

Additional Support for Learning Review Action Plan – update October 2021

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[The Additional Support for Learning \(ASL\) Action Plan](#) was initially published in October 2020, in response to the [review of implementation of additional support for learning](#). This plan has now been updated to reflect the progress that has been made since October 2020

Despite the impacts of the Covid-19 pandemic, the Scottish Government and the Convention of Scottish Local Authorities (COSLA) have continued to work collaboratively with partners and a wide range of stakeholders to progress the actions set out within the ASL action plan. This has enabled us to complete 8 of the actions fully within the first year and to ensure that the vast majority of the other actions are ongoing and on track. While the progress we have made is significant, we recognise that there is much more to do. The Scottish Government and COSLA are firmly committed to continuing to work with our key partners to deliver the ASL Action Plan.

We therefore commit to working closely with our partners in the [Additional Support for Learning Implementation Group](#) (ASLIG) to take the opportunity to review the action plan, take stock of what we have achieved despite the challenging circumstances, and agree the priorities for the future to ensure that meaningful change is realised. As part of this, we will collaborate with ASLIG to identify opportunities to re-engage with families and professionals to ensure that their voices inform the agreed priorities for the future.

ASLIG will publish an updated action plan in Spring 2022.

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	Recommendation	Response	Actions to be taken forward – Oct 2020	Delivery Timescale	Status Oct 2021
1. Children and Young People participation	Children and young people must be listened to and involved in all decision making relating to additional support for learning. Co-creation and collaboration with children, young people and their families will support more coherent, inclusive and all-encompassing policy making which improves implementation, impact and experience.	Accept	<p>In line with our joint commitment to incorporation of the UNCRC and implementing the reform of the Care system outlined in the Promise, the Scottish Government and COSLA will ensure that when additional support for learning policy is developed or revised, one of our key guiding principles is that children and young people are fully involved and listened to. This will enable all relevant guidance to be informed and shaped by ensuring that the needs of all children and young people are at the centre of any policies.</p> <p>At both local authority and school level we will seek to fully involve and listen to children and young people in the development of local policy and guidance.</p> <p>In doing this, the Scottish Government and Local Government will seek to ensure that any barriers to participation of children and young people are considered and support is put in place to encourage their participation.</p>	As set out at 9.1, as part of its on-going commitment to monitoring progress of the ASL Action Plan, ASLIG will review the reporting cycles and provide an update in Spring 2022.	On-going / On track

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		<p>COSLA will seek and share the views of children and young people with their members when considering responses to policy proposals.</p> <p>The Scottish Government will continue to fund and support the Young Ambassadors for Inclusion and utilise their unique input and experience on matters related to policy consideration and development.</p> <p>The Scottish Government will continue to fund and support the Children’s Service, My Rights My Say. This service supports children aged 12-15 to access support and advice to allow them to be fully involved in decisions about their education and exercise their rights under Additional Support for Learning legislation.</p> <p>The Scottish Government and Local Government will seek to expand and consolidate opportunities for participation and engagement with children and young people through other existing networks and linking with organisations that promote and develop participation.</p> <p>These actions will align to the work being taken forward elsewhere in this action plan.</p>		
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Progress made:

The Scottish Government and Local Government have continued to progress our commitment to incorporate UNCRC into law to the maximum extent possible within the powers of the Scottish Parliament.

As a key guiding principle, the Scottish Government always seek to create opportunities to ensure that children and young people are fully involved and listened to in additional support for learning policy development.

Since October 2020, as part of our strategic approach, we have continued to ensure that children and young people are represented on our stakeholder groups and have engaged directly with children and young people to inform our work.

COSLA Officers are developing a children and young people engagement plan, ensuring participation and lived experiences consistently help to inform decision-making by their Children and Young People Board¹. The Board agreed at their August 2021 meeting that meaningful engagement and participation of children and young people is a key priority across all of their policy work.

To further support children's and young people's participation, the Scottish Government increased funding for this financial year to the [Young Ambassadors for Inclusion project](#). This additional investment has supported the Young Ambassadors to meet more frequently, to consider further opportunities to support the delivery of the ASL Action Plan and inform policy. This has included the creation of a vision statement for success and a resource to support inclusion within schools. Further information on these actions is included within section 1.1 below.

This key network of children and young people with additional support needs from across Scotland remain crucial partners as we continue to drive forward work to deliver the actions in the ASL Action Plan.

¹ the national political voice of local government on education and children's services, each of Scotland's thirty-two Local Authorities has one representative on the Board, which meets six times a year

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To support individual young people, the Scottish Government continues to fund and support the Children's Service - [My Rights My Say](#). This service supports children aged 12-15 to access advice and support to enable them to be fully involved in decisions about their education and exercise their rights under Additional Support for Learning legislation. Between October 2020 and August 2021 My Rights, My Say supported over 100 children to exercise their rights through independent advocacy, legal representation and the seeking children's views service. The Scottish Government has continued to fund [Enquire](#) to promote awareness of children's rights. Enquire has continued to develop the online [Reach](#) platform to provide information directly to children and young people on their rights and entitlement to support.

The Association of Directors of Education in Scotland (ADES) are incorporating action to ensure that children and young people's voices are heard within their work to secure UNCRC compliance .

In addition, Education Scotland have developed [How good is OUR school?](#) to support learner participation in school self-evaluation. The framework has been produced as result of engagement with schools, organisations and groups of children and young people across Scotland.

Education Scotland have also developed and delivered professional learning on UNCRC, rights and participation, supporting practitioners at all levels to understand their duties and responsibilities in enabling and facilitating learner participation. This includes a 'Train the Trainer' programme to build capacity within local authorities.

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	Recommendation	Response	Actions to be taken forward – Oct 2020	Delivery Timescale	Status Oct 2021
1.1 Vision statement	A national overarching Vision Statement for success for children and young people who have additional support needs must be developed by the end of 2020 with the full involvement of children and young people.	Accept.	The Young Ambassadors for Inclusion, in partnership with The Additional Support for Learning Implementation Group (ASLIG) will develop a national overarching vision statement for success for children and young people who have additional support needs. The groups will consider ways in which the vision statement can be promoted across Scotland, COSLA and ADES will promote the vision statement to ensure alignment between local and national statements.	The vision statement for success was published in August 2021.	Complete

Progress made:

The Young Ambassadors for Inclusion² developed their vision statement for success at the start of 2021. This was agreed by the [Additional Support for Learning Implementation Group](#) (ASLIG) in Spring 2021. The [vision statement](#) was published in August 2021. While it is recognised that the original timescale for this work was not met, it was agreed with ASLIG that due to the impact of Covid-19, the Inclusion Ambassadors needed additional time to fully consider and develop this work.

Children in Scotland published a supporting accessible overview of the [vision statement](#) which has been shared on social media and is hosted on the Inclusion Ambassadors web page.

² The Young Ambassadors for Inclusion project is funded by the Scottish Government and managed by Children in Scotland.

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As part of their work on the [Young Ambassadors for Inclusion project](#), Children in Scotland will continue to share the vision statement and will work with newer members of the group to explore their understanding of this. The Chair of ASLIG will attend a meeting of the Young Ambassadors to hear their views on the vision statement. This will be fed back to ASLIG to inform the group’s future priorities.

Education Scotland have supported the promotion and use of the vision statement developed by the Young Ambassadors for Inclusion and have included signposting on their [National Improvement Hub](#).

	Recommendation	Response	Actions to be taken forward - Oct 2020	Delivery Timescale	Status Oct 2021
1.1.2	This vision statement must be developed alongside a positive public communication plan which highlights the range of conditions and issues identified in the additional support for learning legislation and will be one of the ways in which the profile of additional support for learning is raised to ensure equity for all children and young people.	Accept.	<p>The Scottish Government will work with Local Government and partners, including parents and carers and children and young people, to identify opportunities to raise the profile of children and young people with additional support needs as we strive for excellence and equity for all.</p> <p>As part of this, we will develop positive, joint communications, both locally and nationally which seek to highlight the achievements and successes of all children and young people who have additional support needs.</p> <p>In developing this communication plan, consideration will be given to collaborative planning and decision making at all levels, between local authorities and health and social care, through a child right’s approach to health and</p>	As set out at 9.1, as part of its on-going commitment to monitoring progress of the ASL Action Plan, ASLIG will review the reporting cycles and provide an update in Spring 2022.	On-going / On track

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		<p>wellbeing outcomes, linked to the Health and Social Care Standards. Taking a whole systems approach, we will seek to ensure that the individual needs of children and young people can be met through a holistic approach within a whole school ethos which supports meaningful inclusion.</p>		
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Progress made:

The Scottish Government has worked closely with Children in Scotland to support its communication and engagement on the [Young Ambassador for Inclusion project](#), promoting the network and their outputs through social media. Work will continue to support the project to engage with school communities, seeking that the Young Ambassador’s vision is embedded in schools and local authorities.

In August 2021, the Young Ambassadors published a [Pledge Pack](#) – a resource for schools to support an inclusive approach to learning and teaching. The Scottish Government and COSLA supported the dissemination of this resource.

The ADES Executive and the ASN and Children’s Services Network have collaborated with other national organisations to promote an integrated and holistic approach. These include The Society of Local Authority Chief Executives (SOLACE), Royal College of Speech and Language Therapists (RCSLT), the Scottish Government Getting it Right for Every Child team, Children and Families Leadership Group and Education Scotland

As members of [ASLIG](#), the Scottish Government and COSLA have been supportive of the development of a communication and engagement plan to ensure that stakeholders, including children and young people, are informed of, and have the opportunity to be involved in ASLIG’s continued work to deliver the recommendations of the Additional Support for Learning Review.

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ASLIG have established a communication and engagement sub-group. Following a stakeholder mapping exercise, the group has been developing a communication and engagement plan to ensure that the broad range of stakeholders are informed of the work that is being taken forward to deliver the measures set out in this action plan. Once this plan is finalised, it will be published on the Scottish Government website.

	Recommendation	Response	Actions to be taken forward - Oct 2020	Delivery Timescale	Status Oct 2021
1.1.3	The achievements and successes of children and young people with additional support needs must be celebrated publicly in equivalence to attainment and exam results.	Accept.	<p>Aligned to development of a positive joint communication plan, the Scottish Government will seek to work with Local Government and partners to consider further opportunities to further publically celebrate the wide-ranging successes and achievements of children and young people with additional support needs.</p> <p>Through the development of a measurement framework (see recommendation 1.2), ASLIG will ensure that successful outcomes can be meaningfully captured and recognised. ADES have undertaken an initial mapping exercise which will inform and shape this framework.</p> <p>As part of this work, the Scottish Government and Local Government will engage with children and young people and parents and carers to understand the range of successes and achievements and ensure this breadth is captured.</p>	As set out at 9.1, as part of its on-going commitment to monitoring progress of the ASL Action Plan, ASLIG will review the reporting cycles and provide an update in Spring 2022.	On-going / On track

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Progress made:

The Young Ambassador’s [vision statement](#) made clear that success is different for everyone. As set out at 1.2, work is underway to develop a national measurement framework which seeks to value and increase visibility of the diverse range of achievements that children and young people achieve. Monitoring of development of this framework is included in the [National Improvement Framework](#).

Despite challenging circumstances, children and young people with additional support needs continue to achieve with over 16,500 school leavers from publicly funded secondary and special schools achieving a qualification at SCQF level 2 or better in 2021. Entries for candidates having an identified additional support need have increased year on year since 2017. Pass rates for learners with an additional support need for National 5s, Highers and Advanced Highers were higher in 2021 than in 2019.

Results day messaging for 2021 focused on celebrating the achievements of all learners, including children and young people with additional support needs and those not undertaking national qualifications.

Data from the Equalities Monitoring Report will be reviewed as part of the reform of qualifications and assessment to understand better how improvements can continue to be made for all our children and young people.

	Recommendation	Response	Actions to be taken forward - Oct 2020	Delivery Timescale	Status Oct 2021
1.1.4	The language used to describe children and young people with additional support needs and the services which support them must be changed. It should move away from describing children and young	Accept.	Through the development of the vision statement and a positive communication plan, the Scottish Government will work with Local Government to further recognise, value and celebrate children and young people with additional support needs. Full consideration will be given to the language used to describe children and young	As set out at 9.1, as part of its on-going commitment to monitoring progress of the ASL Action	Ongoing / delayed due to Covid-19

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	<p>people as their condition and not be solely focussed on deficits.</p>		<p>people with additional support needs to ensure that it accurately reflects the intention of the legislation.</p> <p>The Scottish Government will work with Local Government and other key partners to refresh of the Supporting Learners’ Code of Practice, to ensure that it fully supports schools and local authorities to fulfil their duties under the Act. This will ensure that all children and young people who have barriers to their learning are supported to reach their fullest potential.</p> <p>This refresh will be undertaken in full consultation with key partners, including children and young people and parents and carers and with full cognisance of other areas of work.</p> <p>As part of this work, the Scottish Government will work with partners to further consider how to promote and raise awareness of the code and additional support for learning more broadly, aligned to actions set out at 1.1.2.</p> <p>These actions will be aligned to the actions which will be taken forward to support teacher learning and development.</p>	<p>Plan, ASLIG will review the reporting cycles and provide an update in Spring 2022.</p> <p>It is anticipated that the revised Code of Practice will be completed by Spring 2023.</p>	
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Progress made:

Aligned to the progress outlined elsewhere in this plan, the Scottish Government and COSLA, working closely with [ASLIG](#), have continued to seek opportunities to further recognise and celebrate children and young people with additional support needs as part of their school communities, promoting inclusive practice.

Work to progress the refresh of the statutory [Supporting Learners' Code of Practice](#) has been impacted by Covid-19 and it is now anticipated that the revised Code of Practice will be complete by Spring 2023. The Code of Practice currently sets out the inclusive nature of the additional support for learning approach and work to refresh it will seek to strengthen this.

The Scottish Government has re-established a working group to refresh the Code of Practice. The group will work collaboratively to consider the content, language structure and accessibility of the Code. The group has broad membership with representation from across education, appropriate agencies and the third sector. Parents and carers and children and young people are represented on the working group. The group will seek to engage with other key partners, including children and young people as this work progresses.

The first meeting of the group will take place before the end of 2021. In preparation for this, the Scottish Government will consider the Terms of Reference to ensure continued alignment with other key areas of policy.

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	Recommendation	Response	Actions to be taken forward - Oct 2020	Delivery Timescale	Status Oct 2021
1.2 Measurement	To ensure that there is no reduction in aspiration and ambition for all children and young people to achieve to the maximum of their learning potential, a national measurement framework for additional support for learning must be developed. The National Improvement Framework must be revised to ensure parity for additional support for learning.	Accept	<p>ASLIG will develop a national measurement framework which draws on information from a range of sources. This should include evidence from professionals, including Allied Health Professionals. This measurement framework will seek to record outcomes for children and young people and the impact of different support interventions.</p> <p>As part of this work, ASLIG will consider how this information can be presented in an accessible and meaningful way to ensure that impact can be measured.</p> <p>To support this, from 2021 the National Improvement Framework and Improvement Plan (NIF) will recognise the development of the national measurement framework for additional support for learning, and its progress will be monitored as part of the NIF.</p> <p>Aligned to actions to be taken forward outlined at 1.1.3, ADES will use their mapping exercise to shape proposals for meaningful outcome measures aligned to the National Improvement Framework.</p>	<p>ASLIG continue to develop a National Measurement Framework as part of their Workplan.</p> <p>It is anticipated that a national measurement framework will be published in Spring 2022.</p>	On-going / on track

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Progress made:

[ASLIG](#) established a Measurement Subgroup in October 2020. Drawing on a mapping exercise carried out by ADES, the group collated a draft measurement framework, comprising measures and tools currently being used across Scotland.

In February 2021, the Scottish Government invited the National Autism Implementation Team (NAIT) to submit a Critical Friend Report, considering where ASLIG had reached in development of the draft measurement framework and offering areas for further development, including the importance of cross sector measurement in health and education. Following this, ASLIG invited NAIT to be involved in the work to advance the development of the draft measurement framework and the co-production of an output.

Rather than creating a separate and distinct set of measures for children with additional support needs, it was agreed that the framework will recommend a set of measures for all children, whether or not they have a stated or recognised additional support need. It will aim to measure the impact of the implementation of additional support for learning legislation and will be integrated into the main [National Improvement Framework](#) report.

The draft National Measurement Framework has been informed by the Young Ambassadors' [vision statement](#) for success. A set of aims, aligned to UNCRC and structured around the four principles of Inclusion (present, participating, achieving, supported) have been agreed by the sub group. Members have identified a comprehensive set of desired changes, which have been reviewed and accepted by ASLIG. The sub group will now consider specific sources of evidence required and actions to achieve the aims.

ASLIG intend to communicate with stakeholders in an accessible and meaningful way to ensure that impact of this work can be measured. In addition to an annual report, to be co-created with children and young people and their families, links will be made with other initiatives around exam results time which provide opportunities to celebrate and promote the successes and achievements of children and young people in equivalence to exams and attainment. It is anticipated that the national measurement framework will be published in Spring 2022.

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	Recommendation	Response	Actions to be taken forward - Oct 2020	Delivery Timescale	Status Oct 2021
1.2.1	This framework must be rooted in improvement methodology and assist in reinforcing a culture of improvement rather than compliance. The main objective of measurement and recording will be to support local improvement rather than comparisons between Authorities.	Accept	The national measurement framework will be rooted in improvement methodology and will seek to support local improvement across local authorities. ADES will work with members of ASLIG in the use of improvement methodology and promote its use at local authority level.	It is anticipated that a national measurement framework will be published in Spring 2022.	On-going / on track

Progress made:

Linked to recommendation 1.2 above, work to develop a national measurement framework is rooted in improvement methodology. The Critical Friend report submitted by NAIT provides detailed reflection on the need to start with the desired change before identifying measures. This approach has been welcomed by the Measurement sub-group and has been used to inform their work to develop the framework. The sub-group have agreed the use of existing measures with a focus on positive outcomes within a culture of inclusive practice to measure the impact of the implementation of additional support for learning legislation.

	Recommendation	Response	Actions to be taken forward - Oct 2020	Delivery Timescale	Status Oct 2021
1.2.2	The test measures must recognise that qualifications are not relevant learning objectives for all children and	Accept	The national measurement framework will draw on a broad range of data and information to ensure that	It is anticipated that a national measurement framework will	On-going / on track

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	<p>young people and those children and young people are not failures because of that. The Milestones to Support Learners with Complex Additional Support Needs, introduced in 2018 along with the Curriculum review, are positive reference points and should be taken into account.</p>		<p>children and young people’s successes and achievements can be fully recognised and celebrated.</p> <p>Aligned to actions identified at 1.1.3 and 1.2, ADES will use their mapping exercise to shape proposals for meaningful outcome measures aligned to the NIF.</p>	<p>be published in Spring 2022.</p>	
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Progress made:

The mapping exercise completed by ADES highlights the breadth of data already collected. The work of the Measurement sub-group has included how to utilise this data and identify any gaps to ensure that the breadth of successes and achievements of children and young people can be monitored and celebrated. The sub-group are considering how to effectively align with the National Improvement Framework in the draft National Measurement Framework. It is anticipated that the national measurement framework will be published in Spring 2022.

	Recommendation	Response	Actions to be taken forward - Oct 2020	Delivery Timescale	Status Oct 2021
1.2.3	<p>The measures must value and ensure visibility of the diverse range of achievements, including in vocational learning, that are possible for all children and young people with additional support needs</p>	<p>Accept</p>	<p>In developing the measurement framework, the Scottish Government and Local Government will work with partners in ASLIG to ensure that the information and data which is collected, accurately reflects the diverse range of achievements of children and young people, within a context of learning for life.</p>	<p>It is anticipated that a national measurement framework will be published in Spring 2022.</p>	<p>On-going / on track</p>

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	and reflect what they and their families feel are important for their (future) quality of life.		This will be aligned to actions taken forward at 1.1 and 1.1.3.		
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Progress made:

The mapping exercise carried out by ADES includes a diverse range of achievements of children and young people. The sub-group identified at an early stage of their work, the need to measure participation and engagement of all children and young people and this has been reflected in the development of the draft National Measurement Framework.

	Recommendation	Response	Actions to be taken forward - Oct 2020	Delivery Timescale	Status Oct 2021
1.2.4	The investment in Pupil Support Assistants must be measured for impact and improvement on children and young people experiences and achievement. Local authority and school managers must plan a strategy to review the deployment of Pupil Support Assistants which takes account of recommendations from current national research Education Endowment Fund (2018).	Accept	<p>As part of its work to develop a measurement framework, set out at 1.2, ASLIG will consider how to include measuring the impact of Pupil Support Assistants. This will seek to support local authorities in their planning and deployment of Pupil Support Assistants.</p> <p>As part of this work, ASLIG will consider drawing on range of research and evidence to inform its approach. This will include the work of the Education Endowment Fund.</p>	Research will be commissioned by April 2022.	Ongoing – on track

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			COSLA and Scottish Government will ensure the learning is circulated to schools and Local Authorities to aid planning.		
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Progress made:

Aligned to work being taken forward at 5.2, the Scottish Government are scoping out a proposal for research which will consider the implementation factors associated with effective workforce development and deployment within the Pupil Support Staff workforce. This research will be commissioned by April 2022. This research will inform further development of the National Measurement Framework which will be reviewed, beginning June 2023.



	Recommendation	Response	Actions to be taken forward - Oct 2020	Delivery Timescale	Status Oct 2021
1.2.5	A plan must be developed and implemented to test how the National Performance Framework can be expanded to include achievement measures which go beyond the current narrow parameters of attainment and qualifications (based on the National Performance Framework values)	Accept.	The Community Empowerment (Scotland) Act 2015, requires Scottish Ministers to consult on, develop and publish a new set of National Outcomes for Scotland and to review them at least every five years. Additional measures will be considered during the next review of the National Performance Framework, which must be started by June 2023	The review of the National Performance Framework is due to start by June 2023.	On-going / on track

Progress made:

The Scottish Government will consider the addition of additional measures during the next review of the [National Performance Framework](#), which must be started by June 2023.

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	Recommendation	Response	Actions to be taken forward - Oct 2020	Delivery Timescale	Status Oct 2021
2.1 Integration of ASL into Independent Review of CfE	The Independent Review of Curriculum for Excellence must fully integrate the findings of this review and focus on all children, affording equity to those with additional support needs.	Accept	The Independent Review of Curriculum for Excellence will draw on relevant international and Scottish data and available evidence from education stakeholders and partners. This will include the review of implementation of additional support for learning.	The Independent Review of Curriculum for Excellence was published in June 2021.	Complete

Progress made:

The Scottish Government commissioned the Organisation for Economic Co-operation and Development (OECD) to undertake an independent review of Curriculum for Excellence to help to better understand how the curriculum is being designed and implemented in schools across Scotland, and to identify areas for improvement. The OECD published its [findings](#) in June 2021. The Terms of Reference of the Independent Review of Curriculum for Excellence included consideration of the recommendations from the ASL Review.

The OECD report concluded that while Curriculum for Excellence was the right approach, it made recommendations for improvement. The [Scottish Government's response](#) to the OECD report, accepted all 12 of the recommendations and committed to working with learners, parents and carers and professionals to take forward education reform. As part of this, a new Children and Young People's Education Council has been established to ensure that the voices of those most affected by any changes in education are always heard in strategic discussions. Young people are also represented on the Scottish Education Council.

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	Recommendation	Response	Actions to be taken forward - Oct 2020	Delivery Timescale	Status Oct 2021
2.1.1	To fully achieve this, the Independent Review of Curriculum for Excellence must maintain a strong and central focus on the experience of all children and young people, parents and carers and the professionals in closest connection with them.	Accept	The Guiding principles of the independent review were that: “Young people’s experience and learning should be the most important consideration throughout the review, and this should consider the experiences of all learners, including those with additional support needs.” And “The review will be collaborative, involving Scottish education stakeholders (in particular through Scotland’s Curriculum and Assessment Board) and practitioners throughout the process.”	The Independent Review of Curriculum for Excellence was published in June 2021.	Complete

Progress made:

Between September 2020 and April 2021, the OECD Project Team engaged with a range of stakeholders to hear evidence which informed their review. This included engagement with Scottish Government officials; representatives from across local authorities; officials at Education Scotland; the Chair of ASLIG; parental organisations, including the National Parent Forum Scotland (NPFS); children and young people’s organisations, including the Children’s Parliament and Children in Scotland; and headteacher and teacher professional bodies and unions, including the Educational Institute of Scotland (EIS). The OECD also met with the Curriculum and Assessment Board which includes a range of education stakeholders.

A full list of the engagement activity is provided within [Annex B](#) of the OECD report.

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	Recommendation	Response	Actions to be taken forward - Oct 2020	Delivery Timescale	Status Oct 2021
2.2 Scottish Education Council	The work of the Scottish Education Council must be informed by the findings of this review.	Accept.	<p>The findings of this review will be shared with the Scottish Education Council for their consideration.</p> <p>As members of the SEC, The Scottish Government, COSLA and ADES will continue to engage with this group on a range of issues related to additional support for learning.</p> <p>As part of its governance arrangements, ASLIG reports to the SEC and will seek their input and feedback on key issues.</p>	The re-established Scottish Education Council will resume from October 2021.	On-going / delayed by Covid-19

Progress made:

Due to the focus on education recovery in response to the Covid-19 pandemic, the [Scottish Education Council](#) (SEC) had not met since early 2020.

The “re-established” Scottish Education Council resumed on 8 October 2021. It will take into consideration the findings of this report and any other issues in relation to additional support for learning more generally. Any feedback, advice or views from the Scottish Education Council will be actioned through the appropriate workstreams.

[ASLIG](#) will re-establish their governance arrangements with the SEC as appropriate.

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3.1 Leadership and Strategic Planning	There must be clear values-driven leadership, shared communication, support and challenge at all levels of the system to ensure that the experiences and achievements of children and young people with additional support needs are visible and continue to be improved.	Accept.	<p>Alongside the continued investment in values based leadership, the Scottish Government will work with Local Government and relevant partners, including GTCS, Education Scotland and partners in Health and Social Care to build on existing work and seek both nationally and locally, opportunities to develop and promote additional professional learning and leadership.</p> <p>ADES will consult with its members on the locus of additional support needs within its leadership programme.</p> <p>Through continued work towards implementation of the Doran Review recommendations, the Scottish Government will work with Local Government and other key partners, including the Grant Aided Special Schools and National Centres, to consider opportunities to share the expertise of all professionals who support children and young people with complex additional support needs in specialist settings throughout the wider education system.</p>	As set out at 9.1, as part of its on-going commitment to monitoring progress of the ASL Action Plan, ASLIG will review the reporting cycles and provide an update in Spring 2022.	On-going / on track

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			These actions will be aligned to the actions which will be taken forward to support teacher learning and development.		
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Progress made:

The Scottish Government and Local Government have worked with partners to identify opportunities develop and promote additional professional learning and leadership. This will continue through the work to refresh the [Supporting Learners' Code of Practice](#).

The Doran Review's national strategic commissioning group is developing a pilot to enhance existing post graduate teacher leadership programmes with complex additional support needs content and special school hosted placements. It is anticipated that the pilot will run in the 2022-23 academic year.

ADES has the ASL review as a standing item on their agenda to support and increase visibility of implementation of additional support for learning, informing the ADES 2025 Vision.

	Recommendation	Response	Actions to be taken forward - Oct 2020	Delivery Timescale	Status Oct 2021
3.1.1	In order to drive a holistic approach and support the visibility of children and young people with additional support needs Council Planning must incorporate the implications of additional support for learning for all Council and Partner services	Accept	ADES, SOLACE and COSLA will liaise on the approach to be taken at local authority level to ensure that council planning incorporates and makes visible the implications of additional support for learning. This will build on other related work already underway, for example, related to Equalities.	As set out at 9.1, as part of its on-going commitment to monitoring progress of the ASL Action Plan, ASLIG will review the	On-going / on track

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				reporting cycles and provide an update in Spring 2022.	
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Progress made:

The ADES Executive and the ASN Network have collaborated with other national organisations to promote an integrated and holistic approach to support the visibility of children and young people with additional support needs in council planning. These include COSLA, The Society of Local Authority Chief Executives (SOLACE), the Royal College of Speech and Language Therapists (RCSLT), the Scottish Government’s Getting it Right for Every Child team, Children and Families Leadership Group and Education Scotland

The Scottish Government’s [Continuity in Learning Guidance](#) which was developed with Local Government and other partners, set additional support for learning within the context of Getting it right for every child in relation to identification and planning for needs arising from Covid-19 and supports local authorities to further embed a holistic approach to planning.

	Recommendation	Response	Actions to be taken forward - Oct 2020	Delivery Timescale	Status Oct 2021
3.2 Fully integrated policy making	Children and young people with additional support needs must be proactively and fully considered in policy making and appropriate cross-Government links made at the earliest stage.	Accept	The Scottish Government will continue to engage, as appropriate, across Government at the earliest stage to ensure that children and young people are actively considered in policy making and development, in line with the guiding principle of children and young people participation.	As set out at 9.1, as part of its on-going commitment to monitoring progress of the ASL Action Plan, ASLIG will review the	Ongoing / partly delayed by Covid-19

Additional Support for Learning Review Action Plan – update October 2021

		<p>The Scottish Government will seek to raise the profile of children and young people with additional support needs through a programme of internal engagement and awareness raising.</p> <p>We will also enhance the information that is available on the Scottish Government web pages to ensure that it accurately reflects the cross-cutting nature of this policy.</p>	<p>reporting cycles and provide an update in Spring 2022.</p>	
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Progress made:

Since October 2020, the Scottish Government’s Additional Support for Learning policy team has continued to engage with colleagues across Government to ensure that children and young people with additional support needs are considered as part of policy development. This has included significant engagement on matters related to Covid-19 educational recovery, including [Continuity in Learning guidance](#) and [Reducing Risks in Schools guidance](#) to support the continuation of learning and mitigate the risks of Covid-19 and Educational Continuity Directions to protect learning and support for children and young people. The policy team also worked in partnership with [ASLIG](#) to develop supplementary guidance on [supporting children and young people with complex additional support needs in mainstream schools, units and special schools during the Covid-19 pandemic](#). Engagement has also been undertaken by the Additional Support for Learning policy team on a range of other matters including the refresh of the GIRFEC policy and practice guidance; updated home education guidance; actions set out in the National Improvement Framework; and work to progress implementation of the Autism Action Plan.

The pandemic has significantly limited opportunities to develop a programme of internal awareness raising, however, there has been specific consideration of the needs of children and young people with additional support needs throughout the response to Covid-19, which has increased awareness of the specific considerations required for these pupils. However, working with Education Scotland, the Scottish Government is developing a session for Learning Directorate on additional support for learning and its alignment to other areas of policy, particularly GIRFEC and the Promise.

Work to enhance the information available online about additional support for learning is underway.

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	Recommendation	Response	Actions to be taken forward - Oct 2020	Delivery Timescale	Status Oct 2021
3.2.1	Children and young people and parents and carers must be partners in the development of key policies and guidance across the system.	Accept	<p>In line with UNCRC incorporation and our guiding principle, the Scottish Government will work with Local Government to continue to involve and value the contribution of children and young people and parents and carers in the development of key policies and guidance.</p> <p>Parents and carers will continue to be represented across a number of stakeholder groups, including ASLIG and the working group considering the refresh of the Additional Support for Learning Act Code of Practice.</p> <p>In delivering this, COSLA and Scottish Government will seek to ensure that parents and carers' contributions are fully and carefully considered in addition to enhancing the participation of children and young people in policy making and the development of key guidance.</p> <p>COSLA's Children and Young People Board will continue to receive presentations and input from children and young people and parent and carer representatives.</p>	As set out at 9.1, as part of its on-going commitment to monitoring progress of the ASL Action Plan, ASLIG will review the reporting cycles and provide an update in Spring 2022.	On-going / on track

Additional Support for Learning Review Action Plan – update October 2021

Progress made:

Aligned to the progress set out under sections 1, 6 and 8 in this updated action plan, the Scottish Government continues to engage with children and young people and parents and carers in the development of additional support for learning policy and guidance.

As a key guiding principle, the Scottish Government always seek to create opportunities to ensure that children and young people and parents and carers are fully involved and listened to in additional support for learning policy development. Children and young people and parents and carers are represented in all of our stakeholder groups, including at [ASLIG](#), the [short-life working group on Co-ordinated Support Plans](#) and the re-established Code of Practice working group. The Scottish Government recognises that children and young people and their parents and carers are key partners in policy development. As Scotland recovers from the pandemic, it has never been more important to continue to ensure they are fully represented across stakeholder groups have the opportunity to inform policy development.

	Recommendation	Response	Actions to be taken forward - Oct 2020	Delivery Timescale	Status Oct 2021
4.1 Audit Scotland	Audit Scotland must use the key themes in this report and the associated findings from Audit Scotland’s audit of educational outcomes to inform the scope of their national performance audit on outcomes for children and young people with additional support needs.		<p>The Scottish Government and Local Government will engage with Audit Scotland on a national performance audit on outcomes for children and young people with additional support needs.</p> <p>At the conclusion of this work, COSLA and the Scottish Government will consider any outcomes and recommendations which are made.</p>		On-going / paused due to Covid-19

Additional Support for Learning Review Action Plan – update October 2021

Progress made:

In light of the Covid-19 pandemic, Audit Scotland has reviewed its work programme on behalf of the Auditor General and the Accounts Commission. A national performance audit on outcomes for children with additional support needs has not yet been commissioned.

Audit Scotland's report on [Improving outcomes for young people through school education \(audit-scotland.gov.uk\)](https://www.audit-scotland.gov.uk) was published in March 2021. While this audit did not look specifically at outcomes for children and young people who need additional support, it concluded that evidence shows that Covid-19 has had additional detrimental impacts on these children and young people. The Scottish Government and COSLA will ensure that the findings from this report inform our work as it progresses.

The Scottish Government and COSLA would expect to fully engage with any audit of outcomes for children and young people with additional support needs undertaken.

	Recommendation	Response	Actions to be taken forward - Oct 2020	Delivery Timescale	Status Oct 2021
4.1.1	This must include assessing spend on additional support for learning across services; and its impact on attainment; and outcomes for children and young people at all stages, highlighting good practice and gaps.		COSLA and Scottish Government will seek to work with other partners to consider the outcomes and any recommendations made.		On-going / paused due to Covid-19

Progress made:

The Scottish Government and Local Government remain committed to working with partners to consider any outcomes from future work undertaken by Audit Scotland on additional support for learning.

Additional Support for Learning Review Action Plan – update October 2021

	Recommendation	Response	Actions to be taken forward - Oct 2020	Delivery Timescale	Status Oct 2021
4.2 Role of Grant Aided Special Schools	The Grant Aided Special Schools and three national centres must use the opportunities that arise from the commissioning strand of the Doran Review ³ to consider how their specialist expertise (including in prevention and de-escalation) can be developed to be complementary to statutory mainstream and specialist provision in order to support improvement in the experiences and outcome of children and young people with additional support needs.	Accept	<p>Through continued work towards implementation of the Doran Review recommendations, the Grant-Aided Special Schools and National Centres, as well as the Scottish Government will work with Local Government and other key partners to consider opportunities to share the expertise of staff supporting children and young people with complex additional support needs in specialist settings throughout the wider education system.</p> <p>The Doran Strategic Commissioning Group which makes recommendations to the Cabinet Secretary on options for strategic commissioning, will consider this recommendation at a future meeting of the group.</p> <p>ADES will consider this recommendation further in relation to local commissioning which has progressed since the Doran Review</p>	As set out at 9.1, as part of its on-going commitment to monitoring progress of the ASL Action Plan, ASLIG will review the reporting cycles and provide an update in Spring 2022.	On-going / on track

³ <https://www.gov.scot/groups/nscg/>

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Progress made:

The Doran Review’s national strategic commissioning group is developing a pilot to enhance existing post graduate teacher leadership programmes with complex additional support needs content and special school hosted placements. It is anticipated that the pilot will run in the 2022-23 academic year.

The group will also undertake research in 2021-22 to provide evidence of the ways in which support for pupils with complex additional support needs is provided to reach their full potential across Scotland to inform the National Commissioning Group and inform work by Scottish Government, Education Scotland, ASPEP, CoSLA and the Association of Directors of Education Scotland (ADES), Social Work Scotland and Child Health Commissioners, to support workforce planning.

	Recommendation	Response	Actions to be taken forward - Oct 2020	Delivery Timescale	Status Oct 2021
5.1 Teacher Education and Development	Teacher recruitment, selection, education and professional development and learning processes must align with the changed and changing profile of children and young people in Scotland, ensuring: (see 5.1.1 - 5.1.8 below)	Accept	<p>The selection of those applicants who wish to train to be teachers is for initial teacher training providers to determine. However, the actions set out below seek to ensure that teacher education and development supports teachers to meet the needs of children and young people with additional support needs.</p> <p>The Scottish Government will seek to work with Local Government and partners to ensure that we build on and develop the suite of resources that are already available to teachers to support them to meet the needs of children and young people within their schools.</p>	As set out at 9.1, as part of its on-going commitment to monitoring progress of the ASL Action Plan, ASLIG will review the reporting cycles and provide an update in Spring 2022.	On-going / on track

Additional Support for Learning Review Action Plan – update October 2021

Progress made:

Aligned to actions being taken forward elsewhere in this action plan, the Scottish Government are actively exploring with partners, including Education Scotland, the development of additional resources to support teacher education and development. This will include the creation of resources to support children and young people with complex additional support needs.

The Scottish Government and Local Government have [collaborated with partners](#) to deliver the actions within the Autism Action Plan. This has included development of resources aimed at establishing a common baseline of autism content within Initial Teacher Education (ITE) which seeks to aid greater standardisation of this content across ITE programmes across Scotland.

As part of the work of the Autism in School Working Group, Education Scotland have published a [range of resources for practitioners to support inclusive practice in Schools](#).

Since October 2020, Education Scotland have attended the Scottish University Inclusion Group (SUIG) for Initial Teacher Education to share national updates, examples of practice and freely available professional learning on Inclusion, Wellbeing and Equality applicable for ITE.

	Recommendation	Response	Actions to be taken forward - Oct 2020	Delivery Timescale	Status Oct 2021
5.1.1	All teachers hold and enact professional values of inclusion and inclusive practice and see this as a core part of their role.	Accept.	The Standard for Provisional Registration (SPR) and the Standard for Full Registration (SFR) are underpinned by professional values including social justice and trust and respect. Professional actions outlined in the SFR include “identify effectively barriers to learning and respond appropriately. Seeking advice in relation to all learners’ needs as required”. GTCS are currently updating the full suite of professional standards and these will have an	Updated professional standards for teachers were published in January 2021	Complete

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		<p>enhanced focus on additional support for learning and come into effect from August 2021.</p> <p>The Scottish Government will discuss with the GTCS how they intend to reflect the findings of this report in the revised Standards.</p> <p>Local authorities are represented by ADES on the group which GTCS has established to take the recommendations forward and will engage with these discussions.</p>	and enacted in August 2021.	
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Progress made:

The updated [Professional Standards for Teachers 2021](#) were published in January 2021 and enacted on 2 August 2021. These have an increased emphasis on additional support needs and are complemented by a [range of professional guides for teachers](#).

	Recommendation	Response	Actions to be taken forward - Oct 2020	Delivery Timescale	Status Oct 2021
5.1.2	All teachers understand what additional support needs are, and are clear about their role in supporting the identification of additional support needs and the need to adapt their teaching to ensure a meaningful learning	Accept	The General Teaching Council for Scotland (GTCS) publish the Guidelines for Initial Teacher Education (ITE) Programmes in Scotland. This states that the overall aim of ITE programmes is to prepare student teachers to become competent, thoughtful, reflective and innovative practitioners, who are committed to providing high quality teaching and learning for every learner.	Updated professional standards for teachers were published in January 2021 and enacted in August 2021.	Complete

Additional Support for Learning Review Action Plan – update October 2021

	<p>experience for all their learners.</p>		<p>The Guidelines also confirm that student teachers should develop their understanding and practice in key areas such as additional support needs including ADHD, autism, dyslexia and adverse childhood experiences; and that programme design and delivery should develop and promote equality and diversity and empower student teachers to adopt</p> <p>GTCS are currently updating the full suite of professional standards and these will have an enhanced focus on ASL and come into effect from August 2021. Linked to these revised Standards an Autism Guidance booklet will be issued by the National Autistic Society Scotland.</p> <p>ADES will support this work through its representation on the GTCS group and through continued local authority career long professional learning (CLPL) plans.</p>		
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Progress made:

As noted above, updated professional standards for teachers were enacted in August 2021.

Guidelines for Initial Teacher Education programmes remain current. Student teachers are expected to demonstrate an understanding of additional support needs before reaching Standard for Provisional Registration.

Additional Support for Learning Review Action Plan – update October 2021

	Recommendation	Response	Actions to be taken forward - Oct 2020	Delivery Timescale	Status Oct 2021
5.1.3	All teacher education and development includes nationally specified practice and skill development in supporting learners with ASL needs as a core element.	Accept	<p>The GTCS publish the Guidelines for Initial Teacher Education (ITE) Programmes in Scotland. The Guidelines state student teachers should develop their understanding and practice in key areas such as additional support needs including ADHD, autism, dyslexia, and adverse childhood experiences; and that programme design and delivery should develop and promote equality and diversity and empower students to adopt these principles.</p> <p>GTCS will continue to refresh the guidelines.</p> <p>The Scottish Government are also currently considering how best to support teachers in the early phase of their career. This work is now being considered as part of our response to Covid-19 but we fully expect any new framework of professional learning to help develop teachers' skills in respect of additional support for learning.</p>	As set out at 9.1, as part of its on-going commitment to monitoring progress of the ASL Action Plan, ASLIG will review the reporting cycles and provide an update in Spring 2022.	Complete : ITE guidelines On-going / on track: Stepping Stones
Progress made:					

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[Guidelines for the accreditation of ITE programmes in Scotland](#) were revised in September 2019 and include an increased focus on additional support needs requirements.

A Covid-19 response workstream is in progress to support the professional learning of post probation (early career) teachers focused on a range of learning opportunities including meeting learners' needs.

Education Scotland and GTCS, together with post-probation teachers, have developed the [Stepping Stones new professional learning programme](#) for recently qualified teachers in the first four years of their career post probation. This programme allows participants to choose from a variety of professional learning opportunities, including online workshops, webinars and networking. The programme includes professional learning on relationships, communication and Equality and diversity and aims to increase the confidence, skills and knowledge of early career teachers to support their thinking, reflection and engagement with the Professional Standards.

	Recommendation	Response	Actions to be taken forward - Oct 2020	Delivery Timescale	Status Oct 2021
5.1.4	Practice learning and development at local level must include where and how to access specialist expertise and support.	Accept.	The Framework for Inclusion has been designed to ensure that all students and teachers are appropriately guided and supported from the outset and throughout their careers towards gaining the required knowledge and understanding of inclusive education. The Scottish Government, through the Council of Deans, set up a Working Group to develop the Framework for Inclusion. The Framework includes values and beliefs for Inclusion, professional knowledge and understanding for Inclusion and skills and abilities for Inclusion.	As set out at 9.1, as part of its on-going commitment to monitoring progress of the ASL Action Plan, ASLIG will review the reporting	On-going / on track

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			<p>The Scottish Government will seek to work with Local Government and other partners to ensure that teachers can access support and expertise from other professionals when this is required. We will also encourage and support whole school and inclusive classroom approaches to support improved impact and outcomes We will seek to support this through the refresh of the Code of Practice.</p>	<p>cycles and provide an update in Spring 2022..</p>	
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Progress made:

The Scottish Universities Inclusion Group (formally Scottish Teacher Education Committee Inclusion Group) are continuing to explore ways in which they can support schools in maintaining and extending inclusive practice in light of Covid-19. They are also considering an update to the Scottish National Framework for Inclusion in response to the updated GTCS Professional Standards.

The Scottish Government has re-established a working group to refresh the statutory Supporting Learners' Code of Practice. As part of its work, the group will consider how to build on the [guidance on the Presumption of Mainstreaming](#) to further embed whole school and inclusive classroom approaches to support improved impact and outcomes for children and young people.

Education Scotland have developed and provided engagement and professional learning opportunities which draw together the common themes of 3 national drivers of the ASL Review, The Promise and UNCRC. They are: Relationships; Rights and Participation; Inclusion and Universal Support; and Wellbeing and Care.

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	Recommendation	Response	Actions to be taken forward - Oct 2020	Delivery Timescale	Status Oct 2021
5.1.5	Communication, relationship building and positive mediation skill development is incorporated and embedded into teacher education and development, supported by coaching and mentoring opportunities.	Accept.	<p>The Standard for Provisional Registration (SPR) and the Standard for Full Registration (SFR) are underpinned by professional values including social justice and trust and respect. Professional skills outlined in the SFR include “communicate effectively and interact productively with learners, individually and collectively”.</p> <p>GTCS are currently updating the full suite of professional standards. These will have an enhanced focus on additional support for learning and come into effect from August 2021.</p> <p>The Scottish Government and Local Government are also currently considering how best to support teachers in the early phase of their career. This work is at mid-point but we fully expect any new framework of professional learning to help develop teachers’ skills in respect of ASL.</p> <p>The Scottish Government are also continuing to invest in values based leadership through Columba 1400 Headteacher Leadership Academies and through recent pilot work with student teachers at the University of Strathclyde.</p>	Updated professional standards for teachers were enacted in August 2021.	Complete

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Progress made:

The updated [Professional Standards for Teachers 2021](#) were published in January 2021 and enacted on 2 August 2021. These have an increased emphasis on additional support needs and are complemented by a [range of professional guides for teachers](#)

As noted at 5.1.3, Education Scotland and GTCS, together with post-probation teachers, have developed the [Stepping Stones new professional learning programme](#) for recently qualified teachers in the first four years of their career post probation. This programme allows participants to choose from a variety of professional learning opportunities, including online workshops, webinars and networking. The programme includes professional learning on relationships, communication and Equality and diversity and aims to increase the confidence, skills and knowledge of early career teachers to support their thinking, reflection and engagement with the Professional Standards.

	Recommendation	Response	Actions to be taken forward - Oct 2020	Delivery Timescale	Status Oct 2021
5.1.6	Parity of career progression and pathway structures and opportunities for specialist teachers of ASL: <ul style="list-style-type: none"> There should be a first teaching qualification in ASN available at Initial Teacher Education 	Partially accept ⁴ . Partially accept ⁵ .	The Scottish Government will explore with GTCS and SCDE the viability of a new qualification. Initial discussions have taken place between GTCS and SCDE. SNCT Lead teacher Working group is ongoing. The SNCT was due to issue an interim report in August 2020. However this has been postponed due to the COVID -19 crisis. It is hoped that SNCT can pick this work up a soon	As set out at 9.1, as part of its on-going commitment to monitoring progress of the ASL Action Plan, ASLIG will review the	On-going / on track

⁴ It will be for the GTCS and the Scottish Council of Deans of Education to decide if they wish to introduce an ASN qualification within ITE.

⁵ The SNCT is currently developing the role and responsibilities for the post of lead teacher. This will provide a flexible approach to career structures and offer opportunities for teachers to specialise in areas such as ASL. It will be up to schools and Local Authorities to develop these new lead teacher posts and the new pathway being designed will allow this type of flexibility.

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	<ul style="list-style-type: none"> The career path proposal under consideration by the SNCT to develop new career pathways should have an additional strand for ASL 		as possible with the aim of considering an interim report in December 2020. Following that the SNCT will decide on an implementation date. However their ambition remains that it will still be August 2021.	reporting cycles and provide an update in Spring 2022.	
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Progress made:

The new post of Lead teacher was introduced in August 2021. This pathway will provide career progression for all teachers, including those that specialise in ASL.

The Scottish Government will work with partners, including the Scottish Negotiating Committee for Teachers, to ensure there is appropriate career progression and pathways for teachers looking to specialise in Additional Support for Learning, with particular emphasis on ensuring that the Lead Teacher structure delivers on this outcome.

	Recommendation	Response	Actions to be taken forward - Oct 2020	Delivery Timescale	Status Oct 2021
5.1.7	The focus and methods for teacher education and practice learning are directly informed and developed by the feedback of teachers.	Accept.	A new self-evaluation framework to support universities to demonstrate the quality of their existing ITE provision has been developed by Education Scotland and the SCDE. This Framework is supported by analysis from the MQulTE project which is tracking teachers through ITE and into the early years of their teaching career.	As set out at 9.1, as part of its on-going commitment to monitoring progress of the	On-going / on track

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			<p>The Scottish Government have also recently surveyed all teachers in year 1- 5 of their careers to assess their professional learning needs. Over 50% of respondents expressed ‘education for all’ as their key area of need. We will reflect on this as we consider new PL provision designed to support teachers at this stage their careers.</p> <p>The Scottish Government will continue to support the Measuring Quality in Initial Teacher Education (MQuITE) project and ensure ongoing analysis is shared with Education Scotland and SCDE.</p>	<p>ASL Action Plan, ASLIG will review the reporting cycles and provide an update in Spring 2022.</p>	
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Progress made:

Findings from application of the framework in relation to numeracy have been published, following a symposium event held on 8 October 2019 involving all 11 ITE institutions. A further symposium event, was held on 8 June 2021 and considered diversity and health & wellbeing. The next event is scheduled for October 2021 and will focus on literacy.

The [Measuring Quality in Initial Teacher Education](#) (MQuITE) team continue to move the project forward. Plans for the next stage of their work in FY 21/22 include:-

- structured group activity designed to gather both range and strength of opinion. Participants will include headteachers and teacher mentors, and will be asked about their views about ITE. Themes arising from analysis of the Nominal Group Technique (NGT) data will then be shared and discussed with LA Induction Managers during one of their regular GTCS seminars in order to gain additional perspectives.
- Draw on expert advice from longitudinal specialist as part of plans to develop MQuITE Self-Audit Toolkit

Additional Support for Learning Review Action Plan – update October 2021

	Recommendation	Response	Actions to be taken forward - Oct 2020	Delivery Timescale	Status Oct 2021
5.1.8	Innovative and partnership approaches to practice learning should be developed including delivery and participation of children and young people, parents and carers.	Accept	<p>GTCS commissioned Children in Scotland to report on the views of children and young people’s experience and expectations of teachers. This will feed into the refresh of the suite of professional standards.</p> <p>The importance of partnership working with learners, parents and carers is also made clear in the guidance on school empowerment which has been published in draft form on the Education Scotland website.</p> <p>These issues will be raised with the School Empowerment Steering Group to allow the group to consider as part of its future work on school empowerment.</p>	As set out at 9.1, as part of its on-going commitment to monitoring progress of the ASL Action Plan, ASLIG will review the reporting cycles and provide an update in Spring 2022.	Complete : Professional Standards. On-going / on track – school empowerment

Progress made:

GTCS commissioned Children in Scotland to engage with children and young people on their experience and expectations of teachers. This report informed the refresh of the suite of professional standards.

Consideration of the draft guidance on school empowerment is on-going. The School Empowerment Steering Group will consider these issues as part of its future work on school empowerment.

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	Recommendation	Response	Actions to be taken forward - Oct 2020	Delivery Timescale	Status Oct 2021
5.2 Pupil Support Assistants	The Classroom Support Staff working group must, as part of their work, undertake a review of roles and remit of Pupil Support Assistants. This must include the development of clear specifications for how classroom teacher and pupil support assistant roles interact and complement each other. It must also consider standards of practice, learning pathways, career progression routes and remuneration.	Accept	<p>The Classroom Support Staff Working Group membership consists of representatives from Scottish Government, COSLA, ADES, Unison, Voice, Children in Scotland and Education Scotland.</p> <p>The Group was established by Scottish Government to consider how best to empower and support classroom support staff.</p> <p>The Group met for the first time in February 2020 and is currently considering its final terms of reference which include a number of the points covered in recommendation 5.2</p> <p>The Group will develop clear specifications for how classroom teachers' and pupil support assistants' roles interact and complement each other.</p>	Consultation on a Pupil Support Staff Professional Learning Framework is planned for early 2022.	On-going / on track

Progress made:

[The Pupil Support Staff Working Group](#) (PSSWG) undertook a review of pupil support assistant roles in autumn 2020. Initial findings identified significant variation of support roles, working hours and pay scales across Scotland, with local authorities determining individual roles and remuneration in line with particular local needs. This review has informed PSSWG work to design a Pupil Support Staff Professional Learning Framework and other tools. This is proposed for consultation early in 2022

Additional Support for Learning Review Action Plan – update October 2021

Education Scotland is a key partner with the Scottish Government on this group and are working collaboratively to:

- Lead on the development and publication of the first national Pupil Support Staff Professional Learning Framework. This was launched at the 2021 Scottish Learning Festival.
- Explore with Scottish Government and ADES options to develop a Pupil Support Staff network to share information, professional learning and engage more fully with pupil support staff across Scotland. This will include
- working with Regional Improvement Teams and Collaboratives to share the work of the PSSWG and engage with pupil support staff.

	Recommendation	Response	Actions to be taken forward - Oct 2020	Delivery Timescale	Status Oct 2021
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.	Accept.	<p>Aligned to work being taken forward on empowerment, parental engagement and involvement, and the NIF, and recognising that parents and carers are key partners in their children’s learning, schools and local authorities will seek opportunities to enhance partnership working with parents and carers, through consolidating positive relationships, communication and collaboration. In doing this, schools and local authorities should consider ways to identify and address any barriers which may arise.</p> <p>Through current Quality Improvement frameworks including HGIOS4, ADES will promote good examples of joint working with parents, local authorities and schools.</p>	As set out at 9.1, as part of its on-going commitment to monitoring progress of the ASL Action Plan, ASLIG will review the reporting cycles and provide an update in Spring 2022.	On-going / on track

Additional Support for Learning Review Action Plan – update October 2021

			<p>Aligned to the work to develop a measurement framework (1.2), ADES will consider opportunities to gather robust evidence of the effective relationships between parents and professionals and will work with ASLIG to consider how this can be presented within the framework.</p> <p>In support of work to enhance partnership working locally, the Scottish Government will seek to publish a revised, cross-portfolio summary of the national offer on family support, including how to ask for help, and the principles of good support. We will work with partners to ensure that this is kept under review and captures the wide-ranging support that is available to families of children with additional support needs.</p> <p>Further, the Scottish Government will consider the scope of the national advice and information service for additional support for learning (Enquire), to ensure that it is effectively resourced to meet the needs of the families that it supports, and can effectively collaborate across services to ensure reach.</p> <p>Getting it right for every child remains the overarching approach to supporting children and young people. The Scottish Government are developing new policy and</p>	<p>Publication planned early 2022 for GIRFEC Policy statement and practice guidance on named person, lead professional, using the National Practice Model and information sharing, and an information sharing charter. Guidance on the child's plan element of GIRFEC planned for 2022.</p>	
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Additional Support for Learning Review Action Plan – update October 2021

			<p>practice guidance with stakeholders including children, young people and parents. This will cover the key components of GIRFEC including a named person or single point of contact who can consider holistically the wellbeing of children and young people; and, the co-ordination of support for identified needs through a single child’s plan by a lead professional to meet identified needs.</p> <p>New practice guidance will highlight the roles of local authorities and schools and their work in partnership with other services to deliver integrated and joined up support for children and young people.</p> <p>This will also underpin the Scottish Government’s work on wider family support which links to the commitment made by the Scottish Government and Local Government to take forward the conclusions of the independent Care Review, published earlier this year. The <i>Promise</i> made clear that all families and carers caring for disabled children, looked after children and those with additional support needs should be supported and that schools have a role to play in offering non-stigmatised, community-based support. Schools should also be ambitious for care experienced children and ensure they have all they need to thrive, recognising that they may experience difficulties associated with their life story.</p>		
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Additional Support for Learning Review Action Plan – update October 2021

			<p>The Scottish Government will seek to work with Local Government to consider with partners including parents and carers, additional avenues for engagement with parents and carers to empower and support families to access the right support at the right time and promote positive communication between families and schools and local authorities.</p>		
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Progress made:

The Scottish Government and Local Government remain fully committed to working in partnership with parents and carers, recognising their vital role as partners in their children’s learning. We recognise that key to this is that parents and carers are informed and can access information on their rights and the support available to them and their families. To support and promote the national offer on family support, the Scottish Government has worked with Parent Club to publish a Family Support Directory which provides signposting for parents and carers to organisations, benefits and information across a range of topics including on additional support for learning. . The Scottish Government has also worked in collaboration with Parent Club to enhance the information and signposting that is available on their web pages on additional support for learning in schools and early learning and childcare seeking to ensure that parents and carers can access the right support when they need it.

To further support parents and carers, the Scottish Government increased funding to [Enquire](#) – the national advice and information service on additional support for learning – during this financial year. This seeks to ensure that this vital service is effectively resourced to meet the needs of the families that it supports, and can effectively collaborate across services to ensure reach and visibility.

To support families’ access to early information on additional support for learning, the Scottish Government has worked with the Scottish Book Trust and Enquire to include information and signposting on additional support for learning within the [Read, Write Count](#) packs which are provided to every child in primary 2-3 in Scotland.

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To ensure that early information continues to be made available to parents and carers, the Scottish Government continues to explore with partners, opportunities to provide information and guidance on additional support for learning through universal resources such as Book Bug and information provided to new parents seeking to ensure that parents and carers are given information and support at the earliest point possible to support early identification of need. .

Getting it right for every child remains the overarching approach to supporting children and young people in Scotland. The Scottish Government remains committed to working with partners, including parents and carers, to refresh GIRFEC policy and practice guidance to highlight the roles of local authorities and schools and their work in partnership with other services to deliver integrated and joined up support for children and young people. Work on the GIRFEC refresh was paused due to the Covid-19 pandemic, but resumed in March 2021. A Consultation is planned for autumn 2021 on the refreshed GIRFEC Policy statement. Practice guidance on named person; lead professional; using the National Practice Model; and information sharing will also be consulted on in addition to an information sharing charter. Further, guidance on the child's plan element of GIRFEC will be developed with stakeholders and published during 2022.

ADES remain committed to supporting the development of National Measurement Framework (set out at 1.2) through work to consider opportunities to gather robust evidence of the effective relationships between parents and professionals. This work has been paused due to Covid-19. However, it is due to restart in November 2021. ADES will work with the National Measurement Framework sub group as part on their ongoing development of the national measurement framework to agree how this information can be best presented within the framework.

The Scottish Government and Local Government continue to take forward work on wider family support and deliver commitment made by the Scottish Government and Local Government to take forward the conclusions of the independent Care Review. Work continues across Government and Local Authorities to [#KeepThePromise](#) to care experienced young people. This will include the investment of £500 million in a Whole Family Wellbeing Fund over the course of this Parliament and introduction of the new Care Experience Grant.

The Scottish Government and Local Government recognise that there is more to do to empower and support families to access the right support at the right time and promote positive communication between families and schools and local authorities. The Scottish Government and Local Government

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will continue to work with partners, including parents and carers to identify additional avenues for engagement to develop and deliver ways of working together that support and promote positive relationships, communication and co-operation.

	Recommendation	Response	Actions to be taken forward - Oct 2020	Delivery Timescale	Status Oct 2021
6.1.1	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 and carers, children and young people and professionals to be informed and supported at key transition points.	Accept.	<p>New policy and practice guidance on GIRFEC will include consideration of individual needs at key transition points.</p> <p>The “Principles of Good Transitions 3” provide a framework to inform, structure and encourage the continual improvement of support for young people with additional needs between the ages of 14 and 25 who are making the transition to young adult life. The Scottish Government are working closely with ARC Scotland (the Association for Real Change) on the development and trial of Principles into Practice.</p> <p>Further, as part of the refresh of the Code of Practice, the Scottish Government will seek to enhance and align the guidance within the Code on transitions. This will be done in full collaboration with stakeholders, including parents and carers.</p>	As set out at 9.1, as part of its on-going commitment to monitoring progress of the ASL Action Plan, ASLIG will review the reporting cycles and provide an update in Spring 2022.	On-going / on track

Progress made:

As part of the [Programme for Government 2021](#) commitment, the Scottish Government will begin work on Scotland’s first National Transitions to Adulthood Strategy in this Parliamentary Term to ensure there is a joined up approach to supporting our disabled young people. Our priority is to start

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early discussions with disabled children and young people in the coming months to ensure their voices are clearly heard across developing policies that impact their daily lives.

In 2020/21, the Scottish Government committed funding to ARC Scotland to deliver the two year [Principles into Practice Trial Programme](#) which launched in December 2020 with 10 participating local authority areas. The aim of the trial is to support the improvement of transitions support available to young people and their parents and carers in the participating trial areas test and bring the draft of Principles into Practice and associated resources to completion to support its implementation more widely across Scotland.

The working group to refresh the Supporting Learners' Code of Practice has been re-established. It will explore ways to strengthen the guidance in the Code on transitions.

	Recommendation	Response	Actions to be taken forward - Oct 2020	Delivery Timescale	Status Oct 2021
6.1.2	Parents and carers must be involved as equal partners in the development of key guidance bringing their knowledge and lived experience.	Accept	In line with the actions set out at 3.2.1, the Scottish Government and Local Government will continue to ensure that parents and carers are fully involved and listened to in the development and consideration of policy and key guidance.	As set out at 9.1, as part of its on-going commitment to monitoring progress of the ASL Action Plan, ASLIG will review the reporting cycles and provide an	On-going / on track

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				update in Spring 2022.	
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Progress made:

As a key guiding principle, the Scottish Government always seek to create opportunities to ensure that children and young people and parents and carers are fully involved and listened to in additional support for learning policy development. Aligned to actions at 3.2.1, the Scottish Government always seek to create opportunities to ensure that parents and carers are fully involved and listened to in additional support for learning policy development. The Scottish Government recognises that parents and carers are key partners in policy development. Parents and carers are represented in all of our stakeholder groups, including at [ASLIG](#), the [short-life working group on Co-ordinated Support Plans](#) and the re-established Code of Practice working group. .

The Scottish Government is actively considering with partners, additional avenues for increased parental engagement to support delivery of the ASL action plan.

	Recommendation	Response	Actions to be taken forward - Oct 2020	Delivery Timescale	Status Oct 2021
6.1.3	Further investment is needed to strengthen support services for families, allowing these services and the support that they provide to be embedded.	Accept	<p>The Scottish Government will consider other areas in which it can enhance the support that it provides to services which support families.</p> <p>This will be considered by ASLIG in order to consider gaps, and to support development of appropriate services.</p>	As set out at 9.1, as part of its on-going commitment to monitoring progress of the ASL Action Plan, ASLIG will review the	On-going / on track

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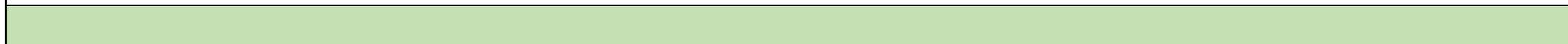
				reporting cycles and provide an update in Spring 2022.	
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Progress made:

The Scottish Government increased funding to [Enquire](#) – the national advice and information service on additional support for learning – during this financial year, seeking to ensure that this vital service is effectively resourced to meet the needs of the families that it supports, and can effectively collaborate across services to ensure reach and visibility

As set out in the Scottish Government’s Programme for Government, work will continue across Government to [#KeepThePromise](#). This will include the investment of £500 million in a Whole Family Wellbeing Fund over the course of this Parliament, The Scottish Government will also introduce a new Care Experience Grant, a £200 annual payment over 10 years for care experienced young people.

ASLIG will continue to consider this area and provide advice to Scottish Ministers on additional ways to support the development of appropriate services.



	Recommendation	Response	Actions to be taken forward - Oct 2020	Delivery Timescale	Status Oct 2021
6.1.4	The benefits of the use of mediation must be widely	Accept	The Scottish Government will undertake to highlight and promote the benefits of a mediation approach, including	As set out at 9.1, as part of	On-going / delayed

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	<p>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.</p>		<p>in the development of national guidance, such as the Code of Practice.</p> <p>We will explore initiatives for collaborative training through professional learning and recognition.</p> <p>ADES will support this approach and promote its use as a means and evidence of improvement.</p>	<p>its on-going commitment to monitoring progress of the ASL Action Plan, ASLIG will review the reporting cycles and provide an update in Spring 2022.</p>	<p>due to Covid-19</p>
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Progress made:

There is a range of information available on the use of mediation to resolve concerns between parents and carers and schools and local authorities. This includes guidance within the [Statutory Supporting Learners' Code of Practice](#) and detailed [guidance](#) and [resources](#) from the Enquire service. The working group to refresh the Supporting Learners' Code of Practice has been re-established. As part of its work, it will consider opportunities to highlight and promote the use of a mediation approach. As this work develops, the group will explore opportunities for collaborative training on mediation approaches. The group will also work collaboratively with partners, including Enquire to ensure that information and support on mediation and its benefits is available for parents and carers.

ADES remains supportive of this approach and will promote its use as means and evidence of improvement. Work to take this forward has paused due to Covid-19. It is due to restart in November 2021.

	Recommendation	Response	Actions to be taken forward - Oct 2020	Delivery Timescale	Status Oct 2021

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7.1 Relationships and Behaviour	The remit of the Scottish Advisory Group on Relationships and Behaviour in Schools (SAGRABIS) must be reviewed and widened to bring it up to date and in line with emerging knowledge and recommended practices, including the findings of this review. The membership of the group must be reviewed in line with the refreshed remit.	Accept	The Scottish Government will table a paper at a future SAGRABIS meeting to propose how the remit and membership of the group can be broadened.	As set out at 9.1, as part of its on-going commitment to monitoring progress of the ASL Action Plan, ASLIG will review the reporting cycles and provide an update in Spring 2022.	On-going / on track
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Progress made:

Following the publication of the ASL action plan, [SAGRABIS](#) has considered recommendation 7.1. The group is in the process of finalising the updated Terms of Reference prior to publication. This includes specific reference to the consideration of the ASL Review.

	Recommendation	Response	Actions to be taken forward - Oct 2020	Delivery Timescale	Status Oct 2021
7.1.1	SAGRABIS should have a primary focus on relationships	Accept	This will be included in a paper to a future SAGRABIS meeting.	As set out at 9.1, as part of	On-going / on track

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	<p>and behaviour but the ability to also focus on wider additional support for learning issues, developing improvement priorities and ensuring those priorities are reflected at a national, local and regional level ensuring that they work closely with the Additional Support for Learning Implementation Group.</p>		<p>As part of their work, ASLIG will also consider how they can strengthen their links to SAGRABIS.</p>	<p>its on-going commitment to monitoring progress of the ASL Action Plan, ASLIG will review the reporting cycles and provide an update in Spring 2022.</p>	
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Progress made:

Scottish Government officials, through their dual membership of [ASLIG](#) and [SAGRABIS](#), are working to strengthen the links between both groups. Work continues to develop SAGRABIS's work plan. The Behaviour in Scottish Schools Research, which provides detailed and longitudinal evidence of behaviour in Scotland's schools includes information on the additional support for learning. Plans to commission the research to be undertaken in 2022 are being developed by SAGRABIS.

Education Scotland a key partner in SAGRABIS and are leading on the development of a suite of new professional learning resources to support Relational approaches. They are supporting and engaging with establishments and local authorities to focus on relationship approaches.

	Recommendation	Response	Actions to be taken forward - Oct 2020	Delivery Timescale	Status Oct 2021
8.1 Rights	The incorporation of UNCRC and its impact on ASL legislation and processes must	Accept.	The Scottish Government has committed to incorporating the United Nations Convention on the Rights of the Child	As set out within the 2020 Programme for	On-going / on track

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	<p>be fully anticipated and planned for to ensure children’s rights are embedded and effectively underpin implementation of the ASL legislation.</p>		<p>(UNCRC) into law to the maximum extent possible within the powers of the Scottish Parliament.</p> <p>The Additional Support for Learning Act 2004 (as amended) empowers children and young people by giving them a number of rights in respect of additional support for learning in school education.</p> <p>We will ensure that implementation of the 2004 Act fully meets the requirements of the UNCRC as it extends to Scotland.</p> <p>The Scottish Government will fully consider the impact of the incorporation of UNCRC on additional support for learning legislation, including assessment of capacity.</p> <p>The Scottish Government will work with partners, including those who will have duties placed on them through incorporation of the UNCRC, children and young people and parents and carers to ensure that children’s rights are embedded and underpin implementation of additional support for learning.</p> <p>ADES will promote this work through their networks.</p>	<p><u>Government</u>, the UNCRC will be incorporated into Scot’s law, to the maximum extent of the Scottish Parliament’s powers, by the end of this Parliament.</p>	
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			<p>COSLA will engage with the development and implementation of UNCRC legislation seeking to ensure it allows for children’s rights to be embedded and that this can be appropriately planned for.</p>		
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Progress made:

The Scottish Government respects and protects the UNCRC rights to help deliver our aim that children grow up loved, safe and respected, and so that they reach their full potential.

The Education (Additional Support for Learning) (Scotland) Act 2004 provides the legal framework which underpins the system for identifying and addressing the additional support needs of children and young people who face a barrier to learning. It already embeds certain UNCRC articles and empowers children and young people by giving them a number of rights that enable them to influence decisions about their education and support including the identification, planning and review of their needs.

In line with our commitment, we have been considering the impact of the incorporation of UNCRC on the 2004 Act, as well as additional support for learning policy, practice and guidance. We will now proceed in engaging with key stakeholders, children and young people and parents and carers to progress this work further and ensure that children’s rights are embedded and effectively underpin implementation of the additional support for learning.

ADES work to promote this work through their networks is due to restart in November 2021.

COSLA Officers have been developing a children and young people engagement plan, ensuring participation and lived experiences consistently help to inform decision-making by the Board. This is especially important as Local Government has committed to embedding the UNCRC across everything they do, so that children’s rights are consistently upheld and championed.

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	Recommendation	Response	Actions to be taken forward - Oct 2020	Delivery Timescale	Status Oct 2021
8.2 CSP Review	<p>The planned review of Coordinated Support Plans must take the findings of this review into account.</p> <p>Also, it must consider:</p> <ul style="list-style-type: none"> planning mechanisms within a whole life perspective for children and young people with lifelong conditions including transitions between and beyond education settings. clarifying the interaction between CSPs and child's plan and GIRFEC the relationship between education and partners in health, social work and other agencies to identify where re- alignment is needed in the preparation and delivery of support. Where improvements are needed in the availability 	Accept	<p>The Scottish Government have committed to review the use of coordinated support plans. In partnership with COSLA and ADES, we will establish a short life working group which includes all relevant partners to progress this work.</p> <p>The short life working group will take full account of the evidence heard as part of this review to inform the review of the use of co-ordinated support plans. It will also fully consider the areas highlighted by the recommendation to establish whether enhancements are needed in areas such as, the availability and accessibility of information and guidance about planning and its processes for children and young people, their families and those who support them.</p> <p>Under GIRFEC, the Scottish Government has also committed to revising policy and practice guidance, including a single planning process for children and young people. It will seek to align and clarify the relationship between statutory and non- statutory plans and to align those plans.</p>	<p>The CSP short-life working group will report to ASLIG in October 2021.</p> <p>The report will be published by the end of November 2021.</p>	On-going / on track

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	<p>and accessibility of information and guidance about planning and its processes for all parents and carers and children and young people.</p>		<p>This revision will also include a focus on planning for transitions, with an initial priority on those transitions for young people leaving school.</p>		
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Progress made:

A [short life working group to review the use of Co-ordinated Support Plans](#) (CSPs) was established in December 2020. The [Terms of Reference](#) set out the evidence that that group will draw on to inform its work. This includes evidence heard as part of ASL Review and cognisance and alignment with other key pieces of work such as The Promise, incorporation of UNCRC, GIRFEC and transitions.

Meetings of the group have taken place throughout 2021. The group have identified the key issues and barriers which are impacting on implementation of CSPs. They have worked collaboratively to recommend ways to address and overcome them.

The short life working group has submitted a report summarising its findings to [ASLIG](#). It is anticipated that this report will be published by the end of November 2021.

Following submission of the report, the Scottish Government and Local Government will continue to work with key partners including Education Scotland to implement the recommendations made by the short-life working group. This will align to the refresh of planned guidance for the staged level of intervention, Individualised Educational Programmes (IEPs) and the revised Code of Practice. Education Scotland will work to ensure that this work can support the Regional Improvement Collaboratives, local authorities and educational establishments more effectively meet their duties and responsibilities for all learners who require additional support

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	Recommendation	Response	Actions to be taken forward - Oct 2020	Delivery timescale	Status Oct 2021
9.1 Assurance mechanism	Following this review, there must be a mechanism put in place to allow progress against these recommendation to be reported and scrutinised. This should be developed in partnership with the Additional Support for Learning Implementation Group. A progress report should be produced and reported to Scottish Ministers and COSLA one year after the publication of this report and its recommendations.	Accept. However, in light of COVID-19, progress will be considered and reported on by October 2021.	<p>As part of their Workplan, ASLIG will review progress against the recommendations on an on-going basis.</p> <p>As members of ASLIG, the Scottish Government, ADES and COSLA will contribute to the monitoring of implementation of the Workplan.</p> <p>A progress Report will be provided to Scottish Ministers and COSLA’s Children and Young People Board.</p> <p>To support this work, ASLIG will develop outcomes measures against each of these actions, setting out how progress will be measured. ASLIG will provide further detail on this by the end of 2020.</p>	ASLIG will publish an updated action plan, including a review of reporting cycles in Spring 2022.	On-going / on track

Progress made:

Since October 2020, [ASLIG](#) in partnership with the Scottish Government and COSLA have continually monitored progress made against the recommendations from the ASL Review.

Progress made to deliver the measures set out in this action plan has been reported through the publication of this updated action plan. A summary of the Scottish Government and COSLA’s view of progress is set out at the introduction to this report and in our summary progress report.

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ASLIG remain committed to monitoring the progress of the ASL Action Plan. As part of their forward Workplan, ASLIG review the current action plan and agree the priorities for the future to ensure that meaningful change is realised. As part of this, the Scottish Government and COSLA will work with ASLIG to identify opportunities to re-engage with families and professionals to ensure that their voices inform the agreed priorities for the future.

ASLIG will publish an updated action plan in Spring 2022.

	Recommendation	Response	Actions to be taken forward - Oct 2020	Delivery Timescale	Status Oct 2021
9.1.1	Local authorities must take account of the findings of this report to review and align their	Accept	Through reporting of Children’s Services, RIC and Annual Education Plans, ADES will support its members to	As set out at 9.1, as part of its on-going	On-going / on track

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	quality assurance processes. This must drive improvements in processes, practice and outcomes at all levels in the system.		incorporate the findings, such as outcome measures, into improvement planning at local authority level.	commitment to monitoring progress of the ASL Action Plan, ASLIG will review the reporting cycles and provide an update in Spring 2022.	
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Progress made:

This action has been underway for some time with Local Authorities and Regional Improvement Collaboratives including outcomes for additional support needs within their plans, either directly or in relation to Equalities and UNCRC.

	Recommendation	Response	Actions to be taken forward - Oct 2020	Delivery Timescale	Status Oct 2021
9.2 Education Scotland	Education Scotland must take account of the findings of this report and take action to	Accept	In reviewing its scrutiny frameworks and inspection activities, ES will ensure that it takes account of the	A review of HGIOCLD will further take	On-going / on track

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	ensure that their scrutiny frameworks and inspection activities are in line with it.		recommendations, and make necessary adjustments where required.	into account any changes needed to meet the recommendations	
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Progress made:

The final draft of the [How good is our community learning and development?](#) (HGIOCLD) framework developed has been developed in consultation with specialists, including those experienced in the field of additional support needs. Quality indicators have been included to ensure that inclusion is a key aspect of the framework. In addition, an Equality impact Assessment and an Island Communities Impact Assessment were completed in summer 2021.

HM Inspectors of Education carried out a programme of [national overviews](#) during the period of remote learning. These sought to identify what was working well in the delivery of remote learning and where further support was required. There were two specific [reports](#) that focused on additional support for learning; ‘Meeting Learning Needs, including those with additional support needs’ and ‘Approaches for providing learning for children and young people with complex learning needs’.

	Recommendation	Response	Actions to be taken forward - Oct 2020	Delivery Timescale	Status Oct 2021
9.2.1	Education Scotland must use the findings of this review and the conditions identified for	Accept	Education Scotland’s Regional Improvement Teams will ensure that all their Regional staff are aware of, and understand, the recommendations in the report. They will	As set out at 9.1, as part of its on-going	On-going / on track

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	<p>good practice, to support and develop improvement in education authorities, Regional Improvement Collaboratives and schools.</p>		<p>in partnership with Education Authorities, schools and others identify and share good practice, and help to support new ways of working where appropriate.</p>	<p>commitment to monitoring progress of the ASL Action Plan, ASLIG will review the reporting cycles and provide an update in Spring 2022.</p>	
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Progress made:

Education Scotland’s (ES) Regional Improvement Teams (RITs) have been active in disseminating the recommendations from the ASL Review. The Senior Regional Advisors (SRAs) have been working with Regional Improvement Collaboratives and local authority leads to strengthen their focus on inclusion and the recommendations from the Review. All RIT staff have received input from their Senior Education Officers (SEO) for Inclusion, Health and Wellbeing, and Equalities (IWE) on the recommendations, implications and opportunities for work in the regions, particularly in relevant inclusion workstreams and networks.

Six professional learning opportunities during August 2021, have been provided by the SEOs for IWE to almost all ES staff. These have been well received, with robust discussion and reflection on implications for practice. A paper which demonstrates the synergies across the ASL Review, the Promise and the UNCRC has been written to help local authorities avoid duplication, and capitalise on the common themes when providing strategic guidance.



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