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10 May 2024

Members of the
Education, Children and Families Committee

Chief Executive's Office
Archie Aitken
Chief Officer (Legal & Democratic)
Civic Centre, Windmillhill Street,
Motherwell ML1 1AB
www.northlanarkshire.gov.uk

Notice is given that a Meeting of the **Education, Children and Families Committee** is to be held in the Council Chamber, Civic Centre, Windmillhill Street, Motherwell, ML1 1AB on Tuesday, 21 May 2024 at 14:00 PM which you are requested to attend.

The agenda of business is attached.

Archie Aitken
Chief Officer (Legal & Democratic)

Members :
M McBride, B Baudo, D Ashraf, A Ballinger, C Barclay, M Boyd, H Brannan-McVey, B Burgess, T Carragher, C Costello, M Coyle, S Coyle, G Currie, P Di Mascio, H Dunbar, F Fotheringham, W Goldie, T Johnston, J Jones, P Kelly, A Khan, K Larson, G Lennon, H Loughran, A Masterton, B McCluskey, B McCulloch, P McDade, F McKay, R McKendrick, C McManus, M McPake, A McVey, L Mitchell, P Patton, J Reddin, K Stevenson, A Stubbs, J Toner, N Wilson.M Clarkson, G McCormick, M McCrossan, I Scott.

Agenda

EDUCATION, CHILDREN AND FAMILIES COMMITTEE

(1)   To plan, set targets for, and monitor the performance of all services including those delivered through partners and external bodies within the remit of this Committee and to be responsible for the supervision and oversight of the Education and Families Service.

(2)   To direct and supervise the discharge of the functions of the Council as Education Authority in terms of the Education (Scotland) Act 1980 (as amended) and any enactments amending or extending such functions.

(3)   To promote, through the discharge of all services within the remit of this Committee, the Council's corporate strategies.

(4)   To approve the establishment of and the arrangements for appointing teaching and other non-teaching staff for day schools.

(5)   * To provide day schools sufficient to meet the needs of the pupils and approve entry arrangements to schools.

(6)   To secure appropriate curriculum development and in-service training.

(7)   To approve arrangements to meet special educational needs and the provision of a psychological service.

(8)   To secure the provision of a Continuous Improvement Service.

(9)   To secure the provision of an education resource service, including library support for schools.

(10)   * To approve policy in respect of the attendance and exemption from attendance of pupils at day schools.

(11)   * To approve policy in respect of education service improvement plans.

(12)   To recommend the overall Capital Programme annually, including the distribution of monies over the various components including major projects, minor adaptations, major maintenance and new technology equipment.

(13)   To monitor and approve expenditure falling within the remit of this Committee consistent with approved Council objectives.

(14)   * To approve proposals for the content of the major projects element of the Capital Programme.

(15)   To approve criteria for establishing priorities from within minor works and maintenance programmes in respect of schools and community facilities.

(16)   * To provide guidance to the Council in the formulation of its policy objectives and priorities in all appropriate matters relating to pre-5 children and their parents.

(17)   To consider advice and make recommendations to any Committee of the Council on any statutory function relating to pre-5 children and their parents which might be within the Terms of Reference of that Committee.

(18)   To consider the management and development of services which provide activities of a kind suitable for pre-5 children.

(19)   To consider staffing policies relating to Council establishments which provide activities of a kind suitable for pre-5 children.

(20)   To consider training matters relating to establishments which provide activities of a kind suitable for pre-5 children.

(21)   To consider advice to the Deputy Chief Executive on all delegated matters which refer to pre-5 children or to functions under Part III and Part X of the Children Act 1989 and other amending or replacing legislation.

(22)   To allocate and oversee financial resources relating to services to pre-5 children and their parents including provision of voluntary sector grants relating to such services.

(23)   To promote, on the Council's behalf, the interests of pre-5 children and their parents with all appropriate agencies on matters affecting those interests.

(24)   * To consider the Council's policy on Education Maintenance Allowances.

(25)   To secure arrangements for the programme of building educational establishments, within the framework of the overall aims of the Council and within the allocation of resources of the Council for such purposes.

(26)   To determine the specification for the provision of a school meals service.

(27)   * To determine all policies and matters relating to school transport.

(28)   To authorise the acceptance of contracts for supplies, services and works in respect of the discharge of the functions of all services within the remit of this Committee.

(29)   To deal with all matters contained within the Terms of Reference of any Sub-Committee of this Committee.

(30)   To invite representatives (Board members and/or senior management) of ALEOs to attend to provide information and assurance on relevant matters as requested.

(31)   To consider and agree action in relation to petitions received by the Council relative to the business of the Committee.

(32)   To consider, agree and monitor the impact of the strategic direction for youth work in North Lanarkshire, ensuring that the approach is underpinned by effective plans informed by engagement with young people and partner organisations in accordance with (but not limited to):-

- the UN Convention of the Rights of the Child;

- the Requirements for Community Learning and Development (Scotland) Regulations 2013;

- the Strategic Guidance for Community Learning and Development;

- Getting It Right For Every Child;
- Curriculum for Excellence;

- Developing Scotland's Young Workforce, and
- the National Performance Framework.

(33)   To discharge the social work functions of the Council in terms of relevant legislation, Scottish Government Guidance and direction from the Health and Social Care Partnership, including the functions of the Council relating to needs of:-

	(a)	Looked After Children and Young People;

      (a)   Looked After Children and Young People;

      (b)   Children and Young People in Need;

      (c)   Children and Young People Affected by Disability, and

      (d)   Children and Young People with Caring Responsibilities.

(34)   To discharge the responsibilities of Social Work and Education Services in respect of public protection, specifically in respect of child protection, domestic abuse and MAPPA.

(35)   To discharge the responsibility of the Council to the Community Justice Partnership with respect to Criminal Justice Social Work and other social work services.

(36)   To accept tenders for previously approved projects within the responsibility of this Committee.

(37)   To consider and agree action in relation to petitions received by the Council relative to the business of the Committee.

(38)   To grant authority to Members to attend seminars, conferences and other visits concerning matters within the area of responsibility of this Committee, until such time as responsibility for this matter passes to the Scottish Public Services Ombudsman.

(39)   To review progress and determine future strategy and benefit realisation in respect of Developing the Young Workforce and associated sustainable youth training and employment initiatives.

North Lanarkshire Council
Report

Education, Children and Families Committee

Does this report require to be approved? ☒ Yes ☐ No

Ref GMcL/PO'N   **Date**   21/05/24

Developing the Young Workforce/Curriculum Pathways to Employment Progress Report

From   Gerard McLaughlin, Chief Officer (Education – North)

E-mail   mclaughling@northlan.gov.uk   **Telephone**

Executive Summary

In November 2022, Education and Families published its third Developing the Young Workforce Delivery Plan for 2022-2025 which was approved by the Education, Children and Families Committee. The plan set out nine ambitious targets in areas including: school leaver destinations, employer engagement, vocational education (Foundation Apprenticeships, HNCs and ASN provision) and Future Fridays.

Led by Education and Families, this is a whole council plan with cross-party support. It reflects national and local policies including No One Left Behind, The Hayward Review, the Wither's report, the Career Review, The Plan for North Lanarkshire and the Brighter Futures Programme of Work. Fundamental to this work is strong partnerships with other agencies, stakeholders and employers.

This report charts progress made to date in session 2023-2024 and sets out our ambitions for session 2024-2025. The accompanying video footage illustrates the positive impact this work is having on the lives of children, young people and families in North Lanarkshire Council.

This work not only develops skills for learning, life and work in our children and young people; it contributes to workforce development for North Lanarkshire Council and beyond, contributing to the national, local and global economy.

Recommendations

It is recommended that the Education, Children and Families Committee:

(1) Endorse and approve the content of this report including progress made and targets set within the plan.

The Plan for North Lanarkshire

Priority	Support all children and young people to realise their full potential
Ambition statement	(6) Raise attainment and skills for learning, life, and work to enhance opportunities and choices
Programme of Work	Brighter Futures

1. Background

1.1   Developing the Young Workforce (DYW) remains a national and North Lanarkshire cross-party priority led by Education and Families in North Lanarkshire Council and supported by other council services.

1.2   There has been significant funding apportioned to this work which has assisted in improving outcomes for the children and young people of North Lanarkshire – with an emphasis and focus on those most at risk of disengaging from education and entering a negative post-school destination leading to long term unemployment and the negative impacts on individuals, families and the local and national economy.

1.3   The ongoing commitment and ambition for council services to work even more closely together with a shared vision, ambition and goals continues to see improved outcomes for young people both within school and when they leave school and prepare to enter the world of work.

1.4   This work contributes to *'providing sustainable programmes of support and interventions to ensure residents secure a bright future whether that be by improving educational attainment and work skills, securing pathways to meaningful employment, becoming a successful entrepreneur or by making a difference in our communities through volunteering.'* **Brighter Futures Programme of Work**

1.5   Of the five key themes of the Brighter Future Programme of work, this report focuses on '**curriculum pathways**'. However, there are clear links and interdependencies with the other four:

- North Lanarkshire Academies
- Employability
- Volunteering
- Entrepreneurship

1.6   The report provides information on progress made to date on how, the council (with partners) is providing '*a curriculum which offers meaningful work-related learning opportunities which equip children and young people with the skills, qualifications and experiences they need to flourish in life beyond school and in the world of work.. and to realise their full potential and contribute to the national and local economy.*' It reiterates our unswerving commitment to work with schools, partners and employers to provide a '… *first class education and skills based curriculum for all children and young people from 3-18 years.*' **North Lanarkshire's Developing the Young Workforce Delivery Plan 2022-2025**

As we head towards the end of the 2023/24 school session this report outlines key achievements and improvements and sets out plans and ambitions for session 2024/25.

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2. Report

2.1   This report provides an update on progress made this session 2023-2024 and ambitious targets set for academic session 2024-2025 specifically in relation to the following themes within the DYW Delivery Plan:

- Initial School Leaver Destinations and Annual Participation Measure

- DYW and Employer Engagement
- Pathways Programme
- Vocational Education
- Future Fridays

Initial School Leaver Destinations and Annual Participation Measure

2.2   North Lanarkshire's Developing the Young Workforce Taskforce has now been in existence for one year. Chaired by the Education and Families Manager, the group is made up of colleagues from Pathways and Employability Teams, Virtual School, Social Work, DYW LED, Routes to Work and Skills Development Scotland. This group meets on a four-weekly basis and has adopted a case management approach to support schools with those young people identified as being most at risk of entering a negative post school destination. Regular training and upskilling sessions are provided for key members of staff to ensure improved outcomes for these young people. Engagement events have seen young people engage with relevant employers, training providers and agencies who can support them into positive and progressive post-school destinations. Through the work of the Task Force there has been a streamlining of robust systems and structures designed to improve post-school destinations.

2.3   The 2022/23 national Initial Leaver Destination Report (ILDR) was published in February 2024. 94.7% (4007) of North Lanarkshire young people left school and entered a positive post school destination. This is an increase on the previous year and the highest percentage and number achieved since 2009/10 when this data begun to be measured. The gap between North Lanarkshire Council and the national average is closing. 68.4% entered Higher or Further Education. This is a 2.4% increase on the previous year and is above the national average. In line with the national average, 24.3% of young people left school and entered employment. The percentage of young people unemployed and seeking employment dropped from 3.4 to 2.9%. And, importantly, the number of young people whose destinations were unknown has dropped from 37 to 25 (0.6%) Through the work of the Task Force this number has again dropped.

2.3.1 In 2023, our annual participation measure (measuring the percentage of 16-19 year olds in education, training and employment was 92.8%. This is the highest percentage achieved since this measure was introduced in 2017. North Lanarkshire Council was the eighth most improved local authority in Scotland.

2.3.2 Notwithstanding this, our improvement journey continues with ambitious targets set for 2023/2024 – 96.5% and 2024/25 – 98%.

Developing the Young Workforce and Employer Engagement

2.4   The Developing the Young Workforce Delivery Plan 2022-25 highlights the need for strong partnership working between council services, employers and partners to increase the number and improve the quality of career inspiration opportunities for young people. This report outlines some examples of good practice from this session.

2.4.1 During Scottish Apprenticeship Week 4th – 8th May 2024 a number of council teams worked together in partnership with Skills Development Scotland to coordinate and promote a range of career inspiration events open to schools, young people, parents, and school staff. (See Appendix1) In total, there were 63 opportunities available for North Lanarkshire residents advertised on apprenticeships.scot far exceeding the offer

from any other local authority. A highlight was the Early Careers Team delivering seven Modern Apprenticeship Roadshows attended by 226 young promoting Modern Apprenticeships as a career pathway and to highlighting upcoming council apprenticeship vacancies.

2.4.2 Early intervention has been a priority over the last 12 months with the delivery of primary school programmes. The Pathways team, in partnership with BE-ST Built Environment – Smarter Transformation and the Brighter Futures team piloted a project where 160 primary 6-7 children took part in activities exploring sustainability and careers within the Built Environment. Ten primary schools are currently participating in the Primary Engineer Programme coordinated by officers from a number of teams, offering a minimum of two classes per school the chance to take part in engineering projects. Two members of staff from each school took part in a day of training and were provided with resources to deliver the activities in school leading to a showcase event which took place in April 2024.

2.4.3 The team, in Partnership with Tigers and Morgan Sindall are currently offering two pre-apprenticeship programmes allowing 40 young people the opportunity to access practical and theoretical training in the construction industry, work experience on Morgan Sindall sites, industry recognised qualifications and guaranteed interview with Morga Sindall to undertake a Modern Apprenticeship in General Construction Operations.

2.4.4 As part of the council's construction working group, council teams along with Skills Development Scotland and DYW Lanarkshire and East Dunbartonshire worked with New College Lanarkshire to deliver Step Into Construction. This included a series of virtual information sessions hosted by New College Lanarkshire and local employers that was attended by 1503 young people. A breakdown of attendance is provided below.

Table 1: No Schools

LA	No. Schools
North Lan	18
East Dun	1
South Lan	2
Total	**21**

	No. Schools
Primary	7
Secondary	14
Total	**21**

Table 2: No pupils

Day	Daily Total
Monday	430
Tuesday	394
Wednesday	439
Thursday	112
Friday	128
Total	**1503**

2.4.5   The second phase of the project was delivered at New College Lanarkshire over five Fridays providing 144 young people from the Pathways programme and 23 secondary and ASN schools with taster sessions in joinery, cyber security, painting and decorating and brickwork.

Pathways Programme

2.5   The Pathways programme was launched in 2019 as part of North Lanarkshire Council's commitment to ensuring that those young people at greatest risk of entering a negative post-school destination (due to multiple and complex barriers to learning and employment) have access to a relevant, employability focused curriculum leading to positive outcomes for every young person. Initially targeting statutory winter leavers (three times more likely to enter a negative post school destination than their summer leaving peers), the programme has evolved to provide support to summer and winter leavers with multiple barriers to education and employment.

2.5.1   Now in its fifth year, a total of 556 young people have engaged with the programme. 97% of young people who sustained engagement entered a positive post school destination or continued to access support from the Pathways team as they reached their statutory school leaving date. This is a staggering figure exceeding our own targets as well as the national average. A breakdown of initial destinations is provided below.

Table 4: Post School Destinations by number

Destinations	Total
Further Education	115
Pathways Continued Support	88
Full Time Employment	83
Training	74
Modern Apprenticeship	70
Ret. to School	42
Virtual School Continued Support	34
Disengaged	18
Part Time Employment	15
Employability Hub	12
Roots	4
Volunteering	1
Grand Total	**556**

Table 5: Post School Destinations by %

Destination	Percentage
Full Time Employment	15%
Part Time Employment	3%
Modern Apprenticeship	13%
Further Education	21%
Training	13%
Emp Hub	2%
Roots	1%
Pathways Continued Support	16%
VS cont support	6%
Disengaged	3%
Volunteering	0.20%
Ret. to School	8%

Table 6: Post School Destinations Pie Chart

Percentage

Legend:
- Full Time Employment
- Part Time Employment
- Modern Apprenticeship
- Further Education
- Training
- Emp Hub
- Roots
- Pathways Continued Support
- VS cont support
- Disengaged
- Volunteering
- Ret. to School
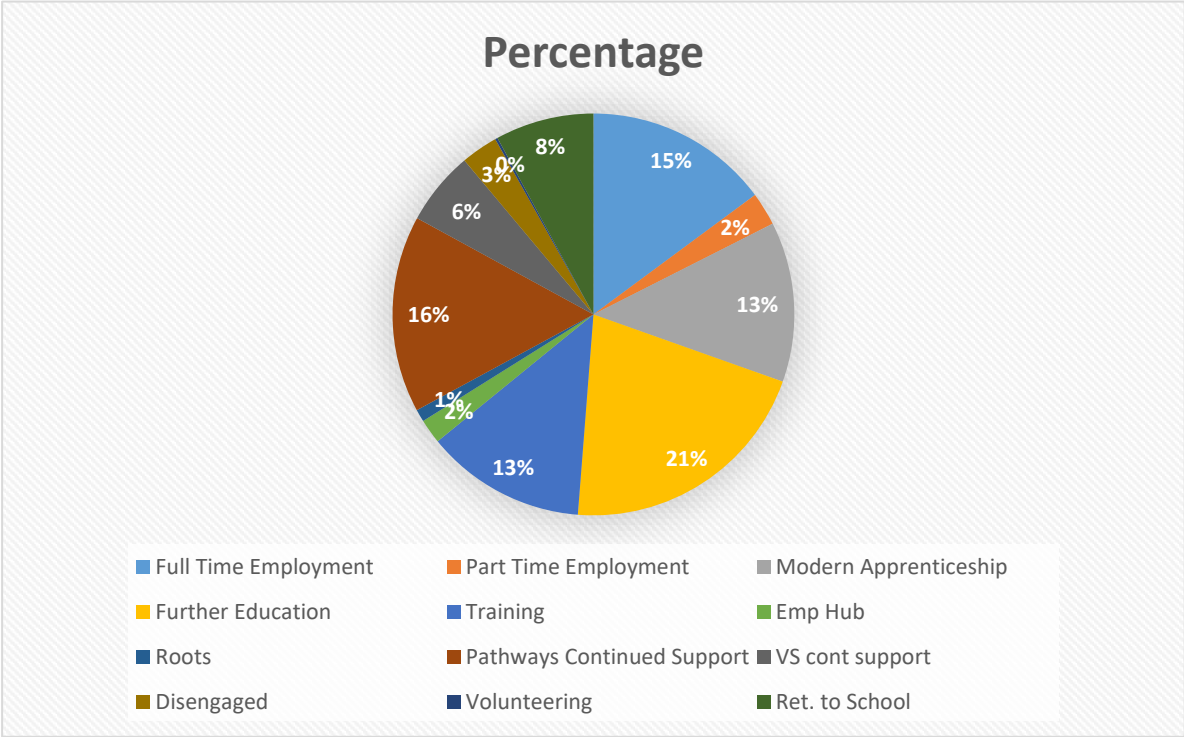
2.5.2   Over the period of 5 years the Pathways team has grown from four to ten FTE: six core funded and four grant funded until March 2025. This growth has allowed the team to develop a more flexible delivery model that best meets the needs of all young people referred. The Future Fridays Pathways to Employment Offer, introduced in 2023/24 allows young people who are unable to engage with the group to access 'light touch' support from the Pathways team in a one to one setting on Friday afternoons in 3 locality hubs to build skills and confidence over a longer period and support them to engage with other services or support them into positive destination when they are ready to take that step. UK Shared Prosperity Funding has allowed us to include much needed counselling services as part of the curriculum offer.

Vocational Education

2.6   The DYW Delivery Plan 2022-2025 set ambitious targets to promote Foundation Apprenticeships at levels 4-6, as well as to increase the uptake of the work-based learning qualifications. In addition, targets were set to broaden Foundation Apprenticeship frameworks offered in line with labour market intelligence. The table below highlights the increased ambition to develop the future workforce of North Lanarkshire.

The recruitment targets for 2023-24 for the level 6 SDS funded programmes were as follows:

FA Level 6 2023 – 2024

Framework	SDS Allocation 2023	August 2023	March 2024
Civil Engineering *	17	0	0
Social Services & Healthcare	8	0	0
Social Services Children & Young People	34	26	21
Grand Total	59	26	21

*Civil Engineering Year 2 will complete this year (2024) with no new intake for session 2023/24 due to current provider Forth Valley College (FVC) unable to provide staffing for delivery.

The recruitment targets for 2023-24 for the level 4/5 SDS funded programmes were as follows:

FA Level 4/5 2023 -2024

Framework	SDS Allocation 2023	August 2023	March 2024
Construction	117	136	123
Automotive	20	12	8
Hospitality	0	20	19
Grand Total	137	168	150

2.6.1 The Skills Development Scotland allocation for session 2023/24 was 196 for all programmes, with no further allocation for extra spaces due to funding constraints. Targets for 2023-24 were met, however, for session 2024/25 are at risk due to funding issues which affect all Foundation Apprenticeship providers across Scotland.

2.6.2 The projected recruitment targets for 2024-25 for the level 6 SDS funded programmes were as follows:

Expected FA Level 6 numbers 2024 – 2025

Framework	August 2024
Civil Engineering (Proposed 1 Year Delivery)	18
Social Services & Healthcare (1 Year Delivery)	18
Social Services Children & Young People (1 Year Delivery)	18
Grand Total	54

The recruitment targets for 2024-25 for the level 4/5 SDS funded programmes are as follows:

Expected FA Level 4/5 Numbers 2024 – 2025

Framework	August 2024
Construction	154
Auto	24
Hospitality	32
Grand Total	210

2.6.3 Under the current funding model, the SDS allocation to North Lanarkshire Council has still to be decided. Expressions of interest exercise has been undertaken and we are projecting 264 young people wishing to undertake Foundation Apprenticeships in session 2024/25.

2.6.4 Building on the new and innovative approach to delivering Foundation Apprenticeships piloted in 2023/24 aimed at delivery of Level 4/5 programmes within our own establishments has proven successful with 21 young people undertaking the Level 4 Hospitality within Cardinal Newman High School. These level 4/5 FAs will link with other vocational areas including barista skills and horticulture, supporting the seed to plate approach.

2.6.5 An ambition for 2024/25 is develop & deliver the Level 6 FA qualification in Business Management/Accountancy and Finance in school with school staff delivering in partnership with employers. This will then lead to a Business Management HNC in S6.

2.6.6 2023/24 has seen the successful delivery (in partnership with New College Lanarkshire and University of the West of Scotland) of Higher National Certificate delivery to young people in S6. Successful completion will lead to year 2 of a Higher National Diploma which in turn will articulate to year 3 of a UWS degree in a relevant subject area. June 2024 will see 59 young people take up this offer in three growth employment sectors: Computer Aided Design/Construction Management, Social Services and Cyber Security.

The table below highlights the increased ambition to develop the HNC pathways within North Lanarkshire:

Framework	August 2023
Construction Management	0
Cyber Security	21
Social Care	23
Computer Aided Design (due to college staffing issues)	25
Grand Total	69

2.6.7   The development of bespoke and creative learning spaces for young people with ASN which is focused on specific vocational training developing our young ASN pupils within a "real-life" environment, developing and enhancing relevant and practical skills essential to enable them to flourish in life beyond school and the world of work. The project would provide a platform for pupils to gain a range of vocational qualifications and life skills through delivering a curriculum which would support lifelong learning and meaningful and relevant post-school pathways including employment. The area identified is based at Our Lady's High School Motherwell. The property is a bungalow with enclosed gardens. This facility would serve several ASN and mainstream schools within the Motherwell/Bellshill and Wishaw areas. The development of this spaces will require a dedicated budget and the recent UK Shared Prosperity Fund (UKSPF) will be accessed to enable initial development of facilities for each programme with ongoing annual costs being absorbed through the Vocational Education budget.

Future Fridays

2.7   Attendance rates have risen since August 2021 with almost 30 percent (approx. 5900 young people) engaged each week in opportunities available. 16 of 23 secondary schools are regularly surpassing the 2023 DYW Delivery Plan target of 20% attendance and 11 schools have surpassed the target of 30% attendance set out for this year. Current data indicates that over 60% of young people have attended at least one session. 3112 attendees have come from SIMD 1-3 and 1364 attendees (25.30% of all ASN pupils) have additional support needs. Data also highlights 27% of care experienced young people (202) have engaged in the programme. The following tables highlight the overall attendance growth and how Future Fridays has not impacted overall absence rates on a Friday.

Table 7: average weekly attendance   Table 8: weekly number in attendance
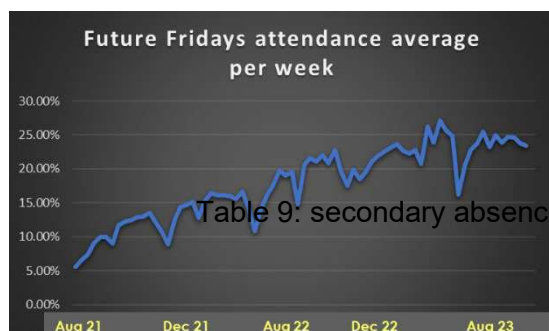
Table 9: secondary absence rates by day
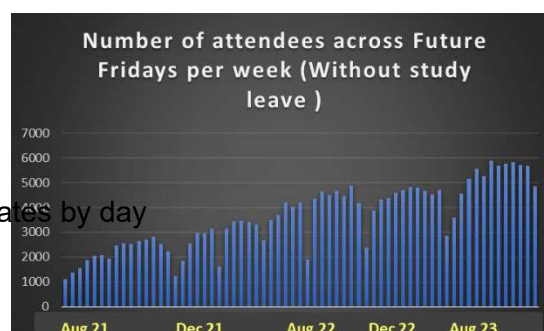
ABSENCE RATE 19-23					
	2019	2020	2021	2022	2023
MON	10.65%	10.28%	13.80%	14.01%	11.49%
TUES	11.02%	10.94%	13.88%	14.28%	11.31%
WED	11.50%	9.78%	14.14%	14.71%	11.16%
THURS	12.53%	10.22%	12.84%	14.26%	11.77%
FRI	14.11%	10.60%	14.87%	15.47%	13.20%

2.7.1 A number of schools have indicated that young people who do not attend typically throughout the school week who come in for a Friday afternoon. This is often designed by schools to target non-attenders or those with anxiety as a measure to improve longer term attendance.

2.7.2 This year accreditation opportunities have more than tripled – with more than 650 accreditations this year alone. Most accreditation opportunities are aligned with labour market intelligence and available job opportunities for young people.

2.7.3 There are over 120 different sessions available across all 23 schools during Future Fridays. Links with New College Lanarkshire and University of West of Scotland have grown and we now offer certificated courses in Dental, Artificial Intelligence, exercise and fitness and beauty with over 100 pupils engaged each week. The Leadership Academy is a groundbreaking programme universally offered across all 23 secondary schools, working with more than 75 young people each year adding valuable qualifications (N5 or Higher) to their CVs. This is a unique offered nowhere else in Scotland. The Academy offers six programmess across North Lanarkshire Council: sports, arts, STEM, enterprise, digital media, and wellbeing. Students choose a programme and develop leadership skills through online modules. They then put those skills into practice by collaborating within their chosen academy to deliver engaging lessons in primary schools throughout the NLC, supporting the primary transition process for younger students. The programme also creates pathways to future opportunities. Some participants become coaches through the NL Volunteer program, gaining valuable experience that can lead to employment upon completion of their volunteer hours.

Many of the Universal Future Fridays offers culminate in events across schools. Many of these are wellbeing and sporting events, however the opportunity to develop skills is growing and is being highlighted via - Impact Arts opening an Art gallery of all pupils work, Lanarkshire Catering school are hosting a 'Masterchef' style event, promoting the lessons in cookery pupils have developed throughout the year. There is also the potential for the creation of a Future Fridays cookery book based on these experiences highlighting to families how they cook healthily on a small budget.

2.7.4 Principal Teachers continue to meet once per term to share practice and develop more consistency in delivery and approach. This year they have worked in improvement groups focused on accreditation, engagement, DYW and engagement of vulnerable groups.

2.7.5 Schools promote Future Fridays through newsletters, websites, and Twitter. North Lanarkshire Council's Future Fridays website (link below) has been updated and includes a link to a Future Fridays blog (link below)

Future Fridays (vimeo.com)

Future Fridays | North Lanarkshire Council

https://blogs.glowscotland.org.uk/nl/futurefridays/

2.7.6 The core annual budget for the Future Fridays programme is £0.45 million which will be reduced to £0.35 million next year, this is via Scottish Attainment Challenge budget. This funds direct staffing costs, pupil transport and external partner payments. In addition, the successful implementation of the programme has helped direct and align wider resources across the council and partner agencies to enhance the range and quality of offers for young people. Staff groups contributing to the programme currently include CLD, Pathways, Active and Creative Communities, Active Schools, Tackling Poverty Team and local colleges. The in-kind benefit of teaching staff who volunteer on Friday afternoons is estimated to be in the region of £900,000 per annum and this value has increased as the programme has developed.

2.7.7 We will continue to build on current progress and develop the Future Fridays programme through:

- All schools will engage in a comprehensive evaluation of year 3 which considers the views of all stakeholders, parents and young people.
    - From these evaluations schools will identify improvement priorities, highlight current success, capacity for improvement and outline how they will achieve this.
    - Schools are now using SDS 16+ datahub information to develop sessions relevant to career pathways and will use school data to ensure target groups have increased opportunity to engage to provide more equity in offer.
    - Schools have increased accreditation opportunities through SQA, SCQF and wider achievement frameworks to provide more certification for young people which will enhance CVs and personal portfolios.
    - Good practice is being highlighted and ideas shared across schools via termly sharing practice sessions, a weekly update to all PTs and the shared Microsoft Team for all PTs.

2024/25 UK Shared Prosperity Funding

2.8 UK Shared Prosperity Funding has afforded the opportunity to recruit a number of posts to allow us to expand and develop this work to improve post-school outcomes for the most vulnerable young people at risk of entering a negative post-school destination and long term unemployment. These include:
- Pathways co-ordinator
- Project Manager: positive destinations (in collaboration with Skills Development Scotland)
- Pathways Support Teachers (collaboration with Pathways, Empowering Clusters and Virtual School Teams)
- 2 Job Coaches to support young people in ASN sector (in partnership with Supported Enterprise Team)
- Mental Health and Wellbeing Counselling Services

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3.   Measures of success

3.1   Improve initial and sustained post school destinations and participation measure outcomes.

3.2   Increase uptake of level 4/5 Foundation Apprenticeships and reduce attrition rates.

3.3   Increase/sustain number of young people participating in HNC in S6 and progressing to undergraduate courses and employment.

3.4   Increase participation in Future Fridays including targeted groups and accreditation.

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4.   Supporting documentation

4.1   Appendix 1 – Scottish Apprenticeship Week Presentation

Gerard J. McLaughlin

Gerard McLaughlin
Chief Officer (Education – North)

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5.   Impacts

5.1	**Public Sector Equality Duty and Fairer Scotland Duty** Does the report contain information that has an impact as a result of the Public Sector Equality Duty and/or Fairer Scotland Duty? Yes ☐ No ☒ If Yes, please provide a brief summary of the impact? If Yes, has an assessment been carried out and published on the council's website? https://www.northlanarkshire.gov.uk/your-community/equalities/equality-and-fairer-scotland-duty-impact-assessments Yes ☐ No ☐
5.2	**Financial impact** Does the report contain any financial impacts? Yes ☒ No ☒ If Yes, have all relevant financial impacts been discussed and agreed with Finance? Yes ☒ No ☐ If Yes, please provide a brief summary of the impact? Regular meetings are in place. There are no financial requirements linked to the content of this report.
5.3	**HR policy impact** Does the report contain any HR policy or procedure impacts? Yes ☒ No ☐ If Yes, have all relevant HR impacts been discussed and agreed with People Resources? Yes ☒ No ☐ If Yes, please provide a brief summary of the impact? Managers are supported by HRBPs
5.4	**Legal impact** Does the report contain any legal impacts (such as general legal matters, statutory considerations (including employment law considerations), or new legislation)? Yes ☐ No ☒ If Yes, have all relevant legal impacts been discussed and agreed with Legal and Democratic? Yes ☐ No ☒ If Yes, please provide a brief summary of the impact?
5.5	**Data protection impact** Does the report / project / practice contain or involve the processing of personal data? Yes ☒ No ☐ If Yes, is the processing of this personal data likely to result in a high risk to the data subject? Yes ☐ No ☒ If Yes, has a Data Protection Impact Assessment (DPIA) been carried out and e-mailed to dataprotection@northlan.gov.uk Yes ☐ No ☐
5.6	**Technology / Digital impact** Does the report contain information that has an impact on either technology, digital transformation, service redesign / business change processes, data management, or connectivity / broadband / Wi-Fi? Yes ☐ No ☒

If Yes, please provide a brief summary of the impact?

Where the impact identifies a requirement for significant technology change, has an assessment been carried out (or is scheduled to be carried out) by the Enterprise Architecture Governance Group (EAGG)?

Yes ☐ No ☐

5.7	**Environmental / Carbon impact**
	Does the report / project / practice contain information that has an impact on any environmental or carbon matters?
	Yes ☐ No ☒
	If Yes, please provide a brief summary of the impact?
5.8	**Communications impact**
	Does the report contain any information that has an impact on the council's communications activities?
	Yes ☒ No ☐
	If Yes, please provide a brief summary of the impact? Engagement with Corporate Communications Team on social media content.
5.9	**Risk impact**
	Is there a risk impact?
	Yes ☐ No ☒
	If Yes, please provide a brief summary of the key risks and potential impacts, highlighting where the risk(s) are assessed and recorded (e.g. Corporate or Service or Project Risk Registers), and how they are managed?
5.10	**Armed Forces Covenant Duty**
	Does the report require to take due regard of the Armed Forces Covenant Duty (i.e. does it relate to healthcare, housing, or education services for in-Service or ex-Service personnel, or their families, or widow(er)s)?
	Yes ☐ No ☒
	If Yes, please provide a brief summary of the provision which has been made to ensure there has been appropriate consideration of the particular needs of the Armed Forces community to make sure that they do not face disadvantage compared to other citizens in the provision of public services.
5.11	**Children's rights and wellbeing impact**
	Does the report contain any information regarding any council activity, service delivery, policy, or plan that has an impact on children and young people up to the age of 18, or on a specific group of these?
	Yes ☒ No ☐
	If Yes, please provide a brief summary of the impact and the provision that has been made to ensure there has been appropriate consideration of the relevant Articles from the United Nations Convention on the Rights of the Child (UNCRC).
	Articles 12 and 28 are of particular relevance to the content of this report. Young people will be impacted positively by the plans set out in the Delivery Plan providing a relevant curriculum and wide range of experiences and opportunities to support them to enter positive post-school destinations.
	If Yes, has a Children's Rights and Wellbeing Impact Assessment (CRWIA) been carried out?
	Yes ☐ No ☒

Scottish Apprenticeship Week 2024

North Lanarkshire Council
Information and resources for school, parents and young people

apprenticeships.scot
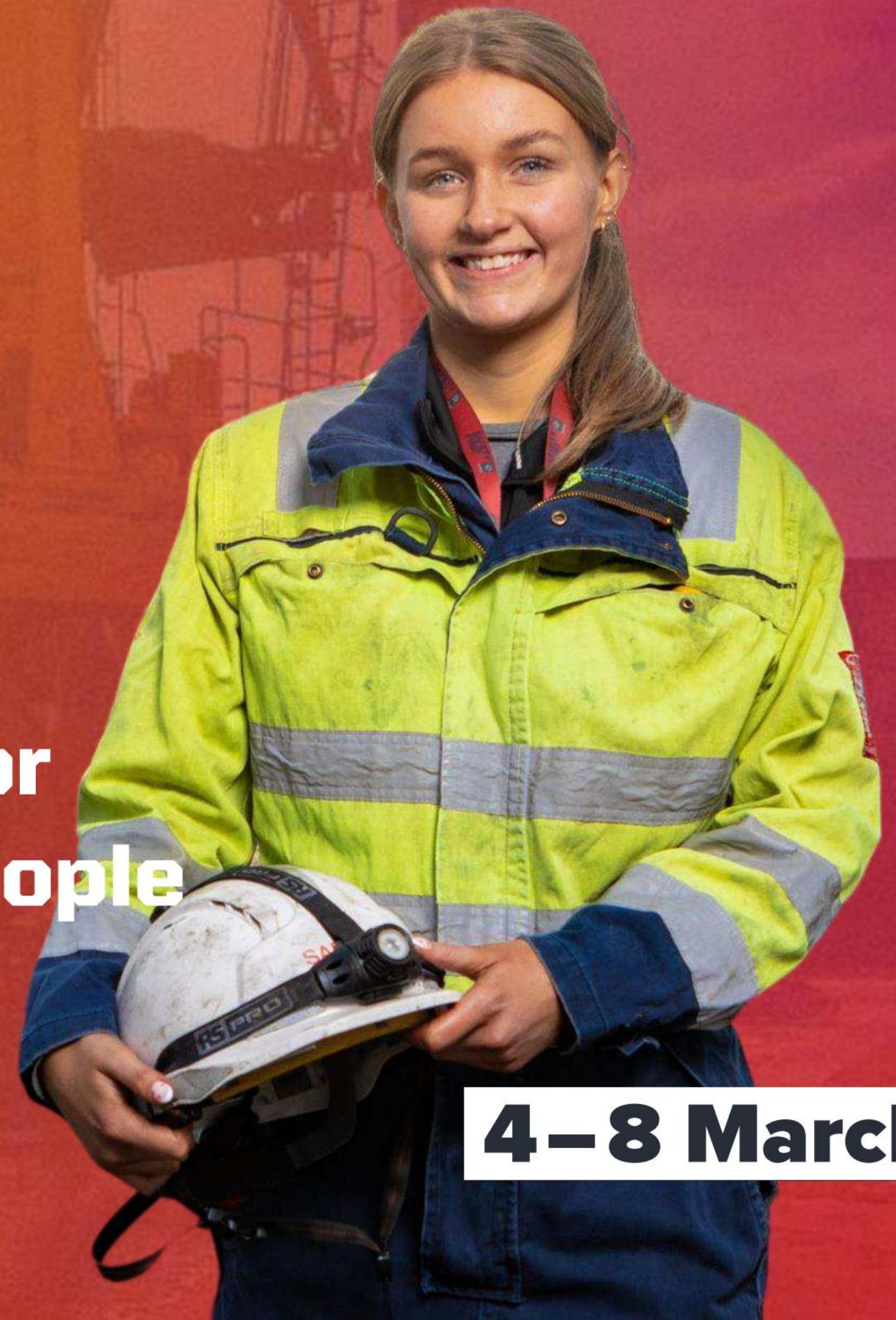
4–8 March

Scottish Apprenticeship Week 2024

Scottish Apprenticeship Week is a nationwide celebration of apprenticeships at takes place over the week of the 4th March. It's a time when everyone can promote the benefits of work-based learning to people, employers and Scotland.

Scottish Apprenticeship Week shines a spotlight on the benefits that work-based learning brings to:

• People of all ages and backgrounds
• Employers of all sizes
• Scotland's economy

Apprenticeships create the skills every generation needs, and every employer wants. This year's campaign shows that apprenticeships give people high-quality opportunities that supports them to achieve their full potential.

This resource pack provides teachers, parents and young people with information on national and local activities and events available through North Lanarkshire Council, SDS, DYW Live, employers and other services that aim to promote apprenticeships, provide career inspiration and develop the skills this generation needs to make the step into the world of work.

Through a mix of live events and recorded sessions you can create a timetable of activity for your school or young person to raise awareness of the apprenticeship family, the range of career sectors available and inspire our future workforce.
Get involved in #ScotAppWeek24.

Scottish Apprenticeship Week Events

There is so much going on during Scottish Apprenticeship Week with new events being added all the time so to keep up to date and find events near you go to [Scottish Apprenticeship Week events | 4 to 8 March 2024 (apprenticeships.scot)](#) .

Use the locations filter on the left of the screen and select National and North Lanarkshire opportunities to find out about virtual and in person events appropriate to you.

Some of the events available include:

- Graduate Apprenticeships in Accountancy: Online Information Session
- Apprenticeships from a Parent's Point of View: Online Information Session
- Earn While You Learn with Modern Apprenticeships in Business Admin & Management, Creative Industries, Health and Social Care, Optical Practice Support: Online Information Session

APPRENTICESHIPS.SCOT
From Skills Development Scotland

Scottish Apprenticeship Week 2024

APPRENTICESHIPS.SCOT
From Skills Development Scotland

Apprentice ∨   Employer ∨   Learning provider ∨

Home > Events > Scottish Apprenticeship Week > See Whats On

Search Scottish Apprenticeship Week events

There's so much going on during Scottish Apprenticeship Week, 4 to 8 March 2024. Check out these events and find one near you.

Search by event name, type or topic (for example 'rail', 'IT' or 'school')   Search

Locations

- ☑ National
- ☐ Aberdeen City
- ☐ Aberdeenshire
- ☐ Angus
- ☐ Dumfries and Galloway
- ☐ East Lothian
- ☐ Edinburgh
- ☐ Glasgow
- ☐ Moray
- ☑ North Lanarkshire
- ☐ Renfrewshire
- ☐ Scottish Borders
- ☐ South Lanarkshire

Reset filters ⟳

Showing 18 results

22 FEB **S5 and S6 Foundation Apprenticeships - a webinar for parents and carers**
📅 22/02/2024   📍 Online event, National

Are you a parent or carer supporting a child to make their senior phase option choices? Join our webinar in partnership with National Parent Forum Scotland to learn more about how your child can get a head-start on their career with a Foundation Apprenticeship. - Find out how Foundation Apprenticeships work and where they can lead to – from a Modern or Graduate Apprenticeship to college, university, or employment. - Hear parent and teacher perspectives of the benefits of Foundation Apprenticeships as they share their own experiences and advice. - Get information on support available and how to apply for a Foundation Apprenticeship. More information and register to attend: https://events.teams.microsoft.com/event/b6e3abac-8840-4435-81cc-f12244f85d19@33ca6d47-5e4f-4774-84f1-696cbb508cbe

Company: Skills Development Scotland in partnership with National Parent Forum of Scotland   🌐 https://events.teams.microsoft.com/event/b6e3abac-8840-4435-81cc-f12244f85d19@33ca6d47-5e4f-4774-84f1-696cbb508cbe
📞

Contact: Skills Development Scotland   ✉ marcomms@sds.co.uk

Event time: 18:30

NLC Foundation Apprenticeships

What are Foundation Apprenticeships in North Lanarkshire? Why not join one of our online information sessions for educators, parents, guardians, carers and young people to find out more about the Foundation Apprenticeships available in North Lanarkshire schools. Our Vocational Education Team will tell you why Foundation Apprenticeships are a great way to learn a skill, get real life work experience and gain a qualification that is equal to a National 4, National 5 or Higher while still at school.

Schools, young people, parents and carers can make individual bookings or group bookings by following the links in the timetable.

More information on the sessions can be found below.

- What are Foundation Apprenticeships sessions are presentations on Foundation Apprenticeships and how they are delivered in North Lanarkshire. Sessions during the day are targeted at pupils and school staff, sessions in the evening are directed towards parents and other influencers.
- Coffee Talks on Foundation Apprenticeships are informal drop-in sessions to have a chat and ask any questions you have about the FA's in NL.
- Teacher information sessions will be held to raise awareness of FA programmes. Teachers from across NL can come along to any one of these sessions.

	Monday	Tuesday	Wednesday	Thursday	Friday
09:45-10:35	Presentation on "What are Foundation Apprenticeships?" in North Lanarkshire	Presentation on "What are Foundation Apprenticeships?" in North Lanarkshire	Presentation on "What are Foundation Apprenticeships?" in North Lanarkshire	Presentation on "What are Foundation Apprenticeships?" in North Lanarkshire	Presentation on "What are Foundation Apprenticeships?" in North Lanarkshire
	Click here for tickets	Click here for tickets	Click here for tickets	Click here for tickets	Click here for tickets
11:40-12:30	Teacher information session on Apprenticeships	Parent and carer information session on Apprenticeships	Teacher information session on Apprenticeships	Parent and carer information session on Apprenticeships	Teacher information session on Apprenticeships
	Cardinal Newman High School		Calderhead High School		Our Lady's High School Motherwell
14:05-14:55	Coffee talk on Foundation Apprenticeships	Coffee talk on Foundation Apprenticeships	Coffee talk on Foundation Apprenticeships	Coffee talk on Foundation Apprenticeships	Coffee talk on Foundation Apprenticeships
	Join the meeting now	Click here to join the meeting	Click here to join the meeting	Click here to join the meeting	Click here to join the meeting
18:00-18:45	Presentation on "What are Foundation Apprenticeships?" in North Lanarkshire	Presentation on "What are Foundation Apprenticeships?" in North Lanarkshire		Presentation on "What are Foundation Apprenticeships?" in North Lanarkshire	
	Click here for tickets	Click here for tickets		Click here for tickets	

NLC Early Careers Modern Apprenticeship Roadshows

North Lanarkshire Council's Early Careers Team will be hosting a number of Modern Apprenticeship Roadshows across Scottish Apprenticeship Week. The team will be explaining:

- What a Modern Apprenticeship is in more detail
- What apprenticeship frameworks are available with North Lanarkshire Council
- How an apprenticeship works
- What's expected of an apprentice
- What are the entry requirements and the benefits available to apprentices.

The aim is to encourage pupils to look at modern apprenticeships as a positive pathway to their future career, raise awareness of upcoming apprenticeship opportunities with North Lanarkshire Council and highlight some of our own apprentice success stories.

The early careers team will also highlight their Pupil Summer Placements Programme that will be available during the 6 weeks summer break this year. This programme allows pupils form North Lanarkshire Schools to gain paid work experience with a range of council services.

These Roadshows are open to all North Lanarkshire Secondary schools who can bring young people to one of the host schools listed here. For more information or to note your interest in attending please email EarlyCareersTeam@northlan.gov.uk

Date and Time	Host School
Monday 4th March 10.00am	Brannock High School
Monday 4th March 11.00am	OLHS Motherwell
Monday 4th March 13.15pm	St Aidan's High School
Monday 4th March 13.15pm	Coatbridge High School
Tuesday 5th March 10.00am	Taylor High School
Tuesday 5th March 10.00am	Airdrie Academy
Tuesday 5th March 13.30pm	Greenfaulds High School
Tuesday 5th March 13.30pm	Cardinal Newman High School

Scottish Apprenticeship Week 2024

Skills Generation

NLC Tigers/Morgan Sindall Pre-apprenticeship

This Pre-Apprenticeship programme funded by North Lanarkshire Council will offer you the opportunity to move directly into a Modern Apprenticeship with Morgan Sindall!

Learners will receive training to support both practical and theoretical knowledge in the construction industry. Practical training will include Ground Preparations, Shuttering joinery, Bricklaying, Monoblocking and Drainage with theoretical training including, Health and safety, Asbestos Awareness, Abrasive Wheels and Working at Heights. We will also help learners gain their Green Labourer CSCS Card.

Learners will have the opportunity to gain work experience within the construction industry, enhancing their knowledge and understanding of the role and following the pre apprenticeship programme will have the opportunity to interview with Morgan Sindall to undertake a Modern Apprenticeship in General Construction Operations.

Who is the course for?
- Age 16+, living in North Lanarkshire. S4 pupils will be considered if 16 by May 6th 2024.

When does it happen?
- Mon-Thur, 9AM-3PM for 12 weeks from 25/03/024

Where is the course?
- tigers construction academy, Unit 4, Huntershill Village, 5 Auchinairn Road, Glasgow, G64 1RX

Is there a course allowance?
- Yes! £55 per week for young people 16+ and out of education. Other incentives including transport will be in place for young people still in education.

learnwithtigers.co.uk

Pre Apprenticeship
Future in Construction

In partnership with Morgan Sindall

Applications open on Monday 4th March – 15th March!!!
For more information or to book your place email office@tigersltd.co.uk

MORGAN SINDALL
CONSTRUCTION

tigers

Skills Generation

Careers in the NHS

The NHS has a range of exciting, challenging and rewarding career opportunities open to young people. Come along to one of NHS Lanarkshire's information sessions to discover which opportunities and apprenticeships are available locally and how to apply for them.

There are two sessions taking place, one for young people and one for career influencers. Just click the links below to join the sessions.

Date and Time	Title	Event Information	How to Join
Monday 4th March 10.00 – 10.45	NHS Lanarkshire pupil information session	We would like to invite you to our online NHS Lanarkshire information session during Scottish Apprenticeship Week for pupils to find out more about our opportunities and apprenticeships, along with how to apply for these.	**Join the meeting now**
Monday 18th March 17.00 – 17.45	NHS Lanarkshire career influencers info session	We would welcome you to join our info session for career influencers (careers advisors, parents, guardians, teachers etc) to find out more about NHS Lanarkshire's opportunities and apprenticeships	**Join the meeting now**

If you can't make it to one of these session's you can visit NHS Scotland Careers at https://www.careers.nhs.scot/ to find out about different routes into a career from Modern and Graduate Apprenticeships, to training programmes, volunteering and work experience.

Careers in the NHS - NLC Virtual Classroom

As well as the live session for young people and career influencers there is a fantastic new addition for 2024 to our NL Virtual Classroom is the Virtual NHS Careers Fair. Using your Glow login you can access 26 videos discussing different roles with the NHS including.

Physiotherapist	Community Nurse	Speech and Language Therapist
Dietician	Occupational Therapist	Radiographer
Children and Families Social Worker	Rehab and Mobility Officer	Additional Support Needs Assistant

To access these sessions, follow the links below then click on the video you would like to watch.
NHS
NHS Careers Fair (sharepoint.com)
NHS Care Academy
NHS Virtual Care Careers fair (sharepoint.com)

NLC Virtual Classroom

Educators and young people with Glow accounts can access a range of online resources and recordings hosted on the NL Virtual Classroom that can be incorporated into your Scottish Apprenticeship Week programmes. These online, recorded as live, sessions are 30 minutes long and provide insight into a range of jobs and routes from school into the world of work.

To access these sessions please follow the links below through your Glow login.

- DYW Apprenticeship Week recordings promoting careers in construction through the apprenticeship route
https://glowscotland.sharepoint.com/sites/NLVirtualClassrooms/SitePages/DYW-Apprenticeships.aspx

- STEP Into Construction recordings promoting careers in construction through the college route
https://glowscotland.sharepoint.com/sites/NLVirtualClassrooms/Step%20into%20Construction/Forms/AllItems.aspx

- Women in STEM Careers Fair promoting the range of career opportunities through STEM subjects
 https://glowscotland.sharepoint.com/sites/NLVirtualClassrooms/SitePages/Virtual-STEM-Careers-Fair.aspx?csf=1&web=1&e=jtFJdZ&cid=9f5a2579-d90b-430a-b234-08e151bfcd31

Modern Apprenticeships - Premier Property Solutions

Premier Property Solutions are a property maintenance and refurbishment team based in Airdrie who recognise Modern Apprenticeships are a productive and effective way to grow talent and develop a motivated, skilled and qualified workforce. The company offer 3 main services

Painting and Decorating
From decorative wall coatings that transform your home inside and out to fire-retardant coatings that keep your building up to code, we offer a wide selection of painting services.

Refurbishment
joinery services from internal and external timber structures to fit-outs and traditional flooring works.

Maintenance
From painting and decorating and electrical works to roofing works and plumbing repairs, we can do it all.

As part of Scottish Apprenticeship Week 2024 they will be holding an online information session where young people can:

- Find out more about the business and the job roles they offer
- Hear from Modern Apprentices currently working in the business
- Find out about potential Modern Apprenticeship and work experience opportunities coming up

Date and Time	Title	How to Join
Monday 4th March 10.00 – 10.30am	Premier Property Solutions Modern Apprenticeships in Painting and Decorating, refurbishment and maintenance services	[Click here to join the meeting](#)

https://premierpropertysolutions.co.uk/

The National Apprenticeship Show

Taking place at SEC in Glasgow, The National Apprenticeship Show covers all levels of Apprenticeships, from entry level to higher and degree. This FREE event offers visitors a chance to engage, face-to-face, with some of the region's top Apprenticeship employers and providers. Scotland - The National Apprenticeship Show

Opening Dates & Times:
Tuesday 5 March 2024 10:00 – 14:30
Wednesday 6 March 2024 10:00 – 14:00

School/College Groups:

NAS Media offers a travel bursary scheme for students in S3, S4, S5 & S6 from Schools and Colleges, you can Please be aware that these events are very popular and funding is provided on a first come, first serve basis.

Parents/Carers/Individuals Dedicated Evening Opening:
Tuesday 5 March 2024 15:30 – 18:00

To register for the event as a school, parent or individual please follow the link below:
Scotland Registration - The National Apprenticeship Show

DYW Live

Education Scotland, e-Sgoil, Founders4Schools and Skills Development Scotland are working in partnership to deliver a range of inspirational talks from apprentices throughout Scottish Apprenticeship Week 2024.

Up to four 30-minute sessions will run each day between 4 to 8 March, taking place at 9.45am, 10.45am, 11.45am and 1.45pm.

All sessions are on Microsoft Teams and are free to attend. There will be the opportunity to post any questions via a Menti link shared at the session or post questions via the Chat function. Sessions will also be recorded and available on this webpage afterwards.

Scottish Apprenticeship Week aims to show that apprenticeships create the skills every generation needs and every employer wants, providing high-quality opportunities to help people achieve their full potential. During these industry inspiration sessions apprentices from all over Scotland working in a wide range of sectors will share their own experience of what it's like to be an apprentice and the help they get on their apprenticeship to learn skills that support them and their employer. The sessions will help pupils make informed decisions about their future.

Keep checking this page for updates on the timetable and programme of speakers. Scottish Apprenticeship Week 2024 | e-Sgoil

DYW Live: Pre-recorded Sessions

In addition to the live sessions taking place across Scottish Apprenticeship Week, DYW Live have a bank of recorded sessions hosted by employers from previous events that are available to educators to build into your Apprenticeship Week programme or for parents and young people to access from home. You can access all these sessions through the link below.

https://www.e-sgoil.com/dyw-live/dyw-live-previous-videos/

You can filter these recordings by event, age and stage, curricular area and job sector to allow you to find the session that is right for you.

Industry sectors Include:

Business Management and Support	Construction & built environment	Creative Industries	Education
Energy & Engineering	Enterprise & Entrepreneurship	Financial Services	Food & drink
Healthcare & Social Care	Life Sciences & Beauty/wellness	Maritime	Public sector/uniformed services
Rural/land based	Space	Technology & Digital	Tourism & Hospitality
	Transport	Wholesale & Retail	

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Speakers for Schools Virtual Work Experience

Speakers for Schools offer a range of fun and interactive virtual work experiences allowing young people to engage with employers and other students from across the UK, from school or from home, while gaining a certificate of completion at the end too! During Scottish Apprenticeship Week the following opportunities are available however check out the website for opportunities available throughout the year at https://www.speakersforschools.org/

Telecomms Careers & Apprenticeships with Virgin 02
15:30 – 17:00 5th March
Closing date 20th February
https://www.speakersforschools.org/results/?opp=1AB622D1-8899-48FE-092E-08DBFC8D9DD9

NHS Scotland Apprenticeships and Careers in Allied Health Professions in Scottish Apprenticeship Week
10:00 – 12:00 6th March
Closing date 23rd February
https://www.speakersforschools.org/results/?opp=F053C9B3-A853-4261-F5E5-08DC18CC7207

Creative Design Careers
13:00 – 15:00 6th March
Closing date 23rd February
https://www.speakersforschools.org/results/?opp=39A8D333-2923-4C30-8E38-08DBF0DC2AB4

Architecture and Sustainable Future
09:00 – 13:00 7th March
Closing date 7th February
https://www.speakersforschools.org/results/?opp=B5D93A7D-5069-4195-6C6D-08DC008A1792

Bentley Motors Engineering and Business Careers
09:00 – 11:00 7th March
Closing date 22nd February
https://www.speakersforschools.org/results/?opp=5667656E-8759-42B4-77BE-08DBA93330B3

Museum Careers with RAF Museum
09:00 – 13:00 7th March
Closing date 8th February
https://www.speakersforschools.org/results/?opp=797DDF1F-FC16-4304-FC06-08DBFB150C8D

British Dressage Apprenticeships
09:00 – 13:00 8th March
Closing date 16th February
https://www.speakersforschools.org/results/?opp=DED7467F-27E1-4049-65F9-08DC0B8529B2

Digital Marketing
10:00 – 15:30 8th March
Closing date 9th February
https://www.speakersforschools.org/results/?opp=5DBA8B64-080C-4BDB-3C39-08DBFBE63136

Speakers for Schools Virtual Career inspiration Sessions

Speakers for Schools also offer live online career inspiration sessions for school groups and individual students. During Scottish Apprenticeship Week there are two fantastic sessions focussing on Tv, film and journalism which you can register for through the links provided. There will be more events taking place throughout the year that can be found at https://www.speakersforschools.org/

BBC YOUNG REPORTER WITH JOSIE VERGHESE, ASSISTANT EDITOR, UK INSIGHTS @ BBC NEWS & HEAD OF BBC YOUNG REPORTER
Date: Tuesday 05th March
Time: 02:00 pm - 02:45 pm
Age Group: KS4-5 / S4-6
Josie joined as a secretary not knowing a journalism career was a choice but has since worked for 20 years at the BBC producing stories for Newsround, Radio 5 Live, BBC Sport, BBC London & BBC News-find out more about why curiosity matters in the media industry. Now an Assistant Editor for BBC News she leads the award-winning BBC Young Reporter project & loves being able to nurture new talent, talk news literacy, champion underserved contributors & audiences & amplify diversity in broadcasting.
Click here to register

WORKING IN TV AND FILM PANEL EVENT IN PARTNERSHIP WITH PACT AND INTO FILM
Date: Friday 08th March
Time: 10:00 am - 10:45 am
Age Group: KS4-5 / S4-6
This broadcast will be an all female panel event involving multiple speakers and look at careers in TV And Film ... more details will come soon...
Click here to register

Teach in Gaelic -Teagasg sa Ghàidhlig

Great teachers are at the heart of Gaelic education in Scotland. Whether you are a fluent speaker, an experienced learner or somebody with basic or no Gaelic at the moment, there is support designed to help you begin your journey towards teaching in Gaelic in Scotland.

So, whether you want to study Gaelic Education at undergraduate or postgraduate level, teach Gaelic as a subject, teach a secondary subject through the medium of Gaelic, the online resource below will help you start your journey towards a teaching career.

https://padlet.com/bngfoghlam/teach-in-gaelic-oileanaich-students-zfm4t0scyaz35dow

Bòrd na Gàidhlig also provides support for teaching students through the Educational Grants Scheme. More information can be found here or by visiting Bòrd na Gàidhlig's website at www.gaidhlig.scot

So you want to teach in Gaelic?

Skills Generation

Step Into Future Jobs - Careers Event

Led by DYW Lanarkshire and East Dunbartonshire the Step into FUTURE Jobs Careers Events will take place at South Lanarkshire College Campus on the 5th of March and City of Glasgow College on the 8th of March from 9.30 am to 12.30 pm. These events are open to schools and young people from North Lanarkshire.

The events in partnership with South Lanarkshire and City of Glasgow Colleges aim to provide senior phase secondary school pupils with a wider understanding of Apprenticeships, Future Jobs, and the Green & Sustainable Jobs Sector and the potential career opportunities in those fields, whilst hopefully inspiring them to select the relevant subjects and pathways at school that can lead to their chosen sector.

Please contact info@dywled.org or 01698 400564 directly if you would like to receive any further information on the event or to register your interest in attending.

Scottish Apprenticeship Week 2024

STEP INTO FUTURE JOBS CAREERS EVENTS

Join DYW at our Step Into Future Jobs Careers Event in partnership with City of Glasgow & South Lanarkshire Colleges.
This event focuses on Skills, Apprenticeships and emerging Future Jobs.

- South Lanarkshire College 5th March
- City of Glasgow College (City) 8th March
- 9:30am – 12:30pm

Step Into Future Jobs – Development Days May - June

Following the Step into Future Jobs Careers Event there will be opportunities for North Lanarkshire school pupils in S4- S6, to join the Step into Future Jobs Development Days which will include options for a college faculty learning experience, Pupils will attend the college one day per week from May until June, with a final Graduation Ceremony for all pupils, parents & teachers."

Offer of learning added to the Development Days so far include………….

- Model Making
- Photography & Film
- Future Energy Focus
- Architectural Drawings
- Insulating Building Treatments & Sustainability for Plasterers
- Insulating Building Treatments & Sustainability for Joiners
- VR- BIM Modelling in the Built Environment
- Sustainability in the Built Environment

Please contact info@dywled.org or 01698 400564 directly if you would like to receive any further information on the event or to register your interest in attending.

STEP INTO FUTURE JOBS DEVELOPMENT DAYS S4-6

Join any of our employer led College Development Days, for further learning and explore more careers from some of the sectors we will feature on the day. Open to pupils S4- S6, this will include options for a college faculty learning experience, by attending the college one day per week from May until June, with a final Graduation Ceremony for all pupils, parents & teachers.

-Model Making
-Photography & Film
– Future Energy Focus
– Architectural Drawings
– Insulating Building Treatments & Sustainability for Plasterers
- Insulating Building Treatments & Sustainability for Joiners
– VR- BIM Modelling in the Built Environment
– Sustainability in the Built Environment

MARS Day - Careers in STEM

We are excited to announce that Mars Day is coming back again for 2024! Learn more about how you can get involved and land on Mars 5 March 2024.

Join the European Space Agency (ESA), the UK Space Agency, STEM Ambassadors and Mars Day experts this March!

On Tuesday 5 March 2024, Mars Day once again has an out-of-this-world programme of live link-ups, activities and resources, talks and live Q&A with space stars as well as career discussions with hidden heroes of the UK space industry.

A few highlights for Mars Day 2024 include:

- More speaker stars than ever before from the ESA and the UK Space Agency
- Classroom activities with free space-themed resources to download
- Insight into the training that ESA astronauts are taking on their way to the International Space Station, streamed live from the European Astronaut Centre
- The Moon as our 'Guest of the Year', learn how ESA is going to the Moon as part of a new era of lunar exploration
- An exclusive image to download from ESA's Mars Express spacecraft in Martian orbit, via UK's gateway to space, Goonhilly Earth Station
- BBC Science Executive Producers tell the enthralling story of the exploration of the Moon

Plan your own Mars Day mission – touchdown on favourite topics, book on to sessions and get ready to take part in Mars Hour activities. You can check in with your class or the whole school, as well as friends, family or embark on a solo mission.

Encourage young people to see the value of STEM subjects, register for your place on the next mission and prepare to land on Mars in March.

Book Your Tickets Here:
https://email.stem.org.uk/c/14xNl556sjNHRzu886W7tCV1DBVu
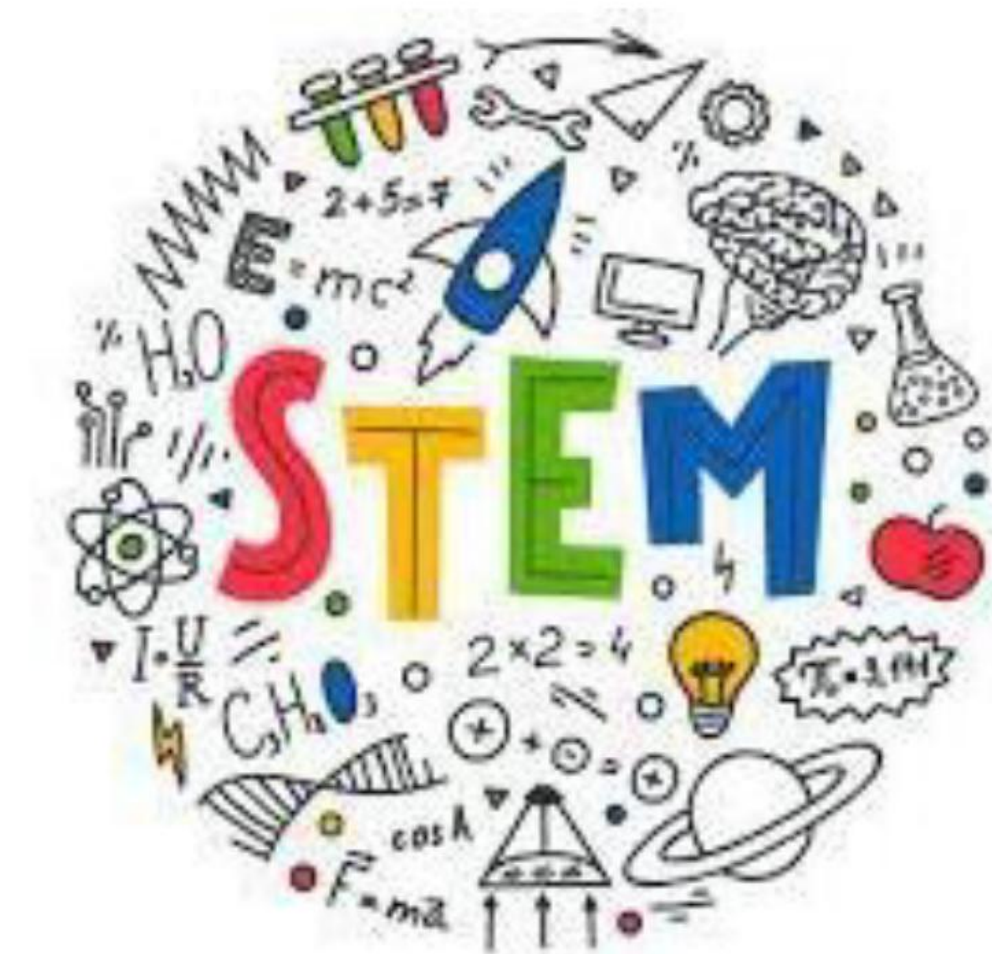
Remploy Apprenticeships

Earn While You Learn with Modern Apprenticeships
When? Thursday 7th March from 3:45pm-4:05pm

A free virtual event so you can find out everything you need to know to start an apprenticeship. We'll take you through the steps, answer your questions and provide information about live vacancies. Join us and discover which apprenticeship you could build your future on.

Our apprentices work across a wide variety of sectors from Business Administration & Management to Creative & Cultural Industries, and Health & Social Care to Optical Practice Support, so there is a range of fantastic opportunities.

You can register for this event below at:
https://bit.ly/earn-while-you-learn-with-modern-apprenticeships

Scottish Apprenticeship Week 2024

Scottish Apprenticeship Week 2024

Skills Generation

apprenticeships.scot 4–8 March

Skills Generation

Parents and Carers Events

Everything you find in this page is specifically for parents and carers to provide information that will help you support your young person as consider foundation, modern or graduate apprenticeships as a potential route into work.

Date and Time	Event Title	Description	Registration Details
Wednesday 6th March 6.30 – 7.30pm	Apprenticeships from a Parent's Point of View	In this one hour online event for parents and carers, hear parents explain why an apprenticeship has been lifechanging for their child, sharing how they have been supported to achieve and succeed on an apprenticeship. Find out about Foundation, Modern and Graduate Apprenticeships – where to get more information, the help provided while taking one and how to find one. There'll be more examples of how young people have been supported through their apprenticeships. An apprentice employer will also share what they look for in a young person when recruiting and why apprenticeships are vital in developing individuals and their workforce. Taking place during Scottish Apprenticeship Week from 4 to 8 March, understand why apprenticeships are creating a Skills Generation. The webinar is being delivered by Skills Development Scotland in partnership with the National Parent Forum of Scotland. The session will be supported by a British Sign Language signer.	Click on the link below to register for this event through teams Microsoft Virtual Events Powered by Teams
Tuesday 5th March 6.00 – 6.45pm	"What are Foundation Apprenticeships?" in North Lanarkshire	What are Foundation Apprenticeships in North Lanarkshire? Why not join one of our online information sessions for parents, guardians, carers and young people to find out more about the Foundation Apprenticeships available in North Lanarkshire schools. Our Vocational Education Team will tell you why Foundation Apprenticeships are a great way to learn a skill, get real life work experience and gain a qualification that is equal to a National 4, National 5 or Higher while still at school.	Click on the link below to register for this event. Click here for tickets
Monday 4th March 6.00 – 6.45pm	"What are Foundation Apprenticeships?" in North Lanarkshire	What are Foundation Apprenticeships in North Lanarkshire? Why not join one of our online information sessions for parents, guardians, carers and young people to find out more about the Foundation Apprenticeships available in North Lanarkshire schools. Our Vocational Education Team will tell you why Foundation Apprenticeships are a great way to learn a skill, get real life work experience and gain a qualification that is equal to a National 4, National 5 or Higher while still at school.	Click on the link below to register for this event. Click here for tickets
Thursday 7th March 6.00 – 6.45pm	"What are Foundation Apprenticeships?" in North Lanarkshire	What are Foundation Apprenticeships in North Lanarkshire? Why not join one of our online information sessions for parents, guardians, carers and young people to find out more about the Foundation Apprenticeships available in North Lanarkshire schools. Our Vocational Education Team will tell you why Foundation Apprenticeships are a great way to learn a skill, get real life work experience and gain a qualification that is equal to a National 4, National 5 or Higher while still at school.	Click on the link below to register for this event. Click here for tickets
Monday 18th March 17.00 – 17.45	NHS Lanarkshire career influencers info session	We would welcome you to join our info session for career influencers (careers advisors, parents, guardians, teachers etc) to find out more about NHS Lanarkshire's opportunities and apprenticeships	Click on the link below to join the session Join the meeting now

Item 4

North Lanarkshire Council
Report

Does this report require to be approved?   ☒ Yes   ☐ No

Ref   **Date**   21/05/24

Integrated Approaches: Improving Health and Wellbeing, Family Support and School Attendance

From   Gerard McLaughlin, Chief Officer (Education - North) and Alison Gordon, Chief Social Work Officer (Education, Families, Justice and Integrated Practice)

E-mail   Gordonal@northlan.gov.uk, Mclaughling@northlan.gov.uk   **Telephone**

Executive Summary

This report provides committee with an update on developments across the service to address the health and wellbeing needs of children and young people within the context of whole family support. The report is wide in scope as it seeks to illustrate how strategic decisions to integrate and align approaches within the context of the council's Programme of Work and the wider Children's Services Plan 2023-2026 are improving service delivery and, in turn, outcomes for children and young people.

In September 2023, committee endorsed plans for the use of Whole Family Wellbeing Fund (WFWF) in North Lanarkshire, a national initiative which aligns with and supports the ambitions of the Programme of Work (Resilient People) to get the right support to families at the right time. An update is provided on progress in implementing these plans with a particular focus on delivering a universal offer of flexible family support working alongside the development of our community hubs.

The report also updates on how a range of services for children and their families are addressing the mental and wellbeing of children and improving the attendance and engagement of children in school. In particular, it highlights progress made against the *Roadmap to Recovery* approved by this committee in September 2022, which sets the strategic priorities for improving children's mental health and wellbeing across the service, including the development of the Family Support and Engagement Assistant (FESA) model reported to committee in September 2023 and February 2024. It also outlines the continued positive impact of counselling in schools, complemented by services provided through the Community Mental Health and Wellbeing Framework (CMHWBF).

In February 2024 we reported to committee on the improvement in our school attendance figures and that this remains a key priority. This report highlights how strategic investment and supports in health and wellbeing and family support have been put in place to sustain and build on this progress. This has been supported by a refresh of school attendance policies and procedures with a focus on improved attendance and pupil wellbeing (Appendix 7).

Supporting measurement of impact across these areas of work, the report illustrates positive indicators from the use of the Outcomes Star and sets out a plan to carry out a further SDQ survey in 2025.

Recommendations

It is recommended that the Committee:

    (1) Endorse the content of this report;
    (2) Endorse the next steps set out in paras 2.33-2.38

The Plan for North Lanarkshire

Priority	Support all children and young people to realise their full potential
Ambition statement	(7) Enhance collaborative working to maximise support and ensure all our children and young people are included, supported, and safe
Programme of Work	Resilient People

1. Background

1.1   Through its Resilient People Programme, North Lanarkshire Council's Programme of work to 2028 sets out the ambition to deliver local family support, at the time families need it, building on the strengths of children, individuals, families to improve outcomes for children and their parents and reduce spend on expensive services that are accessed too late. To achieve this, Resilient People comprises four linked strands of work:

- Inclusive and accessible early help and support
- Tackling Poverty
- Trauma informed service delivery
- Investment in prevention

1.2   The Resilient People Programme is therefore fundamental in taking forward the commitment the council made in August 2020 to keep The Promise. The Promise sets an ambition for local areas to transform services around the key principles of Whole Family Support. The drivers and the range of activities to deliver this are set out in the logic model below.
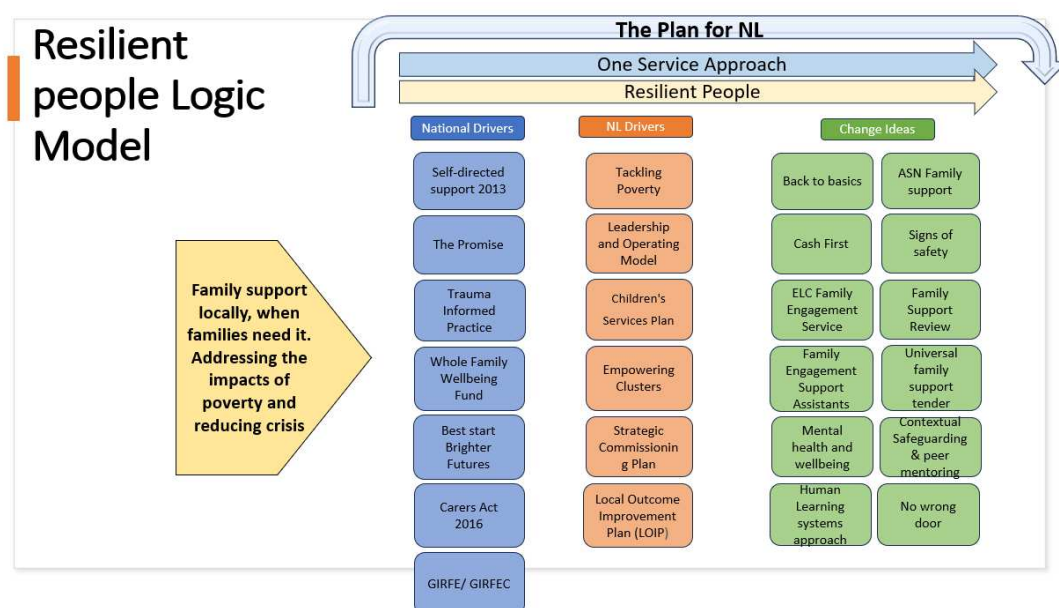
1.3 As part of their commitment to keep The Promise, the Scottish Government announced its allocation of the WFWF for Children's Services Planning Partnerships in 2022. The aim of the fund is to support the transformation of the way family support is delivered by ensuring families can access seamless and holistic support. North Lanarkshire received a grant of £2.351 million for each of 2022/23 and 2023/24 overseen through the governance of the Children's Services Partnership (CSP). A further £2.281 million has been allocated for 2024/25 with an expectation of the same allocation in 2025/26, the final year in which the fund is committed.

1.4 In September 2023, Committee endorsed the approach to deploying this fund to enhance services at universal, additional and intensive levels within the GIRFEC pathway. Other temporary monies such as the health and wellbeing elements of the Scottish Attainment Challenge, Best Start Bright Futures, and ADP funded projects share the objectives for WFWF. The Resilient People Programme of Work and Children's Services Planning Partnership are therefore working to provide coherence and alignment of this activity as part of system change to maximise impact for families. Members will note the significant amount of temporary money supporting service provision and this is a potential risk for long term service delivery. As such, the Resilient People Programme Board is reviewing all our family support activity with a view to recommending a sustainable and affordable model of support by end of the Programme of Work.

1.5 Underpinning the planning for children and their families in receipt of these support services is the Getting It Right for Every Child Approach. In February 2024 we reported to committee a number of developments delivered through the Getting It Right for Every Child Approach, around mental health and parental support. We also outlined how North Lanarkshire has kept up with national developments through developing our own GIRFEC pathway, in line with National Policy.

1.6 The Roadmap to Recovery is the strategic plan endorsed by Committee in September 2022, to improve health and wellbeing of children and young people in North Lanarkshire within schools and establishments. It is aligned to the Children's Services plan, and complementary to our broader approaches to family support. The Roadmap to Recovery sets out how we will meet our commitments to rights-based and trauma-informed practice, recognising how children's needs and behaviours are rooted in their experiences. This plan is in place up to 2025 and a range of reports over the last two years have updated members on our progress in meeting the ambitions of this plan.

1.7 The Roadmap to Recovery is aligned to the Children's Services Plan (CSP) 2023-2026 which sets out the commitments of the broader partnership to promote children's mental health and wellbeing through family support. These are detailed within the 'Family' section of the plan, including priorities to improve the mental health of children and young people through early intervention and strengthening family support where children have additional support needs and/or a neurodevelopmental need. The deployment of the CMHWBF, as outlined in paragraphs 2.12-2.15 below, is directed by the priorities within the CSP under the governance of the Children's Services Planning Partnership Board.

1.8 Attendance at school is both a national and local priority. This is informed by the national statistics that attendance in the 3 post COVID periods dropped 0.7% from 93.7% to 93%. Since the pandemic this was followed by consecutive decreases, with the largest single-year drop from 92.0% in 2020/21 down to 90.2% in 2022/23. There has been a recommendation for North Lanarkshire to have an attendance stretch aim through to academic session 2025/26. This was presented to Committee as part of the Scottish Attainment Challenge 22/23 paper in November 2023.

2. Report

Family Support

2.1 Our strategic approach to family support, and use of the WFWF in particular, is to ensure we have the right supports in place at universal, additional and intensive levels. The range of these supports reflects the GIRFEC staged intervention model allowing for levels of support to be stepped up or stepped down as families' needs change. This is represented in the diagram below:

Family Support in North Lanarkshire
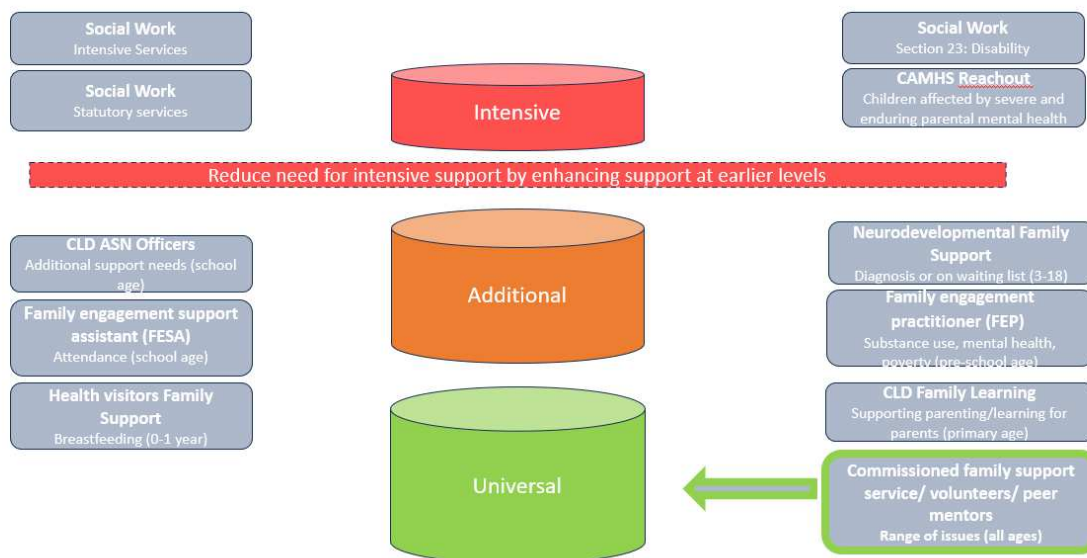
2.2 The development of these services has built on a range of activity including the Strategic Needs Analysis undertaken in preparation for Children's Services Plan 23-24, and engagement with over 500 people from our communities through workshops or individual journey mapping to capture their experiences of our services, asking them what they need, how this could be improved or delivered differently and mapping their journey's through different pathways of support.

Whole Family Support – Universal Level

2.3 The engagement work noted in para 2.5 below highlighted a need for early and practical help and support, available locally to families, and which is flexible enough to operate over 7 days. This aligns with our strategic priorities in the Programme of Work to invest in prevention and community hubs, which provide the opportunity to connect services locally and improve access to family support through earlier and more effective response to need. Plans agreed by committee in September 2023 included the use of the WFWF to proceed with the commissioning of a community and voluntary sector provider to meet this need and committee subsequently approved a contract award to Barnardo's Scotland in February 2024.

2.4 Contract mobilisation is now underway. Barnardo's and associated community and voluntary partners will deliver direct support to whole families across North Lanarkshire and reach into the local community through engagement and co-production, to both identify needs and inform the development of a service that is continually responsive to need. Over time, it is intended that the service will develop peer mentoring opportunities so families have the choice to receive support from people with lived experience and will place economic help at the heart of family support, working with

our employability services, to ensure families have improved opportunities for work experience, skill building and education.

2.5 Building on the local engagement with the community and partners in the development of the community hub, the service will initially be launched from Newmains and St Brigid's. Barnardo's has immediate capacity to deliver in Wishaw and has a plan to expand within one month to cover a further location. Recruitment is underway to expand the service so that it can cover across North Lanarkshire within a 6-month period, subject to recruitment and community need, using community hubs and other community bases to ensure accessibility for families. The service will accept self-referrals and referrals from agencies within the GIRFEC approach. Barnardo's are already engaged in the Children's Services Planning Partnership to ensure the service works well with existing services and is currently working on publicity and other information materials to maximise accessibility for families.

The Roadmap to Recovery

2.6 Since August 2022 the Roadmap to Recovery has provided the strategic direction to address health and wellbeing across our schools and establishments and members have received reports on progress towards achieving the processes which support wellbeing and most importantly, impacts for children and young people. This includes:

- Development of attendance monitoring processes
- Use of the GIRFEC pathway
- Use of School Counselling and other mental health approaches
- Improvements in approaches to Trauma, Resilience and Nurture
- Family support
- Improvements in staff support

2.7 We have evaluated the impact of the processes and services noted above on an ongoing basis using a range of indicators and outcome measures focusing on:

- Attendance rates
- Outcome star
- User satisfaction information for services such as counselling in schools
- SDQ information across the whole population.

Counselling and Mental Health and Wellbeing Initiatives

2.8 Through the use of Community Mental Health and Wellbeing Support grant, schools counselling, and investment from the Health and Social Care Partnership (HSCP) we have created a diverse range of support to meet the specific needs of children and young people. Mental health, particularly anxiety, has a recognised association with attendance issues and is therefore a key priority within the Roadmap to Recovery, with a focus on:

- Access to a variety of counselling offers to meet need, including Kooth (on-line) and schools-based counselling, play and art therapy
- A range of supports and services commissioned from local community and voluntary sector providers in response to identified need
- School Nursing mental health pathway

2.9 Since the **school counselling** service has commenced a total of 42,900 hours of counselling has been provided to 8,348 children and young people. Further detail on the counselling provision, for the period January to March 2024, is included in Appendix

1. Consistent with previous reporting to committee, schools counselling remains a well-used service achieving positive outcomes. In summary:

- A total of 5,260 hours of counselling was provided to 1,064 children.
- An average of 438 hours of counselling per week was delivered across the authority.
- Of those benefiting from the service, 631 (59%) are female, 410 (39%) are male, 2% are non-binary.
- 527 children completed counselling with 96% reporting improved wellbeing.
- 623 (12%) of appointments were missed. This level of missed appointments is consistent with the average since schools counselling was introduced.

2.10   Previous reports to this committee have outlined the progress towards the roll out of **school nursing** which includes a specific mental health pathway. School nursing is now available in all schools. Following consultation with young people to develop the service, the school nursing service is piloting drop-in sessions in two secondary schools to increase access to health care and advice. It is hoped this increased availability will promote trusting relationships and give young people greater confidence to seek health support, particularly around mental health. It is planned to roll this out further.

2.11   As a result of funding from the Health and Social Care Partnership, **play and art therapy** has been introduced for children in primary 4 and 5, a new and innovative approach, as an age-appropriate alternative to counselling to meet wellbeing needs. The information in Appendix 2 shows the activity within this area of service from January to March 2024. This shows:

- A total of 87 hours of therapy provided to 142 children.
- 56 (39%) are female, 87 (61%) are male
- 56 children from P4
- 87 children from P5.
- 70 children have completed play and art therapy outcome scores.

This is a developing service showing a good level of positive outcomes.

2.12   **Kooth** is an on-line mental health service, funded through the CMHWBF, which offers 10-18 year olds (or up to 26 with care experience) access to free and anonymous support. Through the website young people can access counselling, self-help tools and community spaces to safely seek mental health support. The service can be accessed 365 days a year, 24/7 and is an important complement to other services giving young people more choice and control about how they seek help. The service was launched in North Lanarkshire in early 2023.

2.13   Use of Kooth is progressing in North Lanarkshire. As of January 2024, 500 young people had registered to use the service with an average of 3.3 logins per individual child or young person over the period which indicates that young people are returning to use the support. 92% of young people reported that they would recommend the website to a friend. To date the top presenting issue is anxiety and stress as illustrated below by age:

Across the last 12 months
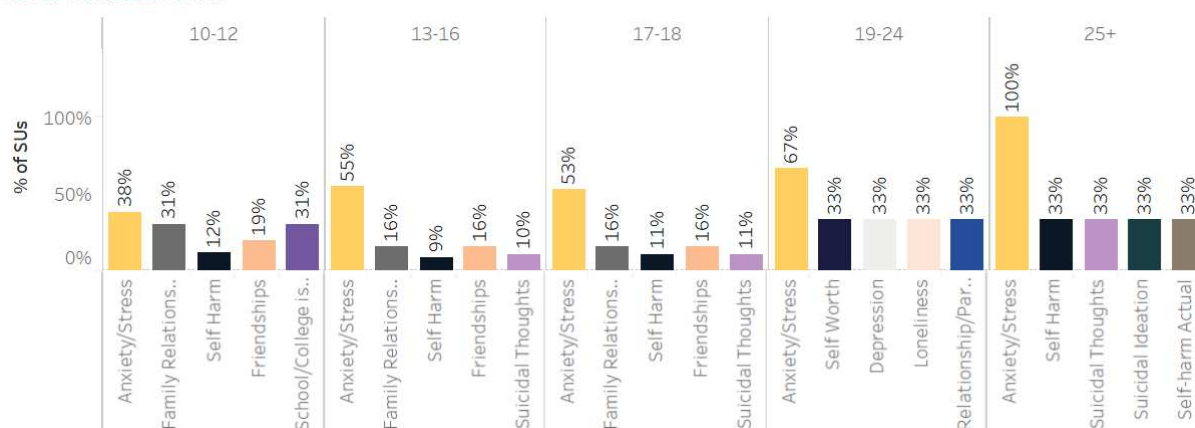
This accords with other data and is helping plan further in-person interventions through the CMHWB fund (see below para 2.15).

2.14 Further promotional materials have been sent out to all schools containing a QR code which young people can use to directly access Kooth. The service is currently engaging with schools and other services to promote their approach and it is hoped that the accessibility of Kooth may be a useful alternative to some young people who find the structure of counselling appointments difficult. It is also hoped that greater use of Kooth may reduce the missed appointments highlighted by the counselling service as young people are supported to use this service where more appropriate.

2.15 In response to care experienced young people identifying a difficulty in accessing counselling support that is flexible enough to meet their needs, we have involved care experienced young people in the design, commissioning, and procurement of a dedicated counselling service. Our creative approach in placing young people at the heart of the procurement process has been recognised nationally and has been selected as a finalist in the public procurement excellence awards. The service, The Exchange Project, now operates from our After Care Hub 5 days a week as well as reaching out to young people as required. In 23/24, the service worked intensively with 42 young people, with 78% of young people reporting improved wellbeing on finishing counselling.

2.16 Through the CMHWB Fund a range of additional supports and services have been commissioned to offer choice, access and variety of support to children & young people, with a particular focus on anxiety and supporting children and young people engage confidently in school and their community. A collective statistical overview of those using all community mental health framework funded supports and services is shown in the infographic in Appendix 4. In addition to Kooth and the Exchange Project, funded projects include:

- **Living Life to the Full** (LLTTF) delivered by the Community Learning and Development youth work team. This cognitive behavioural therapy based social prescribing programme is highly successful in achieving outcomes, with a focus on improving factors that affect wellbeing, such as confidence, anxiety, isolation and attendance. Between July 2023 and March 2024, 546 young people engaged with LLTTF. The attached link demonstrates the impact over this year including the positive results of a school-based group to promote attendance and engagement in school. CLD Community Based Mental Health and Wellbeing Funding (cloud.microsoft)

- **Neurodevelopmental family support workers** based in North Lanarkshire Carers Together. This whole family support service is fully aligned to the principles of the Promise, offering valuable, flexible and adaptable support to parents, carers, children, young people and siblings of a child who has or is suspected to have a neurodevelopmental diagnosis. The 2 workers, expanding to 3 workers due to demand, accept referrals from the NHS-Lanarkshire Neurodevelopmental service/CAMHS and also from schools and are a well evaluated service. Between July 2023 and March 2024, they worked with 142 whole families, often with each individual member of these families, to offer the right support at the right time.

- An innovative approach to enabling schools to work in partnership with local services in North Lanarkshire has also been developed through the **Empowering Clusters Community Solutions** approach to commission supports and services through the community and voluntary sector to target specific local need. The range and variety of supports available is detailed in Appendix 5. Between July 2023 and March 2024 this approach has supported 1135 children and young people, and the diagram below illustrates the broad areas of intervention and impact covered by this programme.

Trends/patterns of need targeted by CIILs with interventions

Young people with social and emotional barriers	Additional Support Needs	Confidence building	Primary 7 to S1 Transition
General health and wellbeing	Care-experienced young people or unpredictable home situations	Trauma and/or bereavement experienced young people	Low school attendance and engagement in school
Families reluctant to engage with the school directly to address issues	Physical health and outdoor learning	Young people not engaging with supports and previous interventions	Building resilience and reducing anxiety

2.17   To ensure that t**rauma-informed practice and principles** inform and strengthen our response and support to the people of North Lanarkshire, its implementation is now a key strand of the Programme of Work. Within the Education and Families, the Roadmap to Recovery, sets out a strategy to develop a **trauma skilled work force**, building on established work around nurture, resilience and other approaches based on forming strong relationships with children and families. The Educational Psychology Service (EPS) has been delivering ongoing training and development in these areas and this provides a useful basis for schools to start from, when responding to the needs of individuals and groups of children.

2.18   Over the school session 22/23 more than 1,000 staff from early years, primary, secondary and ASN schools have attended a range of health and wellbeing staff development sessions delivered by the Educational Psychology Service. These included Nurturing Approaches, Resilience Planning Toolkit, Relationships and Brain Development, Wellbeing, stress and anxiety and sleep. So far this year demand remains high for this training with 900 people having attended training up to March 2024.

2.19 The **Lifelines Lanarkshire** is a suicide intervention approach which sits as an intensive element of our approach to mental health and wellbeing. It was updated in 2021 in line with national policy and as part of the Mental Health and Suicide Prevention work within North Lanarkshire. Following the development of the Lifelines Lanarkshire resource, the Educational Psychology Service (EPS) developed and delivered awareness raising workshops for staff across all educational settings. These continue to be offered to staff each year through the LearnNL platform.

2.20 Although some colleagues in social work attended these initial workshops as part of the empowering cluster model, it was agreed that a more systematic roll out of training for social work staff would be helpful. With this in mind, and building on the strategic commitment to this training, the Educational Psychology Service is implementing a plan to deliver Lifelines Lanarkshire training workshops across social work services. In October 2023, training was delivered to staff working across fostering, adoption and kinship care.

2.21 EPS have also worked with colleagues in social work to adapt and deliver Lifelines Lanarkshire training workshops to Children's House staff. These workshops are on-going and further workshops are planned between March and May 2024 and plans are in place to deliver training to locality teams, intensive services and the social work emergency service.

Attendance in North Lanarkshire Schools

2.22 There is concern in Scotland at both national and local levels about reduced levels of attendance in schools, particularly since the pandemic. In their report *Improving Attendance: Understanding the Issues* (Nov 2023), Education Scotland note several important findings:

- Engagement is as important as attendance. Children and young people can become disengaged from learning for several reasons including not feeling included or connected to their peers or where there is a lack of variety or relevance within the curriculum offered.
- All absence can affect progress. The higher the absence the greater the impact on attainment.
- Certain groups are more vulnerable to low attendance including those impacted by poverty, anxiety, and exclusion.
- The causes of absence are complex and multi-faceted and can be categorised as individual, peer, family, and school.
- Effective communication and support for families can impact attendance alongside elements of culture, systems, and local practice. Early warning systems can also help avoid lengthier and more complex absences.
- Attendance is a priority in all councils although there is some variation in how data is used.

Actions by North Lanarkshire Council

2.23.1 The experience of the Education and Families Service supports these findings and we therefore believe that to address the issue successfully requires approaches which are trauma-informed, progressive, and responsive to the specific needs and circumstances of each learner and their family.

2.23.2 The most recently published attendance data from the Scottish Government, shows the North Lanarkshire data in comparison to the national average. This data shows improvement in local attendance statistics.

| Special | Attendance as % of possible half days | | Absence | | | | | |
| | | | Authorised | | Unauthorised | | Temporary exclusions | |
Year	LA	National	LA	National	LA	National	LA	National
2016/17	87.98	90.29	7.18	6.5	4.48	3.06	0.35	0.14
2017/18	Available from LA							
2018/19	86.54	90.1	6.81	6.47	6.52	3.36	0.13	0.07
2019/20	Available from LA							
2020/21	87.47	89.33	7.83	7.4	4.68	3.22	0.02	0.05

Attendance and absence in 2020/21 was impacted by the COVID-19 pandemic. The figures used for 2020/21 attendance and absence data refer to the rate of attendance/absence when schools were open to pupils. They exclude any period where schools were closed to pupils e.g. because of national school closures or a local outbreak.

2.23.3 To date this academic session attendance rates are higher overall in all sectors relative to the same period last session. There is no significant differential between male and female attendance rates in any sector to date. Care experienced pupil attendance rates remain better across all sectors to date in comparison to last session. The gap between Care Experienced and non-Care Experienced young people has shrunk in both the Primary and ASN sectors, however it has grown slightly in the Secondary sector.

2.23.4 To continue the work started across all sectors this academic session to address absence, the service planning involves:

- Ensuring robust data of attendance across all establishments. Provision of updated guidance on attendance and absence coding within SEEMiS. New posters for all establishments will be issued.
- Making best use of current data to continue to examine attendance levels at each school and stage to determine the root causes of absence and build an evidence base of effective and better practice which can be shared across clusters.
- Supporting schools in using data to identify and pre-emptively support children, young people and their families who may be at risk of poor attendance.
- Developing a strategic implementation plan for improving attendance including agreed priorities for school and cluster improvement plans. This will be underpinned by detailed operational guidance for schools and managers (see new Operating Policy at Appendix 7)
- Providing new and updated resources to schools to encourage effective partnership working with parents and specialist support staff.
- Promoting the wider use of related resources available to all schools locally/nationally and via Regional Improvement Collaborative activity.

2.23.5 The guidance attached within the appendices is for mainstream establishments. Separate guidance will be developed for ASN establishments following this, taking account of very specific needs.

2.23.6 The planning will support the work started across clusters and individual establishments to support children, young people and families with increased attendance. This work is now being recognised through HMIe processes with establishments like Stane Primary School being asked to submit a Highly Effective Practice Case Study as a follow up to inspection. This case study was to recognise the work the Headteacher and staff have done to improve attendance and reduce exclusions.

Family Support and Attendance

2.24 Family Engagement Support Assistants (FESAs) work with families where there is a concern about attendance, with a focus on those families living in SIMD 1 and 2 areas as we are aware that attendance, attainment and health and wellbeing issues are disproportionally seen in families from these areas. The use of family support approaches in this field of work is a new development for North Lanarkshire. Recruitment of these posts has been ongoing over the last year, with successful candidates coming from backgrounds in the Voluntary Sector, Social Work, Early Years ASN Assistant roles and residential childcare. Currently there are 16 people in post. An additional 2 are completing pre-employment checks and one will start in early June. Staff turnover has now started to impact on the posts with one worker having left in April 2024. This post is being advertised with the aim of getting the numbers up to full staffing for the start of next school year. The chart below indicates the recruitment numbers across 2022 – 2024.

	December 2022	May 2023	August 2023	January 2024	May 2024
Number in Post	7	8	11	15	16

2.25 An evaluation of the workload and impact of the FESAs was presented to Committee in February 2024, having been carried out in December. To allow time for this picture to develop a further evaluation will be carried out in June 2024. A previous evaluation was carried out in June 2023. Both evaluations have shown similar pictures, with over 50% of children and young people worked with having improved attendance. This will be revisited in June 2024 to give a third measure of the work of the FESAs.

2.26 Within the Children's Services Plan 23-26 improving family support for neurodiverse children has been identified as a key priority. Recent development work with the FESAs has also shown that parental mental health and neurodiversity in children are significant areas of need with families where attendance is an issue. We are therefore ensuring that the FESAs are an integrated and a core part of our wider family support developments to address these issues.

2.27 For example, through the use of the WFWF, we are enhancing and aligning resources from across Education and Families to create a flexible family support offer across 7 days that can respond to the needs of families to families whose children attend our Additional Support Needs schools, including We Aspire, particularly around issues of mental health, neurodiversity and engagement with education and the community. Project Officers have now been recruited to offer community based whole family support for children as part of a 'one service' approach working with the FESA, managed within the CLD Family Learning Service, and working closely with other health and community-based resources. This is illustrated below:

2.28 Additionally, the service is working in partnership with NHS Lanarkshire who are leading an innovative pilot in two school clusters to support children over from P7-S3 in recognition of the support needs of children with neurodevelopmental needs through transition from primary to secondary school and help prevent an emerging trend of some of these young people disengaging with school over this period. Our FESAs and neurodevelopmental support workers will support this work (see Appendix 6).

Outcome measures

2.29 Measurement of impact is currently carried using a variety of approaches:

- Outcomes Star – measures individually selected outcomes from a range of available possibilities at individual level
- SDQ – Used for measuring wellbeing across the whole population.
- Specific Measures linked to particular interventions e.g., attendance measures linked to use of FESAs

2.30 Appendix 3 of this report provides an update on the use of outcome star within the service and provides data regarding the outcomes of interventions offered to young people through the GIRFEC pathway. The appendix illustrates the growth in use over the last year. The update shows that 993 stars have now been completed with young people receiving services, compared with 344 in May 2023. The use of the star shows that 88% of young people are making progress in at least one area of need. This shows a developing, positive picture of the impact of the services we are investing in.

2.31 Members will recall the report provided to this committee in November 2024 which showed the full results from the SDQ survey carried out across the entire school population. The reports in February of this year showed that by the best comparative figures available North Lanarkshire showed strong maintenance of health and well-being when compared with SDQ surveys carried out by other local authorities. The most recent SDQ survey was carried out in April 2023 and in order to continue two-yearly cycle, and allow ongoing monitoring of well-being across the school population, it is planned to carry out a further survey in early 2025. This will give a further measure of wellbeing across the population of children and young people. Work to prepare for this will start and August 2024.

Rights Respecting Schools Award

2.32   As previously discussed a cornerstone of our work with health and wellbeing is a rights-respecting approach. Over the last two years schools have been working with UNICEF towards the Rights Respecting Schools Award (RRSA). Central funding through UNICEF, to allow schools to achieve that award, at no cost to their budget will continue for the financial year 2024 to 2025. RRSA recognises the work that schools are doing to offer   a rights-based approach in all their dealings with children, young people and families. The current number of schools at the various stages of the award is as follows:

- 14 Schools hold Gold Awards
- 42 Schools hold Silver Awards
- 53 schools hold Bronze Awards
- 23 schools are registered and working towards their first award
- 4 schools hold awards but are in the process of reaccreditation.

Next Steps

2.33   Continued implementation of the Resilient People Programme of Work to create flexible, holistic whole family support aligned with the new operating model, hub development programme, and HSPC Strategic Commissioning and Children's Services Plans.

2.34   As part of the Resilient People Programme of Work a review will be undertaken over 24/25 of all core and temporarily funded family support functions to ensure a strategic approach to family support is taken beyond this parliamentary term and the additional temporary investment in family support. This will achieve equity and bring forward a sustainably funded family support offer which can be delivered through the new operating model going forward.

2.36   School counselling continues to be well used, but the high demand and capacity within other services indicates the need to promote a full range of services so that young people can have choices and be matched to the service that best meets their needs. This will continue to be developed over the next few months through the Children's Services Planning Partnership.

2.37   The review of The Roadmap to Recovery will be carried out over the next year to plan a new strategy to be launched in 2025.

2.38   The developments around attendance discussed above (2.2.5) will be taken forward in a way that is trauma-informed and responsive to the specific needs of each learner and their family. Further reports to this committee will show the impact of this approach.

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3.   Measures of success

3.1   Improved health and wellbeing of children and their families as reported through survey data and outcome star.

3.2   Progress in improving attendance is maintained.

3.3   Outcomes for children, young people and there are improved through positive relationships with staff and through trauma-informed approaches

3.4 Supports will become easier to access and responsive to need – the 'no wrong door approach' – through integrated working within the new operating model, supported by the GIRFEC pathway

3.5 Reduction in number of children being cared for outside of their family

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4. Supporting documentation

Appendix 1 – Counselling in Schools
Appendix 2 – Play and Art Therapy
Appendix 3 – Outcomes Star
Appendix 4 – Community Mental Health & wellbeing Framework
Appendix 5 – Community Mental Health & wellbeing Framework
Appendix 6 – Neurodevelopmental Pilot Project in Schools
Appendix 7 – Managing Attendance Policy and Procedure
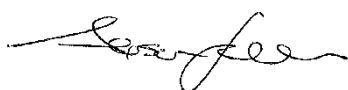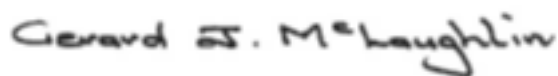
Alison Gordon
Chief Social Work Officer

Gerard McLaughlin
Chief Officer (Education North)

5. Impacts

5.1	**Public Sector Equality Duty and Fairer Scotland Duty** Does the report contain information that has an impact as a result of the Public Sector Equality Duty and/or Fairer Scotland Duty? Yes ☒ No ☐ If Yes, please provide a brief summary of the impact? The implementation of WFWF and ambitions to reduce the inequalities caused by socio economic disadvantage align with the requirements of the Fairer Scotland Duty. If Yes, has an assessment been carried out and published on the council's website? https://www.northlanarkshire.gov.uk/your-community/equalities/equality-and-fairer-scotland-duty-impact-assessments Yes ☐ No ☐
5.2	**Financial impact** Does the report contain any financial impacts? Yes ☐ No ☒ If Yes, have all relevant financial impacts been discussed and agreed with Finance? Yes ☒ No ☐ If Yes, please provide a brief summary of the impact? The council has already received £7.053m of the Whole Family Wellbeing Funding with a commitment up to the end of the term of the current Scottish Parliament of £32m per annum to be distributed amongst all 32 local authorities. All internal employee costs are based on current rates at top of scale and will be subject to future pay awards and associated uplifts which are unknown at this time. Contractual terms and timescales will be determined by the appropriate advice from HR. The Children's Services Partnership Board has responsibility for the governance of the fund and has the final decision about allocation. In a letter dated 26 April 2023, Scottish Government confirmed that WFWF can be carried over to allow for planning.
5.3	**HR policy impact** Does the report contain any HR policy or procedure impacts? Yes ☐ No ☒ If Yes, have all relevant HR impacts been discussed and agreed with People Resources? Yes ☒ No ☐ If Yes, please provide a brief summary of the impact? The deployment of the WFWF was discussed with HR prior to the proposals being set out to Committee for agreement in September 2023. This report updates on progress in implementing those plans.
5.4	**Legal impact** Does the report contain any legal impacts (such as general legal matters, statutory considerations (including employment law considerations), or new legislation)?

Yes ☐   No   ☒

If Yes, have all relevant legal impacts been discussed and agreed with Legal and Democratic?

Yes ☐   No   ☐

If Yes, please provide a brief summary of the impact?

5.5	**Data protection impact**	
	Does the report / project / practice contain or involve the processing of personal data?	
	Yes ☐ No ☒	
	If Yes, is the processing of this personal data likely to result in a high risk to the data subject?	
	Yes ☐ No ☐	
	If Yes, has a Data Protection Impact Assessment (DPIA) been carried out and e-mailed to dataprotection@northlan.gov.uk	
	A DPIA has been completed and approved for the service commissioned from Barnado's.	
5.6	**Technology / Digital impact**	
	Does the report contain information that has an impact on either technology, digital transformation, service redesign / business change processes, data management, or connectivity / broadband / Wi-Fi?	
	Yes ☐ No ☒	
	If Yes, please provide a brief summary of the impact?	
	Where the impact identifies a requirement for significant technology change, has an assessment been carried out (or is scheduled to be carried out) by the Enterprise Architecture Governance Group (EAGG)?	
	Yes ☐ No ☐	
5.7	**Environmental / Carbon impact**	
	Does the report / project / practice contain information that has an impact on any environmental or carbon matters?	
	Yes ☐ No ☒	
	If Yes, please provide a brief summary of the impact?	
5.8	**Communications impact**	
	Does the report contain any information that has an impact on the council's communications activities?	
	Yes ☒ No ☐	
	If Yes, please provide a brief summary of the impact?	
	There is significant impact around communication and engagement with communities and with staff in respect of developments relating to family support– Communication and engagement plans are developed throughout each stage of the POW and colleagues from Strategic Communications and Community partnership team continue to be involved throughout phases of delivery.	
5.9	**Risk impact**	
	Is there a risk impact?	
	Yes ☒ No ☐	

If Yes, please provide a brief summary of the key risks and potential impacts, highlighting where the risk(s) are assessed and recorded (e.g. Corporate or Service or Project Risk Registers), and how they are managed?

As noted to committee in September and November 2023, some of developments being implemented are funded through temporary funding which raises a risk about long term sustainability. This includes the Family Engagement Support Assistant posts. Given the aims around improving attendance, the risk of failing to achieve or sustain these aims is being actively addressed and review of family support noted in the report at 2.34 will address how we manage those risks.

5.10	**Armed Forces Covenant Duty** Does the report require to take due regard of the Armed Forces Covenant Duty (i.e. does it relate to healthcare, housing, or education services for in-Service or ex-Service personnel, or their families, or widow(er)s)? Yes ☐ No ☒ If Yes, please provide a brief summary of the provision which has been made to ensure there has been appropriate consideration of the particular needs of the Armed Forces community to make sure that they do not face disadvantage compared to other citizens in the provision of public services. Our approach to participation planning ensures that all citizens with lived experience are included in co-design/co-creation of services, and we engage with relevant organisations.
5.11	**Children's rights and wellbeing impact** Does the report contain any information regarding any council activity, service delivery, policy, or plan that has an impact on children and young people up to the age of 18, or on a specific group of these? Yes ☐ No ☒ If Yes, please provide a brief summary of the impact and the provision that has been made to ensure there has been appropriate consideration of the relevant Articles from the United Nations Convention on the Rights of the Child (UNCRC). All the activity described in this report An overarching CRIA has been completed as part of the preparation for the new Children's Services Plan 23-26. The Children's Services Plan 23-26 includes priorities and actions on how the Children's Services Partnership will further children's rights and UNCRC in NL. If Yes, has a Children's Rights and Wellbeing Impact Assessment (CRWIA) been carried out? Yes ☐ No ☐

Appendix 1 - Counselling in Schools

Counselling In Schools
Data from January to March 2024

- 5,260 hours of counselling provided

  Averaging 438 counselling hours per week across the authority

- Over 42,900 hours of counselling provided since launch

527 Completed counselling

537 Still receiving support

1064 children and young people supported

8,348 children supported since launch

195 onward referrals

34% CAMHS   14% GP

28% Social Work   16% Ed Psychology

8% Child Protection

59% are female

P6 & S4 report highest referrals

Key Issues

- Anxiety
- Family Issues
- Behavioural/Emotional difficulties
- Relationship / Interpersonal

632 Missed appointments

Gender Distribution

FEMALE, 59%

MALE, 39%

NON-BINARY, 2%

10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

- 96% report an improved outcome in wellbeing
- 4% recorded a decrease in wellbeing

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Appendix 2 – Play and Art Therapy

P4 & P5 Play & Art Therapy

Data from January - March 2024

Total of 87 hours of therapy provided by 13 play and art therapists

Total of 142 children accessing Play & Art Therapy

Gender Split:

61%

39%
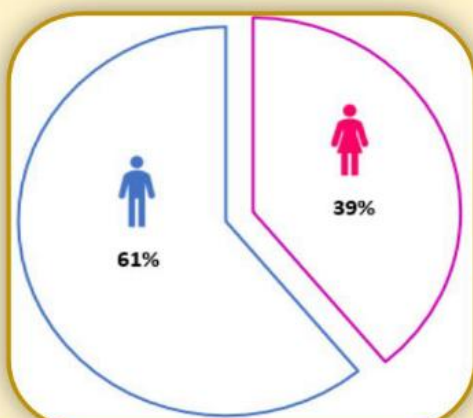
70 children have reported an improved outcome since completing Play & Art Therapy

72 children still receiving support

Stage:

P4= 56
P5= 87

Key Issues:

- **Emotional/behavioural**
- **Relationship/interpersonal**
- **Negative coping strategies**
- **Bereavement**
- **Anxiety**

Onward Referrals

GP= 1

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Appendix 3 – Outcomes Star

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Comparison

Outcomes Star

MARCH 2023:

STARS / CONVERSATIONS:

344 stars in total completed

Early Years: 10   Primary: 252
Secondary: 21   ASN: 58
Social Work: 3

MARCH 2024:

STARS / CONVERSATIONS:

993 stars in total completed

Early Years: 20   Primary: 663
Secondary: 186   ASN: 115
Social Work: 9

TRAINING:

(Information from July 2023)
218 members of staff trained since launch in August 2022

TRAINING:

390 members of staff trained since launch in August 2022

PROGRESS:

87% in 1= area
71% in 2= areas
51% in 3= areas
2.6 outcome areas showing progress

PROGRESS:

88% in 1= area
76% in 2= areas
54% in 3= areas
2.9 outcome areas showing progress

In each outcome area, how much progress are people making?

- Percentage making progress
- Average improvement in Star reading

In each outcome area, how much progress are people making?

- Percentage making progress
- Average improvement in Star reading

CMHWB Funding
July 2023-March 2024

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COMHAIRLE

2550
Children and young people supported

1062
are children & Young people *At Risk

241
Families supported

223 more females than males

9 Pre School
1223 Primary
1096 Secondary
138 Post School

post school 5.6%

Primary 44.4%

Secondary 49.6%

853
Children & young people reported an improved outcome.

**Does not reflect projects that had not yet finished at the time of reporting

251 onward referrals

Less than 1% of all users escalated to intensive supports

- 22 to CAMHS/ Social work
- 23 to GP/School/Health Professional
- 17 to School Counselling
- Rest to community based resource

KEY ISSUES
- School issues/ exam stress
- Sleep
- Anxiety
- Emotional/ Behavioural

19% Self referrals

Maintaining stable self-referral rates

Appendix 5 – Community Mental health and Wellbeing Framework- Empowering Clusters and Community Solutions

Figure One: North Lanarkshire Children and Young People Mental Health and Wellbeing Fund Logic Model

Inputs	Beneficiaries	Delivery of Services and Support	Difference Made	Evaluation, Learning and Improvement
Leadership and Management • NLC Education and Families staff including School Cluster leads and head teachers • VANL staff • Funded project leads **Support** • VANL staff **Information** • Information on children and young people's needs • Cluster Improvement Intregration Leads and school staff • Directory of services provided by CVS for children, young people and families **Funding from Scottish Government**	CYP experiencing trauma CYP with emotional wellbeing needs CYP with social, educational and behavioural needs Families, including low income families Lone parents Parents/Carers School non-attenders Young carers	42 funded projects so far (see Appendix A) providing the following activities: • Art, creative play and drama • Additional support needs tailored supports • Therapeutic, trauma, and bereavement support • Digital activities • Cooking on a budget • Mindfulness and selfcare workshops • Parental supports • Physical and outdoor activities	Outcomes for children, young people and families Children now have: • Greater resilience & social connectedness • Improved educational engagement • A range of coping strategies • Supports following the SHANNARI indicators: Safe, Healthy, Achieving, Nurturing, Active, Respected, Responsible, Included Parents now have: • Greater access to a wider range of support services • A better sense of family and own wellbeing Phase Four meets needs in alignment with Children's Services Plan	**Assessing delivery and outcomes** • Monitoring funded project's performance and outcomes through 6 and 12 monthly evaluation forms • Measuring projects against SHANARRI outcomes • Feedback from projects Learning and Improvement events Review and reporting by each project and collectively Improvements: funded projects; wider CVS; wider system Steering group made up of VANL, NLC Education and Families and NHSL

Appendix 6- Neurodevelopmental Pilot in Schools

NEURODEVELOPMENTAL PILOT

The ND Family support workers will be part of a wider pilot undertaken by the Primary Care Neurodevelopmental service.

Taking place in 2 cluster high schools and linked primary schools.

The neurodevelopmental team will assess Primary 7 children who are awaiting a diagnosis.

Additional transition planning will take place, offering additional support to children, young people and families at regular intervals over a 3-year period.

This is in response to an increasing number of young people being referred for assessment and acknowledgement that school attendance often reduces for those with a diagnosis after transition to high school.

NORTH LANARKSHIRE COUNCIL COMHAIRLE SIORRACHD LANNRAIG A TUATH	**Operational Policy** **Education & Families**
Operational Policy number:	
Operational Policy title:	**Managing Attendance and Absence**
Operational Policy author:	**J Woodward**
Date:	**April 2024**

Approved By:	
Date:	

1. REVISION HISTORY

Version	Date	Summary of changes from previous version	Name	Date of Next Review
V1	April 2024	New operating policy to replace, Promoting Positive Relationships- A positive Approach to Managing attendance	J Woodward	June 2026

2. Table of Contents

3.   Introduction

In line with the Children and Young People (Scotland) Act 2014, North Lanarkshire Education and Families recognises that children and young people do best within a context that is underpinned by shared values of respect, inclusion, fairness, community engagement and partnership, supported by their parents and carers, families, and communities.

This relies on staff at all levels developing high quality relationship-based practice, linked closely to Getting it Right for Every Child - the national approach to improve outcomes and support the wellbeing of children and young people.

Promoting positive social and emotional development alongside working in partnership with families and communities is important in ensuring children and young people are positively engaged with their learning.

Adopting a whole school nurturing approach provides a context for children and young people to form positive relationships and helps them settle to learn.

Along with this, promoting resilience is important in supporting all children and young people as they make their way through early years and school, including those who may have experienced adverse childhood events in their life. Establishing a safe nurturing environment is the foundation for building resilient children and young people.

These approaches are particularly important when promoting good attendance. Absence, for whatever reason, leads to disrupted learning for children and young people and can result in poorer outcomes. Ensuring schools and establishments provide a rich and supportive context for learning for all children and young people, including those who are looked after / care experienced or have additional support needs, is crucial in promoting good attendance.

This Operating Policy should be used by schools and establishments to ensure that they are doing all they can to promote good attendance and to support schools in accurately classifying and recording attendance and absence for all children and young people on the school roll. Promoting good attendance extends to encouraging children and young people to arrive at school and at class on time and proactively addressing concerns over habitual lateness.

4.   Legal Framework and Compliance

This policy takes account of legislative requirements and relevant Scottish Government guidance A full programme of support will be in place to ensure effective implementation of the policy.

The National Child Protection Guidance 2014 indicates that all agencies that work with children and their families have a shared responsibility for protecting children and young people and promoting, supporting, and safeguarding their wellbeing. The importance of promoting good attendance at school is highlighted by concerns about the safety and wellbeing of children who are not at school. Child protection is of paramount importance and non-attendance can indicate a child or young person is at risk.

4.1   Risk Management

N/A

4.2   Health & Safety

N/A

4.3   Equality or Fairer Scotland Duty

Since young people in areas of socio-economic disadvantage often experience multiple barriers to learning, this policy should be understood to be coherent with the Council's approach to ensuring fairness and diversity.

The Fairer Scotland Duty in intended to reduce the inequalities of outcomes caused by socioeconomic disadvantage. Inequalities of outcome mean any measurable differences between those who have experienced social – economic disadvantage and the rest of the population.

4.4   Environmental

N/A

5.   Roles and Responsibilities

Parents/carers - have a legal responsibility to ensure their child attends school until he or she reaches school leaving age (section 30, Education (Scotland) Act 1980). However, there is no clear evidence that legal sanctions improve school attendance. Working in partnership with schools and partner agencies is vital to ensure positive relationships are in place, promoting the benefits of regular attendance and reduce any barriers.

 It is important that parents/carers liaise and communicate with the school when there is an indication that attendance at school is becoming an issue. This will allow any issues to be dealt with promptly and to allow the right support at the right time and to remove barriers to non- attendance as quickly as possible. Parents/carers should provide guidance and motivation to assist a child or young person to attend school and should encourage wider participation in whole school life and the wider community. Parents/carers should inform the school of absences on the first day and indicate when their child or young person is likely to return to school.

School/Establishment
- To provide a welcoming school ethos and a culture of support and encouragement and promote positive attitudes to attendance in children and young people and their families.
- To work in close partnership with parents/carers and other professionals. In discussing attendance with parents/carers and the child or young person it is important to maintain a practical focus that recognises the range of challenges. Schools should work with partners to ensure that any barriers for families are supported and overcome when possible.
- To recognise early signs of potential non engagement and steps are taken to consider a flexible and creative approach to enthuse and engage learners, by developing effective responses to support the needs and reintegration of children and young people into learning following absence from school.
- To involve children and young people in any areas of development around attendance and encourage children and young people to engage in wider school life. Families are also likely to encourage full attendance where they feel part of the school community, where schools work alongside them as equal partners
- To take appropriate preventative measures to identify early signs of concern which may lead to being absent from school and respond quickly to absence to ensure that children and young people are safe and well. Staff should ensure they implement robust assessment and planning as outlined in NLC Staged Intervention Framework.
- Providing additional support may help children and young people to engage more fully with school and promote good attendance. Schools should recognise that poor attendance can often be related to, or be an indication of, an additional support need and they should use their staged intervention processes to ensure that any barriers to learning are identified and appropriate support is provided.

- Track the attendance of all children in the establishment to identify patterns of absence and supports which may be required.

For ease of reference a checklist and sample letters have been drawn up which will support schools in ensuring that consideration has been given to actions to promoting good attendance and contacting parents/carers.

Empowering cluster – Where a child or young person's attendance is causing a concern or there is prolonged nonattendance, the Cluster Improvement, and Integration Lead, plays a vital role in liaising between the home and school in offering support, providing support strategies through groups or personalised support to encourage good attendance. They are also the link between the school and integrative practice with partner agencies.

Planning at this level can offer a range of support, which help address the barriers being faced.

- Discussion at Cluster Planning for Childrens wellbeing
- Links with the Digital School to plan for online contact with children and families.
- Online learning offer and planning to track and record engagement with this.
- Use of the wellbeing base to support a return to in establishment learning.
- Broader pathway planning to increase curricular engagement and learning opportunities.
- Assessment of the barriers to attendance.

6.   Importance of Good Attendance

Attendance is defined as participation in a programme of educational activities arranged and agreed by the school, including:

1. Attendance at school
2. Learning out-with the school provided by an alternative learning provider while still on
3. the roll of the school
4. Interviews, visits, and experiences (day and residential) relating to all aspects of the
5. curriculum and taking place in a location out-with the school.
6. Study leaves for pupils participating in national exams, if arranged by the school during
7. the period of the national examination timetable
8. Tuition via hospital or outreach teaching services
9. Work experience which can be considered in a variety of formats and activities, for
10. example: volunteering within the school community, participation in events that
11. develop skills for life, learning and work.

Non-attendance at nursery level can be one of the earliest indicators that a family is experiencing challenges. Staff in early learning and childcare (ELC) settings may also find this guidance useful as an indicator of good practice in the promotion of attendance and the prevention and reduction of absence. They should use staged intervention to support children and families at this stage.

The causes and resultant impact of poor attendance are complex and far reaching. Poor attendance has been linked to lower levels of attainment, difficulties with peer relationships, emotional and behaviour needs and poorer post school outcomes including employment opportunities.

Every School Day Counts

Children and young people are more likely to be motivated to attend school when they feel fully included, engaged, and involved in the wider life of the school. Promoting good attendance is a multi-faceted activity and requires schools to promote positive relationships within an inclusive ethos and culture.

The cumulative impact of missed days at school can have detrimental and long-lasting consequences and can significantly impact on positive destinations and outcomes for children and young people. Table 1 illustrates the cumulative effect of random days missed from school, in any single academic year, and the potential impact on participation and learning.

Attendance percentage needs to be considered along with other information. Clear communication with parents/carers is essential. It is important to recognise and celebrate improvements in attendance where there have been issues. The chart below can be used to highlight the impact of non-attendance with regards to days missed as opposed to communication through the use of excellent, good, satisfactory, and not satisfactory.

100 % Attendance	0 Days missed	Gives your child the best chance of success and ensuring their full potential is achieved
95% Attendance	9 Days of Absence 1 week and 4 days learning missed	Makes it harder to achieve full potential and secure the best possible outcomes
90% Attendance	19 days of Absence	
	3 weeks and 4 days of learning missed	
85% Attendance	27 Days of Absence 5 weeks and 3 days of Learning Missed Almost half a term missed	Impacts significantly on learning and progress which can lead to poorer outcomes in achievement, wellbeing, and social and emotional development
80% Attendance	36 days of Absence 7 weeks and 3 days of learning missed. Half of a term missed	
75% Attendance	45 Days of Absence 9 weeks and 1 day of learning missed. Almost 1 whole term missed	
If a child has 90% attendance, they will have the equivalent of • **½ a day off per week** • **18 days off per year** • **247 days off over their school career of 12 academic years, equivalent to over 1 year of lost education.**		

Staged Intervention

Early and effective intervention is crucial in supporting attendance at school. Interventions require to be implemented before situations reach crisis point and the potential for reengagement with school becomes more challenging.

When considering approaches and strategies to promote good attendance, schools will:
(1) Ensure that the school attendance policy is clear and accessible to all
(2) Ensure parent/carer understanding of attendance processes using a range of media including visuals, posters, leaflets
(3) Encourage development of key relationships between staff and parent/carer
(4) Use multi-agency partnership approaches, where appropriate
(5) Regularly review and analyse attendance data
(6) Implement, regularly monitor, and evaluate targeted interventions for children/young people at the appropriate level of staged intervention
August 2020
(7) Ensure timely communication with parent/carers and young people where appropriate
(8) Use a range of approaches including home visits to build relationships between home and school (where possible)
(9) Maintain regular, informal contact and encourage parent/carers to view the school as a source of support and help

Many issues relating to absence in school can be dealt with quickly and promptly by using. 'within' school supports and by ensuring that there are positive relationships in place to support. children/young people and their families.

Absence Matters -A positive Approach, Quick Guide for Schools. Has been created to support all establishments. This is available in **Appendix 1.** As part of this there are 3 letters which should be used at different stages of the staged intervention model. This are included at **Appendix 3.**

To support schools to identify planning and approached for children and young people, when attendance becomes and issue a planning checklist is included in **Appendix 2**

In addition, a Parent's Guide (**Attendance Matters- A Parent's Guide**) has been produced and is included in **Appendix 4**. Establishments should make this available to all parents and highlight through their normal channels such as the school website. A copy should be sent home annually.

Tracking and Planning

All establishments should have a system in place to regularly track attendance, this will enable robust communications with families and young people. It will also identify individuals, cohorts and specific groups who may be at greater risk of non-attendance due to other factors (poverty barriers, ASN, social groupings)

Getting it Right for Me Plan (Part I) (education)

If enhanced planning is needed to support the wellbeing and learning within the class, then a GIRFME plan is required. This should outline personalised strategies to support teaching and learning, adaptations to the classroom environment to ensure children and young people are able to achieve and be fully included, engaged, and involved in their learning.

Getting it Right for Me Plan (Part II) (education)
This outlines targeted literacy, numeracy and health and wellbeing outcomes in line with the curricular benchmarks and Experiences and Outcomes.

Intensive Learning Pathways

After a period of significant absence, a coherent, flexible, inclusive, and enriched curriculum may be required to be more flexible for children and young people to benefit from their educational experiences. Partner agencies can provide alternatives and contribute to a child or young person's differentiated educational experiences.

For any child and young person returning for a period of significant absence, establishments, through the empowering cluster operating model should plan with the CIIL and individualised timetable which supports return to establishment-based learning. *This must have review dates built in and be tracked for impact on the child/young person.*

Specific Circumstances

Providing education for children and young people during long term illness:

Education authorities are required to make arrangements to support the learning of children or young people with prolonged ill-health (section 14 of the Education (Scotland) Act 1980 ("the 1980 Act")) through outreach teaching or other special provision such as hospital education services. Where appropriate provision is in place, schools may record this as attendance. Where it is not in place, this is still categorised as authorised absence. However, the school in which the child or young person is enrolled must actively make alternative arrangements to ensure that the child/young person can access their entitlement to education.

Establishments should discuss with the CIIL any requirement for periods of home tuition. The CIIL will link with Inclusion to discuss needs and requirements. It is the responsibility of the Head Teacher to identify/ask a member of teaching staff to volunteer. Payment will be made for tuition done out of hours; in most cases this is from the school budget.

Young Carers
Understanding children, young people's and their family's circumstances is fundamental in schools. In situations where there is an unwell family member there can be challenges when it comes to attending

school. It is important for a school to respond with care and sensitivity as school can provide consistent and long-term support, positive adult and peer relationship, and a place where they feel safe and supported.

Recognising diversity

Schools respond to cultural differences with sensitivity. Children and young people of all faiths may be granted authorised absence to enable them to participate in religious observance. In some cultures, family weddings or funerals are major events which may require children and young people to travel or participate in extended celebrations. If a related absence lasts for more than four weeks, in these circumstances, children and young people should be recorded on Seemis as ''extended leave with parent/carer consent''. This allows them to remain on the school register with an expectation of their return which has been confirmed by parents.

Children from the Travelling Community

Children from the travelling community have some of the poorest educational outcomes of any group in Scotland. (Scottish Government 2018). As a group the gypsy/travellers still experience widespread prejudice and discrimination.

To improve these outcomes, partnership working is key and likely to involve health, social work, housing and community learning and development. Building positive relationships with families is vital to this and this should include taking cognisance of some family's previous negative experiences of school. Some parents/carers may lack confidence in their own literacy skills.

Many traveller families wish to withdraw their children or young person from education at the end of primary school. In this case Inclusion and Interventions section should be contacted for advice and support.

https://www.gov.scot/policies/gypsy-travellers/educational-outcomes-for-gypsytravellerchildren/

Children or young people missing from education for extended periods.

There may be occasions where a child or young person goes missing from education for an extended period and the education authority has made extensive unsuccessful attempts to contact a family. In these circumstances, the education authority should liaise with their local social work team.

There are many complex reasons why a family might move unannounced. Often, staff in schools are aware of individual circumstances and family connections which will enable them to find children or young people quickly. Children or young people may simply have moved schools or have moved homes, and when the new school is contacted, information can be transferred to help the child or young person settle quickly.

Attendance beyond school leaving age.

3Young people who choose to stay on at school beyond statutory school leaving age, usually 16 years of age, should be asked to consider their continued commitment to full attendance. Some schools develop a learning agreement outlining these expectations. Attendance must also be monitored to ensure proper entitlement to the Education Maintenance Allowance (EMA). The EMA is a weekly payment, paid directly to young people who stay on at school and is designed to help overcome financial barriers which otherwise may prevent them from staying on.

Recording Attendance through SEEMIS

In the event of children or young people's absences, the school should endeavour to establish a reason for the absence through a phone call or letter from the parent/carer. The use of Group Call is an effective way of trying to establish the reason for an absence quickly. There should be a member(s) of staff with responsibility for the use of Group Call ensuring that a notification is sent to parents/carers informing them of an absence and seeking clarification. Schools should endeavour to send a text notification to the key contact within **one hour** of the beginning of the morning and/or afternoon sessions There may be occasions when the attendance issue may require to be escalated to the appropriate member of the senior management team, the Depute Head Teacher, or Head Teacher.

Recording of attendance should take place at least twice a day to enable the school to note attendance and absence for each morning and afternoon session. Attendance can be recorded more frequently on a period-by-period basis in secondary schools.

Where no notification of absence has been received and the contact (e.g. text) has not been responded to, this should be followed up as soon as is reasonably practicable. Schools may consider prioritising contact with parent/carers of children and young people where those children/young people are in an ASN base, given the higher level of vulnerability of these children and young people.

If contact has not been possible and the school has cause for concern, then the school may consider contacting the child or young person's emergency contacts or contact other agencies involved with the child or young person and/or family.

In the case of care experienced or vulnerable children, when the child or young person does not attend school, this should always be followed up immediately. To enable swift action to be taken it is vitally important that the school has an up to date and accurate record of the key contact information for the parent/carer. In the case of children or young people who are care experienced, looked after at home, away from home, kinship care or foster care, the social worker should also be contacted.

If absences cause a concern, then there are several ways that this can be approached. Schools should be pro-active and engage in dialogue as early as possible in a supportive manner with parents/carers to build communication and trust. Schools should not wait until absences have fallen below a percentage to trigger communication with parents/carers establish reasons for absences in the form of a phone call or a letter to parents/carers. There should be an element of discretion here as there may be occasions when the school is aware of the absences and a letter or call may not be appropriate.

A list of SEEMiS codes for accurate recording can be found at Appendix **5**. To support establishment use of the codes, posters have been issued to all establishments which should be displayed in the office area. A PDF of these is included in Appendix 6, to enable further copies to be printed and displayed.

Schools should be pro-active and engage in dialogue as early as possible in a supportive manner with parent/carers to build communication and trust. Schools should not wait until absence has reached a trigger which would prompt communication in the form of a letter or phone call with parent/carers to establish the reason/cause of the absence. Schools can exercise an element of discretion as there may be occasions when the school is aware of the reason for the absence and a letter or call may not be appropriate.

Managing Authorised Absence

School staff are best placed to decide the most appropriate response to requests for absence to be authorised. Schools may authorise absence when they are satisfied with the reason provided, usually by the parent/carer (a note, email, phone call), self-certified or sometimes the reason may be provided by another service which is actively engaged with the child or young person or their family.

Reasons for authorised absence may include (full details are within the Seemis Absence Codes):

1. illness where no learning provision is made (including mental health and wellbeing concerns)
2. Medical and dental appointments (parent/carers and children and young people should be encouraged to arrange appointments outside school hours)
3. Meetings prior to and during court appearances and other legal processes
4. Attendance at, or in connection with a Children's Hearing or Care Review, or appointment with another service working with the child or young person /family.
5. Religious observance
6. Bereavement
7. Weddings or funerals of close friends and family
8. Arranged absence in relation to child or young person in Gypsy/Traveller families.
9. Participation in non-school based debates, sports, musical or drama activities agreed by the school.
10. Lack of transport (including due to bad weather).
11. Family recovery from exceptional domestic circumstances or trauma
12. Authorised parental holiday.
13. Extended leave with parent/carer consent including some young carer activities.

Managing Unauthorised Absence

Schools should record absence as unauthorised when they perceive that there is no valid reason for the absence provided. Such absence may be:

(1) Family holidays during term time

(2) Occasional absence without parent/carer awareness

(3) Longer term absence (home, community, and school related issues)

(4) Absence relating to substance and alcohol misuse

Family holidays are one of the most common reasons why children and young people are absent from school during term time. Comparative cost is not accepted as a reason for these absences to be authorised. Family holidays during term time should be recorded as unauthorised, other than in exceptional circumstances which may include where a parent/carer's employment is of a nature where school holiday leave cannot be accommodated. Such employment may include the armed services, emergency services or professions where parent/carers are required to work away from home for prolonged periods.

Longer term absence – home, community, and school related issues

For some children and young people reluctance to attend school can be related to a range of social and emotional issues such as:

(1) Challenging family circumstances

(2) Coping with adversity or trauma

(3) Care Experience

(4) Anxiety or mental health difficulties

(5) Bullying

(6) Issues relating to social media

It is essential to identify any underlying causes (home, school, or community related) and for schools to take corrective action to address these barriers. Empowering Cluster and CIIL have a key role to play and should forge strong links with partner agencies to strengthen support for children and young people and their families. Assessment of wellbeing and associated multi agency planning will help to ensure that the right support is offered at the right time.

7.   Appendices

7.1   Appendix 1 [Attendance Matters- A positive Approach, a Quick Guide for Schools]

7.2   Appendix 2 [Planning Checklist and Wellbeing Risks and Interventions]

7.3   Appendix 3 [Parental Letters]

7.4   Appendix 4 [Attendance Matters- A Parent's Guide]

7.5   Appendix 5 [Seemis Codes]

7.6   Appendix 6 [Seemis Codes- posters]

EMPOWERING OUR CLUSTERS | LEARN HERE

Attendance Matters – A Relationships Based Approach
At a Glance Guide

Schools work in partnership with families to ensure that effective communication and supports are in place to remove the barriers that impact on attendance. These barriers may be different for every child and family, though some similarities will exist. Effective systems to track and monitor attendance to ensure early intervention is triggered and children and young people should be supported within the GIRFEC framework of staged intervention.

Through all planning it is important all establishments

- Following Seemis codes for attendance and absence
- Record attendance/absence daily.
- Track attendance.

Establishment Planning - Universal

Research has shown that early help/support is needed for a child or young person, in collaboration with the child, young person, parent/carer. Longer term absences, become more challenging to manage and the barriers to attendance can increase. In line with the national practice model of GIRFEC, the questions below should be asked by an appropriate link adult in school to help inform why attendance is challenging and we can in partnership support a child or young person. The Head Teacher has overall responsibility to track and monitor attendance. Whilst key link staff will plan interventions and supports with the families.

GIRFEC 5 key questions:

- What's getting in the way of this child or young person's wellbeing?
- Do I have all the information I need to help this child or young person?
- What can I do now to help this child or young person?
- What can my agency do to help this child or young person?
- What additional help, if any, may be needed from others?

Assessment and Planning tools to help practitioners answer the key questions:

1. The wellbeing assessment/GIRFME plans
2. The My World Assessment Triangle
3. The Resilience Matrix
4. Outcome Star to track impact of health and wellbeing interventions.
5. Wellbeing App

The universal support for all children and families is their school and the known/identified link staff within the establishment. Should staff answer be 'no' to the GIRFEC questions above, the process planning on the next page will support with the next steps. The above planning and assessment tools must be used by establishments to plan, record and track attendance and appropriate interventions.

Cluster – Additional Planning

When attendance and wellbeing concerns cannot be met within universal level alone, consideration needs to be given to what additional support is required. This first place to discuss an integrated approach is through the Empowering Cluster.

The link adult in school, which can be a PT pupil Support, PT/DHT or Head Teacher in some cases must have a discussion with the Cluster Integration and Improvement Lead. The CIIL is the link to partner agencies, providers, and integrated approaches to supporting children/young people and their families.

Planning at this level can offer a range of support, which help address the barriers being faced.

- Discussion at Cluster Planning for Childrens wellbeing
- Links with the Digital School to plan for online contact with children and families.
- Online learning offer and planning to track and record engagement with this.
- Use of the wellbeing base to support a return to in establishment learning.
- Broader pathway planning to increase curricular engagement and learning opportunities.
- Assessment of the barriers to attendance.

Multi Agency - Intensive Planning

This meeting can facilitate further assessment and interventions from additional staff from other agencies for intensive supports.

Named Person or Lead Professional is responsible for the assess, plan, review cycle.

This planning may also include referral to the Children's reporter.

NLC Education and Families to Promoting Positive Attendance

At every stage involve children and young people in discussions.

Below 95%
Child/young person's attendance drops below this figure.

Stage 1 intervention
School calls home, talking to parents about attendance and identify supports in school. Identify barriers to attendance and systems in place to support child and family.

Continual monitoring and tracking are in place, with pupil support staff in regular contact with the pupil.

Attendance Improves. Celebrate with children and families.

Continue to monitor through regular

Attendance continues to decrease.

Below 90%
School remains in contact with parents/carers, to develop planning and discuss barriers to attendance and support. *Can use letter 1*

Stage 2 Intervention -
Establishment wellbeing planning meeting: Prior to and during the meeting, barriers to attendance are identified. These may be multiple and complex, e.g. health, learning, peer relationships related, transport, family challenges etc. Attendance support offered, plan created and tracking periods built in. Planning recorder through GIRFme and Wellbeing application.

Attendance Improves. Celebrate with children and families.

Continue assess, plan review cycle as appropriate.

Attendance continues to decrease. Parents/carers and young person find engagement challenging.

Below 85%
Contact from school management to parent/carer this can be to arrange a meeting. **Use letter 2 at this stage.**

Stage 3 Intervention - *Seek advice and support from Cluster Integration and Improvement Lead to explore additional cluster resources.*

- GIRFEC processes are underway. Assess, Plan Review
- Family support offered.
- Ensure learning provision is available.
- Consider involvement of other appropriate services e.g. cluster, School Counselling Service; School Nurse; CAMHS; Social Work; SDS, VS, Pathways, 3rd sector etc.

Attendance Improves. Celebrate with children and families.

Continue assess, plan, review as appropriate.

Attendance continues to decrease. Parents/carers and young person find engagement challenging.

Below 80%
Continuing engagement with the parents/carers. **Send letter 3.**
Cluster Wellbeing Planning Meeting – Chaired by CIIL with key partner agencies to plan and explore further offers of support. This may where appropriately include support for around the family.

Attendance continues to decrease. Parents/carers and young person find engagement challenging.

Attendance Improves. Celebrate with children and families.

Monitor plans and amend as necessary. Assess, Plan review cycle.

Continue monitoring for a further 6 weeks. - and discuss at next meeting

Below 70%
Request Support from other agencies Agree and Amend Child's Plan

Have discussion with child protection coordinator re risks and

Assess. Plan, Review

Establishment/Cluster Checklist Guide to Support Positive Attendance

Key consideration questions	✔ ✘ or comment if necessary
UNIVERSAL OFFER ***All support is underpinned by a Trauma informed approach, nurturing principes and strong positive relationships with children, young people, and families.***	
Are there robust procedures for identifying and preventing potential non-attendance? Refer to education and Families Flowchart	
Curriculum accessibility and adaptations are in place.	
GIRFEC assessment and planning is in place, Barriers to non-attendance identified. • The wellbeing assessment/GIRFME plans • The My World Assessment Triangle • The Resilience Matrix • Outcome Star to track impact of health and wellbeing interventions. • Wellbeing App	
Has the child or young person been identified as vulnerable, ASN, experiencing poverty or care experienced. If so what actions/protocols have been put in place?	
Has there been early intervention and prevention? • Early identification • face to face engagement with parents/carers and gathered their views? • Letters	
Have the views of the child or young person been gathered?	
School based supports utilised and exhausted. • Examples • home school partnership officer • nurture groups. • CLD • Alternative curriculum - Have alternative arrangements been made e.g. curriculum alternatives, • School counselling • Play Base Therapy • On-line learning platform • GIRFEC planning assess, plan review cycle. • RFA to Partner Agencies • Access cluster resources through dialogue with CIIL • Family Engagement Support	

Additional Resources – Toolkit

- https://education.gov.scot/improvement/self-evaluation/promoting-attendance-self-reflection-questions-for-schools/

- https://www.gov.scot/publications/included-engaged-involved-part-1-positive-approach-promotion-management-attendance-scottish-schools/

- ThingLink

- National Improvement Hub – Education Scotland, The Circle Framework

- National Improvement Hub – Education Scotland, The Wellbeing Cycle

- North Lanarkshire Educational Psychology Service GLOW Sharepoint site at the link below:

- https://glowscotland.sharepoint.com/sites/nlcpsychservice

- https://blogs.glowscotland.org.uk/re/renfrewshireedpsych/emotionally-based-school-avoidance-ebsa/

- The Attendance Symposium Brochure and Presentations – Forth Valley & West Lothian Regional Improvement Collaborative (glowscotland.org.uk)

Appendix 3 - Letter 1

Our Ref:
Your Ref:
Contact: <<Name>>
Tel: <<Telephone Number>>
E-mail: <<email address>>
Date:

Education and Families

JointName»   <<Head Teachers Name>>

«TenancyCorrAddress1»   <<School>>

«TenancyCorrAddress2»   <<Address 1>>

«TenancyCorrAddress3»   <<Address 2>>

«TenancyCorrAddress4»   <<Town Postcode>>

«TenancyCorrAddress5»   www.northlanarkshire.gov.uk
«TenancyCorrAddress6»

Dear

ATTENDANCE AT SCHOOL - (NAME OF PUPIL) (CLASS OF PUPIL) (DATE OF BIRTH):

(NAME OF SCHOOL) is committed to working in partnership with you, your child/young people, and our partner agencies to ensure that all our children/young people benefit from an education that maximises their attainment, achievements, and attendance.

School staff have a responsibility to track and monitor attendance. We can support you to remove barriers which may prevent your child from attending school.

As part of our regular attendance monitoring, we have noticed that INSERT NAME attendance is below 90% and is currently sitting at INSERT ATTENDANCE %

We appreciate that there can be many reasons for non-attendance and are committed to working in partnership with you and your child to improve their attendance at school.

Please let us know if there is any way in which we can support you.

We have attached a printout of current attendance and would ask you to check this and contact me in school to acknowledge and discuss.

Kind regards,

Name
Job Title

Letter 2

Our Ref:
Your Ref:
Contact: <<Name>>
Tel: <<Telephone Number>>
E-mail: <<email address>> Date:

Education and Families
<<Head Teachers Name>>

«JointName»   <<School>>

«TenancyCorrAddress1»   <<Address 1>>

«TenancyCorrAddress2»   <<Address 2>>

«TenancyCorrAddress3»   <<Town Postcode>>

«TenancyCorrAddress4»   www.northlanarkshire.gov.uk
«TenancyCorrAddress5»
«TenancyCorrAddress6»

Dear

ATTENDANCE AT SCHOOL - (NAME OF PUPIL) (CLASS OF PUPIL) (DATE OF BIRTH):

Further to my previous letter/discussion regarding INSET NAME attendance (delete as appropriate)

We continue to be concerned about INSERT NAME attendance and the impact that this will be having on their attainment and wellbeing. At INSERT SCHOOL NAME are committed to ensuring that all children and young people receive an education that maximises their full potential. We are committed to working in partnership with you, supporting INSERT NAME to achieve new skills for life, work, and learning.

We recognise that non-attendance at schools is an early indication that a child/young person may require support through planning and interventions to enable attendance, curricular attainment, wider achievement and positive health and wellbeing.

I would therefore invite you into school to discuss 's absence and to plan agreed strategies to help support an improved level of attendance.

Please contact me at the school to arrange a suitable time to meet.

Kind regards

Name
Job Title

Letter 3
Our Ref:
Your Ref:
Contact: <<Name>>
Tel: <<Telephone Number>>
E-mail: <<email address>> Date:

	Education and Families
	<<Head Teachers Name>>
«JointName»	<<School>>
«TenancyCorrAddress1»	<<Address 1>>
«TenancyCorrAddress2»	<<Address 2>>
«TenancyCorrAddress3»	<<Town Postcode>>
«TenancyCorrAddress4»	www.northlanarkshire.gov.uk
«TenancyCorrAddress5»	
«TenancyCorrAddress6»	

Dear

ATTENDANCE AT SCHOOL - (NAME OF PUPIL) (CLASS OF PUPIL) (DATE OF BIRTH):

I refer to our previous letters and have to advise to you that INSERT NAME attendance has not improved and is still well below our school average of INSERT PERCENTAGE %. I am very concerned about the impact this will be having upon their progress, attainment, and well-being.

At INSERT SCHOOL NAME we are committed to ensuring that all children and young people receive an education that maximises their full potential. We are committed to working in partnership with you, supporting INSERT NAME to achieve new skills for life, work, and learning.

I would ask that you arrange an appointment with me as soon as you can. It is important that we are able to put a plan in place to improve INSERT NAME attendance.

 If we are not able to do this, we may require to request assistance from our partner agencies to support you and INSERT NAME. We would urge you to work in partnership with us.

Please contact me at the school as soon as you can to arrange a suitable time to meet.

Kind regards

Name
Job Title

EMPOWERING OUR CLUSTERS | LEARN HERE

Attendance Matters Support for Parents & Carers

NORTH LANARKSHIRE COUNCIL
COMHAIRLE SIORRACHD LANNRAIG A TUATH

LIVE LEARN WORK INVEST VISIT

WHY IS SCHOOL ATTENDANCE SO IMPORTANT?

North Lanarkshire Council want all our children and young people to realise their full potential.

Excellent attendance at school is important to allow your child to fulfil their potential and for them to have the best start and brighter future.

Below are just some of the key reasons why it is so important children attend school:

- • To have fun and opportunities to experience new things.
- • To develop new skills for learning, skills for work and skills for life
- • To understand responsibility
- • To make new friends and build positive relationships.
- • To develop awareness of other cultures, religions, ethnicity, and gender difference
- • To celebrate achievements with friends and peers
- • To attain in curricular pathways
- • To build confidence, self-esteem, and resilience
- • To grow as individuals

In Primary 1 children learn new phonics every week – these are the building blocks for all future learning.

Every School Day Counts

When you have a conversation with your child's school they will give you attendance in a percentage. This can be confusing! Have you considered the following:

100% attendance	0 Days missed	Gives your child the best opportunities in their learning and achievement
95% attendance	9 days of absence 1 week and 4 days of learning missed	
90% attendance	19 days of absence 3 weeks and 4 days of learning missed	Starting to have barriers for your child's progress through learning.
85% Attendance	27 days of absence 5 weeks and 3 days of learning missed. This is almost a half term.	Significant impact on progress in learning, achievement, and attainment.
80% Attendance	36 days of absence 7 weeks and 3 days of learning missed. This is a half term	
75% Attendance	45 days of absence 9 weeks and 1 day of learning missed. Almost a whole term	

IS IT EVER ALRIGHT FOR MY CHILD TO BE OFF SCHOOL?

Your child can be off school if:

- They are ill.
- They are attending a doctor or hospital appointment.
- They are going to a meeting about a Children's Hearing or court, or if they are going to a Children's Hearing, case review or court.
- If they are involved in an activity and the school agrees in advance
- Someone close to your child has died.
- There is a crisis or serious difficulty at home or in your family.
- They are going to a religious ceremony or a wedding of someone very close to them.
- You are a Gypsy/Traveller family and while you go travelling you keep in touch with your child's teacher.
- Your family is returning to a country of origin for cultural reasons or to care for a relative.
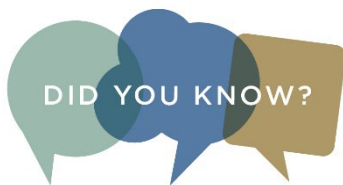
If you have informed the school of the reason why your child is off, and the school is satisfied that this is a valid reason, these would be called authorised absences.

However, this is still recorded as an absence for your child.

TOP TIPS IT'S GOOD TO TALK!

Any child currently avoiding school is likely to become nervous when they are asked about their worries or returning to school.

These questions can help to start the conversation about feelings and fears.

- What are the 3 best things about school?
- Would you prefer to text, draw, or write about it?
- What 3 things are you most worried about?

MAKE EVERYDAY COUNT: WHAT CAN YOU DO TO HELP?

- Think about of the impact of regular absences – missing school is missing learning and play.
- Try to arrange non-urgent dental and medical appointments outside school hours and if an appointment must be made within school hours, try to ensure your child is back at school as soon as possible.
- Establish routines at the start and end of the day so your child is prepared for the school day ahead, building up habits of punctuality and attendance. Your child's school may have a breakfast club which will support you.
- Talk to your child's school – ask questions and have regular discussions which support you and your child.
- Discuss any problems or difficulties with the school: staff are there to help and will be supportive. You have support from school staff, the Head Teacher and Cluster Integration and Improvement Lead (CIIL) for the cluster.
- Let the school if your child is absent due to illness or other reason. This can be a call or text.

DID YOU KNOW?

What should I do if my child is anxious or worried about going to school?

Your child has a right to an education and to be safe and happy at school. But sometimes children and young people can be anxious or worried about going to school due to many possible reasons.

You may feel letting your child stay off school when they feel this way is the best option, however experience tells us it is better to talk to the school about this as soon as you can. Longer absences make it harder for your child to return.

Your child's school staff are there to help. Your first point of contact should be the school. Staff in your child's school and the CIIL are keen to help and support you. If you are unsure who to talk to in the school, ask to speak to the Head Teacher.

However, there are also several agencies and services that can provide you with professional help and advice.
(Contact details can be found on the following page).
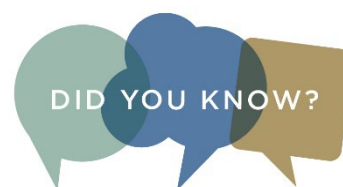
SUPPORT, INFORMATION AND ADVICE

ParentLine Scotland

At some time, all parents find that parenting can be difficult or stressful. ParentLine Scotland is the free, confidential, telephone helpline for anyone caring for a child in Scotland. You can call about any problem, however big or small.

Phone: 0808 800 2222. Online at: www.children1st.org.uk/parentline-scotland

Parentzone

Parentzone provides information for parents and cares about how you can support your child's education. Online at: www.educationscotland.gov.uk/parentzone

Childline

Children and young people can get confidential help about any question, concern or worry. Phone: 08001111. Online at: www.childline.org.uk

Citizen Advice Bureau

Your local CAB can provide information and support about rights and responsibilities when. it comes to schools and education.

Information and advice on lots of areas at: www.adviceguide.org.uk where you can also find. your local CAB.

Enquire

Enquire is the Scottish advice service for additional support for learning and operates a helpline for parents, carers, and practitioners. An interpreter can be arranged upon request. Telephone helpline Phone: 0845 123 2303. E-mail: info@enquire.org.uk

Online at: www.enquire.org.uk

ABEL

ABEL is a voluntary organisation that developed out of the strong desire of parents to do. something for themselves to overcome the devastating effects that bullying can have on children, their families, and their community. ABEL offers information and support to the young person being bullied and their family and the young

person displaying the bullying behaviour and their family.

Contact them through their website at

www.antibullyingeastlothian.org.uk

National Parent Forum of Scotland

Provides parents with information and advice on understanding the new curriculum and supporting their child's education. Online at: www.parentforumscotland.org

Appendix 5
Guide to Classifying and Recording Pupil Attendance and Absence Codes
North Lanarkshire Council Education & Families

Attendance Codes

Category	Definition and IEI number	When marking attendance, choose	SEEMiS Code displayed	Included, Engaged & Involved Part 1, App. 2
Present	Attendance at school.	Button: Present	-	10
Field Trip	Pupil on Field Trip.	Other > selected from list	FLD	10
School Visit	Educational Visits organised by the school, including: ▪ Education visits, day, and residential visits to outdoor centres. ▪ Interviews and visits relating to further or higher education or careers events. ▪ Debates, sports, musical or drama activities in conjunction with the school. ▪ Activities connected to Psychological Services	Other > selected from list	VIS	10
Study Leave	Study leave for young people participating in national exams, if arranged by the school during the period of the national examination timetable.	Other > selected from list	STY	10
Late (arrives before mid-point of opening)	Where a child or young person has arrived late but during the first half of the opening, this will be marked as late (lat). This is regardless of whether the lateness is for a valid reason.	Button: Late	LAT	11
Work Experience	▪ Work experience arranged or agreed by the school. ▪ Volunteering, arranged or agreed by the school	Other > selected from list	WRK	12
Sickness with educational provision	This may include time spent on sick leave or maternity leave, with parental confirmation or medical certificate, and where adequate education provision has been made. Where a child or young person's illness is known, or reasonably thought, to be likely to extend to or beyond 5 days, then education should proceed immediately, if medical assessment permits. Where there is less certainty over the possible length of any absence, education out with school should commence at the earliest opportunity and certainly no more than 15 working days of continuous or 20 working days of intermittent absence. Illness related outreach teaching or other education provision such as hospital education services.	Other > selected from list	SEP	13

Category	Definition and IEI number	When marking attendance, choose	SEEMiS Code displayed	Included, Engaged & Involved Part 1, App. 2
In school but not in class	Child or Young Person in attendance at school, supervised out with classroom e.g. Groupwork, 1-1 Sessions. (no number)	Other > selected from list	SCH	10
Other Attendance Out of School	It is the responsibility of both the school and learning provider to communicate attendance and absences to ensure SEEMIS records are up to date. • Learning out with the school provided by a college or other learning provider while still on the roll of the school. ▪ Undertaking alternative and off-site education as a part measure to address non engagement in school (except if pupil is excluded from school) ▪ Off-site provision for children of travelling families on roll of school. ▪ Any other undefined activity out of school, authorised or sanctioned by the school such as a special interest activity.	Other > selected from list	OAT	10
Medical or Dental Appointment	This code should only be used where a pupil is absent from school due to a Medical or Dental appointment for part of an opening (AM or PM). This code counts as attendance. Where a pupil is absent for an appointment for an entire opening (ie morning / afternoon), the code D (SEL) – Self Certified Medical or F (MED) – Medically Certified should be used. (See below) Both of these codes count as authorised absence.	Button: Med/Dent	PER	10
Missing	'Missing' (having previously been marked present) - if there is any period marked as 'absent' after there has been a 'present' in an opening, then the resultant mark is 'Missing'. 'Missing' is counted as attendance. This code is generated by SEEMiS Period by Period Attendance Calculation. This code does not relate to Children Missing from Education (CME).	Other > selected from list	MIS	10

Authorised Absence Codes

Category	Definition	When marking attendance, choose	Code displayed	Included, Engaged & Involved Part 1, App. 2
Sickness - Self Certified –short term code (no educational provision)	Pupil is off sick with parental communication as proof of illness. Where a child or young person's illness is known, or reasonably thought, to be likely to extend to or beyond 5 days, then education should proceed immediately, if medical assessment permits. Where there is less certainty over the possible length of any absence, education out with school should commence at the earliest opportunity and certainly no more than 15 working days of continuous or 20 working days of intermittent absence.	Button: Self Cert	SEL	20

Category	Definition	When marking attendance, choose	Code displayed	Included, Engaged & Involved Part 1, App. 2
Sickness - Medically Certified (no educational provision)	Pupil is off sick with Medical Certificate as proof of illness. Where a child or young person's illness is known, or reasonably thought, to be likely to extend to or beyond 5 days, then education should proceed immediately, if medical assessment permits. Where there is less certainty over the possible length of any absence, education out with school should commence at the earliest opportunity and certainly no more than 15 working days of continuous or 20 working days of intermittent absence.	Other > selected from list. (shown as 'Medically Certified)	MED	20
Notifiable illness (self-certified)	To be used to record the self-certified absence (absence verified by note from parent or guardian) of a pupil due to the identified notifiable illness during a period when the authority has requested establishments to register a notifiable illness.	Other > selected from list	NIS	20
Notifiable illness (medically certified)	To be used to record the medically certified absence of a pupil due to the identified notifiable illness during a period when the authority has requested establishments to register a notifiable illness.	Other > selected from list	NIM	20
Late (arrives after mid-point of opening)	Where a child or young person has arrived late but during the second half of the opening, then this will be marked as Late (lt2). This recording is regardless of whether the lateness is for a valid reason. For schools using period-by-period registration, any registration in periods beginning in the second half of the opening, without any registration in periods beginning in the first half of the opening, will be converted to an overall 'lt2' code for the opening (even if a later period is subsequently missed).	Button: LT2	LT2	21
Authorised Parental Holiday (Family holidays authorised by school)	Under exceptional circumstances schools can authorise a family holiday during term time. Such circumstances may include exceptional domestic circumstances, where a parent's employment is of a nature where school holiday leave cannot be accommodated (e.g. armed services, emergency services, professions where parents are required to work away from the family for prolonged periods of time). A family holiday classified under the "authorised absence" category should not include reasons such as: • the availability of cheap holidays • the availability of desired accommodation • poor weather experienced during school holidays • holidays which overlap the beginning or end of term • parental difficulty in obtaining leave	Other > selected from list	PHL	22

Category	Definition	When marking attendance, choose	Code displayed	Included, Engaged & Involved Part 1, App. 2
Exceptional domestic circumstances (authorised)	This relates to short-term exceptional domestic circumstances absence related to: ■ the period immediately after an accident or illness ■ a period of serious or critical illness of a close relative including short-term caring responsibilities ■ a domestic crisis which causes serious disruption to the family home, causing temporary relocation	Other > selected from list	DCA	23
Other Authorised Absence	Absent with notification given to the school and permission given, including: ■ Bereavement ■ Religious observances ■ Attendance at court ■ Attendance at or in connection with a Children's Hearing or Care Review ■ Weddings of immediate family ■ Lack of transport – including due to bad weather ■ Sporting & cultural events not arranged by but approved by the school	Other > selected from list	ABS	24

*Please note: Whilst this is an Authorised Absence, all Part-time Timetables must be discussed and sanctioned by the Inclusion Team.

Category	Definition	When marking attendance, choose	Code displayed
Part-time timetable (exclusion related)	Exceptional circumstances when implementing a package of support that could be achieved in a reduced timetable, with an agreed flexible time limited timescale as to when it will end. Arrangements should be short, agreed with and authorised by your Head of Service.	Other > selected from list	PTX
Part-time timetable (health related)	This code should be used in exceptional circumstances when implementing a package of support that could be achieved in a reduced timetable, with an agreed flexible time limited timescale as to when it will end. Arrangements should be short, agreed with and authorised by the Inclusion Team. This may also be used where part time attendance is required due to a Health condition	Other > selected from list	PTH

Unauthorised Absence Codes

Category	Definition	When marking attendance, choose	Code displayed	Included, Engaged & Involved Part 1, App. 2
Unauthorised Parental Holiday (Family holidays not authorised by school)	Family holidays with the following, or similar, characteristics are unauthorised: ▪ The availability of cheap holidays ▪ The availability of desired accommodation ▪ Poor weather experienced during school holidays. ▪ Holidays which overlap the beginning or end of term ▪ Parental difficulty in obtaining leave (local judgement may be applied, see 'Authorised Parental Holiday' category) ▪ Any family holiday during term-time where the school's prior agreement has not been sought 30	Other > selected from list	UPH	30
Truancy or Unexplained Absence (Occasional absence without parental awareness)	All absences for which no adequate explanation has been provided.	Other > selected from list	UNA	31
Refusal to Attend	Pupil refusing to attend school.	Other > selected from list	RFS	31
Exceptional domestic circumstances (unauthorised)	Long-term care responsibilities where additional services have not been accessed. Under section 14 of the 1980 Act, education authorities must make special arrangements to ensure young people with care responsibilities do not miss out on their entitlement to an education. If a pupil is unable to attend school due to care responsibilities, there is an expectation that additional support services will be assessed to support the pupil, and their absence from education will not be long-term and therefore categorised as authorised absence. However, where additional services have not been accessed by the pupil and care responsibilities become long term, the absence should be categorised as unauthorised absence.	Other > selected from list	DCU	32
Other unauthorised absence	Any other undefined unauthorised absence (e.g. where a parent is refusing to send their child to school following a dispute with the school	Other > selected from list	OUA	33
To be Confirmed ~ (Short term code)	Unable to assign an appropriate code without further information. School staff using tbc should seek to confirm the nature of the absence and convert to the appropriate code within 1 week and in difficult circumstances within 4 week maximum.	Other > selected from list	TBC	31

~ - When an appropriate code has been determined all TBC codes should be changed within 1-4 weeks. Any 'To Be Confirmed' codes remaining on the system at the end of session will be converted automatically to unexplained absence (unauthorised Absence).

Codes included separately in summary statistics.

Category	Definition	When marking attendance, choose	Code displayed	Included, Engaged & Involved Part 1, App. 2
Exclusion	Pupil excluded from school	Exclusions are recorded separately in Click & Go at: Application > Attendance > Exclusions	EXC	40

**Codes out with attendance and absence

All of the 'out with attendance and absence' codes can be used but will be excluded from the Scottish Government's calculation of attendance and absence statistics. Exclusions are analysed separately by the Scottish Government.

Category	Definition	When marking attendance, choose	Code displayed
Should not attend (notifiable illness)	Registration mark to be used when a pupil has been advised by the school, under specific instruction from the authority, not to attend during a period of notifiable illness. https://www.nhs.uk/live-well/healthy-body/is-my-child-too-ill-for-school/	Other > selected from list	NIX
Extended leave with parental consent	Extended leave with parental consent is not to be considered the same as a family holiday. Extended leave with parental consent will be recorded separately outside the figures for attendance and absence, and includes circumstances such as: • extended overseas educational trips not organised by the school. • short-term parental placement abroad • family returning to its country of origin (to care for relative, or for cultural reasons) • supporting inclusive educational approaches for pupils from travelling cultures when travelling	Other > selected from list	EXL
Religious Holiday		Other > selected from list	REL
Holiday	School Holiday.	These codes are applied in Click & Go in the school calendar at: Application > Management > Calendar	HOL
Closed	School Closed (e.g. election) or for adverse weather school closures.		CLO
In-Service	School In-service.		INS
Should Not Attend	Pupils should not attend. For example, pupils in Primary 1 who initially do not attend in the afternoons or sanctioned extended absence in relation to children of travelling families at Secondary School level.		SNA

*All Part-time Timetables must be discussed and sanctioned by the Inclusion Team.

** All of the 'out with attendance and absence' codes above will be excluded from the Scottish Government's calculation of attendance and absence statistics. Exclusions are analysed separately by the Scottish Government.

If you wish to clarify the use of any code, please contact Tracy Kerr, Information Systems Manager at: kerrtracy@northlan.gov.uk

Guide to Classifying and Recording Pupil Attendance and Absence Codes

Attendance Codes

NORTH LANARKSHIRE COUNCIL
COMHAIRLE SIORRACHD LANNRAIG A TUATH

Category	Definition	When marking attendance, choose	Code displayed	Included, Engaged and Involved Part 1, App. 2
Present	Attendance at school.	**Button: Present**	–	**10**
Field Trip	Pupil on Field Trip.	Other > Selected from list	**FLD**	**10**
School Visit	Educational Visits organised by the school, including: Education visits, day and residential visits to outdoor centres. Interviews and visits relating to further or higher education or careers events. Debates, sports, musical or drama activities in conjunction with the school Activities connected to Psychological Services	Other > Selected from list	**VIS**	**10**
Study Leave	Study leave for young people participating in national exams, if arranged by the school during the period of the national examination timetable.	Other > Selected from list	**STY**	**10**
Late (arrives before mid morning)	Where a child or young person has arrived late but during the first half of the opening, this will be marked as late (lat). This is regardless of whether the lateness is for a valid reason.	**Button: Late**	**LAT**	**11**
Work Experience	• Work experience, arranged or agreed by the school. • Volunteering, arranged or agreed by the school.	Other > Selected from list	**WRK**	**12**
Sickness with Educational Provision	This may include time spent on sick leave or maternity leave, with parental confirmation or medical certificate, and where adequate education provision has been made. Where a child or young person's illness is known, or reasonably thought, to be likely to extend to or beyond 5 days, then education should proceed immediately, if medical assessment permits. Where there is less certainty over the possible length of any absence, education outwith school should commence at the earliest opportunity and certainly no more than 15 working days of continuous or 20 working days of intermittent absence. Illness related outreach teaching or other education provision such as hospital education services.	Other > Selected from list	**SEP**	**13**
In school but not in class	Child or Young Person in attendance at school, supervised outwith classroom e.g. Groupwork, 1-1 Sessions.(no number)	Other > Selected from list	**SCH**	**10**
Other Attendance Out of School	It is the responsibility of both the school and learning provider to communicate attendance and absences to ensure SEEMIS records are up to date. • Learning outwith the school provided by a college or other learning provider while still on the roll of the school • Undertaking alternative and off-site education as a part measure to address non engagement in school (except if pupil is excluded from school) • Off-site provision for children of travelling families on roll of school • Any other undefined activity out of school, authorised or sanctioned by the school such as a special interest activity.	Other > Selected from list	**OAT**	**10**
Medical or Dental Appointment	This code should only be used where a pupil is absent from school due to a Medical or Dental appointment for part of an opening (AM or PM). This code counts as attendance. Where a pupil is absent for an appointment for an entire opening (ie morning / afternoon), the code D (SEL) – Self Certified Medical or F (MED) – Medically Certified should be used. (See below) Both of these codes count as authorised absence.	**Button: Med/Dent**	**PER**	**10**
Missing	'Missing' (having previously been marked present) - if there is any period marked as 'absent' after there has been a 'present' in an opening, then the resultant mark is 'Missing'. 'Missing' is counted as attendance. This code is generated by SEEMIS Period by Period Attendance Calculation. This code does not relate to Children Missing from Education (CME).	Other > Selected from list	**MIS**	**10**

If you wish to clarify the use of any code, please contact Tracy Kerr, Information Systems Manager at: **kerrtracy@northlan.gov.uk**

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Guide to Classifying and Recording Pupil Attendance and Absence Codes
Authorised Absence Codes

NORTH LANARKSHIRE COUNCIL
COMHAIRLE SIORRACHD LANNRAIG A TUATH

Category	Definition	When marking attendance, choose	Code displayed	Included, Engaged and Involved Part 1, App. 2
Sickness - Self Certified - short term code(no educational provision)	Pupil is off sick with parental communication as proof of illness. Where a child or young person's illness is known, or reasonably thought, to be likely to extend to or beyond 5 days, then education should proceed immediately, if medical assessment permits. Where there is less certainty over the possible length of any absence, education outwith school should commence at the earliest opportunity and certainly no more than 15 working days of continuous or 20 working days of intermittent absence.	Button: Self Cert	SEL	20
Sickness - Medically Certified (no educational provision)	Pupil is off sick with Medical Certificate as proof of illness. Where a child or young person's illness is known, or reasonably thought, to be likely to extend to or beyond 5 days, then education should proceed immediately, if medical assessment days of continuous or 20 working days of intermittent absence. Where there is less certainty over the possible length of any absence, education outwith school should commence at the earliest opportunity and certainly no more than 15 working	Other > Selected from list (shown as 'Medically Certified)	MED	20
Notifiable illness (self certified)	To be used to record the self certified absence (absence verified by note from parent or guardian) of a pupil due to the identified notifiable illness during a period when the authority has requested establishments to register a notifiable illness.	Other > Selected from list	NIS	20
Notifiable illness (medically certified)	To be used to record the medically certified absence of a pupil due to the identified notifiable illness during a period when the authority has requested establishments to register a notifiable illness.	Other > Selected from list	NIM	20
Late (arrives after mid-point of opening)	Where a child or young person has arrived late but during the second half of the opening, then this will be marked as Late (lt2). This recording is regardless of whether the lateness is for a valid reason. For schools using period-by-period registration, any registration in periods beginning in the second half of the opening, without any registration in periods beginning in the first half of the opening, will be converted to an overall 'lt2' code for the opening (even if a later period is subsequently missed).	Button: LT2	LT2	21
Authorised Parental Holiday	Under exceptional circumstances schools can authorise a family holiday during term time. Such circumstances may include exceptional domestic circumstances, where a parent's employment is of a nature where school holiday leave cannot be accommodated (e.g. armed services, emergency services, professions where parents are required to work away from the family for prolonged periods of time). A family holiday classified under the "authorised absence" category should not include reasons such as: • the availability of cheap holidays • the availability of desired accommodation • poor weather experienced during school holidays • holidays which overlap the beginning or end of term • parental difficulty in obtaining leave	Other > Selected from list	PHL	22
Exceptional domestic circumstances (authorised)	This relates to short-term exceptional domestic circumstances absence related to: • the period immediately after an accident or illness • a period of serious or critical illness of a close relative including short-term caring responsibilities • a domestic crisis which causes serious disruption to the family home, causing temporary relocation	Other > Selected from list	DCA	23
Other Authorised Absence	Absent with notification given to the school and permission given, including: • Bereavement • Religious observances • Attendance at court • Attendance at or in connection with a Children's Hearing or Care Review • Weddings of immediate family • Lack of transport – including due to bad weather • Sporting & cultural events not arranged by but approved by the school	Other > Selected from list	ABS	24

*Please note: Whilst this is an Authorised Absence, all Part-time Timetables must be discussed and sanctioned by the Inclusion Team.

| Part-time timetable (exclusion related) | Exceptional circumstances when implementing a package of support that could be achieved in a reduced timetable, with an agreed flexible time limited timescale as to when it will end. Arrangements should be short, agreed with and authorised by your Head of Service. | Other > Selected from list | PTX | - |
| Part-time timetable (health related) | This code should be used in exceptional circumstances when implementing a package of support that could be achieved in a reduced timetable, with an agreed flexible time limited timescale as to when it will end. Arrangements should be short, agreed with and authorised by the Inclusion Team. This may also be used where part time attendance is required due to a Health condition | Other > Selected from list | PTH | - |

If you wish to clarify the use of any code, please contact Tracy Kerr, Information Systems Manager at: kerrtracy@northlan.gov.uk

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Guide to Classifying and Recording Pupil Attendance and Absence Codes

Unauthorised Absence Codes

NORTH LANARKSHIRE COUNCIL
COMHAIRLE SIORRACHD LANNRAIG A TUATH

Category	Definition	When marking attendance, choose	Code displayed	Included, Engaged and Involved Part 1, App. 2
Unauthorised Parental Holiday (Family holidays not authorised by school)	Family holidays with the following, or similar, characteristics are unauthorised: • The availability of cheap holidays • The availability of desired accommodation • Poor weather experienced during school holidays • Holidays which overlap the beginning or end of term • Parental difficulty in obtaining leave (local judgement may be applied, see 'Authorised Parental Holiday' category) • Any family holiday during term-time where the school's prior agreement has not been sought 30	Other > Selected from list	**UPH**	**30**
Truancy or Unexplained Absence (Occasional absence without parental awareness)	All absences for which no adequate explanation has been provided.	Other > Selected from list	**UNA**	**31**
Refusal to Attend	Pupil refusing to attend school.	Other > Selected from list	**RFS**	**31**
Exceptional domestic circumstances (unauthorised)	Long-term care responsibilities where additional services have not been accessed. Under section 14 of the 1980 Act, education authorities must make special arrangements to ensure young people with care responsibilities do not miss out on their entitlement to an education. If a pupil is unable to attend school due to care responsibilities, there is an expectation that additional support services will be assessed to support the pupil, and their absence from education will not be long-term and therefore categorised as authorised absence. However, where additional services have not been accessed by the pupil and care responsibilities become long term, the absence should be categorised as unauthorised absence.	Other > Selected from list	**DCU**	**32**
Other unauthorised absence	Any other undefined unauthorised absence (e.g. where a parent is refusing to send their child to school following a dispute with the school.	Other > Selected from list	**OUA**	**33**
To be Confirmed – (Short term code)	Unable to assign an appropriate code without further information. School staff using tbc should seek to confirm the nature of the absence and convert to the appropriate code within 1 week and in difficult circumstances within 4 week maximum.	Other > Selected from list	**TBC**	**31**

NOTE: When an appropriate code has been determined all TBC codes should be changed- within 1-4 weeks. Any 'To Be Confirmed' codes remaining on the system at the end of session will be converted automatically to unexplained absence (unauthorised Absence).

Codes included separately in summary statistics

Exclusion	Pupil excluded from school	Exclusions are recorded separately in Click & Go at: Application > Attendance > Exclusions	**EXC**	**40**

**Codes outwith attendance and absence

NOTE: All of the 'outwith attendance and absence' codes can be used but will be excluded from the Scottish Government's calculation of attendance and absence statistics. Exclusions are analysed separately by the Scottish Government.

Should not attend (notifiable illness)	Registration mark to be used when a pupil has been advised by the school, under specific instruction from the authority, not to attend during a period of notifiable illness. https://www.nhs.uk/live-well/healthy-body/is-my-child-too-ill-for-school/	Other > Selected from list	**NIX**	–
Extended leave with parental consent	Extended leave with parental consent is not to be considered the same as a family holiday. Extended leave with parental consent will be recorded separately outside the figures for attendance and absence, and includes circumstances such as: • extended overseas educational trips not organised by the school • short-term parental placement abroad • family returning to its country of origin (to care for relative, or for cultural reasons) • supporting inclusive educational approaches for pupils from travelling cultures when travelling	Other > Selected from list	**EXL**	–
Religious Holiday		Other > Selected from list	**REL**	–
Holiday	School Holiday.	These codes are applied in Click & Go in the school calendar at: Application > Management > Calendar	**HOL**	–
Closed	School Closed (e.g. election) or for adverse weather school closures.		**COL**	–
In-Service	School In-service.		**INS**	–
Should Not Attend	Pupils should not attend. For example, pupils in Primary 1 who initially do not attend in the afternoons or sanctioned extended absence in relation to children of travelling families at Secondary School level.		**SNA**	–

*All Part-time Timetables must be discussed and sanctioned by the Inclusion Team.
** All of the 'outwith attendance and absence' codes above will be excluded from the Scottish Government's calculation of attendance and absence statistics. Exclusions are analysed separately by the Scottish Government.

If you wish to clarify the use of any code, please contact Tracy Kerr, Information Systems Manager at: kerrtracy@northlan.gov.uk

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North Lanarkshire Council
Report

Education, Children and Families Committee

Does this report require to be approved?   ☒ Yes ☐ No

Ref AG/MJH   **Date**   21/05/24

Keeping the Promise Award for Schools

From   Alison Gordon, Chief Social Work Officer (Children, Families, Justice and Integrated Practice)

E-mail   gordonal@northlan.gov.uk   **Telephone**   01698 332001

Executive Summary

"Scotland's ambition is for all children to grow up safe, loved and respected" – The Promise.

Since early 2023 there has been ongoing work across a number of local authorities around the creation of professional learning for school staff in response to The Promise. The original 'Keeping the Promise Award' was created and piloted by North Lanarkshire.

The West Partnership Promise Working Group, Education Scotland, and the Centre for Excellence for Children's Care and Protection (known as CELCIS) have since updated the original materials to create an accessible resource for all local authorities. The official launch date of the national Keeping the Promise Award is scheduled for Spring 2024.

The purpose of the award is to support practitioners to develop their awareness and understanding of The Promise – the commitment made by the Scottish Government to improving educational experiences and outcomes for Scotland's care experienced children and young people.

Following endorsement at Committee, it is proposed that establishments will be expected to include the Keeping the Promise Award as a target in their cluster improvement plans for session 2024/25.

The Virtual School team will provide individualised assistance to support establishments to engage with the award, ensuring the approach taken meets the needs of their individual learners whilst providing the evidence base required to achieve the award.

The impact of the award will be monitored and tracked throughout session 2024/25 and an updated will be provided thereafter.

Recommendations

It is recommended that the Education, Children and Families Committee:

(1) Acknowledge the content of this paper and the contribution of the service to the development and national roll out of this programme.
(2) Endorse the next steps as set out in paragraph 2.14.

The Plan for North Lanarkshire

Priority	Support all children and young people to realise their full potential
Ambition statement	(9) Invest in early interventions, positive transitions, and preventative approaches to improve outcomes for children and young people
Programme of Work	Resilient People

1. Background

1.1 As part of the ongoing work of the Virtual School, the original Keeping the Promise Award was created to raise awareness of The Promise and to support achievement of key actions as set out in the national Promise Plan 2021-2024. It was piloted in North Lanarkshire during academic session 2021/22.

1.2 Led by the Virtual School Lead, a working group was set up to undertake this task. Representation was drawn from Education and Families including Depute Headteachers, Principal Teachers of Pupil Support, Cluster Integration and Improvement Leads (CIILs), Social Workers, Educational Psychologists, Talent and Organisation Development (TOD) Team and partners including Who Cares? Scotland. Additionally, the involvement of lived experience through a lead worker from our Promise Development team was key to the development and delivery of a pilot for the Award.

1.3 The main aim was to create a vehicle that would support all staff across the school community to develop their knowledge and understanding of The Promise, their duties and responsibilities as corporate parents, and to understand the impact of trauma on their care experienced learners. This whole school community approach is designed to ensure consistency of delivery and experience for care experienced learners.

1.4 School staff and CIILs from two clusters were involved in a pilot, which was delivered through a mixture of in-service days, twilight presentations and continuous lifelong professional learning (CLPL) through an eLearning module. Presentation sessions were recorded and made available via Learn NL. Evaluation of the pilot was positive, with staff feedback indicating an improved knowledge of The Promise and an increase in confidence in understanding and supporting learners who have experienced care.

1.5 Positive interest generated from the West Partnership Promise Working Group resulted in the sharing of the original resources, across the eight West Partnership local authorities.

1.6 This resulted in a decision to update and include content from a wider number of local authorities and to collaborate to create an award which could be used nationally. The West Partnership Promise Working Group, working in partnership with Education Scotland and the Centre for Excellence for Looked After Children in Scotland (CELCIS), updated the original materials which are now available for use, nationally.

1.7 A small selection of schools across Scotland have started using the updated award with one small local authority having already committed to every school achieving the award by the end of session 2023/24. Achievement of the award itself is not the driving

force, more so the learning incurred through participation in this process that will build staff capacity and improve outcomes for care experienced learners.

1.8   Currently, Keeping the Promise Award information sessions, delivered by Education Scotland with support from the Virtual School Lead, are being offered nationally. The official launch date is pending.

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2.   Report

Aims

2.1   The Keeping the Promise Award has five aims.

- To raise awareness and understanding of The Promise – supporting improvements and improving outcomes.
- To highlight the particular needs of our care experienced learners; the challenges they face and how this impacts learning.
- To highlight our corporate parenting responsibilities to ensure the best for care experienced learners.
- To support our workforce to consider how they can contribute to positive changes – individually and collectively.
- To provide formal recognition for individuals and settings who successfully complete this professional learning.

2.2   These aims exemplify how participation in the award programme will improve outcomes for care experienced learners through increased staff understanding and knowledge of The Promise. It will support colleagues across North Lanarkshire in reaffirming their commitment to care experienced learners through meeting their corporate parenting responsibilities.

Structure

2.3   The Keeping the Promise training programme is divided into three parts; two professional learning sessions and an eLearning module. Each of these parts takes approximately one hour to complete. Learning areas covered by each of the professional learning sessions include:

- National context, local data, our responsibilities and legal duties.
- Understanding and supporting care experienced children and young people.

2.4   The eLearning module is completed individually. It takes staff through a review of knowledge from the professional learning sessions and contains embedded links to a variety of areas which can support further learning for staff who wish to learn more. This helps us to ensure that staff members fully engage with the training materials and understand the key concepts.

Awards and Accreditation

2.5   The Keeping the Promise Award offers outcomes at three levels, as outlined below:

- I Promise – Available to individual staff on completion of the course.
- We Promise – Available to establishments when all staff have received professional learning and at least 70% have successfully completed the eLearning module and knowledge check.
- Keeping the Promise – Available to establishments who can demonstrate how they are making a positive difference to the outcomes of their care experienced learners.

2.6   These options are designed to allow a wider variety of partners across the workforce to engage with the award.

2.7   Badges and certificates are provided for project leads/leadership teams to distribute within their own local authority on achievement of the I Promise and We Promise awards.

2.8   For establishments engaging with the We Promise Award, Education Scotland will endorse evidence presented that demonstrates improved outcomes for care experienced learners and subsequently issue the Keeping the Promise Award certificate.

Resources

2.9   Resources have been designed to be used in any educational setting through a flexible approach, for example, as whole establishment training, personal professional learning as part of CLPL or induction training for new staff.

2.10   Professional Learning sessions to support successful implementation of the Keeping the Promise Award programme are available via the Education Scotland website; this can be accessed directly using the link provided in Appendix One.

2.11   The main content of the professional learning sessions is the pre-recorded presentations. However, to ensure participants are supported to actively engage with the training materials, it is recommended that development sessions are led by a presenter. The presenter can then respond to any questions and sub divide the presentation to personalise the content to individual contexts and include short activities to facilitate opportunities for professional discussion. Full scripts are provided for the presenter which ensures consistency in the language used and the information provided. The eLearning module link is provided at the end of the presentations.

Strategic Roll Out and Costs

2.12   To facilitate this proposal, Virtual School will receive an additional funding allocation from the Strategic Equity Fund. This will be used to enhance staffing, thus enabling the Virtual School Team to support all establishments to achieve the above mentioned nationally accredited Keeping the Promise Award. This is particularly relevant given NL's pivotal role in the creation of this award.

2.13   Additional Funding will be used as outlined below:

Virtual School	Cost
Differential between PT2 and unpromoted teacher including on costs etc.	£12,745
Unpromoted teacher for 0.2FTE	£12,599
Total	**£25,344**

Timescale and Next Steps

2.14   To allow us to maximise the impact of this additional funding we propose to use existing budget and staffing allocation to complete essential preparatory work prior to the summer break. An indicative timeline is provided below.

May – June 2024

- Following Human Resources (HR) internal recruitment processes, a teacher from Virtual School will be appointed as the Project Lead. They will commit to leading this project one day per week, as a leadership opportunity (PT2). 0.2 FTE backfill will be identified to allow the teacher to drive forward this leadership opportunity. Familiarisation with the award and training will be provided by Education Scotland.
- The Project Lead will then liaise with Cluster Chairs and CIILs to disseminate information about the award and arrange to deliver the relevant training. This will enable them to deliver the training within their own individual context, tailoring this to the specific needs of the cluster.
- All Cluster Chairs will be asked to ensure the award is included as an action within cluster improvement plans for session 2024/25. This will ensure a consistent approach and shared commitment across all clusters.

August 2024 – June 2025

Ongoing support will be provided to establishments/clusters by the Project Lead as outlined below.
- Familiarisation with the award.
- Organisation and delivery of professional learning sessions.
- Robust processes will be established to track the implementation of the roll out of the programme. Data will be collected re. the number of staff who have engaged with the presentations, completed the eLearning module, achieved the I Promise (individual), or We Promise (establishment) awards.
- Quantitative data will also be collected to measure the impact of the training on staff attitude, knowledge, skills and on improving outcomes for learners.

2.15   The Project Lead will be responsible for gathering and presenting evidence, demonstrating improved outcomes for establishments.

2.16   Several other council services and partners have expressed an interest in adaptation of the Award to their settings. Consideration will be given to this in conjunction with the Promise and Me Partnership Group.
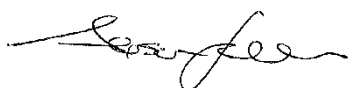
2.17   A further report will be provided to Committee by September 2025, outlining our progress towards our aspirational aim of all educational establishments achieving the award.

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3.   Measures of success

3.1   Most establishments (primary and secondary) will achieve the We Promise national award.

3.2   Improved outcomes for care experienced learners.

3.3   Improved staff understanding of the core values that underpin The Promise.

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4.   Supporting documentation

4.1   Keeping the Promise Award Programme | Resources | Education Scotland

Alison Gordon
Chief Social Work Officer (Children, Families, Justice and Integrated Practice

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5. Impacts

5.1	**Public Sector Equality Duty and Fairer Scotland Duty**
	Does the report contain information that has an impact as a result of the Public Sector Equality Duty and/or Fairer Scotland Duty?
	Yes ☐ No ☒
	If Yes, please provide a brief summary of the impact?
	If Yes, has an assessment been carried out and published on the council's website? https://www.northlanarkshire.gov.uk/your-community/equalities/equality-and-fairer-scotland-duty-impact-assessments
	Yes ☐ No ☒
5.2	**Financial impact**
	Does the report contain any financial impacts?
	Yes ☒ No ☐
	If Yes, have all relevant financial impacts been discussed and agreed with Finance?
	Yes ☒ No ☐
	If Yes, please provide a brief summary of the impact?
	Allocation of additional funding was approved as part of the Scottish Attainment Challenge (SAC) operating model for session 2024-25.
5.3	**HR policy impact**
	Does the report contain any HR policy or procedure impacts?
	Yes ☐ No ☒
	If Yes, have all relevant HR impacts been discussed and agreed with People Resources?
	Yes ☐ No ☒
	If Yes, please provide a brief summary of the impact?
5.4	**Legal impact**
	Does the report contain any legal impacts (such as general legal matters, statutory considerations (including employment law considerations), or new legislation)?
	Yes ☐ No ☒
	If Yes, have all relevant legal impacts been discussed and agreed with Legal and Democratic?
	Yes ☐ No ☐
	If Yes, please provide a brief summary of the impact?
5.5	**Data protection impact**
	Does the report / project / practice contain or involve the processing of personal data?
	Yes ☐ No ☒
	If Yes, is the processing of this personal data likely to result in a high risk to the data subject?
	Yes ☐ No ☐
	If Yes, has a Data Protection Impact Assessment (DPIA) been carried out and e-mailed to dataprotection@northlan.gov.uk
	Yes ☐ No ☐
5.6	**Technology / Digital impact**
	Does the report contain information that has an impact on either technology, digital transformation, service redesign / business change processes, data management, or connectivity / broadband / Wi-Fi?
	Yes ☐ No ☒
	If Yes, please provide a brief summary of the impact?

	Where the impact identifies a requirement for significant technology change, has an assessment been carried out (or is scheduled to be carried out) by the Enterprise Architecture Governance Group (EAGG)? Yes ☐ No ☐
5.7	**Environmental / Carbon impact** Does the report / project / practice contain information that has an impact on any environmental or carbon matters? Yes ☐ No ☒ If Yes, please provide a brief summary of the impact?
5.8	**Communications impact** Does the report contain any information that has an impact on the council's communications activities? Yes ☐ No ☒ If Yes, please provide a brief summary of the impact? Service bulletins will be used to support roll out across all schools.
5.9	**Risk impact** Is there a risk impact? Yes ☐ No ☒ If Yes, please provide a brief summary of the key risks and potential impacts, highlighting where the risk(s) are assessed and recorded (e.g. Corporate or Service or Project Risk Registers), and how they are managed?
5.10	**Armed Forces Covenant Duty** Does the report require to take due regard of the Armed Forces Covenant Duty (i.e. does it relate to healthcare, housing, or education services for in-Service or ex-Service personnel, or their families, or widow(er)s)? Yes ☐ No ☒ If Yes, please provide a brief summary of the provision which has been made to ensure there has been appropriate consideration of the particular needs of the Armed Forces community to make sure that they do not face disadvantage compared to other citizens in the provision of public services.
5.11	**Children's rights and wellbeing impact** Does the report contain any information regarding any council activity, service delivery, policy, or plan that has an impact on children and young people up to the age of 18, or on a specific group of these? Yes ☒ No ☐ If Yes, please provide a brief summary of the impact and the provision that has been made to ensure there has been appropriate consideration of the relevant Articles from the United Nations Convention on the Rights of the Child (UNCRC). This Award will have a positive impact for our Care Experienced learners. If Yes, has a Children's Rights and Wellbeing Impact Assessment (CRWIA) been carried out? Yes ☒ No ☐

North Lanarkshire Council
Report

Education, Children and Families Committee

Does this report require to be approved?   ☒ Yes ☐ No

Ref   GMcL/JW/GL   **Date**   21/05/24

Consultation Outcome:
Reconfiguration of early learning, childcare and primary education in the West area of Cumbernauld

From   Gerard McLaughlin, Chief Officer (Education North)

E-mail   McLaughlinG@northlan.gov.uk   **Telephone**

Executive Summary

Following committee approval, a formal public consultation was carried out on proposals to reconfigure early learning, childcare and primary education in the West area of Cumbernauld.

The consultation was carried out in accordance with the Schools (Consultation) (Scotland) Act 2010. Methodology included an online survey, staff meetings, pupil meetings, a dedicated email box and two public events held within the local communities.

Data analysis of the stakeholder responses received shows that a clear majority of respondents do not favour the changes proposed for early learning and childcare and primary education.

Concerns raised by respondents included insufficient time for effective transition planning, a lack of detail within the stated educational benefits and the overall disruption to learning the proposed changes could have on groups already impacted by pandemic lockdowns.

Education Scotland observed and inspected the consultation process and published a separate report including recommendations for further consideration by the council. This report was reviewed in detail by Education and Families Service.

Having considered all responses, the service recommends that this proposal does not proceed.

Recommendations

It is recommended that Education, Children and Families Committee:

   (1) Acknowledge the outcome of the statutory consultation on the reconfiguration of early learning childcare and primary education in the West area of Cumbernauld.
   (2) Approve the service recommendation not to proceed with the terms of the proposal outlined in the statutory consultation.

The Plan for North Lanarkshire

Priority	Enhance participation, capacity, and empowerment across our communities
Ambition statement	(20) Improve the involvement of communities in the decisions, and development of services and supports, that affect them
Programme of Work	Brighter Futures

1. Background

1.1 On Tuesday 12 September 2023, North Lanarkshire Council Education, Children and Families Committee approved recommendations for a statutory consultation on the reconfiguration of learning provision within Baird Memorial Primary and Nursery and Condorrat Primary.

1.2 The proposed reconfiguration involved the closure of the current Baird Memorial Primary, phased discontinuation of the Additional Support Needs (ASN) Nursery provision within Baird Memorial Primary, the realignment of Baird Memorial Primary catchment area to Condorrat Primary, the cessation of Gaelic Medium Education provision within Condorrat Primary School and establishment of GME provision within the Baird Memorial Primary buildings.

1.3 The consultation was carried out in accordance with the Schools (Consultation) (Scotland) Act 2010. Over the period 06 November 2023 to 18 December 2023, all interested parties were invited to submit comments via a dedicated email box and/or complete an online questionnaire.

2. Report

Methodology

2.1 Full details of the proposed changes were published on the council website alongside a frequently asked questions section. Visitors to the council website have access to a range of accessibility tools including translation options.

2.2 Text messages were sent to parents from both schools directing them to the consultation website. Parent Councils and Gaelic Education groups such as Comann nam Pàrant were also informed of the consultation and invited to participate.

2.3 Two public meetings were also held to allow stakeholders to attend in person and discuss specific issues directly with council officers. They were held on:

- Monday 27 November   Baird Memorial Primary School
- Thursday 30 November   Condorrat Primary School

2.4 Separate meetings were held with both parent councils and Comann nam Parant on Thursday 14 December 2023. Children at both schools were also given the opportunity to have their voice heard on the consultation proposal.

2.5 Education Scotland was provided with data on all responses received during the consultation period. This data, along with observations and further interviews with stakeholders, informed their reporting on this consultation.

2.6   At the end of the consultation period, it is the Council's duty to further review the proposal taking account of the feedback received from stakeholders and recommendations within the Education Scotland report.

2.7   A full consultation report, including detailed analysis of the responses received, response to Education Scotland and the service response has been available on the Council website for at least three weeks prior to consideration by Education, Children and Families Committee and is available at Appendix 1.

Key Findings

2.8   The total number of responses received on the official consultation response form (via the online survey) was 916. In response to the changes outlined the results are as follows:

•	Disagree	92%
•	Agree	8%

2.9   A report by Education Scotland addressing the educational aspects of the change is summarised within the consultation report. A full version has been published on the Education Scotland and North Lanarkshire Council websites (link in supporting documentation).

2.10   In line with the current Gaelic Language Plan 2022-2027, the Council will continue to explore feasibility into the creation of a Gaelic hub. Views of stakeholders and wider partners such as Bord na Gaidhlig will be taken into account through existing consultative groups.

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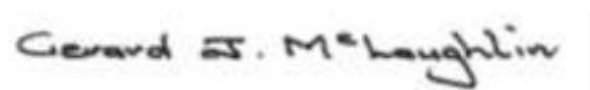
3.   Measures of success

3.1   Informed decision-making on proposals to reconfigure those services outlined.

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4.   Supporting documentation

Appendix 1 – Consultation Report

Report by Education Scotland addressing educational aspects of the proposal by North Lanarkshire Council on the reconfiguration of early learning and childcare and primary education in the west area of Cumbernauld.

Gerard McLaughlin
Chief Officer (Education North)

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5.   Impacts

5.1	**Public Sector Equality Duty and Fairer Scotland Duty** Does the report contain information that has an impact as a result of the Public Sector Equality Duty and/or Fairer Scotland Duty? Yes ☒ No ☐ If Yes, please provide a brief summary of the impact? An Equality Impact Assessment has been completed and will underpin planning for these proposals, since a number of the young people involved are considered as being from a protected group, due to disability. If Yes, has an assessment been carried out and published on the council's website? https://www.northlanarkshire.gov.uk/your-community/equalities/equality-and-fairer-scotland-duty-impact-assessments Yes ☒ No ☐
5.2	**Financial impact** Does the report contain any financial impacts? Yes ☐ No ☒ If Yes, have all relevant financial impacts been discussed and agreed with Finance? Yes ☐ No ☐ If Yes, please provide a brief summary of the impact?
5.3	**HR policy impact** Does the report contain any HR policy or procedure impacts? Yes ☐ No ☒ If Yes, have all relevant HR impacts been discussed and agreed with People Resources? Yes ☐ No ☐ If Yes, please provide a brief summary of the impact?
5.4	**Legal impact** Does the report contain any legal impacts (such as general legal matters, statutory considerations (including employment law considerations), or new legislation)? Yes ☒ No ☐ If Yes, have all relevant legal impacts been discussed and agreed with Legal and Democratic? Yes ☒ No ☐ If Yes, please provide a brief summary of the impact?
5.5	**Data protection impact** Does the report / project / practice contain or involve the processing of personal data? Yes ☐ No ☒ If Yes, is the processing of this personal data likely to result in a high risk to the data subject? Yes ☐ No ☐ If Yes, has a Data Protection Impact Assessment (DPIA) been carried out and e-mailed to dataprotection@northlan.gov.uk Yes ☐ No ☐

5.6	**Technology / Digital impact** Does the report contain information that has an impact on either technology, digital transformation, service redesign / business change processes, data management, or connectivity / broadband / Wi-Fi? Yes ☐ No ☒ If Yes, please provide a brief summary of the impact? Where the impact identifies a requirement for significant technology change, has an assessment been carried out (or is scheduled to be carried out) by the Enterprise Architecture Governance Group (EAGG)? Yes ☐ No ☐
5.7	**Environmental / Carbon impact** Does the report / project / practice contain information that has an impact on any environmental or carbon matters? Yes ☐ No ☒ If Yes, please provide a brief summary of the impact?
5.8	**Communications impact** Does the report contain any information that has an impact on the council's communications activities? Yes ☐ No ☒ If Yes, please provide a brief summary of the impact?
5.9	**Risk impact** Is there a risk impact? Yes ☐ No ☒ If Yes, please provide a brief summary of the key risks and potential impacts, highlighting where the risk(s) are assessed and recorded (e.g. Corporate or Service or Project Risk Registers), and how they are managed?
5.10	**Armed Forces Covenant Duty** Does the report require to take due regard of the Armed Forces Covenant Duty (i.e. does it relate to healthcare, housing, or education services for in-Service or ex-Service personnel, or their families, or widow(er)s)? Yes ☐ No ☒ If Yes, please provide a brief summary of the provision which has been made to ensure there has been appropriate consideration of the particular needs of the Armed Forces community to make sure that they do not face disadvantage compared to other citizens in the provision of public services.
5.11	**Children's rights and wellbeing impact** Does the report contain any information regarding any council activity, service delivery, policy, or plan that has an impact on children and young people up to the age of 18, or on a specific group of these? Yes ☐ No ☒ If Yes, please provide a brief summary of the impact and the provision that has been made to ensure there has been appropriate consideration of the relevant Articles from the United Nations Convention on the Rights of the Child (UNCRC). If Yes, has a Children's Rights and Wellbeing Impact Assessment (CRWIA) been carried out? Yes ☐ No ☐

Appendix 1 – Consultation Report

Reconfiguration of early learning, childcare and primary education in the West area of Cumbernauld.

A report on the consultation held from
6 November 2023 to 18 December 2023

Published 11th March 2024

Contents

1.0   Introduction

1.1   Purpose
1.2   Background
1.3   Changes
1.4   Methodology

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2.1   Online survey
2.2   Public events
2.3   Dedicated Email
2.4   Parent Council
2.5   Pupil Views

3.0   Response to issues raised

4.0   Report by Education Scotland

1.0 Introduction

This report is published by North Lanarkshire Council in response to a statutory consultation carried out under the terms of the Schools (Consultation) (Scotland) Act 2010.

1.1 Purpose

The purpose of this report is to advise all stakeholders on the outcome of the consultation exercise undertaken on proposals to reconfigure early learning and childcare and primary education in the West area of Cumbernauld. The outcome, and any recommendations made by the Education and Families Service, will be presented to Council's Education, Children and Families Committee on Tuesday 21 May 2023. This report has been made public at least three weeks ahead of this meeting.

1.2 Background

On Tuesday 12 September 2023, North Lanarkshire Council Education, Children and Families Committee agreed to the commencement of a statutory consultation on the reconfiguration of learning provision within Baird Memorial Primary and Nursery and Condorrat Primary. No decision will be taken by the council on the proposals contained within this document until the end of the consultation period.

The consultation focuses on the closure of the current Baird Memorial Primary, phased discontinuation of the Additional Support Needs (ASN) Nursery provision within Baird Memorial Primary, the realignment of Baird Memorial Primary catchment area to Condorrat Primary, the cessation of Gaelic Medium Education provision within Condorrat Primary School and establishment of GME provision within the Baird Memorial Primary buildings.

Condorrat and Baird Memorial Primary Schools are in the former village of Condorrat, which is now included in the new town of Cumbernauld. Both are non-denominational education settings. There is 0.4 miles walking distance and 0.6 miles driving distance between the two school buildings, and both are associated with Greenfaulds High School.

The school capacity of the Condorrat Primary School is 342 with the current roll of 93 English speaking pupils and 145 pupils within Gaelic Medium Education (GME). Condorrat Primary School was opened in 1974, the Gaelic education provision was opened in 1997.

The school capacity for Baird Memorial Primary is 291, with a current role of 183. Baird Memorial Primary School was opened in 2004. In session 2022/23 there were 23 placing requests with 48% coming from the Condorrat area. In session 2023/24 there were 8 placing requests with 50% coming from the Condorrat area.

The current mainstream nursery is provided at Condorrat Primary, with morning provision for Gaelic-speaking children and afternoon provision for English speaking provision. Both current provisions in Condorrat have a capacity of 24 children. There are 15 children in the Gaelic provision for academic session 2023/24.

Baird Memorial School has an ASN nursery provision which currently has 24 children. This is the capacity of the nursery.

The proposals do not impact on secondary provision at the associated Greenfaulds High School.

1.3   Changes

The changes would have an impact on the current education and childcare arrangements in two schools. This is detailed in relation to the Primary Schools of Baird and Condorrat and their associated Early Learning and childcare provision and Gaelic Medium Education located in the area.

Baird Memorial Primary School and ASN Nursery Class

- To close Baird Memorial Primary School for all primary aged children from end of June 2024.
- Transfer the provision of mainstream education and school catchment area to Condorrat Primary School from August 2024. Children due to start Primary 1 in August 2024 will enrol at Baird Primary School for the start in August 24, with transition events planned for June 2024 within Condorrat Primary School.
- To close the Baird Memorial PS ASN nursery class to new entrants from August 2024. With the provision being phased out by June 2025 or at an earlier date when current children have reached school age.
- ASN children would be allocated to settings closer to home, in one of the ASN Family Learning Centres established across the council. Each of these setting has additional capacity.

Condorrat Primary School, GME and Nursery Class

- Realign the school's catchment area to include what is the current Baird Memorial catchment. All non-denominational primary aged children would attend Condorrat Primary from the new catchment area from August 2025.
- GME pupils in both early learning and childcare and primary education would discontinue in Condorrat and move to the site of the current Baird Memorial Primary School.
- English speaking Early Learning and Childcare would offer an enhanced model within Condorrat Primary School. Offering increased choice for families.
- GME early learning and childcare would offer an enhanced model within the current Baird Memorial Primary School. Offering increased choice for families.

## 1.4	Methodology

The consultation was conducted in accordance with the Schools (Consultation) (Scotland) Act 2010 and carried out over the period 06 November 2023 to 18 December 2023 during which time all interested parties were invited to submit comments via a dedicated email box and/or complete an online questionnaire.

Full details of the changes were published on the council website alongside a frequently asked questions section. Visitors to the council website had access to a range of accessibility tools including translation options.

Text messages were sent to parents from both schools and wider interest stakeholder groups were informed, directing them to the consultation website. Parent Councils and Gaelic Education groups such as Comann nam Pàrant were also informed of the consultation.

As part of the consultation process there were also 2 public meetings held to allow stakeholders to attend in person and discuss specific issues directly with council officers. They were held on:

•	Monday 27 November	Baird Memorial Primary School
•	Thursday 30 November	Condorrat Primary School

In addition there were meetings arranged for both parent councils and Comann nam Parant on Thursday 14 December. During that week, children at both schools were given the opportunity to have their voice heard in terms of the consultation proposal. As required, Education Scotland was provided with a summary of all relevant written responses and oral representations made during the consultation period. A report on this was provided to North Lanarkshire Council.

Following the consultation period, it is the Council's duty to review the proposal taking account of the feedback received from stakeholders during the consultation period which includes online responses, written responses and oral representations made during the public meetings. The content of Education Scotland's report has also been taken into consideration.

2.0 Analysis of responses

2.1 Online survey

An online form was developed to collect feedback from stakeholders on the proposed changes to reconfigure Early Learning and Childcare and primary education in the West area of Cumbernauld.

In total 916 responses were received. The questionnaire asked respondents to choose from a variety of options regarding their identity The options that respondents could select were:

- Parent Baird Memorial
- Parent Baird ELC
- Parent Condorrat
- Parent Condorrat ELC
- Parent Condorrat GME
- Staff - Early Years Worker
- Staff – Teacher
- Staff – support staff
- Staff – other
- Representing Interested Group - Parent Council
- Representing Interested Group – Comann nam Pàrant
- Representing Interested Group – Other
- Representing Interested Group – Trade Union.
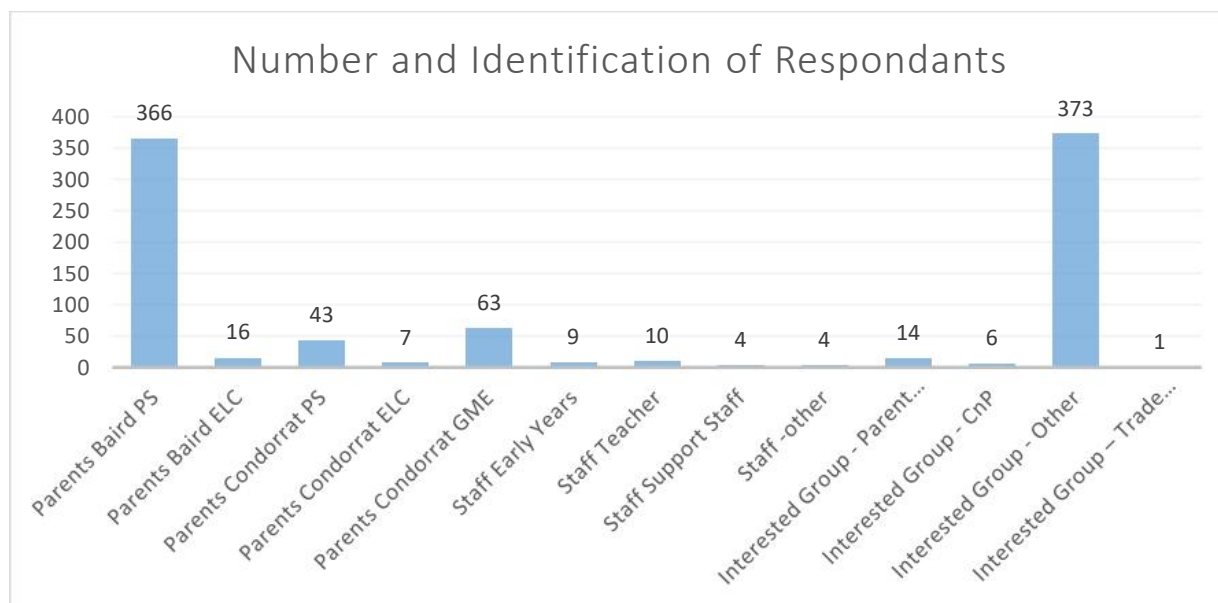
From the total number of respondents 54% (N=495) of the respondents were parents. This was made up from
- 40% (N=366) came from Parents of Baird PS,
- 2% (N=16) were parents of children in Baird ELC (Early Learning and Childcare)
- 5% (N=43) were from Parents of children in Condorrat PS
- 7% (N=63) were from parents of children in Condorrat GME
- <1% (N=7) indicated that they were parents of children in Condorrat ELC

3% (N=27) indicated that they were responding as staff. Of this:

- <1% (N=9) responded as early years staff
- 1% (N=10) responded as teachers
- <1% (N=4) responded as support staff
- <1% (N=4) responded as other staff.

There were 43% (N=394) that responded representing interested groups. Of this:
- 2% (N=14) responded on behalf of Parent Councils.
- <1% (N=6) responded on behalf of Comann nam Parant.
- 41% (N= 373) indicated they were representing an interested group -other
- <1% (N=1) indicated they were responding on behalf of a trade union.
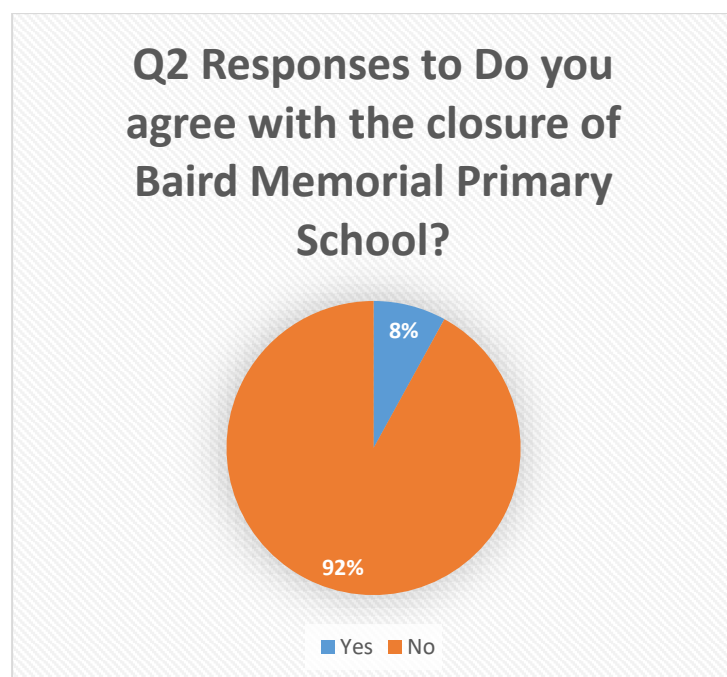
Individuals were asked to indicate whether they agree with the closure of Baird Memorial Primary School. 92% (N=843) did not agree with the proposed closure and 8% (N=73) agreed with the proposed closure.

The participants were given the opportunity to provide reasons for their choice through a text box. The following analysis will be broken down into those who support the proposed planned changes and those who oppose them. These responses have been analysed and split into themes.

Main themes from those responding **yes** to the closure of Baird Memorial, this does not include duplication.

Key Themes	Theme frequency (Out of 73 responses)
Create a Standalone GME	30
Cost Effective	28
Benefit to Families looking for GME early years.	2
Dislike of Open Plan Layout	2
Beneficial to children	5

Main themes from those responding **no** to the closure of Baird Memorial, this does not include duplication

Key Themes	Theme frequency (Out of 843 responses)
Grade of Building	125
Outdoor Space	40
Community ties	87
Childrens Right to play	9
Small Class Sizes	20
After School Care	16
Disruption to Education	124
Longer Travel to school	43
Better Facilities	129
Stability after Covid	61
No Educational Benefit	124
New P1 Transition	13
Parking	18
Mental Health and Wellbeing of Children	63
ASN Nursery provision	53
Removal of Choice	31

Individuals were asked to indicate whether they agree with the agree with the transfer of mainstream education to Condorrat Primary School? 91% (N=838) responded no to the proposed transfer and 9% (N=78) responded yes to the proposed transfer.

Q4 Do you agree with the transfer of mainstream education to Condorrat Primary School?

9%

91%

- Yes
- No
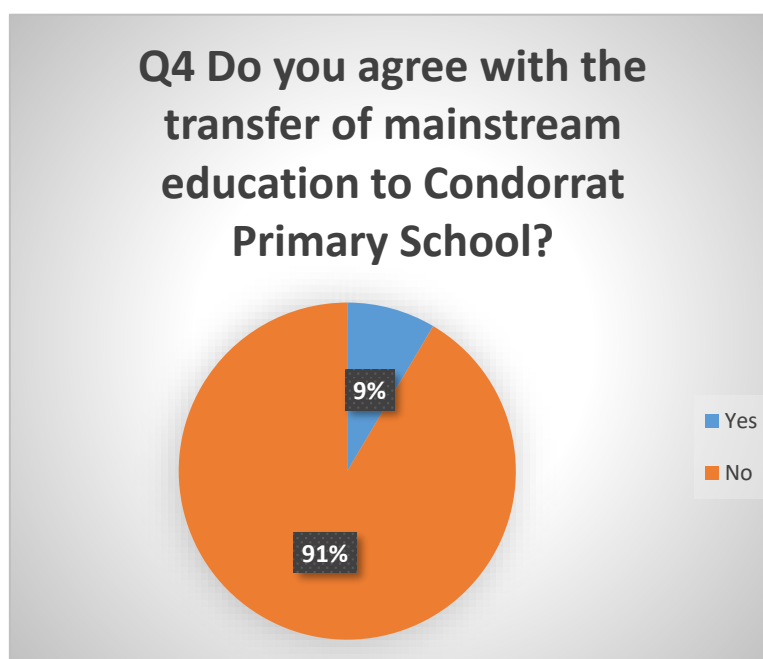
Main themes from those responding **yes** to the transfer of mainstream education to Condorrat Primary School, this does not include duplication.

Key Themes	Theme frequency (Out of 78 responses)
Makes sense to join two English Language provisions	33
Allow for growth in community	9
Create a Standalone GME	10
Cost Effective	5
Benefit to Families looking for GME early years.	2
Better Facilities	11
Beneficial to children	8

Main themes from those responding **no** to the transfer of mainstream education to Condorrat Primary School, this does not include duplication.

Key Themes	Theme frequency (Out of 838 responses)
Age and condition of building	357
Bigger Classes	37
Disruption to education	87
Too far to travel	34
Why segregate GME?	37
Prioritising Gaelic	37
No educational benefits	91
Mental Health and Wellbeing	32
Stability after Covid	21

Q6 Do you agree with the closure of the ASN nursery at Baird Memorial and the transfer of provision to local FLC?
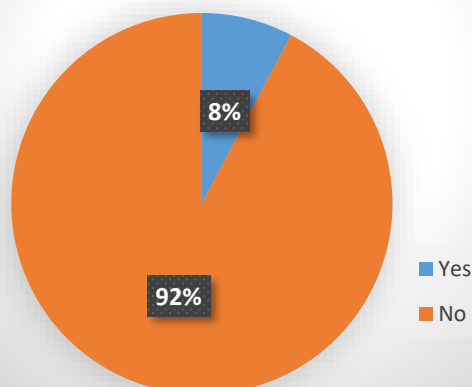
8%
92%
Yes
No

Individuals were asked Do you agree with the closure of the ASN nursey at Baird Memorial and the transfer of provision to local FLC? From the responses, 9% (N=71) replied yes to the closure and 92% (N=845) replied no to the proposed closure.

Main themes from responses that answered **yes** to Do you agree with the closure of the ASN nursey at Baird Memorial and the transfer of provision to local FLC?(this does not include duplication)

Key Themes	Theme frequency (Out of 71 responses)
If children are fully supported	33
Help children integrate	9
Allow for full nursery hours	10
Not enough children to warrant	5
Closer to their communities	2

Main themes from responses that answered **no** to Do you agree with the closure of the ASN nursey at Baird Memorial and the transfer of provision to local FLC? (this does not include duplication)

Key Themes	Theme frequency (Out of 845 responses)
FLC is not suitable	95
Specialist Care is required	331
Further Travel	8
Major disruption	112
No clear benefit	29
Cause distress to children and families	33
Baird is purpose built	48
Network of support for families	42
Transition	8
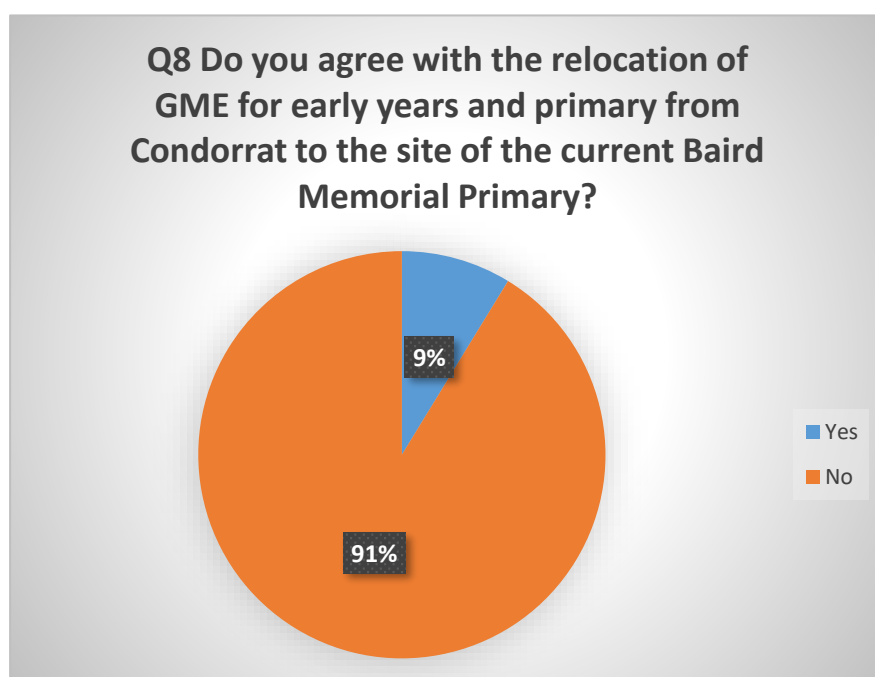
Q8 Do you agree with the relocation of GME for early years and primary from Condorrat to the site of the current Baird Memorial Primary?

Yes 9%
No 91%

Individuals were asked *Do you agree with the relocation of GME for early years and primary from Condorrat to the site of the current Baird Memorial Primary?* From the responses, 9% (N=80) replied yes to the relocation and 91% (N=836) replied no to the proposed relocation.

Below are the main themes, frequency and percentage of those that replied **Yes** to the relocation of GME. (this does not include duplication)

Theme	Frequency	Percentage
GME deserves an independent school	33	43%
Prefer an immersive method	17	22%
Nursey Provision	11	14%
NLC Gaelic Commitment	4	5%
Better use of facilities	11	14%

Below are the main themes, frequency and percentage of those that replied 'No' to the relocation of GME(this does not include duplication)

Theme	Frequency	Percentage
Not necessary to relocate	49	7%
Pupils should not need to move for GME	249	34%
Why is Gaelic a priority?	67	9%
Cost is uneconomical for providing Gaelic	41	6%
Is this a Scottish Government Statistic?	8	1%
Disagree with separating GME	74	10%
Why are we not teaching all children Gaelic?	11	1%
Childrens Wellbeing	56	8%
Not a suitable solution	103	14%
No Educational Benefits	79	11%

2.2   Public events

During the 6-week consultation period, two public meetings were held in order to share information with stakeholders. On Monday 27th November there was a public meeting at Baird Memorial Primary School and on Thursday 30th of November there was a meeting at Condorrat Primary School. Attendance at the two meetings is detailed in the tables below.

Night 1
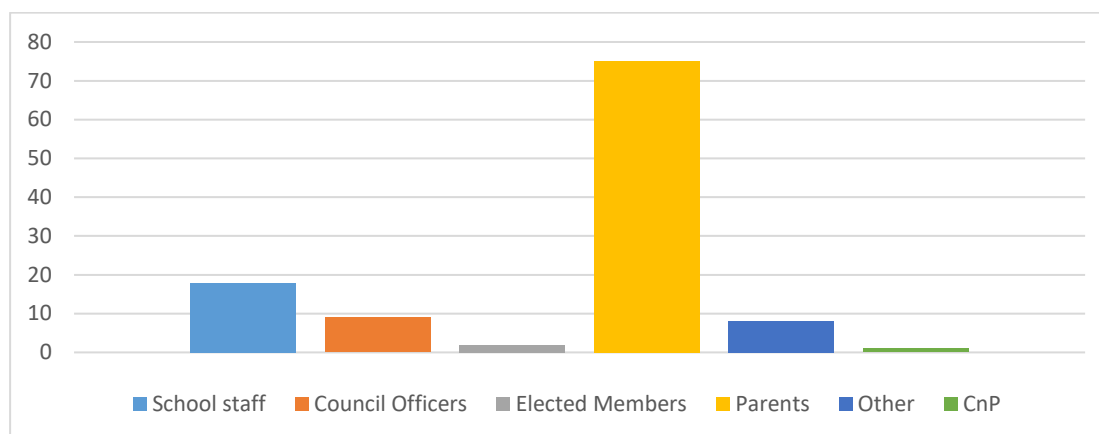
Night 2
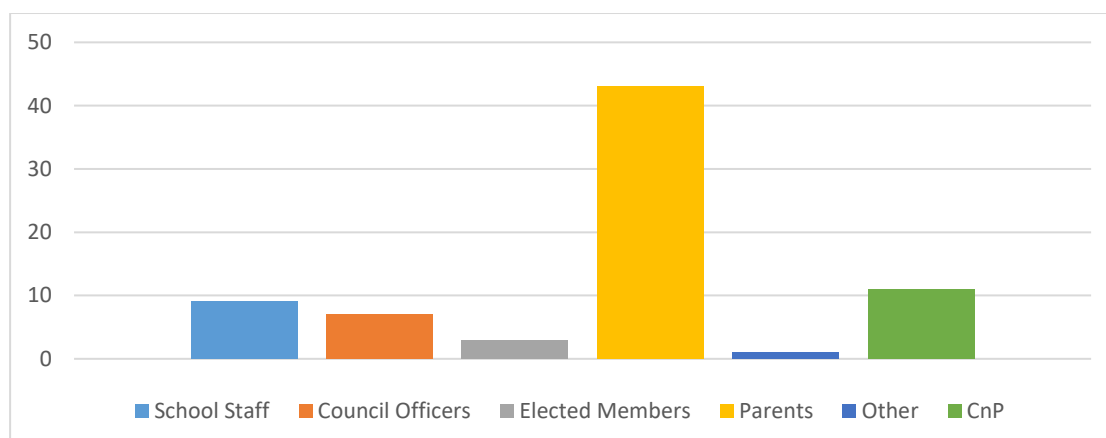
Officers who engaged with the stakeholders recorded the theme of their concerns which is highlighted in the table below.

Night 1

Staff	- Staffing/HR Issues - Impact of changing school/establishment on children - Timeline for transition - Communication of consultation - Consultation arrangements for stakeholder voice - Educational benefits - School leadership- future of HT position - ASN early years within the community - Future of GME Provision - Uniforms of a new school
Parents	- Educational benefits – remain unclear. This need to be more specific. Not clear what these are for children. - Prioritisation is being given to GME - Baird has had no permanent HT for a number of years - National Standardised Assessment is outperforming in Baird to Condorrat - Facilities at Baird - Staff skills within ASN

	- Gaelic survey bias towards expansion - Transition Timings - Transition concerns and enhanced transition for pupils starting in August when timeline for decision is May - Facilities at Condorrat - Educational Benefits - P1 Transition. - Travel and congestion around Condorrat Pr will increase and no safe walking route - Impact on mental health and wellbeing of children - Questions submitted, but stating no reply and not updated on FAQs (Frequently Asked Question)

Night 2

Staff	- Staffing/HR Issues - Model for Early Years delivery - Further clarity for early years staff - Gaelic model of stand alone - How do staff manage a school move during term time - Educational benefits - Building Improvements. - Future of GME Provision

Parents	- Educational benefits – remain unclear. This need to be more specific. Would have clearer to have these split for
	    Early Years
	    ASN- Baird
	    Gaelic
	    Mainstream Primary - Baird has had no permanent HT for a number of years. - Gaelic Leadership – will a standalone facility have a Gaelic HT? Immersion is important. - Reduction in ASN places in ELC if proposal is accepted - Is a further consultation need- for another option eg Condorrat to Baird? - Gaelic moved to another area - Current hostility towards Gaelic families and children being felt. - P1 Transition.

During the meetings, council officers directed members of the community to fill out written responses so their views could be collated. Below is a table outlining the number of written responses from each event and the subsequent themes of the responses.

Number of Written Responses from Community Event
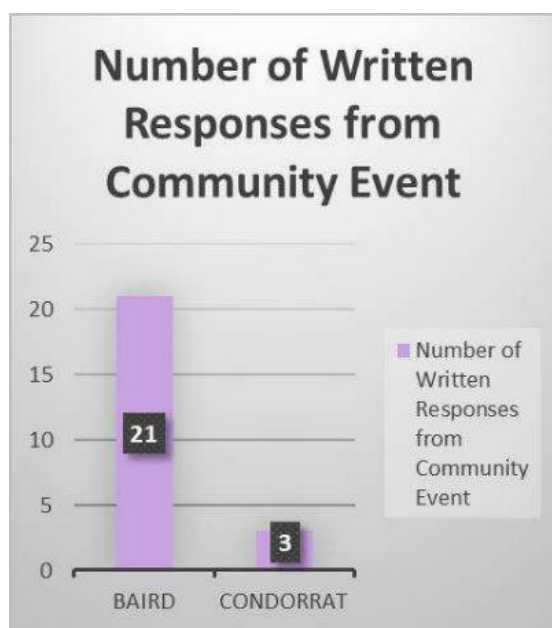
Baird Public Meeting themes. (21 written responses)	Percentage
Building Safety	11%
Outdoor Facilities	2%
Community Ties	3%
Disruption of Education	3%
Travel Time	3%
Better Facilities	3%
No educational benefit	11%
Parking	5%
ASN provision	5%
Consultation process	54%

Condorrat Public Meeting Themes (3 written responses)	Percentage
Positive for increasing provision	20%
Transition time	20%
Future of GME	40%
Lack of GME Nursery	20%

2.3   Dedicated email box

A dedicated mailbox efwestareacumbernauldconsultation@northlan.gov.uk was established to allow stakeholders to email any questions, queries, or opinions regarding the proposal. There were 361 emails received in total over the six week period. The themes of the emails received are highlighted in the table below and have been categorised further into sub themes for clarification.

Theme	Frequency	Sub themes
Building Condition	170	• Asbestos in building • Lack of green space and outdoor learning facilities. • Located in built up area. • Leaks • Building condition rating • Facilities at Baird are better.
Educational Benefits	145	• No educational benefits. • Children should not be moved to accommodate GME • Bigger class sizes with a negative impact on education. • Not sufficient detail in educational benefits.
Parking	46	• Car park will not support extra families. • Buses will not be suitable in Baird. • Safety concerns for pupils walking to school with the number of cars. • Pollution in local area due to increase of traffic. • Access for residents.
Longer to travel	54	• Additional travel time. • Families having to now use car instead of walking. • Condorrat situated at top of hill. • Location not suitable for individuals with limited mobility. • Cost of extra fuel for families.
School Uniform	37	• Loss of identity of school in the community. • Cost for families for uniform. • Loss of history.
Community	34	• Loss of links with the wider community. • Parents and grandparents invested in the school. • Community needs the facilities.
ASN Facilities	100	• FLC not suitable • Baird is purpose built for ASN provision. • Concerns for staff jobs. • Specialist provision for pupils currently at Baird. • Part of the community. • 21% reduction to ASN spaces. • Need for ASN in the area.
Stability for Children	36	• Disruption to children after Covid pandemic. • Disruption to children after industrial action. • Attainment will be affected.
Health and Wellbeing	87	• Children are anxious about the proposal. • Causing stress to families. • Children concerned over friendships and loss of staff. • GIRFEC (Getting it right for every child) not adhered to. • e Equality and Children's wellbeing assessments not having enough detail.
Transition	87	• Not enough transition time for pupils.

		• Not enough transition time for teachers. • Not enough time to recruit staff. • Transition times unsuitable for children with additional support needs. • Transition concerns for P1 intake. • Transition time reduced if ministerial call in is required.
Consultation process	84	• Consultation process not transparent. • No prior discussions with stakeholders before proposal. • Other options not explored. • Public meeting did not give answers. • Tick box exercise. • No opportunity to view the building. • Process is rushed • Lack of evidence behind the proposals. • Not meeting criteria set out in the Schools (Consultation) (Scotland) Act 2010
Communication	76	• FAQ (Frequently Asked Question) page not updated. • Lack of detail in responses. • Council employees not having information at community events. • Short timescale regarding gathering children's views.
After School Provision	33	• Concerns over the continuity of provision. • Parents having to pay more for childcare.
Prioritising Gaelic	44	• GME pupils are not from the area. • Transport costs for GME pupils • GME doesn't need to be standalone. • Proposal to meet aims of council GLP (Gaelic Language Plan) • GME pupils the only one that benefit

Number of Emails in support of the proposal – **13**

Theme	**Frequency**	**Percentage**
Immersion	9	15%
Recruitment of GME staff	11	18%
Increased nursery provision	5	8%
Uniform	9	15%
Traffic	4	7%
Open plan	6	10%
Leadership opportunities	4	7%

Transition arrangements	6	10%
resources	4	7%
Partnerships	3	5%

In addition to email enquiries the service did receive notification of a public petition. This was received on behalf of the Baird Memorial Primary School Parents. Comments within the petition were included as part of the feedback on the terms of the consultation proposal.

2.4   Parent Councils

Officers from the service met with Parent Council representatives from both schools and Comann nam Pàrant. An invitation was issued to the chair and two other members of the Parent Council. Each group was represented, and attendance is shown in the table below.
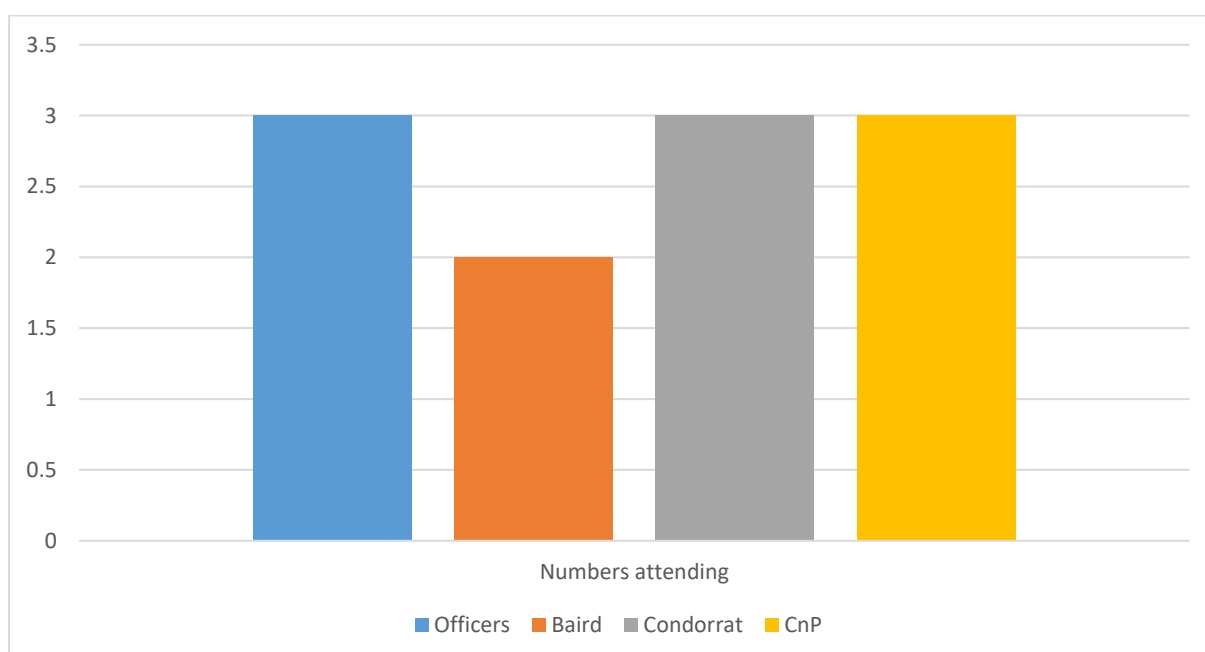
 The conversations at each meeting focussed in detail around key themes. These are listed below.

Baird	Consultation
	• The comments reflected in the final report are these from the start of the consultation or when the stakeholders were informed.
	• Education Scotland report- publication and focus
	• Format of the consultation meetings
	• When information was shared with parents-
	this was not at the same time.
	pre consultation not taking place.
	• Response to questions – not detailed enough.
	• GME survey in June 2023- felt this influenced the proposal.
	Finance
	• Budget information – how this is shared.
	ASN
	• Parents making a placing request to smaller school for children with ASN.

	• Family support at an FLC • Resources within an FLC Pupil Voice • Parents have limited information on pupil voice. Building • Parental support for current building • Condition of buildings • Asbestos in building Staffing • School leadership arrangements Educational Benefits • Detail in the educational benefits • Breakdown into different establishments and sectors of education. • Identity of the school moving forward • Timing of transition arrangements • Traffic at school
Condorrat	Staffing • Developing progression of GME staff. • Proposal gives stability of staffing. • Number of positions for staff moving forward. Building • Future class sizes. • Open plan adaptations to suit immersion. Consultation • Has been enough information provided as support. • Transition time. Transport • Access to school – challenges and has this been considered? ASN Nursery • Planning around FLC in proposals
Comann nam Parant	Building • Plans for GME – opportunity to grow. • Adaptations to support immersive learning. • Plans for Condorrat Primary Staff • Gaelic Leadership • Staffing to support Immersion. • Staffing models for the proposal Consultation • Involvement if there was to be rebranding of a school. • Expansion of GME. • Community impact of consultation. Transitions • Developing links further with secondary • Timescale of proposal • Transition for those with ASN Early Years • Nursery hours – can these be reviewed?

	• Spacing for ASN phasing out and GME

2.5 Pupil Voice

Total responses from Condorrat GME were 131. Seventeen responses were discounted because staff felt pupils did not have enough understanding of the questions. The discounted responses were from nursery, P1 and some P2 pupils. The following answers are based on 114 responses from Condorrat GME. The number of pupils that provided responses from Condorrat Primary were 94 and the total amount of responses from Baird Memorial was 140. There were 348 responses in total.

Pupils were asked Do you think that Baird Primary and Condorrat Primary should come together and that there is a Gaelic school? Condorrat Primary school responded no 13% (n=46) and yes 14% (n=48). Baird Memorial responded no 36% (n=124) y and yes 5% (n=16)

Condorrat Primary GME responded no 21% (n=73) and yes 12% (n=41)
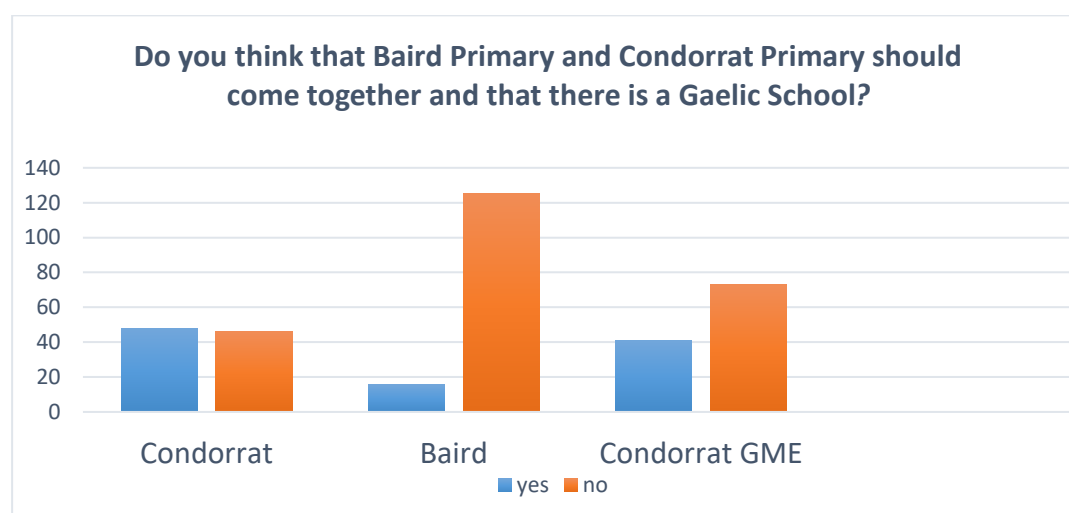
What class are you in?

The combined figures for the schools are below.
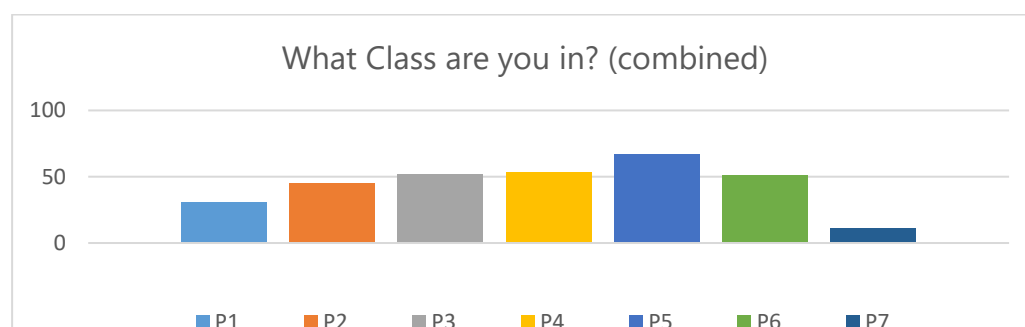
What is good about your school building?

A range of themes was recorded from each establishment. Condorrat primary stated that the best thing about their school was the playground. (n=12) Baird Primary school pupils indicated that their playground was the best thing about their school (n=38) and Condorrat GME also indicated that their playground was the best thing about their school (n=21)

What is good about your current school building?
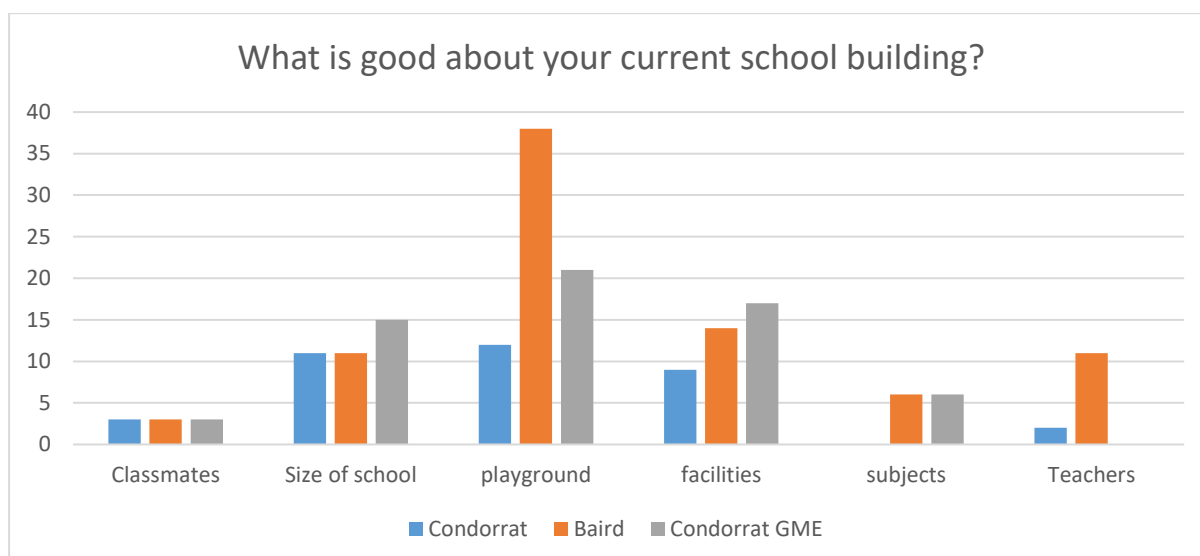
What would you change about your school?

68% of themes from Baird pupils indicated that there was nothing they would like to change about their school.

14% stated that they would like their school to be bigger, 9% indicated that they would like changes to their gym hall, 7% would like equipment fixed and 2% mentioned facilities.

Responses from Condorrat were split into four themes. That the building was old (26%), the playground was unsuitable (10%) the condition of the building (43%) and the school facilities (21%)

There were responses from both schools indicating that they did not want to change anything about the school.
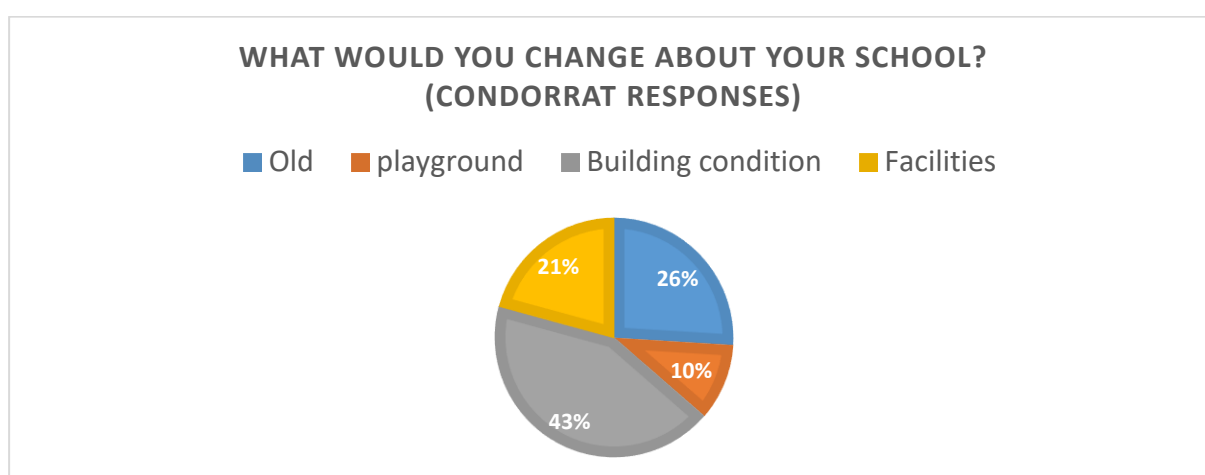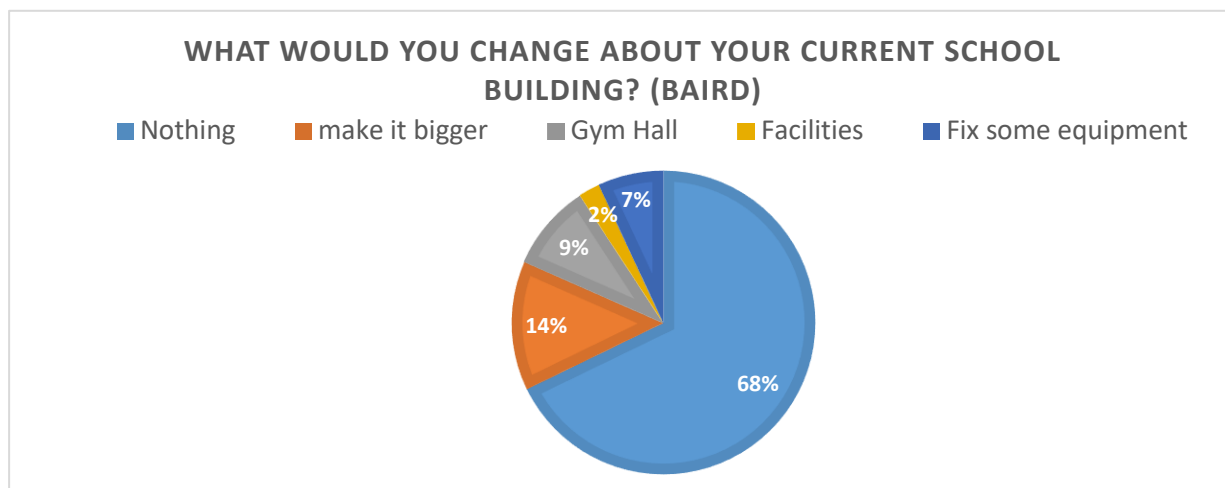
WHAT WOULD YOU CHANGE ABOUT YOUR SCHOOL?
(CONDORRAT RESPONSES)

WHAT WOULD YOU CHANGE ABOUT YOUR CURRENT SCHOOL BUILDING? (BAIRD)

- Nothing
- make it bigger
- Gym Hall
- Facilities
- Fix some equipment

7%, 2%, 9%, 14%, 68%

Do you think that Baird Primary and Condorrat Primary should come together and that there is a Gaelic School?

Responses from Condorrat GME indicated that 36% (n=41) replied yes to Baird and Condorrat Primary should come together and there be a Gaelic school and 64% (n=73) replied no to this question.

Condorrat Primary School pupils responded No 49% (n=46) to Baird and Condorrat coming together and there being a Gaelic school. 51% (n=48) replied yes.

Responses from Baird Primary pupils when asked if they thought that Baird Primary School and Condorrat should come together were 2% (n=3) responded with Yes and 98% (n=125) responded no.

Do you think that Baird Primary and Condorrat Primary should come together and there be a Gaelic School? (GME)

36% Yes, 64% No

Do you think that Baird Primary and Condorrat Primary should come together and that there is a Gaelic School? (Baird)

2% Yes, 98% No


Do you think that Baird Primary and Condorrat Primary should come together and that there is a Gaelic School? (Condorrat Primary)

49% No, 51% Yes

Why?

Pupils were asked to give reasons for their answer to question 5-<u>Do you think that Baird Primary and Condorrat Primary should come together and that there is a Gaelic School</u>*? Outlined below are a list of reasons for pupils selecting 'no' And reasons for those selecting 'yes' to the above question. Samples of responses have been selected from Condorrat Primary, Condorrat GME and Baird Memorial.

It will be good to be in a new school.

There will be more Gaelic.

Because I feel like it would be easier if we had a galic and a english school

More Gaelic

I want to see a new school.

It will be one Gaelic school.

I think that it would be relly nice because we would be still all together but it would just be a different building.

English gets its own school and Gaelic gets its own school.

We might be moving school, it will be good fun

Then it would me massive.

Because they are best friends.

Because we can do things together

So you can make new friends

So that people can learn about Gaelic

I think we should come together but be separate schools in the one building. Like other new build schools have with denomination and non-denominational.

To play with them

Make friends

Meet my nursery friendsQ

Because my 2 cousins are there.

New friendsi

Because I want to see my friend

Then we will have new people and it will be an all English school.

Because it would be nice to make friends from baird

I have been in this school six years.

because this doesnt need to happen there is nothing wrong with our school.

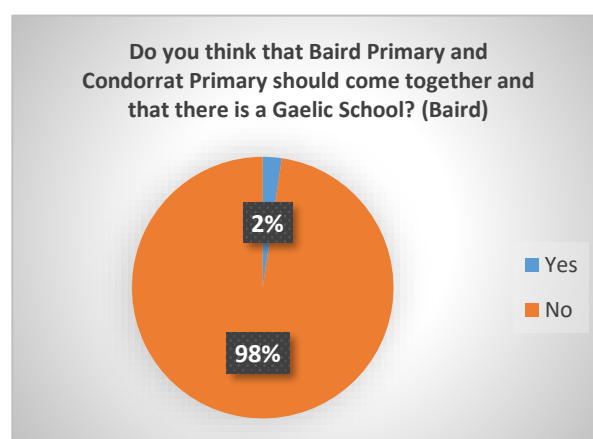Because we have been here for 6 years and we are happy at this school and we don't really want to leave.

I don't think this is good.

because we have a lot of friends.

I want it to stay the same.

Because we've been here for 6 years of our life and sometimes it is hard to move on.

No space for p6 and p7 at the top of the school

Too many people

Like it like this

Too many people

No space

It will cost the mummies and daddies more money to buy school uniforms.

Because I want to stay with my Gaelic friend

I like this school and would be better as it's own school

Because they say different kind of words and they hate our school.

It will become a bigger school and too many people

The school will be too big

I think 2 separate schools.

I want to stay in my class.

It would be too big and noisy and you wouldn't be able to work.

Because there might be rude people at the other school

Any other comments?

Below is a selection of comments from children from each of the establishments Condorrat Primary School, Condorrat GME and Baird Primary School. This is a selection of the comments. Duplications have not been included. Many pupils inserted 'no' into this section.

- no to moving
- a lot but too much to say
- I don't want to move
- we have friends and support in English
- we don't know are way around
- I don't want to go
- our school is amazing, SO PLEASE DONT MOVE US
- I know that people have been very rude about the school
- I also don't want to move because the lunch hall would be smaller
- I don't want it to change
- I like the people they are so kind.
- We don't want to be late for school by travelling further.
- I love my playground and meadow garden.
- If we move, I won't be able to walk home on my own.
- I am happy at Baird.
- I also like this school because the teachers care for their classes, and they are very nice also the staff.
- I also don't want to be split up
- Also, because I like this school and don't want to be forced to leave
- adjusting to new places… DO NOT MOVE
- Will we be in the same class as are friends?
- It is good
- It will be a big change that I don't think I am ready for
- I think the new school will be lovely.
- I don't want to go to another building.
- I would want my teachers to come with me.
- I don't want this school to change and have different classrooms
- We will need a bigger school to move our stuff to
- I think it will be like our school but bigger
- There will be lots of new things and new people.

3.0 Responses to the issues raised

Education and Families Senior Management Team has considered the original proposal in detail and has reflected carefully upon all the responses received during this consultation.

The service is satisfied that the consultation process itself was robust, open, transparent, and fair and that it has achieved its aim of providing stakeholders with sufficient opportunities to give feedback on the proposals and their potential impacts.

The service recognises that a vast majority (over 90%) of respondents are not in favour of the proposals as outlined. The most significant area of concern raised is the condition and suitability of the building at Condorrat Primary and its scope to meet fully the needs of a larger group of pupils.

The service understands that building and improvement works would be optimal given that Condorrat Primary school is rated "C" for Condition and "B" for Suitability as detailed in the Scottish Government School Estates condition survey. The service also recognises concerns raised by respondents over the potential disruption to learning that such work would bring.

These concerns remain consistent across the online survey, public meetings, and written responses along with other views including the stated need for a local specialist early years provision to remain in place.

The service also recognises that a smaller number of respondents (under 10%) are in favour of the proposals. The service considers the information provided by this group to be fair, measured, and helpful in our considerations on the need to create a GME standalone provision within this wider locality.

Review of the proposal and recommendation

Based on our analysis of the feedback received and taking full account of the advice below provided by Education Scotland in relation to educational benefits, it is recommended that proposals to reconfigure early learning and childcare and primary education in the West area of Cumbernauld, as outlined in the consultation process held during November and December 2023, do not proceed.

Alleged Omissions or Inaccuracies

During the consultation period, a submission was received which detailed alleged omissions in the proposal document. These were considered by the service, and it was deemed that no amendment was required.

4.0   Report by Education Scotland

Under the terms of the Schools (Consultation) (Scotland) Act 2010, Education Scotland (formerly Her Majesty's Inspectorate of Education) have produced a report on the educational aspects of the changes consulted upon.

The report can be accessed in full at the Education Scotland website and North Lanarkshire Council website. The report summarises its findings and conclusions as follows:

HM Inspectors agree that reconfiguration of education services is required in west Cumbernauld to establish a standalone provision for Gàidhlig Medium Education. We also agree that the proposal, if implemented, has educational benefits for early learning and childcare through the medium of Gàidhlig and English. The council has still to address very strong opposition from stakeholders who do not see the educational benefits for children currently at Baird Memorial Primary School. The council should ensure that the educational benefits statements in its consultation report, and associated impact assessments, apply to all groups and individuals impacted by the proposal. The educational benefits statements also need to clearly address each of the proposed changes in this proposal. The council should also clarify further clear arrangements for those in the Early Years Support Unit. They should use the correct naming convention for this provision. The council needs to address the concerns of stakeholders. These include continuing to engage with stakeholders on providing a standalone school for Gàidhlig Medium and another for English Medium, the conditions of buildings, travel and transport arrangements and restoring positive relationships. The council should ensure that they receive the views of Falkirk Council on this proposal.

In its consultation report, the council needs to make clear how parents make future requests for establishing further Gaelic Medium Education provisions as set out in the Education (Scotland) Act 2016.

The main recommendations from Education Scotland for consideration by the Council are:

i) The council has presented some educational benefits from their proposal. There are still significant considerations for the council to take forward in presenting compelling educational benefits for all those impacted by their proposal.

Council response
The Council recognises that whilst key messages of Education Benefits were presented in the original proposal that these would have been further developed to be split into the benefits for each establishment and groups of children. It was in the planning that these would have been developed further in partnership with key stakeholders. As the recommendation is not to progress with the proposal options presented, the benefits would not be expanded on through this consultation.

ii) However, the council needs to create better conditions for taking this proposal forward, given the extent of objection received to aspects of their proposal. The council needs to state more clearly the importance of qualified speakers of Gàidhlig, including a headteacher, in realising the educational benefits for Gàidhlig Medium Education.

Council response
The Council recognises and acknowledges the importance of the objections to the proposal and the need for further understanding. This includes the specialist qualified staff required within a stand-alone Gaelic provision. This will be considered in future planning of the service for consultations and particularly where specialist provision such as GME is included within the proposal.

iii)   The council, in their consultation report, must provide assurance to stakeholders on their use of buildings' pupil capacity for the reconfiguration of education in west Cumbernauld.

Council response
Included in the Council's original proposal was the capacity of both buildings and the current roles. The service does recognise that this could have been broken down to show capacity and the planning for future use. For example, the capacity of Baird Memorial Primary is 291, current role within GME is 145, with a further 24 places in early years and the ASN early years being phased out would require the capacity would meet requirements. This would also allow for growth.

iv)   The council should clarify further the impact any potential increases in school rolls might have. They should explain further their use of data from placing requests and its potential impact on this proposal. The council should calculate further projected rolls of Gàidhlig Medium Education. This needs to recognise that standalone schools for Gàidhlig Medium Education generally attract more parent interest in selecting these schools for their children. The council also needs to ensure that all possible projected capacity is considered at Baird Memorial Primary School. They need to clarify if their proposal includes the capacity of Baird Memorial Primary School Early Years Support Unit.

Council response

Within the proposal increases within mainstream English education was factored into the calculations. The Council does recognise that as GME is parental choice that covers all North Lanarkshire, prediction is challenging. However, projections based on recent requests for GME over the last 5 years was taken into the proposal planning. This is detailed below:

        2018/19 - 146
        2019/20 - 151
        2020/21 - 153
        2021/22 - 150
        2022/23 - 142

v)   The council should help schools and the community build relationships and act on these misconceptions. In realising the resultant educational benefits, the council should also ensure that, in the long-term, the curricula of schools build on Gaelic as a context. This would assist children build their knowledge as part of equity, equality, diversity, belonging and inclusion

Council response
The Council has through its Gaelic Language Plan 2022-2027, recognised the need to develop the teaching of Gaelic across schools. There is ongoing development work to support schools in the delivery of Gaelic and the history of the language in the North Lanarkshire area. This will be further communicated to all establishments.

vi)   The council has not engaged in sufficient consultation to build a rationale and understanding to promote their proposal

Council response
The Council does acknowledge that whilst not a statutory element of the Schools Consultation (Scotland) Act 2010, pre consultation would have developed understanding and planning within the proposal. The Council will take this into account for future statutory consultation proposals.

vii) The council needs to ensure a brisk and realistic pace of change in establishing a specialist, immersion standalone provision for Gàidhlig Medium Education. HM Inspectors consider that the council should aim to achieve their second suggested date of August 2025.

Council response
Within the proposal the Council had built in a timeline which was indicative, however it does recognise that the second date of August 2025, would have given clearer timing for all stakeholders. It was clear to the Council through the consultation process that should recommendation be to progress with the proposal, then transition would require the date of August 2025.

viii) The council needs to look at equity of provisions in the conditions that all children and staff learn and work, should they take forward the proposal.

Council response
The Council recognises through the consultation process and the Education Scotland report, that issued raised on the conditions of the buildings would need to be given additional consideration. The service is not recommending that the Council approves the proposal. However, building provisions will be considered in future estate planning.

ix) The council needs to provide more information around catchments, placing requests and transport within the terms of the proposal.

Council response
Should the Council have progressed with the proposal, all stakeholders would have been provided with the updated catchment areas for the schools. This would have been updated on all the service systems, which parents can access through the Council website. Transport and access to the establishments would have been part of the Council's ongoing transport planning. As the recommendation is not to progress with the terms of this proposal, the Council does acknowledge that detailed planning would be better provided in future consultations.

x) the council needs to clarify further their arrangements for the early learning and childcare provision for children with additional support needs.

Council response
The Council recognises through the Education Scotland report and the consultation feedback the need to develop understanding of current and future ELC provision across areas within NLC. Whilst the recommendation is not to progress with the terms of this proposal, the Council will further communicate models of ELC provision to stakeholders across North Lanarkshire.

Summary

The Council appreciates the feedback within the report from Education Scotland. From all the Council comments on the report where it was noted 'the council should' it has been acknowledged that feedback will be built into future consultations and planning. The council also recognises where further detail and consultation would have supported the terms of this proposal.

Whilst through this report the Council has shown the terms of this proposal will not be recommended for progress, the Council does recognise the future planning for Gàidhlig Medium Education and Early Learning and Childcare. This would be planning from within the current learning estate.

Item 7

North Lanarkshire Council
Report

Education, Children and Families Committee

Does this report require to be approved?   ☒ Yes ☐ No

Ref   GMcL/MD   **Date**   21/05/24

Proposal for statutory public consultation on the proposed new build for Glenboig Primary

From   Gerard McLaughlin, Chief Officer (Education North)

E-mail   mclaughling@northlan.gov.uk   **Telephone**   01236 812 221

Executive Summary

This report outlines the proposal for a statutory public consultation on a proposed new build school for Glenboig Primary School.

If approved, a statutory consultation will take place involving all statutory consultees, other stakeholders and interested parties.

The key reasons for this proposal are:

- The growing and increased population within the Glenboig catchment area, primarily due to the Community Growth Area which is a strategic development for housing within this part of North Lanarkshire. There is insufficient capacity at the existing joint campus to provide adequate provision for the projected number of pupils at both existing schools.

- It is proposed that the school will be sited on an area of land to the Southwest of the existing school and to the East of Glenboig Road (Appendix 2).

The pupils currently at Glenboig Primary School will benefit educationally by attending a new build school which can offer a wider range of educational opportunities and of adequate size to support learning and teaching.

Recommendations

It is recommended that the Education, Children and Families Committee:

(1) Endorse the contents of the report;
(2) Agree that a formal consultation take place on the proposed new build for Glenboig Primary;
(3) Endorse the attached statutory consultation document Appendix 1;
(4) Agree the timeline for consultation outlined in Appendix 3 of this report.

The Plan for North Lanarkshire

Priority	Improve North Lanarkshire's resource base
Ambition statement	(22) Facilitate a North Lanarkshire wide approach to asset rationalisation, including with communities and partners
Programme of Work	Invest in North Lanarkshire

1. Background

Schools (Consultation) (Scotland) Act 2010

1.1 The provisions of the above Act place a statutory duty on education authorities to carry out formal consultations on new build proposals for schools when the proposal is to build the school out with its current curtilage or when a joint campus is proposed involving a non-denominational and a denominational primary school.

1.2 The Act requires education authorities prepare an educational benefits statement, to prepare (and publish) a proposal paper in respect of any proposal which falls within the terms of the Act, give notice of the proposal to the relevant consultees (and invite representations) in accordance with the Act, to hold (and give notice of) a public meeting, involve Education Scotland.

1.3 Following the period of consultation, the education authority must review the proposal in accordance with the Act and prepare (and publish) a consultation report in accordance with relevant sections of the Act.

1.4 After publication of the education authority report, HMIE publish a report on the consultation taking account of the previously published education authority report before a final decision is made by the Council.

1.5 The Service will undertake a statutory consultation on the proposed relocation of Glenboig Primary to a new location. Appendix 2.

1.6 Proposals outlined in this paper have been developed by Education and Families Managers including staff from the Early Learning & Childcare team, the Inclusion team, Assets and Procurement and Corporate Finance. Key considerations derived from these meetings have been incorporated into the models proposed, which include:

- Availability of spaces to serve the needs of the local primary school population
- Quality and condition of the fabric of school buildings
- Possible savings/costs associated with estate re-purposing and school relocation
- Impact assessment and improvement planning for the ASN sector.

1.7 The Service has adopted a formal project management governance structure to lead and monitor the delivery of new build schools.

1.8 The final decision of the education authority is subject to review and possible call in by the Scottish government which must operate to a strict timeline set out in Appendix 3.

1.9 The timeline mentioned above may be subject to review due to unforeseen circumstances.

2. Report

2.1   The council is progressing, through the Town and Community Hub programme budget allocation, a new build Glenboig Community Hub which will include 292 primary school spaces at a new location and thereafter relocate Glenboig Primary School to this new Community Hub. As members will be aware, Glenboig is part of a Community Growth Area and is experiencing increased demand to the school estate as a result. The current location does not have sufficient space on which to expand to create the capacity required, therefore a new school, at a new location is proposed, with the existing joint campus being converted into a single school for the Our Lady and St Joseph Primary School. A statutory education consultation is required to relocate a primary school to the new location.

2.2   There are various reasons why a new build is prioritised:

"Legacy" projects which are carried over from previous school build programmes such as "Schools and Centres 21";

"Capacity" projects which are required due to significant increased pupil populations and subsequent additional spaces required within catchment schools;

and "Policy" projects which are brought forward due to alignment with the prioritisation matrix linked to the Town and Community Hub programme.

Glenboig Community Hub is a capacity related project, and as such is prioritised within the 2024-2029 capital allocation for this programme of work.

2.3   A number of factors were used to establish an approach to prioritising potential rationalisation activities. These are described in the following section.

Strategic fit with the priorities of the Plan for North Lanarkshire;

2.4   This project will be delivered as part of the council's Town and Community Hub Programme and will follow the six guiding principles attached to the Town and Community Hub programme. As such, in addition to the required Statutory Education Consultation, there will be effective engagement with both the school and the wider community throughout the design stage of this project – should it be approved to proceed following Statutory Consultation. It is proposed that the intelligent brief process, which facilitates engagement with the stakeholders, would not wait until the education consultation is concluded but will be 'delivered at risk'. It is not the case that the outcome is predetermined – hence the 'at risk' proposal. The council is looking to deliver a new facility as soon as practically possible, due to pressures at the existing establishment. However, it should be noted that should the outcome of the Statutory Education Consultation conclude that the proposal should not be progressed, the work on the intelligent brief would cease.

Alignment with the Community Growth Area proposal;

2.5   It was always envisaged that a new build primary school would be required to serve the growing population of Glenboig, which is part of the Gartcosh and Glenboig Community Growth Area. The council is already progressing a new build Gartcosh Community Hub to increase spaces within this neighbouring community. The Gartcosh Community Hub was progressed ahead of the proposals for a new Glenboig Primary School as the housing in Gartcosh, and the availability of spaces at the existing Gartcosh Primary School, deemed that proposal a priority. Given the housebuilding in the Glenboig catchment area is now progressing, this is the correct time to bring forward the proposals for a new primary school to serve the Glenboig Community. The current learning spaces that Glenboig Primary School share with Our Lady and St Joseph's at the existing joint campus will be assigned to Our Lady
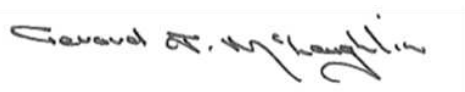
and St Joseph's. Therefore, the creation of a new primary school, at a new nearby location, will facilitate increased capacity for both primary schools to serve this growing population.

3.   Measures of success

3.1   Stakeholder support for the options brought forward.

3.2   Successful implementation of planned proposals.

3.3   Achievement of budget savings target in line with approved budget savings agreed by Council March 2024.

3.4   Greater alignment with Plan for North Lanarkshire community hub model.

3.5   Improved quality of service and provision to effectively meet the needs of children, young people and families.

3.6   Increased numbers of children and young people remaining within their local community.

4.   Supporting documentation

4.1   Appendix 1   Statutory Consultation Glenboig Primary

4.2   Appendix 2   Location plan

4.3   Appendix 3   Statutory Consultation Timeline

Gerard McLaughlin
Chief Officer (Education North)

5. Impacts

5.1	**Public Sector Equality Duty and Fairer Scotland Duty** Does the report contain information that has an impact as a result of the Public Sector Equality Duty and/or Fairer Scotland Duty? Yes ☐ No ☒ If Yes, please provide a brief summary of the impact? An Equality Impact Assessment has been completed and will underpin planning for these proposals, since a number of the young people involved are considered as being from a protected group, due to disability. If Yes, has an assessment been carried out and published on the council's website? https://www.northlanarkshire.gov.uk/your-community/equalities/equality-and-fairer-scotland-duty-impact-assessments Yes ☒ No ☐
5.2	**Financial impact** Does the report contain any financial impacts? Yes ☒ No ☐ If Yes, have all relevant financial impacts been discussed and agreed with Finance? Yes ☒ No ☐ If Yes, please provide a brief summary of the impact? The Service is currently assessing the value of this capital investment with support from colleagues in Asset and Procurement Solutions.
5.3	**HR policy impact** Does the report contain any HR policy or procedure impacts? Yes ☒ No ☐ If Yes, have all relevant HR impacts been discussed and agreed with People Resources? Yes ☒ No ☐ If Yes, please provide a brief summary of the impact? Affected staff will be managed in accordance with the appropriate Workforce Change Policies and in with the signatory trades unions. Considerations would include Compulsory Transfer, Premature/Early Retirement, Redundancy/Redeployment. The Service would be required to follow the requirements for consulting as set out in the Schools (Consultation) (Scotland) Act 2010. Further stakeholder, community and parental consultation would be required in the event that the Service proceeds with any of the recommendations. An indicative timeline for the consultation process is outlined in Appendix 2.
5.4	**Legal impact** Does the report contain any legal impacts (such as general legal matters, statutory considerations (including employment law considerations), or new legislation)? Yes ☒ No ☐ If Yes, have all relevant legal impacts been discussed and agreed with Legal and Democratic? Yes ☒ No ☐ If Yes, please provide a brief summary of the impact?

5.5	**Data protection impact**
	Does the report / project / practice contain or involve the processing of personal data?
	Yes ☐ No ☒
	If Yes, is the processing of this personal data likely to result in a high risk to the data subject?
	Yes ☐ No ☒
	If Yes, has a Data Protection Impact Assessment (DPIA) been carried out and e-mailed to dataprotection@northlan.gov.uk
	Yes ☐ No ☒
5.6	**Technology / Digital impact**
	Does the report contain information that has an impact on either technology, digital transformation, service redesign / business change processes, data management, or connectivity / broadband / Wi-Fi?
	Yes ☐ No ☒
	If Yes, please provide a brief summary of the impact?
	Where the impact identifies a requirement for significant technology change, has an assessment been carried out (or is scheduled to be carried out) by the Enterprise Architecture Governance Group (EAGG)?
	Yes ☐ No ☒
5.7	**Environmental / Carbon impact**
	Does the report / project / practice contain information that has an impact on any environmental or carbon matters?
	Yes ☒ No ☐
	If Yes, please provide a brief summary of the impact?
	The carbon footprint will reduce if the numbers of establishments operating was reduced and pupils were catered for in our newer and more energy efficient campuses.
5.8	**Communications impact**
	Does the report contain any information that has an impact on the council's communications activities?
	Yes ☐ No ☒
	If Yes, please provide a brief summary of the impact?
5.9	**Risk impact**
	Is there a risk impact?
	Yes ☒ No ☐
	If Yes, please provide a brief summary of the key risks and potential impacts, highlighting where the risk(s) are assessed and recorded (e.g. Corporate or Service or Project Risk Registers), and how they are managed?
	A Programme Board has been established for the Implementation of the ASN Review.
5.10	**Armed Forces Covenant Duty**
	Does the report require to take due regard of the Armed Forces Covenant Duty (i.e. does it relate to healthcare, housing, or education services for in-Service or ex-Service personnel, or their families, or widow(er)s)?
	Yes ☐ No ☒
	If Yes, please provide a brief summary of the provision which has been made to ensure there has been appropriate consideration of the particular needs of the

Armed Forces community to make sure that they do not face disadvantage compared to other citizens in the provision of public services.

5.11	**Children's rights and wellbeing impact** Does the report contain any information regarding any council activity, service delivery, policy, or plan that has an impact on children and young people up to the age of 18, or on a specific group of these? Yes ☐ No ☒ If Yes, please provide a brief summary of the impact and the provision that has been made to ensure there has been appropriate consideration of the relevant Articles from the United Nations Convention on the Rights of the Child (UNCRC). If Yes, has a Children's Rights and Wellbeing Impact Assessment (CRWIA) been carried out? Yes ☐ No ☒

Appendix 1

Statutory Consultation

Proposal to build a new Glenboig Primary School

EDUCATION AND FAMILIES

NORTH LANARKSHIRE COUNCIL: EDUCATION AND FAMILIES

Proposal to build a new Glenboig Primary School

1.   INTRODUCTION

Glenboig Primary School is a non-denominational primary school which is co-located with Our Lady and St Joseph's Primary School. The joint campus was built as part of the council's Public Private Partnership (PPP) initiative and opened in 2006.

The school capacity of the school is 113 with the current roll of 120.

2.   CONSULTATION REQUIREMENTS

2.1   In terms of the Schools (Consultation) (Scotland) Act 2010, the Education Authority is required to publish details of, and consult on any proposal to establish a new school and on any proposal to establish, terminate or otherwise alter the catchment area of a school.

2.2   North Lanarkshire Council will not make any decision, or put any changes into effect, until the consultation period has been concluded in line with statutory requirements.

2.3   The consultation period begins on 4 November 2024 and finishes on 16 December 2024, which include 30 school days.

2.4   The consultation will involve pupils, parent/carers, Parent Councils and staff of the schools involved, as well as other associated stakeholder and statutory consultees.

2.5   A public meeting will be held on week beginning 25 November 2024.

2.6   Council officers will be present at the public meeting to discuss the proposal. There will be limited time at the meeting to discuss all issues fully. To ensure that all issues are covered and that those who may be uncomfortable with speaking publicly are heard, advance notice of specific questions or issues to be raised will be accepted in writing up to two days in advance of the meeting – see contact details at 2.9.

2.7   At the end of the consultation process, a report will be prepared for North Lanarkshire Council detailing all responses received, summaries of their content and a statement from Education Scotland on the educational aspects of the proposal. Responses to the issues raised through the consultation will also be incorporated in the report. Copies of the report will be available, prior to consideration by the council, in the affected schools and online. It is envisaged that the report will be published on March 2025.

2.8   An online version of the document and other items related to the consultation can be found online at www.northlanarkshire.gov.uk/Glenboig-consultation

2.9   Further information on the proposal can be obtained by sending an email to Glenboigconsultation@northlan.gov.uk

2.10   All interested parties are invited to submit their comments on or before 16 December 2024.

3.   PROPOSAL

3.1   The proposal in this document is to build a new facility incorporating a new build

Glenboig Primary School. There are two main reasons for this proposal:

- The pupils currently at Glenboig Primary School will benefit educationally by attending new build schools which can offer a wider range of educational opportunities (see Educational and Community Benefits sections below) in a facility with an adequate number of learning and teaching spaces to serve this pupil population.

- The current joint campus which Glenboig Primary School shares with Our Lady and St Joseph's Primary School does not have sufficient capacity to serve the growing population in this area. The decoupling of Glenboig Primary School from the existing joint campus will provide new facilities for Glenboig Primary School and create additional capacity for Our Lady and St Josephs within the existing school grounds.

3.2   It is proposed that the school will be sited on an area of land to the Southwest of the existing school and to the East of Glenboig Road.

3.3   If, following this statutory consultation, the Council proceeds with the proposed school, Glenboig Primary School will remain within the existing joint campus until the new school is deemed operational.

4.   EDUCATION BENEFITS STATEMENT

4.1   Through the planned proposals it is expected that several education benefits will be achieved on behalf of children and young people including:

- It will provide better learning opportunities for the children of Our Lady & St Joseph's Primary School and Glenboig Primary School.

- Currently, the use of shared spaces within the joint campus is under pressure with the numbers of children attending. The roll in both schools is likely to grow over time making the situation more difficult.

- The new school will allow both St Kevin's Primary School and Bargeddie.

- Primary School to use space more flexibly. Presently, staff find it difficult to find areas to work quietly with small groups or individual children. In this, as well as other regards, the proposal will bring benefits to all children including those with additional barriers to learning.

- The new school will be built to facilitate greater opportunities for active and outdoor learning whilst also making best use of the latest technology to enhance digital learning.

4.2   Experience in new school buildings has demonstrated that a new and flexible learning environment inspires staff and pupils and has a positive impact on the general health and wellbeing of stakeholders.

4.3   There will be the opportunity to provide similar high-quality facilities for learning to be designated in such a way as to allow a range of teaching styles and approaches, including active learning, interdisciplinary learning and outdoor learning.

4.4   The new school will be fully accessible to disabled learners as required by the Equality Act (2010). This will be ensured through the delivery of the Council's:-

- Equality outcomes

- Promoting Inclusive Design Protocol and

- Partnership with North Lanarkshire Disability Access Panel.

4.5 The new school will be designed in such a way as to promote accessible, inclusive learning which will meet the needs of all learners including those with Additional Support Needs.

4.6 The new school will build on current, and facilitate new, opportunities for effective integrated working with other services and partner agencies and will provide necessary support to children and families in the new school catchment area.

4.7 The new school's design, construction and operation will be environmentally and energy efficient; contributing directly to delivering the year-on-year reductions in greenhouse gas emissions introduced by the Climate Change (Scotland) Act 2009 and provide a rich context for learning for children and young people about sustainability now and in the future.

4.8 The inclusion of LCSC and Early years and Childcare provision in the new build proposal will provide a fully up-to-date setting for LCSC and Early Years provision in the Glenboig area.

5. COMMUNITY BENEFITS STATEMENT

5.1 The current council education estate framework has delivered added value through:

- Several apprenticeships have been created on the construction of the new schools.
- Local employment opportunities.
- Meaningful learning and engagement between the framework partners and the project schools.
- Over 70% of the total investment is being procured through local supply chains.

5.2 In order to maximise the level of local community benefit regular meetings take place with framework contractors and the council's Estate Teams. As we move forward at the pre-qualification stage contractors appointed to the framework and their supply chains will be required to actively participate in the achievement of social, environmental and sustainability policy objectives relating to local regeneration, social and economic growth, recruitment and training along with local supply chain initiatives. In addition, sustainability will be a key objective on the construction of the new schools thereby contributing to the Councils target of reducing our carbon footprint.

5.3 As well as the educational benefits allocated to the specific school projects there will be wider educational benefits to the North Lanarkshire Community in that, with the significant level of savings required to be made over the next few financial years, the best value argument is that we would be utilising resources more efficiently and effectively.   This is in line with 2003 Best Value Legislation and the demands of the Education Scotland Act 1980.

6. IMPLICATIONS OF THE PROPOSALS

6.1 Rolls and Capacities

The projected rolls exclude placing requests but include house building estimates.

Table 3: Projected rolls and capacities for Glenboig Primary School 2024 - 2026

School	Capacity	Roll 2024		Roll 2025		Roll 2026	
		Roll	%	Roll	%	Roll	%
Permanent	113	120	106	131	116	150	133

The projected rolls exclude placing requests but include house building estimates. The roll is expected to increase further in future years as the house building in this area continues.

6.2 Transport to School

Council Policy currently provides free transport to those pupils living more than one mile from their zoned Primary School or where an appropriate walking route is not available. Education & Families will arrange for an assessment of the walking routes to the site of a new school and appropriate road crossing patrols will be established if considered necessary.

6.3 Staffing

The proposal should not have significant implications for staffing, either teaching or non-teaching. Any matter which arises will be dealt with within the terms of local and national agreements.

6.4 Secondary Education

The current zoning arrangement for secondary education is that pupils attending Glenboig Primary School attend Chryston High School. No change to the primary to secondary transfer arrangements will be required as a result of this proposal. Parents who wish their children to attend an alternative secondary school will require to submit a placing request for their preferred school.

6.5 Class Sizes

Class structures are decided by the head teacher in accordance with authority guidelines and take account of a range of factors, including teacher deployment, school policies, the available accommodation and pupil numbers at each stage.

6.6 Future use of the existing school buildings

The existing spaces within the existing joint campus will be handed over to the existing Our Lady and St Joseph's Primary School. Effectively, the existing joint campus will become a site serving a single school – Our Lady and St Joseph's, with the signage etc. being updated once Glenboig Primary School relocate to the new location.

6.7 Financial implications

Based on previous experience of new build projects within North Lanarkshire, it is anticipated this proposal will have a limited impact on school revenue budgets.

6.8 Placing Requests

It is anticipated that there will be no impact on pupils attending either school on a placing request. The following options exist for pupils in this position. Firstly, they can transfer

to the new school. Secondly, they can enrol in their designated catchment area school or thirdly, submit a placing request to another School. The parents of these pupils will be given the opportunity to discuss their preference with Education & Families staff. Parents remain responsible for transport costs where an existing placing request to the new build school is continued.

7.   EQUALITY IMPACT ASSESSMENT

7.1   An Equality Impact Assessment has been completed and will underpin planning for these proposals, since a number of the young people involved are considered as being from a protected group, due to disability.

8.   INACCURACIES OR OMISSIONS

8.1   There is a statutory requirement for the Council to consider any allegation of an inaccuracy or omission in the proposal paper and determine whether the allegation has foundation. Where inaccuracies or omissions are notified to, or discovered by, the Council within this proposal document, the Council will determine if relevant information has, in its opinion been omitted or whether there is in fact an inaccuracy.

Notifiers of any omissions or inaccuracies will be informed of the Council's decision and the reasons for that decision. Notifiers will also be informed of any action. The Council will invite the notifiers to make further representations to the Council should they disagree with the Council's determination or its decision as to whether to take action.

8.2   If the Council has found, either itself or through a concern being raised, that there is an inaccuracy or omission in the proposal paper, it must decide whether this relates to a material consideration relevant to the proposal.

Where the confirmed inaccuracy or omission relates to a material consideration, there is a duty on the Council to correct it.

8.3   Appropriate action will then be taken by the Council depending on whether the inaccuracy or omission relates to a material consideration.

Such action may include withdrawing the proposal and issuing a revised proposal paper for the whole consultation period, or issuing a corrected proposal paper with, if, an extension of the consultation period. In any of these eventualities, all relevant consultees (and, where applicable, the notifier(s) of any omissions or inaccuracies) and HMIE (Education Scotland) will be advised of the action.

Where inaccuracies or omissions are discovered within the proposal document, the Council will determine whether relevant information has been omitted or if there has been an inaccuracy. action will then be taken by the Council, which may include issuing corrections, issuing a corrected proposal document, or an extension of the consultation period. In any of these eventualities, all relevant consultees (and where applicable, the notifiers(s) of any action) will be advised.

8.4   Notifiers of any omissions or inaccuracies will also be given the opportunity to make representations if they disagree with the Council's determination of any action on the matter, which may result in the Council making a further determination/decision on the matter.

9.   THE STATUTORY CONSULTATION PROCESS – ADDITIONAL INFORMATION

9.1   The current requirements for consulting are set out in the Schools (Consultation) (Scotland) Act 2010. This consultation will be carried out in accordance with the Act.

9.2   This consultation has been planned in order to meet the statutory requirements.

9.3   The consultation document sets out the details of the proposal.

- The proposal paper details the educational benefits of the proposal and other relevant information.

- The proposal paper will be published and widely advertised.

- North Lanarkshire Council will seek to determine whether there are inaccuracies or omissions within the proposal paper and take such action as it considers necessary.

- The consultation period will be a period of at least 6 weeks including at least 30 school days.

9.4   Prior to the commencement of the consultation period, the authority will give notice of the proposal to the relevant consultees. The relevant consultees are defined in the Schools (Consultation) (Scotland) Act 2010, and are as follows:

(a)   The parent council or combined parent council of any affected school
(b)   The parents of the pupils at any affected school
(c)   The parents of any children expected by the education authority to attend the affected school within two years of the date of publication of the proposed paper
(d)   The pupils at any affected school (in so far as the education authority considers them to be of suitable age and maturity)
(e)   The staff (teaching and other) at any of the affected school(s)
(f)   Any trade union which appears to the education authority to be representative of the persons mentioned above
(g)   The community council (if any)
(h)   The community planning partnership (within the meaning of section 4(5) of the Community Empowerments (Scotland) Act 2015 for the area of the local authority in which any affected school is situated
(i)   Any other community planning partnership that the education authority considers relevant
(j)   Any other education authority that the education authority considers relevant
(k)   Any other users of any affected school that the education authority considers relevant.

9.4   During the consultation period, the authority will hold and be represented at public meetings on the relevant proposal.

9.5   The council will involve Education Scotland in the consultation process. This will culminate in Education Scotland preparing and submitting an independent report on the educational aspects of the proposal.

9.6   Following the consultation period, the council will prepare and publish a consultation report. The report will be published at least three weeks before a final   decision   is taken on the proposal.

9.7   The consultation timeline provides further information on the timescales for various staged in the statutory process.

Please click on the link below to share your views on the proposal (Ctrl + Click to follow link)

www.northlanarkshire.gov.uk/Glenboig-consultation

Appendix 2 – Red Line Boundary
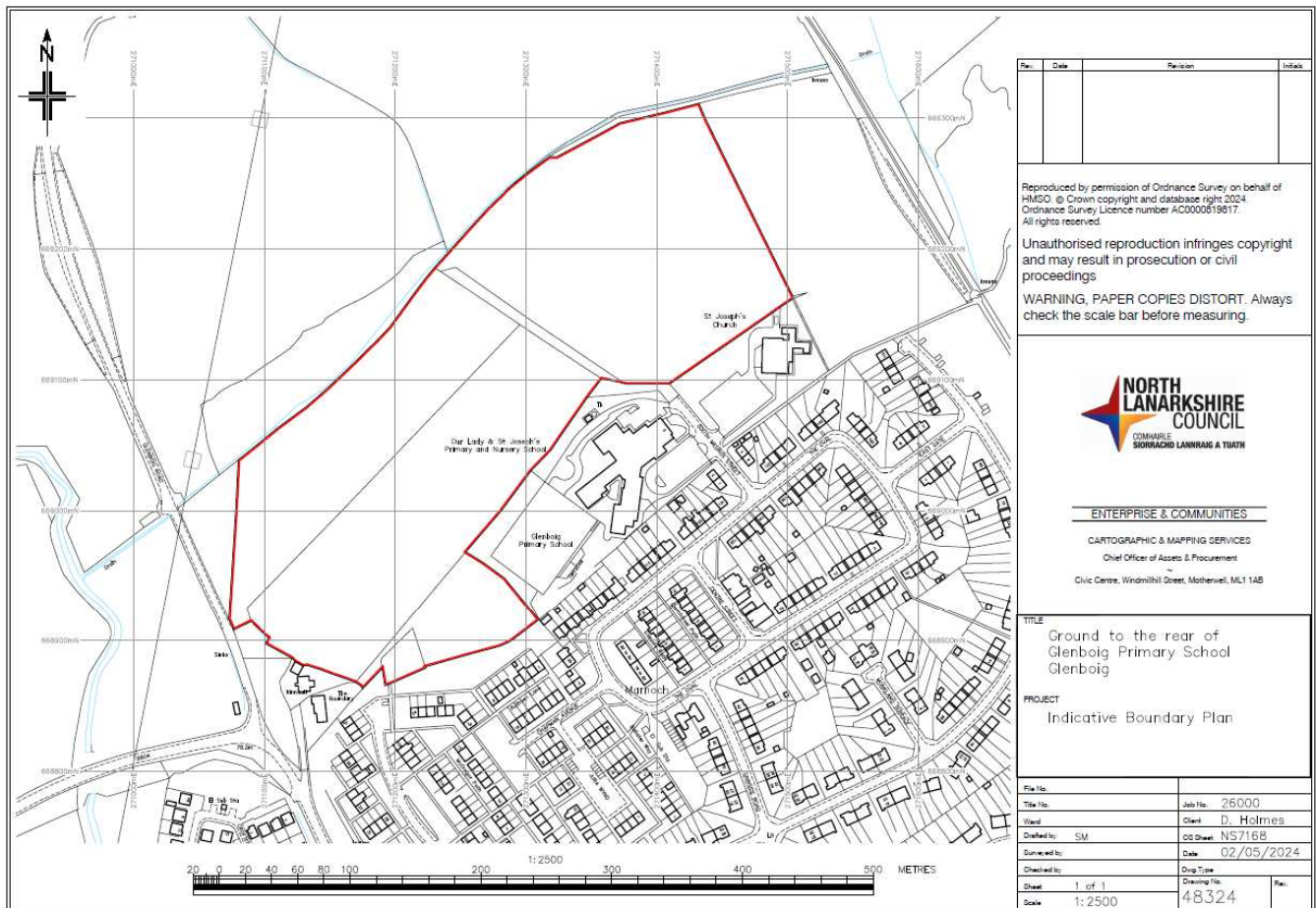
Appendix 3 - Indicative Timeline for Consultation

Stages	Timeline (30 calendar days of consultation excludes weekends/ school holidays/term days, etc)	Date
1. Committee Date		10 September 2024
2. Consultation Starts Phase 1	Minimum of 6 weeks To include 30 calendar days	11 September 2024
3. Public Meeting	Mid-way through consultation period	w/b 30 September 2024
4. Consultation Ends	30 Days (37 days in total to account for 27/9/2024 and 30/9/2024 and 14/10/2024 to 18/10/2024)	29 October 2024
5. Report to Education Scotland (ES) Phase2	Minimum 3 weeks	26 November 2024
6. Education Scotland produce report	Minimum 3 weeks (to be agreed with ES)	TBC
7. Consultation report published Phase 3	No specified timescale	TBC
8. Time for further consideration	3 weeks from publication date	TBC
9. Final Committee Decision		20 May 2025
10. Implement proposal if approved by Committee	3 weeks	TBC

North Lanarkshire Council
Report

Education, Children and Families Committee

Does this report require to be approved? ☒ Yes ☐ No

Ref GMcL / MD   **Date** 21/05/24

Proposed Renaming of Bothwellpark High School

From Gerard McLaughlin, Chief Officer, (Education – North)

E-mail mclaughling@northlan.gov.uk   **Telephone** 01236 812221

Executive Summary

This report outlines the proposals to consult with stakeholders on the renaming of the Bothwellpark High School that will be relocated under the Additional Support Needs (ASN) Rationalisation programme, as approved by the Education, Children & Families Committee in January 2022, to the Edward Lawson Centre, Coltness, Wishaw.

The key reason for the proposal are:-

- to provide staff, pupils and parent/carers the opportunity to give their school its own identification to support and encourage a sense of commonality and affiliation across the We Aspire College/ASN settings.
- To provide staff, pupils and parent/carers the opportunity to select a name that is relevant to their current learning community.

Recommendations

It is recommended that the Education, Children and Families Committee;

(1) Approve the proposal to conduct a stakeholder consultation on the renaming of the We Aspire College school listed below:

Bothwellpark School

The Plan for North Lanarkshire

Priority	Support all children and young people to realise their full potential
Ambition statement	(9) Invest in early interventions, positive transitions, and preventative approaches to improve outcomes for children and young people
Programme of Work	Statutory / corporate / service requirement

1. **Background**

1.1 In September 2019, the Education and Families Committee approved a review of Additional Support Needs services which established twelve key recommendations for action. Two key recommendations are cited here, which underpin the intentions of the strategic recommendations in this paper.

1.2 Recommendation 8: 'Partnership working will be strengthened in a revised Support Around the School model, which will enable greater empowerment of staff to meet the needs of young people and enable a greater connection between needs and the partnership response to them. A more holistic approach to supporting families will underpin this.'

1.3 Recommendation 11: 'A clear plan for the future of the ASN estate, which creates Cluster ASN Hubs and specialist provision around the envisaged campus model of the future will be established as part of the Community Investment Fund and developed as part of the ongoing work to prioritise community hub investment proposals.'

1.4 These recommendations and the strategic direction of this report align directly with the policy established in the Plan for North Lanarkshire to ensure that children and young people are catered for within high quality facilities.

Bothwellpark High School

1.5.1 Bothwellpark High School is a non-denominational secondary school which is currently co-located within the campus of Our Lady's High School in Motherwell.

1.5.2 The school relocated to Motherwell from the Bothwellpark area of Viewpark, Uddingston in 1997.

1.5.3 The school caters for children from S1 - S6 with severe and complex needs.

1.5.4 The school roll has grown from circa 30 pupils in 1997 to a current roll of 48 pupils.

1.5.5 Bothwellpark High School does not have a catchment area and the pupils who attend travel to the school from the central and south areas of North Lanarkshire.

1.5.6 A recent assessment rated the suitability of the current building as poor. This campus, in relation to our ASN estate requires significant investment, which may take some years to fully realise through the actions being brought forward through the Community Investment Fund.

1.5.7 Therefore, in line with the Plan for North Lanarkshire to ensure that children and young people are catered for within high-quality facilities, Bothwellpark High School will be relocated to a refurbished Edward Lawson Centre in Coltness in August 2023.

Profile of the Edward Lawson Centre

1.6.1 The Edward Lawson Centre is situated within the Coltness area of Wishaw and is opposite St Aidan's Primary School and LCSC unit. Prior to the Covid-19 pandemic, the centre was occupied by the council's Talent & Organisational Development (TOD) team. The centre operated as a training centre and meeting rooms and is not included in the council's office strategy.

1.6.2 The centre is also self-contained and sits on one level with extensive grounds to the front and rear.

1.6.3 It has large training rooms, facilities and office accommodation that will be refurbished to accommodate Bothwellpark High School, St Aidan's P4 – P7 LCSC and an ELC nursery.

1.6.4 The Service is requesting approval to consult with stakeholders on the change of name of Bothwellpark High School to better represent the community it serves.

1.6.5 The school will retain its own Unique Property Reference Number and SEED number and consequently its own identity.

2.   Report

The methodology that will be utilised to conduct this consultation is laid out below.

2.1 All parents/carers and staff will vote on a designated date agreed by the Chief Officer (Education).

2.2 The parent council will submit up to four possible names for approval. The parent council will be asked to outline the rationale for the proposals, for example a geographical, historical or social association with the school or area. The existing school name will require to be one of the possible names.

2.3 In selecting the possible names, the parent council may invite suggestions from the school community, including parents, staff, local members, other interested bodies (for example the parent/teacher association) and in the case of Roman Catholic schools, the church representative on the Education, Children & Families committee.

2.4 The parent council, in consultation with the head teacher, will normally approve these and arrange for a ballot. If the head of resources, convener or local members have any reservations about any of the names put forward, discussions will be arranged with the parent council to agree a final list of names.

2.5 The final decision on the ballot list to be put forward will be taken by Chief Officer (Education).

2.6 The ballot should involve parents, and permanent staff employed in the school.

2.7 The parent council, in consultation with the head teacher, the Chief Officer (Education) and local elected members, will consider the result and normally accept the name winning the highest vote.

2.8 Thereafter, the Chief Officer will prepare a brief report for the Education, Children & Families committee, recommending the approval of the chosen name.

2.9 Where there is a tie there should be a further ballot involving the names attracting equal support.

2.10 The outcome of the ballot should then be reported to the Education, Children & Families committee to allow a final decision on the naming of the school to be taken.

2.11   Where a parent council has not been formed, the above procedures will be managed by Chief Officer (Education) in consultation with the head teacher(s).

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3.   Measures of success

3.1   Stakeholder support for the options brought forward.

3.2   Successful implementation of planned proposal.

3.3   Improved sense of identification and belonging for children, young people and families.

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4.   Supporting documentation

4.1   N/A

Gerard McLaughlin
Chief Officer (Education North)

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5.   Impacts

5.1	**Public Sector Equality Duty and Fairer Scotland Duty**
	Does the report contain information that has an impact as a result of the Public Sector Equality Duty and/or Fairer Scotland Duty?
	Yes ☐ No ☒
	If Yes, please provide a brief summary of the impact?
	An Equality Impact Assessment has been completed and will underpin planning for these proposals, since a number of the young people involved are considered as being from a protected group, due to disability.
	If Yes, has an assessment been carried out and published on the council's website? https://www.northlanarkshire.gov.uk/your-community/equalities/equality-and-fairer-scotland-duty-impact-assessments
	Yes ☒ No ☐
5.2	**Financial impact**
	Does the report contain any financial impacts?
	Yes ☒ No ☐
	If Yes, have all relevant financial impacts been discussed and agreed with Finance?
	Yes ☒ No ☐
	If Yes, please provide a brief summary of the impact?
	The Service is currently assessing the value of this capital investment with support from colleagues in Asset and Procurement Solutions.
5.3	**HR policy impact**
	Does the report contain any HR policy or procedure impacts?
	Yes ☒ No ☐
	If Yes, have all relevant HR impacts been discussed and agreed with People Resources?
	Yes ☒ No ☐
	If Yes, please provide a brief summary of the impact?
	Affected staff will be managed in accordance with the appropriate Workforce Change Policies and in with the signatory trades unions. Considerations would include Compulsory Transfer, Premature/Early Retirement, Redundancy/Redeployment.
	The Service would be required to follow the requirements for consulting as set out in the Schools (Consultation) (Scotland) Act 2010. Further stakeholder, community and parental consultation would be required in the event that the Service proceeds with any of the recommendations.
5.4	**Legal impact**
	Does the report contain any legal impacts (such as general legal matters, statutory considerations (including employment law considerations), or new legislation)?
	Yes ☐ No ☒
	If Yes, have all relevant legal impacts been discussed and agreed with Legal and Democratic?
	Yes ☐ No ☒
	If Yes, please provide a brief summary of the impact?

5.5	**Data protection impact**
	Does the report / project / practice contain or involve the processing of personal data?
	Yes ☐ No ☒
	If Yes, is the processing of this personal data likely to result in a high risk to the data subject?
	Yes ☐ No ☒
	If Yes, has a Data Protection Impact Assessment (DPIA) been carried out and e-mailed to dataprotection@northlan.gov.uk
	Yes ☐ No ☒
5.6	**Technology / Digital impact**
	Does the report contain information that has an impact on either technology, digital transformation, service redesign / business change processes, data management, or connectivity / broadband / Wi-Fi?
	Yes ☐ No ☒
	If Yes, please provide a brief summary of the impact?
	Where the impact identifies a requirement for significant technology change, has an assessment been carried out (or is scheduled to be carried out) by the Enterprise Architecture Governance Group (EAGG)?
	Yes ☐ No ☒
5.7	**Environmental / Carbon impact**
	Does the report / project / practice contain information that has an impact on any environmental or carbon matters?
	Yes ☒ No ☐
	If Yes, please provide a brief summary of the impact?
	The carbon footprint will reduce if the numbers of establishments operating was reduced and pupils were catered for in our newer and more energy efficient campuses.
5.8	**Communications impact**
	Does the report contain any information that has an impact on the council's communications activities?
	Yes ☐ No ☒
	If Yes, please provide a brief summary of the impact?
5.9	**Risk impact**
	Is there a risk impact?
	Yes ☒ No ☐
	If Yes, please provide a brief summary of the key risks and potential impacts, highlighting where the risk(s) are assessed and recorded (e.g. Corporate or Service or Project Risk Registers), and how they are managed?
	A Programme Board has been established for the Implementation of the ASN Review.
5.10	**Armed Forces Covenant Duty**
	Does the report require to take due regard of the Armed Forces Covenant Duty (i.e. does it relate to healthcare, housing, or education services for in-Service or ex-Service personnel, or their families, or widow(er)s)?
	Yes ☐ No ☒

If Yes, please provide a brief summary of the provision which has been made to ensure there has been appropriate consideration of the particular needs of the Armed Forces community to make sure that they do not face disadvantage compared to other citizens in the provision of public services.

5.11	**Children's rights and wellbeing impact** Does the report contain any information regarding any council activity, service delivery, policy, or plan that has an impact on children and young people up to the age of 18, or on a specific group of these? Yes ☐　　　　No ☒ If Yes, please provide a brief summary of the impact and the provision that has been made to ensure there has been appropriate consideration of the relevant Articles from the United Nations Convention on the Rights of the Child (UNCRC). If Yes, has a Children's Rights and Wellbeing Impact Assessment (CRWIA) been carried out? Yes ☐　　　　No ☒

North Lanarkshire Council
Report

Education, Children and Families Committee

Does this report require to be approved? ☒ Yes ☐ No

Ref GMcL / MD   **Date**   21/05/24

Proposed Renaming of Clydeview Primary School

From   Gerard McLaughlin, Chief Officer, (Education – North)

E-mail   mclaughling@northlan.gov.uk   **Telephone**   01236 812221

Executive Summary

This report outlines the proposals to consult with stakeholders on the renaming of the Clydeview School that has been relocated under the Additional Support Needs (ASN) Rationalisation programme, as approved by the Education, Children & Families Committee in September 2019.

The key reason for the proposal are:-

- to provide staff, pupils and parent/carers the opportunity to give their school its own identification to support and encourage a sense of commonality and affiliation across the ASN Schools.
- To provide staff, pupils and parent/carers the opportunity to select a name that is relevant to their current learning community.

Recommendations

It is recommended that the Education, Children and Families Committee;

(1) Approve the proposal to conduct a stakeholder consultation on the renaming of the We Aspire College school listed below:

Clydeview Primary School

The Plan for North Lanarkshire

Priority	Support all children and young people to realise their full potential
Ambition statement	(9) Invest in early interventions, positive transitions, and preventative approaches to improve outcomes for children and young people
Programme of Work	Statutory / corporate / service requirement

1.   Background

1.1   In September 2019, the Education and Families Committee approved a review of Additional Support Needs services which established twelve key recommendations for action. Two key recommendations are cited here, which underpin the intentions of the strategic recommendations in this paper.

1.2   Recommendation 8: 'Partnership working will be strengthened in a revised Support Around the School model, which will enable greater empowerment of staff to meet the needs of young people and enable a greater connection between needs and the partnership response to them. A more holistic approach to supporting families will underpin this.'

1.3   Recommendation 11: 'A clear plan for the future of the ASN estate, which creates Cluster ASN Hubs and specialist provision around the envisaged campus model of the future will be established as part of the Community Investment Fund and developed as part of the ongoing work to prioritise community hub investment proposals.'

1.4   These recommendations and the strategic direction of this report align directly with the policy established in the Plan for North Lanarkshire to ensure that children and young people are catered for within high-quality facilities.

Clydeview Primary School

1.5   Clydeview Primary School is a non-denominational primary school was relocated in August 2023 from Magna Street, Motherwell to its current location within the campus adjoined to Firpark Primary School and Our Lady of Good Aid Cathedral Primary School, Cassel's Street, Motherwell.

1.6   Clydeview is a school for primary aged children with a range of additional support needs.

1.7   Clydeview Primary consists of 6 classrooms, a sensory room and gym hall. All children have access to some outdoor space outside of their classrooms., with access to the soft playroom, and structured playrooms within the Firpark side of the campus

1.8   The children have a selection of play areas to access at playtime and lunchtimes, including the spaces outside their classrooms, the infant playground and the junior playground in the Firpark side of the campus.

1.9   The school's current location is within walking distance of the main shopping precinct and local amenities and has good public transport links.

1.10   Clydeview Primary School does not have a catchment area and the pupils who attend travel to the school from the central and south areas of North Lanarkshire.

1.11   A recent assessment rated the suitability of the current building as poor. This campus, in relation to our ASN estate requires significant investment, which may take some years to fully realise through the actions being brought forward through the Community Investment Fund.

1.12   Therefore, in line with the Plan for North Lanarkshire to ensure that children and young people are catered for within high-quality facilities, Clydeview Primary School was relocated to the retrofitted Daisy Park Community Centre in August 2023.

1.13   The Service is requesting approval to consult with stakeholders on the change of name of Clydeview Primary School to better represent the community it serves.

1.14 The school will retain its own Unique Property Reference Number and SEED number and consequently its own identity.

2. Report

The methodology that will be utilised to conduct this consultation is laid out below.

2.1 All parents/carers and staff will vote on a designated date agreed by the Chief Officer (Education).

2.2 The parent council will submit up to four possible names for approval. The parent council will be asked to outline the rationale for the proposals, for example a geographical, historical or social association with the school or area. The existing school name will require to be one of the possible names.

2.3 In selecting the possible names, the parent council may invite suggestions from the school community, including parents, staff, local members, other interested bodies (for example the parent/teacher association) and in the case of Roman Catholic schools, the church representative on the Education, Children & Families committee.

2.4 The parent council, in consultation with the head teacher, will normally approve these and arrange for a ballot. If the head of resources, convener or local members have any reservations about any of the names put forward, discussions will be arranged with the parent council to agree a final list of names.

2.5 The final decision on the ballot list to be put forward will be taken by Chief Officer (Education).

2.6 The ballot should involve parents, and permanent staff employed in the school.

2.7 The parent council, in consultation with the head teacher, the Chief Officer (Education) and local elected members, will consider the result and normally accept the name winning the highest vote.

2.8 Thereafter, the Chief Officer will prepare a brief report for the Education, Children & Families committee, recommending the approval of the chosen name.

2.9 Where there is a tie there should be a further ballot involving the names attracting equal support.

2.10 The outcome of the ballot should then be reported to the Education, Children & Families committee to allow a final decision on the naming of the school to be taken.

2.11 Where a parent council has not been formed, the above procedures will be managed by Chief Officer (Education) in consultation with the head teacher(s).

3. Measures of success

3.1 Stakeholder support for the options brought forward.

3.2 Successful implementation of planned proposal.

3.3 Improved sense of identification and belonging for children, young people and families.

4.   Supporting documentation

4.1   N/A

Gerard McLaughlin
Gerard McLaughlin
Chief Officer (Education North)

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5. Impacts

5.1	**Public Sector Equality Duty and Fairer Scotland Duty**
	Does the report contain information that has an impact as a result of the Public Sector Equality Duty and/or Fairer Scotland Duty?
	Yes ☐ No ☒
	If Yes, please provide a brief summary of the impact?
	An Equality Impact Assessment has been completed and will underpin planning for these proposals, since a number of the young people involved are considered as being from a protected group, due to disability.
	If Yes, has an assessment been carried out and published on the council's website? https://www.northlanarkshire.gov.uk/your-community/equalities/equality-and-fairer-scotland-duty-impact-assessments
	Yes ☒ No ☐
5.2	**Financial impact**
	Does the report contain any financial impacts?
	Yes ☒ No ☐
	If Yes, have all relevant financial impacts been discussed and agreed with Finance?
	Yes ☒ No ☐
	If Yes, please provide a brief summary of the impact?
	The Service is currently assessing the value of this capital investment with support from colleagues in Asset and Procurement Solutions.
5.3	**HR policy impact**
	Does the report contain any HR policy or procedure impacts?
	Yes ☒ No ☐
	If Yes, have all relevant HR impacts been discussed and agreed with People Resources?
	Yes ☒ No ☐
	If Yes, please provide a brief summary of the impact?
	Affected staff will be managed in accordance with the appropriate Workforce Change Policies and in with the signatory trades unions. Considerations would include Compulsory Transfer, Premature/Early Retirement, Redundancy/Redeployment.
	The Service would be required to follow the requirements for consulting as set out in the Schools (Consultation) (Scotland) Act 2010. Further stakeholder, community and parental consultation would be required in the event that the Service proceeds with any of the recommendations.
5.4	**Legal impact**
	Does the report contain any legal impacts (such as general legal matters, statutory considerations (including employment law considerations), or new legislation)?
	Yes ☐ No ☒
	If Yes, have all relevant legal impacts been discussed and agreed with Legal and Democratic?
	Yes ☐ No ☒
	If Yes, please provide a brief summary of the impact?
5.5	**Data protection impact**

	Does the report / project / practice contain or involve the processing of personal data? Yes ☐ No ☒ If Yes, is the processing of this personal data likely to result in a high risk to the data subject? Yes ☐ No ☒ If Yes, has a Data Protection Impact Assessment (DPIA) been carried out and e-mailed to dataprotection@northlan.gov.uk Yes ☐ No ☒
5.6	**Technology / Digital impact** Does the report contain information that has an impact on either technology, digital transformation, service redesign / business change processes, data management, or connectivity / broadband / Wi-Fi? Yes ☐ No ☒ If Yes, please provide a brief summary of the impact? Where the impact identifies a requirement for significant technology change, has an assessment been carried out (or is scheduled to be carried out) by the Enterprise Architecture Governance Group (EAGG)? Yes ☐ No ☒
5.7	**Environmental / Carbon impact** Does the report / project / practice contain information that has an impact on any environmental or carbon matters? Yes ☒ No ☐ If Yes, please provide a brief summary of the impact? The carbon footprint will reduce if the numbers of establishments operating was reduced and pupils were catered for in our newer and more energy efficient campuses.
5.8	**Communications impact** Does the report contain any information that has an impact on the council's communications activities? Yes ☐ No ☒ If Yes, please provide a brief summary of the impact?
5.9	**Risk impact** Is there a risk impact? Yes ☒ No ☐ If Yes, please provide a brief summary of the key risks and potential impacts, highlighting where the risk(s) are assessed and recorded (e.g. Corporate or Service or Project Risk Registers), and how they are managed? A Programme Board has been established for the Implementation of the ASN Review.
5.10	**Armed Forces Covenant Duty** Does the report require to take due regard of the Armed Forces Covenant Duty (i.e. does it relate to healthcare, housing, or education services for in-Service or ex-Service personnel, or their families, or widow(er)s)? Yes ☐ No ☒ If Yes, please provide a brief summary of the provision which has been made to ensure there has been appropriate consideration of the particular needs of the

Armed Forces community to make sure that they do not face disadvantage compared to other citizens in the provision of public services.

5.11	**Children's rights and wellbeing impact**
	Does the report contain any information regarding any council activity, service delivery, policy, or plan that has an impact on children and young people up to the age of 18, or on a specific group of these?
	Yes ☐ No ☒
	If Yes, please provide a brief summary of the impact and the provision that has been made to ensure there has been appropriate consideration of the relevant Articles from the United Nations Convention on the Rights of the Child (UNCRC).
	If Yes, has a Children's Rights and Wellbeing Impact Assessment (CRWIA) been carried out?
	Yes ☐ No ☒

North Lanarkshire Council
Report

Education, Children and Families Committee

Does this report require to be approved? ☒ Yes ☐ No

Ref GMcL / MD　　　　　　　　**Date**　　21/05/24

Proposed Renaming of Pentland School

From　　Gerard McLaughlin, Chief Officer, (Education – North)

E-mail　mclaughling@northlan.gov.uk　**Telephone**　　01236 812221

Executive Summary

This report outlines the proposals to consult with stakeholders on the renaming of the Pentland School that has been relocated under the ASN Rationalisation programme, as approved by the Education, Children & Families Committee in September 2019, to the community hub area within St Ambrose Primary School and Buchanan High School campus.

The key reason for the proposal are:-

- to provide staff, pupils and parent/carers the opportunity to give their school its own identification to support and encourage a sense of commonality and affiliation across the We Aspire College settings.
- To provide staff, pupils and parent/carers the opportunity to select a name that is relevant to their current learning community.

Recommendations

It is recommended that the Education, Children and Families Committee;

(1) Approve the proposal to conduct a stakeholder consultation on the renaming of the We Aspire College school below:

Pentland School, Townhead Road, Coatbridge, ML5 2HT

The Plan for North Lanarkshire

Priority	Support all children and young people to realise their full potential
Ambition statement	(9) Invest in early interventions, positive transitions, and preventative approaches to improve outcomes for children and young people
Programme of Work	Statutory / corporate / service requirement

1.   Background

1.1   In September 2019, the Education and Families Committee approved a review of Additional Support Needs services which established twelve key recommendations for action. Two key recommendations are cited here, which underpin the intentions of the strategic recommendations in this paper.

1.1.1   Recommendation 8: 'Partnership working will be strengthened in a revised Support Around the School model, which will enable greater empowerment of staff to meet the needs of young people and enable a greater connection between needs and the partnership response to them. A more holistic approach to supporting families will underpin this.'

1.1.2   Recommendation 11: 'A clear plan for the future of the ASN estate, which creates Cluster ASN Hubs and specialist provision around the envisaged campus model of the future will be established as part of the Community Investment Fund and developed as part of the ongoing work to prioritise community hub investment proposals.'

1.2   These recommendations and the strategic direction of this report align directly with the policy established in the Plan for North Lanarkshire to ensure that children and young people are catered for within high quality facilities.

We Aspire College

1.3   The service has now created an integrated We Aspire College for SEBN related services in North Lanarkshire. This incorporates a number of existing schools, services and facilities within an overarching operation, under the leadership of an Executive Head Teacher, with overall responsibility for improving outcomes.

1.4   This provides opportunities for children and young people to work within, between and beyond a range of establishments and services. It facilitates increased collaboration to make more effective use of existing expertise and it has established a leadership model which supports achievement of the best possible outcomes.

1.5   This model also provides Depute Heads with a strategic focus including the following areas, all reporting to the Executive Head Teacher:

- School Programmes Lead
- Vocational Education Lead
- Bespoke Programmes Lead

1.6   These changes have went some way in addressing most of the issues raised within the ASN review, including the significant challenges experienced in relation to buildings and staffing resources.

1.7   The school will retain its own Unique Property Reference Number and SEED number and consequently its own identity.

2.   Report

The methodology that will be utilised to conduct this consultation is laid out below.

2.1   All parents/carers and staff will vote on a designated date agreed by the Chief Officer (Education).

2.2   The parent council will submit up to four possible names for approval. The parent council will be asked to outline the rationale for the proposals, for example a geographical, historical or social association with the school or area. The existing school name will require to be one of the possible names.

2.3   In selecting the possible names, the parent council may invite suggestions from the school community, including parents, staff, local members, other interested bodies (for example the parent/teacher association) and in the case of Roman Catholic schools, the church representative on the Education, Children & Families committee.

2.4   The parent council, in consultation with the head teacher, will normally approve these and arrange for a ballot. If the head of resources, convener or local members have any reservations about any of the names put forward, discussions will be arranged with the parent council to agree a final list of names.

2.5   The final decision on the ballot list to be put forward will be taken by Chief Officer (Education).

2.6   The ballot should involve parents, and permanent staff employed in the school.

2.7   The parent council, in consultation with the head teacher, the Chief Officer (Education) and local elected members, will consider the result and normally accept the name winning the highest vote.

2.8   Where there is no designated parent council body, staff will liaise with parents and pupils to conduct items 2.2 to 2.7.

2.9   Thereafter, the Chief Officer will prepare a brief report for the Education, Children & Families committee, recommending the approval of the chosen name.

2.10   Where there is a tie there should be a further ballot involving the names attracting equal support.

2.11   The outcome of the ballot should then be reported to the Education, Children & Families committee to allow a final decision on the naming of the school to be taken.

2.12   Where a parent council has not been formed, the above procedures will be managed by Chief Officer (Education) in consultation with the head teacher(s).

3.   Measures of success

3.1   Stakeholder support for the options brought forward.

3.2   Successful implementation of planned proposal.

3.3   Improved sense of identification and belonging for children, young people and families.

4.   Supporting documentation

4.1   N/A

Gerard McLaughlin
Gerard McLaughlin
Chief Officer (Education North)

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5.   **Impacts**

5.1	**Public Sector Equality Duty and Fairer Scotland Duty** Does the report contain information that has an impact as a result of the Public Sector Equality Duty and/or Fairer Scotland Duty? Yes ☐ No ☒ If Yes, please provide a brief summary of the impact? An Equality Impact Assessment has been completed and will underpin planning for these proposals, since a number of the young people involved are considered as being from a protected group, due to disability. If Yes, has an assessment been carried out and published on the council's website? https://www.northlanarkshire.gov.uk/your-community/equalities/equality-and-fairer-scotland-duty-impact-assessments Yes ☒ No ☐
5.2	**Financial impact** Does the report contain any financial impacts? Yes ☒ No ☐ If Yes, have all relevant financial impacts been discussed and agreed with Finance? Yes ☒ No ☐ If Yes, please provide a brief summary of the impact? The Service is currently assessing the value of this capital investment with support from colleagues in Asset and Procurement Solutions.
5.3	**HR policy impact** Does the report contain any HR policy or procedure impacts? Yes ☒ No ☐ If Yes, have all relevant HR impacts been discussed and agreed with People Resources? Yes ☒ No ☐ If Yes, please provide a brief summary of the impact? Affected staff will be managed in accordance with the appropriate Workforce Change Policies and in with the signatory trades unions. Considerations would include Compulsory Transfer, Premature/Early Retirement, Redundancy/Redeployment. The Service would be required to follow the requirements for consulting as set out in the Schools (Consultation) (Scotland) Act 2010. Further stakeholder, community and parental consultation would be required in the event that the Service proceeds with any of the recommendations.
5.4	**Legal impact** Does the report contain any legal impacts (such as general legal matters, statutory considerations (including employment law considerations), or new legislation)? Yes ☐ No ☒ If Yes, have all relevant legal impacts been discussed and agreed with Legal and Democratic? Yes ☐ No ☒ If Yes, please provide a brief summary of the impact?

5.5	**Data protection impact**
	Does the report / project / practice contain or involve the processing of personal data?
	Yes ☐ No ☒
	If Yes, is the processing of this personal data likely to result in a high risk to the data subject?
	Yes ☐ No ☒
	If Yes, has a Data Protection Impact Assessment (DPIA) been carried out and e-mailed to dataprotection@northlan.gov.uk
	Yes ☐ No ☒
5.6	**Technology / Digital impact**
	Does the report contain information that has an impact on either technology, digital transformation, service redesign / business change processes, data management, or connectivity / broadband / Wi-Fi?
	Yes ☐ No ☒
	If Yes, please provide a brief summary of the impact?
	Where the impact identifies a requirement for significant technology change, has an assessment been carried out (or is scheduled to be carried out) by the Enterprise Architecture Governance Group (EAGG)?
	Yes ☐ No ☒
5.7	**Environmental / Carbon impact**
	Does the report / project / practice contain information that has an impact on any environmental or carbon matters?
	Yes ☒ No ☐
	If Yes, please provide a brief summary of the impact?
	The carbon footprint will reduce if the numbers of establishments operating was reduced and pupils were catered for in our newer and more energy efficient campuses.
5.8	**Communications impact**
	Does the report contain any information that has an impact on the council's communications activities?
	Yes ☐ No ☒
	If Yes, please provide a brief summary of the impact?
5.9	**Risk impact**
	Is there a risk impact?
	Yes ☒ No ☐
	If Yes, please provide a brief summary of the key risks and potential impacts, highlighting where the risk(s) are assessed and recorded (e.g. Corporate or Service or Project Risk Registers), and how they are managed?
	A Programme Board has been established for the Implementation of the ASN Review.
5.10	**Armed Forces Covenant Duty**
	Does the report require to take due regard of the Armed Forces Covenant Duty (i.e. does it relate to healthcare, housing, or education services for in-Service or ex-Service personnel, or their families, or widow(er)s)?
	Yes ☐ No ☒

If Yes, please provide a brief summary of the provision which has been made to ensure there has been appropriate consideration of the particular needs of the Armed Forces community to make sure that they do not face disadvantage compared to other citizens in the provision of public services.

5.11	**Children's rights and wellbeing impact** Does the report contain any information regarding any council activity, service delivery, policy, or plan that has an impact on children and young people up to the age of 18, or on a specific group of these? Yes ☐ No ☒ If Yes, please provide a brief summary of the impact and the provision that has been made to ensure there has been appropriate consideration of the relevant Articles from the United Nations Convention on the Rights of the Child (UNCRC). If Yes, has a Children's Rights and Wellbeing Impact Assessment (CRWIA) been carried out? Yes ☐ No ☒

North Lanarkshire Council
Report

Education, Children and Families Committee

Does this report require to be approved?   ☐ Yes ☒ No

Ref   GMcL/MOH   **Date**   21/05/24

Attainment and Improvement Update

From   Gerard McLaughlin, Chief Officer (Education – North)

E-mail mclaughling@northlan.gov.uk   **Telephone**

Executive Summary

North Lanarkshire Council is committed to ensuring excellence and equity and to improving outcomes for children and families.

Education and Families Managers have clear strategic remits, designed to support this vision to become a reality.

This report provides the Education, Children and Families Committee with an update on specific aspects of the work of the central team to raise attainment and support continuous improvement, across the Service. It has a particular focus on reporting on progress associated with strategic use of the Strategic Equity Fund (SEF).

Recommendations

Education, Children and Families Committee is asked to:

(1) Endorse the various updates contained within this paper.

The Plan for North Lanarkshire

Priority	Support all children and young people to realise their full potential
Ambition statement	(6) Raise attainment and skills for learning, life, and work to enhance opportunities and choices
Programme of Work	Brighter Futures

1. Background

1.1 Local Authorities have a duty to improve standards in education, challenging and supporting educational establishments to ensure continuous improvement. North Lanarkshire's (NL's) quality improvement (QI) framework, updated in session 2022/23, empowers school leaders to secure continuous improvement while providing assurance to stakeholders on the quality of education provided for learners.

1.2 This report will outline some of the key strategies implemented this session to further support the QI framework, to facilitate improvement across NL's educational establishments. Where applicable, it will outline impact, progress to date and identify planned next steps. It is worth noting that the main focus this year has been on working collaboratively with colleagues to review and build robust processes that will secure future improvements.

2. Report

Development of a Raising Attainment Strategy

2.1 There is a pattern of improving attainment in North Lanarkshire Schools, particularly at the primary stages. However, it is recognised that there is still scope to further raise attainment and improve outcomes for learners. There is also some sense in which the identified gaps in attainment are being better understood and addressed. However, North Lanarkshire continues to face challenges in relation to the cost-of-living crisis, to improving attainment and addressing the poverty related attainment gap. We are continuing to deal with emerging issues, such as challenges in improving pupil attendance and engaging some families who have had significant health and wellbeing issues.

2.2 Therefore, we have developed a specific 'Raising Attainment Strategy', to align key strategies and approaches to be implemented to raise attainment and close the poverty related attainment gap. The strategy contains clear measures and outcomes which will be used to evaluate the impact of the strategy. The diagram below summarises some of the key facets of this strategy.
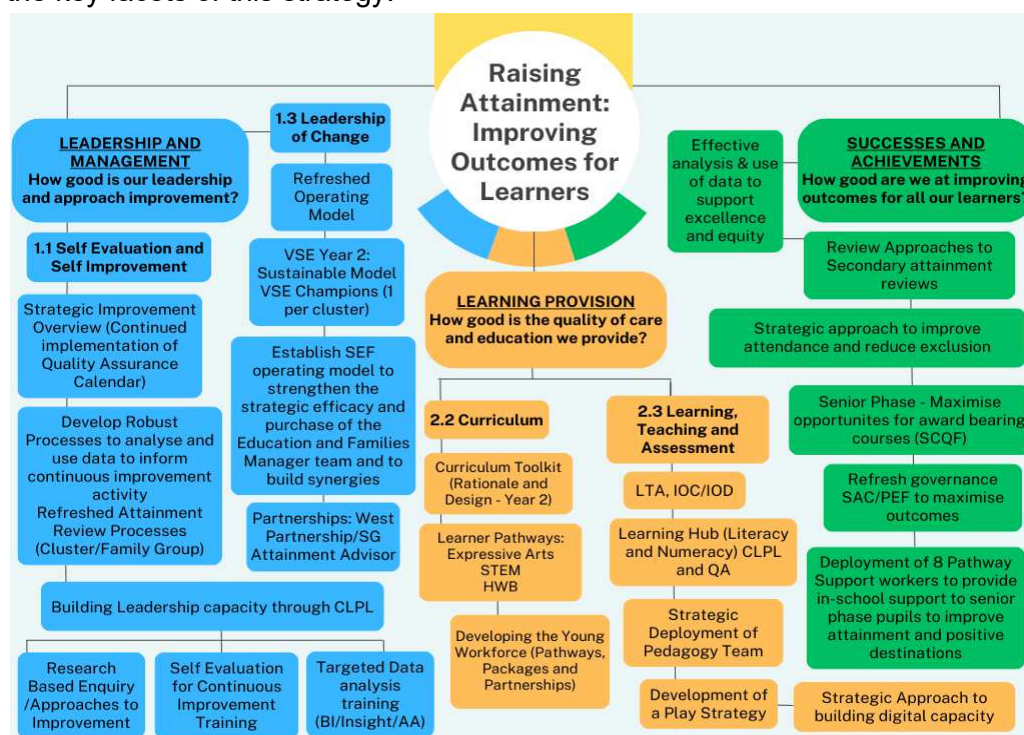
2.3 A full copy of the strategy is provided in Appendix 1.

Leadership

2.4 In line with the local and national priorities, our improvement strategy for session 2023-2025 has focused on the National Improvement Framework Drivers; as outlined below:

- School and ELC leadership
- Teacher and practitioner professionalism
- Parent and carer involvement and engagement
- Curriculum and assessment
- School and ELC improvement
- Performance information

2.5 Research evidences the impact of effective leadership in improving outcomes for learners, therefore, as part of our improvement strategy, we have continued to have a clear focus on leadership development opportunities.

2.6 During session 2023-24, in collaboration with our Education Scotland Attainment Advisor, we have offered establishment leaders the opportunity to engage in professional learning to develop their ability to effectively use self-evaluation to support continuous improvement. Professional learning opportunities are designed to improve leaders' ability to write succinct, focused and measurable improvement plans, and improvement reports that evidence progress and improvement. Almost all secondary headteachers have now completed this training. A rolling programme for primary headteachers is currently underway.

2.7 These sessions were offered in addition to the existing leadership development opportunities available through North Lanarkshire Council's (NLC) Innovation and Improvement Hub and Leadership Programmes.

Curriculum

2.8 We are adopting a strategic approach to empowering and supporting school leaders to review and refresh their curriculum rationale and pathways using NLC's Curriculum Content Toolkit, previously approved in September 2022. This is year two of the strategic programme and feedback from participants has been positive. To date, 77% of primary headteachers and 87% of secondary headteachers have engaged with the Toolkit and training. The progress of curriculum development work is captured and reported on as part of the Brighter Futures workplan.

Review of Secondary Attainment Reviews

2.9 As part of the ongoing process of self-evaluation to support continuous improvement, Secondary Education and Families Managers (EFMs) are leading a review of our approach to secondary attainment reviews. A short life working group was established to gather the views of heads of establishments to co-create new approaches.

2.10 This review is ongoing but will include a collaborative approach wherein schools will work in small groups, as a group of critical friends, to provide support and challenge in a safe, supportive and structured environment. This collaborative approach aligns with guidance provided in HGIOS4?:

"Ongoing reflection, interrogation of evidence and working with others are key to successful self-evaluation and self-improvement." HGIOS4 Pg. 10.

2.11 The approach taken, and guidance materials used, will build capacity across the system whilst ensuring that establishments are prepared for internal and external scrutiny by the local authorities Validated Self Evaluation (VSE) process or HMIE inspection. This collaborative process will provide headteachers with the opportunity to discuss their own self-evaluation judgements, share good practice and seek appropriate support from colleagues, with the ultimate objective of improving outcomes for learners across the authority.

2.12 In addition, as part of our review process, a representative from HMIe Inspectorate accompanied three Education Managers to two attainment review visits providing advice and feedback on the process and how specific coaching and mentoring questioning can further strengthen the process. A further update will be presented on completion of this review.

2.13 Furthermore, the attainment trio model will be relaunched next session to support continuous improvement, with increased focus on effective use of deeper questioning that supports and challenges school leaders to interrogate data and evidence evaluative statements.

2.14 This model is intended to empower headteachers to evaluate progress fully and accurately and to develop their ability to collaborate and engage in robust professional dialogue that supports continuous improvement. It will protect time for headteachers to meet and collaborate, challenging assertions, supporting, guiding and advising each other to build capacity across the service.

Faculty Heads

2.15 Central officers have planned and delivered three sets of continuing professional learning sessions for secondary curricular faculty heads over the course of session 2023/24. These twilight sessions have focused on themes for school improvement. i.e., data analysis, curricular development and learning, teaching and assessment. They have provided a forum for discussion, for sharing good practice, for providing support and for setting out challenge in our expectations for excellence. These sessions will continue into session 2024/25.

2.16 To further support improvements at subject level, we will build on the network lead approach to facilitate moderation and sharing good practice. In response to views gathered, faculty heads and subject leads will be given the opportunity to meet as a collective to discuss BGE and Senior Phase developments. Learning, Teaching and Assessment activities will underpin this approach to support improvements in discrete curriculum areas.

Performance information

2.17 Recognising the need to use data effectively to inform and underpin strategic improvement work at establishment and service level, we have continued to review and refresh our approaches to analysing performance information to maximise its effectiveness.

2.18 Clear processes are in place to monitor performance across a range of measures including attainment, attendance, exclusion etc. Monthly attendance reports (MAPs)

are providing a relentless focus on pupil attendance, and this is resulting in a small but significant upward trend.

2.19   Most recent North Lanarkshire figures from the MAP process show that attendance for the month of December was significantly higher than the corresponding month last year. This is encouraging, as December has historically lower attendance rates, and this usually impacts on yearly figures. The table below shows the attendance rates across all sectors and the average rise of 5.21% compared with last year.

Attendance rate by sector (%)			
Sector	Dec-22	Dec-23	Diff
ASN	77.45%	83.50%	6.05%
Early Years	85.61%	92.91%	7.30%
Primary	83.53%	88.83%	5.30%
Secondary	71.53%	75.95%	4.42%
Grand Total	79.26%	84.47%	5.21%

2.20   As part of this renewed focus on attendance, all schools have now set improvement targets and Family Engagement Support Assistants (FESAs) are working across clusters to provide a family support approach to improve outcomes for learners.

2.21   ACEL data is a national measure used by the Scottish Government to measure pupil achievement of a level within literacy and numeracy, based on teacher professional judgement, at four key stages within the Broad General Education (BGE). The measurable stages are P1, P4, P7 and S3. ACEL data is lifted in January and June each session, and this informs link visit/attainment review discussions.

2.22   This session, officers have provided bespoke cluster level support to assist school leaders interrogate cluster level data, drawing comparisons with national and local data. There has been a specific focus on using data effectively to identify the poverty related attainment gap. This, alongside the aforementioned outcomes and measures training, will facilitate school leaders in school improvement planning activity and processes. This will be further strengthened through the provision of a series of drop-in sessions, facilitated by senior officers, who will collaborate with school leaders to improve the quality and consistency of school improvement plans.

2.23   A series of development opportunities led by the central team and officers from the Scottish Government have been introduced to further support central officers to refine their skills in analysing and using a range of data including Insight to support improvements at establishment and service level.

2.24   Validated self-evaluation visits (VSE) are an integral part of our improvement process. They provide an additional layer of support and challenge to facilitate continuous improvement. EFMs are responsible for ensuring that all establishments are included in a cyclical process for VSE. From August 2023 to March 2024, a total of three Secondary VSEs and 11 Primary VSEs have been carried out.

2.25   A bespoke package has been created to align the approach taken when supporting establishments through the HMIE Inspection process. The impact of this process is being monitored and evaluated and further information will be presented at the end of the academic session.

Strategic Use of Resources

Empowering Clusters

2.26   The Empowering Clusters model is recognised as a key function in ensuring integrated partnership working that is centred around the wellbeing of children, young people, and their families, within our local community.

2.27   The significant impact of cluster level interventions has been tracked through the use of a reporting mechanism, designed to increase data informed planning and delivery with a specific focus on 'Supporting all children and young people to reach their potential' by improving practice, empowering staff and managing resources.

2.28   Some key successes in relation to the Empowering Clusters model are noted below:

- 1531 learners were supported through the empowering clusters model between August and December 2023
- 956 children, young people and families were supported by cluster support teachers or Cluster Inclusion and Integration Leads (CIILs), across the 23 clusters
- 2442 sessions were planned for children, young people or families at additional or intensive level, with an 84% average attendance rate.

2.29   Officers are currently completing a full review of the empowering clusters operating model to ensure continued success and improving outcomes for learners, and further information will be presented in due course.

SAC

2.30   In line with NLC's commitment to raise attainment and close the poverty related attainment gap, the work of the SAC team further strengthens our approaches and aligns resources to ensure there is a relentless focus on raising attainment.

2.31   In cognisance of reducing SAC and core budgets, SLT papers were presented and approved by SLT on 15th February 2023, and the 13th of March 2024, outlining proposed core models. Core models are reviewed annually to effectively manage the reducing funds and protect a core programme of activity designed to raise attainment and close the poverty related attainment gap.

2.32   As part of the core models for session 2023/24 and for 2024/25, we prioritised identifying and deploying resources to provide targeted support to schools and clusters to raise attainment, and improve pedagogical approaches through CLPL, coaching and modelling.

2.33   The core model includes improvement activity led by NL's Learning Hub, which includes Education Support Officers (ESOs) and the Pedagogy Team.

Interim Evaluation of the Impact of New Learning Hub Operating Model; Learning Hub Team

2.34   The Learning Hub was originally established in August 2019 as part of the Scottish Attainment Challenge Team in North Lanarkshire.

2.35   In May 2023, SLT approved a new operating model for the Learning Hub which includes six Education Support Officers (ESOs), supported by a Pedagogy Team. This model allows us to provide universal, additional and intensive support to all establishments in literacy, numeracy and learning, teaching and assessment approaches alongside support within health and wellbeing.
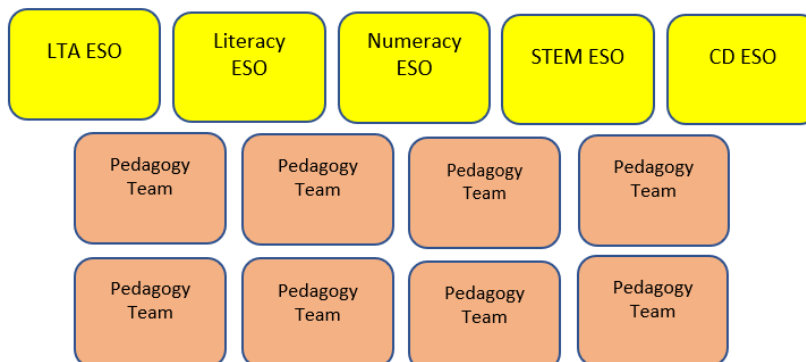
2.36   Importantly, all ESOs work very closely with the Pedagogy Team, ensuring that consistent messages are delivered around best classroom practice. This holistic approach to staff CLPL, modelled in practice by the Pedagogy Team, brings highly effective teaching, learning and assessment, and research based pedagogical approaches to literacy and numeracy to life.

2.37   Additionally, the Learning Hub Team provide annual intensive training to new groups of staff including probationers, the Pedagogy Team, Cluster Attainment Teachers, Cluster Support Teachers and Cluster Resource Teachers, for literacy and numeracy. Wider bespoke training has also been delivered to the Virtual School team, CLD, Children's House staff and SDS. This supports improved pedagogical practice across establishments and identified partners. Full details of Learning Hub activity can be viewed at Appendix 2.

2.38   The Learning Hub Team have also developed parental guides and have delivered face to face parental workshops, as parents play a crucial role in raising attainment. This is in line with advice and guidance from the Education Scotland document, Engaging Parents and Families, *'Providing opportunities, supporting and building capacity amongst Scotland's parents to capitalise on children's learning experiences is key in raising attainment and closing the poverty related attainment gap."*

2.39   As outlined below, engagement levels with ESOs are high and this is enabling us to build capacity across our establishments and support consistency and quality, improving outcomes for learners.

Future Plans – Literacy ESO

2.40   In October 2023, the Robert Owen Centre (ROC) team completed a review of NLC's Active Literacy Programme, focusing on reading, spelling, phonics etc. The review concluded that the Active Literacy programme continues to remain an effective theory-informed approach.

2.41   The report stated that, *'Reflecting on available evidence, NLC's Active Literacy approach programme is relevant in its use of supporting language development through supported activities, balanced praxis and pedagogical resources. The research suggests that practitioners are provided with robust training and follow-up support when necessary to effectively teach the combination of approaches that make up the Council's approach to teaching literacy'.*

2.42   Next session, we will build on this positive endorsement by reviewing authority level approaches to pedagogical approaches to extended taught writing. This will align with the authority's focus on P4 writing as a core stretch aim.

2.43   Furthermore, in cognisance of the increase in expressive language delay in young children, the team are working alongside a range of professionals, including the Robert Owen Centre (ROC), Psychological Service, Speech and Language Therapists etc., to pilot an expressive language targeted intervention in early years establishments. This will be based on findings of the recent literature review, carried out by Psychological Service. An update on the impact of this intervention will be included in a future report.

2.44   As part of the new core model, support for establishments is provided as part of a staged intervention model.
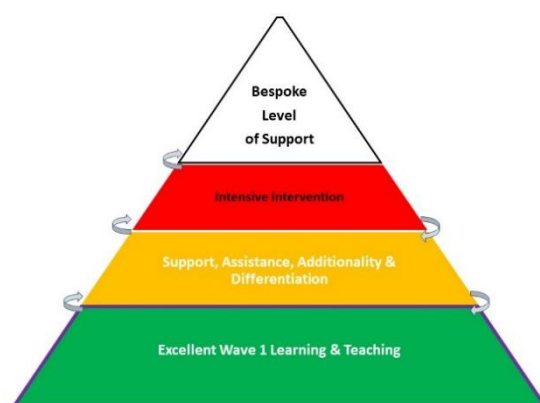
2.45   As well as this core CLPL noted above, the Literacy ESO also delivers training on a range of literacy interventions and assessments. This training is delivered to literacy coaches identified by individual establishments, to empower and upskill school staff and build sustainable approaches. The impact of these approaches and interventions are monitored carefully to maximise improved outcomes for learners. Key highlights are noted below:

Intervention	Year	Number of Pupils	% of pupils in SIMD 1 – 3	Strand	Average Gains (measured in age/months)
Read, Write, Inc	2022-23	766	62%	Reading Accuracy	+15months
				Reading Speed	+12months
				Reading Comprehension	+12months
FFT, Wave 3	2022-23	61	65%	Letter Sound Recognition	+10 months
				Early Word Recognition	+11 months
				Sound Isolation	+10 months
				Sound Deletion	+12 months
Rainbow Reading	2022-23	412	47%	Reading Accuracy	+9 months
				Reading Speed	+8 months
				Reading Comprehension	+9 months
Reading and Talking to Improve Comprehension (RTIC)		80	76%	Reading Accuracy	+7 months
				Reading Speed	+6 months
				Reading Comprehension	+10 months

2.46 Additionally, the Literacy ESO leads the newly formed Adjusted Teaching Working Group, to create advice and guidance to strengthen core literacy teaching. This group will look at both common areas of literacy difficulty and current research in this area so that practical advice for teachers can be implemented at class level. The intention is that pupils who are not on track can be targeted with effective in-class pedagogical approaches, hopefully negating the need for ongoing interventions.

Future Plans – Numeracy ESO

2.47 The Numeracy ESO is currently working closely with Psychological Service to develop a North Lanarkshire Dyscalculia Strategy, to support children and young people with persistent difficulties in number/maths.

2.48 A working party of over 30 practitioners has been set up to review the Dyscalculia documentation and resources from Education Scotland with a view to pilot these with identified children. This work will lead to a strategy document and guidance being developed, alongside training sessions for staff on how to support children and young people with dyscalculia.

2.49 Similarly to the Literacy ESO, the Numeracy ESO meets regularly with identified establishment Numeracy Coaches to train and upskill them on a range of research based targeted interventions and approaches. The table below exemplifies the positive impact of these interventions across our schools.

2022 - 2023	Intervention	Number of Pupils	% of Pupils in SIMD 1 -3	Gaps/Gains (measured in age/months)
	Number Box	16	44%	+5 months
	SEAL as an intervention	296	79%	+4 months
	Catch-up Numeracy	98	45%	+6 months
	Developing Number Knowledge	19	37%	+6 months
	Maths Recovery	19	89%	+3 months
	Numicon	18	50%	+5 months

Future Plans - Learning, Teaching and Assessment (LTA) ESO

2.50 Recognising that excellent learning, teaching and assessment (LTA) is the most effective mechanism for raising attainment, significant emphasis has been placed on supporting establishments to develop robust approaches to LTA. This continues to be a priority, moving forward.

2.51 The new development of Assessment and Moderation Leaders per cluster both within Primary and Secondary ensures that CLPL has a wider reach and provides establishments with a regular mechanism of support and advice. This builds on Education Scotland's Quality Assessment and Moderation Support Officer (QAMSO) model as noted within the National Improvement Framework, Curriculum and Assessment driver.

2.52 North Lanarkshire's Leadership of Highly Effective Learning, Teaching and Assessment programme was successfully endorsed by Education Scotland this session. The programme consists of a series of sessions focusing on highly effective learning and teaching approaches and is open to colleagues across all Primary, Secondary and ASN sectors. 831 teachers have received learning, teaching and assessment training in Term 3. Many schools are now requesting bespoke sessions based on more robust quality assurance and self-evaluation in schools, thus raising attainment. 9 have already signed up for LTA CLPL next session.

2.53 This year, the LTA ESO is an Improving Our Classrooms (IOC) lead and is working in close partnership with South Lanarkshire Council and West Partnership colleagues. IOC is a West Partnership Regional Improvement Collaborative programme, with all 8 local authorities involved. 21 participants successfully completed the IOC programme, and 3 departments were involved in the Improving Our Departments (IOD) programme. There has been significant interest in all three programmes for next session, including Improving Our Schools (IOS).

2.54 In addition to the CLPL offers above, our LTA ESO has delivered a range of continuous lifelong professional learning (CLPL) across the authority, engaging with primary, secondary and ASN establishments. Through a comprehensive programme of CLPL, school leaders and staff are developing their skills in all aspects of highly effective practice.

The number of training sessions offered last session can be viewed in the diagram below:
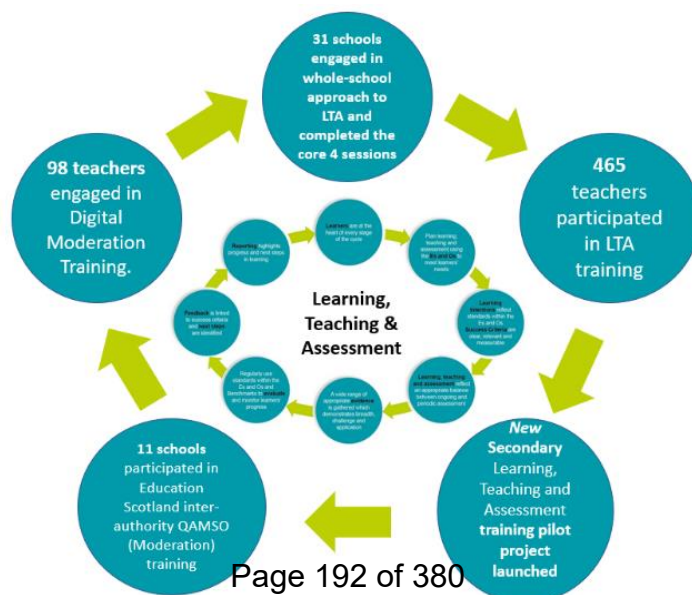
2.55   The LTA ESO is involved in a number of West Partnership events, building capacity within teachers and encouraging collaboration. The West Partnership Moderation Event, involving all 8 local authorities took place in March and NLC participation was very high. For the first time, NL had 12 participants representing third/ fourth level.

2.56   The new development of Assessment and Moderation Leaders per cluster both within Primary and Secondary ensures that CLPL has a wider reach and provides establishments with a regular mechanism of support and advice. This builds on Education Scotland's Quality Assessment and Moderation Support Officer (QAMSO) model as noted within the National Improvement Framework, Curriculum and Assessment driver.

Science, Technology, Engineering and Maths (STEM)

2.57   Science progressive pathways are currently being developed, in consultation with primary and secondary colleagues, and senior officers with responsibility for the curriculum. These pathways will be supplemented with a suite of resources which will enhance the learner experience.

2.58   The ESO (formerly STEM Development Officer) works across both the Pedagogy Team and Learning Hub Team to deliver CLPL, develop resources and deliver school STEM workshops to support high quality learning and teaching in STEM.

2.59   The STEM ESO is responsible for all CLPL, and last session's CLPL is evidenced below:

2.60   In addition to the above, from August 2023-March 2024,

- 465 teachers have taken part in STEM CLPL
- 160 Pedagogy Team STEM workshops were delivered for 1543 pupils
- SmartSTEMs workshops were delivered for 200 pupils
- 1693 pupils have taken part in the Make IT Happen app design competition

This input will continue and will be reviewed at the end of the academic session.

Curriculum Development

2.61   In January 2024, an Education Support Officer for Curriculum Development (CD) was appointed to enhance the wider Learning Hub Team, specifically aimed at driving forward key aspects of the curriculum such as expressive arts and health and wellbeing alongside supporting developments in literacy. Work is currently underway to design progressive pathways within our educational framework, to support teachers to ensure they are building on children and young people's skills and knowledge.

Pedagogy Team

2.62   The Pedagogy Team consists of eight practitioners, who are experienced classroom teachers.   Seven of these practitioners are primary practitioners, and one is a secondary based practitioner (science).

2.63   The Team work within schools, alongside classroom teachers, to exemplify pedagogical approaches in literacy, numeracy, learning, teaching and assessment and STEM within identified establishments.   This builds capacity within individual establishments, therefore is a sustainable model.

2.64   Between August 2023 and March 2024, the Team supported 24 schools, working alongside 74 practitioners.

2.65   Teacher confidence levels are measured pre and post engagement, as is pupil attainment. A sample of pupils are assessed pre and post engagement, to evidence the impact of the engagement.

2.66   In response to identified need, the Pedagogy Team piloted an intensive six-week engagement with a primary school. This was further enhanced by CLPL sessions provided by the ESOs, and leadership support by the Curriculum Manager (Excellence and Equity).

2.67   A full report on the impact of this intensive engagement can be viewed at Appendix 3. Due to the success of this model, a paper was approved at SLT in March 2024, approving a new operating model and structure for the pedagogy team. The team will now be referred to as the Targeted Improvement Group (TIG) Team. This team will consist of six pedagogy practitioners, paid at Principal Teacher (PT) grade, and four

class teachers (CTs) who will operate in line with the interlinked approaches as outlined above.

2.68   The purpose of this new team is to target support for identified establishments, at every level:

- Pupil level – bespoke interventions delivered by the four CTs within the TIG Team
- Teacher level – classroom modelling provided by the PTs within the TIG Team
- SLT level – bespoke support provided by the Curriculum Manager, BGE.

2.69   A Learning Conference is planned for early next session to highlight existing good practice, celebrate success and ensure all of our establishments have a relentless focus on ensuring high quality learning and teaching that improve outcomes for learners.

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3.   Measures of success

3.1   Increased attainment at primary and secondary stages.
3.2   Improved curriculum pathways with a clear focus on skills progression.
3.3   High quality learning, teaching and assessment across all establishments.
3.4   Improved staff skill, confidence and ability.

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4.   Supporting documentation

4.1   Appendix 1 – Raising Attainment Strategy
4.2   Appendix 2 – Primary School Intensive Pedagogy Team Support Report
4.3   Appendix 3 – Learning Hub Newsletter

Gerard F. McLaughlin

Gerard McLaughlin
Chief Officer (Education - North)

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5.   **Impacts** (http://connect/report-template-guidance)

5.1	**Public Sector Equality Duty and Fairer Scotland Duty** Does the report contain information that has an impact as a result of the Public Sector Equality Duty and/or Fairer Scotland Duty? Yes ☐ No ☒ If Yes, please provide a brief summary of the impact? If Yes, has an assessment been carried out and published on the council's website? https://www.northlanarkshire.gov.uk/your-community/equalities/equality-and-fairer-scotland-duty-impact-assessments Yes ☐ No ☐
5.2	**Financial impact** Does the report contain any financial impacts? Yes ☐ No ☒ If Yes, have all relevant financial impacts been discussed and agreed with Finance? Yes ☐ No ☒ If Yes, please provide a brief summary of the impact?
5.3	**HR policy impact** Does the report contain any HR policy or procedure impacts? Yes ☐ No ☒ If Yes, have all relevant HR impacts been discussed and agreed with People Resources? Yes ☐ No ☐ If Yes, please provide a brief summary of the impact?
5.4	**Legal impact** Does the report contain any legal impacts (such as general legal matters, statutory considerations (including employment law considerations), or new legislation)? Yes ☐ No ☒ If Yes, have all relevant legal impacts been discussed and agreed with Legal and Democratic? Yes ☐ No ☐ If Yes, please provide a brief summary of the impact?
5.5	**Data protection impact** Does the report / project / practice contain or involve the processing of personal data? Yes ☐ No ☒ If Yes, is the processing of this personal data likely to result in a high risk to the data subject? Yes ☐ No ☐ If Yes, has a Data Protection Impact Assessment (DPIA) been carried out and e-mailed to dataprotection@northlan.gov.uk Yes ☐ No ☐
5.6	**Technology / Digital impact** Does the report contain information that has an impact on either technology, digital transformation, service redesign / business change processes, data management, or connectivity / broadband / Wi-Fi? Yes ☐ No ☒

	If Yes, please provide a brief summary of the impact? Where the impact identifies a requirement for significant technology change, has an assessment been carried out (or is scheduled to be carried out) by the Enterprise Architecture Governance Group (EAGG)? Yes ☐ No ☐
5.7	**Environmental / Carbon impact** Does the report / project / practice contain information that has an impact on any environmental or carbon matters? Yes ☐ No ☒ If Yes, please provide a brief summary of the impact?
5.8	**Communications impact** Does the report contain any information that has an impact on the council's communications activities? Yes ☐ No ☒ If Yes, please provide a brief summary of the impact?
5.9	**Risk impact** Is there a risk impact? Yes ☒ No ☐ If Yes, please provide a brief summary of the key risks and potential impacts, highlighting where the risk(s) are assessed and recorded (e.g. Corporate or Service or Project Risk Registers), and how they are managed? All risks are identified within the Corporate Risk Directory and identified as part of the SAC Programme. All risks are regularly reviewed in line with current guidance.
5.10	**Armed Forces Covenant Duty** Does the report require to take due regard of the Armed Forces Covenant Duty (i.e. does it relate to healthcare, housing, or education services for in-Service or ex-Service personnel, or their families, or widow(er)s)? Yes ☐ No ☒ If Yes, please provide a brief summary of the provision which has been made to ensure there has been appropriate consideration of the particular needs of the Armed Forces community to make sure that they do not face disadvantage compared to other citizens in the provision of public services.
5.11	**Children's rights and wellbeing impact** Does the report contain any information regarding any council activity, service delivery, policy, or plan that has an impact on children and young people up to the age of 18, or on a specific group of these? Yes ☒ No ☐ If Yes, please provide a brief summary of the impact and the provision that has been made to ensure there has been appropriate consideration of the relevant Articles from the United Nations Convention on the Rights of the Child (UNCRC). Article 28 – Right to Education and Article 29 – Goals of Education In North Lanarkshire we recognise that raising attainment does not fall to one Service, or one Sector, we must therefore work together to use our resources effectively and efficiently to ensure that our children and young people have opportunities to achieve and attain.

If Yes, has a Children's Rights and Wellbeing Impact Assessment (CRWIA) been carried out?

Yes ☐ No ☐

North Lanarkshire Council

Raising Attainment Strategy 2023-2025

Raising Attainment: Improving Outcomes for Learners

LEADERSHIP AND MANAGEMENT
How good is our leadership and approach improvement?

1.1 Self Evaluation and Self Improvement

Strategic Improvement Overview (Continued implementation of Quality Assurance Calendar)

Develop Robust Processes to analyse and use data to inform continuous improvement activity
Refreshed Attainment Review Processes (Cluster/Family Group)

Building Leadership capacity through CLPL

Research Based Enquiry /Approaches to Improvement

Self Evaluation for Continuous Improvement Training

Targeted Data analysis training (BI/Insight/AA)

1.3 Leadership of Change

Refreshed Operating Model

VSE Year 2: Sustainable Model VSE Champions (1 per cluster)

Establish SEF operating model to strengthen the strategic efficacy and purchase of the Education and Families Manager team and to build synergies

Partnerships: West Partnership/SG Attainment Advisor

LEARNING PROVISION
How good is the quality of care and education we provide?

2.2 Curriculum

Curriculum Toolkit (Rationale and Design - Year 2)

Learner Pathways: Expressive Arts STEM HWB

Developing the Young Workforce (Pathways, Partnerships)

2.3 Learning, Teaching and Assessment

LTA, IOC/IOD

Learning Hub (Literacy and Numeracy) CLPL and QA

Strategic Deployment of Pedagogy Team

Development of a Play Strategy

Effective analysis & use of data to support excellence and equity

SUCCESSES AND ACHIEVEMENTS
How good are we at improving outcomes for all our learners?

Review Approaches to Secondary attainment reviews

Strategic approach to improve attendance and reduce exclusion

Senior Phase - Maximise opportunites for award bearing courses (SCQF)

Refresh governance SAC/PEF to maximise outcomes

Deployment of 8 Pathway Support workers to provide in-school support to senior phase pupils to improve attainment and positive destinations

Strategic Approach to building digital capacity

Raising Attainment			
What is our capacity for improvement?			
Leadership and Management: How good is our leadership and approach to improvement?			
Aim: Establishment of a more empowered and collaborative system that will maximise use of available resources to raise attainment and close the poverty related attainment gap.			
Rationale: In line with National Guidance, NLC is committed to creating an empowered, connected, self-improving education system to achieve excellence and equity for all children and young people, as set out in the National Improvement Framework (NIF). The Central team provide strategic leadership and direction to support NLC's leaders to effectively raise attainment, close the poverty related attainment gap and improve outcomes for children and families.			
<u>**Aim**</u>	<u>**Expected Outcomes (What we will measure and report on)**</u>	<u>**Summary of Key Actions Session 2023-24**</u>	**How will we measure our success**
Improve outcomes for children and families by building staff capacity and leadership skills.	Increased ability to use rigorous self-evaluation, at all levels, to raise standards, across establishments. Increased ability to plan strategically ensuring outcomes and measures facilitate effective tracking of progress. (Baseline Majority 50-75%) Impact of targeted support for establishments preparing for inspection.	• Continued implementation of quality assurance framework Quality Assurance Overview- March 24.docx • Provision of high-quality professional learning opportunities to build staff capacity, at all levels. • Universal SECI training • Pilot & evaluation Inspection Support package. • Identify further NLC Associate Assessors to build capacity across NLC. • Year 2 Implementation of VSE Programmes • Refresh secondary attainment review processes to support continuous improvement. • Ensure leadership framework courses have a focus on effective use of data and equity and closing the gap. • Increased use of 2023-2026 stretch aims, with 3 year trajectory, to support planning for excellence and equity, at cluster and school level. • Universal, additional, and intensive support from Attainment Advisor and SAC team.	•% of Positive HMIE results (QI 1.3) •% of parents that agree/strongly agree that overall they are satisfied with the school.(HMIE questionnaires.) •Qualitative feedback from VSE and •Leadership project/enquiry. •Qualitative data from Empowering Clusters Meeting. •Most (75-90%)AIPs/PEF plans contain SMART Targets – Oct. 24. •Qualitative and quantitative feedback from HMIE target group (2009 - 10 Primary Schools, 1 Secondary 2010 and 1 ASN). • HMIe outcomes – Good or above analysis

Aim	Expected Outcomes	Summary of Key Actions	How will we measure our success
		• Create a targeted support group to provide bespoke support to HTs preparing for HMIE. (2009 target group) • Targeted support for 2009/10 inspection group – CM BGE & Pedagogy Team	
Improving outcomes through effective collaboration, CLPL and strategic use of resources to improve outcomes**.**	Effective use of research-based approaches to support enquiry projects to refine and improvement pedagogical approaches, within NLC.	• Work with colleagues from the Robert Owen Centre and Psychological Services to develop a test of change initiatives re. strategies that can be used to support young children to develop their Expressive Language skills. (Early Identification and Intervention.) • Develop dyscalculia guidelines • Collaborate with West Partnership links on identified shared priorities e.g learning, teaching and assessment, tracking and monitoring.	•Identification of strategies to accelerate expressive language progress for young children. (Year 1: Baseline collection of data) •Guidelines developed that will support early identification and support (Baseline) •Better alignment and coordination of West Partnership engagement to support impact. (Target 12 PS and 10 HS identified as top engagers to track impact).

Learning Provision: How good is the quality of the care and education we offer?

Aim: Develop a strategic approach to CLPL that supports and empowers school leaders to raise attainment and close the poverty related attainment gap through high quality pedagogical approaches and appropriate curriculum pathways. (Excellence and equity).

Rationale: Working with colleagues from across the Service, we are continuing to develop and embed effective pedagogical approaches and curriculum pathways for North Lanarkshire schools. Furthermore, central officers co-ordinate, lead and manage delegated staff, effectively deploying them to support curriculum development work and staff professional learning programmes to ensure the pedagogy used in North Lanarkshire meets the needs of children and young people, supporting them to achieve and attain.

Aim	Expected Outcomes (What we will measure and report on)	Summary of Key Actions Session 2023-24	How will we measure our success
Improving outcomes through provision of a curriculum that reflects the design principles of CfE and meets all learners' needs.	Strategic review of curriculum and learning pathways, reflecting on recent findings from OCED, Hayward review etc. Improvement in attainment in literacy and numeracy through the delivery of refreshed	• Continued implementation of NL's Curriculum Toolkit to support establishments to evaluate and review their current curriculum rationale and content. • Establishment of support pathways for Year 1 and Year 2 Curriculum content adopters. • CLPL sessions delivered to support implementation of the curriculum toolkit. • Pupil Curriculum Conference – Session 2024/25	• Qualitative and quantitative data to evidence the number of establishments engaging with the Curriculum Toolkit. (Baseline: 77% of Primary Establishments have already engaged and 87% of secondary establishments.) • Evaluation of Pilot BGE & Senior Phase models

	curriculum progression pathways - BGE S1-S3. (yr2) Further development of progressive learning pathways to support consistency and quality across the service.	• Celebrating Success and sharing good practice event implemented. • Links with West Partnership to share good practice to improve outcomes. • Steering group established to develop pilot BGE timetabling models for BGE/Senior Phase evaluation. • Monitor the impact of literacy and numeracy progression pathways to progression, within and across CfE Levels. • Steering group established to create a CfE 4th level pathway. • Creation of further progression pathways to support consistency across NL. (Expressive Arts & STEM) • Accreditation Pathway 3-18	• Presentation data evidencing widening the range of SCQF courses available to learners. • SEF Stretch aims: • Increased number of young people achieving- • 1+ SCQF Level 5: Overall - 88.50%, Q1 - 81.50%, Q5 - 97.20%. • 1+ SCQF Level 6: Overall - 66.0%, Q1- 52.6%, 83.10%.
Improvement in attainment and achievement through refreshed curriculum pathways at the senior phase, enhancing opportunities for completion of a range of award bearing courses.	Implementation and advancement of NLC's Pathways programme and success in supporting our young people to achieve sustained positive destinations. Success of our Developing the Young Workforce (Pathways, Packages and Partnerships) approach in improving outcomes for learners. Universal provision of a progressive pathway that supports all children and young people to develop an understanding of enterprise, entrepreneurship, and self-	• Implementation of progressive pathway (3-18) • Embedding skills framework across early years, primary, secondary and ASN schools in line with Career Education Standard • Broaden Foundation Apprenticeship (FAs) Frameworks in line with local drivers. • Increase the number of HNC programmes delivered in schools. • Increase uptake of Foundation Apprenticeships. • Increase overall participation in Future Friday programme. • Continue to develop partnership work with the supported employment team to support senior phase pupils with ASN. • Core primary engineering and fundamental outdoor skills will be offered across the primary estate. • Further develop employer partnerships to support vocational learning.	• Qualitative and quantitative data re. FAs, HNCs, etc. • Future Friday quantitative data – overall and Q1 • Data evidencing increased partnership programmes • School Initial Leaver Destination Data • SEF Stretch Aim: -Annual Participation Measure -Improvement in Initial Leaver destinations Participation Measure: Overall 93.60%, Q1- 89.0%, Q5- 96.80%.

	employment as a career opportunity. Enhanced levels of employer engagement through formalised partnerships.	• Continue to work towards targets set in DYW delivery plan.	
Developing effective pedagogical approaches across North Lanarkshire	Capacity to improve the quality of children and young peoples' learning experiences through authority led Learning, Teaching and Assessment (Moderation) improvement activity.	• Re-launch Learning, Teaching and Assessment (Assessment and Moderation) to strength rigour and consistency across NLC. • Implement processes to increase moderation across cluster, secondary departments and ASN network. • Creation of NL – LTA (Moderation) policy • Work with West Partnership to lead Improving Our Classrooms (IOC) and Improving our Departments (IOD) • Organise a robust programme of training for LTA leaders, QUAMSO and HTs etc. to disseminate key messages across all establishments and improve understanding of the moderation cycle.	• Qualitative and Quantitative data re. CLPL opportunities (attendance/opportunities) • Stakeholder feedback re new LTA policy • Almost all establishments will have an identified LTA coordinator who attends training • Parent Satisfaction - % of parents that agree that they receive helpful, regular feedback about how their child is learning and developing. • Improvement in accuracy of teacher professional judgement (TPJ) and attainment as evidenced in Core and Core plus stretch aims. • HMIe inspection results – QI 2.3
	Development of a North Lanarkshire Play Strategy to support staff and maximise opportunities for learners to learn through high quality play-based learning experiences.	• Audit existing approaches to play based learning. • Collaborate with relevant partners to create an authority wide Play strategy. • Complete a test of change pilot - Year 1. • Deploy play practitioners strategically to support pilot programme.	• Qualitative and quantitative data showing the impact of new approaches on children's engagement, learning and motivation (Pilot) • Analysis of stakeholder feedback re. Play Strategy

	Impact of Learning Hub operating model on building staff capacity and improving attainment in literacy, numeracy, STEM and LTA. Strategic deployment of Pedagogy Practitioners to build capacity and improve outcomes for learners. Impact of planned opportunities for ESOs to lead literacy and numeracy sessions for parents/carers to raise awareness of current strategies and approaches.	• Develop and implement a robust referral system for the deployment of additional resources to support excellence and equity, maximising outcomes for learners. • Develop a robust system for tracking, monitoring, and reporting impact. • Dyscalculia – Work with educational psychologist to launch new Dyscalculia guidance. • Work with partners (TPAG) to develop a financial education programme that supports young people to develop financial awareness. • Work with colleagues from the Robert Owen Centre and Psychological Services to develop a test of change initiatives re. strategies that can be used to support young children to develop their Expressive Language skills. (Early Identification and Intervention.)	• Improvement in attainment as evidenced in Core and Core plus stretch aims. • Qualitative and quantitative data re. impact of pedagogy team • Increased use of new referral process to provide targeted support. • Quantitative data evidencing impact of intensive level targeted support. • Qualitative and Quantitative data re. CLPL opportunities (attendance/opportunities) • Data and findings of Expressive Language Test of Change • Quantitative and qualitative feedback from Parental Engagement sessions.	
	Transformation of the digital infrastructure and connectivity across the school estate including project management of devices and immersive classrooms. Strategic approach to developing a high-quality, aspirational digital learning environment across all establishments and sectors. (Transformational change) Approaches to building staff capacity through a provision of a comprehensive suite of	• Continue to use procurement framework to manage device deployment and refresh programme. • Strategic Deployment of Pedagogy Practitioners to build capacity and improve outcomes for learners. • Comprehensive programme of CLPL to empower and upskill staff and ensure sustainability of digital developments. • Continued promotion of Digital Schools Award Scotland and Microsoft Educator. • Monitor the impact of digital progression pathways to progression, within and across CfE Levels. • Mapping exercise completed for Digital literacy and computing science qualifications across the SQA subjects. • Tracking system developed for attainment and attrition within the digital consortium.	• Qualitative and Quantitative data re. CLPL opportunities (attendance/opportunities) • Increased Digital Schools Award Scotland (DSAS) awards • Digital device inventory • CLPL data (qualitative and quantitative) • SCQF levels 3-7 Digital Award data • Increased uptake of Digital consortium data • Monitoring of Virtual Classroom data	

| | professional learning opportunities that empower staff and ensures a sustainable approach to digital improvement. (Building Capacity)

Learning Experience: Development of programmes and processes that maximise the effective use of devices and technologies to ensure equity and excellence and improve outcomes for children and young people. (Learning Experience) | • Establish an approved catalogue of software applications which can be used to enhance core digital learning.
• Expansion of immersive experiences.
• Further installation of digital classrooms. | |

Successes and Achievements: How good are we at ensuring the best possible outcomes for all our learners?

Aim: To develop robust processes and strategies to raise attainment and achievement and to secure continuous improvement for learners.

Rationale: We are developing clear processes, at local authority and establishment level that enable us to define and measure success in attainment, across all areas of the curriculum. We are supporting school leaders to provide a range of experiences that enable learners to develop their skills and attributes and tocelebrate achievements. Ensuring continuous improvement or sustained high standards over time is a key feature.

Aim	Expected Outcomes (What we will measure and report on)	Summary of Key Actions Session 2023-24	How will we measure our success
To improve outcomes for learners by providing high quality support and governance that supports them to maximise use of PEF funds to raise	Effective analysis & use of data to support excellence and equity at local authority and establishment level, ensuring continuous improvements. (Tracking and Monitoring)	• Review Seemis Tracking and Monitoring procedures to ensure a consistent approach across all establishments. • Refresh current educational dashboard, linking with West Partnership. • Implementation and use of cluster dashboard and attendance MAP reports. • Review Secondary Attainment Review Process	•% of Positive HMIE results •% of parents that agree/strongly agree that overall they are satisfied with the school.(HMIE questionnaires.) •Qualitative feedback from VSE and HMIe re tracking processes (QI 3.2) •Attendance and exclusion figures •Attendance stretch aim data •Qualitative feedback that AIPs included measurable improvement priorities

		• Refine use of LA/National Data sets to support evidence-based improvement activity, at LA and School Level • Strategic training to upskill leaders in use of Seemis BI • Develop an NLC approach to strengthen supported study at the senior phase.	•Data re. impact of FESA in improving attendance
attainment and to CPRAG.			
	Further develop processes to support schools in evaluating the impact of Pupil Equity Funding based on revised National Operational Guidance.	• Develop self-evaluation resources for schools to use to refresh their approaches in using Pupil Equity Funding. • Develop suite of support sessions for school staff to reflect on the rationale, planning and implementation for Pupil Equity Funding. • Additional support offered to schools across all sectors, in developing their rationale based on a robust contextualised analysis.	• % of HTs attending training and % of evaluative data leading to impact. • Analysis of ACEL data Q1 vs Q5. • Most schools developing a clearer rationale using a range of data to inform change.
Tackle Poverty and Closing the poverty related Attainment Gap	Impact of refreshed Strategic Equity Fund Plan on closing the poverty related attainment gap and improving outcomes for learners. Development of partnerships and synergies between various funding streams to enhance support for vulnerable children and families and close the poverty related attainment gap. Processes and procedures to support establishments to maximise use of PEF to improve outcomes for identified learners and close	• Relaunch SAC/PEF framework following midterm review. • Establish clear procedures for identifying, monitoring, and reporting on Local Authority core and core plus stretch aims. • Deploy CATs across the cluster to provide support for identified individuals. • Deploy Curriculum Managers to strengthen improvement work with a specific focus on learners from the lowest deciles (Q1). • Deploy FESAs strategically to improve attendance for identified learners. • Collaborate and work with colleagues across Services to implement NL's Tackling Poverty Strategy. • Development of an Arts Strategy for North Lanarkshire Council that integrates our arts offer	• Stakeholder feedback re. SAC/PEF Framework • Progress towards core and core plus stretch aims • Club 365 Attendance and participation data and feedback • Cluster data evidencing impact of CATs • Progress updates TPAG

	the poverty related attainment gap. Strategic deployment of targeted support and interventions to support equity in education.	across targeted council services to engage and work with communities to tackle inequality. • Review current Club 365 operating model to ensure sustainability and inclusivity.	
To improve outcomes for learners through improved attendance levels, by June 2025.	Implementation of robust attendance tracking and monitoring systems that supports early identification and intervention.	• Strategic use of establishment and cluster resources to support improved attendance. • Effective deployment of FESAs to provided targeted support. • Continued use of Attendance MAP to identify trends and patterns and to support authority planning and resourcing decisions.	HWB Measure: Primary Attendance: Overall 94.60%, Q1 92.20%, Q5-96.80%.HWB Measure Secondary attendance: Overall 88.90%, Q1-85.10%, Q5 - 92.10%.
		•	

Pedagogy Team 2023-2024 XX Primary School Intensive Engagement Report

<u>Background</u>

The pedagogy team intensively supported XX Primary for five mornings a week, for a period of six weeks. They focused on Quality Improvement Indicator 2.3, supporting learning, teaching, and assessment (Education Scotland, 2015). This support was across early and first levels, consistently modelling high quality learning and teaching in three classes alongside class teachers. The identified areas of support focussed on all aspects of literacy and numeracy, including reading, spelling, phonics and writing, as well as modelling the recommended structure of a numeracy lesson. The pedagogy team engaged in professional dialogue with the class teachers, prior to and during the engagement, fostering positive relationships. The three class teachers who engaged with the pedagogy team completed pre and post questionnaires relating to their confidence levels in the identified areas. Prior to the engagement the pedagogy team assessed a sample of pupils from each class. These pupils were reassessed at the end of the engagement showing significant gains in both literacy and numeracy.

<u>Impact</u>

The pedagogy team modelled all aspects of the Learning, Teaching and Assessment Cycle with a specific focus on ensuring that learning is accessible for all pupils through high quality teaching, demonstrating breadth, challenge, pace and application. The pedagogy team modelled effective feedback linked to learning intentions and success criteria.

Initially the pedagogy team had full responsibility for planning all aspects of learning, teaching and assessment; this evolved over the course of the engagement, to the class teacher taking full responsibility for all aspects of planning and delivering learning, teaching and assessment.

The following tables evidence the significant progress made by a sample of pupils from each of the three classes.

Early Level

Class A	Reading Level		AL Assessment 1		Single Sound Recognition		MaLT Raw Score		MaLT Maths Age		MaLT Age compared to actual age		
	Dec	Feb	Dec	Feb	Dec	Feb	Dec	Feb	Dec	Feb	Dec	Feb	Gain in Maths Age
Pupil A SIMD 3	Dandelion 2	Red 5	64%	100%	73%	100%	17	23	4y 11m	5y 8m	-2m	+4m	+9m
Pupil B SIMD 3	Dandelion 1	Red 5	56%	88%	85%	100%	21	24	5y 5m	5y 10m	+4m	+6m	+5m
Pupil C SIMD 3	Dandelion 2	Red 5	85%	100%	88%	100%	26	29	6y 2m	>6y 9m	+2m	+ >6m	+>7m
Pupil D SIMD 3	Dandelion 1	Pink 2/3	24%	84%	31%	81%	15	21	4y 9m	5y 5m	-1m	+4m	+8m
Pupil E SIMD 2	Dandelion 1	Pink 2/3	44%	92%	35%	96%	15	19	4y 9m	5y 2m	-4m	-2m	+5m
Pupil F SIMD 3	Dandelion 1	Pink 2/3	36%	72%	50%	92%	16	19	4y 10m	5y2m	-6m	-5m	+4m
Pupil G SIMD 3	Non-reader	Pink 1	16%	40%	23%	38%	14	20	4y 7m	5y 3m	-7m	-2m	+8m
Pupil H SIMD 3	Non-reader	Pink 1	44%	72%	12%	81%	13	22	4y 6m	5y 6m	-6m	+3m	1yr
Pupil I SIMD 3	Non-reader	Pink 1	36%	52%	4%	27%	7	12	3y 9m	4y 5m	-1y 2m	-8m	+8m

First Level

Class B Sample from a class of 19 children	Reading Level		NLC AL Assessment		MaLT 6 Raw Score		MaLT 6 Maths Age compared to actual age		Gain in Maths Age
	Dec	Feb	Dec	Feb	Dec	Feb	Dec	Feb	
Pupil J SIMD 2	Reading at Pink Level 1 – could not access Pink Level 1 when assessed	Scored 90% at Red Level 3 when assessed.	Stage 1 33%	Stage 1 78%	7	19	-1yr 3m	-1m	+1yr 2m
Pupil K SIMD 2	Reading at Pink Level 1 – was not assessed in December	Scored 97% at Red Level 3	Stage 1 41%	Stage 1 84%	12	23	-1yr 4m	-1m	+1yr 3m
Pupil L SIMD 2	Reading at Pink Level 1 – was not assessed in December	Scored 95% at Red Level 3	Stage 1 47%	Stage 1 86%	8	25	-1yr 4m	+9m	+2yr 1m
Pupil M SIMD 2	Reading Pink Level 2 – Scored 98% when assessed at Red	Scored 94% at Yellow Level 7	Stage 2 40%	Stage 2 82%	15	27	-3m	+1yr 5m	+1yr 8m
Pupil N SIMD 2	Reading Pink Level 2 – assessed at Red Level 3 and could not access	Scored 94% at Yellow Level 7	Assessed by CST. Assessment data could not be found.	Stage 2 83%	14	25	-7m	+9m	+1yr 4m
Pupil O SIMD 3	Reading Green Level – assessed and could not access. Assessed at Yellow Level 7 and had to stop assessment.	Scored 94% at Yellow Level 7	Stage 2 56%	Stage 2 87%	27	30	+1yr 2m	+1yr and more	Same score as the child had scored full marks.
Pupil P SIMD 2	Reading Green Level 14- was assessed at Orange Level 15. Scored 95%	Scored 95% at Purple Level 19	Stage 2 76%	Stage 2 84%	21	30	+5m	+1yr 5m	+ 1yr
Pupil Q SIMD 2	Reading Green Level 14- wasn't assessed in December	Scored 94% at Purple Level 19	Stage 2 83%	Stage 2 85%	22	29	+6m	+1yr 4m	+10m
Pupil R SIMD 2	Reading Green Level 14- wasn't assessed in December	Scored 96% at Purple Level 19	Stage 2 78%	Stage 2 83%	20	28	+7m	+1yr 8m	+ 1yr 1m

Class C Sample from a class of 12 children	Reading Level		NLC AL Assessment		MaLT 7 Raw Score		MaLT 7 Maths Age compared to actual age		Gain in Maths Age
	Nov	Feb	Nov	Feb	Nov	Feb	Nov	Feb	
Pupil S SIMD 3	Reading P3 skinny novels	Reading P3 skinny novels	Not assessed	Stage 3 100%	17	21	-5m	+11m	+1yr 4m
Pupil T SIMD 2	Reading P3 skinny novels	Reading P3 skinny novels	Not assessed	Stage 3 98%	13	18	-7m	-1m	+6m
Pupil U SIMD 2	Reading P3 skinny novels; couldn't read these. Assessed at green level.	Scored 94% at Orange Level 15	Not assessed	Stage 2 88%	18	22	=	+5m	+5m
Pupil V SIMD 2	Reading Green Level	Scored 96% at Orange Level 15	Stage 2 56%	Stage 2 95%	10	17	-1yr 3m	-5m	+10m
Pupil W SIMD 3	Reading Dandelion Launchers	Reading Red Revel	Stage 1 94%	Stage 1 100%	22	22	+6m	+3m	Pupil achieved the same high score pre and post.
Pupil X SIMD 3	Reading Dandelion Launchers	Reading Red Level	Stage 1 42%	Stage 1 100%	8	20	-1yr 6m	-2m	+1yr 4m

Teacher Questionnaires

The results of the pre and post engagement questionnaires related to the identified areas have been collated to show comparison:

SEAL
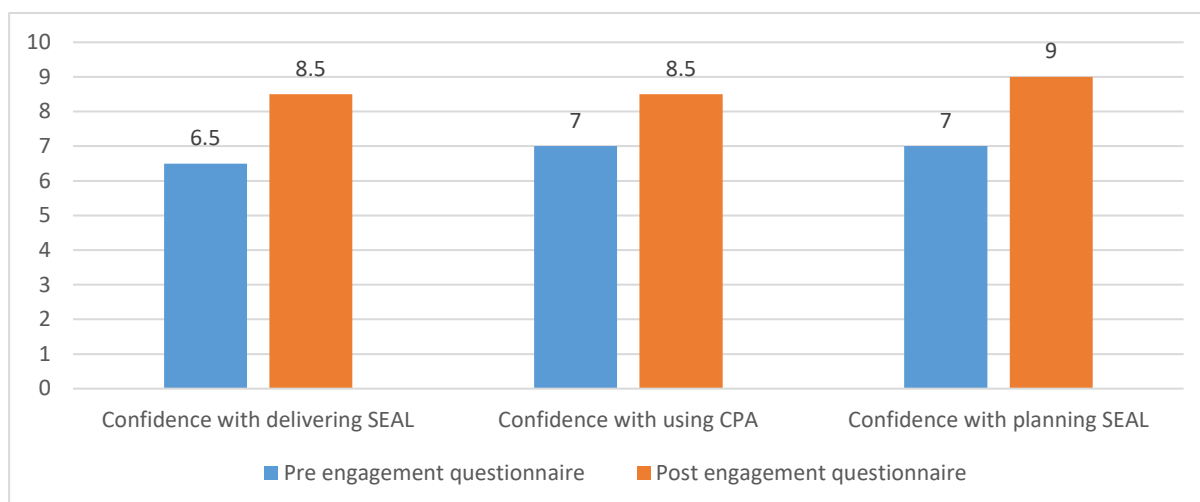
Reading
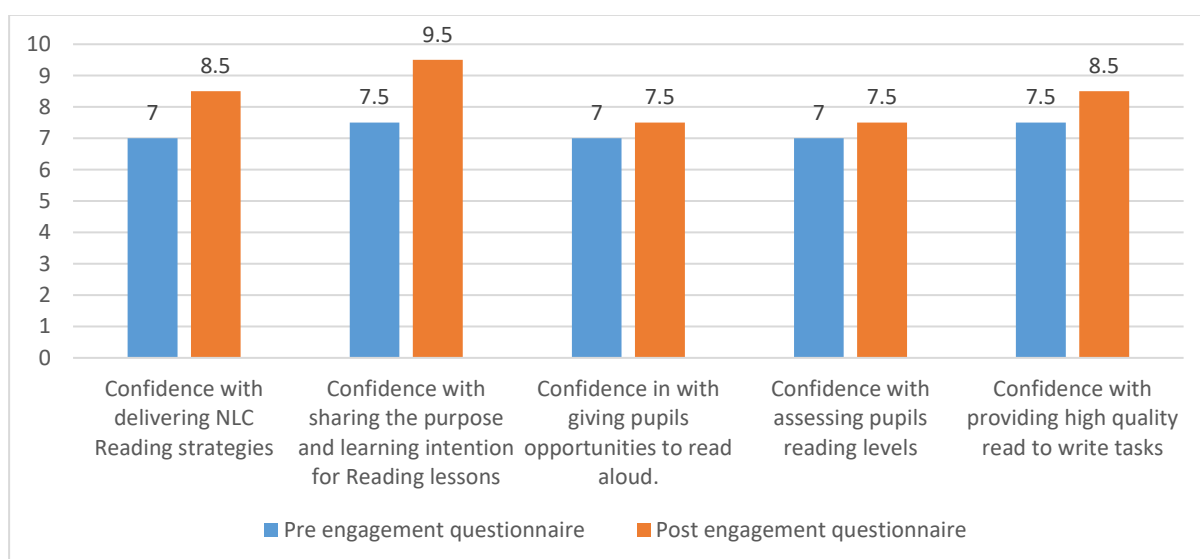
Writing
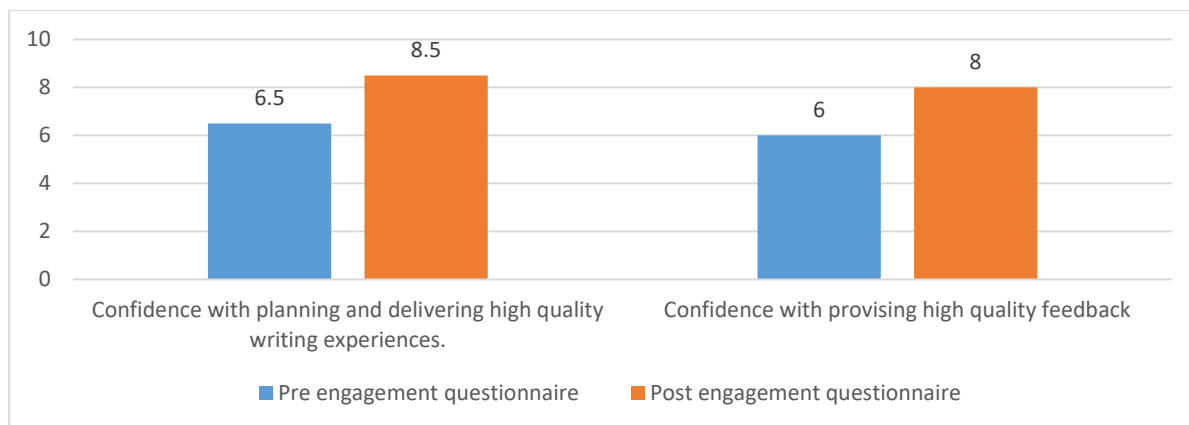
Phonics
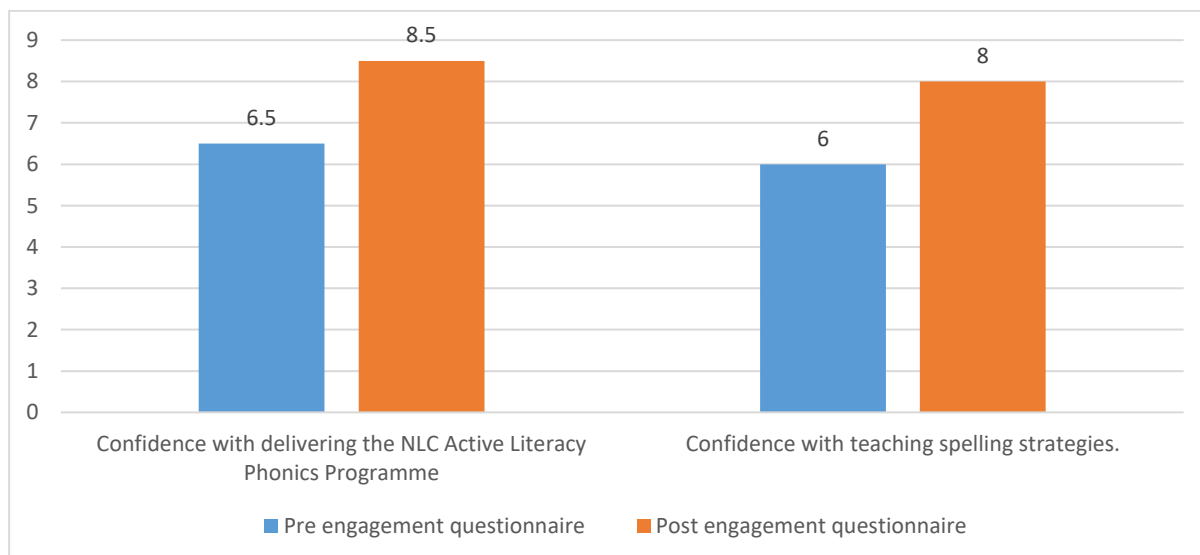
Highlights

The overall highlights for this engagement were:

- The strategies for teaching phonics, spelling and reading at early and first level were modelled.
- A variety of high quality read to write tasks have been modelled and shared to meet all learners' needs.
- Class teachers have developed an understanding of the implementation of numeracy using Number talks, SEAL and CPA.
- There is a clearer understanding of the suggested structure of a numeracy lesson.
- The class teachers have continued to make use of the digital task boards enabling learners to be increasingly independent.
- The pedagogy team observed an increase in pupil engagement across all identified areas of the curriculum.

- The class teachers have a clearer understanding of the recommended methodology for taught writing.
- Effective feedback was modelled, and pupils were introduced to self-assessment across all identified areas of the curriculum.

<u>Next Steps</u>

- Aim to continue embedding the modelled approaches in all aspects of literacy in line with the NLC Active Literacy Programme.
- Aim to continue implementing the recommended structure of a numeracy lesson.
- Ensure there are enough copies of each banded book title to allow for one book per pupil.
- Aim to provide supports and interventions for identified pupils in each class at both a universal and more intensive level.
- To engage in CLPL opportunities provided by NLC, specifically in active literacy and numeracy.
- Pace should continue to be a focus to ensure pupils are fully engaged in their learning.
- Planning should continue to reflect the groupings that have been established within each class, with a focus on differentiating the learning to meet the needs of all.
- Class teachers should be consistent in implementing the whole school behaviour policy.
- SLT should adhere to the NLC guidelines in relation to monitoring literacy and numeracy which was provided by the pedagogy team.

NORTH LANARKSHIRE COUNCIL

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Newsletter

August 2023—March 2024

"Working together to raise attainment and close the poverty related attainment gap."

Meet the Team

2023 –2024 Team

SAC Programme Lead
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STEM ESO
Colin Dorman (DormanC@northlan.gov.uk)

Curriculum Development ESO
Laura McCabe (McCabeL@northlan.gov.uk)

The Pedagogy Team
Jillian Cooper, Emma Early, Claire Johnstone, Kelly McGuinness, Sandra Meechan, Ashleigh Thomson, Aileen Vass.

News

Pedagogy Team Update
Since August, the Pedagogy Team have worked with 27 schools to support the delivery of high quality literacy and numeracy lessons. Support continues in Term 4 with the full team working with a range of schools.

Schools can request in-school support from the Pedagogy Team. Please contact Geraldine Shearer (shearerg@northlan.gov.uk) for more information.

Online Parent Workshops
Two very successful parental support sessions, aimed at providing information in the areas of teaching Reading and Number, were organised by William Collum, SAC Lead Officer (Leadership and Resources).

Approximately 130 parents attended these online sessions, delivered by Education Support Officers Margaret Anne Keatings (numeracy) and Angela Glover (literacy). Feedback was highly positive with parents commenting on their usefulness in providing the background to the pedagogical approaches underpinning teaching methodology in these important curricular areas.

Parents found the sessions particularly useful in providing practical advice on simple ways to support their child with homework and in the wider development of reading and number skills.

VSE Champions & SLT Sessions
Almost 30 Senior Managers attended literacy, numeracy and LTA training in September. The aim of this training was to provide the most up to date advice regarding high quality learning and teaching, enabling those attending to contribute effectively to the VSE (Validated Self-evaluation) process. Participants reported improved confidence and knowledge as a result.

Sessions for school leaders are also being offered in Term 4. These sessions will run over 5 separate sessions at the Learning Hub and have been designed to give school leaders the necessary information to robustly monitor high-quality learning and teaching.

Appointments
Two new Education Support Officers (ESO) were appointed and took up their posts in January 2024. The newly appointed officers are:

STEM ESO
Colin Dorman (DormanC@northlan.gov.uk)
Curriculum Development ESO
Laura McCabe (McCabeL@northlan.gov.uk)

Trackers
Sincere thanks to the Coaches who submitted trackers in Dec/Jan. Trackers will be asked for again in May to collate data on interventions.

News

Literacy Update
Since August , a total of 30 training events have been delivered to ensure that teachers are well placed to implement the P1-P7 core programme. All Probationer teachers have now received 2 days of literacy training, incorporating pedagogical approaches in phonics, spelling, reading and writing. Over 30 twilights have also been delivered to individual establishments and pedagogy support schools.

Bespoke School Engagements
Twilight sessions can be targeted towards individual school needs and cover aspects of literacy. These engagements include a focus on classroom organisation and management, assessment and consolidation, and planning with Experiences and Outcomes and Benchmarks. This model of training can be a cost-effective way of ensuring updated messages are shared with all staff.

If you are interested in bespoke sessions for your school, please contact Angela Glover.

Donation of Free Books by The Scottish Book Trust
In January of this year, North Lanarkshire received a generous donation of free books from the Scottish Book Trust. Approximately 45 North Lanarkshire schools benefitted. The feedback from teachers and children alike reflects their delight in receiving such a range of engaging, high quality books to suit the interests and reading preferences of a range of ages. The pupils from St Mary's (Airdrie) were delighted with their new books! Many thanks to Faye Channon at the Scottish Book Trust for providing us with such a quantity of beautiful books.

Adjusted Teaching Working Group
A working group has been formed to create advice and guidance to strengthen core literacy teaching. This group will look at both common areas of literacy difficulty and current research in this area so that practical advice for teachers can be implemented at class level. The intention is that pupils who are not on track can be targeted with effective in-class pedagogical approaches, hopefully negating the need for ongoing interventions. More to follow!

Intervention Training
The focus since January has been on providing intervention training for NLC teaching staff. 8 central training opportunities have been provided to enable staff to deliver Read, Write, Inc. (Fresh Start), Wave 3, Rainbow Reading and Reading and Talking to Improve Comprehension (RTIC). A total of 104 members of staff attended this training. Data showing the impact of these interventions will be collected at the end of Term 4 so that our collective progress in closing the attainment gap in Literacy can be measured.

News

Numeracy Team Update

The Numeracy Team have been delighted to work with a number of our establishments this term, providing support and delivering training to staff. 28 establishments have engaged with whole school training in various areas including Concrete Pictorial, Abstract methods, SEAL and Number Talks.

Free sessions for P1 teachers and secondary colleagues have recently been offered. These sessions were aimed at providing support and / or advice, particularly for children who are not on track in P1 or S1, S2, or S3.

We have also been working with Education Scotland as part of the numeracy and mathematics curriculum review. This is an ongoing area of work and further updates will be issued in due course.

Dyscalculia

The Numeracy Team are currently developing a North Lanarkshire Dyscalculia Strategy in conjunction with Psychological Service. A working party of over 30 practitioners has been set up to review the documentation and resources from Education Scotland with a view to pilot these with identified children. This work will lead to a strategy document and guidance being developed alongside training sessions for staff on how to support children and young people with dyscalculia.

Bespoke Training

Bespoke whole school training is available on request. Contact Margaret Anne Keatings (keatingsma@northlan.gov.uk) to arrange a meeting to discuss particular requests, and how training can be tailored to your individual needs.

West Partnership Maths Group (WPMG) Maths Conference

The annual WPMG Conference was held on 5th November 2023. 351 colleagues from across the West Partnership attended with 70 (19%) of participants coming from North Lanarkshire. Over 70% of evaluations stated the conference was valuable and that the presentations were useful.

"Really enjoyed the conference. Sessions were well organised and engaging. So useful to be able to get access to PowerPoints and documents in the files section as this makes it easier to refresh personally and to share info with colleagues back at school. Also great to look at PowerPoints from sessions I didn't attend. Many thanks."

News

Learning, Teaching & Assessment (LTA) Update

We are delighted that North Lanarkshire's Leadership of Highly Effective Learning, Teaching and Assessment programme was successfully endorsed by Education Scotland . The programme consists of a series of sessions focusing on highly effective learning and teaching approaches and is open to colleagues across all Primary, Secondary and ASN sectors. 831 teachers have received learning, teaching and assessment training in Term 3. Many schools are now requesting bespoke sessions based on more robust quality assurance and self evaluation in schools. For more information regarding the core programme or bespoke workshops, please contact Leigh Anne Brown .

LTA Coaches

Our LTA coaches sessions have been extremely well attended and evaluations highlight the positive impact from these collaborative and informative sessions. This is an exciting leadership opportunity and will continue to strengthen our approach to moderation across the BGE. If your school does not have an identified LTA coach, please contact Leigh Anne Brown. Our final sessions for the year will run in April for both Primary, Secondary and ASN.

LTA coaches (Primary) :

23rd April 9:15-10:45am

24th April 11:15-12:45pm

LTA coaches (Secondary):

24th April 9:15-10:45am

West Partnership Moderation Event

Our annual moderation event involving the 8 local authorities took place w/c 11th – 15th March. Early feedback has been positive and again, NLC participation was very high.

For the first time, NL had 12 participants representing third/fourth level. Glasgow City Council and North Lanarkshire council were the two local authorities chosen to host the event.

Improving Our classrooms (IOC)

Current cohorts are currently engaging in trio visits and the check in sessions. It has been a pleasure to attend many of the trio sessions with participants across the local authority as they showcased features of highly effective practice. A big thank you also to our dedicated IOC mentors. The commitment and support they provide has been invaluable.

Recruitment for the West Partnership IOC, IOD/F and IOS programmes are underway and information sessions are running in March. Improving our Classroom Information session (Teams) : 25th March 3pm – 3:45 Click here to join the meeting

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News

STEM Update

We have had a busy year so far delivering professional learning and STEM workshops across North Lanarkshire. To date:

- 465 teachers have taken part in STEM CLPL
- 160 Pedagogy Team STEM workshops were delivered for 1543 pupils
- SmartSTEMs workshops were delivered for 200 pupils
- 1693 pupils have taken part in the Make IT Happen app design competition

In partnership with Advanced Clothing Solutions and Education Scotland, we had a very successful Sustainability Development Goals event involving primary and secondary pupils across NLC. Many thanks to the schools that took part.

Young STEM Leaders from St. Margaret's High and St. Andrew's Primary in Airdrie represented North Lanarkshire at Education Scotland's STEM Nation Expo in Glasgow City Chambers.

Work is continuing with the STEM planning and pathways toolkit supported by Education Scotland's Enhancing Professional Learning in STEM Grant. Teachers from the primary and secondary sector are currently working to create complementary resources to support learning, teaching and transition in STEM.

Our programme of STEM support is available to schools including CLPL for teachers and a range of pupil workshops. More information can be found by **clicking here** (ctrl+click). New practical sessions including **Microscopy, Electricity, Forces and Chemical Changes** are available to book via the Innovation Hub.

We would also like to remind teachers about the NL Primary Sciences Resource which can be accessed from the Glow Launchpad or by **clicking here** (ctrl+click). If you would like further information or to discuss bespoke support, please contact Colin Dorman.

Curriculum Development Update

In January 2024, an Education Support Officer for Curriculum Development (CD) was appointed to enhance the team, specifically aimed at driving forward key aspects of the curriculum such as expressive arts and health and wellbeing alongside supporting the developments in literacy.

Work is currently underway to design progressive pathways within our educational framework, to support teachers to ensure they are building on children and young people's skills and knowledge.

The ESO is working collaboratively with colleagues to refine and adapt these pathways, and they will be piloted in a school setting before officially launched.

More information to follow!

North Lanarkshire Council
Report

Education Children & Families Committee

Does this report require to be approved? ☒ Yes ☐ No

Ref **GML/JOH** **Date** 21/05/24

1140 Early Learning and Childcare Update

From Gerard McLaughlin, Chief Officer (Education – North)

E-mail mclaughling@northlan.gov.uk **Telephone** 01236 812269

Executive Summary

This report provides Committee with an updated position on the 1140 hours Early Learning and Childcare (ELC) expansion programme within North Lanarkshire. It reinforces previous reports which have already been approved by Committee and is based on significant consultation with stakeholders. In addition, it supports The Plan for North Lanarkshire.

The report focuses on the capital programme, workforce, and progress in relation to quality. In addition, it provides a financial update as of period 12.

Recommendations

It is recommended that the Education, Children and Families Committee:

(1) Review the progress of the programme of minor adaptations and improvements.
(2) Endorse the position regarding Heathery Park Family Learning Centre.
(3) Review the progress in relation to ELC quality improvement.
(4) Endorse the progress of the Family Engagement Service.
(5) Endorse the revised Birth-3 Admissions policy.
(6) Review the admissions, deferred entry, and cross boundary updates.
(7) Review the revised ELC charging policy and endorse option 3.
(8) Endorse the proposed increase to the sustainable hour rate for ELC.

The Plan for North Lanarkshire

Priority	All priorities
Ambition statement	(7) Enhance collaborative working to maximise support and ensure all our children and young people are included, supported, and safe
Programme of Work	Statutory / corporate / service requirement

1.   Background

1.1   North Lanarkshire Council (NLC) achieved full delivery of 1140 hours by 30 September 2020, prior to it being legislative from August 2021.

1.2   The ELC team continues to progress with plans to ensure children and families fully access the benefits of 1140 hours.

2.   Report

Infrastructure Projects:

2.1   Committee will be aware we currently have 23 Family Learning Centres and 80 nursery classes within the local authority, delivering high quality ELC provision for children and families. As part of the programme of works to deliver 1140, the service is delighted to share that improvements have been made across the entire estate. Please refer to the diagram below:

| 8 FLC completed | 7 Nursery Classes completed | 2 New Build Hubs | 103 ELC settings minor adaptations |
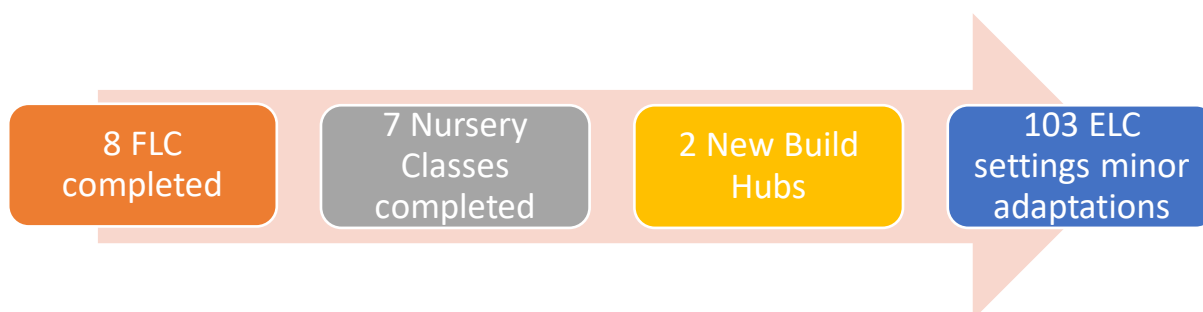
2.1.1   The minor adaptations across ELC have greatly enhanced the quality of spaces and places both indoor and outdoors. This investment includes the refurbishment of toilets and cloakroom areas, the replacement of floor coverings, furniture and resources to provide high quality provision for children and families.

2.1.2   Table 1 provides an update regarding the outstanding infrastructure project:

Table 1

Site	Start Date	Completion Date
Heathery Park FLC	April 2022	June 2024

2.1.3   Committee will recall that due to ongoing delays and lack of progress on the Heathery Park site, a termination notice was delivered to the contractor at the end of August 2023, with NLC taking possession of the site.

2.1.4   A recovery contract was awarded in January 2024, with the contractor taking possession of the site at the end of January 2024. Committee are advised that a proposed completion date of June 2024 has been provided.

2.1.5   Committee are asked to note that any further updates will be provided regarding the cost of the outstanding works at Heathery Park.

Summerlee Heritage Park Satellite Outdoor Nursery Experience

2.2   Spending time outdoors and particularly in natural environments is good for all of us and especially for children. Simply being outside in fresh air is beneficial, but when children are helped to actively explore nature themselves the dividends for improving outcomes are exponential. Many children become more confident, co-operative, calm and content and for some children it can be transformative.

2.2.1   An area within the Summerlee Heritage Park has been identified as the perfect space to deliver an outdoor satellite nursery experience. The space is ideal to enable children to be creative, use their imagination and problem-solve.

2.2.2   The staff at Summerlee Heritage Park recognise the importance of early intervention and are keen to support Early Years in using the forest and the extended space within the park, to encourage links to the industrial and social history of Coatbridge.

2.2.3   Space has been identified for children to get ready for outdoors, store resources and have access to hand washing and a toilet. Summerlee will link with FSS to provide lunches. All settings in the central Coatbridge area keen to be involved. Eight establishments will be involved initially (including 2 partners) in the project with a view to offer to a wider catchment.

2.2.4   Committee should note that plans are being progressed to implement this project within the academic session 2024/2025. Further updates will continue to be presented to future committees.

ELC Quality – Professional Training and Development

2.3   A full catalogue of training for ELC Practitioners at all levels was created for August 23 –June 24. The training sessions offered were in response to need derived from previous training evaluation forms, scrutiny visits carried out by the Quality Team or inspection reports from the Care Inspectorate and Education Scotland. Training courses are inclusive of both Local Authority and Partner Providers and sessions are added throughout the year in response to need.

2.3.1   Notwithstanding, the ELC Leadership Programme 2023-24 where senior 38 leaders are currently undertaking this training opportunity, there have been 521 practitioners who have attended one or more of the training sessions offered within the ELC training calendar.

2.3.2   All training sessions for session 2024-2025 will continue to be a hybrid model of face-to-face and virtual sessions with a focus on upskilling the workforce to ensure that all ELC settings will meet the National Standards of "good" or above.

2.3.3   The service is currently in the third year of the ELC Leadership Programme available for leaders at all levels with three cohorts including Heads/Managers, Depute Heads/Principal Leads and Lead Early Learning Practitioners. The aim of the programme is that all participants will evidence an increase in their knowledge, skills, and abilities in relation to their role as leaders.

2.3.4   Overall, the engagement in the programmes continues to be high with a total of 198 participants (refer to graph 2 below). 153 (77%) of the participants have been from local authority and 45 (23%) from partner providers.

Graph 2

ELC Leadership Programme- participants

Category	21/22	22/23	23/24
NL HOC	16	8	1
Ptnr Mgr	3	11	14
NL Dep	34	9	7
Prtnr Dep	0	0	1
NL Lead	50	18	10
Prtnr Lead	7	1	8
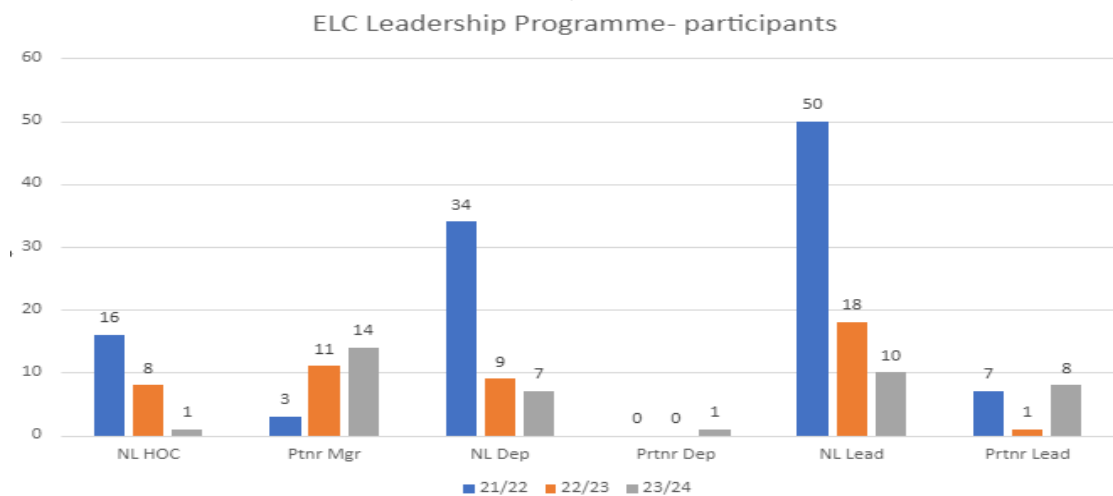
2.3.5   Evaluations from previous years show a significant increase in knowledge, skill and ability as rated by the participants who have completed the programme.   The evaluations for 23/24 will be collated in June 24. Please refer to graph 3 below.

Graph 3

Increase in knowledge	Increase in skills and abilities
75% ● 75% people answered "High" for question 11	69% ● 69% people answered "High" for question 12
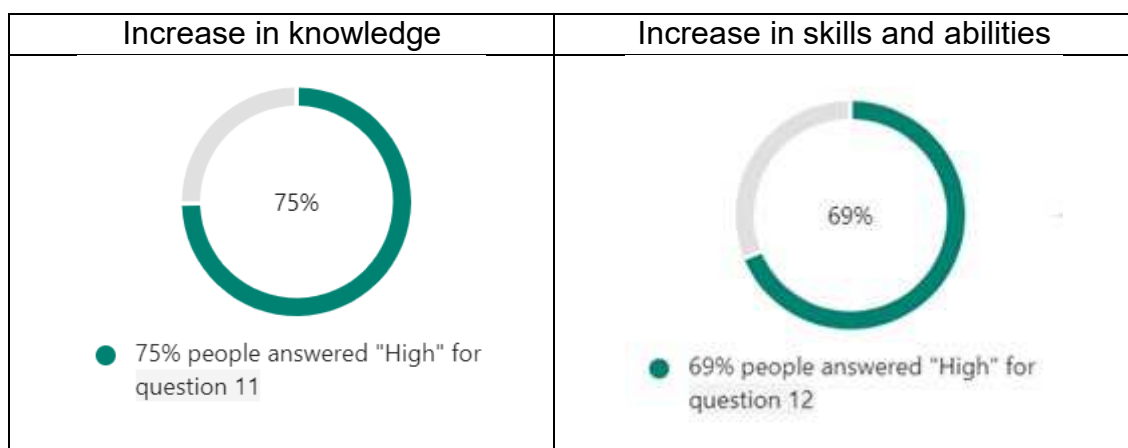
Family Engagement Service

2.4   The temporary (funding for 23 months – up to March 2025) Family Engagement Service is now fully operational, with a total of 41 families currently being supported by the service. There are currently 4.5 full time equivalent Family Engagement Practitioners working across the 6 localities in North Lanarkshire. The main aims of the service are to provide local, flexible family support for as long as required and at an early level to prevent escalation to statutory measures. A multi-agency Steering Group provide the governance around the service and form the allocation panel that responds to requests for assistance.

2.4.1   The criterion for allocation is "Families with a child under 5 years of age affected by poverty, drug/alcohol use, mental health and/or domestic abuse where support provided by existing services have not led to improved outcomes. Families must agree with the request for assistance and express a willingness to work with the service."

2.4.2   Committee are asked to refer to the graph 4 below which shows the distribution of families supported. The outcome star is used to measure impact of the service and early indications show that there has been an improvement in 100% of families currently engaging.

Graph 4

Families Supported by Locality
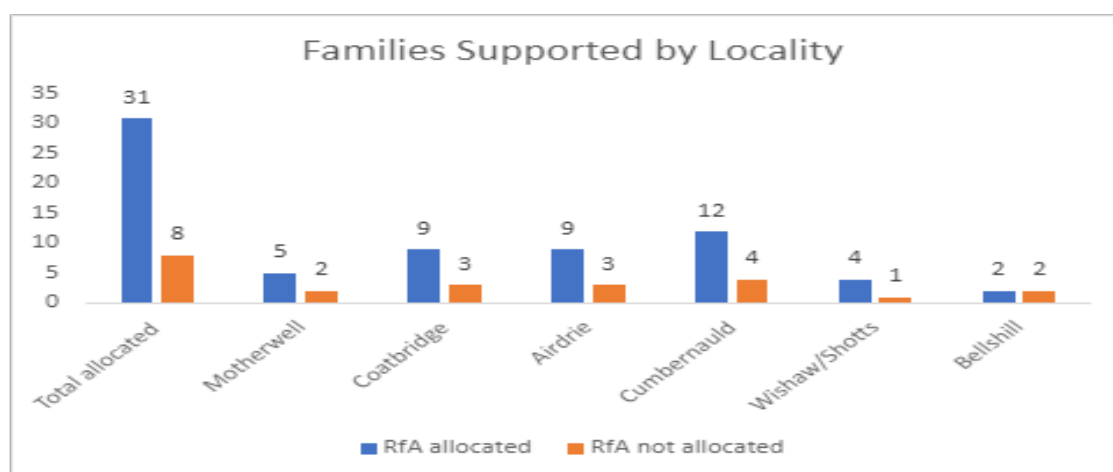
Breastfeeding Friendly Scotland Early Learning (BFS EL) Scheme

2.5   Committee will recall the ELC service continues to be committed to working across communities to change attitudes and create a positive culture around breastfeeding.

2.5.1   Links were established with NHS Lanarkshire and the Scottish Government to achieve the Breastfeeding Friendly Scotland Early Learning Gold Award.

2.5.2   Committee will recall that in November 2023, 97% of ELC settings achieved the Gold Award status. The service is delighted to report that since December 2023, 100% of settings have achieved the Gold Award status.

2.5.3   Partner Provider nurseries have been invited to participate in the programme. Ongoing support is available for any Partner Providers wishing to work towards this award.

Birth-3 Admissions – Policy Review

2.6   There are currently 25 settings that offer a service for children from birth to three years. Places are considered and allocated in response to a request for assistance from a partner agency e.g. health or social work services or in alignment with eligibility status.

2.6.1   In response to the revised GIRFEC pathway, to support planning and to ensure we are addressing the needs of children under 3 years a policy review has been undertaken. A working group was established, which included colleagues from Education, Health, and Social Work. The revised policy, including a process map, is available in **Appendix 1**. Committee are asked to endorse the policy to allow implementation with partner agencies, to commence from August 2024.

Admissions 2024/2025

2.7   Committee are advised that the admission process for 2024/2025 is ongoing, with the process nearing completion.

2.7.1   The application closing date was 16 February 2024, with 3035 on time applications received across all settings – local authority and partner providers.

2.7.2   Table **2** also shows a breakdown of applications received this year – 2024/2025, in comparison with last year – 2023/2024. It highlights a 4% decrease in the number of on time applications received this year.

Table 2

	Local Authority		Partner Nurseries		Childminders	
	2023/24	2024/25	2023/24	2024/25	2023/24	2024/25
Returners	2492	2453	1185	1178	72	116
New Applications	2072	2030	974	920	101	85
Cross Boundary	17	9	51	43	6	3
Total	**4581**	**4492**	**2210**	**2141**	**179**	**204**

2.7.3   In line with previous years, it is anticipated that late applications - those submitted after 16 February 2024, will be received. In session 2023/2024 a total of 763 late applications were received across all settings. Updated data will be provided to members at future committee meetings re late applications received in session 2024/2025.

2.7.4   While it had been the intention to move the ELC application process to a digital route, it has been agreed, following discussion with colleagues from the Business Strategy team, that this will be paused.

2.7.5   This decision has been taken due to the launch of the new SEEMIS Early Years system. As information from applications will be entered into the new system, it was agreed that a new and updated digital application should be in keeping with the format of the new SEEMIS system, i.e., the application form will be designed in line with the SEEMIS system format.

2.7.6   SEEMIS Early Years will be launched internally in May 2024. Access for partner provider nurseries will be available from October 2024. Committee will be kept updated on the digital application and the new SEEMIS Early Years system.

Cross Boundary

2.8   Committee will recall that a Cross Boundary Protocol is currently in place for children attending partner provider settings.

2.8.1   Cross boundary local authority applications continue to be progressed in line with NLC admission policy. While applications made to local authority establishments continue to be progressed in line with the admissions policy, applications to partner providers

(private/voluntary nurseries and childminders) will be considered at the West Partnership Cross Boundary meeting which will take place in mid-May. This meeting takes place at the latter stage of the process due to those authorities involved operating to differing timescales re their allocation of placements. The meeting allows for approval to be sought from those authorities that applicants reside in.

Deferred Entry

2.9   Committee will recall that the change in legislation sees automatic deferrals being available from the day after the term starts in August until the last day in February. Previously automatic deferrals were available for January and February birthdays only.

2.9.1   The council took the decision to implement the changes a year in advance of the legislation date of implementation. In session 2022/2023 the automatic deferrals increased by 88% and overall deferrals increased circa 41%. The service is managing this increase as overall admissions numbers has decreased (refer to table 2).

2.9.2   Table **3** below outlines the automatic deferrals to primary 1 for session 2024/2025 – a total of 433.

Table 3

Automatic Deferrals	
Local Authority	339
Partner Providers	93
Out with Authority	1
Total	**433**

2.9.3   Table **4** summarises the applications received for children with a birth date between 1 March and the school commencement date. These are categorised as 'exceptional' applications, whereby the Council considers an additional year of early learning and childcare would be more appropriate than the child commencing primary 1.

Table 4

Exceptional Deferral Requests		Approved	Declined
Local Authority	27	9	18
Partner Providers	4	1	3
Out With Authority	1	1	0
Total	**32**	**11**	**21**

2.9.4   Committee are asked to note that deferral requests continue to be received. Therefore, while Table 5 currently shows a slight reduction in deferrals for session 2024/2025, this is expected to increase.

Table 5

2023/2024		2024/2025	
Automatic	Exceptional	Automatic	Exceptional
Mid Aug - Feb	March – Mid Aug	Mid Aug - Feb	March – Mid Aug
453	16	433	11
Total: 469		**Total: 444**	

Scottish Meal and Healthy Snack

2.10   As of 20 March 2024, 35 Partner Nurseries, 56 Childminders and 2 Non-Partner Providers have signed up for the Scottish Milk and Healthy Snack Scheme. Under this scheme, childcare providers receive a fund equivalent to 58.2p per serving of milk and healthy snacks for each child they care for in their service. Every Local Authority setting in North Lanarkshire is also enrolled in the scheme.

2.10.1 Partner Nurseries and Childminders were paid a total of £234,621.43 from the Scheme from August 2023 to March 2024. A second payment totalling £122,287.39 is due to be paid in April 2024 to cover the remainder of the academic term. Committee should note further funding for 2024/25 has been confirmed.

2.10.2 There is a requirement for providers to re-register for the scheme on an annual basis. In doing so this allows them to update their figures re. children in their care.

2.10.3 Registration is available to providers on a 4-weekly basis throughout the year to allow them to join the scheme if they missed the initial application window in July 2023.

2.10.4 Table 6 below summarises current registration numbers for the scheme as of 20 March 2024.

Table 6

Registrations up to 20 March 2024	
Local Authority	102
Partner Provider Nurseries	35
Partner Provider Childminders	56
Other Childcare – Non-Partner Providers	2
Total	**195**

Revised ELC Charging Policy

2.11   Committee will recall a previous update regarding the change in the 3-year-old start date. That is, from August 2024 3-year-olds will take up their early learning and childcare placement from the beginning of the first term after their 3rd birthday, in line with the statutory guidance. This is rather than the current position, which sits out with the statutory guidance - the day after a child's 3rd birthday.

2.11.1 A Working Group, consisting of Council Officers and Partner Providers, was set up to review the 3-year-old charging policy, to allow parents/carers to have the opportunity to pay for their child(ren) to take up their early learning and childcare placement in advance of their third birthday, or to provide additionality over and above the statutory entitlement. This can be offered within some settings where capacity is available, to support working parents.

2.11.2 The Working Group agreed that this should only be available within the setting where the child would be taking up their statutory entitlement and, if agreed, would commence the day after the child's 3rd birthday.

2.11.3 Table 7 outlines the charges currently in place. These include a charge for additionality/wraparound care within local authority early learning and childcare

settings, the West Partnership highest hourly rate (subject to review), the hourly rate paid to partner providers for statutory childcare and the average hourly rate charged by partner providers.

2.11.4 The partner provider average hourly rate was based on information gathered from providers, with approx. 50% of partners providing information on their charges/fees.

Table 7

	ELC Charging Policy Option	Proposed Rate
Option 1	5% increase on the current hourly rate (£4.16) for additionality, as per Policy & Strategy Committee September 2023 recommendations (all discretionary charges will be increased by a flat percentage of 5%)	£4.37
Option 2	West Partnership highest hourly rate (subject to review)	£5.00
Option 3	Hourly rate paid to partner providers by NLC for 3–5-year-olds	£5.87
Option 4	Average hourly rate charged by Partner Nurseries	£7.54

2.11.5 The service recognises option 3 as a more equitable recommendation, this takes account of the guidance that sits within the Funding Follows the Child policy and methodology used by the Council to set the rate for the hourly cost of statutory childcare for eligible children. It also takes into account the council full cost recovery policy. Therefore, Committee are asked to endorse Option 3.

2.11.6 In line with the current charging policy, it is recommended that an alternative hourly rate will be available for those children detailed in Table 8 below.

Table 8

Alternative Charge	Reduction/Increase
Siblings	25% reduction
Cross Boundary	16% increase
Cross Boundary Siblings	25% reduction

2.11.7 It should be noted that if this recommendation is endorsed, any increase in the hourly rate paid to partner providers will be reflected within the councils ELC charging policy.

2.11.8 During the previous financial year – 2023/24, the service accrued £0.020m in fees from additionality/wraparound care. This income was offset against daycare costs. Due to the change in the start date for 3-year-olds and the recommended change in the hourly rate, it is anticipated that the accrued fees for session 2024/2025 will increase. This income will be monitored during session 2024/25 and reported back to committee.

2.11.9 If the recommendation is endorsed the service will ensure communication with parents/carers in relation to the revised ELC charging policy, in advance of the new session 2024/25.

Sustainable Rate

2.12 The payment of sustainable rates to funded providers in the private, third and childminding sectors is vital to supporting financial sustainability, and is a key aspect of Funding Follows the Child.

2.12.1 In March 2024 the Living Wage Foundation announced an increase in the living wage from £10.90per hour to £12. This is also the level that has been set for the Real Living Wage (RLW) from April 2024.

2.12.2 In response the Scottish Government announced that £16m additional funding would be made available to local authorities to enable childcare workers delivering funded early learning and childcare (ELC) in private and third sector services to be paid at least £12 per hour from April 2024. The Council received £1094.600 of this funding to support the increase in the RLW.

2.12.3 The Scottish Government and COSLA provided the guidance to support local authorities in the process of setting sustainable rates for 2024/25. Committee are asked to refer to **Appendix 2** which provides an overview of the methodology used to formulate the recommended hourly rates for 2024/25.

2.12.4 Committee are asked to endorse the revised hourly rates for ELC.

Communications

2.13 The service continues to meet regularly with both Care Inspectorate and Trade Unions regarding delivery of ELC provision. Relations continue to be collaborative and positive.

2.12.1 The Corporate Communications team continue to support ELC with all communications to support the delivery of ELC services.

2.12.2 Following the introduction of a new question within the 3–5-Year-Old Admissions Application Form - How do you wish your placement prioritised? A consultation will take place to obtain feedback from parent/carers and settings on how this change worked for them. Findings from this will be reported back to members.

2.12.3 A copy of the first ELC newsletter, for 2024, has been included for Committee's information – see **Appendix 3.**

3. Measures of success

3.1 Children have access to funded entitlement of 1140 hours of ELC.

4. Supporting documentation

4.1   Appendix 01: Birth to 3 Admissions policy
4.2   Appendix 02: Setting the Sustainable fate 2024-25
4.2   Appendix 03: ELC Newsletter

Gerard McLaughlin
Chief Officer (Education – North)

5.   Impacts

5.1	**Public Sector Equality Duty and Fairer Scotland Duty**
	Does the report contain information that has an impact as a result of the Public Sector Equality Duty and/or Fairer Scotland Duty?
	Yes ☐ No ☒
	If Yes, please provide a brief summary of the impact?
	If Yes, has an assessment been carried out and published on the council's website? https://www.northlanarkshire.gov.uk/your-community/equalities/equality-and-fairer-scotland-duty-impact-assessments
	Yes ☐ No ☐
5.2	**Financial impact**
	Does the report contain any financial impacts?
	Yes ☐ No ☒
	If Yes, have all relevant financial impacts been discussed and agreed with Finance?
	Yes ☒ No ☐
	If Yes, please provide a brief summary of the impact?
	Section 2.11: The revised charging policy could increase income generation within the service, this will monitored closely by finance and the service and reported to future committees.
5.3	**HR policy impact**
	Does the report contain any HR policy or procedure impacts?
	Yes ☐ No ☒
	If Yes, have all relevant HR impacts been discussed and agreed with People Resources?
	Yes ☐ No ☐
	If Yes, please provide a brief summary of the impact?
5.4	**Legal impact**
	Does the report contain any legal impacts (such as general legal matters, statutory considerations (including employment law considerations), or new legislation)?
	Yes ☐ No ☒
	If Yes, have all relevant legal impacts been discussed and agreed with Legal and Democratic?
	Yes ☐ No ☐
	If Yes, please provide a brief summary of the impact?
5.5	**Data protection impact**
	Does the report / project / practice contain or involve the processing of personal data?
	Yes ☐ No ☒
	If Yes, is the processing of this personal data likely to result in a high risk to the data subject?
	Yes ☐ No ☐
	If Yes, has a Data Protection Impact Assessment (DPIA) been carried out and e-mailed to dataprotection@northlan.gov.uk
	Yes ☐ No ☐
5.6	**Technology / Digital impact**

	Does the report contain information that has an impact on either technology, digital transformation, service redesign / business change processes, data management, or connectivity / broadband / Wi-Fi? Yes ☐ No ☒ If Yes, please provide a brief summary of the impact? Where the impact identifies a requirement for significant technology change, has an assessment been carried out (or is scheduled to be carried out) by the Enterprise Architecture Governance Group (EAGG)? Yes ☐ No ☐
5.7	**Environmental / Carbon impact** Does the report / project / practice contain information that has an impact on any environmental or carbon matters? Yes ☐ No ☒ If Yes, please provide a brief summary of the impact?
5.8	**Communications impact** Does the report contain any information that has an impact on the council's communications activities? Yes ☒ No ☐ If Yes, please provide a brief summary of the impact? Section 2.11: The increase in charges will impact on working parents/carers. Communication will require to be circulated well in advance of August 2024.
5.9	**Risk impact** Is there a risk impact? Yes ☒ No ☐ If Yes, please provide a brief summary of the key risks and potential impacts, highlighting where the risk(s) are assessed and recorded (e.g. Corporate or Service or Project Risk Registers), and how they are managed?
5.10	**Armed Forces Covenant Duty** Does the report require to take due regard of the Armed Forces Covenant Duty (i.e. does it relate to healthcare, housing, or education services for in-Service or ex-Service personnel, or their families, or widow(er)s)? Yes ☐ No ☒ If Yes, please provide a brief summary of the provision which has been made to ensure there has been appropriate consideration of the particular needs of the Armed Forces community to make sure that they do not face disadvantage compared to other citizens in the provision of public services.
5.11	**Children's rights and wellbeing impact** Does the report contain any information regarding any council activity, service delivery, policy, or plan that has an impact on children and young people up to the age of 18, or on a specific group of these? Yes ☐ No ☒ If Yes, please provide a brief summary of the impact and the provision that has been made to ensure there has been appropriate consideration of the relevant Articles from the United Nations Convention on the Rights of the Child (UNCRC). If Yes, has a Children's Rights and Wellbeing Impact Assessment (CRWIA) been carried out? Yes ☒ No ☐

North Lanarkshire Council
Report

Briefing Paper

Does this report require to be approved? ☒ Yes ☐ No

Ref GML/JOH   **Date**   21/05/24

Birth-Three Admissions – Policy Review

From   Gerard McLaughlin, Head of Education (North) Education & Families

E-mail   mclaughling@northlan.gov.uk   **Telephone**

Executive Summary

There are currently 25 settings that offer a service for children from birth to three years. Places are allocated in response to a request for assistance from a partner agency e.g. health or social work services or in alignment with eligibility status. A policy review has been undertaken due to significant changes in services and to address the needs of children under 3 years and their families.

This report provides the committee with a revised policy for approval.

Recommendations

It is recommended that Education and Families Committee:

(1) Endorse the proposed changes to the admission policy for children under 3 years. Please refer to the changes in the process map in section 2.6.

The Plan for North Lanarkshire

Priority	All priorities
Ambition statement	(9) Invest in early interventions, positive transitions, and preventative approaches to improve outcomes for children and young people

1.   Background

1.1 The existing Admission to Early Years Establishments for Children Aged Birth - Three Years Policy was approved by the Education Committee on 11 January 2011. This policy requires review in line with national and local policy change.

1.2 Within the current policy, approvals for allocating Request for Assistance (RFA) are considered in one of two routes. These are the 'Under Three Area Admissions Panel' or the 'Birth to Three Meeting' specifically for children with additional support needs.

1.3 The 'Under Three Area Admissions Panel' is chaired by Head of Centre/Head Teacher with multi-agency representation.

1.4 The existing pathway for children with additional support needs is to be considered at the 'Birth to Three Meeting', co-ordinated by Psychological Services through a team around the child meeting.

1.5 In accordance with Scottish Government guidelines, eligible 2 year olds will automatically be allocated 1140hrs placement.

1.6 In 2020, the birth – two provisions in within Family Learning Centres was re-established with a stronger focus on early intervention and family support.

1.7 A full review of the policy has been undertaken by a multidisciplinary working group, including wide ranging consultation and in accordance with Keeping the Promise (May 2023) Getting it Right for Every Child (GIRFEC) (September 2022) and Education (Additional Support for Learning) (Scotland) Act (2004).

1.8 Table 1 below provides an overview of the birth to three settings within the Council

Table 1

0-2 Provision (10)	2-3 Provision (24)
Abernethyn FLC	Newmains FLC
Ailsa FLC	Craigneuk FLC
Forgewood FLC	Ailsa FLC
Kildrum FLC	Forgewood FLC
Shawhead FLC	Devonview FLC
St Patrick's FLC	Richard Stewart FLC
Wishaw FLC	Broomlands FLC
Shotts FLC	Kildrum FLC
Devonview FLC	Dunbeth FLC
Laburnum FLC	Jigsaw FLC
	Shawhead FLC
	St Patrick's FLC
	Wishaw FLC
	Shotts FLC
	Laburnum FLC
	Bellshill FLC
	Sacred Heart/Orbiston NC
	St Thomas' NC
	St Aidan's NC
	Our Lady and St Francis NC
	St Brendan's NC
	Victoria NC
	St Mary's NC (Coatbridge)
	St Bartholomew's NC

2.   Report

Existing admissions criteria:

2.1   **Category 1:**
Children who are on the Child Protection Register or subject to child protection procedures and those children who have progressed to a family support plan, in order to reduce the risk of significant harm, as determined by Social Work Services.

2.1.1   **Category 2:**
Children who have been identified as having additional support needs arising from a disability, as defined by legislation, and where a nursery placement is recommended following multi agency review.

2.1.2   **Category 3:**
Children from families where the impact of significant circumstances is recognised by more than one professional as preventing a positive start, and where a nursery placement will support families to engage with professionals, resulting in improved outcomes for children.

2.1.3   **Category 4:**
Children from families affected by circumstances requiring a short-term immediate response, as identified by a professional agency. Placements will be for a maximum of 12 weeks only and any extension will be through re-referral.

Proposed revised admissions criteria:

2.2   **Category 1:**
Children who are subject to current child protection registration or are the subject of a current child protection investigation. Children who have a child's plan following child protection concerns having been raised and for whom professionals agree that a placement would reduce the risk of harm to the child.

2.2.1   **Category 2:**
Children who have been identified as having additional support needs arising from a disability, as defined by legislation, or due to developmental concerns and where a nursery placement is recommended following a team around the child meeting.

Children who are on the edges of child protection procedures and for whom there is a current child's plan indicating unmet need which could be met if a place was available to them. Children who are care-experienced and for whom there is agreement at a multi-agency meeting of professionals that a placement would support the child to meet identified needs.

Children of young parents who are currently in full time education.

2.1.2   C**ategory 3:**
Children from families affected by circumstances requiring a short-term immediate response, as identified by a professional agency. Placements will be temporary and allocated for the period required as per request for assistance. All placements should be reviewed after a maximum of 6 months and only extended through an updated request for assistance.

Eligible 2 Year Olds

2.3   Eligible 2-year-olds should be allocated 1140hrs as per Scottish Government guidance. Where places are limited, all children who are eligible should be considered individually by Head Teacher/Head of Centre and panel chairperson in accordance with the admissions criteria – please refer to appendix 1.

Proposed new timeline and representation for admissions panel meetings

2.4   The frequency of panel meetings will increase to ensure children's applications are considered more timeously. Table 2 provides an overview

Table 2

Date	Panel Representatives
August	Chairperson
November	Health Visitor
	Social Work
January	CLD
March	Nursery HT/DHT/HOC
May	Cluster CIIL
	ELC Quality Officer

Proposed new admission panels

2.4.1   The size, number and membership of the panels were reviewed, and the proposed additional panels will ensure all applications are fully considered in a more local context. Table 3 provides an update regarding the agreed panels across the Council.

Table 3

Panel	FLC / Nursery Class aligned	Chair
Wishaw 1	Wishaw, Newmains, Abernethyn, Shotts, St Aidans,	HOC Newmains
Wishaw 2	Craigneuk, Heathery Park, St Thomas,	HT St Thomas
Bellshill	Bellshill, Laburnum, Sacred Heart/Orbiston	HOC Bellshill
Coatbridge	Dunbeth, Shawhead, St Marys (C/B), St Bartholomews	HT St Marys
Airdrie	Devonview, Richard Stewart, Victoria,	HOC Devonview
Motherwell	Forgewood, Ailsa, OLSF, St Brendans,	HOC Forgewood
Cumbernauld	Broomlands, Kildrum, Jigsaw, St Patrick's	HOC Kildrum

2.4.2   Each panel will also be supported by the ELC Quality Officer aligned to the locality.

2.5   Proposed changes to Admissions Process

BIRTH TO THREE NURSERY ADMISSIONS PROCESS

RFA submitted accompanied by Wellbeing Assessment

Allocate emergency placement if required, ratify with panel

Birth-Three Admissions panel
Co-ordinated by Area Panel Chairs
Identified Additional Support Needs?

YES

NO

Panel discussion to consider wellbeing needs and agree recommendation in line with a universal, additional, or intensive level of intervention.

Panel Decision to allocate nursery place?

YES

NO

Allocate nursery place.

Team around the child meeting with recommendations, including 38wk or 48wk placement.

Allocate EEL for Home support.

Team around the child meeting to plan support and review regularly to transition to education at appropriate time.

Referrer/named person informed no formal support at this time however will remain on review.

Nursery Place

Agree multidisciplinary package of support, 38wk/48wk placement and review date as required.

No

Referrer/named person informed of decision, signpost to other services eg CLD.

Information Sharing

2.6   To ensure compliance with GDPR, all information in relation to children and families will be shared with panel members only, on a secure platform.

2.6.1 In order to ensure compliance with revised policy, a training session will be provided for all panel chairs.

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3.   Measures of Success

3.1   A more consistent and equitable approach to the identification of need and the allocation of places for child under 3 is embedded across North Lanarkshire.

3.2   A co-ordinated approach to support ensures that children and families receive accessible support at the right time resulting in improved outcomes.

3.3   The increased number of panels and frequency of meetings results in a streamlined process ensuring timely access to support.

Name Gerard McLaughlin
Title: Chief Officer (Education - North)

Appendix 1

Eligible 2 Year Olds

(1140 Hours of pre-school provision)
April 2024

NORTH LANARKSHIRE COUNCIL
COMHAIRLE SIORRACHD LANNRAIG A TUATH

LIVE LEARN WORK INVEST VISIT

1. Should an application be completed?

Is the child 2 or soon to be 2?

YES →
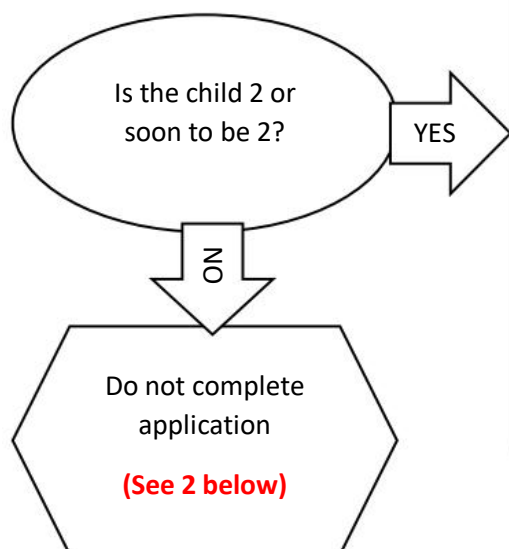
To be able to get this support, the child must be from a household where the parents/carers are receiving one of the following benefits:

1. Income Support
2. Income based Job Seekers Allowance
3. Any income related element of the Employment and Support Allowance
4. Incapacity Benefit or Severe Disablement Allowance.
5. State Pension Credit
6. Child Tax Credit (CTC) but not Working Tax Credit (WTC) and your income is below £19,995
7. Both maximum CTC and WTC and your income is less than £9,552
8. Support under Part VI of the Immigration and Asylum Act 1999
9. Universal Credit - monthly earned income does not exceed £796 (based on the equivalent of £9,552 per year)
10. Looked after and accommodated
11. Under a kinship care order
12. Lives with a Parent Appointed Guardian
13. Care experienced or has a parent who is care experienced

NO ↓

Do not complete application

(See 2 below)

YES ↓

Give parent an application pack to complete and submit to ef.earlyyears@northlan.gov.uk or post to Education & Families, Early Learning & Childcare, First Floor, 43 Civic Square, Windmillhill Street,

2. An application form can be completed within the suggested timescales below. If your child is eligible they would start the term following their 2nd birthday.

Second Birthday is between	Eligible to start attending from 1st day of term in	Application form to be handed in from
01 March and 31 August	August*	June
01 September and 31 December	January	November
01 January and 28/29 February	April	January

* If your child's 2nd birthday falls between start of August term and 31 August they will start the day after their 2nd birthday

3. What should be submitted with the application form?

1. Proof of child's age, i.e. a copy (**not the original**) of child's birth certificate.
2. Proof of address, i.e. a copy of your current Council Tax Statement.
3. Proof showing the parent/carer is receiving one of the qualifying benefits when your child turns 2.

Please Note

If the application is received too early we will contact you nearer term start date to make sure you are still in receipt of a qualifying benefit.

North Lanarkshire Council Report

Finance & Resource

Does this report require to be approved? ☒ Yes ☐ No

Ref: AH/JOH **Date** 24/04/24

Setting the Sustainable Rates - Review

From Jennifer O'Hara

E-mail O'HaraJ2@northlan.gov.uk **Telephone**

Executive Summary

Under section 47(1) of the Children and Young People (Scotland) Act 2014, education authorities must ensure that the statutory amount of funded early learning and childcare entitlement of 1140 hours is made available for each eligible child.

Councils across Scotland work with both Council-run services and local 'partner providers' in the private and not-for-profit sectors, including childminders, to ensure that there is sufficient capacity to deliver 1140 hours to all eligible families in their areas.

The Scottish Government and COSLA published updated national guidance regarding Funding Follows the Child and the National Standard for Funded Early Learning and Childcare Providers in December 2023. https://www.gov.scot/publications/funding-follows-child-national-standard-early-learning-childcare-providers-operating-guidance-2/

Under Funding Follows the Child, local authorities are required to set an hourly rate that is paid to funded providers in the private and voluntary sectors, including childminders, to deliver the funded entitlement. This rate should be sustainable and reflect national policy priorities, including funding to enable payment of the Scottish Living Wage (SLW) to all childcare workers delivering the funded entitlement.

Recommendations

It is recommended that Committee:

(1) Endorse the recommendation to increase the hourly rate that is paid to partner providers to deliver the funded entitlement of ELC.

The Plan for North Lanarkshire

Priority	All priorities
Ambition statement	(7) Enhance collaborative working to maximise support and ensure all our children and young people are included, supported, and safe

1. **Background**

1.1 **Setting Sustainable Rates: Outcomes 2019-2023**

1.2 As set out in the Sustainable Rates Guidance, published in April 2019, the rate paid to funded providers should be sustainable and should meet the following criteria:

- the rate will support delivery of a high quality ELC experience for all children,
- it will be a rate that reflects the cost of delivery, including the delivery of national policy objectives,
- the rate will allow for investment in the setting – staff, resources, and physical environment, and
- it will enable payment of the real Living Wage for those childcare workers delivering the funded entitlement.

1.3 From a local authority perspective, the rate must be sustainable for authorities in terms of the budgets available. Local authorities will also need to consider the following points when setting a sustainable rate:

- the rate does not have a detrimental effect on the local authority's ability to continue to pay for the service in the long-term,
- the wider package of 'in-kind benefits,' which are separate to the sustainable rate, that are available to the funded provider as part of their contract with the local authority, and
- the rate does not need to be cross subsidised by parents and carers through charges for non-funded hours.

1.4 Table 1 provides an overview of the hourly rates for funded entitlement in partner providers since the inception of 1140 hours.

Table 1

	3–5-year-olds (hourly rate)	2-3-year-olds (hourly rate)
2019-2020	£5.55	£5.80
2020-2021	£5.55	£5.80
2021-2022	£5.55	£5.80
2022-2023	£5.77	£6.03
2023-2024	£5.87	£6.14

Setting the sustainable rate 2019-2022

1.6 In 2019 the Council set the sustainable rate of £5.55 (3-to-5-year-olds) and £5.80 (2-to-3-year-olds). This was inflated to support over 3 years to support the roll out of 1140 hours and set within the framework agreement, for the lifetime of the framework (August 2020-July 2023). Table 2 below provides the methodology of the inflated rate setting process. In addition, these higher rates were implemented a year in advance of full delivery of 1140 hours to support partner providers during session August 2012-2020 to prepare for 1140 hours.

Table 2

Financial Year	Uplift Applied	Rate: 3-5-year-olds
2018/2019	-	£3.55
2019/2020	46.2%	£5.19
2020/2021	2.25%	£5.31
2021/2022	2.25%	£5.43
2022/2023	2.25%	£5.55

1.8   The hourly rate for 2-3-year-olds was calculated by applying 4.5% increase on the hourly rate for 3-5-year-olds (£5.55 x 4.5% = £5.80).

Setting the sustainable rate 2022/23

1.9   In September 2022 the SLW was increased from £9.90 to £10.90 per hour. The data collected by IPSOS MORI at this point indicated that the cost the average unit cost to provide an hour of ELC provision within North Lanarkshire was £4.88. Table 3 provides a breakdown of the cost per hour of staff costs and non-staff costs in 2022.

Table 3

	North Lanarkshire
Staff Costs per Hour	£3.88
Non-Staff Costs	£1.00
Totals	**£4.88**

1.10   In response to the increase in the RLW, North Lanarkshire made the decision to voluntarily increase the hourly rate in November 2022, which was back dated to August 2022. This was out with the framework agreement (an hourly rate of £5.55 for the lifetime of the framework, August 2022-July 2023).

1.11   Working from this base average cost of £4.88 (£3.88 staff costs / £1.00 non staff costs) the following rate was formulated in line with rationale and methodology utilised by Local Authorities across the West Partnership. Please refer to table 4 below.

Table 4

	%	Staff	Non-Staff	NLC Total
Cost per hour		£3.88	£1.00	£4.88
SLW	10	£4.27	£1.00	£5.27
Inflation	8	£4.61	£1.08	£5.69
Reinvestment	1.5	£4.68	£1.09	**£5.77**

1.12   The hourly rate for 2-3-year-olds was increased by 4.5% from £5.80 to £6.03 (£5.77 plus 4.5% = £6.03). This calculation was based on the previous 4.5% applied to the 2020-2022, 3-5-year-old rate to determine the 2–3-year-old rate (£5.55 plus 4.5% = £5.80).

1.13   The agreed rate for 2022/23 was based on a 10% increase to support the implementation of the SLW aligned to staff costs, an 8% inflation uplift and 1.5% reinvestment uplift aligned to both staff and non- staff costs. The reviewed hourly rate for session 2022/23 was £5.77 for 3-5-year-olds and £6.03 for 2-3-year-olds.

Setting the sustainable rate 2023/24

1.14   During 2022 The Consumer Prices Index (CPI) rose by 10.1% in the 12 months to March 2023, down from 10.4% in February 2022 and from a recent peak of 11.1% in October 2022. The average monthly increase from March 2022 to March 2023 was 9.8%.

1.15   In response the Council applied a further 1.8% uplift to staff costs and non-staff costs to be implemented in August 2023. This was the difference between the 8% applied in November 2022 and the average monthly increase from March 22 to March 2023 of 9.8% (9.8 - 8 =1.8). Table 5 below provides an overview of the workings to formulate the increased rate.

Table 5

3-5s	%	Staff	Non-Staff	NLC Total
Cost per hour		£4.68	£1.09	£4.88
Inflation	1.8	£4.76	£1.11	**£5.87**
Based on current numbers: £0.247m*				

1.16   The hourly rate for 2-3-year-olds was also increased by an additional 1.8% uplift to staff and non-staff costs. Please refer to table 6 below.

Table 6

2-3s	%	Staff	Non-Staff	NLC Total
Cost per hour		£4.94	£1.09	£4.88
Inflation	1.8	£5.03	£1.11	**£6.14**

2.   **Report**

Setting the Sustainable Rate: 2024/25

2.1 The payment of sustainable rates to funded providers in the private, third and childminding sectors is vital to supporting financial sustainability and is a key aspect of Funding Follows the Child.

2.2 In March 2024 the Living Wage Foundation announced an increase in the living wage from £10.90per hour to £12. This is also the level that has been set for the Real Living Wage (RLW) from April 2024.

2.3 In response the Scottish Government announced that £16m additional funding would be made available to local authorities to enable childcare workers delivering funded early learning and childcare (ELC) in private and third sector services to be paid at least £12 per hour from April 2024. The Council received £1,094,600 of this funding to support the increase in the RLW.

2.3 The Scottish Government and COSLA have provided the following guidance to support local authorities in the process of setting sustainable rates for 2024/25:

- To support payment of the increased real Living Wage all funded ELC providers in the private, and third sector will therefore receive a minimum uplift of 7.6% to the sustainable rate(s) they received in 2023-24.
- If sustainable rates for 2024/25 are set after April 2024, any payments that reflect the increased real Living Wage should be backdated to 1 April 2024.
- Confirm the funding to be provided, in addition to the sustainable rate, to support delivery of the free meal commitment.
- Local authorities will be transparent as to each element of the increase, including the uplift for staffing costs, in their sustainable rate(s) for 2024/25.

2.4 Table 6 provides details of the sustainable rate set for 2023/24 and includes an uplift of 7.6% based on the rational and guidance set out by Scottish Government and COSLA.

Table 6

	Rate 2023/24	Uplift	Increase	Rate 2024/25
3-5-year-olds	£5.87	7.6%	£0.45	**£6.32**
2-3-year-olds	£6.14	7.6%	£0.46	**£6.61**

2.6 Please refer to table 7, which provides an overview of the estimated costs of the external commissions payment to partner providers for the sustainable rate 2024/25.

Table 7

Financial Year 2023/24	
3-5-year-olds rate: £5.87	2-3-year-olds rate: £6.14
£13,273,236	£1,057,957
Total: £14,308,494	
Estimated Costs 2024/25	
3-5-year-olds rate: £6.32	2-3-year-olds rate: £6.61
£14,290,775	£1,138,940
Total: £15,429,715	

2.7   Please refer to table 9 for a breakdown of the estimated costs for 2024/25 and the estimated overspend of £26,621 based on the confirmed funding.

Table 9

Sustainable Rate Uplift for RLW	
2022/23 actual total cost	£14,308,494
2023/24 estimated costs	**£15,429,715**
Increase to 23/24 actuals	£1,121,221
Confirmed funding	£1,094,600
Overspend	**-£26,621**

2.9   This overspend would be offset by the savings identified by the change of start dates for 3-year-olds.

2.10   SLT are asked to endorse the recommendation to increase the rates set out in table 7 above (3-5-year-olds: £6.32 / 2-3-year-olds: £6.61).

2.11   For future years, updated sustainable rates guidance will be developed to reflect the actions set out in the joint Scottish Government and COSLA Sustainable Rates Review.

2.12   The service is working with colleagues in Facility Support Services to confirm the funding to support delivery of the free meal commitment. If required a further paper will be brought to SLT

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3.   Measures of success

3.1   Children have access to funded entitlement of 1140 hours of ELC.

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4.   Supporting Documentation

N/A

EARLY LEARNING & CHILDCARE
1140 expansion

NORTH LANARKSHIRE COUNCIL

EARLY LEARNING

1140 News

WELCOME

Welcome to the first 2024 edition of the ELC newsletter where we showcase some of the excellent work being done to ensure we continue to provide high quality care and services to the children and families of North Lanarkshire. Thank you for your continued commitment and support in delivering Early Learning and Childcare.

Jennifer O'Hara, Operational Manager – Inclusion and Early Learning and Childcare.

"You think winter will never end, and then, when you don't expect it, when you have almost forgotten it, warmth comes and a different light."

– Wendell Berry

Breastfeeding Friendly

Congratulations to 100% of our Local Authority ELC settings who have successfully achieved the Breastfeeding Friendly Scotland Award. This is an outstanding achievement and testament to the commitment and hard work of all practitioners involved. As a result, all families accessing these services can be assured that they will be supported and included, regardless of how they choose to feed their babies. This approach also ensures our workforce feel empowered to continue with their preference of breastfeeding following their return to work.

Contributions to the newsletter and suggestions are welcome.
Please email: corporatecommunications@northlan.gov.uk

LEARN HERE

Lottery Grant Success

Over the past 21 months Cumbernauld Village Family Learning Centre have supported our local community, raised awareness and drove positive change in many areas of today's global issues. Our focus remains on, but not limited to, climate action, waste and consumption and bringing our community together in times of unprecedented change.

With a grant of over £20,000 we have developed our outdoor provision. We have measured the impact of the work we do and understand the nursery to be the hub of the community. We recognise our responsibility to facilitate better outcomes for not only the children and families we work with daily but other groups and individuals within the community. We hope to continue this excellent work which is built on the strong foundation of relationships with members of the local community.

Our aim for the next stage of our project is to reach further into the community, understanding their needs to help support the cost-of-living crisis by raising awareness of sustainable approaches such as, space and resources to learn new skills and grow food. Raise awareness of climate action and carbon impact bringing heritage to life through intergenerational working. Enhance our community's natural environment and biodiversity. Involving young people experiencing care within a community event celebrating joint success. Through this project our work will continue to evolve bringing positive change and a sense of belonging for people within the community who are isolated and vulnerable. The hope is that work will continue to be embedded in our practice and improvement plans ensuring long-term change which supersedes the time scales of the grant. We have excellent community links to help raise awareness reaching the maximum amount of people. We are committed to a growth culture and thrive on learning from our experiences to continue driving positive change.

Working closely with Keep Scotland Beautiful we have been invited to pilot a new topic 'Heritage' which will be shared as a good practice tool on the KBS (Eco Schools website).

Donna Fleming, Head of Centre, Cumbernauld Village FLC

College Success

Congratulations

36 of our support workers have completed the PDA Education Support Assistance course.

14 staff have completed the BA in Childhood Practice. Please remember to update your SSSC registration!

The Early Learning and Childcare Family Engagement Service (FES)

The Early Learning and Childcare FES is a newly developed service, funded by ELC and Corra. A multi-agency Steering Group has been established to co-ordinate the development of the service and 6 Family Engagement Practitioners provide bespoke support packages for children and families.

Access to the FES is via request for assistance and the criteria to qualify for allocation is:

"Families with a child under 5 years of age affected by poverty, drug/alcohol use, mental health and/or domestic abuse where support provided by existing services have not led to improved outcomes. Families must be in agreement with the request for assistance and express a willingness to work with the service."

The services aims to:
- Provide an early intervention approach
- Work in collaboration with partner services
- Provide local, flexible and responsive family support
- Plan with families to deliver individual support packages
- Support as long as required and is not time limited
- Prevent escalation to statutory measures
- Focus on families who have experienced issues with addiction

To date, 35 requests for assistance have been received and 27 have met the criteria and have been allocated. There is a great variety of support being offered, including co-delivery with other services e.g. Health Visitors, Community Learning and Development Workers. Although it is too early to evaluate the longer term impact the service has had, the initial feedback from families has been very positive.

Please follow our Twitter feed on @EarlyYearsNLC for the most up to date information.

northlanarkshire.gov.uk/elc

Item 13

North Lanarkshire Council
Report

Education, Children and Families Committee

Does this report require to be approved?   ☐ Yes   ☒ No

Ref   GMcL/BH   **Date**   21/05/24

Instrumental Music Service Update

From   Gerard McLaughlin, Chief Officer (Education – North)

E-mail   McLaughlinG@northlan.gov.uk   **Telephone**   01236 812269

Executive Summary

Members have previously received updates on the re-establishment and delivery of the Instrumental Music Service (IMS) during the post-Covid period, which has been rolled out on an incremental and sustainable basis.

In addition, members will be aware the Scottish Government has developed national instrumental music guidelines alongside a 'Future of Instrumental Music in Schools Working Group'. In relation to these national guidelines the Scottish Government has recently confirmed the 2024/25 nationwide funding envelope of £12m alongside an agreed methodology for allocating awards to individual authorities.

This report aligns these local and national ambitions and describes the planned North Lanarkshire instrumental music programme from 2024/25 onwards.

North Lanarkshire's IMS has continued to make significant strides in delivering experiences which enhance and enrich the lives of the young people through the provision of accessible instrumental and choral tuition. These opportunities foster a love for music and aim to remove potential barriers that might otherwise influence young people and their families when making decisions about this aspect of their education.

The instrumental music programme is delivered in partnership with staff across many North Lanarkshire services and is embedded within the wider offer of music education which is delivered within our schools.

This report highlights the work undertaken to increase pupil participation through targeted outreach, awareness campaigns, and collaboration between schools and the IMS.

Recommendations

Education, Children and Families Committee is asked to:

1. Endorse the content of this report
2. Endorse the plan to fully establish and develop the music groups in 2024/25.

The Plan for North Lanarkshire

Priority   Support all children and young people to realise their full potential

Ambition statement	(10) Engage with children, young people, parents, carers, and families to help all children and young people reach their full potential
Programme of Work	Brighter Futures

1. Background

1.1 Historically the North Lanarkshire IMS had a well-established and highly regarded presence within school establishments. The priority of the service is to teach and support students through their SQA practical exams, provide pathways for pupils to join groups and orchestras, and work in partnership with education professionals to provide all pupils with an opportunity to learn and play an instrument.

1.2 Within North Lanarkshire there has also been a strong focus on the provision of music tuition for ASN pupils given the enhanced learning experiences and stimulation such music programmes can provide.

1.3 Typically formal IMS programmes begin in primary school through group sessions at P5, with a mix of individual and group work continuing through to S6.

1.4 Prior to the pandemic North Lanarkshire provided an extensive extra-curricular music group tuition programme. Unfortunately, this element of the service had to be suspended during the peak Covid period. However, over the previous two years the IMS has re-engaged with pupils, expanded tuition opportunities, and gradually increased the number of functioning groups, orchestras and ensembles. By August 2024, it is now expected that the level of participation in the extra-curricular programmes will surpass what was delivered pre-Covid.

1.5 During educational recovery the focus of the IMS was initially on providing support to pupils undertaking SQA examinations. Over the past two years the wider programme of activity during the school day has similarly been re-introduced. The Service is also confident that all of the previously established school-based programmes will be operational for the start of the August 2024 academic term.

1.6 Staff within the IMS are a separate employee group from core music teachers who work within secondary schools. There is however a mutual understanding of Service's key educational objectives and significant operational collaboration between these staffing cohorts. For example, both staffing groups support and encourage pupils during the pathway from introductory school music groups through to participation in the Council wide ensembles and orchestras.

2. Report

IMS Direct Music Tuition

2.1 During 2023/24 the IMS provided individual or small group lessons to 2,866 pupils. A further 1,009 pupils are involved in larger group-based tuition projects. The total of 3,875 pupils receiving tuition is the highest recorded by the IMS including in the period pre-Covid.

2.1.1 The initial post Covid equivalent in 2020/21 was 1,048 pupils. The uptake in the current year represents an increase of 270% in comparison with 2020/21. Chart 1 and Table 1 below highlights the fall and subsequent growth in participation since 2015/16.

Chart 1

Pupils Receiving Direct Music Tuition in NLC – 2015/16 to 2023/24
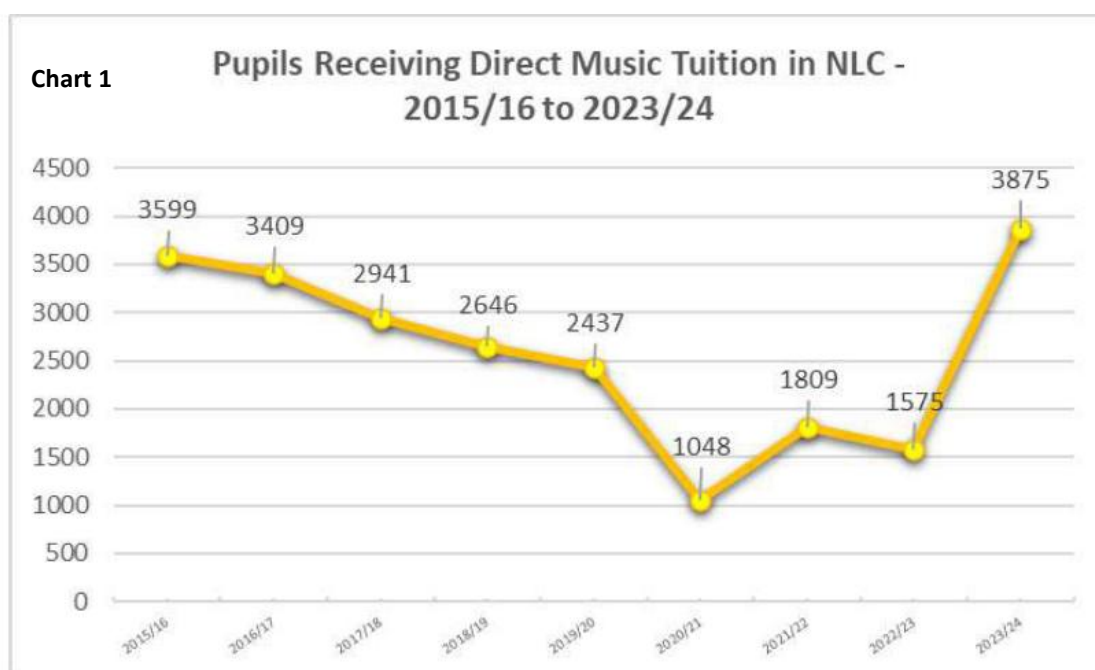
Table 1

Local Authority	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
NLC	3599	3409	2941	2646	2437	1048	1809	1575	3875
Scotland	61581	61615	60326	57496	56198	41594	56138	61715	*61715
NLC %	5.84%	5.53%	4.88%	4.60%	4.34%	2.52%	3.22%	2.55%	6.28%

*Whole of Scotland data for music tuition in 2023/24 not yet available. % for 2023/24 estimated using 2022/23 totals.

2.2   Pre Covid, the North Lanarkshire IMS was recognised as outstanding and referenced by the then Deputy First Minister / Cabinet Secretary for Education and Skills, John Swinney in the Scottish Parliament. This statement can be viewed by clicking on this link (Appendix 1). The pre-Covid model provided a primary, ASN, secondary and extracurricular programme which included successful Christmas and Spring concerts.

2.3   During Covid IMS provision moved online to become a digital offer, however due to the absence of technical infrastructure within many pupil's homes coupled with the lack of practical interaction with instructors, unsurprisingly pupil recruitment and retention rates dropped. For example, there was a significant reduction in pupils who would normally have been identified and encouraged by class teachers to join IMS programmes. The low point for IMS participation was 2020/21 when the number of pupils receiving tuition fell to 1,048.

Scottish Government Funding

2.4   During 2021/22 the Scottish Government raised national concerns around the variability of IMS provision including the level and scope of charges in different Council areas. In the period up to 2021/22, a number of Councils had scaled back their IMS offer and/or significantly increased their charges in the face of budget challenges.

2.4.1   Following agreement with COSLA the Scottish Government have subsequently provided additional funding to authorities to support IMS provision on the understanding that linked grant conditions are accepted. The latest grant letter was issued in March 2024 with North Lanarkshire scheduled to receive £0.822m for financial year 2024/25.

2.4.2   The national grant conditions applied to the Scottish Government funding include:

- No charges for IMS tuition.
- Free provision of instruments and associated equipment.
- No charges for repairs or wear and tear of instruments.
- No charges for pupils participating in ensembles, orchestras, or choirs.

2.4.3   The North Lanarkshire IMS programme adheres to all the Scottish Government grant conditions. Whilst the vast majority of IMS activity is now free schools/authorities are still permitted to sell tickets to recover the cost of putting on music concerts.

2.5   The Scottish Government funding has helped the IMS to rebuild programmes to pre-Covid levels, including hiring additional staff and purchasing new instruments. New primary school projects have been very popular, and the number of individuals receiving tuition has increased.

2.5.1   All sessions offered to schools are fully resourced by the IMS and to date, the Service has also successfully produced two Christmas concerts and a 'Battle of the Bands' event. Additionally, the IMS plans to add more events to the annual roster, providing additional performance opportunities for young people in North Lanarkshire.

2.5.2   Highlights of some of the main events and concerts can be found by clicking this MS Sway Link (Appendix 2).

School Based Projects

2.6   A new office base and storage facility was identified in the former Clydeview Primary School campus in 2023. IMS instruments and equipment are securely stored and distributed from this venue.

2.7   In addition to the 3,875 pupils receiving individual music tuition and group tuition, approximately 5,000 pupils also receive music tuition through projects such as Kodály instruction, which is delivered to every Primary School at P5 stage.

2.7.1   Current school programmes include:

- **Chanter & Snare Drum –** to **six primary school classes** over 25 weeks.
- **Kodály –** to **every P5 primary school** within the authority throughout the year on a fortnightly basis.
- **The Primary rock sensations –** delivers to **three primary school classes** for around 25 weeks.
- The **ASN** project is delivered to **all ASN schools** all year.
- **Unios do Samba** – is delivered to at least **8** ASN & mainstream primary schools for 30 weeks.
- **Rockfest (Battle of the Bands) –** is open to **all 23 secondary schools** from Aug- March.
- **Hear Our Voice –** (song writing & production) project is delivered to **8 primary school classes** a year (2 schools per term).
- **Band Class Project –** delivered to 8 schools for P6/7 pupils.
- **Samba Project –** 16 schools per year for pupils in P5/6/7 pupils.
- **Rock and Pop Project –** 4 schools for P6 and P7 pupils.

2.8   The Kodály Instruction provides music tuition to all primary schools, teaching full classes across the year. Many of these schools go on to form choirs and perform at

events. Experiences like this and those listed in 2.7, help in opening musical pathways beyond primary education into secondary school and beyond.

Music Education and life-long learning

2.9   As highlighted previously, musical instruments are provided free to all North Lanarkshire pupils. Furthermore, if parents/carers wish to purchase a personalised or different specification of instrument this can be achieved at a reduced cost through the 'assisted instrument purchase scheme'.

2.10   Within secondary schools, pupils playing an instrument at SQA level are routinely taught by an Instrumental Music Instructor. The performance assessment tasks in National 5 and Higher Music account for 50% of the overall final grade. This increases to 60% at the Advanced Higher stage.

2.10.1 A strong partnership exists between schools and the IMS, to help create an environment that results in the best outcomes for young people. 2023 data (shown in Table 2 and Table 3 below) supports this as NLC's Music results are above the national average for A to C grades in Nat 5's and in line with the national average for A to C grades in Higher.

Table 2

LA (Nat 5)	Subject	Grade A to C Percentage 2023
South Lanarkshire Council	Music	96.90%
North Lanarkshire Council	Music	94.50%
All LA's	**Music**	**92.90%**
City of Glasgow Council	Music	92.40%

Table 3

LA (Higher)	Subject	Grade A to C Percentage 2023
South Lanarkshire Council	Music	94.67%
North Lanarkshire Council	Music	93.60%
All LA's	**Music**	**93.60%**
City of Glasgow Council	Music	92.10%

2.11   Instructors work closely with Music departments to identify pupils who display an aptitude and talent for playing music. In terms of the reach and scope of the IMS programme it is reassuring to note 19 of North Lanarkshire's 23 secondary schools entered a pupil to represent their school in the 2024 Scottish Young Musician competition. The local heat winner will represent North Lanarkshire in the Scottish Young Musician grand final and compete against a representative from Scotland's other 31 authorities at the Royal Conservatoire of Scotland in May.

2.12   A total of 2,866 pupils currently receive instrumental music lessons, whilst a further 1,009 pupils are participating in school group projects, namely, Samba Group Project, Wind Band Project, and the Rock & Pop Projects.

2.12.1 Data on the distribution of these pupils (Stage, FME / ASN / CG status, SIMD Quintile) is illustrated n the tables below:

Table 4		
Stage	**Total Pupils**	**%**
P3	1	0.03%
P5	91	3.18%
P6	346	12.07%
P7	461	16.09%
S1	517	18.04%
S2	346	12.07%
S3	411	14.34%
S4	351	12.25%
S5	231	8.06%
S6	111	3.87%
Total	2866	100.00%

Table 4 shows the distribution of the 2,866 pupils by stage. Broad General Education (BGE) pupils account for 75.82% of the total number of learners accessing direct tuition.

Many of these learners are in P7 and S1 demonstrating a high priority placed on transition between primary to secondary sectors.

Table 5		
Factor	**% IMS**	**NLC %**
% FME	13.90%	20.89%
% CG	15.80%	23.30%
% CE	2.10%	3.50%
% ASN	20.50%	21.44%
% Primary	31.50%	54.25%
% Secondary	68.30%	43.38%

Table 5 shows the percentage of pupils accessing the IMS that are either care experienced, in receipt of FME and /or Clothing Grants or who have a registered ASN. A priority going forward will be to target more pupils in receipt of FME to participate in IMS programmes. This will be achieved with a more integrated and collaborative approach with schools.

Table 6		
SIMD Quintile	**% IMS**	**NLC %**
% Quintile 1	25.56%	31.55%
% Quintile 2	27.58%	25.71%
% Quintile 3	13.75%	12.91%
% Quintile 4	19.78%	17.96%
% Quintile 5	13.33%	9.85%
Undefined		2.02%

Table 6 shows the distribution of pupils across the 5 Scottish Index of Multiple Deprivation (SIMD) quintiles. This analysis maps participation against social context. Over 50% of pupils supported by the IMS are from quintiles 1 and 2.

2.13 All ASN schools provide music tuition through a combination of direct teaching by an instrumental instructor and engagement of specialist external providers such as 'Beats of Brazil'. The tuition is built into the curriculum and timetabled across each academic term. This programme provides an excellent learning and development framework alongside powerful multi-sensory and kinaesthetic experiences for pupils. This experience often meets the needs of pupils in a way that other activities cannot achieve.

2.14 The majority of Music Groups have re-started, and formal tuition is undertaken on a weekly basis at various venues and times. Previously all of the Music Group tuition was undertaken at Coatbridge High School, however going forward a number of school sites will be utilised. The updated delivery model has been built around school clusters where specialist provision in a particular instrument(s) or musical style is being offered. This

extra-curricular model offers performance opportunities for pupils who do not have an ensemble opportunity within their particular school. The experience of playing in a group setting with young musicians of similar interests encourages pupils to improve their communication, teamwork and performing skills.

2.15 The current and planned ensemble groups within North Lanarkshire are as follows:

- **NL Jazz Big Band**; Every Monday in St Ambrose High School.
- **North Lanarkshire Schools Pipe Band**: Wednesdays in Coatbridge High School. The increase in participation has led to the creation of a second band who will be taking part in the World Championships this year. The uptake in this discipline has created the formation of a pipe band in Dalziel HS & Calderhead HS.

2.15.1 The following groups are preparing to start at the following venues and dates:

- **NL Wind Ensemble & Wind Band** Tuesday in Coatbridge High School to commence in August 2024.
- **String Group** to commence in August 2024 in St Ambrose High School on a Tuesday Night.
- **Rock Collective** to commence on a Monday night in Coltness High School in May 2024.
- **Baby Jazz Band** to start in May 2024. Offering an opportunity for Primary School Pupils to be involved in Jazz & Swing music whilst performing in a group setting.

North Lanarkshire School Pipe Band

2.16 In 2019 the North Lanarkshire School Pipe Band (NLSPB) travelled to America to perform in the New York Tartan Day Parade. This was an exceptional learning experience for the respective band members and one which the Service is investigating the possibility of repeating at the Tartan Day Parade in April 2026.

2.17 The Service is assessing the costs and logistics of participating in the 2026 Tartan Day Parade and associated funding options.

IMS Funding 2024/25

2.18 The gross funding package for the IMS during 2024/25 is aggregated as follows:

Instrumental Music Service Funding Streams	2024/25 £m
Core Council Budget	1.411
Scottish Government	0.822
Youth Music Initiative	0.400
Total	**2.633**
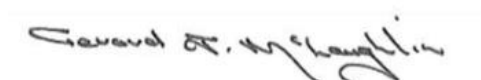
2.18.1 The delivery of the IMS programme in future years will in part be determined by the ongoing availability of the current funding streams. A substantive reduction in any of these funding sources from 2025/26 onwards would require the Service to carry out a further operational review of the existing pupil offering.

3.   Measures of success

3.1   Continue to deliver music instruction to over 3,500 pupils.

3.2   Establish all music groups to be implemented by session 2024-25.

4.   Supporting documentation

4.1   Appendix 1 – DFM praises North Lanarkshire IMS 2019, hyperlinked in document.

4.2   Appendix 2 – IMS showcase, hyperlinked in document.

Gerard McLaughlin
Chief Officer (Education – North)

5.   Impacts

5.1	**Public Sector Equality Duty and Fairer Scotland Duty** Does the report contain information that has an impact as a result of the Public Sector Equality Duty and/or Fairer Scotland Duty? Yes ☐ No ☒ If Yes, please provide a brief summary of the impact? If Yes, has an assessment been carried out and published on the council's website? https://www.northlanarkshire.gov.uk/your-community/equalities/equality-and-fairer-scotland-duty-impact-assessments Yes ☐ No ☐
5.2	**Financial impact** Does the report contain any financial impacts? Yes ☒ No ☐ If Yes, have all relevant financial impacts been discussed and agreed with Finance? Yes ☒ No ☐ If Yes, please provide a brief summary of the impact? This paper describes the planned model of IMS provision from 2024/25 onwards which can be delivered from within the overall funding envelope available to the Service.
5.3	**HR policy impact** Does the report contain any HR policy or procedure impacts? Yes ☐ No ☒ If Yes, have all relevant HR impacts been discussed and agreed with People Resources? Yes ☐ No ☐ If Yes, please provide a brief summary of the impact?

5.4	**Legal impact** Does the report contain any legal impacts (such as general legal matters, statutory considerations (including employment law considerations), or new legislation)? Yes ☐ No ☒ If Yes, have all relevant legal impacts been discussed and agreed with Legal and Democratic? Yes ☐ No ☐ If Yes, please provide a brief summary of the impact?
5.5	**Data protection impact** Does the report / project / practice contain or involve the processing of personal data? Yes ☐ No ☒ If Yes, is the processing of this personal data likely to result in a high risk to the data subject? Yes ☐ No ☐ If Yes, has a Data Protection Impact Assessment (DPIA) been carried out and e-mailed to dataprotection@northlan.gov.uk Yes ☐ No ☐
5.6	**Technology / Digital impact** Does the report contain information that has an impact on either technology, digital transformation, service redesign / business change processes, data management, or connectivity / broadband / Wi-Fi? Yes ☐ No ☒ If Yes, please provide a brief summary of the impact? Where the impact identifies a requirement for significant technology change, has an assessment been carried out (or is scheduled to be carried out) by the Enterprise Architecture Governance Group (EAGG)? Yes ☐ No ☐
5.7	**Environmental / Carbon impact** Does the report / project / practice contain information that has an impact on any environmental or carbon matters? Yes ☐ No ☒ If Yes, please provide a brief summary of the impact?
5.8	**Communications impact** Does the report contain any information that has an impact on the council's communications activities? Yes ☐ No ☒ If Yes, please provide a brief summary of the impact?
5.9	**Risk impact** Is there a risk impact? Yes ☐ No ☒ If Yes, please provide a brief summary of the key risks and potential impacts, highlighting where the risk(s) are assessed and recorded (e.g. Corporate or Service or Project Risk Registers), and how they are managed?
5.10	**Armed Forces Covenant Duty** Does the report require to take due regard of the Armed Forces Covenant Duty (i.e. does it relate to healthcare, housing, or education services for in-Service or ex-Service personnel, or their families, or widow(er)s?

Yes ☐   No   ☒

If Yes, please provide a brief summary of the provision which has been made to ensure there has been appropriate consideration of the particular needs of the Armed Forces community to make sure that they do not face disadvantage compared to other citizens in the provision of public services.

5.11	**Children's rights and wellbeing impact**
	Does the report contain any information regarding any council activity, service delivery, policy, or plan that has an impact on children and young people up to the age of 18, or on a specific group of these?
	Yes ☒ No ☐
	If Yes, please provide a brief summary of the impact and the provision that has been made to ensure there has been appropriate consideration of the relevant Articles from the United Nations Convention on the Rights of the Child (UNCRC).
	This report specifically contributes to the delivery of Article 29 (goals of education).
	The deletion of charges due to IMS Scottish funding has positively impacted accessibility and opportunities. By removing financial barriers, more pupils can access instrumental music tuition and participate in fully in group and solo performance activity. This decision aligns with the United Nations Convention on the Rights of the Child (UNCRC), emphasising equal access to education, healthcare, and cultural activities.
	If Yes, has a Children's Rights and Wellbeing Impact Assessment (CRWIA) been carried out?
	Yes ☐ No ☒

North Lanarkshire Council
Report

Education, Children and Families Committee

Does this report require to be approved?   ☐ Yes   ☒ No

Ref GMcL   **Date**   21/05/24

Review of Additional Support Needs

From   Gerard McLaughlin, Chief Officer (Education - North)

E-mail   mclaughling@northlan.gov.uk   **Telephone**

Executive Summary

North Lanarkshire is committed to ensuring all children and young people achieve their full potential; to give them the tools to make their way in life through quality, exciting, and challenging learning. That means a commitment to improving attainment and achievement, closing the poverty-related attainment gap, and securing positive and sustained post school leaver destinations. North Lanarkshire believes that their schools are inclusive, energetic places that take into account the needs of all children and young people.

This report provides an update on the continuous progress of the twelve recommendations arising from the Additional Support Needs (ASN) review (2019), and implementation plan to improve systems and policy under three key headings:

- Managing Additional Support Needs

- Empowering Staff to Meet Needs Effectively

- Management of Resources in Future

Following a comprehensive review, we have undertaken a systems redesign, overhauling current practice, and charting a future course that enables change. There continues to be work done to further refine systems and secure important improvements in processes.

Where these have occurred, they have been actioned as consequence of our own self-evaluation, including feedback from stakeholders, as part of the natural cycle of review and planning. These improvements have featured in updates to committee over time, some of which are being progressed under the banner of Health and Wellbeing, or the integrative practice being driven forward through Social Work services.

Recommendations

It is recommended that the Education, Children and Families Committee:

(1) Endorse the improvements in managing additional support needs:

- Inclusion Conference
- Transition Policy
- Collaborative Improvement Visit

(2) Review the progress in relation to empowering staff to meet needs effectively:

- Programme of Training and Development
- Empowering Cluster Model
- Modern Apprentice Programme
- Learning Support Assistant.

(3) Review the progress in managing resources:

- Capital Works
- Management Modelling

The Plan for North Lanarkshire

Priority   Support all children and young people to realise their full potential

Ambition statement   (9) Invest in early interventions, positive transitions, and preventative approaches to improve outcomes for children and young people

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1.   Background

1.1   In 2019, a review of ASN provision in North Lanarkshire was conducted. Findings reported to the Education and Families Committee in September 2019 took account of relevant legislation relating to meeting the support needs of pupils, including the Standards in Schools (2000) Act, the Additional Support for Learning (Scotland) Act 2004 (as amended 2009) and the Children and Young People's Act (2014).

1.2   The 2019 review established twelve key recommendations which reflect and are underpinned by key national drivers. These include the national Empowering Schools agenda, the Developing Scotland's Young Workforce strategy (December 2014), and the National Improvement Framework. The 2019 ASN Review highlighted the need to strengthen the presumption of mainstream and to create a more fluid interplay between mainstream and ASN provisions. These recommendations were formulated into an ASN Implementation Plan which committed the service to a range of specific improvements over the three-year period from 2019 – 2022.

1.3   During 2020 updates on progress for all twelve priorities within the implementation plan provided to Committee included the development of a new Learning Assistant allocations model, a new Pupil Support Service and the establishment of Integrated Cluster Well Being teams and bases. Education and Families Committee approved the Reconfiguring Intensive ASN Systems and Services Report and through this report approved a proposal to engage in five statutory consultations to create a *We Aspire College*, and to relocate primary aged pupils from Mavisbank School to the

Drumpark/Greenhill campus and to relocate pupils from Clydeview School to the Firpark/Cathedral Primary School campus. In June 2021, all five statutory consultations were approved by Education and Families Committee.

1.4   During 2021 updates on progress for all twelve recommendations within the implementation plan provided to Committee included the adoption of a formal project management governance structure through the Inclusion Board to lead and monitor the delivery of the overarching ASN strategy. As a result, the Inclusion Board now formally oversees the planning and delivery of ASN and incorporates a wider range of council services in its make-up. Education and Families Committee gave approval to conduct a statutory consultation on the proposal to relocate Bothwellpark High School, create a P4-P7 Language and Communication Support Centre (LCSC) as part of St Aidan's PS and develop a zero to five ELC service within the Edward Lawson Centre as a second phase of reconfiguring intensive ASN systems and services.

1.5   In February 2022 Education and Families Committee reflected upon the formal feedback report from Education Scotland, reviewed the Statutory Consultation Outcome Report and approved the relocation and repurposing of the Edward Lawson Centre, Wishaw.

1.6   In September 2022 Education and Families Committee reflected on the continuous improvement in relation to improving practice in managing additional support needs and the progress in terms of realising the recommendations in relation to empowering staff to meet needs effectively and the management of resources in the future.

1.7   In November 2022 the Education and Families Committee endorsed an extension to the original timescale (June 2022) to enable the twelve recommendations from the ASN to be fully implemented by June 2023. Committee are asked to refer to **Appendix 01.**

1.8   The service continues to refine systems and secure important improvements in processes and practice. The report highlights significant improvements and achievements during 2023.

1.9   The report includes updates regarding the inclusion conference, the launch of the inaugural Transition Policy, the national Collaborative Improvement visit by Education Scotland and ADES, the first in Scotland partnership with the Open University. In addition, we consider the significant progress to date in relation to the implementation plan for the Learning Support Assistant post, the ASNA allocation specific to the Empowering Cluster model, as well as the extensive ongoing investment in relation to the programme of capital works.

1.10   In line with previous reports, the actions outlined in this update report reflect progress in relation to decisions taken in North Lanarkshire Council's budget setting process for 2020 – 2024.

2.   Report

Improving Practice in Managing Additional Support Needs

Inclusion Conference – NLC Inclusion Everyone Belongs

2.1   On 25 April 2023, the inaugural "Build a Culture of Inclusion" conference was held in Motherwell Civic Centre. This strengthened our shared vision and commitment to building effective partnerships that empowers and enables schools to support our children and young people in all settings.

2.1.1   There was a wide range of internal and external stakeholders in attendance at the Conference, including Head Teachers, Heads of Establishment, Central HQ staff, Social Work, Educational Psychology, CIILs, Early Years, Family Engagement and Support Workers, Police Scotland, NHS, Parent Council Chairs from LCSC and ASN schools, representatives from The Promise and third sector organisations. Most importantly, there were a range of young people from ASN establishments who were undertaking a range of activities, which whilst not exhaustive included Barista, reception duties, and opening the conference with a medley of song and dance.

2.1.2   The event was deemed by the 350 attendees as extremely successful. Qualitative and quantitative data from the conference indicated that staff engaged with the key themes shared at the event, with 83% of delegates stating that they would change their work practice following attendance at one or more of the many workshops delivered on the day. Committee are asked to refer to **Appendix 02.**

Transition Policy

2.2   The North Lanarkshire Transition Policy was launched in April 2023 to support consistency across establishments and to ensure transitions are highly effective and supportive for vulnerable young people. A comprehensive review of all existing systems and processes pertaining to transition arrangements across North Lanarkshire was undertaken from March 2022 until March 2023. A working group was established to work with a wide range of stakeholders and engage with statutory consultations and regional partners such as West OS and Education Scotland to ensure best practice. Over 400 people attended the launch of the Transition Policy, evidencing the level of engagement from local authority staff for this policy. Committee are asked to refer to **Appendix 03.**

Stakeholder Engagement

2.3   Committee are asked to note that key recommendation 12 related to creating an effective stakeholder sounding board of pupils and parents/carers. This was to be convened biannually to allow officers and practitioners to test ideas and receive, feedback on potential developments, particularly in relation to the development of policy and practice. A refreshed Terms of Reference document for the stakeholder sounding board has been developed and shared. We will continue to build on our consultative approaches with parents/carers and other key stakeholders by developing a range of sub-groups with the stated aim of improving experience and outcomes for our children and young people.

Collaborative Improvement Visit

2.4   The national Collaborative Improvement approach was secured through the Education Reform Joint Agreement published in June 2018, and all local authorities are committed to the process. In November 2023 a collaborative improvement visit took place with a specific focus on our specific progress since the 2019 ASN review. A range of senior officers from Education Scotland and ADES worked with the Inclusion Team to highlight the key improvements/developments made within the ASN sector, the partnership working undertaken in North Lanarkshire, and to showcase some of the many innovations developed within the sector, by providing a range of evidence, underpinned by a self-evaluative statement, to highlight what works well, and areas requiring improvement, within an agreed area of focus. This then became the focus of the collaborative improvement activity over a three-day period.

2.4.1   Throughout the 3-day Collaborative Improvement visit the team engaged in professional dialogue with officers from across North Lanarkshire Council, including frontline staff and central officers; they also met with young people, as part of field visits, to exemplify aspects of the service's self-evaluation document. This enabled the Collaborative Improvement Team to explore the identified areas and themes, and to support the Service to identify strengths and possible areas to drive forward future improvements.

2.4.2   The Collaborative Improvement Team recognised the significant progress made by the Inclusion Team (and wider Service and Council) to respond to recommendations within the ASN review and to improve outcomes for learners with additional supports needs within specialist provisions.

2.4.3   The Service found participation in the collaborative improvement process extremely beneficial in terms of validating self-evaluation processes and outcomes and supporting and challenging thinking to accelerate future progress. Through robust professional dialogue and creative, solution focussed discussions, the Service is in a strong position to identify strengths and clear next steps to drive forward further improvements, including improving positive destinations, attainment, and attendance.

2.4.4   Committee are asked to refer **Appendix 04.** This report provides the Education & Families Committee with the findings of the recent Collaborative Improvement visit to North Lanarkshire Council.

Empowering Staff to Meet Needs Effectively

Professional Learning and Development

2.5   Following the launch of the Inclusion Learning Platform in April 2023 (refer to image 1), all staff have access to bespoke CLPL and training opportunities (for teaching and support staff) to enable the support of identified ASN training needs for all staff in schools, addressing needs at universal, additional, and intensive levels and evidencing our commitment to build individual and collective staff capacity. Committee are asked to refer to **Appendix 05** which provides a list of accessible training and development opportunities.

Image 1
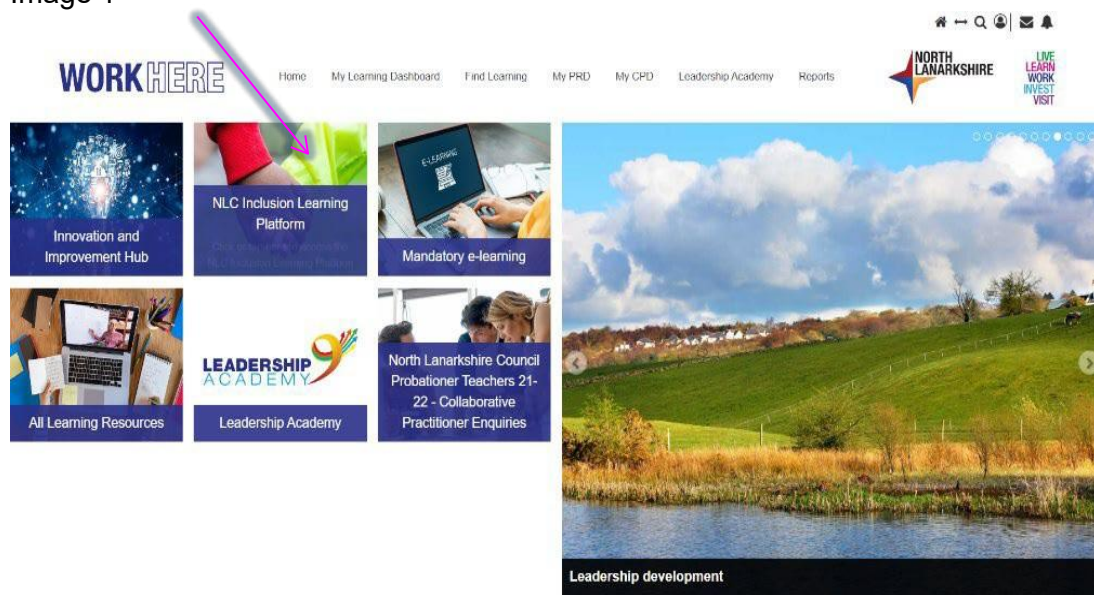
2.5.1   Centrally tracked CLPL engagement figures including Open University and LearnNL Inclusion Platform engagement figures, Educational Psychology are being tracked to monitor engagement levels.

2.5.2   Furthermore, a sector leading partnership was developed with the Open University (OU) to widen participation in education for individuals and ensure education is accessible to all. As part of the Professional Review and Development process for pupil support staff, training needs can be considered, and further opportunities can be accessed via the (OU).

The Open University

- The Open University (OU) is a distance learning university which was founded in 1969.
- The aim of the OU is to provide flexible and accessible higher education to anyone, regardless of their location, background, or age.
- The OU is unique in that it offers part-time distance learning courses and degrees, allowing students to study at their own pace and on their own terms.

2.5.3   The OU has an international reputation for academic excellence, with many of its courses and degrees ranking highly in global university rankings and we are proud to have entered partnership with them.

Empowering Clusters Model

2.6   Empowering Clusters Model is impacting positively and is recognised as a key mechanism in ensuring integrated partnership working that is centred around the wellbeing of children and young people within their local communities. It supports early identification and intervention. By providing high quality interventions at additional level and providing advice and support at a universal level, we are adopting a proactive approach to reducing the number of young people who require a higher level of intensive support.

2.6.1   Last session, learners were supported through the Empowering Clusters model and these numbers continue to be tracked and monitored, as does the effectiveness of the interventions in place:

- 1026 children and young people were supported over the last 2 months, through the Empowering our Cluster model. August -October 2023. Update totals April 24
- 594 children, young people and families were supported by Cluster Support Teachers (CSTs) or Cluster Inclusion and Integration leads (CIILs), across the 23 clusters.
- 6651 sessions were planned for children, young people, or families at additional or intensive level, with an 85% attendance rate. 71% of the supports have been successful and have now ended.

2.6.2   Committee is asked to note that the services next steps is to refine our use of data to track trends and identify patterns in NBPR at cluster and authority level. Continue to review interventions and their impact, through quality assurance process.

Modern Apprentices (MAs) Programme

2.7   Committee should note the service continues to successfully provide MAs with opportunities for employment as part of the workforce development programme. Currently 5 SVQ2 MAs are on track to qualify in June 2023 and a recruitment exercise is underway to appoint 10 SVQ3 MAs for academic session 2024/25.

Broadening Access to Employment: Learning Support Assistant (LSA)

2.8   Committee will recall a key tenet of the Empowering Clusters programme of works was to place inclusion and ASN at the heart of planning and as in response a career pathway for pupil support staff was developed. In 2022 the Learning Support Assistant (LSA) position was developed and included in the pathway. Please refer to the diagram below for an overview of the career pathway.

Diagram 1
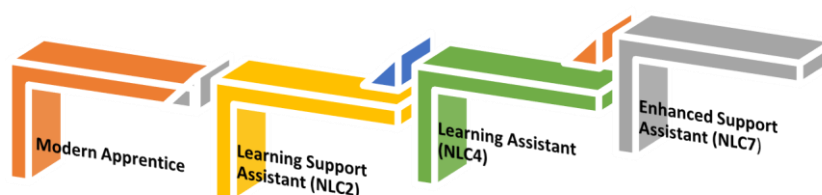
2.8.1 Entry level qualifications were kept to a minimum, or none, to ensure that access to this career development strategy was widened for diverse groups of candidates who may have struggled to access employment through other means. This approach is assisted by the Supported Employment Project Team.

2.8.2 There are currently 5 young people employed as Learning Support Assistants (NLC2). Two employees have been allocated to Firpark Primary School, one in Eastfield Primary School, one in St Lucy's Primary School and two in Drumpark Primary School. There is currently a 25-hour vacancy which will be recruited via a ring-fenced advert for young people currently undertaking a No Limits placement with the Supported Employment team. This recruitment will be for an August 2024 start date.

Management of Resources in Future

Capital Works

2.9 There has been major transformational work undertaken, following on from the ASN Review to establish effective ways to increase capacity and improve ASN learning environments. From 2019 to 2024, there has been a capital spend of approximately £5.2 million on redeveloping the ASN estate.

2.9.1 Committee are asked to note the progress of the capital infrastructure programme. Table 1 provides an overview of the progress of the projects.

Table 1

Infrastructure Projects	Progress	Estimated Completion Date	Occupancy Date
Drumpark Primary School.	Complete	August 2022	August 2022
Daisy Park Centre/ Clydeview School	Complete	August 2022	September 2022
Fallside School to Coltness High School	Design stage 3 – at Tender stage	April 2024	May 2024
Townhead Community Centre	Design stage 3 – moving to contract award.	July 2022	September 2023

Portland School (to Skills Academy)	Minor Adaptations	July 2022	August 2022
Glenburn	Complete	June 2022	August 2023
Seven Day Centre/Community Alternatives	Complete	TBC	TBC
Mavisbank	Consultation	April 2025	TBC
Bothwellpark to Edward Lawson Centre	Architect assigned & Design stage commenced	December 2024	TBC

2.9.2 To date feedback from stakeholders has been positive and young people are able to access improved facilities that are better suited to their needs.

2.9.3 Committee should note the services next steps are to continue to review opportunities to develop facilities within the estate, to build capacity and opportunities for ASN learners to be educated in a variety of suitable learning environments. Future projects include Chryston High, Gartcosh to incorporate an LCSC facility and the new build at to increase LCSC capacity.

2.9.4 In addition, the service will Continue to develop ways of creatively using facilities and resources to support learners to maintain mainstream placements, to meet learner need and to reduce external placements.

Management modelling

2.10 As part of North Lanarkshire Council's planned three-year budget arrangements for 2020 – 2023, agreed in February 2020 for the following financial year (and subsequently re-ratified in the process in 2021, for the financial year 2021 – 2022) the Service undertook to implement a programme of multi- headships.

2.10.1 In May 2020, a paper on 'Developing Executive Headships' was approved by the Education and Families Committee and made clear the scale of the ambition to deliver a range of headship models.

2.10.2 Committee should note that throughout this process significant dialogue took with the signatory trade unions. As part of the JNCT mechanism, a subgroup, made up of both TU and Management side had various meetings to discuss and agree amendments to the following documents:

- Management Circular F20 – Update
- Agreed Procedures for the Transfer of Promoted Staff
- Job Descriptions and Person Specifications for Multi- Establishment Head & Depute

F20 incorporated a multi-establishment management model which builds on the existing Standard Management Structures.

2.10.3 The service has already successfully implemented a number of these models within the ASN sector, as can be shown in table 2 below:

Table 2

School	Leadership Model
Firpark Primary / Clydeview School	Multi- Headship
Redburn School / Mavisbank School	Multi- Headship
Fallside, Willowbank, Pentland, Portland Schools & Skills Academy (incorporating 7 Day Centre & Community Alternatives)	Multi- Headship
Buchannan High / Bothwellpark High	Multi- Headship
All the above noted establishments	Multi-Depute Headships

2.10.4 Further multi-headship models are being developed and further updates will be provided to future committees.

Next Steps and Other Issues Arising:

2.11   An SLT paper is currently being developed to address the impact for session 2024/25, of the exponential increase in children and young people with Additional Support Needs in North Lanarkshire schools. The paper will set out the national and local context, demographics, trends and makes assumptions on future demand. The paper will highlight the additional staffing required, in line with statutory obligations and SNCT conditions, whilst outlining identified strategies and approaches aimed at reducing cost burdens moving forward.

2.11.1 The service will continue to drive forward improvements as part of the improvement planning process taking cognisance of the recommendation for the Collaborative improvement report.

2.11.2 It is anticipated that in future programmes of work, ASN will continue to feature as a priority, but increasingly as part of the over-arching approach being taken within the North Lanarkshire partnership to wellbeing.

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3.   Measures of success
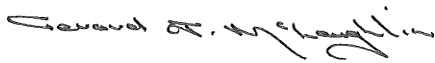
3.1   Success will be measured across 5 broad areas.

- Improved quality of service and provision to effectively meet the needs of pupils and parents.
- Increased numbers of children and young people remaining within their local community.

- Improved staff satisfaction rates due to improved training and fairer allocation of staffing resource.
- Improvement in the current ASN budget overspend.
- Effective implementation of the Learning Assistant allocations model.

4.   Supporting documentation

4.1   Appendix 01: Overview of Progress Implementation Plan
4.2   Appendix 02: Inclusion Conference Briefing Note
4.3   Appendix 03: NL Transition Policy August 2023
4.4   Appendix 04: ADES Collaborative Report February 2024
4.5   Appendix 05: List of Staff Training Modules

Gerard McLaughlin
Chief Officer (Education - North)

5.   Impacts

5.1	**Public Sector Equality Duty and Fairer Scotland Duty** Does the report contain information that has an impact as a result of the Public Sector Equality Duty and/or Fairer Scotland Duty? Yes ☐ No ☒ If Yes, please provide a brief summary of the impact? If Yes, has an assessment been carried out and published on the council's website? https://www.northlanarkshire.gov.uk/your-community/equalities/equality-and-fairer-scotland-duty-impact-assessments Yes ☐ No ☐
5.2	**Financial impact** Does the report contain any financial impacts? Yes ☐ No ☒ If Yes, have all relevant financial impacts been discussed and agreed with Finance? Yes ☐ No ☒ If Yes, please provide a brief summary of the impact?
5.3	**HR policy impact** Does the report contain any HR policy or procedure impacts? Yes ☐ No ☒ If Yes, have all relevant HR impacts been discussed and agreed with People Resources? Yes ☐ No ☐ If Yes, please provide a brief summary of the impact?
5.4	**Legal impact** Does the report contain any legal impacts (such as general legal matters, statutory considerations (including employment law considerations), or new legislation)? Yes ☐ No ☒ If Yes, have all relevant legal impacts been discussed and agreed with Legal and Democratic? Yes ☐ No ☐ If Yes, please provide a brief summary of the impact?
5.5	**Data protection impact** Does the report / project / practice contain or involve the processing of personal data? Yes ☐ No ☒ If Yes, is the processing of this personal data likely to result in a high risk to the data subject? Yes ☐ No ☐ If Yes, has a Data Protection Impact Assessment (DPIA) been carried out and e-mailed to dataprotection@northlan.gov.uk Yes ☐ No ☐
5.6	**Technology / Digital impact** Does the report contain information that has an impact on either technology, digital transformation, service redesign / business change processes, data management, or connectivity / broadband / Wi-Fi? Yes ☐ No ☒ If Yes, please provide a brief summary of the impact?

	Where the impact identifies a requirement for significant technology change, has an assessment been carried out (or is scheduled to be carried out) by the Enterprise Architecture Governance Group (EAGG)? Yes ☐ No ☐
5.7	**Environmental / Carbon impact** Does the report / project / practice contain information that has an impact on any environmental or carbon matters? Yes ☐ No ☒ If Yes, please provide a brief summary of the impact?
5.8	**Communications impact** Does the report contain any information that has an impact on the council's communications activities? Yes ☐ No ☒ If Yes, please provide a brief summary of the impact?
5.9	**Risk impact** Is there a risk impact? Yes ☐ No ☒ If Yes, please provide a brief summary of the key risks and potential impacts, highlighting where the risk(s) are assessed and recorded (e.g. Corporate or Service or Project Risk Registers), and how they are managed?
5.10	**Armed Forces Covenant Duty** Does the report require to take due regard of the Armed Forces Covenant Duty (i.e. does it relate to healthcare, housing, or education services for in-Service or ex-Service personnel, or their families, or widow(er)s)? Yes ☐ No ☒ If Yes, please provide a brief summary of the provision which has been made to ensure there has been appropriate consideration of the particular needs of the Armed Forces community to make sure that they do not face disadvantage compared to other citizens in the provision of public services.
5.11	**Children's rights and wellbeing impact** Does the report contain any information regarding any council activity, service delivery, policy, or plan that has an impact on children and young people up to the age of 18, or on a specific group of these? Yes ☐ No ☒ If Yes, please provide a brief summary of the impact and the provision that has been made to ensure there has been appropriate consideration of the relevant Articles from the United Nations Convention on the Rights of the Child (UNCRC). If Yes, has a Children's Rights and Wellbeing Impact Assessment (CRWIA) been carried out? Yes ☐ No ☐

Appendix 01: Overview of Progress in Implementing ASN Review Recommendations

ASN Review Implementation Priority (2019 – 2022)	RAG	Narrative By Exception
Improving Practice in Managing Additional Support Needs		
1. *Key policies should be updated to reflect current legislation and national guidance, as well as to enable more effective practice and to provide a context for training and development activities.*	*Achieved*	
2. *A coordinated Communications Plan for ASN will reflect the importance of building the status of the sector and recruiting high-quality staff to meet the needs of pupils.*	*Achieved*	
3. *ASN Head Teachers, teachers and support staff should be systematically included in the programme of Head Teacher engagement, school improvement and cluster planning.*	*Achieved*	
4. *The practice in how children's additional support needs are assessed, planned for, and met should be strengthened, with a revised and simplified GIRFEC Pathway established for use by all practitioners.*	*Achieved*	
Empowering Staff to Meet Needs Effectively		
5. *The Health and Wellbeing Map of Integrated Policy and Practice will be implemented across North Lanarkshire Education and Families and used as a basis of engagement with wider partners.*	*Achieved*	
6. *A self-evaluation toolkit will be implemented from January 2020 to ensure that staff at all levels engage in reflection regarding priorities relating to meeting the additional support needs of pupils. This will extend to ensuring the wellbeing of young people is attended to, as well as to provide an appropriate curriculum.*	*Achieved*	
7. *A programme of training and development will be established and delivered throughout the course of January 2020 – August 2021 and beyond with formal evaluation and linked redevelopment.*	*Achieved*	
8. *Partnership working will be strengthened in a revised cluster-based model, which will enable greater empowerment of staff to meet the needs of young people and enable a greater connection between needs and the partnership response to them. A more holistic approach to supporting families will underpin this.*	*Achieved*	*The service has delivered on developing a revised cluster -based model. Albeit, where systems and processes have been implemented, there continues to be work done to refine systems and secure important improvements in processes. Please refer to the Empowering our Cluster section below for an overview.*
Management of Resources		

9.	Cluster based ASN hubs will be created under the control of Head Teachers with staffing and financial resources aligned to them as part of a managed process that sits alongside future budget setting. This will ensure that there is appropriate resource deployed to meet needs.	*Achieved*	The service has delivered on 24 Integrated Cluster Wellbeing Hubs. This is 3 more than originally set out in the ASN reconfiguration plan. Furthermore, an additional 10 wellbeing hubs are being established to enhance the support for children and families across clusters. Capital spend has been agreed. The remaining works will be delivered early 2023.
10.	There will be a transparent, formula-driven allocations process, which provides a cache of resource to be deployed locally. Implementation of the new GIRFEC wellbeing pathway will ensure that the allocation of resources and placements are directed towards the most vulnerable children and young people.	*Achieved*	The model has now been implemented in the ASN, LCSC and mainstream schools. For the interim year further, resources have been devolved to support a **no detriment** model (in mainstream) and a graduated phasing (reduction/increase where appropriate).
11.	A clear plan for the future of the ASN estate, which creates Cluster ASN Hubs and specialist provision around the envisaged campus model of the future will be established as part of the Community Investment Fund and developed as part of the ongoing work to prioritise community hub investment proposals.	*Achieved*	As part of the process of upgrading the ASN estate 5 schools were part of the original ASN rationalisation/re-location plan, 5 of which are complete. In addition, Bothwellpark move to ELC is progressing as is works at Mavisbank and Glenburn college
12.	A stakeholder sounding board of pupils and parents/carers be convened biannually to allow officers and practitioners to test ideas and receive; feedback on potential developments.	*Achieved*	

Education & Families
Briefing Note

From: **Adele Dickson, Continuous Improvement Officer - Inclusion**
Date: **22nd May 2023**
Subject: **Inclusion Conference 2023: Everyone Belongs**

Executive Summary

On Tuesday April 25th, inaugural North Lanarkshire Council Inclusion Conference was held at the Motherwell Concert Hall and Theatre. The conference theme was to "Build a Culture of Inclusion" within North Lanarkshire, using the day as a chance to strengthen our partnerships by empowering schools to support our children and young people in all settings.

Approximately 350 delegates attended this over-subscribed event. There was a wide group of delegates from many sectors represented including: School staff, Heads of establishment, Education and Families officers/staff, Social Work, Educational Psychology, CIILs, Early Years, Family Engagement and Support Workers, Police Scotland, NHS, Parent Council Chair from LCSC and ASN schools, Third Sector Organisations and other partners.

The Conference was an opportunity to reflect on achievements and future work in delivering the strategic change required for the 2019 Review of Additional Support Needs and to recognise and value the tremendous contribution of all staff involved in this process of reflection and transformation. It also aimed to shine a light on the good practice within our schools, whilst highlighting the remarkable achievements of our young people. The newly launched Inclusion Twitter page provided an easy way to link with delegates before, during and after the event.

Summary of the day:

- Keynote speaker: Daniel Sobel
- ASN Schools Performance featuring Beats of Brazil
- Presentations by Senior Officers: Des Murray, Derek Brown, Gerard McLaughlin and Alison Gordon
- Policy launch of We Aspire College, Transition Policy and Training and Development Offer
- Voices of Inclusion from our children and young people sharing their thoughts around their lives in school
- Young people from ASN and LCSC establishments, working towards SQA hospitality qualifications supported colleagues with the conference catering arrangements.
- 12 workshops on a wide variety of themes delivered by colleagues from ASN, LCSC, mainstream, Early Years, Educational Psychology and Social Work
- Follow on activity to capture all workshops digitally to share on our LearnNL Inclusion Pathway Platform

The tables below provide feedback from the Conference Evaluation issued to delegates after the event.

Headline data:

- 83% of delegates will change their practice after attending the Conference and workshops,
- 'Keeping Children and Young People Safe from Harm' session: 89% were more confident in their knowledge in this area (see attached appendix for further information and comments),
- 'Keeping Children and Young People Safe from Harm' session: 56% identified areas to improve their practice following this session (see attached appendix for further information and comments),

- The Conference received an average star rating of 4.29.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Workshops and keynote: are there things you will do differently after attending the Inclusion Conference?	14%	69%	0%	13%	3%	
Keeping Children and Young People Safe from Harm: are you now confident in your current practice after attending this session?	32%	57%	11%	0%	0%	
Keeping Children and Young People Safe from Harm: are there areas where you require to improve your practice in this area?	9%	47%	37%	8%	9%	
Overall, how would you rate the Inclusion conference?						
	*	**	***	****	*****	
Star rating	1%	1%	12%	40%	46%	

	Excellent	Very Good	Neutral	Good	Fair
How would you rate the organisation of the conference?	66%	23.7%	0%	9.3%	1%
How would you rate the structure of the day?	44.3%	34%	0%	13.4%	8.2%
How would you rate the suitability of the venue?	51.5%	37.1%		9.3%	2.1%
How would you rate the use of technology?	57.7%	40.2%	0%	2.1%	0%
How would you rate the contributions by the speakers at the conference?	54%	40%	0%	6%	0%

North Lanarkshire Council Policy – "Supporting Effective Child Centred Transitions"

Introduction

North Lanarkshire Council (NLC) and our partners recognises the need for child centred transition planning.

"*Supporting Effective Child Centred Transitions*" is North Lanarkshire Council's policy for transition planning across all educational settings, from pre-school, through primary and secondary education to post school transition planning. It also applies to transitions which occur out with these stage transitions. In recognition of the significant impact that transitions can have on the lives of children and young people. The policy is targeted at Heads of Establishment, Heads of Centre and Partner Providers and applies to all children and young people within North Lanarkshire.

Underpinning this policy is a recognition of the rights that our children and young people have under the United Nations Convention of Rights of the Child (UNCRC) and the importance of listening to their voice.

"*To Support all children and young people to realise their full potential*" is a priority within The Plan for North Lanarkshire. This includes the ambition to "*Invest in early interventions, positive transitions, and preventative approaches to improve outcomes for children and young people*".

Background

A comprehensive review of existing systems and processes pertaining to transition arrangements across North Lanarkshire was undertaken from March 2022 until March 2023. This was supported by a strategic review multi-agency group of professionals with experience of transition planning (See Appendix 5- Transition Workstream). The group concluded that there were areas of good practice in transitions across the Authority however there was a need to ensure:

- **consistency in practice across establishments,**
- **timely enhanced transition programmes were in place for the most vulnerable learners,**
- **planning is in place for all transitions.**

This policy is informed by learning from two significant case reviews in North Lanarkshire. This policy takes account of key stakeholders' experience and aspirations around transition. (Appendix 4 – Stakeholder Engagement).

It includes guidance around transitional planning and enhanced transition planning for children and young people belonging to the groups detailed in Figure 1.

The NLC Supporting Effective Child Centred Transitions policy provides updated guidance to ensure consistency and equity in the practice of transition planning across North Lanarkshire, based around the needs of children and young people, for all transitions from 3-18 years old.

Transitional planning is centred around the needs of the child, incorporating Getting It Right for Every Child (GRIFEC) planning and the requirement of Universal, Additional, and Intensive offers whilst also supporting the presumption of mainstream. There is an increased emphasis on detailed profiling of the child/young person through multi-agency working which follows them, and is added to throughout their journey, to enhance their educational experience and support the acquisition of a positive post school leaver destination.

The policy takes account of Scottish Government legislation, statutory guidance and non-statutory guidance, which identifies the importance of recognising the views of the child or young person. Included, Engaged and Involved, Part 2 (2017) states the importance of *"respecting the rights of all learners as outlined in the UNCRC & their entitlement to be included in decisions regarding their learning experiences and have all aspects of their wellbeing developed and supported'.*

Establishment staff should *"Include all families in transitions processes, providing appropriate support to ensure equity*." (Scottish Early Childhood and Families Transition Summary Statement 2021).

The policy is divided into the following sections:

- Section 1: Rationale & Principles
- Section 2: National Context
- Section 3: Children's Views
- Section 4: Transitions in Educational Settings- Guidance for Establishments
- Section 5: Timelines
- Section 6: Planning for Transitions
- Section 7: Roles and Responsibilities for Staff and relevant partner agencies
- Section 8: Transition Activities
- Section 9: Enhanced Transition Planning
- Section 10: Working with parents/carers to support effective transitions
- Section 11: Recording and sharing information
- Section 12: Supporting effective child centred transitions post-school

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Section 1 - Rationale & Principles:

Transitions can occur at any time during a child/young person's life for a variety of reasons. It is recognised that transition planning should take cognisance of this, to ensure that all children/young people and their families are supported throughout this process. Transitions at any time can be challenging and the support of professionals known to the child/young person is crucial in making this a success. Children and young people should wherever possible be educated within their own community making as few transitions as possible.

The policy will provide clarity around:

- the process for managing effective child centred transitions,
- the roles and responsibilities of education staff in planning and delivering transition,
- the timelines for transition planning for all children and young people.

The aims of the policy are to ensure:

- A consistent approach across all NLC education establishments,
- all children and young people are supported as they move between educational establishments,
- that the voice of child/young person is at the centre of all transition planning,
- equity of transition experience for all children/young people,
- collaborative working amongst professionals who support children and young people at points of transition,
- that there is important and timely information sharing with key staff.

Section 2: National Context

The NLC Transitions Policy is framed around national legislative requirements, statutory guidance and non-statutory guidance which outlines clear expectations for policy and practice. Adopting a "Rights based approach" in educational establishments promotes a culture of respect and trust upon which positive relationships are built with children/young people and their families and smooth and effective transitions are established.

The principles of transition closely align with the articles contained in the UNCRC, particularly:

- Article 2 (non-discrimination)
- Article 3 (best interests of the child)
- Article 4 (protection of rights)
- Article 12 (views of the child)
- Article 23 (children with disabilities)
- Article 28 (right to education)
- Article 29 (goals of education)

"With effective partnership working between families and schools, the likelihood of truancy, exclusion, or disengagement is lessened (Harris and Goodall 2009)." '*Included, Engaged and Involved, Part 2 (2017)'.*

For children and young people	• Transitions should be child centred. The views of children and young people should be heard and acted upon. Children and young people should be included in decisions relating to their learning and their rights must be respected. • The principles of transition closely align with the articles contained in the United Nations Convention on the Rights of the Child.
For professionals	• Transitions must be child centred. Children/young people and their parents/carers should feel valued and their views listened to and acted upon. Transition planning should include partnership working, tracking of progress and robust record keeping to ensure that support is in place when required and maxmise opportunities for achieving the most appropriate post-school leaver destination. • Information pertaining to the child's plan and support strategies must be shared by professionals prior to key transition points.
For Parents/Carers	• Parents/carers should be included and consulted in transition planning in order to share their knowledge and views and to feel valued as part of the Team Around the Child. Opportunities should be provided for parents and carers to become familiar with the new setting and wherever possible to have the chance to meet key staff. • "*With effective partnership working between families and schools, the likelihood of truancy, exclusion, or disengagement is lessened* (Harris and Goodall 2009)." '*Included, Engaged and Involved, Part 2 (2017)*'.

The National Improvement Framework commits to: "*Achieving equity: ensuring every child has the same opportunity to succeed*."

By ensuring effective transitions take place, establishments align their practice to the national context and ensure that the requirements of the Additional Support for Learning: Statutory Guidance 2017 (known as the ASN Code of Practice) are met for all children and young people.

> The NLC Transitions Policy is underpinned by the legislative requirements detailed in the Supporting Children's Learning: Statutory Guidance on the Education (Additional Support for Learning) Scotland Act 2004 (as amended) Code of Practice (Third Edition) 2017.
>
> "*The Act aims to ensure that all children and young people are provided with the necessary support to help them work towards achieving their full potential. It also promotes collaborative working among all those supporting children and young people and sets out the rights of children, young people and parents within the system.* "

Section 3: Children's Views

It is essential that the child/young person are involved in decisions that affect them including their Transition Plan. Their view must be heard and evidenced at all stages of transition. There are a variety of methods that staff can employ to capture views dependent on the age/stage and ability of the child/young person e.g. Early Years Transition form, My Views, What My Teacher should know about me, Communication Passport, My Personal Learning Plan.

4

> "The Scottish Children and Families Transitions Position Statement recognises the value of working together with children and their families, positive relationships, positive continuity, learning, play and wellbeing. It has been developed both as a call to action and as support for all those who place an importance on early childhood experiences. This includes educators, researchers, policy makers, families, associated professionals, educational systems and local and national government embracing the significance of transitions for children's lives." The recommendation is that we aspire to "Confirm child, family and educator participation in transition approaches through mutual consultation and support."
>
> *Scottish Early Childhood and Families Transitions Statement (2021)*

Section 4: Transitions in educational settings- Guidance for establishments

All children are entitled to be supported as they transition through each stage of their educational journey, in order to maximize their opportunity of achieving a positive post school leaver destination. This policy provides specific guidance to all educational establishments to support these transitions.

In the context of this policy, transitions are defined as the process of children and young people entering, transferring and leaving educational establishments. There are two distinct types of transitions identified within this policy:

1. Stage transitions,
2. Across/ inter Authority Transitions.

1. Stage transitions

Stage transitions are the process of children and young people moving across educational establishments as they get older and progress through their educational journey. This usually involves moving from home to an Early Years establishment, from **Early Years to a Primary School,** from **Primary School to a Secondary School** and leaving **Secondary School on to a post School Leaver Destination.**

In addition, transitions occur within **the same establishment annually** as children and young people move from one stage to another. Transition planning and activities should also be considered for these transitions, particularly for our more vulnerable learners, who may require support to adapt to this change.

> "There must be recognition of the importance of the small daily transitions that happen across children's lives (such as going to and being collected from nursery), so that they are supported to be trauma free" The Promise (2020)

Moving stage can often mean adjusting to a new keyworker/teacher or staff group, a new learning environment and can also include changes to peer group. Practitioners must ensure that children and young people are provided with appropriate support and activities, which is pupil centered, to provide a seamless transition to the next stage. Practitioners should note the following flow chart demonstrating these stage transitions:
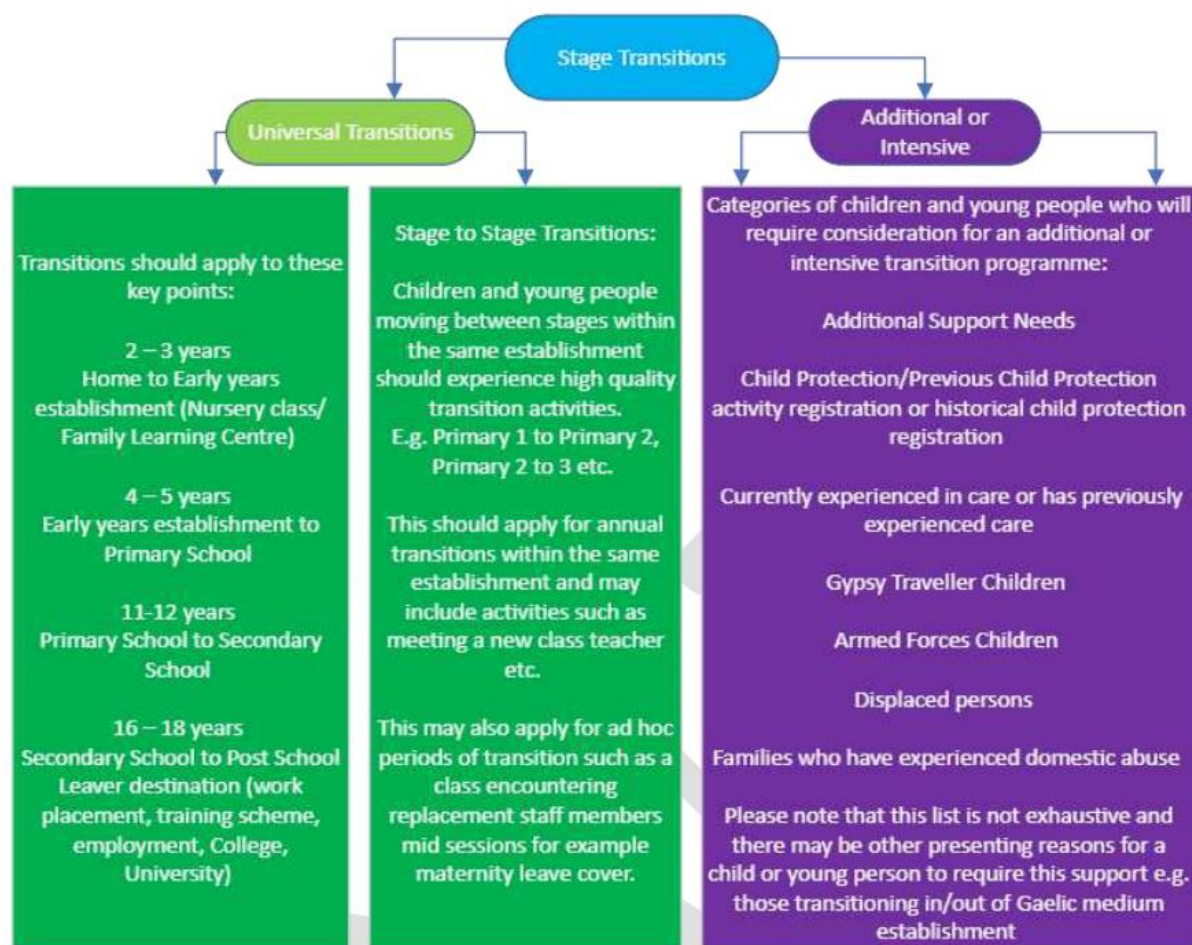
Figure 1

2. Across/inter authority Transitions

Some children and young people may transition to a different educational establishment. These across/inter authority transitions can occur for a variety of reasons e.g., moving home, change in family circumstances, moving into the country, a change in personal circumstances etc.

Having to move during the school academic session can impact on the child/young person's education as they adapt to a new environment, a new staff group and look to build new friendships. In addition, they may be impacted by other factors; it could be a temporary arrangement, there may be additional uncertainty, they may be dealing with separation and loss. This should be considered as additional support needs.

The sharing of information between educational establishments is important for transition planning and to ensure that the child/young person is not negatively impacted from the move. Consent must be sought from parents and carers before doing this.

Practitioners must ensure that appropriate support and transition activities are provided to children and young people who transition out-with the usual timescales. Often these transitions can be completed in isolation and therefore it is crucial to ensure that the child/young person is prepared.

Examples of these Transitions include:

Inter-authority transitions
- A child/young person moving from one educational establishment to another out with the traditional point of transition.

Families moving into Scotland
- A child/young person moving from another country into Scotland. This may include displaced families – e.g.asylum seekers/refugees/re-settled families.
- A child/young person belonging to an Armed forces family.

Home Educated
- Children/young people who have been home educated and are returning to a Local Authority educational provision.

Cross boundary transitions
- Care experienced children/young people who belong to another Local Authority but are residing and educated within North Lanarkshire.

Figure 2

Section 5: Timelines

To ensure that all pupils are fully supported at every point of transition, it is important that information relating to the child/young person is reviewed and updated regularly in line with GIRFEC planning.

The timescales required for transition planning for children and young people with additional support needs is defined in legislation (see Appendix 6 – Relevant legislation and policy). It is therefore recommended that all pupils are reviewed at these times. Those children/ young people who are identified as requiring an additional/intensive level of support or who belong to any of the groups listed above should be considered for enhanced transition planning.

The following timescales for transition planning are recommended to ensure that statutory obligations are met.

Statutory Timelines for Transition Activities		
Early Years to Primary		
September (2 & 3 years)	All children should be considered for transition planning under the following criteria: Does this child require an additional/Intensive level of support through GIRFEC planning? Does this child have additional support needs? Does this child have a Child Protection case open or has previously had a CP case?	If the answer to any of these questions is yes, the child **must** be considered for enhanced transition planning and relevant forms completed. If an enhanced transition has been considered but not required, this should be

	Is this child Care experienced? Does this child have parents in the Armed Forces?	recorded on Pastoral Notes along with the rationale for this decision. Enhanced transition planning and activities should begin for identified individuals.
September (3 & 4 years)	**Transition planning should be undertaken for all preschool children.** Do any of the children considered at 2/3 years require to be reviewed again?	Universal transition planning and activities should be undertaken for all pupils. If the answer is yes, the child **must** be considered for enhanced transition planning and relevant forms completed. If an enhanced transition has been considered but not required, this should be recorded on Pastoral Notes along with the rationale for this decision.
	Primary to Secondary	
September P6	**All children should be considered for transition planning under the following criteria:** Does this child require an additional/Intensive level of support through GIRFEC planning? Does this child have additional support needs? Does this child have a Child Protection case open or has previously had a CP case? Is this child Care experienced? Does this child have parents in the Armed Forces?	If the answer to any of these questions is yes, the child **must** be considered for enhanced transition planning and relevant forms completed. If an enhanced transition has been considered but not required, this should be recorded on Pastoral Notes along with the rationale for this decision. Enhanced transition planning and activities should begin for identified individuals.
September P7	**Transition planning should be undertaken for all P7 children.** Do any of the children considered in P6 require to be reviewed again?	Universal transition planning and activities should be undertaken for all pupils. If the answer is yes, the child **must** be considered for enhanced transition planning and relevant forms completed. If an enhanced transition has been considered but not required, this should be recorded on Pastoral Notes along with the rationale for this decision.

8

Secondary to post school destination		
September S3	**All young people in S3 should be considered for transition planning under the following criteria:** Does this young person require an additional/Intensive level of support through GIRFEC planning? Does this young person have additional support needs? Does this young person have a Child Protection case open or has previously had a CP case? Is this child Care experienced? Does this child have parents in the Armed Forces?	If the answer to any of these questions is yes, the young person **must** be considered for enhanced transition planning and relevant forms completed. If an enhanced transition has been considered but not required, this should be recorded on Pastoral Notes along with the rationale for this decision. Enhanced transition planning and activities should begin for identified individuals.
September S4/5/6	**Transition planning and activities should be considered for all young people in S4/S5 & S6.** Do any of the young people considered in S3/S4/S5 require to be reviewed again?	Universal transition planning and activities should be undertaken for all pupils. If the answer is yes, the young person **must** be considered for enhanced transition planning and relevant forms completed. If an enhanced transition has been considered but not required, this should be recorded on Pastoral Notes along with the rationale for this decision.

Figure 3

Universal transition diagram (example timeline for Primary to Secondary)

Figure 4

APPENDIX 03
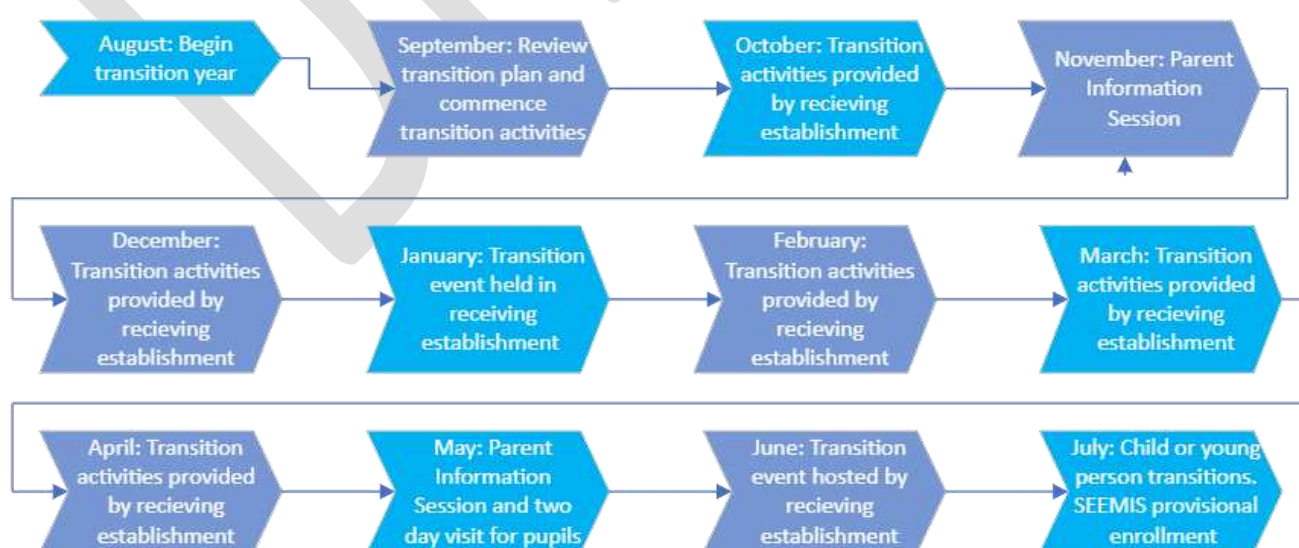
Additional/intensive transition diagram (example timeline for Primary to Secondary)
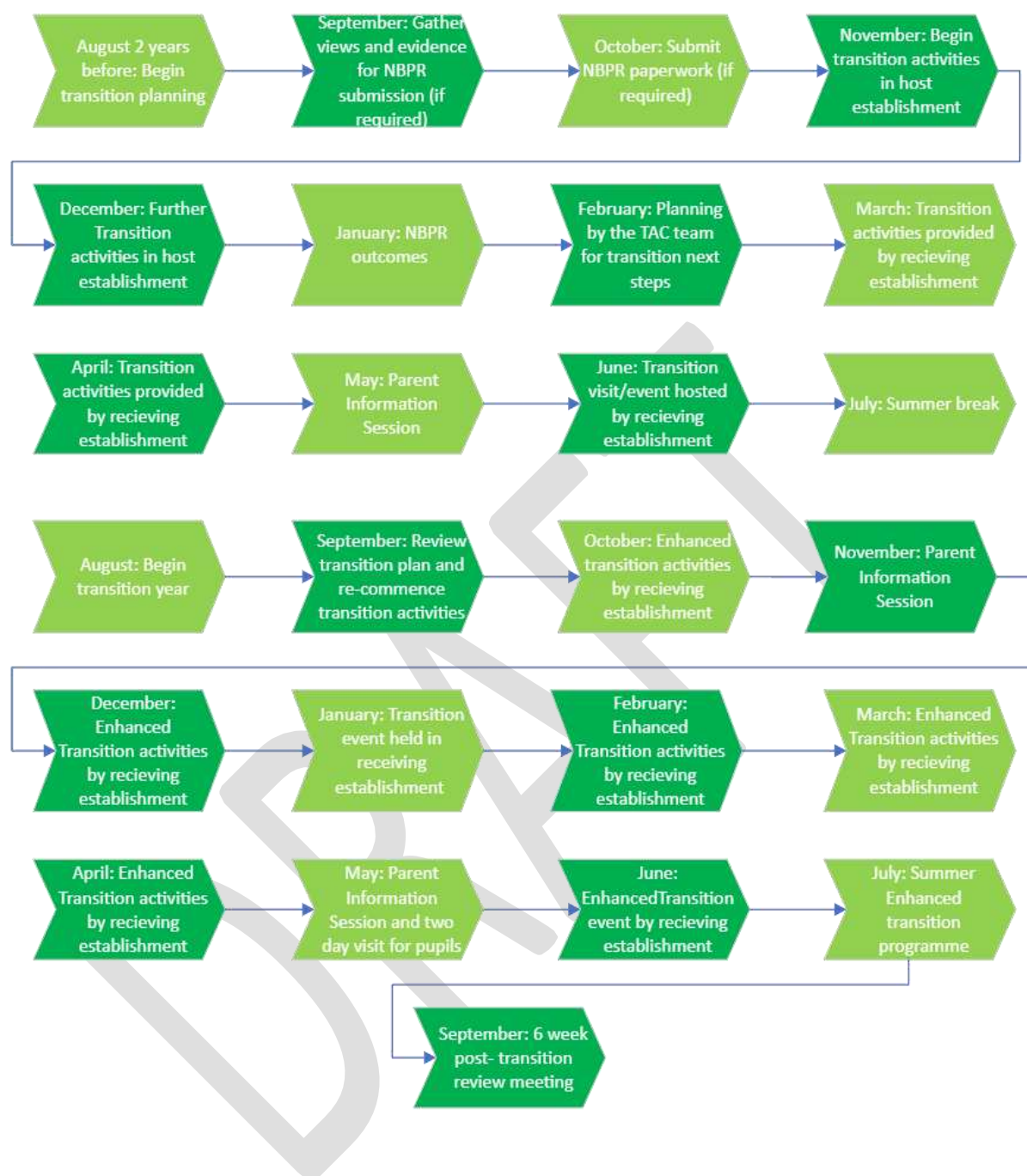
Figure 5

Inter/across authority points of transition

The following procedures for inter/across authority transition planning are recommended to ensure that statutory obligations are met.
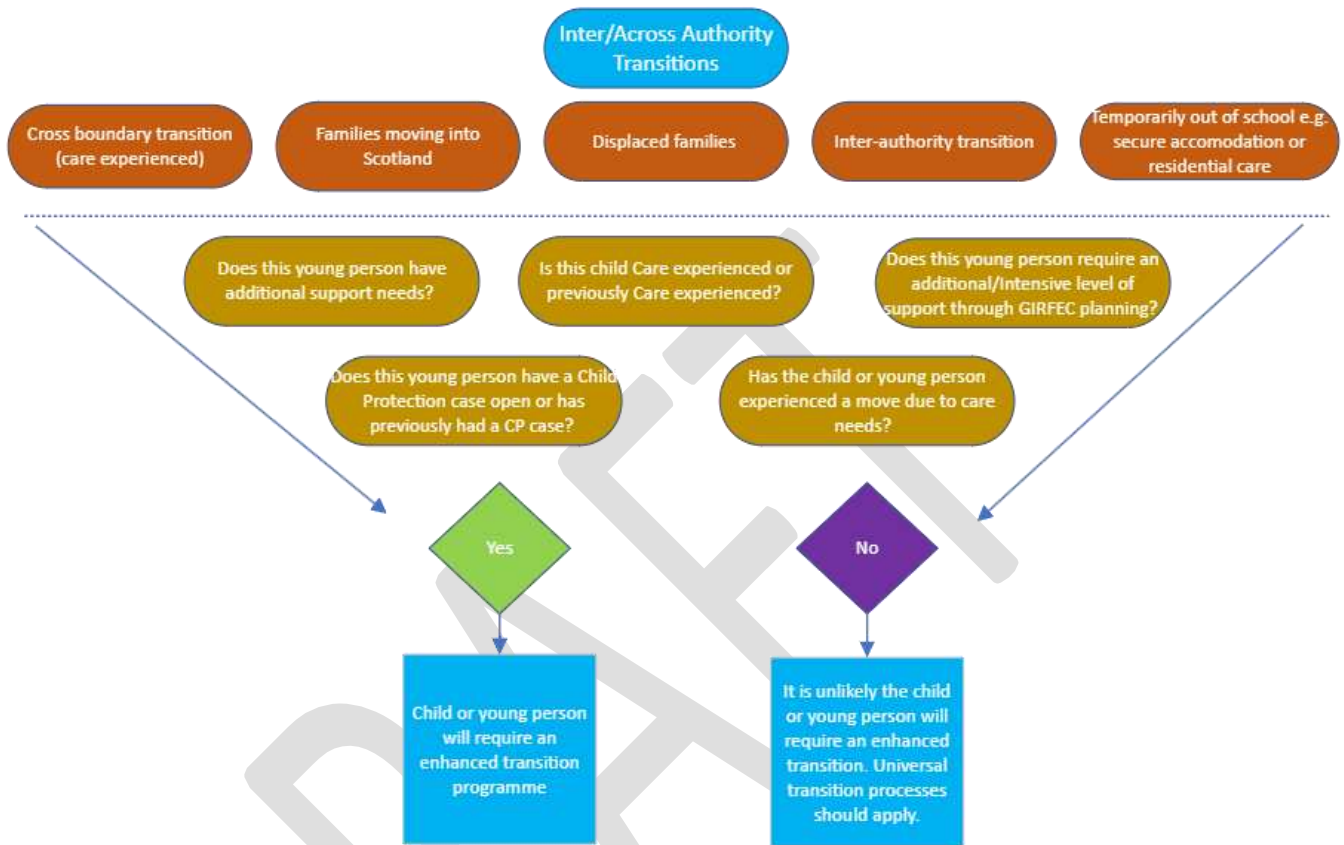
Figure 6

Section 6: Planning for Transitions

The Support for Learning (Scotland) Act 2004 as amended in 2017), explains the duties on education authorities and other agencies to support children's and young people's learning. Local Authorities must ensure that "*all children and young people are provided with the necessary support to help them work towards achieving their full potential*".

This must include consideration of the health and wellbeing of the child/young person. Transition planning should be achieved through multi-agency working which must ensure that the rights of children and young people are at the forefront of all decision making. This rights-based approach is based on the principles of the UNCRC.

Section 7: Roles and Responsibilities for Staff and relevant partner agencies

'Having positive self-expectancy that professionals will seek, recognise, appreciate, celebrate and build on children's prior, and existing skills, achievements and knowledge, should be part and parcel of transitions for all children and families throughout their journey. Fostering family contributions through knowledge sharing in a welcoming ethos lays a foundation for families that their contribution is valued by our systems.'

Scottish Early Childhood and Families Transitions Statement (2021).

Designated Professional:

The following tables use the term **designated professional** which refers to the individual responsible for the transition. This may be the Lead Professional/Named Person for the child/young person or another professional within the establishment. Individuals responsible for transition planning may include Key workers, Head of Centres, Principal Teachers, Depute Heads, Head Teachers or individuals designated by the Head of Establishment.

"_Transition planning needs to be co-ordinated by one person and when there is multi-agency involvement then a Lead Professional or Named Person should be involved_." Additional support for learning Act, as amended (2017) Ch 6.

It is important to note that the designated professional, has duties placed upon them to:

- instigate the transition and make contact with the receiving establishment,
- organise and host meetings,
- provide a central point of contact for child/young person and their family,
- link with colleagues to provide transition activities.
- ensure timely and secure delivery of documentation,

Information pertaining to the child's plans and support strategies must be shared by professionals prior to key transition points.

Universal level:

All children are entitled to be supported as they transition throughout their educational journey. For most children, their needs can be met by a universal transition offer.

Universal level	Host Establishment (where the child currently attends)	Receiving Establishment (where the child will be transition to)
Role	Designated professional to share appropriate information with the receiving establishment.	The establishment is responsible for providing all transition activities.
Action	Designated professional to ensure that all information is kept up to date and is passed on to the receiving establishment including any hard copies of documentation. (See Appendix- 4 Transition documents)	Transition activities should incorporate activities and materials which allow children/young people and their parents/carers to become familiar with their new environment and build relationships with the staff who will be working with them.

Figure 7

Additional/Intensive level:

If a child/young person faces any barriers to their learning whether short or long-term they must be considered for enhanced transition planning at all points of transition in line with, and in addition to GIRFEC planning.

Any young person at additional/intensive levels **must** be considered for enhanced transition planning and relevant forms completed. If an enhanced transition has been considered but not required, this should be recorded on Pastoral Notes along with the rationale for this decision.

Children and young people who belong to the groups listed in figure 1 should be considered for enhanced transition. This may include consideration of; planning for reasonable adjustments, aids and adaptations, scaffolding of support and challenge, whilst taking cognisance of individual circumstances.

It is important that staff adhere to **statutory guidance and the timescales indicated** referred to in Appendix 2- Timelines.

Additional/ Intensive level	Host Establishment (where the child currently attends)	Receiving Establishment (where the child will be transition to)
Role	Ensure adherence to legislative requirements and timescales. Designated professional to share information with the receiving establishment.	Ensure adherence to legislative requirements and timescales. The establishment is responsible for providing all transition activities.
Action	Host establishment to organise and hold initial Enhanced Transition planning meeting with the Team Around the Child. At a mutually agreed time, these meetings should be transferred to the receiving establishment to support transition. Designated professional to ensure that all information is kept up to date and is passed on to the receiving establishment including any hard copies of documentation. (See Appendix: 4 Transition documents) Ensure Transition Form (Appendix 3- Transition Documents) is completed and handed over to receiving establishment.	The receiving establishment has responsibility for providing appropriate activities and materials to support an Enhanced Transition Plan. Transition activities should incorporate activities and materials which allow children/young people and their parents/carers to become familiar with their new environment and build relationships with the staff who will be working with them. The receiving establishment to organise and hold Transition review meeting with the Team Around the Child and the Host school, 6 weeks after the child/young person's start date at a mutually agreed time.

Figure 8

APPENDIX 03

Other types of Transition

Inter-Authority Transitions – (Children/Young People moving establishment within NLC)

Inter-Authority Transitions	Host Establishment (where the child currently attends)	Receiving Establishment (where the child will be transition to)
Role	Ensure adherence to legislative requirements and timescales. Designated professional to share information with the receiving establishment.	Ensure adherence to legislative requirements and timescales. The establishment is responsible for providing all transition activities.
Action	Host establishment to organise and hold initial Enhanced Transition planning meeting with the Team Around the Child. At a mutually agreed time, these meetings should be transferred to the receiving establishment to support transition. Designated professional to ensure that all information is kept up to date and is passed on to the receiving establishment including any hard copies of documentation. Ensure Transition Form (Appendix 3- Transition Documents) is completed and handed over to receiving establishment.	The receiving establishment has responsibility for providing appropriate activities and materials to support an Enhanced Transition Plan. Transition activities should incorporate activities and materials which allow children/young people and their parents/carers to become familiar with their new environment and build relationships with the staff who will be working with them.

Figure 9

Cross boundary Transitions – (NLC Children/Young People who are residing out with NL or Children/Young People belonging to another Local Authority but are educated within NL)

Cross boundary Transitions	Host Establishment (where the child currently attends)	Receiving Establishment (where the child will be transition to)
Role	Designated professional to share information with the receiving establishment.	The establishment is responsible for providing all transition activities.
Action	Designated professional to ensure that all information is kept up to date and is passed on to the receiving establishment including any hard copies of documentation. (See Appendix: 4 Transition documents)	Transition activities should incorporate activities and materials which allow children/young people and their parents/carers to become familiar with their new environment and build relationships with the staff who will be working with them.

	Ensure Transition Form (Appendix 3- Transition Documents) is completed and handed over to receiving establishment.	The receiving establishment to organise and hold Transition review meeting with the Team Around the Child and the Host school, 6 weeks after the child/young person's start date at a mutually agreed time.

<div align="right">Figure 10</div>

Families moving into Scotland (Including - displaced families (asylum seekers/refugees/re-settled families)

Families moving into Scotland	Host Establishment (where the child currently attends)	Receiving Establishment (where the child will be transition to)
Role	Designated professional to share information with the receiving establishment.	The establishment is responsible for providing all transition activities.
Action	Designated professional to ensure that all information is kept up to date and is passed on to the receiving establishment including any hard copies of documentation. (See Appendix: 4 Transition documents) Ensure Transition Form (Appendix 3- Transition Documents) is completed and handed over to receiving establishment.	Transition activities should incorporate activities and materials which allow children/young people and their parents/carers to become familiar with their new environment and build relationships with the staff who will be working with them.

<div align="right">Figure 11</div>

Section 8: Transition Activities

The receiving establishment within NLC is responsible for providing an appropriate transition programme. This should incorporate activities and materials which allow child/young person and their parent/carer to become familiar with their new environment and build relationships with the staff who will be working with them. Examples of good practice would include: a tour of the new establishment, a copy of the handbook, map of the building, settling in activity with new peers, opportunity to meet current children/pupils, information session for parents/carers.

Additional/Intensive level:

> Children and young people who receive support at an additional or intensive level should be considered for Enhanced Transition. The receiving establishment has responsibility for providing appropriate activities and materials to support an Enhanced Transition Plan in addition to the Universal offer. Enhanced transition programmes should be in place for at least 12 months prior to the child/young person starting the new establishment.

Examples of good transition practice for children/young people would include:

- Visits to the new building with opportunities to access all areas,
- Photographs or video clips of the building that the child/young person can revisit at home,
- Opportunities to meet and establish relationships with key adults who will be part of the child/young person's new support network,
- Photographs of key staff, visual aids (if required) to support the child/young person become familiar with the expectations of the school,
- Opportunities to meet existing children/pupils, copy of the class timetable (if appropriate).

Section 9: Enhanced Transition Planning

Assessing needs

Children/young people requiring an additional or Intensive level of support must be reviewed regularly in line with GIRFEC planning. A planning for children's wellbeing meeting to discuss transition should be arranged by the relevant professional in line with the timescales indicated in Appendix 2- Timelines.

This would be the person within the establishment with responsibility for transitions. This may be a Key worker, Head of Centre, Principal Teacher, Depute Head or Head Teacher. The purpose of the meeting is to allow the "Team Around the Child" to review the child/young person's needs and formulate an appropriate transition plan.

"Where a pupil has a co-ordinated support plan, their co-ordinator, Lead Professional or Named Person should take the lead in ensuring that all relevant agencies are brought together to plan for transition to post-school and plan for the transfer of the lead person to someone who will effect that transfer." *Additional support for learning Act, as amended (2017) Ch 6.*

The "Team Around the Child" would include key adults within the existing establishment:

- Headteacher, Depute Headteacher or Principal Teacher,
- Head of Establishment/Head of Centre,
- Early Years Lead or Keyworker,
- Support staff,
- Other professionals involved in supporting the child/young person and their family e.g.
  - Cluster Improvement and Integration Lead
  - Educational Psychologist
  - Social worker
  - SALT
  - Other NHS staff: Occupational Therapists/Physiotherapists etc.
  - CAMHs,
  - Advocacy worker
  - Community Learning and Development

Enhanced transition planning meetings should be attended by the Parent/Carers, the child/young person, and the "Team Around the Child."

When planning enhanced transition, the designated professional and the "Team Around the Child" must take account of wellbeing needs and the practical aspects of the transition to a new

environment. This may include submitting requests for equipment/minor adaptations and staff training.

If the child/young person is transitioning to an Additional Support Needs (ASN) establishment a request for school transport should be made to the Transport Team.

If the "Planning for Children's Wellbeing meeting" concludes that the child/young person requires their educational pathway to be reviewed, a Needs Based Pathway Review (NBPR) reference should be submitted to NLC Inclusion team for the next NBPR cycle.

Equipment/adaptations/transport

When considering an enhanced transition, it is important to recognise that some children and young people may require specialist equipment, adaptations or transport. Host schools should advise the receiving school as early as possible of any requirements to allow appropriate action to be taken.

Any requirements for specialist equipment or adaptations should be indicated to the Inclusion Team on immediate receipt of any NBPR outcome or earlier if known.

Any requests for specialist transport within ASN settings should be indicated to the transport team.

> "Schools have a duty to provide reasonable adjustments for pupils with a disability," As directed by the Scottish Government, Equality Act 2010. "In the Act as a whole, there are three elements to the reasonable adjustments duty that relate to:
>
> - Provisions, criteria and practices,
> - Auxiliary aids and services,
> - Physical features

Section 10: Working with parents/carers to support effective transitions

Working in partnership with parent and carers is an integral part of our work with children and young people. Transition programmes should include opportunities for parent/carers to express their views and work in partnership with the team around the child. This can include visits to the new establishment, meeting staff and being informed about the opportunities available within the new establishment.

Parents/carers who have children/young people who require an enhanced transition should be included in the planning process. This could include attendance at meetings, attending activities and supporting their child/young person.

As specified in *Chapter 6, (Transitions) from the Additional support for learning: statutory guidance (2017),* "The education authority must also seek the consent of the child's parents before passing on information to an appropriate agency unless to do so would result in a significant risk of harm to an individual. Copies of any information passed on to an appropriate agency should be sent to the parents at the same time as it is sent to the appropriate agency, unless to do so would result in a significant risk of harm to an individual." – Regulation 4(4) of the Additional Support for Learning (Changes in School Education)(Scotland) Regulations 2005.

> "Parental engagement with their children is particularly important at times of transition (Goodall 2013; Harris and Goodall 2009). Evidence has shown that concerted efforts for parental engagement during periods of transition, especially the transition from primary to secondary school, prevent any gains in achievement prior to a transition from being lost (Harris and Goodall 2009). With effective partnership working between families and schools, the likelihood of truancy, exclusion, or disengagement is lessened (Harris and Goodall 2009)."
> '*Included, Engaged and Involved, Part 2 (2017)*'.

Section 11: Recording and sharing information

All relevant information must be shared between professionals at points of transition to promote, support and safeguard the wellbeing of children and young people in line with the GIRFEC National Guidance on Information Sharing. Information will be shared in multi-agency meetings, transition meetings, where minutes will be taken, and uploaded to Transition documents.

Wellbeing App

Where there is information held on the Wellbeing app, (including Child Protection information), this is required to be transitioned separately from the SEEMiS record. After a child has been marked as a leaver within Click+Go, the information held in the Wellbeing App must be transitioned on to their new school. All wellbeing notifications will require to be actioned before the transition can happen.

Transition In

Once a pupil has been fully enrolled in Click+Go, they will appear as an alert in the Awaiting Transition In menu on the School Dashboard. The Establishment Contact can then transition them in and view all of the information shared by their previous establishment.

> "Organisations with responsibilities towards children and families will be confident about when, where, why and how to share information with partners. Information sharing will not be a barrier to supporting children and families." (GIRFEC National Guidance, 2022).

There are clear requirements under data protection legislation which permit the data sharing for statutory purposes and when data is necessary for reasons of substantial public interest i.e., supporting a child or young person. Partnership working and the sharing of information with fellow professionals involved in the Planning for Childrens Wellbeing meeting is proportionate and for the purposes of ensuring the child receives the correct support. Should data sharing be a barrier preventing transition from progressing in a satisfactorily way, colleagues are advised to link with their senior manager.

Practitioners must ensure:

- They are fair and transparent,
- A record is kept of information shared, with whom and for what purpose so that it can be, demonstrated that they have complied with data protection legislation,
- If they decide not to share information, they must keep a record of their rationale,
- They must be clear about what information they intend to share and the intended purpose,
- The information sharing must be necessary for the specific purpose,
- They must process personal data securely,
- The information that is shared must be the minimum necessary to achieve their purpose.

For children and young people requiring additional and Intensive levels of support (including those listed in figure 1) collaborative working and information sharing is **essential**.

NLC Transition documents for Early Years, Primary, Secondary and Post school transitions have been provided to guarantee that information is recorded for key transition points. (Appendix 3- Transition Documents).

Transition documents should be completed for:

1) **Children and young people completing Stage Transitions belonging to the following categories:**

   - Additional Support Needs
   - Child Protection/ historical child protection registration
   - Care Experienced
   - Gypsy Traveller Children
   - Armed Forces Children
   - Displaced persons
   - Families impacted by domestic abuse

2) **All Children and Young people completing Inter/across authority Transitions.**

A robust transition plan and sharing of information is essential when children and young people are moving from one North Lanarkshire establishment to another out with their planned stage transitions (e.g., not moving with their peers at the start of a new session). On this occasion enhanced transition protocols regarding transition activities and information sharing (transition documentation) must be adhered to, to ensure that the child/young person's needs are being met.

When a child/young person is moving into a North Lanarkshire establishment from another Local Authority it is the responsibility of the receiving NL establishment to contact the previous establishment to obtain relevant information to complete the transition documentation.

If a child/young person is transitioning out of NLC, it is the responsibility of the designated professional to ensure that a transition document is completed to support the child/young person within their new establishment.

Section 12: Supporting effective child centred transitions post-school.

Supporting our children and young people to achieve a positive and sustained destination post school is our goal. The work that we continue to do through the Empowering Clusters Model, GIRFEC procedures, transition planning and working with partner agencies such as Skills Development

Scotland, will support this. Staff should build upon the positive relationships they have formed with children and families to support them as they move on to a successful and appropriate post school leaver destination.

The 'Primary to secondary school transitions: analysis' (2021) published by the Scottish Government identified that "The negative impacts of primary-secondary transition experiences can be long term and can lead to young people not completing high school (West et al, 2010) with ensuing implications for the workforce and the economy."

> "Through its Partnership Agreement with each secondary school, Skills Development Scotland provides a universal service to all pupils and targeted support to those identified as requiring it. Preparation for adulthood should involve explicit recognition of the strengths, abilities, wishes and needs of each young person as well as identification of relevant support strategies which may be required." '*Chapter 6, (Transitions) from the Additional support for learning: statutory guidance (2017)'*.
>
> *Preparation for adulthood should involve explicit recognition of the strengths, abilities, wishes and needs of each young person as well as identification of relevant support strategies which may be required.*" '*Chapter 6, (Transitions) from the Additional support for learning: statutory guidance (2017)'*.

Young people requiring additional/intensive level of support

For those young people who require additional/intensive level of support Enhanced Post School Transition Planning should be established. The school is responsible for holding regular review meetings and Transition Planning Meetings including the young person, parent or carers, Team Around the Child to support the transition. Early involvement of services and consistency in transition planning is crucial.

Statutory guidance provides a framework for undertaking this work. (Appendix 2- Timelines).

A Transition form must be completed to capture this information. This information can be shared with professionals supporting the transition.

Supporting documentation to this policy:

Appendix 1 – Transition Process Overview and Flowcharts

Appendix 2 - Timelines

Appendix 3 – Transition documents

Appendix 4 – Stakeholder Engagement

Appendix 5- Transition Workstream

Appendix 6- Relevant legislation and policy

Appendix 7 – Glossary of terms

APPENDIX 03

21

North Lanarkshire Council Report

Education and Families - Formal JNCT

Does this report require to be approved?   ☐ Yes   ☒ No

Ref: **AH**   **Date**   12/03/24

ADES/Education Scotland Collaborative Report- North Lanarkshire Inclusion Team

From   Alan Henry Senior Education & Families Manager

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Executive Summary
This report provides the Formal JNCT with the findings of the recent Collaborative Improvement visit to North Lanarkshire Council. The Collaborative Improvement is a national approach to bringing about improvement through shared work involving staff from a local authority, Education Scotland, and ADES. A Council identifies a Service area that it wishes the Collaborative to critically review and evaluate outcomes.

Recommendations

1. The Formal JNCT is asked to note the content of the very positive outcome of the recent North Lanarkshire/ADES Collaborative, as well as note the recommendations and proposed next steps.

The Plan for North Lanarkshire

Priority	Support all children and young people to realise their full potential
Ambition statement	(7) Enhance collaborative working to maximise support and ensure all our children and young people are included, supported, and safe
Programme of Work	Statutory / corporate / service requirement

1. Background

The Collaborative Improvement approach was secured through the Education Reform Joint Agreement published in June 2018, and all local authorities are committed to the process. North Lanarkshire provided a range of evidence, underpinned by a self-evaluative statement, to highlight what works well, and areas requiring improvement, within an agreed area of focus. This then became the focus of the collaborative improvement activity over a three-day period.

Throughout the Collaborative Improvement visit the team engaged in professional dialogue with officers from across North Lanarkshire Council, including frontline staff and central officers; they also met with young people, as part of field visits, to exemplify aspects of the Service's self-evaluation document. This enabled the Collaborative Improvement Team to

explore the identified areas and themes, and to support the Service to identify strengths and possible areas to drive forward future improvements.

2. Context

North Lanarkshire is committed to ensuring all children and young people achieve their full potential; to give them the tools to make their way in life through quality, exciting, and challenging learning. That means a commitment to improving attainment and achievement, closing the poverty-related attainment gap, and securing positive and sustained post school leaver destinations. North Lanarkshire believes that their schools are inclusive, energetic places that take into account the needs of all children and young people.

In North Lanarkshire, the vision is to support all children and young people to achieve their potential, ensuring they are loved, nurtured, and empowered to thrive in all aspects of their lives, including upholding the rights of each and every child and young person as stated in the United Nations Convention on the Rights of the Child (UNCRC). Through the Children's Services Partnership, they work collaboratively with children, young people, their families, and partners to ensure they get the best start in life and support families to provide loving care. They do this by making sure the right supports are available, at the right time, for as long as needed, and delivered in the right places to ensure equity for all and reducing inequalities throughout.

The Service is committed to rigorous self-evaluation that supports continuous improvement and recognise the significant benefit of engaging with colleagues, as part of the collaborative improvement process, to support and accelerate progress.

3. Rationale

In 2019, North Lanarkshire Council commissioned a Service review to critically examine Additional Support Needs (ASN) policy, practice and provision, and the subsequent member level review looked at all three aspects. It led to the development of twelve recommendations for future action, which in turn was translated into a strategic implementation plan. Recommendations centred around the following key themes, improving practice, empowering staff, and managing resources.

Holistically, the recommendations amounted to a system redesign, overhauling current practice, and charting a future course that enabled change. This change was about improving the experiences of children and families by creating a coherent system that strengthens GIRFEC processes and provides more opportunities for the Service to respond to the needs of children and families. It was also about improving the contexts in which young people with ASN experience learning and how North Lanarkshire Council deploys its resources to support learners. It included redesign of buildings, which continues across the estate.

The recommendations primarily focused on the ASN specialist provision, however, importantly, the Service continued to develop effective systems and supports to progress inclusive pedagogy across all settings, recognising the importance of this across all establishments.

Whilst the Service's own self-evaluation has determined that the twelve initial recommendations have now been fully or partially met, NLC's Education and Families Service recognise the ongoing requirement for review and change to build on the strong foundations established. Therefore, the Collaborative Improvement team, in collaboration with colleagues from NLC, were asked to explore the impact of system level changes on learner outcomes

and to identify what further action could be taken to accelerate progress and support future improvements.

4. Planning structure and process

To undertake the Collaborative Review, a team of senior officers from the North Lanarkshire Inclusion Team, ADES and Education Scotland began to scope process and structure and to identify suitable colleagues to join the team. The collaboration was organised over three days in November 2023. The team were based in Motherwell Civic Centre, Drumpark Primary School, and Buchannan High School.

The review included 3 main phases:

• Scoping and information gathering
• Review, including focus groups of headteachers and specialist staff
• Feedback and further analysis by the local authority

5. Key themes

To ensure a clear focus for the visit, the Collaborative Improvement team worked closely alongside NLC colleagues to consider the following overarching question:

> • *To what extent are we developing inclusive practice in North Lanarkshire Council that improves outcomes for learners with Additional Support Needs, enabling them to thrive within an appropriate learning environment?*

To enable the team to explore this question in depth, the following four key themes were identified:

Partnerships	Places
How effectively are we deploying resources and using partnerships to promote inclusion?	How effectively has the repurposing of education provision improved outcomes for ASN children across our estate?
Building Inclusive Practice	
Pathways	People
To what extent does our pathway planning ensure ASN learner needs are met?	How effectively are we empowering our workforce to improve outcomes for ASN learners?

6. Key findings

Partnerships

> ***How effectively are we deploying resources and using partnerships to promote inclusion?***

Key Strengths:

• Very strong partnership working is intrinsic across education and social work and is a benefit of belonging to the one Service Directorate – Education and Families. This was further highlighted in the recent report from the Children's Services Inspection which attributed a **very good** to partnership working.

- The Empowering Clusters Model is recognised as a key function in ensuring integrated partnership working that is centred around the wellbeing of children and young people, within their local communities. This model supports collaboration and empowers key staff to delegate additional resources and budget, at local level, to meet the needs of children and families. The structure around the model supports consistency around key factors, while providing enough flexibility for clusters to respond to the needs of their own contexts. The defined management of the cluster model ensures individual and collective accountability built around the shared vision and approach. The synergies between partnerships are growing and becoming increasingly more impactful.
- The development and integration of the *We Aspire College* demonstrates North Lanarkshire's creative approach to providing an inclusive educational and vocational experience for young people experiencing adversity who require a more flexible and nurturing approach to learning. The impact of this new model and cultural shift has seen reductions in both exclusions and incidences of physical intervention for these young people.
- NLC's ambition of having children closer to home and attending NL schools is being realised through alignment of a number of key processes and partnerships. Examples include: Curriculum and pedagogical development work with NLC's Learning Hub staff, and close partnership working with the Virtual School Team, We Aspire staff and social work colleagues.
- The Virtual School team's strong partnership working with key stakeholders across the Service, to support care experienced children and young people, is impacting positively and there has been a significant reduction in exclusions of care experienced young people in the last 5 years. The model used by the Virtual School team supports capacity building across staff teams, which in turn strengthens the sustainability of supports and improves outcomes for identified learners.

Areas for Development and Next Steps:

- Continue to adopt a strategic approach to developing inclusive practice across the Service, at all levels. By working collaboratively with young people, staff, parents/carers and partner we aim to create a shared vision and understanding of inclusive practice. This will ensure all partners understand their roles and responsibilities in developing and implementing inclusive pedagogy.
- By strengthening universal approaches to inclusive pedagogy, they can continue to empower staff and build sustainable approaches that enable learners with ASN to be supported within the mainstream setting, when appropriate.
- North Lanarkshire is developing collaborative approaches to quality assurance across the Empowering Clusters. The use of the Cluster Dashboard is enabling key staff to identify trends and to use data effectively to support improvements. Further monitoring of this data, at Authority level, will help to ensure equity of support across North Lanarkshire. It will further support them to manage the balance between delegated empowerment and equity and ensure approaches taken continue to add value and promote equity.
- Recent expansion of the "We Aspire College" to incorporate an Outreach Team will provide the Service with further capacity to support pupils with social and emotional needs to maintain their mainstream placement. The Service should now maximise the use of the newly formed Outreach team to create further opportunities for staff to collaborate, and share expertise and knowledge, to improve outcomes for learners.

Places

How effectively has the repurposing of education provision improved outcomes for ASN children across our estate?

Key Strengths:

- The Council's ambitious programme of repurposing current learning spaces, in addition to incorporating ASN spaces in future builds, is ensuring that North Lanarkshire has fit for purpose, 21st century learning spaces for all learners. By using space in an agile way, increased opportunities are being provided for learners and their families to be supported within their local community. It is building capacity within local resources and supporting the realisation of the closer to home agenda. It is also impacting positively on staff morale.
- The system level changes within Place have enabled North Lanarkshire to review the outcomes for out of authority pupils, and to consider next steps in the repatriation of young people back into North Lanarkshire.
- A clearly defined North Lanarkshire framework (Universal, Additional, and Intensive) has helped to structure the delivery of appropriate supports for children in mainstream settings.

Areas for Development and Next Steps:
- Continue to strengthen inclusive approaches within mainstream settings to enable and empower staff to develop appropriate curriculum pathways, within and out with the traditional learning environment. This will ensure mainstream children with ASN benefit from inclusive pedagogical approaches and curriculum opportunities that are relevant and progressive, linking to positive pathways and post school destinations, where possible.
- Continue to review and evaluate the need for the current number of individual ASN establishments in NL, to align more closely with other LAs, and national policy.

Pathways

To what extent does our pathway planning ensure ASN learner needs are met?

Key Strengths:

- The system level changes and processes implemented since the 2019 ASN Review have strengthened pathway planning for all children and young people across North Lanarkshire, particularly for learners at the additional and intensive levels.
- The Needs Based Pathway Review (NBPR) process has resulted in the number of children/young people having their needs met within their own locality increase, and the number referred for a placement out with their own community decline. NBPR data is being used increasingly effectively to inform planning for future Service needs, including the provision of targeted support to individual establishments, to build capacity.
- We Aspire College, part of the ASN Re-configuration of Intensive Services, brings transformational change to the educational experiences of vulnerable secondary young people who are most at risk of becoming disengaged from their learning and of being excluded from their own communities. The incorporation of We Aspire SEBN provisions into new purpose-built facilities within mainstream campuses provides increased opportunities for inclusion and sharing of resources and expertise.

- The new Transition Policy "Supporting Effective Child Centred Transitions" provides a comprehensive approach to transition planning, in line with GIRFEC principles. It offers a framework to ensure that all education establishments provide "equity and consistency" in transition planning for children and young people throughout their educational journey, in order to achieve positive school leaver destinations. We will continue to review the impact of the Transition Policy to ensure positive outcomes for children and young people.

Areas for Development and Next Steps:

- North Lanarkshire should evaluate the impact of professional learning and current staffing resources to ensure that these are having the expected impact, in order to make decisions on future funding of these resources.
- Further development and coherent messaging to strengthen the expectation that inclusion should permeate all facets of Education and Families and that is the responsibility of everyone, beginning at the universal level.

People

How effectively are we empowering our workforce to improve outcomes for ASN learners?

Key Strengths:

- The clear strategic approach and alignment of roles and responsibilities within the Inclusion team has facilitated improvements and impacted positively on the pace of change, particularly at the additional and intensive levels.
- Development of creative ways of engaging all staff in high quality CLPL, has impacted positively on staff knowledge, skills and confidence and motivation. Bespoke packages of training have enabled the Service to support identified ASN training needs for all staff in schools, addressing needs at universal, additional and intensive levels. Continuous Lifelong Professional Learning has been enhanced through partnership support from the Open University.
- The development of a career progression pathway which provides the opportunity for progression from Modern Apprenticeship (SVQ 2 and 3), to Learning Assistant (NLC4 grade), to Enhanced Support Assistant (ESA, NLC7 grade) is beginning to support the Service to build a workforce for the future, creating increased opportunities for young people and new staff members.
- A range of headship models have been introduced as part of the strategic changes to ASN. This supports the overall management of specialist ASN schools by aligning management structures and increasing opportunities for staff collaboration, building individual and collective staff expertise to improve outcomes for learners.

Areas for Development and Next Steps:

- As staff career pathways develop, North Lanarkshire should ensure that staff remain clear about the roles within the system to avoid ambiguity and maximise impact of staffing structures.
- The Service should continue to embrace opportunities to share and learn from good practice within NLC, across the West Partnership, and nationally.

- NLC will conduct a full review of the 2019 recommendations from the ASN review and provide a report to Committee outlining the outcome. This report will be contained within the ASN update.

7. Conclusion:

The Service found participation in the collaborative improvement process extremely beneficial in terms of validating self-evaluation processes and outcomes and supporting and challenging thinking to accelerate future progress. Through robust professional dialogue and creative, solution focussed discussions, the Service is in a strong position to identify strengths and clear next steps to drive forward further improvements. Through the process of Collaborative Improvement, we have developed useful networks have been created that will facilitate wider collaboration and sharing of best practice, particularly in relation to further developing the empowering cluster system.

The Collaborative Improvement Team recognise the progress made by the Service to respond to recommendations within the ASN review and to significantly improve outcomes for learners with additional supports needs within specialist provisions. They acknowledge the strong cultural shift. Staff understand and are committed to supporting children within their local communities, where possible. The Service should now capitalise on the positive ethos and motivation of colleagues to strengthen inclusive policy, practice, and pedagogy. Having rightly focussed improvement efforts towards the additional and intensive levels in the first instance, the service should now shift the focus towards strengthening universal approaches. By focusing on developing universal pedagogical approaches and curriculum pathways that enable all learners, including those with ASN, to be educated in their mainstream establishments, where possible and appropriate, the Service can develop and embed inclusive practice. This will allow for improved cohesion and alignment with NLC's vision and values. It will reflect the Service and wider Council's commitment to working collectively to ensure young people with additional support needs are educated in the most appropriate learning environment to meet their needs.

North Lanarkshire Council will continue to seek to address the above listed actions within their programme of work. Clear measures, outcomes and completion dates will be identified, and accountable officers will report to North Lanarkshire's Senior Management Team, North Lanarkshire Inclusion Board and the Education, Children and Families Committee, within one year.

8. Measures of success

8.1 **Continued evolution of ASN provision within NL, ensuring our children and young people thrive and achieve positive destinations.**
8.2 **Areas identified for improvement by Collaborative team are incorporated into our Improvement Plan and evaluation of outcomes undertaken on annual basis.**
8.3 **Improved attendance and attainment data.**

4.　　Supporting documentation

Appendix 1: Improvement Collaborative Visit itinerary

PDF

Improvement
Collaborative Visit - In

Appendix 2 ADES CAR

PDF

CAR ADES .pdf

Alan Henry

Senior Education and Families Manager

5.   Impacts

5.1	**Public Sector Equality Duty and Fairer Scotland Duty**
	Does the report contain information that has an impact as a result of the Public Sector Equality Duty and/or Fairer Scotland Duty?
	Yes ☐ No ☒
	If Yes, please provide a brief summary of the impact?
	If Yes, has an assessment been carried out and published on the Council's website? https://www.northlanarkshire.gov.uk/your-community/equalities/equality-and-fairer-scotland-duty-impact-assessments
	Yes ☐ No ☐
5.2	**Financial impact**
	Does the report contain any financial impacts?
	Yes ☐ No ☒
	If Yes, have all relevant financial impacts been discussed and agreed with Finance?
	Yes ☐ No ☐
	If Yes, please provide a brief summary of the impact?
5.3	**HR policy impact**
	Does the report contain any HR policy or procedure impacts?
	Yes ☐ No ☒
	If Yes, have all relevant HR impacts been discussed and agreed with People Resources?
	Yes ☐ No ☐
	If Yes, please provide a brief summary of the impact?
5.4	**Legal impact**
	Does the report contain any legal impacts (such as general legal matters, statutory considerations (including employment law considerations), or new legislation)?
	Yes ☐ No ☒
	If Yes, have all relevant legal impacts been discussed and agreed with Legal and Democratic?
	Yes ☐ No ☐
	If Yes, please provide a brief summary of the impact?
5.5	**Data protection impact**
	Does the report / project / practice contain or involve the processing of personal data?
	Yes ☐ No ☒
	If Yes, is the processing of this personal data likely to result in a high risk to the data subject?
	Yes ☐ No ☐
	If Yes, has a Data Protection Impact Assessment (DPIA) been carried out and e-mailed to dataprotection@northlan.gov.uk
	Yes ☐ No ☐
5.6	**Technology / Digital impact**

Does the report contain information that has an impact on either technology, digital transformation, service redesign / business change processes, data management, or connectivity / broadband / Wi-Fi?

Yes ☐ No ☒

If Yes, please provide a brief summary of the impact?

Where the impact identifies a requirement for significant technology change, has an assessment been carried out (or is scheduled to be carried out) by the Enterprise Architecture Governance Group (EAGG)?

Yes ☐ No ☐

5.7	**Environmental / Carbon impact**
	Does the report / project / practice contain information that has an impact on any environmental or carbon matters?
	Yes ☐ No ☒
	If Yes, please provide a brief summary of the impact?
5.8	**Communications impact**
	Does the report contain any information that has an impact on the Council's communications activities?
	Yes ☐ No ☒
	If Yes, please provide a brief summary of the impact?
5.9	**Risk impact**
	Is there a risk impact?
	Yes ☐ No ☒
	If Yes, please provide a brief summary of the key risks and potential impacts, highlighting where the risk(s) are assessed and recorded (e.g. Corporate or Service or Project Risk Registers), and how they are managed?
5.10	**Armed Forces Covenant Duty**
	Does the report require to take due regard of the Armed Forces Covenant Duty (i.e. does it relate to healthcare, housing, or education services for in-Service or ex-Service personnel, or their families, or widow(er)s)?
	Yes ☐ No ☒
	If Yes, please provide a brief summary of the provision which has been made to ensure there has been appropriate consideration of the particular needs of the Armed Forces community to make sure that they do not face disadvantage compared to other citizens in the provision of public services.
5.11	**Children's rights and wellbeing impact**
	Does the report contain any information regarding any Council activity, service delivery, policy, or plan that has an impact on children and young people up to the age of 18, or on a specific group of these?
	Yes ☐ No ☒
	If Yes, please provide a brief summary of the impact and the provision that has been made to ensure there has been appropriate consideration of the relevant Articles from the United Nations Convention on the Rights of the Child (UNCRC).
	If Yes, has a Children's Rights and Wellbeing Impact Assessment (CRWIA) been carried out?

Yes ☐ No ☒

APPENDIX 05

Learn NL

COURSE TITLE	ENROLLED	COMPLETED	TOTAL
Age of Criminal Responsibility	77	86	163
Child Protection Awareness	230	1169	1399
Child Sexual Exploitation	69	319	388
Children (equal protection from assault)	23	156	179
CEOP ThinkUKnow	65	2	67
National Guidance for Child Protection	11	30	41
Intro to Contextual Safeguarding	88	0	88
Children with Healthcare needs - Module 1	75	547	622
Children with Healthcare needs - Module 2	63	614	677
Children with Healthcare needs - Module 3	155	378	533
Children with Healthcare needs - Module 4	35	410	445
Children with Healthcare needs - Module 5	166	534	700
Inclusion in Mainstream - Dyslexia	14	0	14
Inclusion in Mainstream - Autism	122	13	135
Inclusion in Mainstream - UNCRC	2	0	2
Inclusion in the Mainstream - Keeping The Promise	8	0	8
NBPR 2022 Launch	185	61	246
NBPR Briefing 2023	4	0	4
Anxiety Related Absence	45	0	45
We Aspire Outreach	1	0	1
FASD : Supporting children and young people with Foetal Alcohol Spectrum Disorder	12	0	12
Trauma Informed Practice	86	139	225
Outcome Star	64	24	88
Early YARC	107	9	116
Autism - Supporting Transitions	72	0	72
Supporting learners with Complex Communication Support needs	20	0	20
Relationships, Communication and De-escalation	84	50	134
Subconcious Bias	1	28	29
Intro to AAC	6	0	6
Foetal Alcohol Spectrum Disorder (FASD)	37	181	218
Inclusion and the Law	0	0	0
Disability Awareness	71	332	403
Gender and Equality	9	49	58
Gender Identity	4	51	55
Infant Mental Health	11	25	36
Intro to Neurodiversity	15	54	69
Introduction to Mental Health	18	96	114
Seemis Wellbeing App	167	160	327
Equality and Diversity	13	71	84
Keeping The Promise Award	174	40	214
CIRCLE Framework	63	0	63
Personal Resilience	99	245	344
Listening with empathy	16	96	112
	2587	**5969**	**8556**

Open University

COURSE TITLE	VIEWS
ATTACHMENT IN THE EARLY YEARS	1193
CHILDREN AND YOUNG PERSONS PARTICIPATION	390
CHILDRENS EXPERIENCES WITH DIGITAL TECHNOLOGIES	520
CHILDRENS PERSPECTIVES ON PLAY	494
EXPLORING EQUALITY AND EQUITY IN EDUCATION	264
INTRODUCTION TO ADOLESCENT MENTAL HEALTH	7132
INTRODUCTION TO CHILD PYSCHOLOGY	420
LISTENING TO YOUNG CHILDREN : SUPPORTING TRANSITION	517
LITERACY, SOCIAL JUSTICE AND INCLUSIVE PRACTICE	329
PARTNERSHIPS AND NETWORKS IN WORK WITH YOUNG PEOPLE	1351
PLAY, LEARNING AND THE BRAIN	652
SUPPORTING CHILDRENS DEVELOPMENT	4122
SUPPORTING CHILDRENS MENTAL HEALTH AND WELLBEING	6232
UNDERSTANDING AUTISM	30944
YOUNG LIVES : IS NOW A GOOD TIME TO BE YOUNG?	609
	55169

<div align="right">**Item 15**</div>

North Lanarkshire Council
Report

Education, Children and Families Committee

Does this report require to be approved? ☒ Yes ☐ No

Ref GMcL/WC **Date** 21/05/24

Parental Engagement Strategy 2024

From Gerard McLaughlin, Chief Officer (Education – North)

E-mail McLaughlinG@northlan.gov.uk **Telephone** 01236 812269

Executive Summary

The Scottish Schools (Parental Involvement) Act 2006 gives parents the right to information about their child's education, to be represented and to have their views heard. Within the Scottish Schools (Parental Involvement) Act Guidance (2006), schools must ensure that their Improvement Plan takes account of the local authority's strategy for involving and engaging parents. Schools should have a clear policy in place to support parents with their child's and their own education and learning.

Learning Together is the National Action Plan. It covers parental representation, engaging parents in their children's learning, home learning and family learning. The Scottish Government published an update to the plan in December 2023.

Under the Scottish Schools (Parental Involvement) Act Guidance (2006), local authorities are required to take account of the training and development needs of staff and others working with learners, parents and families in their Parental Engagement Strategy. They also have duties to:
• prepare a strategy to involve parents in their child's learning;
• establish a complaints procedure; and
• provide support to Parent Councils to enable them to operate and carry out their functions effectively.

In North Lanarkshire, we have developed a new Parental Engagement Strategy which takes into account the above guidance. The new strategy has a much wider focus. It focusses on parental involvement, parental engagement, family learning and learning at home. It is a focus on parental engagement in the widest sense. It should be noted that the review of this strategy involved a variety of stakeholders including parents.

Recommendations

It is recommended that the Education, Children and Families Committee
  (1) Approve the Parental Engagement Strategy
  (2) Authorise the Parental Engagement Strategy to be implemented for school session 2024-2025

The Plan for North Lanarkshire

Priority   Support all children and young people to realise their full potential

Ambition statement	(10) Engage with children, young people, parents, carers, and families to help all children and young people reach their full potential
Programme of Work	Statutory / corporate / service requirement

1. Background

1.1 In 2022, a working group was established to develop/update the North Lanarkshire Parental Engagement Strategy. The previous strategy document had been in place since 2017. A refresh of the previous strategy had stalled due to the COVID pandemic.

1.2 The updated/new Parental Engagement Strategy was required to take account of new developments around parental engagement at a national level.

1.3 The working group collaborated with a variety of stakeholders to ensure relevant and robust consultation.

2. Report

2.1 The refreshed/new Parental Engagement Strategy takes account of national legislation and guidance.

2.2 This strategy links with the legal duties outlined in the The Scottish Schools (Parental Involvement) Act 2006. The strategic aims, outlined in the strategy, are to make sure that parents/ families are:

- Fully informed about their children's education and learning
- Welcomed and involved in wider school matters that link to their child's learning and development
- Able to support their child's learning and to participate fully in a range of family learning opportunities
- Parental representation – Parents are automatically members of the Parent Forum at school and have a right to have their views heard within the school, local authority education department either individually or collectively through their parent council
- Encouraged to express their views and take part in decision making. This includes for example, contributing to improvement, priorities, evaluation of actions, decisions made about improvement plans and any other issue that affects the school, or children's learning and development
- Heard through involvement in forums for discussion and debate on education policy

2.3 The document highlights the importance of parental involvement, parental engagement, family learning and learning at home. These 4 areas are crucial for ensuring the best outcomes for children, young people and their families. The strategy will support schools and parents in taking forward these approaches.

2.4 The document also outlines clear guidance around the formation and set-up of the Parental Consultative Group. The strategy supports the work of Parent Councils.

2.5 The strategy clearly commits to the legislative requirements regarding the involvement of parents in school staff recruitment for senior posts.

2.6 The document supports schools and parents in removing any barriers to parental engagement and promoting an equitable approach to parental involvement.

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3. Measures of success

3.1 If approved, the new strategy document will be launched for school session 2024-2025. An Action Plan will support the implementation, familiarisation and undertaking of appropriate targets for moving forward.

3.2 Central officers, school staff and parents will work together to ensure the strategy document supports the development of parental engagement, parental involvement, family learning and learning at home.

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4. Supporting documentation

4.1 Appendix 1 - North Lanarkshire Parental Engagement Strategy (2024) Document

Gerard J. McLaughlin

Gerard McLaughlin
Chief Officer (Education North)

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5.   Impacts

5.1	**Public Sector Equality Duty and Fairer Scotland Duty** Does the report contain information that has an impact as a result of the Public Sector Equality Duty and/or Fairer Scotland Duty? Yes ☐ No ☒ If Yes, please provide a brief summary of the impact? If Yes, has an assessment been carried out and published on the council's website? https://www.northlanarkshire.gov.uk/your-community/equalities/equality-and-fairer-scotland-duty-impact-assessments Yes ☐ No ☒
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5.11	**Children's rights and wellbeing impact** Does the report contain any information regarding any council activity, service delivery, policy, or plan that has an impact on children and young people up to the age of 18, or on a specific group of these? Yes ☐ No ☒ If Yes, please provide a brief summary of the impact and the provision that has been made to ensure there has been appropriate consideration of the relevant Articles from the United Nations Convention on the Rights of the Child (UNCRC). If Yes, has a Children's Rights and Wellbeing Impact Assessment (CRWIA) been carried out? Yes ☐ No ☒	

PARENTAL INVOLVEMENT AND ENGAGEMENT STRATEGY

PARENTS AND FAMILIES AS PARTNERS 2024

NORTH LANARKSHIRE COUNCIL
COMHAIRLE SIORRACHD LANNRAIG A TUATH

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Contents

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Introduction

It is widely accepted that children do better when parents, professionals and educators work together. *'However, not all parents find it easy to be involved in their child's learning. We want to help parents lay strong foundations for the loving, nurturing relationships that we know are integral to children's emotional, physical, socio-economic, and educational wellbeing'.*

National Parenting Strategy

For the purposes of this document the term, "Parents" is used to mean any adult who has responsibility for looking after and raising a child.

North Lanarkshire Council is fully committed to involving parents and families in all schools and education settings and to supporting them in getting involved in their child's learning. Schools and parents need to work with each other at all points and both have responsibilities to each other and to the children and young people. This strategy aims to set out how that might work in practice. The value and importance of parents to the education process is central to better outcomes for learners at all stages. When school settings and parents work together, we know that learners do better. This strategy provides a framework for effective parental engagement at school and authority level.

'Parents and families are the most important and influential people in children and young people's lives, and are central to achieving our aims of raising attainment for all and closing the attainment gap. We will support all schools to further improve parental engagement and develop family learning programmes that support children's progress and achievement. This also means empowering parents and enabling them to be active participants and effective contributors ,to the life of the school and to school improvement'.

Delivering Excellence and Equality in Scottish Education

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Background

This strategy has been formulated by a team of Parent Council Chairs along with Officers of the Council and has consulted with teachers, parents, Early Years practitioners, alternative provision establishments and with partners and stakeholders.

It is informed by the requirements of existing legislation relating to additional support needs, disability discrimination and race equality. It builds on and strengthens the existing duties placed on Education by the Scottish Schools (Parental Involvement) Act 2006 and the subsequent amendments that are relevant to parental involvement in the Education (Scotland) Act 2016. This strategy also takes account of, 'Learning Together,' a national policy (currently under review) which seeks to further strengthen family/school relationships and parental engagement in learning and family learning.

'We want to improve and increase ways in which parents and families can engage with teachers and partners to support their children and increase the voice of parents in leading improvements with schools.'

National Improvement Framework

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Getting It Right For Every Child, also known as GIRFEC, is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children by offering the right help at the right time from the right people. It supports learners and their families to work in partnership with the services that can help them. Parents have ultimate responsibility for ensuring that their children's needs are met to support their wellbeing. North Lanarkshire Council will put the rights and wellbeing of children central to the services that can support them.

GIRFEC means:

- Parents understand what is happening and why

- Learners and parents have been listened to carefully and their wishes have been heard, understood and taken into consideration

- Learners and parents feel confident about the help they are getting

- Learners and parents are appropriately involved in discussions and decisions that affect them

- Learners and parents can rely on appropriate help being available as soon as possible

- Learners and parents experience a more straightforward and co-ordinated response from the people working with them

The coronavirus pandemic had a significant impact on all aspects of Scottish education, including parental engagement. The world experienced one of the most challenging periods and education has been impacted by this. The period from early 2020 brought children's school-based learning into the home, it tested parents, children and young people and imposed significant burdens. In some instances, this difficult time opened new ways of thinking and working. Engagement in learning increased and – certainly – it evolved. We all had to adapt, find new ways to communicate, share experience and support learning and development in new ways.

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Strategic Aims

This strategy links with the legal duties outlined in the The Scottish Schools (Parental Involvement) Act 2006. The aims are to make sure that parents/ families are:

- Fully informed about their children's education and learning

- Welcomed and involved in wider school matters that link to their child's learning and development

- Able to support their child's learning and to participate fully in a range of family learning opportunities

- Parental representation – Parents are automatically members of the Parent Forum at school and have a right to have their views heard within the school, local authority education department either individually or collectively through their parent council

- Encouraged to express their views and take part in decision making. This includes for example, contributing to improvement, priorities, evaluation of actions, decisions made about improvement plans and any other issue that affects the school, or children's learning and development

- Heard through involvement in forums for discussion and debate on education policy

The Act outlines several main ways parents can get involved in supporting their children's learning:

- **Learning at home** – As the first and ongoing educators of their children, parents should receive information and support to help develop their child's learning at home, in the community and at school

- **Home-school partnership** - Schools must encourage family involvement in the work they do, considering ways of providing information that helps parents engage with the school and their children's education

North Lanarkshire is committed to supporting parental engagement in all these areas.

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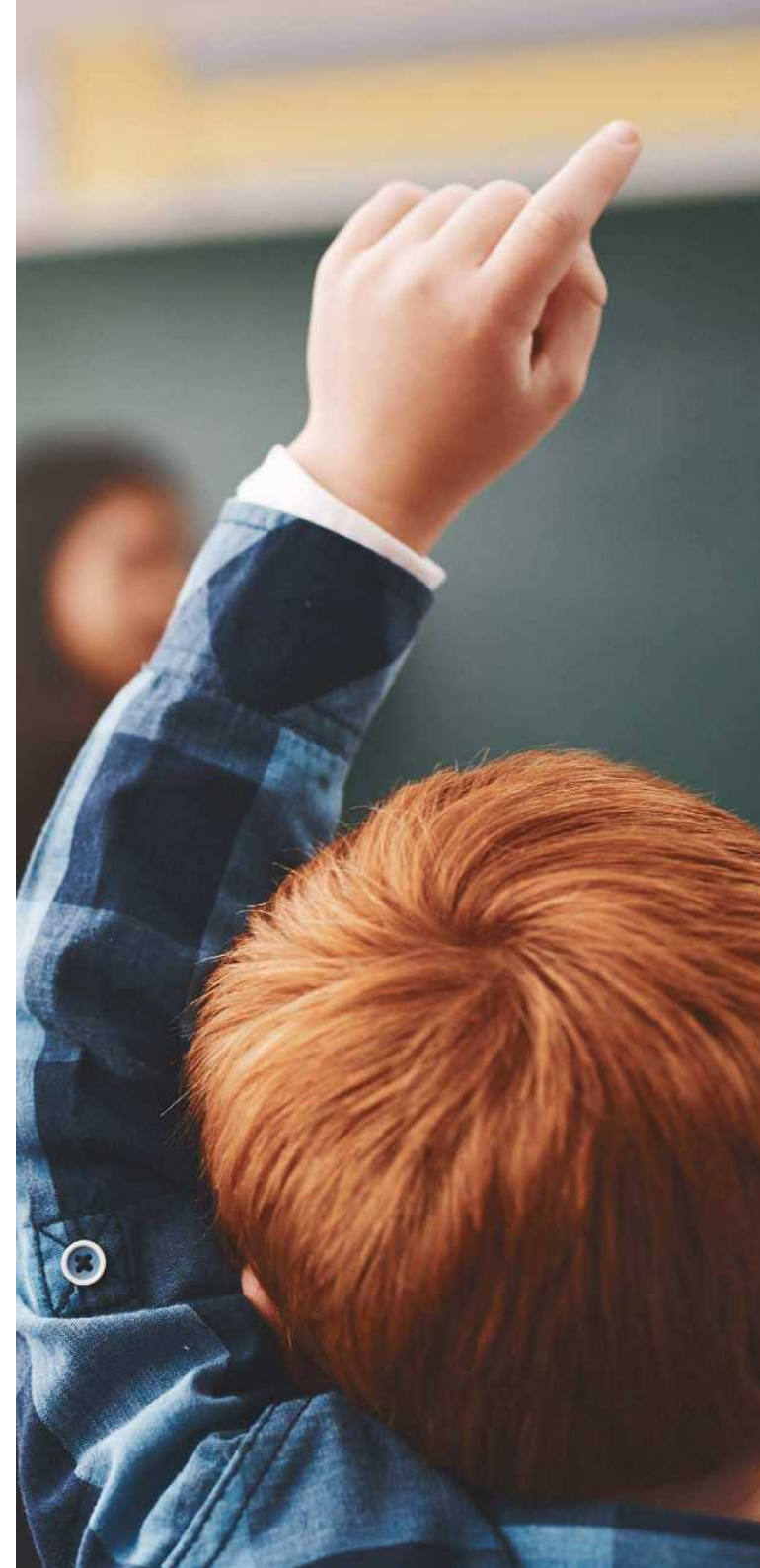
Parental Involvement

What is parental involvement?

'Parental involvement is about supporting pupils and their learning. It is about parents and teachers working together in partnership to help children become more confident learners.'

(Scottish Schools (Parental Involvement) Act Guidance, 2006)

'Parental involvement' is not a clearly or consistently defined term. It has been described as:

"Representing many different parental behaviours; parenting practices such as parental aspirations for their child's academic achievement; parental communication with their children about school; parental participation in school activities; parental communications with teachers about their child; and parental rules at home which are considered to be education-related.

(Harris and Goodall, 2007)

The range of definitions shows that parental involvement is complex; it covers a wide variety of parental behavioural patterns and parenting practices.

'Parental involvement' most often means parents participating in the life and work of the school or educational setting. Early learning and childcare settings and schools involve parents by positively encouraging on-going, two-way communication between home and the establishment.

Parents views should be represented as well as acted upon. They should have opportunities to contribute to improvement and decisions that affect the school, and their unique skills should be used to enrich the curriculum.

Effective Parental Involvement

Research shows that parental involvement is essential for a child's success in school and beyond. Some examples of effective parental involvement are:

- **Parent-teacher consultations:** Regular meetings between parents and teachers can help to establish a strong partnership between home and school. Parents and teachers can receive feedback on the child's progress, discuss concerns and receive advice on how to support the child.

- **Homework help/routine:** Parents could assist their child with homework, this can help to reinforce the skills and concepts taught in the classroom. This can also provide an opportunity for parents to spend time with their child. Parents could help with setting a regular homework routine and providing a quiet and distraction-free environment for children to complete their homework. The school should share information with parents about what their child is learning about at school, and how the parent, the child and family can use and extend what the child is learning at school within the home. (Please see page 13 Learning at Home)

- **Parent education:** Providing workshops and resources to help parents support their child's learning (including homework support) can be an effective way to engage parents and enhance their involvement in their child's education.

- **Reading with children:** Parents reading with their children will encourage a love of reading. This can help improve reading comprehension and language skills.

- **Volunteering:** Parents volunteering at school events and/or in the classroom to support children and teachers and/or activities can help to build a sense of community and create a positive learning environment.

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- **Communication:** Regular communication between parents and teachers can help to keep both informed about the child's progress. This also provides opportunities for both parents and teachers to raise concerns, discuss progress and support one another to promote a child's optimal growth as they learn and develop. This can involve newsletters, emails, phone calls and school apps.

- **Extracurricular activities:** The school and parents should work together to support and promote healthy and active lifestyles for children both in and outside school. The school and local authority should provide information to parents and families about local extracurricular activities like sports clubs and afterschool clubs within the school or local area and parents could be involved in running these.

- **Family involvement:** Creating opportunities for parents and families to participate in school-wide events, such as family fun nights or cultural celebrations, to build community and promote inclusivity.

- **Shared decision-making:** Inviting and encouraging parents to actively participate and engage in school decision-making processes can help to give them a voice in their child's education and helps to build a sense of ownership and investment in the school community.

These are just a few examples of good practice in parental involvement. Such activities and involvement will help to strengthen the partnership between home and school, and support children in their academic and personal growth.

Parental Engagement

Parental engagement is about active engagement in learning. Learning can take place in different places including early learning and childcare settings (ELC) or schools, the community, through family learning and at home. (Goodall and Montgomery, 2014)

'Parental engagement' most often refers to parents actively and meaningfully engaging in their children's learning (Harris and Goodall, 2007; Goodall and Montgomery, 2014). Parental engagement is supported by discussion between parents, teachers and practitioners. It focuses on how families can build upon what they already do to help their children's learning and provide a supportive home learning environment. Parental engagement represents a greater 'commitment, ownership of action' than parental involvement.

The movement from parental involvement to parental engagement represents a shift in emphasis, away from the relationship between parents and schools, to a focus on the relationship between parents and their children's learning' (Goodall and Montgomery, 2014).

Defining what is parental involvement and what is parental engagement is not always easy. However, regardless of whether parents are involved with the wider life of the school or engaged in their children's learning, parents and families can make a positive difference to their children's outcomes.

Family Learning

Family Learning encourages family members to learn together as a family, with a focus on intergenerational learning. Family learning activities can also be designed to enable parents to learn how to support their children's learning.

'Family learning is a powerful method of engagement and learning which can foster positive attitudes towards life-long learning, promote socio-economic resilience and challenge educational disadvantage'.

(Family Learning Network, 2016)

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Family learning is an approach to engaging families in learning outcomes that have an impact on the whole family. The definition of family learning in Scotland was developed after a series of consultation events held around the country. Those involved in the process worked across sectors and were employed in a variety of positions. After an extensive process it was ratified by the National Family Learning Network of Practitioners in Scotland. Further information is available in the Review of Family Learning (2016) and Family Learning Framework (2018).

A family learning approach gives parents, families and children tools from which they can continue to learn at home together.

Learning at Home

'Learning at home is the learning which happens in the home, outdoors or in the community. It can take place through everyday activities that families already do and can overlap with aspects of organised or active learning activities'.

(Scottish Parental Involvement Officers Network, 2018)

Learning at home can happen through a range of events including play, leisure activities, fun events, sports, trips, cultural or volunteering experiences and everyday family life. It can also happen through curriculum related activities, homework, reading and sharing books. Activities for learning at home can be specifically designed to enable parents to engage in their child's learning and build upon the learning from the early learning and childcare setting or school. It can also provide intergenerational learning opportunities for the child, family, extended family and the community. Some families can be supported with learning at home through a family learning approach.

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Review of Parental Involvement

A review of the existing North Lanarkshire Parental Involvement Strategy was carried out during session 2022-2023 to consider the progress made to date and propose the next steps for development about parental engagement. The review allowed consideration of recent national documents and took stock after the Covid pandemic. This strategy has been developed in consultation with parents and staff at a range of different settings.

Promoting parental engagement

All North Lanarkshire schools are required to have a strategy in place which both recognises that parents are partners in education and encourages their involvement in the life and work of the school. We will ensure that our schools prepare an annual improvement plan which takes account of the authority's strategy on parental engagement and includes the school's own proposals to improve parents' engagement in their children's learning.

Schools understand that parents know their children best, they are the primary educators of their children, therefore, their views and ideas about their child's education will be encouraged, welcomed, taken on board, and used to inform planning and decision making within the school and wider local authority.

Parents often have creative ideas about education and what can be done to improve the standards and quality of their child's learning. Early Learning and Childcare (ELC)

settings and schools should foster a positive and open ethos which encourages parents to share these views. Collaborative approaches in partnership with parents can make a positive contribution to how ELC settings and schools determine their ambitions and how they plan for improvements to meet these. Families have a key role to play in supporting the headteacher and staff in their child's ELC setting or school to help raise standards of education and to secure improvements in the quality of children's learning.

ELC settings and schools should consult and engage effectively with teachers, parents and carers, children and young people and the wider community when implementing approaches to closing the poverty-related attainment gap. Teachers, parents and carers, children and young people and other key stakeholders should be meaningfully involved throughout the processes of planning, implementing, and evaluating approaches.

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Supporting Learning at Home

Many parents want to support their children's learning and by doing so they support Curriculum for Excellence. By working in partnership with schools and centres, parents can support their children to develop as successful learners, confident individuals, responsible citizens, and effective contributors. Parental engagement is a key factor in helping all children achieve the highest standards, reducing inequity and closing the attainment gap.

North Lanarkshire will continue to work with parents and schools to support local and authority-wide home learning initiatives. Existing good practice in schools and nurseries includes providing families with home learning packs for supporting children at the crucial early stages of learning. These materials provide quality opportunities for parents and children to learn together. The development of effective home learning materials in schools will continue to be supported.

School-based workshops provide excellent opportunities for parents to explore ways they can support their children's learning effectively. Curriculum workshops, for example in numeracy and literacy, allow parents to look at what their child is learning and how subjects are taught. Workshops on homework, studying, revision and preparation for examinations allow parents to identify how they can best support their children at home. North Lanarkshire Council will ensure that schools will continue to provide an appropriate range of opportunities for parents to engage in ways to support their child's learning.

Effective communication with parents is vital for both the authority and its schools. Arrangements should be in place to assist parents who do not live with their children, or others who have parental or caring responsibilities towards children, to be involved in their education. This should include advice and information on any matter relating to the child's education, on meetings involving the child, and on school activities.

Parents require information on school life and events, the curriculum and their own child and school needs information from home. Such information can be shared through many different routes including parents' meetings, pupil reports, telephone calls, letters, emails, text messaging, newsletters, websites, leaflets, conferences, information evenings and parent workshops.

Schools, ELCs and Parent Councils will be supported to work together to identify forms of communication which parents prefer or require. Schools and ELCs must ensure that all relevant communications are available to all parents. We will ensure that they have appropriate arrangements in place to communicate effectively with parents who do not live with their children, those whose first language is not English and those who have difficulties with written or aural communication.

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We will ensure that parents have access to relevant information on policies or issues relating to the education of their child and will respond to any reasonable request for advice. The Head Teacher and staff of the school will also be available to give advice and information to the family.

Under the Education (Additional Support for Learning) Scotland Act 2009, parents of a child with additional support needs can request assessment of and information about their child's needs and how these are to be met. The authority and its schools will make sure that parents receive a response to any such requests within the stated timescale.

Families and learning settings have a crucial role if care experienced children are to have the opportunity to succeed. Accordingly, and in line with The Promise (**https://thepromise.scot/**) we will collaborate with parents of looked after children, foster carers and others with parental responsibilities to encourage them to support their children's education. We will also ensure that all relevant information relating to the child is provided to both parent and carer unless the care plan specifically states otherwise.

If the authority places a child at an independent, alternative or grant-aided alternative provision outside of North Lanarkshire, we will ensure that there are appropriate arrangements in place for parents and carers to receive any advice and information they need to be involved with and to support their child's education.

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Equity – Removing Barriers

Over the years, parents have identified barriers and factors that get in the way of them being more involved in their child's learning. The reasons here range from barriers that parents have no control over, to individual obstacles specific to personal life (Scottish Executive, 2005). External barriers that get in the way of supporting children's learning can be complex. Individual barriers can result from circumstances such as poverty, working patterns, or social exclusion. Some parents also have their own ideas about what their level of involvement or engagement in their child's learning should be (Scottish Executive, 2005). North Lanarkshire Council, in close partnership with schools and settings, will work collaboratively to provide practitioners with the tools to address barriers and engage all parents.

Barriers to involvement in children's learning may be overcome using several strategies including offering uniform banks, free school meals. Other strategies can be found here; **https://education.gov.scot/improvement/learning-resources/equality-and-equity-toolkit/**

If barriers present ongoing challenges to schools in their attempts to improve parental engagement, we will work with head teachers, staff, Community Learning and Development workers and Parent Councils to develop effective strategies to overcome these barriers.

We will continue to support schools in the use of self-evaluation to reflect on their current structures and ways of working to remove any potential barriers to effective parental engagement. From time to time, we may also issue guidance on specific aspects of parental engagement. Schools will also be encouraged to share good practice with other establishments.

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Parental Representation

To encourage and support parental representation, the authority has a dedicated Parental Engagement Team based in Education headquarters. This team will continue to:

- promote effective parental engagement

- promote good practice across the authority

- organise parents' activities

- create opportunities for parental views to be heard through; the Parents' Consultative Group, Parents and Families workshops and online parental surveys

- promote and support Parent Councils, including training sessions with external providers

- provide information for parents on the Council's website.

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The Parent Forum

All parents who have a child attending a North Lanarkshire school are automatically members of the Parent Forum for that school and are entitled to be involved in their child's education. As members of a Parent forum, they can expect to:

- get information about what their children are learning

- get information about events and activities at the school

- get advice on how they can support their children's learning at home

- be told about opportunities to be involved in the school

- be consulted in all proposals regarding school closures and other major changes to schools (Schools consultation (Scotland) Act 2010 revised 2015)

- have a say in how Parent Council members are selected.

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Parent Councils

Parent Councils are constituted bodies who are independent from the school and the local authority.

There are four main requirements of a parent council:

1. Support the school in its work

2. Collect and represent the views of the parent forum

3. Communicate with the parent forum

4. Promote contact between parents, the school and local authorities

https://**www.legislation.gov.uk/asp/2006/8/ section/8**

As an independent body, Parent Councils are designed to be flexible, but their main functions may include:

- working in partnership with the ELC or school to decide on the key priorities to take forward

- ensuring that a ELC or school, and learning is the best it can be

- coming to decisions which everyone is happy with or has had an opportunity to debate and discuss

- benefitting from the ideas, skills, knowledge and opinions of all members

- providing a voice for parents in settings or schools and in their local authority on issues that are important to them

- improving the ELC or school's understanding of how to engage parents in their children's learning and in the wider life of the school

- supporting the ELC or school to develop strong home/school partnerships

- communicating regularly with the parent forum to hear their views and keep them informed

- self-evaluating to inform improvement planning, discussing the ELC or school's strengths and areas for development from a parental perspective

- helping make links with the wider community

- capturing the unique and varied skills, interests, knowledge and experience that parents can offer

- gathering and representing the views of parents

to the Headteacher, local authority and HM Inspectorate of Education (HMIe)

- promoting contact between the ELC or school, parents, pupils, providers of early learning and childcare and the local community

- fundraising in collaboration with the ELC or school for the benefit of all families

- applying for grants and seek out funding sources

- organising events

- playing an active role in the recruitment of Headteacher and Deputy Headteacher appointments

- contributing to the annual update of the School Handbook

- helping with or undertake ELC or school consultations

- conducting business efficiently in accordance with the Constitution

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North Lanarkshire Council will continue to:

- promote the establishment and operation of Parent Councils within each school

- support Parent Councils to enable them to carry out their functions

- encourage Parent Councils and Head Teachers to work closely together to develop a shared vision for the school

- advise and inform the Parent Council on any matter in response to reasonable requests

- consult with Parent Councils and allocate funding for administrative expenses, training, and costs incurred in carrying out functions

- include Parent Council members in the appointment procedures for Head and Depute Head Teachers

- provide a designated team to give advice and guidance to Parent Councils and schools in relation to parental involvement

- organise training, regular events and meetings with senior officers from Education, Children and Families and elected members

- include parents in the authority's quality assurance procedures

- provide services including insurance cover

Parent Councils should regularly communicate with their Parent Forums. This can be done through newsletters, meetings, reports, email and text. We encourage schools to provide a Parent Council section on the school website to allow contact between the Parent Council and parents.

In those few schools where no Parent Council presently exists, North Lanarkshire will actively encourage the formation of a Parent Council on an annual basis. Additionally, should members of the Parent Forum express an interest in establishing a Parent Council at any time, the Parental Engagement Team will support them through each stage of the process.

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Parent Council involvement in the appointment of senior staff in schools

North Lanarkshire Council will continue to involve Parent Councils in the appointment of Head Teachers and Depute Head Teachers. We will continue to provide appropriate training to all Parent Council members who sit on interview panels.

Parents' Consultative Group

The Parent Consultative Group will meet once per term. This will be a mixture of online and in-person meetings. A sub-group will be set-up, ensuring all sectors are represented, to help set the agenda and support the running of the meeting. This group will be formed on an annual basis.

Support for parents of early years children

The authority will ensure that Early Years establishments continue to involve parents in their children's education and learning. We will continue to support effective home learning strategies in the early years.

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Complaints procedure

Make a complaint | North Lanarkshire Council

These procedures are consistent with the Council's corporate complaints procedures. Information on the authority's complaints procedure is available to all parents through its website or on request. Schools and their websites also provide this information. In addition to the complaints policy, please also be aware that North Lanarkshire has an Unacceptable Actions Policy.

Equal opportunities

The authority has policies in place to safeguard against discrimination of parents on grounds of race, disability, gender, sexual orientation, language, faith or belief, and age. Wherever possible, we will put in place positive measures to remove any discrimination either direct or indirect, intentional or unintentional.

Unconscious Bias

We all have unconscious bias(es) that can lead us to treat people differently without us realising we are doing it. Our unconscious bias allows us to make 'snap decisions' in a range of situations. These decisions can be based on our past experiences, what we have been told or something we have seen in the media. While this can at times be helpful, at other times it may mean that we make decisions, judgements and/or hold opinions about others based on stereotypes. We are more likely to use our unconscious bias when making decisions under pressure, when we are stressed, tired, anxious, frustrated or when information is unclear, incomplete or when we feel threatened. Below are some of the attributes that our unconscious bias might make a snap judgement about:

- Gender
- Race/Ethnicity
- Religion/belief
- Perceived sexual orientation
- Attractiveness
- Disability
- Clothing
- Height
- Piercings/tattoos
- Hairstyle
- Body language
- Accent
- Personality
- Friends/family
- Age

Understanding, acknowledging and addressing any personal unconscious bias(es) will support practitioners to fully and meaningfully engage with all children, parents and families that may have previously been overlooked.

Further information and resources are available **here**.

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Monitoring and evaluation of the strategy

An action plan has been developed to support this strategy. This is monitored by the authority's Parental Engagement Strategy Working Group.

The strategy will be reviewed in consultation with parents, staff, pupils, key partners and the wider community to assess its impact and success.

Annual Report

The authority will prepare and publish each year a report on the activities undertaken by the authority in following of this strategy.

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Expectations for Parents

NLC Education Services have made the following commitments:

1. To provide clear, regularly updated communication that is easy to understand. We will utilise technology whenever possible to ensure understanding and provide information in various formats, such as translations into different languages or large print.

2. To collaborate with other council services to assist them in effectively communicating with parents. For example, supporting teams dealing with financial payments.

3. Involving parents at an early stage in the discussion and development of policies and procedures that may impact them.

4. Timely responses to all parental enquiries.

5. Encouraging and supporting schools to establish Parent Councils and providing ongoing assistance such as funding and training to enable these groups to operate.

6. Having a complaint handling procedure in place for issues that cannot be resolved through discussion.

When it comes to our ELC and schools, parents can expect the following:

1. To be welcomed and invited to be actively involved in the school or nursery community.

2. Easily accessible policies

3. Regular and effective communication through newsletters, apps, and websites that are inclusive and adapted to meet the needs of the nursery or school community

4. Clearly defined timeframes and an easily accessible process for addressing enquiries and meeting requests

5. Provision of information that helps all parents and carers engage in their child's learning, including those who do not live with their children full-time

6. Opportunities for participating in family learning

7. Listening to the opinions of parents and carers and considering the range of views expressed, including input on Annual Improvement Plans (AIPs) , priorities and Pupil Equity Funding (PEF)

8. Positive engagement with the Parent Council and parent groups in early years

We kindly request the following from you:

1. Encourage regular attendance of your child and their preparedness for learning

2. Keeping the nursery or school updated with important information, such as changes in family circumstances, contact details, or significant details about your child.

3. Responding promptly to any requests for information regarding your child/children.

4. If you wish to discuss your child's education or speak to staff about a confidential matter, please schedule an appointment to ensure your family's privacy during discussions.

5. Collaborating with the nursery or school to support your child's learning.

6. If at all possible offering/volunteering to assist with activities and events when/if required.

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Useful links

Schools (Consultation) (Scotland) Act 2010: guidance - gov.scot **(www.gov.scot)**

Scottish Schools (Parental Involvement) Act 2006 **(legislation.gov.uk)**

Guidance on the Scottish Schools (Parental Involvement) Act 2006 - gov.scot **(www.gov.scot)**

Review of the Parental Involvement Act **Final-E-versionpdf.pdf (npfs.org.uk)**

Strategic Framework for Parental Involvement, Parental Engagement, Family Learning and Learning at Home | Resources | Education Scotland

How good is our school fourth edition - HGIOS 4 | Inspection Frameworks | Inspection and Review | Education Scotland

National Improvement Framework (NIF) and improvement plan 2023: **summary - gov.scot (www.gov.scot)**

Engaging parents and families - **A toolkit for practitioners | Resources | National Improvement Hub (education.gov.scot)**

What is the Parent Council? **| Parent Councils | Getting involved | Parentzone Scotland | Education Scotland**

Learning together: national action plan on parental involvement, engagement, family learning and learning at home 2018 – 2021 **(www.gov.scot)**

Getting it right for every child (GIRFEC) - **(www.gov.scot)**

Adult Literacies in Scotland 2020: Strategic guidance **(www.gov.scot)**

National Standards for Community Engagement | **SCDC - We believe communities matter**

School Handbook: guidance - **(www.gov.scot)**

National parenting strategy: making a positive difference to children and young people through parenting - **(www.gov.scot)**

Empowering teachers, parents and communities to achieve excellence and equity in education: governance review - **(www.gov.scot)**

Pupil attainment: closing the gap - Schools - **(www.gov.scot)**

Review of Family Learning | Resources | National Improvement Hub **(education.gov.scot)**

This document can be made available in a range of languages and formats, including large print, braille, audio, electronic and accessible formats.

To make a request, please contact Corporate Communications at: corporatecommunications@northlan.gov.uk

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Item 16

North Lanarkshire Council
Report

Education, Children and Families Committee

Does this report require to be approved?   ☐ Yes   ☒ No

Ref   **Date**   21/05/24

Transforming Places – Town and Community Hub Programme: Six Monthly Update on Progress

From	James McKinstry, Chief Officer (Assets and Procurement)		
E-mail	McBrideM@northlan.gov.uk	**Telephone**	Mark McBride, Estates Development Manager, 07583 094928
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Executive Summary

This report provides an update of the Town and Community Hub Delivery Programme, highlighting the status of each project.

This information is provided in line with The Plan for North Lanarkshire and the associated Programme of Works.

Recommendations

It is recommended that the Education, Children and Families Committee:

(1) Acknowledge the position of each of the projects in the current Town and Community Hub Delivery Programme

The Plan for North Lanarkshire

Priority	Support all children and young people to realise their full potential
Ambition statement	(24) Review and design services around people, communities, and shared resources
Programme of Work	Transforming Places

1. Background

1.1 Policy and Strategy Committee approved the strategy, guiding principles, and prioritisation matrix linked to the Town and Community Hub Programme at the meeting held on 19th March 2020.

1.2 Updates regarding this programme are progressed through two strands: activity related to the strategy and the overarching *programme* is progressed via the Policy and Strategy Committee; and activity related to hub delivery *projects* is progressed via Education, Children and Families Committee.

1.3 Projects within the Town and Community Hub programme are delivered in line with the available capital budget assigned to this programme. The Council's capital plan is generally reviewed and updated in five-year cycles. As such, the prioritisation and delivery of projects within the Town and Community Hub Programme are reviewed and aligned each time the wider capital programme is assessed, and funds allocated.

1.4 The Town and Community Hub programme must be managed within the funding allocation provided. Therefore, where costs or projects increase, the number of projects which can be delivered may need to be reviewed, or alternatively, where efficiencies can be realised, additional projects may be brought forward.

1.5 As with many of the council's strategic programmes of work, the Town and Community Hub programme reports through the Transforming Places Programme Board, consisting mainly of chief officers, who provide governance at officer level on this and other programmes of work. As and when required, decisions or options are and will continue to be reported to the relevant council committees.

2. Report

Town and Community Hubs – Current Delivery Programme

2.1 Appendices 1 and 2 to this report provide details of all projects in the current Town and Community Hub delivery programme.

2.2 Appendix 1 provides both a progress summary briefing (appendix 1a) and a programme timeline chart of projects in the scoping stage, procurement, or construction (appendix 1b). Appendix 2 provides details of projects which have been approved but are currently at pre-delivery stage.

2.3 Each project under construction will have an agreed set of key performance targets with a number of these providing added benefits to our communities. Appendix 3 provides an update of community benefit achievements across both Hub construction projects and DBFM facilities.

2.4 Whilst each project has its own unique characteristics, Appendix 4 to this report provides an indication of some of the important milestones in delivery of a new hub facility. As projects develop, indicative dates for delivery milestones can be communicated. This will be subject to continuous review and reported in future updates to Education, Children and Families Committee as required.

Shared Ambition – Integrated Community hubs/campuses

2.5   In March 2020, at the Policy and Strategy Committee, members approved the 'One Place – One Plan' report including recommendations linked to the Town and Community Hub Programme.

2.6   Specifically, members approved two key aspects:

2.6.1   That a set of guiding principles be adopted and used to further develop the design proposals for Town and Community Hubs; and

2.6.2   That a prioritisation matrix to be used as the methodology to determine the priority order for Town and Community Hubs development.

Guiding Principles

2.7   The guiding principles adopted to inform this programme are designed to ensure each project delivers facilities through which new ways of working can be promoted. These guiding principles primarily address the planning and build aspect of this programme (i.e. the zones that will be provided). The operating model, developed by colleagues in Education and Families, will guide and promote the added value through co-location of services and multi-use of facilities within each hub delivered.

2.8   The six approved guiding principles are included in all updates to committee to ensure that committee members can assess the projects are being developed in line with these principles. The six principles are:

Principle One: Inclusive, universal provision

2.8.1   A community hub must serve the whole community and offer universal provision of services as default position. Where more targeted service provision is required, this should be delivered in such a way as to avoid stigma of accessing these services which may otherwise reduce uptake.

Principle Two: Sense of community ownership

2.8.2   A community hub is a community asset which serves the local community of that area. Central to the community hub model in North Lanarkshire is the learning and teaching facilities offered. However, the wider community must perceive the asset to be a whole community asset.

Principle Three: Maximum availability and usage

2.8.3   Community hubs will be accessible from early in the morning until late in the evening and all spaces within the community hubs should afford multi-functional use for the whole community. Facilities should only be provided where it can be demonstrated that they would be used both through the day and in the evening – no facilities should be provided where they are only for use in the evening.

Principle Four: Designed with rather than for the community

2.8.4   Options of proposals should be provided to local communities for discussions as early as possible to ensure community ownership of the proposed facilities.

<u>Principle Five: Tailored, bespoke, representative</u>

2.8.5 Each community hub has the option to be unique to ensure it meets the specific requirements of the community which it will serve. The design of the building should provide the community with a sense of pride in the community asset that has been created.

<u>Principle Six: Maximise the services on offer</u>

2.8.6 Public services available within the community hub should complement rather than compete with other public and third sector services which serve the same local community.

Prioritisation Matrix

2.9 Following approval at the Policy and Strategy meeting in March 2020, work on the prioritisation matrix was progressed. This work includes determining how each individual project can be scored, and therefore compared, to other potential projects. A further update was provided to Policy and Strategy Committee in September 2021 within "The Place, The Vision – Update". Specifically, the list of schools which will be focus for initial feasibility, was outlined within Appendix Three, within the September 2021 update to Policy and Strategy.

2.10 This list was compiled with an initial focus on the highest weighing factor in the matrix – that of 'socio-economic and wellbeing'. Two assessments were made against each pre-1996 catchment area: deprivation (using SIMD) and population density (using SAPE). Further information on this process was outlined in section 2.15 of the report presented to Policy and Strategy on 30th September 2021.

2.11 The current capital programme was reset in April 2024 and now covers the period 2024 to 2029.

Existing projects

2.12 Projects already in the programme for delivery, which have been included in previous updates of this report to Education, Children and Families Committee, have (where achievable) been subject to assessment against the guiding principles and will (where achievable) ensure adhesion to the principles. The appendices included within this report reflect progress in this regard.

Learning Estate Investment Programme (LEIP)

2.13 Members of this committee may recall that, following discussion and approval at Policy and Strategy Committee of 29th September 2022, the council submitted a proposal for LEIP phase three funding. As agreed by Policy and Strategy Committee, the council submitted an application for funding for:

- an extension at Chryston High School – required to mitigate the impact of significant housebuilding across the Northern Corridor area.
- a contribution towards Gartcosh Primary School – a new 434 space primary school, new ASN provision, and new Early Years provision to serve this growing population.

2.14 Scottish Government announced the successful projects on Monday 30th October 2023. North Lanarkshire Council were successful with the Chryston High School

extension project, but unsuccessful with the Gartcosh Community Hub project. Both projects are still being delivered by North Lanarkshire Council.

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3.   Measures of success

3.1   Delivery of projects in line with the guiding principles linked to this programme of work, which in turn are designed to deliver against the strategic priorities within The Plan for North Lanarkshire.

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4.   Supporting documentation

Appendix 1a: Hub Delivery Programme – Current Delivery Programme.
Appendix 1b: Hub Delivery Programme – Programme Timeline Chart.
Appendix 2: Hub Delivery Programme – Phase 3 Pre Delivery Projects.
Appendix 3: Hub Delivery Programme – Community Benefits Programme Outputs.
Appendix 4: Hub Delivery Programme – Programme Timeline Chart.

James McKinstry
Chief Officer (Assets and Procurement)

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5. Impacts

5.1	**Public Sector Equality Duty and Fairer Scotland Duty** Does the report contain information that has an impact as a result of the Public Sector Equality Duty and/or Fairer Scotland Duty? Yes ☐ No ☒ If Yes, please provide a brief summary of the impact? If Yes, has an assessment been carried out and published on the council's website? https://www.northlanarkshire.gov.uk/your-community/equalities/equality-and-fairer-scotland-duty-impact-assessments Yes ☐ No ☐
5.2	**Financial impact** Does the report contain any financial impacts? Yes ☒ No ☐ If Yes, have all relevant financial impacts been discussed and agreed with Finance? Yes ☒ No ☐ If Yes, please provide a brief summary of the impact? Significant inflationary pressures and other external factors continue to have an impact on this programme and other capital budgets across the council – these have been subject to separate reporting to Policy and Strategy Committee.
5.3	**HR policy impact** Does the report contain any HR policy or procedure impacts? Yes ☐ No ☒ If Yes, have all relevant HR impacts been discussed and agreed with People Resources? Yes ☐ No ☐ If Yes, please provide a brief summary of the impact?
5.4	**Legal impact** Does the report contain any legal impacts (such as general legal matters, statutory considerations (including employment law considerations), or new legislation)? Yes ☐ No ☒ If Yes, have all relevant legal impacts been discussed and agreed with Legal and Democratic? Yes ☐ No ☐ If Yes, please provide a brief summary of the impact?
5.5	**Data protection impact** Does the report / project / practice contain or involve the processing of personal data? Yes ☐ No ☒ If Yes, is the processing of this personal data likely to result in a high risk to the data subject? Yes ☐ No ☐ If Yes, has a Data Protection Impact Assessment (DPIA) been carried out and e-mailed to dataprotection@northlan.gov.uk Yes ☐ No ☐
5.6	**Technology / Digital impact**

Does the report contain information that has an impact on either technology, digital transformation, service redesign / business change processes, data management, or connectivity / broadband / Wi-Fi?

Yes ☒ No ☐

If Yes, please provide a brief summary of the impact?

All new assets (New builds) have data connection requirements – these are part of the overall process and involve relevant stakeholders including the digital teams, to ensure infrastructure such as data connections/Wi-Fi etc., are planned as part of the build process.

Where the impact identifies a requirement for significant technology change, has an assessment been carried out (or is scheduled to be carried out) by the Enterprise Architecture Governance Group (EAGG)?

Yes ☐ No ☐

5.7	**Environmental / Carbon impact** Does the report / project / practice contain information that has an impact on any environmental or carbon matters? Yes ☒ No ☐ If Yes, please provide a brief summary of the impact? The environmental and carbon impact on any given project is assessed as part of the project from the outset – with a determination to reduce carbon footprint as much as possible within each project delivered.
5.8	**Communications impact** Does the report contain any information that has an impact on the council's communications activities? Yes ☐ No ☒ If Yes, please provide a brief summary of the impact?
5.9	**Risk impact** Is there a risk impact? Yes ☐ No ☒ If Yes, please provide a brief summary of the key risks and potential impacts, highlighting where the risk(s) are assessed and recorded (e.g. Corporate or Service or Project Risk Registers), and how they are managed?
5.10	**Armed Forces Covenant Duty** Does the report require to take due regard of the Armed Forces Covenant Duty (i.e. does it relate to healthcare, housing, or education services for in-Service or ex-Service personnel, or their families, or widow(er)s)? Yes ☐ No ☒ If Yes, please provide a brief summary of the provision which has been made to ensure there has been appropriate consideration of the particular needs of the Armed Forces community to make sure that they do not face disadvantage compared to other citizens in the provision of public services.
5.11	**Children's rights and wellbeing impact** Does the report contain any information regarding any council activity, service delivery, policy, or plan that has an impact on children and young people up to the age of 18, or on a specific group of these? Yes ☒ No ☐

If Yes, please provide a brief summary of the impact and the provision that has been made to ensure there has been appropriate consideration of the relevant Articles from the United Nations Convention on the Rights of the Child (UNCRC).

(Article 2) The right to an education is embedded in statute and the council applies these rights without discrimination
(Article 3) The best interests of the child is a primary consideration and pupils are involved in the design process for any new hub linked to their existing school.
(Article 5) Parents and carers are involved in the design process for any new hub linked to their child and their existing school.
(Article 6) The child's wellbeing under GIRFEC is a consistent framework and shared language that promotes supports and safeguards the wellbeing of our children and young people.
(Articles 12, 13) The design process for any new Town or Community Hub includes numerous engagement sessions with the children and parents to ensure the views of the child are considered.

If Yes, has a Children's Rights and Wellbeing Impact Assessment (CRWIA) been carried out?
Yes ☐   No   ☒

Appendix 1 Hub delivery programme – Current delivery programme **Updated: April 2024**
Appendix 1a: Progress Summary

Project	Contract Stage	Contract Construction Programme dates	Key Activities in period / planned next
St Kevin's Community Hub Coatbridge	Stage 2/Financial close (Tier 1 contractor - Kier Construction).	Start on site end May/beginning June 24.	Policy and Strategy committee on 14 March 24, approved the council entering in to contract with Hub South West to deliver the new community hub. Planning approval was approved on the 4th of April 24. The hub delivery team are working through the financial close process with (subject to T&C steering group approval) the aim of starting on site at the end of May/beginning of June.
Orbiston Community Hub Bellshill	Construction phase (Tier 1 contractor Morgan Sindall Construction)	Target phase 1 completion date Q3 2025.	The project commenced on site at the beginning of December 2023. Current activities including concrete piling & foundations, bulk earthworks, underground drainage and car parking on the west green site. The contractors are currently reporting that they are on programme and have maintained progress despite the sustained periods of inclement weather.
St Stephen's Community Hub Coatbridge	Preconstruction stage 2 – detailed design and market testing (Tier 1 contractor Morrison Construction)	Start on site anticipated late 2024.	Hub South West and the Tier 1 contractor are currently progressing stage 2 activities including detailed design and market testing. A planning application was recently submitted. Police Scotland recently withdrew from the project therefore an element of redesign is currently underway to remove them from the scheme. Hub South West are currently assessing if their withdrawal will have a programme impact. Enabling works are planned for the summer to partially demolish a section of the existing St Stephens facility (Admin area) ahead of the start of the new term.
Chryston High School Extension Northern Corridor	Preconstruction – Stage 2 (Tier 1 contractor BAM Construction)	Start on site anticipated Q4 2024	Hub South West and the Tier 1 contractor are currently progressing stage 2 activities including detailed design and market testing. A planning application was recently submitted. Enabling works are currently planned in late summer to relocate water voles that were identified whilst carrying out environmental surveys on the site.

Project	Contract Stage	Contract Construction Programme dates	Key Activities in period / planned next
Gartcosh Community Hub Northern Corridor	Preconstruction – Stage 2 (Tier 1 contractor BAM Construction)	Start on site anticipated Q4 2024	Hub South West and the Tier 1 contractor are currently progressing stage 2 activities including detailed design and market testing. Planning approval was approved on the 4th of April 24. Enabling works are currently planned in late summer to relocate water voles that were identified whilst carrying out environmental surveys on the site.

Appendix 1 Hub Delivery Programme – Current Delivery Programme   **Updated April 2024**
Appendix 1b: Programme Timeline Chart

Infrastructure Delivery Programme and Projects	2024					2025			
	Mar-Apr	May-Jun	Jul-Aug	Sep-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	Jul-Aug
Hub Delivery Investment Programme									
Orbiston Community Hub									
Stage 3 - Start on Site - December 2023									
Phase 1 handover (Community hub/all weather pitch/temporary car parking) - notional handover date October 2025									
Phase 2 handover (main car park/residual landscaping works/demolition of existing facilities) - notional handover date December 2026									
St Kevins Community Hub									
Financial Close/DBDA Contract agreement	Apr-24								
Stage 3 - Construction Notional Start		Jun-24							
Handover - notional handover date September 2025									
St Stephens Community Hub									
Enabling works		Jun-24							
Stage 2: Detailed design for Pricing and Planning - target submission to NLC (may be impacted by Police Scotland removal)				Oct-24					
Financial Close/DBDA Contract agreement (may be impacted by Police Scotland removal)					Nov-24				
Stage 3 - Construction Notional Start (may be impacted by Police Scotland removal)					Dec-24				
Chryston High School extension									
Enabling works				Sep-24					
Stage 2: Detailed design for Pricing and Planning - target submission to NLC				Sep-24					
Financial Close/DBDA Contract agreement				Oct-24					
Stage 3 - Construction Notional Start					Dec-24				
Handover phase 1 (new build) - TBC									
Handover phase 2 (reconfigure existing accomodation) - TBC									
Gartcosh Community Hub									
Enabling works				Sep-24					
Stage 2: Detailed design for Pricing and Planning - target submission to NLC				Sep-24					
Financial Close/DBDA Contract agreement				Oct-24					
Stage 3 - Construction Notional Start					Nov-24				
Handover - TBC									

Appendix 2: Hub Delivery Programme: Pre-delivery projects

Project Description	Status
Glenboig Community Hub	Glenboig is part of the Gartcosh:Glenboig Community Growth Area (CGA) which has a strategic development framework outlining an indicative 3,000 addition housing within these areas. Gartcosh Community Hub is currently procured and in design. There was always an understanding that Glenboig would require additional accommodation but, as the housebuilding in Gartcosh was being created faster than in Glenboig, the Gartcosh Community Hub was prioritised in the previous plan. Housing in Glenboig is progressing. Therefore, there is a requirement to prioritise this project within the current capital plan. As was the case at Gartcosh, the project will run tandem to the statutory education consultation, with the associated risks being managed.
Ravenscraig Community Hub: Incorporating two new primary schools within Ravenscraig (Motherwell) And Abronhill Community Hub	As outlined at Policy and Strategy Committee in March 2024, a review will be carried out and reported to the Education, Children and Families Committee. Committee should be aware that in keeping with the rest of the strategic capital programme it may not be possible to deliver on all expected outcomes within the current 5-year period as the Council needs to manage project delivery timescales within the overall envelope of finances available.

Scottish Futures Trust (SFT) Themes, Outcomes, and Measures (TOMs)
COMMUNITY BENEFIT TRACKER
DETAILS AS AT: April 2024

TOMs REFERENCE	TOMs DESCRIPTION	TOTAL COMMITMENT	TOTAL ACHIEVED TO DATE
SFT1 (NT1)	NO. OF LOCAL PEOPLE (FTE) EMPLOYED FOR ONE YEAR OR THE WHOLE DURATION OF THE CONTRACT, WHICHEVER IS SHORTER.	41	2
SFT1a (NT1c)	NO. OF LOCAL PEOPLE (FTE) ON CONTRACT FOR ONE YEAR OR THE WHOLE DURATION OF THE CONTRACT, WHICHEVER IS SHORTER, EMPLOYED THROUGH THE SUPPLY CHAIN AS A RESULT OF YOUR PROCUREMENT REQUIREMENTS.	84	0[1]
SFT2 (NT2)	% OF LOCAL PEOPLE EMPLOYED ON CONTRACT (FTE)	60%	0%[1]
SFT3	LOCAL JOBS ADVERTISED	24	4
SFT4 (RE3)	EMPLOYER'S FAIRS HELD TO ENCOURAGE LOCAL EMPLOYMENT IN THE AREA	1,152	0[1]
SFT5 (NT3)	NO. OF EMPLOYEES (FTE) TAKEN ON WHO ARE LONG TERM UNEMPLOYED (UNEMPLOYED FOR A YEAR OR LONGER)	7	0[1]
SFT5.a	NO. OF EMPLOYEES (FTE) TAKEN ON WHO ARE LONG TERM UNEMPLOYED (UNEMPLOYED FOR 6-12 MONTHS)	8	0[1]
SFT6 (NT4)	NO. OF EMPLOYEES (FTE) TAKEN ON WHO ARE NOT IN EMPLOYMENT, EDUCATION OR TRAINING (NEETs)	15.5	0[1]
SFT7 (NT5)	NO. OF EMPLOYEES (FTE) TAKEN ON WHO ARE REHABILIATING YOUNG OFFENDERS	4.5	0[1]
SFT8 (NT6)	NO. OF JOBS (FTE) CREATED FOR PEOPLE WITH DISABILITIES	4.5	0[1]
SFT9 (NT7)	NO. OF HOURS DEDICATED TO SUPPORTING UNEMPLOYED PEOPLE INTO WORK BY PROVIDING CAREER MENTORING, INCLUDING MOCK INTERVIEWS, CV ADVISE AND CAREERS GUIDANCE (OVER 20 y.o.)	590	0[1]
SFT10	NO. OF WEEK GRADUATE EMPLOYMENT OPPORTUNITIES ON CONTRACT	254	0[1]
SFT11 (NT11)	NO. OF HOURS DEDICATED TO SUPPORT YOUNG PEOPLE INTO WORK (E.G. CV ADVICE, MOCK INTERVIEWS, CATEERS GUIDANCE UNDER 20 y.o.)	845	0[1]
SFT12 (RE14)	£ EMPLOYMENT TASTER DAYS FOR THOSE INTERESTED WORKING IN CONSTRUCTION INDUSTRY	3,000	0[1]
SFT13 (NT12)	MEANINGFUL WORK PLACEMENTS OR PRE-EMPLOYMENT COURSES; 1-6 WEEKS STUDENT PLACEMENTS (UNPAID)	150	6
SFT14 (NT13)	MEANINGFUL WORK PLACEMENTS THAT PAY LIVING WAGE; 6 WEEKS OR MORE (INTERNSHIPS, PAID)	84	0[1]
SFT15	% OF PACKAGES WHERE SUPPLIER CONFIRMS THEY FOLLOW THE FAIR WORK FRAMEWORK	0	0

TOMs REFERENCE	TOMs DESCRIPTION	TOTAL COMMITMENT	TOTAL ACHIEVED TO DATE
SFT15a (RE57)	% OF WOMEN IN WORKFORCE	0%	0%
SFT15b (NT40)	NO. AND TYPE OF INITIATIVES TO BE PUT IN PLACE TO REDUCE GENDER PAY GAP FOR STAFF EMPLOYED IN RELATION TO THE CONTRACT	0	0
SFT16 (NT8)	NO. OF STAFF HOURS SPENT ON LOCAL SCHOOL AND COLLEGE VISITS E.G. DELIVERING CAREERS TALKS, CURRICULUM SUPPORT, LITERACY SUPPORT, SAFETY TALKS, INTRODUCTION TO THE CONSTRUCTION INDUSTRY	460	117
SFT17 (RE10)	NO. OF SITE VISITS FOR SCHOOL CHILDREN, LOCAL COLLEGES OR LOCAL RESIDENTS	100	1
SFT18 (NT9)	NO. OF TRAINING OPPORTUNITIES (NO. OF WEEKS) CREATED ON CONTRACT (BTEC, CITY & GUILDS, SVQ, HNC)	888	0[1]
SFT19	% OF TRAINING OPPORTUNITIES ON CONTRACT (BTEC, CITY & GUILDS, SVQ, HNC) THAT HAVE BEEN COMPLETED BY THE END OF THE CONTRACT	100	0[1]
SFT20 (NT10)	NO. OF APPRENTICESHIPS (NO. OF WEEKS) CREATED ON CONTRACT THAT HAVE EITHER BEEN COMPLETED DURING THE YEAR, OR THAT WILL BE SUPPORTED BY THE ORGANISATION TO COMPLETION	2,070	97.9
SFT21	% OF APPRENTICESHIPS THAT HAVE BEEN COMPLETED BY THE END OF THE CONTRACT; LEVEL 2, 3 OR 4+	0%	0%
SFT22 (NT14)	TOTAL AMOUNT (£) SPENT WITH TSOs (THIRD SECTOR ORGANISATIONS) WITHIN YOUR SUPPLY CHAIN	£128,500	£0[1]
SFT23	% OF CONTRACTS AWARDED TO TSOs	0%	0%
SFT24 (NT15)	PROVISION OF EXPERT BUSINESS ADVICE TO TSOs AND SMEs IN THE SUPPLY CHAIN (E.G. FINANCIAL ADVICE/LEGAL ADVICE/H.R. ADVICE/HSE-BUILDING FOR GROWTH PROGRAMME, WORKSHOPS, CONSTRUCTION SPECIFIC LEARNING EVENTS ETC.)	328	58
SFT25 (NT16)	EQUIPMENT OR RESOURCES DONATED TO TSOs (£ EQUIVALENT VALUE)	0	0
SFT26 (NT17)	NO. OF VOLUNTARY HOURS DONATED TO TSOs (EXCLUDES EXPERT BUSINESS ADVICE)	0	0
SFT27 (RE21)	MEET THE BUYER EVENTS HELD TO HIGHLIGHT LOCAL SUPPLY CHAIN OPPORTUNITIES	12,802	800
SFT28 (NT18)	TOTAL AMOUNT (£) SPENT IN LOCAL SUPPLY CHAIN THROUGH THE CONTRACT	£28,291,434	£0[1]

TOMs REFERENCE	TOMs DESCRIPTION	TOTAL COMMITMENT	TOTAL ACHIEVED TO DATE
SFT29	VALUE OF WORK AWARDED TO SCOTTISH MSMEs – TOTAL AMOUNT (£) SPENT THROUGH CONTRACT TO SCOTTISH MICRO, SMALL AND MEDIUM ENTERPRISES – OUTSIDE TERRITORY	£6,517,460	£0[1]
SFT30 (NT19)	VALUE OF WORK AWARDED TO SCOTTISH MSMEs – TOTAL AMOUNT (£) SPENT THROUGH CONTRACT TO TERRITORY MSMEs	£23,137,884	£0[1]
SFT31	% OF CONTRACTS AWARDED TO MSMEs (SCOTTISH AND TERRITORY)	0%	0%
SFT32 (NT20)	NO. OF EMPLOYEES ON THE CONTRACT THAT HAVE BEEN PROVIDED ACCESS FOR AT LEAST 12 MONTHS TO MULTIDIMENSIONAL WELLBEING PROGRAMMES.	70	0[1]
SFT33 (NT23)	% OF CONTRACTS WITH THE SUPPLY CHAIN ON WHICH SOCIAL VALUE COMMITMENTS, MEASUREMENT AND MONITORING ARE REQUIRED	0%	0%
SFT33.a (NT21)	EQUILITY AND DIVERSITY AND INCLUSION TRAINING PROVIDED BOTH FOR STAFF AND SUPPLY CHAIN STAFF	120	0[1]
SFT34	% OF THE PROCUREMENT CONTRACTS THAT INCLUDE COMMITMENTS TO SUSTAINABLE PROCUREMENT, AS SET OUT IN THE SUSTAINABLE PROCUREMENT GUIDANCE SET BY THE SCOTTISH GOVERNMENT.	0%	0%
SFT35 (NT26)	INITIATIVES TAKEN OR SUPPORTED TO ENGAGE PEOPLE IN HEALTHIER INTERVENTIONS OR WELLBEING INITIATIVES IN THE COMMUNITY.	300	0[1]
SFT36 (NT27)	INITIATIVES TO BE TAKEN TO SUPPORT OLDER, DISABLED AND VULNERABLE PEOPLE TO BUILD STRONGER COMMUNITY NETWORKS (E.G. BEFRIENDING SCHEMES, DIGITAL INCLUSION CLUBS)	300	0[1]
SFT37 (NT28)	DONATIONS OR IN-KIND CONTRIBUTIONS TO LOCAL COMMUNITY PROJECTS (£ & MATERIALS)	£16,500	£1,651
SFT38 (NT29)	NO. HOURS VOLUNTEERING TIME PROVIDED TO SUPPORT LOCAL COMMUNITY PROJECTS (E.G. COMMUNITY BENEFIT DAYS)	400	32
SFT39 (NT30)	SUPPORT PROVIDED TO HELP LOCAL COMMUNITY DRAW UP ENGAGEMENT PLAN	300	0[1]
SFT40	ACTIONS DEMONSTRATING ACHIEVEMENT OF SCOTTISH GOVERNMENT SUSTAINABILITY ASPIRATIONS	RECORD ONLY	0[1]
SFT41	CIRCULAR ECONOMY ACTIVITIES	5	0[1]
SFT42 (NT32)	CO2 SAVINGS FROM ENERGY EFFICIENCY MEASURES AGAINST BASELINE (E.G. REEB)	70	0[1]
SFT43 (NT32)	CAR MILES SAVED ON THE PROJECT (E.G. CYCLE TO WORK PROGRAMMES, PUBLIC TRANSPORT OR CARPOOLING PROGRAMME ETC)	0	0

TOMs REFERENCE	TOMs DESCRIPTION	TOTAL COMMITMENT	TOTAL ACHIEVED TO DATE
SFT43a (NT33)	CAR MILES DRIVEN USING LOW OR NO EMISSION STAFF VEHICLES INCLUDED ON PROJECT AS A RESULT OF A GREEN TRANSPORT PROGRAMME	0	0
SFT44 (NT34)	VOLUNTARY TIME DEDICATED TO THE CREATION OR MANAGEMENT OF GREEN INFRASTRUCTURE, TO INCREASE BIODIVERSITY, OR TO KEEP GREEN SPACES CLEAN	150	0[1]
SFT45 (NT50)	INNOVATION MEASURES TO PROMOTE LOCAL SKILLS AND EMPLOYMENT TO BE DELIVERED ON THE CONTRACT; THESE COULD BE E.G. CO-DESIGNED WITH STAKEHOLDERS OR COMMUNITIES, OR AIMING AT DELIVERING BENEFITS WHILE MINIMISING CARBON FOOTPRINT FROM INITIATIVES.	100	0[1]
SFT46 (NT51)	INNOVATION MEASURES TO PROMOTE AND SUPPORT RESPONSIBLE BUSINESS TO BE DELIVERED ON THE CONTRACT.	100	0[1]
SFT47 (NT52)	INNOVATION MEASURES TO ENABLE HEALTHIER, SAFER AND MORE RESILIENT COMMUNITIES TO BE DELIVERED ON THE CONTRACT.	100	0[1]
SFT48 (NT53)	INNOVATION MEASURES TO SAFEGUARD THE ENVIRONMENT AND RESPOND TO THE CLIMATE EMERGENCY TO BE DELIVERED ON THE CONTRACT.	100	0[1]

[1] *It should be noted that the identified indicators are expected to be 'zero' in relation to 'total achieved to date' at this time.*

If you would like more detailed information on any of the projects, please contact Pamela Ross (email address: RossP@northlan.gov.uk)

	DATES	DELIVERED	COMMENTS/NOTES	APPRENTICESHIP 2024
INTERVIEW SKILLS (Cumbernauld Academy)	31/01/2023	SCHOOL ADVISED THAT THERE WASN'T ANY PUPILS INTERESTED IN THAT APPRENTICESHIP	FES TRAINING OFFICER DELIVERED SESSION AT SCHOOL, ALSO OFFERED VISITING SCHOOL TO CARRY OUT PRE-EMPLOYMENT ASSESSMENT BTEC	
FES FM - TRAINING CENTRE (Cumbernauld Academy)	22/02/2023	NO STUDENTS ATTENDED	TRAINING SESSIONS FOR STUDENTS WISHING TO APPLY FOR APPRENTICESHIPS	
	28/02/2023	INDUSTRIAL ACTION - CANCELLED		
	13/09/2023	NO STUDENTS ATTENDED		
	11/10/2023	NO STUDENTS ATTENDED		
	24/01/2024	2 STUDENTS ATTENDED		
	21/02/2024	4 STUDENTS ATTENDED		
INTERVIEW SKILLS (Greenfaulds High School)	31/01/2023	1 SESSION	FES TRAINING OFFICER DELIVERED SESSION AT SCHOOL, ALSO OFFERED VISITING SCHOOL TO CARRY OUT PRE-EMPLOYMENT ASSESSMENT BTEC	
FES FM - TRAINING CENTRE (Greenfaulds High School)	22/02/2023	9 STUDENTS ATTENDED	TRAINING SESSIONS FOR STUDENTS WISHING TO APPLY FOR APPRENTICESHIPS	
	28/02/2023	INDUSTRIAL ACTION - CANCELLED		
	13/09/2023	4 STUDENTS ATTENDED		
	11/10/2023	4 STUDENTS ATTENDED		
	24/01/2024	6 STUDENTS ATTENDED		
	21/02/2024	NO STUDENTS ATTENDED		

DBFM: Greenfaulds High and Cumbernauld Academy students attend FES FM training centre, Stirling 4 times throughout the year. At the sessions they are given hands on experience within workshop booths (basic hand tool skills), preparation of CV, preparing for interview and Q&A session.

Further dates planned for FES Training Centre; 4 September 2024, 9 October 2024 and 22 January 2025

On 6 March 2024, FES held a Women in Construction Event at their Training Centre in Stirling, all High Schools within North Lanarkshire were invited. One student attended.

FES FM 2023 Apprenticeship interviews taking place May 2024

- **Working in partnership with colleagues in Pathways team –** Construction careers event took place on Tuesday 19 March at Jim Foley Centre. 23nr young people from Pathways and Foundation Apprenticeship programmes had the opportunity to speak with contractors about career opportunities and try out some practical skills; including brick laying and KAPLA blocks challenge.
- **Tigers Training/Morgan Sindall Joint Venture –** Cohort of approximately 15nr young people started pre-apprenticeship training in January 2024. 12-week programme.
- **PPP:** 1nr ex- Cardinal Newman High School student successful in gaining an 18-month apprenticeship with Equans Business Support Centre, Bellshill, he will attend Babington College (on-line) to complete a SVQ in Business Management.
- **Kier Future Construction Programme** – Kier have established a programme at one of their other projects; Currie High School where 15nr 4th year pupils introduced to construction industry across the academic year. Giving them industry accreditations and employability skills such as CV preparation and interview skills. Site based programme; site visits, attend professional talks and demos and complete a work experience placement. By the end of course, they will have achieved a National Progression Award Craft and Technician at SCQF Level 4. My colleagues from Forward Planning, Coatbridge and St Ambrose High Schools and I visited Currie High School project in February to see firsthand how the programme is working and hearing from Teaching staff about the benefits the programme has brought to the school and the pupils involved.
  This programme will be delivered at the St Kevin's site with students from Coatbridge and St Ambrose High Schools. Tigers Training will deliver the programme starting September 2024.

Appendix 4

GUIDELINES ON TIMESCALES FOR PROJECT DEVELOPMENT AND CONSTRUCTION FOR NEW BUILD HUB PROJECTS INVOLVING SCHOOLS

Core Project (New Build)	Overall Timeline	Committee Approval Stages	
	Procurement to Occupation	**Project Development**	**Construction Start / Duration**
Community Hub incorporating a single primary school - Two stream (Up to 434 pupils)	2.25 years*	12 months*	15 months
Community Hub incorporating a single primary - Three stream (435-651 pupils)	2.75 years*	15 months*	18 months
Community Hub incorporating a High School	3.4 years*	18 months *	22 months
Community Hub incorporating more than one primary school. This scenario usually includes either two schools, or school/s and community facilities.	3.2 years*	18 months *	20 months
Town Hub/Community Hub incorporating more than one education sector. This scenario may include: High school; primary school(s); early years; ASN; community; partnership; sport and leisure zones; etc. Town hubs with more elements/zones will be require more time at 'project development' stage and may require more time at 'construction stage' dependant on complexity of project.	At least 3.7 years*	At least 20 months *	At least 24 months

Overall Timeline - Procurement to Occupation

The timeline for the Delivery Programme starts from all committee approvals being in place, a site in council title and a project being approved for progression through appropriate governance processes (such as Hub Deliver Board).

Project Development

This Delivery Project Development process includes the procurement to appoint the contractor and their external design team; the technical site surveys to allow design to commence; Stage 1 concept design development, 12 weeks statutory pre planning consultation; Stage 2 detailed design and work package tender preparation; 5 months statutory full planning approval, tendering to external supply chain for all construction activity; Pricing and Contract negotiation, committee approval for the final price and execution of the construction contract.

* As the council transitions to building Town and Community Hubs – due to the specific nature of each project and the expected engagement with local communities, an intelligent brief will be developed for each project. This may be because of the complexity of the site; multiple service users within a shared campus environment; Carbon reductions strategies; constructions phasing risks to existing users; etc. This added element inevitably adds time to the process but will ensure alignment with the Town and Community Hub guiding principles. The project development timescales outlined in the table above, may therefore be extended.

Construction Duration

The start of construction requires committee approval to agree a contract is to be entered into as this constitutes approx 95% of the total funding. This depends on size of building, the extent of site abnormals and their remediation and any construction phasing. Construction will be longer if new school/s being built on a site of an existing school that will remain in operation and requires to be demolished in order to complete all of the new development. The indicative average timeline reflects the first phase of construction which is normally that the new building is first to be built for occupation.

North Lanarkshire Council
Report

Education, Children and Families Committee

Does this report require to be approved?   ☐ Yes ☒ No

Ref: GMcL / TO'H   **Date**   21/05/24

Revenue Budget Monitoring Report

From	Gerard McLaughlin – Chief Officer (Education – North)
E-mail	McLaughlinG@northlan.gov.uk **Telephone** 07793 599 269

Executive Summary

This report provides a summary of the financial performance of the Education, Children and Families Service for the period 1 April 2023 to 1 March 2024 (Period 12). The report highlights the projected outturn position as at 31 March 2024, including explanations of major variances in accordance with North Lanarkshire Council's approved Financial Regulations.

The Education, Children and Families Service has a net revenue budget of £530.685m for the 2023/24 financial year.

Incorporated within the revenue budget are approved savings totalling £1.226m. It is anticipated that £1.226m (100%) of these savings will be realised during the current financial year.

The Service is forecasting a balanced budget position for the current financial year.

Recommendations

It is recommended that the Education, Children and Families Committee:

(1) Review the financial position of the Education, Children and Families Service revenue budget.
(2) Review the contents of the report.

The Plan for North Lanarkshire

Priority	All priorities
Ambition statement	(25) Ensure intelligent use of data and information to support fully evidence based decision making and future planning
Programme of Work	Statutory / corporate / service requirement

1. Background

1.1. North Lanarkshire Council's approved Financial Regulations require Deputy Chief Executives and Chief Officers to remain within their approved budgetary provision, and to report all significant deviations - defined as the higher of £100,000 or 5% - within their budget monitoring reports. Where significant deviations are identified, officers must provide explanatory commentary, outline the action required to rectify such deviations and where relevant, must also highlight the impact this has on other budget headings.

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2. Report

Summary of Financial Position

2.1.1. At the Council meeting on 23 February 2023, North Lanarkshire Council approved its General Fund Revenue Budget of £978.624m for the 2023/24 Financial Year, of which, £503.341m (51.4%) represented the approved net revenue budget for the Education, Children & Families Service. During 2023/24 there has been a net budget increase of £27.344m to £530.685m. These movements include incorporation of the 2023/24 single status and teachers pay awards totalling £22.130m, along with redeterminations and Service budget realignments of £5.214m which include the Teachers Induction Scheme (TIS), National Recommended Allowance (Kinship), 'No One Left Behind (NLOB)', and Summer Activity Funding.

2.1.2. The Service is forecasting a balanced budget position for the financial year. Further analysis of major variances is provided within Section 2.2 of this report.

2.1.3. The in-year financial information for Active & Creative Communities reflects the closure of the Motherwell Concert Hall and Theatre in September 2023, and transfer of shows and performances to other venues.

2.1.4. The current 2023/24 budget incorporates £1.226m of savings previously approved by the Council on 23 February 2023. Further information regarding the composition and status of approved savings are included within this report at Appendix 5.

Analysis of Significant Variances

2.2.1 The Service has a total employee budget of £426.484m and currently anticipates a projected underspend of £4.251m. The underspend reflects actual and projected vacancies across the Service, along with the roll out of finalised HQ, cluster and school staffing structures.

2.2.2 Service employee budgets are partly devolved to establishments per the Devolved School Management (DSM) scheme, with the remaining budgets held at HQ level. Under the DSM scheme devolved staffing budgets for teaching and non-teaching posts are delegated to Head Teacher management. Establishments receive budgetary allocations based on agreed formulas and distribution methods.

2.2.3 The Service is anticipating an overspend of £0.604m within Property Costs which reflects ongoing pressures within utilities (£0.772m) partially offset by cumulative minor underspends across the Service (£0.168m).

2.2.4   The Service is anticipating an overspend of £0.485m within Supplies and Services primarily in relation to costs incurred within the school digital and connectivity programmes (£0.405m) and other minor overspends across the Service (£0.080m).

2.2.5   The Service is anticipating an overspend of £2.629m within Transport & Plant which reflects ongoing costs pressures within ASN transport (£2.347m) and mainstream transport contracts including Gaelic provision (£0.377m) partially offset by minor underspends across the Service (£0.095m).

2.2.6   The Service is anticipating an underspend of £0.867m within Administration Costs due to the cumulative value of minor underspends across the Service and curtailment of non-essential expenditure (£0.774m), coupled with reduced in-year costs (£0.093m) following the closure of Motherwell Concert Hall.

2.2.7   The Service is anticipating an underspend of £0.952m within Payments to Other Bodies primarily in relation to demand led activity within Children & Families (£0.522m) and underspends in relation external placements within fostering / adoption fees and allowances (£0.577m), Early Learning & Childcare external provision from other local authorities (£0.366m) and other minor underspends across the Service (£0.157m) partially offset by overspends for external placements within the ASN sector (£0.518m) and payments aligned to Gaelic provision (£0.152m) as outlined in Appendix 3.

2.2.8   The Service is anticipating an underspend of £0.128m within Transfer Payments with the majority of the underspend linked to falling demand for footwear and clothing grants.

2.2.9   The Service is anticipating an underspend of £0.665m within Other Expenditure linked to the roll out of the Music Service in the current academic year (£0.375m) and the cumulative value of other minor underspends across the Service (£0.290m).

2.2.10   The Service is anticipating an under-recovery in income of £3.144m. This this predominantly in relation to the under-recovery of membership fees and site admissions within the Active & Creative Communities estate (£2.055m), projected lost income as a result of the closure of Motherwell Concert Hall and Theatre (£0.485m), reduced cross-boundary ASN placements within NLC educational settings (£0.440m), falling income from Leadership Courses (£0.300m) and other income under recoveries across the Service (£0.075m) partly offset by additional funding aligned to NHS vaccination programmes (£0.211m).

Earmarked Reserves

2.3.1   In finalising North Lanarkshire Council's annual accounts to 31 March 2023, the Education, Children and Families Service was given approval to earmark £101.760m of resources to fund key projects and initiatives. The largest reserve (£56.684m) was earmarked for existing school building contractual commitments. The school building reserve was transferred to the Finance Service (Treasury & Capital) on 1 April 2023. In addition, £1.518m has been redistributed to the Chief Executives Service in relation to tackling poverty initiatives aligned to the Scottish Welfare Fund. Other specific reserves include Pupil Equity Fund (PEF) carry forwards, Devolved School Management (DSM) carry forwards, resettlement initiatives, and ring-fenced 1140 Hours grant.

2.3.2   The Service anticipates utilising £29.452m of allocated earmarked reserves in the current financial year. This planned phasing assumes £14.106m will be carried forward to future years with a final determination to be confirmed during the finalisation of the

2023/24 year end accounts. Future monitoring reports will continue to provide updates on the use of these reserves during 2023/24, and future financial years as outlined in Appendix 4.

2023/24 Budget Savings

2.4.1   The Council previously approved total savings of £7.486m to be applied during the 2023/24 financial year. Incorporating base budget adjustments and Service savings proposals, the initial Education, Children and Families Service savings target for 2023/24 was £1.226m (16%).

2.4.2   The Service uses a variety of information, records, and processes to monitor achievement of its approved budget savings. As at Period 12, it is anticipated that £1.226m (100%) of the approved savings target will be realised in the current financial year as outlined in Appendix 5.

Management Actions
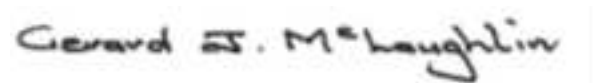
2.5.1   The Service will continue to review and implement actions, through to financial year end, to minimise and mitigate in-year burdens and cost pressures. These actions include the following:

1) Vacancy management
2) Creating efficiencies through use of grant / external funding
3) Curtailment of non-essential expenditure
4) Application and utilisation of earmarked reserves to offset in-year cost pressures

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3   Measures of success

3.1   The service operates within approved budget resources and requirements of the Council's approved Financial Regulations.

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4   Supporting documentation

4.1   Appendix 1: Objective Analysis
        Appendix 2: Subject Analysis
        Appendix 3: Payments to Other Bodies
        Appendix 4: Status of Earmarked Reserves
        Appendix 5: Savings

Gerard J. McLaughlin

Gerard McLaughlin
Chief Officer (Education – North)

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5. Impacts

5.1	**Public Sector Equality Duty and Fairer Scotland Duty** Does the report contain information that has an impact as a result of the Public Sector Equality Duty and/or Fairer Scotland Duty? Yes ☐ No ☒ If Yes, please provide a brief summary of the impact? If Yes, has an assessment been carried out and published on the council's website? https://www.northlanarkshire.gov.uk/your-community/equalities/equality-and-fairer-scotland-duty-impact-assessments Yes ☐ No ☐
5.2	**Financial impact** Does the report contain any financial impacts? Yes ☐ No ☒ If Yes, have all relevant financial impacts been discussed and agreed with Finance? Yes ☐ No ☐ If Yes, please provide a brief summary of the impact? As stated within the main body of the report.
5.3	**HR policy impact** Does the report contain any HR policy or procedure impacts? Yes ☐ No ☒ If Yes, have all relevant HR impacts been discussed and agreed with People Resources? Yes ☐ No ☐ If Yes, please provide a brief summary of the impact?
5.4	**Legal impact** Does the report contain any legal impacts (such as general legal matters, statutory considerations (including employment law considerations), or new legislation)? Yes ☐ No ☒ If Yes, have all relevant legal impacts been discussed and agreed with Legal and Democratic? Yes ☐ No ☐ If Yes, please provide a brief summary of the impact?
5.5	**Data protection impact** Does the report / project / practice contain or involve the processing of personal data? Yes ☐ No ☒ If Yes, is the processing of this personal data likely to result in a high risk to the data subject? Yes ☐ No ☐ If Yes, has a Data Protection Impact Assessment (DPIA) been carried out and e-mailed to dataprotection@northlan.gov.uk Yes ☐ No ☐
5.6	**Technology / Digital impact** Does the report contain information that has an impact on either technology, digital transformation, service redesign / business change processes, data management, or connectivity / broadband / Wi-Fi? Yes ☐ No ☒

	If Yes, please provide a brief summary of the impact?
	Where the impact identifies a requirement for significant technology change, has an assessment been carried out (or is scheduled to be carried out) by the Enterprise Architecture Governance Group (EAGG)? Yes ☐ No ☐
5.7	**Environmental / Carbon impact** Does the report / project / practice contain information that has an impact on any environmental or carbon matters? Yes ☐ No ☒ If Yes, please provide a brief summary of the impact?
5.8	**Communications impact** Does the report contain any information that has an impact on the council's communications activities? Yes ☐ No ☒ If Yes, please provide a brief summary of the impact?
5.9	**Risk impact** Is there a risk impact? Yes ☒ No ☐ If Yes, please provide a brief summary of the key risks and potential impacts, highlighting where the risk(s) are assessed and recorded (e.g. Corporate or Service or Project Risk Registers), and how they are managed? The approach outlined in this report supports the Council's actions in managing financial sustainability and financial management risks. Financial pressures and risks are reviewed on a regular basis by the Service Management Team (SMT), Business Management Team (BMT), Corporate Management Team (CMT) and Committee.
5.10	**Armed Forces Covenant Duty** Does the report require to take due regard of the Armed Forces Covenant Duty (i.e. does it relate to healthcare, housing, or education services for in-Service or ex-Service personnel, or their families, or widow(er)s)? Yes ☐ No ☒ If Yes, please provide a brief summary of the provision which has been made to ensure there has been appropriate consideration of the particular needs of the Armed Forces community to make sure that they do not face disadvantage compared to other citizens in the provision of public services.
5.11	**Children's rights and wellbeing impact** Does the report contain any information regarding any council activity, service delivery, policy, or plan that has an impact on children and young people up to the age of 18, or on a specific group of these? Yes ☐ No ☒ If Yes, please provide a brief summary of the impact and the provision that has been made to ensure there has been appropriate consideration of the relevant Articles from the United Nations Convention on the Rights of the Child (UNCRC). If Yes, has a Children's Rights and Wellbeing Impact Assessment (CRWIA) been carried out? Yes ☐ No ☐

NORTH LANARKSHIRE COUNCIL
Revenue Budget Monitoring Report - Objective Analysis
Period 12 (01 April 2023 - 01 March 2024)
Education, Children & Families

DIVISION OF SERVICE [1]	ANNUAL BUDGET [2]	PROJECTED OUT-TURN [3]	PROJECTED OUT-TURN VARIANCE [4]		% [5]	PERIOD MOVEMENT [6]	ANALYSIS [7]
Early Years	37,556,143	37,556,143	0		0.0%	0	Balanced Budget
Primary Schools	159,885,874	159,885,874	0		0.0%	0	Balanced Budget
Secondary Schools	144,465,041	144,465,041	0		0.0%	0	Balanced Budget
Special Schools	25,619,775	25,619,775	0		0.0%	0	Balanced Budget
Education Service Delivery	76,780,410	77,566,015	(785,605)	ADV	(1.0%)	(321,025)	Overspends within transportation costs linked to ASN and Gaelic service delivery; external placements within the ASN sector; cost pressures aligned to utilities within the education estate; partially offset by Divisional vacancies and other various underspends.
Children & Families	43,870,370	41,621,869	2,248,501	FAV	5.1%	705,618	Underspends within employee costs due to establishment vacancies; and fostering / adoption fees and allowances
Justice Services	92,400	236,884	(144,484)	ADV	(156.4%)	(297,023)	Overspend primairly within employees costs regarding the impact of regrading of Social Work designations.
Active & Creative Communities	29,994,200	31,735,233	(1,741,033)	ADV	(5.8%)	145,168	Income under-recovery in membership fees and site admissions partially offset by underspends within employee costs across Leisure and Culture venues along with the net impact of the closure of Motherwell Concert Hall and Theatre following the discovery of RAAC
Employability	5,138,981	4,858,313	280,668	FAV	5.5%	(252,187)	Underspends within employee costs due to establishment vacancies
Community Learning	5,143,955	4,946,449	197,506	FAV	3.8%	(48,553)	Underspends within employee costs due to establishment vacancies
Tackling Poverty	2,138,198	2,193,751	(55,553)	ADV	(2.6%)	68,002	Overspends within employee costs and external payments to third parties
NET EXPENDITURE	530,685,347	530,685,347	0		0.0%	0	As stated above

NORTH LANARKSHIRE COUNCIL
Revenue Budget Monitoring Report - Subjective Analysis
Period 12 (01 April 2023 - 01 March 2024)
Education, Children & Families

CATEGORY [1]	ANNUAL BUDGET [2]	PROJECTED OUT-TURN [3]	PROJECTED OUT-TURN VARIANCE [4]		% [5]	PERIOD MOVEMENT [6]	ANALYSIS [7]
EMPLOYEE COSTS	426,483,996	422,232,989	4,251,007	FAV	1.0%	92,707	Underspend primarily due to phasing of external funding; recruitment reflecting the academic session rather than the financial year; and Service vacancy management
PROPERTY COSTS	78,607,420	79,211,610	(604,190)	ADV	(0.8%)	85,660	Overspends within utilities across the Service partially offset by various minor underspends across service areas
SUPPLIES & SERVICES	20,456,591	20,941,729	(485,138)	ADV	(2.4%)	(495,947)	Overspends within school digital and connectivity requirements and various other minor overspends across service areas
TRANSPORT & PLANT	21,620,754	24,250,211	(2,629,457)	ADV	(12.2%)	(1,581,863)	Overspend in relation to ongoing cost pressures linked to ASN and Gaelic service delivery and market increase for aligned transport contracts
ADMINISTRATION COSTS	6,070,373	5,202,988	867,385	FAV	14.3%	426,330	Underspend includes projected reduced expenditure as a result of the curtailment of non-essential expenditure across the Service along with the closure of Motherwell Concert Hall and Theatre
PAYMENTS TO OTHER BODIES	45,250,275	44,298,073	952,202	FAV	2.1%	886,105	Underspends within fostering / adoption fees and allowances and other minor underspends partially offset by overspends in relation to external ASN placements and Gaelic provision
TRANSFER PAYMENTS	3,889,525	3,761,846	127,679	FAV	3.3%	5,832	Underspend as a result of the reduction in demand for footwear and clothing grants.
CAPITAL FINANCING COSTS	45,136,335	45,136,335	0		0.0%	0	Balanced Budget
REVENUE FINANCING COSTS	0	0	0		0.0%	0	Balanced Budget
OTHER EXPENDITURE	37,124,172	36,459,468	664,704	FAV	1.8%	308,448	Underspends within Music provision and various minor underspends across the Service.
TOTAL EXPENDITURE	**684,639,441**	**681,495,249**	**3,144,192**	**FAV**	**0.5%**	**(272,728)**	As stated above
INCOME	**(153,954,094)**	**(150,809,902)**	**(3,144,192)**	**ADV**	**2.0%**	**272,728**	Under-recovery of income in relation to Active & Creative Communities membership fees and site admissions along with the impact of the closure of Motherwell Concert Hall and Theatre following the discovery of RAAC; fewer cross-boundary ASN placements within NLC settings; reduced income from education leadership courses; offset by in-year vaccination programme income and various other under-recoveries of income across the Service.
NET EXPENDITURE	**530,685,347**	**530,685,347**	**0**		**0.0%**	**0**	Balanced Budget

NORTH LANARKSHIRE COUNCIL
Revenue Budget Monitoring Report - Payments to Other Bodies
Period 12 (01 April 2023 - 01 March 2024)
Education, Children & Families

CATEGORY [1]	ANNUAL BUDGET [2]	PROJECTED OUT-TURN [3]	PROJECTED OUT-TURN VARIANCE [4]		% [5]	PERIOD MOVEMENT [6]	ANALYSIS [7]
General PTOBs	8,899,598	8,897,382	2,216	FAV	0.0%	135,952	Minor compensatory variances across service areas partially offset by payments in relation to Gaelic provision
Additional Support Needs	8,536,581	8,991,179	(454,598)	ADV	(5.3%)	171,728	Net overspend in relation to external ASN placements
Early Years	13,667,357	13,301,242	366,115	FAV	2.7%	366,115	Early Learning & Childcare external provision, predominantly payments to other local authorities
Voluntary Organisations	1,352,870	1,060,164	292,706	FAV	21.6%	288,308	Cumulative minor underspends across service areas along with synergies from external funding
Family Placements	12,571,583	11,995,016	576,567	FAV	4.6%	(94,082)	Underspend in relation to fostering / adoption fees and allowances
Children's Services - General	222,286	53,090	169,196	FAV	76.1%	18,084	Cumulative minor underspends within sectional payments and assessment and planning
TOTAL EXPENDITURE	**45,250,275**	**44,298,073**	**952,202**	**FAV**	**2.1%**	**886,105**	As stated above

NORTH LANARKSHIRE COUNCIL
Revenue Budget Monitoring Report - Status of Earmarked Reserves
Period 12 (01 April 2023 - 01 March 2024)
Education, Children & Families

DESCRIPTION OF EARMARKED RESOURCE	FINANCIAL YEAR - 2023/24									
	Reserve Allocation	Profiled in Future Years	Approved Reserve Total	Spend to Date	Projected Spend Value	%	Reprofile to Future Years	No Longer Required	Reserves Required In Year	Commentary Regards Usage
Service Specific Earmarked Reserves:										
School Carry Forward (DSM)	3,724,000	0	3,724,000	3,724,000	3,724,000	100.0%	0	0	3,724,000	Full spend projected
Supporting Education Service Delivery (including temp. teacher recruitment)	15,970,000	(2,510,588)	13,459,412	13,459,412	13,459,412	100.0%	0	0	13,459,412	Multiple-year EMR approval. Phasing reflective of utilisation of EMR.
Pupil Equity Fund (PEF) Carry Forward	3,851,000	0	3,851,000	3,851,000	3,851,000	100.0%	0	0	3,851,000	Full spend projected
Early Learning & Childcare	7,312,000	(4,706,652)	2,605,348	2,605,348	2,605,348	100.0%	0	0	2,605,348	Multiple-year EMR approval. Phasing reflective of utilisation of EMR.
Children & Young People Mental Health Wellbeing (CYPMHW) Framework	302,000	0	302,000	302,000	302,000	100.0%	0	0	302,000	Full spend projected
Shotts Prison SLA	92,000	(92,000)	0	0	0	0.0%	0	0	0	Multiple-year EMR approval per SLA with Scottish Prison Service. Phasing reflective of utilisation of EMR.
Whole Family Wellbeing Fund	2,584,000	(2,071,416)	512,584	512,584	512,584	87.8%	0	0	512,584	Multiple-year EMR approval. Phasing reflective of utilisation of EMR.
Employability Initiatives	1,191,000	(167,802)	1,023,198	805,821	1,023,198	98.5%	0	0	1,023,198	Full spend projected
Operating Delivery Model	225,000	0	225,000	182,638	225,000	100.0%	0	0	225,000	Full spend projected
Developing the Young Workforce	593,000	(380,500)	212,500	95,026	212,500	100.0%	0	0	212,500	Multiple-year EMR approval. Phasing reflective of utilisation of EMR.
Supporting Children & Families Service Delivery	236,000	(35,828)	200,172	190,586	200,172	100.0%	0	0	200,172	Full spend projected
Scottish Equity Fund (SEF) Carry Forward	695,000	0	695,000	695,000	695,000	100.0%	0	0	695,000	Full spend projected
Resettlement and Unaccompanied Minors	5,699,000	(3,536,631)	2,162,369	1,971,155	2,162,369	83.3%	0	0	2,162,369	Multiple-year resettlement team and aligned service provision. Phasing reflective of utilisation of EMR.
CLD and Voluntary Organisations Youth Work Initiatives	301,000	(125,760)	175,240	168,088	175,240	71.8%	0	0	175,240	Multiple-year EMR approval. Phasing reflective of utilisation of EMR.
Tackling Poverty Initiatives	250,000	(216,000)	34,000	23,445	34,000	22.7%	0	0	34,000	Full spend projected
Active & Creative Communities (External Grants & Funding)	533,000	(263,100)	269,900	262,156	269,900	100.0%	0	0	269,900	Multiple-year EMR approval. Phasing reflective of utilisation of EMR.
TOTAL	**43,558,000**	**(14,106,277)**	**29,451,723**	**28,848,259**	**29,451,723**	**100.0%**	**0**	**0**	**29,451,723**	

NORTH LANARKSHIRE COUNCIL
Revenue Budget Monitoring Report - Savings
Period 12 (01 April 2023 - 01 March 2024)
Education, Children & Families

| DESCRIPTION OF APPROVED SAVING | APPROVED SAVINGS | | | | REPLACEMENT SAVING / FUNDING | | | |
	Target Value £000	Value Deliverable £000	Savings Gap £000	Reasons for Savings Gap	DESCRIPTION	Value £000	Revised Savings Gap £000	Commentary
Base Budget Adjustments:								
Reduction in Non-Staffing Education HQ Budgets	181	181	0				0	
Reduction in Children's Services HQ Employee Cost Budgets	69	69	0				0	
Total Base Budget Adjustments	**250**	**250**	**0**			**0**	**0**	
Approved Savings:								
Secondary Management Structures	176	176	0				0	
Review of Devolved School Management (DSM)	800	800	0				0	
Total Approved Savings	**976**	**976**	**0**			**0**	**0**	
TOTAL	**1,226**	**1,226**	**0**			**0**	**0**	

100.00%	0.00%
Delivered	Gap

0.00%	0.00%
Replacement	Revised-Gap

Item 18

North Lanarkshire Council
Report

Education, Children and Families Committee

Does this report require to be approved? ☐ Yes ☒ No

Ref JMcK/CPT   **Date** 21/05/24

Contracts awarded below Committee approval threshold

From   James McKinstry - Chief Officer (Assets and Procurement)

E-mail   McKinstryJ@northlan.gov.uk   **Telephone**   07939 281 102

Executive Summary

In accordance with the Council's General Contract Standing Orders ("GCSOs"), GCSO 21.10 requires a summary report be presented to members with details of contracts awarded since last committee, specifically for the spend range:

- over £50,000 but below £500,000 for supplies or services; and,
- over £500,000 but below £2,000,000 for works.

Recommendations

It is recommended that the Education, Children and Families Committee:

(1) Acknowledge the contract awards made since last committee reporting cycle.

The Plan for North Lanarkshire

Priority   All priorities

Ambition statement   All ambition statements

Programme of Work   All Programmes of Work

1. Background

1.1 The Local Government (Scotland) Act 1973 section 81 requires local authorities to *"…make standing orders with respect to the making by them or on their behalf of contracts for the supply of goods or materials or for the execution of works."*.

1.2 The Council's General Contract Standing Orders ("GCSOs") set out the council's specific procurement procedures and responsibilities at all spend levels, and include the reporting requirements of procurement activity, including contracts awards, to committee for either approval or acknowledgement.

2. Report

2.1 In accordance with GCSO 21.10, this report summarises the contract awards since last committee, specifically for the spend range:

- over £50,000 but below £500,000 for supplies or services; and,
- over £500,000 but below £2,000,000 for works.

2.2 If you require further information regards the contract awards reported, please refer to the lead service area / Chief Officer detailed in the appendix.

3. Measures of success

3.1 All requirements contracted contribute to either the council's programme of work and/or fulfil a statutory requirement.

3.2 All contract awards secure best value for the council in accordance with their evaluation criteria.

3.3 All necessary diligence has been undertaken in the evaluation and appointment of contractors.

3.4 All contract awards are logged in the council's contract register.

4. Supporting documentation

4.1 Appendix 1 – Summary of contracts awarded.

James McKinstry
Chief Officer (Assets and Procurement)

5. Impacts

5.1 Impacts considered as part of the contract award procedures are recorded in the individual contract award reports held by the lead service area.

Appendix 1 – Summary of Contracts Awarded

Contract	Ref	NLC-SLP-23-103				
	Title	Home 2 School Transport Software Solution				
	Classification	Supplies				
	Lead Service Area / Chief Officer	Gerard McLaughlin, Chief Officer (Education - North)				

Competition	**Governance by Value**	The Framework terms & conditions, with adherence to the council's GCSO 13 on 3rd party frameworks				
	Procurement Route	Direct Award using Third Party Framework				
	No. of Framework Contractors	1				
	Award Criteria	Best Value assessment, in accordance with the Framework Information				
	Comments	This call-off was made using the Scottish Government's Software Value Added Re-seller ("SVAR") Services Framework, reference SP-21-034. SVAR was established with a single Contractor; their purpose then becomes leveraging the consolidated buying power of public bodies to secure the best value in contracting range of IT commercial off the shelf software, licenses, maintenance.				

Award Details	**Value**	£250,000.00				
	Contract Duration	36 months, with option to extend by 12 months				
	Contractor Name	Softcat PLC				
	Contractor Size	Large Company				
	Contractor Location	Buckinghamshire				
	Status - Payment of Living Wage?	Yes				
	Status - Living Wage Accredited?	Yes				

Impacts *this section highlights which impacts were considered for this contract award procedure*	Public Sector Equality Duty and Fairer Scotland Duty ☐	HR Policy Impact ☐	Data Protection Impact ☒	Environment / Carbon Impact ☒	Risk Impact ☐	Children's Rights and Wellbeing Impact ☐
	Financial Impact ☒	Legal Impact ☐	Technology / Digital Impact ☒	Communications Impact ☐	Armed Forces Covenant Duty ☐	
	Further details regarding these impacts can be obtained from the Lead Service Area / Chief Officer					

Contract	Ref	NLC-SLP-23-070				
	Title	Provision of a Digital Youth Academy				
	Classification	Services - Standard				
	Lead Service Area / Chief Officer	Fiona Whittaker, Chief Officer (People and Organisational Development)				
Competition	**Governance by Value**	The Framework terms & conditions, with adherence to the council's GCSO 13 on 3rd party frameworks				
	Procurement Route	Direct Award using Third Party Framework				
	No. of Framework Contractors	Crown Commercial Service's "G-Cloud 13, RM1557 Framework" is a dynamic Framework with hundreds of Contractors offering bespoke and off-the shelf cloud-based solutions for a wide range of requirements delivered by public bodies.				
	Award Criteria	Best Value assessment, in accordance with the Framework Information				
	Comments	To use G-Cloud 13, the procuring service area start with a specification of requirements, which are then applied as search criteria within the G-cloud platform. The sourcing process continues to filter solutions to the search parameters entered. On this occasion, the search parameters resulted in a single solution. The procuring service area conducted additional research and diligence on the Contractors solution to verify it matched their need prior to decision to award.				
Award Details	**Value**	£175,000.00				
	Contract Duration	15 months				
	Contractor Name	QA Limited				
	Contractor Size	Large Company				
	Contractor Location	London				
	Status - Payment of Living Wage?	Yes				
	Status - Living Wage Accredited?	Yes				
Impacts *this section highlights which impacts were considered for this contract award procedure*	Public Sector Equality Duty and Fairer Scotland Duty ☐	HR Policy Impact ☐	Data Protection Impact ☐	Environment / Carbon Impact ☐	Risk Impact ☒	Children's Rights and Wellbeing Impact ☐
	Financial Impact ☐	Legal Impact ☐	Technology / Digital Impact ☒	Communications Impact ☒	Armed Forces Covenant Duty ☐	
	Further details regarding these impacts can be obtained from the Lead Service Area / Chief Officer					