Key Messages | ELC/Primary/Secondary Moderation Team

Overall	Vision for ASN and categorisation/level of need for common understanding and definition of what ASN is along with agreed terminology (e.g. <u>ASN</u>...SfL...ASfL...SEN). Variance in level of need across schools, more equitable model based on need overall with potential for schools to allocate funding as appropriate to need. Linking to SNCT ratios/advice on staffing too/legislation. Specific pupil behaviours escalating and of notable concern - some schools - and increasingly complex. Significant rise in diversity of need in ELC. Limited parental/carer understanding around differentiation between discreet ASN and diversity of need. Limited collective practitioner understanding around higher end level of need. Very good practice seen across all sectors where level of need is high however strong leadership, management of resources, including staff and modelling of good practice is supportive. Best practice includes good use of space, quality experiences linked to developmental milestones curriculum and in these environments, evidence of significantly lower level of behavioural need/escalation. Lack of consistency of understanding of Additional Support Needs across Moray, this includes SLT (Including PT ASNs) showing a lack of understanding of where their young people fit in the wide spectrum of need across the authority Where we saw good quality learning and teaching with a positive, nurturing, inclusive ethos, additional support needs were less apparent as they were addressed at a universal level by the class teacher. The positive, nurturing, inclusive ethos was more apparent where there was strong, authentic leadership. Over reliance on people (PSAs) rather than interventions/strategies
"Walking in each other's shoes"	Variance in thresholds and interpretation of levels of need across Moray. Where high level of need pupils were identified in some establishments, it is noted that these were much lower level of needs compared with other establishments. In order to assist greater understanding of need across Moray, suggesting potential for 'walking in each other's shoes' for a day/shadowing, in order to support understanding of need across Moray (e.g. HTs, DHTs Pupil Support, PTs ASN/SfL)
Curriculum offer	Consideration of curriculum offered for identified pupils, based on ability (not age/stage) for both BGE and Senior Phase, with classes running where possible to ensure learners' needs are supported with opportunities to achieve (qualifications, N1-N3 offers, accreditation, wider achievements). A need to fund curriculum offer (£s) and staffing, on timetable, rationale/audit/plan for hours/allocation as opposed to a 'fitting in'/'added on' model
Curriculum Groupings	Potential to identify pupils across the school to place in natural curriculum groupings, enabling greater efficiencies in resource allocation which would reduce categorisation of identified pupils
Supported Classes	BGE potential for supported classes with shared resource, will enable efficiencies in funding and allow for targeted supports for identified pupils
Wider provision funding including behaviour support -	Wider provisions in identified schools are currently being funded by schools centrally (e.g. central supply budget) which is not sustainable given levels of wider need. Consideration to wider SEBN and funding model in settings identified.
ASN Teaching Time	This has come up in a number of settings - teacher time allocation/fte is not sufficient to support level of need. In some settings with higher need, this includes request for additional PT Management Time to support action planning and child planning/RA writing and actioning (e.g. PT ASN non-class committed in settings where need is higher, additional teaching time allocation based on levels of need). Need to consider how much teaching time is allocated to EP pupils
Senior Phase Additional Assessment Arrangements	A need to consider funding allocation to support rise in AAA requirements - management of AAA and also staffing (e.g. PSA, technology etc). Need for management time based on evidence requirements and management
Extraction Groups and need for more universal differentiation by class teachers	In some settings, a more traditional SfL role was being fulfilled (e.g. extraction groups for literacy/numeracy etc) which in other settings, would be met through universal supports and department/PSA intervention. Parity and equitable model across all schools with U classification. Question around differentiation to meet learning needs in class in some establishments/supporting earlier BGE levels - differentiation as opposed to extraction models, role of class teacher, GTCS standards
Managing Allocations	Still seeing examples of "Velcro" PSA support being used where a PSA sits beside a young person to manage behaviour rather than provide intervention support. Some good examples of effective timetabling of interventions and creativity around grouping of young people to ensure maximum impact of resource allocation – this needs to be shared. Need to move away from language such as 1:1, entitlement to 25 hours, "this child doesn't have hours" and encourage all staff to understand that ALL children can access the resource allocation within the school when it is required. Good examples of merging funding streams (e.g. PEF) to support broader range of need. However, this was in only a few settings.

Medical Allocations	Importance of supporting medical support allocations (will change based on pupil stage in schooling, e.g. younger pupils requiring support with diabetes control etc)
Transitions	Rise in numbers children in P1 struggling to access the mainstream curriculum due to dysregulated behaviours. Placing requests for ASN children need to be identified as soon as possible for transition to begin. Severe and complex needs children transitions are managed, in the main, well. SEBN children transition processes need to be developed and supported. Requirement for more communication between N5-P1 and P7- S1 to ensure supports working in the earlier setting can be replicated in the next setting (e.g. may have to be adjustments in P7 to support transition into S1 where different strategies may be required). Need for scaffolded (early planning of) ASN transitions with cross-sector planning and transition meetings, pupils with ASD, severe and complex needs and requirements for extra support and engagement of partners
Seemis Recording	Anomalies identified and some content reviewed not appropriate based on entries. Need for review of notes/data entered/classifications. Caution around how some schools are recording transgender pupils based on legislation etc.
Attendance	Noting very low attendance for identified pupils and some with risk attached regarding absence from education. Clarity around interventions/toolkit for increasing attendance (variability across schools)
Pupils with ASD	Noting at key transition points (e.g. S4) need for some funding to support
Training	Training needs identified during moderation included inclusive and nurturing practice for all, trauma informed practice, support with managing dysregulated behaviours and understanding (and accepting/ nurturing/teaching) neurodiversity