on their emotional wellbeing during the lockdown in 2020. This may have led to periods

when they did not engage with the learning provided for them and/or isolated themselves from family or carers, refused to leave the house or developed concerning behaviours. These children or young people may also have had difficulty re-engaging fully with their learning or the school community.

Lack of engagement with school and partner agencies during the previous lockdown.

Children who did not engage with any learning provided during the lockdown period may have developed significant learning gaps. In extreme situations some children or young people may not have reduced this gap at all despite the opportunities provided to address this between August and December.

School Transport

School transport will operate, as required.

Schools should keep their transport officer up to date on requirements. Schools should not contact transport providers directly.

Delivery of the Curriculum

All children will access remote learning from 11th January. Children and young people in attendance in school buildings will be supported to access their curriculum remotely from the school building, whilst all other children and young people will access learning from home. The role of the 'in school' team changes at this point from that of childcare provider to one of support and supervision for children and young people to access their digital learning.

From 11th January, all children and young people require to be provided with an appropriate timetable on remote learning and a means of accessing their curriculum.

Consider how PSAs and EYPs will be used to support remote learning.

Attendance in school should be restricted to necessary staff, vulnerable children and children of key workers.

It has been agreed with clinicians that schools may, if absolutely necessary during the phased start to the term, re-group vulnerable pupils and children of key workers (i.e. move them into different groups to those they were in prior to the festive break). During this exceptional period.

School Residences

Pupils who 'board' at their school, should **not** return to school at the start of term in January 2021, unless there is a vulnerability to the extent that it would be unsafe. In this

case, a place may be offered in a residence, subject to area manager approval. Remote learning should be put in place for these children.

Practical Subjects (largely suspended but left as guidance for restart)

[School Operations Full Guidance Here](#)

[Practical Subject Guidance Here](#)

PE

[PE Specific Guidance Here](#)

In summary:

- PE can be delivered only outdoors and non contact sports.

Music & Drama

[Music Specific Guidance Here](#)

In summary:

- Individual lessons where 2 metre physical distancing can be applied, the environment is well ventilated and equipment is not shared, carry low risk.
- Virtual lessons, rehearsals and performances, using digital forms of communication, carry even less risk.
- Choirs, orchestras and group drama performances should not recommence at this point.
- Young people should not engage in drama, singing, or playing wind and brass instruments with other people.
- For those young people who have chosen to undertake a Scottish Qualifications Authority (SQA) qualification in music or drama, it may well be necessary to record a virtual portfolio.
- There should be no sharing of musical instruments between learners during lessons. Items such as pianos or music stands must either be thoroughly cleaned and disinfected or left for at least 72 hours between use.

[Drama Specific Guidance Here](#)

In summary:

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- Schools may plan carefully for low risk drama activities
- Outdoors or virtual activities (eg recorded performances, outdoor creative dance, use of awnings/gazebos)
- Normal breathing and volume of speech (eg low volume monologue/dialogue, , mime)
- Individual or small numbers involved
- (eg solo performance, dialogue)
- Any equipment is used only by one person (eg actors have their own costumes)
- Physical distancing for older pupils

Visiting Staff & Cluster Head Teachers

Adult visitors to schools should be strictly limited only to those that are necessary to support children and young people or the running of the school and arrangements should be communicated clearly to staff and the wider school community.

Movement between schools (eg. temporary/supply/peripatetic staff) should be kept to a minimum, until further notice. This includes attendance at school of those who visit, such as visiting **teachers (CCR, ASN etc)**, psychologists, nurses and social workers. Recognising the importance of holistic support for children and young people requirement to meet their needs, every effort should be made to secure these wider inputs through lower risk methods such as digital/virtual means or outdoor settings. However, please note:

- Where it is vital for council staff to attend a school setting, this should be to no more than one school in a day- with the appropriate distancing and hygiene arrangements in place.
- CCR may only attend one school in a day **and only if they are directly supervising children as skeleton staff.**
- Cluster head teachers may, where necessary, move across locations- with the appropriate distancing and hygiene arrangements in place.
- Educational psychologists and allied health professionals may, where necessary, attend one school setting in a day- with the appropriate distancing and hygiene arrangements in place.
- There is a suspension of college staff attending schools.
- There is a suspension of Music tutors attending schools.
- In a few cases, we have visiting staff from outwith Highland delivering learning in schools. Visiting staff who live outwith Highland should not travel into Highland at this time and should employ other learning methods.

Highlife Highland

- There is a suspension of active schools co-ordinators attending schools at this time.
- There is a suspension of Music tutors attending schools.
- In a few cases, we have visiting staff from out with Highland delivering learning in schools. Visiting staff who live outwith Highland should not travel into Highland at this time, and should employ other learning methods.

Other Visitors-Including CCFM, Contractors and Other Support Services

- Contractors who have been properly booked through the maintenance team may have controlled access- with the appropriate distancing and hygiene arrangements in place.
- Contractors attending in an emergency and sent out by the maintenance team may have access, subject to the conditions of exceptional entry- with the appropriate distancing and hygiene arrangements in place.
- **CCFM staff continue to operate essential services to keep schools open. The deployment of their staff is a matter for that service, and they continue to minimise attending multiple sites in a day. Where this is not possible, and to ensure the delivery of essential services, they may require multiple access in a day- with the appropriate distancing and hygiene arrangements in place.**
- There may be no other visitors to schools. Schools must liaise with the area office for any exceptions.

Pupils with Split Placements

Some pupils have split placements between a school and an SEBN provision during the day.

- Pupils who have a split placement, as above, and agreed as part of their child's plan, may attend both settings in a day, where there is no practical

alternative, and where the pupil would otherwise be unable to attend school due to their needs.

Some pupils require enhanced transition to a new setting (most commonly P7-S1).

- Enhanced transitions should be paused at this time.

[ELC Specific Guidance Here](#)

It is expected that updated guidance will be issued within the next few days.

- Face coverings should now be worn by all adults when physical distancing is not possible, but not when interacting with children; Face coverings are not required when working directly with children, including on the floor or supporting children to move around the building or with toileting, or as a result of being less than 2 m distant from children. To support this, adults must maintain a 2m distance from other adults when working together with groups of children. Face coverings should be worn by adults wherever they cannot maintain a 2 m distance from other adults (e.g. in corridor and communal areas). Coverings should also be worn by staff and visitors when not working directly with children, for example when in office and admin areas, canteens (except when dining), staff rooms and other confined communal areas, (including staff toilets) when 2 metre distancing cannot be maintained, except where a person is exempt from wearing a covering. Face coverings should be strongly encouraged for parents and other visitors to the setting (whether entering the building or otherwise), including parents at drop-off and pick-up.
- Guidance on singing in ELC settings; Advice from the Advisory Sub-Group on Education and Children's Issues ([link](#)) shows that there are increased transmission risks associated with music and drama activities. When considering planning such activities, providers should carefully consider this advice, and advice from Education Scotland on these activities. The Sub-Group has specifically considered the question of singing in ELC settings ([link](#)). It has concluded that singing should not happen indoors as an organised, large group activity. However, the Sub-Group recognises that children sing naturally in the course of activities and play, and should not be discouraged from doing so, and that singing can also be used to comfort young children when necessary.
- Size of groupings: Advice on the number of children in a group setting has been brought in line with primary class size numbers increasing to a maximum of 33 children. This does not change staffing requirements or ratios.
- Blended placements: In order to minimise the number of contacts and risk of transmission, attendance at multiple ELC settings should be reduced as far as possible. Parents and carers should be encouraged and supported to limit the number of settings their child attends, ideally ensuring their child only attends the same setting consistently.

However, the balance of scientific advice supports the use of more settings where required to ensure high quality childcare is available to children and in support of parents' need. For children who attend multiple settings, either ELC settings or childminders, consideration should be given to how they are supported to ensure good hygiene practices (washing hands, not sharing resources, etc.) when moving between settings, and how their contacts with other groups of children are managed, based on an appropriate risk assessment in each setting. Where a child attends more than one setting, consideration should be given to sharing of record keeping across settings, to assist with any Test & Protect process. Any records should be managed in way which is consistent with the requirements of GDPR.

Head teachers should continue to familiarise themselves with [Scottish Government guidance](#) and note, in particular, that any relaxation of the above position in Highland will be clearly communicated via the area office.

All of the above must be reflected in the school risk assessment.

Face Coverings In Schools

[Guidance Here](#)

In summary:

Across all levels, face coverings should be worn by adults at all times where they cannot keep two metres from other adults and/or children and young people in primary and secondary schools (with some exceptions in P1-2). Face coverings should also be worn by parents and other visitors to any school site (whether entering the building or otherwise), including parents at drop-off and pick-up.

In local authority areas in Levels 3 and 4, pupils in the senior phase – S4-6 – and their teachers should wear face coverings in classrooms, as well as when they are moving around the school and in communal areas.

School Lets and After School Clubs

There should be no school lets.

In summary:

- The position is unchanged and there will be no school lets to other organisations at this time except for below
- Where a commissioned partner provider for early years normally has a let within a school, this can restart subject to agreed risk assessment.
- After school care may continue
- In level 4 Non-essential activities or clubs outside the usual school timetable should be paused. This does not include regulated childcare operating from school premises

Shielding

The current advice is that children and staff on the shielding list should not attend school in person. A letter from the Chief Medical Officer (CMO) was issued to those on the shielding list ahead of local authorities moving into Level 4 in most parts of the country.

Local authorities and schools should consider whether local risk assessments and individual risk assessments for clinically vulnerable (but not shielding) individuals need to be updated to ensure the safe running of schools under these arrangements. Local decisions should be made about whether specific staff may work from home where their attendance is not required to give effect to these arrangements – for example, when delivering remote learning.

Local Outdoor Excursions

These may continue, where properly risk assessed and using Evolve- outdoors only.

Parental volunteers may not be used at this time.

Vulnerable Lists and Scottish Government Returns

Schools should ensure that the vulnerable lists are kept up to date, using the issued guidance. Discussions with the practice lead for schools and health visitors should take place in order to ensure safety and wellbeing of our most vulnerable children. Head teachers should raise any concerns that are unable to be resolved locally with the additional support needs manager/officer so that area discussions can take place with the children's services manager.

Where children are missing in education, the usual processes of checks and reporting should take place.

Currently, Scottish Government require a weekly return on the numbers of level 3&4 vulnerable pupils and contact made. Clericals should ensure that this is completed using the provided link by 12 noon on Wednesdays, taking the information from the vulnerable list. It is vital that this is completed by all schools.

Seemis and Registration

All pupils should be registered daily in Seemis, using the latest issued guidance for recording with the appropriate codes. The registration of pupils continues to be important under the Education Act, and numbers are also uplifted by Scottish Government during the pandemic.

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Response: We have welcomed the review of the implementation of additional support for learning and accept the recommendations which it makes. We have set out a series of actions which together seek to address these recommendations and enhance the experiences of children and young people with additional support needs.

To ensure that the delivery of this action plan has the intended impact for children and young people with additional support needs, [the Additional Support for Learning Implementation Group \(ASLIG\)](#) will agree robust implementation and outcome measures for each recommendation which relate to the National Improvement Framework. Progress against these measures will be reported on by October 2021.

The Scottish Government, COSLA and ADES are collaborative partners in this action plan and are represented on all of the strategic or working groups referred to in the action column. This will ensure that there is alignment between the different workstreams taking forward implementation of the action plan and in reporting to ASLIG to support their role in monitoring the progress against the actions set out.

	Recommendation	Response	Actions to be taken forward	Delivery Timescale
1. Children and Young People participation	Children and young people must be listened to and involved in all decision making relating to additional support for learning. Co-creation and collaboration with children, young people and their families will support more coherent, inclusive and all-encompassing policy making which improves implementation, impact and experience.	Accept	<p>In line with our commitment to incorporation of the UNCRC, the Scottish Government will ensure that when additional support for learning policy is developed or revised, one of our key guiding principles is that children and young people are fully involved and listened to. This will enable all relevant guidance to be informed and shaped by ensuring that the needs of all children and young people are at the centre of any policies.</p> <p>At both local authority and school level we will seek to fully involve and listen to children and young people in the development of local policy and guidance.</p> <p>In doing this, the Scottish Government and Local Government will seek to ensure that any barriers to participation of children and young people are considered and support is put in place to encourage their participation.</p> <p>COSLA will seek and share the views of children and young people with their members when considering responses to policy proposals.</p> <p>The Scottish Government will continue to fund and support the Young Ambassadors for Inclusion and utilise their unique input and experience on matters related to policy consideration and development.</p> <p>The Scottish Government will continue to fund and support the Children's Service, My Rights My Say. This service supports children aged 12-15 to access support and advice to allow them to be fully involved in decisions about their education and exercise their rights under Additional Support for Learning legislation.</p> <p>The Scottish Government and Local Government will seek to expand and consolidate opportunities for participation and engagement with children and young people through other</p>	As set out at 9.1, progress made against these actions will be monitored and reported on by October 2021.

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	Recommendation	Response	Actions to be taken forward	Delivery Timescale
			<p>existing networks and linking with organisations that promote and develop participation.</p> <p>These actions will align to the work being taken forward elsewhere in this action plan.</p>	
1.1 Vision statement	A national overarching Vision Statement for success for children and young people who have additional support needs must be developed by the end of 2020 with the full involvement of children and young people.	Accept.	<p>The Young Ambassadors for Inclusion, in partnership with The Additional Support for Learning Implementation Group (ASLIG) will develop a national overarching vision statement for success for children and young people who have additional support needs. The groups will consider ways in which the vision statement can be promoted across Scotland,</p> <p>COSLA and ADES will promote the vision statement to ensure alignment between local and national statements.</p>	ASLIG and the YAI will produce this vision statement by the end of 2020 and will be informed throughout this work by a range of other key stakeholders.
1.1.2	This vision statement must be developed alongside a positive public communication plan which highlights the range of conditions and issues identified in the additional support for learning legislation and will be one of the ways in which the profile of additional support for learning is raised to ensure equity for all children and young people.	Accept.	<p>The Scottish Government will work with Local Government and partners, including parents and carers and children and young people, to identify opportunities to raise the profile of children and young people with additional support needs as we strive for excellence and equity for all.</p> <p>As part of this, we will develop positive, joint communications, both locally and nationally which seek to highlight the achievements and successes of all children and young people who have additional support needs.</p> <p>In developing this communication plan, consideration will be given to collaborative planning and decision making at all levels, between local authorities and health and social care, through a child right's approach to health and wellbeing outcomes, linked to the Health and Social Care Standards. Taking a whole systems approach, we will seek to ensure that the individual needs of children and young people can be met through a holistic approach within a whole school ethos which supports meaningful inclusion.</p>	As set out at 9.1, progress made against these actions will be monitored and reported on by October 2021.
1.1.3	The achievements and successes of children and young people with additional support needs must be celebrated publicly in equivalence to attainment and exam results.	Accept.	<p>Aligned to development of a positive joint communication plan, the Scottish Government will seek to work with Local Government and partners to consider further opportunities to further publically celebrate the wide-ranging successes and achievements of children and young people with additional support needs.</p> <p>Through the development of a measurement framework (see recommendation 1.2), ASLIG will ensure that successful outcomes can be meaningfully captured and recognised.</p>	As set out at 9.1, progress made against these actions will be monitored and reported on by October 2021.

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			<p>ADES have undertaken an initial mapping exercise which will inform and shape this framework.</p> <p>As part of this work, the Scottish Government and Local Government will engage with children and young people and parents and carers to understand the range of successes and achievements and ensure this breadth is captured.</p>	
1.1.4	The language used to describe children and young people with additional support needs and the services which support them must be changed. It should move away from describing children and young people as their condition and not be solely focussed on deficits.	Accept.	<p>Through the development of the vision statement and a positive communication plan, the Scottish Government will work with Local Government to further recognise, value and celebrate children and young people with additional support needs. Full consideration will be given to the language used to describe children and young people with additional support needs to ensure that it accurately reflects the intention of the legislation.</p> <p>The Scottish Government will work with Local Government and other key partners to refresh of the Supporting Learners' Code of Practice, to ensure that it fully supports schools and local authorities to fulfil their duties under the Act. This will ensure that all children and young people who have barriers to their learning are supported to reach their fullest potential.</p> <p>This refresh will be undertaken in full consultation with key partners, including children and young people and parents and carers and with full cognisance of other areas of work.</p> <p>As part of this work, the Scottish Government will work with partners to further consider how to promote and raise awareness of the code and additional support for learning more broadly, aligned to actions set out at 1.1.2.</p> <p>These actions will be aligned to the actions which will be taken forward to support teacher learning and development.</p>	<p>As set out at 9.1, progress made against these actions will be monitored and reported on by October 2021.</p> <p>It is anticipated that the revised Code of Practice will be completed by the end of 2022.</p>
1.2 Measurement	To ensure that there is no reduction in aspiration and ambition for all children and young people to achieve to the maximum of their learning potential, a national measurement framework for additional support for learning must be developed. The National Improvement Framework must be revised to ensure parity for additional support for learning.	Accept	<p>ASLIG will develop a national measurement framework which draws on information from a range of sources. This should include evidence from professionals, including Allied Health Professionals. This measurement framework will seek to record outcomes for children and young people and the impact of different support interventions.</p> <p>As part of this work, ASLIG will consider how this information can be presented in an accessible and meaningful way to ensure that impact can be measured.</p>	ASLIG are taking forward the development of a national measurement framework as part of their current Workplan. As set out at 9.1, progress made against these actions will be monitored and

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			<p>To support this, from 2021 the National Improvement Framework and Improvement Plan (NIF) will recognise the development of the national measurement framework for additional support for learning, and its progress will be monitored as part of the NIF.</p> <p>Aligned to actions to be taken forward outlined at 1.1.3, ADES will use their mapping exercise to shape proposals for meaningful outcome measures aligned to the National Improvement Framework.</p>	reported on by October 2021.
1.2.1	This framework must be rooted in improvement methodology and assist in reinforcing a culture of improvement rather than compliance. The main objective of measurement and recording will be to support local improvement rather than comparisons between Authorities.	Accept	<p>The national measurement framework will be rooted in improvement methodology and will seek to support local improvement across local authorities.</p> <p>ADES will work with members of ASLIG in the use of improvement methodology and promote its use at local authority level.</p>	
1.2.2	The test measures must recognise that qualifications are not relevant learning objectives for all children and young people and those children and young people are not failures because of that. The Milestones to Support Learners with Complex Additional Support Needs, introduced in 2018 along with the Curriculum review, are positive reference points and should be taken into account.	Accept	<p>The national measurement framework will draw on a broad range of data and information to ensure that children and young people's successes and achievements can be fully recognised and celebrated.</p> <p>Aligned to actions identified at 1.1.3 and 1.2, ADES will use their mapping exercise to shape proposals for meaningful outcome measures aligned to the NIF.</p>	
1.2.3	The measures must value and ensure visibility of the diverse range of achievements, including in vocational learning, that are possible for all children and young people with additional support needs and reflect what they and their families feel are important for their (future) quality of life.	Accept	<p>In developing the measurement framework, the Scottish Government and Local Government will work with partners in ASLIG to ensure that the information and data which is collected, accurately reflects the diverse range of achievements of children and young people, within a context of learning for life.</p> <p>This will be aligned to actions taken forward at 1.1 and 1.1.3.</p>	
1.2.4	The investment in Pupil Support Assistants must be measured for impact and improvement on children and young people experiences and achievement. Local authority and school managers must plan a strategy to review the deployment of Pupil Support Assistants which takes account of recommendations from current national	Accept	<p>As part of its work to develop a measurement framework, set out at 1.2, ASLIG will consider how to include measuring the impact of Pupil Support Assistants. This will seek to support local authorities in their planning and deployment of Pupil Support Assistants.</p> <p>As part of this work, ASLIG will consider drawing on range of research and evidence to inform its approach. This will include the work of the Education Endowment Fund.</p>	As set out at 9.1, progress made against these actions will be monitored and reported on by October 2021.

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	research Education Endowment Fund (2018).		COSLA and Scottish Government will ensure the learning is circulated to schools and Local Authorities to aid planning.	
1.2.5	A plan must be developed and implemented to test how the National Performance Framework can be expanded to include achievement measures which go beyond the current narrow parameters of attainment and qualifications (based on the National Performance Framework values)	Accept.	The Community Empowerment (Scotland) Act 2015, requires Scottish Ministers to consult on, develop and publish a new set of National Outcomes for Scotland and to review them at least every five years. Additional measures will be considered during the next review of the National Performance Framework, which must be started by June 2023	The review of the National Performance Framework is due to start by June 2023.
2.1 Integration of ASL into Independent Review of CfE	The Independent Review of Curriculum for Excellence must fully integrate the findings of this review and focus on all children, affording equity to those with additional support needs.	Accept	The Independent Review of Curriculum for Excellence will draw on relevant international and Scottish data and available evidence from education stakeholders and partners. This will include the review of implementation of additional support for learning.	The Independent Review of Curriculum for Excellence is due to be published in June 2021.
2.1.1	To fully achieve this, the Independent Review of Curriculum for Excellence must maintain a strong and central focus on the experience of all children and young people, parents and carers and the professionals in closest connection with them.	Accept	The Guiding principles of the independent review are that: “Young people’s experience and learning should be the most important consideration throughout the review, and this should consider the experiences of all learners, including those with additional support needs.” And “The review will be collaborative, involving Scottish education stakeholders (in particular through Scotland’s Curriculum and Assessment Board) and practitioners throughout the process.”	
2.2 Scottish Education Council	The work of the Scottish Education Council must be informed by the findings of this review.	Accept.	The findings of this review will be shared with the Scottish Education Council for their consideration. As members of the SEC, The Scottish Government, COSLA and ADES will continue to engage with this group on a range of issues related to additional support for learning. As part of its governance arrangements, ASLIG reports to the SEC and will seek their input and feedback on key issues.	
3.1 Leadership and Strategic Planning	There must be clear values-driven leadership, shared communication, support and challenge at all levels of the system to ensure that the experiences and achievements of children and young people with additional support needs are visible and continue to be improved.	Accept.	Alongside the continued investment in values based leadership, the Scottish Government will work with Local Government and relevant partners, including GTCS, Education Scotland and partners in Health and Social Care to build on existing work and seek both nationally and locally, opportunities to develop and promote additional professional learning and leadership.	As set out at 9.1, progress made against these actions will be monitored and reported on by October 2021.

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	Recommendation	Response	Actions to be taken forward	Delivery Timescale
			<p>ADES will consult with its members on the locus of additional support needs within its leadership programme.</p> <p>Through continued work towards implementation of the Doran Review recommendations, the Scottish Government will work with Local Government and other key partners, including the Grant Aided Special Schools and National Centres, to consider opportunities to share the expertise of all professionals who support children and young people with complex additional support needs in specialist settings throughout the wider education system.</p> <p>These actions will be aligned to the actions which will be taken forward to support teacher learning and development.</p>	
3.1.1	In order to drive a holistic approach and support the visibility of children and young people with additional support needs Council Planning must incorporate the implications of additional support for learning for all Council and Partner services	Accept	ADES, SOLACE and COSLA will liaise on the approach to be taken at local authority level to ensure that council planning incorporates and makes visible the implications of additional support for learning. This will build on other related work already underway, for example, related to Equalities.	As set out at 9.1, progress made against these actions will be monitored and reported on by October 2021.
3.2 Fully integrated policy making	Children and young people with additional support needs must be proactively and fully considered in policy making and appropriate cross-Government links made at the earliest stage.	Accept	<p>The Scottish Government will continue to engage, as appropriate, across Government at the earliest stage to ensure that children and young people are actively considered in policy making and development, in line with the guiding principle of children and young people participation.</p> <p>The Scottish Government will seek to raise the profile of children and young people with additional support needs through a programme of internal engagement and awareness raising.</p> <p>We will also enhance the information that is available on the Scottish Government web pages to ensure that it accurately reflects the cross-cutting nature of this policy.</p>	As set out at 9.1, progress made against these actions will be monitored and reported on by October 2021.
3.2.1	Children and young people and parents and carers must be partners in the development of key policies and guidance across the system.	Accept	<p>In line with UNCRC incorporation and our guiding principle, the Scottish Government will work with Local Government to continue to involve and value the contribution of children and young people and parents and carers in the development of key policies and guidance.</p> <p>Parents and carers will continue to be represented across a number of stakeholder groups, including ASLIG and the working group considering the refresh of the Additional Support for Learning Act Code of Practice.</p>	As set out at 9.1, progress made against these actions will be monitored and reported on by October 2021.

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			<p>In delivering this, COSLA and Scottish Government will seek to ensure that parents and carers' contributions are fully and carefully considered in addition to enhancing the participation of children and young people in policy making and the development of key guidance.</p> <p>COSLA's Children and Young People Board will continue to receive presentations and input from children and young people and parent and carer representatives.</p>	
4.1 Audit Scotland	Audit Scotland must use the key themes in this report and the associated findings from Audit Scotland's audit of educational outcomes to inform the scope of their national performance audit on outcomes for children and young people with additional support needs.	Audit Scotland is currently reviewing its work programme on behalf of the Auditor General and the Accounts Commission. If a national performance audit on outcomes for children with additional support needs is included, the issues raised in this report will be considered during the scoping phase. The final scope will be agreed by the Auditor General for Scotland and the Accounts Commission. ¹	<p>The Scottish Government and Local Government will engage with Audit Scotland on a national performance audit on outcomes for children and young people with additional support needs.</p> <p>At the conclusion of this work, COSLA and the Scottish Government will consider any outcomes and recommendations which are made.</p>	
4.1.1	This must include assessing spend on additional support for learning across services; and its impact on attainment; and outcomes for children and young people at all stages, highlighting good practice and gaps.		COSLA and Scottish Government will seek to work with other partners to consider the outcomes and any recommendations made.	
4.2 Role of Grant Aided Special Schools	The Grant Aided Special Schools and three national centres must use the opportunities that arise from the commissioning strand of the Doran Review ¹ to consider how their specialist expertise (including in prevention and de-escalation) can be developed to be complementary to statutory mainstream and specialist provision in order to support improvement in the experiences and outcome of children and young people with additional support needs.	Accept	<p>Through continued work towards implementation of the Doran Review recommendations, the Grant-Aided Special Schools and National Centres, as well as the Scottish Government will work with Local Government and other key partners to consider opportunities to share the expertise of staff supporting children and young people with complex additional support needs in specialist settings throughout the wider education system.</p> <p>The Doran Strategic Commissioning Group which makes recommendations to the Cabinet Secretary on options for strategic commissioning, will consider this recommendation at a future meeting of the group.</p>	As set out at 9.1, progress made against these actions will be monitored and reported on by October 2021.

¹ <https://www.gov.scot/groups/nscg/>

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			ADES will consider this recommendation further in relation to local commissioning which has progressed since the Doran Review	
5.1 Teacher Education and Development	Teacher recruitment, selection, education and professional development and learning processes must align with the changed and changing profile of children and young people in Scotland, ensuring:	Accept	<p>The selection of those applicants who wish to train to be teachers is for initial teacher training providers to determine. However, the actions set out below seek to ensure that teacher education and development supports teachers to meet the needs of children and young people with additional support needs.</p> <p>The Scottish Government will seek to work with Local Government and partners to ensure that we build on and develop the suite of resources that are already available to teachers to support them to meet the needs of children and young people within their schools.</p>	As set out at 9.1, progress made against these actions will be monitored and reported on by October 2021.
5.1.1	All teachers hold and enact professional values of inclusion and inclusive practice and see this as a core part of their role.[1][1] (Codes of Conduct/Standards)	Accept.	<p>The Standard for Provisional Registration (SPR) and the Standard for Full Registration (SFR) are underpinned by professional values including social justice and trust and respect. Professional actions outlined in the SFR include “identify effectively barriers to learning and respond appropriately. Seeking advice in relation to all learners’ needs as required”. GTCS are currently updating the full suite of professional standards and these will have an enhanced focus on additional support for learning and come into effect from August 2021.</p> <p>The Scottish Government will discuss with the GTCS how they intend to reflect the findings of this report in the revised Standards.</p> <p>Local authorities are represented by ADES on the group which GTCS has established to take the recommendations forward and will engage with these discussions.</p>	<p>It is anticipated that resources will be available in October/November 2020.</p> <p>As set out at 9.1, progress made against these actions will be monitored and reported on by October 2021.</p>
5.1.2	All teachers understand what additional support needs are, and are clear about their role in supporting the identification of additional support needs and the need to adapt their teaching to ensure a meaningful learning experience for all their learners.	Accept	<p>The General Teaching Council for Scotland (GTCS) publish the Guidelines for Initial Teacher Education (ITE) Programmes in Scotland. This states that the overall aim of ITE programmes is to prepare student teachers to become competent, thoughtful, reflective and innovative practitioners, who are committed to providing high quality teaching and learning for every learner.</p> <p>The Guidelines also confirm that student teachers should develop their understanding and practice in key areas such as additional support needs including ADHD, autism, dyslexia and adverse childhood experiences; and that programme design</p>	<p>The updated suite of professional standards are due to come into effect in August 2021</p> <p>As set out at 9.1, progress made against these actions will be monitored and reported on by October 2021.</p>

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			<p>and delivery should develop and promote equality and diversity and empower student teachers to adopt</p> <p>GTCS are currently updating the full suite of professional standards and these will have an enhanced focus on ASL and come into effect from August 2021. Linked to these revised Standards an Autism Guidance booklet will be issued by the National Autistic Society Scotland.</p> <p>ADES will support this work through its representation on the GTCS group and through continued local authority career long professional learning (CLPL) plans.</p>	
5.1.3	All teacher education and development includes nationally specified practice and skill development in supporting learners with ASL needs as a core element.	Accept	<p>The GTCS publish the Guidelines for Initial Teacher Education (ITE) Programmes in Scotland. The Guidelines state student teachers should develop their understanding and practice in key areas such as additional support needs including AHDH, autism, dyslexia, and adverse childhood experiences; and that programme design and delivery should develop and promote equality and diversity and empower students to adopt these principles.</p> <p>GTCS will continue to refresh the guidelines.</p> <p>The Scottish Government are also currently considering how best to support teachers in the early phase of their career. This work is new being considered as part of our response to Covid-19 but we fully expect any new framework of professional learning to help develop teachers' skills in respect of additional support for learning.</p>	As set out at 9.1, progress made against these actions will be monitored and reported on by October 2021.
5.1.4	Practice learning and development at local level must include where and how to access specialist expertise and support.	Accept.	<p>The Framework for Inclusion has been designed to ensure that all students and teachers are appropriately guided and supported from the outset and throughout their careers towards gaining the required knowledge and understanding of inclusive education. The Scottish Government, through the Council of Deans, set up a Working Group to develop the Framework for Inclusion. The Framework includes values and beliefs for Inclusion, professional knowledge and understanding for Inclusion and skills and abilities for Inclusion.</p> <p>The Scottish Government will seek to work with Local Government and other partners to ensure that teachers can access support and expertise from other professionals when this is required. We will also encourage and support whole school and inclusive classroom approaches to support improved impact and outcomes We will seek to support this through the refresh of the Code of Practice.</p>	As set out at 9.1, progress made against these actions will be monitored and reported on by October 2021.

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	Recommendation	Response	Actions to be taken forward	Delivery Timescale
5.1.5	Communication, relationship building and positive mediation skill development is incorporated and embedded into teacher education and development, supported by coaching and mentoring opportunities.	Accept.	<p>The Standard for Provisional Registration (SPR) and the Standard for Full Registration (SFR) are underpinned by professional values including social justice and trust and respect. Professional skills outlined in the SFR include “communicate effectively and interact productively with learners, individually and collectively”.</p> <p>GTCS are currently updating the full suite of professional standards. These will have an enhanced focus on additional support for learning and come into effect from August 2021.</p> <p>The Scottish Government and Local Government are also currently considering how best to support teachers in the early phase of their career. This work is at mid-point but we fully expect any new framework of professional learning to help develop teachers’ skills in respect of ASL.</p> <p>The Scottish Government are also continuing to invest in values based leadership through Columba 1400 Headteacher Leadership Academies and through recent pilot work with student teachers at the University of Strathclyde.</p>	<p>The updated suite of professional standards are due to come into effect in August 2021.</p> <p>As set out at 9.1, progress made against these actions will be monitored and reported on by October 2021.</p>
5.1.6	<p>Parity of career progression and pathway structures and opportunities for specialist teachers of ASL:</p> <ul style="list-style-type: none"> • There should be a first teaching qualification in ASN available at Initial Teacher Education • The career path proposal under consideration by the SNCT to develop new career pathways should have an additional strand for ASL 	<p>Partially accept. It will be for the GTCS and the Scottish Council of Deans of Education to decide if they wish to introduce an ASN qualification within ITE.</p> <p>Partially accept. The SNCT is currently developing the role and responsibilities for the post of lead teacher. This will provide a flexible approach to career structures and offer opportunities for teachers to specialise in areas such as ASL. It will be up to schools and Local Authorities to develop these new lead teacher posts and the new pathway being designed will allow this type of flexibility.</p>	<p>The Scottish Government will explore with GTCS and SCDE the viability of a new qualification. Initial discussions have taken place between GTCS and SCDE.</p> <p>SNCT Lead teacher Working group is ongoing. The SNCT was due to issue an interim report in August 2020. However this has been postponed due to the COVID -19 crisis. It is hoped that SNCT can pick this work up as soon as possible with the aim of considering an interim report in December 2020. Following that the SNCT will decide on an implementation date. However their ambition remains that it will still be August 2021.</p>	<p>As set out at 9.1, progress made against these actions will be monitored and reported on by October 2021.</p>
5.1.7	The focus and methods for teacher education and practice learning are directly informed and developed by the feedback of teachers.	Accept.	A new self-evaluation framework to support universities to demonstrate the quality of their existing ITE provision has been developed by Education Scotland and the SCDE. This Framework is supported by analysis from the MQulTE project which is tracking teachers through ITE and into the early years of their teaching career.	As set out at 9.1, progress made against these actions will be monitored and

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			<p>The Scottish Government have also recently surveyed all teachers in year 1- 5 of their careers to assess their professional learning needs. Over 50% of respondents expressed 'education for all' as their key area of need. We will reflect on this as we consider new PL provision designed to support teachers at this stage their careers.</p> <p>The Scottish Government will continue to support the Measuring Quality in Initial Teacher Education (MQuITE) project and ensure ongoing analysis is shared with Education Scotland and SCDE.</p>	reported on by October 2021.
5.1.8	Innovative and partnership approaches to practice learning should be developed including delivery and participation of children and young people, parents and carers.	Accept	<p>GTCS commissioned Children in Scotland to report on the views of children and young people's experience and expectations of teachers. This will feed into the refresh of the suite of professional standards. The importance of partnership working with learners, parents and carers is also made clear in the guidance on school empowerment which has been published in draft form on the Education Scotland website.</p> <p>These issues will be raised with the School Empowerment Steering Group to allow the group to consider as part of its future work on school empowerment.</p>	As set out at 9.1, progress made against these actions will be monitored and reported on by October 2021.
5.2 Pupil Support Assistants	The Classroom Support Staff working group must, as part of their work, undertake a review of roles and remit of Pupil Support Assistants. This must include the development of clear specifications for how classroom teacher and pupil support assistant roles interact and complement each other. It must also consider standards of practice, learning pathways, career progression routes and remuneration.	Accept	<p>The Classroom Support Staff Working Group membership consists of representatives from Scottish Government, COSLA, ADES, Unison, Voice, Children in Scotland and Education Scotland.</p> <p>The Group was established by Scottish Government to consider how best to empower and support classroom support staff.</p> <p>The Group met for the first time in February 2020 and is currently considering its final terms of reference which include a number of the points covered in recommendation 5.2</p> <p>The Group will develop clear specifications for how classroom teachers' and pupil support assistants' roles interact and complement each other.</p>	This work is ongoing and as set out at 9.1, progress made against these actions will be monitored and reported on by October 2021.
6.1 Relationships between Schools and Parents	Schools and local authorities must work in partnership with parents and carers to develop, and deliver ways of working together that support and promote positive relationships, communication and co-operation.	Accept.	Aligned to work being taken forward on empowerment, parental engagement and involvement, and the NIF, and recognising that parents and carers are key partners in their children's learning, schools and local authorities will seek opportunities to enhance partnership working with parents and carers, through consolidating positive relationships,	As set out at 9.1, progress made against these actions will be monitored and

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			<p>communication and collaboration. In doing this, schools and local authorities should consider ways to identify and address any barriers which may arise.</p> <p>Through current Quality Improvement frameworks including HGIOS4, ADES will promote good examples of joint working with parents, local authorities and schools.</p> <p>Aligned to the work to develop a measurement framework (1.2), ADES will consider opportunities to gather robust evidence of the effective relationships between parents and professionals and will work with ASLIG to consider how this can be presented within the framework.</p> <p>In support of work to enhance partnership working locally, the Scottish Government will seek to publish a revised, cross-portfolio summary of the national offer on family support, including how to ask for help, and the principles of good support. We will work with partners to ensure that this is kept under review and captures the wide-ranging support that is available to families of children with additional support needs.</p> <p>Further, the Scottish Government will consider the scope of the national advice and information service for additional support for learning (Enquire), to ensure that it is effectively resourced to meet the needs of the families that it supports, and can effectively collaborate across services to ensure reach.</p> <p>Getting it right for every child remains the overarching approach to supporting children and young people. The Scottish Government are developing new policy and practice guidance with stakeholders including children, young people and parents. This will cover the key components of GIRFEC including a named person or single point of contact who can consider holistically the wellbeing of children and young people; and, the co-ordination of support for identified needs through a single child's plan by a lead professional to meet identified needs.</p> <p>New practice guidance will highlight the roles of local authorities and schools and their work in partnership with other services to deliver integrated and joined up support for children and young people.</p> <p>This will also underpin the Scottish Government's work on wider family support which links to the commitment made by the Scottish Government and Local Government to take</p>	<p>reported on by October 2021.</p>

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			<p>forward the conclusions of the independent Care Review, published earlier this year. The <i>Promise</i> made clear that all families caring for disabled children and those with additional support needs should be supported and that schools have a role to play in offering non-stigmatised, community-based support. Schools should also be ambitious for care experienced children and ensure they have all they need to thrive, recognising that they may experience difficulties associated with their life story.</p> <p>The Scottish Government will seek to work with Local Government to consider with partners including parents and carers, additional avenues for engagement with parents and carers to empower and support families to access the right support at the right time and promote positive communication between families and schools and local authorities.</p>	
6.1.1	This must include clear pathways on transitions for children and young people with additional support needs, in the context of learning for life, allowing parents and carers, children and young people and professionals to be informed and supported at key transition points.	Accept.	<p>New policy and practice guidance on GIRFEC will include consideration of individual needs at key transition points.</p> <p>The “Principles of Good Transitions 3” provide a framework to inform, structure and encourage the continual improvement of support for young people with additional needs between the ages of 14 and 25 who are making the transition to young adult life. The Scottish Government are working closely with ARC Scotland (the Association for Real Change) on the development and trial of Principles into Practice.</p> <p>Further, as part of the refresh of the Code of Practice, the Scottish Government will seek to enhance and align the guidance within the Code on transitions. This will be done in full collaboration with stakeholders, including parents and carers.</p>	As set out at 9.1, progress made against these actions will be monitored and reported on by October 2021.
6.1.2	Parents and carers must be involved as equal partners in the development of key guidance bringing their knowledge and lived experience.	Accept	In line with the actions set out at 3.2.1, the Scottish Government and Local Government will continue to ensure that parents and carers are fully involved and listened to in the development and consideration of policy and key guidance.	As set out at 9.1, progress made against these actions will be monitored and reported on by October 2021.
6.1.3	Further investment is needed to strengthen support services for families, allowing these services and the support that they provide to be embedded.	Accept	<p>The Scottish Government will consider other areas in which it can enhance the support that it provides to services which support families.</p> <p>This will be considered by ASLIG in order to consider gaps, and to support development of appropriate services.</p>	As set out at 9.1, progress made against these actions will be monitored and reported on by October 2021.

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6.1.4	The benefits of the use of mediation must be widely promoted at a national, regional and local level and consideration should be given to how mediation can be developed through professional learning to support the workforce.	Accept	<p>The Scottish Government will undertake to highlight and promote the benefits of a mediation approach, including in the development of national guidance, such as the Code of Practice.</p> <p>We will explore initiatives for collaborative training through professional learning and recognition.</p> <p>ADES will support this approach and promote its use as a means and evidence of improvement.</p>	As set out at 9.1, progress made against these actions will be monitored and reported on by October 2021.
7.1 Relationships and Behaviour	The remit of the Scottish Advisory Group on Relationships and Behaviour in Schools (SAGRABIS) must be reviewed and widened to bring it up to date and in line with emerging knowledge and recommended practices, including the findings of this review. The membership of the group must be reviewed in line with the refreshed remit.	Accept	The Scottish Government will table a paper at a future SAGRABIS meeting to propose how the remit and membership of the group can be broadened.	<p>The next meeting of SAGRABIS is due to take place in October/November 2020.</p> <p>As set out at 9.1, progress made against these actions will be monitored and reported on by October 2021.</p>
7.1.1	SAGRABIS should have a primary focus on relationships and behaviour but the ability to also focus on wider additional support for learning issues, developing improvement priorities and ensuring those priorities are reflected at a national, local and regional level ensuring that they work closely with the Additional Support for Learning Implementation Group.	Accept	<p>This will be included in a paper to a future SAGRABIS meeting.</p> <p>As part of their work, ASLIG will also consider how they can strengthen their links to SAGRABIS.</p>	
8.1 Rights	The incorporation of UNCRC and its impact on ASL legislation and processes must be fully anticipated and planned for to ensure children's rights are embedded and effectively underpin implementation of the ASL legislation.	Accept.	<p>The Scottish Government has committed to incorporating the United Nations Convention on the Rights of the Child (UNCRC) into law to the maximum extent possible within the powers of the Scottish Parliament.</p> <p>The Additional Support for Learning Act 2004 (as amended) empowers children and young people by giving them a number of rights in respect of additional support for learning in school education.</p> <p>We will ensure that implementation of the 2004 Act fully meets the requirements of the UNCRC as it extends to Scotland.</p>	As set out within the 2020 Programme for Government , the UNCRC will be incorporated into Scot's law, to the maximum extent of the Scottish Parliament's powers, by the end of this Parliament.

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			<p>The Scottish Government will fully consider the impact of the incorporation of UNCRC on additional support for learning legislation, including assessment of capacity.</p> <p>The Scottish Government will work with partners, including those who will have duties placed on them through incorporation of the UNCRC, children and young people and parents and carers to ensure that children's rights are embedded and underpin implementation of additional support for learning.</p> <p>ADES will promote this work through their networks.</p> <p>COSLA will engage with the development and implementation of UNCRC legislation seeking to ensure it allows for children's rights to be embedded and that this can be appropriately planned for.</p>	
8.2 CSP Review	<p>The planned review of Coordinated Support Plans must take the findings of this review into account.</p> <p>Also, it must consider:</p> <ul style="list-style-type: none"> planning mechanisms within a whole life perspective for children and young people with lifelong conditions including transitions between and beyond education settings. clarifying the interaction between CSPs and child's plan and GIRFEC the relationship between education and partners in health, social work and other agencies to identify where re- alignment is needed in the preparation and delivery of support. Where improvements are needed in the availability and accessibility of information and guidance about planning and its processes for all parents and carers and children and young people. 	Accept	<p>The Scottish Government have committed to review the use of coordinated support plans and will work with COSLA and ADES to establish the timing and scope of the review.</p> <p>We will take full account of the evidence heard as part of this review to inform the review of the use of co-ordinated support plans.</p> <p>Under GIRFEC, the Scottish Government has also committed to revising policy and practice guidance, including a single planning process for children and young people. It will seek to align and clarify the relationship between statutory and non-statutory plans and to align those plans.</p> <p>This revision will also include a focus on planning for transitions, with an initial priority on those transitions for young people leaving school.</p>	<p>The Scottish Government will work with COSLA and ADES to establish the timing of the review, in light of the effect of the COVID-19 pandemic.</p> <p>As set out at 9.1, progress made against these actions will be monitored and reported on by October 2021.</p>
9.1 Assurance mechanism	<p>Following this review, there must be a mechanism put in place to allow progress against these recommendation to be reported and scrutinised. This should be developed in partnership with the Additional Support for Learning Implementation Group. A progress report should be produced and reported to Scottish Ministers and COSLA</p>	Accept. However, in light of COVID-19, progress will be considered and reported on by October 2021.	<p>As part of their Workplan, ASLIG will review progress against the recommendations on an on-going basis.</p> <p>As members of ASLIG, the Scottish Government, ADES and COSLA will contribute to the monitoring of implementation of the Workplan.</p>	ASLIG will report on progress in the first year by October 2021.

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	one year after the publication of this report and its recommendations.		<p>A progress Report will be provided to Scottish Ministers and COSLA's Children and Young People Board.</p> <p>To support this work, ASLIG will develop outcomes measures against each of these actions, setting out how progress will be measured. ASLIG will provide further detail on this by the end of 2020.</p>	
9.1.1	Local authorities must take account of the findings of this report to review and align their quality assurance processes. This must drive improvements in processes, practice and outcomes at all levels in the system.	Accept	Through reporting of Children's Services, RIC and Annual Education Plans, ADES will support its members to incorporate the findings, such as outcome measures, into improvement planning at local authority level.	As set out at 9.1, progress made against these actions will be monitored and reported on by October 2021.
9.2 Education Scotland	Education Scotland must take account of the findings of this report and take action to ensure that their scrutiny frameworks and inspection activities are in line with it.	Accept	In reviewing its scrutiny frameworks and inspection activities, ES will ensure that it takes account of the recommendations, and make necessary adjustments where required.	On next review of inspection framework and activities
9.2.1	Education Scotland must use the findings of this review and the conditions identified for good practice, to support and develop improvement in education authorities, Regional Improvement Collaboratives and schools.	Accept	Education Scotland's Regional Improvement Teams will ensure that all their Regional staff are aware of, and understand, the recommendations in the report. They will in partnership with Education Authorities, schools and others identify and share good practice, and help to support new ways of working where appropriate.	As set out at 9.1, progress made against these actions will be monitored and reported on by October 2021.