



East Ayrshire Support Team
Establishment Improvement Plan
2020/21



School/Centre Improvement Plan	East Ayrshire Support Team (EAST)
Head Teacher	Catherine Rodger
Senior Education Manager	Julie Muir
Date Submitted	May 2020
Session (Date when each year is written)	2020/21

School's/Centre's Vision and Values	<ul style="list-style-type: none"> • To provide an integrated, high quality and sustainable service that supports the growth and development of children and young people who have additional support needs, supporting them towards their full potential by providing the most effective support at the earliest point • To work collaboratively with schools, partners, parents /carers, and children and young people to reduce barriers to learning and develop an inclusive approach to meeting additional support needs, at a local level where possible • To support and contribute to East Ayrshire systems and strategic developments linked to additional support needs, taking account of national and local priorities in the delivery and development of the service • To help narrow the attainment gap by raising attainment and increasing achievement of children and young people who require additional support • To improve educational and life outcomes for children and young people with additional support needs by working collaboratively within the service and in partnership with stakeholders to share knowledge, practice, innovation and resources • To facilitate access to an appropriate curriculum using a range of teaching and learning strategies and resources and monitor progress, attainment and achievement through effective planning and tracking • To enable learners with a visual impairment, language impairment (3-6 years), have English as an additional language receive support in an EAST campus or are in hospital for an extended or recurring period to fully access the curriculum • To ensure that the aims of the service support children and young people and their families across the full spectrum of ASN
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In line with the Standards in Scotland's Schools etc. Act 2000 (amended 2016), the following checklist is designed to assist Heads of establishment with whole school/centre improvement planning that fulfils statutory duties in accordance with the Act. This must be completed prior to submission.

Consultation on improvement plan includes the following stakeholders:	Completed
Children and Young People	✓
Parent Forum	✓
Teachers, practitioners and ALL school/centre staff	✓
Volunteers/ Community partners	✓
Local bodies representing teachers, staff, volunteers and any parent bodies further associated to the school/centre	✓

Content of plan	Completed
Takes account of strategic priorities outlined in the education authority's Annual Plan	✓
Takes account of the strategy for parental involvement under section 2 (4A)	✓
An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people	✓
Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff	✓
Scottish Government Tackling Bureaucracy working group recommendations have been considered when planning for improvement and in the improvement activities specified	✓
HGIOS 4 and HGIOELC are used as the frameworks to inform the content of SIPs	✓
There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage	✓

Head Teacher/Head of Centre Signature:

Catherine Rodger

Pupil and parental strategic involvement

<i>For session 2020-21 please describe below how children and young people will be involved in decisions relating to the operation of the school/centre</i>	<i>For session 2020-21, please describe below how parents will be involved in decisions relating to the operation of the school/centre</i>
<ul style="list-style-type: none">• Learner questionnaires• Learner discussion with core teachers & SEBN teachers• Child feedback on individual lessons within campus• Learner Review Meetings	<ul style="list-style-type: none">• Annual Parent Forum• Learner Review Meetings• Feedback from Parents' meetings• ELC Parental engagement events• EAL Parental engagement events

ASN Pedagogy: Assessment

<p>Improvement Priority (Expressed as outcomes for learners)</p>	<p>Critically engage with literacy, research policy, legislation to shape 'best practice' in provision in relation to ASN across East Ayrshire</p> <p>Meeting the spectrum of additional support needs of children and young people in East Ayrshire to ensure they reach their full potential</p> <p>To build capacity in EAST and in schools across East Ayrshire</p> <ul style="list-style-type: none"> To improve EA assessment processes by updating assessment pedagogy to ensure timeous least intrusive assessment of need as per national guidance for learners 	<p>Rationale for improvement priority based on evidence</p> <p>New national and international thinking pertaining to assessment processes through current research, advice notes, national guidance and legislation</p>
<p>NIF Priorities Improvement in children and young people's health and wellbeing</p>	<p>NIF Driver Assessment of children's progress School improvement</p>	<p>HGIOS/HGIOSELCC QI's for self-evaluation</p> <p>1.3 / 2.1 / 2.3 / 2.4 / 2.6 / 2.7 / 3.1 / 3.2</p>

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> Increase EAST staff confidence and skills in applying learning from Tapestry (formative assessment) into practice (See ASN Pedagogy- Tapestry for further detail around this strand) 	CF; MK; DMcM; LM; LS	Aug 20 – June 21
<ul style="list-style-type: none"> Increase EAST staff confidence and skills in utilising SCERTS resource through <ul style="list-style-type: none"> Identification of key leads Access to NAIT training Develop SCERTS training and associated materials to upskill EAST staff with a focus on staff with a Communication Outreach allocation. (Training and TLC) 	<p>CR, KMck, DT</p> <p>GS (co-ord); EMcF; LT EAST SLT & COT staff</p> <p>GS (co-ord); EMcF; LT</p>	<p>Mar'20-Dec'20</p> <p>Aug 20 – June 21</p> <p>Aug 20 – June 21</p>

<ul style="list-style-type: none"> ○ Teachers with Communication Outreach allocation to implement SCERTS model with at least one identified learner and evaluate effectiveness with support from key leads and TLC 	<p>GS (co-ord); EMcF; LT, COT Staff</p>	<p>Aug 20 – June 21</p>
<ul style="list-style-type: none"> • Create an Assessment bank detailing assessments that have been shown to be effective that EAST staff can access to support assessment process 	<p>LMcC (co-ord) KMcK EAST staff</p>	<p>By end of Oct 20</p>
<ul style="list-style-type: none"> • Refresh Pupil Assessment Profile (PAP) in line with current research in collaboration with colleagues from schools and Educational Psychological Service 	<p>Working group made up of designated EAST staff</p>	<p>Aug 20 – Dec 20</p>
<ul style="list-style-type: none"> • Increase EAST staff confidence and skill in utilising Assessment Summary Grid as key vehicle for assessment analysis 	<p>KMcK; LB Designated EAST staff</p>	<p>Oct 20 – Feb 21</p>
<ul style="list-style-type: none"> • Refresh Quest numeracy screener and share with EAST staff for implementation in September 20 	<p>Numeracy working group; EAST staff</p>	<p>April 20 – Sept 20</p>
<ul style="list-style-type: none"> • Develop more effective process for analysis and reporting of Quest reading assessment to ensure a consistency of approach and share with identified EAST staff to trial; amend as appropriate following feedback 	<p>KMcK; identified EAST staff</p>	<p>April 20 – Sept 20</p>
<ul style="list-style-type: none"> • Undertake Visual Stress Screening Pilot 	<p>Identified EAST Staff</p>	<p>Throughout session 2020/21</p>
<ul style="list-style-type: none"> • Update SC102 in collaboration with Psychological Service key link in light of publication of Making Sense Working Group report in Jan 2020 	<p>EAST SLT /Psych Services link for assessment</p>	<p>By June 2021</p>
<ul style="list-style-type: none"> • Increase EAST staff confidence and skill in providing quality and consistent advisory and practical support to colleagues in schools around assessing dyslexia and dyscalculia as detailed in SC102 & 102a 	<p>LB; KMcK; DT</p>	<p>Aug 20 – June 21</p>

<ul style="list-style-type: none"> • Increase EAST staff confidence and skill in using and interpreting a range of assessments across the spectrum of ASN e.g. miscue analysis, diagnostic spelling tool, Boxall Profile, visual stress to ensure consistency of approach 	Identified EAST staff for each assessment	Aug 20 – June 21
<p>Evidence of Impact against outcomes for learners</p> <ul style="list-style-type: none"> • Learners needs are accurately identified, and appropriate interventions, pedagogies and targets/goals are agreed • EAST staff utilise a range of formative assessment strategies within their practice to improve teaching and learning experiences for learners • EAST staff utilise a range of assessments knowledgeably and use the information to identify appropriate next steps for learners collaboratively with colleagues in educational establishments 		

ASN Pedagogy

<p>Improvement Priority (Expressed as outcomes for learners)</p>	<p>Critically engage with literacy, research policy, legislation to shape 'best practice' in provision in relation to ASN across East Ayrshire</p> <p>To build capacity in EAST and in schools across East Ayrshire</p> <ul style="list-style-type: none"> To support ASN pedagogy updating relevant EA paperwork, participation in EA working groups and undertaking CLPL to ensure needs of all learners are met as per national and local guidance 	<p>Rationale for improvement priority based on evidence</p> <p>Key legislation, National publications, SHE reports, number of EA exclusions, international research into therapeutic approaches in Education</p>
<p>NIF Priorities Improvement in children and young people's health and wellbeing</p>	<p>NIF Driver School Leadership Teacher Professionalism</p>	<p>HGIOS/HGIOSELCC QI's for self-evaluation</p> <p>1.3 / 2.1 / 2.3 / 2.4 / 2.6 / 2.7 / 3.1 / 3.2</p>

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> Continue to support Primary COP and deliver training on a needs led basis 	EAST SLT	Throughout session 2020/21
<ul style="list-style-type: none"> Establish an EAST rep to sit on the Accessibility Strategy Working Group 	Identified EAST PT	Throughout session 2020/21
<ul style="list-style-type: none"> Review EAST ILP bank of targets for literacy and numeracy and share updated version with EAST and staff in schools 	Key EAST staff	September '20
<ul style="list-style-type: none"> Reconfigure EAST staffing to provide an initial point of contact for COT, EAL and SEBN in each EA Education Group 	EAST SLT/key EAST staff	August' 20
<ul style="list-style-type: none"> EAST Manager to participate in Learning Visits during session 2020/21 alongside central colleagues and specific HTs 	EAST Manager	Throughout session 2020/21

<ul style="list-style-type: none"> • EAST SLT to offer CPI Pivotal MAPA training through EAC Gateway 	EAST SLT	Throughout session 2020/21
<ul style="list-style-type: none"> • EAST SLT to develop and deliver CPI Pivotal MAPA refresher training and deliver to staff trained in session 2019/20 	EAST SLT	Throughout session 2020/21
<ul style="list-style-type: none"> • Further development of CPI Pivotal MAPA training to work alongside NME 	EAST SLT	Throughout session 2020/21
<ul style="list-style-type: none"> • SLT to attend CPI Pivotal MAPA refresher training 	EAST SLT	November '20
<ul style="list-style-type: none"> • EAST Manager and two PTs to continue to attend NME training sessions 	EAST Manager and 2 PTs	Throughout session 2020/21
<ul style="list-style-type: none"> • EAST and Psychological Services to develop and deliver joint training in identified key areas 	EAST SLT/Psych Services	September '20
<ul style="list-style-type: none"> • Support roll out of education renewal and adapt service provisions accordingly to ensure all health and safety guidance pertaining to COVID-19 is adhered to 	EAST	Throughout session 2020/21
<ul style="list-style-type: none"> • Support staff health and wellbeing utilising all EA supports on a needs led basis 	All EAST staff	Throughout session 2020/21
<ul style="list-style-type: none"> • To upskill EAST staff in utilising online platforms for learning and CLPL e.g. Microsoft Teams, sway 	All EAST staff	Throughout session 2020/21
<ul style="list-style-type: none"> • EAST staff to continue to look at approaches for streamlining paperwork and trial new paperwork through session 2020/21 	All EAST staff	Throughout session 2020/21
<ul style="list-style-type: none"> • Develop DFS Accreditation pathway and support materials for early years settings 	EAST SLT	Throughout session 2020/21
<p>Evidence of Impact against outcomes for learners</p> <ul style="list-style-type: none"> • Feedback from practitioners accessing training –CPI/CPI refresher/NME • Feedback from practitioners attending COPs • Improvement in quality of ILP target setting across EA 		

- Improved target success for learners with ILPs/CPs
- Improved self-evaluation by schools pertaining to ASN through EA Audit Tool from previous sessions highlighting protocol and procedures improving to meet ASN needs of learners
- Reduction in number of exclusions
- Progress toward the completion of Accessibility Strategy to support staff to meet legal requirements of accessibility legislation

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ASN Pedagogy: Tapestry

Improvement Priority <i>(Expressed as outcomes for learners)</i>	Meeting the spectrum of additional support needs of children and young people in East Ayrshire to ensure they reach their full potential: <ul style="list-style-type: none"> To improve pedagogy to meet learners needs through embedding formative assessment in all interventions offered by all areas of EAST 	Rationale for improvement priority based on evidence Feedback from Education Scotland visits re learning and teaching - centrally driven priority
NIF Priorities Improvement in children and young people's health and wellbeing	NIF Driver Assessment of children's progress	HGIOS/HGIOSELCC QI's for self-evaluation 1.1 / 1.2 / 2.3 / 3.2

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> EAST Team to have read recommended Tapestry text 'Embedded Formative Assessment' by Dylan William and engaged in professional dialogue around content within sub-groups 	EAST	Sept '20
<ul style="list-style-type: none"> EAST Manager to complete all HT tasks set and attend HT workshop 4 	CR	Dec '20
<ul style="list-style-type: none"> PLC Leaders to complete all tasks set and attend all LL-PL workshops during session 2020/21 	PLC leaders	Dec'20
<ul style="list-style-type: none"> PLC Leaders to facilitate LL-PL workshops in EAST throughout session 2020/21 	PLC Leaders/EAST staff	Throughout session 2020/21
<ul style="list-style-type: none"> EAST CA Coaches and CAs to complete tasks set and attend workshops during session 2020/21 	EAST CA Coaches/CAs	Dec'20
<ul style="list-style-type: none"> CA Coaches to implement effective approaches and strategies advocated from Tapestry workshops and support CAs in schools to incorporate into their practice 	KMCK/DMcM EAST CA Coaches	Throughout session 2020/21

<ul style="list-style-type: none"> • Incorporate agreed targeted aspects of workshops 4 to 6 into EAST observations of learners' experiences in session 2020/21 • PLC leaders apply for GTCs Professional Recognition in Tapestry (and other areas of the team as appropriate) • Create initial phonological assessment for children flagged up for SALT support and subsequent intervention for EAST/CA delivery with identified learners. 	<p>EAST staff</p> <p>PLC leaders/EAST Manager / identified EAST staff</p> <p>FR MD FB (SALT)</p>	<p>By end May '21</p> <p>June 2021</p> <p>Aug 20 - June 21</p>
<p>Evidence of Impact against outcomes for learners</p> <p>Improved experiences for learners evidenced through:</p> <ul style="list-style-type: none"> • Professional Dialogue relating to Observations of Learners • Learner Feedback Questionnaires • Learners attainment • Learners pre and post intervention paperwork • Feedback from staff re monthly AiFL Technical Challenge • Professional recognition for PLC leaders 		

ASN Pedagogy- Talkboost

<p>Improvement Priority (Expressed as outcomes for learners)</p>	<p>Critically engage with literacy, research policy, legislation to shape 'best practice' in provision in relation to ASN across East Ayrshire</p> <p>Meeting the spectrum of additional support needs of children and young people in East Ayrshire to ensure they reach their full potential</p> <p>To build capacity in EAST and in schools across East Ayrshire</p> <ul style="list-style-type: none"> To develop listening and talking intervention for targeted learners working at Early Level 	<p>Rationale for improvement priority based on evidence</p> <p>Strategic Dialogue between SALT Lead and Strategic Education Manager (Inclusion) requesting Education Staff trained further in the area of phonological development. Milestone results in some areas of EA previously below comparator authorities for listening and Talking</p>
<p>NIF Priorities Improvement in attainment, particularly in literacy and numeracy</p>	<p>NIF Driver Assessment of children's progress School improvement</p>	<p>HGIOS/HGIOSELCC QI's for self-evaluation</p> <p>1.2 / 2.3 / 2.4 / 2.7 / 3.1 / 3.2</p>

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> Explore potential of and, if appropriate, create an online Survey Monkey to evaluate the Talk Boost programme for staff, learners, parents and SMT therefore minimising the lack of returns from the intervention 	Identified EAST staff	Dec 20
<ul style="list-style-type: none"> Develop a parent workshop covering the main ideas of Talk Boost with follow up Home Pack of activities to explore as a family 	Identified EAST staff	May 21
<ul style="list-style-type: none"> Incorporate a more robust training calendar for potential staff involved in the programme 	Identified EAST staff	Dec 20
<ul style="list-style-type: none"> Creation of a Staff and Parent Leaflet to provide a brief overview of the intervention 	Identified EAST staff	Dec 20

<ul style="list-style-type: none"> • Train more staff in this intervention within a variety of key stages to create breadth of knowledge and build capacity within the team • Identify further groups who would benefit from this 10 week intervention • Re-vamp picture card exercise and word choice for some questions • Develop a classroom pack of listening and talking activities for class teacher to incorporate into their daily teaching activities and planning. • Scoping activity re: Children falling into RED column and the protocol for referring to SaLT • Build capacity within individual establishments through the training of CAs to deliver this intervention in line with CT focus • Explore and if appropriate build capacity within the team through training EAST CA Coaches in order for them to model and coach the programme as a support to the in-school CA staff 	<p>EAST staff</p> <p>Identified EAST staff</p> <p>Identified EAST staff</p> <p>Identified EAST staff</p> <p>Identified EAST staff</p> <p>Identified EAST staff</p> <p>Identified EAST staff CA Coaches</p>	<p>Throughout Session 2020/21</p> <p>Throughout Session 20/21</p> <p>October 20</p> <p>May 21</p> <p>Throughout Session 20/21</p> <p>Throughout Session 20/21</p> <p>Throughout Session 20/21</p>
<p>Evidence of Impact against outcomes for learners</p> <ul style="list-style-type: none"> • Improved language and communication skills identified through pre and post scores • Improved overall attainment in school as evidenced through class teacher surveys and national assessments SNSA results • Increased parental engagement therefore creating more opportunities to practice and hone social communication skills • Increased number of learners being supported using this approach both with EAST and school staff being trained 		

SLC Support

<p>Improvement Priority (Expressed as outcomes for learners)</p>	<p>Meeting the spectrum of additional support needs of children and young people in East Ayrshire to ensure they reach their full potential:</p> <p>Critically engage with literacy, research policy, legislation to shape 'best practice' in provision in relation to ASN across East Ayrshire</p> <ul style="list-style-type: none"> To create SLCs within targeted schools in East Ayrshire to meet identified learners needs – if agreement given through public consultation (option 1) 	<p>Rationale for improvement priority based on evidence</p> <p>Increased demands on the need for specialist placements in special schools and centres in EA and pressure this puts on provision as it currently stands (desk top review of special schools and centres)</p>
<p>NIF Priorities Improvement in children and young people's health and wellbeing</p>	<p>NIF Driver Assessment of children's progress School improvement</p>	<p>HGIOS/HGIOSELCC QI's for self-evaluation</p> <p>1.1 / 1.3 / 1.4 / 2.2 / 2.3 / 2.4 / 3.1 / 3.2</p>

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> EAST representation on key strategic working groups – East Ayrshire renewal ASN/Vulnerability Steering Group, East Ayrshire renewal CLPL/Leadership Steering Group, ASN Steering Groups, Relationship Framework sub groups - Health and Safety, Inclusive Whole School Approaches to plan needs led interventions to SLCs 	<p>EAST, SLT Ed Psychs, JMcC, Key EA personnel</p>	<p>Throughout session 2020/21</p>
<ul style="list-style-type: none"> Identification of appropriate staff for SLCs 	<p>EAST SLT</p>	<p>End Sept 20</p>
<ul style="list-style-type: none"> Develop Driver Diagram to support improvements re: curriculum, CLPL, pedagogy, learning, teaching and assessment, resources etc. 	<p>JM, CR,EM, KMcK, JMcC Psych Services reps</p>	<p>End Sept 20</p>
<ul style="list-style-type: none"> Introduce EA Assessment Framework for Learners accessing SLC 	<p>JMcC/EAST SLT /Ed Psychs</p>	<p>Throughout session 2020/21</p>

<ul style="list-style-type: none"> • Establish gatekeeping for accessing SLC provision for East Ayrshire in line with SC76 • Provide needs led training to SLC/EAST staff - Nurture, Restorative, MISP, lit/numeracy pedagogy, DFS, SOA etc. 	<p>JMcC/EAST SLT /Ed Psychs /key EAST staff</p> <p>JMcC/ EAST SLT/Ed Psychs/Key EAST staff/SLC Staff</p>	<p>End Sept 20</p> <p>Throughout session 2020/21</p>
<p>Evidence of Impact against outcomes for learners</p> <ul style="list-style-type: none"> • Professional dialogue relating to Observations of Learners experience in SLC • Learner Feedback Questionnaires • Learners attainment • Learners pre and post interventions • Learner improved ILP target success • CP Actions/Supports meet and wellbeing outcomes improved • Reduction in SHE reports • Reduction in exclusions 		

Building Capacity- EAST CLPL/CA Matrix

Improvement Priority <i>(Expressed as outcomes for learners)</i>	To build capacity in EAST and in schools across East Ayrshire <ul style="list-style-type: none"> Refresh content and delivery of EAST CLPL Calendar to support the professional development needs of staff in EAST Ayrshire to meet ASN needs of learners 	Rationale for improvement priority based on evidence Attendees and feedback from staff attending EAST CLPL sessions during 2019/20. Research pertaining to learning and teaching
NIF Priorities Improvement in children and young people's health and wellbeing	NIF Driver Teacher Professionalism School improvement	HGIOS/HGIOSELCC QI's for self-evaluation 1.3 / 2.3 / 2.4 / 2.7 / 3.1 / 3.2

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> Gather and analyse feedback from colleagues in schools about ASN topics and preferred modes of delivery for CLPL training 	KMck /J Bohan	April 20 – Aug 20
<ul style="list-style-type: none"> Quality assure EAST CLPL Calendar and mode of delivery 	EAST SLT	August'20
<ul style="list-style-type: none"> Liaise with Probationer Manager around content, timings for CLPL Programme for probationers 	CR/H Cassidy	April 20 - Sept 20
<ul style="list-style-type: none"> Contribute to delivery of Probationer training programme 	EAST PTs	Aug 20 - June 21
<ul style="list-style-type: none"> Identify, trial and quality assure alternative modes of delivery - e.g. video links, Communities of Practice, Bitesize - for identified CLPL sessions 	EAST PTs EAST staff delivering identified sessions	April 20 - June 21
<ul style="list-style-type: none"> Increase number of EAST staff delivering CLPL to colleagues 	All EAST staff	Sept 20 – June 21

<ul style="list-style-type: none"> • Establish TLCs for EAST CLPL Calendar (content/providers/dates/venues/mode of delivery) • Establish standalone training for EAST CLPL Calendar (content/providers/dates/venues/mode of delivery) • Establish areas and mode of delivery of CLPL with Psychological Services for session 20/21 joint delivery • Develop training model for Pivotal MAPA for session 2020/21 (initial/refresh training) • Refresh all Gateway paperwork for new EAST CLPL Courses and EAST CLPL Booklet • Deliver refreshed CLPL to colleagues across the authority • Quality Assure and establish areas for input to practitioners through modelling and coaching and professional dialogue • Refresh EAST annual Forum in response to feedback from colleagues 	<p>EAST SLT/ EAST staff</p> <p>EAST SLT EAST staff</p> <p>EAST SLT/Lead/depute Educational Psychologists</p> <p>EAST SLT</p> <p>EAST SLT EAST staff</p> <p>EAST SLT EAST staff</p> <p>EAST SLT EAST staff</p> <p>CR/KMcK/DT</p>	<p>August'20</p> <p>August'20</p> <p>September' 20</p> <p>August'20</p> <p>Sept '20</p> <p>Throughout session 20/21</p> <p>September '20</p> <p>August 20 – Feb 21</p>
<p>Evidence of Impact against outcomes for learners</p> <ul style="list-style-type: none"> • Feedback from practitioners accessing training EAST TLCs/standalone sessions and modelling and coaching input • Feedback from probationers pertaining to ASN Training and other EAST training and TLCs • Feedback from practitioners attending COPs • Improved self-evaluation by schools pertaining to ASN through EA Audit Tool from previous sessions highlighting protocol and procedures improving to meet ASN needs of learners as a result of training and professional dialogue • Improved target success for learners with ILPs/CPs 		

Building Capacity- CA Matrix New CA Coaches

<p>Improvement Priority (Expressed as outcomes for learners)</p>	<p>Meeting the spectrum of additional support needs of children and young people in East Ayrshire to ensure they reach their full potential</p> <p>To build capacity in EAST and in schools across East Ayrshire</p> <ul style="list-style-type: none"> To further develop EA CA training matrix to upskill CAs to support ASN learners across East Ayrshire 	<p>Rationale for improvement priority based on evidence</p> <p>Feedback from EA HTs and EA CAs regarding CA professional development needs</p>
<p>NIF Priorities Improvement in attainment, particularly in literacy and numeracy</p>	<p>NIF Driver School improvement Performance information</p>	<p>HGIOS/HGIOSELCC QI's for self-evaluation</p> <p>1.3 / 1.4 / 2.1 / 2.3 / 2.4 / 3.1 / 3.2</p>

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> Support selection of new CA coaches to augment existing cohort in collaboration with Senior Education Manager (Inclusion) 	<p>KMcK/DMcM/ CA coaches</p>	<p>Aug 20 – Oct 20</p>
<ul style="list-style-type: none"> Develop comprehensive induction programme for newly appointed CA Coaches to support them to fulfil role – training, shadowing 	<p>KMcK/DMcM/ CA coaches</p>	<p>Aug 20 – Dec 20</p>
<ul style="list-style-type: none"> Work in collaboration with colleagues in Organisational Development, SAC and external agencies (e.g. SALT) to plan calendar of training opportunities for CAs 	<p>KMcK/DMcM/ CA coaches</p>	<p>May 20 – Sept 20</p>
<ul style="list-style-type: none"> Support organisation and delivery of training opportunities for CAs, with emphasis on these being delivered on Inset days 	<p>KMcK/DMcM/ CA coaches</p>	<p>Aug 20 – May 21</p>
<ul style="list-style-type: none"> Expand training opportunities for CAs through modelling and coaching to support learners with additional support needs 	<p>KMcK/DMcM/ CA coaches</p>	<p>Aug 20 – June 21</p>

<ul style="list-style-type: none"> • Collate data to show <ul style="list-style-type: none"> (a) improvements in CA confidence and knowledge when supporting identified learners (b) impact on learner progress from CAs who access modelling and coaching support from CA coaches • Develop GLOW tile for CAs to access resources, information etc. 	<p>KMcK/DMcM/ CA coaches</p>	<p>Aug 20 – June 21</p>
<p>Evidence of Impact against outcomes for learners</p> <ul style="list-style-type: none"> • Learners will access quality support from CAs who have an enhanced knowledge base in reinforcing learning by providing quality experiences across literacy and numeracy • Learners will access quality support around meeting their health and wellbeing needs from CAs who adopt a relational approach 		

Building Capacity- SCERTS/CIRCLE

<p>Improvement Priority <i>(Expressed as outcomes for learners)</i></p>	<p>Meeting the spectrum of additional support needs of children and young people in East Ayrshire to ensure they reach their full potential and</p> <p>Build capacity in EAST and in all schools across East Ayrshire:</p> <ul style="list-style-type: none"> To support the development of inclusive classrooms through the use of the CIRCLE framework to meet needs of learners 	<p>Rationale for improvement priority based on evidence</p> <p>Action based research by NAIT/Edinburgh City Council on the impact of CIRCLE Framework on outcomes for learners</p>
<p>NIF Priorities Improvement in children and young people's health and wellbeing</p>	<p>NIF Driver Assessment of children's progress School improvement</p>	<p>HGIOS/HGIOSELCC QI's for self-evaluation</p> <p>1.3 / 1.4 / 2.3 / 2.4 / 3.1 / 3.2</p>

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> Identified EAST staff to undertake: <ul style="list-style-type: none"> NAIT CIRCLE training online CIRCLE module: Inclusion in Practice – The CIRCLE Framework: Secondary. Identified EAST staff to prepare effective training model to upskill staff on how to use The CIRCLE Framework as an effective reflective tool to develop inclusive classrooms that meet the needs of all learners in: <ul style="list-style-type: none"> Primary Secondary Early Years CIRCLE materials that support staff to understand The CIRCLE Framework and document assessment and input to be prepared and uploaded on GLOW for use by staff across the authority 	<p>CP, MD, ST, FH, CM, GC, EMcF, LT, GS, CS, EAST SLT</p> <p>CP, MD, ST, interested EAST staff</p> <p>CP MD CP, ST</p> <p>CP, MD, ST</p>	<p>By Dec'20</p> <p>Aug'20</p> <p>Aug'20 Aug'20 Aug'20</p> <p>Sep'20</p>

<ul style="list-style-type: none"> • Build capacity in EAST and schools in supporting learners through The CIRCLE Inclusive Classroom Scale (CICS) and The CIRCLE Participation Scale (CPS): <ul style="list-style-type: none"> ○ up-skilling of all EAST staff and interested authority staff through training ○ provide advisory support to EAST staff and colleagues in schools 	<p>CP, MD, ST</p> <p>CP, MD, ST, FH, CM, GC, EMcF, LT, GS, CS, DT, KMcK</p>	<p>Throughout 20/21</p> <p>Throughout 20/21</p>
<p>Evidence of Impact against outcomes for learners</p> <ul style="list-style-type: none"> • Increased knowledge and confidence of EAST staff to utilise the CIRCLE Framework, deliver training and support staff in schools • Feedback from practitioners accessing training/advisory support • Feedback from practitioners utilising The CIRCLE Framework • Improved self-evaluation by practitioners of classroom environments and targets set to meet ASN needs of learners 		

Building Capacity- EAST staff in different areas across team

<p>Improvement Priority (Expressed as outcomes for learners)</p>	<p>Meeting the spectrum of additional support needs of children and young people in East Ayrshire to ensure they reach their full potential</p> <p>Build capacity in EAST and in all schools across East Ayrshire:</p> <p>To fully support inclusion for EAL learners</p>	<p>Rationale for improvement priority based on evidence</p> <p>To ensure timeous local response to need</p>
<p>NIF Priorities Closing the attainment gap between the most and least disadvantaged children</p>	<p>NIF Driver Teacher Professionalism Assessment of children's progress</p>	<p>HGIOS/HGIOSELCC QI's for self-evaluation</p> <p>1.1 / 1.3 / 1.4 / 2.3 / 3.1 / 3.2</p>

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> EAL working group to be set up, to include Core EAST staff members from different education groups within East Ayrshire 	<p>EAL teaching staff Identified EAST Core staff</p>	<p>Oct 20</p>
<ul style="list-style-type: none"> Following 19/20 Pilot, continue to develop model of including identified EAST core staff to support EAL teaching and learning within different education groups 	<p>EAL teaching staff Identified EAST Core staff</p>	<p>Throughout 20/21</p>
<ul style="list-style-type: none"> Further develop EAL CLPL sessions/ resources to ensure Core EAST members have adequate knowledge to support CT's to support EAL learners in schools 	<p>EAL teaching staff</p>	<p>Throughout 20/21</p>
<ul style="list-style-type: none"> Train identified Core EAST members in initial assessment of EAL learners 	<p>CW, AH Identified EAST Core staff</p>	<p>Throughout 20/21</p>

<ul style="list-style-type: none"> • Further develop EAL assessment/ monitoring and tracking in Early Years by linking current Early Language assessment to CfE early level indicators 	AH/CW BA's/CA's	Dec 20
<p>Evidence of Impact against outcomes for learners</p> <ul style="list-style-type: none"> • Increased capacity relating to EAL support across East Ayrshire <ul style="list-style-type: none"> • Improved, inclusion and accessibility to the curriculum for EAL learners • Earlier identification of further support needs for EAL learners when present • More focussed assessment and tracking of EAL children in the early years 		

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Building Capacity- Seasons for Growth

<p>Improvement Priority (Expressed as outcomes for learners)</p>	<p>To build capacity in EAST and in schools across East Ayrshire:</p> <p>Critically engage with literacy, research policy, legislation to shape 'best practice' in provision in relation to ASN across East Ayrshire</p> <p>Meeting the Spectrum of additional support needs of children and young people in East Ayrshire to ensure they reach their full capacity</p> <ul style="list-style-type: none"> Establish effective staged intervention to meet the H&W needs of learners who have experienced bereavement and loss Ensure staff are upskilled to support H&W needs of learners who have experienced bereavement and loss 	<p>Rationale for improvement priority based on evidence</p> <p>Impact on Health and Wellbeing of learners in EA due to the COVID 19 Crisis</p>
<p>NIF Priorities Improvement in children and young people's health and wellbeing</p>	<p>Assessment of children's progress</p> <p>School Improvement</p>	<p>HGIOS/HGIOSELCC QI's for self-evaluation</p> <p>1.1 / 1.2 / 1.3 / 2.3 / 2.4 / 3.1</p>

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> Professional dialogue with Psychological Services re plan to support child/staff re bereavement/loss through collaborative working 	EAST SLT/lead Ed Psych	By Sep 2020
<ul style="list-style-type: none"> EAST/Psychological Services staff identified to undertake Seasons for Growth Trainers/Companion refresh courses 	EAST SLT/Psychological Services Management	By Oct 2020
<ul style="list-style-type: none"> Identified EAST staff/Psychological Services staff support colleagues in schools to support learners who have suffered bereavement/loss 	Identified EAST staff/identified Psych Services staff	Throughout session 202/21

<ul style="list-style-type: none"> EAST staff to work in collaboration with Psychological Services staff/SAC H&WB Officer to further develop 'Change and Loss' intervention 	Identified EAST staff/identified Psych Services staff	Throughout session 2020/21
<p>Evidence of Impact against outcomes for learners</p> <ul style="list-style-type: none"> Identified EAST trainer in SfG in place to provide in house training for East Ayrshire staff in SfG Identified EAST staff upskilled to support implementation of SfG sessions Mainstream staff confident to support health and wellbeing needs of learners who have experienced change and loss East Ayrshire 'Change and Loss' updated to meet need following COVID-19 crisis Needs of East Ayrshire learners who have been affected by COVID-19 crisis met timeously to help improve their health and wellbeing 		

Discrete Groups- EAL

Improvement Priority <i>(Expressed as outcomes for learners)</i>	Meeting the spectrum of additional support needs of children and young people in East Ayrshire <ul style="list-style-type: none"> To widen the spread of Story Bags to develop EAL learners literacy skills 	Rationale for improvement priority based on evidence Increase in the number of EAL learners within East Ayrshire
NIF Priorities Improvement in attainment, particularly in literacy and numeracy	NIF Driver Parental engagement Assessment of children's progress	HGIOS/HGIOSELCC QI's for self-evaluation 2.3 / 2.5 / 3.1 / 3.2

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> Following on from initial trial, continue to evaluate the use of EAL story bags to improve vocabulary and oral language for young EAL learners 	All EAL staff	Throughout 20/21
<ul style="list-style-type: none"> Following on from initial development of story bags in Arabic and Polish, develop story bags using Chinese language 	EAL teaching staff, AB (Chinese BA)	Dec 20
<ul style="list-style-type: none"> Key EAL staff to liaise with colleagues in ECC's and P1 classes to extend the range of story texts used in the story bags 	EAL teachers and BA's	Throughout 20/21
<ul style="list-style-type: none"> Collaboration with Refugee Resettlement Team to issue story bags in Arabic language to new refugee families with young children coming into East Ayrshire 	AH, Arabic BA (when in post)	Throughout 20/21
<ul style="list-style-type: none"> Complete ongoing trial to evaluate impact of activity involving secondary EAL learner and P1 EAL learner on literacy and oral language development 	CW	Dec 20

Evidence of Impact against outcomes for learners

- Positive feedback from parents and ECC staff using the story bags (evaluation sheets)
- Increase in engagement between Chinese EAL parents and ECC's, Primary schools
- Increase in range of stories being used in story bags, therefore increasing vocabulary exposure
- Early intervention to engage parents of refugee families with ECC's, primary schools
- Positive learner feedback relating to value of activity

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Discrete Groups- ELC

Improvement Priority <i>(Expressed as outcomes for learners)</i>	Meeting the spectrum of additional support needs of children and young people in East Ayrshire to ensure they reach their full potential: <ul style="list-style-type: none"> To fully support learners' additional support needs through ELC placements To improve communication with parents of learner's access ELC provision 	Rationale for improvement priority based on evidence New national and international research on SCERTS, MISP
NIF Priorities Improvement in children and young people's health and wellbeing	NIF Driver Assessment of children's progress School improvement	HGIOS/HGIOSELCC QI's for self-evaluation 1.5 / 2.2 / 2.3 / 2.4 / 3.1

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> Continue to develop SCERTS, MISP, TCL principles within the ELC 	ST/ EMcD	Ongoing throughout 2020/2021
<ul style="list-style-type: none"> Increase variety of support packs available for provision within ECCs 	ST/ EMcD	Ongoing throughout 2020/2021
<ul style="list-style-type: none"> Introduce and promote the use of ELC support packs to additional ECCs and schools to further build capacity 	ST/ EMcD	Ongoing throughout 2020/2021
<ul style="list-style-type: none"> Update ELC CLPL\ presentation, providing clarity to establishments in the identification of potential ELC learners, 	ST/CK	Dec 2020
<ul style="list-style-type: none"> Create additional ELC Busy Bags, available for home loan, based on a popular book, to include language and fine motor skills activities in preparation for school 	ST/ EMcD	Ongoing throughout 2020/2021
<ul style="list-style-type: none"> Further utilise the Dojo as means of communication with parents\carers of outreach learners 	ST	Ongoing throughout 2020/2021
<ul style="list-style-type: none"> Replace, where required, outdoor play equipment 	ST/CK	Aug 20/ March 2021

<ul style="list-style-type: none"> • Refurbish wooden structures and planters 	ST/CK	Aug 20/March 21
<ul style="list-style-type: none"> • Build capacity within EAST by providing training, shadowing and allocation within ELC for identified EAST teacher 	ST/EMcD/FR	Aug 20 – June 21
<p>Evidence of Impact against outcomes for learners</p> <ul style="list-style-type: none"> • Enhanced experiences of children accessing ELC with implementation of a more diverse range of teaching strategies • Increased motivation and speech sound production in children with speech language and communication difficulties • Improved Health & Wellbeing of children accessing ELC provision • Progression in children meeting targets • Improved communication between ELC staff and parents \carers of outreach learners • Enhanced guidance /resources for ECCs in supporting the ELC learner within the ECC setting • Increase in building capacity within ECCs and with parents\carers supporting learners at home • CLPL updated, highlighting and providing clarity to establishments on the criteria set for identification of potential ELC learners • Greater outdoor experiences for children accessing ELC provision 		

Discrete Groups- HES

Improvement Priority <i>(Expressed as outcomes for learners)</i>	Meeting the spectrum of additional support needs of children and young people in East Ayrshire to ensure they reach their full potential and Build capacity in EAST and in all schools across East Ayrshire: <ul style="list-style-type: none"> To improve the learning experience of learners in HES 	Rationale for improvement priority based on evidence Feedback from learners and their parents/carers
NIF Priorities Improvement in children and young people's health and wellbeing	NIF Driver Assessment of children's progress School improvement	HGIOS/HGIOSELCC QI's for self-evaluation 2.4 / 2.6 / 2.7 / 3.1 / 3.2

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> Plan and complete remaining levels of RHS Schools Gardening Campaign in partnership with play specialist 	CK/MD	AUG –DEC 2020
<ul style="list-style-type: none"> Continue to enhance the outdoor area through seasonal planting and completing artwork on window panels 	CK/MD	Throughout session 2020/2021
<ul style="list-style-type: none"> Further develop links in partnership working with Morrison's Supermarket 	CK/MD/SG	Throughout session 2020/2021
<ul style="list-style-type: none"> Contact Creative Minds Coordinator to explore possibility of regular creative sessions for weekly patient 	CK/MD	Dec 2020
<ul style="list-style-type: none"> Arrange with KESS a system whereby support sessions can be delivered to long term patients 	CK/MD/KESS	Throughout session 2020/2021
<ul style="list-style-type: none"> Attend & facilitate at the FASD Teachers Info Book Launch 	CK	Dec 2020
<ul style="list-style-type: none"> Check all HES software, discard obsolete disks and update inventory 	CK	Oct 2020
<ul style="list-style-type: none"> Contact EA IT to install free apps on I-Pad 	CK/ EA IT	Dec 2020

Evidence of Impact against outcomes for learners

- Completion of remaining RHS levels
- Greater use of outdoor area in teaching and learning for children accessing HES
- Greater outdoor experience for children and parents \carers and staff within the hospital
- Development of language and social skills in children within the hospital through outdoor experiences
- Improved Health and Wellbeing of children within the hospital
- Children's life skills, confidence, teamwork and communication built through HES experiences
- FASD Teachers info Book Launch; build capacity within schools in supporting children with this condition
- Wider range of digital resources in place thus enhancing independent learning especially for those confined to bed

Discrete Groups- VI

<p>Improvement Priority (Expressed as outcomes for learners)</p>	<p>Meeting the spectrum of additional support needs of children and young people in East Ayrshire to ensure they reach their full potential:</p> <p>Critically engage with literacy, research policy, legislation to shape 'best practice' in provision in relation to ASN across East Ayrshire</p> <ul style="list-style-type: none"> To fully support children with a visual impairment 	<p>Rationale for improvement priority based on evidence</p> <p>Improvements in technology to support visually impaired learners; overcoming barriers faced by specific VI learner</p>
<p>NIF Priorities Improvement in children and young people's health and wellbeing</p>	<p>NIF Driver Assessment of children's progress School improvement</p>	<p>HGIOS/HGIOSELCC QI's for self-evaluation</p> <p>1.2 / 1.5 / 2.2 / 2.3 / 2.4 / 3.1 / 3.2</p>

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> Continue to upskill in use of new Braille Note Touch, Explore 8 and JAWS 18 	TVIs & VI CA	Throughout session 20/21
<ul style="list-style-type: none"> Complete UEB online modules in Maths / Literacy 	TVIs	June 2021
<ul style="list-style-type: none"> Develop wider knowledge of UEB signs for Maths French and Science 	TVIs	Throughout session 2020/21
<ul style="list-style-type: none"> Access, modules, podcasts, webinars resources from Humanware, Positive Eye, RNIB, Royal Blind, CALL 	TVIs\ VI CA \CAs	Throughout session 20/21
<ul style="list-style-type: none"> Develop visual assessment materials to include recommendations for paper based and electronic materials e.g. differentiation in font, size, colour 	TVIs\ VI CA\CAs	Dec 2020
<ul style="list-style-type: none"> Create a bank of accessible images 	TVIs	Throughout session 2020/21

<ul style="list-style-type: none"> • Train nominated EAST CAs in the support of learners with a visual impairment • EAST CAs (nominated)to complete Uncontracted Braille course • EA to accredit TVI status with some form of recognition\certification • Plan and pilot a social outing for VI learners • Continue to attend Pan Ayrshire Teach Meets & IT meetings • In consultation with EA IT, explore alternative portable laptop with external keyboard to improve the support for VI learners who are dependent on touch typing • Further develop links with RNIB Ed Officer, Visibility Scotland, Talking Newspapers & UWS • Quality assure VI support in line with HIGIOS4 and HIGOSS 	<p>SF LR TVIs/ VI CA SSC/ AS</p> <p>SF LR</p> <p>CK CR JF EA OD</p> <p>CK TVIs VI CA</p> <p>CK TVIs</p> <p>TVIs CK EA IT</p> <p>TVIs CK</p> <p>CK TVIs</p>	<p>Throughout session 2020/21</p> <p>Jan 2021</p> <p>Aug 2020</p> <p>Sept 2020</p> <p>Throughout session 20/21</p> <p>Dec 2020</p> <p>Throughout session 20/21,,</p> <p>Throughout session 20/21</p>
<p>Evidence of Impact against outcomes for learners</p> <ul style="list-style-type: none"> • Improved and greater accessibility to the curriculum for learners with a visual impairment through assistive technology • Improved preparation for world of work for blind learners through assistive technology • Improved and more accessibility to the curriculum for learners with a visual impairment • VI learners benefit from a more comprehensive FVA • A more timeous production of brailled materials • Progression in touch typing for VI learner's dependent on this, thus assisting them in reaching their full potential • Strengthened links with RNIB Ed Officer, Visibility Scotland, Talking Newspapers & UWS • Enhancement in transition process for learners going on to FE • Improved joint partnership working for response to action points from the Ayrshire and Arran Sensory Impairment Plan • Improvement in standardisation of guidelines and quality indicators for visual impairment support for learners across Ayrshire 		

- VI learner's life skills, confidence, teamwork and communication built through social experiences
- EAST CAs (nominated) passed and gained Uncontracted Braille Certification
- Initial training in VI support undertaken by nominated EAST CAs
- VI teachers awarded recognition of TVI status by EA

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Maintenance Targets:

- **MISP**
- **DFS**
- **Learning Visits**
- **SALT Collaboration**

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