



**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES
COMMITTEE ON 20 FEBRUARY 2024**

SUBJECT: REVIEW OF ADDITIONAL SUPPORT NEEDS SERVICES

**BY: DEPUTE CHIEF EXECUTIVE (EDUCATION, COMMUNITIES AND
ORGANISATIONAL DEVELOPMENT)**

1. REASON FOR REPORT

- 1.1 To advise Committee of the progress to date with the Additional Support Needs (ASN) review and action plan moving forwards.
- 1.2 This report is submitted to Committee in terms of Section III (D) (1) of the Council's Scheme of Administration relating to all the functions of the Council as an Education Authority.

2. RECOMMENDATION

2.1 It is recommended that Committee:

- (i) acknowledges work to date in progressing the review;**
- (ii) acknowledges and endorses new priority areas and identified actions;**
- (iii) agrees that the Supporting all Learners strategy is reviewed to include ASN and will be brought back to a future meeting of this Committee; and**
- (iv) agrees that a comprehensive Change Management Plan (CMP) will be reported back to a future Committee with a clear timeline for move from current Enhanced Provision Units to Enhanced and Flexible Provision.**

3. BACKGROUND

- 3.1 The review of ASN in Moray Council has been ongoing for some time with various reports to Committee prior to Covid-19 lockdown in March 2020 up to the present time.
- 3.2 Initially the review was to be completed in a phased approach as per a paper taken to Education, Communities and Organisational Development

Committee on 18 November 2020 (para 25 of minute refers) which was to be completed in full by mid 2021:

- Phase 1 – Stabilise and Learn
- Phase 2 – Discovery
- Phase 3 - Implementation

3.3 A further report was presented to Education, Communities and Organisational Development Committee on 11 August 2021 (para 9 of minute refers) with a Business Case for the ASN Review setting out tests of change proposals and other actions as follows:

- Vision for Inclusion
- Pilot locality management model
- Review of ASN policies and processes
- Review model for allocating resource
- Review enhanced provisions approach
- Re-design of ASN structure
- Develop accurate ASN dataset
- Develop training package for Pupil Support Assistants (PSAs)
- Develop training package for workforce
- Tests of change developed:
 - Intensive intervention model
 - Wellbeing hub model
 - Support schools to share good practice
 - Broker collaboration across schools
 - Support schools to develop flexible packages to support different approaches to learning
 - Support schools to map resources available to them in the community
 - Support for parental engagement and family learning

3.4 Alongside the ASN review and as part of the Improvement and Modernisation Programme (IMP) there was a workstream for Raising Attainment – Wellbeing which was detailed to Moray Council on 15 September 2021 (para 14 of minute refers). The initial programme of IMP work was approved by the Council on 12 December 2018 (para 5 of minute refers). At a meeting of Moray Council on 12 May 2021 (para 13 of minute refers) the Council agreed to further develop the IMP to include a range of investment projects. The wellbeing workstream linked to the ASN review with Council investment of £1.96m in the form of staff and other resource to support the review agreed.

3.5 A paper to a Special Education, Children's and Leisure Services Committee on 14 December 2022 (para 17 of minute refers) provided a further update on the review as well as noting challenges in progressing a major change post Covid.

3.6 During this period in early September officers continued to engage with professional groups and peers at other local authorities to better understand and learn from their approach in similar circumstances. The Scottish Government continue to be updated and similarly Education Scotland and the Scottish Qualifications Authority due to the disruption to learners and any resultant impact. The updated initial contingency plan was considered to be in place up to October to allow school leaders and officers to move to a

second phase contingency plan post October with the likelihood of further remedial works being necessary. This paper reduced the priorities in 3.3 above to the following:

- Review of ASN policies and processes
- Additional support allocations
- Models of service delivery (Enhanced Provision/Alternative Provision)
- Organisation design and structure
- Workforce development
- Tests of change (Forres ASG)
- Associated School Group (ASG) ASN Plans

3.7 On 2 February 2023 a further paper was presented to Moray Council to consider extending a temporary Education Support Officer (ASN) post and this was agreed for 2 years (para 25 of minute refers). In addition to this a Quality Improvement Officer (QIO) ASN was appointed in June 2022 and took up appointment in September 2022.

3.8 On 19 April 2023 (para 16 of minute refers) a further paper was presented to this Committee with an ASN Action Plan 2023-24 which had 6 priorities:

- Alternative Provision
- Resource allocation model (2023-25)
- Forres pilot (2023-24)
- Policy/Guidance – Review and Development
- Comprehensive staff training and development programme
- Central ASN teams – future structure

During discussion, members of the Committee were not clear on the direction of the service and it was agreed that a short life working group would be established to consider the ongoing concerns and issues within the ASN service and consider the strategic direction for ASN in Moray.

CHANGE OF STRATEGIC LEAD AND PROGRESS TO DATE

3.9 Due to a vacancy in the Head of Education Resources and Communities post, the strategic lead for the ASN service passed to the Head of Education from 1 June 2023. As a result priorities were reviewed as follows:

- Alternative provision to be renamed Alternative Curriculum
- Resource allocation
- Forres pilot was halted
- Policy Guidance/Review
- Training/Development
- Central ASN structure and Moray Provision

3.10 Due to time constraints around changes in staffing, it was agreed to freeze current staffing allocations to schools and nurseries for session 2023/24. In addition Council approval was provided at a Moray Council meeting on 28 June 2023 (para 18 of minute refers) for additional funding to support schools where needs had increased, as well as 2 funding allocations for in year support or newly identified need and budget to support children who were in danger of going out of area. In addition allowance was made for the January

and April intakes in Early Years' settings although this will be considered for future allocation.

3.11 Having reviewed the priorities, understanding the level of need was an initial piece of work identified to start in June 2023. All assessment of need to date was via referral forms which were moderated by a panel of officers. Initially a pilot exercise took place across Elgin in a secondary school, a primary school with an enhanced provision and two nursery settings. A small team of 9 moderators worked in 3 groups to test out a matrix of need in order to understand the level of needs, hear how resource allocated was being managed and to have discussions with the Head Teacher, Nursery Manager and/or any Depute Head Teacher with responsibility for supporting learners. The moderation team met to agree process and also met again after visits to update the matrix and plan a rollout of this across all schools and nurseries. This exercise took place from August to December 2023 and as a result there is now a greater understanding of needs across Moray which is robust. Feedback was provided to Head Teachers and Nursery Managers at a Strategic Meeting in November 2023 on the key learning from the moderation which includes:

- There is variability in the level of need across Moray with a need for Head Teachers and managers to visit other settings to benchmark their ASN needs against other establishments
- There is good practice across the system and Education Strategic Meetings, virtual briefings and other communication channels will be used to share this practice. The format for the next Strategic meeting in March will include inputs from Head Teachers of existing Enhanced Provision Unit Schools and also from colleagues across the service in workshop activities.
- Next steps for this piece of work is to use the learning from moderation to inform the resource allocation model for 2024/25 – see para 3. On Resource Allocation. The moderators will develop options early in 2024 with a short life working group meeting to agree the model moving forwards. This work will be complete by early March so that Head Teachers and Nursery Managers can undertake change management processes where necessary.

Findings from Moderation has provided the evidence that the current allocations of funding and funding model require review both in terms of core funding and also to enhanced provisions. This will be dealt with under resource allocation.

3.12 The Head of Education participated in an Education Scotland/Association of Directors of Education Scotland (ADES) Collaborative improvement visit in Renfrewshire Council in June 2023 which was based on reviewing ASN strategy. As a result of this the lead for Inclusion at Education Scotland, who was also on the visit, agreed to work with Moray Council for one year to support the ASN review further. So far this has included two strategic inputs to meetings and also ongoing support to the service to sense check the direction of travel. Feedback to date is very positive with Education Scotland acknowledging the progress made to date and endorsing future plans. The HT Moray Social Emotional and Behavioural Needs (SEBN) and the QIO ASN

undertook a follow-up visit to Renfrew as well as the QIO attending the Association of Directors of Education Scotland (ADES) ASN network group ensuring Moray is fully up-to-date and making connections across Scotland.

VISION

- 3.13 There is now a clear vision for ASN as it sits in the main Education Service with aspirations that we meet the needs of all learners within their community and we will work towards all of our establishments being nurturing and inclusive. Indeed, this could be extended further whereby the Council could adopt a similar approach in its work. There is much good practice in Moray in meeting learners needs and staff have many skills in being able to meet a wide range of needs. However there is also a need to further support staff, supplementing their skills and supporting them to improve their practice. In order to do this the service will offer a comprehensive programme of training and development for all staff so that they can meet needs in line with the Moray Staged Intervention Model. In addition, there will be a timely review of the Supporting All Learners Strategy to include ASN and report this back to a future Committee.

UPDATES ON REVIEWED PRIORITIES AND NEXT STEPS

ALTERNATIVE CURRICULUM

- 3.14 **Progress to date:** With regard to enhancing our education offer by commissioning providers to deliver Alternative Curricular offers aligned to the needs of learners who have a high level of additional support need, Moray's first Education for All: Alternative Curriculum Market Positioning Statement has been developed - this is designed to encourage the identification, support and development of micro and social enterprises, voluntary and third sector organisations and businesses who have an interest in delivering alternative curriculum activities for our learners with additional support needs. The document provides information on the ASN profile in Moray, what alternative curriculum provision is needed now and for the future, and how it will be commissioned. Interested parties will be invited to tender through the Council's Flexible Procurement Framework. This simplified approach sets out the necessary standards required to enter into the contract with Moray Council. Suppliers who meet the minimum requirements they will be on-boarded onto the Framework and will be available to work with any local authority educational establishment, subject to a more detailed individual service agreement. This alternative curriculum framework will be accessible to all Early Learning and Childcare (ELC) and schools and offers them a single point of reference when they are seeking to identify alternative curricular offers as part of the education package for children and young people. As part of the agreement potential suppliers will be required to support the learning outcomes agreed for an individual child or young person.
- 3.15 **Next steps:** The details of the administrative support needed to facilitate the Alternative Curriculum Flexible Framework is being jobsized and will advertised in due course. The successful post holder will then pull together an offer to share with the wider Education System so that this can be used by schools or enhanced provisions and other provision as outlined later in this report.

RESOURCE ALLOCATION

- 3.16 **Progress to date:** Moderation has been completed with all nurseries (including partners) and Primary and Secondary schools visited. Key messages from the moderation have been shared with senior leaders and are shown in **Appendix 1**. The moderation exercise has provided officers with a clear understanding of the level of need within Moray. Improved working across Early Years with Allied Health colleagues has also resulted in better communication and understanding of future need.
- 3.17 **Next Steps:** A draft resource allocation formula will be taken to a short life working group in February 2024 with a view to the final allocations shared with senior leaders early March 2024. This will allow term 4 of the academic year to be used to undertake a change management process for any changes in teacher or support staff allocation. Over the course of 2024/25 officers will develop a forecasting tool, akin to the school roll forecasts so that there is a clear understanding of needs in future. This will include in year reviews so that emerging need can be captured. In addition the service will develop an annual re-moderation process as well as introduce planning format so that there is evidence of impact with the funding provided to establishments. A final piece of work will be to review the current processes for requesting additional support during a year with a clear process and governance agreed.

POLICY GUIDANCE AND REVIEW

- 3.18 **Progress to date:** There has been an increase in the number of requests for Home Education and Flexible Education during and post Covid. There has also been an increase in the use of adapted timetables in schools to support ASN learners. In Moray we recognise that rich and varied educational experiences may be accessed beyond the context of a school building, and that there are relevant and varied reasons why a parent may choose to supplement their child's school based curriculum with the learning opportunities that flexible education arrangements offer.

To respond strategically to this fact a temporary Principal Teacher post was created to research, develop and write a policy that captured the Vision of Flexible Education for Moray's Schools for Children and Young People. This policy provides both an outline and the detail required to provide flexible education arrangements in Moray and to ensure consistency of approach and accountability whilst recognising the parental right to choose.

To bring greater rigour to the allocation of in-year ASN spend, as well as accountability and quality assurance of that spend, a system of ASN Resource Allocation has been developed, rolled out and delivered. This process requires evidence of need and of the staged intervention ASN strategies that have been consistently applied before an allocation of any additional spend is considered. Once spend is allocated, the measurable intended outcomes that have been identified are tracked and monitored to ensure progress for learners.

The Transport policy has been reviewed, amended and launched. This was a partnership piece of work between Education and PTU and has streamlined and brought clarity and consistency of response to requests for ASN transport.

- 3.19 **Next Steps:** A matching exercise requires to be undertaken to identify which policies we have and which ones require to be reviewed. This work will be prioritised for session 2024/25 due to capacity.

Flexible Learning: The Flexible Learning policy has been written, consulted on and adapted to ensure that it meets the needs of users- be they parents or educational professionals – yet also protect the right of children and young people to receive an education that meets their needs and is progressive. Agreement regarding the processing and recording of Flexible Education data codings is needed after which the policy will progress to ratification.

ASN Transport: Review the new policy with users and amend as necessary.

ASN Resource Allocation: To review membership and terms of reference of the group to ensure that the work is delivered in a timely and progressive manner. With regard to ASN equipment spend - research and develop a model to centrally monitor and manage equipment spend to maximise the benefits of procurement.

In addition the following policies have been identified for update:

- Admissions
- Placing Request
- Medicines and Health Care Needs in Schools
- Physical Intervention including Seclusion and Restraint
- Attendance

TRAINING AND DEVELOPMENT

- 3.20 **Progress to date:** There has been an increase in the number of children and young people whose learning and additional support needs are not currently able to be fully met within a mainstream school environment. The ASN moderation exercise shows that the factors contributing to this are varied, including but not exclusive to curricular, societal, environmental, physical and mental health – and this reflects the national picture in ASN. As a result children and young people may struggle to make transitions or engage with learning and are at risk of receiving less than their legal educational entitlement. To address this we are delivering a comprehensive training programme for education staff, linked to Moray's Staged Intervention model (**Appendix 2**), and enhancing our education offer by commissioning providers to deliver alternative curricular offers that align with the needs of learners who have a high level of additional support need. With regard to the delivery of ASN training to refresh and enhance the knowledge and skills of Education and staff the 2 ASN trainers (funded by temporary IMP monies) have researched, developed and delivered the following trainings:

- Behaviour Support Early Years
- Understanding and responding to Behaviours Early Years
- Behaviour Support in the Classroom
- Understanding Behaviour (PSAs)
- De-escalation Strategies (PSAs)
- Calming Techniques (PSAs)

- NQTs - Understanding Behaviour
- Active Schools – Responding to Behaviour
- Day Behaviour Support Strategies (BSS) course - Theory and Physical Interventions
- Physical Intervention Training and required refresher sessions
- BSS Training Needs Analysis (targeted work with schools)
- Positive Behaviour Support Plans
- Positive Approaches to Behaviour - Targeted Support
- Risk Assessments- Class Observations & Feedback
- Introduction to CIRCLE
- CIRCLE – the Physical Environment
- NQTs – Introduction to CIRCLE & Rating the Physical Environment
- Physical Environment Assessments
- Feedback to HT and staff
- Solution Oriented
- Review, research, and revise ASN Handbook
- Supporting Young People’s Mental Health through Active Listening
- The Incredible 5 Point Scale
- Equity and Fairness Lessons for Pupils
- Mentoring in Violence Prevention
- Seasons for Growth groups
- Circle of Friends groups
- Circle Time groups

3.21 **Next Steps:** The Moray Staged Intervention training proposal and plan (**Appendix 3**) will be consulted on across the Education system, including Local Negotiating Committees for Teachers (LNCT) and will be adopted for session 2024/25. This offer aligns with the Learning and Development Strategy developed by Moray Children’s Services with Trauma Informed Practice featuring in both. In addition to this, an updated Staged Intervention Training programme will also be offered and during the course of session 2024/25 an ongoing training needs analysis will be conducted to ensure that any gaps are identified as practitioners embrace the strategies and toolkits. Furthermore, and to support the service to evidence impact, pre and post training questionnaires will gather impact of confidence and the quality improvement team will undertake visits to schools and settings to evaluate this further. In addition to this our ASN Trainers will support the rollout of this offer to schools/settings. They will also work on the following areas:

- Co-ordinated Support Plan – practitioner user guide with exemplars
- Early Years Module – Nurture and Attachment
- Circle Training – Rating the Social Environment
- Circle Training – Rating Structures and Routines
- Supporting Neurodiversity in the Early Years
- Brain Breaks to Support Behaviour
- Relaunch ASN Handbook

3.22 This commitment to training and professional development is both a priority and will require time and so moving forwards schools and nurseries will be asked to ensure that this features on improvement plans and where applicable is included in working time agreements in order that there is a clear

focus to embed ways of working in practice and ensure consistency across the service.

CENTRAL ASN STRUCTURE AND MORAY PROVISION

- 3.23 As previously stated the Head of Education and officers have continued to look outwards to see how ASN is progressing in other local authorities. This, along with evaluating the current offer and staffing structure has led the service to a point where the role and function of the central ASN team is being reviewed.
- 3.24 National best practice evidences that having a resource closest to learners and their communities is the most positive way in which to meet the needs of learners. Therefore withdrawing learners from their locality to central provision will not provide the best outcomes unless all local supports have been explored and such provision will delay any move to out of area placements.
- 3.25 The current specialist provision in Moray is as follows:

Associated School Group (ASG)	Enhanced Provision Unit	Provision Name
Buckie	Developmental Playgroup	Teddy Bear Group
	Millbank Primary	The Bothy
	Buckie High	
Keith	Keith Primary	
	Keith Grammar	The Beaches
Milne's	Milne's High	
Speyside	Aberlour Primary	
	Speyside High	
Elgin High	Greenwards Primary	The Woodlands
	Linkwood Primary	
	New Elgin Primary	
	Elgin High	
Elgin Academy	Seafeld Primary	
Forres Academy	Developmental Playgroup	Noah's Ark
	Applegrove	
	Forres Academy	
Lossiemouth High	Developmental Playgroup	Ladybird
	Hythehill Primary	
	Lossiemouth High	

- 3.26 It is noted that Elgin Academy does not currently have an enhanced provision as this is currently central provision ie:

- B6 in Elgin Academy is currently an autism unit

- Beechbrae Learning Centre is currently a primary provision for children with social, emotional and behavioural needs
- Pinefield Parc is currently a secondary provision for young people with social, emotional and behavioural needs.

3.27 The vision for the service is that educational provision will be nurturing and inclusive and this is underpinned by the desire to cater for children's needs as close to their community as possible unless this does not meet their needs. With a focus on further training and development of staff we aspire to meet the needs of the majority of learners in mainstream schools and nurseries where they will access additional provision when necessary.

3.28 To achieve this aim and using the evidence provided during the moderation exercise we will progress, over time to the following:

Enhanced Provision Units, will become Enhanced Provisions and after consultation will be named to fit in with the school context. For example and from para 3.23 above, Millbank Primary School Enhanced Provision is named The Bothy to reflect the warm and welcoming nature of the building where children feel safe. This will reduce any negative stigma of children attending the provision and the aspiration is that children will be included and involved in the mainstream as often as possible and that the curriculum offer will be similar.

The service will introduce Flexible Provision attached to certain schools within an ASG and again based on intelligence and evidence gathered during moderation. These flexible provisions will focus on those children who have social, emotional and behavioural needs and will include the growing number of children who are finding it difficult in attending school for extended periods of time. The provision will cater for children across the ASG. They will remain on their school roll and attend as appropriate with a clear plan for full-time attendance at their registered school. Staff from the provision will work closely with the school staff across the ASG and will provide support. The Flexible Provision staff will be managed centrally initially

3.29 For some children and young people their behaviours demonstrate that they are at risk of going out of area for a number of reasons. Given our understanding of learners we will review Pinefield Parc provision and rename it after consultation. This provision will provide learning for those young people who are at risk of going out of area due to criminal activity. Staff in the provision will work closely with multi-agency partners and in particular youth justice and children's social work. The aim is to provide them with a curriculum offer and pathways to ensure that they engage with school and also progress in to a positive pathway post school. Initially, and due to evidence, there will be both a Broad General Education (BGE) and a Senior Phase (SP) offer.

3.30 B6 which is currently in Elgin Academy will be returned to the school as an enhanced provision. This should alleviate current pressures on Elgin High School and will provide accommodation to cater for young people with severe and complex needs including medical requirements.

- 3.31 Beechbrae Learning Centre will no longer be utilised as the accommodation is not conducive to a high quality learning.
- 3.32 In order to set up and operate the new Flexible Provisions, an extensive CMP will be progressed to phase in the new provision by utilising the current staff within SEBN team. This will be completed in stages with a further report coming back to Committee with timescales.
- 3.33 Once this work has taken place, the service will then look at what remains of the central resource for ASN Services which currently has the following:

Team	Staff
Educational Psychology	Principal Educational Psychologist Senior Educational Psychologist (2 fte) Psychologists (3.8 fte) Trainee Psychologist
SEBN Service Moray Autism	Head Teacher Principal Teacher Teachers (2)
English as an Additional Language (EAL)	Principal Teacher Teachers (3.6)
Moray Sensory Service	Principal Teacher Teachers (3.8)
Beechbrae/Pinefield Parc	Principal Teachers (3) Teachers (8.5)
B6 Provision (specialist autism)	Principal Teacher Teacher
Improvement Resource	Principal Teacher Teachers (9) Trainers (2)
Central ASN	QIO ASN Education Support Officer (ESO) ASN (extended to support review)

- 3.34 The CMP will be a large piece of work however the main priority is to staff the new Flexible provision in the first instance and then to undertake a needs analysis to ascertain what any central team will look like. This will be undertaken along with work to determine where ASN will be located in the future structure of the Council.
- 3.35 **Next Steps:** progressively work through, with the support of Human Resources colleagues, a CMP to reallocate central SEBN team members to new Flexible Provisions therefore utilising the skills and experience closer to the learners. Use the pilot provisions to develop guidance and processes for schools to request a place at the provision.
- 3.36 Communication is key to ensuring success and the service will continue to engage with all senior leaders as well as share information with the wider system, Council departments and partners. A key partner are parents and carers and we intend to:

- Work with parent carer group
- Undertake parent/carers consultation

3.37 This work will take the service up to 2026 at earliest and there is then a need to determine and identify any gaps and move to operational normality. Once the strategic alignment of ASN within a service is clear the Head of Service will then be able to implement a central staffing structure to meet the wider needs of the service.

3.38 Head Teachers, Nursery Managers and Central Officers have been briefed on the direction of the service and the training offer has also been shared and agreed. This work will remain a priority for the service where the current session has had a focus on learning and teaching and curriculum and next year the focus will continue to be on this however with a clear lens of supporting all learners in classrooms, settings and additional provision.

4. SUMMARY OF IMPLICATIONS

(a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))

This report supports the LOIP outcomes:

Building a better future for children and young people in Moray:

- A place where children and young people thrive;
- A place where they have a voice, have opportunities to learn and can get around;
- A place where they are able to reach their full potential.

Also the aims of the Corporate Plan to:

- Provide opportunities where young people can achieve the potential to be the best they can be

(b) Policy and Legal

There are no policy or legal implications arising directly from this report. The Council has a statutory duty to make adequate and efficient provision for the additional support required by each child or young person for whose school education it has responsibility for, in term of the Education (Additional Support for Learning) (Scotland) Act 2004. The ASN Review implementation is proceeding within the context of this legislation and also the recommendations of the Morgan Review.

(c) Financial implications

The proposals above should be met within current budget. The training offers are either being developed within Moray using existing staff or are freely available from other organisations for example Education Scotland.

Any changes to provision should also be within budget with existing Moray SEBN staff being used to staff the new Flexible provisions. Removal of an Enhanced Provision within a school environment will be subject to staffing being allocated within Linear Formula for a non enhanced provision school. Any decrease in a HT salary will be subject to cash conservation for 3 years.

(d) Risk Implications

The main risks around meeting the needs of learners is around ASN Tribunal applications should there be dissatisfaction on whether the Council is meeting the needs of any individual young person.

Due to Moray having military establishments in its communities, there is also risk attached to any movement and our ability to meet emerging needs for children moving to Moray and expectations to replicate specialist provision elsewhere.

Previously risks have been identified in terms of wider risks for the learners and workforce in schools and nurseries of the impact of reduced resources however the comprehensive training plan within this report and strategies promoted within will support staff, supplement their existing skills and improve the system's ability to identify and meet needs of learners. By redirecting workforce closer to our young people in their communities we reduce risk and our identified provisions will ensure along with robust child's planning that our children and young people have the right support at the right time and in the right place.

(e) Staffing Implications

There will need to be a full CMP process completed for the new resource allocation model. This will require to be supported by our Human Resources staff.

In addition a CMP will be required to map the timeline of move from current Enhanced Provision Units to Enhanced Provisions and Flexible Provisions. Movement of staff will be necessary to new base locations with associated conversations with colleagues and professional associations as per change management process. The Business Support manager will undertake job-sizing if and when required and will also facilitate any changes to linear formula being adopted for staffing allocation.

(f) Property

In order to move to new provision the service will work with the property department and learning estate team to cease using Beechbrae Education Centre and to migrate to East End Annexe. B6 at Elgin Academy will be returned for school use. As we progress with the setting up of Flexible Provision, the service will work with Learning Estate and Property regarding any modifications.

(g) Equalities/Socio Economic Impact

The National Improvement Framework is aimed at reducing inequalities.

(h) Climate Change and Biodiversity Impacts

None.

(i) Consultations

The Head of Education Resources and Communities, Head of Financial Services, Head of HR, ICT and OD, Quality Improvement Managers,

Early Years' Service Manager, QIO ASN, Principal Educational Psychologist, QIOs, QIO ASN, HT Moray SEBN, Business Support Team Manager, and Caroline O'Connor, Committee Services Officer, have been consulted on this report and agree with the sections of the report relating to their areas of responsibility.

5. CONCLUSION

5.1 Committee is asked to acknowledge progress to date with the ASN review and also to approve work planned moving forwards which will be continually reviewed by the Service.

Author of Report: Vivienne Cross, Head of Education

Background Papers: [The Morgan Review](#)

Ref: SPMAN