# East Ayrshire Council

# 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><li>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</li><li>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</li><li>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</li><li>To help narrow the attainment gap by raising attainment and increasing achievement of children and young people who require additional support</li><li>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</li><li>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</li><li>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</li><li>To ensure that the aims of the service support children and young people and their families across the full spectrum of ASN</li></ul> |
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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 | | Content of plan | Completed |
|---|---|---|---|---|
| Children and Young People | ✓ | | Takes account of strategic priorities outlined in the education authority's Annual Plan | ✓ |
| Parent Forum | ✓ | | Takes account of the strategy for parental involvement under section 2 (4A) | ✓ |
| Teachers, practitioners and ALL school/centre staff | ✓ | | An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people | ✓ |
| Volunteers/ Community partners | ✓ | | Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff | ✓ |
| Local bodies representing teachers, staff, volunteers and any parent bodies further associated to the school/centre | ✓ | | 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**

| *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* | *For session 2020-21, please describe below how parents will be involved in decisions relating to the operation of the school/centre* |
|---|---|
| <ul><li>Learner questionnaires</li><li>Learner discussion with core teachers & SEBN teachers</li><li>Child feedback on individual lessons within campus</li><li>Learner Review Meetings</li></ul> | <ul><li>Annual Parent Forum</li><li>Learner Review Meetings</li><li>Feedback from Parents' meetings</li><li>ELC Parental engagement events</li><li>EAL Parental engagement events</li></ul> |

EAST Improvement Plan 2020/21

**ASN Pedagogy:  Assessment**

| Improvement Priority *(Expressed as outcomes for learners)* | Critically engage with literacy, research policy, legislation to shape 'best practice' in provision in relation to ASN across East Ayrshire<br><br>Meeting the spectrum of additional support needs of children and young people in East Ayrshire to ensure they reach their full potential<br><br>To build capacity in EAST and in schools across East Ayrshire<br><br>• To improve EA assessment processes by updating assessment pedagogy to ensure timeous least intrusive assessment of need as per national guidance for learners | Rationale for improvement priority based on evidence<br><br>New national and international thinking pertaining to assessment processes through current research, advice notes, national guidance and legislation |
| --- | --- | --- |
| **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**<br><br>**1.3 / 2.1 / 2.3 / 2.4 / 2.6 / 2.7 / 3.1 / 3.2** |

| What actions are required to reach the desired outcome? | Who | When |
| --- | --- | --- |
| • 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 |
| • Increase EAST staff confidence and skills in utilising SCERTS resource through | | |
|   o Identification of key leads | CR, KMcK, DT | Mar'20-Dec'20 |
|   o Access to NAIT training | GS (co-ord); EMcF; LT EAST SLT & COT staff | Aug 20 – June 21 |
|   o Develop SCERTS training and associated materials to upskill EAST staff with a focus on staff with a Communication Outreach allocation. (Training and TLC) | GS (co-ord); EMcF; LT | Aug 20 – June 21 |

| | | |
|---|---|---|
| o 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 | GS (co-ord); EMcF; LT, COT Staff | Aug 20 – June 21 |
| • Create an Assessment bank detailing assessments that have been shown to be effective that EAST staff can access to support assessment process | LMcC (co-ord) KMcK EAST staff | By end of Oct 20 |
| • Refresh Pupil Assessment Profile (PAP) in line with current research in collaboration with colleagues from schools and Educational Psychological Service | Working group made up of designated EAST staff | Aug 20 – Dec 20 |
| • Increase EAST staff confidence and skill in utilising Assessment Summary Grid as key vehicle for assessment analysis | KMcK; LB Designated EAST staff | Oct 20 – Feb 21 |
| • Refresh Quest numeracy screener and share with EAST staff for implementation in September 20 | Numeracy working group; EAST staff | April 20 – Sept 20 |
| • 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 | KMcK; identified EAST staff | April 20 – Sept 20 |
| • Undertake Visual Stress Screening Pilot | Identified EAST Staff | Throughout session 2020/21 |
| • Update SC102 in collaboration with Psychological Service key link in light of publication of Making Sense Working Group report in Jan 2020 | EAST SLT /Psych Services link for assessment | By June 2021 |
| • 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 | LB; KMcK; DT | Aug 20 – June 21 |

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| • 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 |

**Evidence of Impact against outcomes for learners**
- 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**

| Improvement Priority *(Expressed as outcomes for learners)* | Critically engage with literacy, research policy, legislation to shape 'best practice' in provision in relation to ASN across East Ayrshire<br><br>To build capacity in EAST and in schools across East Ayrshire<br><br>• 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 | Rationale for improvement priority based on evidence<br><br>Key legislation, National publications, SHE reports, number of EA exclusions, international research into therapeutic approaches in Education |
|---|---|---|
| **NIF Priorities**<br>Improvement in children and young people's health and wellbeing | **NIF Driver**<br>School Leadership<br>Teacher Professionalism | **HGIOS/HGIOSELCC QI's for self-evaluation**<br><br>**1.3 / 2.1 / 2.3 / 2.4 / 2.6 / 2.7 / 3.1 / 3.2** |

| What actions are required to reach the desired outcome? | Who | When |
|---|---|---|
| • Continue to support Primary COP and deliver training on a needs led basis | EAST SLT | Throughout session 2020/21 |
| • Establish an EAST rep to sit on the Accessibility Strategy Working Group | Identified EAST PT | Throughout session 2020/21 |
| • 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 |
| • 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 |
| • EAST Manager to participate in Learning Visits during session 2020/21 alongside central colleagues and specific HTs | EAST Manager | Throughout session 2020/21 |

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|---|---|---|---|
| • | EAST SLT to offer CPI Pivotal MAPA training through EAC Gateway | EAST SLT | Throughout session 2020/21 |
| • | 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 |
| • | Further development of CPI Pivotal MAPA training to work alongside NME | EAST SLT | Throughout session 2020/21 |
| • | SLT to attend CPI Pivotal MAPA refresher training | EAST SLT | November '20 |
| • | EAST Manager and two PTs to continue to attend NME training sessions | EAST Manager and 2 PTs | Throughout session 2020/21 |
| • | EAST and Psychological Services to develop and deliver joint training in identified key areas | EAST SLT/Psych Services | September '20 |
| • | 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 |
| • | Support staff health and wellbeing utilising all EA supports on a needs led basis | All EAST staff | Throughout session 2020/21 |
| • | To upskill EAST staff in utilising online platforms for learning and CLPL e.g. Microsoft Teams, sway | All EAST staff | Throughout session 2020/21 |
| • | 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 |
| • | Develop DFS Accreditation pathway and support materials for early years settings | EAST SLT | Throughout session 2020/21 |

**Evidence of Impact against outcomes for learners**
- 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

EAST Improvement Plan 2020/21

**ASN Pedagogy: Tapestry**

| Improvement Priority *(Expressed as outcomes for learners)* | Meeting the spectrum of additional support needs of children and young people in East Ayrshire to ensure they reach their full potential:<br><br>• 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<br><br>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**<br><br>Assessment of children's progress | **HGIOS/HGIOSELCC QI's for self-evaluation**<br><br>**1.1 / 1.2 / 2.3 / 3.2** |

| What actions are required to reach the desired outcome? | Who | When |
|---|---|---|
| • 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 |
| • EAST Manager to complete all HT tasks set and attend HT workshop 4 | CR | Dec '20 |
| • PLC Leaders to complete all tasks set and attend all LL-PL workshops during session 2020/21 | PLC leaders | Dec'20 |
| • PLC Leaders to facilitate LL-PL workshops in EAST throughout session 2020/21 | PLC Leaders/EAST staff | Throughout session 2020/21 |
| • EAST CA Coaches and CAs to complete tasks set and attend workshops during session 2020/21 | EAST CA Coaches/CAs | Dec'20 |
|    • 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 |

| | EAST staff | By end May '21 |
|---|---|---|
| • 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) | PLC leaders/EAST Manager / identified EAST staff | June 2021 |
| • Create initial phonological assessment for children flagged up for SALT support and subsequent intervention for EAST/CA delivery with identified learners. | FR MD FB (SALT) | Aug 20 - June 21 |

**Evidence of Impact against outcomes for learners**

Improved experiences for learners evidenced through:

- 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**

| Improvement Priority *(Expressed as outcomes for learners)* | Critically engage with literacy, research policy, legislation to shape 'best practice' in provision in relation to ASN across East Ayrshire<br><br>Meeting the spectrum of additional support needs of children and young people in East Ayrshire to ensure they reach their full potential<br><br>**To build capacity in EAST and in schools across East Ayrshire**<br><br>• To develop listening and talking intervention for targeted learners working at Early Level | Rationale for improvement priority based on evidence<br><br>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 |
|---|---|---|
| **NIF Priorities**<br>Improvement in attainment, particularly in literacy and numeracy | **NIF Driver**<br><br>Assessment of children's progress<br>School improvement | **HGIOS/HGIOSELCC QI's for self-evaluation**<br><br>**1.2 / 2.3 / 2.4 / 2.7 / 3.1 / 3.2** |

| What actions are required to reach the desired outcome? | Who | When |
|---|---|---|
| • 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 |
| • 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 |
| • Incorporate a more robust training calendar for potential staff involved in the programme | Identified EAST staff | Dec 20 |
| • Creation of a Staff and Parent Leaflet to provide a brief overview of the intervention | Identified EAST staff | Dec 20 |

| | EAST staff | Throughout Session 2020/21 |
|---|---|---|
| • Train more staff in this intervention within a variety of key stages to create breadth of knowledge and build capacity within the team | EAST staff | Throughout Session 2020/21 |
| • Identify further groups who would benefit from this 10 week intervention | Identified EAST staff | Throughout Session 20/21 |
| • Re-vamp picture card exercise and word choice for some questions | Identified EAST staff | October 20 |
| • Develop a classroom pack of listening and talking activities for class teacher to incorporate into their daily teaching activities and planning. | Identified EAST staff | May 21 |
| • Scoping activity re: Children falling into RED column and the protocol for referring to SaLT | Identified EAST staff | Throughout Session 20/21 |
| • Build capacity within individual establishments through the training of CAs to deliver this intervention in line with CT focus | Identified EAST staff | Throughout Session 20/21 |
| • 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 | Identified EAST staff CA Coaches | Throughout Session 20/21 |

**Evidence of Impact against outcomes for learners**

- 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**

| Improvement Priority *(Expressed as outcomes for learners)* | Meeting the spectrum of additional support needs of children and young people in East Ayrshire to ensure they reach their full potential:<br><br>**Critically engage with literacy, research policy, legislation to shape 'best practice' in provision in relation to ASN across East Ayrshire**<br><br>• To create SLCs within targeted schools in East Ayrshire to meet identified learners needs – if agreement given through public consultation (option 1) | Rationale for improvement priority based on evidence<br><br>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) |
|---|---|---|
| **NIF Priorities**<br>Improvement in children and young people's health and wellbeing | **NIF Driver**<br>Assessment of children's progress<br>School improvement | **HGIOS/HGIOSELCC QI's for self-evaluation**<br><br>**1.1 / 1.3 / 1.4 / 2.2 / 2.3 / 2.4 / 3.1 / 3.2** |

| What actions are required to reach the desired outcome? | Who | When |
|---|---|---|
| • 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 | EAST, SLT Ed Psychs, JMcC, Key EA personnel | Throughout session 2020/21 |
| • Identification of appropriate staff  for SLCs | EAST SLT | End Sept 20 |
| • Develop Driver Diagram to support improvements re: curriculum, CLPL, pedagogy, learning, teaching and assessment, resources etc. | JM, CR,EM, KMcK, JMcC Psych Services reps | End Sept 20 |
| • Introduce EA Assessment Framework for Learners accessing SLC | JMcC/EAST SLT /Ed Psychs | Throughout session 2020/21 |

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| • Establish gatekeeping for accessing SLC provision for East Ayrshire in line with SC76 | JMcC/EAST SLT /Ed Psychs /key EAST staff | End Sept 20 |
| • Provide needs led training to SLC/EAST staff - Nurture, Restorative, MISP, lit/numeracy pedagogy, DFS, SOA etc. | JMcC/ EAST SLT/Ed Psychs/Key EAST staff/SLC Staff | Throughout session 2020/21 |

**Evidence of Impact against outcomes for learners**

- 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 *(Expressed as outcomes for learners)* | To build capacity in EAST and in schools across East Ayrshire<br><br>• 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<br><br>Attendees and feedback from staff attending EAST CLPL sessions during 2019/20.<br>Research pertaining to learning and teaching |
|---|---|---|
| **NIF Priorities**<br>Improvement in children and young people's health and wellbeing | **NIF Driver**<br>Teacher Professionalism<br>School improvement | **HGIOS/HGIOSELCC QI's for self-evaluation**<br><br>**1.3 / 2.3 / 2.4 / 2.7 / 3.1 / 3.2** |

| What actions are required to reach the desired outcome? | Who | When |
|---|---|---|
| • 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 |
| • Quality assure EAST CLPL Calendar and mode of delivery | EAST SLT | August'20 |
| • Liaise with Probationer Manager around content, timings for CLPL Programme for probationers | CR/H Cassidy | April 20 - Sept 20 |
| • Contribute to delivery of Probationer training programme | EAST PTs | Aug 20 - June 21 |
| • Identify, trial and quality assure alternative modes of delivery - e.g. video links, Communities of Practice, Bitesize - for identified CLPL sessions | EAST PTs<br>EAST staff delivering identified sessions | April 20 - June 21 |
| • Increase number of EAST staff delivering CLPL to colleagues | All EAST staff | Sept 20 – June 21 |

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| • | Establish TLCs for EAST CLPL Calendar (content/providers/dates/venues/mode of delivery) | EAST SLT/ EAST staff | August'20 |
| • | Establish standalone training for EAST CLPL Calendar (content/providers/dates/venues/mode of delivery) | EAST SLT<br>EAST staff | August'20 |
| • | Establish areas and mode of delivery of CLPL with Psychological Services for session 20/21 joint delivery | EAST SLT/Lead/depute Educational Psychologists | September' 20 |
| • | Develop training model for Pivotal MAPA for session 2020/21 (initial/refresh training) | EAST SLT | August'20 |
| • | Refresh all Gateway paperwork for new EAST CLPL Courses and EAST CLPL Booklet | EAST SLT<br>EAST staff | Sept '20 |
| • | Deliver refreshed CLPL to colleagues across the authority | EAST SLT<br>EAST staff | Throughout session 20/21 |
| • | Quality Assure and establish areas for input to practitioners through modelling and coaching and professional dialogue | EAST SLT<br>EAST staff | September '20 |
| • | Refresh EAST annual Forum in response to feedback from colleagues | CR/KMcK/DT | August 20 – Feb 21 |

**Evidence of Impact against outcomes for learners**

- 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

EAST Improvement Plan 2020/21

**Building Capacity- CA Matrix New CA Coaches**

| Improvement Priority *(Expressed as outcomes for learners)* | Meeting the spectrum of additional support needs of children and young people in East Ayrshire to ensure they reach their full potential<br><br>**To build capacity in EAST and in schools across East Ayrshire**<br><br>• To further develop EA CA training matrix to upskill CAs to support ASN learners across East Ayrshire | Rationale for improvement priority based on evidence<br><br>Feedback from EA HTs and EA CAs regarding CA professional development needs |
|---|---|---|
| NIF Priorities<br>Improvement in attainment, particularly in literacy and numeracy | **NIF Driver**<br>School improvement<br>Performance information | **HGIOS/HGIOSELCC QI's for self-evaluation**<br><br>**1.3 / 1.4 / 2.1 / 2.3 / 2.4 / 3.1 / 3.2** |

| What actions are required to reach the desired outcome? | Who | When |
|---|---|---|
| • Support selection of new CA coaches to augment existing cohort in collaboration with Senior Education Manager (Inclusion) | KMcK/DMcM/ CA coaches | Aug 20 – Oct 20 |
| • Develop comprehensive induction programme for newly appointed CA Coaches to support them to fulfil role – training, shadowing | KMcK/DMcM/ CA coaches | Aug 20 – Dec 20 |
| • Work in collaboration with colleagues in Organisational Development, SAC and external agencies (e.g. SALT) to plan calendar of training opportunities for CAs | KMcK/DMcM/ CA coaches | May 20 – Sept 20 |
| • Support organisation and delivery of training opportunities for CAs, with emphasis on these being delivered on Inset days | KMcK/DMcM/ CA coaches | Aug 20 – May 21 |
| • Expand training opportunities for CAs through modelling and coaching to support learners with additional support needs | KMcK/DMcM/ CA coaches | Aug 20 – June 21 |

| | | |
|---|---|---|
| • Collate data to show | | |
|     (a) improvements in CA confidence and knowledge when supporting identified learners | KMcK/DMcM/ CA coaches | Aug 20 – June 21 |
|     (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. | KMcK/DMcM/ CA coaches | Aug 20 – June 21 |

**Evidence of Impact against outcomes for learners**

- 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**

| Improvement Priority *(Expressed as outcomes for learners)* | Meeting the spectrum of additional support needs of children and young people in East Ayrshire to ensure they reach their full potential and | Rationale for improvement priority based on evidence |
|---|---|---|
| | **Build capacity in EAST and in all schools across East Ayrshire:**<br>• To support the development of inclusive classrooms through the use of the CIRCLE framework to meet needs of learners | Action based research by NAIT/Edinburgh City Council on the impact of CIRCLE Framework on outcomes for learners |
| **NIF Priorities**<br>Improvement in children and young people's health and wellbeing | **NIF Driver**<br>Assessment of children's progress<br>School improvement | **HGIOS/HGIOSELCC QI's for self-evaluation**<br><br>**1.3 / 1.4 / 2.3 / 2.4 / 3.1 / 3.2** |

| What actions are required to reach the desired outcome? | Who | When |
|---|---|---|
| • Identified EAST staff to undertake:<br>    o NAIT CIRCLE training | CP, MD, ST, FH, CM, GC, EMcF, LT, GS, CS, EAST SLT | By Dec'20 |
|    o online CIRCLE module: Inclusion in Practice – The CIRCLE Framework: Secondary. | CP, MD, ST, interested EAST staff | Aug'20 |
| • 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:<br>    o Primary<br>    o Secondary<br>    o Early Years | <br><br><br>CP<br>MD<br>CP, ST | <br><br><br>Aug'20<br>Aug'20<br>Aug'20 |
| • 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 | CP, MD, ST | Sep'20 |

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| • Build capacity in EAST and schools in supporting learners through The CIRCLE Inclusive Classroom Scale (CICS) and The CIRCLE Participation Scale (CPS): | | |
|    o   up-skilling of all EAST staff and interested authority staff through training | CP, MD, ST | Throughout 20/21 |
|    o   provide advisory support to EAST staff and colleagues in schools | CP, MD, ST, FH, CM, GC, EMcF, LT, GS, CS, DT, KMcK | Throughout 20/21 |

**Evidence of Impact against outcomes for learners**

- 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**

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

| What actions are required to reach the desired outcome? | Who | When |
|---|---|---|
| • EAL working group to be set up, to include Core EAST staff members from different education groups within East Ayrshire | EAL teaching staff Identified EAST Core staff | Oct 20 |
| • Following 19/20 Pilot, continue to develop model of including identified EAST core staff to support EAL teaching and learning within different education groups | EAL teaching staff Identified EAST Core staff | Throughout 20/21 |
| • Further develop EAL CLPL sessions/ resources to ensure Core EAST members have adequate knowledge to support CT's to support EAL learners in schools | EAL teaching staff | Throughout 20/21 |
| • Train identified Core EAST members in initial assessment of EAL learners | CW, AH Identified EAST Core staff | Throughout 20/21 |

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|---|---|---|
| • 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 |

**Evidence of Impact against outcomes for learners**

- Increased capacity relating to EAL support across East Ayrshire
  - 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

**Building Capacity- Seasons for Growth**

| Improvement Priority *(Expressed as outcomes for learners)* | To build capacity in EAST and in schools across East Ayrshire:<br><br>**Critically engage with literacy, research policy, legislation to shape 'best practice' in provision in relation to ASN across East Ayrshire**<br><br>**Meeting the Spectrum of additional support needs of children and young people in East Ayrshire to ensure they reach their full capacity**<br>• Establish effective staged intervention to meet the H&W needs of learners who have experienced bereavement and loss<br>• Ensure staff are upskilled to support H&W needs of learners who have experienced bereavement and loss | Rationale for improvement priority based on evidence<br><br>Impact on Health and Wellbeing of learners in EA due to the COViD 19 Crisis |
|---|---|---|
| **NIF Priorities**<br>Improvement in children and young people's health and wellbeing | Assessment of children's progress<br><br>School Improvement | **HGIOS/HGIOSELCC QI's for self-evaluation**<br><br>**1.1 / 1.2 / 1.3 / 2.3 / 2.4 / 3.1** |

| What actions are required to reach the desired outcome? | Who | When |
|---|---|---|
| • 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 |
| • EAST/Psychological Services staff identified to undertake Seasons for Growth Trainers/Companion refresh courses | EAST SLT/Psychological Services Management | By Oct 2020 |
| • 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 |

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| • 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 |
|---|---|---|

**Evidence of Impact against outcomes for learners**

- 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 (Expressed as outcomes for learners) | Meeting the spectrum of additional support needs of children and young people in East Ayrshire <br><br> • To widen the spread of Story Bags to develop EAL learners literacy skills | Rationale for improvement priority based on evidence <br><br> Increase in the number of EAL learners within East Ayrshire |
|---|---|---|
| **NIF Priorities** <br> Improvement in attainment, particularly in literacy and numeracy | **NIF Driver** <br> Parental engagement <br> Assessment of children's progress | **HGIOS/HGIOSELCC QI's for self-evaluation** <br><br> **2.3 / 2.5 / 3.1 / 3.2** |

| What actions are required to reach the desired outcome? | Who | When |
|---|---|---|
| • 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 |
| • 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 |
| • 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 |
| • 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 |
| • 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 |

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**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

**Discrete Groups- ELC**

| Improvement Priority *(Expressed as outcomes for learners)* | Meeting the spectrum of additional support needs of children and young people in East Ayrshire to ensure they reach their full potential:<br><br>• To fully support learners' additional support needs through ELC placements<br>• To improve communication with parents of learner's access ELC provision | Rationale for improvement priority based on evidence<br><br>New national and international research on SCERTS, MISP |
|---|---|---|
| **NIF Priorities**<br>Improvement in children and young people's health and wellbeing | **NIF Driver**<br>Assessment of children's progress<br>School improvement | **HGIOS/HGIOSELCC QI's for self-evaluation**<br><br>**1.5 / 2.2 / 2.3 / 2.4 / 3.1** |

| What actions are required to reach the desired outcome? | Who | When |
|---|---|---|
| • Continue to develop SCERTS, MISP, TCL principles within the ELC | ST/ EMcD | Ongoing throughout 2020/2021 |
| • Increase variety of support packs available for provision within ECCs | ST/ EMcD | Ongoing throughout 2020/2021 |
| • Introduce and promote the use of ELC support packs to additional ECCs and schools to further build capacity | ST/ EMcD | Ongoing throughout 2020/2021 |
| • Update ELC CLPL\ presentation, providing clarity to establishments in the identification of potential ELC learners, | ST/CK | Dec 2020 |
| • 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 |
| • Further utilise the Dojo as means of communication with parents\carers of outreach learners | ST | Ongoing throughout 2020/2021 |
| • Replace, where required, outdoor play equipment | ST/CK | Aug 20/ March 2021 |

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| | | |
|---|---|---|
| • Refurbish wooden structures and planters | ST/CK | Aug 20/March 21 |
| • Build capacity within EAST by providing training, shadowing and allocation within ELC for identified EAST teacher | ST/EMcD/FR | Aug 20 – June 21 |

**Evidence of Impact against outcomes for learners**

- 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 *(Expressed as outcomes for learners)* | Meeting the spectrum of additional support needs of children and young people in East Ayrshire to ensure they reach their full potential and<br><br>**Build capacity in EAST and in all schools across East Ayrshire:**<br><br>• To improve the learning experience of learners in HES | Rationale for improvement priority based on evidence<br><br>Feedback from learners and their parents/carers |
|---|---|---|
| **NIF Priorities**<br>Improvement in children and young people's health and wellbeing | **NIF Driver**<br>Assessment of children's progress<br>School improvement | **HGIOS/HGIOSELCC QI's for self-evaluation**<br><br>**2.4 / 2.6 / 2.7 / 3.1 / 3.2** |

| What actions are required to reach the desired outcome? | Who | When |
|---|---|---|
| • Plan and complete remaining levels of RHS Schools Gardening Campaign in partnership with play specialist | CK/MD | AUG –DEC 2020 |
| • Continue to enhance the outdoor area through seasonal planting and completing artwork on window panels | CK/MD | Throughout session 2020/2021 |
| • Further develop links in partnership working with Morrison's Supermarket | CK/MD/SG | Throughout session 2020/2021 |
| • Contact Creative Minds Coordinator to explore possibility of regular creative sessions for weekly patient | CK/MD | Dec 2020 |
| • Arrange with  KESS a system whereby support sessions can be delivered to long term patients | CK/MD/KESS | Throughout session 2020/2021 |
| • Attend & facilitate at the FASD Teachers Info Book Launch | CK | Dec 2020 |
| • Check all HES software, discard obsolete disks and update inventory | CK | Oct 2020 |
| • Contact EA IT to install free apps on I-Pad | CK/ EA IT | Dec 2020 |

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**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**

| Improvement Priority *(Expressed as outcomes for learners)* | Meeting the spectrum of additional support needs of children and young people in East Ayrshire to ensure they reach their full potential: **Critically engage with literacy, research policy, legislation to shape 'best practice' in provision in relation to ASN across East Ayrshire** <br><br>• To fully support children with a visual impairment | Rationale for improvement priority based on evidence <br><br>Improvements in technology to support visually impaired learners; overcoming barriers faced by specific VI learner |
|---|---|---|
| **NIF Priorities** <br>Improvement in children and young people's health and wellbeing | **NIF Driver** <br>Assessment of children's progress <br>School improvement | **HGIOS/HGIOSELCC QI's for self-evaluation** <br><br>**1.2 / 1.5 / 2.2 / 2.3 / 2.4 / 3.1 / 3.2** |

| What actions are required to reach the desired outcome? | Who | When |
|---|---|---|
| • Continue to upskill in use of new Braille Note Touch, Explore 8 and JAWS 18 | TVIs & VI CA | Throughout session 20/21 |
| • Complete UEB online modules in Maths / Literacy | TVIs | June 2021 |
| • Develop wider knowledge of UEB signs for Maths French and Science | TVIs | Throughout session 2020/21 |
| • Access, modules, podcasts, webinars resources from Humanware, Positive Eye, RNIB, Royal Blind, CALL | TVIs\ VI CA \CAs | Throughout session 20/21 |
| • 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 |
| • Create a bank of accessible images | TVIs | Throughout session 2020/21 |

| | | |
|---|---|---|
| • Train nominated EAST CAs in the support of learners with a visual impairment | SF LR<br>TVIs/ VI CA SSC/ AS | Throughout session 2020/21 |
| • EAST CAs (nominated)to complete Uncontracted Braille course | SF LR | Jan 2021 |
| • EA to accredit TVI status with some form of recognition\certification | CK CR JF<br>EA OD | Aug 2020 |
| • Plan and pilot a social outing for VI learners | CK TVIs VI CA | Sept 2020 |
| • Continue to attend Pan Ayrshire Teach Meets & IT meetings | CK TVIs | Throughout session 20/21 |
| • 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 | TVIs CK EA IT | Dec 2020 |
| • Further develop links with RNIB Ed Officer, Visibility Scotland, Talking Newspapers & UWS | TVIs CK | Throughout session 20/21,, |
| • Quality assure VI support in line with HIGIOS4 and HIGOSS | CK TVIs | Throughout session 20/21 |

**Evidence of Impact against outcomes for learners**

- 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 brailed 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

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- 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

**Maintenance Targets:**

- **MISP**

- **DFS**

- **Learning Visits**

- **SALT Collaboration**