**FIFE COUNCIL**

**EDUCATION & CHILDREN’S SERVICES DIRECTORATE**

**Additional Support for Learning Strategy**

**August 2023-26**

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| **Version** | **Date** | **Revision Details** |
| 1.0 | December 2023 | Review date: June 2026 |

**1.0 Context**

A review of the implementation of the Education (Additional Support for Learning) Act 2004 (as amended 2009) was carried out in 2019-20, resulting the publication of the [‘Support for Learning: All our Children and All their Potential’](https://www.gov.scot/binaries/content/documents/govscot/publications/independent-report/2020/06/review-additional-support-learning-implementation/documents/support-learning-children-potential/support-learning-children-potential/govscot%3Adocument/support-learning-children-potential.pdf) report in June 2020. This is more commonly referred to as the ‘Morgan report’.

This report highlighted various recommendations for local authorities to consider under 9 themes:

* Vision and Visibility
* Mainstreaming and Inclusion
* Maintaining focus, but overcoming fragmentation
* Resources
* Workforce development and support
* Relationships between Schools and Parents and Carers
* Relationships and Behaviour
* Understanding rights
* Assurance mechanism and inspection

A large-scale consultation was carried out in Fife throughout 2022-23 with approximately 3000 parents/carers, staff and pupils sharing their views on the support that pupils with additional support needs receive.

The consultation themes have been taken together with those from the Morgan Report to create our Additional Support for Learning Strategy in Fife, which currently focuses on a wide range of additional support needs, from universal through to intensive levels of support. In addition, this is explicit in the [Directorate Improvement Plan 2023-2036](https://www.fife.gov.uk/__data/assets/pdf_file/0039/529986/ECS-Directorate-Improvement-Plan-2023-26.pdf)

**1.1 Vision**

Our vision for children and young people who experience additional support needs (ASNs) is to:

* Support them to have high quality educational experiences in their local early learning and childcare (ELC), primary school and secondary school settings, in line with the presumption of mainstream
* Provide high quality educational experiences throughout our enhanced support provisions for learners who require individualised learning environments and more intensive support
* Provide high quality support and professional learning for practitioners and leaders

To achieve our vision, we will:

* Implement this Additional Support for Learning Strategy, focused on improving the educational experiences and outcomes for all learners with ASN
* Implement and review a comprehensive workplan which outlines the details of how outcomes in the strategy will be achieved, by whom, and within what timescale
* Regularly consult and engage with children, young people, parents, carers, education staff and our partners, as their involvement in developing and implementing the strategy will be crucial to its effectiveness
* Align our documentation and practice, so they are focused on meeting the additional support, wellbeing and safeguarding needs of our children and young people

**2.0 Consultation Process**

**2.1 Parents/carers**

Parents/carers of 2153 children responded to the Additional Support for Learning consultation survey, sent to all parents of children in Fife Council education establishments in June 2022. Full reports for each of these consultations are available on request from [psychological.service@fife.gov.uk](mailto:psychological.service@fife.gov.uk)

Most parents/carers who responded felt that their school/ELC values the importance of positive relationships with their child, that their child is safe and included within school, and that there are appropriate expectations of their child’s achievement.

Some parents/carers of pupils with ASN were concerned about the support and planning in place for their child, staff knowledge and understanding of their needs, and the peer relationships they experience within school.

**2.2 Education staff**

In August-December 2022 all school and ELC staff, central services[[1]](#footnote-2) and Education Managers/Quality Improvement Officers were sent surveys asking their views on a variety of issues relating to additional support for learning. 630 staff from across these services and roles completed the surveys.

The majority of school/ELC staff who responded felt that there is a positive ethos and environment in their establishment, promoting trusting relationships with pupils and families, and most staff feel valued and supported in their role. This was affirmed in the responses of education managers.

Most staff reported that they have the necessary skills to assess and support children and young people with ASN. However, many felt that they need more access to appropriate training and specialist services to increase their skills in this area, and time to reflect on, and implement, relevant learning. The majority of staff working in central services do not feel that there is capacity within their team to meet current demands.

**2.3 Pupils**

In January-May 2023 a sample of Fife Council ASN provisions were asked to participate in a consultation exercise to gather the views of their pupils. Two focus groups were also held in mainstream secondary schools.

Overall, pupils in ASN provision and mainstream were very positive about their school experiences, having a sense of belonging, feeling safe, and having supportive adults around them. However, responses did corroborate feedback within the parent/carer survey which indicated that fewer parents of pupils with an ASN thought that their child felt safe and included in school than those without an ASN.

**3.0 Priority Actions**

Actions toward improving outcomes for learners with ASN are outlined in the ASL Logic Model and a detailed Strategy Workplan, however the emphasis for the period 2023-26 will be on the following:

**Assurance mechanism and inspection**

* A quality assurance toolkit for supporting ASN will be implemented, using quality indicators and challenge questions

**Resources**

* The deployment of finite resources will be more transparent and within local control
* A model of more localised decision making for ASN placements to be developed over 2023/24
* There will continue to be collaboration between Education Management and central support services to ensure the services are deployed in situations where there is most need

**Workforce development and support**

* All staff will have access to information that provides clarity on who provides, and how to access, ASL support and guidance
* There will be clear guidance regarding planning for learners with ASNs, emphasising the importance of pupil voice and the families’ views
* Time for professional learning, reflection and implementation of learning will be prioritised across roles within the Education Service
* High quality, bespoke professional learning for teaching and PSA staff who work with learners with ASNs in all types of settings will be developed and rolled out
* An implementation model will be developed to train all relevant education staff on how to use the ‘Circle’ framework as a universal approach to meeting the needs of learners
* There will be ongoing work between health and education to train and support staff with the implications of changing neurodevelopmental assessment processes and supporting neurodivergent learners

**Vision and Visibility of the ASL Strategy**

* ASL Strategy is accessible and shared widely with partners and service users
* Regular engagement and consultation with partners and service users is ongoing and built into the strategy by the point of review
* An ASN data dashboard will be developed by early 2024, providing information on trends and key statistics to allow for evidence-based decisions on the deployment of resources and future planning, for example, wider achievement and attendance

The progress of these priorities will be kept under review and should be fully embedded by June 2026. Their impact will be reviewed during this time through consultation with partners and provision users, with new and developing priorities being identified for the following 3-year period.

1. Educational Psychology Service, Supporting Learners’ Service and the Professional Learning Team [↑](#footnote-ref-2)