

Standards and Quality Report 2019-20

The Standards and Quality Report – Key Purposes:

- to report on our progress in implementing priorities listed in the school/centre improvement plan, taking into account national and local priorities
- to provide an evaluative summary of the quality of the work across a range of areas in the school using quality indicators to support self-evaluation
- to highlight strengths and identify priorities for next year

Context of the School/Centre:

EAST is the central support team for education in East Ayrshire encompassing Core Support, a Communication Outreach Team (COT), an English as an Additional Language Team (EAL), an Early Language Centre (ELC), a Hospital Education Service (HES) and a Visual Impairment Team (VI). The team is led by the EAST Manager supported by teachers, classroom assistants, bilingual assistants and clerical assistants. EAST works in collaboration with Education Groups to contribute to the provision of effective support for children with additional support needs to help them achieve their individual targets and reach their full potential.

EAST Rationale

In arriving at our improvement priorities, we have taken account of East Ayrshire's Integrated Children and Young People's Service Plan and East Ayrshire Council's Community Plan. Cognisance was also given to the legislative responsibilities in respect of GIRFEC, parental involvement, health promotion, disability and equality.

EAST: Vision and Values

- To provide an integrated, high quality and sustainable service that supports the growth and development of children 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 educational establishments, partners, parents /carers, and children 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 who require additional support
- To improve educational and life outcomes for children 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 children with a visual impairment (0-18), language impairment (3-6 years), have English as an additional language (3-18), 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 their families across the spectrum of ASN

EAST are committed to the continued drive to close the poverty related attainment gap in East Ayrshire. During session 2019/20 the team has

continued to drive forward initiatives started when EAST was a key contributor to East Ayrshire's Scottish Attainment Challenge (SAC) plan (2018-2019), EAST staff continue to work with SAC personnel and are committed to supporting and contributing to the SAC aim in East Ayrshire to improve educational outcomes for all our children through:

- Closing the gap in attainment and achievement between children from our most and least advantaged backgrounds
- Raising attainment for each child to enable them to make excellent progress in their learning and develop the skills and ambitions to improve their life chances
- Promoting a breadth of attainment and achievement, consistently for all our children and young people

This has been accomplished through the following NIF Priorities and drivers with a focus on excellence and equity:

- **Improvement in children and young people's health and wellbeing**
 - **Assessment of children's progress.**
- **Closing the attainment gap between the most and least disadvantaged children**
 - **Assessment of children's progress**
 - **School Improvement.**
- **Improvement in attainment, particularly in literacy and numeracy**
 - **Assessment of children's progress.**
- **Closing the attainment gap between the most and least disadvantaged children**
 - **Assessment of children's progress**

This session the EAST Management Team has been heavily involved in supporting colleagues across the authority, with a particular emphasis on special schools and centres, in the area of social and emotional needs. This has involved EAST Manager and two PTs being members of the East Ayrshire ASN Steering Group and leading and participating in East Ayrshire Relationship Framework work streams (Inclusive Practice In Schools and Health and Safety), the completion of PIVOTAL MAPA Training by the EAST Manager and 6 EAST PTs and the subsequent roll out of this to specific school staff teams and EAST. It has also incorporated the participation in the study of 'Neurodevelopment Model in Education' by the EAST Manager and two PTs alongside East Ayrshire Psychological Services Team.

NIF PRIORITY IMPROVEMENT IN ATTAINMENT, PARTICULARLY IN LITERACY AND NUMERACY

Review of 2019-202: Closing the Literacy Gap

<p>Establishment priority:</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 Build capacity in EAST and in all schools across East Ayrshire: To fully support targeted children and young people with literacy difficulties</p>
<p>Derived from NIF priority:</p> <p>NIF Driver:</p> <p>Self –evaluation supported by HGIOS 4/ HGIOELC QIs:</p>	<p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Assessment of children’s progress</p> <p>1.2/1.3 / 1.4 / 1.5 / 2.2 /2,3/ 2.4 / 2.6 /2.7/ 3.1 / 3.2</p>
<p><u>Progress and Impact:</u></p>	<p><u>Progress</u> <u>CLG Pr. 2</u></p> <ul style="list-style-type: none"> • This session the timing of delivering the P2 CLG programme was reviewed in order to help select the most appropriate candidates. EAST staff piloted working with groups of p2 learners from September to December 2019 with a focus on getting to know the learners and developing positive reading behaviours. Following this, learners were referred for CLG P2 1-1 intervention from January to June. The feedback from staff involved in this pilot has indicated that they have been able to select children who would respond best to the Pr. 2 CLG intervention. • A total of 43 children have been supported through this programme this session with most of the support taking place in terms 3/ 4. Unfortunately, due to Covi-19 the programme stopped mid-March. • EAST PT has supported staff with CLG Flexibility paperwork in order to have a more consistent approach. • EAST PT has developed support materials to help staff analyse assessments, complete assessment summary information and plan effective interventions. <p><u>CLG Transition (CLG TRANS)</u></p> <ul style="list-style-type: none"> • This session the timing of delivering the CLG TRANS programme was reviewed in order to allow us to report more accurately on impact due to pre assessments being carried out on May / June. • A total of 34 learners from P 5, 6, and 7 were supported using the CLG Trans programme from August to December 2019. • A number of Primary 5 learners were included in the intervention as part of a pilot to ascertain if the intervention would be suitable for that stage. This expanded the initial pilot from last session. These children were selected using the same approach as the P 6 groups. WRAT, YARC and NARA results were compatible with those of children in P 6. The approach take was exactly the same as the P 6 intervention • Benchmark reading resource was reviewed in line with authority pedagogy. PM Benchmarking Kit is now being used. Due to this assessment providing specific links to Book Banding staff have been able to select texts from

	<p>a wider range of schemes including Fast Forward rather than just Rainbow Readers.</p> <ul style="list-style-type: none"> • This session a large number of children were identified as requiring support through the pre assessments. Due to this increased number it was decided to offer schools with a significant number of learners requiring support a Primary 6 group intervention instead of the traditional CLG Trans model <p><u>Impact</u> <u>CLG P2</u></p> <ul style="list-style-type: none"> • Unfortunately, due to Covid 19 no statistical data is available. • It is hoped that Quest Screener results in Primary 3 will reflect the impact of the intervention. <p><u>CLG TRANS</u></p> <ul style="list-style-type: none"> • Post assessments carried out using NARA highlighted gains for all learners in reading accuracy and comprehension. • All learners progressed through PM levels. • Reviews of support indicate that the children found the Fast Forward books more engaging and they were keen to read. They enjoyed the challenge of “going up a level” and the choice of fiction or non- fiction. • Staff comments indicated that the children were stimulated to read. The levels allowed them to challenge but not overwhelm the children. <p><u>P6 Reading Groups</u></p> <ul style="list-style-type: none"> • There is no statistical data available for this group as yet. The groups were made up of children identified by EAST and children selected in consultation with class teachers. Some children completed post intervention NARAs while progress for others was measured using the levels of the resources being used e.g. Rainbow Readers, Rapid Readers or school materials. • However, staff report that the discussion generated during the session were beneficial to the whole group in developing decoding and comprehension strategies. <p><u>P 5 Tran Pilot.</u></p> <ul style="list-style-type: none"> • Post assessment results indicate gains in both reading accuracy and comprehension and PM level progression. • Members of the Literacy working party who were supplying these interventions carried out assessments using the PM benchmark kit as well as NARAs. This was to investigate their compatibility. As yet, results have not been collated and compared.
<u>Next Steps</u>	<p><u>CLG P2</u></p> <ul style="list-style-type: none"> • Carry out post assessment on return to normal routines • Continue to provide pre- intervention support • Continue to carry out individual intervention January to May as far as possible • Investigate the supporting selected learners as part of their reading group in May 2021 to help them transfer skill to class environment • Analyse P3 Quest Screener results for identified children. <p><u>CLG TRANS</u></p> <ul style="list-style-type: none"> • Continue to identify children requiring support using the WRAT, YARC, NARA

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| | <ul style="list-style-type: none">• Investigate further compatibility between NARA and PM benchmark assessments• Clarify P 6 reading group selection• Clarify P 6 reading group assessment procedures.• Extend P 5 trans intervention• Review resources available for the intervention with a view to ordering if needed. |
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Review of 2019-2020: Talking and Listening

Establishment priority:	To build capacity in EAST and in targeted schools across East Ayrshire to help develop a listening and talking at Early Level																														
Derived from NIF priority:	Improvement in attainment, particularly in literacy and numeracy																														
NIF Driver:	Assessment of Children’s Progress																														
Self –evaluation supported by HGIOS 4/ HGIOELC QIs:	1.1 / .2 / 1.3 / 1.4 / 1.5 / 2.2 / 2.3 / 2.4 / 2.5 / 2.6 / 2.7 / 3.2 / 3.3																														
<u>Progress and Impact:</u>	<p><u>Progress</u></p> <ul style="list-style-type: none"> • 4 EAST staff trained as trainers in Talk Boost KS1 in September 2019 • Development of a draft Listening and Talking targeted intervention for Early Level has been achieved through the purchase of Talk Boost KS1 packs • Reception and KS1 sections of the packs have been piloted in 3 different establishments throughout the academic session with 3 key staff involved in the delivery at P1 and P2 stages. • Informal, brief raising awareness sessions have taken place with class teachers of the targeted learners this session. This was well received and with all teachers understand the purpose and the timetable of this intervention. • Creation of the working group has been successful with 3 key staff participating at present • Delivery of training to EAST staff has not taken place due to the Coronavirus outbreak however, this can be re-arranged for the new academic session if permitted. <p><u>Impact:</u></p> <ul style="list-style-type: none"> • Due to the timing of the coronavirus outbreak, only 1 group has carried out both pre and post assessments to date. Below is the P2 group scores: <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="5" style="text-align: center;">Primary 2</th> </tr> <tr> <th style="text-align: center;">Name</th> <th style="text-align: center;">DOB</th> <th style="text-align: center;">Pre Assessment</th> <th style="text-align: center;">Post Assessment</th> <th style="text-align: center;">Gains</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Learner 1</td> <td style="text-align: center;">16.12.13</td> <td style="text-align: center;">53/75</td> <td style="text-align: center;">75/75</td> <td style="text-align: center;">+22</td> </tr> <tr> <td style="text-align: center;">Learner 2</td> <td style="text-align: center;">29.09.13</td> <td style="text-align: center;">47/75</td> <td style="text-align: center;">69/75</td> <td style="text-align: center;">+22</td> </tr> <tr> <td style="text-align: center;">Learner 3</td> <td style="text-align: center;">25.10.13</td> <td style="text-align: center;">39/75</td> <td style="text-align: center;">69/75</td> <td style="text-align: center;">+30</td> </tr> <tr> <td style="text-align: center;">Learner 4</td> <td style="text-align: center;">29.03.13</td> <td style="text-align: center;">29/75</td> <td style="text-align: center;">53/75</td> <td style="text-align: center;">+24</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • As can be clearly seen, the impact of this intervention is significant and demonstrates how powerful and necessary spoken language is in a child’s development. One learner is an EAL learner who receives supports 	Primary 2					Name	DOB	Pre Assessment	Post Assessment	Gains	Learner 1	16.12.13	53/75	75/75	+22	Learner 2	29.09.13	47/75	69/75	+22	Learner 3	25.10.13	39/75	69/75	+30	Learner 4	29.03.13	29/75	53/75	+24
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Next Steps

from other outside agencies. His gains indicate that a joined-up approach has worked well to springboard his ability to learn in a mainstream Scottish Primary Establishment.

- Another learner in this group is currently undergoing assessment for an ASD diagnosis but has thrived in the small group setting with a familiar routine in place and visual cues provided during each session.
- A third member of this group has high levels of anxiety and was highlighted by the class teacher for this very reason. This learner also thrived in this setting and gained a score of 100% by the end of the 10-week block.
- Learner and staff evaluations were not collected from the initial pilot and due to the virus disrupting Term 3 of the academic year, no other evaluations have been collated in the subsequent pilots.
- Possible creation of an online Survey Monkey to evaluate the STAR Emotions programme for staff, learners, parents and SMT therefore minimising the lack of returns from the intervention.
- Potentially developing a parent workshop covering the main ideas of Talk Boost with follow up Home Pack of activities to explore as a family
- Incorporating a more robust training calendar for potential staff involved in the programme
- Creation of a Staff and Parent Leaflet to provide a brief overview of the intervention
- Develop a pro forma for staff to complete and reflect in their termly paperwork submissions
- Potentially 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
- Further development of the in-class sessions incorporating Word Aware and story books
- 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
- Building capacity within individual establishments through the training of CAs to deliver this intervention in line with CT focus
- Potentially capacity building 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

Review of 2019-2020: Dyscalculia

<p>Establishment priority:</p>	<p>Meeting the spectrum of additional support needs of children and young people in East Ayrshire to ensure they reach their full potential: Improve timeous identification of learners who have dyscalculia</p>
<p>Derived from NIF priority:</p> <p>NIF Driver:</p> <p>Self –evaluation supported by HGIOS 4/ HGIOELC QIs:</p>	<p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Assessment of children’s progress</p> <p>1.3/2.3 /2.4 /3.1/ 3.2</p>
<p><u>Progress and Impact:</u></p>	<p><u>Progress</u></p> <ul style="list-style-type: none"> • EAST PT delivered a bite sized training session to all EAST staff with a focus on sharing what would constitute effective assessment evidence and how to analyse the GL Dyscalculia Screener • In response to feedback last session, Dyscalculia training session for class teachers was reviewed to include more specific approaches and intervention strategies to support learners who have been identified with Dyscalculia. • This training session was delivered to 15 class teachers. A further session was planned to be delivered during term 4 but due to school closure this was not possible. • EAST PT has provided direct assessment support to 3 establishments and informal support to EAST colleagues to assist with the assessment of Dyscalculia across East Ayrshire. <p><u>Impact</u></p> <ul style="list-style-type: none"> • Feedback from CLPL sessions was very positive with 100% of delegates agreeing that the training was informative, relevant, and helpful. • This session 16 learners have been referred to be assessed through the process. This breaks down to: <ul style="list-style-type: none"> ○ 0 learners have identification. ○ 1 learner has been refuted ○ 15 learners are still being assessed. • In total 8 learners now have an identification of Dyscalculia in East Ayrshire
<p><u>Next Steps</u></p>	<ul style="list-style-type: none"> • Provide further training session to EAST incorporating opportunities to analyse case studies. • Further training session will be offered to ASN Co-ordinators through Gateway with a focus on looking at case studies • Further training session will be offered to class teachers through Gateway with a focus on assessment gathering, interventions and supports

- Continue to support establishments on a need led basis to analyse assessment information.

Review of 2019-2020: Closing the Numeracy Gap

Establishment priority:	<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> <p>To increase skills in numeracy through developing a Closing the Numeracy Gap programme</p>
Derived from NIF priority:	Improvement in attainment, particularly in literacy and numeracy
NIF Driver:	Assessment of children's progress
Self –evaluation supported by HGIOS 4/ HGIOELC QIs:	1.1 /1.3/ 2.2 / 2.3 / 2.4 / 3.1 / 3.2
<u>Progress and Impact:</u>	<p><u>Progress</u></p> <ul style="list-style-type: none"> • Following research and consultation with SAC numeracy team/ Highland Council Numeracy team, EAST 1st Level Numeracy Assessment was revised • Assessment guidance was developed to support staff administer the EAST 1st Level Numeracy assessment • Numeracy Working Party piloted using the assessment to develop an effective intervention to address gaps in 1st level numeracy knowledge. • 10 assessment packs have been produced for use by EAST staff • EAST Numeracy Group researched and purchased appropriate concrete resources required for implementing support packs • EAST PT collated effective resources and organised these into a lending library which can be accessed by EAST staff • Numeracy Working Party developed a training session for 1st Level Numeracy Assessment and accompanying support pack for delivery to EAST staff • EAST PT liaised with SAC Numeracy Manager, TAP PT and Onthank ECC staff to discuss the possibility of developing an Early Level Numeracy Assessment Tool. • EAST PT developed an Early Level Assessment and shared with P1 teachers from a primary establishment for feedback • Numeracy working party reviewed Numeracy ILP target booklet to ensure that the terminology is in line with new pedagogy • EAST PT worked with SAC Numeracy Manager to review/ update P3 Numeracy Quest <p><u>Impact</u></p> <ul style="list-style-type: none"> • 1st Level Numeracy Assessment and intervention complete and ready to share with the wider team. Training was due to be delivered to EAST staff during May in-service day but due to school closure this will be rescheduled • Feedback on Early Level Assessment from P1 teachers was positive.

	<ul style="list-style-type: none"> • Early level assessment now ready for sharing with EAST team to utilise during session 2020/21 • ILP Target bank has been updated in line with EA pedagogy • Quest assessment has now been reviewed and ready to pilot in the new session. It will be known as P3 Numeracy Screening.
<p><u>Next Steps</u></p>	<ul style="list-style-type: none"> • Share 1st Level training with EAST staff • Pilot Early Level Assessment and intervention in session 20/21 • Investigate how to gather data for pre and post assessments • Continue to liaise with SAC Numeracy Manager and TAP PT to discuss the development of an authority ELNAT • Extend Early and 1st Level Assessments to include Multiplication and Division.

Review of 2019-2020: Dyslexia Friendly Schools

Establishment priority:	<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 improve attainment of learners in East Ayrshire primary/secondary and special schools by supporting establishments to work towards completion of East Ayrshire Dyslexia Friendly Schools Awards</p>
Derived from NIF priority:	<p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in children and young people’s health and wellbeing</p> <p>Improvement in attainment, particularly in literacy and numeracy</p>
NIF Driver:	<p>School improvement</p> <p>Assessment of children’s progress</p> <p>School Leadership</p>
Self –evaluation supported by HGIOS 4/ HGIOELC QIs:	<p>1.1 / 1.2 / 1.3 / 2.3 / 2.4 / 2.5 / 2.6 / 2.7 / 3.1 / 3.2</p>
<u>Progress and Impact:</u>	<p><u>Progress</u></p> <ul style="list-style-type: none"> • Two members of EAST’s Senior Leadership Team contributed to the development, and final quality assurance, of the Education Scotland Inclusive Practice Professional Learning Resource. EAST staff attended the launch of this publication on the 30th January 2020 alongside EA Head of Education and an EA Educational Psychologist, representing ASPEP. The launch event also showcased the publication of the Making Sense report detailing progress made since Education Scotland’s 2014 review of dyslexia education. • Throughout the Making Sense journey, EAST has been involved in national working parties and implementing local changes in practice and procedures to meet all recommendations at a national and local level. The development of high-quality professional learning was one of these recommendations. • Two members of EAST’s Senior Leadership Team have continued to attend and contribute to the National Addressing Dyslexia Toolkit working group. Work this session has included expanding the national pathway for the identification of dyslexia, updating the Reading Circle and starting to refresh and populate the resource section of the toolkit. • Following consultation with East Ayrshire Dyslexia Friendly School key staff, EAST has refreshed the DFS CLPL available to the authority and implemented through a two-prong approach of face to face CLPL sessions and online presentations that can be used as professional reading/refreshers. Both can then be disseminated by key staff. • EAST have continued to support schools in their DFS journeys providing appropriate CLPL, needs led support and accreditation support. • To promote and enhance learning around inclusion and support staff to get it right for all our children in East

	<p>Ayrshire., EAST delivered three ASN presentations to the 2019/20 East Ayrshire probationers:</p> <ul style="list-style-type: none"> ○ Standard Circular 76- Getting it Right for Every Child (GIRFEC) ○ Formulating a Child’s Plan as part of a TAC meeting ○ What is Assessment? <ul style="list-style-type: none"> ● These presentations were then uploaded to GLOW and probationer teachers were directed to these alongside other ASN resources and information including links to free Open University courses that EAST were involved in the development of. <p><u>Impact</u></p> <ul style="list-style-type: none"> ● One of EAST’s Principal Teachers was one of ten teaching professionals presented with GTCS Professional Recognition for Dyslexia and Inclusive Practice from John Swinney, Deputy First Minister. ● All EAST staff have completed Open University online module, “Introduction to Dyslexia and Inclusive Practice” ● EAST has delivered face to face CLPL sessions on Dyslexia Awareness and Dyslexia Assessment ● In order to build capacity and meet the varying need across the authority, EAST has refreshed and created a variety of DFS CLPL sessions with presentation notes for key staff to disseminate based on their individual schools’ audits of practice and CLPL need. These have been uploaded to the DFS GLOW tile. ● Ten establishments have maintained their current level of DFS award and sixteen have applied for accreditation to move forward on their DFS journey in session 2019/20. Due to school closures, the accreditation process and award ceremony will take place in term 1 of session 2020/21.
<p><u>Next Steps</u></p>	<ul style="list-style-type: none"> ● Utilise the challenge questions from the National Inclusive Practice resource for presentation titles of schools applying for Gold DFS Accreditation in East Ayrshire and the focus of maintenance visits. ● Review EA DFS Accreditation criteria /accreditation framework in light of the launch of Education Scotland Inclusive Practice Professional Learning Resource and other relevant policies/initiatives. ● Update SC102

Review of 2019-2020 EAL

<p>Establishment priority:</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> <p>To fully support EAL learners additional support needs Build capacity in EAL support in all schools across East Ayrshire:</p>
<p>Derived from NIF priority:</p> <p>NIF Driver:</p> <p>Self –evaluation supported by HGIOS 4/ HGIOELC QIs:</p>	<p>Improvement in attainment. Particularly Literacy and Numeracy</p> <p>Parental Engagement</p> <p>1.1 / 2.2 / 2.3 / 2.4 / 3.1 / 3.2</p>
<p><u>Progress and Impact:</u></p>	<p><u>Progress</u></p> <p>Supporting EAL parents with Literacy</p> <ul style="list-style-type: none"> • 3 story bag sets have been developed (one in Polish, one in Arabic and one in Urdu) based on the story “We are going on a Bear Hunt”. the Polish and Urdu bags were sent home. Arabic bag to be sent out next session. • Activities include literacy and counting activities. Additional bag trialled based on ‘Owl Babies’ – included 3 soft toys • Activities have been trialled by Polish BA with Polish-speaking learners. Child retold ‘Owl Babies’ to Polish BA who then provided feedback to key worker in ECC with a focus on oral language and ability to retell a story • Story bags have been used in one school with one family (Shortlees PS) two ECCs with two families (Shortlees ECC/Hurlford ECC) <p>Collaboration between Secondary school and ECC to promote literacy</p> <ul style="list-style-type: none"> • S3 Russian learner at Kilmarnock Academy and Russian/Greek ECC learner at James Hamilton ECC taking part in peer learning activity to promote confidence, vocabulary and literacy development. Activity involves S3 EAL learner making a topic book (Jungle) in English to share with ECC EAL learner • Discussion of ideas with S3 learner / EAL teacher and Art teacher at Kilmarnock Academy – learner’s ideas for “In the jungle” book or computer animation (focus on wild animals/colours/prepositions/environment vocabulary) • Learner has done several sketches for the illustrations <p>GLOW</p> <ul style="list-style-type: none"> • EAST now has a GLOW tile and EAL tile now sits within there.

- EAL support pack for teachers (EAL- Support for Schools) can now be found on Glow. Information including assessment, strategies, resources and support for Gypsy/Travellers are now included
- EAL Policy has been updated and uploaded to Glow

Working Group

- 2 members of Core EAST staff have been working with the EAL team this year
- They have been helping to build capacity in 2 schools (Shortlees and Onthank Primary) by working alongside CT's and attending TAC meetings
- 2 EAL CLPL sessions delivered to EAST staff via curriculum development time, in order to build capacity and provide support on EAL pedagogy

Impact

Supporting EAL parents with Literacy

- Evaluation of Story Bags indicated the need for more tactile materials to be included in the packs
- Oral Feedback from families has been very positive, with parents indicating the packs promoted oral language at home.
- Increase in parental engagement with school /ECC for Polish families

Collaboration between Secondary school and ECC to promote literacy

- Impact for this activity should be more measurable next time as progress has been limited due to school closures
- Has provided opportunity for partnership working between Secondary school and ECC
- S3 learner very engaged in this activity, positive feedback also from parents and school campus involved
- Has allowed learner concerned to gain confidence and extend English vocabulary through discussion and preparation for the activity

GLOW

- Increased level of EAL advice/support on GLOW for colleagues to access
- Gypsy/traveller advice available on GLOW
- Updated EAL Policy available for colleagues to consult on GLOW

Working Group

- Staff involved have fed back that this has been successful in schools and they have found value in the experience
- The pilot has allowed for increased continuity in support for EAL learners
- Increase in capacity within EAST core support to support EAL learners under guidance of EAL teachers

Next Steps

Supporting EAL parents with Literacy

- Further develop existing story bags to include more 'tactile' materials and offer advice to parents on possible activities (with a focus on retelling story/oral language/vocabulary)
- Develop more story bags based on stories used in ECCs/P1. This will help familiarise children with the stories and support them engage more easily at group time. BAs to liaise with ECC in advance regarding texts used.
- Develop story bags in Chinese with the Chinese BA
- Work in collaboration with Refugee Resettlement team to issue Arabic story bags to new refugee families coming into the authority, who have children attending ECCs
- Create a short evaluation form for parents (Trial use of Microsoft Forms and QR code) OR oral feedback to BAs who then provide feedback to EAL team (to help inform future use of story bags)
- Link story bags to E&O. s for early level Literacy, Numeracy and H& WB CfE. This will give BA's and ECC's more clarity regarding purpose and learning taking place

Collaboration between Secondary school and ECC to promote literacy

- Complete activity with Kilmarnock Academy and P1 James Hamilton Primary (ECC learner is moving to P1)
- Collaboration between another Secondary school and ECC – refugee families

Working Group

- EAL working group to be involved in wider EAST target of building capacity with EAST staff and colleagues in schools next year
- Working group will develop a range of resources to help class teacher's support EAL learners without direct EAL teaching input
- Ongoing delivery of CLPL sessions

Review of 2019-2020: ELC

<p>Establishment priority:</p>	<p>Meeting the spectrum of additional support needs of children and young people in East Ayrshire to ensure they reach their full potential: To fully support learners' additional support needs through ELC placements To improve communication with parents of learner's access ELC provision</p>
<p>Derived from NIF priority:</p> <p>NIF Driver:</p> <p>Self –evaluation supported by HGIOS 4/ HGIOELC QIs:</p>	<p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Assessment of children's progress</p> <p>1.5 / 2.2 / 2.3 / 2.4 / 2.7 / 3.1 / 3.2</p>
<p><u>Progress and Impact:</u></p>	<p><u>Progress</u></p> <ul style="list-style-type: none"> • Undertook further training in 'More About Me' and introduced principles within both ELC and outreach sessions • Undertook SCERTS training and implemented the ideas and guidelines to support language development and emotional regulation of ELC learners • Attended 'Teaching Children to Listen' (TCL) course and introduced suggested techniques within the ELC highlighting the benefits of using these techniques to parents\carers • Further developed MISP programme within the ELC • Further implemented the use of class Dojo app on a weekly basis, as a means of communication with parents\carers • Created and trialled ELC 'Busy Bags' which include a book and activities to support language development at home • Introduced Black Sheep Press Speech & Language resources, created ELC support packs and trialled these within ECC and schools for use with ELC learners • Created "home schooling" packs for learners within ELC • Supported SLT colleagues in delivering 'Introduction to DLD' clarifying the change in terminology from SLI <p><u>Impact</u></p> <ul style="list-style-type: none"> • Implementation of SCERTS and 'Teaching Children to Listen' principles have enhanced listening/attention, emotional regulation and language development for all ELC learners • Implementation of MISP and 'More about Me Training', has enhanced the Development of language and social skills of children accessing ELC provision • Improved Health and Wellbeing of children accessing ELC provision • An increased range of teaching strategies utilised enhancing the experiences of all children accessing ELC • Improved guidance/resources for ECCs to help support their ELC child in the ECC setting • An increase in parental involvement in understanding and meeting their child's targets

	<ul style="list-style-type: none"> • Building further capacity within ECCs and with parents \carers supporting learners at home • Continued communication between ELC and parents\carers • Increase motivation and speech sound production in children with speech language and communication difficulties • Continuity of speech & language provision through activities at home with learners' progression in meeting targets
<p><u>Next Steps</u></p>	<ul style="list-style-type: none"> • Continue to develop SCERTS, MISP, TCL principles within the ELC • Increase variety of support packs available for provision within ECCs • Roll out support packs to further ECCs and schools to further build capacity • Create further ELC Busy Bags available for home loan • Replace, where required, outdoor play equipment • Refurbish wooden structures and planters • Update ELC CLPL\ presentation, providing clarity to establishments in the identification of potential ELC learners

Review of 2019-20 ASN Audits/ SC76/ASN Supports

<p>Establishment priority:</p>	<p>Meeting the spectrum of additional support needs of children and young people in East Ayrshire to ensure they reach their full potential: To improve pedagogy across all areas of EAST through embedding formative assessment in all interventions offered by all areas of EAST</p>
<p>Derived from NIF priority:</p> <p>NIF Driver:</p> <p>Self –evaluation supported by HGIOS 4/ HGIOELC QIs:</p>	<p>Improvement in attainment particularly in literacy and numeracy</p> <p>Assessment of children’s progress</p> <p>1.5 / 2.2 / 2.3 / 2.4 / 2.7 / 3.1 / 3.2</p>
<p><u>Progress and Impact:</u></p>	<ul style="list-style-type: none"> • Manager attended introduction session on Leading Learning-Improving Pedagogy (LL-IP) and all HT meetings throughout session 2019/20 covering Tapestry sessions 1 to 3 inclusive • One EAST PT and 4 teaching staff agreed to be PLC Leaders • Manager, PLC Leaders and CA Coaches/CAs attended Masterclass with Professor Dylan William • PLC leaders attend sessions throughout 2019/20 re LL-PL – introduction, session 1 and 2. Due to COVID 19 session 3 was cancelled for PLC Leaders • CA Coaches/CAs to attend sessions throughout 2019/20 re LL-PL • PLC Leaders delivered LL-PL Workshops to EAST throughout session 2019/20 for Introduction session and workshops 1 and 2 • Workshop 3 did not take place due to COVID19 • The format of the EAST workshops was changed during session to facilitate fuller participation of staff. The team was split into smaller groups. To further support staff participation all members of EAST were given a copy of Dylan William’s recommended text with staff being asked to read the book during their period of working from home • Aspects of Tapestry workshops 1 and 2 were agreed focus of Observations of Learners Experiences for March/April 2020. However, due to COVID 19 this was not completed • PT EAST achieved Profession Recognition in Dyslexia from GTC in 2019
<p><u>Next Steps</u></p>	<ul style="list-style-type: none"> • EAST staff who have undertaken significant CLPL in an aspect of ASN/pedagogy to consider applying for Professional Recognition (e.g. ASD, dyslexia, EAL, literacy, MISP, numeracy) to demonstrate the specialisms within the team • EAST team to read recommended textbook by Dylan William • Manager to complete all tasks set from workshops 4 – 6 prior to HT meeting in December 2020 • PLC leaders to attend all LL-PL sessions in 2020/21 • PLC leaders to deliver LL-PL workshops in EAST throughout session 2020/21 • Incorporate agreed targeted aspects of workshops 4-6 into EAST Observations of Learners’ Experience for

NIF PRIORITY IMPROVEMENT IN CHILDREN AND YOUNG PEOPLE'S HEALTH AND WELLBEING

Review of 2019-2020 CA Training Matrix

<p>Establishment priority:</p>	<p>Meeting the spectrum of additional support needs of children and young people in East Ayrshire to ensure they reach their full potential: Develop training matrix for East Ayrshire Classroom Assistants (CAs) and deliver training sessions to relevant CAs</p>
<p>Derived from NIF priority:</p> <p>NIF Driver:</p> <p>Self –evaluation supported by HGIOS 4/ HGIOELC QIs:</p>	<p>Improvement in children and young people's health and wellbeing</p> <p>Teacher Professionalism</p> <p>1.5 / 2.2 / 2.3 / 2.4 / 2.7 / 3.1 / 3.2</p>
<p><u>Progress and Impact:</u></p>	<p><u>Progress</u></p> <ul style="list-style-type: none"> • Induction programme established for new EA CAs. These took place in Aug/Sept 2019 with 10 recently appointed CAs attending. • Three newly appointed to EAST CAs received a comprehensive induction from Classroom Assistant Coaches (CACs). As well as the Induction programme they also accessed learning opportunities through shadowing, training and coaching on a range of approaches and precision teaching resources (e.g. Number Box, Sound Linkage, Toe by Toe). • EA Learning Academy now has page solely for CAs to access. It contains a range of documents and links pertinent to CA role. • CAs continue to have opportunities to develop skills and knowledge through CAC modelling and coaching – Reading Extra, Jump into Movement, supporting numeracy. • Session on supporting autism delivered by Jim Taylor to 98 CAs in February 2020 <ul style="list-style-type: none"> ○ “Very informative afternoon, Jim is excellent. Found the content very interesting and eye opening. Will definitely apply today's strategies within the workplace.” ○ “Excellent really interesting. Very meaningful great ideas to take forward.” ○ “Interesting delivery. Very easy to take a few points back to school setting and speak to class teacher.” <p><u>Impact</u></p> <ul style="list-style-type: none"> • Participant feedback from CA Induction Programme was very positive: <ul style="list-style-type: none"> ○ “<i>Informative and fascinating.</i>” ○ “<i>Feeling more confident in my role.</i>” • Learning Academy CA page signposts CAs to relevant reading and documentation (e.g. Standard Circulars). • CAs have ready access to Induction handbook, CAC presentations etc. on Learning Academy. • CAC modelling and coaching support from August 2019 to March 2020:

		No. of establishments	No. Of CAs
	1st Level Numeracy	6	15
	5-minute box	2	5
	Clicker	1	1
	Cogmed	5	14
	Jump into Movement (to Nov 19)	6	9
	Number Box	3	12
	Reading Extra	7	7
<u>Next Steps</u>	<ul style="list-style-type: none"> • Amend Induction Programme to reflect updates in authority priorities/developments e.g. Tapestry, FACE • Further raise profile of Induction Programme across authority for all CAs to routinely access when newly appointed • Investigate possibility of discreet GLOW tile for CAs to access (or alternative location) • Circulate Training calendar for Session 20/21 to HTs and CAs to support FACE process in identifying targets. Provisional training – Dyslexia, Dyscalculia, FACE time, Love Languages, utilising ICT, SALT. Training will be delivered on Inset days 		

Review of 2019-2020 OLEA

Establishment priority:	<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>Improve learner engagement and raise attainment through OLEA experiences for learners with various additional support needs (Core)</p>
Derived from NIF priority:	Improvement in children and young people's health and wellbeing
NIF Driver:	Assessment of children's progress
Self –evaluation supported by HGIOS 4/ HGIOELC QIs:	1.5 / 2.2 / 2.3 / 2.4 / 2.7 / 3.1 / 3.2
<u>Progress and Impact:</u>	<ul style="list-style-type: none"> • Successfully offered outdoor sessions to learners requiring an alternative curriculum. Learners have responded well to our programmes and schools have been complimentary to receiving this type of support on a needs led basis. • Attendance of some learners has increased due to outdoor learning involvement. One secondary learner has attended most sessions and he often doesn't attend school. • Learner targets are agreed with schools and signed through flexible forward plans Schools have not required support making bids to Awards for All/Education Scotland. Awaiting feedback from Police Scotland/SW (EEI) on a possible funding option to support learners accessing Altonhill. • Gardening project has been difficult to maintain at Altonhill this session due to staff commitments in school and new learners attending Altonhill Campus. Some resources have been purchased to begin. • Liaison with Dean Park Rangers have taken place but no joint delivery yet. Strongest partner for OLEA at this stage is VibCom who are supporting moderation of Hi5 Awards for schools. • Developed positive relationships with staff at Underwood Estate (near Symington). Estate has been approved by W. White as a suitable venue to undertake outdoor tasks. • Risk assessment raising awareness session has been delivered to EAST staff. • Outdoor survey sent out to EAST staff and has had 6 replies re: building capacity across the team. • OLEA CLPL has been offered to schools through Gateway. <p><u>Impact</u></p> <ul style="list-style-type: none"> • Outdoor Learning within schools now follows a successful programme, designed by needs and quantified through the Hi5 Award. This has been a rights-based approach to allow children to take ownership and plan for some of the outdoor learning in their local environments. • Hi5 Certificates issued to schools. These awards are SCQF levelled. Hi5 Awards plan do review process has enabled learners to measure progress. No Heritage Hero Awards this session as we have focused on Hi5.

	<ul style="list-style-type: none"> • 14 primary learners across two primary schools have completed the Hi5 Award.
<p><u>Next Steps</u></p>	<ul style="list-style-type: none"> • Future partnership working in the grounds of Underwood Estate. Develop a list of activities that could be carried out with learners attending this site. • Explore possibility of planting/growing at Underwood Estate with raised flower beds. Staff in Altonhill to restart gardening activities in Altonhill garden area. • Up-skill staff on the Hi5 Award scheme. • Continue to liaise with SW manager re: EEI funding for Altonhill learners • Offer CLPL for EAST staff and on Gateway with a focus on Resilience. • Improve systems to collate quantitative data for learner responsibility, resilience and a greater sense of risk management.

Review of 2019-2020: Star Emotions

Establishment priority:	Critically engage with HWB, research policy, legislation to shape ‘best practice’ in provision in relation to ASN across East Ayrshire																											
Derived from NIF priority:	Improvement in children and young people’s health and wellbeing																											
NIF Driver: Self –evaluation supported by HGIOS 4/ HGIOELC QIs:	Assessment of Children’s Progress 1.1 / 1.2 / 1.3 / 1.4 / 1.5 / 2.2 / 2.3 / 2.4 / 2.5 / 2.6 / 2.7 / 3.2 / 3.3																											
<u>Progress and Impact:</u>	<p><u>Progress</u></p> <ul style="list-style-type: none"> • STAR Emotions has been piloted in 1 primary establishment within 2 mainstream classes and 1 SLC class. These pilots ran for 12 weeks with 1 x 40-minute session per week and weekly CT and HT planning and review meetings. • Delivery of training of STAR Emotions to all EAST staff took place in early September with all staff leaving with a greater knowledge of STAR Emotions, scenarios to make best use of the programme and a starter pack to use with children/groups in their duty of care. • A pre and post data collation pro forma table has been created for staff to monitor and track progress relating to targeted children • Class resource folders have been created to a high standard with learner check-in ideas, lesson plan outline plus resources, activities and further web links provided aimed at First Level learners. • A Star Emotions leaflet has been developed and been shared on the EAST GLOW tile. • Delivery of STAR Emotions training session via EA Gateway to all staff across the authority did not take place due to the Coronavirus outbreak but will be re-arranged at a later date. <p><u>Impact</u></p> <ul style="list-style-type: none"> • Due to the Coronavirus outbreak, pre and post data has only been collected for 1 of the 3 targeted groups but show a significant increase in emotional literacy as indicated below: <table border="1" data-bbox="624 1099 1756 1415"> <thead> <tr> <th>Learner</th> <th>Pre-Score (out of 12)</th> <th>Post Score (out of 12)</th> </tr> </thead> <tbody> <tr><td>1</td><td>1</td><td>10</td></tr> <tr><td>2</td><td>1</td><td>10</td></tr> <tr><td>3</td><td>0</td><td>8</td></tr> <tr><td>4</td><td>0</td><td>9</td></tr> <tr><td>5</td><td>2</td><td>11</td></tr> <tr><td>6</td><td>3</td><td>12</td></tr> <tr><td>7</td><td>1</td><td>11</td></tr> <tr><td>8</td><td>1</td><td>11</td></tr> </tbody> </table>	Learner	Pre-Score (out of 12)	Post Score (out of 12)	1	1	10	2	1	10	3	0	8	4	0	9	5	2	11	6	3	12	7	1	11	8	1	11
Learner	Pre-Score (out of 12)	Post Score (out of 12)																										
1	1	10																										
2	1	10																										
3	0	8																										
4	0	9																										
5	2	11																										
6	3	12																										
7	1	11																										
8	1	11																										

<u>Next Steps</u>	9	1	10
	10	2	10
	11	2	12
	12	3	12
	<ul style="list-style-type: none"> • All children within the group clearly showed a better understanding of the emotions being taught and felt more confident about opening up to others about the way that they are feeling. Some very positive feedback was provided from the children, which is shown below. <ul style="list-style-type: none"> ○ “I can now talk about my feelings to my friends and teacher.” ○ “I know what feelings are.” ○ “I don’t feel worried anymore.” ○ “I like to use my special place to make me feel better.” ○ “I talk to people now.” • Possible creation of a Survey Monkey to evaluate the STAR Emotions programme for staff, pupils, parents and SMT. • Potentially develop a parent workshop covering the main ideas of STAR Emotions with follow up Home Pack of activities to explore as a family • Continue to explore the programme within the SLC style as it was able to accommodate the wider spectrum of needs in this type of provision. 		

Review of 2019-2020: SaLT Collaboration

<p>Establishment priority:</p>	<p>Meeting the spectrum of additional support needs of children and young people in EA to ensure they reach their full potential: SaLT Collaboration</p>
<p>Derived from NIF priority:</p>	<p>Improvement in children and young people’s health and wellbeing</p>
<p>NIF Driver:</p>	<p>Teacher Professionalism</p>
<p>Self –evaluation supported by HGIOS 4/ HGIOELC QIs:</p>	<p>1.5/2.2/2.3/2.4/2.7/3.1/3.2</p>
<p>Progress and Impact:</p>	<p>Progress</p> <ul style="list-style-type: none"> • Identified EAST teachers have: <ul style="list-style-type: none"> ○ continued to work in collaboration with SaLT to support the assessment of identified learners contribute to target setting/ reviews of identified learners in line with Child Plans. ○ continued to deliver the Speech Sound Intervention in partnership with SaLT to 5 identified learners. ○ created a learner’s diary to foster home-school links. ○ created and utilised a checklist/framework to allow clear progression through the planned intervention. ○ provided advisory support re. speech sound difficulties to EAST staff and teachers within core schools when necessary. ○ delivered a phonological awareness intervention to a further 10 identified learners as a prerequisite/complementary programme to Speech Sound intervention. <p>Impact</p> <ul style="list-style-type: none"> • EAST/SaLT collaboration continues to allow for increased ‘dosage’ of therapy interventions to target and improve speech sound difficulties in learners, thus reducing their barriers to learning. • Identified learners are making significant progress with increased intelligibility where access to the model of 4 therapy sessions per week is in place (1x SaLT, 1xEAST, 2xCA) • Significant upskilling of CAs in schools of identified learners has taken place with staff showing increased confidence/independence in the direct support of learners, and, therefore, building capacity in these schools • EAST teachers are attending review meetings of identified learners and are contributing to Child Plans, allowing professional dialogue and, therefore, a more extensive review of the progress of and next steps for identified learners • Effective collaborative working through concise records being kept for all identified learners, allowing information sharing between involved professionals and, therefore, more fluid, effective support for the learner • Learner diary (to ensure regular and effective communication between CT, parents and EAST/SaLT) has been issued to some learners to trial on a small-scale basis, providing a greater opportunity for learner voice.

	<ul style="list-style-type: none"> • Checklist has enabled clear progression through the intervention process, identifying clear roles for professionals involved and ensuring parents are informed and aware of the importance of their role through the period of intervention. • Identified EAST staff more able to support referrals to SaLT and provide advice, more confidently, to CTs in core schools on approaches to support learners. • Pre and post assessments re phonological awareness intervention demonstrate considerable progress for identified learners and support early intervention principles
<p><u>Next Steps</u></p>	<ul style="list-style-type: none"> • Evaluate progress of those learners supported in the January-April term, prior to school closures • Consultation between EAST and SaLT managers to look at how collaboration moves forward • Ensure schools are fully committed to intervention by issuing contract detailing a clear outline of intervention and staff commitments • Promote importance of learner's diary to parents/teachers and the opportunities it provides for more effective home/school links • Evaluate phonological awareness intervention and its effectiveness in developing skills in identified learners • Create a structured programme of activities to support the phonological awareness intervention • Re-establish parent support/training meetings to further engage parents

Review of 2019-2020: Hospital Education Service

<p>Establishment priority:</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 Build capacity in EAST and in all schools across East Ayrshire: To improve the learning experience of learners in HES</p>
<p>Derived from NIF priority:</p> <p>NIF Driver:</p> <p>Self –evaluation supported by HGIOS 4/ HGIOELC QIs</p>	<p>Improvement in children and young people’s health and wellbeing</p> <p>Assessment of children’s progress Parental engagement</p> <p>2.4 / 2.5 / 2.6 / 2.7 / 3.1 / 3.2</p>
<p><u>Progress and Impact:</u></p>	<p><u>Progress</u></p> <ul style="list-style-type: none"> • Continued to plan and work through levels in RHS Schools Gardening Campaign in partnership with Play Specialist. • Planters in the outdoor are maintained on a regular basis • Further indoor gardening activities are in place for children confined to the ward • Established strong links with Morrison’s community champion and staff, resulting in them supplying materials and plants and partnership working in refurbishing the outdoor area • Artist working with children in designing, creating and placing artwork on outside area window panels • Met with members of KESS and discussed support sessions within HES. System in place for long term learners • Attended FASD update session • Attended CHAS seminar, met with variety of staff within the hospice, gaining an insight into their roles and responsibilities • Explored What? Why? Children in Hospital website and have shared with colleagues and parents • Have become a member of Continuity in Education, an open access, international, academic journal and completed a peer review of an abstract prior to publication “Stress and Gratification in Hospital School Teachers An Investigation of the Italian Context” • Regularly visit H.O.P.E. website\ forum to share good practice and receive updates from international colleagues <p><u>Impact</u></p> <ul style="list-style-type: none"> • Enhanced learning experiences of learners being supported in HES • Completion of RHS Levels 2 & 3, with Level 4 almost completed for submission • Greater use of outdoor area in teaching and learning for children accessing HES • Parents\carers have now an enhanced outdoor seating area for rest and relaxation • Greater outdoor experience for children within the hospital • Development of language and social skills through outdoor experiences of children within the hospital

	<ul style="list-style-type: none"> • Improved Health and Wellbeing of children within the hospital • Children's life skills, confidence, teamwork and communication built through HES experiences • Forums in place for sharing best practice thus facilitating better outcomes for learners accessing HES • Attendance at FASD training. Gained updated knowledge on strategies to support individuals and have a greater awareness of support services available, thus improving support for learners accessing HES • Signposted colleagues Children, Parents \Carers to WWCH website whereby thy gain knowledge of treatment \procedures thus reducing anxiety • Have greater knowledge of differing roles and remits within the Hospice thus developing partnership working with to provide continuity of support for children and improved relationships with families
<p><u>Next Steps</u></p>	<ul style="list-style-type: none"> • Complete remaining levels of RHS Gardening Campaign • Continue to enhance the outdoor area through planting and completing artwork on window panels • Further develop links in partnership working with Morrison's Supermarket • Set up system for regular creative sessions for weekly patient • Contact KESS to provide support sessions to long term patients • Attend FASD Teachers Info Book launch • Check all HES software, discard obsolete disks and update Inventory • Contact EA IT to install free apps on I-Pad

Review of 2019-2020: MISP

<p>Establishment priority:</p>	<p>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</p>
<p>Derived from NIF priority:</p> <p>NIF Driver:</p> <p>Self –evaluation supported by HGIOS 4/ HGIOELC QIs:</p>	<p>Improvement in children and young people’s health and wellbeing</p> <p>Assessment of children’s progress</p> <p>1.1 / 2.2 / 2.3 / 2.4/3.1 / 3.2</p>
<p><u>Progress and Impact:</u></p>	<p><u>Progress</u></p> <ul style="list-style-type: none"> • Action research carried out in one identified class within a local primary school with support from Psychological Services. Research shows an improvement on three learner perceptions of school and self through MOSC questionnaires. Results show improvements throughout the course of MISP. • Class teachers for this particular class completed Group Climate Questionnaires for feedback on relationships in the class. Again, improvement was evident. • 2 EAST PT’s (MISP International Trainers) were asked to attend and present research paper to MISA International in Prague (March 2020). This Conference is now scheduled to take place in March 2021. • EAST PT was asked to Chair the MISA Scotland AGM in March 2020 and gave updates on the progress being made in East Ayrshire. The AGM was attended by a number of EA colleagues that have been trained in the programme. • Training was carried out in East Ayrshire to enable another 18 EA employees to become MISP Instructors. • MISP Instructors have been delivering the programme where possible during support in EAST Altonhill Campus and as part of our core/specialist support. The nurturing, caring nature of the programme continues to allow relationships to be built in a safe way. • Massage in Schools has been introduced in some capacity to 37 primary schools in EAC. It has also been taught in our Special schools and many ECC establishments. • Touch and Move to Learn training were organised in East Ayrshire for March 2020. • EAST PT attended IMPACT Wellbeing training to become an Instructor of this follow-on programme from MISP. This targets secondary age learners and adults through a range of interventions/techniques. <p><u>Impact</u></p> <p><u>Targeted School Data – 204 learners</u></p> <ul style="list-style-type: none"> • 100% of learners taught feel that they are developing trust and respect by being able to; ask for permission,

	<p>safely massage their partners and say ‘thank you’ at the end.</p> <ul style="list-style-type: none"> • 90% of children felt calmed and more relaxed after MISP. • 91% said that they wanted to continue to use MISP. • DHT now feels up-skilled as a MISP Instructor and uses MISP as one of her interventions during school assembly time. • 98% of parents stated that the programme was excellent. The other 2% said very good/good. • 93% of parents said the children had been trying the programme at home following instruction in school. • 100% said their children enjoyed MISP. • 98% said they wanted to continue at home. • Supporting comments were well received... <ul style="list-style-type: none"> ○ “Definitely a positive impact on my children. They look forward to MISP and enjoy doing it at home, keeping a calm environment before bedtime. They have more of a positive relationship and use some small massage techniques with their younger baby sibling.” ○ “Shows developments in communication and respecting others.” ○ “D enjoys showing us what he learns and how to relax and does massage on us. Builds his confidence and relationships between other kids. We do it regularly at home. Will be involving all of the family. Good idea and worthwhile.” <p><u>MISP in ECC’s (EAL)</u></p> <ul style="list-style-type: none"> • Crochet group established at Shortlees ECC - led by Polish BA and a mum from the school community with expertise in crochet, sewing etc. Open to all EAL parents in school community, including Polish, Urdu and Arabic speakers. MISP had been planned for this group in final term, once more established and relationships formed. Hopefully be able to continue with this once everything returns to normal <p><u>MISP to support Refugee community</u></p> <ul style="list-style-type: none"> • Arabic BA trained in MISP. • Have not been able to utilise with refugee families this year but person involved is moving on from EAST to work with Refugee resettlement team and hopes to collaborate with EAST to use as a health and wellbeing tool for newly arrived families over 2020/2021 • Secondary EAL teacher has now completed Impact Wellbeing Programme which uses massage to support Secondary learners with H&WB.
<u>Next Steps</u>	<ul style="list-style-type: none"> • 2 EAST PT’s to continue research with a main focus of raising attainment through MISP for Education Scotland and MISA International. Both staff members are asked to attend and present at the rescheduled MISA Conference in Prague in March 2021. • Continue to deliver the 2-day MISP Instructor training to EA colleagues at least once per year. • EAST PT to explore ways to begin using IMPACT to staff in the workplace and secondary learners.

- | | |
|--|---|
| | <ul style="list-style-type: none">• EAST colleagues to Quality Assure MISP being taught in EA establishments.• EAST colleagues to receive refresher training on the routine and start implementing in a modelling and coaching capacity within core business.• EAST PT been asked to meet with a parent to conduct an interview about the success the programme has brought to her child. |
|--|---|

EAL

- Maintain MISP as a tool to support EAL parents and learners in school and via workshops.
- MISP to be introduced to crochet group (EAL teachers with Polish BA to introduce it with mums and learners).
- Collaborate with Refugee Resettlement team to promote MISP as a tool for Health & Wellbeing to new refugee families arriving in 2020.

NIF PRIORITY CLOSING THE ATTAINMENT GAP BETWEEN THE MOST AND LEAST DISADVANTAGED CHILDREN

Review of 2019-2020: Visual Impairment

<p>Establishment priority:</p>	<p>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 To fully support children with a visual impairment</p>
<p>Derived from NIF priority:</p> <p>NIF Driver:</p> <p>Self –evaluation supported by HGIOS 4/ HGIOELC QIs:</p>	<p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Assessment of children’s progress School Improvement</p> <p>2 / 1.5 / 2.2 / 2.3 / 2.4 / 3.1 / 3.2</p>
<p><u>Progress and Impact:</u></p>	<ul style="list-style-type: none"> • VI staff have continued to up skill in assistive technology and attended further training on new Braille Note Touch. • Implemented use of Explorer 8 magnifiers • Established links with Ruth Gallagher Carr Sight & Sound Business Development Executive who has provided JAWS 18 training • Developed programmes of work for JAWS software • Explored and implemented the use of Immersive Reader Online Learning tool with VI learners • Developed the use of OCR software and Abby Fine Reader • VI teachers have trained learners and staff in use of assistive technology • Established a VI base within Loudoun Academy • Hosted National Multi-Disciplinary VI Forum within partnership with Habilitation Officer • Have established links with Talking Newspapers: accompanied an S1 learner to make a recording • Established links with Clare Sweeney Development Officer & Nicola Pick Early Years Worker from Visibility Scotland • Took forward Education priorities from SIOG Plan in partnership with North\South VI teams in updating, and standardising content of CLPL presentations • Delivered CLPL presentation and workshops to students at UWS Kilmarnock • VI Teachers attended “Emotional Impact Sight Loss “seminar • Continued to attend pan Ayrshire Teach meets and IT meeting • Pathway of competencies in place for EA to accredit TVI status • Impact • VI staff up skilled in latest assistive technology

	<ul style="list-style-type: none"> • Improved 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 • TVIs upskilled re braille notation • Improved joint partnership working for response to action points from the Ayrshire and Arran Sensory Impairment Plan • Deeper knowledge and understanding of the emotional impact of sight loss • Improvement in standardisation of CLPL VI across Ayrshire • Improved awareness raising of VI to the wider community
<p><u>Next Steps</u></p>	<ul style="list-style-type: none"> • Continue to upskill in use of new Braille Note Touch, Explore 8 and JAWS 18 • Complete UEB online modules in Maths / Literacy • Develop wider knowledge of UEB signs for Maths French and Science • Access podcasts, webinars resources from Humanware, Positive Eye, RNIB, Royal Blind, CALL • Develop visual assessment materials e.g. differentiation in font, size, colour • Create a bank of accessible images • Train CAs in the support of learners with a visual impairment • EA to accredit TVI status with some form of recognition • Plan and pilot a social outing for VI learners • Quality assure VI support in line with HIGIOS4 and HIGOSS4

NIF PRIORITY SCHOOL LEADERSHIP
Review of 2019-20 ASN Audits/ SC76/ASN Supports

<p>Establishment priority:</p>	<p>To build capacity in EAST and in schools across East Ayrshire 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 support EAST/school colleagues to adapt provision in line with new Children/Young People’s Act (2014) • To upskill EAST/school colleagues in relation to ‘best practice’ in terms of supporting children and young people within GIRFEC and East Ayrshire’s Standard Circular 76 • To complete ASN audits for targeted schools in collaboration with SEM, Data & Performance • ASN training – EAST CLPL gateway e.g. SC11, SC76; supporting secondary colleagues to administer visual stress assessments • Continue needs led support with identified schools through ASN audits 2019/20 • COP led by L Watt, supported by key EAST staff, and key authority personnel • Update SC76 following feedback from schools at end of session 2018/19 • Update all ASN paperwork on GLOW – GIRFEC, ASN tile
<p>Derived from NIF priority: NIF Driver:</p> <p>Self –evaluation supported by HGIOS 4/ HGIOELC QIs:</p>	<p>School Leadership Teacher Professionalism</p> <p>1.3 / 1.4 / 2.1 / 2.3 / 2.4 / 2.5 / 2.6 / 2.7 / 3.1 / 3.2</p>
<p><u>Progress and Impact:</u></p>	<p><u>Progress</u></p> <ul style="list-style-type: none"> • EAST staff and East Ayrshire colleagues have been supported to implement legislation and national and local guidance regarding ASN by continuing to provide CLPL re. ASN frontline practice through various routes (EAST CLPL Calendars, TLCs, twilight school led training, HT training, advice and consultation, bespoke 1 to 1 support to targeted school key staff etc) in collaboration with key central staff e.g. GIRFEC and LAC Manager • SC76 Paperwork has been updated in response to feedback from practitioners • All associated ASN paperwork on GLOW has been updated following updates to SC76 and feedback regarding Child’s Plans and ILPs • EAST GLOW tile(s) updated to bring in line with new East Ayrshire GLOW launch • EAST has supported the updating and roll out of SC11 to support filing of ASN /GIRFEC documentation in EA • EAST Manager attended Learning Visit training and participated in learning visit to targeted East Ayrshire school in collaboration with SEM • Data & Performance, Education Scotland Advisor and reps from SAC Management team • EAST Manager participated in the production of Report following Learning Visit • EAST/staff in schools have been supported produce effective Child’s Plans in updated SC76 through twilight CLPL and needs led Individual school support

	<ul style="list-style-type: none"> • EAST/staff in schools have been supported to produce effective ILP long and short term target setting and their success criteria through <ul style="list-style-type: none"> ○ twilight CLPL COPs in two Education Groups for interested staff and needs led individual school support • EAST PTs have supported school personnel through Primary COP (three times throughout session) and through follow up actions post meeting. The planned CLPL on Assessment for the spring COP has been postponed due to current COVID 19 working conditions • Update SC102 and associated paperwork and cascade to schools • EAST Manager and PTs have been members of strategic ASN Steering Group and Relationship Framework work streams (Violence and Aggression (Health & Safety) and Inclusive Practice In Schools) <p><u>Impact</u></p> <ul style="list-style-type: none"> • EAST paperwork regarding RFA and EAST annual reviews in light of GIRFEC and feedback from ASN Audits has been updated • EA Probationers have been supported to improve their knowledge regarding ASN to support needs of learners <ul style="list-style-type: none"> ○ Stall at Probationer Induction Day ○ EAST input into 2x ASN HALF Day training sessions ○ EAST lead assessment/ILP/Child's Plan Training session ○ Probationer access to EAST TLCs/ twilight training sessions ○ EAST Forum as a compulsory probationer event ○ Core staff support through training, advice and consultation • A number of EAST staff are in the process of completing relevant Open University online modules to support Inclusion: <ul style="list-style-type: none"> ○ Introduction to Inclusive Education ○ Introduction to Dyslexia and Inclusive Practice (Level 0) ○ Supporting Dyslexia, Inclusive Practice and Literacy (Level 1) ○ Dyslexia: Identification and Support (Level 2) • EAST management attended 5-day training course to become CPI Pivotal MAPA trainers <ul style="list-style-type: none"> ○ Developed training to work alongside EA Relationship Framework ○ EAST management delivered training to all EAST staff ○ EAST management delivered training to 144 ASN staff across EA from Special Schools, SLC's and Hubs • EAST Manager and two PTs attending training in the delivery of Neurosequential Model in Education (NME) with Educational Psychology Service
<u>Next Steps</u>	<p><u>ASN Audits/ SC76/ASN Supports</u></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 • Continue to support Primary COP and deliver training on a needs led basis • Establish an EAST rep for the Accessibility Strategy Working Group

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| | <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• Reconfigure EAST staffing to ensure an initial support for COT, EAL and SEBN• EAST Manager to participate in Learning Visits during session 2020/21 alongside central colleagues and specific HTs• EAST Management to offer CPI Pivotal MAPA training through EA Gateway• Further development of CPI Pivotal MAPA training to work alongside NME• Management to attend CPI Pivotal MAPA refresher training• EAST Manager and two PTs to continue to attend NME training sessions over an 8-month period |
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