



# East Ayrshire Support Team (EAST) Establishment Improvement Plan 2024/25



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| School Improvement Plan                     | East Ayrshire Support Team                   |
| EAST Manager                                | Catherine Rodger                             |
| Date Submitted                              | Submitted to Head of Education on: June 2024 |
| Session<br>(Date when each year is written) | 2024/25                                      |

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| School's/Centre's Vision and Values | <p>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 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.</p> <p>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.</p> <p><b>Rationale</b><br/>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.</p> <p>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.</p> |
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## **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.

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

Head Teacher Signature:

*Catherine Rodger*

(Inclusion Resource Manager)

| <b>Content of plan</b>   | <b>Completed</b> |
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| Takes account of strategic priorities outlined in the education authority's Annual Plan.   | x                |
| Takes account of the strategy for parental involvement under section 2 (4A).   | 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                |
| Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff.  | 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                |
| 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**

| <i>For session 2024-25, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre</i>   | <i>For session 2024-25, please describe below how parents will be involved in decisions relating to the operation of the school/centre</i>  |
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| <ul style="list-style-type: none"><li>○ EAST Forward Plans and Reviews of Support – learners agree next steps collaboratively with EAST member of staff.</li><li>○ Feedback from learners on EAST interventions is completed throughout the session through learner questionnaires (MS Forms).</li><li>○ Feedback from learners during plenary sessions and during different aspects of support sessions through various AifL approaches.</li><li>○ Learner Review Meetings/TWTF meetings.</li></ul> | <ul style="list-style-type: none"><li>○ Involvement in improvements across various areas of the plan through attendance and contributions to Team With the Family (TWTF) Meetings and resulting Child Plans and Individual Learning Plans.</li><li>○ Feedback from Parents’ meetings/engagement events and workshops e.g. DLD Together, MISP, Talk Boost.</li></ul> |

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| <b>Improvement Priority</b><br><i>(Expressed as outcomes for learners)</i>                | <b>PLANNING AND TEACHING</b><br>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 Interventions for students with learning needs has a 0.77 effect on attainment (Hattie).<br>Core texts and associated professional learning focuses on embedding evidence-based pedagogies into practice. |
| <b>NIF Priorities</b><br>Improvement in attainment, particularly in literacy and numeracy | <b>NIF Driver</b><br>Teacher Professionalism   | <b>HGIOS/HGIOSELCC QIs for self-evaluation</b><br>1.1; 1.2; 2.3  |

| What actions are required to reach the desired outcome?   | Who   | When  |
|---|---|---|
| <b>Reading pedagogy</b> <ul style="list-style-type: none"> <li>○ Develop training materials to deliver to EAST that support evidence-based research from core texts (The Art &amp; Science of Teaching Reading and The Early Reading Resource with links to other relevant literature and research) for use with EAST staff on Inset days and dates agreed within CoC.</li> <li>○ All teaching staff read core texts and other signposted reading and research, participate in related activities and actively contribute in assigned groups (PSAs, PSACs and BSAs will participate in as many of these as possible).</li> <li>○ All staff implement agreed evidence-based approaches within their practice when teaching reading.</li> <li>○ All teaching staff engage in related self and peer evaluation related to implementation of above.</li> </ul>  | KMcK/LB/FMcC<br><br>Whole team<br><br>Whole team<br>Team (teaching)     | Aug - Dec 24<br><br>Jan – June 25<br><br>Jan – June 25<br>Jan – June 25                         |
| <b>Learning and Teaching Pedagogy</b> <ul style="list-style-type: none"> <li>○ Provide opportunities to revisit relevant elements from The Teaching Delusion 3 and engage in professional dialogue in relation to implementation within practice.</li> <li>○ Provide sharing platform within team for access to effective resources, signposting etc. with contributions and input from team members.</li> <li>○ Practical sessions for collaborative activities to: <ul style="list-style-type: none"> <li>(a) review Learning Intentions and Success Criteria and how these can be improved;</li> <li>(b) review changes already implemented in relation to providing effective feedback to learners, their impact and how this element can be further improved; and</li> <li>(c) review changes already implemented in relation to effective questioning techniques, their impact on learners and how this element can be further improved.</li> </ul> </li> </ul> | CR/KMcK<br><br>Whole team<br><br>Whole team<br>Whole team<br>Whole team | Aug 24 – June 25<br><br>Aug 24 – June 25<br><br>Jan – June 25<br>Jan – June 25<br>Jan – June 25 |
| <b>Evidence of Impact against outcomes for learners</b> <ul style="list-style-type: none"> <li>• 100% of learners accessing reading support receive targeted input from staff knowledgeable on current evidence-based research and applying effective pedagogical approaches within their practice.</li> <li>• 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).</li> <li>• At least 90% of learners are given opportunities to act on feedback (measured through self-evaluation tools and Learner Focus Groups).</li> </ul>  |   |   |

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

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| <b>Improvement Priority</b><br><i>(Expressed as outcomes for learners)</i>                            | <b>PLANNING AND TEACHING</b><br>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<br>Interventions for students with learning needs has a 0.77 effect on attainment (Hattie).<br>Children who read aloud with good expression tend to comprehend what they are reading better (Schwaneflugel) |
| <b>NIF Priorities</b><br>Closing the attainment gap between the most and least disadvantaged children | <b>NIF Driver</b><br>Teacher Professionalism  | <b>HGIOS/HGIOSELCC QIs for self-evaluation</b><br>1.1; 1.3; 1.5; 2.4; 3.1; 3.2   |

| What actions are required to reach the desired outcome?  | Who  | When   |
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| <b>Reading fluency</b> <ul style="list-style-type: none"> <li>○ Planning time to create template for training and any additional support materials to upskill EAST staff in delivering a Reading Fluency intervention.</li> <li>○ Deliver overview of intervention to team.</li> <li>○ Provide coaching and modelling support to staff who are delivering intervention.</li> <li>○ Identify effective pre and post intervention measures (N.B. YARC not appropriate) and collect data to measure impact.</li> </ul>  | FR/FH/KMcK<br>FR/FH/KMcK<br>FR/FH/KMcK<br>FR/FH/KMcK<br>FR/FH/KMcK | By Dec 24<br>Aug – Dec 24<br>Jan 25<br>Jan – June 25<br>By June 25 |
| <b>Numeracy</b> <ul style="list-style-type: none"> <li>○ Continue to support EAST staff to plan and deliver effective numeracy and mathematics interventions through termly numeracy sessions. Focus: revisit administration/analysis of numeracy assessments and highlighting effective approaches to support learners with conceptual understanding related to the four operations.</li> <li>○ All EAST core staff to support at least one numeracy group in Session 24/25 using recommended pedagogical approaches and resources.</li> <li>○ All EAST core staff to be upskilled in the Number Box Assessment and support PSAs in schools to deliver the intervention.</li> </ul>   | All staff<br><br>All core staff<br><br>All core staff              | Aug 24 – June 25<br><br>Aug 24 – June 25<br><br>Aug 24 – June 25   |
| <b>Evidence of Impact against outcomes for learners</b><br><br><b>Reading Fluency</b> <ul style="list-style-type: none"> <li>• At least 8 EAST staff undertake the Reading Fluency training; following this, at least 60 learners participate in this intervention.</li> </ul> <b>Numeracy</b> <ul style="list-style-type: none"> <li>• Overall average of staff confidence in administering and analysing EAST Numeracy assessments and planning effective interventions will have increased in comparison to session 2023-2024.</li> <li>• There will be an increase in the number of learners receiving EAST numeracy support in comparison to 2023-2024.</li> <li>• 95% of learners accessing EAST support for Numeracy and mathematics will meet their set targets detailed in EAST forward plans.</li> <li>• At least 6 EAST staff administer the Number Box Assessment; following this, at least 20 learners participate in this intervention.</li> </ul> |  |  |

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| <b>Improvement Priority</b><br><i>(Expressed as outcomes for learners)</i>                            | <b>IDENTIFICATION AND ASSESSMENT</b><br>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<br>Local and national figures for learners with additional support needs are 30.7% and 34.2% respectively.<br>22% variation in EAL learners' achievement in comparison to other learners (Bell Foundation).<br>Increased demand for EAL support: numbers have almost doubled (91 to 175 to 196 from Sessions 21/22 to 22/23 to 2023/24). |
| <b>NIF Priorities</b><br>Closing the attainment gap between the most and least disadvantaged children | <b>NIF Driver</b><br>Teacher Professionalism  | <b>HGIOS/HGIOSELCC QIs for self-evaluation</b><br>1.3; 2.3; 2.4; 3.1  |

| What actions are required to reach the desired outcome?  | Who   | When  |
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| <b>EAL</b> <ul style="list-style-type: none"> <li>○ Review and update Initial EAL assessment in response to feedback received.</li> <li>○ Moderation sessions to review Initial EAL Assessments to ensure consistency.</li> <li>○ Build capacity within team by training another EAST teacher in supporting ESOL.</li> </ul>   | EAL WG<br><br>FMcC/KMcK/AH/EA<br>EAL staff/ L Moore | Aug – Dec 24<br>Oct, Dec 24,<br>Mar, June 25<br>May 24 - Mar 25 |
| <b>Numeracy</b> <ul style="list-style-type: none"> <li>○ Implementation of assessment tools and effective strategies developed by EAST Numeracy WG in Session 2023/24 to support learners to understand the concepts of multiplication and division.</li> <li>○ Provide advisory support through drop-ins and opt-in coaching.</li> </ul>  | Numeracy WG<br><br>LB                               | By June 25<br><br>Aug 24 – June 25                              |
| <b>PAP</b> <ul style="list-style-type: none"> <li>○ Quality assure existing reading assessments within PAP Assessment bank to ensure they reflect the principles and pedagogical approaches advocated by the science of reading and the Early Reading Resource.</li> <li>○ Prepare moderation activities in relation to writing; develop training sessions to increase team confidence in identifying appropriate next steps from writing samples.</li> <li>○ Participate in above moderation activities in relation to writing; participate in collaborative activities and training sessions to increase confidence in identifying appropriate next steps from writing samples.</li> </ul>   | LB/KMCK<br><br>DMcM/KMcK/LB<br><br>Whole team       | Apr – June 25<br><br>Aug – Oct 24<br><br>Feb 25                 |
| <b>Evidence of Impact against outcomes for learners</b> <ul style="list-style-type: none"> <li>• EAL: Colleagues in educational establishments who receive an Initial EAL Assessment agree or strongly agree that the information was (a) informative and (b) supported them in identifying next steps in learning.</li> <li>• Numeracy: At least 15 learners are assessed using the Multiplication and Division Assessment Tool and appropriate next steps are identified.</li> <li>• PAP: Learners writing is quality assured by EAST staff who report increased confidence and understanding of benchmarking work against a level as well as identifying appropriate next steps.</li> </ul> |   |   |



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| <b>Improvement Priority</b><br><i>(Expressed as outcomes for learners)</i>               | <b>SUPPORTING PROFESSIONAL LEARNING CONSULTANCY AND CONSULTATION</b><br>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<br>Nationally and locally there has been an increase in the number of neurodiverse learners being identified.<br>3.4% of learners in EA have autism/social communication difficulties; 5.4% have dyslexia (SEEMiS, May 2024). |
| <b>NIF Priorities</b><br>Improvement in children and young people’s health and wellbeing | <b>NIF Driver</b><br>Teacher Professionalism  | <b>HGIOS/HGIOSELCC QIs for self-evaluation</b><br>1.3; 2.3; 2.4; 3.1   |

| What actions are required to reach the desired outcome?  | Who            | When            |
|--|----------------|-----------------|
| <b>Neurodiversity</b> <ul style="list-style-type: none"> <li>○ All staff to complete the Introduction to Autism and Inclusive Practice module and engage in professional dialogue on key themes.</li> <li>○ All staff to undertake a book study (Can you See Me?) with an emphasis on the autistic voice and engage in associated activities.</li> <li>○ All staff will revisit previous autism and neurodiversity training to engage in Levelling Up.</li> </ul>  | All EAST staff | Aug 24 - Feb 25 |
| <b>The Promise</b> <ul style="list-style-type: none"> <li>○ Training to EAST staff to be delivered through two presentations produced by North Lanarkshire Council and promoted by Education Scotland.</li> <li>○ Staff will be required to engage in professional discussion around training materials provided to identify current strengths and areas for development.</li> <li>○ Staff to complete e-learning module independently before engaging with a quiz in relation to their learning.</li> </ul>   | All EAST staff | By Dec 2024     |
| <b>Evidence of Impact against outcomes for learners</b><br><b>Neurodiversity</b> <ul style="list-style-type: none"> <li>● 95% of EAST staff report increased knowledge and understanding regarding neurodiversity/autism</li> <li>● 95% of EAST staff report increased confidence in supporting neurodiverse learners</li> <li>● 100% of targeted learners are supported by staff with increased knowledge, understanding and confidence in supporting neurodiverse learners</li> </ul> <b>The Promise</b> <ul style="list-style-type: none"> <li>● All identified care experienced children and young people in EA access support from EAST staff who are knowledgeable about their roles and responsibilities set out in The Promise (staff pass rate of at least 70%).</li> </ul> |                |                 |

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| <b>Improvement Priority</b><br><i>(Expressed as outcomes for learners)</i>                | <b>SUPPORTING PROFESSIONAL LEARNING</b><br>Planning and teaching<br>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). |
| <b>NIF Priorities</b><br>Improvement in attainment, particularly in literacy and numeracy | <b>NIF Driver</b><br>Assessment of children's progress   | <b>HGIOS/HGIOSELCC QIs for self-evaluation</b><br>1.2; 2.3; 2.4; 3.2   |

| What actions are required to reach the desired outcome?  | Who  | When  |
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| <b>Talking Mats</b> <ul style="list-style-type: none"> <li>○ Deliver Talking Mats training to whole team (in cohorts across session) and interested colleagues in schools, adhering to licence limitations.</li> <li>○ Trial delivery of Talking Mats training to small group of interested parents/carers to use with their children.</li> <li>○ Look into the licencing constraints and explore alternative options if required in order to create sets of images that staff could access from glow and use during a variety of Talking Mats conversations.</li> <li>○ Use a range of platforms to inform colleagues of this resource and available training dates/how to apply.</li> <li>○ Create QA mechanisms to measure impact of resource. Share data with relevant stakeholders.</li> </ul>  | ST<br><br>ST<br>CR/ST<br><br>ST/KMcK<br>ST/CR/KMcK | May 24 – June 25<br><br>Sep 24 – Apr 25<br><br>Aug – Dec 24<br>Aug 24 - Apr 25<br>Aug 24 – Jan 25 |
| <b>Talk Boost 1</b> <ul style="list-style-type: none"> <li>○ Deliver Talk Boost 1 training to members of the team not already trained and interested colleagues within the authority and SaLT.</li> <li>○ 100% of all EAST Core staff to undertake a minimum of one Talk Boost 1 intervention within academic session.</li> <li>○ Collate and share data with all relevant stakeholders.</li> </ul>  | D McM/SaLT<br>D McM/EAST CA                        | Aug – Sept 24<br>By June 2025<br><br>Termly 24/25   |
| <b>Evidence of Impact against outcomes for learners</b><br><b>Talking Mats</b> <ul style="list-style-type: none"> <li>• At least <b>25 learners</b> in East Ayrshire educational establishments use a Talking Mat as a means to communicate.</li> <li>• Increase in number of EAST staff trained and delivering Talk Boost 1 from 30 staff in Session 23-24 to all staff in Session 24-25. This will positively impact all Primary Establishments in EAC as all learners with listening, talking and communication difficulties will be provided with access to this intervention if required.</li> </ul> <b>Talk Boost 1</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul> |  |   |

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| <b>Improvement Priority</b><br><i>(Expressed as outcomes for learners)</i>                | <b>SUPPORTING PROFESSIONAL LEARNING</b><br>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 PSAs within the Morgan Review (2021) and subsequent SG ASL Action Plans (2021; 2022), The Engagement Programme Evaluation Report ( 2023) Bute House Agreement and subsequent SG Recommendations ( 2024) |
| <b>NIF Priorities</b><br>Improvement in attainment, particularly in literacy and numeracy | <b>NIF Driver</b><br>School Leadership   | <b>HGIOS/HGIOSELCC QIs for self-evaluation</b><br>1.3; 1.4; 1.5  |

| What actions are required to reach the desired outcome?   | Who        | When       |
|---|------------|------------|
| PSA working group (authority) <ul style="list-style-type: none"> <li>○ EAST representatives support the rollout of all changes in relation to Pupil Support Assistant (PSAs) in East Ayrshire (EA) from the Strategic PSA Working Group in 2023/24. This includes: <ul style="list-style-type: none"> <li>○ Supporting new model of allocating PSAs</li> <li>○ Working with HR to finalise and utilise the new job spec for PSAs developed by the Strategic PSA Working Group.</li> <li>○ Finalise, share with relevant staff and support the roll out the new PSA Training Matrix for East Ayrshire, incorporating PSA Induction Pack and associated training</li> </ul> </li> <li>○ Take steps through the Strategic PSA working group to establish protocols and procedures for PSAs following recommendations from the Scottish Government/Green Party Bute House Agreement</li> </ul>  | CR/KMcK/DT | By June 25 |
| Evidence of Impact against outcomes for learners <ul style="list-style-type: none"> <li>• All PSAs in EA have clear roles and remits with appropriate remuneration and fair recruitment and retention processes.</li> <li>• All PSAs have access to a PSA Induction Pack to support them in their new roles.</li> <li>• All PSAs have access to an effective Professional Learning Framework for EA (taking cognisance of national framework, SWEIC framework and EA framework).</li> <li>• All PSAs have access to the National Pupil Support Staff Framework with associated EA overview booklet to ease navigation through the framework</li> <li>• EA has an open and fair model for PSA allocation to mainstream schools.</li> <li>• EA will have incorporated the recommendations from the SG /Green Party Bute House Agreement in relation to PSA registration and qualifications into our protocols and procedures for PSAs within EA.</li> </ul> |            |            |

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| <b>Improvement Priority</b><br><i>(Expressed as outcomes for learners)</i>                            | <b>SUPPORTING PROFESSIONAL LEARNING<br/> CONSULTATION AND CONSULTANCY</b><br>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).<br><i>“A core component of teachers’ professional commitment is understanding the needs of all learners.” (GTCS).</i> |
| <b>NIF Priorities</b><br>Closing the attainment gap between the most and least disadvantaged children | <b>NIF Driver</b><br>Teacher Professionalism  | <b>HGIOS/HGIOSELCC QIs for self-evaluation</b><br>1.2; 2.3; 2.4   |

| What actions are required to reach the desired outcome?  | Who      | When                |
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| CLPL Calendar (CR) <ul style="list-style-type: none"> <li>○ Reconfigure EAST CLPL calendar in relation to content and method of delivery in light of attendee feedback attendee feedback and current East Ayrshire inclusion priorities e.g. autism &amp; communication difficulties.</li> </ul> | EAST SLT | August 24 - June 25 |
| Evidence of Impact against outcomes for learners<br>CLPL Calendar <ul style="list-style-type: none"> <li>● At least 90% of staff engaging in EAST CLPL sessions agree that the content is relevant and will positively influence their practice.</li> </ul>                                      |          |                     |

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| <b>Improvement Priority</b><br><i>(Expressed as outcomes for learners)</i>               | <b>SUPPORTING PROFESSIONAL LEARNING<br/>CONSULTATION AND CONSULTANCY</b> | Rationale for improvement priority based on evidence<br>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).<br>Increased demand for EAL support: numbers have almost doubled (91 to 175 to 196 from Sessions 21/22 to 22/23 to 2023/24). |
| <b>NIF Priorities</b><br>Improvement in children and young people's health and wellbeing | <b>NIF Driver</b><br>Teacher Professionalism                             | <b>HGIOS/HGIOSELCC QIs for self-evaluation</b><br>1.2, 2.3, 2.4  |

| What actions are required to reach the desired outcome?  | Who       | When             |
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| EAL <ul style="list-style-type: none"> <li>• Populate and activate ECC EAL Teams page and raise awareness of this support to ECC staff who work with EAL learners.</li> <li>• EAL teachers to further research EAL pedagogy in the Early Years.</li> </ul> | EAL staff | Aug 24 – June 25 |
| Evidence of Impact against outcomes for learners<br><br>EAL <ul style="list-style-type: none"> <li>• Interested ECC staff will have access to age and stage appropriate EAL resources and information.</li> </ul>  |           |                  |

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| <b>Improvement Priority</b><br><i>(Expressed as outcomes for learners)</i>                | <b>PARTNERSHIP WORKING</b><br>All children whose parents/carers engage in multi-agency workshops have access to appropriate support strategies to implement within the home environment.<br>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<br>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). |
| <b>NIF Priorities</b><br>Improvement in attainment, particularly in literacy and numeracy | <b>NIF Driver</b><br>Parental engagement   | <b>HGIOS/HGIOSELCC QIs for self-evaluation</b><br>1.3; 2.5; 2.6; 2.7; 3.2  |

| What actions are required to reach the desired outcome?  | Who                                 | When  |
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| <b>DLD Together</b> <ul style="list-style-type: none"> <li>○ Create and facilitate a community for parents/carers who have attended DLD Together to network (twice per session).</li> <li>○ Facilitate a new DLD Together class open to parents/carers of children from P1-P7.</li> </ul>  | ST/EMcD<br><br>ST/EMcD              | By June 25<br><br>By June 25                          |
| <b>CLAN</b> <ul style="list-style-type: none"> <li>○ Attend CLAN Meetings (every 8 weeks) and action any points from meeting relating to EAST remit.</li> <li>○ Provide EAST feedback/updates relating to listening and talking to CLAN colleagues.</li> <li>○ Cascade CLAN updates to EAST Management and staff throughout academic session.</li> </ul>   | DMcM/SaLT<br>DMcM/SaLT<br>DMcM/SaLT | Aug 24- June 25<br>Aug 24- June 25<br>Aug 24- June 25 |
| <b>Evidence of Impact against outcomes for learners</b><br><b>DLD Together</b> <ul style="list-style-type: none"> <li>● Feedback from participants of both DLD Together groups show an 80% positive response in terms of increased knowledge in supporting their children who have developmental language delay</li> </ul> <b>CLAN</b> <ul style="list-style-type: none"> <li>● All agreed actions completed and shared with all stakeholders</li> <li>● A focus on on-going/daily speech, language and communication approaches to assess and feedback to learners to establish areas of strength, gaps and next steps.</li> <li>● Learners can co-construct learning intentions, be provided with opportunities to share their ideas and lead their own learning.</li> <li>● Learners will be provided with robust multi-level listening, talking and communication activities where adults create opportunities to both model new/existing learning targets and provide independent opportunities to further enhance SLC milestones.</li> </ul> |                                     |   |

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

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| <b>Improvement Priority</b><br><i>(Expressed as outcomes for learners)</i>               | <b>PARTNERSHIP WORKING</b><br>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.<br>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<br>Increase in the number of learners in East Ayrshire needing VI Team input year on year (2022/23: 68: 2023/24: 72).<br>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. |
| <b>NIF Priorities</b><br>Improvement in children and young people's health and wellbeing | <b>NIF Driver</b><br>Teacher Professionalism  | <b>HGIOS/HGIOSELCC QIs for self-evaluation</b><br>1.3; 2.4; 2.6; 2.7; 3.1  |

| What actions are required to reach the desired outcome?   | Who   | When         |
|---|---|--------------|
| East Ayrshire work <ul style="list-style-type: none"> <li>o Research useful iPad apps that could be used by visually impaired learners to help remove barriers to learning.</li> <li>o Within support sessions, upskill learners in the features of iPads that will help to remove barriers to learning.</li> <li>o Support newly appointed VI to become familiar with resources/approaches used to support learners with a visual impairment through mentoring support, professional dialogue, access to training and QTVI qualification course.</li> <li>o Develop a primary to secondary transition pack for upcoming learners with a visual impairment.</li> </ul>  | VI staff with RNIB, EA<br>Habilitation team and NA/SA | By June 2025 |
| Pan-Ayrshire work <ul style="list-style-type: none"> <li>o Agree a consistent format to incorporate CFVI into relevant paperwork.</li> <li>o Contribute to new pan-Ayrshire developments agreed at TEACH Meet in June 2024 for session 2024/25 .</li> </ul>   | VI staff/<br>NA/SA<br>colleagues                      | By June 2025 |
| Curriculum Framework for Children and Young People with Vision Impairment (CFVI)/ Scottish Guidance Documentation for Visually Impaired Learners <ul style="list-style-type: none"> <li>o Continue to keep abreast of developments with both the CFVI and Scottish version and implement as appropriate into policy and practice.</li> <li>o Continue to participate in UK-wide longitudinal study to influence the implementation of the CFVI and attend all relevant engagement events (professional meetings, training etc).</li> <li>o Staff to keep abreast of updates pertaining to the new Scottish Guidance Documentation for Visually Impaired Learners.</li> <li>o Staff to read and upskill themselves in relation to the new Guidance Documentation for Visually Impaired Learners once published and decide on next steps on it's implemenataion within day to day supports for VI learners .</li> </ul> | VI staff/SA<br>colleagues/ m/s<br>colleagues          | By June 2025 |
| Evidence of Impact against outcomes for learners<br>East Ayrshire Work <ul style="list-style-type: none"> <li>• At least 80% of learners with a visual impairment who are using iPad/apps report their use has contributed to removing barriers to their learning.</li> </ul>   |   |              |





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|---|---|---|
| <p>Numeracy and Mathematics</p> <ul style="list-style-type: none"> <li>○ Continue partnership working with Education Scotland on Numeracy and Mathematical developments including: <ul style="list-style-type: none"> <li>➤ Plan and deliver 4 webinar sessions with a focus on supporting learners experiencing difficulties with numeracy and mathematics.</li> <li>➤ Working with the national dyscalculia working party to review the national definition of dyscalculia, develop teacher/parents and learner leaflets and develop a dyscalculia assessment pack.</li> </ul> </li> </ul>  | <p>LB<br/>LB</p>                            | <p>By June 25</p>                                 |
| <p>Writing</p> <ul style="list-style-type: none"> <li>○ Undertake Education Scotland training with EAC Literacy Leads for Writing.</li> <li>○ Cascade training to identified school staff at Primary 4 and Primary 5 stages.</li> <li>○ Provide modelling and coaching sessions within all identified schools/staff.</li> <li>○ Deliver key messages and awareness raising training to all EAST staff.</li> <li>○ Deliver EAC Writing training to all EAST staff across the academic session.</li> </ul> <p>EAL</p> <ul style="list-style-type: none"> <li>○ Research current guidance and procedures around supporting Asylum seekers in schools.</li> <li>○ Cascade information to EAST colleagues and schools as appropriate.</li> <li>○ Collaborate and contribute towards the multi-agency approach required to meet the holistic needs of Asylum seeker learners.</li> </ul>  | <p>DMcM/G Elder<br/><br/>F McC/AH</p>       | <p>Aug 24 – June 25<br/><br/>Aug 24 – June 25</p> |
| <p>Authority Numeracy WG</p> <ul style="list-style-type: none"> <li>○ Work collaboratively with Quality Improvement Officer to facilitate a TLC within EA to support colleagues working with learners experiencing difficulties with numeracy and mathematics.</li> </ul>   | <p>LB/R McCallum</p>                        | <p>By June 25</p>                                 |
| <p>Authority databases (ASN)</p> <ul style="list-style-type: none"> <li>○ Review existing processes for relevant databases maintained by EAST (Dyslexia, Dyscalculia, Visual Stress, Ukrainian/Asylum seekers, Gypsy Travellers) following retiral of R Ford and adapt to reflect capacity of those now taking responsibility for each.</li> <li>○ Amend relevant documentation with updated contact details. Remind team of updated processes (Aug Inset).</li> </ul>  | <p>CR/DT/KMcK/LB<br/><br/>CR/DT/KMcK/LB</p> | <p>Apr – Aug 24<br/><br/>Apr – Aug 24</p>         |
| <p>Evidence of Impact against outcomes for learners</p> <p>National Working Groups</p> <ul style="list-style-type: none"> <li>○ 100% interested EA staff have access to up to date knowledge and advice to support learners with literacy difficulties / dyslexia via the National Dyslexia Toolkit or through EAST Glow tiles.</li> <li>○ 100% interested EA staff have access to up to date relevant commercial assessments to support learners with literacy difficulties / dyslexia via the National Dyslexia Toolkit or through EAST Glow tiles.</li> <li>○ 100% interested EA staff have access to up to date knowledge and advice on processing difficulties via the National Dyslexia Toolkit or through EAST Glow tiles.</li> <li>○ 100% interested EA staff have access to up to date knowledge and advice on Reading Circles to support learners with literacy difficulties / dyslexia via the National Dyslexia Toolkit ,EAST Glow tiles or through dyslexia road show sessions.</li> </ul> |   |   |

- 100% interested EA staff have access to up to date knowledge and advice to support learners with numeracy difficulties / dyscalculia through national training and new national guidance documentation.

#### Writing Impact on Learners

- A focus on on-going/daily AiFL approaches to assessment and feedback to learners to establish areas of strength, gaps and next steps.
- Learners can co-construct the success criteria for different text types
- Learners can self and peer assess their work effectively using appropriate language/terminology and can identify strengths and areas for improvement.
- Using appropriate and effective collection of data to identify when a learner needs support and to identify an appropriate intervention.
- Pupil surveys: confidence and enjoyment
- Professional dialogue around the moderation of writing – understanding National standards – Exemplars of Writing at each level and guidance on National Standards

#### Impact for teachers:

- Be supported to implement the components of the successful writing programme bundle.
- Using appropriate and effective collection of data to support increased pace and challenge – means of capturing data shared by NIW team Have the opportunity to learn key skills and techniques to improve writing attainment in their classrooms e.g. use of Run charts
- Have the opportunity to share insights and collaborate with practitioners across a national platform

#### EAL

- At least 95% of Asylum Seeker's have access to EAL support within 2 weeks of receiving an RFA from the school.
- 100% of Asylum seeker learners who receive EAL support are doing so in line with current government guidance

#### Numeracy

- At least 95% of staff attending the Numeracy and Mathematics Teacher Learning Community report that it was helpful and agree that it has impacted their practice and the attainment of learners experiencing difficulties.

#### Authority Databases ( ASN)

- Procedures are in place for all databases overseen by EAST and are known to relevant EA staff in relation to procedures for Dyslexia, Dyscalculia, Gypsy/ Travellers/ Ukrainian refugees/asylum seekers

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

## Summary of Improvement Plan

| Planning and teaching/Co-op teaching  | Identification and Assessment  |
|---|--|
| <ul style="list-style-type: none"> <li>• Improve practice based on evidence-based approaches in relation to reading as well as learning and teaching pedagogy.</li> <li>• Deliver interventions and support sessions using evidence-based approaches and resources:               <ul style="list-style-type: none"> <li>➤ The art and science of teaching reading</li> <li>➤ Early Reading Resource/Reading Circles</li> <li>➤ Reading prosody</li> <li>➤ Numeracy</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>• Provide high quality assessment to EAL learners in terms of initial assessment and ESOL.</li> <li>• Research and share effective assessments and interventions pertaining to literacy and numeracy.</li> <li>• <b>Utilise</b> assessment materials and strategies to support multiplication and division.</li> </ul>  |
| Supporting Professional Learning  | Partnership working  |
| <ul style="list-style-type: none"> <li>• Further increase knowledge of supporting neurodiverse learners, specifically those with autism/social communication difficulties.</li> <li>• Increase staff knowledge and understanding of “The Promise”.</li> <li>• Upskill team in Talking Mats and TalkBoost 1.</li> <li>• Support the roll out of any changes to PSAs from the strategic PSA working group.</li> <li>• Facilitate CLPL opportunities for colleagues in the authority pertaining to ASN via an EAST CLPL Calendar.</li> </ul> | <ul style="list-style-type: none"> <li>• In partnership with NHS colleague provide community for parents/carers of children with developmental language delay via DLD Together platform.</li> <li>• National Groups - Dyslexia Scotland/ National Dyscalculia Working Group /GTC for Scotland</li> <li>• East Ayrshire PSA Working Group</li> <li>• Education Scotland/QIO Literacy Officer /EA School colleagues – P3 Writing initiative</li> <li>• Pan Ayrshire – CLAN / VI / EAL</li> </ul> |