

Additional Support for Learning Review Action Plan - Update

Additional Support for Learning Review Action Plan – November 2024 Update

Introduction

This updated ASL Action Plan has been published in conjunction with the third Progress Report.

The Progress Report is a detailed account of progress made towards delivery of the actions set out in this Action Plan between November 2022 and June 2024 and therefore provides a retrospective update for that particular period. It should be read alongside this updated Action Plan.

There are two main changes to this updated ASL Action Plan from the previous version:

First, the structure of Action Plan has been altered to align more closely to the [Morgan Review](#). The updated Action Plan follows the same structure as Morgan - setting out the actions following the themes and numbering of the Morgan Review.

Second, the Education, Children and Young People (ECYP) [Committee's final report](#) from their Inquiry on ASL was published on 15 May 2024, and a formal response was provided by Scottish Ministers on 10 July 2024. As outlined in the response of 10 July, some of the actions arising from the Committee's report are for Scottish Government to take forward, but a significant number require to be taken forward by partners. Of those recommendations which require to be progressed by Scottish Government, the Cabinet Secretary committed to strengthening the ASL Action Plan in relation to two specific aspects of communications. No specific amendments have been made to the text set out below. Instead, as part of already planned communications activity over the next reporting period, officials will work with the ASL Project Board to consider how to strengthen communications around placing requests and around information for parent and carers in relation to provision available for children in both mainstream and specialist settings, with a view to providing greater clarity. Updates will be provided to the ECYP Committee and progress will be reported on in the next Progress Report.

This updated Action Plan acts primarily as a reference document, with a view to aiding transparency and providing an overall summary of end-to-end delivery to the date of publication.

Additional Support for Learning Review Action Plan – Update November 2024

Actions List – Count Log

Total Number of Actions	76
Actions Completed	40
Actions still pending	36
% of Actions Completed	52.63%

Theme 1: Vision and Visibility

Completed Actions

ASL Review Recommendation	Actions	Status of Action
1.1 Vision Statement	1.1.1 A national overarching Vision Statement for success for children and young people who have additional support needs must be developed by the end of 2020 with the full involvement of children and young people.	Complete
1.2 Measurement	1.2.6 A plan must be developed and implemented to test how the National Performance Framework can be expanded to include achievement measures which go beyond the current narrow parameters of attainment and qualifications (based on the National Performance Framework values).	Complete

Ongoing Actions

ASL Review Recommendation	Actions	Status of Action	Progress Update
1.1 Vision Statement	1.1.2 This vision statement must be developed alongside a positive public communication plan which highlights the range of conditions and issues identified in the additional support for learning legislation and will be one of	Ongoing	Key partners on the ASL Project Board continue to work with the Ambassadors for Inclusion to explore options and to consider how best to roll out and implement their resources more widely to schools. Work continues to promote the work of the Ambassadors for Inclusion, including the vision statement, to inform our broader work and communications plan for ASL.

	the ways in which the profile of additional support for learning is raised to ensure equity for all children and young people.		
	1.1.3 The achievements and successes of children and young people with additional support needs must be celebrated publicly, in equivalence to attainment and exam results.	Ongoing	The Ambassadors for Inclusion created an approach to highlight achievement and success. This approach has been incorporated into several professional learning programmes, which includes a General Teaching Council for Scotland (GTCS) professional recognition programme for dyslexia and inclusive practice, and the Into Headship Programme and Regional Professional Learning opportunities. Embedding this approach continues to support parity and our inclusive approach to learning.
	1.1.4 The language used to describe children and young people with additional support needs and the services which support them must be changed. It should move away from describing children and young people as their condition and not be solely focussed on deficits.	Ongoing	ASL Project Board members actively promote ASL and our legislative approach, which is broad and inclusive. ASL Project Board members continue to engage with partners and policy colleagues, to increase their understanding of the prevalence of additional support needs and the importance of considering children and young people with additional support needs in their policy development.
1.2 Measurement	1.2.1 A national measurement framework for additional support for learning must be developed to ensure that there is no reduction in aspiration and ambition for all children and young	Ongoing	Establishing a National Measurement Framework is a complex initiative and work has been underway by a sub-group of the ASL Project Board, to produce a National Measurement Framework that is aligned to wider work of the National Improvement Framework. The sub-group has established a draft business case for consideration at a national level by the SG. This business case proposes a draft 'dashboard' as the first iteration of this work.

	<p>people to achieve to the maximum of their learning potential, a national measurement framework for additional support for learning must be developed. The National Improvement Framework must be revised to ensure parity for additional support for learning.</p>		<p>Additional work is being undertaken to consider how the first iteration of this 'dashboard' will take account of the data that is currently available and the potential limitations of the work. Further options for the next phase of this work are also being explored and will be considered by the ASL Project Board. This includes working with Education Scotland to explore Pupil Profiling to ensure celebration of all achievements of young people.</p>
	<p>1.2.2 This framework must be rooted in improvement methodology and assist in reinforcing a culture of improvement rather than compliance. The main objective of measurement and recording will be to support local improvement rather than comparisons between authorities.</p>	Ongoing	See action 1.2.1 progress update
	<p>1.2.3 The test measures must recognise that qualifications are not relevant learning objectives for all children and young people and those children and young people are not failures because of that. The Milestones to</p>	Ongoing	See action 1.2.1 progress update

	Support Learners with Complex Additional Support Needs, introduced in 2018, along with the Curriculum review are positive reference points and should be taken into account.		
	1.2.4 The measures must value and ensure visibility of the diverse range of achievements, including in vocational learning, that are possible for all children and young people with additional support needs and reflect what they and their families feel are important for their (future) quality of life.	Ongoing	See action 1.2.1 progress update
	1.2.5 The investment in Pupil Support Assistants must be measured for impact and improvement on children and young people experiences and achievement. Local authority and school managers must plan a strategy to review the deployment of Pupil Support Assistants which takes	Ongoing	The Scottish Government and Education Scotland continue to work with the national Pupil Support Staff Working Group (PSSWG). The PSSWG set up an Exploration Sub-Group to progress the Bute House Agreement commitment to explore options for accredited qualifications and registration for Pupil Support Staff. The outputs of this work are in the process of being considered by Ministers.

	account of recommendations from current national research Education Endowment Fund (2018).		
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Theme 2: Mainstream and Inclusion

Completed Actions

ASL Review Recommendation	Actions	Status of Action
2.1 Integration of additional support for learning into the Independent Review of Curriculum for Excellence	2.1.1 The Independent Review of Curriculum for Excellence must fully integrate the findings of this review and focus on all children, affording equity to those with additional support needs.	Complete
	2.1.2 To fully achieve this, the Independent Review of Curriculum for Excellence must maintain a strong and central focus on the experience of all children and young people, parents and carers and the professionals in closest connection with them.	Complete

Ongoing Actions

ASL Review Recommendation	Actions	Status of Action	Progress Update
<p>2.2 The Scottish Education Council</p>	<p>2.2.1 The work of the Scottish Education Council must be informed by the findings of this Review.</p>	<p>Ongoing</p>	<p>The ASL Project Board has regular opportunities to consider emerging needs and the evolving education landscape, in the context of ASL policy and the delivery of the Action Plan. This is critical to ensure that progress towards implementation of the ASL Action Plan, and the actions that we take, are relevant and respond to needs of children and young people, parents and carers and the wider education system.</p> <p>As part of our commitment to ensure that the work of the ASL Action Plan is linked to strategic educational developments, we have committed to ensuring clear line of sight to the Scottish Education Council, International Council of Education Advisors and other strategic groups. Connecting in this way enables the ASL Project Board to ensure that ASL has been incorporated into the agenda of these meetings since the publication of the Morgan Review and the ASL Action Plan was published in October 2020. This has ensured that any work taken forward through these routes, is informed by the challenges and progress being made in this area of policy and will continue during the delivery of the ASL Action Plan.</p>

Theme 3: Maintaining Focus, but Overcoming Fragmentation

No actions have been completed.

Ongoing Actions

ASL Review Recommendation	Actions	Status of Action	Progress Update
<p>3.1 Leadership and Strategic Planning</p>	<p>3.1.1 There must be clear values-driven leadership, shared communication, support and challenge at all levels of the system to ensure that the experiences and achievements of children and young people with additional support needs are visible and continue to be improved.</p>	<p>Ongoing</p>	<p>See action 1.2.1 progress update</p> <p>Education Scotland are working in collaboration with educators and partners to further develop professional learning resources for inclusion and areas of additional support needs within the Inclusion Wellbeing and Equalities (IWE) Professional Learning Framework to ensure that there is a clear values-driven approach to leadership and communication at all levels of the system. A collaborative strategic working group chaired by NES is focusing on work to maximise efficiency of resource development, access to professional learning opportunities and to minimise duplication across education, health and CLD.</p> <p>Education Scotland continue to work with a sub-group of the ASL Project Board to consider the existing evidence that can be utilised on relationships between parents and professionals.</p> <p>ADES continue to work with the ASN Children and Young People's Network in order to share and promote practice nationally on the involvement of parents and carers.</p>
	<p>3.1.2 In order to drive a holistic approach and support the visibility of children and young people with additional support needs, Council Planning must incorporate the implications of additional support for learning for all</p>	<p>Ongoing</p>	<p>Policy leads are currently exploring how additional information could be gained on ASL provision through the addition of a question to the Children's Service Planning Questionnaire, which Local Authorities are required to submit to the Scottish Government annually.</p> <p>The Scottish Government receives Childrens Strategic Planning Partnership Annual Reports. Policy leads are considering how the information from these reports could be utilised to inform the</p>

	Council and Partner services.		work delivered through the ASL Action Plan to highlight how planning incorporates and makes visible the implications for ASL.
3.2 Fully integrated policy making	3.2.1 Children and young people with additional support needs must be proactively and fully considered in policy making and appropriate cross-Government links made at the earliest stage.	Ongoing	<p>Maintaining the visibility of children and young people with additional support needs through continued co-creation and collaboration with them and their families, is critical to delivering the change we all want to see. ASL Project Board members continue to proactively engage with children and young people when developing policy to achieve this at the earliest stage.</p> <p>Children and young people have worked with Education Scotland to develop BSL case studies on supporting deaf children and young people. The first publication of resources was in May 2024, accessible filmed versions will be available in Autumn 2024.</p> <p>The Scottish Government chair the Scottish Armed Forces Education Support Group (SAFESG) who continue to explore opportunities for children and young people to participate. The Scottish Government continue to fund the ADES National Education and Transitions Officer (NETO) who works closely with Education Scotland to develop professional learning information and resources which aims to support learners from Armed Forces families (Serving, Reserve and Veteran) and inform and support local authorities with the Armed Forces Covenant legislative duties pertaining to education.</p> <p>The Scottish Government have engaged extensively with a range of stakeholders, including local authorities, COSLA, ADES, the unions, ASLO and pupil support staff themselves. This included a national engagement program, undertaken by Education Scotland. Education Scotland is also engaging with</p>

			<p>children and young people to better involve their views in key priorities identified in the new, more focused Corporate Plan. During March 2024, Education Scotland engaged with children and young people who require additional support to ensure they can share their views and participate in the proposed development of the national Digital Academy subject and course choices for learners in S3 – S6.</p> <p>Enquire continue to offer their expertise and that of the wider My Rights, My Say service and Children in Scotland family, in listening to the views of children and young people with additional support needs and supporting their engagement and participation.</p> <p>The COSLA Children and Young People Board represents all 32 local authorities and continues to regularly engage with groups representing children and young people, and their parents and carers.</p>
	<p>3.2.2 Children and young people and parents and carers must be partners in the development of key policies and guidance across the system.</p>	Ongoing	See action 3.2.1 progress update

Theme 4: Resources

No actions have been completed.

Ongoing Actions

ASL Review Recommendation	Actions	Status of Action	Progress Update
<p>4.1 Audit Scotland</p>	<p>4.1.1 Audit Scotland must use the key themes in this report and the associated findings from Audit Scotland’s audit of educational outcomes to inform the scope of their national performance audit on outcomes for children and young people with additional support needs.</p>	<p>Ongoing</p>	<p>Audit Scotland have recently confirmed that they will undertake an audit of Additional Support for Learning.</p>
	<p>4.1.2 This must include assessing spend on additional support for learning across services, its impact on attainment and outcomes for children and young people at all stages; highlighting good practice and gaps.</p>	<p>Ongoing</p>	<p>See action 4.4.1 progress update</p>
<p>4.2 Role of Grant Aided Special Schools</p>	<p>4.2.1 The Grant Aided Special Schools and three national centres must use the opportunities that arise from</p>	<p>Ongoing</p>	<p>The implementation of the Doran review is ongoing and will complete in 2029.</p> <p>The links between the ASL Project Board and the National Strategic Commissioning Group are being strengthened, as</p>

	<p>the commissioning strand of the Doran Review to consider how their specialist expertise (including in prevention and de-escalation) can be developed to be complementary to statutory mainstream and specialist provision in order to support improvement in the experiences and outcome of children and young people with additional support needs.</p>	<p>momentum for the Doran Review work grows, to ensure that opportunities to create links across these two workstreams are implemented.</p> <p>Research into the current education provision for children and young people with complex additional support needs was published in September 2023. The research provided an insight into the strengths and challenges of current provision and is informing the next stage of the strategic commissioning of services to support children and young people's learning.</p> <p>A trial of up to 6 special school placements of deputy head teachers from mainstream provision is being developed to run in the 2024-25 school year. The evaluation of the trial will inform future decisions regarding the inclusion of a special school placement element to existing teacher leadership programmes and the potential for the opportunity to be made available to a broader range of the education workforce.</p> <p>The Education Scotland hosted Into Headship modules will be reviewed in 2024-25 to consider enhanced content on additional support needs and the legislative roles of being a headteacher.</p> <p>Scotland Excel Frameworks are used by all Local Authorities, these include consideration of impacts on all protected characteristics. All Local Authorities commission services locally, and they all have Commissioning Strategies. The UNCRC (Incorporation) (Scotland) Act will also ensure children's rights are upheld.</p>
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Theme 5: Workforce Development and Support

Completed Actions

ASL Review Recommendation	Actions	Status of Action
5.1 Teacher Education and Development	5.1.2 All teachers understand what additional support needs are. They are clear about their role in supporting the identification of additional support needs and the need to adapt their teaching to ensure a meaningful learning experience for all their learners.	Complete
	5.1.4 Practice learning and development at local level must include where and how to access specialist expertise and support.	Complete
	5.1.6 Parity of career progression and pathway structures and opportunities for specialist teachers of ASL: <ul style="list-style-type: none"> • There should be a first teaching qualification in ASN available at Initial Teacher Education; • The career path proposal under consideration by the SNCT to develop new career pathways should have an additional strand for ASL. 	Complete
5.2 Pupil Support Assistants	5.2.1 The Classroom Support Staff working group must, as part of their work, undertake a review of roles and remit of Pupil Support Assistants. This must include the development of clear specifications for how classroom teacher and pupil support assistant roles interact and complement each other. It must also consider standards of practice, learning pathways, career progression routes and remuneration.	Complete

Ongoing Actions

ASL Review Recommendation	Actions	Status of Action	Progress Update
5.1 Teacher Development	5.1.1 All teachers hold and enact professional values of inclusion and inclusive practice and see this as a core part of their role.	Ongoing	The Education Scotland Inclusion Wellbeing and Equalities (IWE) Professional Learning Framework is now live and available on the Education Scotland website. IWE Officers continue to deliver sessions through the 4 themes. 1. Inclusion, 2, Relationships, 3 Rights and Equalities, 4. Wellbeing and care. Education Scotland continues to work in collaboration with educators and partners to further develop professional learning resources for inclusion and areas of additional support needs within the IWE PL framework.
	5.1.3 All teacher education and development includes nationally specified practice and skill development in supporting learners with ASL needs as a core element.	Ongoing	See action 5.1.1 progress update
	5.1.5 Communication, relationship building and positive mediation skills development are incorporated and embedded into teacher education and development, supported by coaching and mentoring opportunities.	Ongoing	See action 5.1.1 progress update

	<p>5.1.7 The focus and methods for teacher education and practice learning are directly informed and developed by the feedback of teachers.</p>	<p>Ongoing</p>	<p>On all inspection activity, HM Inspectors examine how well schools and centres meet the needs of children and young people requiring additional support. These inspections are informed by a range of key individuals, including teachers and they also take account of the findings of the Additional Support for Learning Action Plan. HM Inspectors are systematically reviewing their scrutiny frameworks and inspection activities to ensure they align closely with the expectations set out in the ASL Action Plan.</p>
	<p>5.1.8 Innovative and partnership approaches to practice learning should be developed including delivery and participation of children and young people, parents and carers.</p>	<p>Ongoing</p>	<p>ADES alongside Education Scotland continue to work with its members on Collaborative Improvement. All 32 local authorities have worked with this programme to explore the challenges and consider the possible solutions through visits and discussions with colleagues from across Scotland.</p> <p>ADES continues to engage with partners on approaches to self-evaluation and improvement and offer regular opportunities to share and promote ongoing work at the ADES ASN Network.</p> <p>Attainment Advisors and Education Scotland continue to consider how improvement methodologies could be extracted to develop knowledge of improvement methodologies on an ongoing basis</p>

Theme 6: Relationships between Schools and Parents

Completed Actions

ASL Review Recommendation	Actions	Status of Action
6.1 Relationships between schools and parents	6.1.2 This must include clear pathways on transitions for children and young people with additional support needs, in the context of learning for life, allowing parents and carers, children and young people and professionals to be informed and supported at key transition points.	Complete

Ongoing Actions

ASL Review Recommendation	Actions	Status of Action	Progress Update
6.1 Relationships between schools and parents	6.1.1 Schools and local authorities must work in partnership with parents and carers to develop and deliver ways of working together that support and promote positive relationships, communication and cooperation.	Ongoing	<p>See action 3.2.2 progress update</p> <p>Education Scotland continues to work on Collaborative Improvements (CI) with ADES and local authorities. All 32 local authorities are engaged and 7 include a focus on Additional Support for Learning. Several of these reports have a focus on ASL. ES is engaging with ADES on the next stage of CI and how this will be linked to the ADES self-evaluation approach being developed. Education Scotland's new Senior Regional Advisors will continue to work with all local authorities. The new local authority groups have been developed to encourage collaboration between similar local authorities.</p> <p>The ADES ASN network offers a regular opportunity to share practice at their meetings. The responsibility of parent councils and their partnership work with schools is highlighted through this network. The network is currently consider how we share information through a core resource which showcases good</p>

			<p>practice and highlights how improvement could be made through engagement with parent councils.</p> <p>SG, ADES and COSLA intend to share a joint letter with Local Authorities promoting the availability of resources and information for parents, carers, children and young people. This will include ensuring that websites and handbooks are updated to ensure ease of access and highlighting the availability of information through Enquire.</p> <p>A sub-group of the ASL Project Board is considering how we can provide consistent information across Local Authority websites, with the support of Enquire.</p> <p>The national operating guidance for the delivery of funded ELC was updated in December 2023 and it includes provisions on requirements in respect of ASL. The Enquire service provide clear information to parents and carers on how to navigate the system of ASL support available. Work for this action is being done at local and national level.</p> <p>Enquire will continue to work with partners to make sure that parents and carers are signposted to their wealth of information about additional support for learning, and that they can also signpost on to other relevant sources of information.</p>
	<p>6.1.3 Parents and carers must be involved, as equal partners, in the development of key guidance, to contribute their</p>	<p>Ongoing</p>	<p>See action 3.2.1 progress update</p>

	knowledge and lived experience.		
	<p>6.1.4 Further investment is needed to strengthen support services for families, allowing these services and the support that they provide to be embedded.</p>	Ongoing	<p>Enquire will continue to work closely with their partners in the Scottish Government to make sure that their service is sustainable and effectively resourced and that they can maximise the impact of their work.</p> <p>The Scottish Government has increased annual funding to services that provide support advice and representation to parents, carers, children and young people on Additional Support for Learning needs by £219,000. This includes increased annual funding by £70,000 for Enquire, who provide advice to parents and carers on additional support for learning, helping families and schools work together to ensure children get the support they need. Funding has also increased by £59,000 per year for ASL advocacy and legal representation services for parents and young people over the age of 16, and by £90,000 per year for children between the ages of 12 - 15.</p>
	<p>6.1.5 The benefits of the use of mediation must be widely promoted at a national, regional and local level and consideration should be given to how mediation can be developed through professional learning to support the workforce.</p>	Ongoing	<p>ADES have shared information on mediation approaches through Network meetings. Further consideration is being given to how the ADES ASN Network can further share the significant amount of information on mediation that is produced by Enquire, to support awareness, understanding and engagement.</p> <p>A sub-group of the ASL Project Board are currently exploring how the Parent Club platform could be utilised to share information from Enquire.</p>

Theme 7: Relationships and Behaviour

Completed Actions

ASL Review Recommendation	Actions	Status of Action
7.1 Relationships and Behaviour	7.1.1 The remit of the Scottish Advisory Group on Relationships and Behaviour in Schools (SAGRABIS) must be reviewed and widened to bring it up to date and in line with emerging knowledge and recommended practices, including the findings of this review. The membership of the group must be reviewed in line with the refreshed remit.	Complete

Ongoing Actions

ASL Review Recommendation	Actions	Status of Action	Progress Update
7.1 Relationships and Behaviour	7.1.2 SAGRABIS should have a primary focus on relationships and behaviour but the ability to also focus on wider additional support for learning issues, developing improvement priorities and ensuring those priorities are reflected at a national, local and regional level ensuring that they work closely with the Additional Support for Learning Implementation Group.	Ongoing	<p>The latest survey in the long-term Behaviour in Scottish Schools Research (BISSR) was published in November 2023.</p> <p>A joint action plan on Relationships and Behaviour was published in August 2024.</p> <p>The ASL Project Board will work with SAGRABIS to consider the evidence from the report and will consider the actions within the joint action plan, to agree on those that need to be taken forward.</p>

Theme 8: Understanding Rights

No actions have been completed.

Ongoing Actions

ASL Review Recommendation	Actions	Status of Action	Progress Update
<p>8.1 Rights</p>	<p>8.1.1 The incorporation of UNCRC and its impact on ASL legislation and processes must be fully anticipated and planned for to ensure children’s rights are embedded and effectively underpin implementation of the ASL legislation.</p>	<p>Ongoing</p>	<p>The Scottish Government is undertaking work to establish any UNCRC related issues in the ASL system and will implement any changes where required.</p> <p>ADES continue to engage with members and partners about the UNCRC Act. ADES ASN Network meetings provide partners with opportunities to deepen their understanding of the UNCRC Act and the support available. ADES ASN network members have engaged with UNICEF on the Rights Respecting Schools programme and its potential impact on promoting children’s rights.</p> <p>Enquire, alongside their partners in the My Rights, My Say service, are considering the impact of UNCRC Act and will incorporate any changes necessary on ASL legislation around capacity assessments in particular, given the relevance to the work of the service.</p> <p>Enquire will seek to support all efforts to aid understanding of the impact of the UNCRC Act on ASL legislation and consider their role in disseminating clear and practical information and advice</p>

			<p>for their different audiences. They also continue to work internally to make sure they are taking a child rights-based approach to all our own work.</p> <p>Enquire will continue to engage with and actively support the development of the refreshed Code of Practice, building on their expertise in presenting information on ASL to different audiences, and their in-depth knowledge of the existing Code of Practice.</p>
<p>8.2 Coordinated Support Plan Review</p>	<p>8.2.1 The planned review of Coordinated Support Plans must take the findings of this review into account.</p>	<p>Ongoing</p>	<p>See action 6.1.1 progress update.</p> <p>The development of guidance to understand the purpose of CSPs and content is in development. This guidance will complement the refreshed IEP guidance and forms part of a suite of guidance and professional learning on the ASL planning process which will be available on the Education Scotland IWE PI framework and Education Scotland website.</p> <p>Enquire will continue to share information about CSPs to help ensure rights and responsibilities around the plans are better understood.</p> <p>Education Scotland chair a sub-group of the ASL Project Board which focuses on information, guidance and professional learning to improve awareness, knowledge and skill pertaining to ASL. This will include ASL planning for staged level of intervention, IEPs and CSPs.</p>
	<p>8.2.2 Also, it must consider: • planning mechanisms</p>	<p>Ongoing</p>	<p>See action 8.2.1 progress update.</p>

	<p>within a whole life perspective for children and young people with lifelong conditions including transitions between and beyond education settings;</p> <ul style="list-style-type: none"> • clarifying the interaction between CSPs and child's plan and GIRFEC; • the relationship between education and partners in health, social work and other agencies to identify where re-alignment is needed in the preparation and delivery of support; • where improvements are needed in the availability and accessibility of information and guidance about planning and its processes for all parents and carers and children and young people. 		<p>Enquire plan to improve the information on their website that relates to GIRFEC to make sure it is in line with latest guidance, and will continue to revise it in response to any future changes.</p> <p>On 26 October 2023, the Scottish Government published the Getting It right for every child (GIRFEC): Child's Plan Practice Statement which complements the guidance series published in September 2022 to help and support practitioners and managers embed and implement GIRFEC into their everyday practice.</p> <p>The statement reflects the relationship and alignment between statutory and non-statutory plans and clarifies the roles and responsibilities of practitioners involved with the development and monitoring of a non-statutory GIRFEC child's plan, including the implementation of Article 12 of the UNCRC to ensure that children and young people take part in and influence decisions on issues which affect them.</p>
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Theme 9: Assurance Mechanism

No actions have been completed

Ongoing Actions

ASL Review Recommendation	Actions	Status of Action	Progress Update
<p>9.1 Assurance Mechanism</p>	<p>9.1.1 Following this review, there must be a mechanism put in place to allow progress against these recommendation to be reported and scrutinised. This should be developed in partnership with the Additional Support for Learning Implementation Group. A progress report should be produced and reported to Scottish Ministers and COSLA one year after the publication of this report and its recommendations.</p>	<p>Ongoing</p>	<p>The ASL Project Board have been meeting every 2 months since November 2022. This was agreed as part of a refocused strategy to ensure stronger engagement across the Education sector, to guarantee more efficient responses and action progress.</p> <p>The ASL Project Board have reviewed and agreed on timeframes, ownership and reporting schedules.</p> <p>Three different workstreams have been established, with sub-groups of the ASL Project Board to take forward this work.</p> <p>Good outcomes have been achieved across all recommendations with more actions progressed and completed since the last Progress Report in 2022.</p>
	<p>9.1.2 Local authorities must take account of the findings of this report to review and align their quality assurance processes. This must drive improvements in processes,</p>	<p>Ongoing</p>	<p>See action 5.1.8 progress update</p>

	practice and outcomes at all levels in the system.		
9.2 Education Scotland	9.2.1 Education Scotland must take account of the findings of this report and take action to ensure that their scrutiny frameworks, and inspection activities, are in line with it.	Ongoing	See action 5.1.7 progress update
	9.2.2 Education Scotland must use the findings of this review and the conditions identified for good practice, to support and develop improvement in education authorities, Regional Improvement Collaboratives and schools.	Ongoing	See action 5.1.7 progress update See action 5.1.8 progress update



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