

Service:- Education, Communities and Organisational Development
 Completed by:- DCE (ECOD)/Head of Educational Resources
 Project Title:- Raising Attainment – Supporting All Learners

Ref

Complete a separate template for each investment proposal

Proposed change – Provide a summary of the proposal including any dependencies or relationship to other projects or activities.

In Moray, we are committed to getting it right for every child (GIRFEC) by focusing on the wellbeing of every child to ensure they are safe, healthy, achieving, nurtured, active, respected, responsible and included. Providing support that is equitable, inclusive and timely will raise the attainment and achievements of all children and young people and impact positively on the delivery of consistently high quality learning and teaching experiences as outlined in "Our Moray Standard - Learning and Teaching Strategy." Research shows that achieving better outcomes for children and young people in health and wellbeing contributes to improvements in literacy, numeracy, and behaviour. *(Developing a Positive Whole School Ethos and Culture: Relationships, Learning and Behaviour, June 2018)*

A review of ASN services is underway and it is likely that this will propose a change to the operating model and future approach to delivery. This is a complex piece of work that will take time to complete and implement and so the proposals below are made in support of a transition period and upskilling the workforce as well as to add capacity to the system pending the outcome of the review.

The following four options would support the direction of the ASN review and could be considered on a temporary basis linked to implementing the ASN outcomes.

Possible areas for investment

Raising
 Attainment
 Wellbeing
 Project Ref

a. Support for targeted intervention (provisional funding allocation: £208k per annum)

We currently have a model for targeted, time-limited intervention within schools with high levels of need using SEBN/ASN staff. The model is research based and designed to support schools to embed inclusive practice by building capacity and facilitating change in the school community. Although it is too early to provide any formal evaluation of this approach, anecdotally the model has been

successful in supporting schools to develop their approaches to understanding and supporting children with Additional Support Needs, including children and young people with autism and social, emotional and behavioural needs. Data from deployment in two schools has for example shown a marked reduction in the number of violent and aggressive incidents in the schools. The intervention model relies on Teaching and Pupil Support Worker input and it is therefore proposed to extend this model by increasing capacity within our intervention team with two additional members of teaching staff and 5 Pupil Support Workers. The intervention teams will be deployed flexibly to meet needs in schools and assist in supporting the impacts of Covid displayed through behaviour that can impact on the whole school community.

b. Enhancing and developing staff skills (provisional funding allocation: £185k per annum for training and release of staff time).

Our ASN investment proposal highlighted the need to develop our training offer, and that improved training and support for teaching and support staff working within an environment where we are seeing a steady increase in the number of children with ASN would lead to better outcomes for all of our children and young people. This additional investment would support a whole school approach to supporting all learners providing consistent models and approaches and upskilling all teaching and support staff in schools to deal with the increasingly complex behavioural issues arising in school. The aim would be to deliver a suite of training in schools (focussing on targeted intervention schools in the first instance) that would include Emotion Coaching, Growth Mindset training, Restorative Practice, Solution Oriented Approaches, Trauma Informed Practice, Inclusive Practice for Autism/ADHD, Differentiation, Seasons for Growth and BSS for Education.

The proposal is for an additional training resource (in addition to the training resource in the ASN & Inclusion investment proposal) and a BSS for Education trainer. To enable training, staff would also need to be paid to attend outwith their normal hours or replacement costs for relief cover would be necessary.

c. ASN teachers (provisional funding allocation £350k per annum for 1 x ASN teacher per ASG)

The allocation model for ASN teaching staff has not been reviewed for a number of years and we therefore have teacher allocations in some schools that do not reflect the number of children with ASN in the school. This needs to be looked at as part of the ASN review but there is an argument for offering more ASN teaching support meantime to meet emergent need within an ASG. This teaching allocation would be held centrally and deployed flexibly to provide targeted input within an ASG, supporting school-based colleagues to embed high quality pupil planning and differentiation within classroom practice.

d. Flexible Package to Support Unmet and Emergent Need (200K per annum)

There is both unmet and emergent need in the current model of service provision, in particular in support for severe & complex primary age autism, support for the most challenging behaviours, and support for anxiety based and distressed school refusers. This

final option would provide a budget for flexible packages to support individual need that could include Pupil Support Workers working in schools where there is a need for intensive inputs for staged intervention 2 & 3 pupils, therapeutic interventions such as art, music, drama, play and relaxation therapy, and resources to deliver flexible curricula such as outdoor learning activities and active skills based opportunities.		
Risks associated with the proposed change – Describe and provide an indication of the level of risk associated with this project considering any potential reputational damage to the council, the degree of change being introduced, the complexity and/or innovation within the proposal.		RAG Difficulty of delivery
Actions – Describe/list the anticipated actions or a high level view of the work required The actions are detailed above		
Intended outcomes – List the broad outcomes/benefits arising from this proposal		
<p>All staff supporting children and young people in our schools (teachers and support staff) understand and engage with staged intervention and inclusive practice and are confident in relating to and working with all our learners, whatever their needs. Where intervention/intensive support is required it can be offered in a timely manner using expert resources. All children and young people receive the support they need, when they need it, including pupils who cannot manage a full curriculum or class attendance.</p> <p>The projects in this proposal will support the range of outcomes and measure agreed for the ASN review. In particular the following outcomes and measures are relevant against each project:</p>		
Well-being Project	ASN Outcome (number refer to the outcome numbering in the OBC)	Measures of Success
a) Targeted Intervention	<p>2. Moray's children and young people with ASN are safe, included, engaged and involved in learning</p> <p>3. Moray's children and young people with SEBN are safe, included, engaged and involved in learning</p>	<ul style="list-style-type: none"> • More inclusive schools evidenced through the grading of QI 3.1 (ensuring wellbeing, equality and inclusion). • Increase achievement of ACCEL levels • Increase attainment of SCQF levels • Increase % positive destinations

b) Training c) ASN Teachers d) Flexible Packages	1. Improved outcomes for Moray's children and young people with ASN through the implementation of national legislation 5. ASN resources, including workforce, are realigned towards flexibility, early intervention and prevention delivered through partnership work	<ul style="list-style-type: none"> • Staff wellbeing measures (including absence) • Children and young people wellbeing measures (children and young people feel safe and included whilst at school) • Reduction in the number of violence and aggression incidents (Wider Range of measures in OBC)
How will the benefits of this project be measured – Where possible identify SMART outcome measures		
See above – and through wider measures in ASN OBC		
Strategic Fit – Note the areas of the LOIP or Corporate Plan addressed by this proposal		
Loop – Raising Aspirations – overarching priority that covers addressing poverty CP - Our People: Opportunity for people to be the best they can be Our Future – links with challenges noted of improving jobs choices for young people and pay levels and job opportunities for women Legislation: Additional Support for Learning Legislation.		
Resourcing implications – Give an indication of who needs to be involved in the delivery of this project proposal and where this is additional to current establishment		
Existing council teams: SEBN Team ASN Education Support Officers Educational Psychology Service Moray Autism Service New resources as set out in this template		
Additional Information – Include any background papers or evidence base for the proposal		

Service information is set out in the ASN OBC Appendix 3 and can be accessed at this link [ASN Review OBC](#) or on the Council's website on the agenda of the Education Communities and Organisational Development Committee on 11 August 2021.

The change in pupil numbers is noted below along with the budget position, which has remained static in real terms since 2013/14 with the increase attributable to salary increases. Changing methods of assessment and the way support is allocated means that it is not valid to do a straight per capita comparison, however, the challenges of meeting need in this environment are evident from the data and the attached appendix explains how this has been achieved.

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%
National Ave. % ASN	24.2%	25.9%	28.0%	30.2%	31.6%

	2017/18 (£000)	2020/21
Support for learning	7714	8883
SEBN	779	934
Autism	181	395
Total	8,674	10,212

Timescales – Provide an indication of when the work could start and the likely timescales in months/years if known	2021/22	2022/23	2023/24	2024/25
Recruitment would be required so lead in of 3 months from approval, therefore, 75% costs for 21/22				

Investment – Provide an indication of any additional funding required to deliver this project and what this funding covers. If not currently available please indicate what will be required to identify the level of investment.	2021/22 £000s	2022/23 £000s	2023/24 £000s	2024/25 £000s
A. Support for targeted intervention 2 x Teachers @ £43k = £86k 5 x PSW @ £24,500 = £122,530	156,400	208,530	52,130	
B. Enhancing and developing staff skills 2 x Trainer (G9) £100k Relief/supply cover and additional hours £65k Training resources £20k (one off)	138,750	185,000	46,250	
C. ASN teachers (provisional funding allocation £350k per annum for 1 x ASN teacher per ASG)	260,000	350,000	90,000	
D. Flexible support packages £200K per annum	150,000	200,000	50,000	
TOTALS	705,150	943,530	238,380	1,887,060
Savings – Where savings or income is anticipated please indicate what these savings are and a profile of savings delivery. If not currently available please indicate what will be required to identify the level of savings.	2021/22 £000s	2022/23 £000s	2023/24 £000s	2024/25 £000s
There are no savings from this proposal				