



**East Lothian**  
Council

**MINUTES OF THE MEETING OF THE  
EDUCATION COMMITTEE**

**TUESDAY 21 JUNE 2022  
VIA VIDEO CONFERENCE FACILITIES**

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**Committee Members Present:**

Councillor F Dugdale – Convener  
Councillor L Allan  
Councillor L Bruce  
Councillor J Findlay  
Councillor N Gilbert  
Councillor N Hampshire  
Councillor C McFarlane  
Councillor L Menzies  
Councillor B Ritchie  
Councillor T Trotter  
Councillor C Yorkston – Depute Convener  
Ms G Gillan (EIS)  
Mr R Lesso (External Rep)  
Rev G Sheridan (External Rep)

**Council Officials Present:**

Ms L Brown, Executive Director of Education and Children's Services  
Ms N McDowell, Head of Education  
Dr L Binnie, Principal Educational Psychologist  
Mr D Campbell, Solicitor  
Mr N Craik-Collins, Education Service Manager  
Ms K Haspolat, Quality Improvement Officer  
Mr R Parker, Service Manager – Education (Strategy and Operations)  
Ms B Skirrow, Principal Officer (Education Service)  
Mr N Trussler, Quality Improvement Officer  
Ms J Allen, Communications Adviser

**Head Teachers Present:**

Ms L Blair, Sanderson's Wynd Primary School  
Ms C Bonnar Pinkie St Peter's Primary School

**Clerk:**

Ms R Crichton, Committee Officer  
Minute produced by Ms J Totney – Team Manager – Democratic and Licensing

**Other Elected Members present:**

Councillor A Forrest

**Apologies:**

Councillor S McIntosh  
Ms E Malcolm (External Rep)

**Declarations of Interest:**

None

Prior to the commencement of business, the Clerk advised that the meeting was being held remotely in accordance with the Scottish Government's guidance on physical distancing; that the meeting would be recorded and live streamed; and that it would be made available via the Council's website as a webcast, in order to allow public access to the democratic process in East Lothian. She stated that the Council is the data controller under the Data Protection Act 2018; that data collected as part of the recording would be retained in accordance with the Council's policy on record retention; and that the webcast of the meeting would be publicly available for up to six months from the date of the meeting.

The Clerk recorded attendance of committee members by roll call.

Councillor Dugdale, extended a welcome to the Head Teachers who were present at the meeting.

**1. UPDATE ON THE ONGOING IMPACT OF COVID-19 ON SCHOOLS AND THE WIDER EDUCATION SERVICE DURING SESSION 2021/22**

A report was submitted by the Executive Director for Education and Children's Services providing an update on the impact of COVID-19 on schools and the wider Education Service, along with an update on the lessons learned including areas which the service and schools plan to build on and areas where further support will be required as a result of any negative impacts of COVID-19.

Nicola McDowell, Head of Education, explained that the report provides updates subsequent to the Education Committee meetings in March and November 2021 and indicated that she expects that this will be the final Covid report to committee. She highlighted the key points which included the fact that schools can make local decisions about retaining Covid mitigation measures; communication remains ongoing with parents and carers; and thanked trade union colleagues for their huge support. She reported that nurture remains the priority approach and that Scottish Government funding has been used to create a Pedagogy team. She informed members that antisocial behaviour in some locations remains an issue in a small cohort and outlined the ongoing measures that are in place to address this. She stated that the Education Recovery Group met for the final time in May, and that despite the significant challenges that have been faced as a result of the pandemic, the Service will build on opportunities to strengthen collaborative working and focus on attainment and use of resources.

Councillor Hampshire asked if there are enough places for pupils who are struggling with being back in the classroom. Ms Mc Dowell acknowledged this important question and explained the range of supports that are in place, including the Early Intervention Support Team who will engage with families and learners, and the increased number of youth workers who are in schools. In relation to the anti-social behaviour issue, she advised that this is happening in the community and that the Service is working with Police Scotland, communities and Children's Services in this regard.

Lyndsey Blair, Head Teacher, Sanderson's Wynd Primary School, gave an account of the return to school experiences at Sanderson's Wynd, which had been challenging for some children, and commented that it had been empowering as a Head Teacher to have a steer and support from the Local Authority. She advised that guidelines on how to support children and young people have resulted in clear boundaries being put

in place; that the school has bought into the building resilience programme; and that positive feedback is being received from parents and children.

In response to questions from Councillor Bruce, Ms McDowell explained that the schools that were retaining Covid mitigations were doing so as they had proven to be successful in the smooth operating of the school; advised that in the main, enhanced cleaning measures will not continue beyond August; confirmed that four schools are currently benefitting from the Pedagogy team, but that will change according to need; and stressed that all schools will benefit from universal professional learning from the Pedagogy team.

Councillor Allan asked about the supports available to children and young people in relation to mental health. Dr Binnie comprehensively covered the extensive list of supports and range of options which had been developed during the last two years, and advised that it is hoped that capacity will increase further due to additional funding and new supports coming on-stream. She advised that support is available from partnership working and within the Local Authority, and that recent data indicates that waiting times for support have reduced due to the focus over the last two years, and that the interventions are already having a positive impact.

Gael Gillan, speaking on behalf of the EIS and SSTA unions, spoke of their appreciation for the collaborative working between the trade unions and Council and thanked officers for the immense amount of work that had been carried out during a challenging and difficult time. She added that trade union attendance at the Education Recovery Group had been particularly important and looked forward to continued engagement with the Education Service.

Councillor Hampshire echoed these comments and commended and thanked everyone involved for their fantastic work to support, and to continue to support, children who have been affected by schooling arrangements during the pandemic.

Councillor Dugdale, Convener, commented on the unprecedented period of challenge over the last two years, the impact of which has been well documented, and commented most positively on the rigorous planning that has taken place to bring the Service out of this period and ready to embrace new and future challenges.

## **Decision**

The Education Committee agreed to note:

- i. the considerable work continuing to be undertaken by the Education Service and school staff in responding to the COVID-19 pandemic in session 2021-2022.
- ii. the lessons learned including positive developments that the Education Service plans to build on and areas where further support is required.

## **2. IMPROVING OUTCOMES FOR ALL – RAISING ATTAINMENT STRATEGY UPDATE**

A report was submitted by the Executive Director for Education and Children's Services providing an update on the work underway across Education and Children's Services to improve outcomes for all, through raising attainment and achievement and reducing the poverty related attainment gap and to provide some high level messages about the impact of recovery work upon pupil attainment in East Lothian schools in response to

COVID-19 related school closures in previous years and the related ongoing challenges presented this current school session 2021-22.

Nick Trussler, Quality Improvement Officer, presented the report and highlighted the salient points which included high level messages on high level recovery work, background details from a local and national perspective, summary of pupil attainment, the impact of the pandemic on the use of data, an overview of improvement priorities for 2022/23 for schools and the Education Service. In addition he reported that schools have made significant progress towards returning to pre-pandemic attainment levels, and advised that a Short Life Working Group will plan for the use of equity funding. He concluded by informing the committee that Ms Blair and Ms Bonnar were still present at the meeting and that equity studies for their schools were available in the Members' Library Service.

In response to a question from Councillor Ritchie, Mr Trussler confirmed that the Service is on track to gather data for June 2022 which would be submitted to Scottish Government in August and presented to a future meeting of the Education Committee.

Replying to several questions from Councillor Bruce, Mr Trussler provided information on what was being measured and what the data would be used for. He added that work is being done with schools to drill down to individual pupil level; to identify barriers to learning; and to monitor the impact of interventions at school and at Local Authority level. He explained that a significant gap has been identified between boys and girls, especially for literacy, and that this data meant that schools could plan targeted interventions and support. Regarding areas where progress is required, he stated that there is relentless focus on addressing the poverty related attainment gap, especially within the quintile 1 cohort.

In response to Councillor Yorkston, Ms McDowell advised that £2million of new funding would be available over the next four years in respect of schools' attainment challenge. She added that the multi-disciplinary Short Life Working Group is yet to meet but that there has been engagement with other Local Authorities regarding priority setting and use of funds, with other Local Authorities showing keen interest in the approach used by East Lothian Council. Collaboration with Children's Services and communities would also be key to ensure that the funding has the intended impact.

Replying to Councillor Findlay, Mr Trussler explained the early level measurement used for the attainment of Primary 1 children.

In relation to the earlier contributions regarding behaviour, Ms Gillan, thanked Dr Binnie for her informative update. However, she advised that many EIS Members are concerned about attainment where classes are experiencing day-to-day low levels of disruptive behaviour. Mr Trussler acknowledged the different challenges faced by pupils returning to full-time schooling and outlined the approaches, including the Pedagogy Team, that are being deployed to support teachers with pupil engagement and learning.

Addressing a question from Councillor Gilbert about the administration fee for Pupil Equity Funding that is levied before the schools receive the funds, Mr Trussler advised that he would obtain updated information and share this with Committee Members.

With regards to the question from the Convener about Pupil Equity Funding interventions, Mr Trussler invited Ms Bonnar and Ms Blair to give overviews of the impact of their projects on learners.

Ms Bonnar shared some of the work at Pinkie St Peter's Primary School which included the introduction of the Pinkie Way which linked into school priorities, improvements in social and oral language skills, and the intelligent use of data to inform self-improvement initiatives.

*Sederunt: Mr Trussler left the meeting (as a result of connectivity issues)*

Ms Blair reported on the experiences at Sanderson's Wynd Primary School in relation to readiness to learn, additional support needs (both recognised and hidden), the establishment of a nurture group which resulted in a whole of school nurture approach, educational psychology support, speech and language therapy, and a learning den.

Councillor Allan commented positively on having trauma informed teaching and the development of a resilience and growth mind-set.

Councillor Dugdale, Convener, thanked Mr Trussler for his report and extended her thanks to the Head Teachers for sharing their interventions and experiences with the Committee. She welcomed the fact that so much multi-disciplinary work is taking place and that data is being used intelligently to improve attainment for children and young people.

### **Decision**

The Education Committee agreed to note:-

- (i) the contents of this report and the positive impact of recovery work in East Lothian schools on achievements of East Lothian learners.
- (ii) the key successes, areas of progress and actions being taken by schools and the Education Service to improve pupil attainment during the current school session 2021-22.
- (iii) the key areas of focus and priorities within the Raising Attainment Strategy for 2022-23 to support a relentless focus on improving outcomes for all across East Lothian schools.

### **3. UPDATE TO THE SCHEME OF DEVOLVED SCHOOL MANAGEMENT – APRIL 2022**

A report was submitted by the Executive Director for Education and Children's Services regarding the updated guidelines for the Scheme of Devolved School Management (DSM) (Appendix 1) in line with new national guidance, effective from 1 April 2022.

Richard Parker, Service Manager – Education (Strategy and Operations) presented the report and explained the background to the reviews and consultation in relation to the updated guidelines and guidance for the DSM Scheme, referring Members to the main changes which are covered in detail in the report. He stated that benchmarking had taken place with neighbouring Local Authorities to better enhance the DSM scheme; there would be a report back to Scottish Government and that a user friendly version would be published on the Council's website.

Replying to a question from Councillor Hampshire, Mr Parker advised that it is not anticipated that the new scheme would result in an increased workload for Head Teachers and that the focus is on transparency regarding the explicit allocation of budget and reporting on spending decisions. He pointed out that as more than 90%

of the funding allocated for DSM relates to staffing costs, local spending decisions relate to the remainder of the funding.

Councillor Findlay sought additional information about the review of management structures in Primary Schools. Mr Parker advised that this would be of a general nature as management structures had not been reviewed for some time.

Regarding the Convener's enquiry about future reporting of Additional Support Needs funding allocations, Mr Parker explained the methodology for allocating resources consistently across the Local Authority area. He advised that a questionnaire has been issued to schools regarding the fairness and equity of funding allocations in relation to meeting the needs of all learners. He added that this collaborative working with Head Teachers is part of a Short Life Working Group and that the work would be ongoing until December 2022. He committed to reporting back on this work at a future meeting of the Education Committee.

The Convener thanked Mr Parker for his update and stressed the importance of fairness, consistency, equity and transparency which are all demonstrated in this ongoing work.

### **Decision**

Education Committee agreed to note:

- i. The Scottish Government directed local authorities to review their Scheme of Devolved School Management (DSM) for compliance with new national guidance issued in 2019. The local authority is required to report back to the Scottish Government the review is complete and implemented by August 2022.
- ii. Short life working groups for each sector, primary and secondary, reviewed and updated our DSM scheme between June and December 2021.
- iii. No substantial changes to the methodology of the DSM scheme were adopted from April 2022.
- iv. Two strands of the new DSM scheme were identified as requiring a "deeper dive" by two newly formed and focussed short life working groups to look at the impact of alternative methodology and make recommendations in relation to management time allocations and Additional Support Needs funding allocations. This work will take place between June and December 2022.
- v. The DSM scheme and associated documents should reflect current policy and practice and will be reviewed annually by Education & Children's Services. A three year local authority peer review of the DSM scheme, as detailed in the national guidance, will be required.
- vi. Local authorities are required to publish their full schemes and a user-friendly summary version on their public facing websites by August 2022.

Signed .....

Councillor Fiona Dugdale  
Convener of the Education Committee

DRAFT





**REPORT TO:** Education Committee

**MEETING DATE:** 22 November 2022

**BY:** Executive Director – Education & Children’s Services

**SUBJECT:** Education Service Progress Report and Improvement Plan 2022/23

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**1. PURPOSE**

- 1.1. To seek the Committee’s approval of the Education Service Progress Report and Improvement Plan on key improvement priorities achieved for session 2021/22 and identification of key improvement priorities planned for session 2022/23.

**2. RECOMMENDATIONS**

- 2.1. The Committee is asked to:-
  - i. Note the overall positive progress made by the Education Service in delivery of the Council Plan and the priorities within the National Improvement Framework.
  - ii. Note the impact of the COVID-19 pandemic on the progress of the 2021/22 priorities and the steps being taken to secure continuous improvement in session 2022/23.
  - iii. Approve the Progress Report and Improvement Plan (Appendix 1).
  - iv. Note that this Progress Report and Improvement Plan has been submitted to the Scottish Government in draft, in line with the Local Authority’s statutory duty pending Committee approval.

**3. BACKGROUND**

- 3.1 The Standards in Scotland’s Schools etc. Act 2000 places a duty on the education authority to annually prepare and publish a report as to its success in meeting the objectives set out in the most recently published Education Local Improvement Plan.

- 3.2 The Education (Scotland) Act 2016 amended the Standards in Scotland's Schools etc. Act 2000 placing new duties on education authorities in to the preparation and publication of annual plans and reports linked to the National Improvement Framework.
- 3.3 The Scottish Government has encouraged education authorities to prioritise recovery and where possible to streamline ongoing improvement priorities.
- 3.4 The Education Service has reviewed progress from last session as part of a range of ongoing methods of self-evaluation. In addition, officers have reviewed school standards and quality reports and school improvement plans in order to ascertain where further improvement is required.
- 3.5 Plans for the use of Pupil Equity Funding have this year been amalgamated into School Improvement Plans to ensure a holistic approach to improvement planning, specifically relating to raising attainment and closing the poverty-related attainment gap.
- 3.6 This streamlined planning format is a vital component of our recovery plan and the ways in which we plan to improve further the quality and holistic nature of our work.
- 3.7 The refreshed Scottish Attainment Challenge programme aims to address challenges and ensure that equity lies at the heart of the education experience for all. East Lothian Council will benefit from almost £2M of Strategic Equity Funding over the next 4 years to support COVID recovery and accelerate closing the poverty-related attainment gap. Planning for this is also encompassed within this plan.
- 3.8 While in the past the report has also included a data pack summarising the range of data that informs our improvement actions, this data is not publicly available at this point. The most up to date data available was published in the Raising Attainment Strategy approved by Education Committee in June.

### 3.9 **Key Successes, Summary of Progress and Next Steps**

- 3.9.1 A summary of the progress made with the main priorities for the Education Service between August 2021 and March 2022, are outlined below alongside the key areas where further progress is required.

Attainment and achievement – During school session 2020-21, the Quality Improvement Team engaged Head Teachers in collaborative analysis of attainment data with the aim of identifying key areas for improvement across the local authority. These areas are embedded in the Raising Attainment Plan which contains aims for each year from June 2022-24 and are;

- Attainment of Early Level Literacy and Numeracy
- Attainment of Writing at all BGE levels

- Gender based attainment gap (girls v boys)
- Poverty related attainment gap (Q1 vQ5)

3.10 All schools, as part of the Raising Attainment Strategy, identify through self-evaluation which of these key area(s) for improvement would be included in their School Improvement Plan. Schools are asked to identify aims and to develop universal and targeted approaches which would address these. The Quality Improvement Team provide regular support and challenge to schools through their quality assurance processes which contribute to a relentless focus on raising attainment and closing the poverty related attainment gap.

All staff have now been made aware of their responsibilities under the Corporate Parenting Plan.

3.11 Ensuring Wellbeing, Equality and Inclusion (GIRFEC) – A renewed focus on attendance was provided with the launch of a new attendance policy in January 2022 “*Included, Engaged & Involved: A Positive Approach to Improving Attendance*”. The policy was presented to each of the six ASG meetings and three twilight sessions were offered to staff to support understanding and implementation. The policy includes a school self-evaluation toolkit which all schools were offered support with to aid implementation. There was a focus on secondary schools’ use of part time timetables which lead to a significant reduction in use. Attendance and exclusion data is reported and analysed at ASG Level and is a focus for individual school professional dialogue.

3.12 The Mental Health and Wellbeing Single Point of Access (SPA) supported 834 children and young people with an intervention to meet their needs.

3.13 This was discussed in more detail at our recent briefing, and will be supplemented by a bespoke Mental Health briefing by Dr Lynne Binnie.

3.14 Head Teachers have a strategic overview of the attendance, attainment and exclusions of care experienced children and young people and support schools to ensure they receive all they need to thrive at school.

3.15 Attendance and exclusion data is reported and analysed at ASG Level and is a focus for individual school professional dialogue. Some schools have benefitted from individual visits from the Virtual Head Teacher for Care Experienced Children and Young People to review planning around individual children.

3.16 UNCRC training programme for staff has been rolled out to schools to ensure a clear focus to the teaching of children’s rights as part of the curriculum.

3.17 A range of professional learning sessions took place to support schools to embed children’s rights within their policies and practice. Schools are

being supported and encouraged to apply for Rights Respecting School accreditation. There are currently 14 schools with a Bronze Award, 5 with Silver and 4 with Gold.

Through training, all Designated Managers, teachers and school staff will be supported to be aware of the issues facing care experienced pupils so they can best engage and encourage.

- 3.18 Almost all Designated Senior Managers (DSM) attended professional learning sessions on the governance and aims of The Promise. All participants reported an increased knowledge of The Promise and all participants identified a least one aspect of their practice they would seek to improve or update as a result of the training.
- 3.19 Employability – ‘Workforce for the Future’ (WFTF) was funded via the Young Person’s Guarantee. This initiative created 18 job placements across a variety of Council service areas, during 2022-23. The outcomes for the first cohort of WFTF have proved hugely successful. The young people gained both experience and skills, whilst bringing additional energy.
- 3.20 Education Support Officers in Literacy and Numeracy were appointed to lead innovative approaches to Family Learning, with a view to improving attainment and educational outcomes (monitoring and evaluating using data).
- 3.21 East Lothian Works is supporting 250 pupils on Broad General Education, Foundation Apprenticeship and Senior Phase Courses.
- In 2021-22, East Lothian Works offered 4 internal Foundation Apprenticeship frameworks (Business Skills, Accountancy, Scientific Technologies and Social Services Children and Young People).
- 3.22 Our initial Positive Destinations Report (SLDR for the 2019-20 cohort the initial snapshot result was 92.5% (below the National Average of 93.3%, for the first time). For the 2020-21 cohort, the initial SLDR result increased to 96.1% in East Lothian. As an additional support, every ELC school leaver was allocated a key worker to work with until the age of 19.
- 3.23 Our Participation Measure (the statistic which records positive destinations 3 years after the school leave date) in August 21 was 94% (August 2021) and 5<sup>th</sup> out of 32 local authorities. Prior to the pandemic, we had reached a peak of 95.8%. The Participation Measure tracks the current status of 16-19 year olds.
- 3.24 Leadership – The Pre-consultation phases 1 and 2 of the Learning Estate Review were completed and the feedback data was analysed and a draft Learning Estate Strategy has been produced. Many of our regional aspirations align with the Scottish Government’s Learning Estate Strategy.

- 3.25 None of the 1324 young people engaged in our Instrumental Music Service have been charged to participate in the service in Session 2021/22.
- 3.26 No young person in East Lothian has been charged to participate in any of the 8 Curriculum for Excellence curriculum areas in Session 2021/22.
- 3.27 We will continue to progress and finalise the DSM review and the approaches to funding ASN in our schools. We will conclude the findings of two short life working groups focusing on ASN funding and management structures in primary schools by December 2022 and will recommend any changes to the current scheme for implementation in April 2023.
- 3.28 **Key challenges and opportunities**
- 3.29 The first part of the Progress Report and Improvement Plan also sets out the key challenges and opportunities facing the Education Service for 2022/23 and beyond. It also seeks to align these with the key areas of focus for our teams.
- 3.30 We continue to be firmly focused on improving outcomes for all of our children and young people and ensuring they have a high quality education service. Our county is rapidly expanding and this presents a range of exciting opportunities as we continue with our work to expand our school estate. We are committed to continuing to improve our approaches for children and young people who require additional support to ensure that the right support is being provided at the right time, in the right place to those who need it most. We will continue to work in partnership with our Head Teachers and staff through our ongoing support, and the next stages of the development of our Self-Improving Schools System.
- 3.31 We will continue to implement key national policies including the Scottish Government's commitment to raising attainment for those children and young people who face barriers to their learning due to the impact of poverty and disadvantage. We will also continue to implement the required actions and steps taken to take forward the four priority areas set out in the National Improvement Framework across the key drivers for improvement.
- 3.32 Our three new recovery focused priorities of Curriculum, Inclusion and Wellbeing and Leadership encompass our aspirations for continuous universal and targeted improvement while taking into account evaluation of outcomes from last session.
- 3.33 Overall we plan to have a sharper focus on baseline measures and expected impact, making our measurable outcomes for learners more explicit.

#### **4. POLICY IMPLICATIONS**

- 4.1 The reporting of performance and planning for improvement is a statutory duty placed on the education authority. The annual publication of a Progress Report and Improvement Plan demonstrates the Council's commitment to fulfilling this duty.

#### **5 INTEGRATED IMPACT ASSESSMENT**

- 5.1 The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

#### **6. RESOURCE IMPLICATIONS**

- 6.1 Financial - none  
6.2 Personnel - none  
6.2 Other - none

#### **7 BACKGROUND PAPERS**

- 7.1 Education Service Progress and Improvement Plan 2022/23 (Appendix 1)

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<b>DATE</b>	22 November 2022



East Lothian  
Council

# EDUCATION PROGRESS REPORT & IMPROVEMENT PLAN 2022/23



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## Introduction

Across East Lothian we are ambitious for our children and young people and working together, we will support them to be confident, resilient and to achieve within their schools and wider communities. During 2019, Education and Children's Services came together as one integrated service. We are now working together to ensure everything we do starts with the child and family and builds the right support and services around them.

Working together, we:

- **share common values, approaches, behaviour and a strong commitment to do the very best for East Lothian's children and young people**
- **are ambitious for our children and young people**
- **promote and prioritise early intervention and prevention**
- **take a relationship-based approach with each other, our children, young people and their families promote creativity and innovation**
- **want East Lothian to be an inclusive place to live and learn.**



Our approaches will ensure that we support our children and families to have the very best start in life and that they can go on to have fulfilling lives, better health and living longer. Our vision and values also align closely with the Key Priorities in the National Improvement Framework for Scottish Education 'Achieving Excellence and Equity' (*Scottish Government, January 2016*) and Delivering Excellence and Equity in Scottish Education (*Scottish Government, June 2016*):

- **Improvement in attainment, particularly in literacy and numeracy;**
- **Closing the attainment gap between the most and least disadvantaged children;**
- **Improvement in children and young people's health and wellbeing; and**
- **Improvement in employability skills and sustained, positive school leaver destinations for all.**

We will continue to have a relentless focus on Inclusion, Achievement, Ambition and Progress for All. We all work together to Get it Right for Every Child and to ensure that all our children and young people are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

This Progress Report highlights our evaluation of Education priorities from 2021/22, and also sets out our improvement priorities for Session 2022/23.

## **COVID-19 in East Lothian**

At the start of the new school session 2021/22, school staff, children and families continued to adapt very well to the continued mitigations to ensure the health and safety of all users though the impact of these remained challenging. School staff worked hard to assess children's progress and to support them to move on in their learning. Post-Christmas the pace of improvement and change was disrupted due to periods of disruptive staff absence that saw many of our schools affected so badly by staffing issues that remote learning had to be invoked across primary

classes and secondary year groups. Our aim continued to be to progress with all of our improvement priorities but there remains no doubt that our focus changed, with recovery being at the heart, and the pace of change adapted to suit the circumstances.

## Context of East Lothian

East Lothian's population is projected to grow by about 1% a year over the next 19 years from just over 100 000 to over 125 000 by 2037. Significant growth is projected across all age groups but particularly among children with the 0-16 year group projected to grow by almost a third.



In 2021/22 there were:

- 8,609 pupils in East Lothian Council's 34 primary schools
- 6,421 pupils in six secondary schools
- 2,350 children accessing 1140 hours of early learning and childcare across 33 Local Authority settings and 17 private and voluntary sector partnership centres
- 65 Eligible 2s
- Specialist provision in enhanced learning centres is provided within 4 mainstream primary schools and 2 mainstream secondary schools with 73 primary and 62 secondary pupils attending during this academic session
- 28.9% of all pupils had an additional support need
- 1.9% of all pupils were recorded as care experienced

- 7.0% of pupils were recorded as living in the 20% most deprived areas compared with 19.7% in the 20% least deprived areas
- The Pupil Teacher Ratio (PTR) reduced to 14.6 (down from 14.8 in 2020/21)
- The average primary class size decreased slightly to 23.3
- 76% of our primary school buildings were reported as in 'good' or 'satisfactory' condition
- 100% of our secondary school buildings were reported as in 'good' or 'satisfactory' condition

***Further information on our services and teams is contained in Appendix 1.***

## Progress during session 2021/22 with our priorities

This next section of this report describes the progress made with the main priorities for the Education Service between August 2021 and June 2022. The reports sets out what we have achieved and areas where further progress is needed. In the second section of the report, we set out our key priorities for session 2022/23 which takes account of our progress to date, what the data is telling us and the impact of the COVID-19 pandemic.

The Standards in Scotland's Schools etc. Act 2000 places duties on education authorities in relation to the delivery of school education and having due regard to reduce inequalities of educational outcome experienced by pupils as a result of socio-economic disadvantage. This Act requires education authorities to prepare and publish an annual report setting out the steps taken to secure improvements in education provision and outcomes set out in the National Improvement Framework Improvement Plan and those identified by the Council. The Scottish Government expects every education authority to prepare and submit a National Improvement Framework Plan and Progress Report by the end of September, annually.



This Education Service Progress Report and Improvement Plan continues to take account of the priorities set out in the Scottish Government's 2020 National Improvement Framework and Improvement Plan, East Lothian Children and Young People's Services Plan and the East Lothian Council Plan. The focus for session 2021/22 is 'Getting it Right for Our Children – Living and Learning in East Lothian'.

Our aim is to continue to develop an integrated service that seeks to get it right for all of our children, living and learning in East Lothian through the actions taken across our service areas and in our schools, and to improve the quality of the experiences we provide for children, young people and families in East Lothian.

Overall, progress has been made to deliver on most of the key priorities and objectives set out in the Education Service Plan, however this has been adversely affected by the pandemic. Quality Frameworks such as How Good is Our School? (4<sup>th</sup> edition) and How Good is our Early Learning and Childcare continue to support the Education Service to benchmark our service provision, including feedback from our key stakeholders.

We continue to make use of a range of data and evidence to inform progress made with current priorities and inform future areas for improvement. Further evidence gathered to inform this progress report would usually include the following, however Education Scotland scrutiny inspections were on hold all year, although recovery visits did take place, and in-school reviews were not permitted due to COVID guidance restrictions:

- Education Scotland and Care Inspectorate reports on schools and services
- School validation/review visits
- Attainment and achievement data, including Local Government Benchmarking Framework data (though there are limitations in the use of SQA data for both years due to the cancellation of the examination diets)

Attainment data previously published is accurate up until 2018/19. Following that, alternative assessment arrangements as a result of the pandemic meant that data collected either wasn't published or could not be meaningfully compared to previous years. All the most up to date data and projections are contained within the Raising Attainment Strategy, along with our stretch and core plus aims within our Scottish Attainment Challenge plan.

New data is not yet available. ACEL (Curriculum for Excellence) data will be published in December 2022, and Insight data will be published in February 2023. We are not permitted to share this data until that time.

## Education Service Improvement Priorities 2020/21: Evaluation of progress and next steps

### **PRIORITY 1 : Attainment and Achievement**

#### **In Session 2021/22 we aimed to:**

- 1.1** Improve attainment within the broad general education stages, by implementing the Raising Attainment Strategy
- 1.2** Improve attainment within the senior phase by maximising opportunities through curriculum planning, consortium arrangements and partnership delivery
- 1.3** Identify and reduce the attainment gap between the most and least deprived children
- 1.4** Continue to focus on improving the attainment and achievement of Looked After children and young people.
- 1.5** Continue to support our looked after children and young people to achieve by implementing the corporate parenting plan.

### **Evaluation of Progress**

**1.1-1.4 See Appendix 2 for latest attainment information and stretch aims for Session 2022/23. This also gives details of the attainment gap between the most and least disadvantaged in East Lothian, and plans to improve the outcomes of looked after children and young people.**

New data is not yet available. ACEL (Curriculum for Excellence) data will be published in December 2022, and Insight data will be published in February 2023. We are not permitted to share this data until that time.

During school session 2020-21, the Quality Improvement Team engaged Head Teachers in collaborative analysis of attainment data with the aim of identifying key areas for improvement across the local authority. These areas are embedded in the Raising Attainment Plan which contains aims for each year from June 2022-24 and are;

- Attainment of Early Level Literacy and Numeracy
- Attainment of Writing at all BGE levels
- Gender based attainment gap (girls v boys)
- Poverty related attainment gap (Q1 vQ5)

All schools, as part of the Raising Attainment Strategy, identify through self-evaluation which of these key area(s) for improvement would be included in their School Improvement Plan. Schools are asked to identify aims and to develop universal and targeted approaches which would address these. The Quality Improvement Team provide regular support and challenge to schools through their quality assurance processes which contribute to a relentless focus on raising attainment and closing the poverty related attainment gap.

All staff have been made aware of their responsibilities under the Corporate Parenting Plan.

## **PRIORITY 2 : Ensuring Wellbeing, Equality and Inclusion (GIRFEC)**

**In Session 2021/22 we aimed to:**

- 2.1.** Improve the attendance, participation and engagement of all learners and especially those who are living in poverty, are care experienced or have other protected characteristics
- 2.2.** Improve the mental health and wellbeing of our children and young people
- 2.3** Embed the principles of UNCRC and The Promise across all aspects of the Education Service
  - HTs will have a strategic overview of the attendance, attainment and exclusions of care experienced children and young people and support schools to ensure they receive all they need to thrive at school.

- UNCRC training programme for staff is rolled out to schools to ensure a clear focus to the teaching of children’s rights as part of the curriculum. This will include a specific focus at HT Meetings.
- Through training, all Designated Managers, Teachers and school staff will be supported to be aware of the issues facing care experienced pupils so they can best engage and encourage.
- All Designated Managers will receive training to ensure language around care experienced children and young people is easily understood, positive and does not create or compound stigma.

## Evaluation of Progress

**2.1.** Improve the attendance, participation and engagement of all learners and especially those who are living in poverty, are care experienced or have other protected characteristics:

A renewed focus on attendance was provided with the launch of a new attendance policy in January 2022 *“Included, Engaged & Involved: A Positive Approach to Improving Attendance”*. The policy was presented to each of the six ASG meetings and 3 twilight sessions were offered to staff to support understanding and implementation. The policy includes school self-evaluation toolkit which all schools were offered support with to aid implement. There was a focus on secondary schools’ use of part time timetables which lead to a significant reduction in use. Attendance and exclusion data is reported and analysed at ASG Level and is a focus for individual school professional dialogue.

Table 1: East Lothian Council Attendance Figures June 2022

	ELC Overall Attendance %	ASN Attendance %	C Exp Attendance %	FSM Attendance %	ELC Overall Exclusion Incidents Rate per 1000 pupils	ASN Exclusion Incidents Rate per 1000 pupils	C Exp Exclusion Incidents Rate per 1000 pupils
Annual Average (mean)	89.4	84.9	84.9	83.1	21.56	51.95	55.56



## 2.2. Improve the mental health and wellbeing of our children and young people:

The Mental Health and Wellbeing Single Point of Access (SPA) supported 834 children and young people with an intervention to meet their needs. The main presenting issue for children and young people referred for support through SPA in session 21/22 was anxiety which accounted for 40% of all referrals. Other frequently recurring reasons for referral included emotional/behavioural difficulties (n=138), low mood/depression (n=113) and trauma (n=96). A range of interventions were offered including school counselling, Low Intensity Anxiety Management and Seasons for Growth.

Responses from children and young people referred to the SPA highlighted that the main feature of support that they found most helpful was simply the ability to talk to someone. Being able to access the Mental Health Youth Worker Service allowed children and young people quick and easy access to someone that they could talk and open up to was shown to be of great value to them. Children and young people also said that the support from the Mental Health Youth Worker made them feel better about themselves and helped them to accept help.

### **Quotes from children and young people on what they found most helpful about the support**

*“Just being able to talk with someone”*

*“Made me feel better about me”*

*“The Mental Health Youth Worker. She is the best Mental health youth worker I’ve ever met...she’s the only one who made me ready to accept help. She’s phenomenal and I truly hope that every young person like me can find their mental health youth worker”*

*“Having someone to talk to”*

HTs have a strategic overview of the attendance, attainment and exclusions of care experienced children and young people and support schools to ensure they receive all they need to thrive at school.

Attendance and exclusion data is reported and analysed at ASG Level and is a focus for individual school professional dialogue. Some schools have benefitted from individual visits from the Virtual Head Teacher for Care Experienced Children and Young People to review planning around individual children. A revised procedure around reporting of exclusion for Care Experienced children and young people has been developed and shared.

### **2.3 Embed the principles of UNCRC and The Promise across all aspects of the Education Service**

UNCRC training programme for staff is rolled out to schools to ensure a clear focus to the teaching of children's rights as part of the curriculum. This will include a specific focus at HT Meetings.

A range of professional learning sessions took place to support schools to embed children's rights within their policies and practice. Schools are being supported and encouraged to apply for Rights Respecting School accreditation. We currently have 14 schools with a Bronze Award, 5 with Silver and 4 with Gold.

Through training, all Designated Managers, Teachers and school staff will be supported to be aware of the issues facing care experienced pupils so they can best engage and encourage.

Almost all Designated Senior Managers (DSM) attended professional learning sessions on the governance and aims of The Promise. All participants reported an increased knowledge of The Promise and all participants identified a least one aspect of their practice they would seek to improve or update as a result of the training.

All Designated Managers will receive training to ensure language around care experienced children and young people is easily understood, positive and does not create or compound stigma.

100% of secondary DSM and 89% of primary DSM attended professional learning sessions to increase awareness, confidence and skills in the appropriate use of language regarding children and young people who are care experienced. The sessions increase knowledge and skills in framing language appropriately to ensure staff present information appropriately. The sessions provided a strong focus on the use of the term Care Experienced as opposed to 'LAC'. Very positive feedback was provided by participants.

**Quotes from participants on the DMS children and young people on what they found most helpful about the support**

*“Powerful and challenging..... a great fit for what we do every day, and a message for our whole community!”*

*“Very inspiring - changing our words will help change our world.”*

*Framing reference guide shared with all participants to inform future practice and planning.*

### **PRIORITY 3 - Employability**

**In Session 2021/22 we aimed to:**

- 3.1** Clear communication of the ELC Employability offer.
- 3.2** Progress the Workforce for the Future plan
- 3.3** Parental Employability Support Fund (PESF) and Family Learning.
- 3.4** Implementation of No-one Left Behind Phase 2 (NOLB). Transition Support.
- 3.5** Co-ordination and support for 3-18 Developing Scotland Young Workforce.
  - Scientific Technologies NPA 6 Chemistry Pilot Project.
  - Development and Support of IRES City Deal Design Engineer Construct pilot projects.
  - Development of Social Value Community Agriculture Pilot Project and STEAM Education, in partnership with SRUC, BESA and Morrison’s Construction.

- Development of Enterprise programmes.
- Development of Disability Support through Career Education and Work Placement Standards.

### 3.6 Development of a pilot Vocational Skills College programme

### 3.7 Development of a post school training and upskilling partnership programme.

- Identification of and support for Care Experienced adults (working with Children’s Services)

### 3.8 Progress the implementation of no-one Left Behind (NOLB)

- Developing a range of innovative qualifications pathways in partnership with the IRES City Deal
- Stakeholder Engagement and feedback
- Impact Dashboards
- Data Analysis
- Online Presence
- CBIP and Social Value
- Procurement Framework
- Grant Claims
- Finance
- Administration
- Single point of referral and triage

## Evaluation of Progress

‘Workforce for the Future’ was funded via the Young Person’s Guarantee. This initiative created 18 job placements across a variety of Council service areas, during 2022-23. The outcomes for the first cohort of WFTF have proved hugely successful. The young people gained both experience and skills, whilst bringing additional energy. The strategy remains a priority and supports:

- Health and Social Care Plan.
- LAC, Care Leavers and Corporate Parenting.
- Separation between the Council’s ‘Statement of Intent’ and the role of partners.
- The Council’s Workforce Development Plan

Education Support Officers in Literacy and Numeracy were appointed to lead innovative approaches to Family Learning, with a view to improving attainment and educational outcomes (monitoring and evaluating using data). Input in this area has greatly improved Key performance Indicators detailed within PESF and regional measures such as 'the number of clients who have been involved in Council Programmes who have successfully transitioned into work'. Success indicators include:

- The individual's participation has increased their hourly or annual wage
- Achievement of a qualification or certification
- Achievement of Employment, Self-Employment or Sustained Employment
- Progression along the Strategic Skills Pipeline

The ESOs have been working with QIOs and the South East Improvement Collaborative (SEIC) to support the delivery of Literacy CPD, to almost all primary and secondary schools in East Lothian. Officers are also working with QIOs on Numeracy recovery; seeking opportunities through parental engagement, family learning, best classroom practices and pedagogical research.

ELW, throughout COVID19, continued to offer an extensive School to College Partnership (SCP) programme; including an internal portfolio of Edinburgh College Foundation Apprenticeships, the ELW School Programme offer, and a variety of certificated courses delivered by Edinburgh College. For academic term 22-23, we have 250 young people enrolled in BGE and Senior phase courses. This includes ASPIRE, World of Sport, Uniform Services, NPA Business and Customer Service, The School Leavers Programmes and Personal Development Awards and Working with People. Excluding College placements, ELW are supporting 250 pupils on BGE, FA and Senior Phase Courses.

In 2021-22, East Lothian Works offered 4 internal Foundation Apprenticeship frameworks (Business Skills, Accountancy, Scientific Technologies and Social Services Children and Young People). The new business Skills FA is now well established, with some notable successes. In 21-22, 51 young people were enrolled on the 2 year FA. Notably, despite businesses being closed due to COVID19. 96 young people have enrolled in these frameworks, which started in August 2022. We will be working with industry to add the IT Software FA, in August 2023.

Musselburgh Grammar School and Ross High School remain engaged in the IRES City Deal Pilot Schools for Design Engineer Construct (DEC).

ELW continued to successfully partner with The Ridge, who are training pupils in Construction Crafts and Rural Skills at SCQF levels 4 and 5. Due to pupil demand, we have been forced to increase the number of spaces available on these courses. In 2021-22 12 pupils successfully completed the NPA level 5 Construction and 5 pupils completed Rural Skills qualifications. For session 22-23, 60 pupils are registered to take courses at The Ridge.

ELW continued to work on developing a range of new qualifications, through engagement with the IRES City Deal; including new DEC and a Data Driven Innovation (DDI) pathway. Courses for adults have been developed and delivered in partnership with Edinburgh College.

A range of exciting new opportunities will be introduced with the opening of the Wallyford Learning Campus, in August 2023. A Regional Construction Skills Academy, in partnership with Edinburgh College and Morrison's Construction, is now live on site with 12 pupils studying a Level 4 Construction Crafts qualification. In addition, 12 school leavers have embarked upon the 'Introduction to Construction' course.

The Local Employability Partnership Group (LEP) was re-established. A Transitions Task Force (TTF) (made up of ELW, SDS, DWP and Edinburgh College) was formed as a subgroup of the LEP, as it was recognised that existing processes could be improved, to better meet the needs of vulnerable cohorts and those at most at risk of disengagement. The LEP is the monitoring and decision making partnership group for employability services across East Lothian and has an agreed set of KPIs which are reviewed annually. There are a number of operational sub groups of the LEP which specific responsibility for the following areas: young people; disability and health related conditions; adult learning, training and reskilling and a commissioning group.

Our initial Positive Destinations Report (SLDR for the 2019-20 cohort the initial snapshot result was 92.5% (below the National Average of 93.3%, for the first time). For the 2020-21 cohort, the initial SLDR result increased to 96.1% in East Lothian. As an additional support, every ELC school leaver was allocated a key worker to work with until the age of 19.

Our Participation Measure (the statistic which records positive destinations 3 years after the school leave date) in August 21 was 94% (August 2021) and 5<sup>th</sup> out of 32 local authorities. Prior to the pandemic, we had reached a peak of 95.8%. The Participation Measure tracks the current status of 16-19 year olds. In August 22, this had fallen slightly to 93.3%. There was a slight increase in the number of young people not participating in employment, education and training, which the LEP task force are now following up. SDS have also allocated additional staff to ensure that these young people are supported into an appropriate destination.

According to the PPRC data, (CP4) 'the number of people participating in ELW operated or funded employability programmes' was 467 in 2021/22. This was an increase from 138 in 2020/21. The second measure (CP5) '% of people involved in Council operated employability programmes, progressed into employment' was 35.5% in 2020/21 and increased to 43% in 2021/22.

## PRIORITY 4 - Leadership

### In Session 2021/22 we aimed to:

#### 4.1 Develop and maintain a school estate strategy.

- Continue to develop the learning estate strategy and improvement plan through a pre-consultation during 2021 that will seek to gather the views of East Lothian stakeholders

#### 4.2 Continue to deliver a Best Value efficient and effective service at a time of diminishing resources and growing demand.

- Implement the removal of charging for the Instrumental Music Service
- Implement the removal of charging for curriculum resources

#### 4.3 Continue to progress and finalise the DSM review and the approaches to funding ASN in our schools.

## Evaluation of Progress

4.1 The Pre-consultation phases 1 and 2 of the Learning Estate Review were completed and the feedback data was analysed. Hub South East were commissioned, as an independent body, to work with Education and other key Council Services to consider the data and produce a draft Learning Estate Strategy which outlines our vision for an improved, efficient, sustainable and affordable Learning Estate of the Future. Many of our regional aspirations align with the Scottish Government's Learning Estate Strategy. The strategy will be presented to Council in December 2022.

4.2 None of the 1324 young people engaged in our Instrumental Music Service were charged to participate in the service in Session 2021/22.

No young person in East Lothian has been charged to participate in any of the eight CfE curriculum areas in Session 2021/22.

4.3 Updated DSM Scheme guidelines were presented to and approved at Education Committee for noting on 21 June 2022 and will be published on council and school websites.

We will continue to progress and finalise the DSM review and the approaches to funding ASN in our schools. We will conclude the findings of two short life working groups focussing on ASN funding and management structures in primary schools by December 2022 and will recommend any changes to the current scheme for implementation in April 2023.

## Continued impact of COVID-19 and implications for improvement planning 2022/23

Whilst Education has continued to progress key areas of development during session 2021/22, COVID-19 has had a significant impact on the delivery of key improvement priorities for the service. In addition, the impact of COVID-19 on children, young people, families and communities is not yet fully known. We remain, however ambitious for our children and young people which is reflected in the improvement priorities below.

The remainder of this document, takes account of the progress to date, the impact of COVID-19 and sets out the key priorities for the service for session 2022/23.

## Key Priorities of the National Improvement Framework

The National Improvement Framework (NIF) sets out the vision and priorities for Scottish education that have been agreed across the system, and the national improvement activity that needs to be undertaken to help deliver those key priorities, and can then be used to support and inform improvement planning at regional, local authority and establishment level. This year, the NIF has been informed by the challenges for the whole education system in dealing with the health, social, and educational impacts of COVID-19.

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.

**The drivers of improvement in the outcomes achieved by children and young people through education are:**

- School and ELC leadership
- Teacher and practitioner professionalism
- Parent/carer involvement and engagement



- Curriculum and assessment
- School and ELC improvement
- Performance information

The improvement priorities below reflect these national drivers, along with the requirements of the Scottish Attainment Challenge and Framework for Recovery and Accelerating Progress and local priorities arising from robust self-evaluation.

## Closing the Poverty-Related Attainment Gap in East Lothian

During school session 2020-21, the Quality Improvement Team engaged Head Teachers in collaborative analysis of attainment data with the aim of identifying key areas for improvement across the local authority. These areas are embedded in the Raising Attainment Plan which contains aims for each year from June 2022-24 and are;

- Attainment of Early Level Literacy and Numeracy
- Attainment of Writing at all BGE levels
- Gender based attainment gap (girls v boys)
- Poverty related attainment gap (Q1 vQ5)

All schools, as part of the Raising Attainment Strategy, identify through self-evaluation which of these key area(s) for improvement would be included in their School Improvement Plan. Schools are asked to identify aims and to develop universal and targeted approaches which would address these. The Quality Improvement Team provide regular support and challenge to schools through their quality assurance processes which contribute to a relentless focus on raising attainment and closing the poverty related attainment gap.

Quality assurance processes continue to be supported by the use of the SEEMIS Progress and Achievement module. This has allowed regular monitoring of progress at local authority and school level. This level of data analysis has supported schools to regularly review and evaluate the impact of planned interventions for groups and individual pupils and has informed the allocation of resources. Schools are now demonstrating improved rigour in their analysis and use of data to inform improvement.

## The Scottish Attainment Challenge and Framework for Recovery and Accelerating Progress

The first five years of the Scottish Attainment Challenge saw much progress in closing the poverty-related attainment gap but at a limited pace. The pandemic disrupted the learning of our children and young people and had a disproportionate impact on children affected by poverty. The refreshed Scottish Attainment Challenge programme aims to address these challenges and ensure that equity lies at the heart of the education experience for all.

The new Framework for Recovery and Accelerating Progress been developed to support the next phase of the Scottish Attainment Challenge. It aims to:

- reinforce our collective commitment to equity in education, to mitigate the impact of poverty on children’s outcomes and tackle the poverty-related attainment gap
- set high expectations, including annual, ambitious locally identified stretch aims, to help ensure significant progress is made in recovering from the impact of the Covid-19 pandemic and in achieving the mission of the Scottish Attainment Challenge
- take advantage of multi-year funding allocations for schools and local authorities to plan and set aims for long-term progress in the mission of the Scottish Attainment Challenge

For East Lothian Council this will be:

▪ 2022/23	£200,099
▪ 2023/24	£397,793
▪ 2024/25	£595,488
▪ 2025/26	£793,182

- use existing improvement processes, as far as possible, in order to minimise additional bureaucracy
- through local stretch aims, drive improved outcomes for children and young people impacted by poverty in the local authority
- build on the continued commitment to empowerment for local planning and decision making, while ensuring strategic direction, support and challenge is provided by local authorities and national agencies

There is a requirement for local authorities to submit a one-page financial plan for Strategic Equity Funding (SEF) to Scottish Government by September each year.

The stretch aims set by East Lothian Council for Session 2022/23 are:

	<b>Achievement of Curriculum for Excellence Levels LITERACY P1,4,7</b>			
	<b>Overall levels</b>	<b>SIMD Quintile 1</b>	<b>SIMD Quintile 5</b>	<b>Gap (Q1-Q5)</b>
<b>Level (2020 -21)</b>	60.7	41.2	70.8	29.6
<b>Stretch Aim to be achieved 2022/23</b>	66.2	45.2	72.8	27.6
<b>Improvement (percentage point)</b>	5.5	4	2	2

	<b>Achievement of Curriculum for Excellence Levels NUMERACY P1,4,7</b>			
	<b>Overall levels</b>	<b>SIMD Quintile 1</b>	<b>SIMD Quintile 5</b>	<b>Gap (Q1-Q5)</b>
<b>Level (2020 -21)</b>	68.8	52.4	78.6	26.2
<b>Stretch Aim to be achieved 2022/23</b>	71.8	56.4	80.6	24.2
<b>Improvement (percentage point)</b>	3	4	2	2

	<b>The proportion of school leavers attaining 1 or more pass at SCQF level 5</b>			
	<b>Overall levels</b>	<b>SIMD Quintile 1</b>	<b>SIMD Quintile 5</b>	<b>Gap (Q1-Q5)</b>
<b>Level (2020 -21)</b>	84.8	65.7	92.8	27.1
<b>Stretch Aim to be achieved 2022/23</b>	91.6	75.7	94.8	19.1
<b>Improvement (percentage point)</b>	6.8	10	2	8

	<b>The proportion of school leavers attaining 1 or more pass at SCQF level 6</b>			
	<b>Overall levels</b>	<b>SIMD Quintile 1</b>	<b>SIMD Quintile 5</b>	<b>Gap (Q1-Q5)</b>
<b>Level (2020 -21)</b>	67	37.3	81.4	44.1
<b>Stretch Aim to be achieved 2022/23</b>	74.5	47.3	83.4	36.1
<b>Improvement (percentage point)</b>	7.5	10	2	8

	<b>The proportion of 16-19 year olds participating in education, employment or training</b>			
	<b>Overall levels</b>	<b>SIMD Quintile 1</b>	<b>SIMD Quintile 5</b>	<b>Gap (Q1-Q5)</b>
<b>Level (2020 -21)</b>	94	88.8	97.2	8.4
<b>Stretch Aim to be achieved 2022/23</b>	100	100	100	0
<b>Improvement (percentage point)</b>	6	11.2	2.8	8.4

	<b>Overall pupil attendance rate</b>			
	<b>Overall levels</b>	<b>SIMD Quintile 1</b>	<b>SIMD Quintile 5</b>	<b>Gap (Q1-Q5)</b>
<b>Level (2020 -21)</b>	91.8	88.1	93.8	5.7
<b>Stretch Aim to be achieved 2022/23</b>	92.3	90	95	5
<b>Improvement (percentage point)</b>	0.5	1.9	1.2	0.7

The associated plan for spending the Strategic Equity Funding allocated to East Lothian Council in 2022/23 is below:

Type of resource	FTE/ units	Forecast Cost
Staff	FTE	
<i>QIO</i>	<i>1</i>	<i>£48,101</i>
PT	6	£128,574
Teachers	1.32	£48,978
Family Support Workers	4	£121,372
Staff total		£347,025
Non-staff	Units	
<i>FSW Laptops with 4G</i>	<i>4</i>	<i>£3,100</i>
<i>FSW Mobile and running costs</i>	<i>4</i>	<i>£2,224</i>
FSW Mileage costs	4	£2,600
Locality funding	6	£23,437
Non-staff total		£31,361
Total 2022/23	/	£378,386

Priority	High Level Actions	Lead Person Timescale	2022-23 Baseline Measure	Expected impact and measurable outcomes for learners
<b>A relentless focus on raising attainment and improving outcomes for our learners</b>				
<p><b>PRIORITY 1</b></p> <p><b>Curriculum – Meeting the Needs of All Learners</b></p> <p><b>NIF Priority:</b></p> <p><b>Closing the Poverty Related Attainment Gap</b></p> <p><b>Improvement in skills and sustained positive school – leaver destinations for all young people</b></p> <p><b>Improvement in attainment, particularly in literacy and numeracy</b></p>	<p>We will:</p> <p>Support schools to develop a refreshed curriculum rationale shaped by their values and reflecting the new needs of the school and its community.</p> <p>Each school’s curriculum will:</p> <ul style="list-style-type: none"> <li>• reflect a recovery focus</li> <li>• be unique to each school</li> <li>• ensure that all learners have the opportunity to achieve their potential through clear progression in learning</li> <li>• support positive outcomes for learners</li> <li>• provide flexible learning pathways which lead to raised attainment through meeting the needs and aspirations of</li> </ul>	<p>Neil Craik-Collins</p>	<p>100% of schools have a refreshed rationale for their curriculum</p> <p>School Improvement Plans reflect stretch aims and targets within individual schools’ Service Level Agreements</p>	<p>Raised attainment in line with the stretch aims set out in Appendix 2</p>

	<p>all learners, have a strong focus on literacy, numeracy and health and wellbeing</p> <ul style="list-style-type: none"> <li>articulate how resources/ staffing and time are used creatively to ensure the needs of all learners are met, including the use of Digital Learning and Teaching Strategy</li> </ul>			
<b>Priority</b>	<b>High Level Actions</b>	<b>Lead Person Timescale</b>	<b>2022-23 Baseline Measure</b>	<b>Expected impact and measurable outcomes for learners</b>
<b>A relentless focus on raising attainment and improving outcomes for our learners</b>				
<p><b>PRIORITY 2</b></p> <p><b>Getting it Right for Every East Lothian Child</b></p> <p><b>Ensuring Wellbeing,</b></p>	<p>We will:</p> <p>Ensure a universal commitment to inclusive practice.</p> <p>Develop knowledge, understanding and application of statutory guidance and policies relating to inclusion and equality:</p>	Lynne Binnie	<p>The agreed Working Time Agreement reflects that each school will spend 2 hours developing inclusive practice.</p> <p>Every Head Teacher will attend 4 weekly Head Teacher Update Sessions which will feature 'Policy in a Nutshell' sessions to raise awareness, improve knowledge and allow for questions.</p>	<p>Increased attendance and decreased exclusions overall and for targeted groups in line with stretch aims in Appendix 2</p> <p>Policy guidance is followed and results reflected as above</p>



<p><b>Equality and Inclusion</b></p> <p><b>NIF Priority:</b></p> <p><b>Improvement in children and young people’s health and wellbeing</b></p> <p><b>Placing the human rights of every child and young person at the centre of education</b></p> <p><b>Closing the Poverty Related Attainment Gap</b></p> <p><b>Improvement in skills and sustained positive school – leaver destinations for all young people</b></p> <p><b>Improvement in attainment, particularly in literacy and numeracy</b></p>	<ul style="list-style-type: none"> <li>• safeguarding and child protection</li> <li>• attendance and exclusion</li> <li>• meeting the needs of learners with additional support needs</li> </ul> <p>Develop effective strategies to improve attainment and achievement for targeted groups of children and young people:</p> <ul style="list-style-type: none"> <li>• from our most deprived areas</li> <li>• looked after and accommodated</li> <li>• those with additional support needs</li> </ul> <p>Ensure children’s rights are placed at the heart of everything we do.</p> <p>Work collaboratively with Children’s Services and Communities, as well as other partners to provide a holistic approach to getting it right for our learners.</p>	<p>QIO Team</p>	<p>Current level of engagement schools with Rights Respecting Schools Award:  14 Bronze  5 Silver  4 Gold</p>	<p>100% of staff have completed the appropriate level of Child Protection training</p> <p>As above</p> <p>See Appendix 2</p> <p>100% of schools are engaging with the Rights Respecting Schools Award</p>
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Priority	High Level Actions	Lead Person Timescale	2022-23 Baseline Measure	Expected impact and measurable outcomes for learners
<b>A relentless focus on raising attainment and improving outcomes for our learners</b>				
<b>PRIORITY 3</b>	We will:			
<b>Leadership</b>	Develop a skilled workforce <ul style="list-style-type: none"> <li>clearly defined roles and remits at all levels</li> </ul>	Richard Parker		All roles within the Education Service will have a corresponding remit and responsibilities within a clearly defined structure
<b>NIF Priority:</b>	Develop leadership of learning <ul style="list-style-type: none"> <li>professional learning for teachers- focus on developing effective pedagogical practice</li> <li>ELCC staff</li> <li>support staff</li> <li>NQTs</li> <li>develop the Pedagogy Team</li> </ul>	Pedagogy Team Margo Cunningham  Alison Cameron  Lynne Binnie  Amy Perryman  Karen Haspolat		Universal offer of professional learning opportunities provided by the Pedagogy Team Targeted offer to selected schools with specific attainment targets  'ELCC Centre of Excellence' approach to training for all ELCC staff - impact evaluated through quality assurance visits and Care Inspectorate inspection gradings  Programme of training for support staff Support staff conference  Ambitious programme of professional learning for NQTs- supports 100% of NQTs to meet the Standard for Full Registration  Ensure outward looking approach to seeking best practice from across Scotland- targets for specific schools met

	<ul style="list-style-type: none"> <li>• promote professional enquiry</li> </ul> <p>Pupil Leadership</p> <ul style="list-style-type: none"> <li>• development of learner voice at school and authority level</li> </ul> <p>Head Teacher Leadership and Empowerment</p> <ul style="list-style-type: none"> <li>• strategic governance group</li> <li>• accountability</li> </ul> <p>locality forums with shared accountability to improve engagement, find solutions and improve outcomes</p>	<p>Karen Thomson</p> <p>Jennifer Boyle</p> <p>Nicola McDowell</p>		<p>100% of schools committed to professional enquiry as evidenced in school improvement plans</p> <p>Learner voice has been captured from each school, specifically:  ASN learners  Care experienced learners  Learners from lowest income families  Results contribute to school improvement priorities, stretch aims and related Equity policies eg Cost of the School Day, Poverty Plan</p> <p>Strategic Governance Group meets once per term  It comprises representatives from:  Each ASG  All levels of the system – HT, DHT, teacher, learner  It links directly to Education Committee</p>
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## Glossary

<b>ASG</b>	Associated Schools Group	<b>GIRFEC</b>	Getting it Right for Every Child
<b>ASL</b>	Additional Support for Learning	<b>HWB</b>	Health and Wellbeing
<b>BGE</b>	Broad General Education	<b>NOLB</b>	No-One Left Behind
<b>CAMHS</b>	Child and Adolescent Mental Health Service	<b>PEF</b>	Pupil Equity Funding
<b>CfE</b>	Curriculum for Excellence	<b>PESF</b>	Parental Employability Support Fund
<b>CLPL</b>	Career Long Professional Learning	<b>PSE</b>	Personal and Social Education
<b>DESF</b>	Disability Employability Support Fund	<b>QAMSO</b>	Quality Assurance and Moderation Support Officer
<b>DSM</b>	Devolved School Management	<b>QIO</b>	Quality Improvement Officer
<b>DYW</b>	Developing the Young Workforce	<b>SDS</b>	Skills Development Scotland
<b>EAL</b>	English as an Additional Language	<b>SEIC</b>	South East Improvement Collaborative
<b>ELCC</b>	Early Learning and Childcare	<b>SIMD</b>	Scottish Index of Multiple Deprivation
<b>ELW</b>	East Lothian Works	<b>SLDR</b>	School Leaver Destinations Report
<b>EPS</b>	Educational Psychology Service	<b>STEAM</b>	Science, Technology, Engineering, Arts and Maths
<b>ESOL</b>	English for Speakers of Other Languages	<b>UNCRC</b>	United Nations Convention on the Rights of the Child

## Appendix 1

### Background Information: Our service and teams

#### East Lothian Council's Education Service has the following responsibilities:

- Curriculum, Qualifications and Assessment
- Early Learning and Childcare
- Education Management and Review
- Quality Improvement and Service Planning
- Schools Services Support
- Specialist Music Service
- Physical Activity and Outdoor Learning
- Additional Support Needs and Education Psychology Services
- East Lothian Works

<b>Early Learning and Childcare (ELCC)</b>	<p>Delivers the statutory duty to provide ELCC to eligible 2 year olds and children from the term after their third birthday. In East Lothian this is provided through provision in :</p> <ul style="list-style-type: none"><li>• 33 early learning and childcare centres within primary schools</li><li>• 40 funded providers (16 private nurseries, 23 childminders and 1 playgroup)</li></ul> <p>Additional early learning and childcare is provided through:</p> <ul style="list-style-type: none"><li>• Playgroups of which there are 14 in East Lothian.<ul style="list-style-type: none"><li>• 5 Tots and Teens Playgroups.</li></ul></li></ul>
--	--

<b>School Years</b>	Delivers the statutory duty to provide primary and secondary education through provision in 34 primary schools and 6 secondary schools
<b>Additional Support Needs</b>	<p>Delivers the statutory duty to ensure additional support needs are met through:</p> <ul style="list-style-type: none"> <li>• inclusive practices and support in all schools;</li> <li>• specialist provision in 3 mainstream primary schools and 3 mainstream secondary schools; and</li> <li>• specialist professionals supporting children and young people who require additional support.</li> </ul>
<b>Quality Improvement Team</b>	<p>Delivers the following services to fulfil the duties set out in statute:</p> <ul style="list-style-type: none"> <li>• support and challenge of schools to improve the quality of education;</li> <li>• support for quality assurance and self-evaluation;</li> <li>• support for the development of the curriculum and learning, teaching and assessment;</li> <li>• liaison with national and local organisations and bodies; and</li> <li>• development of local policy, including policy informed by National Policy, relating to education.</li> </ul>
<b>Educational Psychology Service (EPS)</b>	<p>The EPS service delivers the following service making use of sound research evidence to support teaching and the overall wellbeing for children and young people:</p> <ul style="list-style-type: none"> <li>• consultation • assessment</li> <li>• intervention</li> <li>• training</li> <li>• research</li> </ul>

<b>Education Business Support Team</b>	<p>Delivers the following services, including those required to fulfil duties set out in statute:</p> <ul style="list-style-type: none"> <li>• strategic resource planning;</li> <li>• strategic planning and delivery of career long professional learning;</li> <li>• leadership development;</li> <li>• support for newly qualified teachers, student teachers and supply teachers;</li> <li>• recruitment of education service staff;</li> <li>• national and local policy relating to education;</li> <li>• support for the use of assistive technologies;</li> <li>• development of the Digital Learning and Teaching Strategy;</li> <li>• support for financial stewardship in all schools;</li> <li>• the use of technology to enhance learning and teaching, online services and learning portals;</li> </ul>
	<ul style="list-style-type: none"> <li>• specialist music and drama provision;</li> <li>• physical activity and education;</li> <li>• data analysis and performance;</li> <li>• pupil placement and admissions;</li> <li>• school estate projection planning;</li> <li>• staffing allocations;</li> <li>• scheme of devolved school management;</li> <li>• Improved employee relations through collaborative working with Trades Unions.</li> </ul>
<b>East Lothian Works</b>	<p>East Lothian Works, East Lothian’s employability hub, brings together all employability-related services under the East Lothian <i>One Council Approach</i>. East Lothian Works is the central point of contact for employment advice, training and skills development, working in partnership with a number of external partners including Queen Margaret University, Napier University, The Edinburgh College, Skills Development Scotland and Job Centre Plus. Its main focus is an employability support and intervention service.</p>

## Appendix 2

### Stretch Aims

	Achievement of Curriculum for Excellence Levels LITERACY P1,4,7			
	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
<b>Level (2020 -21)</b>	60.7	41.2	70.8	29.6
<b>Stretch Aim to be achieved 2022/23</b>	66.2	45.2	72.8	27.6
<b>Improvement (percentage point)</b>	5.5	4	2	2

	Achievement of Curriculum for Excellence Levels NUMERACY P1,4,7			
	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
<b>Level (2020 -21)</b>	68.8	52.4	78.6	26.2
<b>Stretch Aim to be achieved 2022/23</b>	71.8	56.4	80.6	24.2
<b>Improvement (percentage point)</b>	3	4	2	2



	<b>The proportion of school leavers attaining 1 or more pass at SCQF level 5</b>			
	<b>Overall levels</b>	<b>SIMD Quintile 1</b>	<b>SIMD Quintile 5</b>	<b>Gap (Q1-Q5)</b>
<b>Level (2020 -21)</b>	84.8	65.7	92.8	27.1
<b>Stretch Aim to be achieved 2022/23</b>	91.6	75.7	94.8	19.1
<b>Improvement (percentage point)</b>	6.8	10	2	8

	<b>The proportion of school leavers attaining 1 or more pass at SCQF level 6</b>			
	<b>Overall levels</b>	<b>SIMD Quintile 1</b>	<b>SIMD Quintile 5</b>	<b>Gap (Q1-Q5)</b>
<b>Level (2020 -21)</b>	67	37.3	81.4	44.1
<b>Stretch Aim to be achieved 2022/23</b>	74.5	47.3	83.4	36.1
<b>Improvement (percentage point)</b>	7.5	10	2	8

	<b>The proportion of 16-19 year olds participating in education, employment or training</b>			
	<b>Overall levels</b>	<b>SIMD Quintile 1</b>	<b>SIMD Quintile 5</b>	<b>Gap (Q1-Q5)</b>
<b>Level (2020 -21)</b>	94	88.8	97.2	8.4
<b>Stretch Aim to be achieved 2022/23</b>	100	100	100	0
<b>Improvement (percentage point)</b>	6	11.2	2.8	8.4

	<b>Overall pupil attendance rate</b>			
	<b>Overall levels</b>	<b>SIMD Quintile 1</b>	<b>SIMD Quintile 5</b>	<b>Gap (Q1-Q5)</b>
<b>Level (2020 -21)</b>	91.8	88.1	93.8	5.7
<b>Stretch Aim to be achieved 2022/23</b>	92.3	90	95	5
<b>Improvement (percentage point)</b>	0.5	1.9	1.2	0.7

## Strategic Equity Funding Resource Plan

In the table below, please insert a brief breakdown of how the local authority's Strategic Equity Funding will be invested over the course of the 2022/23 academic year.

Type of resource	FTE/ units	Forecast Cost
<b>Staff</b>	<b>FTE</b>	
<i>QIO</i>	1	£48,101
PT	6	£128,574
Teachers	1.32	£48,978
Family Support Workers	4	£121,372
Staff total		£347,025
<b>Non-staff</b>	<b>Units</b>	
<i>FSW Laptops with 4G</i>	4	£3,100
<i>FSW Mobile and running costs</i>	4	£2,224
FSW Mileage costs	4	£2,600
Locality funding	6	£23,437
Non-staff total		£31,361
Total 2022/23	/	£378,386

Local Authority: East Lothian

Completed by: Nicola McDowell, Head of Education

Date: 30.09.22



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**REPORT TO:** Education Committee

**MEETING DATE:** 22 November 2022

**BY:** Executive Director – Education & Children’s Services

**SUBJECT:** Education: Inclusion Policy & Accessibility Strategy  
2020–2023 progress update and continuation for  
2023–2026

---

**1 PURPOSE**

- 1.1 To update the Committee on the progress with actions agreed within the Accessibility Strategy 2020 – 2023 (Appendix 1).
- 1.2 To seek approval from the Committee to extend the 2020 – 2023 action plan to cover the 2023 – 2026 period.
- 1.3 To seek approval from the Committee for minor updates to the Inclusion Policy (Appendix 2).

**2 RECOMMENDATIONS**

- 2.1 The Committee is asked to:
  - i. Review and note the progress of the Accessibility Strategy Action Plan (Appendix 1) as agreed at Education Committee in February 2020.
  - ii. Consider the proposed extension of the 2020–2023 Accessibility Strategy Action Plan to cover the 2023–2026 period due to the disruption of Covid-19.
  - iii. Consider the proposed amendments to the Inclusion Policy following feedback from LGBT Youth Scotland (Appendix 2).

**3 BACKGROUND**

- 3.1 *The Education (Disabilities Strategies and Pupil’s Educational Records)(Scotland) Act 2002* places a duty on local authorities to prepare and implement an Accessibility Strategy to cover three consecutive year periods.
- 3.2 This is East Lothian’s fifth Accessibility Strategy Action Plan and is intended to become the sixth, covering the three year period from March 2023 to March 2026.

- 3.3 The local authority, schools and Early Learning and Childcare establishments must take the Accessibility Strategy into account in any management decisions and improvement planning.
- 3.4 The purpose of this Accessibility Strategy is to ensure improvements in the following areas:
- **Curriculum** - increase disabled pupils' participation in the curriculum;
  - **Physical Environment** - improve the physical environment of schools to enable better access to education and associated services provided; and
  - **Communication** -improve communication with disabled pupils. In particular, relating to the provision of information in appropriate alternative formats and taking account of any preferences expressed by them or their parents that would be provided in writing to pupils who do not have a disability.

These are referred to as *planning duties* in associated legislation.

- 3.5 Covid-19 restrictions began in March 2020 when the fifth Accessibility Strategy was due to be actioned. Due to this unprecedented disruption, we are seeking approval for an extension to the three year timeframe.
- 3.6 Ongoing collaboration between the Inclusion and Wellbeing Service and LGBT Youth Scotland has been established, and this includes regular review of all of the policies within our Included, Engaged and Involved suite. Following recent feedback, an amendment was made to the Equality section on p.4 to reference intersectionality; and relevant national guidance was added to Appendix 1.

## **4 POLICY IMPLICATIONS**

- 4.1 All current and future policies at authority and school level will take account of the duties set down by this Accessibility Strategy, the Equality Act 2010, the Education Disability Strategies and Pupils Educational Records (Scotland) Act 2002, the Education (Additional Support for Learning) (Scotland) Act 2004 (amended 2009; 2017) and the Children and Young People (Scotland) Act 2014.

## **5 INTEGRATED IMPACT ASSESSMENT**

- 5.1 The subject of this report has been through the Integrated Impact Assessment process and no negative impacts have been identified.



## 6 RESOURCE IMPLICATIONS

- 6.1 Financial - Current legislation and policy on Equalities and Accessibility requires the authority to make reasonable adjustments where required to provide access for pupils to the curriculum, extra-curricular activities, built environment and communication. These adjustments will continue to be met from the Education budget.
- 6.2 Personnel - None
- 6.3 Other - None

## 7 BACKGROUND PAPERS

- 7.1 None

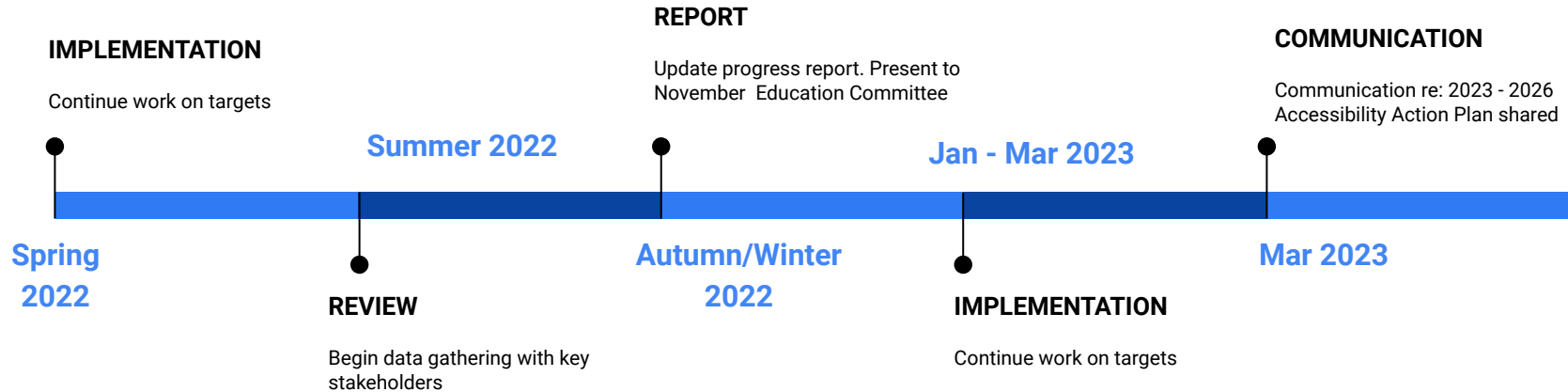
<b>AUTHOR'S NAME</b>	Clare McGarr
<b>DESIGNATION</b>	Education Support Officer (Inclusion & Wellbeing Service)
<b>CONTACT INFO</b>	<a href="mailto:cmcgarr@eastlothian.gov.uk">cmcgarr@eastlothian.gov.uk</a>
<b>DATE</b>	19 October 2022



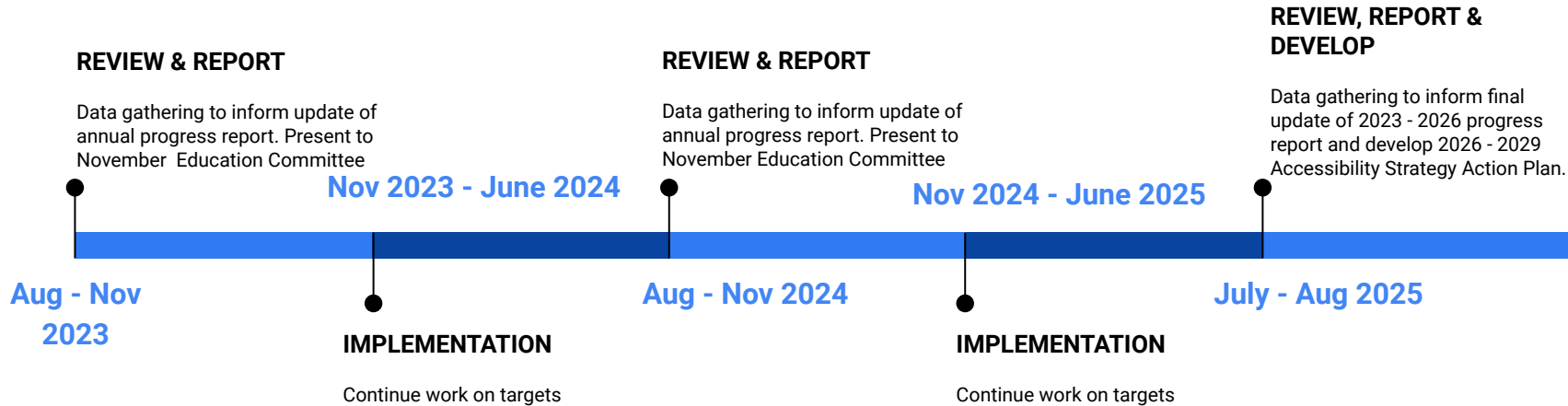
# Accessibility Strategy: Action Plan

2020 - 2023  
*(Proposed 2023 - 2026)*

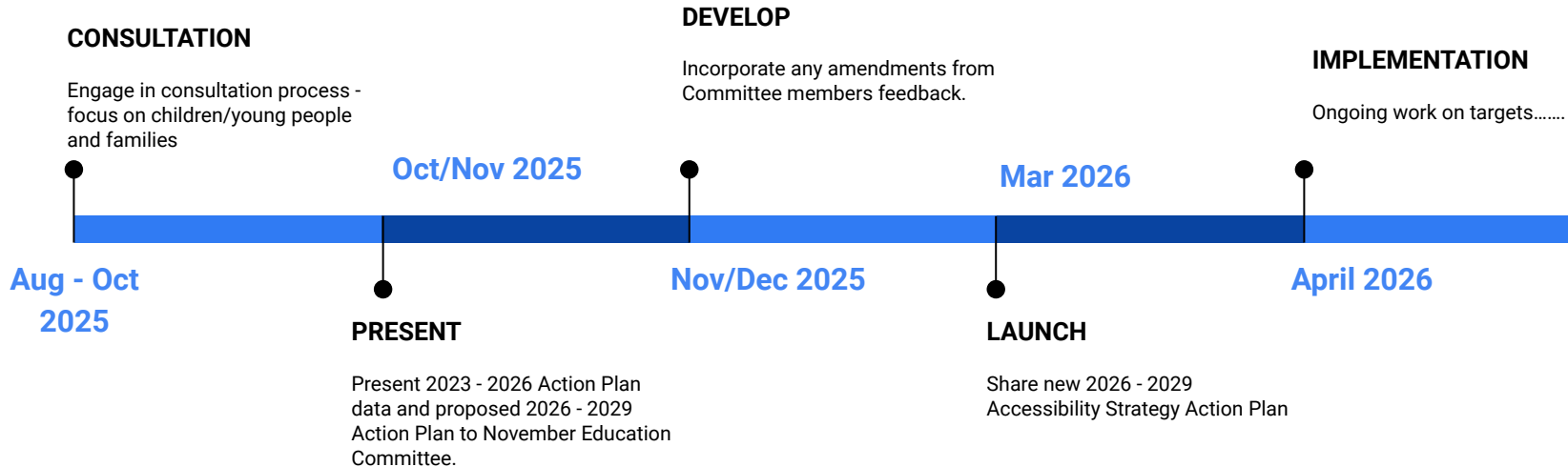
# Monitoring Timeline



# Monitoring Timeline



# Monitoring Timeline



## 1. Use a Range of Relevant Data to Identify Priorities and Inform Next Steps

1.1 Re-establish steering group membership including children/young people and family representation.

1.2 Establish annual monitoring and progress reporting timeline.

1.3 Identify required data for monitoring of all current action plan points.

Action Point	Progress	Timescale Update
1.1	<ul style="list-style-type: none"><li>● Main steering group model proved problematic with remote working</li><li>● Smaller, less formal workstreams established</li><li>● Need to be mindful of United Nations Convention on the Rights of the Child (UNCRC) legislation from 2023 onwards</li><li>● Ongoing work</li></ul>	Priority for all 'red' action points. Will be necessary for 2026 - 2029 consultation process
1.2	Complete, see Slides 2 - 4	n/a
1.3	Complete, see individual Action Point updates	n/a

# 1. Use a Range of Relevant Data to Identify Priorities and Inform Next Steps

1.4 Produce Accessibility Standards to inform future mainstream and specialist provision school estate development.

Action Point	Progress	Timescale Update
1.4	<ul style="list-style-type: none"><li>● Informal Additional Support Needs (ASN) School Estate 'brief' in draft</li><li>● Accessibility Standards document still to be created and shared/reviewed by partners e.g. Wallyford secondary campus stakeholders</li><li>● Access should be evident in plans resulting in fewer individual adaptations</li><li>● Specialist equipment e.g. Soundfield systems, guiding handrails etc should be evident in planning stage</li></ul>	Priority for 2023/24



## 2. Develop Inclusive Practice Across All East Lothian Schools

2.1 Audit sample of schools' professional learning and current implementation of the CIRCLE document.

2.2 Develop implementation plan to target identified schools.

2.3 Support identified settings so that all primary and secondary schools embed the CIRCLE document at whole school and individual level.

Action Point	Progress	Timescale Update
2.1	Complete, see Child Inclusion Research into Curriculum Learning Education (CIRCLE) implementation plan	n/a
2.2	Complete, see CIRCLE implementation plan	n/a
2.3	In progress, see CIRCLE implementation plan	Continued implementation into 2023/24 - likely expanding to include Early Years settings

## 2. Develop Inclusive Practice Across All East Lothian Schools

2.4 Develop implementation plan to introduce the SCERTS framework to specialist provisions.

2.5 Enable stakeholders to participate in multi-agency small tests of change to inform cycle of improvement.

2.6 Support specialist provisions to embed SCERTS in Action in practice for identified individuals.

Action Point	Progress	Timescale Update
2.4	Complete, see Social Communication; Emotional Regulation; Transactional Support (SCERTS) implementation plan	n/a
2.5	In progress	Continued implementation into 2023/24
2.6	In progress	Continued implementation into 2023/24 - likely expanding beyond our specialist provisions

## 2. Develop Inclusive Practice Across All East Lothian Schools

2.7 Develop introductory Deaf Awareness course for all school staff to be facilitated through LearnPro platform.

2.8 Monitor engagement and completion of course data.

Action Point	Progress	Timescale Update
2.7	<ul style="list-style-type: none"><li>● Deaf Awareness course to be designed by Teachers of the Deaf</li><li>● Course to be uploaded to LearnPro and accessible by all those with a log in</li><li>● Course to be promoted through Staff Development team and EduHub website</li><li>● Collated data regarding how many staff have completed the course, their role and where they are based will be available to inform next steps</li></ul>	2024 - 2026
2.8	No update	2024 - 2026

## 2. Develop Inclusive Practice Across All East Lothian Schools

2.9 Develop a tiered framework outlining the offer of mental health training across East Lothian to improve the consistency of workforce development.

<b>Action Point</b>	<b>Progress</b>	<b>Timescale Update</b>
2.9	No update - focus for Mental Health and Wellbeing has been on establishing the Single Point of Access and co-ordinating participating services.	2024 - 2026

### 3. Improve Participation by Empowering Children and Young People to Communicate

3.1 Audit Early Learning & Childcare settings to establish current implementation of Signalong.

3.2 Develop implementation plan to target identified settings.

3.3 Support identified settings so that all Early Learning and Childcare settings embed Signalong as part of their universal inclusive practice.

<b>Action Point</b>	<b>Progress</b>	<b>Timescale Update</b>
3.1	Complete	n/a
3.2	In progress	Likely to be complete by Mar 2023
3.3	Will be informed by 3.2	2023 - 2025

### 3. Improve Participation by Empowering Children and Young People to Communicate

3.4 Establish a multi-agency partnership group to monitor and improve access to Assistive Technology including but not limited to, Augmentative and Alternative Communication.

<b>Action Point</b>	<b>Progress</b>	<b>Timescale Update</b>
3.4	<ul style="list-style-type: none"><li>● Collaborative working established through Additional Support for Learning Officers (ASLO) and Assistive Technology for Learning Across Scotland (ATLAS) networks</li><li>● Key stakeholders within local authority identified and communication is frequent</li><li>● Wider cross-authority work ongoing</li><li>● Focus has been on Boardmarker access challenges / purchase of Widgit subscription</li></ul>	2023/24

### 3. Improve Participation by Empowering Children and Young People to Communicate

3.5 Audit current methods for gathering views with particular reference to the voice of children, young people, parents and carers.

3.6 Develop partnership working through parent mentoring programme and children/young people forum in line with the ASL review recommendations (2020).

<b>Action Point</b>	<b>Progress</b>	<b>Timescale Update</b>
3.5	<ul style="list-style-type: none"><li>● Children's Strategic Partnership contact identified</li><li>● UNCRC legislation imminent - priority for identified Education Support Officer</li></ul>	Priority 2023/24
3.6	<ul style="list-style-type: none"><li>● Radical Redesign parent partnership work ongoing</li><li>● Monitored by Inclusion &amp; Wellbeing Service</li></ul>	Continued implementation into 2023/24







# Included, Engaged & Involved

## Inclusion, Equality and Accessibility for All

POLICY: NOVEMBER 2022



## Preface

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## 1 Introduction and Rationale

East Lothian Council believes that inclusion, equality and accessibility are essential components for schools to achieve equity and excellence in education for all our children and young people. An inclusive approach, with a celebration of diversity and an ambition for all to achieve is essential to getting it right for every child and raising attainment for all.

### Inclusion

An inclusive education aims to ensure the full participation of learners in the curriculum and the wider community, to enable the highest achievements and attainments of all and promote a sense of belonging. This ethos will impact on the cultures, policies and practice of every establishment and service, and in particular, promote the learning and participation of vulnerable children and young people. It is vital that barriers to learning are challenged and East Lothian Council is committed to continuing improvement.

### Equality

Equality is the elimination of unlawful discrimination, harassment, victimisation and any other unlawful conduct. It is also the advancement of equality of opportunity and fostering of good relationships to tackle prejudice and promote understanding. The Equality Act (2010) provides legislative protection to the nine protected characteristics of age, race, disability, sex, gender reassignment, marriage or civil partnership, religion or belief, sexual orientation, pregnancy and maternity, and places duties on local authorities related to these protected characteristics. **An intersectional approach must be taken when considering these characteristics and any subsequent barriers to Education.**

### Accessibility

In East Lothian, the Education & Children's Service's approach to celebrating and supporting diversity is demonstrated in our day to day work and our commitment to providing high quality education that is accessible for all. The Service aims to actively promote equality of opportunity for all learners. In order to ensure accessibility for all, reasonable adjustments may be required to support individual learners.

Challenge Question –

'To what extent are our approaches improving learning for all?'

*(How Good Is Our School 4, 1.2 Leadership of Learning)*

This policy details the actions required by all learning establishments, and aspires to ensure the ongoing development of inclusive practices within East Lothian Council. It complements and is integrated within a suite of policies and guidance (see Appendix 2) which align with the local authority's vision for all its children and young people – *Living and Learning in East Lothian*.

These policies provide a framework for the Service to address the additional support and wellbeing needs of children and young people in partnership with other agencies and the wider community. They are more than a statement of good intentions; guidance must be acted upon, embedded in practice, and regularly monitored to ensure that barriers to learning are reduced. We want, and expect the best for, and from our children and young people.

Challenge Question –

'Do all staff have sufficiently high aspirations and expectations for all children and young people?'

*(How Good Is Our School 4, 1.1 Self-Evaluation for Self-Improvement)*

## 2 Legislative Context

The current legislative and policy landscape includes, but is not limited to, the following:

- The *Standards in Scotland's Schools etc. (Scotland) Act 2000* requires education authorities to provide education for all children in mainstream schools, except under certain circumstances. In addition, it places a new duty: to secure that the education is directed to the development of the personality, talents and mental and physical abilities of the child or young person, and to involve them in decisions which will affect them significantly.
- The *Education (Disability Strategies and Pupil Records)(Scotland) Act 2002*. Schools must make reasonable adjustments for the needs of disabled children and schools must not discriminate against disabled children. The education authority must prepare and implement an accessibility strategy covering consecutive three year periods to remove any barriers disabled pupils face when accessing the curriculum, extra-curricular activities, school buildings and/or information.
- The *Children and Young People Act (2014)* has wide reaching powers to promote the Scottish Government aims to encourage effective and targeted services for children and families as well as the promotion of children's rights. Through the Getting it Right for Every Child (GIRFEC) National Practice Model, the Act promotes cross-boundary models of service delivery to make best use of expertise and resources in an integrated way with the wellbeing of children and young people at its centre. GIRFEC is designed to support families by making sure children and young people can receive the right help, at the right time, from the right people. The aim is to help them to grow up feeling loved, safe and respected. It informs our planning practices in East Lothian through a staged intervention framework focusing on Universal, Additional or Targeted support.
- The *Education (Additional Support for Learning) (Scotland) Act 2004* (and subsequent amendments in 2009 and 2018) outlines the concept of Additional Support Needs and the functions and duties that are placed on education authorities to identify and support those needs.
- *Supporting Children's Learning: Code of Practice (third edition) 2017* which explains the duties on education authorities and other agencies to support children and young people's learning. It provides guidance on the ASL Act's provisions as well as on the supporting framework of secondary legislation.
- The *Equality Act (2010)* simplified and strengthened previous protections for children and young people with 'protected characteristics' from discrimination. This strengthened inclusion in education, including school trips and activities, for all children and young people regardless of their additional support needs or disability. The Equality Act 2010 states that a person has a disability if they have a "physical or mental impairment, and that impairment has a substantial or long term adverse effect on the ability to carry out normal day to day activities".
- The *Curriculum for Excellence* aims to provide a coherent, more flexible curriculum for all children and young people aged 3-18 years. The curriculum comprises the totality of

experiences which are planned for children and young people wherever they are being educated. Entitlement includes: a coherent curriculum from 3-18 years; a broad general education until S3; a senior phase after S3; personal support to enable them to gain as much as possible from the curriculum; and support in moving into a positive and sustained destination beyond school.

- The National Improvement Framework for Scottish Education sets out the Scottish Government's vision and priorities for our children's progress in learning. The Framework, part of *the Education (Scotland) Act 2016*, is key in driving work to continually improve Scottish education and close the attainment gap, delivering both excellence and equity.
- *How good is our school? (4<sup>th</sup> Edition)*. HGIOS4 is the national guidance for school self-evaluation. The quality indicators and supporting toolkit assist schools in the process of self-improvement. Quality indicators 3.1 (Ensuring wellbeing, equality and inclusion) and 3.2 (Raising attainment and achievement) provide schools with the means to engage in evidence-based analysis of what is working well and what needs to improve, including support for pupils with a disability.

Taken together, these require local authorities to consider a wide range of issues facing children and young people, and put in place processes and supports to:

- Identify and provide support to allow children and young people to overcome any barriers to learning;
- Prevent discrimination of pupils with disabilities/protected characteristics and provide reasonable adjustments to ensure equality of opportunity in learning;
- Plan for accessibility of the curriculum, school information and physical environment;
- Promote the wellbeing of children and young people.

### 3 Key Principles for Inclusion, Equality and Accessibility

East Lothian Council promotes the following key principles:

- All children and young people have a right to education and East Lothian Council has a duty to provide this education.
- Everyone in a school or learning establishment should feel they are in a safe and nurturing environment.
- A consistent and well-maintained commitment to a whole school ethos of prevention, early intervention and support as the context for the promotion of positive relationships and learning.
- All children and young people need to be included, engaged and involved in their learning.
- All children and young people have the right to get the support they need to benefit fully from their education.
- All children and young people should have access to an environment that promotes respect and equality, celebrates diversity, and promotes positive relationships.
- A commitment to the United Nations Convention on the Rights of the Child should be demonstrated and developed at all times.
- Children and young people have a universal and inalienable right to an education. It is the duty of East Lothian Council, all schools, learning establishments and every member of staff to create the relationship and environments within which every child and young person can realise this right.

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*“The central message is simple: every learner matters and matters equally.” (UNESCO, 2017)*

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## 4 An Inclusive Education in East Lothian

UNESCO's 2017 'A guide for ensuring inclusion and equity in education' guidance informs us of four principles of Inclusion:

- **Inclusion is an ongoing process.** It is a never-ending search to find better ways of responding to learner diversity. It is about respecting diversity and the different needs, abilities and characteristics of learners. It is both about learning how to support difference, and learning how to learn from difference. In this way, differences come to be seen more positively as a stimulus for fostering learning among children and adults.
- **Inclusion is concerned with the identification and removal of barriers.** Inclusion means taking positive action in order to enable achievement for all by encouraging and developing the potential of every child or young person. Barriers may take different forms, some of which are to do with the way schools are organised, the pedagogy of the teaching provided, and the ways in which children's progress is evaluated.
- **Inclusion is about the presence, participation, achievement and support of all learners.** 'Presence' is concerned with where children are educated, and how reliably and punctually they attend; 'participation' relates to the quality of their experiences whilst they are there and therefore, must incorporate the views of the learners themselves; 'achievement' is about the outcomes of learning across the curriculum; and 'support' is about ensuring appropriate and adequate support when required.
- **Inclusion involves a particular emphasis on those learners who may be at risk of marginalisation, exclusion or at risk of underachievement.** This indicates the moral responsibility to ensure particular groups of learners, who may be most at risk, are carefully monitored and where necessary, steps are taken to ensure they are present, participating, achieving and supported within schools. Every learner matters and matters equally.



Education in East Lothian Council is based on this inclusive ethos which supports all learners being treated fairly, having equality of opportunity and having a sense of belonging in their learning environment.

Education & Children’s Services aims to ensure that:

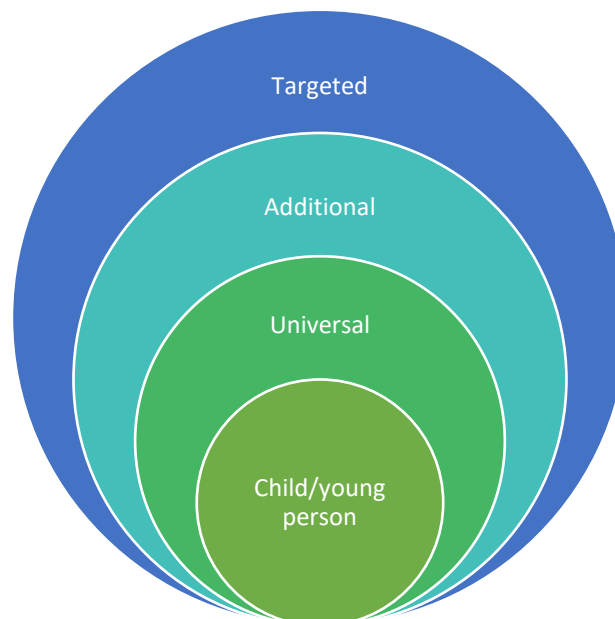
- Barriers to learning will be identified and reduced;
- Children and young people will be educated within their own community, except in *exceptional* circumstances;
- Children and young people will be involved in planning to meet their needs;
- Children and young people will be educated in mainstream schools wherever possible.

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*“Inclusion is a process that helps overcome barriers limiting the presence, participation and achievement of learners. Equity is about ensuring that there is a concern with fairness, such that the education of all learners is seen as having equal importance.” (UNESCO 2017)*

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Driven by ‘Getting it Right for Every Child’, East Lothian uses a three-staged intervention framework to meet all learners’ needs at either Universal, Additional or Targeted Level as appropriate:



East Lothian is committed to strengthening our offer of universal support and building capacity within our schools and Early Learning and Childcare settings in order to facilitate a truly inclusive education. We expect every child or young person to experience universal inclusive practice whether they have an identified need or not as is indicated by its very name, universal practice benefits everyone.

## 4.1 CIRCLE

Curriculum for Excellence provides the national curricular framework, and this is supplemented within East Lothian by the use of the CIRCLE primary and secondary inclusive practice resource. This resource focuses on four key areas: *Skills, Motivation, Structures and Routines*, and *Environment* to meet the needs of all learners and complements our authority-wide commitment to a nurturing approach. These inclusive practices support all staff within education to develop positive, respectful relationships with children and young people, and to take account of the needs of individuals whilst planning for all.



CIRCLE's Inclusive Classroom Scale, can be used to review, reflect on and develop a positive learning environment for all and is the starting point for all practitioners as part of our universal practice.

The following strategies should always be considered:

### Physical Environment

- Ensure the classroom is well organised with everything consistently and well labelled.
- Arrange the class to promote good interaction. Consider learners who have additional support needs - do they need to sit close to the door to enable them to leave quickly; do they need to sit away from the window to reduce distractions; do they need to sit near the teacher to maximise attention and concentration or to ensure they can hear or access resources?
- Some learners find elements of the physical environment overwhelmingly distracting e.g. lighting, noise levels, visual stimulation, and proximity to peers. Sometimes further adaptations over and above seating arrangements may be required e.g. an individual work station, a "safe space", and alternative learning environments.
- Where visual supports are in place, ensure that these support, are consistent and don't add to the distraction.
- Some learners may require the use of agreed sensory supports e.g. fidget supports or move and sit cushions. Others may require specialist equipment. Further guidance and support can be provided by East Lothian Council's Access Officer.

### Social Environment

- Aim to develop a classroom culture where everyone feels valued and secure, and individual differences are respected.
- Be aware that some learners can feel anxious about performing in front of the class. Take this into consideration.
- Be aware of peer relationships and take these into consideration when planning seating and groupings.
- Be aware of how language is being used and consider differentiating language and instructions as a routine part of your practice.
- All behaviour is communication so reflect on what message might lie behind the behaviour.

- Teach learners how to recognise/understand their emotions.
- Model appropriate social and emotional skills during interactions.
- Teach social skills through providing specific interaction activities.

### Structures and Routines

- Consider structures and routines in terms of how the lesson/day/week is structured.
- Approaches such as consistent seating plans can help reduce anxiety or distraction for learners.
- Where possible, advise of any changes to the routine or environment in advance.
- The regular use of active learning and multi-sensory learning should help ensure that learners know that their particular learning style is likely to be met during the lesson.
- Use a consistent approach to behaviour and set clear and specific class expectations and routines in collaboration with class members.
- Assign positive roles to class members to promote positive views of themselves.
- Preparing individual children and whole classes for changes – big or small - can be crucial in supporting them to feel safe and lower anxiety levels.

### Motivation

- A learner-centred approach is crucial to engaging learners.
- Values, abilities and interests are useful themes for encouraging motivation.

### Values

- Listen to and value learners' views, thoughts and ideas.
- Involve learners in target setting and self-assessment.
- Model respectful relationships and restorative approaches.

### Abilities

- Differentiate work so that goals are realistic and achievable whilst still providing enjoyment and challenge.

### Interests

- Utilise learners' interests or experiences when designing lessons.
- Allow learners an element of personalisation and choice.
- Use experiential learning, multi-sensory approaches and/or technology to motivate.

#### Challenge Question –

'Have we successfully established an inclusive learning environment? How do we know?'

*(How Good Is Our School 4, 3.1 Ensuring Wellbeing, Equality and Inclusion)*

Further detail of how the needs of learners are identified and assessed, and the specific systems East Lothian has in place for *Additional* and *Targeted* support, can be found in the Included, Engaged & Involved: Identifying, Assessing and Providing for Additional Support Needs of Children and Young People policy.

## 4.2 Nurture

In alignment with these inclusive practices, East Lothian recognises that good teaching and learning begin with positive relationships. Relationships fulfil our most fundamental needs as humans – social connectedness. A nurturing approach recognises that positive relationships are central to both learning and wellbeing.

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*“Nurturing approaches are underpinned by an understanding of attachment theory, which recognises the importance of early relational experiences in shaping children’s social, emotional and cognitive development.” (Golding et al, 2016)*

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Nurture is underpinned by *six guiding principles* and there is an expectation that these will be understood and fully embedded in practice across all of our schools and Early Learning & Childcare settings.



### **1. Learning is understood developmentally**

Learning should not be threatening or overwhelming. We should offer activities that are motivating and enjoyable. These should be designed to help children and young people recognise and appreciate their personal strengths. Consider children and young people's different attachment needs (Geddes, 2006). Individuals who find relationships difficult may need tasks they can work on independently at first, giving them time to build their tolerance of staff presence. Children and young people who need constant adult connection might require short time-limited tasks with regular staff feedback and reassurance.

### **2. The setting offers a safe base**

Any change can affect children differently depending on the balance of other protective and risk factors in their lives. We need to ensure that our settings offer a secure emotional base for children. We need to prioritise and support children's social and emotional development to enable them to feel safe. The social connections we can make across the whole school community can provide everyone with emotional support and safety. Words of appreciation, gratitude, gestures of kindness, and special events where everyone can come together can all help.

### **3. Nurture is important for wellbeing**

It is important to accept and value all feelings and emotions – it is ok not to be ok. We should look for effort and persistence, naming and valuing it in our discussions with learners. If a child or young person is displaying self-negating behaviours, we do not dismiss this out of hand. We can let them know when we see observable change and progress, and help them see mistakes as an integral and valuable part of the learning process.

### **4. Language is a vital means of communication**

Children will look to those around them for language to describe shared experiences and also to understand and put into words their individual experiences. We need to encourage children and young people to tune in to their thoughts and feelings, teaching them the vocabulary of emotion. We can talk about previous difficulties and challenges that have been overcome, individually and collectively: discussing what helped and how it was tackled. We can be mindful that not all children and young people want to talk. They may prefer to express and process their emotions through doing, sharing and play.

### **5. All behaviour is communication**

We acknowledge that how children behave is communication and regularly ask ourselves "*What is this telling me?*" At times, we may observe some confusing or concerning behaviours from children. It is important to remember that any behaviour makes sense to the person displaying it given their unique experiences. It is through our relationships with them that we will be able to interpret their behaviour and work out how best to support them with what has happened, allowing them to recover and reconnect.

### **6. The importance of transitions**

Some children will cope with transitions with minimal support and others will find this more challenging and we need to be flexible and responsive to individual needs. Staff, children and families need time to meet, share and reconnect. Establishing a key adult, maintaining routines and the use of familiar environments, experiences and transitional experiences will help to support this.

East Lothian Council is fully committed to a positive relational and nurturing approach in all of our educational settings. Further detail can be found in both the Respect for All: Promoting Positive and Respectful Relationships in All our Schools, and Included, Engaged & Involved: A Positive Approach to Preventing and Managing School Exclusions policies.

### 4.3 Accessibility

East Lothian is committed to working collegiately with all relevant stakeholders to identify and remove barriers to learning. There is an ongoing duty incumbent on all to promote equality of opportunity, and celebrate diversity including disabilities and additional support needs. Everyone should strive to create inclusive environments in which the needs of all pupils can be met and in which children and young people can flourish in a safe and nurturing environment.

Current legislation protects people with different types of disabilities including, but not limited to, the following broad groups:

- Communication Difficulties
- Hearing Impairments
- Specific Learning Difficulties, such as dyslexia
- Visual Impairments
- Developmental Language Disorders
- Physical Difficulties/Motor Impairments
- Neurodevelopmental disorders, such as Autism

A person has a disability if they have a physical or mental impairment, which has a substantial and long-term adverse effect on their ability to carry out 'normal' day-to-day activities. These activities may include:

- Mobility
- Manual Dexterity
- Physical Co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, Hearing or Eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk or physical danger
- Social interactions
- Participation in social activities

“Long term” is defined as lasting or likely to last for at least 12 months, or for the rest of the person’s life.

Challenge Question –

‘How well are we removing barriers to learning and ensuring equity for all?’

*(How Good Is Our School 4, 3.2 Raising Attainment and Achievement)*

## 4.4 Accessibility Strategy

The Accessibility Strategy is a statutory duty for local authorities, and schools and Early Learning and Childcare settings must take the Strategy into account in any management decisions and improvement planning. This policy includes the authority's Accessibility Strategy which covers consecutive three year periods.

The purpose of the Accessibility Strategy is to:

- increase disabled pupils' participation in the **curriculum**;
- improve the **physical environment** of schools to enable better access to education and associated services provided;
- improve **communication** with disabled pupils. In particular, relating to the provision of information in appropriate alternative formats, taking account of any preferences expressed by them or their parents/carers.

These are referred to as *planning duties* in associated legislation.

The Accessibility Strategy includes a detailed Action Plan (see Appendix 3) which is monitored and reviewed annually over a 3 year period by a multi-agency Steering Group. As part of our commitment to partnership working, the steering group will include children/young people and their families as valued participants in the monitoring process. An interim report is completed following each review.

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*“School is a part, and preparation for, life. Being with people with disabilities/differences is a better way of building understanding and respect than learning about them from a book. Everyone benefits from the inclusion of people with differences.” (East Lothian parent, 2020)*

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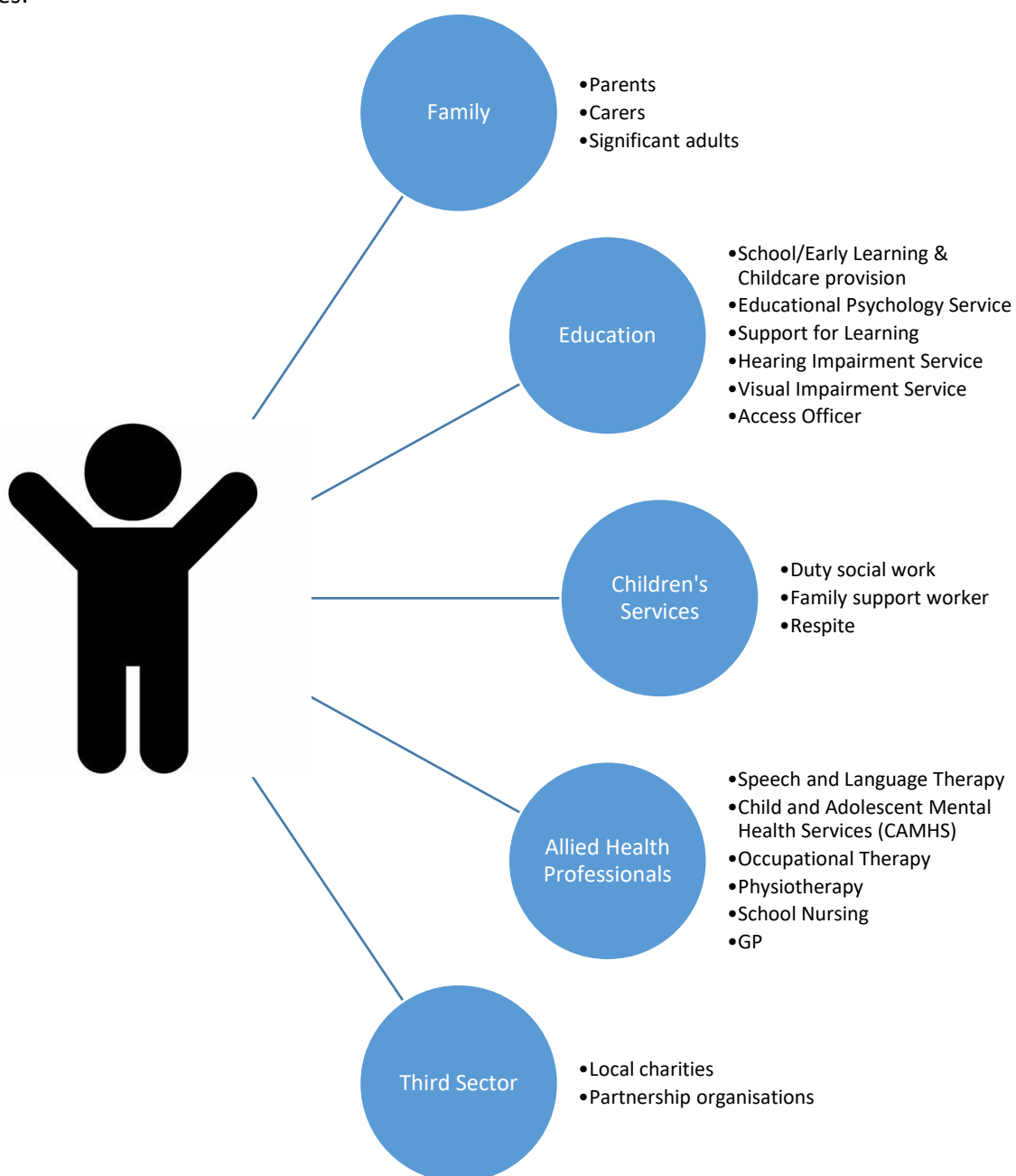
## 5 Partnerships

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*“The development of an empowered system is dependent on generating and sustaining high levels of relational trust and authentic collaboration. Relational trust supports the development of challenging conversations which are key to developing authentic collaboration.”*  
*(Association of Directors of Education in Scotland, 2019)*

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East Lothian recognises the importance of *authentic collaboration* with all stakeholders in order to facilitate truly inclusive learning experiences for all our children and young people. An individual may have a complex network of support which can include but is by no means limited to, the following examples:



Authentic collaboration across a range of services such as those noted above whilst maintaining the inclusion of the child/young person in decision making, requires commitment to a common goal and the means to communicate effectively. The independent review of the implementation of the Education (Additional Support for Learning) (Scotland) Act 2004 carried out in 2019, substantiated our conviction to collaboration with a particular focus on parents and families.

The following recommendations were made:

#### Recommendation 6.1 Relationships between schools and parents

- Schools and local authorities must work in partnership with parents and carers to develop, and deliver, ways of working together that support and promote positive relationships, communication and co-operation.
- This must include clear pathways on transitions for children and young people with additional support needs, in the context of learning for life, allowing parents, carers, children, young people and professionals to be informed and supported at key transition points.
- Parents and carers must be involved as equal partners in the development of key guidance, to contribute their knowledge and lived experience.
- Further investment is needed to strengthen support services for families; allowing these services, and the support that they provide, to be embedded.
- The benefits of the use of mediation must be widely promoted at a national, regional and local level and consideration should be given to how mediation can be developed through professional learning, to support the workforce.

We recognise that there is certainly more to be done in this area and welcome the recommendations from the 2019 ASL Review. Progress has been made within East Lothian with regards to ensuring children and young people have a voice in decisions that affect their education such as the promotion of the UNCRC's Rights Respecting Schools programme, Education Scotland's establishment of 'Inclusion Ambassadors', and our GIRFEC aligned Child's Planning process which seeks the child/young person's views as well as the family's and relevant service(s)' input at every stage of the process.

East Lothian is committed to continually improving our service with regards to working with parents/families as valued partners. Further detail regarding current East Lothian practices for working with children, young people and parents can be found in the Included, Engaged & Involved: Identifying, Assessing and Providing for Additional Support Needs of Children and Young People policy.

## 5.1 Recognising and Realising Children’s Rights

The United Nations Convention on the Rights of the Child (UNCRC) is a comprehensive and internationally binding agreement on the rights of children. It is based on equality, dignity, respect, non-discrimination and participation.

A rights respecting school is an environment where children’s rights are taught, observed, respected, protected and promoted. Our ambition is to ensure that every child and young person in our learning communities experiences this.

All of East Lothian’s schools are being encouraged to register with UNICEF’s Rights Respecting School Award (RRSA) programme. The benefits of this programme should go beyond the school and into the community as a whole:

- All children and adults learn about the UNCRC and the overarching set of values which should bring change to the whole school character and atmosphere improving the climate for learning;
- Positive relationships between learners and staff reduces the hierarchical divide due to the rights respecting language;
- Learners’ self-esteem and feelings of being valued improve;
- Increased levels of respect for each other with a better understanding of religions, cultures and abilities which are different to their own;
- Improved attainment, attendance and a reduction in exclusions;
- The school develops a rights respecting ethos and children are empowered to become active citizens and learners;
- It strengthens a consultative approach and a platform for better parental engagement and discussion as well as collaborative working;
- A feeling of empowerment for both adults and learners.

It should also be noted that children over 12 years of age now, broadly speaking, have similar rights to parents and young people with respect to their additional support needs. The extension to children’s rights is accompanied by safeguards in the form of assessments of capacity and consideration of impact on a child’s wellbeing. Further detail of this legislation can be found in the Included, Engaged & Involved: Identifying, Assessing and Providing for Additional Support Needs of Children and Young People policy.

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*“The true measure of inclusion is not through external and objective criteria, it is in the child or young person’s own experience and how they feel.” (Support for Learning: All our Children and All their Potential, 2020)*

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## 5.2 Solution Oriented Approaches

Solution oriented approaches provide staff with opportunities to explore aspects of their working environment and relationships within it, by visualising the desired outcome rather than focusing on the problem. When difficulties arise, solution oriented approaches enable an individual or group of people to identify the skills, strengths and resources that they already have which can help them to reach a solution.

The approach helps individuals/groups identify what is working well, and how positive experiences can be built upon in the future. At the same time, by visualising in great detail what the desired outcome is, individuals/groups are more able to identify the next small steps needed in order to make progress. As progress is the key factor, sometimes the steps are very small. Those setting goals are encouraged to think about how others will know they are making progress. In this way, it facilitates reflective thinking and the capacity to see situations from different perspectives. Moreover, the persistent evaluation of goals, often on a 0 – 10 scale, encourages the same evidence based approach to monitoring progress that schools are asked to implement in an academic context. Initially, an individual or group is supported to use a solution oriented approach, but they then internalise the way of thinking which in turn supports the development of resilience.

Key principles include:

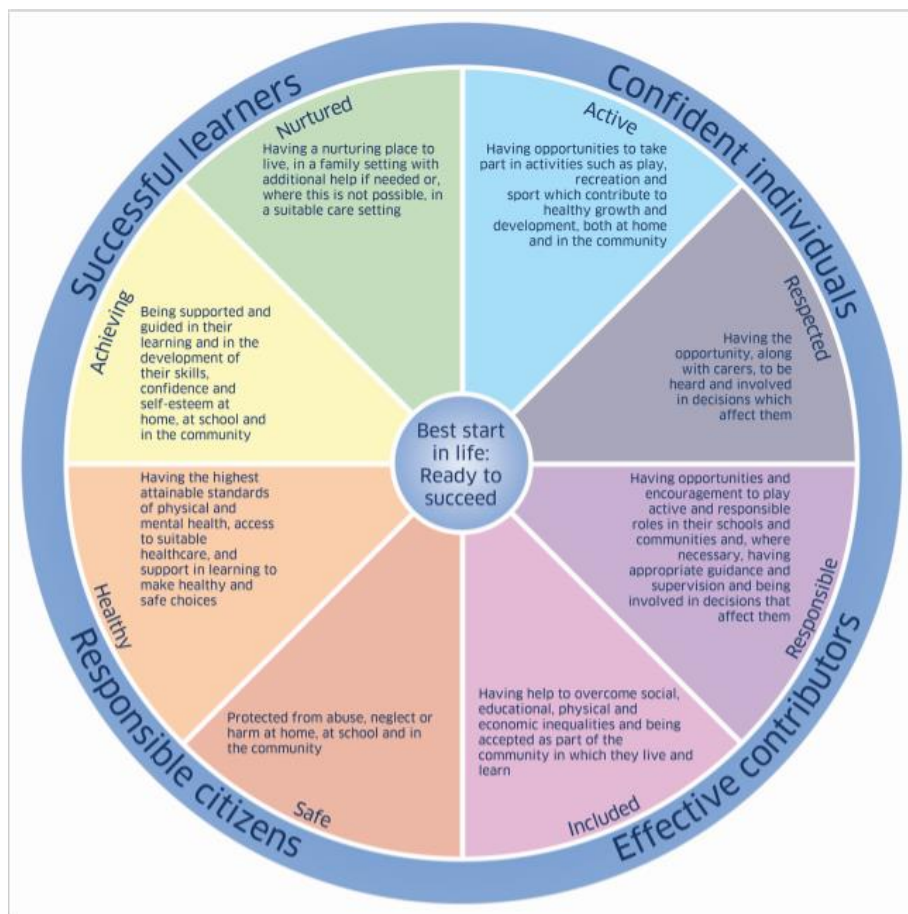
- If it's not broken, don't fix it
- If it works, do more of it
- If it's not working, do something different
- Small steps can lead to big changes
- The solution is not necessarily directly related to the problem
- The language for solution development is different from that needed to describe a problem
- No problems happen all the time, there are always exceptions that can be utilised
- The future is both created and negotiable

There is an underlying belief that people have the necessary resources to make changes; everyone has their own ways of solving problems; collaboration enhances change; and people need to be engaged in the process of change to want it to happen. It is the role and responsibility of the adult/facilitator to find a way to engage the young person where appropriate.

The solution oriented approach can often be seen in other methodology widely used in schools, such as visual planning. It can be used as a framework for meetings including Child's Planning Meetings, pre-and post-exclusion meetings and professional development reviews.

In East Lothian's Children's Services, the Signs of Safety framework to assess safeguarding and child protection issues is based on a solution oriented approach.

### 5.3 Our Roles and Responsibilities



It is everyone’s responsibility to ensure that our children/young people are safe, healthy, achieving, nurtured, active, respected, responsible and included in line with Getting it Right for Every Child. In addition to this, all education staff have a vital role to play to realise East Lothian’s aspiration for all our learners to be present, supported, participating and achieving without exception.

#### School and Early Learning & Childcare Settings

There are a range of key adults across our education settings and the term ‘school staff’ here refers to any significant adult that a child/young person will come across during their school day, however infrequently. For example, classroom assistants, early years practitioners, visiting specialists, administrative staff, volunteers etc. It is the duty of *all* to create an inclusive and welcoming learning environment for all our children and young people in order for them to feel safe and nurtured. Furthermore, there is a responsibility for school staff to learn about the specific practices in place within one’s own setting to enable a respectful, inclusive school culture.

#### Challenge Question –

‘How do we ensure there is an ethos and culture of inclusion, participation and positive relationships across the whole learning community?’

*(How Good Is Our School 4, 3.1 Ensuring Wellbeing, Equality and Inclusion)*

In addition to this, all teaching staff should meet the Standard for Full Registration regulated by the General Teaching Council (Scotland). These Standards include but are not limited to:

‘As a registered teacher you are required to demonstrate a depth of knowledge and understanding of:

- additional support needs;
- curriculum content and its relevance to the education of every learner;
- contractual, pastoral and legal responsibilities, for example, in relation to equality, diversity, inclusion, additional support needs, child protection, and wellbeing;
- the stages of learners’ cognitive, social, emotional, physical, and psychological development and know how to use this information to support learning and wellbeing;
- how to plan for effective assessment, teaching and learning, individually and collaboratively, across different contexts, and in order to support the needs of every learner;
- how to adapt planning approaches to ensure that the needs of every learner are effectively addressed;
- the roles and responsibilities of teachers in establishing and sustaining positive and purposeful relationships across the learning community.

Demonstrate the professional skills and abilities required to:

- identify the potential barriers to learning and plan differentiated and appropriately challenging learning experiences to ensure learning is accessible for every learner;
- contribute to a rights respecting culture where learners meaningfully participate in decisions related to their learning, wellbeing, learning environment and their school;
- create a safe, caring and purposeful learning environment which is welcoming and inclusive, well managed and well organised;
- demonstrate a secure knowledge and understanding of wellbeing indicators, childhood development and the impact of additional support needs;
- recognise that childhood experiences impact on the learning and wellbeing of children and young people and actively respond in appropriate ways, seeking advice and collaborating as required;
- utilise and evaluate a variety of strategies to nurture caring and supportive and purposeful relationships with learners and celebrate success;
- recognise where learners with additional support needs require alternative approaches and seek support as necessary;
- commit to and demonstrate equity and inclusion to advance equality of opportunity between learners who share a relevant protected characteristic and those who do not and foster good relations.’

Challenge Question –

To what extent does our curriculum promote equity and raise attainment for all children and young people?

*(How Good Is Our School 4, 2.2 Curriculum)*

The Standard for Full Registration stipulates that teachers wishing to maintain their professional status must “demonstrate care and commitment to working with every learner, embracing diversity to ensure that every learner feels welcome, included and ready to learn” confirming that inclusive practice is now an intrinsic and expected element of education in Scotland.

### Headteachers and Senior Leadership Teams

It is the duty of senior staff in schools to lead their school in developing an ethos in which all children and young people are nurtured and included. There is also an expectation that they will contribute to the development of inclusion in both principle and practice across the local authority.

Senior Leadership Teams must lead and model the best possible practice in relation to inclusion, and challenge and support any who do not meet those standards and expectations. It is their responsibility to ensure that East Lothian's policies relating to children's safety and wellbeing are fully and effectively implemented, and that planning to meet individual needs through the Child's Planning Framework is embedded in practice.

They must evaluate their own professional development and keep up to date with thinking and research on inclusion, communicating any changes in policy and legislation to their staff ensuring that everyone understands their roles and responsibilities. A culture of authentic collaboration should be modelled and promoted to enable effective partnership working.

### Educational Psychology Service

East Lothian's Educational Psychology Service provides additional support and challenge to develop an ethos of inclusion throughout schools and across the local authority.

It is an Educational Psychologist's role to work within the agreed structures for staged intervention and support schools in relation to the Child's Planning Framework. They must advise and guide Senior Leadership Teams regarding any considerations of alternative pathways, and use their professional skill and expertise to guide and support assessment, developing the capacity of schools and staff to meet the needs of children and young people.

It is their responsibility to support staff in understanding both policy and practice in relation to key aspects of inclusion and work effectively with colleagues, enabling collaborative working across the school and East Lothian.

### Education & Children's Services

It is the duty of the local authority to ensure that across East Lothian, policies and processes are relevant, in line with current legislation, and are communicated effectively.

At strategic and operational level, authority staff must take forward the commitment of East Lothian to develop as a nurturing and inclusive authority. It is their role to monitor and evaluate the ways in which schools are using agreed East Lothian policy and practice to ensure that the needs of children and young people are met. Authority staff must respond appropriately to concerns schools raise and to referrals for possible alternative pathways.

Authority staff also have a responsibility to evaluate their own professional development, work collaboratively with all stakeholders, and model best possible practice in relation to inclusion.

All professionals working within East Lothian Council must keep children and their wellbeing at the heart of all decisions that are made, working collaboratively to find solutions to any challenges that arise.

## Appendix 1: Relevant Legislation and National Guidance

- *The Education (Additional Support for Learning) (Scotland) Act 2009 amendment*
- *The Children (Scotland) Act 1995*
- *The Standards in Scotland's Schools etc. (Scotland) Act 2000*
- *The Education (Disability Strategies and Pupil Records) (Scotland) Act 2002*
- *The Equality Act (2010)*
- *The Children and Young People Act (2014)*
- *The Carers (Scotland) Act 2016*
- *The Education (Scotland) Act 1980*
- *The Education (Scotland) Act 2016*
- *Supporting Children's Learning: Code of Practice (third edition) 2017*
- The *National Improvement Framework for Scottish Education*
- *GTCS Standards for Full Registration*
- *How Good is Our School? 4th Edition*
- *Supporting Transgender Young People in Schools (2021)*



## Appendix 2: Relevant East Lothian Council Policy and Guidance

All of the following documents can be found [here](#).

- Child's Planning Framework guidance (2020)
- Included, Engaged & Involved: Identifying, Assessing and Providing for Additional Support Needs of Children and Young People (2018)
- The Handbook of Procedures for the Management of Pupils with Healthcare Needs in Educational Establishments (2019)
- Admission to Specialist Educational Provision guidance (2017)
- Allocation of Resources to Support Children and Young People with Additional support needs (2017)
- Included, Engaged and Involved: A Positive Approach to Preventing and Managing School Exclusions (2018)
- Included, Engaged and Involved: Managing Distressed and Challenging Behaviour (2018)
- Included, Engaged and Involved: Safeguarding Policy (2018)
- Respect for All: Promoting Positive and Respectful Relationships in All our Schools (2020)
- Attendance policy (due 2021)
- [Nurture, Recovery and Reconnection \(2020\)](#)

## Appendix 3: Accessibility Strategy Priorities

From the information gathered through multi-agency stakeholder consultation, the following overarching priorities have been identified for the Accessibility Strategy (2023 – 2026):

- Use a Range of Relevant Data to Identify Priorities and Inform Next Steps
- Develop Inclusive Practice Across All East Lothian Schools
- Improve Participation by Empowering Children and Young People to Communicate

Below are areas which were highlighted through the consultation process but are either outside the scope of the Accessibility Strategy or being addressed through other strategies, reviews etc:

- Promoting the UNCRC Rights Respecting Schools programme
- Offering British Sign Language as part of the curriculum
- Roll out and monitoring of the Progress & Achievement tracking tool to raise attainment for all and encourage positive destinations
- Transitions to positive destinations for children and young people with additional support needs
- Monitoring of school estate

A more detailed Accessibility Strategy Action Plan is available from the local authority upon request.

## Appendix 4: References and Useful Links

- [CIRCLE](#)
- [Presumption to provide education in a mainstream setting: guidance \(2019\)](#)
- [Review of additional support for learning implementation: report \(2020\) - Support for Learning: All our Children and All their Potential](#)
- [Rights Respecting Schools - UNICEF](#)
- [A guide for ensuring inclusion and equity in education \(2017\)](#)
- Chapman, C (2019) Making sense of education reform: Where next for Scottish education? Manchester, UK: Association of Directors of Education in Scotland/The Staff College
- Geddes, H. (2006). *Attachment in the Classroom: A Practical Guide for Schools*. London: Worth Publishing Ltd.

**REPORT TO:** Education Committee

**MEETING DATE:** 22 November 2022

**BY:** Executive Director - Education & Children's Services

**SUBJECT:** South East Improvement Collaborative (SEIC) Update

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## **1 PURPOSE**

- 1.1 To provide the Committee with an update on the work of the South East Improvement Collaborative (SEIC) including the new SEIC Regional Improvement Plan – 2022–2023.

## **2 RECOMMENDATIONS**

- 2.1 The Committee is asked to note:
- i. The SEIC Regional Improvement Plan 2022-2023 (Appendix 1).
  - ii. The priority areas for improvement being taken forward in partnership with members of the SEIC and the progress made towards improving professional collaboration and school empowerment across the SEIC.

## **3 BACKGROUND**

- 3.1 East Lothian Council has continued to contribute towards the SEIC during this academic session. The SEIC Oversight Group, including the five Conveners for Education from each partner Council and the SEIC Board, have continued to lead and manage the work of the SEIC. Following the Local Government elections of May 2022, the former chair of the SEIC Oversight group stood down. Councillor Fiona Dugdale has taken over as Chair of the SEIC Oversight group. SEIC has been successful in its application to the Scottish Government for £1,171,746 to support the successful delivery of the Plan for the period April 2022 - 31 March 2023.

- 3.2 A Report to Education Committee in June 2021 provided an update on the SEIC Phase 3 Plan. The attached SEIC Plan 2022–2023 (Appendix 1) provides an overview of progress and achievement of the previous plan alongside the new priorities for this current academic session.
- 3.3 During the past year work was undertaken to consolidate the progress achieved during the COVID pandemic and to re-focus the work of SEIC on a smaller number of key priorities aimed at making the biggest difference in the classroom.
- 3.4 **LOOKING AHEAD**
- 3.5 Self-evaluation at SEIC level, utilising available data and the direction of local and national policy have provided the basis for collaborative work for session 2022- 23.
- 3.6 Two key areas of focus have been agreed as shared local area priorities that local authorities have agreed as areas of collaboration across the region: literacy and learning pathways and positive destinations
- 3.7 Bespoke supports are being provided directly to schools this session, with a focus on the two agreed areas, through a range of SEIC Connector programmes. These enable colleagues in East Lothian to collaborate with peers from across the region, to explore their common areas of focus and help them deliver improvements.
- 3.8 Universal supports will also be available for all colleagues throughout the session, enabling everyone to benefit from SEIC support offers. These are promoted through regular SEIC communications including monthly updates and the SEIC website.
- 3.9 A number of key networks have been established and continue to develop as an important vehicle for sharing practice.
- 3.10 East Lothian schools have engaged well with the work of the SEIC and have benefited from a variety of collaborative professional learning activities.
- 3.11 The SEIC plan also places a continued focus on developing an Empowered System by enabling collaboration, building capacity and providing opportunities for leaders, teachers and practitioners in all areas of the system to work together, share practice, and deliver improvement.
- 3.12 Collaboration and looking outwards at successful practice elsewhere are also important areas of focus for the SEIC. Work is underway to collaborate with the Northern Alliance (the Regional Improvement Collaborative covering the north of Scotland local authorities) as well as a new tri-nation partnership with Northern Ireland and central Wales.

#### **4 POLICY IMPLICATIONS**

- 4.1 There are no policy implications associated with this report.

## **5 INTEGRATED IMPACT ASSESSMENT**

- 5.1 The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy

## **6 RESOURCE IMPLICATIONS**

- 6.1 Financial - None
- 6.2 Personnel - Various officers and Head Teachers of the Council will continue to support the SEIC either as members of the governance groups, working groups and networks.
- 6.3 Other – None

## **7 BACKGROUND PAPERS**

- 7.1 Appendix 1 – SEIC Plan 2022 -2023

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<b>DATE</b>	November 2022





SOUTH EAST IMPROVEMENT COLLABORATIVE  
*Working together, empowering all, improving outcomes*

# REGIONAL IMPROVEMENT PLAN

August 2022-23



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APPENDICES: Risk Assessment Overview



**Foreword**

*As Executive Director of Children, Young People and Partnerships in Midlothian Council and strategic lead for the South East Improvement Collaborative (SEIC), I am delighted to present the SEIC Regional Improvement Plan for 2022-23. This plan reflects the achievements of session 2021-22, as well as looking ahead to next steps in our collaborative work across the South East.*

*In the coming year, regional work will be focussed on shared areas of need and will enable collaboration within and across schools/ELCs from all five partner authorities, with regional teams and a wide range of partners. The new plan continues to embrace our vision of **Working Together, Empowering All, and Improving Outcomes**.*

*In this exciting phase of educational change and reform in Scotland, it has never been more important to collaborate with others, to share ideas and solutions and to maximise our resources. We look forward to continuing to work with you in the time to come.*

*Fiona Robertson*



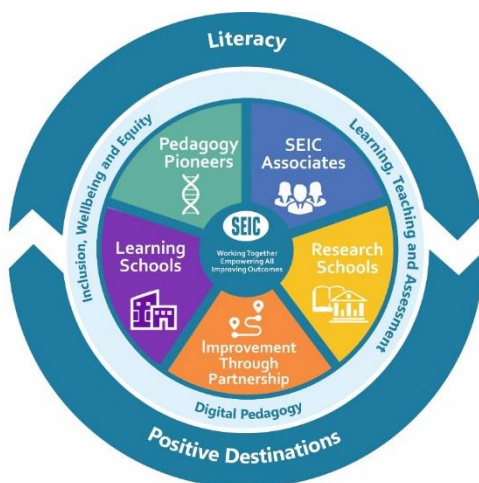
## EXECUTIVE SUMMARY

Our SEIC RIC vision is to work together, to empower colleagues and help improve outcomes across the City of Edinburgh, East Lothian, Fife, Midlothian and Scottish Borders Councils. This Phase 4 plan includes evaluation of the work that has taken place in 2022-23 and also sets out next steps for session 2022-23. The strategic goals that continue to shape and influence the work of the SEIC plan are: driving high quality learning, teaching and assessment, including the use of digital technologies to enhance learning, and supporting inclusion, equity and wellbeing. In session 2022-23, collaborative working across the region will focus on two shared priority areas:

- **Literacy**
- **Learning pathways and positive destinations**

Delivery of the SEIC work is directed by the Board (Executive Directors, HTs and partners) and is overseen by the Implementation Group (Senior Officers). The priority areas are actioned through the five elements of the SEIC Empowered System (see below). Universal supports are available throughout the session, promoted through local and regional comms and within the SEIC website. The main SEIC supports come in the form of a series of bespoke SEIC 'Connector' support programmes, enabling collaborative learning with a clear focus on improving outcomes for learners. A variety of SEIC Networks provide opportunities for collaboration on common areas of focus and need, and the sharing of approaches, ideas and practice.

SEIC Phase 4 Model



**The Empowered System** is a unique feature of SEIC and is made up of five key elements, all designed to enable collaboration and to build the capacity of colleagues working in a range of educational settings. Each of the five aspects provide opportunities for leaders, teachers and practitioners in all areas of the system to work together, share practice, and deliver improvement.

**Pedagogy Pioneers** - high performing practitioners within all sectors sharing practice, resources and building capacity through webinars, Q&A and in school supports

**SEIC Associates** - leaders across the system contributing to quality improvement processes and providing peer to peer supports

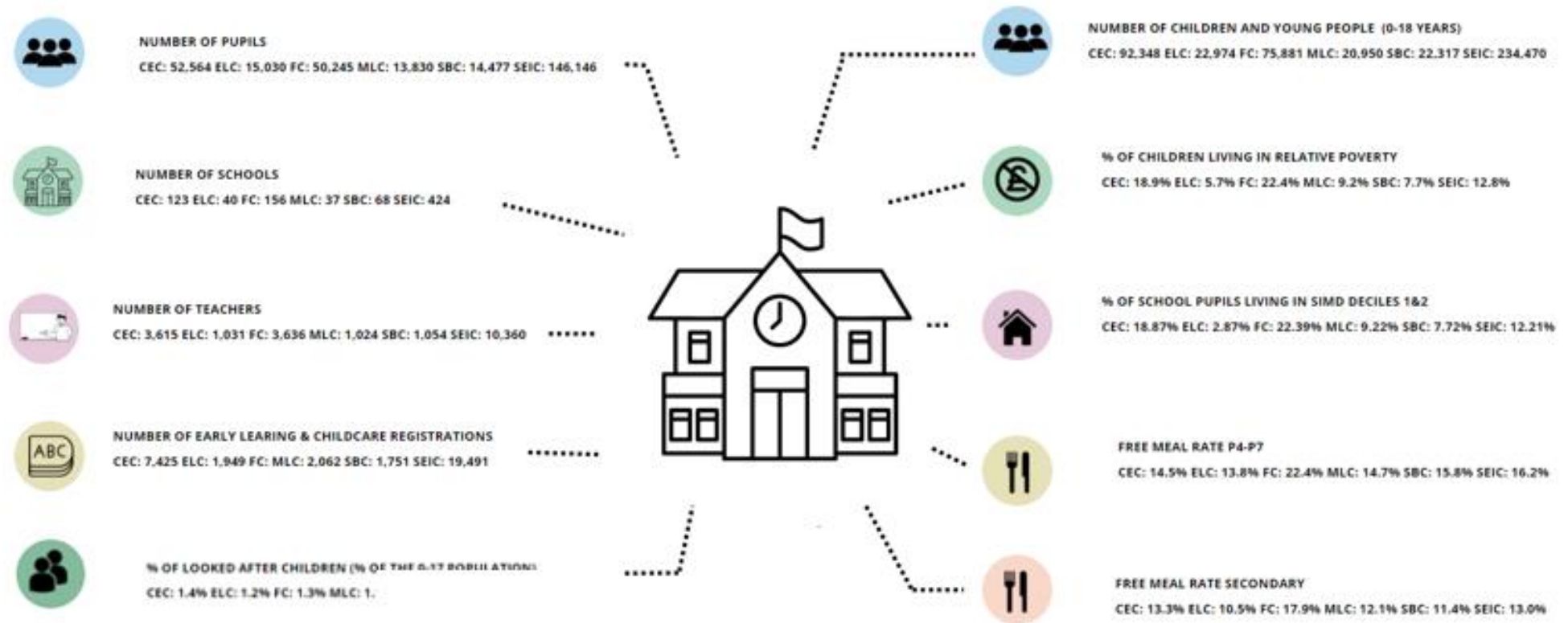
**Research Schools/ELCs** – settings engaging in supported research to enhance outcomes for children and young people, publishing findings across the SEIC

**Improvement Through Partnerships** – focussed improvement projects supported by a variety of partners

**Learning Schools/ELCs** – enabling collaboration across schools/Early Learning & Childcare settings (ELCs), sharing learning from effective practice within settings, supporting other settings where this practice is an area of identified improvement

**CONTEXT**

The infographic below provides an overview of some key statistics at May 2022, regarding geography, demography, social context and service provision for the South East region. In addition to the challenges recognised in the social context data (for example, SIMD and free school meal registrations), the region has significant groups living with hidden social disadvantage. Rural poverty and a range of multiple interconnected factors are particularly challenging issues.



KEY: CEC – City of Edinburgh Council, ELC – East Lothian Council, FC – Fife Council, MLC – Midlothian Council, SBC – Scottish Borders Council, SEIC – South East Improvement Collaborative

**SEIC VISION**

*Working together, empowering all, improving outcomes*

**RATIONALE**

The rationale behind regional collaboration continues to be a key element in the evolving future of Scottish Education. The aim of all RICs is to provide support for improvement for leaders, teachers and practitioners through teams of professionals drawn largely from local authorities and schools. RICs in Scottish education became operational in January 2018 although some local authorities were formally collaborating before this date. Recent publications and research have highlighted the benefits and the need for collaboration to support our system at all levels, to provide the best possible outcomes for our children and young people. The establishment of RICs was not about creating new formal bodies, but was about developing different ways of working, bringing together capacity from across an area and beyond, to add value through collective efforts.

The South East Improvement Collaborative (SEIC) recognises that the accountability for improvement remains with each local authority and that SEIC’s role is to provide added value through collaboration. By working collaboratively at establishment, local authority and regional level, we believe that we can accelerate progress in agreed priority areas, impacting positively on colleagues working within the region and contributing to improved outcomes for learners. SEIC work takes in account the responsibilities set out in the Education Scotland ‘Scottish Attainment Challenge Framework’ (March 2022), for all regional improvement collaboratives, in agreeing priorities and collaborative activities.

**HOW WE WORK**

Through collaboration, the five local authorities agree priorities and delivery mechanisms for the SEIC work, set within a yearly regional improvement plan that reflects and compliments individual local authority planning. The agreed priorities are based on needs within the region and therefore are likely to reflect many school/Early Learning and Childcare improvement plans. Being part of the South East Improvement Collaborative provides a wider system of support and simple ways of finding out about interesting and effective practice across a much wider area, and connecting with a far wider group of colleagues facing similar challenges, with similar hopes and aspirations. Two regional teams, SEIC and Education Scotland’s South East Improvement Team (SEIT), alongside a range of partners working within the region, contribute to the range of improvement supports already available to educational settings within their local authorities.



## REFLECTING BACK – EVALUATION OF SEIC PLAN 2021-22

In session 2021-22, three SEIC working groups and related networks, delivered improvements relating to the three SEIC strategic goals. The groups and networks involved representatives from all five SEIC local authorities, from a range of partners working in the region, and both the SEIC and SEIT Teams. Progress and impacts relating to the SEIC offers that emerged from networks are detailed below with highlights from the evaluative activity undertaken to evidence impact of improvement activity.

### **EVALUATION - SEIC Goal 1 – Driving high quality learning, teaching and assessment**

**Learning, Teaching and Assessment Working Group** – This work involved building capacity of trained QAMSOs through delivery of professional learning to over 100 teachers across the region. As part of this, the SEIC Assessment and Moderation Rationale was launched, including a Digital Moderation tool, to over 60 QAMSOs and a further 19 secondary subject networks. Of the QAMSO respondents who rated their level of confidence in being able to support and facilitate learning, teaching, assessment and moderation processes, those who felt fairly or completely confident rose from 38% to 76% as a result of the professional learning.

**Creative Learning Network** – This work involved the delivery of a Storyline Project to develop skills and confidence in creative and innovative approaches to learning and teaching. 9 schools and 17 practitioners across Primary, Secondary and Special School settings participated, from Scottish Borders, East Lothian, Midlothian and Fife. As a result, there has been increased motivation and engagement in literacy and a 17% increase in pupils achieving literacy outcomes. Feedback from participants was positive, 89% agreeing that their practice has been positively impacted. Also within the session, universal professional learning on Creativity has been delivered to over 800 practitioners and there was an average increase of 24% attendance at the Creative Conversations sessions between June 21 and May 22. This year, the Creative Conversations YouTube channel has been launched and a new Creativity Progression Framework and suite of resources has been created and shared.

**Leadership and Professional Learning Network** – This work has involved the publication of a comprehensive weekly SEIC update, streamlining and promoting professional learning offers available across the region. As a key element of the SEIC Empowered System, five Research Schools were supported to complete a year-long, whole school professional enquiry to deliver improvements in their settings. In addition, work has been done to transform the SEIC website this session and as part of this, a platform for sharing professional learning from staff in SEIC settings who have participated in various professional learning over the past three years, including Research Schools, has been established.

**Literacy Network** – This work has involved the delivery of a new SEIC project to improve understanding and develop common approaches to writing at 2<sup>nd</sup> Level involving colleagues in collegiate planning, sharing of approaches to teaching and assessment, and moderation activities. As part of this work, a bank of professional learning resources and self-evaluation toolkits has been produced. 37 schools across 14 clusters from all 5 SEIC local authorities took part in three professional learning sessions and bespoke supports were provided to individual schools.

**Numeracy Network** – This work has involved the delivery of the SEIC – I SEE MATHS programme involving four webinars for P4-7 teachers with leadership responsibility for numeracy in schools across all five local authorities. Almost all participants agreed or strongly agreed that their learning from the course would have a positive impact upon the learners they teach. Further, 87% of participants stated that the training had a significant or very significant impact upon them as an education professional.

## EVALUATION - SEIC Goal 2 – Supporting inclusion, equity and wellbeing

**Inclusion, Equity and Wellbeing Working Group** – This work involved supporting consistency of practice across SEIC, including alignment of the of 3 national drivers - The Morgan Review, UNCRC & The Promise and their overlapping key themes and recommendations. All local authorities have representatives who have engaged in a set of ‘Reviews, Rights and The Promise’ events that have taken place this session, exploring alignment between the 3 national drivers.

**Wellbeing Network** – This work has focused on reducing the stigma related to mental health and has involved promoting strategies to support positive emotional health and wellbeing. The SEIC Mental and Emotional Health and Wellbeing Award has been launched across the region.

**UNCRC Network** - The aim of this work was to raise awareness for whole school/ELC setting communities of their roles in ensuring effective implementation of UNCRC Articles. Practitioners from all local authorities have engaged in sessions to raise awareness of UNCRC and how to effectively implement this in schools/settings. All local authorities now have practitioners trained as trainers in delivering awareness raising session to colleagues within their own LA and have identified UNCRC as an ongoing priority within strategic plans.

**Early Years/Pedagogy Network** - The aim of this work has been to support high quality play pedagogy across the Early Level. This work has involved the creation of termly Early Level Pedagogy in Practice Pamphlets which have been circulated to early level settings in all local authorities. The pamphlet has been accessed by all types of provider including funded childminders, private providers and school settings including teachers in P1 and P2. In feedback forms received all respondents reported the pamphlet had supported them in improving the quality of play in their setting. In addition, Early Level Pedagogy Pioneer sessions were delivered to practitioners by practitioners in every sector of childcare (childminders, private providers and local authority settings). Bookings for Early level Pedagogy Pioneer webinars was significantly higher than all other areas with between 163 and 250 attendees.

**Pedagogy Pioneers** - The aim of this work was to empower practitioners to improve pedagogy, through peer to peer support at teacher and practitioner level, sharing innovative and effective practice. All Pedagogy Pioneers delivering sessions reported that the programme had supported the improvement of teacher efficacy and felt empowered as a result of engaging in this work. Practitioners from every sector and from all of the 5 LAs in SEIC have attended Pedagogy Pioneer sharing events. 92% of attendees reported that sessions were useful at some level. This year, the work also involved a bespoke element based on success of previous Pedagogy Pioneers who shared practice relating to play based pedagogy. At the end of every bespoke session, almost all respondents reported that their knowledge and understanding of play pedagogy had improved, the professional reading and support tasks set between sessions had supported their learning, and they would try something different in their setting as a result of their learning to improve play pedagogy. Final comparator audits evidence showed there had been an increase of 22% in confidence in delivering child initiated learning and 27% increase in confidence in assessing and observing. There has been an 80% increase in practitioners implementing teacher initiated learning through play pedagogy in their classroom. 40% in implementing child initiated learning and 33% increase in the use of appropriate assessment and observations methods in play pedagogy.

## EVALUATION - SEIC Goal 3 – Using digital technologies to enhance learning

**Digital Working Group** – This work focused on the creation and delivery of a new model to support improved use of digital technologies to enhance learning. Through engagement with the Digital Schools Award Scotland framework, the SEIC Digital Schools Connector supported 55 schools from across the five local authorities. The Connector model offered monthly professional learning for key staff, drop in and 1-1 sessions to deepen understanding and plan next steps and a range of reflective tools and resources to create a strong framework of support. 88% of participating schools strongly agreed their knowledge had increased or improved due to engagement with the Connector model. 78% strongly agreed practice had been positively impacted. 76% of schools strongly agreed engagement with the Connector had supported school improvement. In terms of ongoing impact, 38% of schools who responded plan to submit evidence to achieve the Digital Schools Award by June 2022, 25% by October 2022 and 38% by December 2022. In addition, the digital work of this session involved colleagues collaborating on shared aspects from the SEIC Digital Needs Analysis, which included sharing strategic approaches to digital, frameworks, skills progressions and expertise.

**Digital Network** - 29 practitioners across the five local authorities collaborated to share expertise and reflections on how digital tools can enhance learning, teaching and assessment. Feedback using digital tools was identified as a focus aspect across the five local authorities and opportunities to collaborate and share practice were explored.

**CLD Network** - Connections were made with the DDI (Data Driven Innovation) programme to support family learning. Shared learning opportunities were created between CLD, YouthLink Scotland and teaching practitioners.

## SEIC NETWORKS & WORKING GROUPS SURVEY

In session 2021-22, a wide variety of networks met regularly, providing the opportunity to build relationships, to share practice and tackle commonly experienced issues. In May 2022, network members were asked to share what they felt were the benefits of being part of a regional network, as well as their hopes for the networks for session 2022-23.

Key themes emerged from the feedback:

- It was beneficial to meet others with similar roles and responsibilities
- Positive views on the ability to collaborate, to share practice and to find out what's happening in other authorities
- Useful to be able to take part in professional dialogue, to share resources and professional learning opportunities
- Successful collaboration depended on attendance of network members and a clear purpose
- Well organised meetings and structure, with clear tasks and outcomes were key to success, it was not helpful when meetings were too informal
- Hope to continue to collaborate with colleagues from across the region, to identify needs, to work together, and to share approaches and materials

## LOOKING AHEAD – SEIC PLAN 2022-23

This session, a series of national papers have been published that have set in motion the educational reform ahead. Key messages that directly shape the SEIC Plan and work ahead include:

### **Putting Learners at the Centre: Towards a Future Vision for Scottish Education, Ken Muir Report, March 2022, principles include**

- Article 29 UNCRC underpinning all work - I have the right to an education which develops my personality, respect for others' rights and the environment
- greater coherence and simplification of the policy and support landscape
- a reorientation of resource to provide place-based, responsive, bespoke support for teachers and practitioners
- an enhanced focus on ensuring high quality learning and teaching and increased collaboration among practitioners
- increased trust and confidence between local authorities, schools and national bodies
- greater resourcing and attention placed on ensuring the needs of individual learners are met
- the improved collation, sharing and use of data and intelligence to support continuous improvement

### **Review of the Regional Improvement Collaboratives, Scottish Government, December 2021**

“From this review, there is evidence that RICs are having an impact on developing the skills of school staff, delivery of lessons, skills and consistency around assessment and moderation, leadership and improvement planning skills, collaboration between local authorities, and online learning opportunities for pupils.”

### **The Scottish Attainment Challenge – Framework for Recovery and Accelerating Progress, March 2022**

“Regional Improvement Collaboratives (RICS) continue to bring local authorities together to secure excellence and equity in education – including contributing to the mission of the Scottish Attainment Challenge – by:

Providing educational improvement support to practitioners through dedicated teams of professionals, drawing on local authority and Education Scotland staff and others;

Providing focus across partners through a joint regional plan and work programme, aligned to the NIF and to regional and local priorities; and

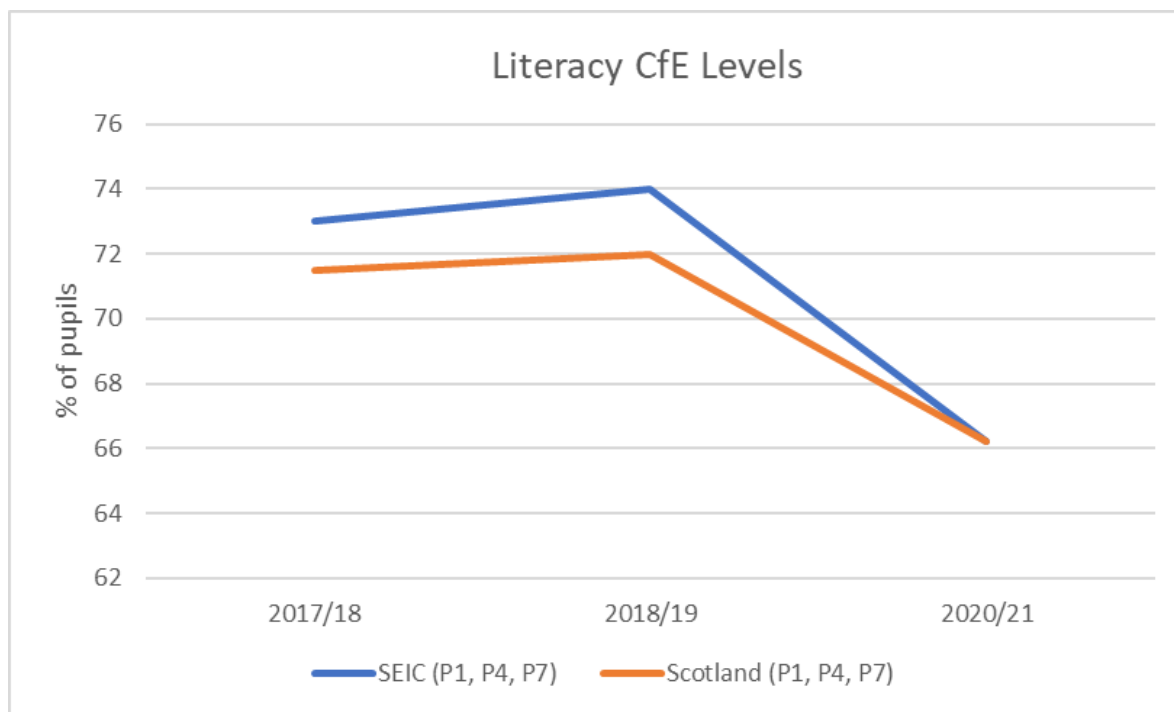
Facilitating and creating the conditions for impactful collaboration working between practitioners, schools and system leaders, including professional learning, innovation and the sharing of best practice.”

### Areas of Focus for 2022-23 – CASE FOR CHANGE

Self-evaluation at SEIC level, utilising available data and the direction of local and national policy have provided the basis for collaborative work for session 2022-23. Two key areas of focus have been agreed as shared local area priorities that local authorities have agreed as areas of collaboration across the region: literacy and learning pathways and positive destinations.

#### LITERACY:

The data below represents pupil performance across the SEIC over the past years. It demonstrates pupils’ literacy achievement in P1, P4, & P7 has decreased in recent years. It is important to note that no performance data was collected in year 1 of the global pandemic and the second year of data may not be completely reliable.



#### Curriculum for Excellence Levels

The trend data for P1, P4 & P7 shows that SEIC has performed slightly below national level in the past years. For 2020/21, Literacy CfE levels for the SEIC region are similar to national level. However, Literacy CfE levels have been impacted from 2018/19 to 2020/21 (74% vs. 66.2%). The data supports the aim of SEIC to increase literacy achievements. Our RIC will add value through building networks and working collaboratively across our RIC and with partners we will further develop more bespoke collaborative opportunities to identify and share effective pedagogical and curricular approaches that can support recovery relating to literacy.

#### Links to Key NIF Priorities

- Teacher & practitioner professionalism
- Curriculum and assessment
- School and ELC improvement
- Performance information
- School and ELC improvement

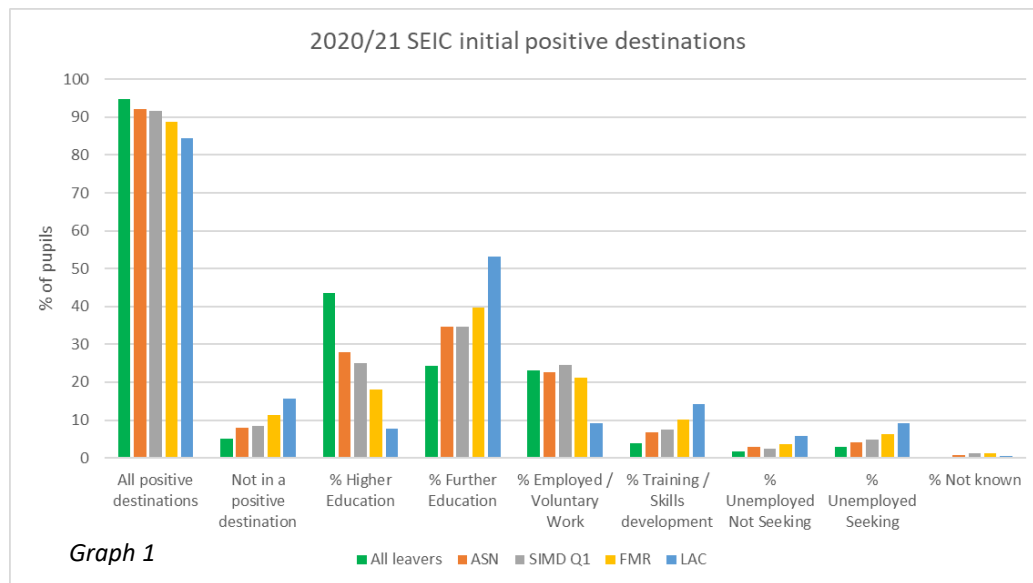


**LEARNING PATHWAYS AND POSITIVE DESTINATIONS:**

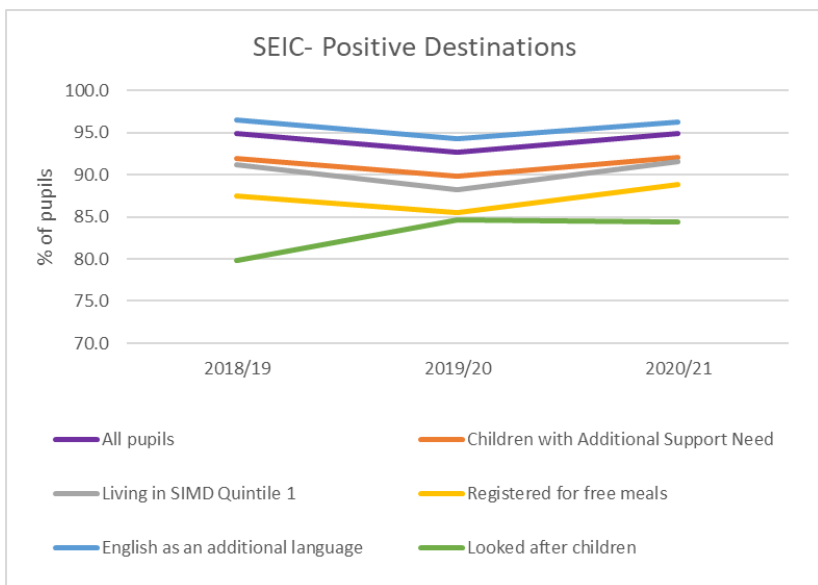
The data below represents the proportion of school leavers entering a positive destination from schools across the SEIC region.

Graph 1 shows the percentage of 2020/21 school leavers in the SEIC region broken down by initial destinations. The data indicates that the proportion of leavers entering a positive destination is lower for leavers with an additional support need, living in SIMD Q1, registered for free meals, and looked after pupils. However, the proportion of leavers who are unemployed is higher for leavers with an additional support need, living in SIMD Q1, registered for free meals, and looked after pupils.

Graph 2 shows the percentage of school leavers entering a positive destination from schools across the SEIC region broken down by groups. The data indicates that the proportion of school leavers entering a positive destination is lower for pupils living in SIMD Quintile 1, registered for free meals, children looked after, and children with additional support needs.



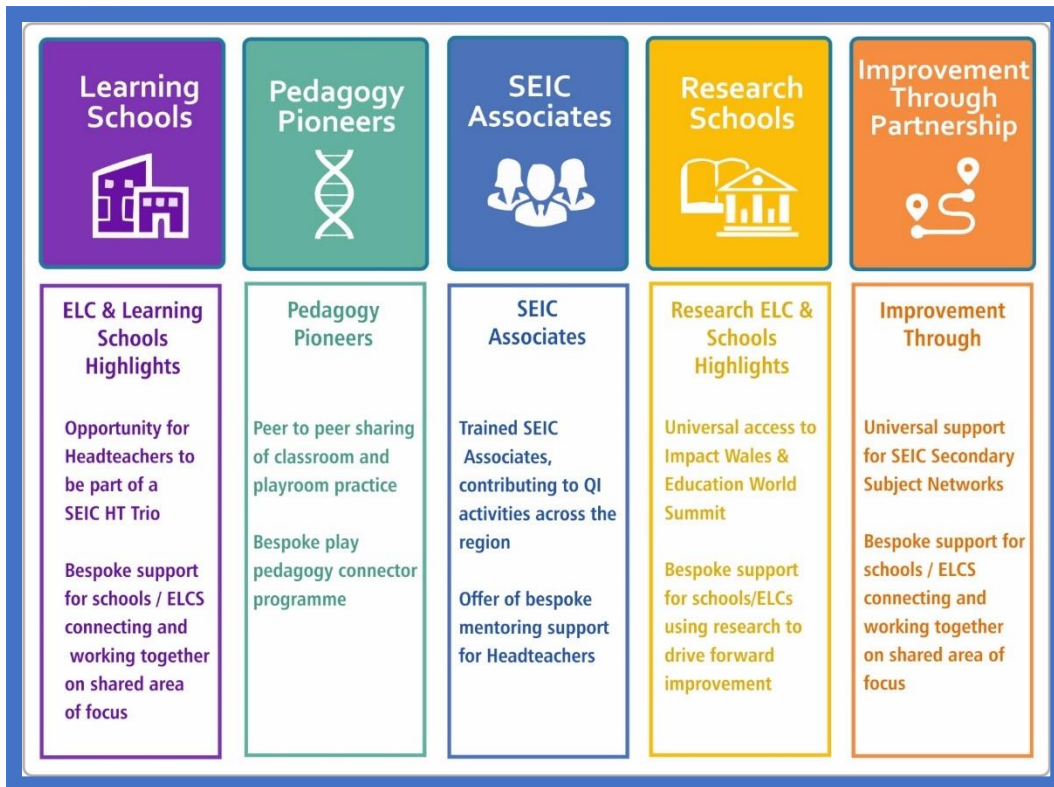
Graph 1



Our RIC will add value by facilitating collaborative working across our RIC and with partner organisations including Education Scotland, colleges, universities, employers and qualification providers, we will support the development of relevant, engaging curricular experiences and pathways that meet the aspirational needs and skills development of all our children and young people, as well as ensuring more consistent approaches to transition that best places them to access high quality sustained, positive destinations in training, employment, Further and Higher Education.

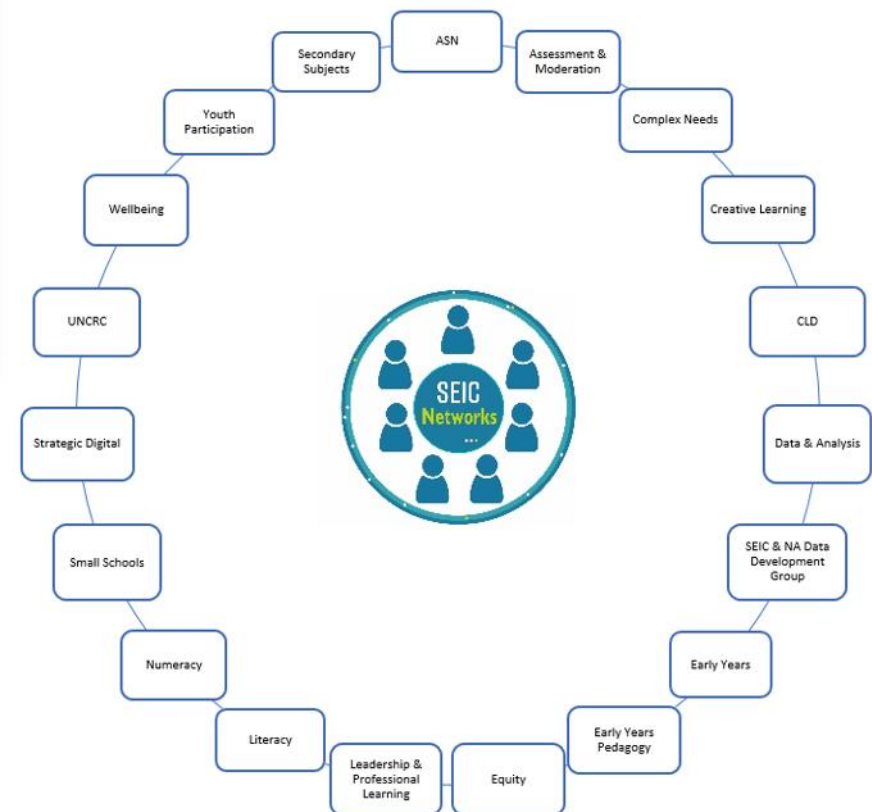
**Links to Key NIF Priorities**

- Human rights and learners at the centre
- School and ELC Leadership
- Parent/carers involvement and engagement
- Curriculum and assessment
- School and ELC improvement



### The Empowered System 2022-23

This enables collaboration, builds capacity and provides opportunities for leaders, teachers and practitioners in all areas of the system to work together, share practice, and deliver improvement.



### SEIC Networks 2022-23

SEIC Networks provide opportunities for collaboration on common areas of focus and need, and the sharing of approaches, ideas and practice.

All SEIC networks are self-sustaining which means that they set their own agenda, pace and areas of focus.

## Tri Nation Collaboration



Grymuso ysgolion i wella deilliannau i bob dysgwr  
 Empowering schools to improve outcomes for all learners



A new collaboration across Northern Ireland, the South East of Scotland and Central South Wales has recently been established. A collaborative conference took place in June 2022 with delegates from across all three nations. Sharing of context, practice and approaches relating to recovery and particularly the use of digital technologies to enhance learning, as well as best use of support provisions to support the most vulnerable learners. Further collaboration will take place in 2022-23, building on the strong start to this new relationships across the nations.



## SEIC and Northern Alliance Collaborative Data Development Project

This new cross RIC collaboration involves joint working to create the culture and conditions to support the use of data for improvement, and the development of a new data tool that can create a rounder picture of a learner, using live data, resulting in responsive, focused action & supports that lead to improved outcomes.

### Data for Improvement:

#### Context

- understanding our children and young people and where they live

#### Awareness raising

- of pre-existing information and potential new data sets (e.g. health and wellbeing census)

#### Correlation

- how the identified data sets correlate with attainment and achievement through linkages with pupil level data, to augment SIMD

#### Insight

- derive more information by analysing pupil level wellbeing and learning data.

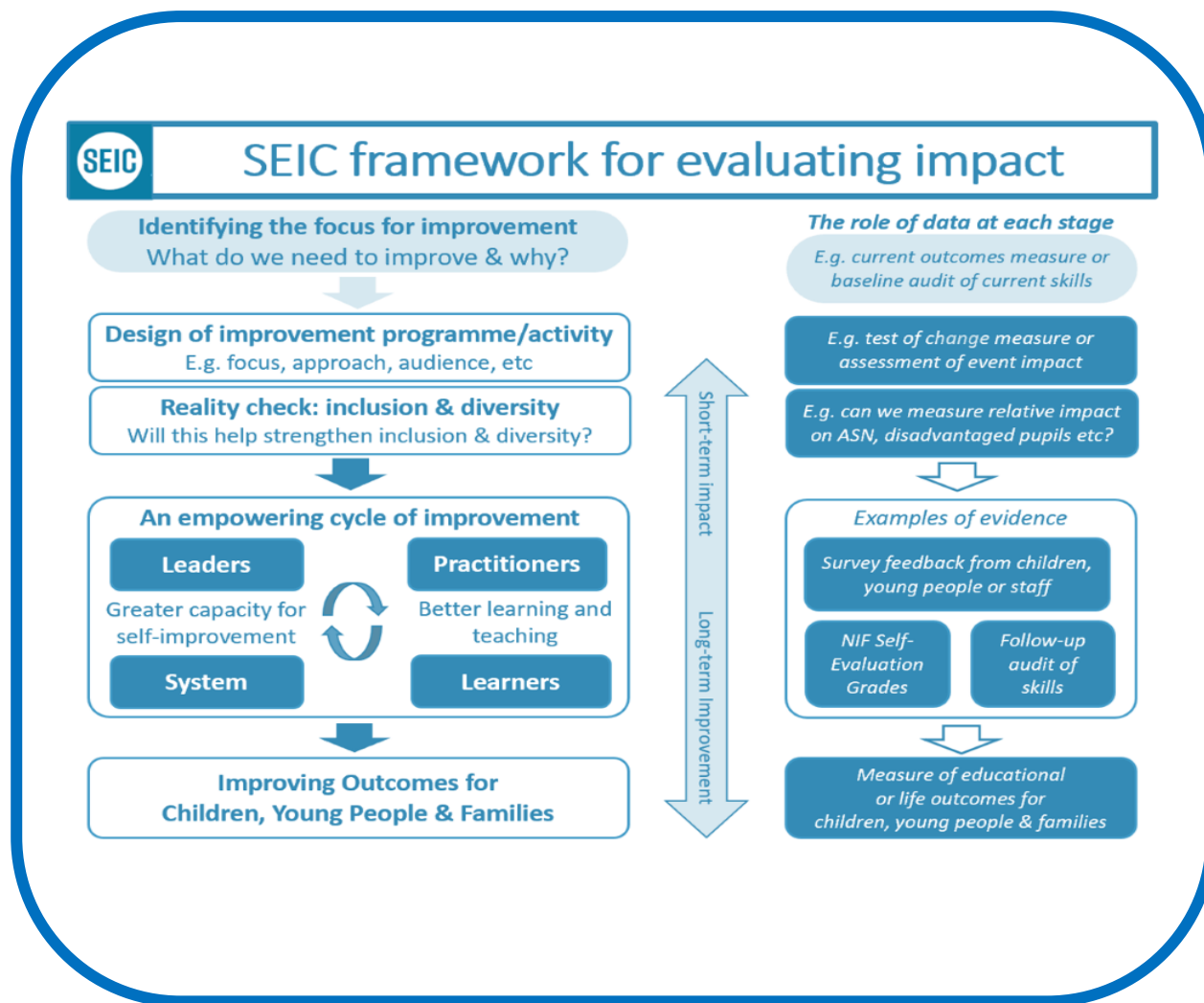
*If practitioners had access to the right data, presented at the right level, in the right way, they would be better equipped to apply the most appropriate interventions to get it right for every child.*

## Measuring Impact

All contributors to the SEIC Plan for 2022-23 will report on progress and impacts on a regular basis, through the 5 Working Group Action plans, reflecting the universal and bespoke supports.

Settings involved in the bespoke supports will identify the specific outcomes they wish to shift by the end of the session and supports will be tailored to help achieve these individual goals. Supports will include effective writing of evaluative text to describe progress and impacts.

Collectively the shifting of outcomes will contribute to the improvements made by individual schools and at local authority level.



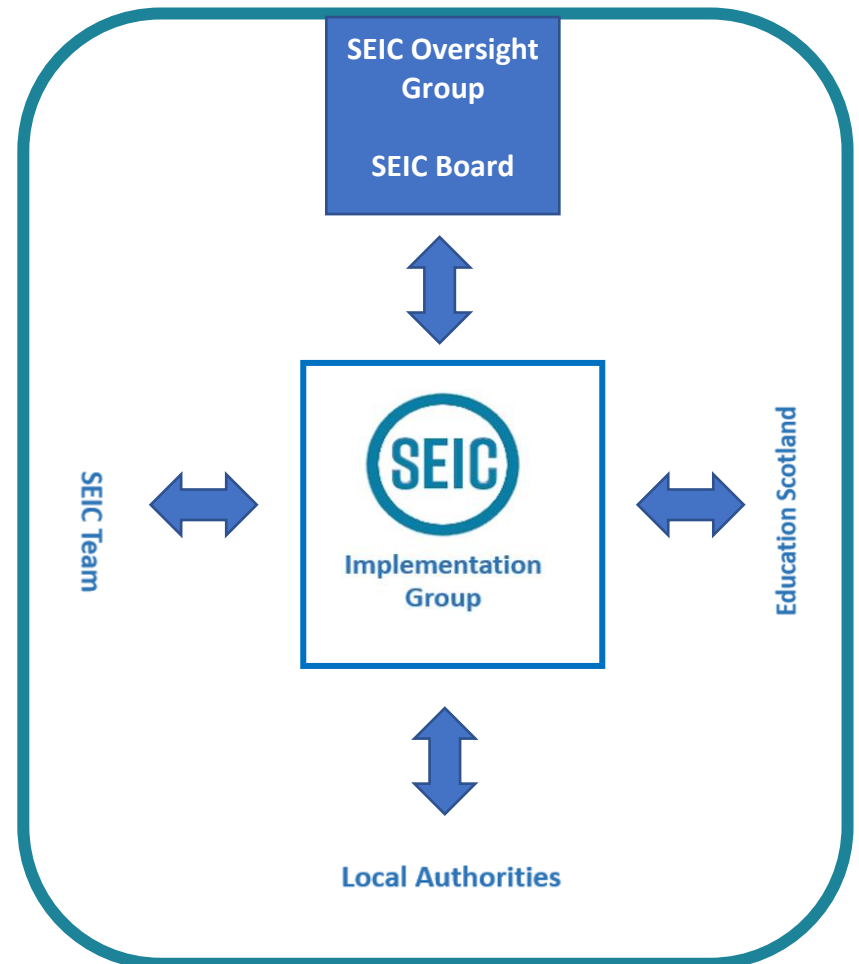
### Governance Structure

The SEIC Oversight Group is comprised of Education Conveners and portfolio holders, Vice Conveners and Chairs, Chief Executive Officers, and Directors of Education or Chief Education Officers from the five local authorities across the SEIC region. The group oversees the work of SEIC and provides political accountability for the Collaborative’s work.

The SEIC Board is formed of Directors of Education or Chief Education Officers from each of the five SEIC local authorities, a headteacher representative from each SEIC authority, the Senior Regional Advisor from Education Scotland’s SEIT and representatives from Edinburgh University, CLD and Skills Development Scotland. The Board develops the Regional Improvement Plan and oversees its progress and impact.

The SEIC Implementation Group drives the agreed work of the SEIC plan alongside the SEIC team within the contexts of local authorities. It will consist of a senior officer from each local authority alongside representatives from the SEIC team and Education Scotland’s SEIT. They will drive the work of the new working groups and harness the support of our collaborative networks to deliver improvement.

The SEIC Trade Union Group provides insight into member’s views and highlights any potential or real issues being experienced as a result of SEIC work. This group provides advice and support on ways of communicating key messages and offers of support for the benefit of their members.



## Appendix 1

### Risk Register for South East Improvement Collaborative

The South East Improvement Collaborative is developing its functions and will continue to work collaboratively when looking at risk. Being aware of the key challenges allows a focus on mitigation and therefore manages effectively any risks posed.

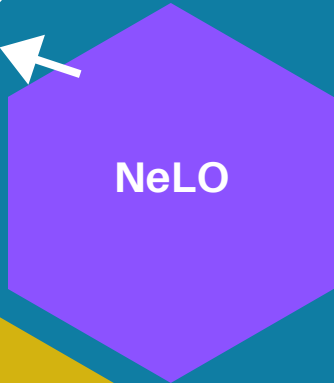
Key Risks	Mitigating Actions
<ul style="list-style-type: none"> <li>• Differing political views and understanding of SEIC at local level</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure effective communication</li> <li>• Input locally and regionally for elected members</li> <li>• Local Authority Forums</li> </ul>
<ul style="list-style-type: none"> <li>• Sharing data sets</li> </ul>	<ul style="list-style-type: none"> <li>• Data sharing agreement</li> <li>• Use of data already publicly available</li> </ul>
<ul style="list-style-type: none"> <li>• Seconded Staff Team</li> </ul>	<ul style="list-style-type: none"> <li>• Clear communication about contract length</li> <li>• Time for quality transition</li> <li>• Staggered contracts to ensure some continuity</li> </ul>
<ul style="list-style-type: none"> <li>• CfE Data</li> </ul>	<ul style="list-style-type: none"> <li>• Moderation exercises to have confidence in CfE declarations</li> </ul>
<ul style="list-style-type: none"> <li>• Application of Children’s Rights, specifically Article 29</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of outcomes and supports that will impact on learners</li> </ul>
<ul style="list-style-type: none"> <li>• Capacity of workforce across SEIC to deliver actions in SEIC Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Agree equitable resource allocation relative to scale of local authority</li> <li>• Ensure clarity of roles and responsibilities</li> <li>• Effective use of SEIC budget</li> </ul>
<ul style="list-style-type: none"> <li>• Trade Union agreements – LNCT/SNCT and working time agreements</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an agreed way of working across SEIC through the professional associations group</li> </ul>
<ul style="list-style-type: none"> <li>• Further legislative changes in future</li> </ul>	<ul style="list-style-type: none"> <li>• Flexibility in SEIC plan to allow for any required changes</li> <li>• Clarity on communication regarding changes required</li> </ul>
<ul style="list-style-type: none"> <li>• Accountability at local authority and SEIC levels</li> </ul>	<ul style="list-style-type: none"> <li>• Clear governance structures agreed for SEIC</li> <li>• Clear reporting mechanisms in place at a local level</li> </ul>



# SEIC/ELC Digital Developments 2021/22



*As part of the National e-Learning Offer SEIC have supported East Lothian in acquiring access to West Online School. This has included, supporting with policies, staff training and support, as well as regular updates on new materials to the platform. The next step is to further support schools with the acquisition of Glow accounts for pupils to build on the usage of this resource.*



**NeLO**

*A Digital Strategy is currently being drafted taking account of the needs in East Lothian and the Regional Digital Strategy. This document includes; digital skills progression and a framework from Early Years to Senior Phase.*



**Digital Strategy**

*To improve communication with practitioners an active education twitter page, shared learning spaces and a new SEIC website have been developed. The new ELC site currently in development, will be supported by this.*



**Improving Information**

**SEIC Contributions**

*High quality online training has been provided across the SEIC, focusing on the digital skills required for remote learning and transition to blended learning. Post lockdown the training provided has looked to develop the skills of staff around Google Workspace to enable a sustainable model of professional learning across the LA.*



**Online Training**

*Digital technology across East Lothian has built in features that enable many learners with ASN to access the curriculum more independently. Adequate training and guidance is provided to enable schools to make the most of the devices and their features.*



**Accessibility using Digital Technology**

*In line with remote learning, updating some of the documentation around expectations for staff and students when learning online was required. These have been completed and shared with all schools through the remote learning guidance.*



**Updating policy and guidance documents**





**REPORT TO:** Education Committee

**MEETING DATE:** 22 November 2022

**BY:** Executive Director - Education & Children's Services

**SUBJECT:** Head Teacher Appointments

**5**

## **1 PURPOSE**

- 1.1 To inform the Committee of the Head Teacher appointments made by the Appointments Sub-Committee.

## **2 RECOMMENDATIONS**

- 2.1 The Committee is asked to note the following Head Teacher appointments.

## **3 BACKGROUND**

- 3.1 The following Head Teacher appointments are intimated: -

School	Appointee	Commencement Date	Previous Post and School
Aberlady Primary School	Natasha O'Connor	4 January 2023	Acting Depute Head Teacher, Wallyford Primary School
Yester Primary School	Debbie Mercer	1 July 2022	Acting Head Teacher, Yester Primary School
Wallyford Learning Campus	Gail Preston	20 September 2022	Depute Head Teacher, Dalkeith High School

## **4 POLICY IMPLICATIONS**

- 4.1 None

## **5 INTEGRATED IMPACT ASSESSMENT**

- 5.1 The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

## 6. RESOURCE IMPLICATIONS

6.1 Financial – None

6.2 Personnel – None

6.3 Other - None

## 7. BACKGROUND PAPERS

7.1 None

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