

Additional Support for Learning Review – Action Plan – 2nd Progress Report

November 2022



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Joint foreword by the Cabinet Secretary for Education and Skills and COSLA Children and Young People Spokesperson

Scottish education has an inclusive ethos. Whilst important discussions about the future of Scottish education are ongoing, we continue to maintain this ethos, so that all children and young people are supported to reach their full learning potential.

Scotland should be proud of our approach to supporting children and young people in their learning. It has inclusion at its heart and promotes values of acceptance, equality, equity and kindness. It reflects the values of the [National Performance Framework](#) – that children can grow up loved, safe and respected to realise their full potential.

Our ‘needs led’ and rights based educational system is designed to be an inclusive one for all children and young people in schools and Early Learning and Childcare (ELC) settings. Children’s rights and entitlements are fundamental in our approach to inclusive education and are supported by our national policy and legislative framework. These include the Additional Support for Learning framework, Curriculum for Excellence, our Getting it right for every child (GIRFEC) approach, and the Professional Standards for Scotland’s Teachers.

Angela Morgan’s 2020 [review of implementation of additional support for learning](#) confirmed that our policy and legislation was right. However, it highlighted that improvements are necessary to ensure that support is being delivered effectively across Scotland.

The Scottish Government and COSLA remain strongly committed to addressing the recommendations from the review. We are pleased to report, in this second update on our progress, that 24 out of the 76 actions have been delivered, with many others well underway. Whilst this is a significant achievement, we know there is still a lot more to do.

We are determined that the delivery of these actions, taken together, improve the day-to-day support and services offered to children and young people and their families throughout Scotland.



Shirley-Anne Somerville MSP
Cabinet Secretary for Education and Skills



Cllr Tony Buchanan
Children and Young People Spokesperson



Introduction

This progress report provides an update on work undertaken since the [previous update](#). It sets out the progress we have made since November 2021, confirms the delivery of 24 out of 76 recommendations, and summarises the actions we will continue to take over the course of this Parliament to deliver the recommendations from Angela Morgan's review of additional support for learning.

This report should be read alongside the updated action plan, which provides fuller detail around work that has been completed, work that is underway, and the work we intend to do over the next 18 months.

In order to update the action plan, during 2022, we have engaged widely with stakeholders to take stock of current provision and agree priorities. These are reflected in our updated action plan which is intended to help ensure that meaningful change is realised.

Recognising that there are a significant number of actions within the action plan, and in order to simplify their presentation, actions are grouped into four themes. All of the actions which were within the original action plan remain. These four themes are directly linked to delivery of recommendations within the original [ASL Review](#) as shown below:

1. Children and Young People's Engagement, Participation & Rights contains the themes of
 - children and young people participation
 - vision & visibility
 - maintaining focus, but overcoming fragmentation
 - understanding rights
2. Parent and Carer Engagement, Participation & Rights contains the themes of
 - maintaining focus, but overcoming fragmentation
 - relationships between schools and parents and carers
3. Teacher and Practitioner Professionalism contains the themes of
 - vision and visibility
 - workforce development and support
4. Leadership & Improvement contains the themes of
 - vision and visibility
 - maintaining focus and overcoming fragmentation
 - resources
 - relationships and behaviour

[The Additional Support for Learning Project Board](#), jointly Chaired by the Scottish Government and COSLA, was established in June 2022 and has a key role to ensure that we deliver our action plan. The Project Board will produce a work plan in response to this report outlining how to ensure we deliver meaningful change through this work. More detail on this can be found in the “Delivering Improvement” section.

It is important to acknowledge that these are challenging times for public finances, which makes it even more important that we continue to work collaboratively with all those who play a role in supporting our children and young people. The Additional Support for Learning Project Board will continue to support and facilitate the development and sharing of resources which support the progression and achievement of all the actions. It is also a challenging time for our communities due to the rising cost of living. We must remain vigilant to the fact more children and young people may experience circumstances which give rise to additional support needs.

Delivery of the measures set out in our joint action plan, will require continuous review to ensure that we achieve the broad and deep change necessary to achieve our ambitions that all children and young people are valued, respected, included and supported to achieve and succeed.

Delivering Improvement

This section provides a summary of actions progressed and completed since the previous update in November 2021. Full detail can be found in the accompanying updated action plan. This is structured through the four themes set out above.

Children and Young People’s Engagement, Participation & Rights

There has been significant work in support of delivery of Children and Young People’s Engagement, Participation & Rights. There are 14 recommendations in support of this theme, of these 3 are completed with the majority of the others ongoing. Key progress to support delivery of actions within this theme is summarised below.

Since the publication of the Young Ambassadors for Inclusion’s (YAI) [vision statement](#) in August 2021, they have also produced a [resource pack](#) schools can use to support the meaningful participation of children with additional support needs. The Ambassadors also launched the [Success Looks Different](#) awards. These awards showcase how schools support and celebrate the achievements of pupils with additional support needs. The vision statement remains the driver for all our engagement work with children and young people to support the delivery of the Additional Support for Learning action plan. The vision statement also provides our key guiding principle, that the Scottish Government always seeks to create opportunities to enable children and young people to be involved fully and listened to in additional support for learning policy development.

“[It] makes you believe in yourself, I used to not speak but now more confident.”

Quote from a Young Inclusion Ambassador

Education Scotland have incorporated the Young Ambassadors for Inclusion’s vision statement into a number of professional learning programmes including the GTCS professional recognition programme for dyslexia and inclusive practice, the Into Headship Programme and Regional Professional Learning opportunities.

We have also established the Additional Support for Learning Network. This is a wide-ranging group of stakeholders including representation from autism, dyslexia, Gypsy/Travellers, service children, mental health and allied health professionals. This group will provide expert advice and challenge to the Project Board on the delivery of its work. The Network’s terms of reference include a specific requirement to engage children and young people in their work. Direct participation includes, but is not limited to, the Young Ambassadors for Inclusion. The network’s reach will ensure a breadth of views and voices are involved in the ongoing development and delivery of Additional Support for Learning policy.

We have also maintained increased funding for the [Let’s Talk ASN](#) service to provide advocacy and legal representation to parents, carers and young people over the age of 16, to access their rights in relation to additional support for learning. We also maintained increased funding for the advocacy and legal representation services offered by [My Rights, My Say for children aged 12 to 15](#). These services continue to support families and children and young people to understand their rights and get the support they need in their education.

“My Rights, My Say/ Partners in Advocacy supported me over the last 2 years when I wasn’t able to go to school. They were my voice and helped me move forward with getting my education in a way that was right for me”

Quote from a child supported by My Rights, My Say

In 2022-23, we are also funding projects and research which are providing further opportunities for engagement and participation by children and young people. This included funding for research into the educational experiences of Gypsy/Traveller children and young people, to help improve their engagement and participation in their education. We also provided funding for the continuation of the ADES National Education Officer role. They work closely with children and parents from Armed Force’s families and will be undertaking work to understand this group’s barriers to learning, working closely with Napier University.

As part of our commitment to the incorporation of the United Nations Convention on the Rights of the Child (UNCRC), we considered the impact of incorporation on the Additional Support for Learning Act (2004), as well as on related policy, practice and guidance.

Parent and Carer Engagement, Participation & Rights

The ASL review affirmed the importance of developing positive relationships between parents/carers and schools and substantial work has been undertaken in this area. There are 13 recommendations within this theme, with 4 complete and several others ongoing. Below is summary of work done to support delivery of these recommendations.

The Scottish Government and COSLA recognise that parents and carers are key partners in policy development. To ensure their voice is heard, parents and carers are represented in all of our stakeholder groups, including the Additional Support for Learning Project Board and Network, the Code of Practice Working Group, the Physical Intervention Working Group and the Doran National Strategic Commissioning Group. COSLA engages with parent and carer organisations at a national level.

We have continued with our commitment to increase the funding to Enquire, which offers confidential advice and support to parents and carers on Additional Support for Learning. Since November 2021 Enquire have responded to over 1,700 enquiries and distributed over 5,000 parents’ guides. They have also launched their updated website providing parents, carers and professionals with accessible information on children’s rights to additional support for learning as well as practical advice to help schools and families work together. Between April and July 2022 the website had over 60,000 views.

“The information provided to me is always helpful and clear and I always feel I am able to articulate my issue in a way that works for me. I am autistic and so often these things are not the case, so it is a very accessible service - thank you!”

Quote from a parent using Enquire

In addition to Enquire, the Scottish Government continues to fund other organisations who work closely with parents and carers to ensure their views are

reflected in policy development including Scottish Traveller Education Programme (STEP), Dyslexia Scotland and CALL Scotland.

Our increased funding for the [Let's Talk ASN](#) service also provides advocacy and legal representation to parents and carers to access their rights in relation to additional support for learning.

*“Please keep doing what you’re doing. Parents like me need people like you –
Do not ever change –
You are great!
Thank you from all my heart!”*

Quote from a parent using Enquire

The Scottish Government and partners worked with Parent Club to publish a [Family Support Directory](#) which provides signposting for parents and carers to organisations, benefits and information across a range of topics including on additional support for learning. We also worked with [Parent Club](#) to update the information and signposting that is available on their web pages on additional support for learning to ensure that parents and carers can access the right support when they need it. This included updating the information available on support for children and young people with long Covid.

Teacher and Practitioner Professionalism

A significant amount of work has been undertaken to support delivery of the recommendations in this theme. There are 18 recommendations within this theme and 9 have been completed, with the remainder marked ongoing. A summary of these completed actions is below.

The [Pupil Support Staff Working Group](#) undertook a review of pupil support staff roles. Initial findings identified significant variation of support roles, working hours and pay scales across Scotland, with local authorities determining individual roles and remuneration in line with particular local needs.

Following this, the Pupil Support Staff Working Group commissioned Children in Scotland to engage directly with children and young people with additional support needs to inform the vision and values for pupil support staff. Children in Scotland undertook engagement with children and young people between May – July 2022. A report summarising the views of children and young people was provided to the Scottish Government in August 2022

The Scottish Government, Local Government and Education Scotland worked closely with members of the working group to develop and publish the first national [Pupil Support Staff Professional Learning Framework](#) in September 2021. The framework and induction guide continue to be refreshed. It has had over 27,000 views since publication.

The [Stepping Stones](#) programme has been refreshed. This is a new professional learning programme for recently qualified teachers in the first four years of their career post-probation. It has been developed in partnership between Education Scotland and GTCS, together with post-probation teachers. This programme allows

participants to choose from a variety of professional learning opportunities, including online workshops, webinars and networking.

The [GTCS Professional Standards](#) were refreshed in 2021 to include reference to additional support needs throughout and make specific reference to autism and other neurodiversities. Building on this, the third edition of the [Framework for Inclusion](#) was published in June 2022 to reflect the refreshed GTCS professional standards.

“Thank you to you both for your time, advice and expertise through the process. It has been a great experience, and I am keen to continue learning and empowering the pupils and staff.”

GTCS Dyslexia and inclusive practice programme participant

A new [self-evaluation framework](#) to support universities to demonstrate the quality of their existing initial teacher education provision has been developed by Education Scotland and the Council of Deans of Education. This Framework is supported by analysis from the [Measuring Quality in Initial Teacher Education \(MQulTE\)](#) project which is tracking teachers through initial teacher education and into the early years of their teaching career.

Education Scotland produced [national guidance on An Empowered System](#) in June 2022. This draft guidance can be used by all partners in the system to reflect on their role in achieving an empowered system. It recognises the importance of partnership with learners, parents and carers.

“I spent time with the mother thinking through all of these suggestions, forming a plan and deciding on her position. She then went to the meeting, stayed calm, asserted what she felt was needed (and also apologised for a previous outburst) and invited the school to work with her. This pretty much changed the game and by the end of the meeting, the school had agreed at least six action points to support her son. Mum was delighted. So, thanks again for your help – very much appreciated.”

Quote from an Advocacy worker, supported by Enquire

Finally, the Scottish Government have discussed with both the GTCS and the Scottish Council of Deans of Education the viability of a qualification in additional support for learning. Partners agreed that student teachers need to experience the full spectrum of school teaching during initial teacher education and probation. Only at this stage will they be able to make an informed judgement on specialising in additional support for learning. The next steps planned for this work are outlined in the “Drivers for Improvement” section.

Leadership & Improvement

This theme is wide-ranging and covers several longer term areas of work. However we have made good progress in delivering these recommendations. 8 recommendations out of a total of 31 have been completed, with work underway on the remaining actions. Below is a summary of the completed work.

The Scottish Government and COSLA reviewed the governance arrangements for the review of ASL implementation. The Project Board was established during 2022 and is jointly chaired by the Scottish Government and COSLA. The [role](#) of the

Additional Support for Learning Project Board is to oversee delivery of additional support for learning and inclusion policy, support the monitoring of implementation and, including through delivery of the Additional Support for Learning (ASL) Action Plan and its associated workstreams.

Information about the work of the group and its meetings are [published on the Scottish Government's website](#).

The [Scottish Advisory Group on Relationships and Behaviour in Schools \(SAGRABIS\)](#) have reviewed their terms of reference, to take account of the ASL review. The remit of the group has been updated to include the provision of advice in the context of relationships and behaviour to national and local government and other relevant stakeholders on matters including the development and delivery of measures to improve the educational experiences of children and young people with additional support needs.

The Scottish Government website has been updated with enhanced information on additional support for learning. This includes improved signposting for children, young people, parents, carers and professionals to services which provide advice, information, support, representation and professional learning and resources on additional support for learning.

Education Scotland have been actively promoting the ASL review and recommendations. Awareness raising sessions and discussions with all Education Scotland Regional teams have taken place as well as several 'Connect with Colleagues' sessions. The publication of the 'Rights, Reviews, Promises and Inclusion for All evaluation tool' in July 2022 is supporting conversations with local authority staff and school leaders to focus on the implementation of the review's recommendations.

"I now realise that children don't need to just know about rights, they need to experience them"

Quote from a teacher attending an Education Scotland 'Rights and Participation' session

ADES have incorporated additional support for learning within its leadership programme, the ADES Collaborative Improvement Programme.

A [short life working group to review the use of Co-ordinated Support Plans \(CSPs\)](#) was established in December 2020. The group identified key issues and barriers which are impacting on implementation of CSPs and worked collaboratively to recommend ways to address and overcome them.

A [report from the short life working group](#) was published in November 2021 and further work in this area is set out in the "Drivers for Improvement" section.

Drivers for Improvement

As part of their ongoing work, the Additional Support for Learning Project Board will agree and develop a work plan in early 2023, working closely with the ASL Network, to identify priority areas of work and how they can best support delivery of this work. In particular they will consider:

- How actions can be implemented to achieve the greatest positive impact on ASL delivery
- How this impact can be identified and measured across the range of work within the action plan
- The capacity of the education workforce and how best to enhance their capabilities to support delivery of this work

The following sections provide a summary of actions planned for the next 18 month reporting period and beyond. Full details can be found in the accompanying updated action plan. This section is structured through the four action plan themes.

Children and Young People’s Engagement, Participation & Rights

Much of our work in this area is ongoing, including the increase in annual funding to key partner organisations to ensure that children and young people are continually involved in the design and development of Scottish Government policy.

Over the next 18 month reporting period we plan to involve children and young people fully in the independent review of qualifications and assessment, being carried out by Professor Emeritus Louise Hayward, as well as the National Discussion on Education Reform.

In addition to their core work, in 2022-23, Enquire will continue to work with the My Rights My Say service delivery partners to ensure children are fully supported to exercise their rights under the 2004 Act and referred to other parts of the service as appropriate. As part of their awareness raising campaign, Enquire will also deliver social media awareness raising campaigns, develop a transition resource in partnership with the other parts of My Rights, My Say and create a number of short videos for children and young people to use on social media

“Thank you for everything you’ve done for her and the unwavering support you’ve given her when others let her down. Without your support we wouldn’t have managed to get to this point, both in regards to her school placement, as well as the confidence and resilience she has shown to come through the other side of a very difficult time. What you guys do is so invaluable, you are a light in the dark for children”

Quote from the parent of a child and their experience of My Rights, My Say

We will also be undertaking primary research into the educational experiences of children and young people with complex additional support needs and they will be directly participating in this.

Building on the work of its predecessor, the Additional Support for Learning Implementation Group, the Project Board, with support from Additional Support for Learning Network, the will oversee delivery of a communication plan to ensure that

stakeholders, including children and young people, are proactively informed of how to access additional support for learning and have the opportunity to continue to be involved in work to deliver the remaining actions within the plan.

COSLA's Children and Young People Board will continue to seek to include the views of children and young people in the new local government term. This, in addition to participation and engagement work undertaken at a local level by individual Councils, ensures that the views of children and young people help inform Board Members' decisions.

Parent and Carer Engagement, Participation & Rights

As with children and young people's engagement, some of our work in this area is ongoing, such as the increased funding for partner organisation, as Enquire and Let's Talk ASN.

ADES will continue to promote good examples joint working between parents, schools and local authorities through the ADES' Collaborative Improvement Programme with Education Scotland. All 32 authorities are participating in this programme with several having a focus on aspects of additional support for learning.

Local authorities continually review the information available on their websites, and seek to enhance this information with additional content on social media platforms, and through the channels that families go to for information.

Parent and carer organisations have presented at previous meetings of the COSLA Children and Young People Board and COSLA officers will look for further opportunities for this in the new term.

In addition to this ongoing work we also have work planned to support delivery of the remaining recommendations in this theme.

In addition to their core tasks of providing advice, information and awareness raising, in 2022-23 Enquire will carry out development work to improve service efficiency and increase capacity to provide advice and information to as many parents and carers as possible. This will include delivery of targeted outreach sessions to groups who may face barriers to accessing digital and online services; additional outreach sessions to professionals and advisers and a comprehensive review of their helpline delivery model.

"The adviser was really good, listened to what I had to say and very quickly and efficiently outlined some key points of advice. They also very promptly sent me lots of follow up information which I have found to be really useful."

Quote from a parent's experience of Enquire

The Scottish Government has included information and signposting on additional support for learning within Read, Write Count packs. Building on this we will carry out a mapping exercise to capture the universal resources that are proactively provided to families. Following this, we will explore opportunities to update these resources to include information on additional support for learning within the context of whole family support.

We also recognise that more must be done to ensure that parents are pro-actively provided with information and signposting to support services about the support that their child might be entitled to in Early Learning and Childcare Settings. Therefore, the Scottish Government will work with our partners, including parents and carers and professionals, to consider further opportunities to enhance the information and signposting proactively offered to parents and carers in these settings.

Teacher and Practitioner Professionalism

Whilst recognising that progress has been made in the delivery of these recommendations, we acknowledge there is more to be done.

The Scottish Government worked with partners in ADES to scope out a proposal for research into effective workforce development and deployment for Pupil Support Staff. We had originally anticipated that this research would be commissioned by April 2022. However, due to difficulties in securing an appropriate research provider, we will revisit this in spring 2023.

Education Scotland began the Pupil Support Staff [engagement programme](#) in Autumn 2022 and will seek the views of pupil support staff and parents and carers to inform the vision, values and support for pupil support staff. The draft vision and values has been developed and will be shared with the workforce for consultation and feedback prior to publication. It is anticipated that the evaluation of the Engagement programme will be collated March 2023.

Initial discussions have taken place between the Scottish Government and local government to explore options to consider the development of an accredited qualification and registration programme for Additional Support Needs Assistants. This is one of the focus areas within the Pupil Support Staff engagement programme. Participants will have an opportunity to share their views and feedback will be included within the programme evaluation.

The Scottish Government and COSLA/ADES will work with the SNCT to ensure there is appropriate career progression and pathways for teachers looking to specialise in Additional Support for Learning, with the intention that this will result in an overall increase to the number of teachers who specialise in ASL in Scotland's schools, with particular emphasis on ensuring that the Lead Teacher structure delivers on this outcome.

'The importance of positive and trusting relationships with all our children and staff. How easy it is to ensure children with ASN can be included and involved in lessons - everyone will benefit from small changes in the classroom 😊'

Quote from a teacher attending ES training

Education Scotland are working collaboratively with Scottish Government policy teams, NHS and partners to map existing additional support for learning professional learning opportunities for early learning and childcare practitioners and identify gaps to inform the future development of resources.

The Scottish Government is taking forward a range of actions to support the speech, language and communication needs of children and young people.

As part of this, the Scottish Government will establish a new national stakeholder reference group which will co-ordinate and drive activity and improvement nationally, providing expert knowledge to support and inform work to address children and young people's speech, language and communication needs, with an initial focus on the early years. The group will include representatives from the Scottish Government, COSLA, ADES, NHS Health Visitors, the Royal College of Speech and Language Therapists, NHS Education for Scotland Education Scotland, Children in Scotland and other partners in the Third Sector. It will seek opportunities to work across sectoral and organisational boundaries to deliver the best possible outcomes for children and young people.

Last year, as part of work on the Autism in Schools – Action Plan, we launched an autism module for use by ITE providers. Following the successful pilot at Strathclyde University, the Scottish Universities Inclusion Group and Council of Deans of Education are rolling this out to all ITE providers in Scotland this coming academic year.

Finally, the Scottish Government is working closely with the Association for Real Change (ARC) Scotland to develop and trial the Principals Into Practice programme. The purpose of the trial is to identify, design and test changes that improve planning and delivery of support for young people who need additional support as they transition to young adult life, and to bring Principles into Practice and its associated resources to completion by April 2023.

The Code of Practice Working Group will consider the outcomes from the Principles into Practice Trial Programme and consider opportunities to strengthen the guidance on transitions.

Leadership & Improvement

There are several longer term pieces of work covered within this theme that, taken together, will improve the support offered to children and young people in Scotland.

The Scottish Government has re-established the Code of Practice working group, which met in July 2022, to discuss the next steps. We are working with partners to update the guidance and ensure it fully supports schools and local authorities to fulfil their duties under the 2004 Act. We aim to improve accessibility for different audiences and ensure language consistency and alignment with key policies and practices. The update will take account of the refresh of the GIRFEC Policy and Practice Guidance as well as ensure cognisance and alignment with other key pieces of work such as The Promise Implementation Plan, the incorporation of UNCRC and the development of the National Transitions to Adulthood Strategy.

The review of the use of co-ordinated support plans (CSP) undertaken by the short-life working group sets out clearly the actions that should be taken to minimise the barriers to implementation of CSPs.

The actions identified by the working group will be taken forward alongside broader work set out within this action plan to enhance implementation of additional support for learning. In addition to work to refresh the Supporting Learners' Code of Practice, further work will be undertaken to develop and provide access to a suite of national relationship based professional learning approaches and resources applicable to education and multiagency partners.

This work will align to work being undertaken elsewhere, including development of a national measurement framework.

Since November 2021, the National Measurement sub group has been working to develop a draft framework. The draft National Measurement Framework has been informed by the Young Ambassadors' vision statement for success. A set of aims, aligned to UNCRC and structured around the four principles of Inclusion (present, participating, achieving, supported) have been agreed by the sub-group and members identified a comprehensive set of desired changes, which were reviewed and accepted by the Additional Support for Learning Implementation Group. The sub group have considered specific sources of evidence required and actions to ensure that there is a mechanism to recognise and celebrate the successes and achievements of children and young people.

Further refinements to the framework will now be undertaken to ensure that it aligns with, and recognises other tools and activity underway to measure outcomes for children and young people. This will include engagement with local authorities and consideration of options to test this new approach within a sample of authorities.

“Linking all of the elements of policy and practice together was incredibly helpful and helps everyone makes sense of what we need to do and then evaluate against that.”
Participant at an Education Scotland awareness raising session

Following the development of the national measurement framework, the Project Board will work with children and young people and their families to co-create an annual report to highlight the range of successes and achievements of children and young people. In addition, the ASL Project Board will engage with children, young people, parents and carers to consider further opportunities to present accessible and meaningful information on achievement in a creative and engaging way.

The Scottish Government is also working with partners on the National Strategic Commissioning Group to develop a pilot to enhance the Headship leadership programmes with content on supporting children and young people with complex additional support needs and placements in special schools. The pilot is due to run in the 2023-24 academic year.

In addition, the Scottish Government will engage the Grant-Aided Special Schools to develop positive case studies of prevention and de-escalation to support implementation of the new national guidance on physical intervention in schools.

The Behaviour in Scottish Schools Research has recently been commissioned. Fieldwork will be undertaken in early 2023, initial findings are due in Autumn 2023 and the final report is due in Spring 2024. At the conclusion of this research, the ASL

Project Board will work with SAGRABIS to consider the evidence from the report and agree any actions to be taken forward.

The [national discussion](#) to develop a vision for the future of education in Scotland launched on 21 September 2022. Extensive engagement is planned with children and young people with additional support needs.

The national discussion is co-convened by COSLA and Scottish Government and is open to everyone and will help shape the future of Scottish education. The discussion seeks to find out; what works well, what we have learned about our systems and what comes next to help all children and young people thrive.

The National Discussion team is committed to ensuring the voices of those who haven't been heard loudly in the past are the main focus of its work. The Young Ambassadors for Inclusion will be involved in this and Scottish Government officials will continue to engage as this work develops to ensure that the views of children and young people with additional support needs, their families and those who support them are reflected within the national discussion work.

The Accounts Commission published a [blog](#) on additional support for learning in May 2022. This highlighted the Commission's concerns that support for children and young people who need additional support for learning is not always available as it should be, and about the inequalities in outcomes for these children and young people. Audit Scotland is continuing to focus on additional support for learning and will take account of the review's recommendations in the scope of any audit work the Auditor General or Accounts Commission decide to undertake.

At the conclusion of any Audit Scotland work in this area, COSLA and the Scottish Government will consider any outcomes and recommendations which are made.



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