


Raising Attainment: Well-being – Investment Risk Assessment


As noted in the Council report, there is a link between the projects in the Well-being workstream and the actions to take forward improvements in Additional Support Needs Service. Therefore, the benefits and risks of investment are related to the critical success factors in section 4.1 of the OBC and the measures of success contained in paragraph 4.2.9. Both are copied below the table for ease of reference.

Project		Description	£'000	Funding Exit Strategy	Reason for Recommendation	Benefits Includes outcomes and success factors from ASN OBC	Risks of Lower Investment Desired outcomes are delivered more slowly and the scale of achievement is impacted as noted below
a) Targeted intervention	1	Single team for deployment to schools on flexible basis (2 teachers, 5 PSWs)	420	Skills transfer to school staff and staffing review in ASN actions	Provides flexibility to support schools/ pupils with current issues and develops skills for more resilient system	<ul style="list-style-type: none"> • Builds capacity in schools and facilitates change • Develops understanding and support for children with ASN and improves school experience for all • More inclusive schools evidenced through the grading of QI 3.1 (ensuring wellbeing, 	<ul style="list-style-type: none"> • Intensive support can be offered to fewer schools and pupils. Impact on educational outcomes for children. Negative impact on school staff who have less support. • Reduced support to embed practice-slower rate of improvement • Central team are deployed as alternative crisis intervention and wider support for
	2	More limited number of posts that can be used to supplement a school team (1 teacher, 3 PSWs)	235				


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						equality and inclusion). • Increase achievement of ACEL levels • Increase attainment of SCQF levels • Increase % positive destinations	ASN services across Moray is reduced with consequent impacts on more schools. • Test of change is limited in scope and so results are less reliable 
b) Training (including staff time)	1	2fte Trainer Budget for relief/additional hours to release staff	370	Temp to enhance training provision to support change so no long term requirement	Support change. Provides support for workforce Improves standards for pupils	• Improved support for staff working with increasing demands • Support for whole school approach to supporting all learners	• Slower development of skills to respond to increasingly demanding environment and complex behaviour issues • Reduced training options so whole impact is reduced
	2	1 fteTrainer Reduced budget for relief/additional hours to release staff	200			• Commitment to, delivery and quality assurance of inclusive practice by all Moray education and support staff in all Moray schools and early learning centres • Staff well-being	• Issues relating to school and teacher practice are not supported • Reduced improvement in engagement with learning for children and young people • School staff do not receive support they are looking for and so do not develop



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						<ul style="list-style-type: none"> • Staff recruitment and retention 	<p>their practice in working with children and young people with diverse needs, including children with emotional, social and behavioural needs.</p> <ul style="list-style-type: none"> • Staff knowledge and training improve at a slower pace 
c) ASN Teachers	1	1 x ASN teacher per ASG)	700	Temporary appointments to support current pressures. ASN review impact to be assessed to consider longer term.	Can use this and SG funding to augment the central team to have impact across Moray Develops skills base for longer term options	<ul style="list-style-type: none"> • Supports change period arising from review of teacher allocations • Allows adjustment in schools with increased ASN numbers while change takes place 	<ul style="list-style-type: none"> • Impact on pupils and staff as reduced ability to respond flexibly to highest need • Potential that the continued increase in recorded additional support needs within schools and early years settings is not addressed while change is implemented.
	2	Reduced number of ASN teachers to 4	350			<ul style="list-style-type: none"> • Responds to emergent need with skilled staff • Deployment targeted to highest need • Provides higher skilled resource 	<ul style="list-style-type: none"> • Instability in service to children and young people as existing resource is juggled while also

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						for challenging demands	implementing a programme of change <ul style="list-style-type: none"> • Risk that need cannot be met locally and alternative options are required with possible higher costs 
d) flexible package for unmet need	1	Budget allocation to be used to meet need	400	Temporary appointments to support current pressures. ASN review impact to be assessed to consider longer term	Supplementing existing provision so any enhancement welcomed. Is supporting existing system rather than driving change	<ul style="list-style-type: none"> • Additional support for most challenging behaviours and needs in primary • Flexible intensive inputs deployed for highest need e.g. to support school return, maintain attendance, adapt individual curriculum offer to improve outcomes • Provides higher skilled resource for challenging demands 	<ul style="list-style-type: none"> • Potential that the continued increase in recorded additional support needs within our schools and early years settings is not addressed while change is implemented. • Instability in service to children and young people as existing resource is juggled while also implementing a programme of change • Less capacity to support individuals with specific interventions
	2	Lower budget allocation to be used to meet need	200				

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							<ul style="list-style-type: none"> • Risk that need cannot be met locally and alternative options are required with possible higher costs 
Project e) ASN Review Resource	1	Policy/Research Officer post (f/t 12 mths)	106	Temporary appointment to support work of ASN review.		<ul style="list-style-type: none"> • Resource available to support development of improvement actions 	<ul style="list-style-type: none"> • Progress will be stop/start and timescales will be at risk
	2	Policy Research Officer post (12mths 0.5fte or 6 mths full-time)	53		No resource for review at present. No service management Resource needed but could look at shorter appointment – note recruitment risk	<ul style="list-style-type: none"> • Research base and evidence assessment can be provided for new ways of working 	<ul style="list-style-type: none"> • Improvement work will be slotted alongside existing remits, an approach carries a higher risk of failure • No capacity in system at present so high risk that progress would not be made. However, no direct impact on frontline, hence lower risk level 

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Extracts from ASN Review Outline Business Case (ECOD committee 11 August 2021)

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 militated 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 leaning. This can be met through the above strategy work, re-focussing existing ASN and education resources and investment in the review proposals.

- 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.

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- 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.

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	<ul 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)
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	<ul style="list-style-type: none"> vii. Reduction in the number of violence and aggression incidents viii. Staff wellbeing measures (including absence)
b) Moray's children and young people with ASN are safe, included, engaged and involved in learning	<ul style="list-style-type: none"> i. More inclusive schools evidenced through the grading of QI 3.1 (ensuring wellbeing, equality and inclusion). ii. Increase achievement of ACCEL levels iii. Increase attainment of SCQF levels iv. Increase % positive destinations
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	<ul style="list-style-type: none"> i. More children and young people are educated within their local communities. ii. Reduced number of OOA placements
e) ASN resources, including workforce, are realigned towards flexibility, early intervention and prevention delivered through partnership work	<ul style="list-style-type: none"> i. Revised roles and responsibilities ii. Quality assurance activity highlights realignment iii. Impact on outcome measures at (a) above
f) ASN services are efficient, sustainable and appropriately prioritised and targeted	<ul style="list-style-type: none"> i. Extent to which service needs can be met from within budget - % variation on annual basis