



Standards and Quality Report  
2023 - 24

East Ayrshire Support Team



## **Standards and Quality Report 2022-23**

### 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:**

#### **Context**

EAST is the central support team for education in East Ayrshire supporting learners with additional support needs encompassing Core Support, 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. The team is led by the EAST Manager supported by teachers, classroom assistant coaches, classroom assistants, bilingual support assistants and admin staff. EAST works in collaboration with Education Groups to narrow the attainment gap and contribute to the provision of effective support for children and young people with additional support needs to help them achieve their individual targets and reach their full potential.

#### **Vision and Values**

- To provide an integrated, high quality and sustainable service that supports the growth and development of children and young people who have additional support needs, supporting them towards their full potential by providing the most effective support at the earliest point.
- To work collaboratively with educational establishments, partners, parents /carers, and children and young people to reduce barriers to learning and develop an inclusive approach to meeting additional support needs, at a local level where possible.
- To support and contribute to East Ayrshire systems and strategic developments linked to additional support needs.
- To help narrow the attainment gap by raising attainment and increasing achievement of children and young people who require additional support.
- To enable children and young people with a visual impairment (0-18), language impairment (3-6), social communication difficulty (3-18), who have English as an additional language (3-18) or are in hospital for an extended or recurring period to fully access the curriculum.

## Key Achievements

In Session 2023/24, the key achievements for EAST have been:

- Following on from embedding Tapestry strategies, we have utilised a core text (The Teaching Delusion 3) to support training in relation to reflecting on, and further improving pedagogy. This has seen an increase in consistency of over 90% in the use of daily reviews and plenaries in support sessions. Staff feedback has also shown an increase of over 95% in staff confidence in writing clear learning intentions and success criteria to support learners.
- The EAST Literacy working group has undertaken a review of current research on supporting reading, and engaged in professional dialogue with the East Ayrshire Literacy lead. Moving forward, approaches and strategies from Closing the Literacy Gap (CLG) will be adapted to embrace the pedagogy within the Early Reading Resource and the science of reading. Some members of the literacy working group were trained in Hertfordshire Reading Fluency Project and piloted the intervention. This showed gains in both reading and comprehension and will be rolled out further next session.
- In conjunction with SaLT, we have created and shared an East Ayrshire [Listening & Talking Flowchart](#). This has resulted in staff across the authority being better informed and more confident in knowing what supports can be implemented at what stage, and knowing when and how to make a RFA to SaLT. This is ensuring learners are supported in a timeous manner with the correct supports given at the correct time.
- A selection of staff from EAST and across East Ayrshire have been trained in Talking Mats by the EAST trainer. This resource supports children who have difficulty communicating with day-to-day conversations. It has proved to be a very worthwhile approach, seeing learners who previously found it difficult to voice their views and thoughts more able to do so through using Talking Mats. We plan to roll this training out across the whole team next session to remove as many barriers in relation to this as possible and help ensure the learner voice remains central.
- This session has seen the introduction of an [EAL New Arrivals Induction - Initial Assessment Flow Chart.pdf \(sharepoint.com\)](#) resulting in an increase in capacity within EAL pedagogy in order to deliver high quality teaching and learning for EAL learners. The EAL team has enhanced their CLPL to support Refugee and Asylum seeking children and young people through various routes. This has included needs led in-school sessions, the creation of SWAYs on Technology and Supporting Unaccompanied Asylum Seeking Children as well as the further population of the Ukrainian Teams Page and EAL tiles with new resources, SWAYs and links to relevant out with authority training and information. Staff have attended a range of national training sessions for English Speakers of Other Languages (ESOL) and have been supporting mainstream colleagues to deliver ESOL courses.
- We have continued to contribute to national work offering a suite of sessions exploring how to support learners with numeracy and mathematics for colleagues across Scotland alongside Education Scotland. In addition, we have worked with the East Ayrshire numeracy lead to offer a suite of dyscalculia sessions to interested East Ayrshire colleagues. Feedback included, *“Really enjoyed this course. The format worked well with mixed in person and self-study.”* and *“Links to assessment resources was extremely helpful and will be using them in my teaching and learning.”* EAST staff accessed a number of training sessions focusing on numeracy support; this has seen an increase in staff confidence and usage of numeracy resources to support learning at a concrete level.

- Following our work nationally through contributions to the creation of the national dyscalculia definition and the updating of the Addressing Dyslexia Toolkit, we have reviewed checklists utilised for both dyslexia and dyscalculia assessments; [Standard Circular 102](#) was updated to reflect national best practice. EAST staff continue to support colleagues across EA to ensure timeous assessment, interventions and reviews within the updated guidance.
- With the launch of the national neuro-affirming community of practice and the Learning Disabilities, Autism and Neurodivergence Bill: consultation, we have been focusing on neurodiversity and building capacity within the team to support neurodiverse learners. Staff were introduced to this through a newly created [Bitesize presentation](#) as well as the EPIC resources. We plan to take this work forward into next session to further build on staff knowledge, skills and confidence in supporting learners and schools.
- As part of the authority Strategic Classroom Assistant Working Group and attendance at national meetings and discussions, we have contributed to the update of the Classroom Assistant's (CA) job title to Pupil Support Assistant (PSA) and associated job specification. To support this transition, we have reviewed and updated the EAST Induction Pack for PSAs as well as the East Ayrshire's Pupil Support Assistant Coach Training Framework which is due to be launched in August 2024.

#### **Next steps/Priorities**

In response to EAC, local authority priorities in relation to the ASL Action Plan within EAC, local authority priorities as well as current national guidance documentation; our agreed next steps for Session 2024/25 will be:

- Improve practice based on evidence-based approaches in relation to supporting reading.
- Continue to implement evidence-based approaches in relation to learning and teaching pedagogy.
- Utilise assessment materials and strategies to support multiplication and division and deliver high quality numeracy interventions. Create and roll out, a Teacher Learning Community (TLC) with a focus on supporting numeracy and mathematics.
- Contribute to a suite of national training sessions pertaining to numeracy and mathematics alongside colleagues from Education Scotland.
- Provide high quality assessment to EAL learners in terms of initial assessment and ESOL.
- Further increase knowledge of supporting neurodiverse learners, specifically those with autism/social communication difficulties.
- Increase staff knowledge and understanding of "The Promise".
- Further upskill the team in the use of Talking Mats and Talk Boost 1.
- Support the roll out of any changes to PSAs from the strategic PSA working group through the East Ayrshire Pupil Support Assistant Working Group (particularly in relation to SG guidance on the Bute House Agreement).
- In partnership with NHS SaLT, facilitate a community for parents/carers of children with developmental language delay via DLD Together platform.
- Continue to attend key national groups - Dyslexia Scotland/ National Dyscalculia Working Group /GTC for Scotland and collaboration with Education Scotland.
- Collaborative working with strategic EA colleagues, QIO Numeracy Officer, QIO Literacy Officer and Psychological Service colleagues to support various East Ayrshire improvement initiatives: Supporting Mathematics and Numeracy TLC, P3 Writing initiative, Autism and Communication CLPL.

<b>Establishment priority:</b> <b>Planning &amp; Teaching</b>	<b>PLANNING AND TEACHING</b> At least 95% of learners access high quality EAST lessons where evidence-based pedagogical approaches are being implemented.																														
<b>Derived from NIF priority:</b> <b>NIF Driver:</b> <b>Self –evaluation supported by HGIOS 4/ HGIOELC QIs:</b>	Improvement in attainment, particularly in literacy and numeracy Teacher Professionalism  1.1 / 1.2 / 2.3																														
<b>Progress and Impact:</b>	<p><b><u>LEARNING &amp; TEACHING PEDAGOGY</u></b></p> <p><b>Progress</b></p> <ul style="list-style-type: none"> <li>• A core text (The Teaching Delusion 3) was used to support training in relation to reflecting on and improving pedagogy. Each of the twelve elements were explored across the session. These elements are based on research and evidence, endorsing the positive impact their implementation has on learning.</li> <li>• Staff participated in a range of training opportunities to enhance their skills in creating well constructed Learning Intentions and Success Criteria.</li> <li>• Examples provided for evidence-based improvements in practice included some trusted techniques in relation to the Feedback element (Element 10); this was and will continue to be further reinforced through professional dialogue within team meetings and individual PRD meetings.</li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• Teaching staff were asked to reflect on the improvement of their knowledge and confidence on the aspects noted below in comparison to the same time last session.</li> </ul> <table border="1" data-bbox="613 906 2092 1107"> <thead> <tr> <th></th> <th>Strongly agree</th> <th>Agree</th> <th>No difference</th> <th>Disagree</th> <th>Strongly disagree</th> </tr> </thead> <tbody> <tr> <td><b>Learning intention</b></td> <td>59.1%</td> <td>36.4%</td> <td>4.5%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td><b>Success Criteria</b></td> <td>54.5%</td> <td>40.9%</td> <td>4.5%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td><b>Daily review</b></td> <td>60.9%</td> <td>39.1%</td> <td>4.3%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td><b>Plenary review</b></td> <td>60.9%</td> <td>34.8%</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Most EAST staff were already familiar with plenary reviews but felt they did not always make time to incorporate them into their sessions. Daily reviews were less familiar to staff. From the returns following a quality assurance exercise, 92.7% of EAST sessions incorporated a Daily Review and 92.8% a Plenary.</li> </ul>		Strongly agree	Agree	No difference	Disagree	Strongly disagree	<b>Learning intention</b>	59.1%	36.4%	4.5%	0%	0%	<b>Success Criteria</b>	54.5%	40.9%	4.5%	0%	0%	<b>Daily review</b>	60.9%	39.1%	4.3%	0%	0%	<b>Plenary review</b>	60.9%	34.8%	0%	0%	0%
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<b>Next steps:</b>	<p><b><u>LEARNING &amp; TEACHING PEDAGOGY</u></b></p> <ul style="list-style-type: none"> <li>• Review and amend process of Peer Observations in response to staff feedback.</li> <li>• Scheduled revisits of elements throughout the session to further embed good practice in relation to learning and teaching pedagogy.</li> <li>• Implement quality assurance activities through Learner Focus Groups.</li> </ul>																														

<b>Establishment priority:</b> <b>Planning &amp; Teaching</b>	<b>PLANNING AND TEACHING</b> At least 95% of learners access high-quality learning opportunities during EAST sessions that are underpinned by evidence-based approaches.
<b>Derived from NIF priority:</b> <b>NIF Driver:</b> <b>Self –evaluation supported by HGIOS 4/ HGIOELC QIs:</b>	Closing the attainment gap between the most and least disadvantaged children Teacher Professionalism  1.1 / 1.3 / 1.5 / 2.4 / 3.1 / 3.2
<b>Progress and Impact:</b>	<p><b><u>NUMERACY</u></b></p> <p><b>Progress</b></p> <ul style="list-style-type: none"> <li>• In response to staff feedback in June 2024, EAST addressed identified needs through planning and delivering a suite of training on:             <ul style="list-style-type: none"> <li>○ Supporting learners experiencing difficulties</li> <li>○ Numeracy and assessment</li> <li>○ Maths anxiety</li> </ul> </li> <li>• A numeracy channel was set up on the EAST TEAM to store training, relevant documents etc.</li> <li>• Numeracy working group planned and delivered 2 “hands on” drop in sessions to support staff have a better understanding of key numeracy resources we have that have been proven to be effective. In addition, the working group also produced <a href="#">leaflets on each resource</a>.</li> <li>• Throughout session 2023-2024, 92% of core staff supported at least one numeracy group using resources and approaches advocated.</li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• During session 2023-2024, 178 learners received numeracy support from EAST.</li> <li>• On average 85% of EAST staff found training delivered to be very helpful in their practice.</li> <li>• Staff confidence in teaching numeracy and mathematics sessions increased by 2.28 points from 1.5 to 3.78 (out of 5)</li> <li>• EAST staff orally noted that the numeracy channel is easy to navigate and contains all relevant materials in on place.</li> <li>• 78% of EAST staff found the numeracy drop in sessions and accompanying leaflets helpful. Staff were also asked to note confidence and usage of the identified resources.             <ul style="list-style-type: none"> <li>○ Arrow cards - Confidence in the use of has increased by 0.89 and an increase of 21% in usage.</li> <li>○ Place value counters – Confidence in the use of has increased by 1.01 and an increase of 24% in usage.</li> <li>○ Base 10 materials – Confidence in the use of has increased by 1.12 and an increase of 16% in usage.</li> <li>○ Blu Print Board - Confidence in the use of has increased by 1.455 and an increase of 22% in usage.</li> <li>○ Cusenaire Rods - Confidence in the use of has increased by 0.86 and a decrease of 26% in usage.</li> <li>○ Rekenreks - Confidence in the use of has increased by 1.26 and an increase of 11% in usage.</li> <li>○ Bead Strings - Confidence in the use of has increased by 1.25 and an increase of 13% in usage.</li> </ul> </li> <li>• Overall average of staff confidence in using identified resources with learners increased by an average of 1.12 (out of 5).</li> </ul>

- Overall average of staff usage of identified resources with learners increased by an average of 19%.

### **ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

#### **Progress**

- Ring fenced EAL hours were allocated as part of primary schools EAST core allocation at beginning of session 23/24. These were altered throughout the academic year according to needs. Experienced EAL staff liaise closely with EAST core teachers supporting EAL learners ensuring needs were met appropriately.
- EAL refresher training was delivered online on 6/9/23 to all EAST teachers.
- An EAL Drop in session was offered in St Joseph's Academy as well as Hillhead Primary for class teachers.
- 2 EAL teachers completed 2 day Season's for Growth (SfG) training. One SfG workshop was delivered in 1 primary school.
- Early Years Teams page has been set up (not yet live) and resources/information starting to be added.
- An [EAL New Arrivals Induction - Initial Assessment Flow Chart.pdf \(sharepoint.com\)](#) is now available as a support framework for colleagues and schools. This incorporates:
  - suggestions for assessment materials
  - an initial induction questionnaire for schools to use at enrolment
  - links to relevant documents
  - links to sways with information on supporting New to English learners.

#### **Impact**

- 100% of Primary and Secondary EAL learners, referred through RFA, continue to receive EAL support where required.
- Increase in building capacity within EAL pedagogy in order to deliver high quality teaching and learning for all EAL learners.
- EAL learners who have experienced loss or change have access to SfG workshop if required.
- 100% of EAST staff who returned FORMs evaluation questionnaire agreed that the [EAL New Arrivals Induction - Initial Assessment Flow Chart.pdf \(sharepoint.com\)](#) has given them more confidence in their ability to support colleagues with the EAL assessment process in schools.

### **LITERACY WORKING GROUP (Incorporating Reading Fluency)**

#### **Progress**

- [EAST Catch-Up Phonics Programme:](#)
  - The completion and quality assurance process of the EAST Catch-Up Phonics Programme exceeded our initial estimate of Oct 23, demonstrating our commitment to thoroughness and detail.
  - The programme was completed Mar 2024 and was shared among the original working group and the wider team.
- Reading Fluency:
  - Three team members attended the Hertfordshire Reading Fluency Project October 2023 – January 2024.



- The Fluency Project intervention was trialled in 6 East Ayrshire Schools by 3 members of the WG.
- The Project attendees shared information re the Fluency Project with the wider team.
- The Project attendees used learning from Elements 2 and 3 of TTD3 to create a fluency rubric to be utilised in sessions; this will enhance self-evaluation and success criteria.

**Impact**

- The EAST Catch-Up Phonics programme was trialled by identified EAST staff; results collated from learners who have completed the programme to date were:

School A	Phonics - spelling		Phonics - reading		Gains of at least 50%	
	Pre-assessment	Post-assessment	Pre-assessment	Post-assessment	Spelling	Reading
Learner A	12% - Sep 23	35% - Mar 24	26% - Sep 23	71% - Mar 24	✓	✓
Learner B	9% - Sep 23	26% - Apr 24	20% - Sep 23	35% - Mar 24	✓	✓
Learner C	3% - Sep 23	56% - Apr 24	6% - Sep 23	82% - Mar 24	✓	✓
School B						
Learner A	56% - Oct 23	79% - Apr 24	N/A		-(+41%)	N/A
Learner B	62% - Oct 23	91% - Apr 24	N/A		-(+47%)	N/A
Learner C	38% - Oct 23	82% - Apr 24	N/A		✓	N/A
Learner D	32% - Oct 23	71% - Apr 24	N/A		✓	N/A

- Reading Fluency
  - The three trained EAST teachers supported 35 learners across 6 establishments and the table below provides a summary of gains, using the York Assessment of Reading for Comprehension (YARC).

	Average gain
Reading Accuracy	13m
Reading Comprehension	22m

- Soft indicators from observations, learner feedback and class teacher feedback confirmed significant gains in relation to confidence, motivation and interest in reading for enjoyment - “... really helped me; reading in class isn’t as stressful for me as it used to be.”
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**Next steps:**

**NUMERACY**

- Continue to support EAST staff by revisiting numeracy assessments and effective approaches through termly numeracy sessions including specific support in the use of Cusenaire Rods.



	<p><b><u>ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)</u></b></p> <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> <p><b><u>LITERACY WORKING GROUP (Incorporating Reading Fluency)</u></b></p> <ul style="list-style-type: none"> <li>• Further roll-out of <a href="#">EAST Catch-Up Phonics Programme</a> and impact to be measured.</li> <li>• Critically engage further with current texts/research around the teaching of reading.</li> <li>• Further discussion to take place within the team re Pathway of Intervention (5 Pillars) and how this can be implemented through EAST roles within schools.</li> <li>• Develop a Reading Fluency programme for EAST staff to utilise, reflecting learning &amp; teaching pedagogical approaches and the science of reading.</li> <li>• At least 8 EAST staff undertake the Reading Fluency training; following this, at least 60 learners participate in this intervention.</li> </ul>
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<b>Establishment priority: Planning &amp; Teaching / Cooperative Teaching</b>	<p><b>PLANNING AND TEACHING / COOPERATIVE TEACHING</b> At 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.</p>
<b>Derived from NIF priority: NIF Driver: Self –evaluation supported by HGIOS 4/ HGIOELC QIs:</b>	<p>Improvement in attainment, particularly in literacy and numeracy Assessment of children’s progress  1.2 / 2.3 / 2.4 / 3.2</p>
<b>Progress and Impact:</b>	<p><b><u>TALKING MATS</u></b></p> <p><b>Progress</b></p> <ul style="list-style-type: none"> <li>• Talking Mats has been delivered to small groups of EAST staff to allow them to use the resource in their day to day conversations with children who might have difficulty communicating.</li> <li>• Talking Mats has been delivered to relevant staff in five schools who are helping to support ‘Early Language Team’ learners.</li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• Learners who previously found it difficult to voice their views and thoughts are able to do so through using Talking Mats.</li> <li>• Feedback collated from staff working with Early Language Team learners (Microsoft forms) shows an increase in learners being able to share information they previously would not have been able to without using the structure of a Talking Mats conversation.</li> <li>• Trained EAST staff have another skill in their toolbox to improve conversations with learners with communication difficulties to help them to communicate effectively about things that matter to them.</li> </ul>

## **TALKBOOST 1**

### **Progress**

- 41 members of EAST staff are trained in delivering Talk Boost 1 (+22 from Session 22/23).
- By May 2024, 22 EAST staff have delivered the Talk Boost 2 intervention during academic session 23/24.
- Talk Boost 1 pre and post assessment data is now displaying an average increase of 29% for improvement in Listening, Talking and Communication skills for each child accessing this intervention.
- [Listening & Talking flowchart](#) has now been added to all Talk Boost presentations.

### **Impact**

- 80% of all EAST staff are now able to offer this intervention within their core remits in schools with over 50% now confident in delivering.
- Staff are more confident and requiring less support in assessing and completing pro forma in line with Talk Boost 1.
- 10 schools have now received the Talk Boost 1 intervention for learners with listening, talking and communication differences.
- 50 children have participated in the Talk Boost 1 programme with an average increase of 29% improvement in Listening, Talking and Communication skills within a 10-week period.
- [Listening & Talking Flowchart](#) is now easily accessible for all staff to refer to when required.

## **WORD AWARE**

### **Progress**

- 100% of EAST staff attended refresher Word Aware session resulting in an increase in the numbers of learners who are regularly exposed to this approach to at least 100.
- Quest data created a learning opportunity to generate a Concepts Group. 5 children were targeted at one establishment.
- [Listening & Talking flowchart](#) has now been added to all Word Aware presentations.

### **Impact**

- Increased use of Word Aware resources at all stages of pre-teaching, teaching blocks and plenaries.
- Re-assessment of Quest diagnostic demonstrated improved knowledge and skills of taught concepts ranging between 20% - 95%.
- [Listening & Talking Flowchart](#) is now easily accessible for all staff to refer to when required.

## **LITERACY WORKING GROUP**

### **Progress**

- The Literacy WG researched current literature around the Reading Recovery programme. The group found that there was as much evidence supporting Reading Recovery as there was against it.
- The group also met with Gail Elder, Quality Improvement Officer for Literacy, on 21.12.23 and 07.02.24 to discuss EAC Literacy Frameworks and current approach to teaching literacy.
- The group then reviewed 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. After engaging with research and having dialogue with

	<p>colleagues, it was agreed that the CLG intervention does not align with EAC literacy approaches and is not fit for purpose in its current format.</p> <ul style="list-style-type: none"> <li>• The group shared these findings/conclusions with the EAST team.</li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• The CLG P2 intervention was not utilised in session 2023/24 and will not be utilised by EAST as an intervention in its current format although many of the strategies within CLG are still relevant within current academic thinking . Next steps below</li> </ul>
<p><b>Next steps:</b></p>	<p><b><u>TALKING MATS</u></b></p> <ul style="list-style-type: none"> <li>• Regular Talking Mats drop in sessions to be organised to ensure all trained staff are kept up to date with necessary skills and knowledge.</li> <li>• Trial delivery of Talking Mats to small group of interested parents to use at home with their children.</li> <li>• Talking Mats training to be delivered to all EAST staff.</li> <li>• Talking Mats training to continue to be delivered to staff support ELT learners and any other interested staff/schools.</li> <li>• Look into the licencing constraints around creating sets of images that trained staff could access through Glow and use during Talking Mats conversations.</li> </ul> <p><b><u>TALKBOOST 1</u></b></p> <ul style="list-style-type: none"> <li>• All EAST Staff to deliver a minimum of 1 Talk Boost 1 intervention during session 24/25.</li> <li>• Continue to collate and share data with all relevant stakeholders.</li> </ul> <p><b><u>WORD AWARE</u></b></p> <ul style="list-style-type: none"> <li>• EAST staff to continue to incorporate the Word Aware STAR approach within support for learning sessions to explicitly teach vocabulary.</li> </ul> <p><b><u>LITERACY WORKING GROUP</u></b></p> <ul style="list-style-type: none"> <li>• EAST will engage with the book ‘<b>The Art and Science of Teaching Reading</b>’ by Christopher Such in session 2024/25.</li> <li>• Plan and deliver overview of intervention to team.</li> <li>• Provide coaching and modelling support to staff who are delivering intervention.</li> </ul>

<b>Establishment priority:</b> <b>Identification &amp; Assessment</b>	<b>IDENTIFICATION AND ASSESSMENT</b> 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.
<b>Derived from NIF priority:</b> <b>NIF Driver:</b> <b>Self –evaluation supported by HGIOS 4/ HGIOELC QIs:</b>	Closing the attainment gap between the most and least disadvantaged children Teacher Professionalism  1.3 / 2.3 / 2.4 / 3.1
<b>Progress and Impact:</b>	<p><b><u>EAL - Assessment of New to English learners</u></b></p> <p><b>Progress:</b></p> <ul style="list-style-type: none"> <li>• After research and discussion with other authorities, an <a href="#">EAL New Arrivals Induction - Initial Assessment Flow Chart.pdf (sharepoint.com)</a> is now available as a support framework for colleagues and schools. This incorporates: <ul style="list-style-type: none"> <li>○ suggestions for assessment materials</li> <li>○ an initial induction questionnaire for schools to use at enrolment</li> <li>○ links to relevant documents</li> <li>○ links to sways with information on supporting New to English learners.</li> </ul> </li> <li>• The document was shared with all EAST teachers (Dec 23), who were then asked to share it with ASN coordinators in their respective core schools as well as being uploaded to relevant Glow and TEAMs pages to ensure maximum access.</li> <li>• An EAL Assessment Summary feedback form has been devised and piloted for feeding back to class teachers.</li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• From Jan 24 to May 24, 100% of New to English (NTE) learners have received an initial EAL assessment, when an RFA was received.</li> <li>• Where an initial assessment has been carried out, EAL staff have shared this information with all class teachers, allowing for early identification and planning of EAL learners next steps.</li> <li>• Moving into the next academic session, there will be a consistent process in place for assessing NTE learners and feeding back information that will support class teachers to inform next steps for EAL learners.</li> </ul> <p><b><u>EAL - ESOL</u></b></p> <p><b>Progress:</b></p> <ul style="list-style-type: none"> <li>• 2 EAL teachers attended SQA ESOL webinars (22/11/23 and 16/1/24 – both Nat 5 and Higher), SQA conference in Glasgow on 8/12/23 (Nat3 and Nat 4 ESOL) and SQA ESOL arranged by SEALC (Mark Watson – General ESOL information).</li> <li>• 1 EAL teacher attended EAL Specialist Network meeting relating to guidance for ESOL policy (Feb 24).</li> <li>• 2 EAL Teachers attended Herriot Watt ESOL information webinar on accessing Scholar.</li> <li>• 2 EAL teachers are supporting with the assessment process and delivery of ESOL in 4 Secondary schools (in line with individual establishments model of delivery).</li> </ul>

**Impact**

- Number of schools engaging with ESOL has increased from 3 last year to 4 this year.
- 2 EAL teachers have increased knowledge and understanding of the assessment and delivery of SQA ESOL qualification across levels NAT 2-Nat 5 which has resulted in improved outcomes for learners with English as an additional language.
- 16 learners across EA Secondary Establishments accessed SQA ESOL ranging from NAT 2 to N5:
  - (Stewarton – 1 learner achieved N4 ESOL; 1 learner on track to achieve N5 ESOL)
  - (Grange – 1 learner achieved N4 ESOL)
  - (Robert Burns – 1 learner achieved N4 ESOL)
  - (St Joseph's – 3 learners achieved N2 ESOL; 9 learners achieved N4 ESOL)
  - 7 ESOL learners will progress to further education in August

**Standard Circular 102****Progress**

- [Standard Circular 102](#) was updated to include the new national dyscalculia definition and updated checklists for both dyslexia and dyscalculia. This was launched in September 2023.
- A Bitesize presentation summarising the updates was shared with staff across the authority and has been uploaded to Glow for future reference. Support to schools has been provided through core staff as a first point of contact and additional support made available on a needs led basis.
- [SC78](#) Supporting Framework for Scotland's Travelling Communities was also updated and shared with educational staff.

**Impact**

- All East Ayrshire education staff have access to best practice guidance in assessment through SC102 and support to implement the procedures is available through Glow and EAST staff. This ensures all learners have access to least intrusive timeous assessments and appropriate interventions for their additional support needs.
- Evaluations from attendees of SC102 training showed 100% satisfaction (strongly agree) in terms of relevance and the training positively impacting their practice. This reinforces the impact above that learners have access to least intrusive timeous assessments and appropriate interventions for their additional support needs.
- All Gypsy/Traveller learners are taught by staff with access to appropriate information to respect and celebrate their cultures and beliefs.

**NUMERACY**

Researching and developing assessment tools and effective strategies to support learners understand the concepts of multiplication and division.

**Progress**

- EAST carried out research to gain a better understanding of the developmental trajectory learners have to be exposed to, in order to have a conceptual understanding of multiplication and division. Using this research a pathway to highlight development was created.

	<ul style="list-style-type: none"> <li>EAST numeracy working party used this research to develop an assessment to identify learners' specific areas of difficulties with multiplication and division. This was piloted in March 2024 and launched to EAST in May 2024. The pathways and assessment have also been shared with Education Scotland and the Dyscalculia Network. Positive feedback has been received from both organisations who have subsequently asked if they can share these wider.</li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>EAST staff now have an assessment tool and progression pathway for multiplication and division which will be utilised from August 2024.</li> </ul> <p><b><u>SECONDARY</u></b></p> <p><b>Progress</b></p> <ul style="list-style-type: none"> <li>There are now 7 EAST staff who provide assessment support in secondary establishments. As well as building capacity and skill sets within the team, the reconfiguration has reduced travel time and travel costs.</li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>The target of at least 95% of identified learners accessing timeous EAST assessment support where an assessment slot is agreed within 2 weeks of a request for assessment support being made, was met. EAST staff applied slightly different models to achieve this target, meeting the needs of their assigned schools and their individual timetables.</li> </ul>
<b>Next steps:</b>	<p><b><u>EAL</u></b></p> <ul style="list-style-type: none"> <li>Compare and contrast aspects of completed Assessment feedback forms used in pilot, in order to achieve consistency of language and structure and content moving forward</li> <li>EAL staff to continue to build capacity and upskill in SQA ESOL and share these with mainstream colleagues delivering ESOL qualifications</li> </ul> <p><b><u>Standard Circular 102</u></b></p> <ul style="list-style-type: none"> <li>Continue to support colleagues across EA in relation to assessment and identification of additional support needs on a needs led basis.</li> </ul> <p><b><u>NUMERACY</u></b></p> <ul style="list-style-type: none"> <li>Staff will begin to utilise the Multiplication and Division Assessment Tool to identify gaps in learning and plan effective interventions.</li> </ul>

<b>Establishment priority:</b> <b>Supporting Professional Learning</b>	<b>SUPPORTING PROFESSIONAL LEARNING</b> 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.
<b>Derived from NIF priority:</b> <b>NIF Driver:</b> <b>Self –evaluation supported by HGIOS 4/ HGIOELC QIs:</b>	Closing the attainment gap between the most and least disadvantaged children Teacher Professionalism  1.2 / 2.3 / 2.4
<b>Progress and Impact:</b>	<p><b><u>CLPL CALENDAR</u></b></p> <p><b>Progress</b></p> <ul style="list-style-type: none"> <li>• EAST reconfigured their CLPL calendar in relation to content and method of delivery in light of Session 22/23 attendee feedback and current East Ayrshire inclusion priorities to provide 27 face to face CLPL sessions, 24 online CLPL sessions and 8 CLPL topics offered on request. These were offered through gateway to all education staff across the authority.</li> <li>• Two primary establishments requested training materials to deliver in-house training. Several establishments had also been signposted to the materials; one requested direct EAST support to deliver the training to their staff, and due to individual circumstances, this was provided. Team’s pages were created for school staff to access with relevant material uploaded. Ongoing advisory support was also offered.</li> <li>• Beyond Behaviour modules were updated to reflect updated guidance and participant feedback. These updated modules have been recently shared through the <a href="#">East Ayrshire Professional Learning Team- EAST Channel</a> for educational staff to access. Following a pilot, the Level 1 Beyond Behaviour introductory modules have been launched on LearnPro as an alternative platform for staff to access.</li> <li>• CPI Day 1 training has been offered to key staff in all ECCs alongside advice on how to cascade key messages through the use of Beyond Behaviour modules within their establishment staff groups.</li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• Over 95% of staff that attended EAST CLPL sessions and provided feedback identified that the course content was relevant and they would be able to transfer their learning into their practice positively impacting on the support of learners with additional support needs.</li> <li>• Feedback from schools involved in in-house CLPL opportunities was positive, feedback included, "The training materials provided gave the staff a better understanding of what was expected of them as well as to how to better contribute to a Child's Plan."</li> <li>• Feedback from Beyond Behaviour modules has been positive with some establishments opting to use the modules for in-house staff training to promote discussion and influence practice.</li> <li>• 100% of ECC staff that attended CPI Day 1 training and provided feedback identified that the course content was relevant and they would be able to transfer their learning into their practice positively impacting on how they support learners with de-escalation.</li> </ul>
<b>Next steps:</b>	<p><b><u>CLPL CALENDAR</u></b></p> <ul style="list-style-type: none"> <li>• Continue with current combined model of CLPL Calendar for next session. Re-evaluate content and mode of delivery for 25/26 CLPL Calendar in light of Session 23/24 &amp; 24/25 attendee feedback alongside current East Ayrshire inclusion priorities.</li> <li>• Monitor Beyond Behaviour feedback and Q&amp;A chat to further improve modules and offer additional support where required.</li> </ul>



<b>Establishment priority:</b> <b>Supporting Professional Learning</b>	<b>SUPPORTING PROFESSIONAL LEARNING</b> 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.
<b>Derived from NIF priority:</b> <b>NIF Driver:</b> <b>Self –evaluation supported by HGIOS 4/ HGIOELC QIs:</b>	Improvement in children and young people’s health and wellbeing Teacher Professionalism  1.3 / 2.3 / 2.4 / 3.1
<b>Progress and Impact:</b>	<p><b><u>DIFFERENTIATION</u></b></p> <p><b>Progress</b></p> <ul style="list-style-type: none"> <li>• All working group members engaged with current research and literature on differentiation across a variety of contexts.</li> <li>• Key findings were shared with EAST staff in relation to the research/professional reading through in-service training, activities and discussion.</li> <li>• Working group staff highlighted and signposted links to supporting guidance based on current research.</li> <li>• Bitesize presentation and full CLPL training session has been uploaded onto Glow for all East Ayrshire education colleagues to access in relation to differentiation.</li> <li>• An Early, 1<sup>st</sup> and 2<sup>nd</sup> Level differentiated writing grid has been developed and shared on Glow for all EAST staff to utilise next session.</li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• At least 90% of EAST staff report a greater understanding of differentiation gleaned from various professional readings and follow-up discussions.</li> <li>• At least 90% of EAST staff report improved skills in differentiating tasks to meet the needs of all learners in their care from adapting the Learning Environment – Instruction – Task - Expectation.</li> <li>• Increased level of differentiated tasks within EAST groups/timetables evident in EAST plans/reviews (comparison to be carried out session 24-25).</li> <li>• Learners are provided with a wider range of differentiated/adapted learning approaches to meet their needs and achieve termly targets.</li> </ul> <p><b><u>NEURODIVERSITY</u></b></p> <p><b>Progress</b></p> <ul style="list-style-type: none"> <li>• Staff within the working group researched neurodiversity and associated neurotypes to create a <a href="#">Bitesize presentation</a>. This was shared with EAST staff and on Glow for East Ayrshire education colleagues to access.</li> <li>• Working group staff investigated what resources are recommended nationally to support neurodiverse learners and shared the <a href="#">EPIC resources</a> with the team. These have also been uploaded to <a href="#">Glow</a> for East Ayrshire education colleagues to access.</li> <li>• In order to quality assure existing resources and training in relation to neurodiversity within EAST, the working group <ul style="list-style-type: none"> <li>○ completed the recently launched East Ayrshire LearnPro module on Neurodiversity</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ kept abreast of the newly developed <a href="#">Inclusion, Wellbeing and Equalities Professional Learning Framework   Resources   Education Scotland</a> to ensure this training remains current – only the informed level has been launched but to date, nothing about Neurodiversity has been included</li> <li>○ completed the <a href="#">Introduction to Autism and Inclusive Practice</a> national module.</li> <li>● EAST staff updated the Social Stories CLPL course to a face to face format to support staff to become more familiar/confident in utilising and creating social stories to support learners.</li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>● 72% of EAST staff report an increase in their knowledge of neurodiversity and 64% of EAST staff report an increase in their confidence to support neurodiverse learners.</li> <li>● EAST staff have signposted school colleagues to the <a href="#">Neurodiversity Bitesize presentation</a> and EPIC resources on Glow to help support neurodiverse learners.</li> <li>● 100% of East Ayrshire staff attending CLPL sessions on ADHD, Autism, Dyscalculia, Dyslexia and FASD as well as the use of the CIRCLE Framework have reported that the content of the courses was relevant and they will transfer their learning into practice supporting learners across East Ayrshire.</li> </ul>
<b>Next steps:</b>	<p><b><u>DIFFERENTIATION</u></b></p> <ul style="list-style-type: none"> <li>● No working groups next session therefore all further tasks relating to Differentiation will be undertaken via individual PRD targets.</li> </ul> <p><b><u>NEURODIVERSITY</u></b></p> <ul style="list-style-type: none"> <li>● All EAST staff will complete the <a href="#">Introduction to Autism and Inclusive Practice</a> module and engage in professional dialogue on key themes.</li> <li>● All EAST staff will undertake a book study with an emphasis on the autistic voice and engage in associative activities.</li> <li>● All EAST staff to engage in face to face Social Stories CLPL training course.</li> <li>● Face to face Social Stories CLPL training course to be offered through gateway, promotion of this course to be undertaken ahead of date.</li> <li>● Continue to update Neurodiversity training / resources in relation to National policy/guidance.</li> <li>● Collaboration with Psychological services in relation to authority wide neurodiversity CLPL.</li> </ul>

<b>Establishment priority:</b> <b>Supporting Professional Learning</b>	<b>SUPPORTING PROFESSIONAL LEARNING</b> 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.
<b>Derived from NIF priority:</b> <b>NIF Driver:</b> <b>Self –evaluation supported by HGIOS 4/ HGIOELC QIs:</b>	Improvement in attainment, particularly in literacy and numeracy School Leadership  1.3 / 1.4 / 1.5
<b>Progress and Impact:</b>	<p><b><u>CLASSROOM ASSISTANT WORKING GROUP</u></b></p> <p><b>Progress</b></p> <ul style="list-style-type: none"> <li>Classroom Assistant’s (CA) job title has been updated to Pupil Support Assistant (PSA). The associative job description has been updated to reflect current practice.</li> <li>EAST Induction Pack and associative courses for CA’s offered by EAST CA Coaches have been updated. EAST CA Coach Training Matrix has been updated and rebranded as East Ayrshire's Pupil Support Assistant Coach Training Framework; all Bitesize training courses contained within this are available on <a href="#">Glow</a> and on the <a href="#">East Ayrshire - Classroom Assistant Training Team</a></li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>All Classroom Assistants/Pupil Support Assistants in East Ayrshire have clear roles and remits with appropriate remuneration and fair recruitment and retention processes.</li> <li>East Ayrshire has an open and fair model for CA/PSA allocation to mainstream schools.</li> <li>All CAs/PSAs have access to an Induction to support them in their new roles of supporting learners with additional support needs.</li> <li>All CAs/PSAs have access to training frameworks (national framework, SWEIC framework and EA framework) to support them to effectively meet the needs of learners in their care.</li> </ul>
<b>Next steps:</b>	<p><b><u>CLASSROOM ASSISTANT WORKING GROUP</u></b></p> <ul style="list-style-type: none"> <li>Due to delay in the publication of guidance from the Scottish Government in relation to the Bute Agreement the CA working group will take account of the recommendations regarding registration and qualification for CAs and create a plan for East Ayrshire to ensure we are following recommended protocols.</li> <li>EAST will share and deliver training for new CAs utilising the new induction booklet through face to face or online training throughout session 2024/25.</li> <li>EAST will support the roll out of the new Pupil Support Assistant Framework in the authority for all CAs to access on a needs lead basis.</li> <li>Work with HR and union representatives to utilise the new Pupil Support Assistant Job specification and introduce new PSA contracts to situate PSA across Education Groups.</li> </ul>

<p><b>Establishment priority:</b> <b>Partnership Working</b></p>	<p><b>PARTNERSHIP WORKING</b> 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.</p>
<p><b>Derived from NIF priority:</b> <b>NIF Driver:</b> <b>Self –evaluation supported by HGIOS 4/ HGIOELC QIs:</b></p>	<p>Improvement in attainment, particularly in literacy and numeracy Parental Engagement  1.3 / 2.5 / 2.6 / 2.7 / 3.2</p>
<p><b>Progress and Impact:</b></p>	<p><b><u>DLD TOGETHER</u></b> <b>Progress</b></p> <ul style="list-style-type: none"> <li>• EAST teacher attended DLD training last session in order to be able to deliver training to families.</li> <li>• Information regarding programme content and mode of delivery was used to adapt and deliver a 7 week parent programme to 11 families of ECC to P3 children with a diagnosis of DLD this session.</li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• Families were asked to complete a post session questionnaire sent out via Microsoft Forms. <ul style="list-style-type: none"> <li>○ <i>100% of families rated the DLD Together Course as ‘extremely useful’</i></li> <li>○ <i>100% of families feel that they now know a lot about DLD</i></li> <li>○ <i>100% of families rated that they now felt ‘extremely able’ to support their child at home</i></li> <li>○ <i>100% of families would recommend the course to other families</i></li> </ul> </li> <li>• Overall families noted they had a much greater understanding of what DLD is and feel more empowered to be able to explain their child’s difficulties to others. They also stated that they were able to use a number of the suggested support strategies to help their child at home. Parents have been able to start to build a support system of other DLD parents who are going through similar parenting experiences. This is evidenced by the following comments: <ul style="list-style-type: none"> <li>○ 'I felt the support we had was very good, I meet some other families that are dealing with the same as me. It was really nice'</li> <li>○ 'We found the course very interesting and very worthwhile attending. We now have a better understanding of DLD and it was really nice to meet other families that have other children with DLD and hearing how they deal with their challenges.'</li> <li>○ 'I now feel so much more empowered to be able to explain my child’s difficulties to others and I feel I have so much more understanding of what DLD is that I am now telling everyone all about it!'</li> <li>○ 'I really appreciated hearing about strategies I can use at home to help support my child, I will definitely try them.'</li> </ul> </li> </ul> <p><b><u>LISTENING &amp; TALKING</u></b> <b>Progress</b></p> <ul style="list-style-type: none"> <li>○ Face to Face Word Aware parent/carer workshop created using children’s stories as the context for listening and talking development.</li> <li>○ <a href="#">Listening &amp; Talking Flowchart- SaLT-EAST (hyperlinked)</a> now live on Glow.</li> </ul>

	<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• Robust 6 session workshop now available for use within any primary establishment across EAC enabling children and young people to be supported in their vocabulary development at home and school using this joint approach.</li> <li>• Clear pathway for all available on Glow. Verbal feedback from education staff accessing this elicited that they feel better informed and more confident in when and how to make a RFA to SaLT and know what to try before they make the RFA. This is reinforced with an improvement in the quality of RfAs being received by SaLT. This ensures all learners are supported in a timeous manner with the correct supports given at the correct time.</li> <li>• Improvement in the quality of RFAs received by the SaLT department – no RFAs from Education required to be returned for more information or as inappropriate which ensures RFAs are processed more quickly and the child’s Request to SaLT is not delayed.</li> <li>• Better use of SaLT helpline by Education staff for good initial conversations, resulting in advice being given to try while child waits to hopefully reduce impact of SLC concerns.</li> </ul>
<p><b>Next steps:</b></p>	<p><b><u>DLD TOGETHER</u></b></p> <ul style="list-style-type: none"> <li>• Feedback to be gathered from P1 – 3 parents</li> <li>• Data from above feedback will be used to adapt a P1 to P7 programme that will be delivered next session</li> <li>• Events will be organised twice a year to allow parents from previous ‘DLD Together’ training sessions to meet up in person and network with other parents to allow the sharing of experiences, advice and resources.</li> </ul> <p><b><u>Listening &amp; Talking- Joint working with SaLT</u></b></p> <ul style="list-style-type: none"> <li>• Attendance at all CLAN Meetings during session 24/25</li> <li>• Fulfilling all delegated actions from CLAN Meetings</li> <li>• Delivery of Listening and Talking presentation providing a clear overview of the <a href="#">Listening &amp; Talking Flowchart- SaLT-EAST (hyperlinked)</a>, Word Aware at universal and Talk Boost 1 at targeted level to all new probationer teachers – January 2025.</li> </ul>

<p><b>Establishment priority:</b> <b>Partnership Working</b></p>	<p><b>PARTNERSHIP WORKING</b> 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.</p>
<p><b>Derived from NIF priority:</b> <b>NIF Driver:</b> <b>Self –evaluation supported by HGIOS 4/ HGIOELC QIs:</b></p>	<p>Improvement in attainment, particularly in literacy and numeracy Teacher Professionalism  1.3 / 2.4 / 2.6 / 2.7 / 3.1</p>
<p><b>Progress and Impact:</b></p>	<p><b><u>Curriculum Framework for Children and Young People with Vision Impairment (CFVI)</u></b></p> <p><b>Progress</b></p> <ul style="list-style-type: none"> <li>• QTVIs have continued to engage with the CFVI and attended all RNIB engagement sessions. Staff have also completed questionnaires’ across the session as part of the UK-wide longitudinal survey.</li> <li>• The eleven areas of the CFVI have been embedded into forward plans, CLPL training and the CLPL handouts on class strategies to support learners. QTVI’s have also piloted use of the headings in Functional Vision Reports categorising support strategies under the eleven areas.</li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• CFVI has ensured that a common language across all services within the UK is being used.</li> <li>• The engagement sessions provided staff with opportunities to participate in professional dialogue with colleagues across the UK and keep abreast of developments.</li> <li>• Having the link to the framework embedded into the reports for the VINCYP registered learners has raised awareness with staff and parents/carers.</li> <li>• The areas covered in the framework have helped to formalise and illustrate the wide range of roles undertaken by QTVI’s underlining the importance of the V.I. curriculum and validating areas including health and wellbeing.</li> </ul> <p><b><u>Supporting learners to have a better understanding of their eye condition</u></b></p> <p><b>Progress</b></p> <ul style="list-style-type: none"> <li>• An Eye Condition Module based on the RNIB Low Vision Module has been developed to help learners with a visual impairment have a better understanding of their eye condition.</li> <li>• During session 2023-2024 this was piloted with 2 learners.</li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• Overall the eye condition modules have increased learner’s understanding of how the eye works and of their eye condition. It has also supported them to develop self-advocacy skills.</li> </ul>

	<ul style="list-style-type: none"> <li>• The 2 learners completed a pre and post questionnaire asking about their knowledge and understanding of the following statements <ul style="list-style-type: none"> <li>○ Name your eye condition and explain it in simple terms. On average the learners scored 7 out of 10 points, an increase of 3.5 points.</li> <li>○ Name the different eye professionals you see and what they do. On average the learner’s ability to name and explain their eye condition scored 7 out of 10 points, an increase of 5 points.</li> <li>○ Know where to find further information about your eye condition. On average the learner’s ability to name and explain their eye condition scored 6.5 out of 10 points, an increase of 5.5 points.</li> <li>○ Know what services are available to help you. On average the learners ability to name and explain their eye condition scored 5.5 out of 10 points, an increase of 4.5 points</li> </ul> </li> <li>• In addition, learners also made comments about the module on their individual reviews of support. Learner A says that she is more confident in describing her eye condition to others, is more aware of organisations that can provide her with help as she moves through life and is more able to articulate her needs.</li> </ul> <p><b><u>PAN-AYRSHIRE WORK</u></b></p> <p><b>Progress</b></p> <ul style="list-style-type: none"> <li>• EAST QTVIs met regularly with colleagues from South and North Ayrshire throughout the session. The main areas of focus were <ul style="list-style-type: none"> <li>○ sharing of useful apps that could be used by visually impaired learners to help remove barriers to learning</li> <li>○ looking at the V.I. assessment tools used in the three authorities</li> <li>○ agreement that it would be helpful to have a consistency in how we embed CFVI into relevant paperwork.</li> </ul> </li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• Developed our awareness and usefulness of iPad apps and different assessment tools being utilised across Ayrshire.</li> </ul>
<b>Next steps:</b>	<p><b><u>CFVI</u></b></p> <ul style="list-style-type: none"> <li>• The CFVI is currently being reviewed by staff and Edinburgh University in order to tailor it to better fit the Scottish Curriculum.</li> <li>• Await the outcome of this review and follow the recommendations from the working party.</li> <li>• Continue to engage in Longitudinal Study pertaining to CFVI.</li> <li>• Continue to keep abreast of new Scottish guidance being developed and familiarise staff with VI content once published.</li> <li>• Plan next steps to incorporate best practice from CFVI and Scottish guidance into day to day pedagogy.</li> </ul> <p><b><u>PAN-AYRSHIRE WORK</u></b></p> <ul style="list-style-type: none"> <li>• Continue to discuss progress of CFVI from Edinburgh University with Ayrshire colleagues.</li> <li>• Further discussion and sharing good practice of iPad use and other specialist technology.</li> <li>• Further discussion around Transition checklist from Primary to Secondary, completion of paperwork and pilot with learners.</li> </ul>



<b>Establishment priority:</b> <b>Partnership Working</b>	<b>PARTNERSHIP WORKING</b> All identified children and young people are assessed and supported by appropriate assessment and effective ASN processes linked to legislation and national guidance
<b>Derived from NIF priority:</b> <b>NIF Driver:</b> <b>Self –evaluation supported by HGIOS 4/ HGIOELC QIs:</b>	Closing the attainment gap between the most and least disadvantaged children School Leadership  1.1 / 1.3 / 2.1 / 3.1
<b>Progress and Impact:</b>	<p><b><u>NEURODIVERSITY</u></b></p> <p><b>Progress</b></p> <ul style="list-style-type: none"> <li>• EAST representatives have continued to attend national, SWEIC and local SCERTS groups to keep abreast of SCERTS developments and have shared relevant information with EAST staff and schools including <ul style="list-style-type: none"> <li>○ <a href="#">Key Messages for Staff Working in and with Primary Schools</a></li> <li>○ <a href="#">Autism Level Up.pdf (sharepoint.com)</a></li> </ul> </li> <li>• EAST representatives attended the launch of the national Neuro-affirming Community of Practice.</li> <li>• COT staff have utilised the SCERTS Determining Communication Stage assessment in conjunction with <a href="#">An Autism Evidence Based Practice Toolkit for use with the SCERTS™ Assessment and Planning Framework (sharepoint.com)</a> to advise staff in schools.</li> <li>• EAST CLPL training on social stories has been updated to facilitate face to face training.</li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• National good practice and newly launched information has been shared with EAST staff and staff in schools ensuring we are meeting the needs of learners with social communication difficulties.</li> <li>• Recently launched NAIT education documents were shared with HR and OD to support education employees <ul style="list-style-type: none"> <li>○ <a href="https://www.thirdspace.scot/wp-content/uploads/2024/03/Beyond-Accommodations-Supporting-Autistic-Professionals-in-Education.pdf">https://www.thirdspace.scot/wp-content/uploads/2024/03/Beyond-Accommodations-Supporting-Autistic-Professionals-in-Education.pdf</a></li> <li>○ <a href="https://www.thirdspace.scot/wp-content/uploads/2024/03/Supplementary-Fillable-Forms-Beyond-Accommodations-Education.pdf">https://www.thirdspace.scot/wp-content/uploads/2024/03/Supplementary-Fillable-Forms-Beyond-Accommodations-Education.pdf</a></li> </ul> </li> <li>• Learners have been provided with appropriate targeted supports based on their developmental stage of social communication and emotional regulation.</li> </ul> <p><b><u>Dyscalculia, Numeracy and Mathematics partnership working</u></b></p> <p><b>Progress</b></p> <ul style="list-style-type: none"> <li>• EAST worked collaboratively with colleagues from Education Scotland Numeracy and Mathematics team to plan and deliver a series four of webinars for primary and secondary practitioners around supporting learners experiencing difficulties with numeracy and mathematics. These sessions covered addition and subtraction, sharing good practice and multiplication and division. The multiplication</li> </ul>

	<p>and division session mirrored the progression pathway developed by EAST PT. Recordings from all four webinars and relevant documents and links have been collated onto a <a href="#">padlet</a> which has been shared widely.</p> <ul style="list-style-type: none"> <li>• EAST planned and delivered two dyscalculia awareness sessions for Strathclyde University and UWS students.</li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• An average of 300 colleagues attended the four webinars across 2023-2024.</li> <li>• Feedback received from attendees was very positive. <ul style="list-style-type: none"> <li>○ 95% of colleagues strongly agreed or agreed that they had increased confidence in supporting learners.</li> <li>○ 95% of colleagues strongly agreed or agreed that they will implement learning from the session into their practice.</li> <li>○ Sample of responses: <ul style="list-style-type: none"> <li>○ <i>Great, thank you. The padlet is brilliant for revisiting and I'm directing colleagues to it all the time.</i></li> <li>○ <i>Lots covered, visual examples, clear explanations. Good Web links shared.</i></li> <li>○ <i>I found many aspects of the presentation useful, including the chat answers and the links and the availability of the material to further review. It gives me confidence to try different things/approaches having been on these sessions. Thank you again!</i></li> <li>○ <i>I think you do a great job and always cover a lot of information backed up with information from current research. Teaching Maths has changed a lot since I was taught Maths at school and the ability to use a variety of ways to support learners in their understanding is so important, particularly when learners in the intervention classes may not have the best foundations.</i></li> </ul> </li> </ul> </li> <li>• Oral feedback from university students was very positive with them noting that they had a greater understanding of what dyscalculia is and what to look out for in the classroom. Both universities have a copy of a pre-recorded PowerPoint presentation and will share these with future cohorts.</li> </ul>
<p><b>Next steps:</b></p>	<p><b><u>NEURODIVERSITY</u></b></p> <ul style="list-style-type: none"> <li>• EAST representatives to continue to attend national, SWEIC and local SCERTS groups to keep abreast of SCERTS developments?</li> <li>• EAST representatives to participate in the national Neuro-affirming Community of Practice</li> <li>• Share the NAIT Whole School Professional Learning for People working in and with Primary Schools, 'We Were Expecting You!' materials with EAST staff and promote with primary schools/colleagues.</li> <li>• EAST staff to undertake training in Social Stories as part of the autism training and associative book study for developing Neuroaffirming Practice being undertaken by the team in session 2024/25.</li> </ul> <p><b><u>DYSCALCULIA</u></b></p> <ul style="list-style-type: none"> <li>• Work collaboratively with Robert McCallum to facilitate a Teacher Learning Community within East Ayrshire to support colleagues working with learners experiencing difficulties with numeracy and mathematics.</li> <li>• Continue to work with Education Scotland on developments. TBC</li> </ul>