

Additional Support for Learning Review Action Plan - Update November 2022

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Introduction

This action plan sets out the progress that the Scottish Government, COSLA, ADES and our partners have made in the last year to deliver the recommendations from Angela Morgan’s review of additional support for learning to improve outcomes for children and young people with additional support needs. It signals our continued commitment to deliver improvement of implementation and highlights the actions we will continue to take over the course of this Parliament to ensure meaningful change for children and young people. This updated plan builds on progress outlined in the original [joint action](#) plan published in October 2020 and the [update in November 2021](#).

To simplify their presentation, these actions have been grouped into four themes:

- [Children and Young People’s Engagement, Participation & Rights \(CYP\)](#)
- [Parent and Carer Engagement, Participation & Rights \(PC\)](#)
- [Teacher and Practitioner Professionalism \(TP\)](#)
- [Leadership & Improvement \(LI\)](#)

Each action has a reference number linked to these themes.

Each action seeks to address one or more recommendations from the ASL Review. The relevant recommendation is set out in the final column.

Abbreviations

Commonly used abbreviations:

[COSLA](#) - Convention of Scottish Local Authorities – one of the joint partners behind this action plan

[ADES](#) – Association of Directors of Education in Scotland – one of the joint partners behind this action plan

[ASLIG](#) – Additional Support for Learning Implementation Group – the governance structure that preceded the Project Board

Children and Young People’s Engagement, Participation & Rights

These actions support delivery of the [ASL Review](#) themes of ‘children and young people participation’, ‘vision & visibility’, ‘maintaining focus, but overcoming fragmentation’ and ‘understanding rights’.

Action	Status/ Delivery Timeframe	Progress Update	Link to ASL Review Recommendation
<p>CYP 1 The Additional Support for Learning Implementation Group (ASLIG) will support the Young Ambassadors for Inclusion (YAI) to develop a national overarching vision statement for success for children and young people with additional support needs.</p>	<p>Complete</p>	<p>The vision statement sets out how the inclusion ambassadors think schools can help pupils feel more included and supported and was published in August 2021.</p> <p>The vision statement by the YAI remains the driver behind our work to engage young people and have them participate fully in policy development.</p>	<p>1.1</p>
<p>CYP 2 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>March 2023</p>	<p>The Scottish Government continues to provide increased funding of £30k to the Young Ambassadors for Inclusion project in the 2022-23 financial year. This increased investment has supported the group to continue to meet more frequently, to consider further opportunities to support delivery of the ASL Action Plan and inform additional support for learning and inclusion policy.</p> <p>Following the creation, publication and promotion of their Vision Statement for Success in 2021, the YAI have this year developed and launched the “Success Looks Different” awards. This allowed schools to share how they support and celebrate the achievements of their pupils</p>	<p>1</p>

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		<p>with additional support needs, demonstrating the diversity of success. The group have also published podcasts on the impact of pupil support staff and their views contributed to a short campaign on supporting transitions run by partners at Enquire and My Rights, My Say.</p> <p>This year, to help schools across Scotland reflect and build upon the inclusive ways they involve and celebrate pupils with additional support needs, the Young Ambassadors for Inclusion have collated a resource pack for Education, Learning & Support that aims to help schools support meaningful participation of children and young people who access additional support. This provides examples of good practice and aims to support practitioners and decision makers to develop their practice.</p> <p>Building on the work they have carried out so far, in 2022-23, the YAI team will be running a series of free webinars, delivering practice support sessions for practitioners as well as working directly with a number of local authorities across Scotland. They will share how the resources can be actively used to improve inclusion and accessibility for those with additional support needs in education settings.</p>	

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<p>CYP 3 The Scottish Government and COSLA will consider how to promote the vision statement across Scotland alongside a positive public communication plan.</p>	<p>Ongoing</p>	<p>The Scottish Government and COSLA have continued to seek opportunities to promote the message of the vision statement for success and raise the profile of children and young people with additional support needs.</p> <p>Building on the work of the Additional Support for Learning Implementation Group (ASLIG), with support from the ASL Network, the Project Board will oversee delivery of the communication plan to ensure that stakeholders, including children and young people, are informed of additional support for learning policy and have the opportunity to be involved in continued work to deliver this action plan.</p> <p>Work is continuing to develop a national measurement framework, as per LI 9, which will provide further opportunity to celebrate the success and achievement of all children and young people.</p> <p>Education Scotland have incorporated the vision statement into a number of professional learning programmes including a General Teaching Council for Scotland (GTCS) professional recognition programme for dyslexia and inclusive practice, the Into Headship Programme and Regional Professional Learning opportunities.</p>	<p>1.1.2</p>

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<p>CYP 4 ADES will share and promote the participation and engagement resources developed by the Young Ambassadors for Inclusion and encourage schools and authorities to consider establishing local networks of children and young people to be involved in discussions around additional support for learning development and implementation.</p>	Ongoing	ADES will consider how best to promote these resources and how to encourage schools and authorities to establish participation in local additional support for learning implementation.	1
<p>CYP 5 The Scottish Government will provide opportunities for children and young people to be involved fully and listened to as we develop work to ensure that our qualifications and assessment approach meets the needs of all learners and provides support for those with additional support needs.</p>	Ongoing	<p>Professor Emeritus Louise Hayward is undertaking an independent review of qualifications and assessment. As part of this, Professor Hayward is committed to ensuring that children and young people with additional support needs, their families and those who support them are actively involved. This will include the Young Ambassadors for Inclusion.</p> <p>The Professor Hayward's Independent Review of Qualifications and Assessment public consultation opened in October 2022 and will close in December 2022.</p>	2.1 2.1.1

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<p>CYP 6 The Scottish Government will establish an Additional Support for Learning Network to ensure a wide range of stakeholders are involved in the development and delivery of ASL policy. The network will include children and young people representatives.</p> <p>This will include consideration of how to overcome any barriers to children and young people's participation.</p>	Complete	<p>The Scottish Government has established the ASL Network. Membership includes third sector groups covering autism, dyslexia, gypsy/travellers and service children in addition to mental health and allied health professionals. The network met informally in May 2022 to consider this action plan. They broadly supported the actions and highlighted areas they felt needed additional focus, including better connections with health and better use of ASN data. The network Terms of Reference will include specific requirements to engage children and young people as part of their work.</p> <p>The network will hold a formal meeting to agree their terms of reference and consider priority actions by November 2022.</p>	<p>1.1.2 3.2.1</p>
<p>CYP 7 COSLA officers will develop a children and young people engagement plan, ensuring participation and lived experiences consistently help to inform decision-making by their Children and Young People Board.</p>	Complete	<p>The COSLA Children and Young People Board seeks to include the views of children and young people. They have previously invited groups of children and young people, and their representative organisations, to speak directly to Board Members at their meetings. This is something COSLA will continue to do in the new Local Government term. This, in addition to participation and engagement work undertaken at the local level by individual Councils, ensures that the views of stakeholders help inform Board Members' decisions.</p>	<p>3.2</p>

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<p>CYP 8 The Scottish Government will seek to expand and consolidate opportunities for participation and engagement with children and young people.</p>	<p>Ongoing</p>	<p>As a key guiding principle, the Scottish Government always seek to create opportunities to enable children and young people to be involved fully and listened to in additional support for learning policy development.</p> <p>In addition to our collaboration with the Young Ambassadors for Inclusion, the Scottish Government has developed further opportunities for engagement with children and young people. In the 2022-23 financial year we have provided funding for research into the educational experiences of Gypsy/Traveller children and young people, to improve their engagement and participation in school life. This work is underway with a full report due in March 2023.</p> <p>The Scottish Government is funding the ADES National Educational Officer (NEO) to help facilitate engagement and participation of children from Armed Forces families. The NEO will be working with Napier University to understand this group's barriers to engagement and how to overcome them.</p> <p>In 2022-23, the Scottish Government is undertaking primary research on improving the experience of children and young people with complex additional support needs and this will include direct participation of children and young people.</p>	<p>3.2</p> <p>3.2.1</p>

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		The Scottish Government has also engaged with children and young people in the development of the draft Physical Intervention in Schools Guidance.	
<p>CYP 9 The Scottish Government will work with the ASL Project Board and partners to undertake a mapping exercise to capture the breadth of policy development aligned to additional support for learning.</p>	June 2023	As part of the communications and engagement plan the ASL Project Board will work with partners to complete this exercise.	1.1.2
<p>CYP 10 The Scottish Government will undertake a programme of internal engagement and awareness raising to raise the profile of children and young people with additional support needs.</p>	November 2023	<p>Following completion of the mapping exercise, the Scottish Government will work with Education Scotland to develop a programme of internal engagement and awareness raising with colleagues in the Learning Directorate and wider government.</p> <p>Where appropriate, we will seek direct engagement by children and young people with additional support needs.</p>	1.1.2 1.1.4
<p>CYP 11 The Scottish Government will continue to engage, as appropriate, across Government at the earliest stage to ensure that children and young people</p>	Ongoing	In line with our key guiding principle, the Scottish Government's Supporting Learners' team continue to engage across government at the earliest stage, seeking to ensure that children and young people with additional support needs are actively considered in policy	3.2

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<p>with additional support needs are actively considered in policy making and development.</p>		<p>development. Over the last year, this has included: work with health policy teams on the implementation of the neurodevelopmental specification and alternate CAMHS pathways; the Learning Disability, Autism and Neurodiversity Bill, the British Sign Language action plan, NHS Lothian Audiology Services improvement and the See Hear Strategy.</p>	
<p>CYP 12 The Scottish Government will ensure that implementation of the 2004 Act meets fully the requirements of the United Nations Convention on the Rights of the Child (UNCRC) as it extends to Scotland. The Scottish Government will consider fully the impact of the incorporation of UNCRC on additional support for learning legislation, including assessment of capacity.</p>	<p>December 2025</p>	<p>The Additional Support for Learning Act 2004 ('the 2004 Act') provides the legal framework which underpins the system for identifying and addressing the additional support needs of children and young people who face a barrier to learning. It already embeds certain UNCRC articles and empowers children and young people by giving them a number of rights that enable them to influence decisions about their education and support including the identification, planning and review of their needs.</p> <p>We have considered the impact of the incorporation of UNCRC on the 2004 Act, as well as additional support for learning policy, practice and guidance. We will continue to engage with key stakeholders through the ASL Network and other partners to consider this work further and ensure that children's rights are embedded and effectively underpin implementation of additional support for learning policy.</p>	<p>1 3.2.1 8.1</p>

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<p>CYP 13 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>December 2025</p>	<p>ADES will continue to promote this work through their networks ensuring that UNCRC is reflected in all aspects of strategic planning for children and young people's education.</p> <p>COSLA is engaging with the development and implementation of UNCRC legislation, and are seeking to ensure it allows for children's rights to be embedded and appropriately planned for.</p>	<p>8.1</p>
<p>CYP 14 The Scottish Government will continue to fund and support the Children's Service, My Rights, My Say</p>	<p>Ongoing</p>	<p>To support individual young people, the Scottish Government continues to fund and support the Children's Service - My Rights, My Say. This service supports children aged 12-15 to access advice and support to enable them to be fully involved in decisions about their education and exercise their rights under Additional Support for Learning legislation. Funding for the advocacy and legal representation part of the service increased by £80,000 in the 2021-22 financial year and by a further £10,000 per year from 2022-23 to 2025-26. This increase will ensure that the service continues to support children and young people who require advocacy support and legal representation.</p> <p>Between April 2022 and June 2022 My Rights, My Say supported over 130 children to exercise their rights</p>	<p>1 6.1.3</p>

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		<p>through independent advocacy, legal representation and the seeking children's views service.</p> <p>The Scottish Government has continued to fund Enquire to provide advice and information. Enquire also promotes awareness of children's rights and the My Rights, My Say service with parents, carers, professionals, children and young people. In addition to their core work, in 2022-23, Enquire will continue to work with the My Rights, My Say 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. In order to increase the service's reach to children and young people, Enquire also plan direct engagement with schools and other people working with them.</p> <p>Enquire will continue to update and develop the Reach website for children and young people. This includes new online resources about children's rights, My Rights, My Say and the views of children and young people themselves. New posts on promoting the Young Ambassadors for Inclusion work programme will also be made available.</p> <p>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</p>	

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		videos for children and young people to use on social media (TikTok, Instagram).	

Parent and Carer Engagement, Participation & Rights

These actions support delivery of the [ASL Review](#) themes of ‘maintaining focus, but overcoming fragmentation’ and ‘Relationships between Schools and Parents and Carers’.

Action	Status/ Delivery Timescale	Progress Update	Link to ASL Review Recommendation
<p>PC 1 The Scottish Government and COSLA will have parental representation across stakeholder groups and fully and carefully consider views of parents and carers in the development and consideration of policy and key guidance.</p>	Complete	<p>The Scottish Government and COSLA recognise that parents and carers are key partners in policy development. As a key guiding principle, the Scottish Government always seek to create opportunities to enable parents and carers to be involved fully and listened to in additional support for learning policy development.</p> <p>Parents and carers are represented in all of our stakeholder groups, including the ASL Project Board, the ASL Network, the Code of Practice Working Group, the Physical Intervention Working Group and the Doran National Strategic Commissioning Group.</p>	3.2.1

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		<p>Education Scotland regularly engage closely with parental organisations, including the National Parent Forum Scotland (NPFS). The Chair of NPFS participated in the ASL satellite session, hosted by Education Scotland at the Scottish Learning Festival 2022.</p> <p>COSLA engages with parent and carer organisations at a national level.</p> <p>In addition to Enquire, the Scottish Government funds 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.</p>	
<p>PC 2 COSLA's Children and Young People Board will continue to receive presentations and input from parent and carer representatives.</p>	<p>Ongoing</p>	<p>Parent and carer organisations have presented at previous meetings of the COSLA Children and Young People Board and officers will look for further opportunities for this throughout the year.</p>	<p>3.2.1</p>
<p>PC 3 ADES will continue to promote good examples of joint working with parents, schools and local authorities through current Quality Improvement</p>	<p>Ongoing</p>	<p>The sharing of effective practice will continue through 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. The learning is shared with</p>	<p>6.1</p>

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<p>frameworks, including How Good Is Our School 4.</p> <p>The ASL Project Board will consider further how improvement as a result of this work can be measured.</p>		<p>the ADES networks including the Additional Support Needs and Children Young People service networks.</p> <p>ADES and Education Scotland will keep the additional support for learning Project Board updated on key learning from the programme.</p>	
<p>PC 4 Local authorities will review the information on additional support for learning and GIRFEC that is provided to parents and carers of Early Learning and Childcare (ELC) and school age children and young people, both online and through resources such as the school handbook, to ensure that it is clear, informative, accessible and provides signposting to appropriate support services.</p>	Ongoing	<p>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 children, young people and families go to for information. Content is often reviewed by users of those websites so that it can be presented in an accessible format that is most useful to those who need it. Authorities also work with local third sector organisations who provide support in order to ensure information is accurate and up to date.</p> <p>Linked to Action PC5, further consideration will be given on the further routes through which appropriate advice and information can be proactively provided to parents and carers. Parents and carers should be involved in this consideration.</p>	6.1
<p>PC 5 COSLA and ADES will encourage local authorities to establish parent groups to</p>	Ongoing	Local authorities have many ways of working with parents and carers to enhance communication and collaboration	3.2.1 6.1

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<p>support enhanced collaboration and communication on additional support for learning.</p>		<p>and will seek to share learning and best practice in order to further improve experiences for learners and their families.</p> <p>Forms of engagement and participation with parents in local authorities varies according to demographics, with some having parent groups and others having parent representatives on their strategic planning groups. For example, some authorities have worked closely with third sector organisations on support for families with complex needs. These collaborative approaches connect policy to practice based around children and families' additional support needs.</p> <p>As per PC 4 above, consideration should be given as to how parent groups can help support measurement of improvement.</p>	
<p>PC 6 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>Complete</p>	<p>The Scottish Government has increased funding to Enquire by £70,000 per year to ensure that it continues to be effectively resourced to meet the needs of the families that it supports.</p> <p>In 2021-22 this allowed the recruitment of additional staff, additional outreach work and increased social media engagement. The new initiatives have supported children and young people's participation and rights, the building of positive relationships between schools and parents as well</p>	<p>6.1.3</p>

Action	Status/ Delivery Timescale	Progress Update	Link to ASL Review Recommendation
		as the development of enhanced advice and information for teachers and support staff.	
<p>PC 7 The Scottish Government will continue to fund the national advice and information service for parents and carers on additional support for learning (Enquire).</p>	Ongoing	<p>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 that provides parents, carers and professionals with accessible information on children's rights to additional support for learning and practical advice to help schools and families work together. Between April and July 2022 the website had over 60,000 views.</p> <p>Their latest update included a range of new quick read infographics for parents and carers:</p> <ul style="list-style-type: none"> • Know your rights: Disability rights and support for learning • Kinship carers: Understanding your child's rights to additional support for learning (developed in partnership with Adoption UK Scotland Kinship Care Service) • Getting It Right For Every Child (GIRFEC) <p>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 people as possible. This will include delivery of targeted outreach sessions to groups who may face</p>	6.1.3

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		<p>barriers to accessing digital and online services; additional outreach sessions to professionals and advisers and a comprehensive review of their helpline delivery model.</p> <p>As part of wider consideration of information, advice and support for parents and carers under Actions PC 4 and 5, the services provided by Enquire will be considered as part of the wider strategic approach.</p>	
<p>PC 8 The Scottish Government will continue to fund the National Advocacy Service to ensure that parents, carers and young people can access advocacy and legal representation.</p>	<p>Ongoing</p>	<p>The Scottish Government funds Let's Talk ASN 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. The Scottish Government has increased the contract value for the service by £59,000 per year (2021-2024).</p> <p>Between January and June 2022, the Let's Talk ASN service has supported over 170 families to resolve concerns with education authorities about the support in place for children and young people's education. The majority of cases have been resolved prior to reaching a Tribunal hearing in line with our commitment to seeking resolution of concerns at as local a level as possible.</p> <p>All local authorities have local advocacy partnership agreements which children and young people can access.</p>	<p>6.1.3</p>

Action	Status/ Delivery Timescale	Progress Update	Link to ASL Review Recommendation
<p>PC 9 The Scottish Government will 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.</p>	Complete	<p>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.</p> <p>As part of further consideration of information and advice for parents and carers, further actions to update and proactively present information on family support will be considered.</p>	6.1
<p>PC 10 The Scottish Government will enhance the information and signposting provided to parents and carers on additional support for learning.</p>	Complete	<p>The Scottish Government 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, including the impact it may have on their learning, and providing signposting to further support.</p>	6.1
<p>PC 11 The Scottish Government will work with partners, including in health and social work, to enhance the information and signposting provided to parents and carers on additional support for</p>	By end 2023	<p>The Scottish Government has included information and signposting on additional support for learning within Read, Write Count packs. These are provided by the Scottish Book Trust to every child in primary 2-3 in Scotland.</p>	6.1

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<p>learning, seeking to ensure that parents are informed, empowered and able to access appropriate support from relevant services.</p>		<p>Building on this, we will carry out a mapping exercise to capture the universal resources 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, this will be informed by parents and carers organisations.</p> <p>As part of this, we will engage with those who support children and young people in health and social work to ensure they can access and signpost to appropriate information.</p>	
<p>PC 12 The Scottish Government will work with partners to enhance information and signposting on additional support for learning for parents with younger children.</p>	<p>By end 2023</p>	<p>Parents and carers can access information on additional support for learning from a range of sources, including through education, health and other professionals and online at Parent Club and Enquire. However, we recognise that more must be done to ensure that parents are proactively provided with information and signposting to support services about the support that their child might be entitled to in Early Learning and Childcare Settings and at school. Therefore, the Scottish Government will work with our partners, including parents and carers and professionals, to consider further opportunities to enhance the proactive provision of information and signposting for parents and carers of young children on additional support for learning as part of our wider strategic approach.</p>	<p>6.1</p>

Teacher and practitioner professionalism

These actions support delivery of the [ASL Review](#) themes of 'vision and visibility' and 'workforce development and support'.

Action	Status/ Delivery Timeframe	Progress Update	Link to ASL Review Recommendation
<p>TP 1 The Scottish Government will commission research to consider the implementation factors associated with effective workforce development and deployment within the Pupil Support Staff workforce.</p>	Ongoing	<p>The Scottish Government worked with partners in ADES to scope out a proposal for this research. We had originally anticipated that this research would be commissioned by April 2022. However, due to difficulties in securing an appropriate research provider, we have paused this work. We will revisit this in spring 2023.</p>	<p>1.2.4</p>
<p>TP 2 The Pupil Support Staff Working Group will undertake a review of pupil support staff roles.</p>	Complete	<p>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.</p>	<p>1.2.4 5.2</p>
<p>TP 3 The Pupil Support Staff Working Group will use this review to inform work to design a Pupil Support Staff Professional Learning Framework.</p>	Complete	<p>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 will continue to be refreshed. It has had over 27,000 views since publication.</p>	<p>5.2</p>

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<p>TP 4 The Pupil Support Staff Working Group will undertake a consultation on the role and deployment of Pupil Support Staff. This will seek the views of the workforce, parents and carers and children and young people.</p>	<p>Ongoing</p>	<p>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.</p> <p>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.</p> <p>Education Scotland will begin 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.</p> <p>ADES and the Additional Support for Learning Officers network have participated in the Pupil Support Staff Working Group, contributing examples of local good practice in relation to workforce planning and development.</p>	<p>1.2.4 5.2 3.2.1</p>
<p>TP 5 Following the engagement period, the Pupil Support Staff Working Group will develop vision, values and support for pupil support staff.</p>	<p>March 2023</p>	<p>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 in March 2023.</p>	<p>1.2.4</p>

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<p>TP 6 As set out in the Bute House Agreement, the Scottish Government will explore with Local Government and partners, the development of an accredited qualification and registration programme for Additional Support Needs assistants with final proposals to be brought forward by autumn 2023.</p>	<p>Autumn 2023</p>	<p>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.</p>	<p>3.2</p>
<p>TP 7 The Scottish Government and Education Scotland will 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>	<p>Ongoing</p>	<p>Education Scotland supports the education system at every level to ensure all learners receive high quality learning experiences and educational outcomes. This includes supporting the wider education system through a range of professional learning opportunities, using a rights based approach to increase understanding of national legislation, policies, priorities and plans for practitioners and educational leaders.</p> <p>The range of professional learning opportunities includes: webinars, face to face and anytime learning and professional learning resources. They have been collaboratively developed and align with the General Teaching Council for Scotland Professional Learning Standards and the National Model for Professional Learning. Topics include: Additional Support for Learning and complex needs, rights and participation, inclusive practice, trauma informed approaches, staff wellbeing and</p>	<p>5.1.3</p>

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		<p>positive relationship approaches to managing social and emotional behavioural needs.</p> <p>All local authorities, including some Regional Improvement Collaboratives, have a range of professional learning programmes based on a knowledge and skills framework which reflects the range of children’s additional support needs, from informed and universal through to specialist support. This includes inclusive pedagogy for all teachers and targeted assessment frameworks, such as SCERTS (Social Communication Needs).</p> <p>Further consideration will be given as to how the impact of the suite of Additional Support for Learning resources available to ELC settings and schools can be measured to support effective use.</p>	
<p>TP 8 The Scottish Government will also consider how best to support teachers in the early phase of their career.</p>	<p>Complete</p>	<p>Stepping Stones 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.</p>	<p>5.1.4</p>

Action	Status/ Delivery Timeframe	Progress Update	Link to ASL Review Recommendation
<p>TP 9 The Scottish Government will work with the GTCS to refresh the professional standards including an enhanced focus on additional support for learning.</p>	Complete	<p>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.</p> <p>GTCS guidance on additional support needs was produced in 2020.</p>	5.1.4
<p>TP 10 The Scottish Government will continue to consider the Framework for Inclusion alongside the Scottish Universities' Inclusion Group and the Council of Deans of Education.</p> <p>ADES will support this work through representation on the GTCS group and through continued local authority career-long professional learning plans.</p>	Complete	<p>The third edition of the Framework for Inclusion was published in June 2022 to reflect the refreshed GTCS professional standards.</p>	5.1.4
<p>TP 11 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.</p>	Ongoing	<p>Education Scotland work in partnership to share national professional learning opportunities, updates, and to hear about experiences and concerns with all 32 local authorities through a range of networks. These include: the monthly Inclusion Wellbeing and Equalities newsletter, the link officer network and the Additional Support for Learning Officers network.</p>	5.1.7 9.2.1

Action	Status/ Delivery Timeframe	Progress Update	Link to ASL Review Recommendation
		<p>During the 2022 Scottish Learning Festival, there were a number of sessions which focused on supporting children and young people with additional support needs, including a session on how to support learners in a post-Covid Scotland.</p> <p>The Scottish Government continues to fund the Scottish Sensory Centre and CALL Scotland to provide specialist advice and training to school staff on support, including the use of assistive technology, for children and young people with specific communication and sensory needs.</p>	
<p>TP 12 The Scottish Government will explore with GTCS and the Scottish Council of Deans of Education (SCDE) the viability of a new qualification.</p>	<p>Complete</p>	<p>The Scottish Government have discussed with both GTCS and SCDE the viability of a qualification in additional support for learning. Both stakeholders agree that this type of qualification would not be attractive to those considering a career in teaching. 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.</p> <p>The recruitment of Lead Teachers is a matter for individual local authorities. Numbers are currently small, however a number of local authorities are considering further introduction of lead teacher posts from August 2022. Further work on this is detailed in TP 13.</p>	<p>5.1.6</p>

Action	Status/ Delivery Timeframe	Progress Update	Link to ASL Review Recommendation
<p>TP 13 The Scottish Government and COSLA/ADES will work with the Scottish Negotiating Committee for Teachers (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.</p>	Ongoing	<p>The Scottish Government will engage with the Project Board to understand current local authority planning in this area. The Scottish Government and partners, including professional associations, will consider how any barriers to specialising can be addressed and how uptake of this pathway can be incentivised.</p> <p>The Scottish Government is also working with partners to update existing guidance on the qualifications required to teach children and young people with sensory impairments.</p>	5.1.6
<p>TP 14 The Scottish Government and Education Scotland will work to ensure teacher education and practice learning are informed by teacher feedback.</p>	Complete	<p>A new self-evaluation framework for Initial Teacher Education 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 (MQuITE) project which is tracking teachers through initial teacher education and into the early years of their teaching career.</p>	5.1.7

Action	Status/ Delivery Timeframe	Progress Update	Link to ASL Review Recommendation
<p>TP 15 The Scottish Government and Education Scotland will ensure the importance of partnership working with learners, parents and carers is made clear in the guidance on school empowerment.</p>	Complete	<p>Education Scotland produced national guidance on An Empowered System in June 2022.</p> <p>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.</p>	5.1.8
<p>TP 16 As part of the Scottish Learning Festival 2022 the Scottish Government will undertake a programme of awareness raising to increase the profile of children and young people with additional support needs.</p>	Complete	<p>During the 2022 Scottish Learning Festival, there were a number of sessions which focused on supporting children and young people with additional support needs, including a session on how to support learners in a post-Covid Scotland.</p>	9.2.1
<p>TP 17 The Scottish Government will work with Education Scotland to consider opportunities to develop additional support for learning resources for practitioners in Early Learning and Childcare settings.</p>	Ongoing	<p>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.</p>	5.1.6

Action	Status/ Delivery Timeframe	Progress Update	Link to ASL Review Recommendation
<p>TP 18 The Scottish Government will explore opportunities to address the needs of children and young people with speech, language and communication needs through Professional Learning and Development.</p>	<p>Ongoing</p>	<p>The Scottish Government is taking forward a range of actions to support the speech, language and communication needs of children and young people.</p> <p>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. ADES will continue to collaborate with the Royal College of Speech & Language Therapists to identify opportunities for partnership working which build on the principles of Ready to Act.</p> <p>As outlined in the Childcare Strategic Plan, the Scottish Government will invest in a new programme of work to support early intervention in speech and language for children and their families, helping to build confidence and capacity for staff working in ELC settings and joining up</p>	<p>5.1.7</p>

Action	Status/ Delivery Timeframe	Progress Update	Link to ASL Review Recommendation
		efforts across other key public services, such as health visiting.	
<p>TP 19 The Scottish Government will work closely with ARC Scotland (the Association for Real Change (ARC) Scotland) to develop and trial of the Principles into Practice programme.</p>	April 2023	<p>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.</p> <p>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.</p>	<p>6.1.1</p>

Leadership & improvement

These actions support delivery of the [ASL Review](#) themes of ‘vision and visibility’, ‘maintaining focus and overcoming fragmentation’, ‘resources’ and ‘relationships and behaviour’.

Action	Status/ Delivery Timeframe	Progress Update	Link to ASL Review Recommendation
<p>LI 1 The Scottish Government will work with local government and other key partners to refresh the Supporting Learners’ Code of Practice, to ensure that it fully supports schools and local authorities to fulfil their duties under the Additional Support for Learning Act 2004. This will help improve the support available for children and young people, who have barriers to their learning, to reach their fullest potential.</p>	<p>By end 2024</p>	<p>The third edition of the Supporting Children’s Learning: Statutory Guidance on the Education (Additional Support for Learning) Scotland Act 2004, the Code of Practice, was published in December 2017.</p> <p>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.</p> <p>All local authorities implement Additional Support for Learning through their GIRFEC practice frameworks ensuring that there is a holistic and staged approach to</p>	<p>1.1.4 8.1</p>

Action	Status/ Delivery Timeframe	Progress Update	Link to ASL Review Recommendation
		assessment, planning and intervention. ADES promotes this through its support to members and its Collaborative Improvement Programme.	
<p>LI 2 The Scottish Government will work with partners, including GTCS, Education Scotland and in Health and Social Care to build on existing, and develop new, opportunities to promote inclusive educational leadership at a national and local level.</p>	Ongoing	<p>The Scottish Government is working with partners on the National Strategic Commissioning Group to develop a pilot to enhance the Headship and Into 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.</p> <p>Education Scotland have integrated the 4 themed approach (see figure 1) into their corporate planning. The interconnection between: rights and participation, relationships, wellbeing and care, inclusion and universal supports provide a helpful and practical approach to planning and self-evaluation processes to support the implementation of national priorities.</p> <p>Awareness raising activity for this is planned in “The Rights, Reviews & Promises Programme”. This will include internal work at Education Scotland, ADES, local authorities, third sector groups and the virtual schools and head teachers networks. Resources on are now available on the national Improvement Hub for senior and middle leaders and local authority staff.</p>	3.1

Action	Status/ Delivery Timeframe	Progress Update	Link to ASL Review Recommendation
<p>LI 3 ADES will consult with its members on the inclusion of additional support needs within its leadership programme.</p>	Complete	This has been incorporated into the ADES Collaborative Improvement Programme, with inclusion being a common theme across local authority involvement.	3.1
<p>LI 4 The Scottish Government will, through continued work towards implementation of the Doran Review recommendations, 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>	Ongoing	In addition to the development of a pilot to enhance additional support for learning content in current leadership programmes and research on complex provision, the Scottish Government has engaged the Grant Aided Special Schools (GASS) and national centres in the public consultation on draft guidance on physical intervention in schools. The Scottish Government will also engage GASS to develop positive case studies of prevention and de-escalation to support implementation of the guidance.	4.2
<p>LI 5 ADES and COSLA will consider how authorities can improve the experiences of children and young people with additional support needs through local commissioning, which has progressed since the Doran Review.</p>	Ongoing	<p>Local commissioning has developed considerably since the Doran Review, with Strategic Equity Fund and Pupil Equity Fund and greater alliance with the Third Sector being a key feature of local commissioning.</p> <p>COSLA and ADES will consider any further actions required, alongside local authority Directors of Finance and Scotland Excel.</p>	4.2

Action	Status/ Delivery Timeframe	Progress Update	Link to ASL Review Recommendation
<p>LI 6 SAGRABIS will review their Terms of Reference to take account of the findings of the ASL Review.</p>	<p>Complete</p>	<p>The Scottish Advisory Group on Relationships and Behaviour in Schools (SAGRABIS) have reviewed their terms of reference. 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.</p>	<p>7.1</p>
<p>LI 7 SAGRABIS and the ASL Project Board will consider how to strengthen the links between the two groups.</p>	<p>Complete</p>	<p>In addition to the updated terms of reference, a member of the Supporting Learners' Policy Team in the Scottish Government and a COSLA officer are represented on both SAGRABIS and the ASL Project Board.</p> <p>Further, Education Scotland are key partners in SAGRABIS and the ASL Project Board and make appropriate links between the work of both groups. Education Scotland, in the context of SAGRABIS, are leading on the development of new professional learning resources to support relational approaches to meeting children and young people's social, emotional and behavioural support needs and are supporting schools and local authorities to focus on relationship-based approaches to support.</p> <p>Education Scotland are piloting new professional learning resources in some schools. Introductory professional</p>	<p>7.1.1</p>

Action	Status/ Delivery Timeframe	Progress Update	Link to ASL Review Recommendation
		learning resources can be accessed through the Pupil Support Staff Professional Learning framework.	
<p>LI 8 The ASL Project Board will consider any relevant findings from the Behaviour in Scottish Schools Research and agree appropriate actions.</p>	Autumn 2024	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.	7.1.1
<p>LI 9 The ASL Project Board will develop a national measurement framework to capture the range of successes and achievements of children and young people with additional support needs.</p>	Spring 2023	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 ASLIG. 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.	1.2 1.2.1

Action	Status/ Delivery Timeframe	Progress Update	Link to ASL Review Recommendation
		<p>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. This will include alignment with work at CYP 5 and LI 15.</p>	
<p>LI 10 ADES will consider opportunities to gather robust evidence of the effective relationships between parents and professionals and will work with the Project Board to consider how this can be presented within the measurement framework.</p>	<p>Ongoing</p>	<p>ADES remain committed to supporting the development of National Measurement Framework through work to consider opportunities to gather robust evidence of the effective relationships between parents and professionals. ADES will work with the National Measurement Framework sub group to agree how this information can be best presented within the new framework.</p>	<p>3.1 3.1.1</p>
<p>LI 11 Following development of the national measurement framework, the ASL Project Board will consider with partners how to present the information collected in an accessible and meaningful way to ensure that impact can be measured.</p>	<p>March 2024</p>	<p>Drawing on 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.</p>	<p>1.2 1.2.1</p>

Action	Status/ Delivery Timeframe	Progress Update	Link to ASL Review Recommendation
<p>LI 12 ADES will work with members of the Project Board on the use of improvement methodology and promote its use at local authority level.</p>	Ongoing	<p>ADES, during the Covid pandemic, tested ongoing use of improvement methodology to address engagement and attendance within education. This was supported by the Children and Young People Improvement Collaborative.</p> <p>ADES will consider how to further develop this work through the Project Board.</p>	<p>5.1.8 9.1.1 9.2.1</p>
<p>LI 13 The National Improvement Framework (NIF) recognises the development of the national measurement framework for additional support for learning, and its progress will be monitored as part of the NIF.</p>	Complete	<p>The National Improvement Framework continues to provide the strategic framework for the improvement of education services in Scotland. The National Improvement Framework includes an action on the development of the National Measurement Framework and the delivery of the ASL action plan.</p>	<p>1.2</p>
<p>LI 14 The Scottish Government will consider additional measures to include at the next review of the National Performance Framework.</p>	June 2023	<p>The supporting learner's team has engaged with the National Performance Framework team and will continue to work together to consider additional measures to be included as part of the next review. These additional measures will be informed by the ongoing development of the National Measurement Framework as in LI 9 above.</p>	<p>1.2.5</p>
<p>LI 15 The Scottish Government and COSLA will ensure that the national discussion</p>	Ongoing	<p>The national discussion - Let's Talk Scottish Education to develop a vision for the future of education in Scotland launched on 21 September 2022. Extensive engagement</p>	<p>1 1.2</p>

Action	Status/ Delivery Timeframe	Progress Update	Link to ASL Review Recommendation
<p>on education fully considers the needs of children and young people with additional support needs.</p>		<p>is planned with children and young people with additional support needs.</p> <p>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.</p> <p>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.</p> <p>The ASL Project Board will consider the outcomes of the national discussion for ASL implementation.</p>	
<p>LI 16 The Scottish Government will ensure that the review of qualifications and assessment fully considers the needs</p>	<p>Ongoing</p>	<p>The Independent review of qualifications and assessment is being carried out by Professor Emeritus Louise Hayward. The aim is to ensure that all senior phase learners have an enhanced and equal opportunity to</p>	<p>1.2.5</p>

Action	Status/ Delivery Timeframe	Progress Update	Link to ASL Review Recommendation
<p>of children and young people with additional support needs.</p>		<p>demonstrate the breadth, depth and relevance of their learning.</p> <p>Professor Hayward is committed to ensuring that children and young people with additional support needs, their families and those who support them are involved in the Review. Professor Hayward will engage with a range of stakeholders to support the review. This will include the Young Ambassadors for Inclusion and Grant-aided special schools. Scottish Government officials will continue to engage closely as this work develops and ensure that the ASL Project Board are fully informed and involved in this work.</p>	
<p>LI 17 COSLA, ADES and the Scottish Government will continue to support a collaborative planning and decision making approach 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.</p>	<p>Ongoing</p>	<p>The ASL Project Board will review its membership to ensure appropriate membership from health and social work.</p> <p>As we work to update the content of the Code of Practice the Scottish Government will ensure clarity of guidance on collaborative planning and decision making including cognisance and alignment with other key pieces of work such as the Promise, incorporation of UNCRC, GIRFEC and transitions.</p> <p>COSLA and ADES, alongside other local authority partners, will consider progress made in this area and agree next steps.</p>	<p>1.1.2</p>

Action	Status/ Delivery Timeframe	Progress Update	Link to ASL Review Recommendation
<p>LI 18 The Scottish Government will develop new GIRFEC policy and practice guidance with stakeholders including children, young people and parents.</p>	Ongoing	As part of the next phase of the GIRFEC refresh work the Scottish Government will consider integrated planning process for children. In alignment with the ASL framework we will seek to ensure that this new practice guidance highlights 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.	6.1
<p>LI 19 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, building on related work already underway.</p>	Ongoing	<p>The ADES Executive and the ASL Network collaborated with other national organisations to promote an integrated and holistic approach to support the visibility of children and young people with additional support needs in local authority planning.</p> <p>Ongoing Integrated planning now features in several local authority plans in relation to Equalities Mainstreaming Reports; Fairness/Poverty Action reports; Transitions to adult life; Protecting People/Children; Our Promise; Whole Family Wellbeing.</p>	3.1.1
<p>LI 20 The Scottish Government will highlight and communicate the benefits of mediation approaches.</p>	Ongoing	There is a range of information available on the use of mediation to resolve concerns between parents and carers and schools and local authorities. This includes guidance within the Statutory Supporting Learners' Code of Practice and detailed guidance and resources from the Enquire service.	3.1.1

Action	Status/ Delivery Timeframe	Progress Update	Link to ASL Review Recommendation
		<p>As part of its work, the Supporting Learners' Code of Practice Working Group will consider opportunities to highlight and promote the use of a mediation approach. The group will also work collaboratively with partners, including Enquire to ensure that information and support on mediation and its benefits is available for parents and carers.</p> <p>This will include consideration of any further training opportunities on mediation approaches.</p>	
<p>LI 21 Local authorities will support mediation approaches and promote their use as a means of improvement.</p>	<p>Ongoing</p>	<p>Local Authorities continue to review their Service Level Agreements with mediation providers to ensure that the service is achieving best value and having an impact within the range of mediation, which includes early resolution of concerns at school level, involvement of local officers when further mediation is required, through to formal mediation as set out in the Additional Support for Learning Act.</p>	<p>6.1.4</p>
<p>LI 22 The Scottish Government will establish a short life working group which includes all relevant partners to review</p>	<p>Complete</p>	<p>A short life working group to review the use of Co-ordinated Support Plans (CSPs) was established in December 2020.</p> <p>The group identified key issues and barriers which are impacting on implementation of CSPs and worked</p>	<p>8.2</p>

Action	Status/ Delivery Timeframe	Progress Update	Link to ASL Review Recommendation
implementation of Coordinated Support Plans.		<p>collaboratively to recommend ways to address and overcome them.</p> <p>A report from the short life working group was published in November 2021.</p>	
<p>LI 23 The Scottish Government will work with partners to deliver the recommendations from the Coordinated Support Plan Short-Life Working Group</p>	By end 2024	<p>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.</p> <p>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.</p> <p>This work will align to work being undertaken elsewhere, including development of a national measurement framework.</p>	8.2
LI 24	Ongoing	Alongside work to revise GIRFEC policy and practice guidance and the Supporting Learners' Code of Practice	8.2

Action	Status/ Delivery Timeframe	Progress Update	Link to ASL Review Recommendation
<p>The Scottish Government will revise GIRFEC 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>and accompanying resources, we will consider opportunities to strengthen guidance around a single planning process with aim of early intervention, reducing bureaucracy and duplication.</p>	
<p>LI 25 Through reporting of Children’s Services, Regional Improvement Collaboratives and Annual Education Plans, ADES will support its members to incorporate the findings, such as outcome measures, into improvement planning at local authority level.</p>	<p>Ongoing</p>	<p>This action has been underway for some time with Local Authorities and Regional Improvement Collaboratives including outcomes for additional support needs within their plans, either directly or in relation to Equalities and UNCRC.</p>	<p>8.2</p>
<p>LI 26 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.</p>	<p>Complete</p>	<p>This action has been underway since summer 2021. Awareness raising sessions and discussions with all Regional teams have taken place. Several ‘Connect with Colleagues’ sessions were well attended by ES colleagues. 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.</p>	<p>9.2.1</p>

Action	Status/ Delivery Timeframe	Progress Update	Link to ASL Review Recommendation
<p>LI 27 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>Ongoing</p>	<p>The Accounts Commission published a blog on additional support for learning in May 2022. This highlighted the Commission’s concerns about the support for children and young people who need additional support for learning not always being available as it should, 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.</p> <p>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.</p>	<p>4.1</p>
<p>LI 28 The Scottish Government and COSLA will review the governance arrangements for the review of ASL implementation.</p>	<p>Complete</p>	<p>The Additional Support for Learning Project board was established during 2022 and is jointly chaired by the Scottish Government and COSLA. The role of the Project Board is to support the monitoring of implementation and oversee delivery of additional support for learning and inclusion policy, including through delivery of the Additional Support for Learning (ASL) Action Plan and its associated workstreams.</p> <p>Information about the work of the Project Board is available on the Scottish Government’s website. This includes the June 2022 meeting minutes.</p>	<p>9.1</p>

Action	Status/ Delivery Timeframe	Progress Update	Link to ASL Review Recommendation
<p>LI 29 The Project Board will monitor delivery of the action plan and publish a progress report every 18 months.</p>	Ongoing	The project board has met twice during this year and has considered progress against milestones. We anticipate that an updated action plan will be published in Spring 2024.	9.1
<p>LI 30 The Project Board will develop outcomes measures against each of these actions, setting out how progress will be measured.</p>	March 2024	<p>This action will be considered on an ongoing basis and will be informed by the work to develop the National Measurement Framework (NMF) by the NMF sub-group.</p> <p>Consideration will be given to sources of evidence to inform progress, including feedback from parents at key stages to ensure that the actions are having the desired impact.</p>	9.1
<p>LI 31 The Scottish Government will 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>	Complete	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.	3.1

Annex 1 – Additional Support for Learning Review Recommendations

Reference	Recommendation
1	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.
1.1	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.
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.
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.
1.2	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.
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.
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 research Education Endowment Fund (2018).

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).
2.1	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.
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.
3.1	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.
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.
3.2	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.
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.
4.1	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.
4.2	The Grant Aided Special Schools and three national centres must use the opportunities that arise from the commissioning strand of the Doran Review 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.

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.
5.1.4	Practice learning and development at local level must include where and how to access specialist expertise and support.
5.1.6	Parity of career progression and pathway structures and opportunities for specialist teachers of ASL: • 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.
5.1.7	The focus and methods for teacher education and practice learning are directly informed and developed by the feedback of teachers.
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.
5.2	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.
6.1	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 cooperation.
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.
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.
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.

7.1	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.
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.
8.1	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.
8.2	The planned review of Coordinated Support Plans must take the findings of this review into account. Also, it must consider: • 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.
9.1	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 one year after the publication of this report and its recommendations.
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.
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.



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