



Education, Communities and Organisational Development

Wednesday, 11 August 2021

NOTICE IS HEREBY GIVEN that a Meeting of the **Education, Communities and Organisational Development** is to be held at **Various Locations via Video-Conference**, on **Wednesday, 11 August 2021** at **09:30**.

BUSINESS

1. Sederunt

2. Declaration of Group Decisions and Members Interests

*

3. Resolution

Consider, and if so decide, adopt the following resolution:
"That under Section 50A (4) and (5) of the Local Government (Scotland) Act 1973, as amended, the public and media representatives be excluded from the meeting for Item 17 of business on the grounds that it involves the likely disclosure of exempt information of the class described in the relevant Paragraphs of Part 1 of Schedule 7A of the Act."

4. Minute of Meeting of 26 May 2021 **7 - 16**

5. Written Questions **

6.* Education Revenue Budget Monitoring to 30 June 2021 **17 - 22**

Report by Depute Chief Executive (Education, Communities and Organisational Development)

7.* Moray Early Learning and Childcare - Play Strategy **23 - 82**

Report by Depute Chief Executive (Education, Communities and Organisational Development)

8.*	Review of Additional Support Needs Services	83 - 146
	Report by Depute Chief Executive (Education, Communities and Organisational Development)	
9.*	Education Resources and Communities and Education Capital Budget Monitoring Report	147 - 154
	Report by Depute Chief Executive (Education, Communities and Organisational Development)	
10.*	Education Resources and Communities Revenue Budget Monitoring to 30 June 2021	155 - 160
	Report by Depute Chief Executive (Education, Communities and Organisational Development)	
11.	Partnership Community Learning and Development Plan 2021-24	161 - 208
	Report by Depute Chief Executive (Education, Communities and Organisational Development)	
12.	Moray Artificial Turf Pitch Update and Proposed Replacement	209 - 218
	Report by Depute Chief Executive (Education, Communities and Organisational Development)	
13.	The Queens Platinum Jubilee	219 - 224
	Report by Depute Chief Executive (Education, Communities and Organisational Development)	
14.	Kickstart Scheme 2021	225 - 230
	Report by Depute Chief Executive (Education, Communities and Organisational Development)	
15.	Children and Families Social Work Services Revenue Budget Monitoring to 30 June 2021	231 - 234
	Report by Chief Executive	
16.	Fostering Scheme Revision of Level 4 Requirement Item(s) which the Committee may wish to consider with the Press and Public excluded	235 - 240
	Report by Chief Officer - Health and Social Care	

17.* Learning Estate Improvement Programme - Phase 3

Submission Consultancy Support [Para 8 and 9]

- Information on proposed terms and/or expenditure to be incurred by the Authority;

Only items marked * can be considered and determined by all members of the Committee

Moray Council Committee meetings are currently being held virtually due to Covid-19. If you wish to watch the webcast of the meeting please go to:

http://www.moray.gov.uk/moray_standard/page_43661.html

to watch the meeting live.

* **Declaration of Group Decisions and Members Interests** - The Chair of the meeting shall seek declarations from any individual or political group at the beginning of a meeting whether any prior decision has been reached on how the individual or members of the group will vote on any item(s) of business on the Agenda, and if so on which item(s). A prior decision shall be one that the individual or the group deems to be mandatory on the individual or the group members such that the individual or the group members will be subject to sanctions should they not vote in accordance with the prior decision. Any such prior decisions will be recorded in the Minute of the meeting.

** **Written Questions** - Any Member can put one written question about any relevant and competent business within the specified remits not already on the agenda, to the Chair provided it is received by the Proper Officer or Committee Services by 12 noon two working days prior to the day of the meeting. A copy of any written answer provided by the Chair will be tabled at the start of the relevant section of the meeting. The Member who has put the question may, after the answer has been given, ask one supplementary question directly related to the subject matter, but no discussion will be allowed.

No supplementary question can be put or answered more than 10 minutes after the Council has started on the relevant item of business, except with the consent of the Chair. If a Member does not have the opportunity to put a supplementary question because no time remains, then he or she can submit it in writing to the Proper Officer who will arrange for a written answer to be provided within 7 working days.

*** **Question Time** - At each ordinary meeting of the Committee ten minutes will be allowed for Members questions when any Member of the Committee can put a question to the Chair on any business within the remit of that Section of the Committee. The Member who has put the question may, after the answer has been given, ask one supplementary question directly related to the subject matter, but no discussion will be allowed.

No supplementary question can be put or answered more than ten minutes after the Committee has started on the relevant item of business, except with the consent of the Chair. If a Member does not have the opportunity to put a supplementary question because no time remains, then he/she can submit it in writing to the proper officer who will arrange for a written answer to be provided within seven working days.

THE MORAY COUNCIL

Education, Communities and Organisational Development

SEDERUNT

Councillor Aaron McLean (Chair)
Councillor Sonya Warren (Depute Chair)

Councillor George Alexander (Member)
Councillor James Allan (Member)
Councillor Frank Brown (Member)
Councillor Paula Coy (Member)
Councillor Lorna Creswell (Member)
Councillor Tim Eagle (Member)
Councillor Claire Feaver (Member)
Councillor Shona Morrison (Member)
Councillor Laura Powell (Member)
Councillor Derek Ross (Member)
Councillor Amy Taylor (Member)
Councillor Walter Wilson (Member)

Clerk Name:	Tracey Sutherland
Clerk Telephone:	07971 879268
Clerk Email:	committee.services@moray.gov.uk

Minute of Meeting of the Education, Communities and Organisational Development

Wednesday, 26 May 2021

remote locations via video conference,

PRESENT

Councillor George Alexander, Councillor James Allan, Councillor Frank Brown, Councillor Paula Coy, Councillor Lorna Creswell, Councillor Tim Eagle, Councillor Claire Feaver, Councillor Aaron McLean, Councillor Shona Morrison, Councillor Derek Ross, Councillor Amy Taylor, Councillor Sonya Warren

APOLOGIES

Councillor Laura Powell, Councillor Walter Wilson

IN ATTENDANCE

Also in attendance at the above meeting were the Depute Chief Executive (Education, Communities and Organisational Development), Chief Officer Health and Social Care, Head of Governance, Strategy and Performance, Head of Education, Head of Education Resources and Communities, Head of HR, ICT and Organisational Development, Acting Head of Children and Families and Criminal Justice Social Work, Acting Head of Housing and Property, Stewart McLauchlan and Karen Lees, Quality Improvement Managers, Donna Borek, Team Manager and Tracey Sutherland, Committee Services Officer.

Also in attendance for items 1 - 13 and 24a were Susan Slater, Secondary Teaching Representative, Angela Stuart, Primary Teaching Representative, Anne Currie and John Morrison, Religious Representatives. Apologies were given by Nicola Belcher, Parent Representative.

1. Declaration of Group Decisions and Members Interests *

In terms of Standing Order 20 and the Councillors' Code of Conduct, Councillor McLean declared an interest in Item 25 on the agenda as a close relative would be affected by the paper so would leave the meeting at that juncture and take no part in the consideration of the report. There were no other declarations from Group Leaders or Spokespersons in regard to any prior decisions taken on how Members will vote on any item on the agenda or any declarations of Member's interests in respect of any item on the agenda.

2. Goodbye and Thanks

The Committee joined Councillor Warren in thanking Mrs Nicola Belcher, who was resigning as parent representative on the Committee from August 2021, for her contributions since joining the Committee in November 2018.

The Committee also joined Councillor Warren in wishing all school leavers, good luck for their future after what has been a very difficult year.

3. Agenda Order

Councillor McLean sought agreement from the Committee to move item 24a on the agenda to follow Item 13 at the end of the Education Reports.

This was agreed by the Committee.

4. Resolution

The meeting resolved in terms of Section 50A (4) and (5) of the Local Government (Scotland) Act 1973, as amended, the public and media representatives be excluded from the meeting during consideration of the items of business appearing at the relevant paragraphs of this minute as specified below, so as to avoid disclosure of exempt information of the class described in the appropriate paragraphs of Part 1 Schedule 7a of the Act.

Para Number of the Minute	Para Number of Schedule 7a
16	1 Information relating to staffing matters
28	1 Information relating to staffing matters
29	5 Information relating to the adoption, care, fostering or education of any particular child or relating to the supervision of residence of any particular child in accordance with a supervision requirement

5. Minute of meeting of 31 March 2021

The minute of the meeting of the Education, Communities and Organisational Development Committee dated 31 March 2021 was submitted and approved.

6. Written Questions **

The Committee noted that a written question had been submitted by Councillor Eagle and the response by the Depute Chief Executive (Education Communities and Organisational Development) thereto:-

QUESTION SUBMITTED BY COUNCILLOR EAGLE

The Conservative group has serious concerns in regards the latest reports of the 2021 SQA examination process, in particular, its assessment and awards process, which has been reported as an 'unfolding debacle' by the author of the review into the 2020 SQA exam diet.

It has been widely reported that the Scottish Qualification Authority (SQA) unexpectedly announced a series of smaller exams for every subject, following the cancellation of exams in 2020-21;

We understand this has led to schools, including those in Moray having to create complex timetables to cover the smaller exam diet announced by the SQA; that there have been questions over the leaking of papers online and with schools operating differing timetables, exam content having been placed on social media such as TikTok;

Can officers confirm if there has been any such concerns about the leaking of exams online in Moray and detail how these exams have been set out across the Moray area.

Further can the council administration set out what action has been taken by them or the Council in response to these growing concerns and what reassurances have been sought that Moray pupils will not be disadvantaged as a result of the SQA requiring the completion of these exams, following the cancellation of the 2021 Higher level exam diet by the Deputy First Minister in December 2020?

RESPONSE

There has been no concern in Moray regarding the suggested leak of exams on social media such as Tik Tok. Therefore, there has been no action required to address such concerns.

National 5, Higher and Advanced higher exam diets have been cancelled and will have an Alternative Certification Model (ACM) approach.

Moray's approach to the ACM is set out in the Moray ACM Guidance. In Moray, there is no expectation that schools hold a formal diet of exams for National 5, Higher or Advanced Higher. In place of prelims, a selection of key tasks and/or questions were planned and carried out under appropriate conditions and with an appropriate level of demand to give a robust indication of performance in the final course assessment. This provided a firm foundation for the ACM, arrangements for which have been put in place across all schools to ensure a fair and equitable alternative certification model for pupils in Moray.

The ACM arrangements include:

replacing the final examination diet with flexible classroom-based assessment within schools and colleges to assess learning at key points, adapted as necessary with learners at the centre.

phased return in term 3 for practical subjects initially then others to complete learning formal assessments and evidence gathering in term 4 for all subjects reviewing a range of evidence to build up a picture of the candidate's performance as a whole, to decide on provisional grade focus on the quality of the pieces of evidence (two to four depending on subject requirements) in order to manage the assessment load for pupils and workload for teachers robust assessment and moderation arrangements within schools and across Moray – schools undertake quality assurance processes and local authority quality assurance meetings take place prior to final grade submission.

In addition arrangements are in place for:

Young people who receive Additional Assessment Arrangements to continue to do so – the Moray AAA Guidelines support with this.

Alternative arrangements where young people have been affected by Covid-19 to enable them to complete all formal assessments as part of the provisional grade decisions.

Assurances

Education Scotland have reviewed our processes as part of a national review and have given positive feedback and validated our approaches.

A further meeting with SQA took place last week to acknowledge the situation with Covid-19 cases and if any further support or mitigation was needed; it was agreed that Moray was in a strong position with their SQA and ACM processes.

As a supplementary question, Councillor Eagle sought confirmation from the Head of Education that support is available for all students during the assessment process and after should any appeals be required.

In response, the Head of Education confirmed that everything will be done to assist the students should they need it.

7. Education Revenue Budget Monitoring to 31 March 2021

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of the budget position for Education as at 31 March 2021.

During consideration Councillor Brown requested more detail be added to the report in the future.

In response, the Head of Education stated that the reports follow a standard reporting format used by Accountancy but agreed to consider an alternative format to provide more detail.

Following consideration the Committee agreed to note the budget position at 31 March 2021.

8. Performance Report - Education - Period to March 2021

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of the performance of the Service for the period to 31 March 2021.

Following lengthy consideration the Committee agreed to note the actions being taken to improve performance where required.

9. Moray Education Covid 19 Remote Learning School Survey Analysis and Recommendations

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of the findings of the Moray Education Covid-19 2021 Remote Learning surveys completed by Moray Primary and Secondary schools and outline core recommendations moving forwards from survey findings and analysis, informing Education contingency planning and strategy.

The report also updated Committee on progress in meeting core recommendations resulting from Moray Education Covid-19 Remote Learning Surveys undertaken and analysed following previous lockdown in March to June 2020.

Following consideration the Committee agreed to:

- i) note the report;
- ii) note the Digital Innovation Strategy for Education will be presented to Committee in August 2021; and
- iii) a further paper on Parental Engagement/Family Learning be presented to a future meeting of this Committee.

10. Moray Scottish Attainment Challenge 2015 2020 Impact Report

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed Committee of the impact of Scottish Attainment Challenge (Pupil Equity) (SAC) funding for the children and young people of Moray, in particular, those affected by poverty as framed by our Education Scotland Scottish Attainment Challenge Impact Report for Moray 2020.

The report also reviewed the impact of SAC funding on closing the poverty related attainment gap and impact of Covid-19 on work by schools to address this.

Following consideration the Committee agreed to:

- i) note the progress in closing the poverty related attainment gap in Moray over the last 5 years; and
- ii) acknowledge the impact of Covid-19 on work to close the poverty related attainment and progress of schools despite this disruption.

11. Curriculum Development in the Senior Phase

A report by the Depute Chief Executive (Education, Communities and Organisational Development) updated the Committee on the current curriculum offer within the Senior Phase across all secondary schools in Moray, with particular reference to the S4 cohort and consideration given to next steps in extending and broadening the curriculum provision.

Following consideration the Committee agreed to:

- i) note the current curriculum offer within the Senior Phase, with particular reference to S4 cohorts; and
- ii) the development of a Curriculum and Learning pathway Strategy (2-18) to support ongoing review and development of a responsive and agile curriculum provision.

12. Education Resources and Communities and Education Capital Budget Monitor Report

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of projects and proposed expenditure for Capital Budgets within Education Resources and Communities and Education for 2020/21.

Following consideration the Committee agreed to:

- i) note the content of the report; and
- ii) approve expenditure to design a heating system replacement for Kinloss Primary School for inclusion in a 2022/23 programme of works as per paragraph 5.6

13. Suspension of Standing Orders

The Chair sought the agreement of the Committee to Suspend Standing Order 74 to allow the meeting to continue beyond 12.45pm. This was unanimously agreed.

14. Education Resources and Communities Revenue Budget Monitoring to 31 March 2021

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of the budget position for Education Resources and Communities as at 31 March 2021.

Following consideration the Committee noted the budget position at 31 March 2021.

15. Performance Report - Education Resources and Communities - Period to March 2021

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of the performance of the service for the period to 31 March 2021.

Following consideration the Committee agreed to note the actions being taken to improve performance where required.

16. Review of Additional Support Needs Services

A report by the Depute Chief Executive (Education, Communities and Organisational Development) updated the Committee on plans to review how children and young people with additional support needs are fully supported, included and involved in their learning, as part of the Council's Improvement and Modernisation Programme.

Following consideration, the Committee agreed to:

i)	note the progress achieved to date;

ii)	note that a further update on plans to progress the Review of Additional Support Needs (ASN) will be presented to the meeting of this Committee in August 2021; and
iii)	approve the creation of a post of Deputy Head Teacher (SEBN) for a temporary period of up to 2 years, subject to appropriate consultation.

17. Performance Report - Governance Strategy and Performance - Period to March 2021

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of the performance of the service for the period to 31 March 2021.

Following consideration the Committee agreed to note the actions being taken to improve performance where required.

18. Complaints Annual Report 2019-20

A report by the Depute Chief Executive (Education, Communities and Organisational Development) asked Committee to consider the Complaints Annual Report 2019-20.

Following consideration the Committee agreed to:

- i) welcome performance as indicated in the report; and
- ii) approve the report for submission to the Scottish Public Sector Ombudsman (SPSO)

19. Corporate Risk Register Update

A report by the Depute Chief Executive (Education, Communities and Organisational Development) provided the Committee with the latest copy of the Corporate Risk Register for review and comment.

The Head of Governance, Strategy and Performance asked the Committee to note that the Risk Rating on Page 263 of the papers should read Likelihood 4 and Impact 4 = 16 and not Impact 3 as stated in the papers.

Following consideration the Committee agreed to approve the updated Corporate Risk Register dated May 2021.

20. Performance Report - HR ICT and OD - Period to March 2021

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of the performance of the service for the period to 31 March 2021.

Following consideration the Committee agreed to note the actions being taken to improve performance where required.

21. Health and Safety Annual Report 2020

A report by the Depute Chief Executive (Education, Communities and Organisational Development) asked the Committee to consider the annual Health and Safety report and approve the progress, proposed future actions and carry forward of outstanding actions for the next year.

Following consideration the Committee agreed to:

- i) note the content of the annual health and safety report, as set out in Appendix 1, and the progress towards the outcomes established in the last report; and
- ii) approve the carry forward of outstanding actions and proposed future actions for 2021.

22. Children and Families Social Work Services Revenue Budget Monitoring to 31 March 2021

A report by the Chief Officer, Health and Social Care informed the Committee of the budget position for Children and Families Social Work Services as at 31 March 2021.

Following consideration the Committee agreed to note the budget position at 31 March 2021.

23. Performance Report - Children and Families and Criminal Justice Social Work - Period to March 2021

A report by the Chief Officer, Health and Social Care informed the Committee of the performance of the service for the period to 31 March 2021.

Following consideration the Committee agreed to note the actions being taken to improve performance where required.

24. Children and Families and Justice Services Social Work Services Plan 2020-23

Under reference to paragraph 18 of the minute of the meeting of Education, Communities and Organisational Development on 3 February 2021, a report by the Chief Officer, Health and Social Care invited the Committee to consider the Children and Families and Justice Social Work Service Plan for 2020-23.

Following consideration the Committee agreed to approve the Service Plan for children and families and justice social work.

25. Corporate Parenting

A report by the Chief Officer, Health and Social Care informed the Committee of data and service activities relating to corporate parenting in Moray.

Following consideration the Committee agreed to note the content of the report.

26. Fostering Scheme and Short Breaks

A report by the Chief Officer, Health and Social Care sought approval for proposed changes to short break entitlement for the fostering scheme and update Committee on the outcome of the consultation carried out with carers.

Following consideration the Committee approved the proposed the changes to the short break scheme for foster carers set out in Para 3.7 (a) to (d) on the basis that the required consultation with carers has been undertaken as set out in 3.8.

27. Question Time ***

Councillor Eagle sought clarification on whether there had been changes to the school lunch menus. He further added that he had received a number of comments from pupils and parents that the meals were not as good as they had been previously.

In response the Head of Education confirmed that there had been a change in nutritional standards and a lot of work had been carried out by the Catering section and that plans were in place to work with Parent Councils to look at the implications for the changes.

The Depute Chief Executive (Education, Communities and Organisational Development) further added that she had received the following response from the Catering Section who were unable to attend today's meeting.

There have been Changes to the Nutritional Standards for Food and Drink in Schools which we had to comply with as of April 2021. A letter went out along with a Nutritional standards booklet to all schools requesting that they forwarded this on to parents. The booklet explained the changes that are required to be made to comply with the new regulations. Other changes include a meat free day for climate change reasons and to meet dietary requests. Some of the meals have stayed the same but ingredients have been changed slightly to adhere to the new regulations.

The menu will be reviewed before the start of the next term to make any changes as there will be 12 weeks data on uptake and feedback to review .

Regular surveys are carried out with parents with the previous one in November 2020 and a further one planned in October 2021 which will be used to change menus. In addition, it is proposed to organise pupil groups to have an input to new menus.

Currently the uptake for all primary school meals is 44% which is an increase from the covid menu. However speaking with other local authorities most are experiencing a drop in uptake due to the new legislation which has been fed back to the Scottish Government and Cosla.

Councillor Warren had been contacted by a parent and sought clarification on the Newly Qualified Teachers (NQTs) coming to Moray after the summer as she was concerned that some NQTs were unable to complete their course as their teaching practice had been cut short due to Covid-19. She further asked what Moray's allocation of NQTs is this year.

In response the Head of Education confirmed that there are some current students who will not be able to complete their course because they have been unable to complete their practice work. These students will be allocated to Local Authorities on a super numerary basis and continue to be students working in the schools from August until October to allow them to complete their course. Following October they will then add to the complement of the school as NQTs.

The allocation of NQTs has been received and there is a huge increase in numbers but it is not possible to confirm that every place will be taken up. Once this confirmation has been received it will be circulated to members.

28. Elgin Community Centre

A report by the Depute Chief Executive (Education, Communities and Organisational Development) provided Committee with an update in relation to Elgin Community Centre (Elgin CC) and to agree an option in relation to the future operation of the facility.

Following consideration the Committee agreed to:

- i) to note the information in relation to the operation and options for Elgin CC; and
- ii) Option 1 detailed in the appendix with the addition of a review in 12 months time subject to there being confirmation of appropriate budget to continue the status quo.

29. Loan Request on Behalf of a Kinship Carer

A report by the Chief Officer, Health and Social Care sought approval to provide a kinship carer with a £10,000 loan from the kinship care budget to purchase a larger static caravan.

Following consideration the Committee agreed to approve a £10,000 interest free loan from the kinship budget to support a kinship carer to upgrade accommodation.



**REPORT TO: EDUCATION, COMMUNITIES AND ORGANISATIONAL
DEVELOPMENT COMMITTEE ON 11 AUGUST 2021**

**SUBJECT: EDUCATION REVENUE BUDGET MONITORING TO 30 JUNE
2021**

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

1. REASON FOR REPORT

- 1.1 To inform the Education, Communities and Organisational Development Committee of the budget position for Education as at 30 June 2021.
- 1.2 This report is submitted to the Education, Communities and Organisational Development Committee following a decision of Moray Council on the 17 June 2020 to agree a simplified committee structure as a result of the COVID-19 pandemic. In the case of this committee the combining of the delegated responsibilities of Children and Young People Services, Governance, Strategy and Performance, (para 9 of the minute refers).

2. RECOMMENDATION

- 2.1 **It is recommended that Committee scrutinises and notes the budget position at 30 June 2021.**

3. BACKGROUND

- 3.1 The report highlights those areas of the budget where there is a significant percentage variance identified at 30 June 2021.

4. BUDGET POSITION

- 4.1 The spend at 30 June 2021 is £16,985,000 against a budget to date of £17,483,000, giving an underspend of £498,000 as shown in **Appendix 1**.
- 4.2 The main variance in primary and secondary schools relates to devolved school budgets comprising of £180,000 in primary schools which is 2.7% of the budget to date and £254,000 in secondary schools which is 3.6% of the budget to date.

- 4.3 Education Central Services has an underspend of £20,000 on the facilitating school improvement budget.

5. SUMMARY OF IMPLICATIONS

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

The Education Revenue Budget has particular reference to National Outcome 8 – we have improved the life chances for children, young people and families at risk.

(b) Policy and Legal

The Council has statutory responsibilities to meet educational needs, the needs of children and young people in need and those it looks after.

(c) Financial implications

The resource implications are set out in this report and at **Appendix 1**. The underspend as at 30 June 2021 is £498,000 against a budget to date of £17,483,000.

(d) Risk implications

Budget Managers are aware of their responsibilities for managing budget allocations and approval for any variances will be sought from Committee in line with the Financial Regulations.

(e) Staffing implications

There are no staffing implications associated with this report.

(f) Property

There are no property implications associated with this report.

(g) Equalities/Socio Economic Impact

An Equality Impact Assessment is not needed because the report is to inform the Committee on budget monitoring.

(h) Consultations

Paul Connor, Principal Accountant and Tracey Sutherland, Committee Services Officer, have been consulted and are in agreement with the contents of this report where it relates to their areas of responsibility.

6. CONCLUSION

6.1 That Committee scrutinises and notes the budget position as at 30 June 2021.

Author of Report: Vivienne Cross, Head of Education
Nicky Gosling, Accountant

Background Papers: with authors

Ref: SPMAN-1315769894-127 and
SPMAN-1315769894-126

Educational Services

Appendix I

Budget Monitoring Report to 30th June 2021

Service	Revised Budget	Budget to Date	Actual to Date	Variance to Date	Variance
	£'000	£'000	£'000	£'000	%
Early Learning and Childcare	1,598	2,653	2,642	11	-
Primary Education	27,513	6,624	6,425	199	3 %
Secondary Education	30,179	6,998	6,733	265	4 %
Education Central Services	4,252	1,041	1,021	20	2 %
Management	117	29	27	2	7 %
Efficiency Savings-Education	(391)	-	-	-	-
Education COVID 19	278	138	137	1	1 %
				-	
Educational Services Total	63,546	17,483	16,985	498	-



**REPORT TO: EDUCATION, COMMUNITIES AND ORGANISATIONAL
DEVELOPMENT COMMITTEE ON 11 AUGUST 2021**

**SUBJECT: MORAY EARLY LEARNING AND CHILDCARE - PLAY
STRATEGY**

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

1. REASON FOR REPORT

- 1.1 To request that Committee approves the Moray Play Strategy.
- 1.2 This report is submitted to the Education, Communities and Organisational Development Committee following a decision of Moray Council on 17 June 2020 to agree a simplified committee structure as a result of the COVID-19 pandemic. In the case of this committee the combining of the delegated responsibilities of Children and Young People Services, Governance, Strategy and Performance, (para 9 of the minute refers)

2. RECOMMENDATION

- 2.1 **The Committee is asked to approve the Moray Play Strategy.**

3. BACKGROUND

- 3.1 The Play Strategy, collaboratively written by a short life working group of Early Learning and Childcare practitioners, primary school teachers and school management, is part of a wider toolkit to support a consistent pedagogy for play in Moray.
- 3.2 The foundations of the Play Strategy have been developed due to the National drive highlighting the benefits of play based learning across the Early Level of Curriculum for Excellence.
- 3.3 The initial development was through work with local authority nursery managers, the Continuous Improvement Officers and Education Scotland on Pedagogical Leadership. Observation of practice across Moray by a variety of field officers and colleagues in Care Inspectorate identified a need for a shared and improved pedagogy on play and quality experiences which would offer all of Moray's children a consistent quality of experience. This will support Curriculum for Excellence, improved outcomes and increased attainment

- 3.4 Training on Play and Pedagogy was delivered virtually to Early Years and School colleagues from May to July 2020 followed by a Summer “book group” on appropriate texts to upskill our workforce and improve knowledge and theoretical understanding.
- 3.5 It was established that there was a need for a written document to support the training sessions, hence why the Play Strategy was developed.
- 3.5 The Play Strategy highlights the desire for all of Moray’s children to have equality of experiences. This document includes theoretical knowledge and practical suggestions aimed at ELC and Early Level Curriculum for Excellence school colleagues.
- 3.6 The whole document is attached at (**Appendix 1**) with the main strategy contained in sections 2 and 3. Section 5 provides case studies which also offer further opportunity for professional development for all colleagues across the Early Level and beyond.
- 3.7 The Early Years Teaching team and Continuous Improvement Officers will provide practical support in settings to ensure that the principles of this strategy are delivered. The strategy will be reviewed every 2 years.

4. SUMMARY OF IMPLICATIONS

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

The Early Learning Childcare Delivery Plan is aligned to the priorities within the Corporate Plan and LOIP. In particular Our People: Provide opportunities where young people can achieve their potential to be the best they can be.

(b) Policy and Legal

This report should be read in the context of the Scottish Government national framework “A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland” and Realising the Ambition.

There are no legal implications arising directly from this report.

(c) Financial implications

There are no financial implications arising directly from this report.

(d) Risk Implications

There are no risk implications arising directly from this report.

(e) Staffing Implications

There are no staffing implications arising directly from this report.

(f) Property

There are no property implications arising directly from this report.

(g) Equalities/Socio Economic Impact

The plan is aimed at promoting article 31 of the UNCRC, the right to play, and article 12 of the UNCRC, the right to be heard which is linked to the child-centred approach. Individual elements of the strategy will be assessed prior to implementation a monitoring system will be set up to ensure that the benefits are shared fairly.

(h) Consultations

ELC Service Manager, Senior Officers in Education & Social Care, School Estates Manager, Legal Services Manager, Head of Financial Services, Tracey Sutherland, Committee Services Officer, Paul Connor, Principal Accountant and Equal Opportunities Officer, ELC Continuous Improvement Officer, Early Years Principal Teacher.

5. CONCLUSION

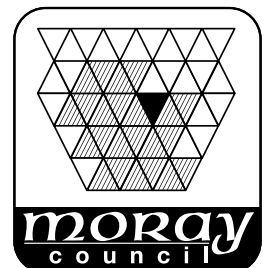
That the Committee notes the contents of this report and approves the Strategy.

Authors of Report: Hazel Sly (Early Years' Service Manager)

Background Papers:

Ref: SPMAN1315769894-118 and
SPMAN1315769894-119

A PLAY STRATEGY FOR MORAY



D-03732



Acknowledgements

The creation of a play strategy for Moray would not have been possible without the time, commitment and passion of various ELC practitioners and primary school staff. Thank you to those colleagues for making this possible and for sharing your practice and passion for play in Moray.

Thank you to authors Anna Ephgrave and Greg Bottrill and Michele Doull from Early Years Scotland for providing a foreword to our Play Strategy for Moray.

Thank you to our critical friends near and far for proof reading this document and offering your comments and suggestions on how to further improve the content.

Cullen nursery and primary school kindly gave permission to use photos of play and learning which you will find throughout this document. Case study photos are from each of the settings featured and have appropriate permissions. All other photos are stock photos or from Realising the Ambition, 2020.

We hope you enjoy this play strategy for Moray and use it to inform and improve a consistent play pedagogy in Moray across the early level of the curriculum and beyond.

Foreword

I have been captivated by babies and young children all my life. As I approach retirement this fascination continues, as does the campaign for excellent early years' provision for all children. I have visited Moray on several occasions and have witnessed, in the people there, a passionate determination to ensure the best possible start in life for the babies and children in their care.

The Strategy gives a clear and powerful message that play, and in particular learner-led play, improves long-term outcomes for children, enabling them to become true lifelong learners and laying the strongest foundations from which they can thrive and grow. It is refreshing to see a local authority being explicit in its advice and pedagogy, recognising play as 'the main vehicle for learning across the early level', as well as supporting the use of play through later stages of education. Alongside a powerful rationale and theory, the Play Strategy for Moray provides practical advice about all aspects of early childhood education. I hope that practitioners in Moray will make use of this document to develop their practice, knowing that they have support from their local authority, should they need it. The Strategy also acknowledges practitioners' autonomy, with emphasis on self-evaluation to drive improvement, and this is another of its strengths. The document is highly accessible and will be valuable to new professionals as well as those with decades of experience.

The ideas for further reading are helpful, directing readers to influential educators such as: Lev Vygotsky; Friedrich Froebel; Tina Bruce; and, Julie Fisher. The commitment to the United Nations Convention for the Rights of the Child is momentous and I was moved and optimistic reading these sections.

For me though, most powerful of all are the case studies, which bring the Strategy's messages alive, through the experiences of the children. The inclusion of studies up to P7 is also remarkable and hope-giving. I was inspired to read about the following settings and many others: East End School where children are showing 'greater resilience'; Keith Childcare where 'thoughtful interactions between practitioners and children support them in thinking on a deeper level'; Greenwards Primary where they have witnessed how children engaging with blocks can lead to 'fifty experiences and outcomes'; Dyke Primary where 'all staff have mentioned increased levels of motivation'; and, Kinloss Primary where 'seeing children excited to write because it is relevant to them, has been a wonder to watch'.

When delivering training sessions, I often mention the Stramash Outdoor Nursery near Elgin. When settings in the milder climates are concerned about the weather and the short winter days, I tell them of the Stramash field in Northern Scotland, forest and mountains in the background, the children wearing head-torches when the field gets dark! One case study in the strategy describes a child at Stramash, constructing a ladder in the woodwork area, and how 'she carried her ladder back into the woods and laid it against the tree trunk, making sure it was stable before she used it to climb up onto the branch'. The Play Strategy for Moray is a bit like this ladder – a potential challenge to build, to put into place and to make stable, but offering a sure way to a higher level of early years practice.

It has been a joy and a privilege to be involved in the development of child-initiated play in Moray in recent years; it was an honour to be asked to write this foreword.

Anna Ephgrave

Who is this Play Strategy document for?

This is Moray's Play Strategy written and created by ELC practitioners, early stages primary teachers and school management. It is for all practitioners and teachers delivering the early level of the Curriculum for Excellence and beyond. It will support a consistent play pedagogy and a quality experience for all of Moray's families.

Childhood is precious. Children deserve to be listened to, understood and respected.

"Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be"

— Rita Pierson

Be that champion.





Contents

Acknowledgements	2
Foreword	3
Who is this Play Strategy document for?	4
Section One	6
Section Two	14
Section Three	20
Section Four	29
Section Six	46
Appendix 1	48
Appendix 2	50
Appendix 3	51

Section One

This section covers Moray's values, vision and aims, learning and teaching standards, strategic priorities and Moray's Skills Framework. It highlights national practice guidance and the importance of being open to a playful approach to learning and teaching.

Moray's Values

We are Ambitious, Fair, Responsive and Committed to Improving the experiences and life chances for Our People, Our Place and Our Future.

For Moray's Children our strategic priorities are:

- supporting all learners
- learning, teaching & assessment
- curriculum
- leadership

These are interwoven by Self-evaluation for Self-improvement and Improving Outcomes and link with the National strategic priorities:

- improvement in attainment, particularly in literacy and numeracy
- closing the attainment gap between the most and least disadvantaged children
- improvement in children and young people's health & wellbeing
- improvement in employability skills and sustained, positive school leaver destinations for all young people

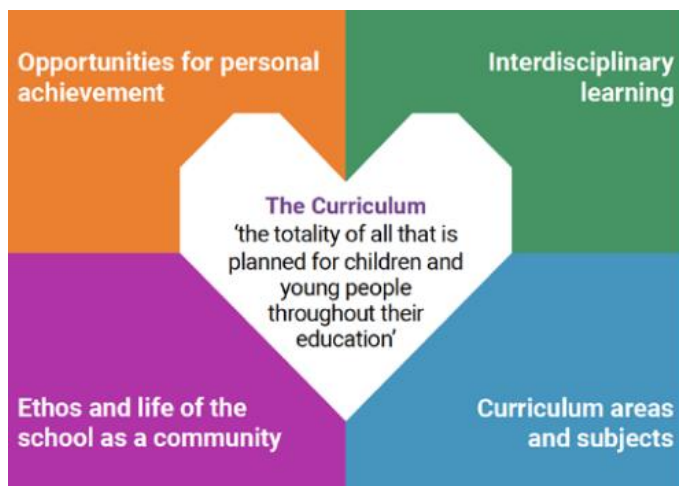




In Moray ELC we have created specific priorities to link with the above strategic areas. These are currently

- outdoor learning
- partnerships
- quality

Developing the Moray Skills Framework through Play

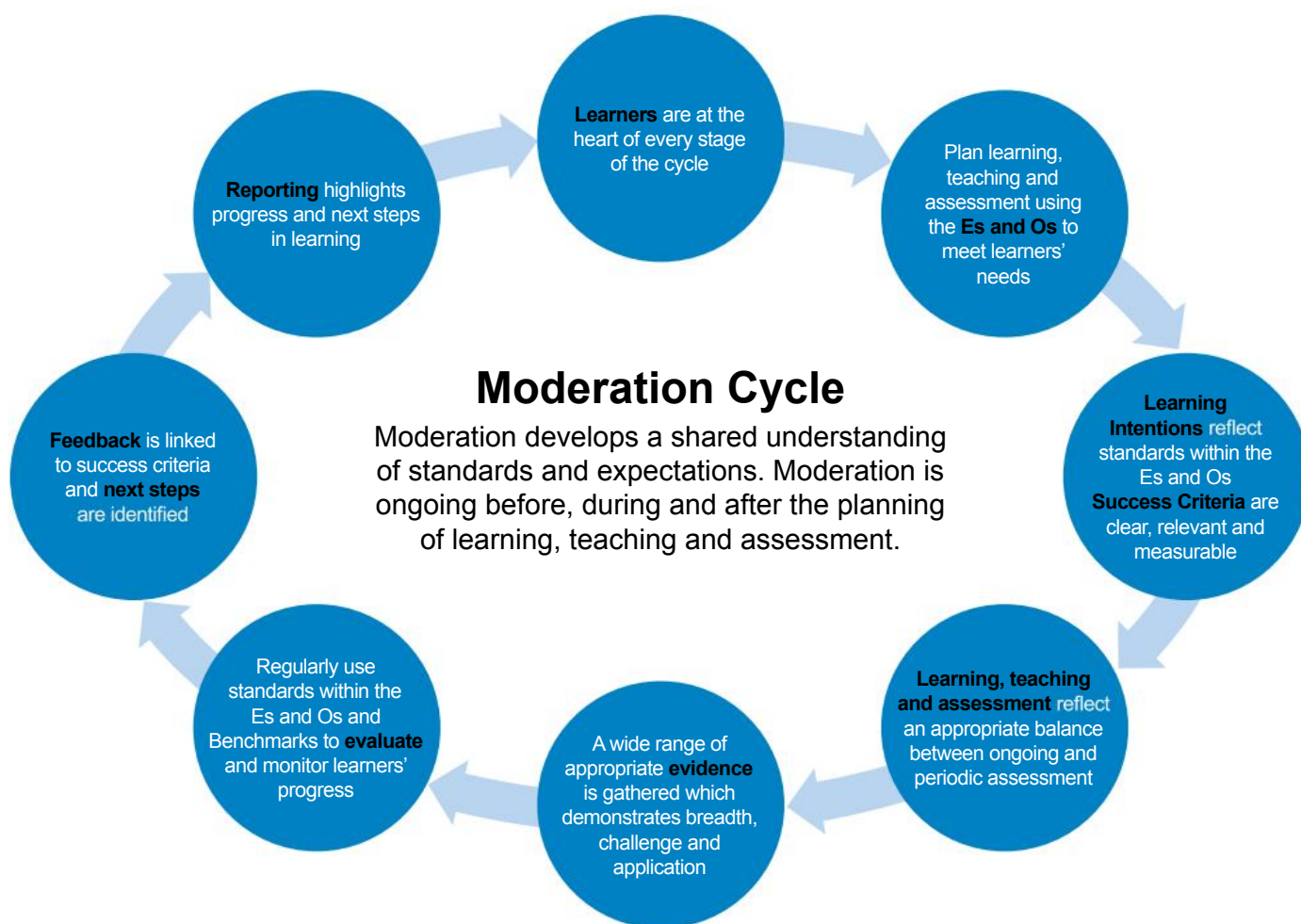


Opportunities for developing skills for learning, skills for life and skills for work form part of the entitlements of Scottish Education. People use different terminology to refer to skills or attributes. Skills for Scotland set out a wide range of skills that might be included in any definition.

It focused on several overlapping clusters of skills:

- personal and learning skills that enable individuals to become effective lifelong learners
- literacy and numeracy
- the five core skills of communication, numeracy, problem solving, information technology and working with others
- essential skills that include all of the above
- vocational skills that are specific to a particular occupation or sector

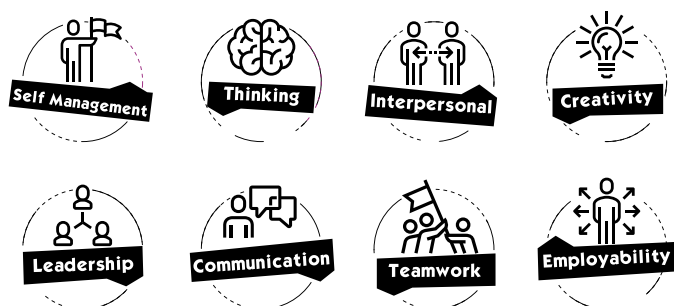
Skills must be identified at the planning stage through the key learning highlighted in the experiences and outcomes. Skills should be embedded in learning, teaching and assessment and form part of the child centred pedagogy in practise.



Skills should be integral within Learning and Teaching through the delivery of all aspects of the Moray Standard. Curriculum, learning & teaching and assessment are interdependent so assessment of skills should be part of, rather than separate from the [moderation cycle](#).

Through the development of the Moray skills framework all young people will develop a range of skills. Practitioners will develop learning experiences and opportunities for children that actively challenge stereotypes and advance equality of opportunity. Settings should work with partners to share a common understanding and language around skills development. Skills should form an integral part of a pupil's profile.

The 8 Core Skills of the Moray Framework are:



https://education.gov.scot/media/lc4grxid/cferefresh_a3poster.pdf

The Moderation Cycle | Learning resources | National Improvement Hub (education.gov.scot)

Building the Curriculum 4: Skills for learning, skills for life and skills for work (education.gov.scot)

Curriculum For Excellence and Play

The Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from ages 3 to 18. Play has the potential to contribute powerfully and positively to some of the most significant areas of life in schools, nurseries, early years and childcare. The Curriculum for Excellence promotes playful learner-led approaches in the classroom and outdoors.

– Play Strategy for Scotland: Our Action Plan, (2013), Scottish Government

In Scotland, we have the benefit of curriculum guidance which spans both the ELC sector and the early stages of primary school. Curriculum for Excellence ‘early level’ is intended to support the implementation of a responsive, continuous play-based curriculum for children aged three to six. It is important then that practitioners and teachers provide, through responsive and intentional planning, a blend of child-initiated and adult-initiated learning experiences. The emphasis should be on child-centred play pedagogy to ensure continuity in children’s curriculum experiences

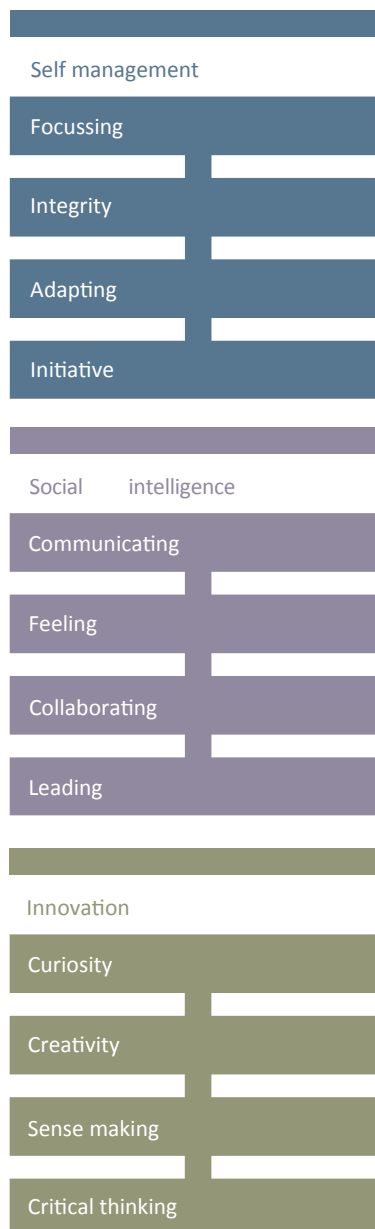
Curriculum for Excellence Refresh

In 2020 a group of practitioners and teachers were led by Education Scotland to refresh the curriculum design of the Curriculum for Excellence and consider the ‘what’, ‘why’ and ‘how’. It is important to remember the four capacities; Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. The four contexts are shown above in the coloured box. We need to support children and young people to develop meta skills, known as Skills 4.0, which include self-management, social intelligence and innovation. These will support children and young people to have the skills and qualities required in our modern world and prepare them for life, learning and work. These should be offered within the context of your setting and the individual children and young people you care for.

You can find out more from the links below.

<https://education.gov.scot/improvement/learning-resources/resources-to-support-the-refreshed-curriculum-for-excellence-narrative/>

https://www.skillsdevelopmentscotland.co.uk/media/44684/skills-40_a-skills-model.pdf



– Skills 4.0 – Meta Skills (Education Scotland, 2020)

Vision statement

By using play as the main vehicle for learning across the early level of the Curriculum for Excellence, our youngest learners in Moray will:

- be resilient, independent and successful learners
- be effective contributors in their learning and wider community
- be confident individuals who grow to be the best version of themselves
- be responsible citizens who have knowledge of the wider world

Purpose of a play strategy

- To ensure continuity of learning and development for children when they move from ELC to primary.
- Giving children the opportunity to build on and develop skills, enthusiasm and interests.
- We know “Play is key to raising attainment” – Scottish Government.
- To share a consistent play pedagogy across Moray.
- To ensure we are supporting a child’s right to play (Article 31, United Nations Convention on the Rights of the Child, 1989)

UNCRC (United Nations Convention on the Rights of the Child, 1989)

We should all be aware of the rights of every child and the Articles within the Act. Article 31 states, ‘I have the right to relax and play’. Scotland is the first country in the UK to incorporate the UNCRC into domestic law. The United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill was agreed early this year (2021). As a public authority we have a responsibility to ensure we comply with this Act and support all children in understanding their rights. Any Act is a legal requirement. It will be good practice to offer creative ways of ensuring the children in your care understand their rights in an age and stage appropriate way.

What do we mean by ‘playful’ in Moray?

The term ‘playful’ is used in various national practice documents including Realising the Ambition. It will be good practice to discuss this in your team to agree a shared meaning around this term. In Moray, play within the classroom is meaningful, with intention and with purpose. Adults and children can learn and progress by sharing a ‘playful’ but meaningful approach to play and life in general. Greg Bottrill, author of Can I go and play now, describes the importance of ‘co-playing’ with children.

“I learn a lot when I play you know. And I play a lot... like a real lot so I must learn a lot too!”

– Moray P1 pupil

Realising the Ambition: Being Me



This is the latest national practice guidance document for early level staff which promotes a quality early level experience as we strive for Scotland to be the place to grow up. It supports staff to deliver a rich and stimulating curriculum whilst adapting to the changes of the expansion of 1140 hours. Realising the Ambition replaces both Birth to Three and Building the Ambition.

Responsive relationships and routines will offer quality interactions, experiences and spaces. Play and pedagogical leadership shape this document in leading the practitioner to understand how children learn best.

– Realising the Ambition, Education Scotland, 2020



To a child play is about having fun. To society it is so much more. Children's play is crucial to Scotland's wellbeing, socially, economically and environmentally.

Creating an environment that provides rich play experiences is critical in meeting the needs of our children and young people. Offering them choices to develop the skills of expression, thought, curiosity, movement, problem solving and achievement provides a sound basis for fostering the development of useful skills and attributes which will serve them well throughout life.

Numerous studies, including Growing Up In Scotland show play to be a crucial factor in a child's educational achievement. The benefits from playing and having fun cannot be underestimated.

All learning environments, including nurseries and schools need 'free play'. This is commonly defined as 'behaviour that is freely chosen, personally directed and intrinsically motivated'.

– Play Strategy for Scotland: Our Action Plan, (2013), Scottish Government

'The experiences children have in early life – and the environments in which they have them – shape their developing brain architecture and strongly affect whether they grow up to be healthy, productive members of society'

– Harvard University, 2007

Play is an essential part of a happy, healthy childhood and 'when children play their brains do two things: they grow and they become organised and usable'

– Hughes, 2013

Play is fundamental to children and young people's quality of life but first and foremost it is a child's right and one which the UN Convention on the Rights of the Child (UNCRC) cited in Play Strategy Scotland

We want Scotland to be the best place to grow up. A nation which values play as a life-enhancing daily experience for all our children and young people; in their homes, nurseries, schools and communities.

"Play is the highest expression of human development in childhood, for it alone is the free expression of what is in a child's soul."

– Froebel

Early Years Framework

We need to recognise children's own aspirations for play, not what adults think they should be doing and to recognise that play takes many forms. It is not just about play parks.

We also have to recognise that play and developing the right attitudes to play are not the sole responsibility of national or local government. Parents have a key role here, particularly with regard to the issue of concerns about their children's safety and exposure to risk.

Play is essential for our children if they are to have the best start in life and be ready to succeed as adults. Through play children thrive as they develop self-confidence, social skills and an awareness of their impact on others and the world around them. (Broxburn Family Centre Vision, Values and Aims (cited in the Early Years Framework (2009) Scottish Government)

<Insert photo Cullen children with diggers>

<<Don't have this picture>>

Section Two

This section explores the concept and definition of play using key texts to support child-centred and developmentally appropriate practice. The interactions, experiences and spaces that you share with children will promote quality observations which are so important in understanding their needs and interests. The content will also encourage you to think of everything you do being meaningful for the child.

What is Play?

Defining play is a complex and extremely difficult task as it is hard to narrow down a definition of what is play and what is not play. Play can also mean different things to different people as a child might not see something as 'play' whereas the adult perceives that they have planned a 'play activity'. Play simultaneously can be a tricky word and concept to describe (Education Scotland, 2020). There are however many examples of theories of play from Early Childhood Education.

"Most children enter primary school as enthusiastic, independent learners who are used to making decisions, solving problems and initiating their own learning."

– Scottish Government, 2007:9



Research shows that young children learn best through play and first hand experiences (Bruce, 2015) and when they have regular opportunities to:

- make their own choices and decisions
- return to experiences over time to deepen learning and practice skills
- discuss thoughts, ask questions and extend their ideas

“One of the many challenges we face when considering play pedagogy in early stages of school is the pressure we can face from external forces or our own beliefs and values to evidence the child’s progress in key aspects of their learning. While important, this should not deter us from adopting pedagogical approaches which embrace play as the medium through which young children learn best.”

– Education Scotland, 2020:46

A Model for Play

The importance of play is highlighted through Scottish National guidance regarding the early years as an essential feature of children’s active learning and development of vital skills, knowledge and positive attitudes to learning (Scottish Government, 2007). Learning through play supports the aims of the Curriculum for Excellence (CfE) to develop successful learners, responsible citizens, confident individuals and effective contributors (Scottish Government, 2006). The principles of this holistic curriculum include the importance of play, active learning, observation methods, following the child’s interests and cross-curricular learning (McCormick, 2012).

Realising the Ambition states, it is important for:

“Children to be given time to play throughout the day to follow their own line of enquiry or individual interest.”

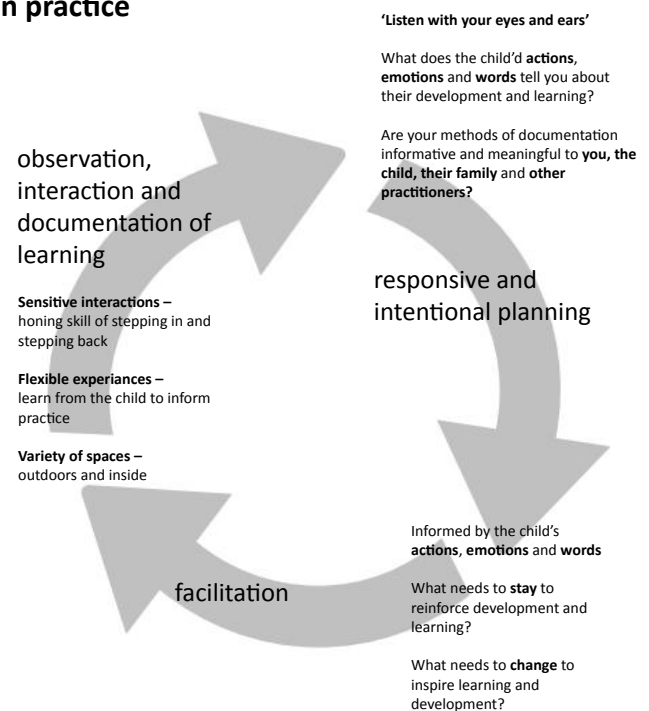
– Education Scotland, 2020:44

The transition from Early Learning and Childcare (ELC) to primary education will be smoother if:

“Play remains and continues as the main vehicle for their early learning in P1 and beyond. As practitioners across ELC settings and schools we need to work together to plan for progression in learning and for continuity across a child-centred play pedagogy and curriculum.”

– Education Scotland, 2020:45

child-centred pedagogy in practice



– Education Scotland, 2020:48

Building the Curriculum 2 (Scottish Government, 2007) describes active learning as learning that engages and challenges the thinking of children using imaginary and real-life situations. It emphasises the different opportunities for active learning, which underpins play pedagogy, through:

- spontaneous play
- planned, purposeful play
- investigating and exploring
- events and life experiences
- focused learning and teaching

All areas of the curriculum can be enriched and developed through play.

– Scottish Government, 2007

A balance of the different opportunities for active learning should be developed by the practitioner in response the children’s developmental stage to evidence high quality play pedagogy. The table (appendix 1) provides further exemplification of the key roles of adults and children for each type of active learning.

– Play is the Way, 2020

To enable children to have a smooth transition from ELC to P1 a play pedagogy approach can be implemented. This consists of three types of play and playful experiences used by practitioners known as: child initiated, adult initiated and adult led.

<Insert Julie Fisher model>

<<>Way to big to go here, perhap an appendix or an external link?>

– Play is the Way, 2020

Child Initiated Experiences

Tina Bruce’s twelve features of play are known as ‘free flow play’ as when the play features co-ordinate together the play becomes free-flowing (Bruce, 2012). Susan Isaacs stated that free flow play developed children’s social and problem solving skills along with their thinking skills from experiencing a play based curriculum (Giardiello, 2014). The twelve features of play can be used by practitioners to develop an understanding what play looks like, swounds like and feels like for children.

<insert Bruce features of play image>

<<Picture of text, needs to be retyped, or external link>>

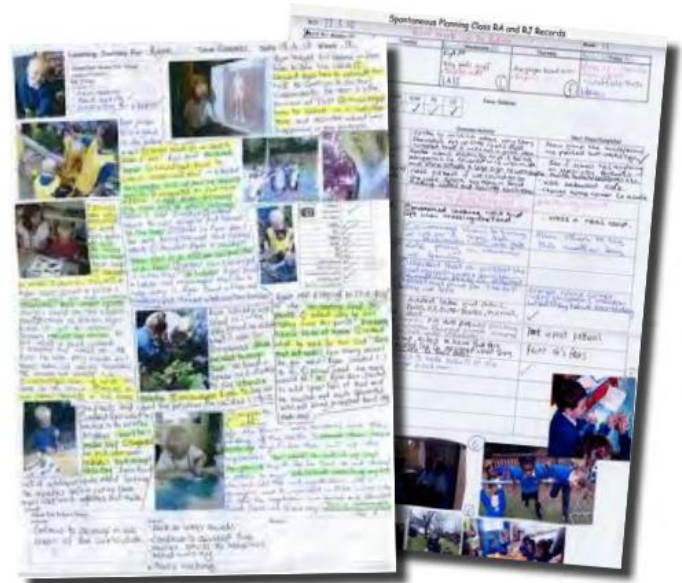
Intentional Planning for Child-Initiated Learning – An Environment for Play

It is important to consider the interactions, experiences and spaces when planning your environment for children. Your resources should be easily accessible and have a variety of stimulating and engaging choices which will provoke their imagination and creativity. Be mindful of the types of play that you should plan for a balance of adult-initiated, child-initiated and adult-directed learning opportunities. All are important and have a place in a child’s day of play and learning.

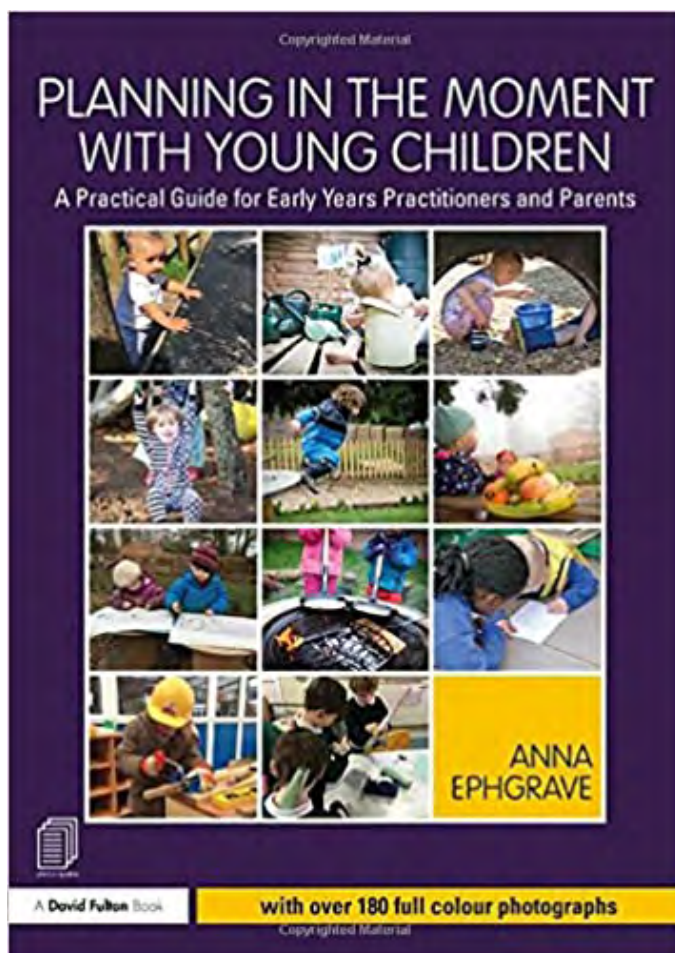
Moray’s approach to planning is to follow a responsive planning model. In most ELC settings, Anna Ephgrave’s (2018), ‘Planning in the moment’ is used to document a child’s learning. Using this approach the adult and the child learn as things emerge in the world around them, giving them a ‘real time’ sense of discovering new things. These discoveries are a shared experience which gives meaning to the learning and adds to the relationship between adult and child. We do not need to plan in advance in order to fit the experiences to the curriculum. If the interactions , experiences and spaces you offer are rich and interesting, the curriculum will naturally be met by the children discovering new vocabulary, experiencing science, ICT, art, craft and design, counting, shape, number and pattern through their play and discovery.

We can document this learning on a learning wall, floor book or individual records. In the planning in the moment approach, children all have the opportunity to be the ‘focus child’ where the adult deeply observes and shares in the child’s learning. This is shared with other adults including parents who are encouraged to contribute.

The focus child documentation may look like the example below although there is no set way you have to record their learning. The important thing is that is must be meaningful and cater for the child’s individual interests and stage of development. Knowledge of the child and the ability to make quality observations are key. There are more examples of how this can work well in a primary class in Appendix 4.



Planning sheets which document a child’s learning in ELC or early stages of primary



You can find out more from this book

– Anna Ephgrave, 2018

Planning – Skills Development

You can create zones to develop children’s skills and interests eg. block play, art and craft, planting and growing, tinkering and investigation, storytelling and reading, role play, sand, water and malleable materials, music and dance, risky and physical play.

- Responsive Planning – Observing and Interacting

Successful implementation of play pedagogy in practice requires practitioners to carefully balance the amount of time they spend engaging and observing in child-initiated play, adult-led and adult-initiated experiences as all three are important when supporting and extending children’s learning. The practitioner should plan time for adult interaction when children play and not be solely tied up with adult-led learning as play should never be seen as abandoned learning. Children need to be aware of the value the practitioner places on the learning that is taking place in the setting.

“There is no contest between child-led and

adult-led learning. It is one without the other that gives young children an impoverished educational experience.”

– Fisher (2016:86)

Spending time observing children during their free play enables practitioners to identify significant and teachable moments. These can be responded to, in the moment, by supporting and extending children’s thinking through high quality interactions and sustained shared thinking. It also provides information on children’s learning and progress within the Curriculum for Excellence (Play is the Way, 2020). Practitioners can then use the observation information to plan meaningful next steps in learning.

When making observations Fisher (2016:92) suggests using three stages to support a sensitive approach to children’s play:

“Wait, Watch and Wonder.”

– Fisher (2016:92)

Before a practitioner decides to intervene, they should wait and watch first.

Wait – Is the child getting on alright on their own? Are they getting stuck and frustrated?

Can I be of help?

Watch – What is the child doing? What are they trying to achieve?

Wonder – I wonder what they are thinking right now. I wonder how they arrived at this line of enquiry. I wonder if I can support the learning now or if they are better left alone? I wonder if there is something I can provide tomorrow that will extend the play further? (Play is the Way, 2020)

Spending time reflecting on the information obtained through observations is important when planning future learning experiences to meet the needs and interests of children. This might also involve making changes to enhance the environment using provocations (Bryce-Clegg, 2017). This process of reflection and planning should involve children reflecting on their learning along with the practitioners in the setting. This is an important feature of a child-centred curriculum where the child-led learning informs adult-led and adult-initiated learning providing depth and coherence of learning.



– Play Scotland, 1996

Explanation of adult-led and adult-initiated experiences

- Adult-Led Experiences
- Benefits of small group teaching
- Adult-Initiated Experiences
- Open ended opportunities planned by the practitioner with a potential outcome but undertaken independently by the child.
- Playful in nature and combine what children love with what you would like them to learn!
- Use of target tasks

How can you document children's learning and make progress visible?

- Floor books
- Learning walls/Maps
- Learning journey
- Online profiles



Section Three

Section three looks at the role of the adult and the planning cycle in your interactions, experiences and spaces. It offers resource ideas and investigates the importance of self-evaluation at a deeper level.



Observation

Observation and assessment provide evidence of what is working for children and what is not and enables us to develop a rationale for what is happening in our setting (Fisher, 2013).

Observations can show trends and patterns of engagement. This guides the practitioner to see over time the kind of learner each child is. Practitioners may carry out observations to:

- Identify a child's strengths.
- Find out why a child is finding something tricky.
- Find out why a child is behaving in a certain way.
- Identify a child's stage of development.
- Ensure the environment is of high quality and find out where the child likes to learn best.
- Help the adult extend the child's learning.

child-centred pedagogy in practice



As we observe and interact with children we are looking out for the “teachable moments” (usually highlighted in a colour) in which we can make a difference. It may be that the focus is on one child or area of provision. It can also be beneficial to observe for learning and development which hasn't been planned for. Children can often surprise us and show us how to move learning in a new direction. It is not possible to document every observation as that would take away too much time from teaching.

Sarah wanted to know how much money she had. She counted her 2ps and I (teacher) encouraged her to match them to Numicon. Teacher modelled matching 2p to Numicon and encouraged Sarah to count how much she had. Teacher supported Sarah in matching other coins to Numicon. Teacher modelled writing number sentences and Sarah practiced writing some on her own.

Observations and interactions enable the stories of children's learning to be recorded. These may be recorded on a learning wall, a floor book, digitally or in written form. We need to document the learning to make it visible and to provide the rationale for our pedagogy.

Adam was with a group of children making a farm. He helped to put the animals into their habitats, and then into their correct homes. Teacher suggested that he write the animal names to help visitors know which animals go in which areas. Adam used his phonic knowledge to sound out pig, horse and sheep.

It is important that the processes in the Planning for Learning cycle are shared with parents and children. By sharing observations parents and practitioners work in partnership for the benefit of the child. Involving children in the assessment and planning of their learning will enable them to talk about their learning with understanding.

Role of the Adult

Adults have a huge influence on children's opportunities for play. Adults generally dictate the time, space and resources available for play but can also impact on learning through play by their approach and interactions. In order to maximize the benefits derived from play, adults must ensure that their influence is a positive one providing an experience rich in communication and appropriate interactions. (For a useful checklist see Appendix 2– Role of Adult)

“The role of the adult is a delicate balance of supporting, enriching and proposing on the one hand, and keeping back to give the children space and time to build their own ideas on the other”

– Realising the Ambition (2020)

Facilitating Play Opportunities – “Interacting or interfering?”

– Julie Fisher (2016)

Most important in facilitating play is to allow plenty of time and freedom for it to be a child-led experience and therefore avoid providing suggestions for activity. In order to extend learning or interests shown during play, adult initiated and adult-directed experiences are valuable.

Be prepared to slow down and observe what is happening. By being conscious of your body language and remaining alert and open to an approach or question, children will feel safe and secure in order to explore and play freely. Remain alert to cues (which may be subtle) inviting you to join in with play but wait until this invitation is given.

Limit adult interruptions and interference in child-led play as these will distract focus from play, can give the impression of a ‘right or wrong’ response and can impact negatively on the learning and development potential. It is possible to remain available through establishing eye contact and being physically down at a child's level. Communicating effectively is important to ensure everyone is clear about expectations and so use vocabulary that is appropriate to the age and stage of the children. When engrossed in play, a child may not hear you, so if an interruption is necessary, the adult should go to the child and avoid calling over and expecting a response.

When to Step In

The play space and how it is used should be risk assessed, control measures agreed between adults and children and adhered to by everyone. An adult should interrupt play if a situation becomes unsafe or emotionally intolerable for an individual. It is worth considering at the risk assessment stage that we all have different perceptions of risk and it is therefore important that the response is consistent among all adults.

When intervening, it is helpful to remain calm and avoid vague and subjective language like ‘be careful’. This way the children can learn from the experience and develop skills in risk management for themselves. Possible alternatives to ‘be careful’ may be ‘do you feel safe’, ‘I’m here if you need me’, ‘does that branch feel strong and stable?’

Often, as adults, we want to assist in conflict resolution. However, this is an important skill for children to develop and much can be learnt in play. Allow disputes to be resolved by those involved, in a child-led way, as much as possible and avoid making judgements on causes and responsibility.



Gender Equal Play & Unbiased Observation

In order to support children to follow their own wishes and expressions of identity as they grow up, adults should take care to avoid influencing play or introducing bias towards gender 'norms' through the environment or the adult interactions.

Neutral responses to the resources chosen by children or the way in which they are played with will help to eliminate messages about gender specific roles or expectations being given.

"It is crucial that children are given the opportunity and encouragement to access all areas of the curriculum from an early stage so they have equality of opportunity in the future."

– Realising the Ambition (2020)

In order to make reliable assessments of children's needs the observations taken should be free from personal bias, factual and non-judgemental. For example, two observations of the same scenario could be:

- Julie reacted when Colin came over to play. She gathered the dolls and went to other side of home corner. Colin asked Julie to play. Julie did not respond or look at Colin. Factual
- Julie finds it difficult to play and share with other children. Biased

Including children's voices & involving parents

As adults are critical in providing space and time for play it is important that the views of the children form the basis of this to provide the most positive experience possible.

"Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously."

– UNCRC

While observing play, take the opportunity to include how resources and spaces are used in order to maximise play opportunities. Listen to the discussions between children in play for information on what improvements or resources could extend the opportunities. Photographs taken during play can be used in discussions with children when re-visiting experiences.

In communication, use open-ended questions with children to prompt discussion on further possible developments and give all ideas consideration. Inviting feedback from parents provides a link to home and can be used to gain information on play at home (see example feedback sheet below). Remember that parents and carers are the child's first educator and are your partners in supporting learning with the children in your setting.

Parent Consultation Sheet

Planning for your child's learning journey

Next week we will be focussing on _____. We will be observing them while they play to find out more about their interests and how they are progressing. Please take some pictures (no more than 10) of your child/family enjoying activities out of our setting.

We value the knowledge and understanding you have of your child and would really appreciate it if you would share this with us so that together we can plan activities to meet your child's needs. This will help us to plan for their future learning and development.

Is there anything significant happening in your child's life at the moment e.g. visits, holidays, new pets, family celebrations? Is there anything you would like to tell us about your child?

Do you have anything you would like to ask us about your child's progress and development?

For our children to learn through their play, it is important that we get the spaces and environment right. The UNCR states that "The key characteristics of play are fun, uncertainty, challenge, flexibility and non-productivity." An environment where the spaces allow for all of these factors must be carefully considered. Firstly, the children must feel safe and secure within their spaces. This will occur when positive relationships are at the heart of the environment. Once these are established, then the opportunities for effective play and learning are endless. This 'positive relationship' environment will then be enhanced by the physical environment. If 'fun' is to be achieved, then the spaces and the resources must excite and entice children. The children must be drawn in, intrigued by what is available. An element of 'uncertainty' can be supported through a range of resources and provocations that allow the children to wonder, enable them to take risks and problem solve solutions. Children all develop at their own pace and naturally want to learn. They will seek out 'challenge' as they play.

An effective environment will naturally support this through a wide range of quality spaces and a selection of resources that can be manipulated to provide an element of challenge, whatever the child is doing at any given time. For play to have true 'flexibility', a wide range of open-ended loose parts should be made freely available for the children to utilise in a variety of different ways, ways that they choose independently, free from adult intervention of the 'how' and 'where' they could and should be used. Understanding the importance of 'non-productivity' is also key to a successful environment where children will thrive. Spaces that allow for quiet time, stepping back and relaxing, allow children to develop an abundance of skills including self-regulation and reflection on their own play and learning experiences. Focus must also be placed on the 'process' and not the 'product' as this is where the skills development and learning takes place.

Having considered what is outlined above, planning and developing a play-based environment can be challenging. In an ELC setting staff should be relatively experienced and confident in working together to create a successful learning environment. Teacher's and ELC practitioners should aim to support each other when setting up their spaces. The knowledge that the ELC practitioners have of the children, their interests and their developmental level should be considered when setting up a primary classroom. Furthermore, as outlined in the Realising the Ambition document, 'the learning environment in the early stages of primary school, should not look or feel starkly different from a motivating ELC environment.' Once set up, the spaces (both class and ELC based) must also be continuously reviewed and reflected upon to see productivity and then altered as and when required. As considered by Greg Botrill, if we want them to feel safe and truly learn, then the classroom must be somewhere they can call home. Involving the children is also therefore key. As Anna Epgrave emphasises, observing and reflecting upon (with colleagues and also the children themselves) what they are enjoying using and things they are interested in, will allow us to deliver an engaging range of spaces stocked with resources that will allow the children to challenge and push themselves further, than if we dictate the content.

When considering the types of spaces that should be developed, it is important to consider both indoors and outdoors. Both are important and should have a variety of different spaces that allow for social and emotional, physical and cognitive development. They should not have defined 'literacy' and 'numeracy' areas but instead, opportunities for these should be evident across the

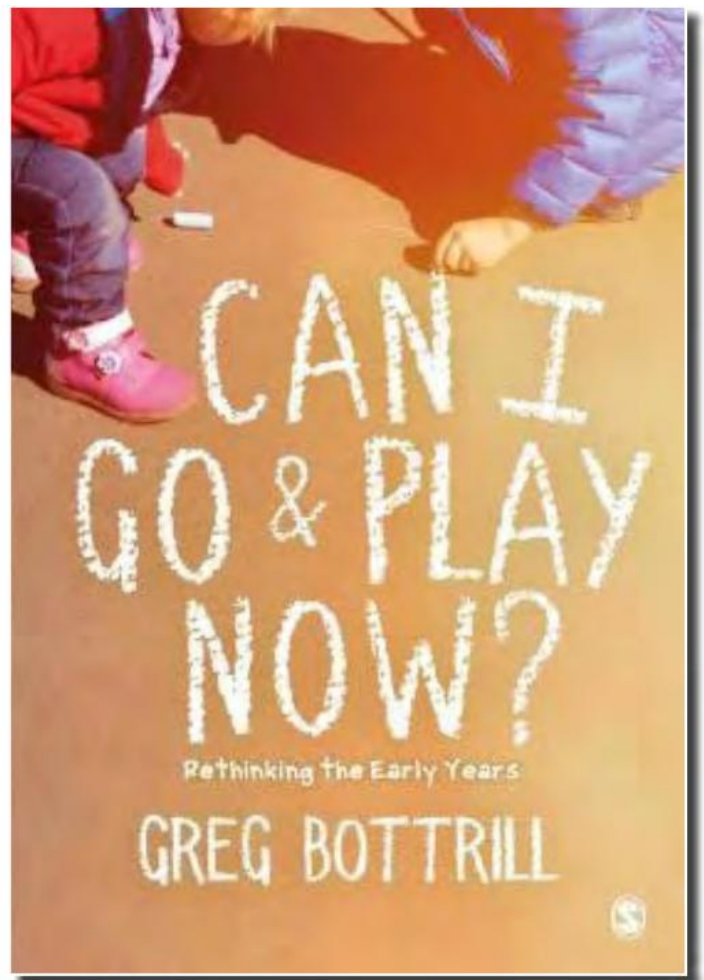
provision. As with development of fine and gross motor skills, opportunities should be varied and spread out throughout the spaces provided. Displays should be as interactive as possible meeting the needs and next steps of the children. Be careful that they do not become a 'display' of work chosen by the adults or overly full which can be a sensory overload for some children. Questions to be considered when making displays are 'Is it useful?' 'Is it engaging?' When considering furniture in a classroom setting, do you need a table and chair for each child? Or could you perhaps have a more flexible seating arrangement with a few tables only? Children learn best when they are active and learning and teaching can take place individually or in groups on the carpet, at a table, sitting, standing, kneeling and so on. The more movement and flexibility, the better.

Below are some ideas for your indoor spaces. (Many more resources can be added-these are just aimed as a starting point/guide).

- Blocks, big and small, along with a variety of other construction materials like Lego for example.
- A wide selection of loose parts, preferably natural rather than man-made. Stones, sticks, shells, glass beads etc.
- A selection of resources to support fine motor skills such as tweezers, pipettes, needles and other threading materials, small craft items and so on.
- Sand and water trays, with a variety of tools, containers etc. to use in them, containers, sieves, spades etc.
- A variety of different paper, card, envelopes and mark making and writing materials that will include pens, pencils, chalk, paintbrushes.
- Clipboards, chalkboards for resistance, whiteboards-portable and fixed.
- Picture books, short novels, magazines, leaflets, cookbooks.
- Digital resources, I-Pads, cameras, interactive whiteboards.
- Mirrors, magnifying glasses, magnets, torches.
- Junk for modelling. (recycling materials)
- Sellotape, scissors, staplers, hole punches, stamps, glue.

- Paint, playdough, clay.
- A kitchen, or home corner, dolls, buggy, beds.
- Cushions, puppets, blankets, beanbags, soft toys (Covid-19), dressing up items.
- Numeral cards, Numicon, Tensframes, counters, dice.
- Board games and jigsaws
- Sound cards, alphabet strips.
- Small world toys, animals, dinosaurs etc.
- A tinker table with real tools and appliances.
- A potable kitchen unit or access to an actual kitchen for cooking and baking.
- Musical instruments.

It is important for children to have access to an outdoor environment, and this should be used wherever possible, on a daily basis. For established ELC settings, quality outdoor spaces are commonplace. In early primary settings some schools also provide excellent outdoor learning spaces. All schools should be supported to develop their own outdoor space to enable quality learning and play to take place. Outdoor spaces are important as 'playing outdoors supports wide learning by helping to boost creativity, imagination and understanding.' (Play Scotland, Outdoor Play and Learning Coalition Statement.) Furthermore, 'with every block that is lifted, tyre that is rolled and bucket that is lifted, children are unknowingly developing their gross motor movement.' An effective outdoor space is conducive to the development of the whole-child. It 'should offer the opportunity to take risks, to collaborate, to explore, to interpret (and problem solve) for themselves.' (Greg Bottrill – Can I Go Play Now, 2018)



Below are some ideas for your outdoor spaces (as with indoors this list is not exhaustive and can be adapted to suit your setting and your children).

- Sand and water pits/trays (with resources to use in these)
- A water wall, buckets, containers, funnels.
- Larger loose parts that may include-pipes, tyres, planks of wood, crates, cable reels, pallets, logs.
- Smaller loose parts that may include-stones, sticks, bricks, shells, pinecones.
- Shovels, brushes, gardening equipment, planters.
- A mud kitchen with pots, pans, utensils (natural or man-made)
- Den building materials-tarpaulins, pegs, clips, canes, rope.
- Chalkboards, chalk, paper, pens, clipboards, whiteboards and pens, paint, paintbrushes.
- Balls, bats, skipping ropes, cones.

- Trees for climbing, grassy hill, pond, nets, magnifying pots/glasses.
- Access to numbers and sounds (preferably made with natural resources)
- Firepit, logs for seating.
- Workbench with real tools, saws, hammers, nails etc.

In addition to these resources, provocations can be set up both indoors and outdoors, ideas developed through stories read or listened to, or from the interest, knowledge and skills of the children. 'Children need an inspirational environment that includes quirky objects and things that lie out of the ordinary. Resources that lead themselves to enquiry and wonder.' (Greg Botrill: Can I go Play Now) They also need you. You are an important resource too and the role that you play. 'The environment is only one piece of the jigsaw-a perfect environment without all the other components will not support outstanding play and learning.' (Anna Ephgrave: Year 1 in Action)

Self-Evaluation

"Self-evaluation is at the heart of everything we do in our settings"

– HGIOELC 2016

We all strive to improve outcomes for the children in our ELC settings and our schools. In order to do this we must engage with and enable a continual process of self-evaluation for self-improvement. This is a process. It not a 'one off' activity or an activity only undertaken by leadership. It occurs little and often and should continually be reviewed to take into account recent developments in our settings and schools. It is about evidencing the deeper reflections and discussions we are already having with other staff, children and parents and noting these down in a manageable way.

Getting started

In reference to self-evaluation, Realising the Ambition (2020) suggests starting with a shared vision, co-created with children and families.

We can then start using quality indicators from 'How Good is our Early Learning and Childcare' (HGIOELC) or 'How Good is Our School 4' (HGIOS4) to form the basis of our Strategic Improvement Plans (SIP).

Key themes

Below are 10 key themes found in both education Scotland and Care Inspectorate inspections. Therefore, it may be helpful to use them as a template for self-evaluation focuses in your setting or school.

- Outdoor Experiences
- Child Responsive Planning
- Engaging Families
- Environment
- Staff Development
- Transitions
- Curriculum
- GIRFEC
- Tracking and Monitoring
- Play Pedagogy

Challenge Questions

To start the process, it can be helpful to decide on a 'challenge question', linked to the Quality Indicators, to guide reflection. Realising the Ambition gives the example 'How well are we developing children's language and literacy?' (QI 2.2) but this could be more specific to include story time or phonics, for example. Other examples include:

- Have we successfully established an inclusive learning environment for play for all children? (QI 3.1)
- How welcome and included in learning through play do all children, parents/carers and partners feel? (QI 2.5)
- How much time and opportunity do our children have for vigorous physical activity? (QI 3.3)

A list of further examples of challenge questions can be found at the end of this chapter.

3 key questions

To focus the self-evaluation process, How Good Is Our ELC and How Good Is Our School 4 both promote these 3 reflective questions:

- How are we doing?
- How do we know?
- What are we going to do now?

Structuring our self-evaluation journeys using these questions can really help maintain focus and most importantly, ensure the process is ongoing.

Ensuring everyone has a voice

“Reflective practice is best done with others, so that ideas can be debated and different viewpoints considered.”

– Realising the Ambition 2020

For the process to be easily accessible for all then our approaches need to be simple. By endeavouring to include all stakeholders, we provide opportunities for individuals to feel empowered to lead change and work collaboratively towards improvement.

Practitioners and teachers

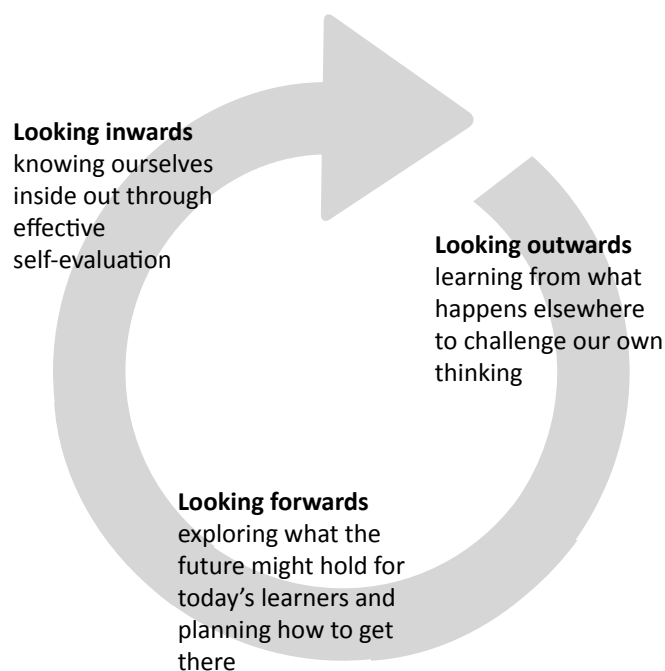
We are the ones continually observing what happens in our settings and schools. We know how our children are playing and engaging with our environments. Alongside observations of children, peer observations are one way of gaining a true insight into areas that we might like to develop.

Parents and children

Using a criteria for these observations developed together with all staff to include ideas from parents, eg. my child has a wide range of play experiences and children eg. I want school to be fun, is best practice. Realising the Ambition (2020) continually reminds us to listen to children's actions, emotions and words and doing this through observing children's play really is the only true way we can evaluate our practice effectively.

Looking inwards, outwards and forwards

HGIOELC and HGIO4 share this diagram with us to remind us to do all three of these when evaluating our practice.



What self-evaluation might look like

How this self-evaluation process is recorded or documented is up to the individual setting or school. The record simply needs to be easily accessible for all to contribute to the development journey of both the setting or school and its children. Some settings and schools find having a floor book linked to their SIP and/or challenge questions is a good visual way of seeing where your setting started and how far you have moved on and making it easy to share with parents, children and visitors alike.

Self-evaluation Check List

- Do all staff, children and parents in the setting or school know and share the Visions, Values and Aims? Do these include a strong ethos for continuous improvement?
- Do all stakeholders (staff, children, parents) have their views included and considered in the self-evaluation journey?
- Do all staff know the strengths and improvement needs of the setting reflected in the Strategic Improvement Plan (SIP)? Are there opportunities for them to link their professional development to this? Eg. training, peer observations.
- Do staff/parents/children have regular opportunities to be involved in leading and supporting improvement through a range of formal and informal activities?
- Is self-evaluation structured using the HGIOELC/HGIOS4 questions; How are we doing? How do we know? What are we going to do now?
- In our setting or school, do we look inwards, outwards and forwards? Do we use national guidance (eg. HGIOELC/HGIOS4, Realising the Ambition, Care Standards, National Standard) as well as knowledge of the local community when it comes to evaluation and improvement activities? Do we use research to inform thinking and support new developments?

Section Four

Various ELC and school settings share their experiences as case studies in section four. Thank you to Dyke, East End, Greenwards and Kinloss primary schools, Flexible Child Care Services and Stramash for sharing these case studies investigating loose parts, block play and play pedagogy.

<insert Cullen child with loose parts inside>
<<don't have this image>>

Loose Parts Play at East End School, Elgin

“Education done with children, not to them.”

– Greg Bottrill

East End School is in the centre of Elgin. Outside, there is a large tarred area and grassy field. The area is used by the primary stages and the Early Learning Centre. Embedding loose parts play has been a focus for several years to improve Health and Wellbeing.

The resources have been built up over time and include tarpaulins, crates, various sizes of tyres, cable reels, bricks, gutters, wooden planks, piping, pallets (see notes for safety advice), pots and pans as well as natural found objects including sticks, pinecones, conkers, and other seasonal materials such as ice. This is not an exhaustive list as resources are reviewed regularly.



Fig 1: Loose parts are stored outside all year round.

“Playing and learning outdoors is life-enhancing. It promotes mental, social and emotional wellbeing by helping to reduce stress, increase self-esteem and confidence, develop emotional resilience, and build children and young people’s confidence in their own capabilities and ability to manage risks and deal with uncertainty.”

– Scotland’s Outdoor Play & Learning Coalition
Position Statement

The principles of outdoor learning at East End are based on a child-centered, constructivist model of learning, encouraging respect, responsibility, and autonomy, facilitated by exploration and discovery through a self-guided curriculum, with sensitive interactions from adults. In this setting, learner participation is core to the educational ethos and culture and centrally contributed to how learning processes and outcomes are supported and developed at the earliest stages.

Loose parts play at Flexible Child Care Services, Keith

Children at the early stages of primary school are outside every day. Situated numeracy and literacy are embedded in play-based exploration and discovery which the children can lead and shape. With light-touch adult supervision, children move freely through different areas, including the music area, sensory garden, mud kitchen, tepee, willow house, and outdoor play areas with digging areas and water. The loose parts are a well-used resource with the children and the focus here.

Staff have an over-arching year plan for the pupils, identifying key learning benchmarks and performance criteria. However, there are no set topics. Rather, staff use group floor books to purposefully harness ideas coming from the children and use them as catalysts for learning.

They have also introduced Greg Bottrill's Adventure Island. This engages young children in a world of story and books through the concept of joy and co-playing. The scope for Adventure Island is unlimited in terms of promoting imagination and creativity. It encompasses aspects of literacy, mathematics and health and wellbeing alongside delivery of other curriculum areas with all the emotional engagement of play and discovery.

<Insert East End child in red photo on left and East End child at spool table on right>

Loose parts play has allowed staff to understand how learning and participation are linked and how activities give the learners a right to have a say in their play choices.

One of the reasons for the fascination loose parts offer is that they are not prescriptive; they offer limitless possibilities and are inclusive of all learners. The Loose parts Play Toolkit (2019) states the benefits include cognitive development, social development, physical activity, fun and enjoyment and mental health and emotional wellbeing. At East End these benefits are noted by the adults when they see how engaged the children are, that they are curious, creative and imaginative, interact and cooperate well with each other and develop their problem-solving skills often showing a greater resilience than at other times in the school environment. Children have been observed to be more settled with the rest of the routines of the school day because of doing outdoor learning first thing in the day.



Flexible Childcare Services Keith is a charity-based company with twenty-one settings across Scotland serving early years, ASN, out of school among other sectors. Our Keith setting is currently in temporary accommodation until our new setting is completed in July 2021.

Here at our Keith setting, large and small loose parts are the core of our resources, with natural materials, block play and items that offer opportunities to discover, create and imagine included. Our age range is age two to five years, and we play and learn together in the main hall.

We believe that children benefit from a rich environment, where they can create play from open-ended resources that give no limits in allowing their ideas to come to life. Children collaborate, learning how to listen to each other's ideas, problem solve and become confident in their own creative abilities. Pallets, chairs, and cardboard began as a car, where discussions surrounded safety, distance and fantastic stories of family days out. Discussions about holiday destinations and how covid-19 would not allow for travel in a plane led to building their own FCSS Aeroplane; from here, they could go anywhere their imagination took them. We currently have a pirate ship, which led from one child's interest; he encouraged others to become excited about building the boat and the adventures they would have.

Simon Nicholson quoted, "children need all the things that satisfy one's curiosity and give us the pleasure that results from discovery and invention." When we observe children in imaginary and creative play, we can quickly identify how children progress in their development and how areas of the curriculum are within the play processes. We are also able to identify schemas and how

to support these. During this unprecedented time, social and emotional development is a priority and watching children's excitement as their vision becomes real brings a sense of achievement and joy across the setting.

Thoughtful interactions between practitioners and children support them in thinking on a deeper level to make sense of their thoughts and play. Barbara Rogoff (2003) describes learning as a 'co-operative process between children and adults, where children 'borrow' adult knowledge and skills. At any given moment, the lead and responsibility passes back and forth.

Block Play at Greenwards Primary School

Block play can be viewed as:

"Simple playthings that allow children to feel and experience, to act and represent, and to think and recognise."

– Froebel, cited in Brosterman 1997:51

This case study will illustrate the rich learning that block play facilitates and our exciting learning journey. Greenwards is a non-denominational school with three hundred and forty-one children located in the south west corner of Elgin. The school also has specialised accommodation for children with special needs. Greenwards is an open plan school with no classrooms or doors. Instead, there are teaching areas typically grouped in clusters of four class areas. The teaching areas are open, bright and attractively decorated with the children's work. Currently two primary one classes share one of the teaching areas which is split up into zones creating a workshop for children through a play pedagogy approach (Play is the Way, 2020). These zones are the discovery/investigation zone, the creative zone, the social zone and an outdoor zone.

Our school invested in a set of unit blocks and hollow blocks to enhance learning in the discovery and investigation zone. The 'Community Playthings' blocks were purchased to maintain the 1:2:4 ratio so that children could start to understand the mathematical relationships from an early age. The delivery of blocks arrived in August 2020 and this was when our exciting journey with block play began. We will share our story so far with block play focusing on the interactions, experiences and spaces when implementing a child-centred pedagogy in practice (Education Scotland, 2020a).



Experiences

Research shows that young children learn best through play and first-hand experiences (Bruce, 2015) and when they have regular opportunities to:

- make their own choices and decisions
- return to experiences over time to deepen learning and practice skills
- discuss thoughts, ask questions and extend their ideas

In addition, block play supports STEM and meets the eight curriculum areas of the 'Curriculum for Excellence' (Scottish Government, 2006) in a holistic and open-ended way for all learners. When children are engaging with the blocks approximately fifty experiences and outcomes are at play. (See the experiences and outcomes in Appendix 3)

Due to more than half of the curriculum being covered we ensure that block play is available daily for children to engage with. Data from a sample of observations, for a one-week period during May 2021, showed that seventy-two percent of Primary One children engaged in learning experiences at the block play area with their peers. Some children visited the area daily to deepen their learning and practice skills repeatedly. Analysing data from timed observations has shown that some children had sustained play in the area for periods longer than forty minutes. This demonstrates that their play was uninterrupted, engaging and as Bruce (2015) describes, it gave the children opportunities to wallow when learning.

Furthermore, our observations have shown that the hollow blocks create so much drama, imagination and role play whereas the unit blocks create endless possibilities within the curriculum areas, particularly mathematical learning and development. However, both types of blocks together can provide so much more rich learning.



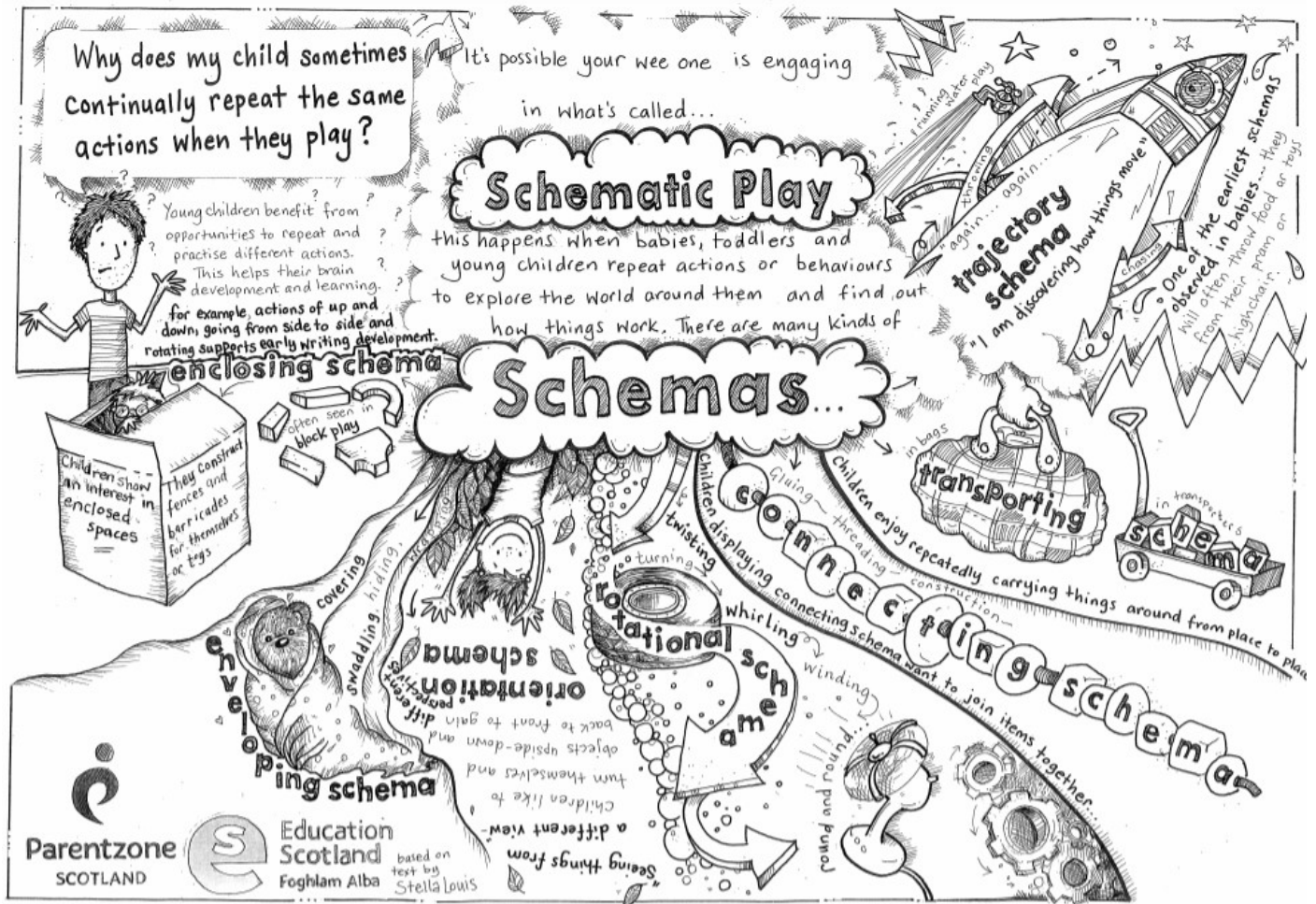
While observing the children interacting with the blocks, we have noticed a range of schematic play. For example, these photos show the children demonstrating the enveloping and enclosing schema when making structures with the blocks.

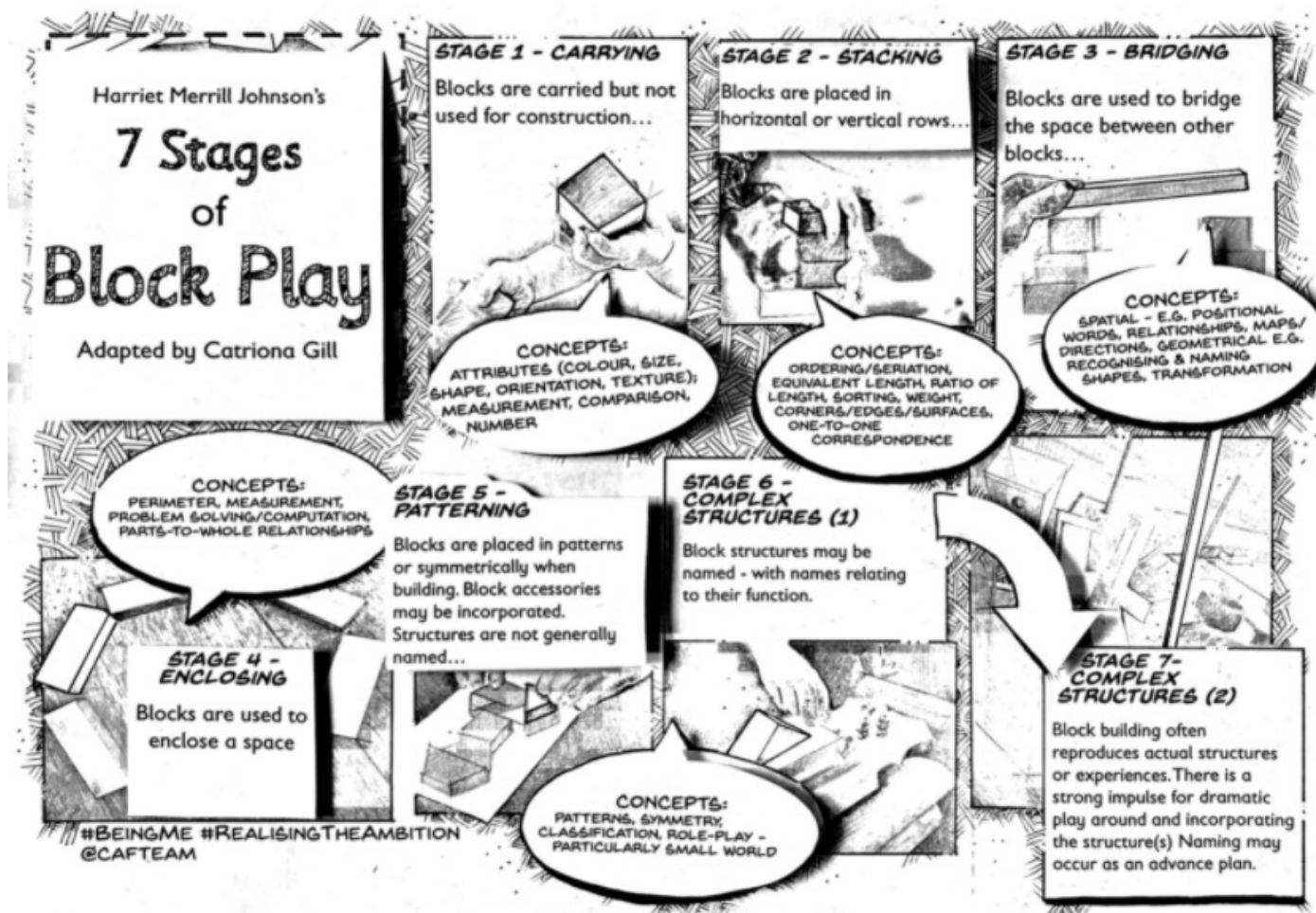


Similarly, we have found the following sketchnote invaluable in supporting our understanding of the schemas observed in the children's play. This has then enhanced discussions of how we can extend and support thinking as children need opportunities to practise and rehearse through schemas of first-hand experiences. As Louis (2021) states,

“If you feed a child’s schema you have the potential to lead the child to its destiny.”

– Education Scotland, 2020a:36





– Education Scotland, 2020b

The seven stages of block play sketchnote has also enhanced practitioners' understanding of the developmental aspects of block play. Observations have shown that children have moved back and forwards between these stages which demonstrates the non-linear nature of learning. At the beginning when the blocks were introduced, we predominately observed stages 1 (carrying), 2 (stacking) and 3 (bridging). We questioned if this could be due to some children having never experienced block play using these types of blocks in their nursery setting.

Over time we have observed children progressing to become competent block players who demonstrate stage 7 (complex structures) used for socio dramatic play. This photo shows the structure the children created to represent a submarine which then led to a period of dramatic play.



Spaces



We have created a distinct block play area which is self-contained. This means that children are not disturbed when building or that structures are not knocked down accidentally when children are moving past the area to get to other zones in the provision. The blocks are located in open-access storage with a designated storage spaces identified by labels. This has supported practitioners and children to learn the names of the blocks. The blocks are displayed so that children can see the modular structure and understand the mathematical relationships. Over time we would like to build upon the number of blocks we currently have as we feel the more blocks the better!



Data from timed observations has shown that the children who are in the area often observe others building which then has a positive impact upon their own block play by supporting them moving between the stages and within other curriculum areas eg., literacy, drama or numeracy. This photo shows that the children have been able to demonstrate their understanding of symmetry from the structures created.

From being an open-ended resource, we have observed first-hand that it facilitates symbolic thinking. Children regularly create structures that represent something else. This photo shows the units blocks being used as snacks for the knights who live in the castle that the children had created. On the wooden board, which represented a plate, they have a drink, sandwich and a cake. The individual wooden blocks therefore took on a new meaning as part of the 'whole' (Tovey, 2017).



Furthermore, when we first introduced the blocks the children who had engaged with them tended to move to another zone and leave the blocks they were using out. This then resulted with all the blocks being on the floor and the area looking very messy. We spoke with the children about this and agreed that when the children had finished working with the blocks they should return them to the shelves. Adults have supported the process of returning blocks to the shelves and seized upon the learning opportunity of developing pupils knowledge of the block names and how the parts link to the whole. This also enabled pupils to demonstrate our school value of respect and meant that the area was attractive to other children during the day.



To develop progression in literacy and numeracy we have added pencils, paper, clipboards, rulers and tape measures into the area. The children tend to use these in a variety of ways, this picture shows a flag being added to a castle. The children are also frequently heard using mathematical language eg. 'It is taller/shorter/ longer....'

Interactions

"Rich block play does not just occur. It develops when the adult acts as a powerful catalyst working hard to enable it."

— Bruce, 1992a: 26

Evaluations from practitioners who engaged in the 'Being me through Block Play' (Education Scotland, 2020b) training showed that eighty percent strongly agreed and twenty percent agreed that it had developed their skills and confidence with block play. They also stated that they would be able to implement the learning into their practice.

Engaging with the reflective questions from the 'Being Me through Block Play' (Education Scotland, 2020b) and analysing data from timed observations we have evaluated the role of the adult and identified the following areas for improvement.

When the blocks were first introduced, we provided different open-ended resources in the area. At times, these resources often became the key focus with the blocks being forgotten. We removed the accessories for a period of time to enable pupils to engage fully with the blocks and we now focus on the information from our observations to identify provocations that will move the play to a deeper level. We will now locate open-ended resources in the provision rather than being directly placed in the block play area.

In addition, the 'Being Me through Block Play' (Education Scotland, 2020b) training gave in-depth information about effective comments and questions that adults can use to help children make connections in their learning. We have reflected on why we are asking questions and are using the question and statement prompts provided to ensure they are helping to enhance thinking and create learning moments for children. We have found that the block area provides natural opportunities for adults to model mathematical language.

"I found the four short videos as an effective training method. It meant that they could be watched in my own time and in different parts. I was also able to come back to the videos to revisit ideas. We watched videos one and two and then had a stage group discussion which I found very helpful. We did the same after videos three and four.

I learned so much about the different stages of block play and I would now be far more confident in recognising this when I see it. The training also made me focus how I respond to things children have created and how I can give responses which extend learning.” (Practitioner Reflection)

To model the importance of block play we are going to increase the presence of an adult in the block play area. This will also provide more opportunities to observe and support children to assess and explore risk in their play. When observing we ‘listen with our eyes and ears’ (Education Scotland, 2020a) to enable us to develop and extend children’s thinking.

Similarly, from developing our pedagogical knowledge of the stages of block play and schemas we are far more confident in using our observations to scaffold children’s learning in their play and extend their zone of proximal development:

“Play creates a zone of proximal development of the child. In play a child always behaves beyond his average age...as though he were a head taller than himself...play contains all developmental tendencies in a condensed form and is itself a major source of development.”

– Vygotsky, (1978:102)

Practitioners commented that after exploring the theory from the training we discussed it in relation to real examples from our school context, enhancing the importance of block play.

“I liked the way that after exploring the theory we discussed it in relation to real examples from our school. The discussions we had as a team were really valuable in helping me reflect upon how I could support and extend learning through block play.”

– Practitioner Reflection

Therefore, we will continue to observe the impact of the aforementioned areas for improvement and follow this cohort of children’s learning journey as they progress through school. We would be keen to track their maths achievement over the longer term, particularly in middle high school, as Wolfgang et al., (2001) found from research that there was a positive correlation between the sophistication of pre-school block performance and achievement in maths. Looking into the longer term it would also be interesting to track the career pathways these children follow as the architect Frank Lloyd Wright claims that his passion for design stemmed from playing with Froebel blocks as a child (Tovey, 2017).

The role of the adult is central to block play and it is important to have knowledgeable educators, which is also a key Froebelian principle (Tovey, 2017), who have a deep understanding of Froebel’s values. Bruce (1992b) states the importance of understanding what the word educator means.

“An educator is a researcher and practitioner combined”.

– Bruce, 1992b

Consequently, we have taken an active role to reflect upon how theory informs our practice with a particular focus on block play. This is like the early years pioneers who were known as educators as they intertwined theory with practice. For impact to be observed within our early years curriculum and sustained in the longer-term reflection based on the twelve features of free flow play (Bruce, 2012) is essential. The success is underpinned by the relationships of colleagues where we strive to be the best we can be while acknowledging our mistakes and flaws on our learning journey.

Play Across the Primary School at Dyke Primary

“In the UK and many other countries around the world there are a growing number of primary schools developing their pedagogical approach to the curriculum so that the children receive a broad, balanced curriculum that encourages high achievement and engagement. The development includes the use of ‘creative’ and ‘innovative’ approaches to learning and teaching that put children and their needs at the centre.”

– Introduction page in ‘Play-based Learning in the Primary School’

Dyke Primary School is a rural school in the village of Dyke, made up of four classes, in a traditional building. Outside there is a large tarred area at the front of the school and a very big grassy field at the rear, which incorporates a small wooded area. There is also an area to the side of the school building which has been developed for Outdoor Learning through play – this includes a large mud kitchen, a workbench area with real tools, den building materials, big wooden blocks, tyres, crates, planks, water play, a sandpit and three large raised beds which allow for garden play. In addition to this there is a Nurture Garden with a Hobbit House which is used for a variety of activities across the curriculum.



Initially this area was used mainly by children in the P1/2 class who spent freeflow play sessions outside three times a week – the nature of access from the building to the outdoor area means that children either have to be all outside or all inside for play sessions. There arose many staffroom conversations about the benefits of outdoor learning through play and exploration and it was evident that staff across the whole school were keen to find out more about play and how it can be extended across the school, providing a progression of skills across all areas of the curriculum. Developing a play-based approach across the primary school thus became a focus for staff development in the session 2020-2021.

This year's school improvement priorities all sit under the umbrella of play and will help to develop the school's work in three areas:

- developing resilience
- developing leadership opportunities and skills for life and work
- developing the curriculum in science and technology

The Early Years members of staff had attended the training sessions on Play Pedagogy led by James Cook and subsequently the book groups also led by him over the summer holidays in 2020. A book recommended at these sessions has helped greatly with staff development – “Play-based Learning in the Primary School” by Mary Briggs and Alice Hansen. Following discussions with the Head Teacher it was decided to offer the opportunity to all teaching staff in the school to become part of an online book group based on this book. All staff eagerly accepted the invitation, as they were keen to develop play-based learning but were unsure where to start or what this would look like in middle and upper stages classes. A major point to consider in all of this was progression – play would look very different in P7 than further down the school.

The book group met weekly online to explore the first six chapters. Staff were issued with usually three questions to consider as they read each chapter. They then shared any thoughts, feelings and ideas when they met online and made decisions about the way forward for the whole school. Staff and children alike were enthusiastic about learning in a more playful way and all staff have mentioned increased levels of motivation and observations of the application of skills being learned across the curriculum. Time was built into each class's timetable for exploration and investigation through play and early successes were shared at book group meetings. There were also opportunities to talk about any problems which had been encountered and staff were able to support each other to solve them.

Progress of the implementation of play-based learning was of course slowed down due to Covid-19 closures, but it was clear that this approach was still uppermost in staff's minds as they considered ways of keeping the ethos of learning in a playful way alive while home-learning was ongoing. Since returning to school, teachers across the school have continued to develop play pedagogy in their classrooms and one of the most popular activities has been reverse engineering. This approach to learning has played an important part in the children's wellbeing as they returned to school after a long period of time at home. It has been instrumental in engaging the children's interest and enthusiasm for learning as well as developing their engineering and communication skills.

During a conversation with the older children about play these were a few things that were heard:

“I just love reverse engineering! I’ve learned so much about machines and how they work!”

“It makes me feel happy and playing makes me feel free. It helps me understand the importance of play.” (this is a quote from a child who has struggled socially and emotionally)

“It helps me learn skills to communicate.”

“It’s enjoyable and helps to calm you if you are stressed.”

“It’s fun and you learn how to be playful and socialise.”

However one exciting project was completed before school closures happened – the children in P5 and P6/7 designed and made a reading den for the outdoor learning area. This arose from a request made by the children in P1/2, some of whom loved to sit and read while outside and they expressed a desire to have somewhere special to do this. After talking with the children about this and looking at some pictures of reading dens they decided to write to the older children to ask for their help. The children in P5/6/7 were delighted to be invited to help and quickly got started with the planning process. They drew plans which were presented to the younger children for their approval. It was decided to use pallets to make the den and the older pupils approached a local solar panel company to ask if they could supply them. They also felt they might need some guidance on fixing the roof securely and this resulted in two employees of the company coming out to school and working with the children, thus making relevant connections with DYW. The children painted the pallets, applied their measuring skills and used real tools during the construction, which allowed them to cover many areas of the curriculum in a meaningful and purposeful way. The older children were so motivated and loved their outdoor learning sessions, playing with a real purpose.

The younger children were delighted with the end result and often use it, whether to sit in and read with some friends, or to do some quiet weaving activity, thus enhancing the opportunities for developing early literacy skills in reading, listening and talking, while learning outdoors.



Play at Kinloss Primary School

This is what the children in P1/2 think about spending time in their special space:

“It’s comfy and cosy in our reading den!”

“It’s a nice, quiet space to read a book when we are learning outside.”

“I love looking at books with my friends in there.”

“We can take the weaving basket there too or do some writing.”

Using this approach to teaching and learning allows the children to develop as responsible citizens, successful learners, effective contributors and confident individuals which is what is needed in the ever-changing world in which they are growing up. It has also encouraged inclusion as all children are able to access the learning opportunities provided in a playful pedagogy.

“A love of the outdoors and of being outdoors is the bedrock for attitudes for sustainable living. We need a generation that feels at home in nature, cares deeply about their world, and has the agency and creative capacities to tackle the environmental, human and economic issues ahead of them.”

– ‘Playing and Learning Outdoors’ by Jan White

Kinloss Primary School is a unique school within Moray. We have a high proportion of military children due to being situated next to Kinloss Barracks, who experience exceptional mobility and deployment, as well as many local families.

Over the last few years, Early Years staff have made the development of play a priority. A change of mind-set and training has led to more child initiated and child led play. Due to this shift in thinking we have adapted the resources available to ensure most are now open-ended,

“Play creates the conditions for children to test the world, to make sense of it, to grow the skills needed to communicate, to negotiate and express their inner selves.”

– Greg Botrill, 2018

We have stopped ‘setting out’ and instead the children have access to the resources at all times. In ‘Realising the Ambition: Being Me’ (2020) it is stated that “Materials should be open ended to develop children’s creativity”. From making these changes, we have definitely seen the children’s imaginations shine through and they now own their play.



We have worked hard to develop an outdoor area for the children to play and learn in together. Over time, we have built up our open ended materials outdoors. These include: tyres, pallets, planks, guttering, plastic tubes, buckets, pans and natural materials. As well as providing a mud kitchen, digging area, music area and a sand pit. Children freely move around and use the resources in all areas. The children's imaginations come alive and the ways in which they use the resources are endless. Staff have also observed a marked difference in the children's confidence and ability to work together, communicate with each other, make compromises, and solve problems.



A focus of developing the play environment has been to provide mark making tools in both our indoor and outdoor play areas. Every day, children are writing and making marks relating to their play. For example, making signs for the role play area, drawing a plan of the model they want to build, writing messages for each other, creating recipes in the mud kitchen and so much more. Standing back and seeing children excited to write because it is relevant to them, has been a wonder to watch.



**Play allows children to develop holistically.
“Through play a child develops their cognitive,
social, emotional and physical capabilities”.**

– Education Scotland, 2020

We recently had a conversation about play and what it means to the children in Primary 1. One child responded saying “When I play, I can be anything I want to be”. This highlighted the fact that play allows children to freely express themselves in a safe and nurturing environment.

Stepping back, watching, listening, observing and interacting when appropriate are essential strategies when working with young children. The places you end up when you follow the children's lead is truly magical!

Stramash

Rough and tumble play

Children were involved in imaginative/fantasy play that involved capturing and 'putting people into jail'; often play types will overlap in this way. The play involved a lot of chasing and 'capturing' the 'bad guys' which could involve the use of physical grabbing, using ropes to lasso their target or pipes around the body and then dragging them back to jail. At times it also involved some pushing or wrestling as they captured and imprisoned their targets & running and chasing as children tried to or succeed in 'escaping from 'jail'.

Practitioners supported children to notice whether their peers were happy and consenting to the game throughout as the play evolved - talking about ways you could tell if someone was still ok (are they smiling? Have they said no? Why it's important to listen to your friends) They also monitored the play closely and intervened with practical advice to keep people safe - only using ropes around peoples bodies and never around a neck or head and explaining why, observing the dynamic and ensuring that if a child seemed to be not enjoying the play but unsure how to speak up they were able to model asking if they were okay and happy to keep playing the game, advising any children who were not happy to ask their friends for what they needed to keep playing and if this was not observed suggesting that they maybe took some time out from the game and played with other children/did something else.

The principle is not to shame the type of play or those engaging in it (sometimes enthusiastically) but to model boundaries of intensity and behaviour involved so that children don't get hurt and are respectful of their friends consent to keep playing and also children are able to advocate for themselves if they're not happy with the play, so that the play can continue.



Science

Children were playing in the mud kitchen involved in imaginative play using a range of different tools and 'ingredients' to make dinner. Play involved stirring, mixing, combining various materials including water, mud & plant matter. Children were experimenting to see how much water added to a mix created a 'cake batter' and how dryer mud worked better to roll into 'meatballs'.

Experiential learning of matter and the effects of combining various matter in various quantities to create change (solid + liquid - in various amounts) provides a foundational understanding of scientific theory in a developmentally appropriate way. The experience of physically adulterating by process and therefore further influencing matter (mixing, stirring, shaking, adding (imaginary) heat via baking or cooking etc) are also scientific practices.

Practitioners added to the children's learning by the addition of language to deepen this foundational scientific learning talking about what the children were doing and the changes they observed, while being 'part of the game'. Practitioners also asked 'I wonder...' questions eg, 'I wonder if you put more water in what would happen?' to further the children's experimentation.



Woodwork

Children were in the woods and a child wanted to climb up onto a tree branch but it was too high to reach so she decided he needed a ladder and asked a practitioner for one. As we didn't have a ladder the practitioner suggested she build one in the woodwork area. The practitioner asked the child how big the ladder needed to be to reach the branch and together they used a tape measure to measure the height the ladder would need to be to reach the branch.

Once in the woodwork area the child located some 'strong' pieces of wood - it was determined 'they need to be strong so I can stand on them'. 2 for the sides and 4 for the 'steps'. She then checked the measurements to ensure they matched or were 'more than' the measurement she had taken in the woods (is the number the same or bigger).

The child then used a hammer and nails to attach the pieces together, ensuring that the rungs were straight (ish) across. This particular child had played in the woodwork area before and had a good competency of tool use. Supported by the practitioner she selected nails that would go through both pieces of wood but not come out the other side by using her finger to see the length of the nails and the depth of the wood pieces.

When complete she carried his ladder back into the woods and laid it against the tree trunk, making sure it was stable before she used it to climb up onto the branch.

This type of play involved problem solving, maths & measurement, practical skills, gross and fine motor skills. Whilst it was heavily practitioner supported it was fully child led and enabled the child to have experience of achievement in being faced with a problem and using the skills she has developed in the tool area previously to create a solution.



Small world play

Children had been enjoying using the torches and magnifying glasses to investigate 'hidden' and 'secret' areas of the woodland (inside fallen logs / under branches / in bushes) and were beginning to create narratives for the creatures who may live there, what they get up to and why.

Staff observed this play and, during the next session, put out some small world toys such as animals, fairies, dinosaurs, etc. The children used the small world figures in the natural environment to expand their play narratives. From this play, the children sought out natural loose parts such as sticks, stones, moss and leaves to create more small world spaces (shops, post offices and schools).

One child in particular spent a great deal of time gathering sticks, shells and stones to create a pathway to the area he had declared a RAF base for the fairy toys. He lined the sticks up to create a runway, and explained the shells were floodlights and the stones were the markers “so the planes know where to go”. He was immersed in this play for most of the session, and came back to it day after day continuing his RAF base narrative.

Over time, staff worked with all the children to create more permanent fairy garden play spaces by filling tyres with soil and then decorating these with moss and natural loose parts gathered from the woodland. The small world animals, fairies and dinosaurs are always available at the fairy gardens, and have become a staple part of our nursery provision. It is fantastic to hear the children’s narrative and stories that come from their play with the fairy gardens.



One child in particular spent several sessions gathering sticks from around the nursery site into one big pile in the middle of the nursery. She dragged large branches, groups of smaller branches and even small twigs into this big pile of wood and sticks, building it higher and higher, wider and wider, until it took up a massive portion of the play space. She explained to her peers and staff alike that she was building a bonfire so we could see in the dark. Her peers dipped in and out of this play, offering help with bigger branches, and helping to tuck smaller twigs into the gaps. Once satisfied with her big pile of branches, sticks and twigs, the child then spent some time rubbing sticks together over the pile. She explained, to some of her interested peers, that she had to make sparks, and sparks make a fire. Some time later she was observed, with her peers, imitating keeping cosy by the fire (rubbing hands) and cooking (pots from the mud kitchen on top).

The staff that observed this play offered opportunities within the nursery to have an authentic experience of fire lighting too. Into small metal containers, children prepared cotton wool and vaseline. The staff member then demonstrated how to use a fire striker, and offered the children a chance to explore the strikers too. The children were delighted as their cotton wool sparked into life and was quickly eaten up by flame. This is a consistent part of our provision at Stramash, with children building their fire lighting skills over time and becoming more risk aware as they do so.

Recapulative play

Children at Stramash regularly have the opportunity to help build and set fires for use in cooking or for keeping warm in colder weather. This has inspired lots of play with loose parts to build fires, cook on fires and chop wood.



is being held by the adult, what does he need to worry about? Now he jumps down, runs back to the beginning and immediately puts his hand out for the adult again.

Do you see the 'oh no' moment? Now the child is seeking the help that really he didn't need. His first time, although wobbly, meant he was practicing and developing his core strength and balancing skills. He was determined and intrinsically motivated to manage his own risk and to meet the challenge of balancing along the wall. But the adult offered help without first observing his capability. The child took the adult's hand, which then undermined the progress he had made, and we see it time and time again: the adult can do this better than I can.

We, as adults, are always well-meaning; we just want to help. As adults, our nurturing side is completely averse to children struggling or finding things difficult. We want to interject with our well-meaning questions that we think help to expand their world, but may just be unnecessary. We need to observe first; to really look and see if what we think we are bringing to the situation really is helpful, or if it is hindering possible progress.

Adult role (interacting / interfering)

At Stramash, we have explored the principles of Anji play and the works of Julie Fisher's *Interacting or Interfering* in the role of the adult in play. Adults have such an impact on play and the learning that children can experience within their play; adults can very easily scaffold a child's experience, just as easily as they can hinder it. The adult in play is a balance to be explored and reflected upon by practitioners and support workers alike by first observing the child before interacting, and asking themselves – am I needed? Can I really see what is going on here? Often, we are better to continue to observe and wait to be invited in to help or play, or as sometimes happens, not be involved whatsoever.

An example of the adult role hindering a child's development and learning was showcased by Kathryn Solley at a training course in Aberdeen. In the clip, a child is balancing on a low stone wall. The child is wobbling, but looking straight forward, tongue out and concentrating on keeping his balance and making it to the other side of the wall. He makes it there and back, wobbly but safely. He smiles as he returns his starting point, ready to have another go. As he steps forward, a well-meaning but intrusive adult holds her hand out to him to steady him. The child takes the adult's hand and walks the rest of the wall with no problems; after all, he

Section Six

References

- Botrill, G. (2018) Can I Go and Play Now? London: Learning Matters Ltd.
- Botrill, G. (2020) Adventure Island [online] Available at: <http://www.canigoandplaynow.com/adventure-island.html> [Accessed on 29 January 2021]
- Brosterman, N. (1997) Inventing Kindergarden, New York: Abrams.
- Bruce, T. (1992a) 'Children, Adults and Blockplay', in Gura, P. (eds), Exploring Learning: Young Children and Blockplay, London, Paul Chapman Publishing Ltd, pp. 14-26.
- Bruce, T. (1992b) 'Introduction', in Gura, P. (eds), Exploring Learning: Young Children and Blockplay, London, Paul Chapman Publishing Ltd, pp. ix-xii.
- Bruce, T. (2012) 'The Whole Child', in Bruce, T. (eds), Early Childhood Practice Froebel Today, London, Sage, pp. 5-16.
- Bruce, T. (2015) Early Childhood Education (5th edn), Abingdon, Hodder Education.
- Bryce-Clegg, A. (2017) Effective Transition into Year One, London, Featherstone.
- Casey, T and Robertson, T. (2019) Loose parts and Play Toolkit [online] Available at: <https://www.inspiringscotland.org.uk/wp-content/uploads/2019/07/Loose-Parts-Play-Toolkit-2019-web.pdf> [Accessed on 24 January 2021]
- Education Scotland (2020) Realising the Ambition: Being Me. Available: Realising the Ambition | Learning resources | National Improvement Hub (education.gov.scot) (Date accessed: 28.04.21)
- Education Scotland (2020b) 'Being Me through Block Play', [Online] Available at: <https://wakelet.com/wake/tZ4pZVWflaaYORuMoldJ7> [Accessed 24 January 2021].
- Education Scotland (2020) Early Level Play Pedagogy Toolkit. Available: Early Level Play Pedagogy Toolkit | Learning resources | National Improvement Hub (education.gov.scot) (Date accessed: 28 January 2021)
- Education Scotland (2020) Resources to support the Refreshed Curriculum for Excellence Narrative [online] Available at: <https://education.gov.scot/improvement/learning-resources/resources-to-support-the-refreshed-curriculum-for-excellence-narrative/> [Accessed on 14 June 2021]
- Ephgrave, A. (2017). Year One in Action, Abingdon: Routledge.
- Ephgrave, A. (2018). Planning in the moment with young children. Oxon: Routledge
- Fisher, J. (2010) Moving On to Key Stage 1: Improving Transition from the Early Years Foundation Stage, Maidenhead: Open University Press.
- Fisher, J. (2013). Starting from the Child. Maidenhead: Open University Press
- Fisher, J. (2016) Interacting or Interfering? Improving Interactions in the Early Years, Maidenhead, Open University Press.
- Giardiello, P. (2014) Pioneers in Early Childhood Education: The Roots and Legacies of Rachel and Margaret McMillan, Maria Montessori and Susan Isaacs, Abingdon, Routledge.
- Grogan, D. (2021). Driving Documentation Forward, Glasgow: Strathclyde University.
- Is my wood pallet safe for re-use-learn how to know [online] Available at : <https://www.1001pallets.com/pallet-safety/> [Accessed on 13 June 2021]
- Kinna, VJ. (2020) Playful Schools: Toolkit for delivering Loose Parts in Play in Covid-19 [online] Available at: <https://www.playscotland.org/resources/playful-schools-toolkit-for-delivering-loose-parts-play-in-covid-19/> [Accessed on 24th January 2021]
- Lilley, I. (1967) Friedrich Froebel: A Selection from his Writings, Cambridge, Cambridge University Press.
- McCormick, C. (2012) 'Froebelian Methods in the Modern World: A Case of Cooking', in Bruce, T. (eds), Early Childhood Practice Froebel Today, London, Sage, pp. 137-154.

Louis, S. (2021) Schemas and the Process of Play Webinar

Moyles, J. (2009) 'Play: the powerful means of learning', in Smidt, S. (eds), *The Early Years: A Reader*, London, Routledge.

Play is the Way (2020) 'Fabulous Falkirk Initiatives', [Online] Available at: <https://blogs.glowscotland.org.uk/fa/falkirkearlyyears/> [Accessed 5 April 2021].

Play Scotland (2020) [Online] Available at: <https://www.playscotland.org/resources/play-types-poster/> [Accessed 5 April 2021]. Also: <https://www.playscotland.org/resources/playful-schools-toolkit-for-delivering-loose-parts-play-in-covid-19/>

Scottish Government (2006) 'A Curriculum for Excellence; Building the Curriculum 1, The Contribution of Curriculum Areas', [Online] Available at: <https://education.gov.scot/media/kxugralx/btc1.pdf> [Accessed 19 February 2021].

Scottish Government (2007) 'A Curriculum for Excellence; Building the Curriculum 2 Active Learning in the Early Years', [Online] Available at: <https://education.gov.scot/media/3mglewdo/btc2.pdf> [Accessed 19 February 2021].

Scottish Government (2013) 'Play Strategy For Scotland: Our Vision', [Online] Available at: Play Strategy for Scotland: Our Vision (playscotland.org) [Accessed 5 April 2021].

Scottish Government (2021) The United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill [online] Available at: <https://www.parliament.scot/bills-and-laws/bills/united-nations-convention-on-the-rights-of-the-child-incorporation-scotland-bill> [Accessed on 16 May 2021]

Tovey, H. (2017) *Bringing the Froebel Approach to your Early Years Practice* (2nd edn), New York, Routledge.

United Nations Convention for the Rights of the Child (1989) [online] Available at: www.unicef.org.uk [Accessed on 16 May 2021]

Vygotsky, L. (1978) *Mind in Society: The Development of Higher Psychological Processes*. Cambridge MA, Harvard University Press.

Wolfgang, C. Stannard, L. and Jones, I. (2001) 'Block Play Performance Amongst Preschoolers as a Predictor of Later School Achievement in Mathematics', *Journal of Research in Childhood Education*, 15:2, 173-180.

Appendix 1

Mode	Children	Adult
Spontaneous play (free play)	Initiate the learning experience. Engage as an individual or in a self chosen groups. Control decisions and make choices about time spent, resources used and outcomes.	<p>Observe children's play, assessing the level of engagement and learning taking place. Interact as a co-constructor/play partner, extending learning when appropriate, through quality interactions and sustained shared thinking.</p> <p>Facilitate through providing the space, time and resources required.</p> <p>Support children to reflect on learning and make their learning visible.</p>
Planned, purposeful play	Engage with resources and learning experiences set up by others. Revisit play experiences to further develop knowledge or practice skills.	<p>Plan open-ended play experiences designed to support and extend children's learning about specific knowledge or skills.</p> <p>Observe children's play, assessing the level of engagement and learning taking place.</p> <p>Support children to reflect on learning and make their learning visible.</p>
Investigation and exploration	Choose which resources to explore and how. Engage as an individual or in self chosen groups. Test out and persevere to learn new skills and solve problems.	<p>Facilitate through providing exciting learning spaces and provocations.</p> <p>Observe and access levels of engagement and learning taking place.</p> <p>Interact to extend learning, when appropriate, through quality interactions and sustained shared thinking.</p> <p>Support children to reflect on learning and make their learning visible.</p>

Mode	Children	Adult
Events and life experiences	Try new things and engage in experiences – both freely chosen and those organised by others. Share ideas, thoughts and feelings with others.	<p>Make use of local community both, spaces and people, when planning for children’s learning.</p> <p>Plan real experiences such as visiting local shops and baking, regularly.</p> <p>Work with families to help them understand the learning benefits that real life experiences can offer.</p> <p>Make time for children to share and celebrate their experiences and learn from home and the community.</p>
Focused learning and teaching	Engage in learning experiences led by an adult.	<p>Plan and deliver short, snappy episodes of direct teaching to introduce children to a new concept or extend their thinking around a specific topic.</p> <p>Take account of and make links with what children already know and have done to provide cohesion in learning.</p> <p>Ensure learning remains engaging by taking a playful approach to teaching, reflecting on what you know children love to do and are interested in.</p>

Appendix 2

Adult Role: During Free-flow Sessions

Maintaining Enabling Environment

- Ensure environment is prepared – indoors and outdoors
- Prepare and restock resources
- Scan area and address issues during sessions (eg. resource accessibility, dangers etc.)
- Help children use resources appropriately
- Ensure children maintain environment – encourage children to tidy areas when play complete

Quality Interactions

- Move around setting to where individuals/groups are playing
- Allow children to set the agenda – follow their lead
- Ponder – use “I wonder...”

Commentate

- Use simple language, Makaton and visual prompts when necessary
- Give time for children to respond
- Support activity to ensure success without taking over
- Model/extend language – eg. model correct sentence structure
- Focus on process, rather than product
- Be relaxed
- Show genuine fascination about children’s pursuits
- Demonstrate understanding of child development (challenges/suggestions are appropriate)

Behaviour

- Position so that can scan largest possible area

- Scan area regularly and address inappropriate behaviour
- Respond with consistency – fair but firm
- Model language and actions to children to resolve disputes (rather than stepping in)
- Approach children showing low-level involvement – promote engagement
- Indoors – ensure quiet and calm behaviour

Observations and Record Keeping

- Contribute to observations of “Wow” moments to individual records
- Contribute to learning journeys of focus children
- Contribute to record sheet for group activities that develop
- Support children to add to their special books/folders
- Share information with each other as necessary

Appendix 3

Numeracy and Mathematics

I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me. MNU 0-01a

I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order. MNU 0-02a

I use practical materials and can 'count on and back' to help me to understand addition and subtraction, recording my ideas and solutions in different ways. MNU 0-03a

I can share out a group of items by making smaller groups and can split a whole object into smaller parts. MNU 0-07a

I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my findings with others. MNU 0-11a

I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns. MTH 0-13

I enjoy investigating objects and shapes and can sort, describe and be creative with them. MTH 0-16a

In movement, games, and using technology I can use simple directions and describe positions. MTH 0-17a

I have had fun creating a range of symmetrical pictures and patterns using a range of media. MTH 0-19a

I can match objects, and sort using my own and others' criteria, sharing my ideas with others. MNU 0-20b

I can use the signs and charts around me for information, helping me plan and make choices and decisions in my daily life. MNU 0-20c

Literacy and English

I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-01c

As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen. LIT 0-02a / ENG 0-03a

I listen or watch for useful or interesting information and I use this to make choices or learn new things. LIT 0-04a

Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-09a/ LIT 0-26a

I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. LIT 0-09b / LIT 0-31a

As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings. LIT 0-10a

I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things. LIT 0-14a

I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write ENG 0-12a / LIT 0-13a / LIT 0-21a

As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information. LIT 0-21b

Health and wellbeing

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. HWB 0-16a

In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences. HWB 0-19a

I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules. HWB 0-23a

I can show ways of getting help in unsafe situations and emergencies. HWB 0-42a

I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. HWB 0-44b

I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB 0-45

Sciences

Through play, I have explored a variety of ways of making sounds. SCN 0-11a

Through everyday experiences and play with a variety of toys and other objects, I can recognise simple types of forces and describe their effects. SCN 0-07a

Through creative play, I explore different materials and can share my reasoning for selecting materials for different purposes. SCN 0-15a

Technologies

I can explore digital technologies and use what I learn to solve problems and share ideas and thoughts. TCH 0-01a

I can explore, play and communicate using digital technologies safely and securely. TCH 0-03a

To help care for the environment, I reduce, re-use and recycle the resources I use. TCH 0-06a

I explore ways to design and construct models. TCH 0-09a

I explore everyday materials in the creation of pictures/models/concepts. TCH 0-10a

I explore and discover different ways of representing ideas in imaginative ways. TCH 0-11a

I explore a variety of products covering a range of engineering disciplines. TCH 0-12a

Social studies

I have experimented with imaginative ways such as modelling and drawing, to represent the world around me, the journeys I make and the different ways I can travel. SOC 0-09a

I make decisions and take responsibility in my everyday experiences and play, showing consideration for others. SOC 0-17a

Within my everyday experiences and play, I make choices about where I work, how I work and who I work with. SOC 0-18a

Religious and Moral Education

As I play and learn, I am developing my understanding of what is fair and unfair and the importance of caring for, sharing and cooperating with others. RME 0-02a/ RME 0-05a /RME 0-09a

I am developing respect for others and my understanding of their beliefs and values. RME 0-07a

Expressive Arts

I have the freedom to discover and choose ways to create images and objects using a variety of materials. EXA 0-02a

I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 0-04a

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 0-05a

Working on my own and with others, I use my curiosity and imagination to solve design problems. EXA 0-06a

I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 0-07a

I have the freedom to choose and explore how I can use my voice, movement, and expression in role play and drama. EXA 0-12a

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. EXA 0-13a

I use drama to explore real and imaginary situations, helping me to understand my world. EXA 0- 14a

I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others work. EXA 0-15a





**REPORT TO: EDUCATION, COMMUNITIES AND ORGANISATIONAL
DEVELOPMENT COMMITTEE ON 11 AUGUST 2021**

SUBJECT: REVIEW OF ADDITIONAL SUPPORT NEEDS SERVICES

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

1. REASON FOR REPORT

- 1.1 To inform Committee of progress of plans to review the services that specialise in how children and young people with additional support needs are fully supported, included and involved in their learning, as part of the Council's Improvement and Modernisation Programme.
- 1.2 This report is submitted to Education, Communities and Organisational Development Committee following a decision of Moray Council on 17 June to agree a simplified committee structure as a result of the Covid-19 pandemic. In the case of this committee the combining of the delegated responsibilities of Children and Young People Services, Governance, Strategy and Performance (para 9 of the minute refers).

2. RECOMMENDATION

- 2.1 **It is recommended that Committee consider and approve the Business Case and action plan within it to take forward the Review of Additional Support Needs Services.**

3. BACKGROUND

- 3.1 On 26 May 2021 (para 16 of the draft minute refers) Committee considered a report setting out progress with the Review of Additional Support Needs (ASN) since the previous update report on 18 November 2020 (para 25 of the minute refers). The report noted that progress had been impacted by the second Covid-19 lockdown, and by continuing capacity challenges within the team. Plans to address the ongoing capacity challenges were agreed. The Committee also agreed that a further update on plans to progress the Review of ASN would be brought forward to this meeting.
- 3.2 A Business Case for the Review of ASN, including an initial action plan, is included as **Appendix 1** to this report. A draft version of the Business Case was considered by the Transforming Learning Board in June 2021 and their feedback has been incorporated.

- 3.3 The Business Case has been developed with input from a number of colleagues and sets out the challenges impacting on the effective delivery of ASN Services, and the scale of the change that is required. It incorporates an action plan that includes actions previously agreed, but also sets out an agile, iterative approach to further improvement and change, with change tested initially at a small scale using a 'test of change' approach, before scaling up when a positive impact is proven.
- 3.4 The Business Case acknowledges that while a temporary ASN service structure has been agreed at Committee for the next two years (included in Appendix 2 of the business case) further work is required to determine how the service should be structured to perform effectively into the future. This will require review of:
- Moray Social Emotional Behavioural Needs Service (SEBN)
 - Moray Autism Service (MAS)
 - English as an Additional Language Service (EAL)
 - Sensory Education Service (SES)
 - ASN and Support for Learning provisions in primary and secondary schools (ASN, SFL)
 - ASN Education Support Officer role
- 3.5 The aim of the Business Case is to create a flexible, responsive ASN service rooted in GIRFEC principles and the ASN strategy, with actions taken forward under three main strands of work:

Partnership: developing multi-agency models of support to meet the needs of children, young people and their families, with a focus on early intervention and prevention. Models of support are flexible enough to respond to changing needs and demand.

Policy: policies are reviewed for currency and consistent application.

Resourcing: Streamlining, repurposing and refreshing ASN/Support for learning delivery within central teams and schools, including our enhanced provisions, to ensure there is the necessary capacity, skills and knowledge to successfully include all children and young people with a diversity of additional support needs in our schools. Ensure additional funding is allocated consistently and effectively to support the delivery of inclusive outcomes.

- 3.6 The Business Case sets out the Critical Success Factors for the review of ASN services as follows:
- **Inclusive Policy and Practice** – policies and practice in place to empower all our children and young people through curricular differentiation and flexible skills-based learning.
 - **Curriculum Offers** – a range of differentiated, health and wellbeing, skills based and academic learning opportunities are in place for, but not exclusive to, children and young people with additional support needs.

- **Meeting Needs in the Community** – buildings, equipment and resources are appropriate for the delivery of ASN support and curricula (link to Learning Estate Strategy).
- **Managing and Responding to Demand** – there is flexibility and capacity in the system to respond to changing demand over time.
- **Culture and Workforce** – there is a commitment to inclusive practice across our workforce, with training and development opportunities available for staff in all Moray early learning centres and schools.
- **Staff recruitment and retention** – ASN posts within our structure are attractive, achievable and appropriately remunerated, with career progression and training and development opportunities.
- **Quality assurance** – ASN resources are aligned to service responsibilities and agreed service delivery outcomes.

3.7 The Business Case sets out a number of ‘test of change’ proposals, with some proposals more advanced than others. It proposes a single ASG approach to taking forward ‘tests of change’ to demonstrate positive impact quickly, but with other schools included where there is a clear rationale for doing so. The intention would be to start in Forres due to a number of factors including deprivation indicators, the high numbers of children with ASN, and poorer outcomes for children and young people with ASN relative to other ASG areas.

3.8 The Business Case also highlights that additional resource will be required to take forward some of the actions described within the initial action plan. The Raising Attainment: Well-being investment project, agreed in principle by the Council on 12 May 2021, will offer increased support over a transition period. The proposals for additional resource developed within that Education investment proposal workstream include:

- Research/Data Analysis support to develop structured test of change plans, including measurement of impact;
- Training and Development resource to develop and deliver workforce training.
- Resource (ASN Teacher and Pupil Support Worker) to further develop intensive intervention within schools, with the potential to extend to out of school hours family and community support.
- Budget to develop flexible packages of support to meet individual needs, in partnership with multi-agency and third sector partners.
- Pastoral Care resource in primary schools to facilitate multi-agency working, and links to families and communities.

3.9 As per the Improvement and Modernisation report to Council on 12 May 2021, further scoping work will be required to develop some elements of the investment proposals in line with the ASN Review requirements. Further reports will be brought back to committee and to full Council with more detail once this scoping work is complete.

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

And 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 terms of the Education (Additional Support for Learning) (Scotland) Act 2004. The ASN review will be taken forward in the context of the legislation and guidance set out in section 3.13 of the Business Case.

(c) Financial implications

There are no specific financial implications arising from this report. It has been noted previously that the review of ASN services is intended to stabilise the service for the future and ensure appropriate processes are in place to manage escalating demand, costs and risks to reduce potential budget pressures.

The additional resource requirements for the transformation actions noted in the initial action plan within the Business Case are included in the investment proposals presented to Council on 12 May 2021.

(d) Risk Implications

There is a risk that we are unable to meet our statutory requirements under Additional Support for Learning legislation if we cannot provide meaningful and effective support for our children and young people with additional support needs. In some cases this can lead to legal challenge.

There is a risk that if we are unable to move towards a more inclusive system for all of children and young people, with their diverse and changing needs, we will continue to see increases in the number of children and young people with additional support needs at a time of reduced resources to support those needs. This will have implications for the escalation of the cost of the service, which could be significant both collectively and in individual cases.

(e) Staffing Implications

There are no staffing implications arising directly from the report, however the Business Case sets out the need to consider how ASN services will be structured in the future. Any proposals for change to team structures and lines of responsibility will be the subject of future reports to Committee.

(f) Property

There are no property implications arising directly from this report. The Business Case notes that spaces for the delivery of ASN support, including flexible curricula, are not consistently available across our schools and early years settings. Further analysis work is required but there may be property and capital investment implications as we move forward with the Review. Any property implications will be the subject of future reports to Committee.

(g) Equalities/Socio Economic Impact

The Review of ASN will help to ensure we can effectively meet the needs of all children and young people with additional support needs in our schools and early years settings both now and into the future.

(h) Consultations

Stewart McLauchlan, Quality Improvement Manager, the Senior Solicitor (Litigation and Social Care), Tracey Sutherland, Committee Services Officer, Paul Connor, Principal Accountant, the Human Resources Manager and the Equal Opportunities Officer have been consulted and the comments received have been incorporated into the report.

5. CONCLUSION

5.1 This report introduces a Business Case for the Review of ASN services, which includes an initial action plan for moving forward. Progress will be monitored by the Transforming Learning Board, with further reports coming to Committee as required.

Author of Report: Jo Shirriffs, Head of Education Resources & Communities

Background Papers:

Ref: SPMAN-1315769894-132 and
SPMAN-1315769894-128



Business Case for Intermediate Projects

Name of Document:	ASN Service Re-structure
Author:	Jackie Stevenson
Editor	Denise Whitworth
Description of Content:	Business Case for the re-structure of the delivery of Additional Support Needs services in Moray
Status:	Draft v0.6
Approved by:	
Date of Approval:	

DRAFT

Intermediate Project Business Case

Contents

1. Version History	3
2. Executive Summary	4
2.1 Additional Support Needs Service Re-structure.....	4
3. The Strategic Case	7
3.1 The Strategic Context	7
3.2 Aims and Objectives of Review	10
3.3 Existing Service Arrangements	12
4. Critical Success Factors	27
4.1 Critical Success Factors	27
4.2 Actions To Develop and Progress Review	29
5. Appendices	34

Intermediate Project Business Case

1. Version History

Version	Date	Details
0.1	08/11/2019	Initial draft created by Jackie Stevenson
0.2	22/01/2020	Re-drafted to include enhanced options appraisal
0.3	02/02/2020	Re-drafted to include projected staffing
0.4	01-06-21	Re-drafted to include updates, investments and actions and to restructure material, remove duplication
0.5	29-06-21	Redrafted to include updated action plan
0.6	20-07-21	Addition of new Appendix 2 – staffing structure

DRAFT

Intermediate Project Business Case

2. Executive Summary

2.1 Additional Support Needs Service Re-structure

Context

- 2.1.1 Moray is committed to delivering the outcomes contained in the Moray Additional Support Needs (ASN) Strategy for Schools 2017-2027. <http://www.moray.gov.uk/downloads/file116628.pdf>. This long term strategy recognises that additional support needs can bring long lived barriers to a child and young person's health, wellbeing and learning as well as pressures in their family environment. The Moray ASN Strategy also recognises the need for us as a Council to espouse a holistic and comprehensive vision that allows differentiation by and in outcomes, so recognising that additional support needs are wide, varied and ever changing. The delivery of this strategy is in partnership with colleagues in schools and partner agencies.
- 2.1.2 Moray is an inclusive authority; we model and promote the Scottish Government's Presumption of Mainstreaming [Presumption to provide education in a mainstream setting: guidance - gov.scot](http://www.gov.scot/publications/presumption-of-mainstreaming/guidance/pages/default.aspx). We have no special schools but do offer an enhanced provision and the support of a range of central staff teams. Through a staged intervention approach <http://www.moray.gov.uk/downloads/file115491.pdf> based on the GIRFEC pathway <http://www.moray.gov.uk/downloads/file106591.pdf> our ASN services help children and young people, who need extra support - both long and short term - to make the most of their school education and feel included in their learning.
- 2.1.3 In Moray there are significant specific challenges facing the effective delivery of ASN services, these are noted in summary below and discussed in further detail in the Strategic Business Case (section 3).
- i. Increasing volume of children and young people with additional support needs
 - ii. Staff understanding of and management of challenging pupil behaviour
 - iii. Increased incidents of pupil violence/aggression towards other pupils and staff
 - iv. Our ability to effectively meet the legislative requirements for the fulltime education of pupils with additional support needs
 - v. Increase in parental requests for individualised education packages

Intermediate Project Business Case

- vi. Budget pressures

Principal recommendations

- 2.1.4 Transformational change is needed if we are to address the issues noted above. However, identifying specific finite solutions to people related issues via a business case is challenging given the complex mix of factors and influences in each situation. Therefore, it is proposed to adopt a more agile iterative approach to improvement and change by using tests of change that can be adjusted through experience and implemented at scale when the impact is proven.
- 2.1.5 However, it is also important that the organisational design of the service is fit for purpose and flexible enough to adapt to future needs. Therefore, the teams within the overall ASN service will also be reviewed on a planned basis to meet this requirement and to ensure that the service overall is structured to perform effectively in co-operation and partnership with council and external services. This will require review of:
 - i. Moray Social Emotional Behavioural Needs Service (SEBN)
 - ii. Moray Autism Service (MAS)
 - iii. English as an Additional Language Service (EAL)
 - iv. Sensory Education Service (SES)
 - v. Education Support Officers (ASN)
 - vi. ASN and Support for Learning provisions in primary and secondary schools (ASN, SFL)
- 2.1.6 As evidenced in the paper, the ASN service is under pressure and so the first elements of change required are stabilisation and improvement of the service to provide a foundation for the next steps towards transformation, including the skills and culture to support improving attainment for all learners. This is underway with the proposal to establish a revised management structure including additional capacity.
- 2.1.7 Broadly, it is planned to respond to the findings in this report with 3 strands of work described below and the action plan at the end of this review paper sets out how these will be taken forward.
- 2.1.8 Partnership - Develop a multi-agency model of support to meet needs of children, young people and their families, with a focus on early intervention. This is underway with the establishment of the new locality planning system pilot approved by committee on 3 February 2021.
- 2.1.9 Policy - Review policies for currency and consistent application and funding to consider how they can best support schools and early

Intermediate Project Business Case

years settings to facilitate planned interventions targeted to local need.

- 2.1.10 Resourcing - Streamline, repurpose and refresh Additional Support Need/Support for Learning delivery in schools and enhanced provisions to create a service that effectively delivers education for all learners.

Outcomes

- 2.1.11 The 3 strands of the proposed ASN review will individually and collectively create a flexible, responsive ASN service rooted in GIRFEC principals and the Moray ASN Strategy. The aim is that this will lead to the outcomes below and provide the building blocks for the further development of an inclusive education service that delivers improved attainment for all. Specific measures will be developed to assess progress of these outcomes:
- i. Improved outcomes for Moray's children and young people with ASN through the implementation of national legislation
 - ii. Moray's children and young people with ASN are safe, included, engaged and involved in learning
 - iii. Moray's children and young people with severe and complex ASN are educated in Moray
 - iv. Moray's children and young people with severe and complex social, emotional and behavioural needs are educated in Moray
 - v. ASN resources, including workforce, are realigned towards flexibility, early intervention and prevention delivered in partnership
 - vi. ASN services are efficient, sustainable and appropriately prioritised and targeted.
- 2.1.12 These outcomes will support all Moray schools and early years settings to have greater capacity to successfully include children and young people with a diversity of additional support needs to engage in learning.

Intermediate Project Business Case

3. The Strategic Case

3.1 The Strategic Context

Introduction

3.1.1 Moray is an inclusive authority. Our ASN services help children and young people, who need extra support - both long and short term - to make the most of their education and feel included in their learning. We do not have special schools. We offer an enhanced provision in all of our secondary and ten of our primary schools with the intention that children and young people will, as far as possible, participate in mainstream education. We use a Staged Intervention Process to identify, assess and plan for additional support needs, based on the [Getting it Right for Every Child \(GIRFEC\)](#) framework. This helps us decide when more targeted support is needed.

3.1.2 Children or young people may require additional targeted support in learning and life for a number of reasons. Needs are identified on an individual basis and may arise from:

- Having a learning disability
- Having a physical disability
- Having a sensory disability
- Having a neurodevelopmental disorder
- Having a mental health disorder
- Having social, emotional or behavioural needs
- Having English as an additional language
- Living with parents or family who are abusing substances
- Living with parents or family whose addictions are debilitating
- Living with parents or family who are in poverty
- Having experienced trauma
- Having experienced neglect
- Having experienced domestic abuse or violence
- Having experienced loss or bereavement
- Having a parent in prison
- Being a young carer
- Being looked after
- Being on the child protection register
- Being able or talented

Intermediate Project Business Case

Legislation, Policy & Guidance

- 3.1.3 There is a broad range of legislation and guidance that applies to ASN, including those listed below. These provide structure and reference for the ASN service Presumption of Mainstreaming (2019)
- Included Engaged and Involved (IEI Part 1) (2017)
 - Included Engaged and Involved (IEI Part 2) (2019)
 - How Good Is Our Schools 4 (2015)
 - How Good is the Community Learning and Development in Our Community (2016)
 - Additional Support Needs Act (2014 & 2009)
 - Children and Young Peoples (Scotland) Act (2014)
 - National Guidance for Child Protection in Scotland (2014) which includes ASN
 - CLD Regulations (2013)
 - The Equality Act (2010)
 - Standards in School Act (2000)
 - Moray CLD Plan 2018- 2021
 - Moray Children's Services Plan 2020-23
- 3.1.4 Particular reference is made to the Education (Additional Support for Learning) (Scotland) Act 2004 which legislates for the provision of support for children with long or short term barriers to learning, including children with severe and complex needs . The Act determines that it is the duty of the local authority to ensure that every child is able to access 'adequate and efficient' education and 'support to identify, meet and monitor their additional support need and enable them to reach their fullest potential'. These duties include making 'reasonable adjustment' to educational provision and having arrangements in place to settle disputes.
- 3.1.5 Increasing numbers of pupils with ASN, and the work of agencies who bring challenges to the interpretation of 'adequate and efficient' in the legislation, has raised parental awareness around ASN which increases the risks and pressures in this service.

National Policy Context

- 3.1.6 For a number of years inclusive education in Scotland has been seen as an approach to serve children with disabilities within general education, supported by additional resource for those who need it. However, internationally inclusive education is increasingly being seen as a principle that supports and welcomes diversity amongst all learners, and eliminates social exclusion as a consequence of

Intermediate Project Business Case

attitudes and responses to a number of different factors, including disability, race, social class, ethnicity, religion, gender, and ability

- 3.1.7 This principle of inclusion and diversity is now also seen in the developing national and international strategic context for ASN services including the (Morgan) [Review of Additional Support for Learning Implementation](#), published in June 2020; the United Nations Convention on the Rights of the Child (UNCRC) and the national vision set out in 'the promise' as a response to the independent Care Review findings.
- 3.1.8 This context provides strategic drivers to direct the priorities and delivery of an ASN service for children and young people that enables a child focussed education system that supports all, including the approximately 39% of children and young people in Moray with additional support needs. It is this emerging context that provides the drive to go beyond service improvement to transformation.

Moray Policy Context

- 3.1.9 The [Moray Local Outcome Improvement Plan \(LOIP\)](#) reflects the above principles of inclusion, with the ambition that Moray is a place where all children and young people thrive, have a voice and are able to reach their full potential. The [Moray Council Corporate Plan \(2019-2024\)](#) prioritises supporting people to be the best they can be, with a strong and sustained focus on those individuals and groups in society who experience the most disadvantage and discrimination.
- 3.1.10 [The Moray Education Strategic Plan \(2018-21\)](#) includes a priority to 'Meet the needs of all by Supporting Learners', with an action to develop a culture of inclusion, equality and diversity leading to improved outcomes for all, and to embed the collective 'Responsibility for all' across all our establishments. A working group including central Education and Education Resources Officers, head teachers, teachers and school based support staff has been established to progress these priority actions.
- 3.1.11 Parents and carers, children and young people were involved in the development of the [Moray Additional Support Needs Strategy for Schools \(2017-27\)](#) and we will continue to ensure their involvement is fully embedded within our policy reviews and plans as we move forward. There are a number of policy and procedural aspects of the ASN service that will be scheduled for revision as part of this review work.
- 3.1.12 The Council Improvement and Modernisation Programme provides a number of design principles to guide service transformation and the

Intermediate Project Business Case

two recently added principles are highlighted below as particularly relevant to the ASN review:

- Targeting early intervention and prevention;
- Developing the skills, knowledge and capacity of the workforce to deliver better.

3.2 Aims and Objectives of Review

Aims

- 3.2.1 In December 2018, the Improvement and Modernisation Programme set the aim of building a more collaborative approach with Education to determining needs and considering options for support for ASN services with a view to directing solutions away from more intensive use of resources and making more flexible use of resources. In part this has been addressed through the revised management structure but is also taken into account in the objectives below.

At the commencement of the ASN review, the review aim was to deliver improvement in ASN as stated below:

'To improve outcomes for children and young people with additional support needs enabling them to become ambitious, confident, skilled and achieving'.

- 3.2.2 This aim is in line with the Moray Education Strategic Plan and encapsulates the requirements of the Moray ASN strategy 2017-2020. It also marries with the National Improvement Framework priorities relating to closing the attainment gap between the most and least disadvantaged, improving children and young people's health and wellbeing, their employability skills and securing sustained, positive school leaver destinations for all young people.

- 3.2.3 However, as noted above, there is an emerging context that adds new drivers of change and leads to the need for a revised aim that is more focussed on creating an inclusive education service for all. Therefore, the above aim has been edited to:

'To improve outcomes for children and young people with additional support needs enabling them to become ambitious, confident, skilled and achieving and to promote equity and excellence for all our children and young people'.

- 3.2.4 To take forward this transformational aim, the ASN Review programme will include actions that will:

- enable the ASN teams to better understand needs within our schools and early years settings,

Intermediate Project Business Case

- allocate resource and central team expertise accordingly
- increase the capacity of schools to support the participation and learning of an increasingly diverse range of learners, including those with additional support needs.

3.2.5 Work to develop and deliver the review will be progressed in partnership with Education colleagues, with parents and carers, and children and young people and, as progress moves from improvement to transformation, there will be consideration of how central ASN teams and school based ASN staff should be structured around a 'local school (and community) at the centre' model of inclusion.

Drivers for and Barriers to Change

3.2.6 Work to better understand the factors that are driving movement towards the goal of full inclusion, and the barriers that are preventing that goal being reached in Moray has identified that the key drivers that support change in Moray include:

- The continued increase in recorded additional support needs within our schools and early years settings.
- School staff are looking for support to develop their practice in terms of working with children and young people with diverse needs, including and in particular, children with emotional, social and behavioural needs.
- Evidence of good practice across Moray that should be developed and shared more widely.
- The opportunity to gain leverage from other local initiatives such as the revised locality management model that will enable schools to link with partners and the wider community to support inclusive approaches.

3.2.7 The key barriers to change include:

- Clarity around the vision for inclusion in Moray.
- Staff knowledge and training
- The current model and funding of ASN support encourages schools to look outwards for additional resource (primarily Pupil Support Assistant (PSA) hours) rather than building on good practice within their settings.

Objectives

3.2.8 Taking account of the aims of the review and the drivers and barriers for change, the following objectives have been identified for the ASN services review

Intermediate Project Business Case

- i. Improve outcomes for Moray's children and young people with ASN through the implementation of national legislation.
- ii. Moray's children and young people with ASN are safe, included, engaged and involved in learning
- iii. Moray's children and young people with severe and complex ASN are educated in Moray
- iv. Moray's children and young people with severe and complex SEBN are educated in Moray
- v. ASN resources, including workforce, are realigned towards flexibility, early intervention and prevention delivered through partnership work
- vi. ASN services are efficient, sustainable and appropriately prioritised and targeted

3.2.9 Key measures of success will focus on the presence, participation and achievements of children and young people with additional support needs (ref: ASN outcomes data at **Appendix 1**) but will also include:

- Staff wellbeing measures (including absence)
- Children and young people wellbeing measures (children and young people feel safe and included whilst at school)
- More inclusive schools evidenced through the grading of QI 3.1 (ensuring wellbeing, equality and inclusion).
- Children and young people are educated within their local communities.
- Reduction in the number of violence and aggression incidents
- Pupil Support Assistant allocations – with the overall aim of reducing or stabilising PSA allocations across our establishments.

3.3 Existing Service Arrangements

Overview of Current Service

3.3.1 Moray currently models and promotes the Scottish Government's presumption of mainstreaming. Our ASN services aim to help children and young people who need extra support, both long and short term, to make the most of their school education and feel included in their learning. We do not have special schools. We offer an enhanced provision in all of our secondary and ten of our primary schools with the intention that children and young people will, as far as possible, participate in mainstream education. We use a Staged Intervention Process to identify, assess and plan for additional support needs, based on the Getting it Right for Every Child (GIRFEC) framework. This helps us decide when and where more targeted support is needed.

Intermediate Project Business Case

3.3.2 The ASN services currently sitting within the ASN Review are:

- i. **ASN Education Support Officers (ASN ESO)** - providing outreach support for schools, with responsibility for allocations of funding for PSAs and ASN teachers to schools based on assessed levels of need of children & young people. This support allows children to integrate according to their needs into mainstream school and to engage with the school curriculum.
- ii. **SEBN Provision** – providing education and support for school aged children and young people affected by social, emotional and/or behavioural difficulties where a mainstream approach is in danger of breaking down. The service also has a role in developing the skills of education staff directly supporting a child by offering alternative approaches and modelling good practice.
- iii. **Autism Service** – Support for children and young people with Autism Spectrum Disorder (ASD), their parents and schools. The service includes an outreach service and a specialist unit (B6) at Elgin Academy
- iv. **English as an Additional Language (EAL)** – Provides support for children and young people who have English Language challenges. This is delivered via a wholly outreach service whereby the EAL teacher and bi-lingual translators work with pupils in their local school environment.
- v. **Sensory Education Service (SES)** – Provides support for children and young people who have hearing or visual impairments. This is an outreach service whereby teachers, communication assistants and auxiliaries work with children & young people and staff in their local school environment, and in the home (in particular for pre-school age children).
- vi. **Educational Psychology Service** – The primary role of the service is to provide advice and support to schools, parents and colleagues regarding the identification, and meeting the needs of children and young people with additional support needs.

Workforce

3.3.3 The staffing and resources for the service are set out in **Appendix 2**. Pupil Support assistants are deployed to assist with stage 2 (universal with support) and stage 3 pupils (complex needs and more challenging behaviour). It is the responsibility of class teachers to meet the needs of stage 1 intervention through inclusive practice (including curricular differentiation) with support and advice from ASN

Intermediate Project Business Case

teachers. Moray's staged intervention approach is that ASN teaching and promoted staff should be working and supporting stage 2 and 3 pupils. Ensuring the organisational structure works effectively will be important in the future delivery of the service.

- 3.3.4 ASN and SFL teaching staff in schools are funded from a central ASN budget and are managed by the Head Teacher of the school in which they work. There can be clashes of ethos, values and culture where there are 2 chains of management: a link to a central service for professional and service standards and local management for specific deployment. ASN and SFL staff can also be called upon to cover classes if there is staff absence which dilutes their time and availability to support pupils within the ASN service.
- 3.3.5 There can also be challenges releasing staff for training on specialist areas due to local demands. This leads to inconsistency and irregularity in receiving professional development, which reduces the quality of output and outcomes for children and young people. Consideration requires to be given to management of staff aligned to service responsibilities as part of this review.

Service Performance Information

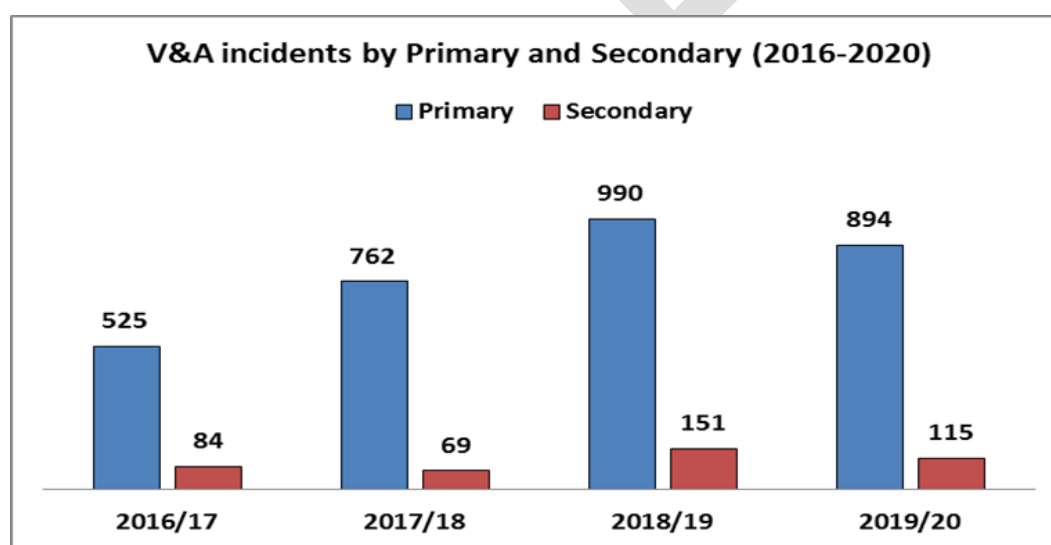
- 3.3.6 In line with the national picture across Scotland, and internationally, there has been a significant increase in the numbers of children and young people in Moray categorised as having additional support needs (an increase of 11% since 2016/17 compared to 7.4% nationally), leading to an increased number of requests for additional resource in the form of PSA hours. To manage need in future, it will be important that systems and structures focus on changing the learning environment to meet needs rather than putting in support to help a child cope within an environment that is unable to respond to their individual needs. The current approach can limit opportunities for children and young people to access quality learning experiences and build flexibility and independence.
- 3.3.7 In 2020/21 there were 4,702 pupils (38.8% of all pupils) with a recorded additional support need in Moray. This is above the national average (32%). The largest numbers are in the social, emotional and behavioural difficulty category. An analysis of current Moray ASN outcomes data is included as **Appendix 1**. The key points are noted below and these will be used to develop measurable outcomes to assess the impact of changes from this review.
- i. Pupils with additional support needs typically have a lower attendance rate than pupils with no additional support needs. Between 2012/13 and 2018/19 the gap in attendance rates increased from 2.3 to 3.1 percentage points.

Intermediate Project Business Case

- ii. The Moray exclusion rates for both primary and secondary pupils with ASN are more than four times higher than those who have no ASN, although exclusion rates across all our schools have reduced significantly since 2016-17.
- iii. Achievement of Curriculum for Excellence Levels – pupils who have an additional support need tend to perform lower than pupils without these characteristics.
- iv. Attainment at SCQF Levels 4 to 6 – In line with the national picture pupils with an additional support need typically have lower attainment rates compared to children with no additional support needs.
- v. School leavers with ASN are less likely to go on to a positive destination, however Moray is above the national and Northern Alliance average for 2019/20.

Incidents of Violence and Aggression

3.3.8 There is an upwards trend in the number of recorded violent and aggressive incidents by pupils towards members of school staff.



3.3.9 During the 2018-19 academic year a total of 1,141 incident reports of violence and aggression (V&A) against staff were reported within Education. 87% of incidents were reported at Primary Schools (990), and 13% (151) reported at Secondary Schools. The numbers for 2019-20 were impacted by the Covid-19 lockdown and are therefore not reflective of the overall annual trend.

3.3.10 Acknowledging that all behaviour is communication and that changing the environment can change the behaviours then this indicates that there could be an increasing number of pupils with unmet, or partially met, additional support needs. It also stands as a challenge

Intermediate Project Business Case

to the effective delivery of outcome 1 and 3 of the Moray ASN Strategy.

- 3.3.11 The consequential impact on the health and wellbeing of staff is a challenge to the council's duty of care towards employees. Some staff are concerned about working with pupils whose additional support need presents itself in violent or aggressive behaviours. This stands as a challenge to the effective delivery of outcome 3 of the Moray ASN Strategy

Adjusted Timetables

- 3.3.12 Accurate data for the number of ASN pupils on part time timetables is not currently available due to the range of recording on Seemis. There are plans in place to identify the extent to which this approach is currently in use to meet needs. Whilst part-time timetables are appropriate in some cases, unless they are responsive, progressing and agreed through the child's planning process the Scottish government considers them to be illegal exclusions.

Enhanced Provisions

- 3.3.13 At present 44 children with profound needs are educated across the 18 enhanced ASN provisions. Currently there are limited assurances available that the quality of service delivery and capacity is consistent across Moray. The need for targeted input from Health and Social Work is stretched due to travel and the limited time spent in each provision. Enhanced provisions also support a wide range of social and emotional needs while working with very vulnerable youngsters with profound cognition and mobility needs. This combination can present risks and pressures which decrease impact, capacity and the quality of outputs received. Issues of consistency can be addressed moving forward through a consistent vision, supporting policies and training for staff.

Out of Area Education Placements

- 3.3.14 During sessions 2018-2019 and 2019-2020 Moray received 3 challenges to the provision being offered by the authority (prior to that there had been no challenge since 2006). One was upheld leading to an out of area education placement costing £111,000 for a 40 week placement. Two were resolved through mediation resulting in additional funding to provide flexible education packages in Moray, total cost £41,000 per annum. In addition there are 3 flexible education packages at primary funded through ARAG as alternatives to out of area placements, total cost £114,000 per annum. This comparison shows that providing a flexible curriculum in Moray is

Intermediate Project Business Case

markedly cheaper than an out of area education placement, and supports our goal of all children being educated in Moray.

Mental Health and Well-being

- 3.3.15 Data from the Realigning Children's Services identifies areas of concern across primary and secondary pupils in relation to life satisfaction and poor mental health. 28% of primary pupils who reported low to medium life satisfaction had additional support needs, compared with 19% who had no additional support need. 52% of primary pupils with ASN reported experiencing some form of bullying at least once a month whilst 48% of secondary pupils said they had been bullied in the last month.

Funding

- 3.3.16 Previously, ASN funding was allocated to schools using a formula based on the number of pupils in each school; this was translated into support for learning teaching and support staff. In addition schools submitted evidence of pupils who needed exceptional support funding (ESF). These requests were moderated and additional funding allocated, with the funding reviewed at P1,P4, P7,S1, S3.
- 3.3.17 In August 2020, the Moray Council Emergency Cabinet agreed a revised allocation of ASN funding based on need rather than pupil numbers and this was implemented with effect from November 2020. In November 2020 the Education, Communities and Organisational Development Committee agreed to use funding for a specialist inclusion support team to be deployed flexibly to address needs in particular schools as a supplementary resource to those in school.
- 3.3.18 For exceptional cases it is necessary to provide emergency funding for legislative compliance, therefore, a small contingency fund is retained for this centrally.
- 3.3.19 As at January 2020, 76 pupils with ASN were funded through core ASN, Exceptional Support Funding and also met the criteria for the Pupil Equity Fund. This funding overlap provides an opportunity to redirect one or more of these funding streams to early intervention work for these pupils. This evidences the current gap in effectively meeting recommendations 1.3 and 8 of the Moray ASN Strategy.
- 3.3.20 The ASN budgets have not increased in line with the rise in children and young people with ASN, which results in a prioritisation of support that can be provided and at times there are waiting lists for specialist support services, and a lead in time to addressing pupil's needs with interim arrangements deployed where necessary. Adjustments have been made to the allocation formula for PSAs in order to remain in

Intermediate Project Business Case

budget. As a result, in 2018/2019 there was a reduced allocation for any new ESF funding from 25 to 12 hrs and a 3% cut to the remaining ESF allocations. In 2019/2020 there was also a 10% cut to all ESF allocations. In contrast the original formula would have required an additional £401,000 in 2018/19 and a further £650,000 in 2019/2020.

- 3.3.21 Moving forward, the projected increase in the number of schools will also put additional demand on the ASN budget as each new school has to receive a core ASN staffing allocation for ASN teaching staff.

Out of Area placements/Community Well-being Hubs

- 3.3.22 There are currently 13 children and young people placed out of Moray because services within Moray cannot currently meet their needs, total cost £2,129,249 per annum. From February 2019 to December 2020 Moray SEBN Service trialled an intensive behaviour support programme called ReConnect that worked in partnership with families, schools, social work and police. This programme successfully supported the return of 4 young people back to education in Moray. It also prevented 4 young people from being placed out with Moray. Mainlining and expanding this partnership approach to intensive behaviour support to include a residential experience within Moray would offer an alternative to out of area placements for those at risk.
- 3.3.23 During the covid-19 pandemic effective multi-agency working was in operation to support children and young people with vulnerabilities including additional support needs. This positive experience and research from models elsewhere led to a recommendation to ECOD committee in February 2021 and approval to adopt a revised locality planning approach, which aims to meet needs with a focus on early intervention and prevention through multi-agency working. This is currently in the early stages of implementation but will provide key links with the ASN service and supports the future direction recommended in this business case.

3.4 Business needs - Current /Future Needs and Service Requirements

- 3.4.1 Issues and challenges to be addressed in future service design and action to deliver improvement include:

ASN Strategy and Implementation of Inclusive Practice

- 3.4.2 In order to improve against our priority of meeting the needs of all by supporting learners, it is important to establish consistent inclusive

Intermediate Project Business Case

practice that has a sound policy footing with clear meaning and purpose. It will also be important that the barriers to progressive inclusive practice across all schools are addressed.

- 3.4.3 The Moray ASN Strategy contains inclusive outcomes that the review is designed to deliver against and this will require to be refreshed to ensure that it captures the direction established as a result of this review.
- 3.4.4 This will require:
- i. clear vision for inclusion and equity in Moray that is ambitious and forward thinking, in collaboration with wider stakeholders, pupils and families;
 - ii. communication and engagement strategy to ensure all stakeholders are fully engaged;
 - iii. workforce development package that will ensure a consistent approach to inclusion across all Moray settings; and
 - iv. capture and sharing of interesting and emerging local practice and include as part of the workforce development package.
- 3.4.5 Joint working and quality assurance within and across the services will be needed to ensure consistency and compliance around the ethos, culture and practice required to model and evidence inclusive practice and the strategy will underpin this work.
- 3.4.6 An organisational structure must be designed to deliver the service required, and the workforce skilled and equipped to ensure that curricula are progressive and appropriately delivered and the quality of service is assured.

The examples below identify opportunities for improvement in practice aligned to a refreshed strategy.

Example 1: Transitions, when pupils are transitioned back to school following targeted support from the central SEBN and autism teams, they need to be effectively supported by staff in schools to build on the work undertaken centrally. The new 'targeted intervention' service model provides an opportunity to ensure specialist support at such times as well as delivering enhanced skills to those working in schools to support effective transitions.

Example 2: The use of part time timetables to manage pupil additional support needs are in effect an exclusion and this is an example of an area where practice can be reviewed to ensure a more appropriate response to ASN characteristics moving forward.

Intermediate Project Business Case

Meeting Needs in Local Community

- 3.4.7 The ASN review is designed to move ASN support from a centralised delivery model to an inclusive delivery model with support for service provision in localities (i.e. schools) as far as possible. The key service requirements are:
- i. Children and young people are safe and included whilst in school
 - ii. Children and young people are educated within their local communities to allow the modelling and encouragement of local citizenship
 - iii. Services have an early intervention and prevention emphasis allowing them to be planned in anticipation/response to changing local need.
 - iv. Clear links to local community supports to ensure children, young people and families receive support and guidance at the earliest possible stage, in a context that is relevant to them.
 - v. Use of ASN funding to allow planned, targeted interventions in line with local plans and priorities. This can be supplemented by PEF monies and other local monies available to local areas.
 - vi. Provisions that can meet the range of severe and complex needs with appropriately skilled staff, within communities as far as possible.
 - vii. School based ASN/SFL teachers delivering on their 5 roles to support learning of all pupils including those with SEBN and autism.

Managing and Responding to Demand

- 3.4.8 As noted above, there is a steady increase in cases requiring ASN support as well as a change in the nature of demand as evidenced by the increase in reported violence and aggression. Therefore, the service for the future needs to be designed to be flexible enough to accommodate demand that is both increasing and changing and to be focussed on early intervention with a view to managing demand at an earlier stage to prevent escalation.
- 3.4.9 This will require consideration of flexible and responsive staff structures that can accommodate service and individual needs that change over time. It also requires an integrated response from all partners, and the creation of the new locality management model will support this revised partnership approach to early intervention.
- 3.4.10 A wider model for early intervention and support in primary and early years will require to be developed and resourced to identify and

Intermediate Project Business Case

consider new approaches that can be put in place to reduce and offset adverse childhood experiences and provide support to families to prevent issues from escalating. The Improvement and Modernisation Plan Investment Programme contains a proposal for pastoral support in early years and primary that would dovetail with the management of emerging additional support needs in schools. This offers a potential option for management of future demand and could be developed as a pathfinder or test of change to assess the impact.

Culture and Workforce

- 3.4.11 The current approach in Moray schools relies on Pupil Support Assistants (PSAs) to manage challenging and distressed behaviour and work 1-1 with complex pupils. The changing nature of the demand for ASN support has highlighted that there is a need to ensure that jobs are clearly defined to meet the needs of pupils and that staff are appropriately skilled, experienced and remunerated. This suggests a review of the current staffing model and a recent pilot of a specialist targeted intervention team with a range of specialisms and skills, including higher graded Pupil Support Workers has been introduced to test out and support this change. This requires to be evaluated and considered more widely as part of the development of this review.
- 3.4.12 ASN and SFL teaching staff in schools are linked to the central ASN service in terms of professional and service standards, but are line managed locally by head teachers. This creates friction in terms of approach and service responsibility as the ASN service is managed within a different head of service portfolio. There can be clashes of ethos, values, priorities and culture where in effect there are two sources of management. Consideration requires to be given to management of staff aligned to service responsibilities moving forward so that resources for delivery and responsibility for outcomes are aligned in the organisational and management structures.

Barriers to Inclusion

- 3.4.13 The barriers identified locally are reflective of the factors identified as barriers to inclusion in the national documents and international research. Mel Ainscow, Emeritus Professor of Education at the University of Manchester, a leading authority on the promotion of inclusion and equity in education, refers to the 'Ecology of Equity' (Ainscow et al. 2012) to describe the different interacting factors
- i. *Within Schools* – issues that arise because of school and teacher practice, including the ways in which children and young people are engaged with learning, how their teaching groups are

Intermediate Project Business Case

organised and the relationships the school builds with families and local communities.

- ii. *Between Schools* – issues that arise from the characteristics of the local school system, including the extent to which children and young people in different schools can access similar opportunities.
- iii. *Beyond Schools* – issues related to the wider context within which schools operate, including the demographics of the local area and the economic and social realities faced by those populations.

It is these barriers that we are looking to address as we move forward with the review of ASN services

3.5 Main Risks

3.5.1 The main challenges and risks associated with the issues identified above and the successful delivery of this project are:

a) Strategy and Inclusive Practice

- i. Application of revised policy will have difficult to manage implications which may encounter resistance e.g. admissions/transport
- ii. Curriculum - inflexibility of existing timetable models in secondary school. Overcrowded curriculum in primary schools
- iii. Ensuring quality differentiation in the classroom
- iv. Timing – delaying a restructure will allow exclusive practice in some schools to continue and leave the move of others towards inclusive practice in their teaching and learning unsupported

b) Meeting Needs in community

- i. Identifying/ amending/providing 'fit for purpose' facilities in each ASG
- ii. Availability of Moray based care placements to prevent out of area moves, when Education needs can be met locally

c) Managing and Responding to Demand

- i. Managing escalation of needs, exacerbated by covid pandemic
- ii. Avoiding pitfalls of alternative models of ASN funding that other authorities have faced, mitigated through collaborative rather than comparative model of assessing and responding to need.

Intermediate Project Business Case

- iii. Moving from a PSA delivery model where dependence on a PSA to contain increases the risk of violence and aggressive incidents
- iv. Reluctance to adhere to flexible staffing model within ASGs to follow pupil need will result in budget overspend

d) Culture and workforce

- i. Shift in practice required to quality assure inclusive practice in schools and classrooms, mitigation will include training and support
- ii. Delivering a front facing service whilst re-structuring
- iii. Staffing changes & contracts
- iv. Recruiting skilled staff
- v. Training - auditing need/creation/delivery/allocating time for school staff to deliver/funding (mitigated by use of online learning modules)
- vi. Effective consultation within timescales, mitigated by the consultation and data from ASN strategy

3.6 Main Benefits

3.6.1 The outcomes and benefits associated with the ASN restructure include but are not exclusive to:

- a) Improved outcomes for Moray's children and young people with ASN through the implementation of national legislation
 - i. Flexible – GIRFEC – raise achievement and attainment
 - ii. Improved attendance, engagement, achievement, attainment
 - iii. Improved learning experiences for children and young people with ASN e.g. by providing outdoor learning
 - iv. Curriculum tailored to pupil need
 - v. Quality assured practice
 - ✓ Earlier intervention
 - ✓ Reduction in exclusion, violence and aggression incidents
 - ✓ Reduction in part time attendance
 - ✓ Further development of awards within the enhanced provisions, ensuring our children and young people are developing skills for learning, life and work.
- b) Moray's children and young people with ASN and SEBN are safe, included, engaged and involved in learning
 - i. Responsive to local need
 - ii. Compliance and competence in meeting ASN in Moray

Intermediate Project Business Case

- iii. Integrated partnership work e.g. schools, professionals, 3rd sector
 - iv. Relational approach – e.g. Family/Community
 - v. Prevent escalation to out of area placements
 - vi. Return pupils from out of area
- c) Moray's children and young people with severe and complex ASN are educated in Moray
- i. Improve outcomes by reducing out of area placements
 - ii. Reduce out of area by providing the service in Moray e.g. ReConnect
 - iii. Integrated partnership work e.g. schools, professionals, 3rd sector
 - iv. Responsive to local need
- d) ASN resources, including workforce, are realigned towards flexibility, early intervention and prevention delivered through partnership work
- i. Targeted, trained specialist staff who are able to upskill and cascade best practice
 - ii. Improved staff wellbeing
 - iii. Reduced staff absence - improved staff wellbeing
- e) ASN services are efficient, sustainable and appropriately prioritised and targeted
- i. Attract 3rd sector funding
 - ii. Reduce and re-allocate £4m PSA spend
 - iii. Realign ASN/SFL posts across central and school provision
 - iv. Reduced pupil transport costs, staff travel time and costs
 - v. Reduce out sourced spend by providing in house service
 - vi. Transformational change - best use of finance and resources
 - vii. Reduction in OOA spend ,unplanned endings, complaints and withdrawal from school

3.7 Constraints

Budget

- 3.7.1 As noted earlier, projected ASN spend exceeds current budget. On the current ESF formula an overspend of £1 million was anticipated during session 2020/2021 if no other changes were made. A change to the allocation of ASN budget based on need rather than continuing a school roll element has enabled this pressure to be accommodated in the short term. However, this review will continue to be delivered in a context of increasing need and constrained financial resources. This

Intermediate Project Business Case

means that where investment spend is required, this will be targeted to supporting the current system while change is implemented and embedded. There will be investment in improving organisational design and processes to manage future demand as efficiently as possible while ensuring that the service is legislatively compliant. The status quo is not an option as this could lead to overspend with no strategic plan in place to address this.

Workforce

- 3.7.2 Change: Transformational change requires effective engagement from service management and across the workforce and an acceptance of the desired change. This will be challenging with a longstanding staff group who may have entered the service when there were very different demands, ethos and expectations in place.
- 3.7.3 Salary Conservation: If there are changes to roles arising from staff restructure, salary conservation may be required which would impact on the timing for any cost reductions. This will be dependent on Transform and redeployment opportunities.
- 3.7.4 Workforce deployment: The role of PSA will require to be reviewed to match future service requirements, and restructuring of non-teaching personnel may be required to align to service needs. This will require the deployment and development of the current workforce to match to these requirements, which will have a lead in time and may bring individual issues and challenges. To mitigate against the current pressures a pilot involving SEBN and Autism focussed Pupils Support Worker teams has been created which will provide learning for the future.
- 3.7.5 Resources: Availability of staff teams in ASN and other sectors of the council (e.g. HR, legal) will impact on the time taken to progress certain areas of the review work. If staff leading on the review have substantive posts this will reduce the time they can dedicate to delivering the restructure. Time taken to complete consultations and EIAs will be dependent on availability. This will be mitigated against by the appointment of a service manager (DHT) and project support officer (if approved).
- 3.7.6 Quality: Suitably qualified, knowledgeable staff will be required to advise and lead on the re-structure to ensure its effectiveness and relevance. Similarly for delivery of training to bring existing and new ASN staff to professional standards. This will be mitigated against through a compulsory planned training programme that over time will be accredited. Specific training resource will also be allocated to develop and deliver the training programme.

Intermediate Project Business Case

- 3.7.7 Legal: contractual restraints imposed by employment contracts and terms and conditions will be mitigated through a review of job descriptions and the introduction of Moray wide contracts for staff which will give flexibility and allow redeployment to areas of emergent need.

Learning Estate

- 3.7.9 The learning estate is in need of refresh and some buildings are not ideal for the provision of ASN services. In addition, there may be a need to consider how the service can meet the objective of local delivery within the learning estate. There could be capital implications arising which will require careful consideration in the context of both learning estate work and the council's wider capital plan and financial position. The use of existing ASN service buildings will have implications for wider council estate management and options that may be available to either release buildings for use by others services or for disposal.

Availability of suitable partner services in Moray

- 3.7.10 Limited care placements (e.g. foster, residential, respite) may lead to out of area placements for some children and young people. This will be mitigated by the current joint planning around matching current and future pupil care need to investment and spend in child and adult care facilities. Limited numbers of private/3rd sector providers of alternative educational activities (e.g. outdoor learning, work placement, volunteering) may limit the choice available to create flexible curricula. This will be mitigated by contracting local providers allowing them to invest and recruit and by realigning existing central resources.

3.8 Dependencies

- 3.8.1 The success of this review is dependent on:
- i. Partnership work of a range of service providers, including those in the IJB, education and 3rd sector.
 - ii. The creation of a committed, empowered, skilled, child centred workforce in schools.
 - iii. Integrated work with staff in schools and the central education team to ensure curricular teachers, ASN, SFL and support staff are trained and working appropriate to their roles, and in collaboration.
 - iv. The embracing of an empowered system of school leadership.
 - v. The embedding of relational practices including nurture, solution oriented, restorative, trauma informed and neurodevelopmental practice in the workforce.

Intermediate Project Business Case

- vi. The embedding and quality assurance of inclusive practice in schools.
- vii. The management of school based ASN and SFL staff being aligned to service responsibilities to ensure clarity and consistency of management and service standards.
- viii. Resilience and commitment to the vision through the delivery of the restructure over time, with transformational change likely to take up to 5 years to fully embed.

3.8.2 These dependencies will be mitigated through planning and monitoring, partnership work and the use of relational approaches, consultation and effective communication across schools, central teams, partners, communities and families.

4. Critical Success Factors

Throughout this document the case has been made that the current organisation of ASN resources is failing to deliver on what it is required to do. The details in the document also demonstrate how the outcomes and strands of the ASN review would ensure that Moray council can better meet the legislative requirements around ASN, and deliver improved outcomes for children, young people, families and employees.

4.1 Critical Success Factors

4.1.1 For the ASN Re-structure to be successful the main risks and dependencies noted in the previous section have to be mitigated against. The essential elements that must be in place are themed below:

- i. Strategy and Inclusive Practice: Ensuring legislative compliance: commitment to, delivery and quality assurance of legislative requirements for ASN. This can be met through effective strategy and policy (Supporting All Learners strategy, which will drive forward inclusive approaches) and appropriate organisational and workforce structures.

Inclusive all learners model: structures, policy and practice that move from a deficit/dependency approach to children and young people with ASN to one of empowerment through curricular differentiation and flexible skills based learning. This can be met through the above strategy work, re-focussing existing ASN and education resources and investment in the review proposals.

Intermediate Project Business Case

- ii. Curriculum offers: A range of differentiated, health and wellbeing, skills based and academic learning opportunities for, but not exclusive to, children and young people with additional support needs. This can be met through refocussing existing ASN and education resources.
- iii. Meeting Needs in the Community – Educational resources: Buildings, equipment and resources that are appropriate to the delivery of flexible ASN curricula and situated in the appropriate sites across Moray that ensures equity of access and opportunity. This can be met through refocussing existing ASN and education resources (including buildings) and investment.
- iv. Managing and Responding to Demand - Investment funding: Commitment to financially support the ASN review as investment in improving outcomes for children and young people and to prevent further costs from legal challenges around ASN. This can be met by refocussing existing ASN and education resources and investment (financial return predicted 3-5 years, qualitative return from year 2).
- v. Culture and Workforce: commitment to, delivery and quality assurance of inclusive practice by all Moray education and support staff in all Moray schools and early learning centres. This can be delivered by a clearly identified and led strategic vision and direction towards the normalisation and embedding of inclusive practice in schools and by commitment to a long term re-focussing of existing resources in education and ASN.
- vi. Staff recruitment and retention: Creation of a range of jobs aligned to service need that are attractive, achievable and appropriately remunerated. Creation of a structure to allow career progression, so that Moray can grow and hold its own skilled ASN workforce. Accredited continuous professional development programme of training packages in inclusive practice and additional support needs. This can be met through the actions in the workforce section of the plan.
- vii. Quality Assurance: To address tensions around the quality, shape and purpose of ASN service delivery (appropriate recruitment, assignment of staff and training) the organisational structure and management of the ASN workforce should be aligned with service responsibilities, which may mean a move from schools to an appropriate manager within the ASN team.

Intermediate Project Business Case

4.2 Actions To Develop and Progress Review

- 4.2.1 The actions we are looking to take forward to both **improve** how we allocate resources to support children and young people with additional support needs, and **transform** our approach to inclusion across all our establishments, are intended to improve outcomes for our learners with additional support needs. At the same time, the actions are intended to promote equity and excellence for all our children and young people.
- 4.2.2 Improvement actions are included in the initial Review Action Plan at **Appendix 1**. The action plan includes progress updates on the actions presented to Committee on 18 November 2020.
- 4.2.3 The Action Plan also identifies actions to support the proposed transformation agenda with change ideas assessed and enhanced in an agile, iterative way to determine which changes will have the greatest impact in terms of our vision of inclusion
- 4.2.4 Current change ideas include:

Within Schools

- 4.2.5 Supporting the professional development of school leaders and teachers:
- i. Develop and deliver a Moray Inclusion professional development programme.
 - ii. Develop and deliver training in specialist approaches for children and young people with profound and complex additional support needs.
 - iii. Provide coaching and onsite support through an intensive intervention model.
 - iv. Support schools to share good practice within their own settings through mutual observation and collaborative enquiry (involving children and young people) with a focus on early intervention.

Between Schools

- 4.2.6 Support schools to help and support one another:
- i. Broker collaboration across schools to share and learn from each other, with a focus on inclusion.

Beyond Schools

- 4.2.7 Support schools to develop links with other agencies, parents and carers and their local communities (research shows that around 80%

Intermediate Project Business Case

of the difference in how well children do at school depends on what happens outside the school gates (Rabash et al, 2010; Save the Children, 2013):

- i. Support schools to link with the pilot locality management model in Children's Services by fostering a multi-agency approach to supporting children, young people and their families, and assess the impact in terms of improving outcomes for children and young people with additional support needs. Focus on the development of support that extends beyond school hours and terms.
- ii. Work with schools to develop flexible packages (working with third sector and other partners where appropriate) to support different approaches to learning (e.g. outdoor learning, differentiated health and wellbeing curricula, skills for life, learning and work).
- iii. Work with schools to map the resources that are available to them beyond the school gate— linking with the Communities Team in the Education Resources & Communities Service and the wider community through engagement with locality planning/place based approaches.
- iv. Work with schools to support parental engagement and family learning, supported by the Communities Team and other Community Learning and Development partners, involving parents and carers in supporting change.

4.2.8 All change ideas will require further refinement with the relevant stakeholders (school staff, parents and carers, children and young people) and will be designed to ensure impact can be measured using research evidence and data analysis. Tests of change will develop over time as our learning increases and longer-term will inform the development of a Moray wide approach to supporting inclusion across all education establishments.

4.2.9 In relation to the objectives of the review (ref: objectives at 3.2.8 the following measures will be used to assess the impact:

a) Improved outcomes for Moray's children and young people with ASN through the implementation of national legislation	<ol style="list-style-type: none"> i. Increase attendance rates of pupils with ASN ii. Reduce exclusion rates (primary and secondary) iii. Reduced number of adjusted timetables iv. Reduced % of pupils reporting low to medium life satisfaction v. Reduced % of primary and secondary pupils reporting have been bullied in last month vi. Children and young people wellbeing measures (children and young people feel safe and included whilst at school)
--	--

Intermediate Project Business Case

	<p>vii. Reduction in the number of violence and aggression incidents</p> <p>viii. Staff wellbeing measures (including absence)</p>
b) Moray's children and young people with ASN are safe, included, engaged and involved in learning	<p>i. More inclusive schools evidenced through the grading of QI 3.1 (ensuring wellbeing, equality and inclusion).</p> <p>ii. Increase achievement of ACEL levels</p> <p>iii. Increase attainment of SCQF levels</p> <p>iv. Increase % positive destinations</p>
c) Moray's children and young people with SEBN are safe, included, engaged and involved in learning	
d) Moray's children and young people with severe and complex ASN are educated in Moray	<p>i. More children and young people are educated within their local communities.</p> <p>ii. Reduced number of OOA placements</p>
e) ASN resources, including workforce, are realigned towards flexibility, early intervention and prevention delivered through partnership work	<p>i. Revised roles and responsibilities</p> <p>ii. Quality assurance activity highlights realignment</p> <p>iii. Impact on outcome measures at (a) above</p>
f) ASN services are efficient, sustainable and appropriately prioritised and targeted	<p>i. Extent to which service needs can be met from within budget - % variation on annual basis</p>

Proposed Test of Change Area

4.2.10 Research has shown that it is helpful to identify schools that are key to the success of an inclusive approach so that positive change can be demonstrated leading to a trickle effect, or managed spread. In Moray the proposal is to focus the tests of change in a single ASG initially, but with the potential to include schools in other ASGs where there is clear rationale for doing so. The proposed ASG is Forres encompassing Forres Academy and eight primary schools for the following reasons: (see also **Appendix 3**)

- The Forres ASG includes Forres Central East, which is in the 20% most deprived datazones in Scotland. It is clear from the Early Years data presented in Appendix 3 that children living in the most

Intermediate Project Business Case

deprived areas have consistently higher rates of developmental concern, which can present as additional support needs in early years settings and schools unless support can be provided at an early stage.

- Across all the outcomes data presented at Appendix 3 the Forres ASG is consistently highlighted. The Forres ASG has one of the highest rates of children and young people with ASN across Moray, and performs less well than other ASGs across the different outcome measures.
- In 2020-21 (terms 1-3) the Forres ASG had the highest number of children and young people with additional support needs responding to their environment with violence and aggression.
- The opportunity to link with the locality planning work ongoing in Forres and take a place based, community linked approach to supporting children and young people with additional support needs, and their families.

Resources and Investment

4.2.11 The changes that it is aimed to deliver through the implementation of the ASN Review and the wider Supporting all Learners Strategy are extensive and far-reaching. The transformation proposals will need to be managed with care and will take time to deliver. The existing resource levels (ASN teaching staff and Pupil Support Assistant posts in our schools) will need to remain in place during the transition period so that children and young people with additional support needs can continue to be supported. The future resourcing levels for ASN teacher and Pupil Support Assistant hours within our schools will be considered as the review progresses.

4.2.12 The improvement actions will largely be delivered by existing resources within the central team, however the transformation actions will require additional resource so that support to schools can be provided alongside the existing support. The Raising Attainment: Well-being investment project agreed in principle by the Council on 12 May 2021 would offer increased support over a transition period. The proposals for additional resource developed within that Education investment proposal workstream include:

- i. Research/Data Analysis support to develop structured test of change plans, including measurement of impact;
- ii. Training and Development resource to develop and deliver workforce training.
- iii. Resource (ASN Teacher and Pupil Support Worker) to further develop intensive intervention within schools, with the potential to extend to out of school hours family and community support.

Intermediate Project Business Case

- iv. Budget to develop flexible packages of support to meet individual needs, in partnership with multi-agency and third sector partners.
- v. Pastoral Care resource in primary schools to facilitate multi-agency working, and links to families and communities.

4.2.13 As per the Improvement and Modernisation report to Council on 12 May 2021, further scoping work will be required to develop some elements of the investment proposals in line with the ASN Review requirements. Further reports will be brought back to committee and to full Council with more detail once this scoping work is complete.

DRAFT



Business Case for Intermediate Projects

APPENDIX 1

5. Appendices

APPENDIX I

ASN REVIEW INITIAL ACTION PLAN (AUGUST 2021)

Note: All action plan completion dates to be confirmed following recruitment of temporary DHT post into the SEBN team (to ensure there is sufficient capacity to progress).

ACTION	Progress to date	Next Steps	Target Completion	Lead Officer(s)/Group	Status
PARTNERSHIP ACTIONS					
Vision for Inclusion – develop shared Vision and Values in collaboration with Education professionals, wider stakeholders, pupils and families. Vision informs direction of ASN Review.	Vision development workshop has taken place with members of the Supporting all Learners Working Group	Extend vision development discussions to wider stakeholder group (including Members, Parents & Carers, Children & Young People)	December 2021	Supporting All Learners Working Group/ Chief Education Officer/Head of Ed Resources & Comms	Open
		Development of communication and engagement strategy to ensure all stakeholders are clear about the Vision of Inclusion, and steps we are taking to get there.	December 2021	Supporting All Learners Working Group/ Chief Education Officer/Head of Ed Resources & Comms	Not Started

Intermediate Project Business Case

Multi-Agency Working - Working with partners to meet the needs of children and young people with additional support needs (and their families)	Pilot Locality Management model established with links to schools through the Network Coordinators. Agencies are working together to meet individual needs, with a focus on early intervention.	Consider how staffing models within ASN central teams can support this approach as part of 18 month pilot period	August 2022	Head of Ed Resources & Communities	Open
POLICY (AND ASSOCIATED PROCESS) ACTIONS					
Review of ASN Policies and Processes – ensure all ASN (and relevant Education) policies and processes are high quality and reflect the vision of inclusion and equity	A number of policies/processes identified as requiring review : <ul style="list-style-type: none"> • Violence & Aggression policy and process • Seclusion and Restraint, • ASN Transport, • ASN Handbook • Transitions Policy • Placing Requests 	Establish short life working groups to take forward policy and process reviews – link to Improvement and Modernisation LEAN process reviews	August 2022	Head of Education Resources & Communities	Not Started

Intermediate Project Business Case

	Policy (ASN focus) <ul style="list-style-type: none"> • Exclusion Policy (Alternatives to Exclusion) • Accessibility Strategy 				
Additional Support Allocations – improve processes for allocating additional resource (including PSA hours within schools)	New PSA hours allocation formula developed for session 2020-21 onwards.	Review Staged Intervention materials and status within our schools. Provide additional training and support where required	August 2022	ASN Teams	Open
		Develop moderation/review process to ensure consistent approach to assessment of need and allocation of support (including out of area placements)	April 2022	ASN Teams	Not Started
		Improve monitoring processes for allocation of support to ensure senior management visibility/effective budget management	Dec 2021	Head of Ed Resources & Comms	Not Started
Enhanced Provisions Approach – Review of Enhanced Provisions Approach – consider if there a requirement for a smaller number of provisions for the				Head of Ed Resources & Comms/ASN Teams	Not Started

Intermediate Project Business Case

most severe and complex needs, and provisions for Autism/ADHD. We are currently supporting differing needs within one setting.					
RESOURCES ACTIONS					
Central Team Staffing – Address immediate capacity issues	Second ESO (ASN) post reinstated for period of 2 years	Recruit DHT to support HT (SEBN), job sizing of HT (SEBN) and reallocation of line management responsibilities for period of two years. Recruit/Engage Project Officer resource.	October 2021	Head of Ed Resources & Comms	Open
		Development of single 'request for assistance' process across all ASN outreach teams/officers enabling more flexible and responsive service delivery	April 2022	Head of Ed Resources & Comms/ HT (SEBN)	
		Enhance parental engagement and partnership and develop opportunities to place the voice of children and young people at the heart of planning for improvement and transformation of ASN services	August 2022	Head of Ed Resources & Comms/ HT (SEBN)	
Organisational Design and Structure – Redesign of ASN staffing structures as review Progresses		Consider alignment of management of school based ASN staff to service responsibilities so that resources for delivery and responsibility for outcomes correspond to the	April 2022	Head of Ed Resources & Comms	Not Started

Intermediate Project Business Case

1. School based staff		organisational and management structure Review ASN teacher allocations for start of session 2022-23 to ensure equitable allocation based on needs within schools. Teacher allocations to take account of the '5 roles of Support for Learning'	April 2022	ASN Teams	Not Started
2. Autism Support	Review of B6 and Moray Autism Team provision completed and proposed new staffing structures developed	Change Management Plan consultation with staff impacted by the proposals	September 2021	ESO (ASN)/Head of Ed Resources and Communities	Open
3. SEBN Team	Reconnect model trial in 2019	Analysis of outcomes from Reconnect pilot to inform future staffing structures	August 2022	ESO (ASN)/Head of Ed Resources and Communities	Not Started
ASN data – develop accurate ASN dataset to better understand current and emerging need within our schools to enable better resource allocation and planning	Draft ASN dataset developed with support from Research & Information Officer	Ensure subject specialist analysis of data to ensure context is provided and well understood	December 2021	ASN Teams	Open
		Work with Health/Early Years to improve understanding of emerging needs prior to entry to nursery/school.	December 2022	ASN Teams/Early Years Team	Not Started
		Consider how schools can be supported to improve data input to	August 2022	ASN Teams	Not Started

Intermediate Project Business Case

		ensure consistent and accurate data is captured for analysis			
		Develop model of future capacity requirements in our enhanced provisions for next 10 years (link to Enhanced Provisions Approach Action)	December 2021	ASN Teams	Not Started
		Identify learning estate implications (refurbishments/alterations/extensions)	August 2022	ASN Teams/Learning Estate Team	Not Started
PSA role – ensure role of the PSA is understood by all stakeholders. PSAs have the knowledge and skills to support them in their role. PSAs are involved in developing improvements in service delivery.	PSA Survey issued to all PSAs via schools – understanding what is working/where additional support is required Training package developed for PSAs – ‘Understanding and Managing Challenging Behaviour’	Survey Analysis and Focus Group discussions.	August 2021	Educational Psychology Service	Open
		First training session(s) to be offered from August 2021 Training to be developed into induction package for new PSAs.	Ongoing	HT (SEBN)	Open
		Review of PSA job description/person specification to ensure it is fit for purpose (including non-contact time)	December 2021	ESO (ASN)	Open
		Engagement with school based leadership teams and classroom teachers regarding role of PSA		ESO (ASN)	Open

Intermediate Project Business Case

<p>Workforce Development</p> <p>1. Severe and Complex Needs Training – develop and deliver high quality training in specialist approaches for children and young people with profound and complex needs (with a focus on curriculum delivery)</p> <p>2. Develop knowledge and skills of staff working in our mainstream classes to support participation and learning of an increasingly diverse</p>	<p>Collation of existing training courses/resources completed</p>	<p>Requires additional resource to develop and deliver (see IMP investment proposals)</p>		<p>ESO ASN</p> <p>Supporting All Learners Working/ Head of Ed Resources & Comms</p>	<p>Not Started</p> <p>Open</p>
---	---	---	--	---	--------------------------------

Intermediate Project Business Case

range of learners, including those with ASN					
TESTS OF CHANGE					
Tests of Change – Develop test of change to support inclusion principles and evidence improved outcomes: <ul style="list-style-type: none"> Intensive Intervention model Wellbeing Hub Model Support schools to share good practice within their own settings 	Model trialled in Lhanbryde and ongoing trials in Applegrove and Pilmuir Additional Pupil Support Worker resource recruited into SEBN and Autism teams (temporary basis)	Requires additional resource to develop and deliver (see IMP investment proposals) Initial outcomes analysis – 3 trial schools Consider requirement for physical spaces to support the revised locality management (partnership) approach to support closer collaboration and encourage skills sharing with partners	Dec 2021 Dec 2021	HT(SEBN) HT(SEBN)/ Head of Ed Resources & Communities (linking with relevant partners)	Open Open Not Started

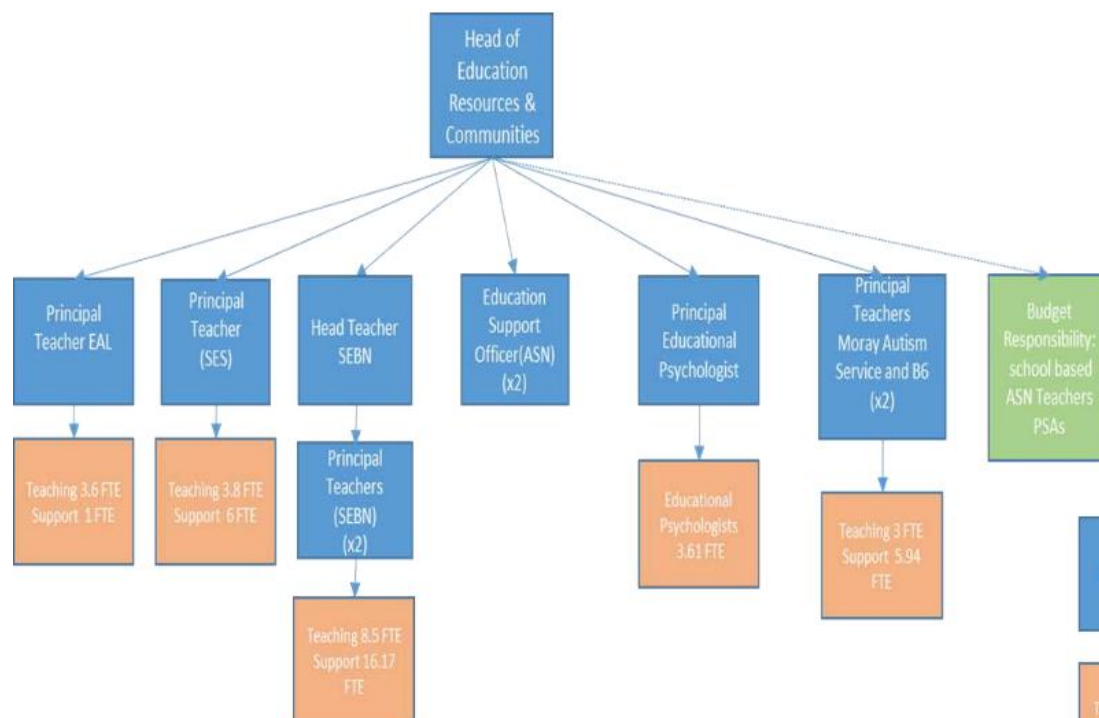
Intermediate Project Business Case

<ul style="list-style-type: none"> Broker collaboration across schools to share and learn from each other Support schools to develop flexible packages to support different approaches to learning 					Not Started
		Consider how ASN teams can support children and young people during the school day within their localities, using alternative curricular approaches, and a dispersed model of support. A test of change would determine what spaces might be needed to support this, and whether there is a need to commission additional services (e.g. outdoor learning, riding etc) (link to Wellbeing Hub model)	April 2022	HT(SEBN)/ Head of Ed Resources & Communities	Open
		Work with schools to develop approaches to wider achievement for children and young people with ASN	August 2023	HT(SEBN)/ Head of Ed Resources & Communities	Not Started

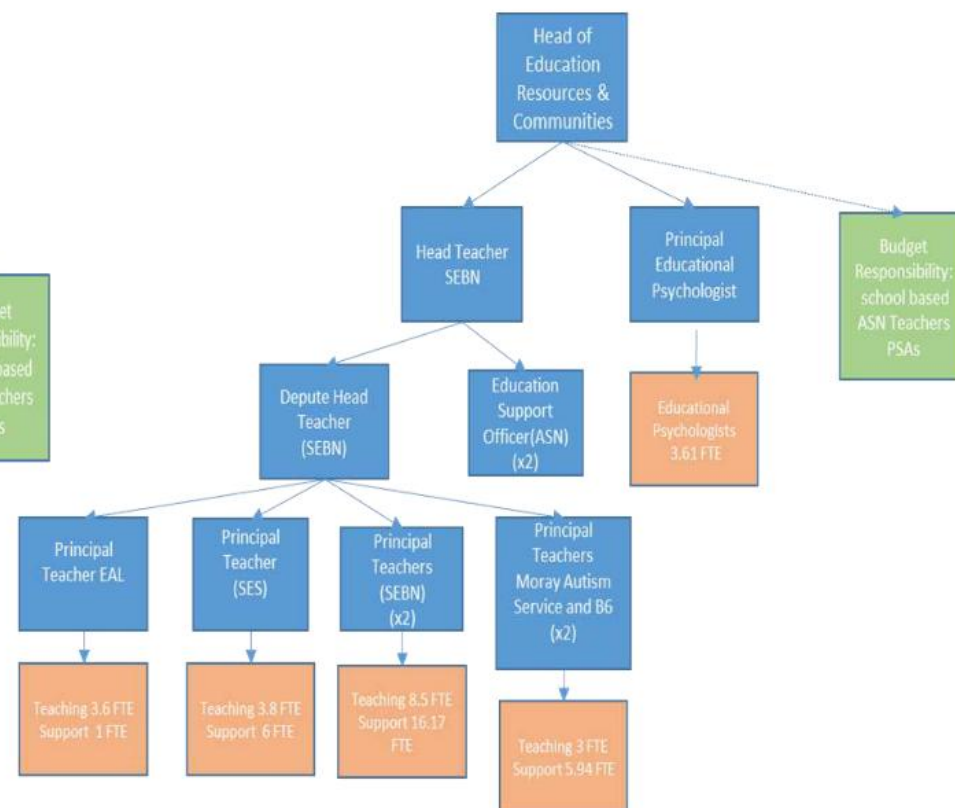
Intermediate Project Business Case

<ul style="list-style-type: none"> • Support schools to map resources available to them beyond the school – within the local community • Support for Parental Engagement and Family Learning 					<p>Not Started</p> <p>Not Started</p>
--	--	--	--	--	---------------------------------------

Current Structure



Agreed Temp Structure (2 Yrs)



2020-21 Budget:

Central ASN Staffing and Resource Costs: £3.5 million

School Based ASN Staffing Costs: £9.6 million

Version Number: 0.6(Draft)

Created: 30/07/2021 14:59

Saved: 03/08/2021 16:22

c:\program files (x86)\neevia.com\docconverterpro\temp\invdc\aa3063b2-6b37-4461-ad2e-3d5660aedce2\33c12fa1-53af-43fe-b240-c0b85df23a7f.docx

Page 44 of 57

Initial High Level Summary of ASN data in Moray

Early Years

27-30 Month Child Health Review

Table 1 below contains data from the 27-30 Month Child Review for Moray from 2013/14 to 2018/19

Table 1¹: Percentage of eligible children reviewed in Moray, 2013/14 to 2018/19

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
% of all eligible children reviewed	84.0%	87.5%	91.2%	92.3%	88.5%	86.8%
% of all children reviewed with no concerns	77.1%	73.3%	76.0%	82.6%	80.8%	85.8%

Comments (table 1):

- In 2018/19, 830 children (86.8% of those eligible) received a 27-30 month child health review compared to 91.5% nationally. Of those children reviewed, 6.9% had a concern recorded about at least one area of their development compared with 14.5% nationally. The percentage of eligible children reviewed increased to 92.3% in 2016/17, however has fallen back to 86.8%. The percentage of those reviewed showing no concerns has increased to 85.5% compared to 77.1% in 2013/14.
- There are limited concerns noted at this stage, compared to an increase in need when children are accessing early years settings and schools. The reasons behind this require further analysis as we move forward with the review of ASN. We need to ensure families can access early intervention supports to prevent any escalation in need as children develop and grow.

Table 2²: Percentage of reviewed children with no concerns across all domains by SIMD Quintile

SIMD Quintile	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	No. children (2018/19)
SIMD Q1 (most deprived)	75.0%	91.7%	70.0%	66.7%	76.9%	85.7%	30
SIMD Q2	72.0%	66.5%	72.9%	78.4%	76.9%	77.0%	163
SIMD Q3	77.1%	72.5%	73.6%	83.7%	80.8%	80.8%	317
SIMD Q4	75.7%	76.9%	76.2%	82.5%	81.6%	92.2%	331
SIMD Q5 (least deprived)	86.9%	75.4%	82.7%	87.9%	84.7%	92.2%	115
Gap between SIMD Q1 v Q5	11.9%	-16.3%	12.7%	21.2%	7.8%	6.5%	

Comments (table 2):

- Children living in SIMD quintile 1 or 2 were more likely to have a concern recorded about their development than those living in the least deprived quintile areas. In 2018/19, the percentage of eligible children in SIMD quintile 1 accounted for only 3.1% of the total Moray cohort compared to 12% in SIMD quintile 5. The percentage of children in SIMD Q1 showing no concern has improved in the last three years; however children in SIMD Q2 show a consistently higher rate of development concern. Children from the less deprived quintile areas generally show a higher rate of no concerns, particularly in SIMD Q5.

Figure 1 below shows the breakdown of the percentage of children reviewed with a concern by category of concern and gender (2018/19). Table 3 further shows the breakdown of the percentage of children reviewed with a concern by category of concern and gender over the last three years.

¹ *isdscotland – early child development*

<https://beta.isdscotland.org/find-publications-and-data/population-health/child-health/early-child-development/>

² *isdscotland – early child development*

Version Number: 0.6(Draft)	Created: 30/07/2021 14:59	Saved: 03/08/2021 16:22
c:\program files (x86)\neevia.com\docconverterpro\temp\nvdc\aa3063b2-6b37-4461-ad2e-3d5660aedce2\33c12fa1-53af-43fe-b240-c0b85df23a7f.docx		
Page 45 of 57		

Figure 1: Percentage of reviewed children by category of concern and gender, 2018/19³

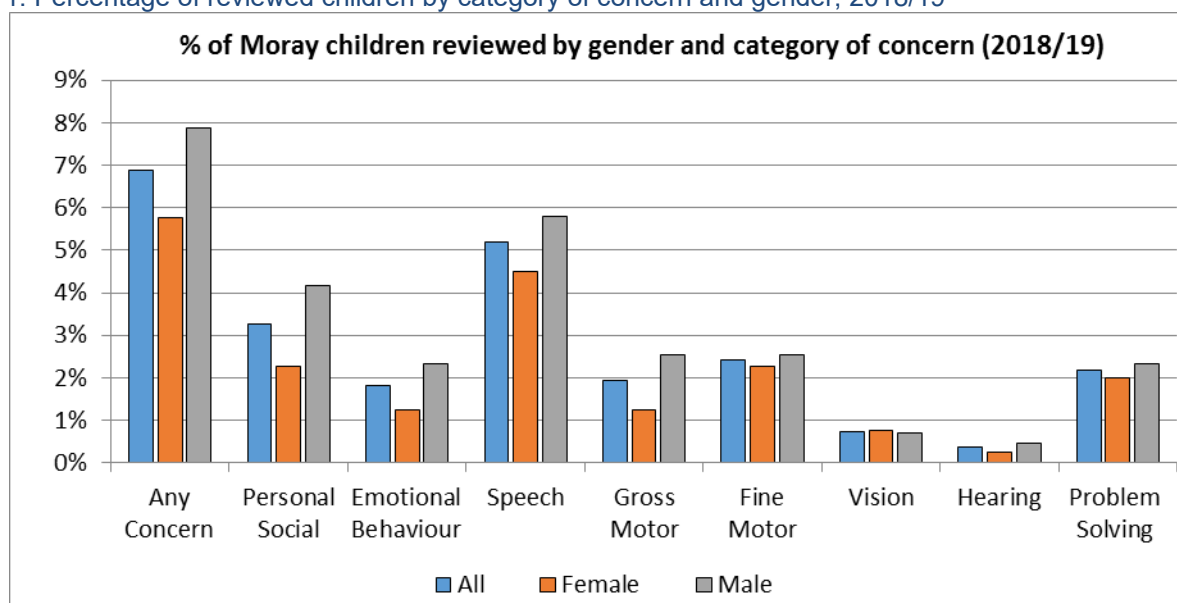


Table 3: Percentage of reviewed children by category of concern and gender, 2016/17 to 2018/19⁴

Gender	Financial Year	CATEGORY OF CONCERN								
		Any	Personal Social	Emotional Behaviour	Speech	Gross Motor	Fine Motor	Vision	Hearing	Problem Solving
Female	2016/17	6.7%	1.4%	2.3%	4.8%	0.5%	0.2%	1.4%	0.7%	-
	2017/18	3.2%	0.3%	0.5%	1.6%	0.8%	1.8%	0.3%	0.0%	0.3%
	2018/19	5.8%	2.3%	1.3%	4.5%	1.3%	2.3%	0.8%	0.3%	2.0%
Male	2016/17	13.8%	2.1%	4.2%	12.2%	0.5%	1.9%	1.2%	0.9%	-
	2017/18	11.7%	5.2%	3.6%	9.0%	2.3%	5.0%	1.4%	1.1%	4.7%
	2018/19	7.9%	4.2%	2.3%	5.8%	2.6%	2.6%	0.7%	0.5%	2.3%
All	2016/17	10.2%	1.7%	3.2%	8.5%	0.5%	1.0%	1.3%	0.8%	-
	2017/18	7.8%	2.9%	2.2%	5.6%	1.6%	3.5%	0.9%	0.6%	2.7%
	2018/19	6.9%	3.3%	1.8%	5.2%	1.9%	2.4%	0.7%	0.4%	2.2%

Comments on Figure 1 and Table 3:

- It is evident from the data above that of children with an identified concern(s) the most common was speech, in line with the national picture.
- There has been a decrease in speech concerns in boys and this requires further exploration as we move forward with the Review of ASN.

³ isdscotland – early child development

⁴ isdscotland – early child development

School Pupils

ASN Population in Moray Schools

In 2020/21, there were 4,702 pupils (38.8 per cent of all pupils) with an additional support need (ASN) recorded; 2,612 primary pupils (37.6 per cent) and 2,090 secondary pupils (40.4 per cent). This figure includes pupils with a Co-ordinated Support Plan (CSP), Individualised Education Programme (IEP), Child Plan or some other type of support. The ASN rates for Moray in 2020/21 are notably above the national average across the sectors. Table 4 below shows the breakdown of pupils recorded with ASN by sector and type of plan/need in 2020/21.

Note: Pupils may have more than one type of ASN, therefore the totals for type of ASN plan/need may not equal the sum of individual types.

Table 4: Pupils with Additional Support Needs, by sector and type of plan/need, Sept. 2020⁵

ASN Plan / Need	Moray			National		
	Primary	Secondary	Total	Primary	Secondary	Total
CSP	22	19	41	544	533	1,077
IEP	368	251	619	15,342	14,067	29,409
Child Plans	436	387	823	22,444	20,374	42,818
Assessed / Declared Disabled	226	313	539	5,734	8,578	14,312
With Other Support Needs	2,410	1,915	4,325	87,154	92,297	179,451
All pupils with ASN	2,612	2,090	4,702	109,441	110,111	219,552
% of pupils with ASN	37.6%	40.4%	38.8%	27.8%	36.6%	31.6%

Over the last five years in Moray the total number of primary and secondary pupils has increased by 1.5% (174 pupils). The primary roll has decreased by -1.2% over the period compared to a 5.2% increase in the secondary roll. See Table 5:

Table 5: Pupils in Moray Schools by sector, 2016/17 to 2020/21

Sector	Number of Pupils					5 year net change	% 5 year net change
	2016	2017	2018	2019	2020		
Primary	7,026	7,049	7,086	6,987	6,943	-83	-1.2%
Secondary	4,915	4,856	4,804	4,940	5,172	+257	+5.2%
Total	11,941	11,905	11,890	11,927	12,115	+174	+1.5%

The number of pupils recorded with an ASN in Moray has increased by 11 per cent since 2016/17 compared to 7.4 per cent nationally. As we move forward with the ASN Review we need to better understand and reflect on this data, ensuring there is consistency in recording of needs across all our establishments. Tables 6 to 8 below show the breakdown of pupils recorded with ASN by sector and type of plan/need in Moray since 2016/17.

Table 6: Moray Pupils with Additional Support Needs by type of plan/need, 2016/17 to 2020/21

ASN Plan / Need	2016/17	2017/18	2018/19	2019/20	2020/21
CSP	45	37	34	43	41
IEP	786	691	656	625	619
Child Plans	185	242	320	521	823
Assessed / Declared Disabled	198	308	331	467	539
With Other Support Needs	2,847	3,538	3,582	3,483	4,325
All pupils with ASN	3,336	3,951	3,951	4,194	4,702
% of pupils with ASN	27.8%	33.2%	33.2%	35.2%	38.8%

⁵ SEEMIS local data – Tables 4 to 8

National Ave. % ASN	24.2%	25.9%	28.0%	30.2%	31.6%
---------------------	-------	-------	-------	-------	-------

Table 7: Primary Pupils with Additional Support Needs by type of plan/need, 2016/17to 2020/21 (Moray)

ASN Plan / Need	2016/17	2017/18	2018/19	2019/20	2020/21
CSP	19	19	21	25	22
IEP	495	427	375	347	368
Child Plans	101	160	212	330	436
Assessed / Declared Disabled	111	194	186	205	226
With Other Support Needs	1,525	2,047	2,067	2,155	2,410
All pupils with ASN	1,843	2,323	2,277	2,339	2,612
% of pupils with ASN	26.2%	33.0%	32.1%	33.5%	37.5%
National Ave. % ASN	22.3%	23.5%	25.4%	27.0%	27.8%

Table 8: Secondary Pupils with Additional Support Needs by type of plan/need, 2016/17 to 2020/21 (Moray)

ASN Plan / Need	2016/17	2017/18	2018/19	2019/20	2020/21
CSP	18	13	18	18	19
IEP	264	281	278	278	251
Child Plans	82	108	191	191	387
Assessed / Declared Disabled	114	145	262	262	313
With Other Support Needs	1,491	1,515	1,688	1,688	1,915
All pupils with ASN	1,628	1,674	1,855	1,855	2,090
% of pupils with ASN	33.5%	34.8%	37.6%	37.6%	40.4%
National Ave. % ASN	28.9%	31.7%	34.6%	34.6%	36.6%

Tables 9 and 10 below show the breakdown of pupils with additional support needs by sector and Reasons for Support in 2020-21 across Moray and nationally. *Note: Pupils may have multiple reasons.*

Table 9: Moray Pupils with Additional Support Needs by sector and Reasons for support, Sept. 2020

Reason for Support	Number of Pupils			Rate per 1,000 pupils		
	Primary	Secondary	Total	Primary	Secondary	Total
No. pupils with reason for support	2,612	2,090	4,702	376.2	404.2	388.1
Learning disability	208	146	354	30.0	28.2	29.2
Dyslexia	76	234	310	10.9	45.3	25.6
Other specific learning difficulty (e.g. numeric)	453	392	845	65.2	75.8	69.8
Other moderate learning difficulty	435	342	777	62.7	66.1	64.1
Visual impairment	56	49	105	8.1	9.5	8.7
Hearing impairment	29	23	52	4.2	4.4	4.3
Deafblind	*	*	*	*	*	*
Physical or motor impairment	109	117	226	15.7	22.6	18.7
Language or speech disorder	266	126	392	38.3	24.4	32.4
Autistic spectrum disorder	167	166	333	24.1	32.1	27.5
Social, emotional and behavioural difficulty	677	527	1,204	97.5	101.9	99.4
Physical health problem	149	157	306	21.5	30.4	25.3
Mental health problem	25	123	148	3.6	23.8	12.2
Interrupted learning	146	71	217	21.0	13.7	17.9
English as an additional language	319	213	532	45.9	41.2	43.9
Looked after	50	65	115	7.2	12.6	9.5
More able pupil	49	60	109	7.1	11.6	9.0
Communication Support Needs	108	62	170	15.6	12.0	14.0
Young Carer	8	53	61	1.2	10.2	5.0
Bereavement	39	49	88	5.6	9.5	7.3
Substance Misuse	16	15	31	2.3	2.9	2.6
Family Issues	299	220	519	43.1	42.5	42.8
Risk of Exclusion	21	34	55	3.0	6.6	4.5
Other	339	182	521	48.8	35.2	43.0

Table 10: Pupils with Additional Support Needs by sector and Reasons for support across Scotland, Sept. 2020⁶

Reason for Support	Number of Pupils			Rate per 1,000 pupils		
	Primary	Secondary	Total	Primary	Secondary	Total
No. pupils with reason for support	109,376	110,041	208,640	277.6	365.6	315.7
Learning disability	3,577	4,486	8,542	9.1	14.9	11.6
Dyslexia	5,656	18,328	23,056	14.4	60.9	34.5
Other specific learning difficulty (e.g. numeric)	12,366	13,470	25,204	31.4	44.8	37.2
Other moderate learning difficulty	15,742	14,052	29,540	39.3	46.7	42.5
Visual impairment	1,841	2,368	4,008	4.7	7.9	6.1
Hearing impairment	1,547	1,853	3,184	3.9	6.2	4.9
Deafblind	21	20	43	0.1	0.1	0.1
Physical or motor impairment	3,302	3,809	7,060	8.4	12.7	10.2
Language or speech disorder	10,930	4,834	15,291	27.7	16.1	22.7
Autistic spectrum disorder	9,291	9,356	16,854	23.6	31.1	26.8
Social, emotional and behavioural difficulty	23,183	27,684	47,065	58.8	92.0	73.2
Physical health problem	6,358	7,847	13,284	16.1	26.1	20.4
Mental health problem	1,210	6,102	5,848	3.1	20.3	10.5
Interrupted learning	2,225	4,361	5,479	5.6	14.5	9.5
English as an additional language	25,334	16,012	38,074	64.3	53.2	59.5
Looked after	3,902	4,917	8,474	9.9	16.3	12.7
More able pupil	*	2,172	3,327	*	7.2	*
Communication Support Needs	5,372	2,279	6,642	13.6	7.6	11.0
Young Carer	917	3,389	3,844	2.3	11.3	6.2
Bereavement	1,478	2,506	3,317	3.8	8.3	5.7
Substance Misuse	239	406	547	0.6	1.3	0.9
Family Issues	11,187	10,704	19,512	28.4	35.6	31.5
Risk of Exclusion	402	1,208	1,526	1.0	4.0	2.3
Other	11,951	9,283	19,681	30.3	30.8	30.6

Comments on Tables 9 and 10:

- Across Scotland, the highest rates are for those recorded in the Social, emotional and behavioural difficulty category (73.2 per 1000 pupils) followed by English as an additional language (59.5 per 1000 pupils) and other moderate learning difficulty (42.5 per 1000 pupils). This is consistent with the previous three years.
- Within Moray, the highest rates are for those recorded in the Social, emotional and behavioural difficulty category (99.4 per 1000 pupils), followed by Other specific learning difficulty (e.g. numeric) (69.8) and Other moderate learning difficulty (64.1). The high rates of social, emotional and behavioural needs highlights the importance of early intervention approaches, supported by effective partnership working.
- Within Moray the highest rates are recorded in the Elgin High, Elgin Academy, Keith and Forres ASGs in the primary sector, and in Elgin High, Keith and Forres ASGs in the secondary sector.

⁶ *Pupils in Scotland, annual statistical publication - Scottish Government (Tables 9 and 10)*

Version Number: 0.6(Draft)	Created: 30/07/2021 14:59	Saved: 03/08/2021 16:22
c:\program files (x86)\neevia.com\docconverterpro\temp\nvdc\aa3063b2-6b37-4461-ad2e-3d5660aedce2\33c12fa1-53af-43fe-b240-c0b85df23a7f.docx		
Page 50 of 57		

Education Outcomes for children and young people with ASN

Pupil Attendance

Pupils with additional support needs typically have a lower attendance rate than pupils with no additional support needs, with the difference greater in secondary school. Tables 11 to 12 below show the attendance rate of pupils by sector and ASN status in Moray since 2015/16 and for the last four nationally reported sessions across Scotland.

Table 11: Percentage attendance of Moray pupils by ASN status and sector, 2015/16 to 2019/20⁷

Sector	ASN Status	2015/16	2016/17	2017/18	2018/19	2019/20
Primary	With ASN	94.2	94.0	93.5	93.8	92.6
	No ASN	95.8	95.8	95.6	95.6	94.9
	Gap	1.6	1.8	2.1	1.8	2.3
Secondary	With ASN	90.0	89.8	89.5	89.4	87.5
	No ASN	93.6	93.2	93.0	93.2	92.7
	Gap	3.6	3.4	3.5	3.8	5.2

Table 12: Percentage attendance of pupils (mainstream schools) by ASN status and sector, 2012/13 to 2018/19⁸ across Scotland

Sector	ASN Status	2012/13	2014/15	2016/17	2018/19
Primary	With ASN	93.6	93.8	93.5	93.1
	No ASN	95.2	95.4	95.3	95.1
	Gap	1.6	1.6	1.8	2.0
Secondary	With ASN	89.2	89.3	88.6	88.1
	No ASN	92.5	92.5	92.1	92.0
	Gap	3.3	3.2	3.5	3.9
Total	With ASN	91.7	91.8	91.3	90.8
	No ASN	94.0	94.2	94.1	93.9
	Gap	2.3	2.4	2.8	3.1

Comments on Tables 11 and 12:

- Between 2015/16 to 2018/19 the overall attendance rate for both pupils with ASN and those without ASN fluctuated slightly, with rates marginally down on 2015/16 rates. 2019/20 attendance figures show a more noticeable decline; this is likely due to the impact of covid during term 3. The gap in primary and secondary schools between those with ASN and those without ASN has remained relatively consistent up to 2018/19.
- Over the four nationally reported years the overall rates for pupils without ASN have remained broadly similar, while those with ASN shows a drop. The overall gap has increased from 2.3 to 3.1 percentage points, with the primary gap increasing from 1.6 to 2.0 and the secondary gap increasing from 3.3 to 3.9 percentage points.
- The percentage attendance rates for children and young people with ASN (2020-21 terms 1 to 3) were lowest in the Speyside and Forres ASGs. The overall gap between pupils with ASN and pupils without ASN was 6% in Speyside and 4.2% in Forres.

⁷ SEEMIS local data

⁸ Attendance and Absence annual publication, Scottish Government (Tables 12 and 14)

Version Number: 0.6(Draft)	Created: 30/07/2021 14:59	Saved: 03/08/2021 16:22
c:\program files (x86)\neevia.com\docconverterpro\temp\nvdc\aa3063b2-6b37-4461-ad2e-3d5660aedce2\33c12fa1-53af-43fe-b240-c0b85df23a7f.docx		
Page 51 of 57		

Pupil Exclusions

Pupils with additional support needs have a higher exclusion rate than pupils with no additional support needs, with the difference greater in secondary school. Tables 13 and 14 below show the exclusion rate (per 1,000 pupils) of pupils by sector and ASN status in Moray since 2016/17 and for the last four nationally reported sessions across Scotland.

Table 13: Exclusion rate (per 1,000) of Moray pupils by ASN status and sector, 2016/17 to 2019/20⁹

Sector	ASN Status	2016/17	2017/18	2018/19	2019/20
Primary	With ASN	61.9	43.5	28.5	23.1
	No ASN	2.5	2.1	6.4	0.6
	Gap	-59.4	-41.4	-22.1	-22.5
Secondary	With ASN	136.6	76.2	73.5	78.7
	No ASN	18.7	17.0	15.7	8.4
	Gap	-117.9	-59.2	-57.8	-70.3

Table 14: Exclusion rates (per 1,000) of pupils (mainstream schools) by ASN status and sector, 2012/13 to 2018/19 across Scotland

Sector	ASN Status	2012/13	2014/15	2016/17	2018/19
Primary	All Pupils	10.4	9.0	11.0	8.1
	With ASN	36.3	25.9	33.3	22.6
	No ASN	5.1	5.0	4.6	3.2
	Gap	-31.2	-20.9	-28.7	-19.4
Secondary	All Pupils	58.1	49.6	47.7	39.6
	With ASN	151.3	117.4	104.0	78.5
	No ASN	39.6	31.5	26.6	21.3
	Gap	-111.7	-85.9	-77.4	-57.2

Comments on Tables 13 and 14:

- Across Scotland, the exclusion rate for pupils with ASN from mainstream schools is significantly higher than those who have no ASN over the last four nationally reported years. Since 2012/13 the rates for both pupils with ASN and without ASN have fallen. The gap between those with ASN and without ASN in the primary sector has reduced from 31.2 points in 2012/13 to 19.4 points in 2018/19, while the gap at secondary has reduced from 111.7 points to 57.2 points.
- The Moray exclusion rates in 2018/19, for both primary and secondary pupils with ASN, are over four times higher than those who have no ASN. Exclusion rates for primary pupils with ASN show an annual reduction since 2016/17, while secondary rates are markedly down on the 2016/17 rate (136.6) with the rate hovering around 75 over the last three years. There is work ongoing to address exclusion of children and young people with additional support needs as part of the Supporting All Learners strategy.
- Exclusion rates for primary and secondary pupils with ASN were highest in the Elgin High and Forres ASGs.

⁹ SEEMIS local data

Version Number: 0.6(Draft)	Created: 30/07/2021 14:59	Saved: 03/08/2021 16:22
c:\program files (x86)\neevia.com\docconverterpro\temp\nvdc\aa3063b2-6b37-4461-ad2e-3d5660aedce2\33c12fa1-53af-43fe-b240-c0b85df23a7f.docx		
Page 52 of 57		

Inspections

HGIOS 4 Inspection Evaluations

QI 3.1- 50% of the schools inspected since 2016/17 under HGIOS 4 framework have been evaluated as good or better in 'Ensuring wellbeing, equality & inclusion' (10 schools inspected against QI 3.1).

Achieving

Achievement of Curriculum for Excellence Levels

Pupils who have an Additional Support Need tend to perform lower than pupils without those characteristics, in all stages for Numeracy and the Literacy organisers.

A very small percentage (less than 1 percent) of pupils have long-term significant and complex additional support needs that mean that it is unlikely that they will progress through the CfE levels during their time in education . These pupils are recorded as 'child following individual milestones' and are included in the data.

Tables 15 and 16 below show the percentage of pupils achieving the expected CFE Levels in Moray by additional support needs and stage in 2018/19.

Note: Achievement of CfE Level data continue to be classed as experimental statistics (data under development) and caution should be applied when making comparisons to previous Achievement of CfE Level results.

Table 15: Percentage of pupils “achieving the expected level” of CfE stage by ASN status (P1, P4 & P7)¹⁰

Stage	ASN Status	Reading	Writing	Listening & Talking	Literacy	Numeracy
P1 (Early Level)	With ASN	49%	47%	55%	42%	54%
	No ASN	82%	82%	90%	76%	83%
	All Pupils	76%	76%	84%	70%	78%
P4 (First Level)	With ASN	49%	43%	60%	39%	45%
	No ASN	84%	74%	87%	71%	77%
	All Pupils	71%	62%	77%	59%	65%
P7 (Second Level)	With ASN	60%	49%	69%	47%	50%
	No ASN	85%	78%	89%	75%	76%
	All Pupils	76%	67%	81%	64%	66%

Comments on Table 15:

- When looking at Literacy and Numeracy achievement rates the largest gap between ASN and non ASN is at P1 and P4 stage, where the gap is mostly above 30 percentage points. The P7 gap is slightly lower at 28-percentage points (Literacy) and 26 percentage points (Numeracy).

¹⁰ ACEL local data (Tables 15 and 16)

Version Number: 0.6(Draft)	Created: 30/07/2021 14:59	Saved: 03/08/2021 16:22
c:\program files (x86)\neevia.com\docconverterpro\temp\nvdc\aa3063b2-6b37-4461-ad2e-3d5660aedce2\33c12fa1-53af-43fe-b240-c0b85df23a7f.docx		
Page 53 of 57		

Table 16: Percentage of pupils “achieving the expected level” of CfE stage by ASN status (S3)

Stage	ASN Status	Reading	Writing	Listening & Talking	Literacy	Numeracy
S3 (Third Level or better)	With ASN	72%	71%	76%	65%	80%
	No ASN	94%	93%	95%	90%	96%
	All Pupils	86%	85%	88%	82%	91%

Comments on Table 16:

- At S3 there is a larger gap in Literacy rates, with ASN pupil achievement rate at 65% compared to 90% for non-ASN pupils. A significantly higher rate of ASN pupils achieve Numeracy (80%), while still behind non-ASN (96%) pupils performance the gap is notably smaller.
- Note: this information is provided by the Scottish Government and cannot be broken down to ASG level.

Senior Phase Attainment

Attainment at SCQF Levels 4 to 6

In line with the national picture, pupils with an additional support need (ASN) typically have lower attainment compared to pupils with no additional support needs. Figures 5 to 7 below show the achievement rates for ASN and non-ASN Moray school leavers at SCQF Level 4 to 6.

The graphs illustrate that there is a marked gap in achievement rates between ASN and non-ASN school leavers, however the gap widens at the higher level of qualification. In 2020 the attainment gap at SCQF Level 4 was 9.5 percentage points, compared to 20.9 percentage points at Level 5 and 36.1 percentage points at Level 6.

Figure 5: Percentage of school leavers attaining 1 or more awards at SCQF Level 4 by ASN status, Moray¹¹

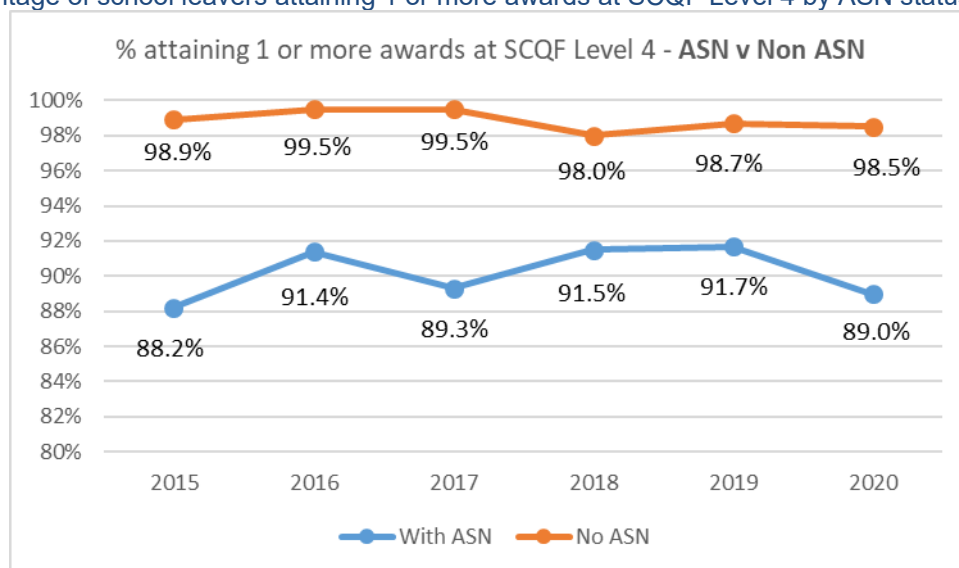


Figure 6: Percentage of school leavers attaining 1 or more awards at SCQF Level 5 by ASN status, Moray

¹¹ INSIGHT (Figures 5 to 7)

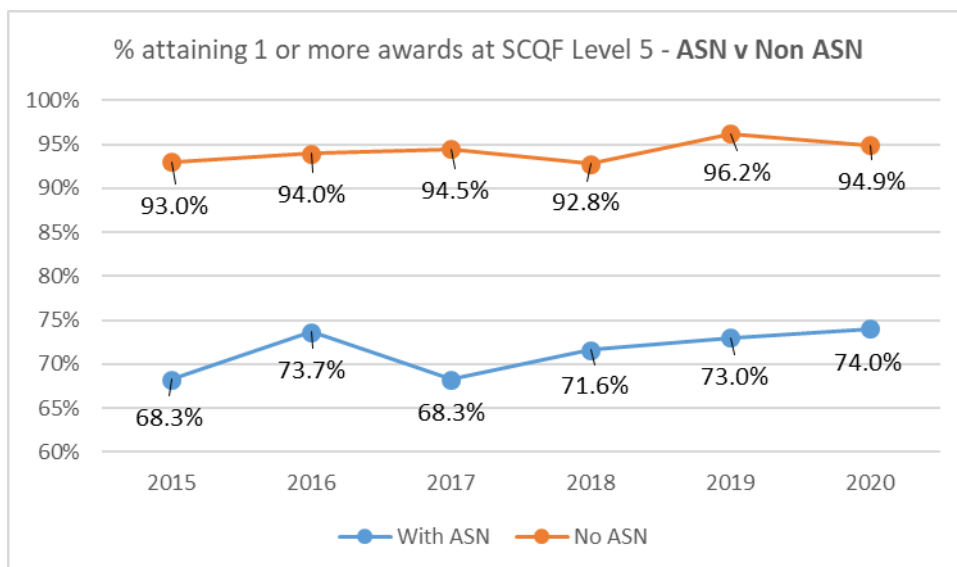
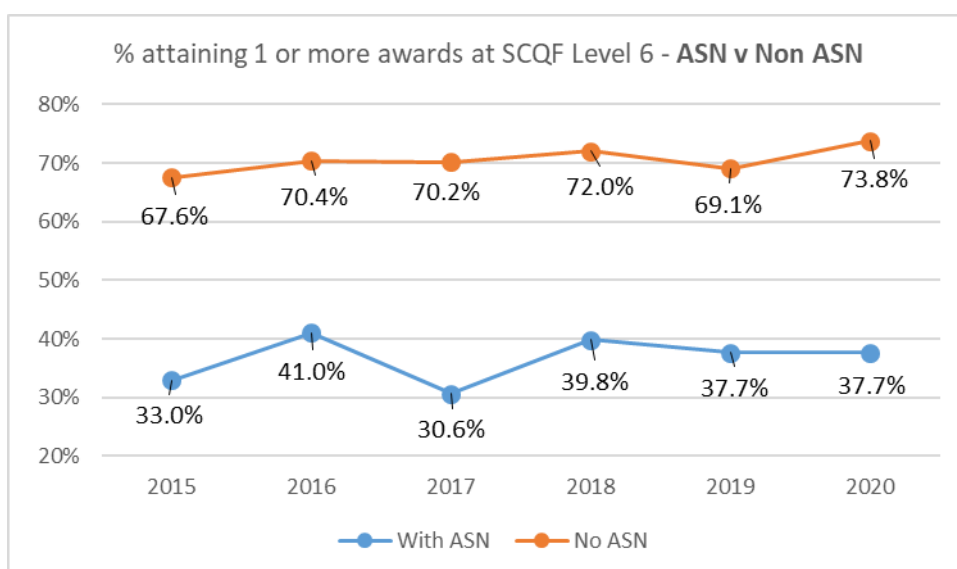


Figure 7: Percentage of school leavers attaining 1 or more awards at SCQF Level 6 by ASN status, Moray



- The two ASGS with the lowest attainment rates across levels 4-6 are Elgin High and Forres.

School Leaver Destinations

Initial Destinations

School leavers with an additional support need made up 35% of the school leavers cohort in Moray in 2019/20. The overall number of school leavers was down 8.1% on 2018/19, reducing from 911 to 837 – this is likely to be an impact of the Covid-19 pandemic with less opportunities available to potential leavers. However, there is a notable difference on the impact in the rate of ASN and non ASN leavers, with a 10.8% fall in non ASN leavers (down from 611 to 545) compared to only a 2.6% reduction in ASN leavers (down from 300 to 292).

As with the national picture, school leavers with ASN are less likely to go on to a positive destination (initial), compared to leavers without a recorded ASN (90.4 per cent compared to 94.5 per cent). Table 17 below details the progress made by Moray against its Virtual Comparator, the Northern Alliance and nationally in relation to the percentage of school leavers with an additional support need (ASN) who left Moray Schools and went into an initial positive destination.

Table 17: Percentage of school leavers with additional support needs in a positive destination (initial) since 2014/15¹²

School Leavers with ASN	2015/16	2016/17	2017/18	2018/19	2019/20	2019/20 % point change from 2018/19	2019/20 % point net change from 2015/16
Moray	87.1%	89.3%	90.2%	90.3%	90.4%	+0.1	+3.3
Virtual Comparator	88.7%	89.7%	91.0%	91.9%	90.5%	-1.4	+1.8
The Northern Alliance	89.5%	91.0%	92.3%	92.6%	89.2%	-3.4	-0.3
National	88.6%	89.4%	90.5%	91.9%	89.6%	-2.3	+1.0

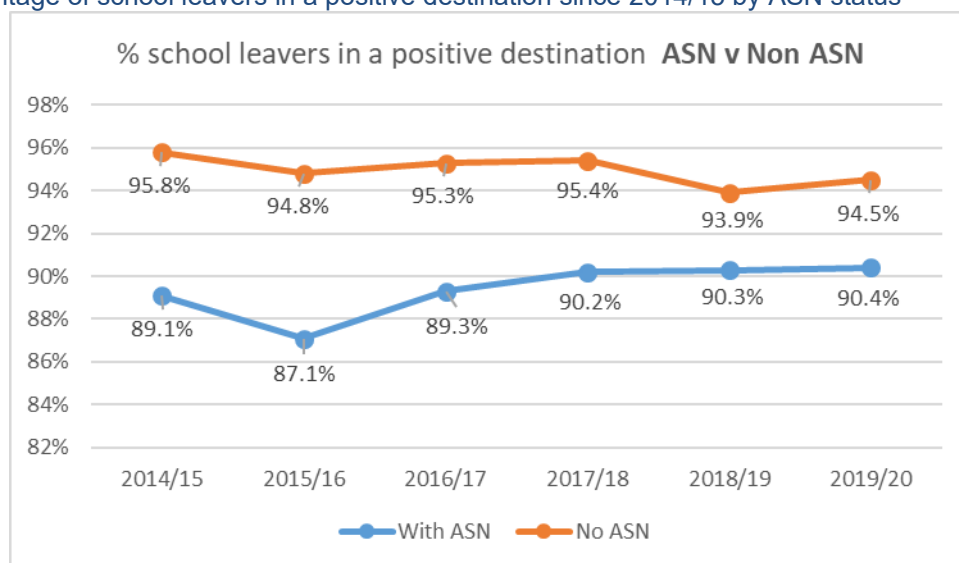
Comments on Table 17:

- In 2019/20, 90.4% of Moray school leavers with ASN went into a positive destination, a slight increase on the previous year and a net increase of 3.3 percentage points since 2015/16. Initial leaver positive destination rates have largely reflected the national trend; however Moray are now above the national, and Northern Alliance rates for 2019/20.

¹² *INSIGHT (Table 17)*

Version Number: 0.6(Draft)	Created: 30/07/2021 14:59	Saved: 03/08/2021 16:22
c:\program files (x86)\neevia.com\docconverterpro\temp\nvdc\aa3063b2-6b37-4461-ad2e-3d5660aedce2\33c12fa1-53af-43fe-b240-c0b85df23a7f.docx		
Page 56 of 57		

Figure 8: Percentage of school leavers in a positive destination since 2014/15 by ASN status¹³

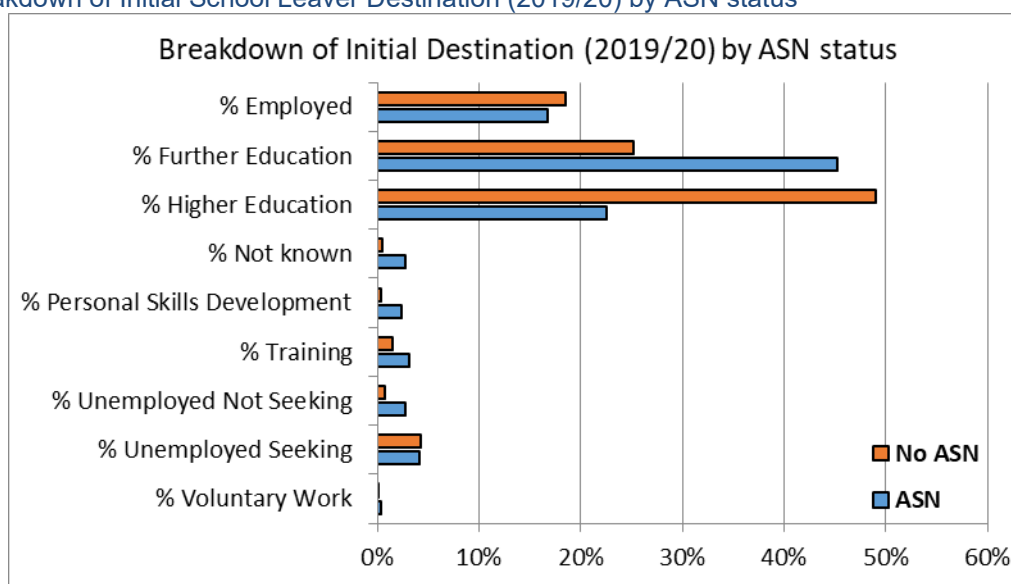


Comments on Figure 8:

- The gap in initial positive destinations between Moray leavers with ASN and non ASN in 2019/20 increased to 4.1, compared to 7.7 in 2015/16. The gap had been reducing over the previous four years, the percentage of ASN leavers entering a positive destination increased for both non ASN leavers and ASN leavers in 2019/20.

Figure 9 below details school leaver destinations (2018/19) by ASN status, including percentage going on to a negative destination.

Figure 9: Breakdown of Initial School Leaver Destination (2019/20) by ASN status



Comments on Figure 9:

- The highest proportion of non-ASN leavers enter Higher Education, with 49.0% doing so in 2019/20 which compares to 22.6% of ASN leavers – an increase for both from 2018/19 leavers. Further Education remains the most common destination for ASN leavers at 45.2% (up 10.1 percentage points), followed by Employment 16.8% (down by 15.5 pp). Further Education is now also the second highest destination for non-ASN leavers at 25.1% (up by 3.1 pp) followed by Employment at 18.5% (down 14.6 pp). A higher rate of ASN leavers entered training (3.1%) compared to non-ASN leavers (1.5%).

¹³ INSIGHT (Figures 8 and 9)



**REPORT TO: EDUCATION, COMMUNITIES AND ORGANISATIONAL
DEVELOPMENT COMMITTEE ON 11 AUGUST 2021**

**SUBJECT: EDUCATION RESOURCES AND COMMUNITIES AND
EDUCATION CAPITAL BUDGET MONITORING REPORT 30
JUNE 2021**

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

1. REASON FOR REPORT

- 1.1 The purpose of this report is to inform Committee of projects and proposed expenditure for Capital Budgets within Education Resources and Communities and Education for 2021/2022.
- 1.2 This report is submitted to the Education, Communities & Organisational Development Committee following a decision of Moray Council on 17 June 2020 to agree a simplified committee structure as a result of the COVID-19 pandemic. In the case of this Committee, the combining of the delegated responsibilities of Children and Young People's Services, Governance, Strategy and Performance (paragraph 9 of the Minute refers).

2. RECOMMENDATION

- 2.1 **It is recommended that the Committee scrutinises and notes the contents of the report.**

3. BACKGROUND

- 3.1 It is the practice of this Committee to receive regular reports both providing an update on the current financial position of the capital programme and seeking approval to implement projects when they arrive at a suitable point of development.
- 3.2 At the meeting of the Moray Council on 3 March 2021 (paragraph 2 of the minute refers) Council approved the capital plan for 2021/22.
- 3.3 The capital budgets covered in this report and a list of the major projects from this financial year are contained within the Education Resources and Communities and Education Capital Plan under **APPENDIX I**.

4. **BUDGET FOR 2020/21**

- 4.1 The total approved Capital Budget for Education Resources and Communities and Education for financial year 2021/22, including carry forwards from 2020/21, is as follows:-

	20/21 £000
Land & Buildings	11,035
Vehicles, Plant & Equipment	109
Totals	11,144

- 4.2 Actual expenditure up to 30 June 2021 is £1.584m.

5. **MAJOR PROJECTS**

Schools Essential Maintenance Programme 2021/22

- 5.1 The total budget for this programme of work is £4.655m which is made up of a carry forward of £1.655m from last year and £3m from 2021/22 Capital Plan. This programme of work is a single line within the Capital Plan, however the programme has been split into separate budgets for each individual project as detailed in **Appendix I** for budget monitoring purposes. The majority of this work programme is the phased work begun under the Make Do and Mend criteria which was to address elements of schools in Condition D that have the possibility of failing. The scope of each of the projects is developed in consultation with the school and the contractor and where additional work can be undertaken without disrupting the school and contractor resource is available, scopes of work can be increased. The reactive nature of this programme does mean that individual project budgets do vary during the year of the programme.
- 5.2 A School Estate Asset Management Plan is being developed which will set out a strategy for the maintenance of the school estate that will allow the forward programming of work to have more defined scopes of work and budget. The School Estate Asset Management Plan will not be complete and approved to allow this to be applied to the 2022/23 programme, therefore work will continue to be planned to address condition D elements within schools.
- 5.3 Work to upgrade the mechanical and electrical systems at Speyside High School, Cluny Primary School, Forres Academy, New Elgin Primary School, and Anderson Primary school has begun on site and is programmed to complete during the school summer holidays.
- 5.4 Work to upgrade the drainage systems at Andersons Primary School, Forres Academy and Applegrove Primary School has begun and work will be phased to complete during term time ensuring the schools remain operational.

- 5.5 Work to replace defective render with a new insulated render system at Hythehill Primary School has begun on site and is programmed to complete on 10 December 2021. The complexity of the scaffolding and phasing requirements to minimise disruption to school has seen the initial budget estimate for this project increase from the early cost estimate.

3G Pitch

- 5.6 A separate report on the agenda is being presented to this Committee setting out the budget and programme for expenditure on 3G pitches during 2021/22.

6. NEW BUILD (SCHOOLS)

Lossiemouth High Replacement Project

- 6.1 Demolition of the old school and leisure building has begun following the disconnection of existing utilities. Intrusive asbestos surveys are being conducted ahead of each area of the building being demolished.
- 6.2 COVID-19 costs have been agreed with the contractor and submitted to the Scottish Government as indicated in previous Reports to this Committee. The Scottish Government have acknowledged receipt of our documentation and have confirmed they are currently reviewing the claim.

Linkwood Primary School:

- 6.3 Following occupation of the school on 14 January 2021 a post project review has been carried out and presented to the Transforming Learning Board on 10 June 2021.
- 6.4 COVID-19 costs have been agreed with the contractor and submitted to the Scottish Government as indicated in previous Reports to this Committee. The Scottish Government have acknowledged receipt of our documentation and have confirmed they are currently reviewing the claim.
- 6.5 The Scottish Government are not funding the project, but have been provided with the agreed COVID-19 costs to determine if they will contribute to the costs.

Findrassie Primary School

- 6.6 With the appointment of the Project Manager (Learning Estate) to the Educational Resources and Communities team in April 2021, preparations are advancing and stakeholder consultation on the project within the Elgin Academy ASG will start in August 2021. Initial consultations will engage with both educational and community users and is programmed to complete in November 2021. Procurement options are currently being evaluated with the Scottish Procurement Alliance and Hubco North. The time required to recruit and arrange the consultation process will delay expenditure on professional fees during 2021/22.

7. EARLY LEARNING CHILDCARE EXPANSION

7.1 The Early Learning Childcare (ELC) Capital Programme includes 4 new build nurseries and 7 refurbishments. Projects are now complete at:

- Lady Cathcart, Buckie;
- Lhanbryde Primary;
- Burghead Primary;
- New Elgin Primary;
- Cullen Nursery;
- Mortlach Primary, Dufftown;
- Linkwood Primary School; and
- Pilmuir Nursery.

Keith Nursery

7.2 Work started on site for the new build nursery on 31 August 2020 and was programmed to complete 9 July 2021. The project has been delayed on site and is programmed to complete three weeks later on 30 July 2021. This delay will not impact on the facility being available at the start of the new term in August 2021 to meet the Scottish Government legislative requirement to deliver 1140 hours of early learning and childcare.

Mosstodloch Primary School Nursery

7.3 The nursery classroom within the existing school is to be refurbished and a small extension added to provide additional accommodation. Works to form a kitchen in an adjacent classroom have been completed and the existing nursery has decanted into this space while construction works are undertaken. Work has begun on site and is programmed to finish on 13 August 2021 to meet the Scottish Government legislative requirement to deliver 1140 hours of early learning and childcare.

Aberlour Primary School Nursery

7.4 Planning and Listed Building Consent has been approved to carry out a full refurbishment and extension to the existing nursery. Temporary decant accommodation is currently being manufactured for both the Council Nursery and Private Provider nursery operating from within the school. The Council nursery will be decanted to accommodation on the primary school site and the private nursery to a site adjacent to Speyside High School. The decant accommodation is programmed to arrive on site in September 2021 and once set up the construction works to the existing nursery can begin. Currently the start date is being reviewed to take account of supply and cost pressures on materials and goods within the construction market.

7.5 A budget pressure has recently been identified within the overall ELC budget for the construction projects. This budget pressure is the result of how projected spends for this current financial year were communicated by Housing and Property Services to Finance colleagues. Unfortunately, this oversight impacted on the reporting of the budget variance and apologies are offered that this matter has only now emerged and so was not drawn to Committee's attention previously. The ELC Programme Board met on 27 July 2021 to discuss the implications of this budget pressure and to agree a way forward and ensure that measures were put in place to avoid this being

repeated. The remedies agreed are being put in place as a matter of urgency. Agreement was reached by the Board to recommend reallocation of central funding from the Scottish Government to maintain the requirement that funding for this programme is met externally.

- 7.6 The work to re-profile the ELC budget has begun and recommendations will be reported to the ELC Programme Board, the Transform Learning Programme Board and this Committee.

8. LEISURE AND LIBRARIES

Gladstone (Leisure Management System) Integration Project

- 8.1 This project to integrate the online booking system continues to near completion. The database system has been integrated from the customer perspective with background configuration work in its final stages of completion. We have requested that these final stages are made a priority by the company so that the project can be fully closed off.

8.2 Milnes Fitness Suite Upgrade Equipment

All the new equipment has arrived, is fully installed and in use and we are receiving excellent feedback from our customers in regards to this upgrade.

9. SUMMARY OF IMPLICATIONS

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

This report supports the Council's corporate working principles of efficiency, effectiveness and economy.

(b) Policy and Legal

Future programmes of work funded from the Capital Programme will require policy decisions to help inform how schools' projects will be prioritised and in the case of refurbishments, to what standard.

(c) Financial Implications

There are no financial implications other than those detailed in the report.

(d) Risk Implications

The school estate (excluding new build) continues to deteriorate. The level of investment that the Council is able to afford is insufficient to maintain all schools to B/B standard. The risk of building failures, temporary closures and/or health and safety risks continue to be a concern. The programming of work within schools is subject to change as government guidance is issued in relation to COVID-19 restrictions. The latest construction sector guidance is indicating that manufacturing lead in times and costs for building products are increasing rapidly due to the effects of COVID restrictions and Brexit. This will in turn impact tender prices received for construction projects, therefore additional budget may be required for projects after they return from tender or projects postponed.

(e) Staffing Implications

There are no staffing implications associated with this report.

(f) Property

There are no property implications other than those detailed in the report.

(g) Equalities/Socio Economic Impact

There are no equalities or socio economic implications associated with this report.

(h) Consultations

Consultations have been undertaken with Paul Connor, Principal Accountant; the Property Asset Manager; the Design Manager; the Legal Services Manager; the PPR and Communications Officer; Equal Opportunities Officer; Head of Education Resources and Communities, Head of Education and Tracey Sutherland, Committee Services Officer. Where comments have been received, these have been included within the report.

10. CONCLUSION

10.1 This report presents the Education Capital Works budget to 30 June 2021. It clarifies the status of a number of capital projects and the financial implications associated with each of them where appropriate.

Author of Report:	Moray MacLeod, Design and Construction Manager
Background Papers:	Education Capital Budgets 2021/2022
Ref:	SPMAN-1285234812-872

Moray Council Capital Programme 2021/22

APPENDIX I

Projected Expenditure

	Current Capital Plan 2021/22 £000	Actual Expenditure £000	Total Projected Expenditure £000
Land & Buildings			
<i>Schools - BB - Investment to bring all schools to B for condition and B for suitability</i>			
619086D Cluny Primary School MDM	477	83	534
619395 Hyhehill Primary School External Insulated Render	999		1,264
619435 Milnes HS Roof Covering Replacement	200	1	33
619274C New Elgin PS MDM	342	3	381
619381 Speyside High School MDM	279	6	301
619353 St Gerardines Drainage	121	96	135
619285 Pilmuir Primary School Roof Covering Replacement	250	95	93
619135 Forres Academy Drainage	225	164	253
619429D Forres Academy MDM	524	7	585
619070 Burghead PS MDM	442		40
619035 Applegrove Primary School Drainage	220		246
619025C Andersons Primary School MDM	315	2	526
619495 Andersons Primary School Drainage	209		334
Balance	52		0
<i>Schools - New Build</i>			
Lossiemouth High School	3,827	208	2,906
Findrassie Primary School Elgin	498		150
Glassgreen Primary School	40		40

Other Schools

Legionella works - Schools	15	4	15
Schools - Fire, Safety and Security - Minor Works	225	4	225
Schools - Accessibility	40	5	40
Resurface & rejuvenate 3G pitches in Moray	430		300
New 3G Pitches	50		50

Early Learning Childcare	885	853	2,423
--------------------------	-----	-----	-------

Libraries & Leisure

All public facilities	10		10
Condition Surveys - Other Leisure Facilities	60		60
Refurbishment & upgrade of pools	300		300

Total Children and Young People's Services Committee	11,035	1,531	11,244
---	---------------	--------------	---------------

Vehicles Plant & Equipment**Libraries & Leisure**

Swimming pool equipment	109	50	109
Moray Leisure Dehumidifiers		3	3

Total Children and Young People's Services Committee	109	53	112
---	------------	-----------	------------



**REPORT TO: EDUCATION, COMMUNITIES AND ORGANISATIONAL
DEVELOPMENT COMMITTEE ON 11 AUGUST 2021**

**SUBJECT: EDUCATION RESOURCES AND COMMUNITIES REVENUE
BUDGET MONITORING TO 30 JUNE 2021**

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

1. REASON FOR REPORT

- 1.1 To inform the Education, Communities and Organisational Development Committee of the budget position for Education Resources and Communities as at 30 June 2021.
- 1.2 This report is submitted to the Education, Communities and Organisational Development Committee following a decision of Moray Council on the 17 June 2020 to agree a simplified committee structure as a result of the COVID-19 pandemic. In the case of this committee the combining of the delegated responsibilities of Children and Young People Services, Governance, Strategy and Performance, (para 9 of the minute refers).

2. RECOMMENDATION

- 2.1 **It is recommended that Committee scrutinises and notes the budget position at 30 June 2021**

3. BACKGROUND

- 3.1 The report highlights those areas of the budget where there is a significant percentage variance identified at 30 June 2021.

4. BUDGET POSITION

- 4.1 The spend at 30 June 2021 is £7,182,000 against a budget to date of £7,071,000, giving an overspend of £111,000 as shown in **Appendix 1**.
- 4.2 The Covid-19 pandemic has had a significant impact on income and a £500,000 reduction in the income budget for leisure facilities was approved as part of the budget report to Moray Council on 3rd March 2021. With this saving implemented there is still a loss of income for leisure and libraries of

£145,000. To date this is reduced by an underspend on operational costs of £41,000.

- 4.3 Schools repairs and maintenance are overspent by £30,000 at the end of June, the pattern of expenditure in this area is difficult to predict.

5. SUMMARY OF IMPLICATIONS

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

The Education Resources and Communities Revenue Budget has particular reference to National Outcome 8 – we have improved the life chances for children, young people and families at risk.

(b) Policy and Legal

The Council has statutory responsibilities to meet educational needs, the needs of children and young people in need and those it looks after.

(c) Financial implications

The resource implications are set out in this report and at **Appendix 1**. The overspend as at 30 June 2021 is £111,000 against a budget to date of £7,071,000.

(d) Risk implications

Budget Managers are aware of their responsibilities for managing budget allocations and approval for any variances will be sought from Committee in line with the Financial Regulations.

(e) Staffing implications

There are no staffing implications associated with this report.

(f) Property

There are no property implications associated with this report.

(g) Equalities/Socio Economic Impact

An Equality Impact Assessment is not needed because the report is to inform the Committee on budget monitoring.

(h) Consultations

Paul Connor, Principal Accountant and Tracey Sutherland, Committee Services Officer, have been consulted and are in agreement with the contents of this report where it relates to their areas of responsibility.

6. CONCLUSION

- 6.1 That Committee scrutinises and notes the budget position as at 30 June 2021.**

Author of Report: Joanna Shirriffs, Head of Education Resources and
Communities
Nicky Gosling, Accountant

Background Papers: with authors

Ref: SPMAN-1315769894-124 and
SPMAN-1315769894-122

Education Resources & Communities

APPENDIX I

Budget Monitoring Report to 30th June 2021

Service	Revised Budget	Budget to Date	Actual to Date	Variance to Date	Variance
	£'000	£'000	£'000	£'000	%
Communities	1,119	181	173	8	4 %
Culture, Sport & Leisure	3,688	812	903	(91)	(11)%
Learning Estate	136	16	16	-	-
Additional Support Needs	13,593	3,454	3,449	5	-
Business Support Unit	1,473	327	324	3	1 %
Education Resources & Communities Management	107	26	26	-	-
Schools Repairs & Maintenance	1,077	139	169	(30)	(22)%
Public Private Partnership	5,488	1,923	1,929	(6)	-
Education Resources	153	28	28	-	-
Education Resources & Communities COVID-19	7	165	165	-	-
Education Resources & Communities Efficiency Savings	(385)	-	-	-	-
				-	
Education Resources & Communities Total	26,456	7,071	7,182	(111)	-



**REPORT TO: EDUCATION, COMMUNITIES AND ORGANISATIONAL
DEVELOPMENT COMMITTEE ON 11 AUGUST 2021**

**SUBJECT: COMMUNITY PLANNING PARTNERSHIP COMMUNITY
LEARNING AND DEVELOPMENT PLAN 2021 -24**

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

1. REASON FOR REPORT

- 1.1 To advise Committee of progress towards the development and publication of the refreshed Partnership Community Learning & Development (CLD) Plan for 2021-24.
- 1.2 This report is submitted to Education, Communities and Organisational Development Committee following a decision of Moray Council on 17 June to agree a simplified committee structure as a result of the Covid-19 pandemic. In the case of this committee the combining of the delegated responsibilities of Children and Young People Services, Governance, Strategy and Performance (para 9 of the minute refers).

2. RECOMMENDATION

2.1 It is recommended that Committee:

- (i) **endorse the principles and direction of the draft Partnership Community Learning and Development (CLD) Plan for 2021-24;**
- (ii) **provide comment on the content of the draft CLD Plan; and**
- (iii) **agree that the final version of the CLD Plan be brought back to Education, Children's Services and Leisure Committee on 6 October 2021.**

3. BACKGROUND

- 3.1 There is a statutory requirement to produce a three-year Community Learning and Development (CLD) Plan in line with [The Requirements for Community Learning and Development \(Scotland\) Regulations 2013 \(CLD Regulations\)](#). Responsibility for ensuring completion of the Plan sits with the local authority with sign off required through the Community Planning Partnership.

- 3.2 This will be the third Partnership CLD Plan produced in Moray with the current Plan due to end on 31 August 2021. The new Plan is informed by the refreshed [CLD Plans Guidance Note \(2021-24\)](#) published by Education Scotland in December 2020 which sets out ‘...expectations for education authorities and their partners when meeting duties in CLD Planning for 2021-24’
- 3.3 The expectation is for education authorities to:
- Co-ordinate the provision of community learning and development with stakeholders;
 - Describe the actions that will be taken to provide and co-ordinate community learning and development between 1 September 2021 and 31 August 2024;
 - Describe the actions of partners for the provision of community learning and development;
 - Describe any needs for providing community learning and development that will not be met.
- 3.4 The Guidance has also been adapted to recognise the significant impact of Covid-19 and identifies the need to ensure that Plans target support to disadvantaged communities and individuals most affected by Covid and that this is actively reviewed throughout the first year of the plan. The guidance also emphasises the importance of ensuring that the recovery and renewal focus in year one of the plan is reflective of the Local Outcome Improvement Plan (LOIP) and other strategic plans.
- 3.5 The CLD Plan is being developed by the CLD Strategic Partnership, which is the lead body for the current Empowering and Connecting Communities priority in the LOIP. The strategic group brings together partners from the local authority, agencies like Skills Development Scotland, Moray College and third sector representatives like TSI Moray and LEAD Scotland. A working group has been formed to facilitate the production of the refreshed CLD plan
- 3.6 The CLD Strategic Partnership has responsibility for monitoring the delivery of the 2018-21 plan and have used this data, alongside their immediate and planned response to Covid, to help identify trends and potential future priorities. Partners have participated in regular meetings to discuss the new Plan and have engaged with community stakeholders through an online survey. 381 people responded and 20 people have taken part in follow up conversations to further explore their thoughts on priority themes in the new Plan. Other focus group discussions have also taken place – e.g. with Joint Community Council representatives.
- 3.7 Feedback from the online survey has identified that people want:
- Access to training which allows them to develop new skills (31%)
 - For existing learners this figure increases to 52% of respondents who are interested in developing skills to help them in the workplace
 - The chance to take part in groups or activities that address what is important to them (31%)

- To learn or improve their digital skills (26%)
 - Support to become a volunteer and share their skills (20%)
 - Training to help grow their community group or organisation (17%)
- 3.8 Feedback and case studies have also been gathered from partners throughout the pandemic, capturing the lived experience of people who have been accessing food banks, larders and other support linked to poverty. The CLD Plan explicitly seeks to dovetail with strategic priorities captured in the LOIP and through partnerships like the Fairer Moray Forum.
- 3.9 The CLD Strategic Partnership and the CLD Plan working group have also identified delivery priorities based on their own analysis of need and feedback from their learners. These have been matched against the community and learner engagement feedback and have been underpinned by the focus on Covid recovery during the first year of the new Plan.
- 3.10 The draft themes and priorities of the Plan were presented to the Community Planning Partnership (CPP) Board on 23 June 2021, and they were endorsed as follows:
- Priority One - Learning for Life (improving access to learning)
 - Priority Two - Active Citizens and Active Communities
 - Priority Three – Participation and Community Voice
 - Priority Four – Workforce Development

Cross Cutting Themes

- Addressing impacts of rurality and poverty.
 - Improving mental health and well-being
 - Addressing social isolation and helping people to reconnect.
- 3.11 At their meeting on 23 June 2021 the CPP Board agreed that the partnership CLD Plan be published **in draft** by 31 August to meet the statutory deadline. It was further agreed that a working draft of the Plan would be shared with this committee to ensure Members are in agreement with the direction and principles of the Plan; to provide an opportunity for Members to comment on the content of the draft Plan; and to ensure Members are in agreement that Council resources should be committed to the delivery of this Plan.
- 3.12 The final version of the Plan will be reviewed for sign off at the Community Planning Board in September and at Children and Young People's Committee in October. The Plan will be reviewed on a regular basis during year one so that priorities can be adapted for years two and three of the Plan by August 2022.
- 3.13 **Appendix 1** is a working draft of the new CLD Partnership Plan and explains more about the priorities and how they have been developed in partnership and in response to a robust stakeholder consultation. Work is ongoing within the partnership group to enhance content to ensure that outcomes are specific, measurable and have timescales and to develop actions to support implementation.

4. SUMMARY OF IMPLICATIONS

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

This partnership CLD plan is built around the LOIP outcomes, with a particular focus on:

Empowering and Connecting Communities

- A thriving and well connected place, where more people live well in their communities
- Confident skilled and self-reliant communities where expectations and aspirations are raised and achieved.

The plan also supports the Priorities of the Corporate Plan to:

- Our People: Provide opportunities for people to be the best they can be throughout their lives with a strong and sustained focus on those individuals and groups in our society who experience the most disadvantage and discrimination.
- Our Place: Empower and support communities to build capacity
- Our Future: Drive economic development to create a vibrant economy for the future.

(b) Policy and Legal

There are no policy or legal implications.

(c) Financial implications

There are no financial implications arising from the CLD Plan. The purpose of the Plan is to coordinate service provision to meet priorities in Moray using resources available across the Community Planning Partnership.

(d) Risk Implications - None

There are no known risk implications.

(e) Staffing Implications - none

There are no staffing implications arising from the development of the new CLD Plan.

(f) Property - None

There are no Property Implications.

(g) Equalities/Socio Economic Impact

The focus of the CLD Plan is to address inequalities in Moray. The CLD Guidance requires that an Equalities Impact Assessment (EIA) be produced alongside the Plan. An EIA has been developed with the support of the Council's Equal Opportunities Officer. The EIA is included as an appendix to the draft CLD Plan.

(h) Consultations

Head of Education (Chief Education Officer); Head of Education Resources & Communities ; Senior Solicitor (Litigation and Social Care),

Tracey Sutherland (Committee Services Officer), Paul Connor, Principal Accountant and the Equal Opportunities Officer have been consulted and the comments received have been incorporated into the report.

5. CONCLUSION

- 5.1 It is recommended that Committee review and comment on the working draft of the CLD Plan, taking account of Council and Community Planning Partnership priorities. The publication of the draft Plan will proceed on or before 31 August 2021 to meet the statutory deadline, with the final version being agreed following Community Planning Board and Committee meetings in September and October 2021.**

Author of Report: Kevin McDermott, Communities Service Manager

Background Papers:

Ref: SPMAN-1315769894-129 and
SPMAN-1315769894-136

Appendix 1

Moray CLD Plan 2021- 2024

Content	Page
Foreword <i>Council Leader Graham Leadbitter</i> <i>Chair of Moray Community Planning Partnership Board</i>	
The Moray Context Introduction The Pandemic Our Community Planning Partnership	
CLD in Moray Background Review of 2018-21 CLD Plan Developing the 2021-24 Partnership CLD Plan	
Strategic Priorities 2021-24 Summary Our theory of change Priorities Priority 1 – Learning for Life Priority Two – Active Citizens and Communities Priority Three – Participation and Community Voice Priority Four – Workforce Development Sketchnote – Plan on a page	
Monitoring and Governance	
Unmet Needs	
Appendices 1) Communities (CLD) Structure 2) CLD National Outcomes 3) CLD Plan and Strategic Fit 4) Equality Impact Assessment 5) Glossary	

1. Foreword - Council Leader Graham Leadbitter and Chair of Moray Community Planning Partnership Board.

**** Insert Photo GL****

Welcome Reader,

It is a pleasure to invite you to read our new Community Learning & Development (CLD) Plan for 2021-2024. This is our third plan and is very much a partnership effort demonstrating our intent to target our resources and expertise at those who experiencing inequalities as we readjust to the impacts of the Covid-19 pandemic.

One of our key resources is the CLD workforce – all of those who are working or volunteering in CLD settings and who are actively engaged in learning and community development. The pandemic has taught us many things, but the most striking in Moray was the way our communities and services came together to ensure individuals and families received vital support.

Fantastic initiatives included the development of the charity Moray Emergency Relief Fund which raised monies to deliver quick, non-judgemental support to individuals and families affected by the pandemic. Fairer Moray Forum Action Group focussed on getting the right information out to communities and sought to overcome barriers.

Highlands and Island Enterprise Moray Area Team enabled the distribution of the Scottish Government Covid 19 Supporting Communities Fund and supported organisations to access further investment from the Third Sector Community Recovery and Adapt and Thrive funds to develop solutions that met local need. Moray Council also mobilised quickly to administer over £23M in grants and funding in the form of small business grants, hardship grants and the temporary restrictions fund.

Communities were outstanding in responding to food poverty and access to essential provisions and support, from preparing and distributing hot meals to checking in on neighbours, helping with money advice and providing transport. There was an overwhelming sense that Moray cares about its communities and as a Community Planning Partnership Board, we were humbled by the response.

The Community Planning Partnership Board in our review of the new Local Outcome Improvement Plan (LOIP), has fully endorsed the importance of authentic community engagement recognising that we get better outcomes when we work in partnership with local groups and organisations. This can be evidenced in our support for community led Locality Plans and the development of Resilience Plans with our community councils and other key local organisations.

This is a three year plan and we believe that the priorities and cross cutting themes will be relevant throughout. However, we have taken account of the guidance provided by Education Scotland and will focus during the first year of the plan on ensuring that we fully understand the impacts of the pandemic across our communities. The learning from that will shape how we deliver on our priorities in years two and three.

Making a difference in our communities has never been more vital, we all have a part to play.

Keep safe and follow the latest guidance.

Sincerely,

Graham Leadbitter

Chair Moray Community planning Partnership Board.

DRAFT

2. Introducing Moray:

****Boundary Map****

The mid 2020 population estimate for Moray is 95,710 (NRS2021) and is increasing.

The area is served by 62 Early Learning and Childcare providers; 45 Local Authority Primary Schools with a pupil population of 6943; 8 Secondary Schools with a pupil population of 5,171 plus Drumduan Steiner School, covering kindergarten to Class 12, with 75 pupils. Classrooms and communities benefit from the integration of pupils with English as an additional language, and there are currently 52 different languages spoken within local authority provision.

Moray College is a further education college based in Elgin. It has a target of 1,500 full-time students and 8,100 part-time students. It employs approximately 370 staff and is a college of the University of the Highlands and Islands. 2020/2021 was a difficult year for enrolment with approximately 1250 full-time students (FE and HE) and approximately 2600 part-time students (FE and HE).

There are 20 active Community Councils, which represent their ward areas. The Joint Community Councils of Moray, is a non-statutory organisation, formed as a vehicle that enabled Moray Community Councils to meet to air problems, exchange information on Community Council business and develop initiatives.

There are also 7 Area Forums, although not all active, which are constituted groups providing a platform for local people and community organisations to come together to influence the planning and delivery of services locally and across Moray.

There is a thriving third sector and a diverse range of community organisations and interest groups some of whom are members of tsi**MORAY**. A brand new website that displays the services of third sector organisations is developing <https://www.tsimoray.org.uk/community-map>

Moray is home to RAF Lossiemouth, one of the largest and busiest multi-aircraft-type stations in the Royal Air Force, and Kinloss Barracks, the base for the army's 39 Royal Engineers (Air Support.) In April 2018, the UK Government announced major investment in RAF Lossiemouth with the introduction of new aircraft to strengthen the defence of the UK and its allies. Over 10 years, MOD investment in the region of £3bn will increase Moray's population by up to 4,000 people, including an additional 550 service personnel, bringing the total number employed at RAF Lossiemouth to over 2,200. Ministry of Defence personnel represent 17% of the local population. There are strong ties between service personnel and their families and the wider community. Many veterans return to retire locally or start new civilian lives.

And then, on 23 March 2020 the pandemic struck...

In Moray 34% of the workforce were furloughed with only Highland having a higher proportion at 35%. This figure includes all PAYE jobs including those in the public sector, which are only eligible for furlough in limited circumstances.

Moray has the highest proportion of workers employed in manufacturing, much higher than the Scottish and UK averages. The majority of our local businesses are in the wholesale and retail sector and the decrease in footfall to town centres has had a significant impact. Consequently, in 2020 the Moray Economic Partnership recommended a greater focus on local procurement by Community Planning Partners, using local supply chains in business and social enterprises.

The Oxford Economics Vulnerability Index considers a local authority's economic diversity, business environment and digital connectivity to consider how able or not an area is to withstand and respond to the economic shock resulting from Covid-19. Moray was ranked as the eighth most

vulnerable local authority in Scotland (Skills Development Scotland February 2021 Regional Skills Assessment). Poor digital connectivity and broadband speeds, low rates of working from home and a greater share of small firms and higher rates of self-employment all contribute to this figure. Consequently supplying CLD staff, learners, families and communities with equipment and devices became a priority as the pandemic developed, including support to groups to help them communicate on-line.

In our communities, humanitarian aid was quickly mobilised by local groups as lockdown developed. Many centres and church halls were closed in compliance with the regulations so volunteers had to be inventive in how they delivered support and resources to those most in need. Moray was part of the Grampian Covid Assistance Hub, which co-ordinated support from 631 volunteers and 76 groups signed up to assist. 80% of the volunteers were matched with requests for assistance equating to 504 people. 180 individuals, groups or agencies received awards from the Moray Lord Lieutenant for extraordinary dedication to covid support from creating scrubs and facemasks to delivering meals and medicines.

Moray features as one of the case study authorities in a UK wide report, 'Comparing local responses to household food insecurity during COVID-19 across the UK (March – August 2020)'. The report recognises:

- The key role played by Moray Food Plus as the anchor community food organisation in Moray.
- The support of the local authority through the Money Advice Team, Community Support Unit and other services.
- The development of localised food support groups and distribution points across Moray – and the numerous funding sources that became available to support this.

Resilience networks developed in localities to act on need and highlight issues. Moray Council distributed a range of financial supports from hardship payments to flexible food fund grants totalling over £7.5 million in 2020-21. In excess of £19.5m was processed in "pass through grants" to small businesses for the same period.

The Moray Lieutenancy set up the charity Moray Emergency Relief Fund to enable quick decisions and support for residents in acute financial difficulty due to Covid. Over £220K was distributed between May 2020 and May 2021 with 600 applicants (rising to 1000 multiple applications by June 2021). Strong partnership work and trust has evolved with the Moray Lieutenancy in supporting individuals and families with fantastic financial and in-kind support from businesses.

Meanwhile loan applications to the Moray Firth Credit Union grew. Demand has resulted in the opening of 2 new collection points in Elgin and Buckie, however there has also been the writing off of significant bad debts.

What does Community Planning in Moray look like?

The Moray Community Planning Partnership have been reviewing partnership arrangements to ensure that we are focussed on the priorities set out in the Moray 10 Year Plan (V7 02/03/21) and that the structure will support the development and delivery of our Local Improvement Outcome Plan (LOIP) and Locality Plans.

In terms of strategic fit, Community Learning and Development is in a stronger position than it has been in Moray for several years. The CLD Strategic Partnership report to the Community Planning Officers Group and up to the Community Planning Board.



Community Engagement Group

The Community Engagement Group has been reviewing their role which brings together community and agency stakeholders working together to embed inclusive engagement across the CPP. The CPP Board agreed a refreshed approach in June 2021 to:

1. Develop a shared understanding of our community engagement approach in Moray across CPP partners.
2. To continue to improve the quality of community engagement.
3. To work with third sector, community members and other partners to co-design our vision.
4. To capture this in a refreshed CPP Engagement Strategy and Action Plan to be launched in an event towards the end of 2021.

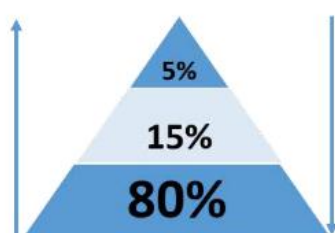
There are obvious synergies with the Partnership CLD Plan – particularly in relation to the active citizens and communities, participation and community voice priorities.

So what is Community Learning and Development?

Community learning and development covers a range of work including youth work, adult learning and community development. **“CLD should empower people, individually and collectively, to make positive changes in their lives and their communities through learning”** (Scottish Government). The requirements for Community Learning and Development (Scotland) Regulations 2013 place a legal requirement on local authorities to take this role forward and require the publication of a partnership plan every 3 years. This direction sits amongst significant legislation and policy expectations which all impact on service providers and communities.

<https://northlcp.files.wordpress.com/2017/12/accompanying-note-for-cld-guidance-2017.pdf>

Highly significant is the Fairer Scotland Action Plan 2016, which aims to tackle poverty, reduce inequality and build a fairer and more inclusive Scotland. One of the positive responses to this in Moray has been the formation of the strategic Fairer Moray Forum - supported by an action group.



The CLD Strategic Partnership have finite resources **and seek to target the 15% of the population who could derive the most benefit from our services.** Partners still engage with and support those in the 80% who have the skills to access universal services. Those in the top 5% are more dependent on health and social care support.

Fundamental to any provision is the learner or community voice in the assessment, planning and evaluation process, enabling them to shape the CLD provision. This means that their engagement and participation is the building block to build confidence and aspiration, thus meeting the national CLD priorities of:

a) Improved life chances for people of all ages through learning, personal development and active citizenship; and

b) Stronger, more resilient, supportive, influential and inclusive communities.

Our CLD Strategic Partnership brings together partners involved in CLD across Moray including:

- Skills Development Scotland <http://www.skillsdevelopmentscotland.co.uk>
- Moray Pathways <https://moraypathways.co.uk/>
- Moray College/UHI <http://www.moray.uhi.ac.uk>
- LEAD Scotland <http://www.lead.org.uk>
- tsimORAY <http://www.tsimoray.org.uk>
- Highlands and Islands Enterprise <https://www.hie.co.uk/>
- NHS Grampian <http://www.nhsgrampian.org>
- Libraries – and other relevant council services. <http://www.moray.gov.uk>

The CLDSP will also include representation from English as an Additional Language team and are exploring other potential members from the Armed Services and formal Education. Once the Community Planning Partnership Community Engagement Group is reviewed there will also be representation requested from them.

In April 2021, as a result of restructuring, CLD activity within the local authority was located within a new Communities (CLD) Service incorporating the core areas of Youth Work, Adult Learning and

Community Support. (See appendix 1). A new strategic partnership role has been created to provide ongoing support to the CLD Partnership and to ensure connection across other key policy areas.

Review of the 2018-2021 Plan

The previous CLD Plan focussed on reinvigorating the strategic group, improving partnership work, accountability and themed improvement areas:

People: *Improve the learning offer across communities*

- A wide range of support exists to help young people and adults develop skills to enable them to progress into learning, training and work. Meaningful partnership work has been undertaken through the Moray Pathways consortium and the Local Employability Partnership to enable alignment and closer working relationships to maximise the capacity and skill that exists to meet the needs of those who access support. This includes the opening of a Hub based at Elgin Youth Café supporting the implementation of the Young Person's Guarantee.
- There has been consistent improvement in young people participating in learning, training and work, and more importantly, sustaining engagement in these valuable opportunities to develop skills. Currently 93.5% of 16 – 20 year olds participate in learning, training or work which is an increase of 2.2% from 2019.
- Moray Youth Matters was established in 2019 to progress youth issues by young people. Engagement with young people during lockdown was poor, despite youth work moving to a digital model. Even established groups such as MYM were reluctant to engage which has led to a huge drop in numbers. 4 members have developed a Podcast 'Peas in a Pod' which is a topical discussion around current events.
- The Youth Engagement Team transition project at Buckie High School featured in Education Scotland publication.
- Six local organisations achieved national Volunteer Friendly Awards highlighting their commitment to high standards: Moray Food Plus; Forres Area Community Trust; Outfit Moray; Hands Up to Volunteering (Moray Council); Moray Duke of Edinburgh's Award Committee and the Scottish Dolphin Centre.
- Initiatives focussing on health and wellbeing, reducing social isolation won the Age Scotland Partnership Award and the Self-Management project of the year at the Scottish Health Awards.

Partners have had to adapt to the on-line delivery environment, providing training and support to volunteers and learners. What started as an emergency response to the pandemic has developed into blended learning opportunities and the need to refine the quality of some offers. The need for face-to-face delivery for some equality groups is very evident. We will build on partner's expertise to improve the learning offer delivered in the 2021-2024 CLD Plan.

Place: *Making the most of our assets and opportunities in communities*

- Seven community facilities were taken over by local people with the help of the Community Support Unit. New community groups were formed and they carried out Community Asset Transfers to manage and run these facilities, which included commitment to a two-year programme of training and study visits.

- New Elgin East launched their Locality Plan in September 2019 developing health and wellbeing projects and initiatives responding to and engaging local people.
- Partners in the Buckie Locality Plan continued to work around improving attainment and meeting local needs.
- tsiMORAY sourced funding through LEADER Plus to employ 4 locality based Community Development Officers which increased tsiMORAY's reach, supporting local aspirations.
- Significant participatory budgeting events were delivered by a variety of organisations encouraged by Money for Moray's vision and initiative.
- Different approaches to developing community plans are being piloted in Forres and Lossiemouth areas in partnership with development trusts.

We will continue to support the desires of local communities to develop provision and local assets to meet their needs.

Prospects: Ensuring the CLD workforce is skilled, with access to information, opportunities and accreditation, and succession planning is embedded

- A youth work subgroup of the CLD network has been created to respond to funding opportunities and improve partnership working.
- Training opportunities are accessed through the North Alliance and Northern Alliance network with Moray staff facilitating and delivering provision.
- Moray staff benefitted from the CLD Research pilot and Safe Space for managers through Education Scotland.
- Moray staff now attend the CLD Managers Scotland meetings and contribute to working groups.
- The CLDSP has grown into a safe supportive space to exchange issues and ideas, and a conduit for development e.g. funding bids for New Scots, and Gaelic. Partners recognise the value of the partnership and are keen to widen membership as required to fully represent the CLD sector in Moray. The chairing role on the group has moved from Skills Development Scotland to Moray College UHI, continuing the ethos of an active and engaged partnership.

We will build on the enthusiasm and commitment of volunteers and staff in our communities to ensure there are CLD pathways and opportunities available to them to meet their aspirations and share their wisdom.

Publicity: Improve understanding of CLD through better publicity, networking and information sharing

- tsiMORAY's developed Third sector fora's to meet the needs of different audiences: Volunteer Managers Forum; Health & Wellbeing Forum; Children & Young People's Forum; Moray Funders Forum; Fairer Moray Forum and the Social Enterprise Network. Their newsletter now reaches over 800 recipients and a third sector community-mapping website was launched.
- Locality Networks have a regular newsletter with a distribution of 700 recipients.
- CLD banners and display materials are available for partners to use in activities.

This will be a continuous improvement feature in the new plan as we gain new members to the CLD Strategic Partnership and develop the Communities CLD Service.

External scrutiny:

- In April 2018 HM inspectors published a report for the Buckie area and communities of Portknockie, Cullen, Findochty and Portgordon and committed to subsequent monitoring visits and input. At that time, there was significant concern about ESOL and Essential Skills provision and the CLD Strategic Partnership worked hard to ensure that the learner's voice was heard at the relevant council decision making committees. Partners feel that their collective intervention led to a more positive outcome with ESOL provision moving to Moray College UHI and Essential Skills provision being reinstated within the local authority. A continuing engagement HM Inspection visit was undertaken in March 2020 when the Local Authority was signed off because of improved partnership working and Local Authority strategic direction. Strong Youth Work and Locality Planning was praised plus the range of active community organisations.

The improvement feedback is included in our implementation plan. We will embrace the sectors new self-evaluation framework to build partnership understanding and peer evaluation.

How did we involve people in shaping our Partnership CLD Plan?

The Covid Pandemic has affected the depth and range of engagement for the new CLD Plan. Questionnaires were used to illicit core themes from communities, themed forums, and existing learners. Focus groups and follow-up sessions were held with those who indicated interest in further discussion. A meeting was held with the Joint Community Councils of Moray, to discuss priorities within their communities.

Within the Youth Work network, "Re-connect" project engaged with young people at their pop-up events and other on the ground activity. We also gathered feedback through a youth-friendly survey.

The Partnership also took account of information gathered because of the Children's Services planning consultation and engagement.

381 individual survey responses

- *274 from the general public*
 - *43 from existing learners*
 - *64 from young people at pop-up Re: connect sessions*
 - *20 follow up conversations*
 - *Session with Joint Community Council Forum*
 - *Input from Community Planning Officers Group and Community Planning Board*
-

The Fairer Moray Forum already had a group focussing on the Cost of the School Day, and an Action Group developed of members who were trying to create practical solutions to problems individuals and communities were presenting or experiencing. It was recognised that some of these people could become possible recipients and beneficiaries of future CLD activity if we understood their situation better.



In order to capture these experiences case studies were collated from partners to share and understand the issues to reflect on practice. ****link to be added

The image above highlights key words from the case studies to give an insight into the challenges that some of our residents face, which impacts on their ability to engage fully in community life and wider learning opportunities.

The CLD Strategic Partnership members shared their own single agency reviews of Covid and expectations of recovery. Partners and Council leads also attended Education Scotland sessions on CLD Planning and brought the learning back into our local conversations and teams.

In December 2020, after a review of the LOIP, there was a refocus on community voice and developing resilience, to support and deliver the CPPB's aspirations in local service delivery.

Locality Plan development, Participatory Budgeting and Community Asset Transfer are all part of this, indicating a movement of resources and ownership to communities.

Partners are keen to see the impact of a new online community-mapping tool that has been launched by **tsiMORAY** to build a comprehensive picture of the range of community groups, organisations and activities across Moray. <https://www.tsimoray.org.uk/community-map>

Our CLD Plan Priorities 2021 -24

Our Partnership CLD Plan is a three year plan but with a particular focus in the first year on how we respond to the lessons of the pandemic and our emerging understanding of who has been affected most by it.

We will be shifting the balance of delivery to provide more face to face support and will be looking to create opportunities to help people reconnect within their communities. We will also continue to improve and enhance our virtual offer. One of the positive lessons from the last 18 months has been the way in which many of our communities and individual learners have adapted to the virtual world.

As a strategic CLD Partnership, we too have adapted and have successfully gravitated to online meetings, keeping partners connected and engaged. This refreshed Partnership CLD Plan has been shaped and informed by the partners from their own perspectives and understanding and in response to the input and feedback from existing learners, community organisations and the wider public. Our vision is captured below:

We have an effective Community Learning and Development (CLD) Partnership in Moray who are committed to helping our communities recover from the impacts of the pandemic.

We realise that not everyone has been affected in the same way and we want to target our support to those who would benefit most from our collective inputs.

All of our activity is consistent with the national CLD Outcomes (see appendix 2) and the Community Planning Partnership focus of the Local Outcome Improvement Priorities (LOIP), and contribute to:

- Improving life chances for people of all ages, improving life chances for people in Moray of all ages in communities experiencing the greatest inequality of outcomes.
- Developing stronger, more resilient, supportive, influential and inclusive communities

Priorities - We have identified four strands to our Partnership CLD Plan, which are underpinned by a number of cross-cutting themes:

1. Learning for Life (improving access to learning)
2. Active citizens and active communities
3. Participation and Community Voice
4. Workforce Development

Cross Cutting Themes

- Addressing impacts of rurality and poverty.
- Improving mental health and well-being
- Addressing social isolation and helping people to reconnect.

The model overleaf shows our simple Theory of Change for each of the priorities – and we then go on to expand further on each priority.

DRAFT

Priority 1 - Learning for life – improving access to learning

Theory of change

Learning is life-long and happens in many different ways and settings.

We recognise that some people face more barriers to accessing learning, and that this has an on-going impact on their life chances.

We will work to remove barriers to learning so that people are more likely to reach their potential, leading to improved health, well-being, employability and quality of life.

Priority 2 - Active citizens and communities

Theory of change

As a partnership we are committed to improving our ability to engage with our communities because we believe that it leads to better outcomes.

We will work in partnership with our community groups and organisations to progress the things that are important to them and their communities.

Priority 3 – Participation and Community Voice

Theory of change

People who have more agency over their lives are better able to influence change.

We want to make it normal for Moray residents to be engaged in discussions about local services and issues – and that residents feel that they can contribute to improved outcomes.

We will work with our communities to co-design our processes so that they are inclusive and accessible from the start.

Priority 4– Workforce Development

Theory of change

There is a strong link between professional learning and improving services and as a partnership we are committed to developing our own capacity.

We will work to deliver quality training and development pathways within our communities by accessing learning opportunities and support through local, regional and national networks.

Covid Recovery Cross Cutting Themes

Addressing rurality and poverty

Improving mental health and well-being

Addressing social isolation - helping people reconnect

LOIP - Improved life chances for people of all ages... experiencing greatest inequality of outcomes

LOIP theme 2: Developing stronger, more resilient, supportive, influential and inclusive communities

CLD Plan Priorities 2021-2024

Improved life chances for people experiencing greatest inequality of outcomes

Stronger, more resilient, supportive, influential and inclusive communities

Priority 1 - Learning for life (access for all).

- Skills for life and work (e.g. Essential Skills, ESOL, accreditation; soft skills, Employability etc.)
- Digital skills
- Family and inter-generational learning
- Support for young people to get into work or volunteering.
- More community based adult learning opportunities.
- Moray Pathways to improved employability.

Priority 2 - Active citizens and communities

- Valuing volunteering
- Continuing to support community action groups
- Training to help groups grow and develop.
- Neighbourhood approach to develop community owned plans
- Developing Community Resilience Plans

Priority 3 - Participation and Community Voice

- Building on existing networks and forums to enhance inclusive community engagement.
- Further roll out of Participatory Budgeting.
- Develop Moray as a leader in inclusive participation which actively involves those who face most barriers.
- Increase opportunities for young people to meet and discuss issues of importance to them.

Priority 4 - Workforce Development

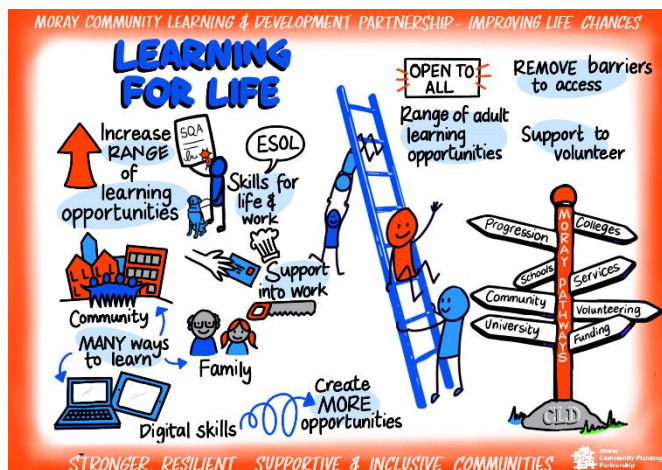
- Digital skills for learning.
- Networking and training to further develop confidence in facilitating engagement.
- Increasing understanding of a rights based approach
- Career pathway and progression routes to further skill and grow the CLD workforce.
- Partnership approach to training offer to community groups and organisations.

Covid Recovery Cross Cutting Themes

Addressing the impact of rurality and poverty in Moray

Improving Mental health and well-being

Addressing social isolation and helping people reconnect



Priority One – Learning for Life (improving access)

As a CLD partnership we are committed to developing a range of learning opportunities to meet the needs identified by residents and existing learners in our stakeholder consultation.

The Moray Council Communities (CLD) team will continue to develop adult learning opportunities to help people improve on Essential Skills – things like literacy, numeracy and communication. The team will now be developing strands of Family Learning into their offer to create spaces for learning across generations. This will be achieved through partnership working with individuals, locality groups and community hubs.

Moray College UHI is both a local college and a part of the University of the Highlands and Islands. They provide a wide range of courses and learning pathways, and are well placed to support blended learning across Moray. The Partnership is keen to understand demand for English for Speakers of Other Languages (ESOL) and how we can signpost and support learners to access this and other college provision.

Libraries remain an initial point of contact for many adult learners who can access support to get online and to use learning materials. The CLD partnership is getting better at identifying opportunities and pathways to signpost people to appropriate support. Before lockdown, some of our independent community centres were beginning to deliver informal adult learning opportunities locally, an initiative the partnership is keen to see grow as we readjust over the next 18 months.

Perhaps unsurprisingly, 26 per cent of stakeholders have prioritised digital skills as an area of interest. Dedicated posts have been created through the Moray Council Employability Team and within the council Youth Work team to meet this need. Some people face multiple barriers to learning and partners like LEAD Scotland have expertise in doing this and will focus their attention on delivering bespoke opportunities for disabled people in Moray.

We spoke to young people in June/ July 2021 through Re: connect a partnership programme of pop-up events and activities. 71 per cent told us that the pandemic had made it harder for them to take part in activities in their community and a third wanted help to develop skills for employability. Learning happens in many settings and partners are aware of the positive role that volunteering can play in terms of personal development and in demonstrating skills and abilities that can enhance employability. 31 per cent of respondents identified learning new skills and being active in groups as their top learning priorities.

Free opportunities for people of all ages. Opportunities for kids and their extended family – gran, aunt and uncle to do together. Helps to build relationships and supports parents if they need some respite.

Survey respondent

Partners like tsiMORAY have a key role in supporting the community and third sector in Moray. There are clear opportunities to make more use of the Moray environment to develop more outdoor learning opportunities – for confidence building, mental health and well-being and for family / inter-generational activities.

Priority Two – Active citizens and communities

As a partnership we are committed to improving our ability to engage with our communities because we believe that it leads to better outcomes. We will work in partnership with our community groups and organisations to progress the things that are important to them and their communities.

One key lesson of the past eighteen months has been that our communities have shown incredible spirit and resilience with many people volunteering formally and informally to support the most vulnerable. That legacy will continue and the partnership will do all it can to sustain and support our community activists.

We have a Workforce Development priority in our plan – and there is a clear link between that and our commitment to help groups to grow and develop. Supporting community and third sector groups is the core business of tsiMORAY, and services like the Community Support Unit in the council Communities (CLD) service. As we emerge from the current phase of Covid the partnership will support groups who want to progress things in their community. This might be about engaging with the wider community about local issues and priorities and supporting groups to develop services or activities to meet those needs.

One of the most used words of the last year has been ‘resilience’ - whether at an individual, community, organisational or sector level. Community Councils and community groups have proven to be effective and trusted community anchor organisations and a number of community councils are being supported to develop their own Community Resilience Plans. Partners will continue to support community councils and other community anchor organisations to produce their own resilience plans beyond the first year of the refreshed CLD Plan.



The monitoring group of the Buckie Locality Planning Group is particularly strong. Their systematic collation of information is informing progress against their priorities. This is then shared across community planning partnership partners and the wider community.

HMIle Continuing engagement of CLD in Moray Council 6 July 2020

Localities work was initiated in Buckie and New Elgin through the 2018-21 CLD Plan and the Local Outcome Improvement Plan (LOIP). This long term, neighbourhood approach will continue at the same time as the Communities (CLD) Service is working with community anchor organisations in Lossiemouth, Forres and Keith to support the development of community led action plans.

There are a number of initiatives which will be happening across Moray in the next twelve months – things like the Green Canopy – where tree planting initiatives will mark the Platinum Jubilee and also as a memorial to those lives lost and a celebration of the community response to Covid. Partners will use these activities as a way to celebrate and engage with our communities and to continue to acknowledge the critical role of volunteers and community activists in creating strong, resilient and supportive communities.

Priority Three - Participation and Community Voice



The partnership very much endorses an asset based approach where the focus is on using community strengths to meet community needs.

There are many effective networks and forums bringing people together to address issues – from locality based action groups like the Fairer Moray Forum Action Group addressing poverty through to innovations such as the Climate Change Assembly facilitated by tsiMORAY which has a focus on local responses to the climate emergency.

Volunteering remains a key way for people to participate in community life and to develop skills and confidence. The Volunteer Managers Network will remain a key space where third sector and community partners can work together and provide the peer support that sustains and develops volunteering in Moray.

Partners are committed to finding different ways to meaningfully engage with communities. Participatory

Budgeting (PB) is one area that we are keen to develop further in Moray over the lifetime of this CLD Plan. Moray Council have provided additional resources to accelerate the use of PB, including the use of CONSUL, an online tool for community consultation and participation.

Work is underway to refresh the Community Engagement Strategy and to rearticulate the importance that community planning partners place on inclusive engagement. There have been good examples of this over the life of the previous plan with initiatives such as a participatory budgeting process for care

experienced young people. Partners are keen to work together to further enhance and develop our skills and confidence around community engagement and in actively seeking to ensure that seldom heard voices are sought out and heard.

The youth work team within Communities (CLD) have been reconnecting with young people across Moray and have recognised that young people want to find spaces where they can meet with peers and talk about the things that are important to them. Creating both physical and virtual spaces to engage with young people and to help them articulate their concerns and priorities will be a key focus for all partners and will shape years two and three of this Plan. A key priority will be to relaunch the Moray Youth Matters network and support young people to investigate and campaign around things that are important to them.

Priority Four – Workforce Development

One of the challenges we have around workforce development is that not everyone who is involved in community learning and development recognise themselves as being part of the CLD workforce. From our partnership perspective the CLD workforce includes all who are committed to the values of CLD and who work within the local authority, the wider public sector as well as those working in the community and third sector (paid staff and volunteers).

The priorities in the workforce development strand are informed by the needs identified elsewhere in this plan. Partners will continue to develop their skills and confidence around digital engagement and online learning. Community engagement is another key theme and is an area where the partnership will look to share good practice from within Moray through CLDSP events and further afield to deliver on our priorities. Professional peer learning opportunities will be increased through the “Share, Shape, Sustain” initiative by the CLD Regional Networks.

Since the pandemic began I believe I would benefit from a group such as a support group with people going through similar challenges to me but I don't know where to go about finding one if there are any.

Young Person, Reconnect Pop – up session



Values of CLD

Self-determination – respecting the individual and valuing the right of people to make their own choices

Inclusion – valuing equality of both opportunity and outcome, and challenging discriminatory practice

Empowerment – increasing the ability of individuals and groups to influence issues that affect them and their communities through individual and/ or collective action

Working collaboratively – maximising collaborative working relationships in partnerships between the many agencies which contribute to CLD, including collaborative work with participants, learners and communities

Promotion of learning as a lifelong activity – ensuring that individuals are aware of a range of learning opportunities and are able to access relevant options at any stage of their life

CLD Standards Council

As a values driven profession, it is not surprising that there is more awareness of the need for CLD practice to take a ‘rights based’ approach. This is an area where partners believe there is a need to widen understanding of what this means and how that understanding should affect our practice.

Partners are aware of the need to widen understanding of [The Promise](#) – which outlines a radically different approach to ensure care experienced young people are at the centre of all key decisions. Likewise, those working with young people will be able to use the incorporation of the [United Nations Convention on the Rights of the Child \(UNCRC\)](#) to help young people understand and assert their rights.

In a rapidly changing world, it is important that the existing CLD workforce is supported to access ongoing professional learning and that new entrants to the sector are able to access appropriate training and to identify progression routes to professional qualification

Our Regional Approach in the North

Moray Council is one of eight regional local authority partner members in the Regional Improvement Collaborative for the North – **The Northern Alliance**. Other members are: Aberdeenshire, Aberdeen City, Highland, Argyll and Bute, Shetland, Orkney and the Western Isles (Eilean Siar).



The **Northern Alliance** Regional Improvement Collaborative (RIC) aims to develop a culture of collaboration, sharing of expertise and creating local and regional networks to improve the educational and life chances of children and young people.



[The Northern Alliance – A Regional Improvement Collaborative](#)

There are 9 workstreams delivering against the above agenda including a specific **CLD Work-stream** which is managed and delivered through the local authority Lead Officers for CLD. Support for this is provided by Education Scotland through their Education Officers. This has been particularly evident in their involvement in CLD Planning and in aspects of continuous improvement.

The current operational improvement priorities of the CLD Leads group are to...

- Capture approaches to wider achievement for young people and adult learners and share practice
- Capture and analyse youth participation and youth voice
- Further develop approaches to Family Learning
- Increase access to professional learning, including online

Read about our **collective** achievements here [link to SWAY](#)

Building on these priorities going forward we will be establishing and supporting a Youth Advisory Group for the region, planning and delivering professional learning in STEM (Science, technology, engineering and maths) using a funding award from Education Scotland, strengthening networking around equalities and young people through a new forum, extending practice sharing in relation to Family Learning and contributing to the wider collaborations created through the Regional Improvement Collaborative.

Professional Learning for practitioners and the **North Alliance**

Access to professional learning and development for practitioners in CLD in the North is enhanced through a regional network of partners, including from the third sector, known as the **North Alliance**. In turn, this network is a member of the national grouping of CLD Training Consortia. The North Alliance accesses a small amount of annual funding from the CLD Standards Council in Scotland to deliver professional learning activities for practitioners across the geography.



Workforce Development:

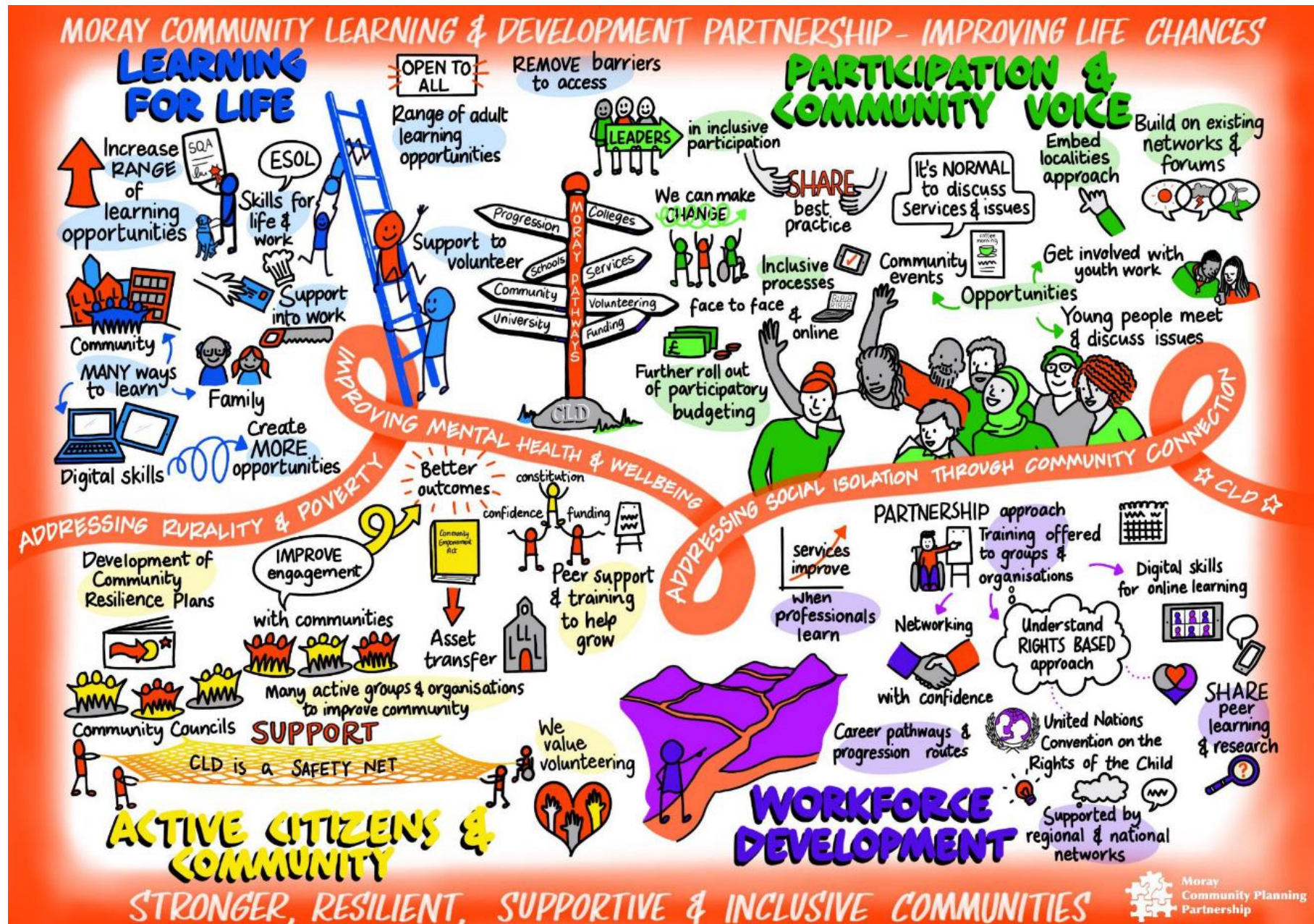
Locally there has been significant staff turnover in the last year due to retirements, funding changes and people re-evaluating their situations through the pandemic. The planned Moray survey focussing on professional development needs was postponed because of the staff turnover and acknowledging that the CLD Standards Council was undertaking a similar survey on career pathways. The Partnership will take a closer look and conduct a revised survey in year one with delivery in years two and three.

Within the CLDSP, partner's teams and Third sector fora's contributed to discussions on priorities for their roles. Existing skills were recognised that could support mentoring and coaching approaches. A training calendar will be developed and staff encouraged to share practice via the North and Northern Alliance networks.



As well as in-house training and local opportunities, staff can access professional learning via The CLD Standards Council, which is the professional body for people who work or volunteer in CLD. <https://cldstandardscouncil.org.uk/> Practice is grounded in a set of values and code of ethics to communicate the work. A competence framework supports the foundation for improving standards and a career pathway is developing opportunities for learners. Moray CLD practitioners are encouraged to become members and this has grown from 14 Associates and 13 Full Members in 2018, to 28 Associates and 13 Full Members in June 2021.





Monitoring and Reporting

A key desire of the Partnership is to develop a simple system of reporting that can demonstrate CLD partners' contribution to meeting LOIP outcomes as well as those of the CLD Partnership. We are on an improvement journey and recognise that more work needs to be done to integrate feedback from communities and learners into our reporting with increased transparency about what is being reported where - and how that information is then being analysed. We are particularly keen that community led locality plans are able to influence 'upwards' and in themselves become an indicator of how well we are delivering on the partnership CLD Plan.

The Partnership has also taken account of a national initiative through the Quality Improvement Sub-group of CLD Managers Scotland (CLDMS). They have developed core key performance indicators to enable national reporting annually of Local Authority CLD provision. It is our intention to adopt and incorporate some of these and report on them **as a partnership**.

This information will be gathered to support quarterly reporting and will also become a management information tool to help partners monitor and manage trends and identify emerging issues and areas of potential unmet need.

The KPI's are activity/number based and are not at present suitable to quantify impacts. Partners are clear that our reporting must also link to CLD outcomes (see appendix 2) and these will be captured in case studies and other qualitative ways (*for both CLD Plan and LOIP reporting*).

Year One Review

The CLD Strategic Partnership will carry out a six-month review in March 2022. This process will look at the KPI activity data generated by strategic partners. The partnership will also seek to undertake a survey of the wider CLD sector in Moray asking them to contribute to relevant key performance data sets. This information will help us to develop baseline information as we move into recovery.

This data will become a tool to support professional dialogue to go beyond the numbers and to explore emerging issues and priorities. This will include the qualitative information we have gathered through our wider community engagement work. From this the partners will develop targets and work to identify specific Improvement Priorities which we can collectively work to address in years two and three of the Plan.

It is anticipated that these emerging priorities will develop because of effective engagement – for instance through localities based work with communities. As such, it will continue to be reported under the same performance indicator but will also be reflected in updated activity reporting for the Moray-wide LOIP.

The process for reviewing and reporting on progress and impact should be clearly outlined. This review process is even more important if in the first year the CLD plan is focussed on supporting recovery. CLD plans must clearly outline priorities, the process and associated timeline for reviewing and updating of plans.

CLD Guidance
(Education Scotland)

Adult and Family Learning - KPi1 to KPi5 relate to adults involved in adult learning, family learning and capacity building activity through CLD. This may include employability programmes, Literacies, ESOL and personal development work. By awards and wider achievement, we mean those completed			
KPi	Measure	Learning for Life Data	CLD Adult Learning Outcomes – Adult learners ...
1	Number of adults engaged in CLD Activity	Employability Team, LEAD, SDS Moray College, tsiMORAY, Communities (CLD), Community Wellbeing,	<ul style="list-style-type: none"> - Are confident, resilient and optimistic for the future - Develop positive networks and social connections. - Apply their skills, knowledge and understanding across the four areas of life (individual, family, worker, citizen). - Participate equally, inclusively and effectively. - Are equipped to meet key challenges and transitions in their lives. - Co-design their learning and influence local and national policy. - Critically reflect on experiences and make positive changes for themselves and the community.
2	Number of adults receiving completed nationally recognised awards through CLD activity (SCQF levelled and awards such as Adult Achievement Award including sectional certificates)	Employability Team, Moray College, Communities (CLD), LEAD	
3	Number of adults gaining wider achievement awards, local awards and those not nationally recognised, through CLD activity (e.g., Health Issues in the Community & Keystone Award)	Employability Team, Communities (CLD), Community Wellbeing,	
4	Number of adults engaged in family learning through CLD activity	Communities (CLD), Community Wellbeing, Employability Team	
5	Number of children/young people engaged in family learning through CLD activity	Communities (CLD), Employability Team	

Youth Work - KPi6, KPi7 and KPi8 relate to children (aged 5 to 9) and young people (aged 10 to 18 - except for those involved in the Duke of Edinburgh Award where the upper age limit is 25). By awards and wider achievement, we mean those completed			
KPi	Measure	Learning for Life Data	CLD Youth Work National Outcomes – Young people
6	Number of young people engaged in CLD activity	Communities (CLD), tsiMORAY, Employability Team	<ul style="list-style-type: none"> - Are confident, resilient and optimistic for the future - Manage personal, social and formal relationships. - Create, describe and apply their learning and skills. - Participate safely and effectively in groups - Consider risk, reason decisions and take control. - Express themselves and demonstrate social commitment. - Perspectives are broadened through new experiences and thinking
7	a) Number of children /young people receiving completed nationally recognised awards through CLD activity	College, Communities (CLD), Employability Team, tsiMORAY,	
	Number of young people receiving sectional certificates towards above Awards (sectional certificates only to be included if full award not completed)	Communities YW (CLD), Employability Team	
8	Number of young people gaining wider achievement awards, local awards and those not nationally recognised, through CLD activity	Communities YW (CLD), Employability Team	

Health and Wellbeing - Activity leading to increased confidence / improved self-esteem and other aspects of improved mental health and wellbeing.			
KPi	Measure	Active Citizens Data Sources	CLD National Outcomes
9	Number of adults with improved mental health and wellbeing outcomes through CLD activity	LEAD, Communities AL (CLD), Health Improvement Team, Employability Team	<ul style="list-style-type: none"> - Adult Learners are confident, resilient and optimistic for the future - Adult Learners critically reflect on experiences and make positive changes for themselves and the community.
10	Number of children and young people with improved mental health and wellbeing outcomes through CLD activity	Communities (CLD), Health Improvement Team, Employability Team	<ul style="list-style-type: none"> - Young people are confident, resilient and optimistic for the future - Young people consider risk make reasoned decisions and take control.

Community Development includes – for example - resident groups / early year's groups / community councils / groups taking forward community asset transfers and those involved in community health checks, community profiling etc. KPI12 includes those involved in representative structures and which reflect the community empowerment act. <i>Community Support Unit will report on Localities Work directly to CPP Board</i>			
KPi	Measure	Active Citizens / Participation Voice Data sources	CLD National Outcomes – Community Development. Communities ...
11	Number of community groups receiving capacity building support through CLD activity	Communities – CSU (CLD), Health Improvement Team; Community Wellbeing, Highlands and Islands Enterprise, tsiMORAY ,	<ul style="list-style-type: none"> - Are confident, resilient & optimistic for the future - Manage links within and to other communities and networks. - Members identify their capacities and skills and apply them to their own issues and needs. - Form and participate equally, inclusively and effectively in accountable groups. - Consider risk, reason decisions and take control of agendas. - Express their voice and take action to demonstrate their commitment to social justice - Perspectives are broadened through new and diverse experiences and connections
12	Number of adults and young people taking part in influence and engagement activity through CLD – (including community planning / participatory budgeting / local and national consultations / co-production and influencing service design).	Communities (CLD), Health Improvement Team; LEAD; College, tsiMORAY ,	
13	Number of adults and young people reached and engaged with through one off promotional events / drop-ins / community events / engagements / etc.	Communities (CLD), Health Improvement Team; Moray College, Health and Wellbeing, tsiMORAY ,	

Workforce development - Sessions delivered through the CLD Strategic Partnership includes sessions with the paid and voluntary workforce and capacity building sessions with community groups and organisations. (This is not a CLDMS KP1)			
Measure	Reported via	Workforce Development	Desired outcomes
Number of CPD sessions delivered	CLD Plan	North Alliance updates Northern Alliance (RIC) updates Moray inputs: Target 12	<ul style="list-style-type: none"> - CLD partners in Moray are able to access professional learning which helps in the delivery of the CLD Plan - The CLD workforce is increasingly confident in its delivery. - Professional learning opportunities are positively affecting practice and improving outcomes
Number of organisations represented	CLD Plan	As above, Target 30	
Six month follow -up review of how learning has been applied	CLD Plan	85% of participants have applied learning in the workplace.	

The CLD Strategic Partnership are committed to constantly reviewing and updating the Plan. We are confident that the priority themes identified will remain the same throughout the three years of the Plan but we have the flexibility to change the practice/ geographic focus in each based on emerging need. Targets will be developed based on the KPI data developed in year one.

Unmet Need:

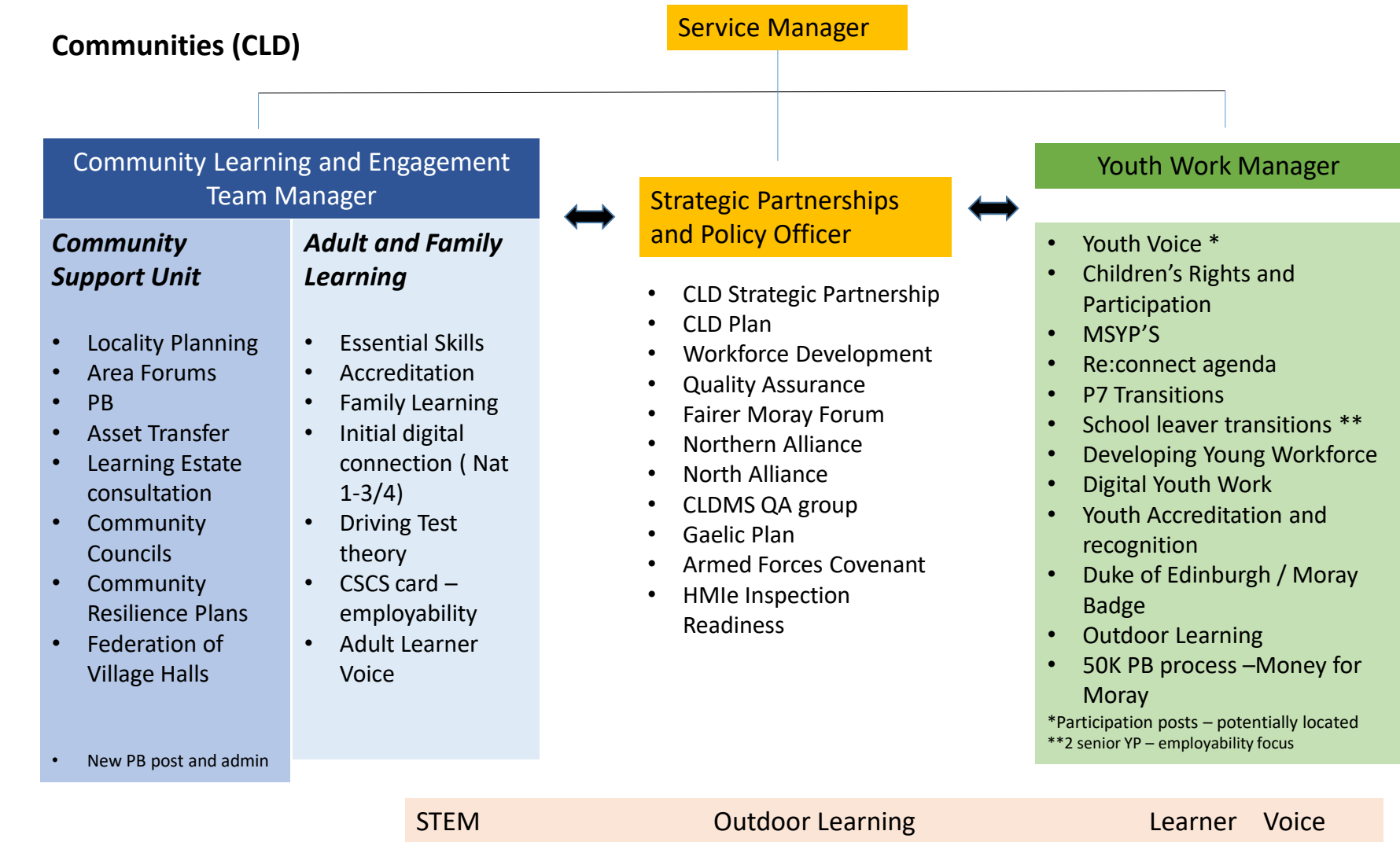
In a resource constrained and ever changing environment, we acknowledge that not all needs will be achieved in this Plan and as part of the CLD Regulation requirements we must identify areas of unmet needs. Whilst as a Partnership we will endeavour to address the areas that our data sources evidence we are currently aware that:

- We have over 915 pupils receiving support for English as an Additional Language, however only 18 students are currently enrolled in Moray College UHI provision. The college are keen to engage more young people and widen access to ESOL qualifications up to higher level and to raise awareness that these qualifications are accepted by Universities. Partners are also keen to explore any potential needs in the wider population and to identify any barriers or learning needs, which we are currently missing within our adult population who do not have English as a first language.
- One of the cross-cutting themes of the plan is addressing social isolation through community connection. Survey respondents and focus group interviewees have highlighted the negative impact on many, including those with learning disabilities and older people, who are not digitally connected and have no interest in technology. One challenge emerging relates to the availability of meeting spaces. These spaces are slowly reopening but with reduced capacity – a precautionary approach that is likely to be in place for some time yet. Access to low cost community facilities is required to enable people to re-connect and build confidence through activities such as community based adult learning.
- In the same vein, facilities for young people to meet after school are required, particularly for young people who are creative and not interested in sport. The Communities (CLD) youth work team and the wider Re: connect partnership have had many positive interactions with young people over the summer and are keen to develop more issue based work to address this need.
- Family Learning *'encourages family members to learn together as and within a family, with a focus on intergenerational learning. Family learning activities can also be specifically designed to enable parents to learn how to support their children's learning.'* There are established third sector organisations who work extensively in this area and the Partnership is keen to see more opportunities created to widen the scope of family learning.
- The workforce development strand of the Plan has elements that can be delivered through the partnership. However, funding for professional CLD qualifications and continued professional development is limited. The partnership will continue to signpost to coaching and mentoring opportunities that exist including on-line provision. Opportunities for on-line courses are currently being explored via the CLD Standards Council. The Partnership approach at this stage is to focus our workforce development activities on rights based approaches. Some of this will be accessed through a parallel work stream in the new Children's Services Plan relating to the delivery of the Promise in Moray.

APPENDICES

DRAFT

Appendix One – Moray Council Communities (CLD) Service



Appendix 2: CLD Outcomes (Tool to enable practitioners, learners and activists to identify needs, support change and progression)**CLD outcomes developed by the national Youth Work sector, CLD Managers and Third Sector partnerships**

Youth Work	Adult Learning	Community Development
<ul style="list-style-type: none"> • Young people are confident, resilient and optimistic for the future 	<ul style="list-style-type: none"> • Adult learners are confident, resilient and optimistic for the future 	<ul style="list-style-type: none"> • Communities are confident, resilient and optimistic for the future
<ul style="list-style-type: none"> • Young people manage personal, social and formal relationships 	<ul style="list-style-type: none"> • Adult learners develop positive networks and social connections 	<ul style="list-style-type: none"> • Communities manage links within communities and to other communities and networks
<ul style="list-style-type: none"> • Young people create, describe and apply their learning and skills 	<ul style="list-style-type: none"> • Adult learners apply their skills, knowledge and understanding across the four areas of life 	<ul style="list-style-type: none"> • Community members identify their capacities, learning and skills, enhance them and apply them to their own issues and needs
<ul style="list-style-type: none"> • Young people participate safely and effectively in groups 	<ul style="list-style-type: none"> • Adult learners participate equally, inclusively and effectively 	<ul style="list-style-type: none"> • Community members form and participate equally, inclusively and effectively in accountable groups
<ul style="list-style-type: none"> • Young people consider risk, make reasoned decisions and take control 	<ul style="list-style-type: none"> • Adult learners are equipped to meet key challenges and transitions in their lives 	<ul style="list-style-type: none"> • Communities consider risk, make reasoned decisions and take control of agendas
<ul style="list-style-type: none"> • Young people express their voice and demonstrate social commitment 	<ul style="list-style-type: none"> • Adult learners express their voices, co design their learning and influence local and national policy 	<ul style="list-style-type: none"> • Communities express their voice and demonstrate commitment to social justice and action to achieve it
<ul style="list-style-type: none"> • Young people's perspectives are broadened through new experiences and thinking 	<ul style="list-style-type: none"> • Adult learners critically reflect on their experiences and make positive changes for themselves and their communities 	<ul style="list-style-type: none"> • Community members' perspectives are broadened through new and diverse experiences and connections

Appendix 3 – CLD Partnership Plan and Strategic Fit:

Key Documents	Our CLD connection/contribution
<u>Moray 10 Year Plan (LOIP)</u> <ul style="list-style-type: none"> • Building a better future for our children and young people • Empowering and connecting communities • Growing diverse and sustainable economy • Changing our relationship with alcohol 	<ul style="list-style-type: none"> • Increased partnership work around key local and strategic decision tables. • Supporting the development of Community Councils; the Joint Community Councils of Moray; Area Forums & Federation of Village Halls • Making every opportunity count to signpost services through partnership work
<u>Moray Council Corporate Plan 2018-2023</u> <ul style="list-style-type: none"> • Provide a sustainable education service aiming for excellence • Ensure caring and healthy communities • Promote economic development and growth, and maintain, and promote Moray's landscape and biodiversity • Work towards a financially stable council that provides valued services to our communities 	<ul style="list-style-type: none"> • Delivering Youth Work, Adult Learning and Capacity Building experiences. • Facilitating safe Outdoor Learning opportunities. • Supporting community capacity building and community empowerment initiatives locally e.g. through Community Asset Transfer • Facilitating meaningful community engagement • Accessing external structures and funding to meet needs including workforce development
<u>Transformational Change Projects</u> <ul style="list-style-type: none"> • To facilitate the delivery of mainstream participatory budgeting within Council to reach the Scottish Government target that a minimum of 1% of local authority budget be allocated by communities through participatory budgeting • To support adult numeracy and literacy, and increase the availability of adult learning opportunities 	<ul style="list-style-type: none"> • Moray Council additional investment in Communities (CLD) posts to support PB and the use of CONSUL online engagement tool. • Additional recurring funding for Adult Learning/ Essential Skills in Communities (CLD) to help people gain employment through skills development and gaining qualifications. The extended remit and increased capacity will include family learning which can foster positive attitudes towards life-long learning, promote socio-economic resilience and challenge. It also helps to support parents to feel more confident to support their children's learning as well as their own. The learner's voice will be louder and better able to influence the development of the adult learning provision across Moray.
<u>Economic Development Plan</u>	<ul style="list-style-type: none"> • Partners developing and contributing to Moray Pathways and supporting the consortium

<p>Moray Economic Strategy; Employability Strategy; Moray Skills Strategy; Developing the Young Workforce; Attainment Strategy</p> <ul style="list-style-type: none"> • Pathways to employment and higher skilled employment • Targeted approaches to those furthest from the job market; • Choices for the young workforce • Apprenticeships at all levels 	<ul style="list-style-type: none"> • Delivering Mentoring Young Talent; Kickstart; Young Persons Guarantee • Providing placement opportunities
<p><u>Fairer Moray</u> Poverty drivers:</p> <ul style="list-style-type: none"> • Raising income from employment • Reducing the cost of living • Increased uptake of social security <p><u>Specific focus on:</u> Lone Parents; Families where a member of the family is disabled; Families with 3 or more children; Minority ethnic families; Families where the youngest child is under 1; Mothers aged under 25; Looked after children; Care Experienced Young people; Pregnant women; Families with additional challenges e.g. mental health issues; Adults without qualifications; & Older adults. Scottish Govt.</p>	<ul style="list-style-type: none"> • Membership of the Fairer Moray Forum Action Group • Responding to community issues and trends on a subject by subject basis e.g. providing information bulletins; develop funding bids; connecting services to improve partnership working • Developing a Case-studies compilation of residents lived experience of poverty with facts to raise understanding and insight • Targeting specific groups with learning offers or opportunities particularly around Health & Wellbeing.
<p><u>Moray Children's Services Plan Vision</u></p> <ul style="list-style-type: none"> • A place where children and young people thrive; • A place where they have a voice, have opportunities, learn and can get around • A place where they have a home, feel secure, healthy and nurtured • A place where they are able to reach their full potential 	<ul style="list-style-type: none"> • Delivering attainment and accreditation opportunities targeting those experiencing inequalities. • CLD partners contributing to Children's Services approach to multi-agency planning to meet individual and local needs • Convening the Re-connect programme & Youth Work Network • Delivering the Care Experienced Young People's Participatory Budgeting project; • Delivering Moray Money Matters participatory budgeting.
<p><u>Moray Children's Rights & Participation Report 2017-2020</u></p> <ul style="list-style-type: none"> • Children and young people should be actively engaged in the development and delivery of plans. They are supported to influence matters which are important to them and to have their voices heard. 	<ul style="list-style-type: none"> • Promoting and supporting Rights and Participation to ensure learners and activists have a voice that is heard and are actively involved in decisions about them • Lead on Moray Youth Matters, the young people's Forum, and the Scottish Youth Parliament • Building capacity and awareness around The Promise.

<u>Buckie Locality Plan</u> <ul style="list-style-type: none"> Building a better future for our children and young people. (increase in attainment, increased employability and a greater voice in community affairs) 	<ul style="list-style-type: none"> Community led monitoring group delivering on actions agreed through extensive community consultation and engagement.
<u>New Elgin Locality Plan</u> <ul style="list-style-type: none"> Developing an environment of increased aspiration that will lead to increased attainment, better health and wellbeing and increase involvement in the community 	<ul style="list-style-type: none"> Working Group continue to monitor progress of the plan and to identify areas where change is needed
<u>Forres Community Plan</u>	<ul style="list-style-type: none"> Working in partnership with community anchor organisations to support community engagement to produce community plans with key priorities and actions
<u>Keith Community Plan</u>	<ul style="list-style-type: none"> Working in partnership with community anchor organisations to support community engagement to produce community plans with key priorities and actions
<u>Lossiemouth Community Plan</u>	<ul style="list-style-type: none"> Working in partnership with community anchor organisations to support community engagement to produce community plans with key priorities and actions

The new Youth Work Strategy and Adult Learning Strategies will provide a significant steer for CLD in the autumn 2021.

Moray Council Equality Impact Assessment

Important

Under the Equality Act 2010 we must assure that all decisions are taken only after an active assessment of the impact of the decision on people affected by the decision. Where necessary, those who may be affected should be consulted beforehand.

If this is not done, the decision could be unlawful and the council can be prevented from acting upon the decision until the impact has been assessed. This will result in major delays in the implementation as well as financial, reputational and other potential damage and loss to the council.

Service: Communities (CLD) on behalf of the CLD Strategic Partnership (CLDSP)

Department: Education Communities & Organisational Development

Title of policy/activity: Partnership CLD Plan 2021-2024

1. What are the aims and objectives of the policy/activity?

Section 1 of the 1980 Education (Scotland) Act requires each education authority to secure adequate and efficient provision in their area of both school education and further education, which includes lifelong Community Learning Development. Regulation 4 requires that education authorities publish plans every 3 years containing information about the provision of community learning and development.

The specific focus is to :

- **Improve life chances for people of all ages, including young people in particular, through learning, personal development and active citizenship.**
 - **Develop stronger, more resilient, supportive, influential and inclusive communities.**
- (Scottish Government Revised note 2018.)

In light of the Covid Pandemic direction from Scottish Government via Education Scotland has been to focus year one of the new CLD Plan focus on recovery, **targeting the most vulnerable** to re-engage with opportunities and community life.

The new Partnership CLD Plan is the culmination of active consultation and engagement with existing learners, young people, Community Councils and the wider community by the CLD Strategic Partnership and will be published on the 1 September 2021.

Scottish Government through their Strategic Guidance recognises the important role CLD has to play in the future delivery of public services, contributing to early intervention and prevention and empowering people to make positive changes in their lives through learning and community action

2. List the evidence that has been used in this assessment

Internal data (customer satisfaction surveys; equality monitoring data; customer complaints)

The council Research Information Officers have provided Moray wide data.
Strategic CLD Partnership quarterly monitoring reports analysed.
Education Scotland Reports (HMle follow up)
Online consultation with existing Moray Council CLD learners/volunteers e.g. Hands Up to Volunteering; Be Active Life-Long Groups; Essential Skills.

	Previous EIA reports have been scrutinised.
Consultation with officers or partner organisations	Moray Council employees who are on email were given the chance to contribute to the online survey on accessing support and learning opportunities in Moray. tsiMORAY and other CLD partners shared the survey link with members through their social media feeds and newsletters. tsiMORAY facilitated Volunteer Managers Forum fed back priorities. Survey distributed through LMG partners network and Moray Employability Consortium.
Consultation with community groups	Online consultation with existing CLD learners through the partners e.g. LEAD; tsiMORAY network; Settled travellers. Feedback from the wider community via the Moray Council news feed.
External data (statistics, census, research)	Lived experience of poverty has been gathered through the Fairer Moray Forum Action Group and compilation of case-studies which highlight barriers to participation. The Council's Research Information Officers have provided Moray wide data; Cost of the School Day Reports; PEF reports. Children's Services plan feedback.
Other	Session with Joint Community Councils of Moray; Parent Councils, Drumduan school. 20 follow up interviews with individuals.

3. Detail any gaps in the information that is currently available?

It is a requirement of the Plan that partners identify unmet needs and areas that they wish to improve on. It is recognised that this will be subject to change.

- Further work is required on the number of pupils attending College for Nat 5 and Higher ESOL, plus the current support to ESOL learners and any barriers they might experience.
- Social isolation is a key theme for people who are not digitally connected and unlikely to be able to own or use technology. The lack of places to meet due to Covid measures impacts on our understanding and engagement and the subsequent community based adult learning opportunities required.
- The Communities (CLD) youth work team and wider Re:connect Partnership are gathering the views of young people through the summer programme and pop up events so that a wider learning offer can be put in place.
- Work is re-starting on addressing the current range of family learning delivered by the Third Sector to identify what the CLD Family Learning offer should be once resource is in place.

- A survey of the Moray CLD workforce has been postponed to the autumn to identify the professional CLD qualification needs. Limited resource and access routes at present limit opportunities for unqualified staff to gain CLD Standards Council approved qualifications.
- The process of developing a BSL version of the Plan and Sketchnote in a different accessible format may produce other feedback on information gaps.

4. What measures will be taken to fill the information gaps before the policy/ activity is implemented? These should be included in the action plan

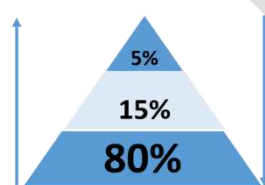
Measure	Timescale
We are currently piloting the use of national key performance indicators developed by CLD Managers Scotland. Data collected will give us a better understanding of unmet needs.	August 2022
There are new national strategies for Adult Learning and Youth Work, which will be published by Scottish Government in Autumn 2021 – these should inform practice for further analysis in the Moray context.	November 2021

5. Are there potential impacts on protected groups? Tick as appropriate

	Positive	Negative	None	Unknown
Age – young	✓			
Age – elderly	✓			
Disability	✓			
Race	✓			
Religion or belief	✓			
Sex	✓			
Pregnancy and maternity	✓			
Sexual orientation	✓			
Gender reassignment	✓			
Marriage and civil partnership	✓			

6. What are the potential negative impacts?

The CLD Plan particularly targets those who experience barriers to learning and participation. The partnership have strived to engage with people of all ages and backgrounds but inevitably people may be missed out.



The CLD Strategic Partnership have finite resources **and seek to target the 15% of the population who could derive the most benefit from our services**. Partners still engage with and support those in the 80% who have the skills to access universal services, Those in the top 5% are more dependent on health and social care support.

It is an equalities based plan, however we acknowledge unconscious bias is always a potential issue. Provision will differ in communities because it will be based on partnership resource and need.

7. Have any of the affected groups been consulted. If yes, please give details of how this was done and what the results were. If no, how have you ensured that you can make an informed decision about mitigating steps?

YES.

During the course of the pandemic there has been increased partner understanding of the lived experience of poverty via residents applying for funding support to attendance and conversations at Foodbanks, School Banks, on-line learning sessions, advice and advocacy services etc. In order to capture these experiences case studies were collated from partners to share and understand the issues, to reflect and inform practice.

- Case study/observation engagement from: 1. Moray Firth Credit Union; 2. Dyslexia Scotland (Moray); 3. Poppy Scotland; 4. Veterans UK; 5. Money Advice Moray; 6. Moray Emergency Relief Fund; 7. Elgin Youth Café; 8. Pop-up sessions with Young People; 9. LEAD; 10. Community Learning Disability Team; 11. North East Sensory Service; 12. Moray Babybank; 13. Moray Schoolbank; 14. Moray Food Plus; 15. Community Food Banks; 16. Moray Citizens Advice Bureau; 17. NHS; 18. Education as an Additional Language Service; 19. Moray College UHI; Moray Woman's Aid; 20. English for Speakers of Other Languages; 21. Rural Wisdom; 22. Step by Step in Moray; 23. Moray Drug & Alcohol Partnership; 24. Moray Council Youth Work; 25. Cost of the School Day project; 26. Essential Skills; 27. Step by Step; 28. Rural Wisdom; 29. Libraries staff; 30. The Loft Youth Project.
- Partners through the Fairer Moray Forum Action Group and CLD Strategic Partnership have been consulted.

8. What mitigating steps will be taken to remove those impacts? These should be included in the action plan.

Mitigating step	Timescale
The case studies referred to in section 7 will be used in online sessions in Challenge Poverty Week 2021 to give an insight into the issues that some of our residents face which impacts on their ability to engage fully in community life and learning opportunities. The Fairer Moray Forum Action Group are working closely as a partnership to respond quickly to issues and find solutions/opportunities.	October 2021
Risk assessment mapping of Youth Work, Adult Learning and Community Development is in place, and reviewed every 6 months by the CLDSP.	March / September
Membership of the CLDSP will be reviewed regularly to reflect priorities and needs	March / September

9. What steps can be taken to promote good relations between various groups? These should be included in the action plan.

The CLDSP and Communities (CLD) Team will develop a communication strategy to improve understanding and signposting.

10. How does the policy/activity create opportunities for advancing equality of opportunity?

The CLDSP seeks to add value to existing opportunities by working together to remove barriers and increase participation rates of residents. Covid has adversely impacted the more vulnerable

learners and through re-connecting processes partners aim to engage, encourage and enthuse them back into community activity and learning opportunities.

11. What monitoring arrangements will be put in place? These should be included in the action plan.

Quarterly reports will be scrutinised by the CLDSP and Community Planning Officers group. An annual report will be submitted to the Community Planning Partnership Board.

12. What is the outcome of the assessment? Tick as appropriate.

1	No impacts have been identified	
2	Impacts have been identified, these can be mitigated as outlined in question 8	✓
3	Positive impacts have been identified in relation to the need to:	
	a) Eliminate discrimination, harassment, victimisation and other behaviour prohibited by the Equality Act 2010	✓
	b) Promote equality of opportunity	✓
	c) Foster good relations between groups who share a protected characteristic and those who don't.	✓
4	The activity will have negative impacts which cannot be mitigated fully	

13. Set out the justification that the activity can and should go ahead despite the negative impact?

The draft consultation feedback and priorities have been previously shared and supported with slight amendments by the Community Planning Partnership Board. (23/6/21)
This is a statutory plan, which is required to be published on the 1st September 2021 and will be subject to regular review and development, informed through Covid recovery, learner/community input and new strategic policies. The implementation plan will incorporate the EIA needs.

Sign off and authorisation

Department	ECOD
Title of Policy/activity	CLD Plan 2021-2024
We have completed the equality impact assessment for this policy/activity.	Name: Kevin McDermott Position: Communities (CLD) Manager Date :21/07/21
Authorisation by Director or Head of Service	Name: Joanna Shirriffs Position: Head of Service Date:

Appendix 5: Glossary

ASG: the educational groups i.e. nurseries, primaries that feed into a secondary school catchment area

Community Capacity Building: Community capacity building is one of three strands of community learning and development in Scotland. It describes a particular way of working with and supporting communities - to build skills and experience, increase opportunities, and enhance involvement in the decisions that affect them. This can involve developing confidence, skills, structures and knowledge, to increase the opportunities communities have to make a real difference to the services, activities and changes that take place in their area.

Community Learning & Development: The purpose of community learning and development (CLD) is to empower people, individually and collectively, to make positive changes in their lives and in their communities through learning.

Community Wealth Building: is a people-centred approach to local economic development, which re-directs wealth back into the local economy, and places control and benefits into the hands of local people.

Community Asset Transfer: is the transfer of a publicly owned asset (usually land or buildings) to a community organisation at less than market value, or at nil consideration (no cost).

CLD Regulations 2013: The statutory legislation which stipulates the requirement to produce a three year CLD Plan.

CLD Standards Council: The registration body for everyone involved in CLD in Scotland. CLD Workforce: Paid or unpaid CLD practitioners
Communities of interest: Groups of people who share a common identity (e.g. Men's Sheds) or common experience (e.g. teenagers).

Community Support Unit: local authority staff within the Communities Team (CLD) who support community capacity building and consultations.

Education Scotland: the Executive Agency of the Scottish Government, tasked with improving the quality of the Scotland's education system

ESOL: English for Speaker of Other Languages. ESOL classes and groups are supported by staff and volunteers.

Family Learning: "an approach to engaging families in learning outcomes that have an impact on the whole family" Education Scotland.

HMIe/ Her Majesties Inspectorate of Education: The Scottish Government body charged with reviewing, inspecting and supporting the quality of CLD provision in Scotland.

LEAD Scotland: A third sector organisation set up to widen access to learning for disabled adults and carers across Scotland through delivery and support of formal, informal and non-formal education.

Learning Offer: the tailored learning and development activity to meet the needs of individuals or groups.

MCP/ Moray Community Planning Partnership: The Partnership is the overarching body, which brings together business, voluntary and community organisations to better plan, resource and deliver quality services that meet the needs of local people.

Moray Pathways : Moray Pathways is a single point of contact for individuals, businesses and organisations who are either looking for, or have opportunities in learning, training and work. Every young person who is leaving compulsory education and moving on to further learning, training or employment should receive an offer of post-16 learning.

Partners: individuals, groups and organisations who contribute to the opportunity or action

PB/Participatory Budgeting: Defined as 'local people having direct decision making powers over part of a public budget.' It is a form of participatory democracy.

RIC/Regional Improvement Collaborative, or Northern Alliance: brings together a range of professionals with a focus on supporting teachers and other school staff working with children and young people to improve their wellbeing, attainment and outcomes. They will provide targeted advice and support in order to drive improvement, making use of all available evidence and data. They will help teachers to access the practical improvement support they need, when they need it.

North Alliance: a partnership of third sector and local authority CLD practitioners who strive to share practice and skills in the 8 northern authorities to build the capacity of the workforce and reduce professional isolation.

SDS/ Skills Development Scotland: SDS is the national skills body charged with supporting the people and businesses of Scotland to develop and apply their skills. SDS was formed in 2008 as a non-departmental public body, bringing together careers, skills, training and funding services and works with partners to support individuals to reach their potential; help make skills work for employers and improve the skills and learning system.

Stakeholders: shorthand term for CLD learners, communities and communities of interest.

tsiMORAY: Third Sector Interface provides advice, support, training and guidance to develop the voluntary sector in Moray. It is a membership organisation.

For further information please contact: Strategic Policy & Partnership Officer Tel 07800 670692



**REPORT TO: EDUCATION, COMMUNITIES AND ORGANISATIONAL
DEVELOPMENT COMMITTEE ON 11 AUGUST 2021**

**SUBJECT: MORAY ARTIFICIAL TURF PITCH UPDATE AND PROPOSED
REPLACEMENT**

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

1. REASON FOR REPORT

- 1.1 To provide Committee with an update in relation to the condition of Moray's artificial turf pitches.
- 1.2 This report is submitted to the Education, Communities and Organisational Development Committee following a decision of Moray Council on 17 June 2020 to agree a simplified committee structure as a result of the COVID-19 pandemic. In the case of this Committee the combining of the delegated responsibilities of Children and Young People Services, Governance, Strategy and Performance (para 9 of the minute refers).

2. RECOMMENDATION

2.1 It is recommended that the Committee:-

- i) consider and note the information in relation to the inspection report of Moray's artificial turf pitches; and**
- ii) agree to proceed to competitive tender stage for a full replacement of the Buckie artificial turf pitch.**
- iii) note that work is ongoing to create a sustainable maintenance and replacement plan for all artificial turf pitches from 2022 onwards.**

3. BACKGROUND

- 3.1 At the meeting of Moray Council on 18 February 2021, the Council considered the indicative capital plan 2021/22 to 2031/32. Within this plan £430,000 was identified for resurface and rejuvenation of 3G pitches in 2021/22 and a further £25,000 in 2023/24 (para 6 of the minute refers).

- 3.2 At the meeting of Moray Council on 3 March 2021, the Council approved capital expenditure for 2021/2022 as set out in the indicative ten year Capital Plan confirming the above figures (para 5 of the minute refers).
- 3.3 In early 2021, Sports Labs Ltd were commissioned to undertake an inspection of the existing artificial turf facilities in Moray to report and determine the condition of these facilities. This inspection work took place in February and March and included the pitches at Buckie, Elgin High, Keith, Fochabers and Aberlour. The summary report is contained in **Appendix 1**.
- 3.4 The average lifespan of an artificial turf pitch is 10yrs. Both our Buckie and Speyside pitches are 13yrs old. The report indicates that both the Buckie and Speyside pitches will require replacement within the next year if we do not undertake any rejuvenation works, and that the Buckie pitch is in the poorest condition at 43% with less than 1yr left of its lifespan.
- 3.5 Rejuvenation work on the Fochabers artificial pitch was undertaken in early 2021, which has enabled this pitch to be reinstated for usage. Over the past year school and community groups had declined to use the surface due to its poor condition, which impacted significantly on the income generated at this pitch. This pitch now has an anticipated lifespan of at least 3yrs.
- 3.6 Since installation of the artificial turf pitches in 2008, the Buckie pitch has reported the most usage with nearly 10,000 users in 2017/18 and nearly 7,000 users in 2018/19. Since 2019/20 the recording of admissions for our outdoor pitches has been changed to reflect bookings made rather than individual admissions. In 2019/20 the Buckie pitch accepted over 500 bookings throughout the year. Note: these figures do not include curricular usage by the PE department at Buckie High, which is significant.
- 3.7 The artificial turf pitch at Buckie has generated income in the region of £50,000 across the 3-year period prior to the Covid pandemic.
- 3.8 Sports Labs Ltd have indicated that costs to resurface an artificial pitch would be in the region of £300,000. We therefore have allocated capital plan funding in place to resurface one pitch at this current time.
- 3.9 A new maintenance plan and operational budget for Moray's artificial turf pitches is currently under development to improve the life expectancy of our pitches in the future and to ensure we have sufficient budget for ongoing maintenance and replacement as and when required.
- 3.10 If the decision is to approve the resurfacing of the Buckie artificial turf pitch then the tender requirements for completing this facility upgrade work would include the need to complete the works taking into consideration the Council's climate change strategy recommendations.
- 3.11 To mitigate any concerns in regards to the microplastic rubber granules spreading across the environment any works connected to this facility upgrade will follow the mitigation steps identified in the KIMO International and Fidra project, Pitch In.

- 3.12 If the decision is not to approve the resurfacing of the Buckie artificial turf pitch then the likelihood will be that the pitch will remain playable for a further year. It is assumed at some point in 2022 it would then be deemed unplayable due to health and safety reasons and the facility would be locked and removed as a bookable asset from the Council's portfolio. This would have a negative impact on the Buckie High PE curriculum and Active Schools programme as well as for the community groups that regularly use this facility for their group purposes. It is also envisaged that if this facility was locked and not used then unauthorised entry onto the pitch would increase as this has been evident to a greater extent during the Covid pandemic lockdown.
- 3.13 If the decision is to approve the resurfacing of the Buckie artificial turf pitch then the next steps would be to start the procurement tender process for an external company to complete the whole project on behalf of the Council. A timeline for these works would be agreed between Education, Sport and Leisure and the Property Sections.
- 3.14 If the decision is to approve the resurfacing of the Buckie artificial turf pitch then this will leave approximately £155,000 in the resurface and rejuvenation of 3G pitches budget within the Capital Plan. The remaining £155,000 would be sufficient to rejuvenate both the Speyside and Keith pitches, which would extend their lifecycle for a further 1-2yrs.
- 3.15 As part of the financial planning process, work will be progressed over the next 6 months to consider future capital plan requests from 2022 onwards, which would include the maintenance and lifecycles of existing assets, including all artificial pitches across Moray.

4. SUMMARY OF IMPLICATIONS

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

In relation to the LOIP, this report supports the healthier children focus within the Moray priority to build a better future for our children and young people in Moray. It also supports the improving life chances and development of stronger, more resilient, supportive, influential and inclusive communities focus within the Moray priority for empowering and connecting communities.

In relation to the Corporate Plan, this report contributes to ensuring our communities are caring and healthy and working towards a financially stable Council that provides valued services to our communities.

(b) Policy and Legal

Local Authorities have a legal duty to ensure adequate provision of facilities for recreational, sporting, cultural and social activities. Improving the health and wellbeing of the Moray community through sport, leisure and recreation is not only an integral part of the local vision, but it is also a national priority. In particular, the report aims to fulfil the aspirations of everyone having access to a network of quality places where you can get involved in sport, as identified as a key objective in sportscotland's Corporate Strategy "Sport for Life". The report also links to the Scottish

Government's Active Scotland Outcomes Framework, which aims to improve our active infrastructure – people and places.

(c) Financial implications

The financial implications arising from this report if approved will include approximately £300,000 of capital plan investment from the £430k approved.

Further work will be undertaken to develop plans for rejuvenation works at the Speyside and Keith facilities. However, the remaining capital allocation of £130k is unlikely to be sufficient for all works and consideration of the maintenance and lifecycles of all artificial pitches will be required as capital planning work is undertaken for 2022 onwards.

(d) Risk Implications

The risk of not resurfacing the Buckie artificial turf pitch will result in the facility being deemed a health and safety hazard at some point in 2022 and no longer fit for purpose.

(e) Staffing Implications

There are no staffing implications arising from this report.

(f) Property

The property implications are set out in this report.

(g) Equalities/Socio Economic Impact

There are no equality implications arising from this report.

(h) Consultations

In preparing this report, consultations have been undertaken with the Head of Financial Services, Head of Education Resources and Communities, the Legal Services Manager and Acting Head of Housing and Property and Tracey Sutherland, Committee Services Officer whose comments have been incorporated in the report.

5. CONCLUSION

5.1 That the Committee scrutinises and considers the information in relation to the inspection report of Moray's artificial turf pitches and agrees to proceed to competitive tender stage for a full replacement of the Buckie artificial turf pitch.

Author of Report:	Kim Paterson, (Acting) Educational Resources Manager
Background Papers:	
Ref:	SPMAN-1315769894-95 SPMAN-1315769894-111



CONDITION ASSESSMENT

SYNTHETIC PITCHES

SUMMARY REPORT

Job No. 22129

March 2021

For

Moray Council


Sports Labs Ltd
1 Adam Square
Brucefield Industry Park,
Livingston
EH54 9DE

Contract Number: 22129

Issued by: Sports Labs on behalf of Moray Council

For: Inspection of the existing artificial turf facilities in the Moray region by Sports Labs to report and determine the condition of the facilities.

Date of Issue: March 2021

Version	Issue Date	Details
-	March	Draft
Approvals		Signatures
Author:	David Dickinson	
Checked by:	Michael Gillespie	
Client approval:	For and on behalf of Moray Council	
Issued by: Location:	Sports Labs Ltd, 1 Adam Square, Brucefield Industry Park, Livingston, EH54 9DE	Tel: +44(0)1506 444 755 E-mail: info@sportslabs.co.uk

This document is the property of Sports Labs Ltd., and copyright therefore lies with Sports Labs, it may be reproduced by permission of the Author(s)



1 Adam Square
Brucefield Industry Park
Livingston EH54 9DE
West Lothian, Scotland
United Kingdom
Email: eric@sportslabs.co.uk
Phone: +44 (0) 1506 444 755



1 INTRODUCTION

- 1.1 Sports Labs Ltd carried out inspections of facilities under the auspices of Moray Council on the 22nd February 2021 and the 1st March 2021. The inspection was carried out by experienced site technicians Connor Munro and Ryan Latto. The scope was to determine and summarise the condition of these facilities. This report is intended to summarise the condition and also prioritise the facilities from most urgent for repair or replacement to least urgent with suggestions of the actions required with the table attached at APPENDIX 1.
- 1.2 5 different sites were visited and are listed below:
- Buckie High School
 - Elgin High School
 - Keith Grammar School
 - Milnes High School
 - Speyside High School

2 SCOPE OF WORK

- 2.1 The following table outlines the scope of the inspections at each facility and background to its purpose

Item	Background/Purpose
Performance Testing inc the following – <ul style="list-style-type: none">- Shock Absorption- Deformation- Energy Restitution	Advanced Artificial Athlete testing measures variables which affect player interaction with the playing surface. Force Reduction is the measure of firmness of the field under foot, while vertical deformation is the depth that the player's foot would penetrate the surface during movement. The purpose of this test is to quantify surface stability as it relates to player interaction with the surface. Test results outside the ideal limits can indicate a surface is too unstable, or conversely, too compacted which can have performance implications for the athlete as well as raise the potential for injury.
Ball Roll	A calibrated ball is rolled down a ramp of 45 degrees from a height of 1.0m from the surface to the bottom of the ball. The distance is then measured from the point the ball contacts the ground to the middle of the ball. High ball roll results indicate the field performance is too fast and that the free pile values are too low (flat yarn). A low ball roll result indicates the field is too slow and hence performance levels would be reduced.
Surface Regularity	The Surface regularity, Planarity or Straight Edge test, is the assessment of how level the playing field is. Undulations over 6mm or 10mm (dependent on type of playing surface) are noted in terms of location and magnitude. Deviations, either high or low, are a risk to users' safety and can also adversely affect ball performance.
Visual Inspection	The surface is examined for details and imperfections that are deemed to be a key and important factor in determining the overall condition, playability and lifespan of the surface.

3 CONDITION SUMMARY

- 3.1 The most common issues encountered during the inspection was worn synthetic carpets with very flat yarn, see Figure 1 – Worn Yarn at Speyside below for a typical example of this.



Figure 1 – Worn Yarn at Speyside

- 3.2 In addition to this on the older facilities there were deviations present, Figure 2: Deviation at Buckie High School shows a typical deviation found at Buckie High.



Figure 2: Deviation at Buckie High School

4 RECOMMENDATIONS & ACTIONS

- 4.1 See APPENDIX 1 which ranks the facilities depending on their current condition and order of anticipated lifespan. Note that within the assessments there are immediate issues that require to be addressed to ensure the lifespan suggested is achieved.

5 CONCLUSION

- 5.1 In summary the following key points can be initially taken from the inspections carried out:
- The majority of issues encountered are mainly down to the age or the facilities inspected. Given that they have been constructed using a dynamic base any deviations found are not unexpected.
 - The client should seriously consider the full replacement of the following synthetic turf systems.
 - Speyside High School
 - Buckie High School
 - Overall, the remainder of the facilities require some additional care and, in some instances, repairs to restore the defects, prevent future damage and increase the life of pitches.
- 5.2 Sports labs would be delighted to continue our support and provide services to carry out any future design or testing including advise or assistance be required.

APPENDIX 1 – SUMMARY OF PITCH CONDITION

MORAY COUNCIL SYNTHETIC SURFACE - SUMMARISED CONDITION OF PITCHES INSPECTED

Rank*	Pitch Name	Surface Type	Year Built	m ²	Facility Condition	Estimated Lifespan
1	Buckie High School	3G	2008	6185	The main concern on this field is with regards to surface hardness and fiber wear. Shock absorption values were found to be of the lowest rating. This will be primarily due to large scale compaction of the field over its 13 year lifespan coupled with the absence of a shockpad. The carpet fibers are very worn and tired and there is very little free pile height which adversely affects ball performance. There are also some deviations on the field which are recommended to be remediated at the earliest opportunity.	1 Year
2	Speyside High School	3G	2008	6171	This field was found to have many issues regarding surface levels and surface hardness. A vast number of deviations above the tolerance of 10mm were discovered. These are recommended to be corrected at the earliest opportunity as they pose a safety risk to users. Surface hardness was found to be below optimal and therefore a large scale top up of rubber infill is recommended in order to remediate this - however this will be difficult due to the high level of compaction found on the field.	1 Year - Provided Extensive Remedial Work
3	Keith Grammar School	3G	2011	6996	The biggest issue on this field is the yarn condition. Free pile is very low, resulting in a high ball roll average. A vast number of open or torn seams were also evident on the field. There pose a small health and safety risk to users and it is recommended that these be remediated as soon as possible. Surface vegetation and contamination in the surrounds was also found to be an issue and should be remediated where possible.	2 Years - Provided extensive remedial work
4	Milnes High School	2G	TBC	2829	Immediately prior to testing this field had undergone a sand replacement programme along with other standard maintenance. This resulted in there being a large amount of surface sand visible - this will be expected to work its way into the carpet with usage and weather. Visually the issues are open/torn seams and fiber wear due to the pitch being 10 years old. The seams should be addressed where possible as these pose a small health and safety risk to users. Performance of the field against the BS EN 15330 standard of hockey fields was found to be of a good standard.	3 Years - Provided Seam Repair
5	Elgin High School	3G	2018	6890	This field was found to be in good condition and was performing to a good standard. The age of the field is less than 3 years and therefore has not yet received a heavy period of compaction. The shock absorption, however, is not at the optimum level and therefore a top up of performance infill would be suggested over the short to medium term. The penalty spots should be monitored for condition - this is a common issue due to heavy player traffic in this area. Regular maintenance and visual assessments will ensure a prolonged lifespan of the pitch.	>3 Years

*The pitches are ranked from most urgent for repair or replacement to least urgent.
Priority will be given to pitches that pose a health hazard to the users.



**REPORT TO: EDUCATION, COMMUNITIES AND ORGANISATIONAL
DEVELOPMENT COMMITTEE ON 11 AUGUST 2021**

SUBJECT: THE QUEEN'S PLATINUM JUBILEE - 3 JUNE 2022

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

1. REASON FOR REPORT

- 1.1 Committee is asked to consider the proposals for recognising the Queen's Platinum Jubilee as a Public Holiday on Friday 3 June 2022.
- 1.2 This report is submitted to the Education, Communities and Organisational Development Committee following a decision of Moray Council on 17 June 2020 to agree a simplified committee structure as a result of the COVID-19 pandemic. In the case of this committee the combining of the delegated responsibilities of Children and Young People Services, Governance, Strategy and Performance, (para 9 of the minute refers)

2. RECOMMENDATION

2.1 Committee are asked to consider the following options:

- i) allocate all employees an additional public holiday;
- ii) allocate all employees an additional day of annual leave, fixed to 3 June 2022 (pro-rata for part-time employees). Those staff unable to take it on this day because they do not work that day or for service reasons, would be able to take the extra day annual leave at another time;
- iii) support more applications for annual leave that day and run restricted services where needed; and
- iv) no additional public holiday or annual leave arrangements.

2.2 If it is decided to allocate an additional day of annual leave or a public holiday, the Committee is also asked to determine whether:

- i) all schools are to allocate an occasional day holiday on 3 June 2022;

- ii) to draw the day from the existing number of school holiday days; or
- iii) to seek consent for the exceptional closure of all Moray schools on Friday 3 June 2022, under the terms of section 133 (4) of the Education (Scotland) Act 1980 – refer to para 3.5.

3. BACKGROUND

- 3.1 A nationwide celebration will be held to mark the Queen's Platinum Jubilee. The UK Government have agreed to allocate an extra bank holiday on Friday 3 June 2022, while the late May bank holiday will be moved to 2 June 2022, in order to provide a four day weekend. However, the Council do not recognise the late May bank holiday, therefore, if a holiday is agreed for 3 June, services may receive increased requests for annual leave on Thursday 2 June 2022 and will have to take this into account in planning.
- 3.2 The Council currently recognises seven public holidays where services operate on a minimal level and employees who are required to work receive double time plus a compensatory day's leave. These are 1 and 2 January; Good Friday, May Day and 25, 26 and 31 December. Any allocation of additional days as public holidays is a matter of discretion for the employer and there is no statutory or contractual entitlement to additional public holidays.
- 3.3 A similar situation arose in relation to the Diamond Jubilee in 2012 and the Royal Wedding in April 2011. Policy Resources Committee of 13 September 2011 agreed, on the occasion of the Diamond Jubilee, to allocate all employees an additional day of annual leave, fixed to 5 June 2012 pro-rata for part-time employees, (paragraph 14 of the minute of refers). Those staff unable to take it on that day because they did not work that day or for service reasons, were able to take the extra day annual leave at another time. Policy and Resources Committee of 10 February 2011, on the occasion of the Royal Wedding, allocated an additional day of annual leave to all employees, pro-rata for part-time staff (paragraph 8 of the minute of refers). The additional day was to be taken on 29 April 2011 unless this was not possible for service reasons or the employee did not work that day.
- 3.4 There is no clear indication at this stage as to what other Councils will be doing in recognition of the Queen's Platinum Jubilee, but most appear to be considering allocating an additional day's annual leave on 4 June 2022.

4 PROPOSALS

- 4.1 The options available for consideration in relation to the Queen's Diamond Jubilee and Royal Wedding are also relevant to the Platinum Jubilee holiday. These are summarised with the potential consequences in Table 1. While the table below sets out the main facts around the various options a key consideration will be the possible negative impact on the workforce of any decision taken which does not reflect the general practice adopted by other employers, particularly in the public sector.

4.2 Options – Table 1

Option	Detail	Advantages	Disadvantages
(a)	Designate as an additional public holiday.	Allows the majority of employees time off. Positive effect on employee morale. Incentive to those who are required to work.	Additional cost of enhanced rates for staff required to work and relief time to enable time off in lieu The estimated cost to the Council of a public holiday, based on previous holidays, is approximately £42,500 for enhanced rates of pay. There would also be lost time for employees who are not working but who are not replaced.
(b)	Allocate all employees an additional day of annual leave, fixed to 3rd June 2022 (pro-rata for part-time employees)	Allows the majority of employees time off. Lower cost as no enhanced rates for staff required to work. Same practice as for Diamond Jubilee and Royal Wedding and no significant issues arose.	Possible dispute from staff/unions over whether enhancements should apply as govt have designated as public holiday. Possible ill-feeling re unenhanced rates of pay with resulting reluctance to work and no incentive for those required to work, although these did not cause difficulties in relation to the Royal Wedding or Diamond Jubilee holiday. A day of pay for the whole workforce is estimated at £680k. This would not be an additional cost for most employees but would represent lost time. There would be a cost to replace staff in essential services, which would be at plain time and so is estimated to be lower than the public holiday costs above

(c)	Support more applications for annual leave that day and run restricted services where needed.	Many employees who wish to take the day off could do so. The Council can maintain a service to the public. No additional costs from additional leave.	Decision required on necessary service levels to determine what leave can be granted. Negative impact from any refusal of leave. Some services would not be able to offer this option e.g. school staff and others where services cannot be reduced would be unable to take this day as leave.
(d)	No public holiday or additional day of leave (no special arrangements made).		As (c) above. Possible adverse effect on employee morale and may be an increase in sickness absence on that day.

4.3 Should it be decided to allocate an additional day of leave or an additional public holiday, in order to enable school staff to take the holiday it will be necessary to determine whether:

- i) all schools are to allocate an occasional day holiday on 3 June 2022;
- ii) to draw the day from the existing number of school holiday days; or
- iii) to seek consent for the exceptional closure of all Moray schools on Friday 3 June 2022, under the terms of section 133 (4) of the Education (Scotland) Act 1980 – refer to para 3.5.

There are no additional costs from these options

4.4 Scottish Government communications have indicated that they are supportive of the day being taken as a school holiday to be drawn from the existing number of school holiday days that are currently provided for and that the statutory requirement on education authorities to provide 190 days of schooling per year remains in place.

5. **SUMMARY OF IMPLICATIONS**

- (a) **Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP):** Single Outcome Agreement, Outcome 10 – Efficiencies: delivering and developing governance, performance management and accountability to the local community
- (b) **Policy and Legal:** There are no policy or legal implications from this report.

- (c) **Financial implications:** For annual leave, there will be costs associated with giving staff an additional day of leave where another employee must work on this day to ensure continuity of service, particularly in care services. This will vary for each service and it is very difficult to provide an accurate estimate of costs. However, the annual leave option has lower costs than allocating an extra public holiday, which would attract enhanced payments and compensatory day's leave will be paid to staff who are required to work the public holiday.
- (c) **Risk Implications:** There are no risk implications arising from this report.
- (d) **Staffing Implications:** As set out in report. No additional staffing implications
- (e) **Property:** There are no property implications from this report.
- (g) **Equalities/Socio Economic Impact :** There are no equalities implications arising from this report. Part-time staff would be allocated leave on a pro-rata basis whether or not they would be due to work 3 June in order to comply with the relevant legislation.
- (h) **Consultations:** The Personnel Forum Managers have been consulted on this report via email and no concerns or issues were raised.

The Trade Unions representing SJC, Craft and Chief Officers Officers considered this report at their meeting on 1 July 2021 and expressed the view that their preference was for the Council to support option (a) which is to allocate an additional public holiday for 2022.

The Trade Unions representing Teaching Staff considered this report at their meeting on 16 June 2021 and also expressed the view that given occasional days had already been preset for schools this would present an issue if it was to be allocated as an occasional day as plans may already be in place. The preferred choice was to simplify it for all by having all schools change the same day for example the current May public holiday to the June date, although it was suggested that an additional day's holiday being given would be welcomed.

6. **CONCLUSION**

6.1 **Following the designation of 3 June 2022 as a public holiday by the Scottish and UK Governments there are 2 key considerations:**

- i) **What level of service will be maintained on this day;**
- ii) **Whether the day will be designated as an additional holiday for employees and what rates of pay should apply.**

There are a range of options in terms of leave for employees and rates of pay that would apply as well as considerations around the public and staff perceptions and reactions to the decision the council takes.

Author of Report: Anne Smith, Senior OD Adviser
Background Papers: Report to Policy and Resources Committee on 13 September 2011 on Diamond Jubilee and Report to Policy and Resources Committee 10 February 2011 on Royal Wedding
Ref: SPMAN-1656699058-31



**REPORT TO: EDUCATION, COMMUNITIES AND ORGANISATIONAL
DEVELOPMENT COMMITTEE ON 11 AUGUST 2021**

SUBJECT: KICKSTART SCHEME 2021

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

1. REASON FOR REPORT

- 1.1 The Committee is invited to approve the recommendation to support the government Kickstart Scheme by hosting 9 placements with appropriate funding.
- 1.2 This report is submitted to the Education, Communities and Organisational Development Committee following a decision of Moray Council on 17 June 2020 to agree a simplified committee structure as a result of the COVID-19 pandemic. In the case of this committee the combining of the delegated responsibilities of Children and Young People Services, Governance, Strategy and Performance, (para 9 of the minute refers).

2. RECOMMENDATION

- 2.1 The Committee is asked to approve:
 - (i) the creation of nine Kickstart placements as noted in 3.1; and
 - (ii) funding of £34,056 from free general reserves to enable payment of the national living wage for the nine kickstart placements for the duration of the placement. .
- 2.2 The Committee is also asked to note that work will continue with services to identify the further 6 Kickstart opportunities as set out in the report to Economic Growth, Housing and Environmental Sustainability Committee on 14 April 2021 (para 11 of the minute refers), to delegate to the Head of Financial Services authority to release further funding from reserves of up to £22,702 to fund these placements on the same basis as above.

3. BACKGROUND

- 3.1 To tackle youth unemployment, the UK Government has created the Kickstart Scheme. Funding is available for employers to create a 6 month, 25 hours per week work placement for young people currently out of work, aged 16-24. The funding would cover the following:

- (i) 100% of the relevant National Minimum Wage for 25 hours a week (based on their age at the end of the placement)
- (ii) The associated employer National Insurance contributions
- (ii) Employer minimum automatic enrolment contributions
- (iii) An additional £1,500 for the employer per job placement available for setup costs, support and training

3.2 In a report to the Economic Growth, Housing and Environmental Sustainability Committee on 6 October 2020 (para 9 of the minute refers) it was reported that in Moray 830 people under the age of 24 were on universal credit and unemployed. The purpose of Kickstart is to support youth unemployment by giving these young people the opportunity to gain valuable skills and experience to improve their employability. Support for the Kickstart scheme was agreed in principle at this meeting with the requirement to report back to committee on the detailed spend for the implementation of the scheme.

3.3 The Kickstart Scheme pays the national minimum wage and it was proposed that Moray Council, as a living wage employer top up the money from the Kickstart scheme to meet the Scottish Local Government Living Wage for jobs created in the Council. It was estimated previously that this would require a budget of up to £66k for up to 15 jobs possibly less depending on the age of the workers, which determines the relevant national minimum wage rate. Further work has now been undertaken with services across the council to establish capacity to support these placements and 9 placement options have been identified in the following areas:

Service /Department placement requested	Interest	Number of placements sought
Sports and Leisure	Admin (including marketing/social media) and also practical delivery opportunities such as lifeguarding/sports coaching.	2
Committee service Manager and registrations	Admin assistant within the Moray Registration Service	1
Provider services- Care at Home Manager	Project to distribute and implement the use of smart phones across a very large workforce	2
Building Services Manager	Admin and trades/ labouring	2
Health and social care	Admin - Community Finance Team	1
Consultancy Section	A project in harbours or flood management	1

3.4 The budget agreed previously approved a budget of £66K as part of the council's economic recovery plan however this was based on 15 placements. It has not been possible to identify 15 opportunities within services to date. This is in part due to the nature of the work available and in part due to the additional pressures services are dealing with while still operating in a covid environment. Posts such as these typically require additional supervision and

support and some services have been unable to accommodate that. It is proposed to discuss placements further with services with a view to identifying another 6 opportunities in line with the original proposals.

- 3.5 The cost of recruiting to these 9 posts with the council funding the additional spend to top up the salary to the living wage is £34,056 for 9 placements and a further £22, 704 for the total of 15 placements previously referred to, as detailed in section below 4 c) below. The funding would come from free general reserves.
- 3.6 Recruitment to the placements will commence immediately. To be eligible for funding the placements must have started by 31 December 2021 and will run for 6 months from the start date.

4. SUMMARY OF IMPLICATIONS

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

The contents of this report are in accordance with the priorities set out in the Corporate Plan which details that economic growth and development is a key priority, Covid and the economic impact has strengthened the need to invest in the local economy and meet future challenges. Additionally this proposal supports our goals of building a better future for our children and young people in Moray.

(b) Policy and Legal
None

(c) Financial implications

Corporate Management Team Additional Expenditure Warning
When the Council approved the budget for 2021/22 on 3 March 2021 (paragraph 3 of the Minute refers) it balanced only by using one-off financial flexibilities. The indicative 3 year budget showed a likely requirement to continue to make significant savings in future years. All financial decisions must be made in this context and only essential additional expenditure should be agreed in the course of the year. In making this determination the council should consider whether the financial risk to the Council of incurring additional expenditure outweighs the risk to the Council of not incurring that expenditure, as set out in the risk section below and whether a decision on funding could reasonably be deferred until the budget for future years is approved.

The cost of recruiting to these 9 posts with the council funding the additional spend to top up the salary to the living wage is detailed below:

Costs for 9 placements of 25 hours for 26 weeks			
Living Wage costs	9.50	£66,303	
National Minimum Wage costs for under 18*	£4.62	£32,247	Funding provided by Kickstart Scheme

Moray Council funding required (including oncosts)		£34,056	
Costs for additional 6 placements			
Moray Council funding costs for additional 6 placements		£22,704	
Moray Council Total Contribution		£56, 758	

* As there is an age range and the national minimum wage changes dependant on age, this is the greatest level of funding that will be required. If placements are over age 18, the council will have less funding to contribute as the Kickstart contribution will be greater to match the minimum wage rate for the relevant age.

The Kickstart placements will be fully funded up to the national minimum wage, with an additional £1,500 received per placement. The external funding will be sought once the placements are approved and candidates are appointed to the Kickstart placements.

(d) Risk Implications

None

(e) Staffing Implications

There are no direct staffing implications however it is noted that arrangements will need to be put in place to direct, develop and support each Kickstart placement. This responsibility was considered by services prior to confirming their capacity to support the scheme.

(f) Property

There are no property implications.

(g) Equalities/Socio Economic Impact

The National Minimum Wage and Scottish Local Government Living Wage and both contribute towards ensuring an acceptable standard of living. The Kickstart Scheme contributes towards improving the employment prospects of young people in Moray impacted by levels of youth unemployment.

(h) Consultations

Consultation with Service Managers has been conducted in terms of planning for the implementation of Kickstart. The Depute Chief Executive (Education, Communities & Organisational Development), Head of Economic Growth and Development, Head of Financial Services and Tracey Sutherland, Committee Services Officer have been consulted and comments incorporated into the contents of this report.

5. CONCLUSION

5.1 The Kickstart Scheme provides the opportunity for the Council to support young people in Moray into employment by offering temporary

employment for up to 26 weeks. Services have identified 9 placement opportunities that would be suitable and efforts will continue to add a further 6 placements to this. The committee is asked to agree the funding from reserves to add to the Kickstart Scheme funding to ensure that those on placement are paid the Scottish Local Government Living wage rather than the national minimum wage funded by the Scheme.

Author of Report: Kayley Kearns, OD Adviser

Background Papers: Economic Recovery Plan 6 October 2020
Ref: SPMAN-1656699058-32



**REPORT TO: EDUCATION, COMMUNITIES AND ORGANISATIONAL
DEVELOPMENT COMMITTEE ON 11 AUGUST 2021**

**SUBJECT: CHILDREN AND FAMILIES SOCIAL WORK SERVICES
REVENUE BUDGET MONITORING TO 30 JUNE 2021**

BY: CHIEF EXECUTIVE

1. REASON FOR REPORT

- 1.1 To inform the Education, Communities and Organisational Development Committee of the budget position for Children and Families Social Work Services as at 30 June 2021.
- 1.2 This report is submitted to the Education, Communities and Organisational Development Committee following a decision of Moray Council on the 17 June 2020 to agree a simplified committee structure as a result of the COVID-19 pandemic. In the case of this committee the combining of the delegated responsibilities of Children and Young People Services, Governance, Strategy and Performance, (para 9 of the minute refers).

2. RECOMMENDATION

- 2.1 **It is recommended that Committee scrutinises and notes the budget position at 30 June 2021.**

3. BACKGROUND

- 3.1 The report highlights those areas of the budget where there is a significant percentage variance identified at 30 June 2021.

4. BUDGET POSITION

- 4.1 The spend at 30 June 2021 is £4,528,000 against a budget to date of £5,256,000, giving an underspend of £728,000 as shown in **Appendix 1**.
- 4.2 Corporate Parenting and Commissioning has an underspend of £721,000. This is mainly due to an underspend in out of area and additional resource packages of £526,000 which is partly due to children transitioning into adult services. The contract for a Residential Unit in Forres came to an end in March 2021, this has generated an underspend to date of £148,000. There

are also underspends on adoption placements through external providers, adoption allowances and adoption legal fees of £28,000,

5. SUMMARY OF IMPLICATIONS

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

The Children's Services Revenue Budget has particular reference to National Outcome 8 – we have improved the life chances for children, young people and families at risk.

(b) Policy and Legal

The Council has statutory responsibilities to meet educational needs, the needs of children and young people in need and those it looks after.

(c) Financial implications

The resource implications are set out in this report and at **Appendix 1**. The underspend as at 30 June 2021 is £728,000 against a budget to date of £5,256,000.

(d) Risk implications

Budget Managers are aware of their responsibilities for managing budget allocations and approval for any variances will be sought from Committee in line with the Financial Regulations.

(e) Staffing implications

There are no staffing implications associated with this report.

(f) Property

There are no property implications associated with this report.

(g) Equalities/Socio Economic Impact

An Equality Impact Assessment is not needed because the report is to inform the Committee on budget monitoring.

(h) Consultations

Paul Connor, Principal Accountant and Tracey Sutherland, Committee Services Officer, have been consulted and are in agreement with the contents of this report where it relates to their areas of responsibility.

6. CONCLUSION

6.1 That Committee scrutinises and notes the budget position as at 30 June 2021.

Author of Report: Tracy Stephen, Acting Head of Children's Services
Nicky Gosling, Accountant
Background Papers: with authors

Children and Families Social Work Services

Appendix 1

Budget Monitoring Report to 30th June 2021

Service	Revised Budget	Budget to Date	Actual to Date	Variance to Date	Variance
	£'000	£'000	£'000	£'000	%
Children Services and Criminal Justice Management	54	27	27	-	-
Quality Assurance Team	198	47	45	2	4 %
Locality Management Groups	16	4	1	3	75 %
Children's Services Area Teams	4,088	955	963	(8)	(1)%
Corporate Parenting & Commissioning	13,938	4,320	3,599	721	17 %
Justice Services	471	57	57	-	-
Reviewing Team	315	77	76	1	1 %
Children Services Additional Funding	531	(231)	(230)	(1)	-
Efficiency Savings-Children's Services	(247)	-	-	-	-
Children's Services COVID 19 costs	-	-	(10)	10	-
				-	
Children's Services Total	19,364	5,256	4,528	728	-



**REPORT TO: EDUCATION, COMMUNITIES AND ORGANISATIONAL
DEVELOPMENT COMMITTEE ON 11 AUGUST 2021**

SUBJECT: FOSTER SCHEME REVISION OF LEVEL 4 REQUIREMENTS

BY: CHIEF OFFICER, HEALTH AND SOCIAL CARE

1. REASON FOR REPORT

- 1.1 To seek approval for change to the approved foster scheme.
- 1.2 This report is submitted to the Education, Communities and Organisational Development Committee following a decision of Moray Council on 17 June 2020 to agree a simplified committee structure as a result of the COVID-19 pandemic. In the case of this committee the combining of the delegated responsibilities of Children and Young People Services, Governance, Strategy and Performance, (para 9 of the minute refers).

2. RECOMMENDATION

- 2.1 **It is recommended that the Committee approve the recommended change to the approved scheme in relation to Level 4 skilled carers, in certain risk and needs assessed circumstances as detailed within paragraph 3.7.**

3. BACKGROUND

- 3.1 A series of reports named Fostering in Moray and Moray Fostering Scheme were tabled at Community Services Committee meetings on 3 December 2003 (para 39 of the minute refers); 2 June 2004 (para 37 of the minute refers); 11 August 2004 (para 32 of the minute refers); 9 August 2006 (para 14 of the minute refers) and 4 October 2006 (para 18 of the minute refers). This resulted in approval of the then scheme for fostering in Moray.
- 3.2 The Moray foster scheme was revised following reports to the Children and Young People's Services Committee, 2 May 2018 (paragraph 13 of the minute refers) and 13 February 2019 (paragraph 19 of the minute refers).
- 3.3 The scheme approved in 2019 has 4 skills levels for foster carers which are detailed in **Appendix 1**.

- 3.4 As part of that consultation process in 2018/ 2019 for the new scheme some carers considered that there may be issues with limiting level 4 carers on the basis of at least one carer remaining in non-paid work and therefore available to the child/ren cared for and to the family as a whole.
- 3.5 The basis of need for one carer to be consistently available had been to acknowledge the additional support needs of children who need this level of care, offering specialist support for child/ren with experiences of trauma and to fulfil key duties, such as attending Looked After Child reviews; supporting contact; supporting court processes where this may be an issue..
- 3.6 As our carers develop with training and supervision, and learn more about caring for specific children and their needs, they are evidencing skills that are assessed as being at level 4, which is a more enhanced, trauma informed understanding of children and young people's behaviour . However because of the requirement that one carer should not have work out of the home, this is disadvantaging some fostering household and carers and we have been asked to reconsider this in certain circumstances.
- 3.7 The circumstances that have been explored and which form the basis of recommendation for change are as follows: -
- Where Level 4 carers can work shift patterns and can ensure that one or other carer, or their nominated carer, is always available to the child/ren in their care there will be no need to have one carer who is required not to work outside of the home, as long as: -
 - The child/ren in their care have been members of the household for some time and they are settled and secure members in that household. And
 - The carers continue to meet all statutory and service requirements and expectations.
 - More usually the child/ren and carers will have been formally matched at foster panel.
 - Where shift patterns may not entirely support the carers to be available when required, then if an agreed nominated carer, who has had all statutory checks undertaken and who is well known to the children, can form part of a known family plan, then this should not prevent carers from becoming level 4 carers, subject to evidence and assessment of their skills.
 - If a nominated carer is going to be needed to support child care more regularly, for example every second week for an hour after school, then specific planning, based on the risks and the needs of the child, must be detailed, only agreed subject to that assessment of risk and need and must be reviewed on an agreed frequency but at no less than every looked after review.

- The purpose of nominated carers is that they support the family functioning and provide consistency for the child – lessen the need for many different short break carers or another approved carer to take the child when the family need them.

3.8 The recommendation is that subject to the above then based on the needs of the child; the assessment of skill of the carers and their ongoing ability to meet statutory and service requirements, level 4 carers need not have one carer remaining within the home and not in work.

3.9 There will be an increased financial cost in assessing and approving some of our level 3 carers as level 4 carers. However this sum marks the skills of our carers and the enhanced support that they offer to children who need it most. The sum is within existing budget as numbers of carer with placements stand at this time. If there was an increase in use of foster care, then while it is not expected that this will challenge the existing budget, the costs of keeping the child/ren in Moray with Moray foster carers would be preferable to placing children with carers from independent foster agencies or in out of area provision, which would cost more.

4 SUMMARY OF IMPLICATIONS

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

The Children's Services plan 2020/23 identifies improving outcomes for looked after children as a key priority the Children and Families and Justice Social Work service improvement plan identifies actions to be taken to support these improvements the Corporate plan (2020 update) identifies the following priorities:

Work with families as partners to give their children the kind of lives they want them to lead so that children grow up to be strong and resilient;
Improve the life chances and outcomes for care experienced children and young people
Improvement in children and young people's health and well-being

(b) Policy and Legal

The recommended change to the foster scheme is consistent with our duties under the Children (Scotland) Act 1995 and Looked After Children (Scotland) Regulations 2009. Listening to what children and their families tell us and responding by making the redesign they suggest, when appropriate to do so, is consistent with the principles of keeping the Promise.

(c) Financial implications

The financial implications associated with this report are within budget.

(d) Risk Implications

The risk associated with this report is that we might lose some of our skilled carers: by making this variation to the scheme we will be evidencing the value that we have for our foster carers.

(e) Staffing Implications

There are no direct staffing implications associated with this report.

(f) Property

There are no direct property implications associated with this report.

(g) Equalities/Socio Economic Impact

There are no equality implications as the purpose of the report is to inform committee of progress.

(h) Consultations

Chief Executive, Moray Council; Chief Social Work Officer; Head of Service, Children & Families & Criminal Justice Services; Head of HR, ICT, and Organisational Development: Senior Human Resources Adviser; Principal Accountant; Senior Solicitor (Litigation and Social Care); Tracey Sutherland, Committee Services Officer and the Equal Opportunities Officer have been consulted in the preparation of this report and are in agreement with the content relating to their areas of responsibility.

5. CONCLUSION

5.1 It is recommended that Committee approves the change to the foster scheme as indicated within.

Author of Report: Jennifer Gordon – Corporate Parent & Commissioning Manager

Background Papers:

Ref:

Level 1

- Will apply to all newly approved foster carers (excluding specific recruitment)
- Carers must participate in mandatory post approval training which will include child protection and safer caring
- Linked to learning in pre-approval or induction stage of Standard for Foster Care
- Evidence of knowledge gathered and presented to 1st Annual Review
- Carers participate in regular planned supervision with their allocated Placement Services Social worker
- With support Carers will contribute to Looked after Child reviews/ children's hearings/ child protection case conferences
- Show understanding of the importance of birth family links
- Carers should show that they are aware of the impact of decisions which may challenge their views and be able, with support to accept and promote the Care Plan for the child

Level 2

- Carers have completed all Level 1 development tasks and have evidenced their learning
- Carers have completed Post Approval training and learning linked to post-approval stage of Standard for Foster Care
- Skills development continues by attending training and by reflective practice with Placement Services Social Worker
- Regularly have children /young people in placement
- Develop and build on skills learned including carrying out tasks appropriately from the Child's Care Plan.
- Carers should be able to manage personal/professional dilemmas constructively
- Carers can advocate constructively for a child without close support.
- Carers at this level may provide long term or permanent care for children whose needs present as being less complex subject to review.

Level 3

- Carers have completed all Level 2 development tasks and have evidenced their learning
- Carers are willing to care for children with more complex needs/behaviours including older children/ sibling groups
- Carers demonstrate resilience in dealing with potentially challenging situations
- Carers actively contribute to the development of less experienced carers
- High level of flexibility to meet the needs of children placed
- Show active engagement in learning and development and can demonstrate this in their practice
- Demonstrate understanding of complex behaviours in children and young people
- Be able to evidence their practice as outlined in the Standard for Foster Care
- Willing to attend meetings of Level 3 and 4 carers as required

Level 4

- Carers have completed all Level 3 development tasks and have evidenced their learning
- Carers will care for the children and young people who display the most complex behaviours/needs including older children
- There must be justifiable reason if carers refuse to care for a child when a match is considered appropriate
- Carers must be committed to maintaining placements through the most challenging periods
- One carer should not have work outside the home, to meet the needs of the placement , availability to attend meetings
- Carers will evidence commitment to sharing and developing their skills with other carers
- Must be available to attend meeting of Level 4 carers on a monthly basis

Details of evidence required and process of moving through levels will be in line with Standard for Foster Care: carers will be active in drawing together a framework for evidence. More detail will be found in the guidance to the skills levels which we are currently developing.