

# Additional Support for Learning Review

## Action Plan

## Second Progress Report



## What is this report about?



**Additional support for learning** (or **ASL** for short) is help given to learners with **additional support needs**.

It can include things like:

- support from a learning assistant
- changes to the way a child or young person is taught
- help from specialist teachers



**Additional support needs** means someone needs extra help with their education - for example if:

- they have a disability or health condition
- they have problems with how they are feeling or coping with people



A **review** of ASL was published in 2020 to check if it is working well and what needs to change.

The review had **recommendations**.

A **recommendation** is what the review thinks should happen.

An **Action Plan** was made to show what work will be done.

This report shows what work has happened after November 2021.





The work has 4 areas.

24 out of the 76 actions have been done.

An [ASL Project Board](#) will make sure the work in the Action Plan happens.

## 1. Working with children and young people, and their rights

3 of the 14 actions in this area have been done.

The work that has been done is:

the Young Ambassadors for Inclusion are a group of pupils from across Scotland who have additional support needs

They have:

- a [vision statement](#) that says what they believe in, that has been added into some staff learning programmes
- made a pack for schools about supporting children with additional support needs
- started 'Success Looks Different' awards to celebrate achievements of pupils with additional support needs





Other work that has been done is:

- the ASL Network has started and will give advice to the Project Board on how its work will be done

The Network must include children and young people in their work.



- there is more money for the advocacy and legal representation services offered by:

- [My Rights, My Say for children aged 12 to 15](#)
- [Let's Talk ASN](#)



An **advocate** is a person who will support you to have your views heard.

**Legal representation** means a lawyer standing up for you in court or giving you legal advice.



These services support families and children and young people to understand their rights and get the support they need in their education.





In 2022-23, we are giving money:

- for research into the educational experiences of Gypsy/Traveller children and young people
- to keep the National Education Officer who works with children and parents from Armed Forces families



We have looked at how adding the United Nations Convention on the Rights of the Child into Scottish law will affect:

- the ASL Act
- policies and guidance
- how people work

## 2. Working with parents and carers, and their rights

4 of the 13 actions in this area have been done.



The work that has been done is:

- parents and carers are part of all Scottish Government **stakeholder** groups

**Stakeholders** are people and organisations that support our work.



**COSLA** represents local councils and has worked with parent and carer organisations across Scotland.



- we have given more money to the Enquire service that gives advice and support to parents and carers on ASL



- we give money to organisations who work with parents and carers so that what they think is included in the way policies and plans are made



- we worked with Parent Club to make an online [Family Support Directory](#) that includes advice on ASL

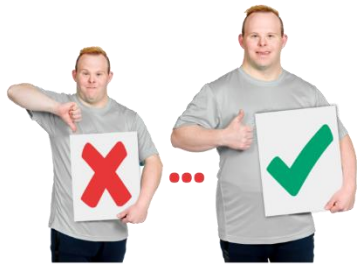
### 3. Working with teachers and support staff

9 of the 18 actions in this area have been done.

The work that has been done is:



- the [Pupil Support Staff Working Group](#) found that pupil support staff have different jobs, working hours and pay in different parts of Scotland
- a new Scottish [Pupil Support Staff Professional Learning Framework](#) was published



- the [Professional Standards](#) for teachers now have information on additional support needs
- The [Stepping Stones](#) learning for new teachers has been made better
- the new [Framework for Inclusion](#) gives guidance to teachers about working in an inclusive way
- a new [self-evaluation framework](#) supports student teachers and a [Teacher Education project](#) checks training
- Education Scotland made new [guidance](#)
- The Scottish Government have looked at having a qualification in ASL

Organisations have agreed that student teachers must finish their training before deciding if they want to specialise in ASL.

## 4. Having good leaders and making things better



8 of the 31 actions in this area have been done.

The work that has been done is:

- we worked with COSLA to make the **governance** of the ASL review better

**Governance** is the rules about how an organisation works.

- the ASL Project Board are in charge of how work on ASL happens

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

- the [Scottish Advisory Group on Relationships and Behaviour in Schools](#) have changed their **terms of reference** - the work the group will do and how they will do it

- the '[Rights, Reviews, Promises and Inclusion for All evaluation tool](#)' supports councils and schools to decide how to make the review's recommendations happen





- Education Scotland have been telling staff about the ASL review and recommendations



- **ADES** have ASL information in their leadership programme

**ADES** is the Association of Directors of Education in Scotland.

- a group looked at how co-ordinated support plans (**CSPs**) are used and made a [report](#)

A **CSP** is a legal document that means the local council must give pupils the support in their plan.

## What happens next?

The ASL Project Board will make a work plan in early 2023 to look at:



- what work should be done
- how we decide if work is going well
- how to support staff to make the work happen

The next part of this report shows what work will happen in the next year and a half.

# 1. Working with children and young people, and their rights



- money is given to organisations to make sure children and young people are involved in the design and development of Scottish Government policy
- there will be research into the educational experiences of pupils with complex additional support needs
- Enquire will work with other organisations on the [My Rights My Say](#) service, tell more people about it using social media and develop a resource on **transitions** - when young people move into adult life
- The Project Board and the ASL Network will be in charge of a communication plan so people know:
  - how to get ASL
  - how to be involved in the work in the communication plan

The views of children and young people will help Board Members to make decisions.

## 2. Working with parents and carers, and their rights



- ADES and Education Scotland will continue to promote good examples of parents, schools and local councils working together



- local councils will keep adding information to their websites and social media so families know how to get support



- COSLA will look for ways for parent and carer organisations to give information at meetings of the COSLA Children and Young People Board



Enquire will develop their service to include:

- sessions for groups that find it difficult to use online services
- sessions for staff and advisers
- a review of their helpline



There is information about ASL in Read, Write and Count packs.

We will check what ASL resources are given to families and staff, especially in early learning and childcare settings, and what resources are needed.

### 3. Working with teachers and support staff



- research into how pupil support staff are used has been delayed and will be looked at again in spring 2023
- Education Scotland have asked pupil support staff, parents and carers about the vision, values and support for pupil support staff

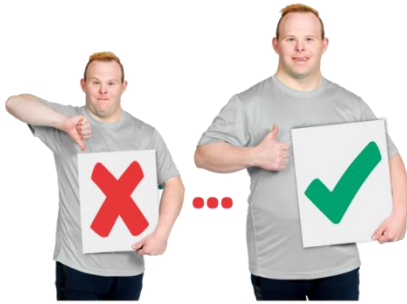


There will be a report in March 2023.

- we will work with local government to have a qualification and registration programme for ASL Assistants
- the Scottish Government will work with teaching organisations and councils to make sure ASL teachers can progress in their career



Then there could be more teachers who specialise in ASL in Scotland's schools.



- we will start a new national stakeholder reference group to:
  - work together to make services better
  - give expert knowledge about speech and communication

- information about autism will be part of teacher education in Scotland



- we are working with ARC Scotland to develop and try out the [Principles Into Practice](#) programme about transitions

- The **Code of Practice** Working Group will change the guidance on transitions and make it more accessible



A **Code of Practice** is rules about how people should behave at work.

## 4. Having good leaders and making things better



The Code of Practice group will:

- set out ways to make co-ordinated support plans easier to put in place
- look at work to develop relationship-based learning information for staff



The Project Board will work with children and young people, their families and carers to:

- make a report every year to show pupils' achievements and successes
- find new ways to present accessible information on achievement
- the Scottish Government will work with a group to develop the [Headship](#) courses for headteachers
- we will work with Special Schools to develop examples of work that has prevented **restraint** being used

**Restraint** or physical intervention means doing something physical that will change or stop what a child or young person is doing.

- the 'Behaviour in Scottish Schools Research' report will be published

The ASL Project Board and a relationship and behaviour advisory group will then agree what work will happen.



- the [national discussion](#) about Scottish education started in 2022

Audit Scotland and the Accounts Commission check that public services spend money well.

They will use the ASL review's recommendations in their work.

COSLA and the Scottish Government will then look at new recommendations.

