East Ayrshire Support Team (EAST)

Establishment Improvement Plan

2023/24

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| School Improvement Plan | East Ayrshire Support Team |
| Head Teacher | Catherine Rodger |
| Date Submitted | Submitted to Head of Education on: 28 June 2023 |
| Session  (Date when each year is written) | 2023/24 |

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| School’s/Centre’s Vision and Values | East Ayrshire Support Team (EAST) is the central support team for education in East Ayrshire. In addition to providing core support across the spectrum of additional support needs to every mainstream primary establishment EAST also provides direct support via a Communication Outreach Team (COT), an English as an Additional Language (EAL) Team, an Early Language Team (ELT), a Hospital Education Service (HES) and a Visual Impairment (VI) Team.  EAST works in collaboration with every Education Group to contribute to the provision of effective support for children and young people who have additional support needs to help them achieve their individual targets and reach their full potential. The team plays an instrumental role in supporting colleagues across the authority to meet the needs of learners who have additional support needs.  **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 has also been given to relevant Scottish Government guidance and legislative responsibilities including but not restricted to GIRFEC, the ASN Review, parental involvement, health promotion, disability and equality.  **Vision and Values**  The vision of EAST is 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.  In order to achieve our vision, the key aims of EAST are:    • To work collaboratively with schools, partners, parents /carers, and children and young people to reduce barriers to learning and develop an inclusive approach to meeting additional support needs, at a local level where possible;  • To enable learners with a visual impairment, language impairment (3-6 years), have English as an additional language or are in hospital for an extended or recurring period to fully access the curriculum;   * To ensure that the aims of the service support children and young people and their families across the full spectrum of ASN;   • To support and contribute to East Ayrshire systems and strategic developments linked to additional support needs, taking account of national and local priorities in the delivery and development of the service;  • To help narrow the attainment gap by raising attainment and increasing achievement of children and young people who require additional support;  • To improve educational and life outcomes for children and young people with additional support needs by working collaboratively within the service and in partnership with stakeholders to share knowledge, practice, innovation and resources; and,  • 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. |

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.

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| **Consultation on improvement plan includes the following stakeholders:** | **Completed** |  | **Content of plan** | **Completed** |
| Children and Young People | x |  | Takes account of strategic priorities outlined in the education authority’s Annual Plan. | x |
| Parent Council and Forum |  |  | Takes account of the strategy for parental involvement under section 2 (4A). | x |
| Teachers, practitioners and ALL school/centre staff | x |  | An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people. | x |
| Volunteers/ Community partners |  |  | Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff. | x |
| Local bodies representing teachers, staff, volunteers and any parent bodies further associated to the school/centre. | x |  | Scottish Government Tackling Bureaucracy working group recommendations have been considered when planning for improvement and in the improvement activities specified. | x |
|  |  |  | HGIOS 4 and HGIOELC are used as the frameworks to inform the content of SIPs. | x |
| Head Teacher Signature:    (Inclusion Resource Manager) |  |  | There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage. | x |

**Pupil and parental strategic involvement**

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| *For session 2023-24, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre* | *For session 2023-24, please describe below how parents will be involved in decisions relating to the operation of the school/centre* |
| * EAST Forward Plans and Reviews of Support – learners agree next steps collaboratively with EAST member of staff. * Feedback from learners on EAST interventions is completed throughout the session through learner questionnaires (MS Forms). * Feedback from learners during plenary sessions and during different aspects of support sessions through various AifL approaches.      * Learner Review Meetings/TAC meetings. | * Involvement in improvements across various areas of the plan through attendance and contributions to Team Around the Child (TAC) Meetings and resulting Child Plans and Individual Learning Plans. * Feedback from Parents’ meetings/engagement events and workshops e.g. DLD Together, MISP, Talk Boost. |

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | PLANNING AND TEACHING  At least 95% of learners access high quality EAST lessons where evidence-based pedagogical approaches are being implemented. | Rationale for improvement priority based on evidence  Annual feedback from EAST staff requested further opportunities to embed and expand learning from Tapestry into practice.  Core text and associated planned training focuses on embedding evidence-based pedagogies into practice. |
| **NIF Priorities**  Improvement in attainment, particularly in literacy and numeracy | **NIF Driver**  Teacher Professionalism | **HGIOS/HGIOSELCC QIs for self-evaluation**  1.1; 1.2; 2.3 |

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| What actions are required to reach the desired outcome? | Who | When |
| Learning and teaching pedagogy   * Develop training materials that cover the 12 elements from core text (The Teaching Delusion 3 – TTD3, with links to other literature and research) for use with EAST staff on Inset days and dates agreed within CoC. * All teaching staff read core text and other signposted reading and research, participate in related activities and actively contribute in Learning & Teaching Pedagogy groups (CAs, CACs and BSAs will participate in as many of these as possible). * All staff implement/embed relevant Power-up Prompts and Trusted Techniques from TTD3 within their practice. * All teaching staff self-evaluate against Elements 1,2,3,10 and 11 (CAs and BSAs to participate in peer group discussions). * All teaching staff engage in related activities in order to undertake peer observations (trios) using ‘SURF’ model. * All non-teaching staff access opportunities to observe peers and participate in follow-up discussions, supported by CA Coaches. * Related materials that are created by EAST staff shared on glow with clear signposting and regular updates (Pedagogy groups, emails). | KMcK/DMcM (leads)  Whole team  Whole team  EAST teachers  EAST teachers  CAs, BSAs, CACs  Whole team | May 23 – Mar 24  Aug 23 – May 24  Aug 23 – June 24  Nov 23-June 24  Feb 24, May 24  Feb 24, May 24  Aug 23-June 24 |
| Evidence of Impact against outcomes for learners   * Learners access (a) a Daily Review and (b) a Plenary Review in at least 95% of relevant EAST sessions. * 100% of EAST staff report increased knowledge and improved confidence, resulting in the creation of well-constructed Learning Intentions and Success Criteria based on current best practice. * At least 90% of learners report they know (a) what they are learning and (b) the success criteria for the lesson during EAST sessions (using Learner Feedback Evaluations to measure this). * At least 90% of learners receive verbal feedback that is (a) specific (b) timely and (c) delivered in manageable chunks (measured through self-evaluation tools and Learner Focus Groups). * At least 90% of learners are given opportunities to act on feedback (measured through self-evaluation tools and Learner Focus Groups). * 100% EAST staff provide a minimum of 3 evidence-based improvements in their practice based on the learning from core text and other associated reading and research (MS Forms). | | |

*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.*

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | PLANNING AND TEACHING  At least 95% of learners access high-quality learning opportunities during EAST sessions that are underpinned by evidence-based approaches. | Rationale for improvement priority based on evidence  Increased demand for EAL support: numbers have almost doubled (91 to 175 from Sessions 21/22 to 22/23).  EAST literacy support is 4.6x more prevalent than numeracy support (EAST 22/23 database).  Interventions for students with learning needs has a 0.77 effect on attainment (Hattie). |
| **NIF Priorities**  Closing the attainment gap between the most and least disadvantaged children | **NIF Driver**  Teacher Professionalism | **HGIOS/HGIOSELCC QIs for self-evaluation**  1.1; 1.3; 1.5; 2.4; 3.1; 3.2 |

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| What actions are required to reach the desired outcome? | Who | When |
| Strategic Literacy and Numeracy Working Group   * EAST representatives contribute to the strategic literacy and Numeracy Working Group incorporating appropriate assessments of needs, resources and interventions for learners with literacy and numeracy difficulties in EA. | SLT | By June 24 |
| Numeracy   * ‘Facilitate ‘hands-on’ opportunities for EAST staff to view available numeracy resources that have been proven to be effective and support staff in how they can be used within their support sessions. * Measure uptake and impact of identified resources (e.g. Rekenreks, place value counters) by EAST staff. * All EAST core staff to support at least one numeracy group in Session 23/24 and use resources and approaches. | Numeracy WG  Numeracy WG  EAST core staff | Inset days, opt-in drop-in sessions  June 24  By June 24 |
| Literacy WG   * Final quality assurance of EAST catch-up phonics intervention then circulate to team. * Feedback from team gathered to establish level of uptake of catch-up phonics intervention and impact on learners (pre and post assessment). * Facilitate professional discussion within team in relation to Pathway of Intervention (5 pillars) and how it impacts on our teaching and learning. * Research current literature around reading fluency then share findings with colleagues in team. * Use above research to create guidance material for colleagues in team to apply when supporting reading fluency. | F Rosa/F Haining  Literacy WG  Literacy WG  Literacy WG  Literacy WG  Literacy WG | Aug – Oct 23  By June 24  November 23  By May 24  By June 24  By June 24 |
| EAL   * Build capacity within team by incorporating ring-fenced EAL support into core staff timetables as appropriate. * Deliver refresher training on effective evidence-based approaches to support EAL learners. * Ongoing advisory support and opt-in themed drop-in sessions for team to access. * Create a new to English EAL pathway for teachers (incorporating initial assessment framework as well as teaching and learning content). * Seasons for Growth offered to identified learners who may benefit from this intervention by trained EAL staff. * Create and maintain EAL TEAMs support page for colleagues supporting EAL in Early Years establishments. | CR/KMcK  EAL team  EAL team  EAL WG  EA/CF/CM/KM  EAL team | June 23  Aug-Sep 23  Aug-Sep 23  Aug 23-May 24  Aug 23-May 24  Aug 23-June 24 |
| Evidence of Impact against outcomes for learners  Strategic Numeracy and Literacy Working Group   * All EA education staff have ready access to appropriate assessment, interventions and resources to address literacy and numeracy needs and clear signposts to locate materials. * Evaluations from EAST CLPL shows an overall average of 90% satisfaction (agree/strongly agree) in terms of transferring training into practice.   Numeracy   * Overall average of staff confidence in using these resources with learners increased by at least 1 point (out of 5). * An increase of at least 100% in the numbers of learners who access numeracy support from EAST (compared to Session 2022/23). * A minimum of 50% increase in uptake of identified numeracy resources from Aug 23 to June 24.   Literacy WG   * Pre and post data shows gains of at least 50% for identified learners accessing the EAST Phonics Catch-up intervention. * Overall average of EAST staff confidence in understanding the Pathway of Intervention (5 pillars of reading) increased by at least 1 point (out of 5). | | |

*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session*

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | IDENTIFICATION AND ASSESSMENT  100% of identified learners access high-quality assessment, underpinned by holistic and least intrusive approaches in order to identify appropriate next steps in learning journey. | Rationale for improvement priority based on evidence  Local and national figures for learners with additional support needs are 30.7% and 34.2% respectively.  22% variation in EAL learners’ achievement in comparison to other learners (Bell Foundation). |
| **NIF Priorities**  Closing the attainment gap between the most and least disadvantaged children | **NIF Driver**  Teacher Professionalism | **HGIOS/HGIOSELCC QIs for self-evaluation**  1.3; 2.3; 2.4; 3.1 |

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| What actions are required to reach the desired outcome? | Who | When |
| EAL   * Professional dialogue with other authorities regarding ESOL delivery in order to share good practice and resources with colleagues in East Ayrshire. * Scoping exercise to explore approaches used in other local authorities. * Create an evidence-based initial assessment for use with newly arrived EAL learners. * Gather feedback from colleagues in schools and adapt as required. * Share initial assessment with team. | CF/AH  CR/KMcK/FMcC/AH  EAL WG  EAL WG  EAL WG | Aug 23-June 24  June-Sept 23  Sept 23-Jan 24  Dec 23-Mar 24  May 24 |
| Standard Circular 102   * Relaunch SC102 and support its implementation through CLPL sessions or through needs-led consultancy. * Continue to support EAST staff/mainstream colleagues with assessment and identification of dyslexia and/or dyscalculia by planning and delivering assessment analysis sessions or through consultancy on a needs-led basis. | EAST Staff  SLT & EAST Core | By June 24  By June 24 |
| Processing difficulties   * Develop knowledge and understanding of supporting processing difficulties in learners within the context of dyslexia assessments/identification and/or as a stand-alone additional support need. | CR/DT/LB | By June 24 |
| Numeracy   * Researching and developing assessment tools and effective strategies to support learners understand the concepts of multiplication and division. | Numeracy WG | By June 24 |
| Secondary   * Reconfigure EAST assessment support to secondary establishments to build capacity in the team and continue to provide timeous support. | Identified EAST core staff | August 23 |
| Evidence of Impact against outcomes for learners  EAL   * Increase in number of EAL learners accessing ESOL in an EA educational establishment from 2 (Jan 23) to at least 10 (Jan 24). * At least 90% of any newly arrived EAL learners receive an initial assessment which is then shared with their class teacher(s) to inform planning (from Jan 2024). * At least 90% of colleagues who receive an initial EAL assessment report agree that the information is relevant, informative and supports their planning.   SC102   * All East Ayrshire education staff will have access to best practice guidance in assessment through SC102. * Evaluations from attendees of SC102 training shows an overall average of at least 90% satisfaction (agree/strongly agree) in terms of relevance and the training positively impacting their practice. * 100% of assessments carried out on learners for dyslexia or dyscalculia adhere to legal requirements.   PROCESSING   * All East Ayrshire education staff will have access to effective guidance on identifying and supporting processing difficulties.   NUMERACY   * Overall average of staff confidence in assessing multiplication & division and implementing strategies to support identified difficulties increased by at least 1 point (out of 5). * 95% of learners accessing EAST support for multiplication and division meet their set targets detailed in EAST forward plans.   Assessment in secondary establishments   * At least 95% of identified learners in secondary establishments access timeous EAST assessment support where an assessment slot is agreed within 2 weeks of a request for assessment support being made. | | |

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | SUPPORTING PROFESSIONAL LEARNING  CONSULTATION AND CONSULTANCY  All learners supported by staff who have participated in EAST CLPL training have access to high-quality, evidence-based learning opportunities in relation to ASN. | Rationale for improvement priority based on evidence  CLPL feedback from attendees of EAST CLPL (Session 22/23).  “*A core component of teachers’ professional commitment is understanding the needs of all learners.”* (GTCS). |
| **NIF Priorities**  Closing the attainment gap between the most and least disadvantaged children | **NIF Driver**  Teacher Professionalism | **HGIOS/HGIOSELCC QIs for self-evaluation**  1.2; 2.3; 2.4 |

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| What actions are required to reach the desired outcome? | Who | When |
| CLPL Calendar   * Reconfigure EAST CLPL calendar in relation to content and method of delivery in light of Session 22/23 attendee feedback and current East Ayrshire inclusion priorities. * Create CLPL templates for school leaders to use during Inset days or scheduled WTA meetings for (a) Child’s Plans (b) Beyond Behaviour modules. * Gather feedback from above and amend as appropriate. * Track uptake of courses and use staff feedback to measure impact on practice. | EAST SLT  EAST SLT  EAST SLT  EAST SLT | August 23  August 23  April 24  Dec 23, May 24 |
| Evidence of Impact against outcomes for learners  CLPL Calendar   * At least 90% of staff engaging in EAST CLPL sessions agree that the content is relevant and will positively influence their practice. | | |

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | SUPPORTING PROFESSIONAL LEARNING  CONSULTANCY AND CONSULTATION  All learners with ASN/neurodiverse learners supported by EAST staff or mainstream colleagues who engage with training noted below have access to appropriate learning and teaching that removes barriers to their learning. | Rationale for improvement priority based on evidence  Nationally and locally there has been an increase in the number of neurodiverse learners being identified.  4.1% of learners in EA have ASD or communication difficulties; 8% have dyslexia (SEEMiS, June 2023). |
| **NIF Priorities**  Improvement in children and young people’s health and wellbeing | **NIF Driver**  Teacher Professionalism | **HGIOS/HGIOSELCC QIs for self-evaluation**  1.3; 2.3; 2.4; 3.1 |

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| What actions are required to reach the desired outcome? | Who | When |
| Differentiation (WG)   * To engage with current research and literature on differentiation. * To share key findings with team and facilitate opportunities for professional enquiry in relation to the research. * To consider how current research applies to EAST and explore possible adaptations to current modes of delivery. * To create supporting guidance based on current research. * To develop a Bitesize and CLPL session for East Ayrshire education colleagues to access in relation to differentiation. | Diff WG  Diff WG  Diff WG  Diff WG  Diff WG | Aug-Dec 23  Jan-Feb 24  Aug 23-Feb 24  By April 24  By April 24 |
| Neurodiversity (WG)   * Research what neurodiversity is, what it encompasses and what information/training is being promoted nationally. * Investigate what resources are available to support assessment/intervention for neurodiverse learners. * Quality assure existing resources and training in relation to neurodiversity within EAST. * Provide opportunities for EAST staff to become more familiar/confident in utilising and creating social stories through face to face training. * Develop any required additional training for neurodiversity to upskill staff in EAST and across the authority. | Neurodiversity WG  Neurodiversity WG  Neurodiversity WG  Neurodiversity WG  Neurodiversity WG | By June 24  By June 24  By June 24  By June 24 |
| Evidence of Impact against outcomes for learners  Differentiation   * At least 90% of EAST staff report a greater understanding of differentiation gleaned from various professional readings and follow-up discussions. * At least 90% of EAST staff report improved skills in differentiating tasks to meet the needs of all pupils in their care. * Increased level of differentiated tasks within EAST groups/timetables evident from Peer Observations and task sampling. * At least 90% of EAST staff report a greater understanding of differentiation gleaned from various professional readings and follow-up discussions.   Neurodiversity   * 90% of EAST staff agree that (a) they know what neurodiversity is and (b) have increased confidence in supporting neurodiverse learners. * 90% of East Ayrshire staff who access CLPL on neurodiversity agree that (a) they know what neurodiversity is and (b) have increased confidence in supporting neurodiverse learners. | | |

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | PLANNING AND TEACHING  COOPERATIVE TEACHING  All least 95% of identified learners access high-quality learning opportunities based on the following evidence-based approaches: Talking Mats, Talk Boost 1 and Word Aware. | Rationale for improvement priority based on evidence  Interventions for students with learning needs has a 31.7% of children and young people between 0-18yrs in NHS A&A are predicted to have speech, language and communication needs (Equity for All, Feb 2022).  0.77 effect and vocabulary programmes a 0.62 effect on attainment (Hattie). |
| **NIF Priorities**  Improvement in attainment, particularly in literacy and numeracy | **NIF Driver**  Assessment of children’s progress | **HGIOS/HGIOSELCC QIs for self-evaluation**  1.2; 2.3; 2.4; 3.2 |

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| What actions are required to reach the desired outcome? | Who | When |
| Talking Mats   * Initial trial run with small group of identified EAST staff (those involved in joint Phonology intervention). * Evaluate and review then make any required adaptations to delivery of Talking Mats training ready to offer as part of EAST CLPL. * Share via a range of platforms to inform colleagues in schools of this resource and available training. * Deliver Talking Mats training to interested colleagues, adhering to licence limitations. * Create QA mechanisms to measure impact of resource. | ST + identified EAST staff  S Thomson  CR/ST  ST  ST/KMcK | June 23  June-Aug 23  Aug 23-June 24  Aug 23 -June 24  Aug 23 -June 24 |
| Talk Boost 1   * Audit of current Talk Boost 1 resources to ensure easy access for all trained staff. * From audit information create and reorganise Talk Boost resources to ensure a consistent approach in terms of delivery and make more user friendly. * Further build capacity in team in use of Talk Boost 1 as a targeted intervention through opt in training for interested staff and a PLC to facilitate professional engagement. * Joint partnership work with SaLT colleagues throughout academic session 23/24 in relation to the flowchart and other related development work.   Word Aware   * Refresher session and corresponding resources signposted to all EAST staff/CLPL attendees. * Joint delivery of Early Level and Primary Word Aware training across the authority via Gateway CLPL platform. * Audit and then purchase additional Word Aware resources as required (Early & Primary). * Trial the Word Aware concepts intervention with identified learners in Primary 1-3. | D McM/SaLT  D McM/EAST CA  EAST Talk Boost trainers  D McMahon  D McMahon  D McM/SaLT  DMcM/CR/LMcN  Identified EAST staff | Aug- Oct 23  Oct 23- Mar 24  Aug 23 – June 24  Aug 23 – June 24  Aug 23, Jan 24  Aug 23 – June 24  Aug- Oct 23  Oct 23- Mar 24 |
| Literacy (WG)   * Research current evidence on the most effective pedagogical approaches to support reading, with a particular focus on those struggling with reading acquisition. * Research current literature around the Reading Recovery programme. * Review existing CLG intervention against above research and establish whether the current model can be adapted to reflect current evidence-based research or whether it is no longer fit for purpose. * Provide termly updates to EAST SLT. * Share findings/conclusions with team and other interested stakeholders. | Literacy WG  Literacy WG  Literacy WG  Literacy WG  Lit WG/CR | Aug 23-May 24  Oct 23-May 24  Oct 23 -May 24  Termly  May 24 |
| Evidence of Impact against outcomes for learners   * At least 25 learners in East Ayrshire educational establishments use a Talking Mat as a means to communicate. * Increase in number of EAST staff trained and delivering Talk Boost 1 from 6 (June 23) to 12 (June 24) leading to increase in numbers of learners accessing this intervention from 19 (Session 22-23) to at least 30 (Session 23-24). * Talk Boost 1 pre and post assessment and follow up data shows a minimum improvement of 30% for 90% of the learners who participated in the intervention. * 100% of EAST staff attend refresher Word Aware session resulting in an increase in the numbers of learners who regularly access this approach to at least 100. | | |

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | PARTNERSHIP WORKING  All children whose parents/carers engage in multi-agency workshops have access to appropriate support strategies to implement within the home environment.  All children and young people who reside in East, North or South Ayrshire have equity in terms of assessment of visual stress. | Rationale for improvement priority based on evidence  31.7% of children and young people between 0-18yrs in NHS A&A are predicted to have speech, language and communication needs (Equity for All, Feb 2022).  100% of parents took up offer of DLD Together sessions.  43 primary and 59 secondary children/young people in EA have been diagnosed with visual stress (East Ayrshire Dyslexia Database, June 2023). |
| **NIF Priorities**  Improvement in attainment, particularly in literacy and numeracy | **NIF Driver**  Parental engagement | **HGIOS/HGIOSELCC QIs for self-evaluation**  1.3; 2.5; 2.6; 2.7; 3.2 |

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| What actions are required to reach the desired outcome? | Who | When |
| DLD Together   * Create template to gather feedback from parents who participated in the P4-7 programme. * Analyse data and adapt format as appropriate. * Expand programme and deliver programme to parents of children in P1-3. * Evaluate and review. | ST/EMcD  ST/EMcD/KMcK  ST/EMcD  ST/EMcD/KMcK | June-Aug 23  Aug-Sep 23  By Dec 23  By Jan 24 |
| Listening and talking - joint work with SaLT   * Develop then deliver parent/carer workshops (Improvement Science model) on identified themes related to listening and talking using online and face to face platforms. * Liaise with schools to identify target audience for above and scale up as appropriate. * Use improvement science model to test then scale up the listening and talking flowchart prior to wider dissemination to EAST and East Ayrshire colleagues. | DMcM/SaLT  DMcM/SaLT  DMcM/SaLT | Aug 23-Mar 24  By Jan 24  Aug 23-June 24 |
| Partnership working   * Work with NHS and SA colleagues to support NA to implement an authority wide VS screening and referral system for Visual Stress. | EAST/VAROC | Aug 23-June 24 |
| Evidence of Impact against outcomes for learners  DLD Together   * Feedback from participants of both DLD Together (P4-7; P1-3) groups show an 80% positive response in terms of value of the course.   Listening and talking   * 80% of parents/carers who attend a L&T workshop agree they found the workshop informative and agreed to continue L&T skill development activities at home.   VAROC Clinic/South Ayrshire   * Equity for learners across the three Ayrshires in assessing, identifying and supporting visual stress based on best practice developed in East Ayrshire. | | |

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | PARTNERSHIP WORKING  Engage with the RNIB as professional participants in the Curriculum Framework for Children and Young People with Vision Impairment (CFVI) Longitudinal Study to initially quality assure support document and establish CLPL needs for staff.  Work with VI colleagues across SWEIC to address agreed target areas from HGIOSS and CFVI to ensure 100% of learners with VI access best practice in relation to removing barriers to their learning. | Rationale for improvement priority based on evidence  Increase in the number of learners in East Ayrshire needing VI Team input year on year (2017/18: 63; 2022/23: 68)  Release of the Curriculum Framework for Children and Young People with Vision Impairment (CFVI) in 2022 providing a’ Code Of Practice’ to support learners with a visual impairment that education staff have to embed in policy and practice. |
| **NIF Priorities**  Improvement in children and young people’s health and wellbeing | **NIF Driver**  Teacher Professionalism | **HGIOS/HGIOSELCC QIs for self-evaluation**  1.3; 2.4; 2.6; 2.7; 3.1 |

*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.*

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| What actions are required to reach the desired outcome? | Who | When |
| Curriculum Framework for Children and Young People with Vision Impairment (CFVI)   * Continue to engage in the Curriculum Framework for Children and Young People with Vision Impairment (CFVI) and begin to implement into practice and policy by update planning/ reviews, reports, schemes of work, V.I team leaflets and training presentations. * Participate in a UK-wide longitudinal survey to influence the implementation of the CFVI and attend all relevant engagement events (professional meetings, training etc.) * Research and develop programmes to support learners have a better understanding of their eye conditions. | EAST VI Staff with RNIB, EA Habilitation team and NA / SA | By June 2024  By June 2024  By June 2024 |
| Pan-Ayrshire work   * Develop a primary to secondary transition checklist with South Ayrshire colleagues. | EAST VI Staff with SA Staff | By June 2024 |
| Evidence of Impact against outcomes for learners  CFVI   * Targeted areas for session 23/24 from the CFVI will be evident in practice within East Ayrshire - VI planning and reviews, VI reports, schemes of work, VI CLPL sessions and EA points of transition for VI learners. * 95% or above of targeted VI learners will report back they have a better understanding of their eye condition and feel more empowered from pupil feedback questionnaires   Pan-Ayrshire work   * 100% of targeted pupils and staff involved in transitions of VI pupils report updated checklists improve the transition process from primary to secondary. | | |

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | SUPPORTING PROFESSIONAL LEARNING  100% of learners who have targeted CA support have their needs met by staff who have accessed quality support and training in relation to additional support needs. | Rationale for improvement priority based on evidence  Recommendations pertaining to CAs within the Morgan Review (2021) and subsequent SG ASL Action Plans (2021; 2022). |
| **NIF Priorities**  Improvement in attainment, particularly in literacy and numeracy | **NIF Driver**  School Leadership | **HGIOS/HGIOSELCC QIs for self-evaluation**  1.3; 1.4; 1.5 |

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| What actions are required to reach the desired outcome? | Who | When |
| CA working group (authority)   * EAST representatives contribute to the strategic CA Working Group for EA. Areas being addressed include allocations, roles and remits, grading of posts, remuneration, CPD, recruitment and retention, registration and regulation. | CR/KMcK | By June 24 |
| Evidence of Impact against outcomes for learners  CA working group (authority)     * All CAs in EA have clear roles and remits with appropriate remuneration and fair recruitment and retention processes. * All CAs have access to a CA Induction Pack to support them in their new roles. * All CAs have access to an effective Professional Learning Framework for EA (taking cognisance of national framework, SWEIC framework and EA framework). * EA has an open and fair model for CA allocation to mainstream schools. * EA will have incorporated the recommendations from the SG /Green Party Bute House Agreement in relation to CA registration and qualifications into our protocols and procedures for CAs within the LA. | | |

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | PARTNERSHIP WORKING  All identified children and young people are assessed and supported by appropriate assessment and effective ASN processes linked to legislation and national guidance. | Rationale for improvement priority based on evidence  Recommendations within the Morgan Review (2021) and subsequent SG ASL Action Plans (2021; 2022).  Nationally and locally there has been an increase in the number of neurodiverse learners being identified.  4.1% of learners in EA have ASD or communication difficulties; 8% have dyslexia (SEEMiS, June 2023). |
| **NIF Priorities**  Closing the attainment gap between the most and least disadvantaged children | **NIF Driver**  School Leadership | **HGIOS/HGIOSELCC QIs for self-evaluation**  1.1; 1.3; 2.1; 3.1 |

*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.*

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| What actions are required to reach the desired outcome? | Who | When |
| EA ASN processes   * EAST representatives will contribute to the strategic ASN Process, Assessment & Planning Working Group to ensure improvements to ASN processes and their QA, ASN admin support, relevant SCs and most effective SQA concessions to positively impact wellbeing. * EAST Inventory of resources updated and shared with team. | SLT  SLT | By June 24  By June 24 |
| Neurodiversity   * Continue to attend national, SWEIC and local SCERTS groups to keep abreast of SCERTS developments. * Research the relevant and beneficial use of SCERTS in supporting mainstream learners through our outreach support, liaising with Crosshouse Communication Centre to ascertain how they are implementing SCERTS into their practice and context. * Opportunities for EAST staff to become more familiar with utilising and creating social stories through face to face training. | CR/DT  SLT  EAST staff | By June 24  By June 24  By June 24 |
| Dyscalculia   * Contribute to the following developments in relation to dyscalculia through joint work with Education Scotland: * Supporting learners with numeracy difficulties : Addition/ Subtraction / Word Problems * Supporting learners with numeracy difficulties: Multiplication and Division * Developing a parent booklet with ideas to support learners with numeracy difficulties | LB | By June 24 |
| Evidence of Impact against outcomes for learners  EA ASN Processes   * Needs analysis completed for East Ayrshire and other local authorities in relation to ASN Process systems and Quality Assurance * East Ayrshire ASN processes, systems and quality assurance updated to include best practice e.g. digital solutions, reduced bureaucracy, most effective admin support for ASN processes and procedures * Relevant Standard Circulars update and available to all staff * Effective links established with ILG Leadership Group re: SEBN assessment, risk assessment and safety * SQA procedures for ASN concessions in place that do not adversely affect wellbeing of learners   Neurodiversity   * Key SLT in EAST are kept abreast of all SCERTS improvements at a local, SWEIC and national level and can implement in East Ayrshire mainstream schools on a needs led basis   Dyscalculia/Dyslexia   * At least 95% of staff find local and national dyscalculia training relevant and agree it can positively impact their practice. | | |

**Summary of Improvement Plan**

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| **Planning and teaching/Co-op teaching** | **Identification and Assessment** |
| * Improve practice based on evidence-based approaches in relation to learning and teaching pedagogy. * Collate information on East Ayrshire literacy and numeracy interventions. * Deliver interventions and support sessions using evidence-based approaches and resources – EAL; Health and wellbeing; listening and talking; numeracy; reading fluency. | * Provide high quality assessment to EAL learners in terms of initial assessment and ESOL. * Support the roll out of SC102 with a focus on assessment of dyslexia and dyscalculia. * Research and share effective assessments and interventions pertaining to processing difficulties. * Develop assessment materials and strategies to support multiplication and division. |
| **Supporting Professional Learning** | **Partnership working** |
| * Support colleagues to better support learners across the spectrum of ASN via an updated CLPL Calendar. * Increase knowledge and understanding of how to differentiate inclusively and still provide effective support to learners with additional support needs. * Upskill colleagues in supporting learners with communication difficulties through the use of Talking Mats, Talk Boost and Word Aware. * Research neurodiversity to ensure the needs of this cohort of learners is effectively met. * Research current evidence-based approaches to effectively support learners who have literacy difficulties. | * Increase parental knowledge and engagement through DLD Together, listening and talking and visual stress protocols. * Collaborative working to ensure East Ayrshire embeds CVFI into everyday practice for learners with a vision impairment. * Contribute to authority priorities in relation to Pupil Support Assistants, ASN Process, Assessment & Planning Working Group and listening and talking developments. * Contribute to developments in relation to dyscalculia through joint work with Education Scotland. |