

Our Moray Standard – Supporting All Learners

2022-2028 Strategy



For Moray's Children and Young People...



223953

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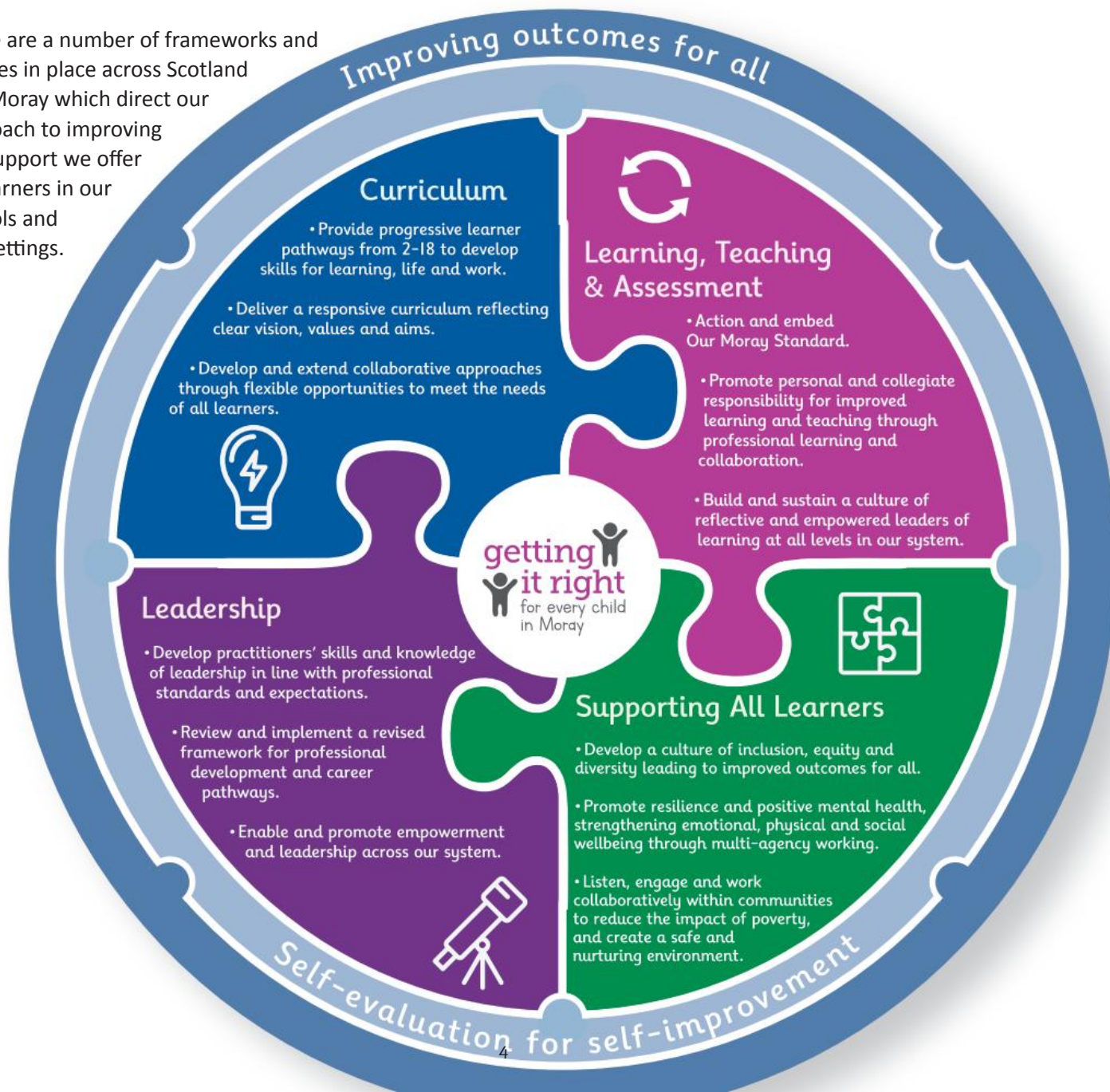
Introduction

For Moray's Children and Young People...

The purpose of **Our Moray Standard – Supporting All Learners** is to provide a practice framework that delivers on the Strategic Priorities Education 2020-2023 and which can be reviewed and adapted as we move to our next plan 2023-2026.

Our strategy sets out our expectations for Moray, identifying excellent and innovative practice as an expression of our collective responsibility for ensuring we are all truly ambitious for all Moray's children and young people. In doing so, we will be promoting their holistic **health and wellbeing and developing a culture of inclusion, equity and diversity, leading to improved outcomes for all.**

There are a number of frameworks and policies in place across Scotland and Moray which direct our approach to improving the support we offer all learners in our schools and ELC settings.



These include:



National Improvement Framework
<https://www.gov.scot/policies/schools/national-improvement-framework/>



Regional Improvement Collaborative
<https://northernalliance.scot/>



Realising the Ambition
<https://education.gov.scot/media/3bjpr3wa/realisingtheambition.pdf>



How Good is Our School? (4th Edition)
<https://education.gov.scot/improvement/self-evaluation/hgios4/>



Corporate Plan 2024
www.moray.gov.uk/downloads/file119976.pdf



Moray 10 Year Plan – Local Outcomes Improvement Plan
www.moray.gov.uk/downloads/file119323.pdf



Morays Children's Services Plan 2020-2023
www.moray.gov.uk/downloads/file136154.pdf

- Moray Raising Attainment Strategy 2019-2024
- Our Moray Standard – Learning and Teaching
- Professional Leadership and Learning Strategy
- Morays' Parental Involvement and Engagement Strategy



Moray ASN Strategy 2017-2027
www.moray.gov.uk/downloads/file116628.pdf



Moray Early Year's Strategy 2016-2026
www.moray.gov.uk/downloads/file109795.pdf

- A Play Strategy for Moray

In addition, our strategy delivers on the implementation of the United Nations Convention for the Rights of the Child (UNCRC), Getting It Right for Every Child (GIRFEC), The Morgan Review (ASN Review), and The Promise – all of which underpin **Our Moray Standard – Supporting All Learners**.

As practitioners in Moray it is essential that:

"... we continue to ensure a relentless focus on improving outcomes for all children and young people in Moray, providing opportunities to build on prior levels of attainment and set high levels of expectation for ourselves, our learners and parents and partners."

– Moray Raising Attainment Strategy 2019-2024

Our strategy is concerned with transformational change in the purpose, nature and delivery of support for all learners that develops a culture of inclusion, equity and diversity leading to improved outcomes for all. We acknowledge that whole system reform takes time and are committing to a 6 year roll out of this framework in order to embed improved outcomes for children, young people and families. This is a timely reform, coming in the midst of a global pandemic that has rocked established norms. It calls for a fresh education paradigm – one that recognises the deep impact of trauma, the central importance of nurture for wellbeing and the truth that getting it right for every child will enable them to become successful learners, confident individuals, responsible citizens and effective contributors.

The Vision for Supporting All Learners in Scotland

Scotland's vision is threaded through the articles, themes and foundations noted below. It is based on a commitment to respect, overcoming barriers to learning, working in partnership, promoting empowerment and equity and celebrating achievement, **as we deliver a culture of inclusion, equity and diversity, leading to improved outcomes for all.**

UNCRC Articles

Articles 2, 12, and 23	Article 5	Articles 29 and 42	Articles 3, 4 and 6	Articles 20, 29 and 31
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Morgan Review Themes

Rights and Participation	Relationships between school and home	Workforce Development and Support Resources	Vision Visibility Mainstreaming Inclusion Entitlement Equality	Maintaining focus and overcoming fragmentation
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The Promise – Foundations

Voice	Family	People	Care	Scaffolding
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United Nations Convention on the Rights of the Child (UNCRC)

Article 42: All adults and children should know about this convention. You have a right to learn about your rights and adults should learn about them too.



United Nations Convention on the Rights of the Child (UNCRC)

<https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

The United Nations Conventions on the Rights of the Child (UNCRC) is an international agreement which protects the human rights of all children up to the age of 18. It recognises not only their basic human rights but gives them additional rights to protect them from harm as one of the most vulnerable groups in society. Our Moray values are reflected throughout the strategy. We recognise that if our children and young people are valued, respected and supported their quality of life will reflect this. We believe all children have a right to education (UNCRC Article 28) that develops their personality, talents and abilities to the full, respect for others' rights and the environment (UNCRC Article 29). They should be supported fully to live and grow (UNCRC Article 6). If a child has a disability, they have the right to special care and education (UNCRC Article 23) and have the right not to be punished in a cruel or hurtful way (UNCRC Article 37). Our Moray Standard - Learning and Teaching clearly states, "Through developed and sustained, positive and mutually respectful relationships and consistent, high quality learning experiences, children and young people will be supported to maximise their full potential."

Getting it Right for Every Child (GIRFEC)



Getting it right for every child (GIRFEC)
<https://www.gov.scot/policies/girfec/>

Getting it right for every child (GIRFEC) is based on the UNCRC. Getting it right for every child (GIRFEC) helps everyone work together to help children and young people. In education, we embrace the revised values and principles of GIRFEC which are at the heart of **Our Moray Standard – Supporting All Learners:**

- placing the child and family at the centre, and promoting choice with full participation of children and families in decision making
- working in partnership with families to enable a rights-respecting, strengths-based, inclusive approach
- understanding wellbeing as holistic and interconnected, with a child's developmental experiences understood within the wider context and influences of family, community and society
- valuing diversity and ensuring non-discrimination
- equitably tackling multiple and intersecting forms of inequality
- shifting resources and support towards providing an early offer of support to improve outcomes for children, young people and families
- joint working in a culture of co-operation and communication between practitioners and services, both locally and nationally across Scotland

The Morgan Review



The Morgan Review

<https://www.gov.scot/publications/review-additional-support-learning-implementation/documents/>

The Morgan Review affirmed that Additional Support for Learning is not visible or equally valued within Scotland's Education system. Consequently, the implementation of Additional Support for Learning legislation is over-dependent on committed individuals, is fragmented and inconsistent and is not ensuring that all children and young people who need additional support are being supported to flourish and fulfil their potential. It has been identified that the challenge is in translating that intention into practice for all our children and young people who face different barriers to their learning across a range of different home and learning environments. The challenge for us all is to design systems and adopt practices that make visible and value all our children and young people who face different barriers to their learning across a range of different home and learning environments, so that they flourish.

The findings from the Morgan Review have initiated a Moray wide ASN review involving service providers from across Education, Education Resources and third sector providers (see Moray ASN Review).

<https://www.gtcs.org.uk/professional-standards/key-cross-cutting-themes/additional-support-needs/>

The Promise



The Promise

<https://thepromise.scot/>

The Promise Scotland is responsible for driving the work of change demanded by the findings of the Independent Care Review. It works with all kinds of organisations to support shifts in policy, practice and culture so Scotland can **#KeepThePromise** it made to care experienced infants, children, young people, adults and their families - that every child grows up loved, safe and respected, able to realise their full potential.



Plan 21-24 is the first of 3 plans

<https://thepromise.scot/plan-21-24-pdf-spread.pdf>

It sets a series of outcomes that must be fulfilled by 2024. It has been created through engagement with over 100 organisations. The Promise will facilitate and support change, wherever that change needs to happen to make sure that Scotland will **#KeepThePromise**. In Moray, we are wholly committed to keeping the promise.

Realising the Ambition



Realising the ambition

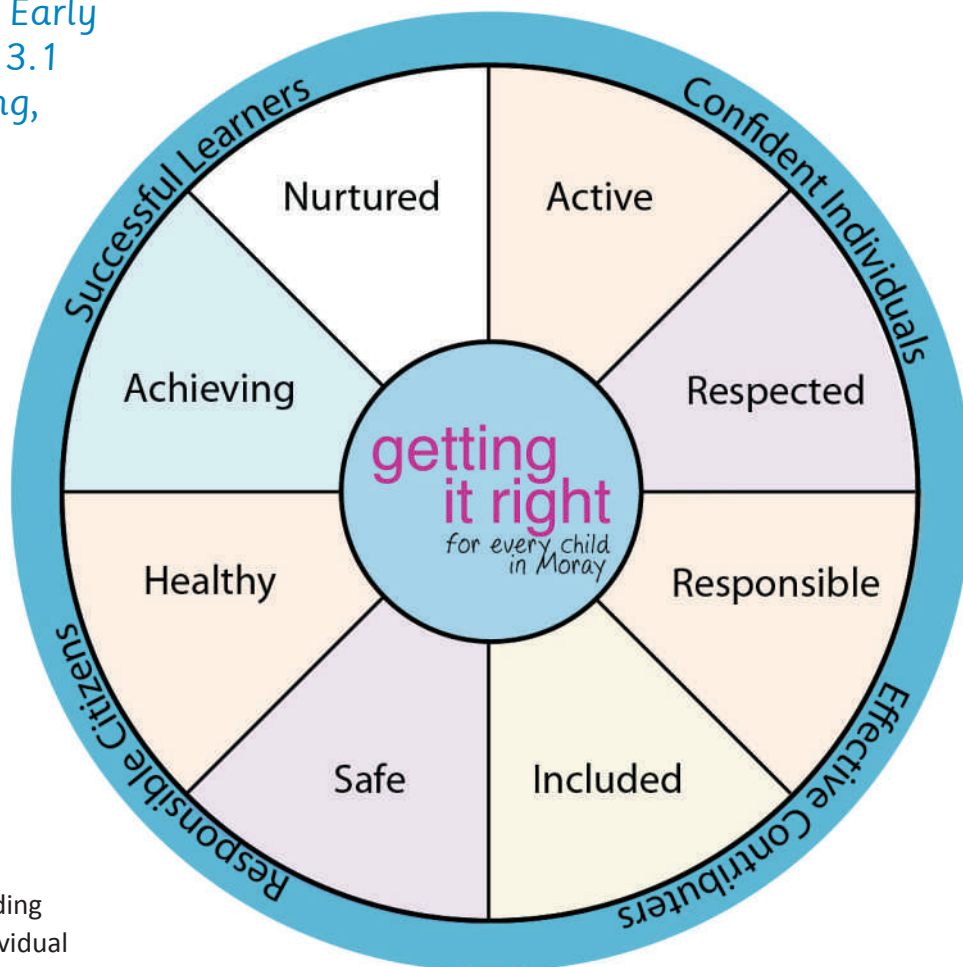
<https://education.gov.scot/media/3bjpr3wa/realisingtheambition.pdf>

This is further supported through Realising the Ambition: Being Me, reflects the original principles and philosophy of Building the Ambition and complements the current policy direction of ELC and early primary education. It aspires to support practitioners in delivering what babies and young children need most and how we can most effectively deliver this in Scotland to give children the best start in life.

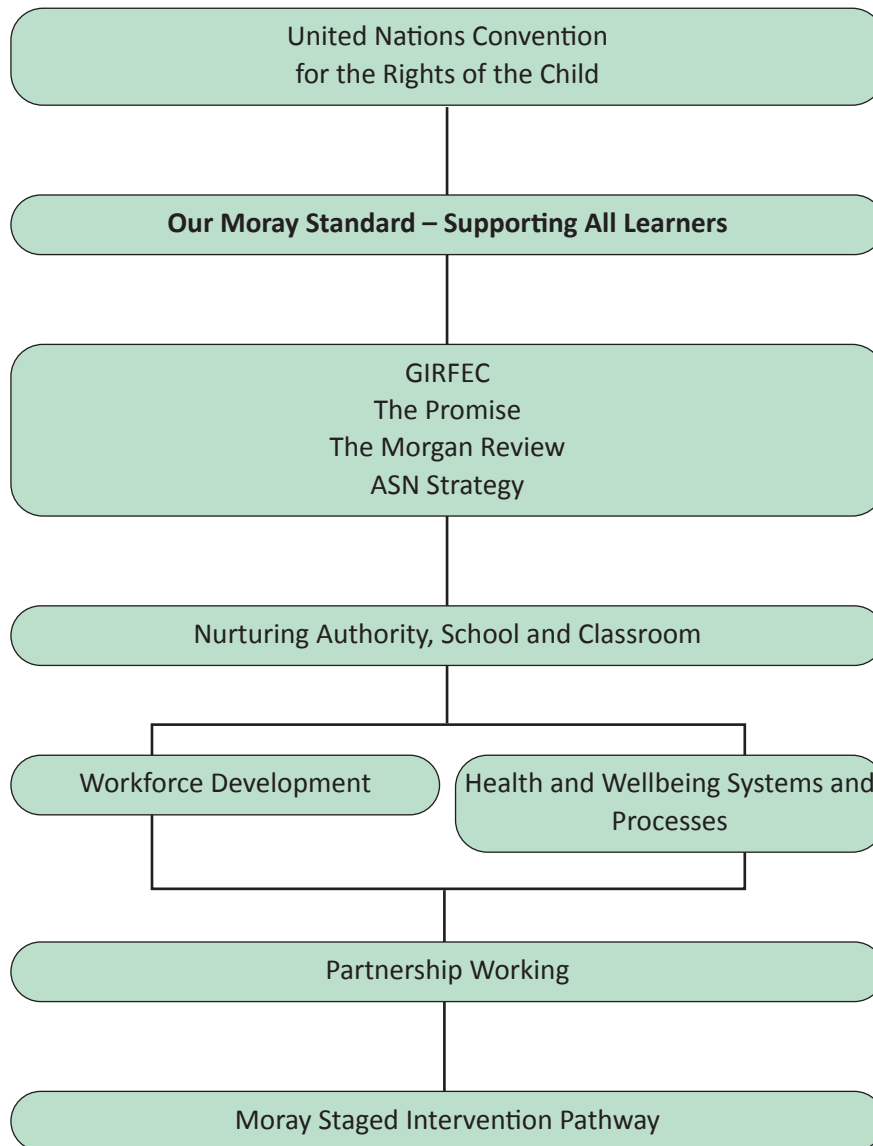
How Good Is Our School 4?/ How Good Is Our Early Learning Centre? 3.1 Ensuring Wellbeing, Equality and Inclusion

Ensuring Wellbeing, Equality and Inclusion

focuses on the impact of educational settings and the community's approach to wellbeing which underpins all children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a within shared understanding of the value of every individual within Moray. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. In Moray, we expect all staff and partners to model behaviour which promotes and supports the wellbeing of all and that is sensitive and responsive to the wellbeing of each individual child. Staff, children, and young people must know, understand and use the wellbeing indicators as an integral feature of school life:



The Vision for Supporting All Learners in Moray



Our Moray Standard – Supporting All Learners and Infographic have been produced following pan authority discussions and consultations including Head Teacher Meetings, consultation sessions with a wide range of professionals and focus groups with children, young people, families and partner agencies. This ensures that **Our Moray Standard – Supporting All Learners** is consistently reflected in the daily work at authority level, in our education settings, in our classrooms and embraced by everyone working and learning in our Education

communities. At the heart of the strategy is the intention to develop a culture of inclusion, equity and diversity leading to improved outcomes for all, as expressed in our vision:

“Together we will support and enable all our learners in their journey to be the best they can be”

– Co-constructed by educators, children, young people, families & partners

Moray ASN Strategy

There is acknowledgement that **Our Moray Standard – Supporting All Learners** must align closely with:



Moray ASN Strategy 2017-2027
www.moray.gov.uk/downloads/file116628.pdf



The Equality Act 2010
www.legislation.gov.uk/ukpga/2010/15/contents



Education (Additional Support for Learning) (Scotland) Act 2004
https://www.legislation.gov.uk/asp/2004/4/pdfs/asp_20040004_en.pdf

It states that a child or young person has additional support needs where, for whatever reason, ‘the child or young person is, or is likely to be, unable without the provision of additional support to benefit from school education provided or to be provided for the child or young person.’ There are many and varied reasons why a child or young person may need additional support and how these factors affect people with ASN, and their families, can vary enormously.

The Education (ASN) (Scotland) Act 2004 places duties on local authorities to identify, meet and review the needs of children and young people. It gives children and young people, parents and carers a number of rights including the right to ask for additional support needs to be identified and planned for; to receive advice and information about their child’s additional support needs; be part of discussions about the support they or their child will receive; and access dispute resolution procedures to resolve concerns.

In light of this legislation, in June 2017 The Moray Additional Support Needs (ASN) strategy (2017-2027) was launched. Its aim is: ‘To ensure high quality outcomes for children and young people with additional support needs by developing excellent practice through clear principles and structures.’ The strategy identifies eight outcomes through which Moray will achieve the best results for children and young people (3-18) with ASN. The current Moray ASN review, informed by the findings of the Additional Support for Learning Review and integrated with the Supporting All Learners strategy,

is the vehicle through which this transformational change is being delivered, so ensuring legislative compliance and high quality outcomes for children and young people with additional support needs.

The Moray Staged Intervention Pathway

Central to the delivery of this vision and a key driver for **Our Moray Standard – Supporting All Learners** is Moray’s Staged Intervention Pathway. It makes visible the professional responsibilities of practitioners and support staff. It also highlights Moray’s commitment to effective Child’s Planning and partnership working in the delivery of universal, universal with support and targeted support for ALL our CYP’s wellbeing and learning.

Partnership Working

We recognise that Education cannot fulfil this vision without strong partnerships with a range of public sector, third sector and community organisations working together to achieve the best for Moray’s children and young people. Tapping into the strengths and assets of the wider community is essential. The Locality Networks, Multi-agency Support Hub, Wellbeing Partnership, the Child Protection Co-ordinating Group, Corporate Parenting Strategy Group and the GIRFEC Leadership Group will be key in supporting the delivery of **Our Moray Standard – Supporting All Learners** Strategy.



Morays Children’s Services Plan 2020-2023
www.moray.gov.uk/downloads/file136154.pdf

Morays Children’s Services Plan 2020-2023 produced collaboratively with children and young people, clearly outlines the collective responsibility of all partners to improve outcomes for children and young people. The successful delivery of the four key priorities within this plan; improving the wellbeing of children, young people and families, keeping children safe and free from harm, improving outcomes for our care experienced and looked after children and mitigating the impact of poverty on children young people and families supports the transformational change **Our Moray Standard – Supporting All Learners** Strategy seeks to achieve.

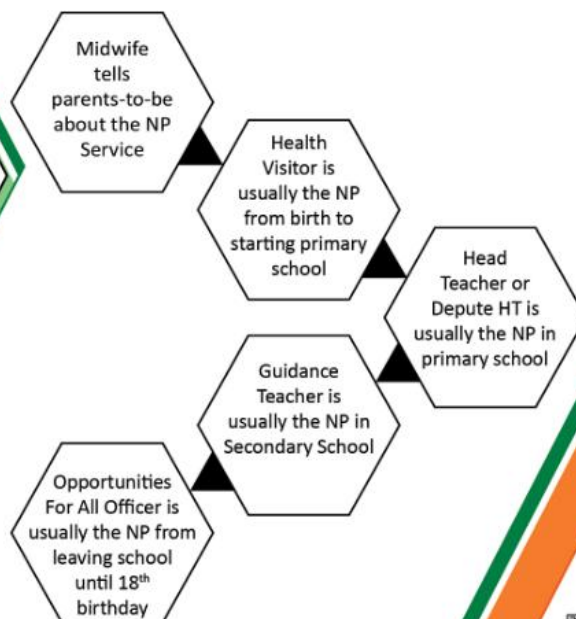
The GIRFEC Leadership Group and the multi-agency groups reporting to them share data, intelligence,

Universal Services

The majority of children and young people make their journey from birth to adulthood supported by their family and universal services (services available to everyone eg school, GP etc.)

All children and young people from birth to 18 years (or later if still in school) have a Named Person (NP) who will be the first point of contact for a child/young person and their family if they have any concerns. They are there as a support to make sure the child/young person's wellbeing needs are met.

getting it right
for every child
in Moray
Pathway



There are times, the Named Person role is taken on by someone else but the child/young person and their family must always be informed who this is. For example: the Family Nurse Practitioner, or a Principal Teacher.

Universal S

Occasionally children and young people have specific wellbeing needs which cannot be met by universal services but can be supported within universal services as part of an Individualized Plan with guidance from a specialist.

5 GIRFEC questions

- ☐ What is getting it right for every child?
- ☐ Do I have all the information I need?
- ☐ What can I do now to improve the situation?
- ☐ What can my agency do to help?
- ☐ What additional help, if any, is needed?

Observing & Recording events / observations / other information



Well-being Concerns

Gather



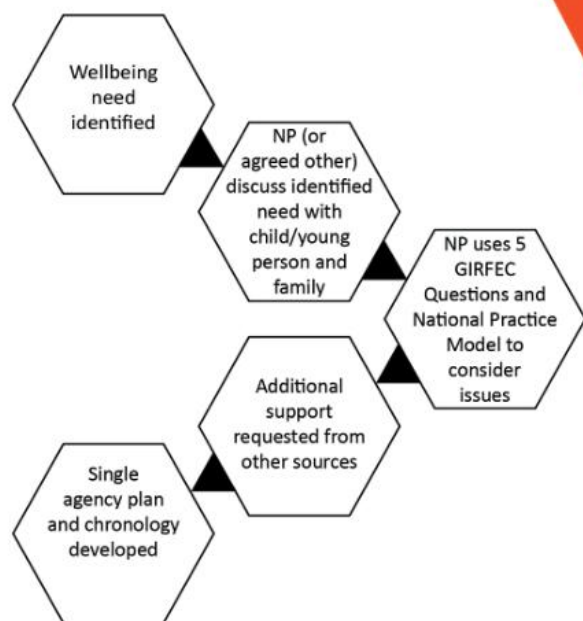
Resilience required for...
Appropriate

Child Protection procedures can be

Appropriate and proportionate interventions, based on appropriate assessment, are always in discussion with Child/Young Person

Services with Support

Young people may have a need that cannot be fully met by the family or that can be met through additional services eg a Classroom Assistant or a Special Educational Plan; advice and support from a specialist service.



Questions
 In the way of this child or young person's wellbeing?
 What information I need to help this child or young person?
 What do I need to help this child or young person?
 What do I need to help this child or young person?
 What support, if any, may be needed from others?



Targeted Intervention

For a small number of children and young people, a more co-ordinated approach will be required to deliver a Targeted Intervention which will be recorded in a Child's Plan and be co-ordinated by a Lead Professional. This will always be started by the Named Person who will have discussed the needs with the child/young person and their family, along with any professionals who may be able to assist.

Additional advice/ guidance/ support is available at any time within your locality.

For further information contact your Locality Wellbeing Officer



Statutory/Compulsory interventions can be initiated at any point but are likely to be part of a Targeted Intervention. The Reporter to the Children's Panel will require a copy of the Child's Plan as part of the referral and may also ask for additional information.

initiated at any point

Appropriate and proportionate information sharing, with the Named Person and their Family



findings from self-evaluation activities and most importantly what children, young people and frontline practitioners are telling them needs to improve. Pooling the collective resources of public sector agencies and maximising the valuable contribution communities can make, helps to ensure children and young people get the help they need, at the right time and delivered in a way that works for them.

Our Moray Standard – Supporting All Learners recognises that key partners in the delivery of this strategy are parents. The national parental engagement strategy aims to empower leadership at all levels of our learning communities, ensuring parents are active and involved in the school community. Parents will feel empowered to support learning and to engage in cross-generational family learning.

Taking direction from the national action plan for Parental Involvement and Engagement entitled 'Learning Together'. The Moray Parental Engagement Strategy aims to provide a framework for learning communities to develop their own school policies and approaches based around developing a shared understanding of legislative requirements, effective practice and by providing a self-evaluation tool to support self-improvement.

Our Moray Standard – Supporting All Learners Identified Priorities

By focussing on three key areas, the Moray Standard – Supporting All Learners will prioritise and plan to support the pupil wellbeing and learning needs identified in Moray.

The three key priority areas identified are:

- **Nurturing 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 investing 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
- **Health and Wellbeing Systems and Processes:** we are promoting positive wellbeing by reviewing, developing and implementing guidance, processes and practice that support learners and our staff to thrive

Our strategic commitment to these 3 key areas will be matched to Moray's Staged Intervention model and translated into a plan which contains high quality **aims and objectives** designed to empower all staff, children and young people to achieve and attain. Details of the delivery priorities are noted below.

Priority 1 – Moray’s Nurturing Principles for All

Aim: 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.

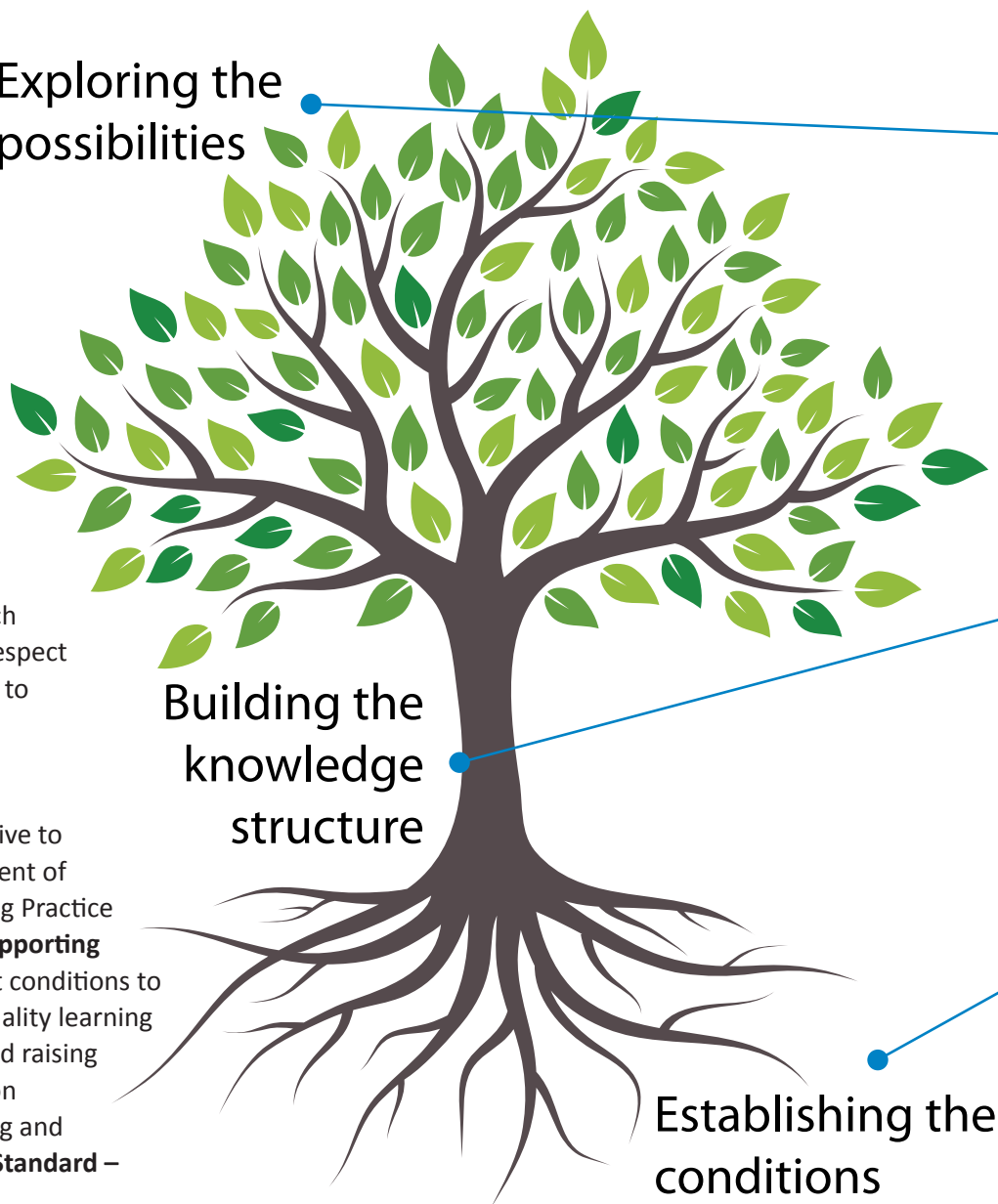
Article 29: You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people’s rights and values and to respect the environment.

At the heart of Nurture is a focus on wellbeing and relationships and a drive to empower the growth and development of children and young people. Nurturing Practice embodies **Our Moray Standard – Supporting All Learners** by establishing the right conditions to understand behaviour, wellbeing, quality learning and teaching, wider achievement and raising attainment – this is the foundation on which the Moray Standard – Learning and Teaching connects with **Our Moray Standard – Supporting All Learners**.

Exploring the possibilities

Building the knowledge structure

Establishing the conditions



Exploring possibilities

- Providing opportunities for hands-on, authentic learning experiences
- Using online tools and other resources to empower students as independent learners
- Giving speech activities a high profile and celebrating excellence

Building the knowledge structure

- Using effective instruction methods
- Using effective formative assessment and feedback methods
- Teaching for memory

Establishing the conditions

- Fostering the attitudes and habits needed as a basis for students to achieve excellence
- Understanding behaviour as communication of need and establishing effective behaviour routines
- Designing a curriculum to meet the needs of all learners

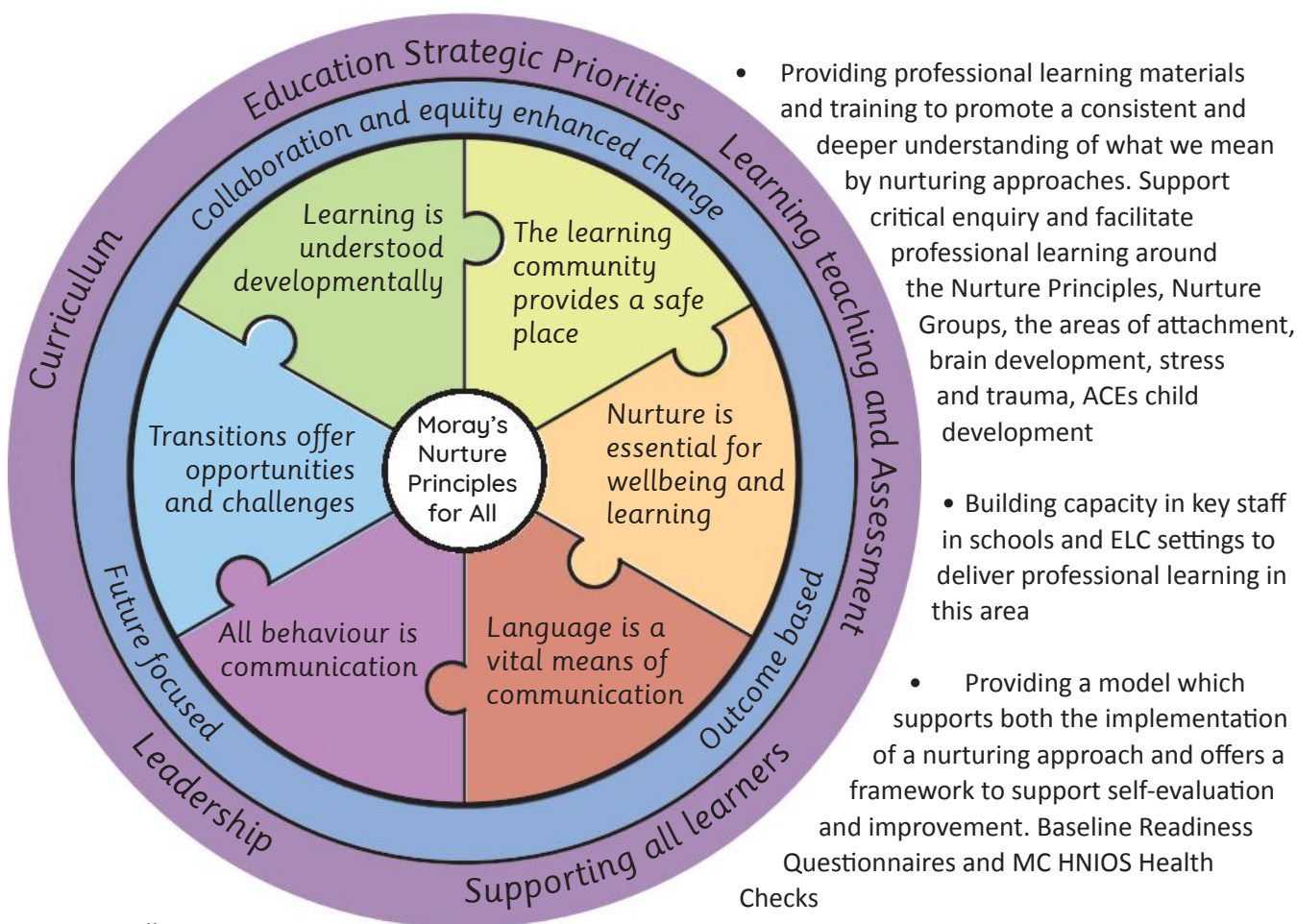
– Adapted from *The Learning Rainforest*, Tom Sherrington, 2017

Moray's Nurturing Principles for All informs, defines and delivers inclusive practice. We recognise that these overarching principles within the Supporting All Learners Strategy will encompass and build on the work already undertaken and developed within various educational settings e.g. Building Relationships programme (BRP), Nurture Network UK Training, Wellbeing Classroom, Adverse Childhood Experiences (ACES) research and Trauma Informed Practice. **Moray's Nurturing Principles for All** is the golden thread that will support in the delivery of the Supporting all Learners vision of:

Together we will support and enable all our learners in their journey to be the best they can be"

– Co-constructed by educators, children, young people, families and partners

The Moray Standard – Nurture Principles



Priority 1 will

focus on promoting and embedding across education a clear and consistent knowledge and understanding of these principles and their application in everyday practice across Moray education settings. This will bring a greater understanding of the reasons underlying children and young people's difficulties with learning, behaviour and relationships and contribute to the achievement of positive outcomes for children and young people.

To ensure consistency of the implementation of nurturing practice at local authority, community, school and classroom level, the **Our Moray Standard – Supporting All Learners** Priority 1 is responsible for:

- Developing a shared understanding of nurturing practice with children, young people, ELC and school staff, partners, and Local Authority staff

- Using evidence based research and examples of effective practice to develop an understanding of a nurturing approach and how it can be applied in different contexts
- Supporting schools in measuring the impact of a nurturing approach on children and young people
- Providing opportunities for collaboration with partners to promote and embed nurturing approaches to support a consistent way of working across the partnership
- Providing opportunities for collaboration with partners to promote and embed nurturing approaches to support outcomes identified in the Children's Services Plan and the work of the Child Protection Committee

Priority 2 – Staged Intervention Workforce Development and Support Resources

Aim: we are investing 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.

Article 3: All adults should always do what is best for you.

The aims of the Staged Intervention Workforce Development and Support Resources Priority is to provide engagement with high quality Professional Leadership and Learning (PLL) opportunities and signpost to resources. It will closely align with Our Moray Standard – Professional Leadership and Learning. This will establish consistent thinking and practice across Moray’s educational establishments and provide staff with knowledge, skills and strategies to better support all learners to achieve and attain.

The Staged Intervention Workforce Development and Support Resources workstream will generate a hub and bespoke training programme. This will provide all education staff with core training in supporting all learners whilst allowing personalisation and choice within a range of themed training programmes and resources. The diagram below captures the training included but not exclusive to each stage.

Universal

Universal describes the baseline knowledge and skills required by everyone working with children and young people in Moray’s Education settings.

Training in these supports, procedures and strategies is provided annually to leaders at all levels within our learning communities – teaching/support staff and central staff. Ensuring consistent knowledge and understanding of inclusive practice helps education staff to ensure children and young people are safe, supported and included as well as being engaged in learning.

Universal training

Nurturing approaches
Child Protection / GIRFEC
UNCRC / The Promise
Staged intervention / Child’s Plan

Universal with support

Universal with Support targets school development needs and builds skills and confidence in all workers who have direct or substantial contact with children and young people. This additional level of training may also be identified through School Improvement Planning, Pupil Equity Funding and Professional Review and Development/EDPR actions.

Universal with support training

Building relationships
Restorative practice
Zones of regulation
Respectme
Solution Oriented
Emotion Coaching
Mentoring Violence Prevention
Mental Health First Aid
Seasons for Growth

Targeted

Targeted support is matched to school, department and individual staff development. These interventions specifically aim to support identified staff who have more regular and intense contact with children and young people with additional support needs, as well as those who direct, coordinate and manage departments and/or schools/ELC settings. They also offer themed training on a range of specialist topics.

Targeted training

Behavioural Support Strategies

Attendance

Referral processes

Equalities / diversity

SEEMiS

Admissions

Wellbeing supports

Inclusion

Exclusion

Poverty

To ensure consistency of the implementation of aspects of the workforce development at local authority, community, whole school and classroom level, the **Our Moray Standard – Supporting All Learners** Priority 2 is responsible for:

- Identifying training requirements across all staff groups within a school or ELC setting
- Identifying how training should be provided
- Providing an annual training calendar
- Auditing resource requirements to support the delivery of training across Moray and requesting support from the ASN Review
- Consultation and engagement with relevant stakeholders and training providers
- Develop a culture of Collaboration and sharing learning in schools, between schools and beyond schools across Moray Education and with all our partners nationally and across Moray

Priority 3 – Health and Wellbeing Systems, Processes and Practice

Aim: we are promoting positive wellbeing by reviewing, developing and implementing guidance, processes and practice that support learners and staff to thrive.

Article 4: You have the right to have your rights made a reality by the government.

To ensure health and wellbeing remains the driver for supporting all learners in Moray, the Health and Wellbeing Systems, Processes and Practice Priority will audit and refresh policy and practice. This will be done through a focus on the key areas noted below:

Promote Staff Wellbeing

Promoting staff wellbeing is a core component of Moray's approach to supporting all learners and must be given the importance and priority required at local authority and school level. In order to achieve this, professional learning must focus on how they can support their own and their colleague's wellbeing so they can better support our children and young people with their wellbeing and learning. This will be done in partnership with Priority 2 through ongoing staff development and support in Moray which will mentoring, coaching, wellbeing check-ins, debriefing and management support and the creation of a Framework to Support Staff Wellbeing will facilitate this. Staff views and experience will be captured to inform our approaches and next steps.

Track and Monitor Health and Wellbeing

Identification of individual pupil wellbeing needs is a key aspect of the GIRFEC approach. In Moray, we maintain that the most effective way of monitoring how we are identifying and meeting the needs of individual children and young people by developing consistent nurturing relationships with them, and being attuned to them. To strengthen this early intervention and preventative approach we will

implement a coherent method of assessing health and wellbeing and evaluating progress. It will be built on robust self-evaluation approaches and informed by a broad range of data and evidence that supports schools/ELC settings in addressing children and young people's needs at whole school, class, individual and within the family setting.

Ensure Effective Transitions

Nurture principles tell us that transitions are important in the lives of children and young people and should be seen as a time of challenge and opportunity. Therefore, to best support all learners in Moray, we need to ensure that transitions are consistent, effective and successful for all children and young people. This will be achieved through child centred planning and supported by robust transition systems, processes and practice. For some children and young people this will involve additional Child's Planning meetings to meet the requirements of the ASN legislation. Transitions should be considered as a process rather than an event.

During childhood, children make a number of transitions that reflect significant life events.

In addition, children and young people may encounter a range of other transitions as such:

- a move between schools
- a move of house
- the separation of their parents
- an alteration to their family circumstances
- ELC horizontal and vertical transitions
- bereavement

Certain groups of children e.g. ASN, Looked After/ Care Experienced, Armed Forces, Gypsy Travelers, to name a few, require extra help to make transitions successfully. As a local authority we are required to plan for transitions early if a child or young person:

- has a co-ordinated support plan
- attends an enhanced provision

- has additional support needs arising from a disability – as defined in the Disability Discrimination Act 1995
- is at risk of not making a successful transition for any other reason



The Equality Act 2010

www.legislation.gov.uk/ukpga/2010/15/contents

In Moray, we want to develop a supportive and empowering transition culture so that transition for our children and young people is equitable across the authority and shaped to each child's individual needs.

Review and Revise Key Policies and Guidance

Supporting All Learners Priority 3 will have to work very closely with the Review of Additional Support Needs (ASN) to review key support policies to identify policy and process gaps, and create new policy documentation as required. This will ensure our practice is child centred, innovative and in line with current legislation so better enabling us to meet the needs for all our children and young people.

Our Moray Standard – Supporting All Learners

Priority 3 is responsible for:

- Ensuring leaders at all levels have an understanding of the factors that affect staff health and wellbeing including organisational, job-related and individualised factors
- Developing a Local Authority Framework for supporting staff health and wellbeing to assist in providing clear pathways for staff requiring support
- Providing clear policy and guidance around staff health and wellbeing
- Identifying examples of quality practice around transition to develop an understanding of transition and how it can be applied in different contexts
- Developing guidance to support all transitions to ensure consistency in practice across all schools in Moray

- Supporting the implementation of the transition guidance with schools by developing a framework to support quality assurance and self-evaluation of transition practice
- Providing professional learning materials and training which promotes a consistent understanding of what we mean by effective and successful transitions
- Identifying all existing policies that require review
- Identifying policy and process gaps where new policy documentation is required
- Implementing a consistent approach to assessing health and wellbeing and evaluating progress
- Ensuring SEEMiS is used consistently across all schools
- Ensuring NAMS is used consistently across all ELC settings
- Quality assurance processes in place for child planning in schools to ensure the efficacy of the process

Together we will support and enable all our learners in their journey to be the best they can be"

– Co-constructed by educators, children, young people, families and partners

