



**REPORT TO: SPECIAL EDUCATION, CHILDREN'S AND LEISURE SERVICES
COMMITTEE ON 14 DECEMBER 2022**

SUBJECT: SUPPORTING ALL LEARNERS STRATEGY

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

1. REASON FOR REPORT

- 1.1 To request that Committee recognises that the Supporting All Learners Strategy has been developed to align with the published ASN strategy to encompass how we support all learners in Moray. The vision for the strategy is to improve outcomes for all through providing a health and wellbeing framework, training toolkits and wellbeing supports to enable learning communities to roll out and embed Moray's Nurture Principles for All.
- 1.2 This report is submitted to the Committee in terms of Section III (D) (1) of the Council's Scheme of Administration relating to exercising all functions of the Council as an Education Authority.

2. RECOMMENDATION

- 2.1 It is recommended that Committee endorse the Supporting All Learners Strategy, which provides a health and wellbeing framework, toolkit and supports for learning communities in Moray to progress on the pathway to embedding Moray's Nurture Principles for All.**

3. BACKGROUND

- 3.1 The Supporting all Learners Strategy is the overarching strategy for all children and young people, with a vision of 'supporting and enabling all our learners to be the best they can be' and a long term plan to develop our Education workforce to ensure all who work with our children and young people have the knowledge and skills to address barriers to learning and to meet our learner's wellbeing needs. All children and young people will benefit from a shared vision of inclusion and nurture across Education and Education and Resources teams, including those with additional support needs. The ASN Strategy sits alongside this overarching Supporting all Learners strategy and will ensure learners with the highest levels of additional support needs are supported and enabled to be the best they can be; through specialist advice and support; and by ensuring they are supported by highly skilled staff within the most appropriate environment to meet their individual needs.

- 3.2 From observations of practice across Moray, through reports from Schools for Future visits, QIO visits and HMIE inspections all input to the identification of a need to develop nurture principles. These processes have identified a need for more cohesive approaches to nurture to meet the needs of all learners. The Supporting All Learners Strategy aims to provide a health and wellbeing framework around which practitioners and establishments can develop a shared approach to nurturing practices both within different learning communities and pan Moray. The Strategy offers relevant and accessible training, toolkits and wellbeing supports to enable this process and to develop a cultural foundation of nurture and the establishment of positive relationships upon which to build the Curriculum, Learning, Teaching and Assessment and Leadership in every learning community.
- 3.3 By embedding the strategy through introducing The Moray Standard, Nurture Principles for All, all Moray's Children and Young People will develop a sense of safety within the learning communities to fully develop as unique individuals, have confidence to explore all the BGE Curriculum has to offer, leading to increased attainment/awards in the Senior Phase achievements through individually identified pathways of learning; thus leading to improved outcomes, attendance and engagement in education.
- 3.4 The formation of a short life working group was established and included invites to elected members, union representation, central officers, early years, primary and secondary staff, and school management, Educational Psychology team, Moray Social Emotional and Behavioural Needs (MSEBN) team.
- 3.5 The Strategy was collaboratively written by a short life working group established by volunteers from 3.3. The Strategy provides a health and wellbeing framework, a toolkit and support to all Moray learning communities to progress towards developing and embedding nurturing approaches. Once these nurturing approaches have been introduced, and the nurturing foundations are established in all learning communities, individual learning communities can then identify further training packages. These will include packages of training for groups of practitioners as well as specialist, individual practitioner training packages for individually identified learners.
- 3.6 The Strategy has been developed in line with the United Nations Convention for the Rights of the Child (UNCRC) and The Promise promoting health and wellbeing systems and processes for supporting all learners; socially, emotionally, mentally and physically. These foundations allow us to continue to promote raising attainment and closing the poverty related gap through relevant and targeted training and toolkits for all practitioners.
- 3.7 Further consultation was undertaken with the wider teams of those working group members noted above at para 3.3, the following three areas were identified as areas for development and improvement:
- **Nurture Principles for All** - We are a nurturing Council whose education communities are led and staffed by trained, nurturing professionals, working collaboratively with partners to support children, young people and their families.

- **Workforce Development & Resource Support** – We are to ensure the rollout of Moray's Nurture Principles and to invest in staff training and resources to ensure Moray staff teams are confident, skilled and equipped to meet the needs of Moray's children and young people now and into the future.
- **Health and Wellbeing Systems and Processes** - We are promoting positive wellbeing by reviewing, developing and implementing guidance, processes and targeted practice that supports learners and our staff to thrive

3.8 Training in the Nurture Principles for All creates the foundations upon which all other more personalised programmes including those within the staged intervention programme can be built. Through the use of terms 'universal', 'universal with support' and 'targeted' it provides consistency of language to support all Moray staff when identifying the necessary training packages to support at whole school, group and individual level training needs.

- **Universal** – training to be undertaken by all practitioners as part of embedding the consistencies of Moray Nurture based practice in all learning communities.
- **Universal with support** – training identified by individual learning communities which reflects the self-evaluation process using the Moray's Readiness for Nurture toolkit (individual and whole learning community) and an Identification of Training Need for individual learning communities.
- **Targeted** – training identified by individual learning communities or the Team Around the Child which reflects the individual needs of the learner through Child's Planning meetings, Learner Profile Strategies and Individualised Education Plans or to further support a learning community to reflect on, develop, further embed good practice/policies and guidance.

3.9 It was established that there was a need for a written document to exemplify the Moray Standard that we will deliver in our learning communities, and by having the strategy we have a baseline for quality assurance and improvement. The strategy aims to do this by helping to understand the council's need, the policy areas this aligns to and giving access to toolkits to allow appropriate action to take place. That action will be reviewed as per the below to ensure progress with implementation and embedding of the nurture principles Moray Council aspires to in our schools.

3.10 The strategy highlights the desire for all of Moray's children and young people to have equality of experiences. This document includes theoretical knowledge and practical suggestions aimed at all educational communities but which allows implementation to meet the needs of the locality thus supporting Scottish Government's empowerment agenda and theme in education policy.

3.11 The Strategy is attached (**Appendix 1**).

- 3.12 The Supporting All Learners strategic group will coordinate support and training according to local needs to ensure that the principles of this strategy are delivered in an equitable, sustainable and needs targeted way. The Strategy is a 6-year approach to allow learning communities time to self-assess their position, train their staff and fully embed the Moray Standard through the use of evidence based practice and application of implementation science to enable embedding within learning communities by the 6th year. Success at the conclusion of the Strategy will be that the Supporting All Learners strategy has supported implementation of the Moray Nurture Principles in all learning communities. Therefore by year 6, individual learning communities will evidence in School Improvement Plans, Quality Assurance visits and processes, HMIE feedback, parent surveys and health surveys both locally and pan Moray the successful and sustained embedding of nurture principles for all. These indicators will provide a range of ongoing and summative data to track progress. Bi-annual progress reports will be reported back to Committee for scrutiny.
- 3.13 To further quality assure the successful and sustained implementations of this strategy, the strategic group will undertake 2 yearly reviews to provide ongoing support in line with ongoing training offers, quality assurance processes including local QA visits, HMIE inspection and emerging national priorities which will inform the training support offers associated with the strategy.
- 3.14 Ongoing and regular review of school's progress towards the Moray Nurture will take place through ongoing Quality Improvement processes including HMIE visits and local authority School Inspection visits and school self-evaluation processes and Improvement Plan Audits. A two year review will be carried out by the Supporting All Learners core group who will review school's progress as well as the training and support framework and guidance in light of emerging national priorities, guidance and legislation including UNCRC incorporation, emerging 'The Promise' guidelines, GIRFEC and updates to National Child Protection Guidance.
- 3.15 The two-year review will be responsive to emerging local and national policy changes in order to ensure the SAL strategy represent legislative and policy requirement.

4 SUMMARY OF IMPLICATIONS

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

The Supporting All Learners' Strategy is aligned to the priorities within the Corporate Plan and LOIP. In particular Our People: Provide opportunities where young people can achieve their potential to be the best they can be.

(b) Policy and Legal

This report should be read in the context of the Scottish Government Getting it Right for every Child approach, The Promise, The Morgan Review, The ASN Strategy and Realising the Ambition.

There are no legal implications arising directly from this report.

(c) Financial implications

There are no financial implications arising directly from this report.

(d) Risk Implications

There are no risk implications arising directly from this report.

(e) Staffing Implications

There are no staffing implications arising directly from this report.

(f) Property

There are no property implications arising directly from this report.

(g) Equalities/Socio Economic Impact

The plan is aimed at promoting Article 29 of the UNCRC. You have the right to education, which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment, Article 3: All adults should always do what is best for you and Article 4: You have the right to have your rights made a reality by the government. Individual elements of the strategy will be assessed prior to implementation a monitoring system will be set up to ensure that the benefits are shared fairly.

(h) Climate Change and Biodiversity Impacts

None.

(i) Consultations

Senior Officers in Education and Education Resources, School Estates Manager, Chief Financial Officer, Tracey Sutherland, Committee Services Officer, Senior Human Resources Adviser and Equal Opportunities Officer, Don Toonen.

5. CONCLUSION

5.1 That the Committee notes the contents of this report and endorses the Strategy providing the foundations for learning communities to support all learners.

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