



Business Case for Intermediate Projects

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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

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- 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

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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.

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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

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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

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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

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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,

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- 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

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- 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.

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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

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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

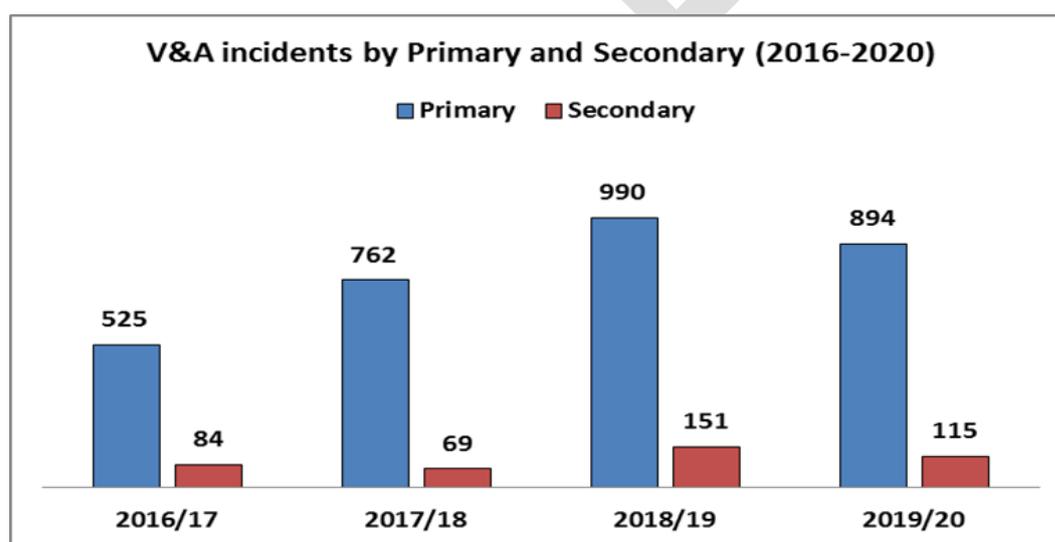
- 3.3.6 In line with the national picture across Scotland, and internationally, there has been a significant increase in the numbers of children and young people in Moray categorised as having additional support needs (an increase of 11% since 2016/17 compared to 7.4% nationally), leading to an increased 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.

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- 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

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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

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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

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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 trialed 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

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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.

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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

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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

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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.

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- 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

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- 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

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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 militated 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.

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- 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.

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- 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 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.

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- 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.

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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%

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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:

<p>a) Improved outcomes for Moray's children and young people with ASN through the implementation of national legislation</p>	<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)
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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 ACEL 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

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

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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.

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- 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.

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Business Case for Intermediate Projects

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

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<p>Multi-Agency Working - Working with partners to meet the needs of children and young people with additional support needs (and their families)</p>	<p>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.</p>	<p>Consider how staffing models within ASN central teams can support this approach as part of 18 month pilot period</p>	<p>August 2022</p>	<p>Head of Ed Resources & Communities</p>	<p>Open</p>
<p>POLICY (AND ASSOCIATED PROCESS) ACTIONS</p>					
<p>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</p>	<p>A number of policies/processes identified as requiring review :</p> <ul style="list-style-type: none"> • Violence & Aggression policy and process • Seclusion and Restraint, • ASN Transport, • ASN Handbook • Transitions Policy • Placing Requests 	<p>Establish short life working groups to take forward policy and process reviews – link to Improvement and Modernisation LEAN process reviews</p>	<p>August 2022</p>	<p>Head of Education Resources & Communities</p>	<p>Not Started</p>

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

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<p>most severe and complex needs, and provisions for Autism/ADHD. We are currently supporting differing needs within one setting.</p>					
RESOURCES ACTIONS					
<p>Central Team Staffing – Address immediate capacity issues</p>	<p>Second ESO (ASN) post reinstated for period of 2 years</p>	<p>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.</p> <p>Development of single 'request for assistance' process across all ASN outreach teams/officers enabling more flexible and responsive service delivery</p> <p>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</p>	<p>October 2021</p> <p>April 2022</p> <p>August 2022</p>	<p>Head of Ed Resources & Comms</p> <p>Head of Ed Resources & Comms/ HT (SEBN)</p> <p>Head of Ed Resources & Comms/ HT (SEBN)</p>	<p>Open</p>
<p>Organisational Design and Structure – Redesign of ASN staffing structures as review Progresses</p>		<p>Consider alignment of management of school based ASN staff to service responsibilities so that resources for delivery and responsibility for outcomes correspond to the</p>	<p>April 2022</p>	<p>Head of Ed Resources & Comms</p>	<p>Not Started</p>

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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

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		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
<p>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.</p>	<p>PSA Survey issued to all PSAs via schools – understanding what is working/where additional support is required</p> <p>Training package developed for PSAs – ‘Understanding and Managing Challenging Behaviour</p>	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

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<p>Workforce Development</p> <ol style="list-style-type: none"> 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) 2. Develop knowledge and skills of staff working in our mainstream classes to support participation and learning of an increasingly diverse 	<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>
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range of learners, including those with ASN							
TESTS OF CHANGE							
<p>Tests of Change – Develop test of change to support inclusion principles and evidence improved outcomes:</p> <ul style="list-style-type: none"> • Intensive Intervention model • Wellbeing Hub Model • Support schools to share good practice within their own settings 	<p>Model trialled in Lhanbryde and ongoing trials in Applegrove and Pilmuir Additional Pupil Support Worker resource recruited into SEBN and Autism teams (temporary basis)</p>	<p>Requires additional resource to develop and deliver (see IMP investment proposals)</p>					
		<p>Initial outcomes analysis – 3 trial schools</p>	<p>Dec 2021</p>			<p>HT(SEBN)</p>	<p>Open</p>
		<p>Consider requirement for physical spaces to support the revised locality management (partnership) approach to support closer collaboration and encourage skills sharing with partners</p>	<p>Dec 2021</p>			<p>HT(SEBN)/ Head of Ed Resources & Communities (linking with relevant partners)</p>	<p>Open</p>
					<p>Not Started</p>		

Intermediate Project Business Case

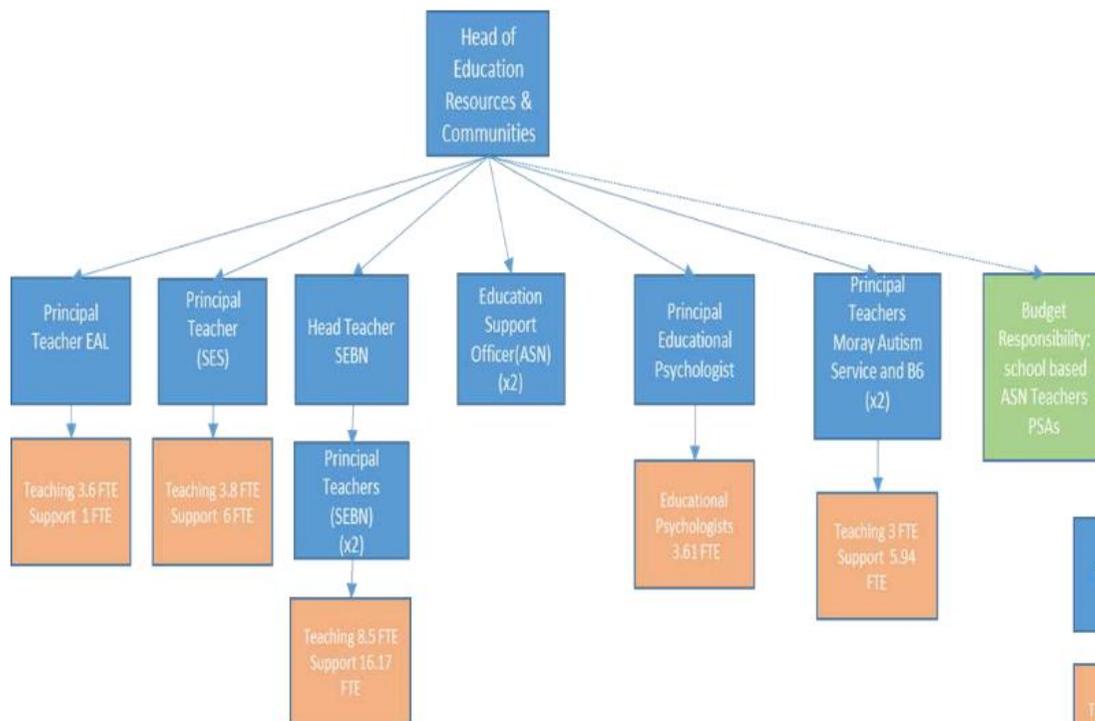
<ul style="list-style-type: none"> • Broker collaboration across schools to share and learn from each other • Support schools to develop flexible packages to support different approaches to learning 		<p>Consider how ASN teams can support children and young people during the school day within their localities, 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)</p> <p>Work with schools to develop approaches to wider achievement for children and young people with ASN</p>	<p>April 2022</p> <p>August 2023</p>	<p>HT(SEBN)/ Head of Ed Resources & Communities</p> <p>HT(SEBN)/ Head of Ed Resources & Communities</p>	<p>Not Started</p> <p>Open</p> <p>Not Started</p>
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Intermediate Project Business Case

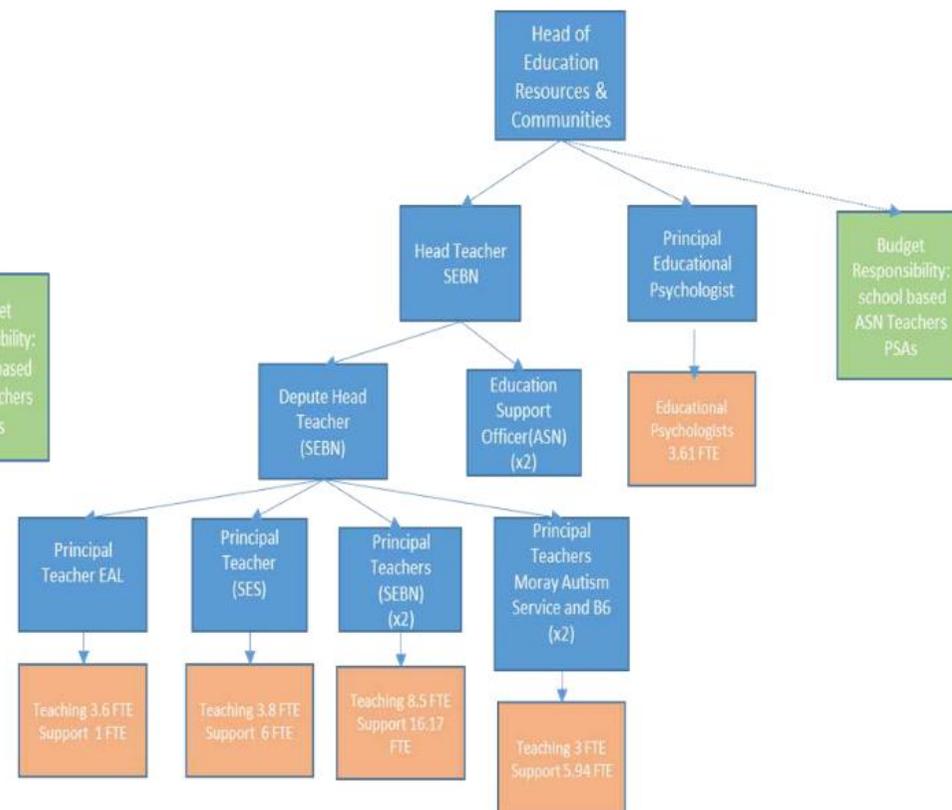
<ul style="list-style-type: none"> • Support schools to map resources available to them beyond the school – within the local community • Support for Parental Engagement and Family Learning 					<p>Not Started</p>
					<p>Not Started</p>

DRAFT

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

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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*

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

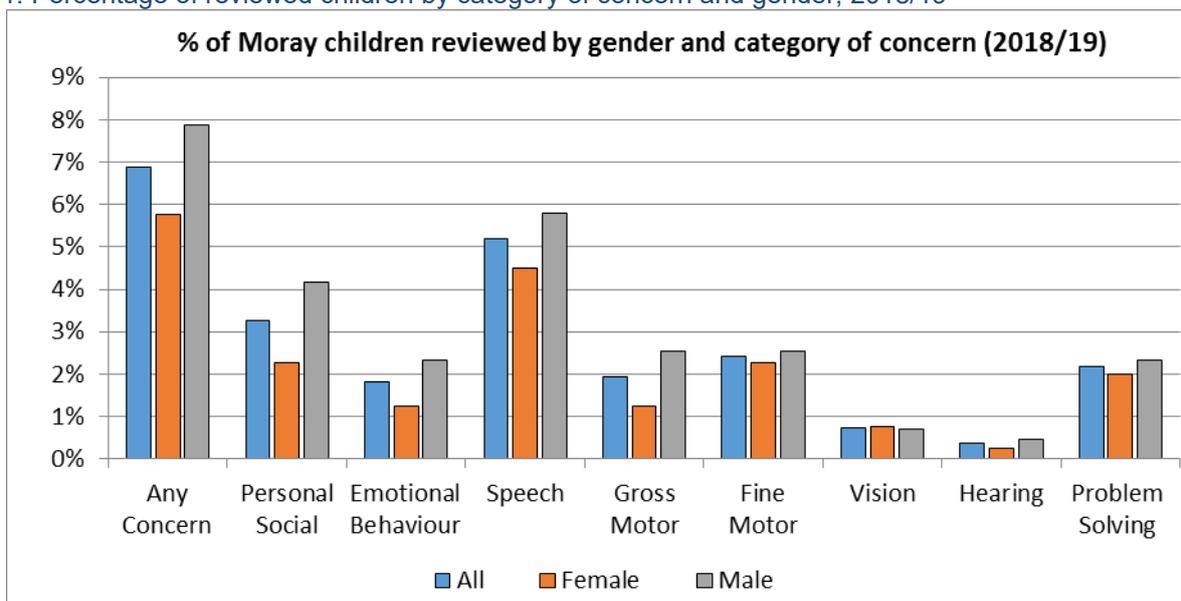


Table 3: Percentage of reviewed children by category of concern and gender, 2016/17 to 2018/19⁴

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%
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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)*

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)

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

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)

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

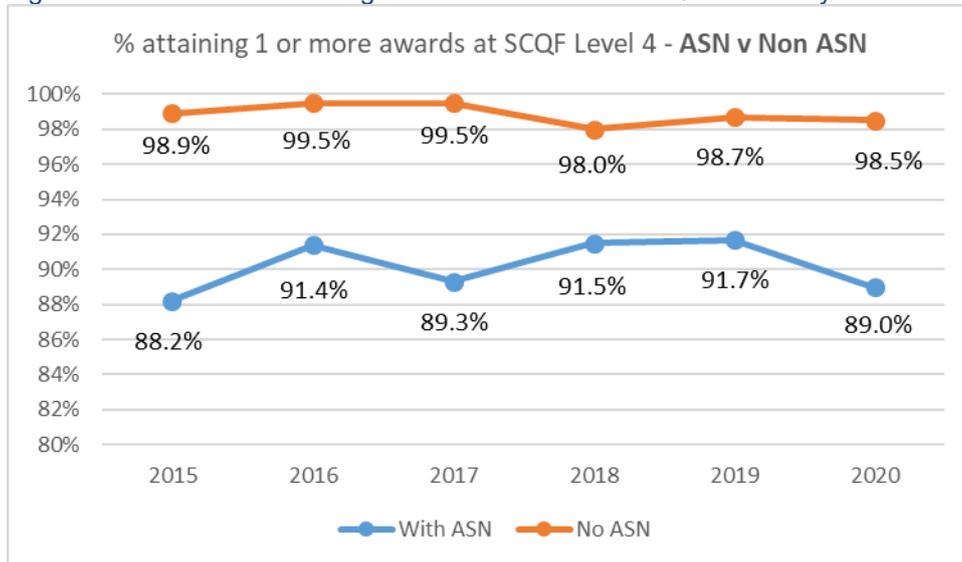


Figure 6: Percentage of school leavers attaining 1 or more awards at SCQF Level 5 by ASN status, Moray

¹¹ INSIGHT (Figures 5 to 7)

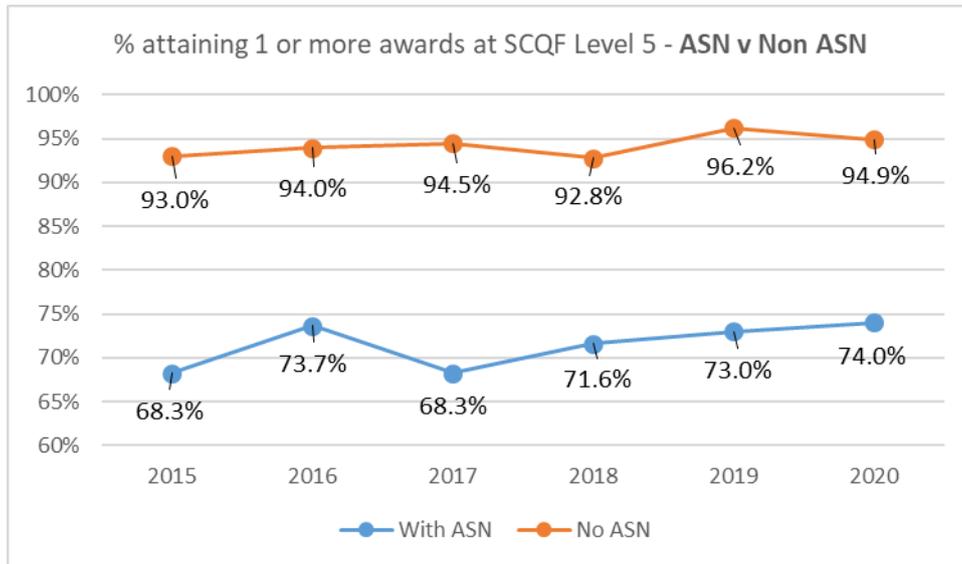
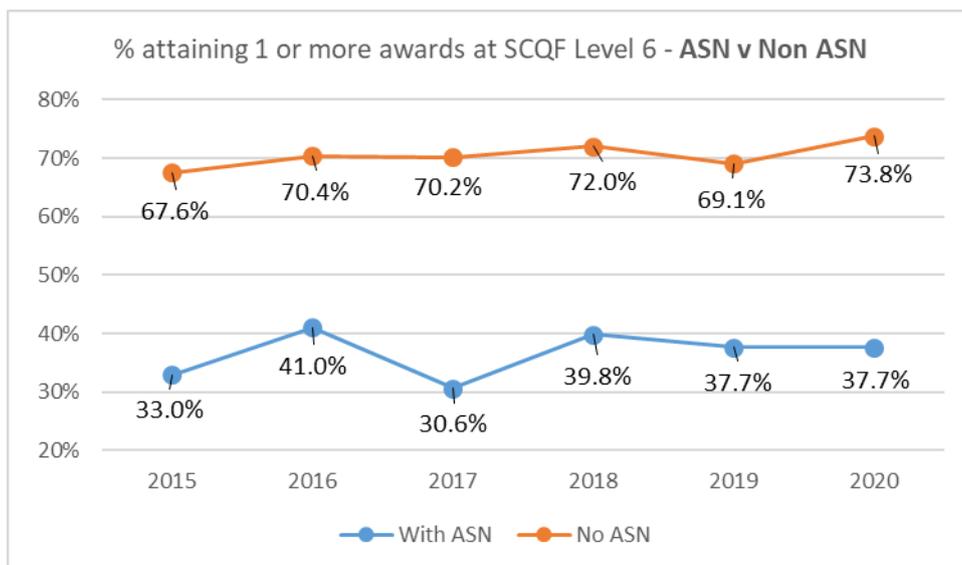


Figure 7: Percentage of school leavers attaining 1 or more awards at SCQF Level 6 by ASN status, Moray



- 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

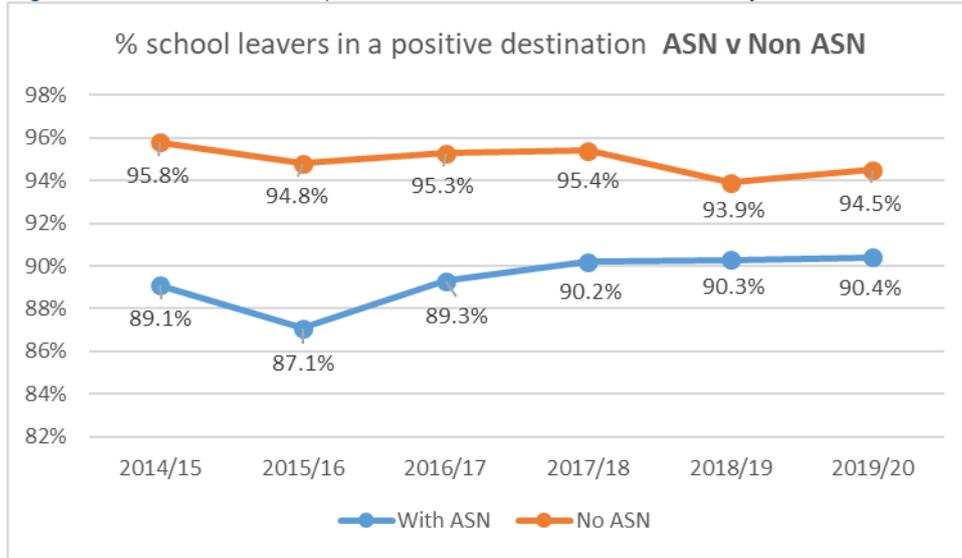
School Leavers with ASN	2015/16	2016/17	2017/18	2018/19	2019/20	2019/20 % point change from 2018/19	2019/20 % point net change from 2015/16
Moray	87.1%	89.3%	90.2%	90.3%	90.4%	+0.1	+3.3
Virtual Comparator	88.7%	89.7%	91.0%	91.9%	90.5%	-1.4	+1.8
The Northern Alliance	89.5%	91.0%	92.3%	92.6%	89.2%	-3.4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

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

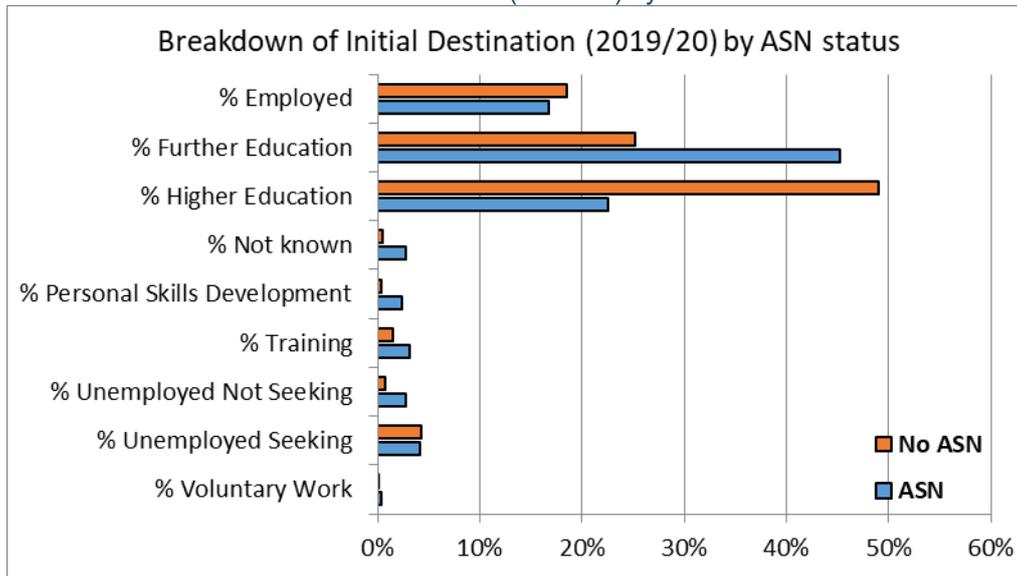


Comments on Figure 8:

- 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)