

APPENDIX 1

Review of Additional Support Needs Services – Current High Level Actions

The following table provides an update on progress against actions set out in the original ASN Review Business Case, and priority actions identified since the business case was agreed. The shaded actions are the 2022-23 priority actions (where we will focus our available resource over the next 12 months). While we are prioritising these actions above other identified areas of improvement work there remains challenges in resourcing this work due to competing work pressures (see resource plan at appendix 2).

	Action	Progress to Date	Next Steps	Original Target Completion (Business Case)	Revised Target Completion	Resource	RAG Status & Action to be taken
1	Vision for Inclusion – develop shared Vision and Values in collaboration with Education professionals, wider stakeholders, pupils and families. Vision informs direction of ASN Review.	Overarching vision for inclusion and nurture developed within the Supporting all Learners Strategy. Nurture Principles Training delivered November 2022 In Service	Training and Development packages and Supporting resources to be developed	Dec 2021	Strategy to be agreed Dec 2022	Education QIOs Head Teacher SEBN Principal Educational Psychologist	Complete
2	Multi-Agency Working – working with partners to meet the needs of children and young people with additional support needs (and their families)	The Pilot Locality Management model is ongoing, with ASN Central team staff supporting multi-agency discussions where ELC settings and schools have identified further support is required for children	The pilot model is supported by two temporary Wellbeing Coordinator posts. The posts have been extended utilising additional temporary funding,	August 2022	June 2023	Head of ERC Head Teacher (SEBN) Principal Educational Psychologist Partner Agencies	Green

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		and young people and their families.	<p>therefore the pilot will continue for a further period.</p> <p>A review of the pilot model will be brought to a future meeting of this committee, with 3 options regarding the permanent funding of the Wellbeing coordinator post if the evidence suggests the approach is having a positive impact.</p>				
3	Review of ASN Policies and Processes – ensure all ASN related policies and processes are high quality and reflect the vision of equity and inclusion	<p>Digitisation of Violence and Aggression process to support improved reporting and data analysis</p> <p>Improved processes to support approval of ASN</p>	<p>Review of a number of critical policies required including:</p> <ul style="list-style-type: none"> Admissions Policy 	August 2022	August 2023	Head of ERC Support from team dependent on capacity	<p>Red</p> <p>Extend Timescale</p> <p>Policy and Process workstream</p>

	Action	Progress to Date	Next Steps	Original Target Completion (Business Case)	Revised Target Completion	Resource	RAG Status & Action to be taken
		Transport and Accessibility budget spend	<ul style="list-style-type: none"> Placing Request Policy Violence and Aggression Policy ASN Transport Policy <p>Other policies and processes to be reviewed in future stages</p>				to develop and oversee programme of reviews
4	Additional Support Allocations – improve processes for allocation of additional resource (including PSA hours in schools)	<p>Moderation process is evolving as officers try to develop more efficient and equitable ways to allocate out the ASN Teacher and PSA budget</p> <p>Allocations of in year additional resource is now managed through an ASN Resource Group</p>	Further improvement in approach to resource allocation to inform teacher and PSA allocation for 2023-24	August 2022	April 2023	Head of ERC QIO (ASN) ESO (ASN)	<p>Amber</p> <p>Priority action from Jan-March 2023</p>

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		chaired by the Head of ERC. The group meets fortnightly to consider requests for additional resource over and above the core annual allocation, including resource to support children and young people to access learning away from their mainstream setting					
5	Models of Service Delivery (Enhanced Provision/Alternative Provision) – review of current approach to supporting children and young people with the most complex additional support needs, developing options for future models of support	<p>Review of data to better understand current and future need.</p> <p>Discussions with Head Teachers to understand how the enhanced provision model is meeting needs currently, and potential alternative models</p>	<p>Development of options for future model of supports for children and young people with the most complex additional support needs (Early Years, Primary and Secondary)</p> <p>Development of Outline Business Case for discussion at ECLS Committee</p>	Not set due to lack of resource	August 2023	Head of ERC QIO (ASN)	<p>Amber</p> <p>Extend timescale</p>

	Action	Progress to Date	Next Steps	Original Target Completion (Business Case)	Revised Target Completion	Resource	RAG Status & Action to be taken
6	Central Team Staffing and Support	<p>Permanent QIO (ASN) in post</p> <p>Temporary DHT (SEBN) in post to support HT (SEBN)</p> <p>Temporary ESO (ASN) post has provided additional capacity.</p> <p>Recruitment and training of additional Improvement and Modernisation resource</p> <p>A single referral process is in place for all ASN Central Teams (with the exception of Educational Psychology), providing a single point of access to support for ELC and school based staff</p>		August 2022	Complete	Head of ERC Head Teacher (SEBN) ESO (ASN)	Complete
7	Organisational Design and Structure – redesign of	Review of the Moray Autism Outreach service has concluded, with staff	Review of Central Team management structures – draft	Original action completed	August 2023	Head of ERC Head Teacher (SEBN)	Green

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	Central ASN team structures as review progresses	now in post within a revised structure	Change Management Plan to be brought to Committee for agreement to consult	New action added under this heading			Original action (review of Moray Autism Outreach service complete)
8	ASN Data - develop accurate ASN dataset to better understand current and emerging need within our school to enable better resource allocation and planning	<p>ASN Dataset collated, refinement ongoing</p> <p>ASN Oversight Group established to lead on collation of ASN data to inform the Review and to propose and take forward operational interventions or strategic developments based on up to date analysis of current and emerging needs.</p> <p>SEEMIS data input advice developed for schools to ensure consistent input of ASN related information</p>	Support for schools regarding consistent data input	<p>Original action completed (ASN dataset)</p> <p>New actions added under this heading</p>	August 2024	QIO (ASN) Principal Educational Psychologist Head Teacher (SEBN)	Green

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9	Pupil Support Assistant (PSA) role – ensure role of the PSA is understood by all stakeholders. PSAs have the knowledge and skills to support them in their role	PSA training developed and used to support upskilling of central team Pupil Support Worker and PSAa	<p>Review of PSA job description/person specification to ensure it is fit for purpose (delayed due to development of national approach)</p> <p>Development and initiation of induction and rolling training programme for PSA staff</p>	December 2021	August 2023	Principal Educational Psychologist ESO (ASN) ASN Trainers	<p>Red</p> <p>Identify resource to progress job description action.</p> <p>PSA Workforce Development to be included in priority training identified in action 10 below.</p>
10	Workforce Development – develop and deliver high quality training in specialist approaches for children and young people with profound and complex needs		Development of training programme	No target set due to lack of resource	August 2023	Principal Educational Psychologist ESO (ASN) ASN Trainers	<p>Amber</p> <p>ASN trainers now in post so anticipate acceleration in progress for this action</p>

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11	Tests of Change (Forres ASG) - develop tests of change to evidence improved outcomes on a small scale prior to large scale rollout	<p>Engagement with Forres Head Teachers and wider stakeholders</p> <p>Two proposed tests of change under development:</p> <p>Supporting Nursery/P1 transition with a focus on Communication and Language Skills</p> <p>Supporting young people with SEBN needs at Forres Academy through the development of 'School within a School' model</p>	Take forward tests of change, gathering evidence to inform potential rollout to other ASGs		April 2024	QIO (ASN) Head Teacher (SEBN)	<p>Amber</p> <p>Extend timescale</p>
12	Associated School Group (ASG) ASN Plans	Introductory discussions with Head Teachers	Develop ASG plan approach – focus on one ASG initially to develop approach	None – new action	August 2024	PT ASN Support	Green

