



Council Offices, Almada Street
Hamilton, ML3 0AA

Monday, 06 February 2023

Dear Member

Education Resources Committee

The Members listed below are requested to attend a meeting of the above Committee to be held as follows:-

Date: Tuesday, 14 February 2023

Time: 10:00

Venue: Hybrid - Council Chamber, Council Offices, Almada Street, Hamilton, ML3 0AA

The business to be considered at the meeting is listed overleaf.

Yours sincerely

Cleland Sneddon
Chief Executive

Members

Gavin Keatt (Chair), Susan Kerr (Depute), Joe Fagan (ex officio), Alex Allison, John Anderson, John Bradley, Ross Clark, Margaret Cowie, Allan Falconer, Grant Ferguson, Elise Frame, Alistair Fulton, Geri Gray, Mark Horsham, Cal Johnston-Dempsey, Ross Lambie, Richard Lockhart, Eileen Logan, Katy Loudon, Ian McAllan, Mark McGeever, Mo Razzaq, Graham Scott, Bert Thomson, Margaret B Walker, David Watson

Substitutes

Margaret Cooper, Maureen Devlin, Mary Donnelly, Allan Falconer, Martin Hose, Hugh Macdonald, Julia Marrs, Monique McAdams, Kenny McCreary, Lesley McDonald, Carol Nugent, Norman Rae

External Members

Religious Representatives

Gillian Coulter, Nagy Iskander, John Mulligan

Teacher Representatives

Jennifer Gaffney, Joan Lennon

Parent Council Representatives

Christine Hall, Hilary Kirby

BUSINESS

1 **Declaration of Interests**

- 2 **Minutes of Previous Meeting** 5 - 16
Minutes of the meeting of the Education Resources Committee held on 15 November 2023 submitted for approval as a correct record. (Copy attached)

Monitoring Item(s)

- 3 **Education Resources - Revenue Budget Monitoring 2022/2023** 17 - 20
Joint report dated 11 January 2023 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)
- 4 **Education Resources - Capital Budget Monitoring 2022/2023** 21 - 24
Joint report dated 18 January 2023 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)
- 5 **Education Resources – Workforce Monitoring – September to November 2022** 25 - 32
Joint report dated 11 January 2023 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)
- 6 **Education Resource Plan: Quarter 2 Progress Report 2022/2023** 33 - 68
Report dated 18 January 2023 by the Executive Director (Education Resources). (Copy attached)

Item(s) for Decision

- 7 **Attachment Strategy for Education Resources – Update Report** 69 - 72
Joint report dated 18 January 2023 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)
- 8 **Scottish Government Consultation – Transfer of the Functions of Education Appeals Committees to the Scottish Tribunals** 73 - 86
Joint report dated 24 January 2023 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)

Item(s) for Noting

- 9 **Achievement of Literacy and Numeracy Curriculum for Excellence Levels 2021/2022** 87 - 94
Report dated 25 January 2023 by the Executive Director (Education Resources). (Copy attached)
- 10 **Supporting Women's Health in Schools and Educational Settings** 95 - 122
Report dated 25 January 2023 by the Executive Director (Education Resources). (Copy attached)
- 11 **Accessibility Strategy 2022 to 2025** 123 - 148
Report dated 25 January 2023 by the Executive Director (Education Resources). (Copy attached)
- 12 **Celebrating Success** 149 - 152
Report dated 24 January 2023 by the Executive Director (Education Resources). (Copy attached)
- 13 **Notification of Contracts Awarded 1 April to 30 September 2022** 153 - 158
Report dated 12 October 2022 by the Executive Director (Education Resources). (Copy attached)

Urgent Business

- 14 **Urgent Business**
Any other items of business which the Chair decides are urgent.

For further information, please contact:-

Clerk Name:	Pauline MacRae
Clerk Telephone:	07385 370044
Clerk Email:	pauline.macrae@southlanarkshire.gov.uk

EDUCATION RESOURCES COMMITTEE

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Minutes of meeting held via Confero and in the Council Chamber, Council Offices, Almada Street, Hamilton on 15 November 2022

Chair:

Councillor Lynsey Hamilton

Councillors Present:

Councillor Alex Allison, Councillor John Anderson, Councillor Ross Clark, Councillor Margaret Cowie, Councillor Grant Ferguson, Councillor Elise Frame, Councillor Alistair Fulton, Councillor Geri Gray, Councillor Mark Horsham, Councillor Cal Johnston-Dempsey, Councillor Gavin Keatt (Depute), Councillor Susan Kerr, Councillor Ross Lambie, Councillor Richard Lockhart, Councillor Eileen Logan, Councillor Katy Loudon, Councillor Julia Marrs (*substitute for Councillor John Bradley*), Councillor Ian McAllan, Councillor Mark McGeever, Councillor Mo Razzaq, Councillor Graham Scott, Councillor Bert Thomson, Councillor Margaret B Walker, Councillor David Watson

Councillors' Apologies:

Councillor John Bradley, Councillor Joe Fagan (ex officio)

External Member Present:

John Mulligan

External Members' Apologies:

Gillian Coulter, Christine Hall, Andy Harvey, Ann Marie Hobson, Dr Nagy Iskander, Hilary Kirby

Attending:

Education Resources

T McDaid, Executive Director; D Dickson, Operations Manager; A Donaldson, Head of Education (Inclusion); C McKenzie, Head of Education (Broad General Education); S Nicolson, Head of Education (Senior Phase)

Finance and Corporate Resources

L Harvey, Finance Manager (Resources); P MacRae, Administration Adviser; K McLeod, Administration Assistant; E McPake, Human Resources Business Partner; L O'Hagan, Finance Manager (Strategy); M M Wilson, Legal Services Manager

1 Declaration of Interests

No interests were declared.

2 Minutes of Previous Meeting

The minutes of the meeting of the Education Resources Committee held on 6 September 2022 were submitted for approval as a correct record.

The Committee decided: that the minutes be approved as a correct record.

3 Education Resources - Revenue Budget Monitoring 2022/2023

A joint report dated 19 October 2022 by the Executive Directors (Finance and Corporate Resources) and (Education Resources) was submitted on the actual expenditure measured against the revenue budget for the period 1 April 2022 to 7 October 2022 for Education Resources.

As at 7 October 2022, there was a breakeven position against phased budget.

Virements were proposed to realign budgets across budget categories and with other Resources and those were detailed in Appendix A of the report.

Officers responded to members' questions on various aspects of the report.

The Committee decided:

- (1) that the breakeven position on Education Resources' revenue budget, as detailed in Appendix A of the report, be noted; and
- (2) that the proposed budget virements be approved.

[Reference: Minutes of 6 September 2022 (Paragraph 3)]

4 Education Resources - Capital Budget Monitoring 2022/2023

A joint report dated 19 October 2022 by the Executive Directors (Finance and Corporate Resources) and (Education Resources) was submitted on the progress of the capital programme for Education Resources for the period 1 April 2022 to 7 October 2022.

The revised capital programme amounted to £14.608 million, a net decrease of £1.525 million from the position reported to this Committee on 6 September 2022. Expenditure as at 7 October 2022 was £6.020 million. This represented a position of £0.435 million behind profile which, in the main, reflected the timing of payments.

The Committee decided: that the Education Resources' capital programme of £14.608 million, and expenditure to date of £6.020 million, be noted.

[Reference: Minutes of 6 September 2022 (Paragraph 4)]

5 Education Resources – Workforce Monitoring – July and August 2022

A joint report dated 29 September 2022 by the Executive Directors (Finance and Corporate Resources) and (Education Resources) was submitted on the following employee information for Education Resources for the period July and August 2022:-

- ◆ attendance statistics
- ◆ occupational health statistics
- ◆ accident/incident statistics
- ◆ disciplinary hearings, grievances and Dignity at Work cases
- ◆ analysis of leavers and exit interviews
- ◆ staffing watch as at 11 June 2022

In response to a member's request for further information regarding posts referred to in Appendix 2a of the report, an undertaking was given to provide the relevant information.

The Committee decided: that the report be noted.

[Reference: Minutes of 6 September 2022 (Paragraph 6)]

6 West Partnership - Improvement Plan

A report dated 19 October 2022 by the Executive Director (Education Resources) was submitted on:-

- ◆ an evaluation of the work undertaken by the West Partnership Regional Improvement Collaborative during 2021/2022
- ◆ the West Partnership's Improvement Plan 2022/2023

The West Partnership Evaluation Report 2021/2022, attached as Appendix 1 to the report, outlined the progress with, and impact of, the Regional Improvement Plan for 2021/2022 and provided an evaluation of the work of the Partnership under the following key headings:-

- ◆ reach and impact
- ◆ how does the West Partnership compare?
- ◆ three drivers of improvement
- ◆ next steps and conclusions

The evaluation report had been submitted to Education Scotland and the Scottish Government. Overall, the West Partnership continued to make very good progress in implementing its Regional Improvement Plan. The West Partnership progress had also been recognised externally through research carried out by the Robert Owen Centre (ROC) for Educational Change.

The West Partnership Improvement Plan, attached as Appendix 3 to the report, set out the following key areas for collaborative action to bring about improvement across the partnership region for 2022/2023:-

- ◆ wellbeing for learning
- ◆ curriculum, learning, teaching and assessment
- ◆ leadership, empowerment and improvement

The evaluation of the 2021/2022 plan had been used to underpin the Plan for 2022/2023. Consultations, to date, had shown clear consensus that existing programmes and activity were broadly meeting the needs of officers and practitioners.

Officers responded to members' questions on various aspects of the report.

The Committee decided:

- (1) that the West Partnership's evaluation of the Regional Improvement Plan for 2021/2022 be noted; and
- (2) that the West Partnership Improvement Plan for 2022/2023 be approved.

[Reference: Minutes of 9 November 2021 (Paragraph 15)]

7 Early Learning and Childcare Staffing Update

A joint report dated 26 October 2022 by the Executive Directors (Finance and Corporate Resources) and (Education Resources) was submitted:-

- ◆ providing an update on recent and future expansion projects within Early Learning and Childcare as part of community growth areas and local requirements
- ◆ seeking approval to increase the establishment within Education Resources

The Early Learning and Childcare (ELC) facilities at St Mark's Primary School, Hamilton and Skylark, Larkhall had capital funded through Section 75 Agreements for the development of the Community Growth Areas at Hamilton and Larkhall. Those facilities would assist in providing ELC for children aged 2 to 5 within those developments. Additionally, adaptations had been carried out in Carnwath Primary nursery class and proposals were in place for adaptations in Forth Primary nursery class to provide an additional 16 places in each setting to ensure that provision was available for children within their local area.

It was proposed that the following posts be added to the establishment on a permanent basis. The cost of establishing the new posts amounted to £0.844 million.

Skylark ELC, Larkhall

Post	Proposed Number of Posts (FTE) Permanent	Grade	SCP Range	Annual Salary
Depute Head of Establishment - 52 weeks	1.0	Grade 3 Level 8	SCP 79-80	£44,603 to £45,278
Early Years Practitioner - 52 weeks	9.0	Grade 2 Level 3	SCP 46-48	£27,645 to £28,494
Early Years Support Assistant - 52 weeks	2.0	Grade 1 Level 1-3	SCP 20- 27	£18,322 to £20,220
School Support Assistant - 52 weeks	1.0	Grade 1 Level 4	SCP 30- 31	£21,096 to £21,406

St Mark's Primary Nursery, Hamilton

Post	Proposed Number of Posts (FTE) Permanent	Grade	SCP Range	Annual Salary
Early Years Team Leader – Term Time	1	Grade 2 Level 4	SCP 55-57	£28,088 to £28,947
Early Years Practitioner - Term-Time	5.0	Grade 2 Level 3	SCP 46-48	£24,618 to £25,374
Early Years Support Assistant 20 hours - Term-Time	1.0	Grade 1 Level 1-3	SCP 20- 27	£9,323 to £10,289
School Support Assistant - Term-Time	0.58	Grade 1 Level 4	SCP 30- 31	£18,786 to £19,062 pro rata

Carnwath Primary Nursery

Post	Existing Number of Posts (FTE) Permanent	Proposed Number of Posts (FTE) Permanent	Grade	SCP Range	Annual Salary
Early Years Practitioner - Term-Time	5.0	7.0	Grade 2 Level 3	SCP 46-48	£24,618 to £25,374

Forth Primary Nursery

Post	Existing Number of Posts (FTE) Permanent	Proposed Number of Posts (FTE) Permanent	Grade	SCP Range	Annual Salary
Early Years Practitioner - Term-Time	6.0	8.0	Grade 2 Level 3	SCP 46-48	£24,618 to £25,374

The Committee decided:

- (1) that the progress of the recent and future expansion in Early Learning and Childcare be noted; and
- (2) that approval be given to increase the establishment within Education Resources, as detailed above and in section 4 of the report.

8 2022/2023 Early Learning and Childcare (ELC) - Sustainable Rate Price Review

A report dated 27 October 2022 by the Executive Director (Education Resources) was submitted on work undertaken to set the Early Learning and Childcare (ELC) sustainable rate for funded providers for implementation from 17 August 2022.

Details were given on:-

- ♦ the current hourly rate paid to funded ELC providers to deliver an hour of ELC provision to 3 to 5 year olds and 2 year olds together with payment for the provision of healthy food for all 2 to 5 year old eligible children
- ♦ national activity to support sustainable rate setting processes, including the commissioning of Ipsos MORI by the Scottish Government to conduct a national costs collection and the publication of updated Interim Guidance on Setting Sustainable Rates for August 2022
- ♦ the consultation process undertaken with funded providers in relation to the Council's sustainable rate from August 2022

The work undertaken to consider the sustainable rate for funded providers, based on the interim guidance, considered the output from the Ipsos MORI data collection exercise, in addition to the following 3 variable elements:-

- ♦ seasonality
- ♦ inflationary increases
- ♦ scope for reinvestment/margin

The overall impact on the sustainable rate, based on the data from the funded providers' exercise and allowing for the 3 variable elements for consideration, recommended an hourly rate of £5.71. This rate was in line with that of neighbouring local authorities. Having applied the same increase for 2 year olds, the proposed revised hourly rate was £6.34.

It was anticipated that the revised rate would be paid from December 2022 with backdating arrangements in place for the session commencing 17 August 2022.

An extract of the terms and conditions of the Procured Service Agreement (PSA) was attached as an appendix to the report. This set out the arrangements around the price review and referred to change controls to be implemented. The change control process required a change

control notice to be sent to each funded provider and for funded providers to respond within 30 days with acceptance of the revised rate or to notify of intention to be removed from the PSA.

The financial implications of funding the sustainable rate, as detailed in the report, would require an annual budget for ELC of £0.962 million on a permanent basis.

The Committee decided:

- (1) that the content of the report and the outcome of the sustainable rate review be noted;
- (2) that the proposed sustainable rate, as detailed in section 6.4 of the report, be approved; and
- (3) that the requirements of the Procured Service Agreement (PSA) for ELC to secure funded providers' agreement be progressed in line with the framework terms.

9 School Holiday Dates for Session 2023/2024

A report dated 26 October 2022 by the Executive Director (Education Resources) was submitted on the proposed holiday arrangements for schools in South Lanarkshire for session 2023/2024. Neighbouring education authorities, Parent Councils and employee trades unions had been consulted on the proposals.

The Committee decided: that the following school holidays for session 2023/2024 be approved:-

Session 2023/2024

First Term	Teachers' In-service	Monday	14 August 2023
	In-service day	Tuesday	15 August 2023
	Pupils return	Wednesday	16 August 2023
September	Closed on	Friday	22 September 2023
Weekend	Re-open	Tuesday	26 September 2023
October Break	Closed on	Monday	16 October 2023
	Re-open	Monday	23 October 2023
	In-service day	Monday	13 November 2023
Christmas	Closed on	Monday	25 December 2023 at 2.30pm
	Re-open	Monday	8 January 2024
Second Term			
February break	Closed on	Monday and Tuesday	12 February 2024 13 February 2024
	In-service day	Wednesday	14 February 2024
Spring break/Easter	Closed on	Friday	29 March 2024 at 2.30pm
	Re-open	Monday	15 April 2024
Third Term			
	In-service day	Thursday	2 May 2024
Local Holiday	Closed	Monday	6 May 2024
Local Holiday	Closed on	Friday	24 May 2024
	Re-open	Tuesday	28 May 2024

*Lanark schools to observe 6 and 7 June 2024 (Lanimers)

Summer break Close Wednesday 26 June 2024 at 1.00pm

Proposed in-service days 2 dates for teachers' in-service training for 15 and 16 August 2024 still to be confirmed.

[Reference: Minutes of 9 November 2021 (Paragraph 6)]

10 Strategic Equity Fund (SEF)

A report dated 26 October 2022 by the Executive Director (Education Resources) was submitted providing an:-

- ♦ overview and update on South Lanarkshire Council's Strategic Equity Fund (SEF) Plan
- ♦ update around work designed to close the poverty related attainment gap

The Council's Strategic Equity Fund Plan, a comprehensive plan to support the planning and implementation of SEF, was attached as Appendix 1 to the report.

Details were given on:-

- ♦ funding streams in place prior to 2022/2023 to help tackle the poverty related attainment gap, namely the Scottish Attainment Challenge (SAC) Schools' Programme and Pupil Equity Funding (PEF)
- ♦ funding from April 2022 which saw the replacement of the SAC Schools' Programme by a new funding model, the Strategic Equity Fund (SEF), together with information on the Council's SEF funding for the next 4 years
- ♦ project planning and consultation with existing SAC schools to ensure the best use of funding to help close the poverty related attainment gap
- ♦ the requirement for local authorities to set "stretch aims" which were yearly targets for both excellence and equity
- ♦ planning and reporting mechanisms to ensure accountability to both internal and external stakeholders
- ♦ Pupil Equity Funding allocation for South Lanarkshire Council schools and measures to ensure that those funds had a direct impact on pupils affected by poverty
- ♦ Cost of the School Day and Poverty Awareness measures to help remove cost barriers to engagement and participation

The Committee decided:

- (1) that the plan outlined for the Strategic Equity Fund (SEF) be noted; and
- (2) that the work outlined to support closing the poverty related attainment gap be noted.

11 Standards and Quality Report 2021/2022

A report dated 21 October 2022 by the Executive Director (Education Resources) was submitted on the Education Resources' Standards and Quality Report for session 2021/2022.

The purpose of the Standards and Quality report was to provide high level information on the successes and achievements of Education Resources. Specifically, it had been designed to provide information about how Education Resources performed as a Service, the type of activities delivered and examples of the impact that those had on children, young people and families.

The Standards and Quality Report 2021/2022:-

- ◆ provided information and assurance about the educational experiences offered to learners
- ◆ was designed to address progress towards meeting Education Resources' key priorities
- ◆ reported on all elements of the Service
- ◆ made specific reference to Education Resources' response to the COVID pandemic

The Standards and Quality report 2021/2022 had been submitted to the Scottish Government and would be published on the Council's website. Copies would be made available to all schools, establishments and other stakeholders.

A Standards and Quality report would be published in September each year and would reflect the work of the previous school session. The format and content would continue to meet national requirements for reporting and also provide information to stakeholders.

The Committee decided: that the report be noted.

12 Physical Intervention in Scottish Schools - Response to Consultation

A report dated 26 October 2022 by the Executive Director (Education Resources) was submitted on the Council's response to the Scottish Government consultation on "Included, engaged and involved part 3" which took a relationship and rights based approach to physical intervention in Scottish schools.

In response to concerns about the use of restraint and seclusion in schools, the Scottish Government established the Physical Intervention Working Group to develop new human rights based guidance on physical intervention. Consultation on the draft guidance took place between 21 June and 25 October 2022.

The Council established a Working Group to discuss and draft a response to the consultation which was attached as Appendix 1 to the report.

The Scottish Government would produce a report on the consultation responses and, in consultation with the Physical Intervention Working Group, would agree any changes to the guidance prior to its final publication. A full consultation report outlining the actions taken would be published on the Scottish Government's website.

Education Resources would monitor progress of the outcomes of the consultation and take steps to ensure implementation of the final guidance across all schools.

The Committee decided: that the response made on behalf of South Lanarkshire Council to the consultation on "Included, engaged and involved part 3", which took a relationship and rights-based approach to physical intervention in Scottish schools, be noted.

13 Youth Voice Update

A report dated 24 October 2022 by the Executive Director (Education Resources) was submitted providing an update on the successful engagement of young people in developing their democratic literacy and enabling their voice to improve services and the lives of communities.

Details were given on the wide range of work, engagement, training, projects and initiatives undertaken respectively by:-

- ◆ members of South Lanarkshire Youth Council
- ◆ South Lanarkshire Members of the Scottish Youth Parliament

There followed a discussion during which officers responded to members' questions on various aspects of the report.

The Committee decided:

- (1) that the breadth and scale of engagement with young people, be noted;
- (2) that the impact on democratic literacy and the voice of young people be noted; and
- (3) that the continuing support of the development of democratic literacy and enablement of youth voice in South Lanarkshire be noted.

In terms of Standing Order No 14, the Chair adjourned the meeting at 11.00am for a 5 minute period. The meeting reconvened at 11.05am

14 Update of the Education Resources' Risk Register and Risk Control Plan

A report dated 20 October 2022 by the Executive Director (Education Resources) was submitted providing an update on the Education Resources' Risk Register and Risk Control actions.

Education Resources had followed Council guidance in developing, monitoring and updating its Risk Control Register on an ongoing basis. The Register had been developed to ensure that the Resource:-

- ◆ was fully aware of the top risks
- ◆ was able to prioritise those risks
- ◆ had controls in place to eliminate or minimise the impact of the risk

The risks were scored in accordance with the Council's scoring mechanism based on likelihood and impact of risk. This resulted in risks being scored between 1 to 25 (low to very high). Risks were scored on their inherent risk (risk if nothing was done) and their residual risk (risk after applying controls). The Risk Register for the Resource had been developed and was monitored on an ongoing basis by the Resource Risk Management Group to add new risks and to review the score of existing risks. The main changes to the Risk Register were summarised in the report.

Information on the risk scoring matrix together with definitions for likelihood and impact was attached as Appendix 1 to the report.

Details of all risks which had scored very high and high were provided in Appendix 2 to the report. Risks evaluated as being medium or low risk would be monitored to ensure that they continued to be adequately managed.

Appendix 3 to the report provided a comparison of risk scores for 2021 and 2022 and detailed changes in risk descriptions.

The outstanding actions to mitigate risks within the Risk Control Plan would be progressed by the relevant officers.

The Committee decided:

- (1) that the contents of the Resource Risk Register be noted; and

- (2) that it be noted that the outstanding Risk Control Actions would be progressed by relevant officers.

15 Learning and Development and Workforce Planning

A report dated 24 October 2022 by the Executive Director (Education Resources) was submitted providing an update on the mandatory training for employees in Education Resources.

To ensure consistency in approach to Learning and Development across the Council, Education Resources had established a Learning, Development and Workforce Planning Board which mirrored the function of the Learning and Development Boards in each of the other Resources. All Services were represented on the Education Services Learning Board to ensure that the approach to employee learning and development was practical and accessible at all levels of improvement planning. The Learning, Development and Workforce Planning Board would serve as the primary mechanism to plan, monitor and review all key learning and workforce activities throughout the Resource.

Details were given on:-

- ◆ intended outcomes as a result of the work undertaken by the Board
- ◆ mandatory courses developed in partnership with training professional advisers
- ◆ priorities for 2022/2023

The Committee decided:

- (1) that the work of the Education Resources' Learning, Development and Workforce Planning Board in supporting the continuing professional learning and development of employees in schools and Services be noted; and
- (2) that the advice, guidance and procedures to ensure compliance with mandatory training courses be noted.

16 Let's Talk Scottish Education – National Discussion

A report dated 18 October 2022 by the Executive Director (Education Resources) was submitted on the Scottish Government's national consultation and engagement on the future of Scottish Education which would conclude on 5 December 2022.

The national discussion on "Let's Talk Scottish Education" provided an opportunity, not only for those employed in the Education sector, but also for children, young people, parents, carers, families and a wide range of other stakeholders to help shape and influence the way ahead in Scottish education.

There were also opportunities to comment on specific aspects under the following headings:-

- ◆ let's talk qualifications and assessment
- ◆ let's talk new education bodies
- ◆ let's talk post-school education and training

Local authorities had been invited to act as facilitators to encourage as wide a range of stakeholders as possible to give their views on the future of Scottish education. South Lanarkshire Council was working in partnership with the Scottish Government, the Convention of Scottish Local Authorities (COSLA), the National Parent Forum for Scotland and Connect to help provide opportunities and platforms for participation.

The Committee decided:

- (1) that the national discussion on “Let’s Talk Scottish Education”, which was ongoing until 5 December 2022, be noted; and
- (2) that it be noted that stakeholders, including children, young people, staff, parents/carers, the general public and those with an active interest, were invited to submit their views and comments on the future of Scottish education by 5 December 2022.

17 Urgent Business

There were no items of urgent business.

Report

3

Report to: **Education Resources Committee**
 Date of Meeting: **14 February 2023**
 Report by: **Executive Director (Finance and Corporate Resources)**
Executive Director (Education Resources)

Subject: **Education Resources - Revenue Budget Monitoring
2022/2023**

1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide information on the actual expenditure measured against the revenue budget for the period 1 April to 29 December 2022 for Education Resources
- ♦ provide a forecast for the year to 31 March 2023

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that the forecast to 31 March 2023 of a breakeven position after proposed transfers to reserves, as detailed in Appendix A of the report, be noted;
- (2) that a breakeven position as at 29 December 2022, as detailed in Appendix A, after proposed transfers to reserves be noted; and
- (3) that the proposed budget virements be approved.

3. Background

3.1. This is the third revenue budget monitoring report presented to the Education Resources Committee for the financial year 2022/2023.

3.2. The Resource has completed its formal probable outturn exercise for the year. This exercise identifies the expected spend to the 31 March 2023. Details are included in section 6.

3.3. The report details the financial position for Education Resources in Appendix A, along with variance explanations.

4. Scottish Attainment Challenge Funding

4.1. The current budget for Education contains £11.540m awarded for Pupil Equity Funding (PEF) and £1.473m for Strategic Equity Funding (SEF). Total budget for 2022/2023 is £13.013m and this is contained within this reported position.

4.2. In relation to PEF funding, the £11.540m represents £2.590m 2021/2022 carry forward and £8.950m for the 2022/2023 allocation. Spend and commitment to date as at 29 December 2022 is £8.607m, with £2.933m still to spend. This includes known staff costs to 31 March 2023.

- 4.3. 2022/2023 PEF funding is fully committed to spend by the end of the academic year June 2023 in line with the guidance. It is estimated that £1.500m will require to be carried forward at 31 March 2023 and used in April to June next year. This will be transferred to reserves at 31 March 2023 to meet spend and commitment in schools in line with 2022/2023 School Improvement Plans. Schools continue to maximise spend where possible in line with these plans and therefore this will be monitored across the financial year.
- 4.4. In relation to SEF funding, spend and commitment to date is £1.190m with £0.283m still to spend. Staff costs to 31 March 2023 are reflected within this position, and as this is a specific grant allocation, funding is received based on actual spend.
- 4.5. Committee will continue to be updated with the spend position for 2022/2023 throughout the year on both programmes.

5. Employee Implications

- 5.1. None

6. Financial Implications

- 6.1. **Probable Outturn:** Following the council's probable outturn exercise, the Resource is reporting a breakeven position after proposed transfers to reserves of £1.500m, see section 4.3 above. Reserves are being considered for approval as part of the overall Council position at the Executive Committee on 1 February 2023. The Resource position is outlined in Appendix A.
- 6.2. The Resource is showing a breakeven position including the cost of learning recovery, see section 6.5. This is the net effect of underspends in Early Years core budget partially offset by overspends relating to mainstream transport costs and school placements which are demand led.
- 6.3. In relation to mainstream transport costs, the previous report to Committee outlined a potential significant increase in spend on transport by Strathclyde Partnership for Transport (SPT) for school transport depending on the outcome of contract renewals. This has now been quantified at £2.240m overspend this financial year and is being managed within the overall Resource position.
- 6.5. Learning recovery funding, provided by the Scottish Government, carried forward from prior years of £5.763m is included within the reported position and this is fully committed to 31 March 2023. This has been used for increased staffing across schools and services, the continuation of enhanced cleaning and hygiene within schools to June 2022 and digital inclusion programmes. There is a further £1.288m available that will be used to support staffing costs in April to June 2023 and the continuation of strategic programmes. This funding is all committed.
- 6.6. **Position as at 29 December 2022:** The Resource position as at 29 December 2022 is a breakeven position after proposed transfers to reserves. Detailed variance explanations are outlined in Appendix A.
- 6.7. Virements are proposed to realign budgets across budget categories and with other Resources. These movements are detailed in the Appendix A of this report.

7. Climate Change, Sustainability and Environmental Implications

- 7.1. There are no implications for climate change, sustainability or environment in terms of the information contained in the report.

8. Other Implications

- 8.1. The main risk associated with the Council's revenue budget is that there is an overspend. There are inflationary and budget pressures including utilities and fuel (as well as general inflation pressures) this year which increase the risk of overspend however we have mitigated this going forward by providing additional funds in future years' budget strategy, and in this year, through some reserve funds available. There are also emerging underspends in employee costs which will help offset increasing inflationary pressures.
- 8.2. We will also continue to monitor the actual impact through four weekly budget monitoring meetings at which any variance is analysed. In addition, the probable outturn exercise ensures early warning for corrective action to be taken where appropriate.

9. Equality Impact Assessment and Consultation Arrangements

- 9.1. This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and therefore no impact assessment is required.
- 9.2. There is also no requirement to undertake any consultation in terms of the information contained in the report.

Paul Manning

Executive Director (Finance and Corporate Resources)

Tony McDaid

Executive Director (Education Resources)

11 January 2023

Link(s) to Council Values/Priorities/Outcomes

- ◆ Accountable, Effective, Efficient and Transparent

Previous References

- ◆ None

List of Background Papers

- ◆ Financial ledger and budget monitoring results to 29 December 2022

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

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E-mail: louise.harvey@southlanarkshire.gov.uk

SOUTH LANARKSHIRE COUNCIL

Revenue Budget Monitoring Report

Education Resources Committee: Period Ended 29 December 2022 (No.10)

Education Resources Summary

Budget Category	Annual Budget	Forecast for Year BEFORE Transfers	Annual Forecast Variance BEFORE Transfers	Annual Forecast Variance AFTER Transfers	Budget Proportion 29/12/22	Actual BEFORE Transfers 29/12/22	Variance 29/12/22	% Variance 29/12/22	Note
	£000	£000	£000	£000	£000	£000	£000		
Employee Costs	311,178	310,251	927	927	225,197	224,515	682	under	0.3% 1, a, b, c, f, g, h, i
Property Costs	30,181	30,195	(14)	(14)	23,378	23,389	(11)	over	0.0% b, e, h, i
Supplies & Services	14,600	13,313	1,287	(213)	8,542	7,556	986	under	11.5% 2, a, d, e, f, g, h, i
Transport & Plant	14,597	16,837	(2,240)	(2,240)	9,978	11,306	(1,328)	over	(13.3%) 3, e, h, i
Administration Costs	1,585	1,405	180	180	1,395	1,255	140	under	10.0% 4, f, h, i
Payments to Other Bodies	30,664	31,585	(921)	(921)	22,334	22,927	(593)	over	(2.7%) 5, a, h, i
Payments to Contractors	38,670	38,670	0	0	25,097	25,097	0	-	0.0% h
Transfer Payments	2,519	2,394	125	125	2,449	2,353	96	under	3.9% 6, h, i
Financing Charges	367	367	0	0	237	237	0	-	0.0% h, i
Total Controllable Exp.	444,361	445,017	(656)	(2,156)	318,607	318,635	(28)	over	0.0%
Total Controllable Inc.	(47,546)	(49,702)	2,156	2,156	(45,063)	(46,245)	1,182	over recovered	2.6% 7, f, g, h, i
Net Controllable Exp.	396,815	395,315	1,500	0	273,544	272,390	1,154	under	0.4%
Transfer to Reserves (as at 29/12/22)					0	1,154	(1,154)	over	
Position After Transfers to Reserves (as at 29/12/22)					273,544	273,544	0	-	

Variance Explanations

- The position mainly represents an underspend in Early Years core staff costs due to vacancies and turnover of staff.
- The underspend is due to the Pupil Equity Fund which will be carried forward at the end of the financial year for future commitments.
- The overspend is due to the cost of school transport for mainstream schools' contracts.
- The underspend relates to reduced expenditure on Early Years core budgets including training and conferences.
- The overspend is mainly due to the increased cost of placements for pupils within Other Local Authorities and Independent Schools.
- The underspend is due to expenditure to date on footwear and clothing grants reflecting demand.
- The over recovery of income relates to increased income from Early Years Childcare fees and Other Local Authorities for placements within South Lanarkshire Council establishments.

Budget Virements

- Transfers from reserves in relation to Early Years job evaluation, Youth Guarantee funding, learning recovery and ICT. Net Effect £0.300m: Employee Costs £0.315m, Supplies and Services (£0.175m) and Payments to Other Bodies £0.160m.
- Transfers from corporate items in relation to APT&C pay award, NI clawback and utilities. Net Effect £5.812m: Employee Costs £4.130m and Property Costs £1.682m.
- Establish budget to reflect the receipt of general revenue grant funding for Teacher Induction Scheme 2022/23 and Psych Services trainee funding. Net Effect £1.916m: Employee Costs £1.916m.
- Transfer to Finance and Corporate Resources in relation to maximising attendance support. Net Effect (£0.048m): Supplies and Services (£0.048m).
- Transfer from Community and Enterprise Resources in relation to Facilities Services pay award allocation. Net Effect £0.162m: Property Costs £0.023m, Supplies and Services £0.102m and Transport £0.037m.
- Establish budget for additional income received for Food for Thought, STEM, West Partnership and Inter Authority funding. Net Effect £0.000m: Employee Costs £0.392m, Supplies and Services £0.031m, Administration £0.010m and Income (£0.433m).
- Realignment of budget to reflect Pupil Equity Fund programme delivery. Net Effect £0.000m: Employee Costs £0.251m, Supplies and Services £0.601m and Income (£0.852m).
- Realignment of budget to reflect current service delivery. Net Effect £0.000m: Employee Costs (£0.475m), Property Costs £0.156m, Supplies and Services (0.083m), Transport Costs £0.251m, Administration Costs £0.031m, Payments to Other Bodies £0.068m, Payments to Contractors (£0.108m), Transfer Payments (£0.075m), Financing Charges £0.020m and Income £0.215m.
- Realignment of Education Maintenance Allowance budget and DMS. Net Effect £0.000m: Employee Costs £0.247m, Property Costs £0.083m, Supplies and Services (£0.974m), Transport and Plant £0.090m, Administration Costs £0.261m, Payments to Other Bodies £0.296m, Transfer Payments £0.304m, Financing Charges £0.003m and Income (£0.310m).

Transfers to Reserves (£1.500m):

- Pupil Equity Fund (£1.500m) - The funding received from the Government can be used up to the end of the school term (June 2023). The underspend reflects the element of the funding that will be utilised in April to June 2023.

Report

4

Report to:	Education Resources Committee
Date of Meeting:	14 February 2023
Report by:	Executive Director (Finance and Corporate Resources) Executive Director (Education Resources)

Subject:	Education Resources - Capital Budget Monitoring 2022/2023
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1. Purpose of Report

1.1. The purpose of the report is to:

- ♦ provide information on the progress of the capital programme for Education Resources for the period 1 April to 29 December 2022

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):

- (1) that the Education Resources' capital programme of £13.918 million, and expenditure to date of £7.730 million, be noted; and
- (2) that the projected outturn of £14.5 million be noted.

3. Background

3.1. This is the third capital monitoring report presented to the Education Resources Committee for the financial year 2022/2023. Further reports will follow throughout the year.

3.2. The revised budget for Education Resources is £13.918 million. This reflects the budget of £14.608 million reported to the last meeting of this Committee (15 November 2022), adjusted to reflect changes totalling a net decrease of £0.690 million approved by the Executive Committee on 30 November 2022.

3.3. The report details the financial position for Education Resources in Appendix A.

4. Employee Implications

4.1. There are no employee implications as a result of this report.

5. Financial Implications

5.1. 2022/2023 Budget

As detailed in Section 3.2, the 2022/2023 Capital Programme for Education Resources is £13.918 million,

5.2. 2022/2023 Outturn

Work has been ongoing to monitor the predicted spend position for this financial year and current estimates from Education Resources suggest an outturn of £14.5 million, a net overspend of £0.582 million. This mainly relates to the timing of spend on the Jackton Primary School project, with funding for the overall spend on this project already identified into next financial year.

- 5.3. This additional in-year spend on the Jackton Primary School project is offset by reduced spend on Castlefield Primary School Extension, Clyde Terrace Nursery, Crawforddyke Adaptation of Nursery to Classrooms, and Uddingston Nursery Expansion, where the budget is now required in 2023/2024 rather than 2022/2023. Funding for these projects will carry forward into next financial year.

5.4. Period 10 Position

Anticipated spend to date was £8.028 million and spend to 29 December 2022 amounts to £7.730 million. This represents a position of £0.298 million behind profile mainly reflecting the timing of payments on a number of projects including the extension to Newton Farm Primary School, which is now complete and the Education ICT project.

6. Climate Change, Sustainability and Environmental Implications

- 6.1. There are no implications for climate change, sustainability or the environment in terms of the information contained in this report.

7. Other Implications

- 7.1. The main risk associated with the Council's Capital Programme is an overspend. There are detailed project management plans prepared and the risk of overspend on each project is monitored through four weekly investment management meetings.
- 7.2. The Council continues to experience material shortages, longer lead times and extraordinary inflationary price increases and it is anticipated that this will continue to impact the supply chain for the foreseeable future. The impact of this will continue to be monitored through the four weekly investment management meetings. Further updates will be reported in the coming months with any significant increases in contract values being brought to members' attention.

8. Equality Impact Assessment and Consultation Arrangements

- 8.1. This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and therefore no impact assessment is required.
- 8.2. There is also no requirement to undertake any consultation in terms of the information contained in the report.

Paul Manning

Executive Director (Finance and Corporate Resources)

Tony McDaid

Executive Director (Education Resources)

18 January 2023

Link(s) to Council Values/Priorities/Outcomes

- ◆ Accountable, effective, efficient and transparent

Previous References

- ◆ Executive Committee, 30 November 2022
- ◆ Education Resources Committee, 15 November 2022

List of Background Papers

- Financial ledger to 29 December 2022

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:

Lorraine O'Hagan, Finance Manager (Strategy)

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**South Lanarkshire Council
Capital Expenditure 2022-23
Education Resources Programme
For Period 1 April 2022 – 29 December 2022**

<u>Education Resources</u>	Base Budget £000	Budget Adjustments £000	Slippage/ Acceleration £000	Total Budget £000	Budget to Date £000	Actual Expenditure £000
Growth / Accommodation Pressures	7,852	1,380	(35)	9,197	5,349	5,196
1,140 Hours	3,771	(25)	(2,540)	1,206	320	322
Free School Meals	-	1,877	(1,577)	300	-	-
ICT Developments	3,211	-	-	3,211	2,358	2,210
Other	4	-	-	4	1	2
TOTAL	14,838	3,232	(4,152)	13,918	8,028	7,730

For Information Only

Budget Adjustments approved by Executive Committee, 30 November 2022:

Budget Adjustments

Crawforddyke Primary School – Conversion of Nursery to Classroom	£0.050m
Free School Meals Expansion – Additional Funding	£1.877m
Free School Meals Expansion – Slippage into 2023/2024	(£1.577m)
Early Years 1,140 Hours – Clyde Terrace, Bothwell	(£1.040m)

Total Budget Adjustments **(£0.690m)**

Report

5

Report to:	Education Resources Committee
Date of Meeting:	14 February 2023
Report by:	Executive Director (Finance and Corporate Resources) and Executive Director (Education Resources)

Subject:	Education Resources – Workforce Monitoring – September to November 2022
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1. Purpose of Report

1.1. The purpose of the report is to: -

- ◆ provide employment information for September to November 2022 relating to Education Resources

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s): -

(1) that the following employment information for September to November 2022 relating to Education Resources be noted: -

- ◆ attendance statistics
- ◆ occupational health
- ◆ accident/incident statistics
- ◆ discipline, grievance and Dignity at Work cases
- ◆ analysis of leavers and exit interviews
- ◆ staffing watch as of 10 September 2022

3. Background

3.1. As part of the Council's performance management arrangements, regular workforce monitoring reports are submitted to Committee. This report for Education Resources provides information on the position for September to November 2022.

4. Monitoring Statistics

4.1. Attendance Statistics (Appendix 1)

Information on absence statistics is analysed for the month of November 2022 for Education Resources.

The Resource absence figure for November 2022 was 6.2%. This figure has increased by 1.4% when compared to the previous month and is 0.3% lower than the Council-wide figure. Compared to November 2021, the Resource absence figure has decreased by 0.5%.

Based on the absence figures at November 2022 and annual trends, the projected annual average absence for the Resource for 2022/2023 is 4.8%, compared to a Council-wide average figure of 6.0%.

Managers follow the procedures outlined in the Maximising Attendance Policy to support employees to remain at work, or to return to work after a sickness absence. There are comprehensive employee supports in place and additionally, Personnel Services work in close partnership with line managers and Resource Management Teams on a case management basis to ensure that appropriate actions are taken.

The attendance information contained in this report includes absences as a result of Covid-19, and employees are being supported through this difficult time to maintain attendance levels where they can. At the time of this report, the Council overall absence level was 6.0%, with 0.43% of this relating to Covid-19 for sickness and special leave.

4.2. Occupational Health (Appendix 2)

In terms of referrals to occupational health, which include medical examinations and physiotherapy, overall, 586 referrals were made this period. This represents a decrease of 24 when compared with the same period last year.

4.3. Accident/Incident Statistics

There were 520 accidents/incidents recorded within the Resource this period, an increase of 174 when compared to the same period last year.

4.4. Discipline, Grievance and Dignity at Work (Appendix 2)

During the period, 5 disciplinary hearings were held within the Resource, a decrease of 3 when compared to the same period last year. One appeal was heard by the Appeals Panel. No grievance hearings were raised within the Resource. This figure remains unchanged when compared to the same period last year. No Dignity at Work complaints were raised within the Resource. This figure has decreased by 1 when compared to the same period last year.

4.5. Analysis of Leavers (Appendix 2)

There were a total of 55 leavers in the Resource this period eligible for an exit interview. This figure has decreased by 2 when compared with the same period last year. Twenty-one exit interviews were conducted in this period, a decrease of 9 when compared to the same period last year.

4.6. When processing an employee termination, managers were asked to identify whether they intended to replace the employee who had left the Council. If they indicated that they did not intend to replace the employee, they were asked to select from the following options:-

- ◆ plan to hold for savings
- ◆ fill on a fixed term basis pending savings
- ◆ transfer budget to another post
- ◆ end of fixed term post

4.7. Appendix 2a provides a breakdown of vacant posts and whether these are being replaced or held for savings. In the period September to November 2022, 75 employees (55.59 FTE) in total left employment, managers indicated that 72 posts (53.63 FTE) were being replaced, 1 post (1.00 FTE) was being filled on a temporary basis and 2 posts (0.97 FTE) were being left vacant pending savings or service reviews.

5. Staffing Watch

5.1. There has been a decrease of 60 in the number of employees in post from 11 June 2022 to 10 September 2022.

6. Employee Implications

- 6.1. There are no implications for employees arising from the information presented in this report.

7. Financial Implications

- 7.1. All financial implications are accommodated within existing budgets.

8. Climate Change, Sustainability and Environmental Implications

- 8.1. There are no Climate Change, Sustainability and Environmental Implications in terms of the information contained within this report.

9. Other Implications

- 9.1. There are no implications for sustainability or risk in terms of the information contained within this report.

10. Equality Impact Assessment and Consultation Arrangements

- 10.1. This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and therefore no impact assessment is required.
- 10.2. There was no requirement to undertake any consultation in terms of the information contained in this report.

Paul Manning

Executive Director (Finance and Corporate Resources)

Tony McDaid

Executive Director (Education Resources)

11 January 2023

Link(s) to Council Values/Ambitions/Objectives

- ◆ Accountable, effective, efficient and transparent
- ◆ Fair, open and sustainable
- ◆ Ambitious, self aware and improving
- ◆ Excellent employer
- ◆ Focused on people and their needs
- ◆ Working with and respecting others

Previous References

- ◆ Education Resources – 15 November 2022

List of Background Papers

- ◆ Monitoring information provided by Finance and Corporate Resources

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact: -

Eileen McPake, HR Business Manager

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Absence Trends - 2020/2021, 2021/2022 & 2022/2023

Education Resources

APT&C				Teachers				Resource Total				Council Wide							
	2020 / 2021	2021 / 2022	2022 / 2023		2020 / 2021	2021 / 2022	2022 / 2023		2020 / 2021	2021 / 2022	2022 / 2023		2020 / 2021	2021 / 2022	2022 / 2023				
	%	%	%		%	%	%		%	%	%		%	%	%				
April	3.9	4.8	5.5	April	2.9	2.5	2.7	April	3.3	3.5	4.0	April	4.4	4.3	5.6				
May	2.2	5.7	5.5	May	1.4	3.2	3.6	May	1.8	4.4	4.5	May	3.1	4.9	5.4				
June	1.8	4.7	5.1	June	0.9	2.6	2.6	June	1.3	3.5	3.7	June	2.7	4.7	5.3				
July	1.3	3.4	3.8	July	0.5	1.1	1.4	July	0.9	2.1	2.5	July	2.3	4.0	4.6				
August	2.7	3.8	3.6	August	1.2	2.0	1.4	August	1.8	2.8	2.4	August	3.1	4.7	4.4				
September	4.8	6.4	5.8	September	2.7	4.4	2.8	September	3.6	5.3	4.1	September	4.2	6.4	5.4				
October	5.4	6.6	6.5	October	3.2	4.1	3.4	October	4.1	5.2	4.8	October	4.8	6.3	5.8				
November	6.6	8.0	7.9	November	4.6	5.6	4.7	November	5.5	6.7	6.2	November	5.8	6.9	6.5				
December	6.5	8.0		December	4.7	6.1		December	5.5	7.0		December	5.6	6.9					
January	4.8	8.1		January	2.7	3.9		January	3.6	5.8		January	4.8	7.0					
February	4.7	7.2		February	2.5	3.7		February	3.5	5.3		February	4.8	6.6					
March	5.6	9.5		March	2.9	4.3		March	4.1	6.7		March	4.9	7.9					
Annual Average	4.2	6.4	6.4	Annual Average	2.5	3.6	3.4	Annual Average	3.3	4.9	4.8	Annual Average	4.2	5.9	6.0				
Average Apr-Nov	3.6	5.4	5.5	Average Apr-Nov	2.2	3.2	2.8	Average Apr-Nov	2.8	4.2	4.0	Average Apr-Nov	3.8	5.3	5.4				
No of Employees at 30 Nov 2022				3470	No of Employees at 30 Nov 2022				3969	No of Employees at 30 Nov 2022				7439	No of Employees at 30 Nov 2022				16160

Appendix 2		
EDUCATION RESOURCES		
	Sep - Nov 2021	Sep - Nov 2022
MEDICAL EXAMINATIONS		
Number of Employees Attending	68	87
EMPLOYEE COUNSELLING SERVICE		
Total Number of Referrals	65	45
PHYSIOTHERAPY SERVICE		
Total Number of Referrals	214	206
REFERRALS TO EMPLOYEE SUPPORT OFFICER	258	246
REFERRALS TO COGNITIVE BEHAVIOUR THERAPY	5	2
TOTAL	610	586
CAUSE OF ACCIDENTS/INCIDENTS	Sep - Nov 2021	Sep - Nov 2022
Specified Injuries*	0	1
Over 7 day absences	1	2
Over 3 day absences**	1	1
Minor	13	11
Near Miss	2	1
Violent Incident: Physical****	309	468
Violent Incident: Verbal*****	20	36
Total Accidents/Incidents	346	520
<p>*A Specified Injury is any fracture (other than to the fingers, thumbs or toes), amputation, loss of sight, serious burns, crushing injury, scalping, loss of consciousness caused by asphyxiation/ head injury, a chemical or hot metal burn to the eye or pen</p> <p>**Over 3 day / over 7day absence is an injury sustained outwith specified injury category that results in a period of absence of absence as defined by the HSE.</p> <p>***Near Miss - Any unexpected, unplanned occurrence (except Dangerous Occurrences) that does not lead to injury of persons, damage to property, plant or equipment but may have done so in different circumstance.</p> <p>****Physical violent incidents are included in the "Specified" figures, where applicable, to provide the "Total Specified" figures.</p> <p>*****Physical violent incidents and ***** Verbal Violent Incidents are included in the "Over 3-day or Over 7-day" figures, where applicable, to provide the "Total Over 3-day or Over 7-day" figures.</p> <p>*****Physical Violent Incidents and ***** Verbal Violent Incidents are included in the "Minor" figures, where applicable, to provide the "Total Minor" figures.</p>		
RECORD OF DISCIPLINARY HEARINGS	Sep - Nov 2021	Sep - Nov 2022
Total Number of Hearings	8	5
Total Number of Appeals	0	0
Appeals Pending	0	1
Time Taken to Convene Hearing September - November 2022		
0-3 Weeks	4-6 Weeks	Over 6 Weeks
1	0	4
RECORD OF GRIEVANCE HEARINGS	Sep - Nov 2021	Sep - Nov 2022
Number of Grievances	0	0
RECORD OF DIGNITY AT WORK	Sep - Nov 2021	Sep - Nov 2022
Number of Incidents	1	0
Number Resolved at Formal Stage	1	0
ANALYSIS OF REASONS FOR LEAVING	Sep - Nov 2021	Sep - Nov 2022
Career Advancement	10	14
Child Caring / Caring Responsibilities	1	0
Disatisfaction with terms and conditions	1	0
Further Education	1	0
Moving outwith area	0	1
Personal Reasons	2	4
Poor relationship with managers / colleagues	1	0
Travelling difficulties	1	1
Other	13	1
Number of Exit Interviews conducted	30	21
Total Number of Leavers Eligible for Exit Interview	57	55
Percentage of interviews conducted	53%	38%

Reason	Sept - Nov 2022		Cumulative total	
	FTE	H/C	FTE	H/C
Terminations/Leavers	55.59	75	609.51	711
Being replaced	53.63	72	597.05	694
Filling on a temporary basis	1.00	1	2.90	4
Plan to transfer this budget to another post	0.00	0	0.66	1
End of fixed term contract	0.00	0	6.34	8
Held pending service Review	0.97	2	2.57	4
Plan to remove for savings	0.00	0	0.00	0

JOINT STAFFING WATCH RETURN										
EDUCATION RESOURCES										
As at 10 September 2022										
		MALE		FEMALE		TOTAL				
		F/T	P/T	F/T	P/T					
	Teachers	688	70	2275	843	3876				
	Other	143	88	656	2325	3212				
	Total Employees	831	158	2931	3168	7088				
*Full - Time Equivalent No of Employees										
Salary Bands										
	Director	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Fixed SCP	Teacher	TOTAL
Teachers	0.00	0.00	0.00	0.00	0.00	1.00	0.00	0.00	3514.30	3515.3
Other	1.00	1159.20	914.47	143.94	46.60	11.60	4.00	63.66	7.80	2352.27
As at 11 June 2022										
		MALE		FEMALE		TOTAL				
		F/T	P/T	F/T	P/T					
	Teachers	704	71	2330	836	3941				
	Other	138	89	651	2329	3207				
	Total Employees	842	160	2981	3165	7148				
*Full - Time Equivalent No of Employees										
Salary Bands										
	Director	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Fixed SCP	Teacher	TOTAL
Teachers	0.00	0.00	0.00	0.00	0.00	1.00	0.00	4.60	3581.80	3587.4
Other	1.00	1178.56	899.35	140.99	45.44	11.60	4.00	58.93	7.80	2347.67

Report

Report to:	Education Resources Committee
Date of Meeting:	14 February 2023
Report by:	Executive Director (Education Resources)

Subject:	Education Resource Plan: Quarter 2 Progress Report 2022-2023
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide the Education Resource Plan Quarter 2 Progress Report 2022-23, for the period 1 April 2022 to 30 September 2022

2. Recommendations

2.1. The Committee is asked to approve the following recommendations:-

- (1) that the Education Resource Plan Quarter 2 Progress Report 2022-23, as summarised in paragraph 5.2. and attached as Appendix 2 of this report, be noted;
- (2) that the key achievements made by the Resource to date, as detailed in paragraph 5.3. of this report, be noted;
- (3) that there were no areas identified for improvement ; and
- (4) that it be noted that there were no measures identified as 'report later' at Quarter 4 2021-22, as summarised in paragraph 5.5.

3. Background

- 3.1. The Education Resource Plan 2022-23 was approved by Executive Committee on 24 August 2022 be noted by this Committee and sets out the objectives and actions to be managed and delivered by the Resource for the financial year 2022-23.
- 3.2. The Resource Plan follows the agreed corporate structure and style. The Plan is a key element of the council's performance management arrangements and provides details of the context within which the Resource operates and establishes actions and measures for the year ahead based on the Priorities set out in the Council Plan Connect 2022 to 27.
- 3.3. As the Education Resources Committee is aware, from March 2020 onwards at times the council was forced to suspend or reduce a number of services that could not be continued in full due to the Covid-19 pandemic. The council was also obliged to redirect resources so that it could deliver vital new services and supports for individuals, communities, and businesses. Despite the return of services through the council's Recovery Plan, there is a Covid legacy in terms of a residual impact on some services and a significant build-up of demand, as a result of which there remains an inevitable impact on performance in some areas.

4. Resource Objectives 2022-23

- 4.1. The Resource has established a number of objectives to support the delivery of the Connect Priorities in 2022-23. These are detailed at Appendix 1.

5. Quarter 2 Progress Report 2022-23

- 5.1. Progress against all Resource Plan measures is contained in the Quarter 2 Progress Report 2022-23, attached as Appendix 2. This report has been produced from the council's performance management reporting system IMPROVe, and uses a traffic light format with the following definitions to give a status report on each measure:

Status	Definition
Blue	Project complete
Green	The timescale or target has been met as per expectations
Amber	There has been minor slippage against timescale or minor shortfall against target
Red	There has been major slippage against timescale or major shortfall against target
Report later	The information is not yet available to allow us to say whether the target has been reached or not. This will be reported when available
Contextual	Included for 'information only', to set performance information in context

- 5.2. To ensure adequate scrutiny of performance across all Resources, the council's Performance and Review Scrutiny Forum may consider 'red' and/or 'amber' measures at a future meeting.

The overall summary of progress to date is as follows and performance should be considered in the context of the impact of responding to Covid:

Status	Measures			
	Statistical	Project	Total	%
Blue	--	3	3	4.8%
Green	5	40	45	71.4%
Amber	0	0	0	0.0%
Red	0	0	0	0.0%
Report later/Contextual	15	0	15	23.8%
Totals	20	43	63	100.0%

(Data correct as at 10 November 2022)

- 5.3. Key achievements in the period from April to September (Quarter 2) are noted below:

5.3.1.

Connect Priority	Education and Learning
Resource Objective	Achievement
Support children and young people to develop their skills for learning, life and work	Scottish Education Awards 2022 The Making a Difference (Primary) Award was won by Netherburn Primary School . The award is for a primary school, or other establishment, that can demonstrate its effectiveness in transforming the life chances of the children and young people which it serves.

Connect Priority	Education and Learning
Resource Objective	Achievement
	<p>Strathaven Academy won the Scotland's Enterprising Schools Awards 2022</p> <p>The Most Enterprising School Awards was won by Strathaven Academy. Awarded in response to the great work being done across the entire school to celebrate enterprise and ensure that enterprise is becoming embedded into the curriculum as standard.</p>
	<p>Developing Literacy</p> <p>770 people attended two family orientated events at Lanark Loch and Overtoun Park, Rutherglen to mark International Literacy Day – <i>Transforming Literacy Learning Spaces</i>. The adult literacy team provided a range of literacy-based learning activities to help support adults and children's learning.</p>

Connect Priority	Health and Wellbeing
Resource Objective	Achievement
Improve health and wellbeing to enable children and families to flourish	<p>Mental Health</p> <p>Nurturing mental health: the power of positive relationships conference held in September 2022 provided schools with a range of supports in terms of Mental Health resources and guidance designed to help children and young people.</p>

Connect Priority	Children and Young People
Resource Objective	Achievement
Support children and young people to develop their skills for learning, life and work	<p>Scottish Education Awards 2022</p> <p>South Lanarkshire Council Education Resources, Youth Family and Community Learning Service won the Community Learning and Development Award for the Mobilize Music Project. The award recognises and celebrates the integral contribution of CLD to improving the educational outcomes and life chances of children and young people.</p>

Connect Priority	Children and Young People
Resource Objective	Achievement
Ensure inclusion, equity and equality are at the heart of what we do	GTCS - Excellence in Professional Learning Award for Schools and Learning Communities Larkhall Academy and St Andrew's and St Bride's High School achieved the General Teaching for Scotland, Excellence in Professional Learning Award and Quality Mark status. This award celebrates and recognises schools and learning communities that support and lead professional learning which has a significant and sustained impact on teachers, classroom practice and learners.
Empower learners to shape and influence actions on climate change and sustainability.	Over 430 P5-P7 children took part in the highly successful COS 1 schools pilot conference at the Palace Grounds on 11-13 October 2022. An outcome for schools was to make a pledge to influence and change to a more sustainable practice in their respective school and to promote this amongst parents/carers and their local community.

5.3.2. In addition to working towards these Priorities, we recognise that the Council will continually aim to improve and ensure effective and efficient use of resources, and that business will be conducted with integrity and transparency and will operate to the highest standards. In order to monitor and report progress against these values, Resource objectives have also been identified under the heading Delivering the Plan and Achieving Best Value.

5.4. Areas for improvement
There were no measures classified as 'red'.

5.5. Report later
Measures in the quarterly progress report which are not blue, red, amber or green at Quarter 4 can be assigned a status of 'report later' or 'contextual'. There were no 'report later' or 'contextual' measures at Quarter 4 2021-22.

6. Employee Implications

6.1. The objectives noted within the Resource Plan inform the Service Action Plans, where applicable, and in turn the Performance Appraisal process for individual employees.

7 Financial Implications

7.1. The objectives within the Resource Plan are reflected in the respective annual Resource Revenue and Capital budgets and, longer term, within the framework of the council's approved Financial Strategy.

8. Climate Change, Sustainability and Environmental Implications

8.1. There are no climate change or environmental implications as a result of this report.

8.2. The Resource Plan takes into account Resource responsibilities in relation to sustainable development.

9. Other Implications

- 9.1. The Community Plan 2017-27 was agreed at the Community Planning Partnership Board on 11 October 2017. A significant element of the delivery of the outcomes in the Community Plan will come through the achievement of the actions contained within Connect.
- 9.2. Resource Plan actions are assessed as part of the Resource's risk management arrangements and relevant issues have been added to the Resource Risk Register.
- 9.3. The Resource Plan takes into account Resource responsibilities in relation to sustainable development and climate change.

10. Equality Impact Assessment and Consultation Arrangements

- 10.1. Many of the actions detailed within the Resource Plan reflect ongoing strategies and policies which will be or have been the subject of consultation and equality impact assessment.

Tony McDaid
Executive Director (Education Resources)

14 February 2023

Link(s) to Council Values/Priorities/Outcomes

- ♦ The Resource Plan has been structured upon the Vision, Values and Priorities in the Council Plan Connect 2022 to 2027

Previous References

- ♦ Executive Committee: 24 August 2022
- ♦ Education Resources Committee: 06 September 2022

List of Background Papers

None

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

Des Dickson (Education Operations Manager)

Ext: 4495 (Tel: 01698 454495)

E-mail: des.dickson@southlanarkshire.gov.uk

Education Resource Objectives 2022-23

Connect Outcome	Resource Outcomes
Communities and Environment	<ul style="list-style-type: none"> • Empower learners to shape and influence actions on climate change and sustainability
Education and Learning	<ul style="list-style-type: none"> • Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy • Support children and young people to develop their skills for learning, life and work • Ensure inclusion, equity and equality are at the heart of what we do
Health and Wellbeing	<ul style="list-style-type: none"> • Improve health and wellbeing to enable children and families to flourish • Ensure inclusion, equity and equality are at the heart of what we do
Children and Young People	<ul style="list-style-type: none"> • Improve health and wellbeing to enable children and families to flourish • Ensure inclusion, equity and equality are at the heart of what we do • Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy • Support children and young people to develop their skills for learning, life and work • Empower learners to shape and influence actions on climate change and sustainability • Improve learning outcomes and positive destinations for care experienced young people • Support parents/carers and family members to continue to be regularly engaged in communications with their child's school
Housing and Land	N/A
Our Economy	N/A

Education Resources

improve

Resource Plan

Performance Report 2022-23

Quarter 2 : April 2022 - September 2022

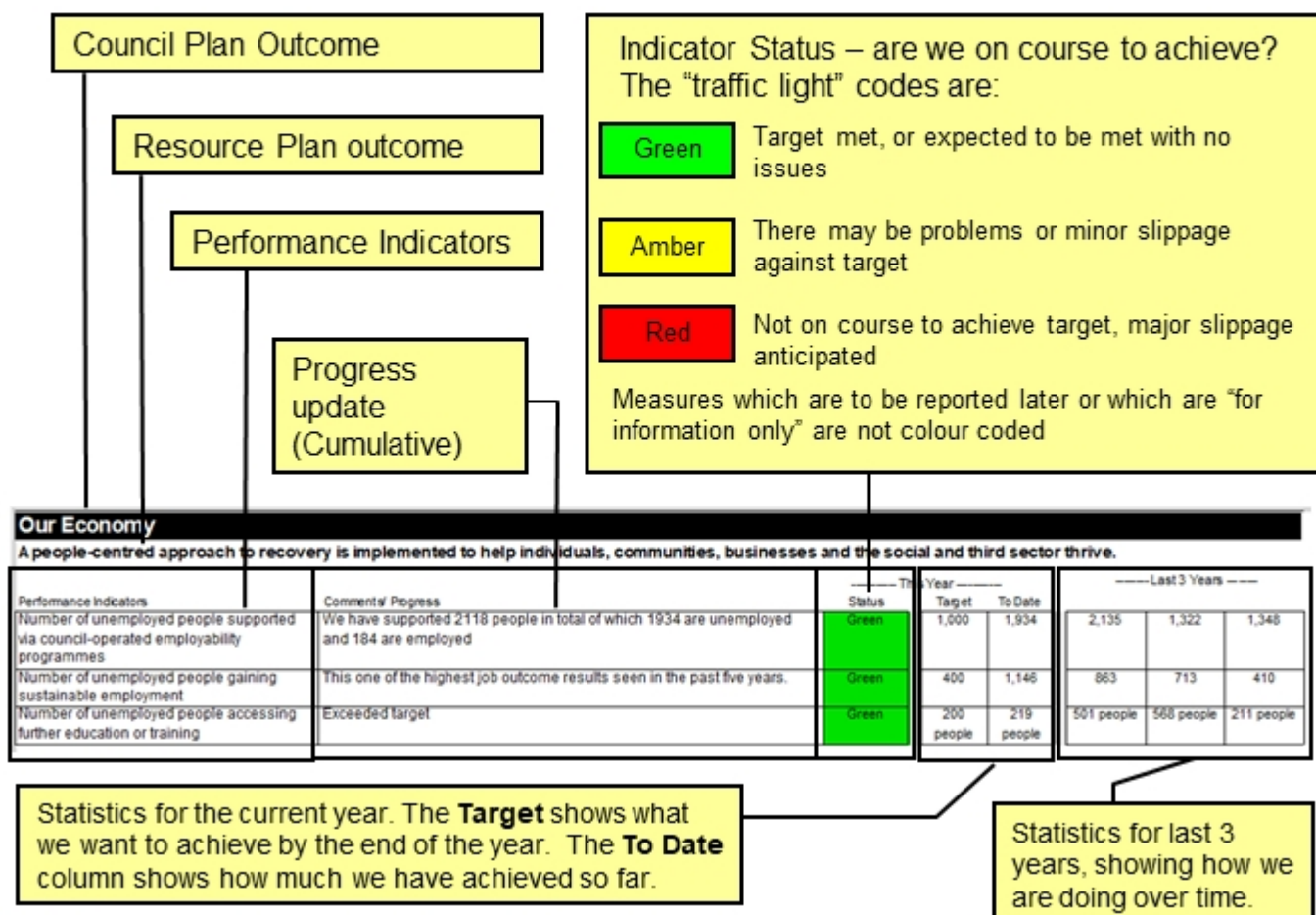
(This represents the cumulative position to September 2022)

Summary - number of measures green, amber and red under each Council Plan Outcome / Theme

Council Outcome/ Theme	Green	Amber	Red	Report later / Contextual	Total
Communities and Environment	1				1
Education and Learning	3			14	17
<i>Health and Wellbeing</i>					
Children and Young People	1			1	2
<i>Housing and Land</i>					
<i>Our Economy</i>					
<i>Delivering the plan and achieving best value</i>					
Total	5	0	0	15	20

How to use this performance report

This performance report is intended to be both informative and easy to use. The guide below is designed to help you get the most out of the report and to answer the most common questions you might have.



Communities and Environment

Empower learners to shape and influence action on climate change and sustainability

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2019/20	2020/21	2021/22
Encourage schools to achieve eco school status	39 South Lanarkshire Council establishments currently hold green flag award although most schools have registered. The Eco initiative was recently promoted at the COS1 event with Keep Scotland Beautiful in attendance. Work is ongoing to continue to promote uptake and participation.	Green	40.0	39.0	-----	-----	-----

Education and Learning

Improve health and wellbeing to enable children and families to flourish

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2019/20	2020/21	2021/22
Improve the attendance of children and young people at primary school	Report to be provided at Quarter 4.	Report Later	90.0%	-----	94.9%	94.3%	94.6%
Improve the attendance of children and young people at secondary school	Report to be provided at Quarter 4.	Report Later	88.0%	-----	91.4%	91.0%	90.5%

Ensure inclusion, equity and equality are at the heart of what we do

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2019/20	2020/21	2021/22
Percentage of pupils gaining 1 awards at SCQF Level 5 or better	Report to be provided at Quarter 4.	Report Later	87.5%	-----	86.5%	88.9%	91.2%
Percentage gap between pupils from least and most deprived areas gaining 1 awards at SCQF Level 5 or better	Report to be provided at Quarter 4.	Report Later	19.4%	-----	19.4%	20.1%	16.8%
Percentage of pupils gaining 1 awards at SCQF Level 6 or better	Report to be provided at Quarter 4.	Report Later	67.0%	-----	66.5%	69.9%	72.3%

Education and Learning**Ensure inclusion, equity and equality are at the heart of what we do**

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2019/20	2020/21	2021/22
Percentage gap between pupils from least and most deprived areas gaining 1 awards at SCQF Level 6 or better	Report to be provided at Quarter 4.	Report Later	37.8%	-----	36.3%	37.5%	35.2%
Increase number of learners engaging in either online or face-to-face English as a Second or Other Language classes	<p>119 learners are attending classes. There are 3 levels, Beginner, Intermediate, and Elementary and 112 people have reported improved English skills as a result of their attendance at these classes.</p> <p>An ESOL Strategy group has been reinstated to seek opportunities to map unmet need and establish a pipeline of support for learners. Mass assessment days were planned and delivered over the summer. Over the summer term, Youth, Family and Community Learning (YFCL) ESOL provision supported Ukrainian families. 5 centre based YFCL Officers have been trained in the CELTA qualification to enhance our locality based provision. A funding bid has been submitted to the UK Shared Prosperity Fund to extend our provision.</p>	Green	130	119	-----	-----	-----

Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2019/20	2020/21	2021/22
Percentage of P1, P4 and P7 pupils attaining the appropriate Curriculum for Excellence level for their stage or better in Literacy	Report to be provided at Quarter 4.	Report Later	71.1%	-----	71.7%	-----	70.2%
Percentage gap between P1, P4 and P7 pupils from the least and most deprived areas attaining the appropriate Curriculum for Excellence level for their stage or better in Literacy	Report to be provided at Quarter 4.	Report Later	22.3%	-----	19.4%	-----	23.6%
Percentage of P1, P4 and P7 pupils attaining the appropriate Curriculum for Excellence level for their stage or better in Numeracy	Report to be provided at Quarter 4.	Report Later	78.3%	-----	79.2%	-----	77.9%

Education and Learning**Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy**

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2019/20	2020/21	2021/22
Percentage gap between P1, P4 and P7 pupils from the least and most deprived areas attaining the appropriate Curriculum for Excellence level for their stage or better in Numeracy	Report to be provided at Quarter 4.	Report Later	15.4%	-----	15.4%	-----	19.2%
Percentage gap between the attendance of the least and most deprived children and young people at primary school	Report to be provided at Quarter 4.	Report Later	4.0%	-----	4.0%	4.4%	5.5%
Percentage gap between the attendance of the least and most deprived children and young people at secondary school	Report to be provided at Quarter 4.	Report Later	7.4%	-----	5.9%	6.3%	9.0%

Support children and young people to develop their skills for learning, life and work

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2019/20	2020/21	2021/22
Percentage of pupils entering positive destinations	Report to be provided at Quarter 4.	Report Later	95.7%	-----	95.7%	94.8%	96.2%
Percentage gap between pupils from the least and most deprived areas entering positive destinations	Report to be provided at Quarter 4.	Report Later	5.8%	-----	2.7%	4.3%	6.4%
Provide up to 400 Foundation Apprenticeship opportunities at Level 6 to young people in the senior phase	273 pupils took up a Foundation Apprenticeship (FA) offer this year. A key factor to the lower number of FA starts this year is as a result of legacy impact of Covid 19. Furthermore additional critical events such as DHT development day and targeted school management team visits were not possible due to the Covid 19 restrictions during 2020-21. In addition, the Glasgow Consortium delivering foundation apprenticeships withdrew the offer of some frameworks which reduced the overall number of opportunities for South Lanarkshire pupils.	Green	400	322	-----	-----	-----
Provide up to 150 Foundation Apprenticeship opportunities at Level 4/5 to young people in the senior phase	As at Quarter 2, 181 Foundation Apprenticeship opportunities at Level 4/5 have been provided to young people in the senior phase.	Green	150	181	-----	-----	-----

Children and Young People**Ensure inclusion, equity and equality are at the heart of what we do**

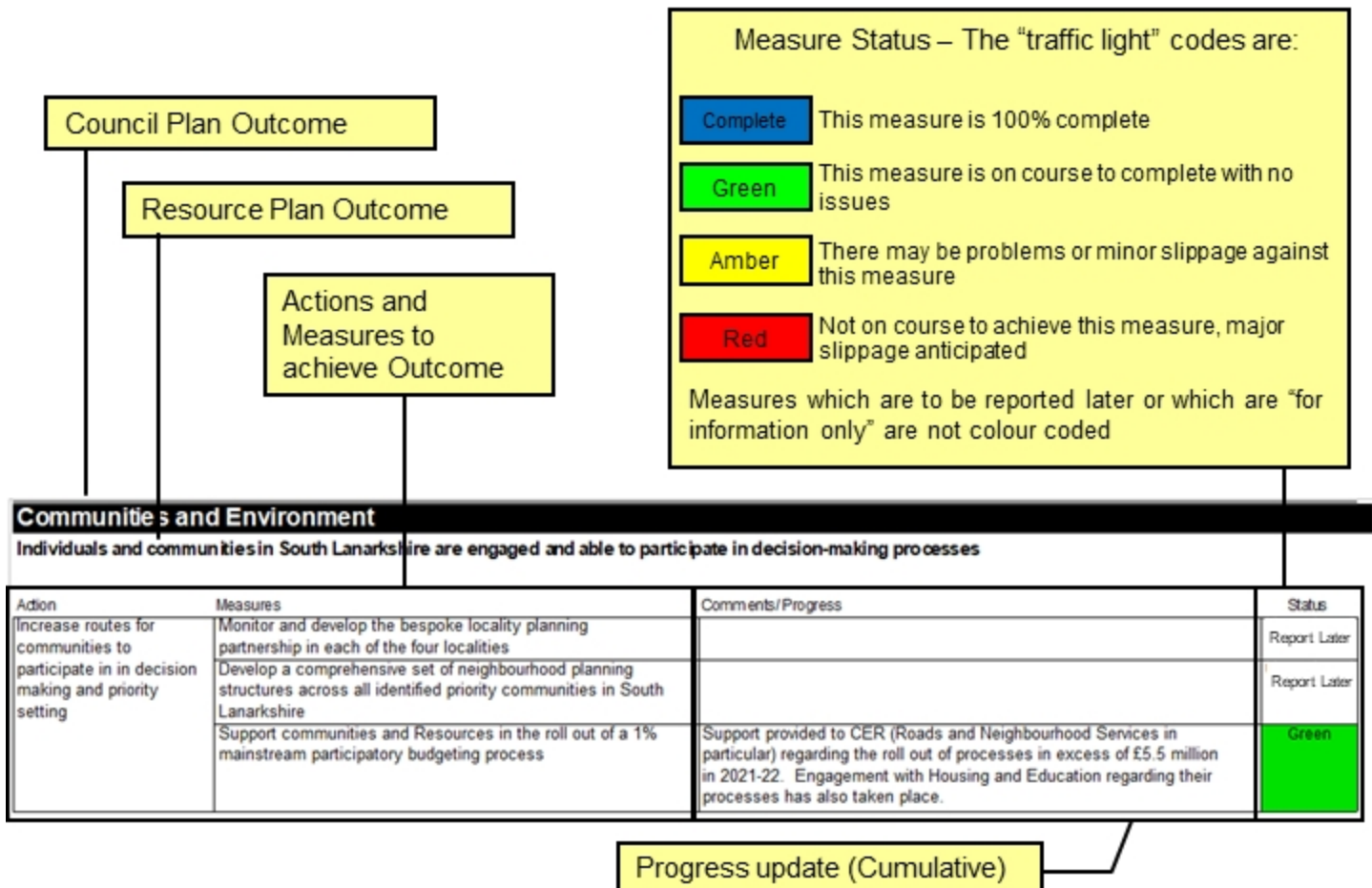
Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2019/20	2020/21	2021/22
Reduce the gap for positive destination outcomes for care experienced young people	Report to be provided at Quarter 4.	Report Later	6.2%	-----	4.1%	9.1%	6.2%
Increase the number of learners achieving nationally recognised awards	891 awards have been completed by Youth Family and Community Learning learners in the first two quarters of 2022-2023. This included Saltire Awards, Youth Achievement Awards (including Platinum Level), and Duke of Edinburgh awards. 576 young people achieved a Hi-5 award during the holiday period via the Summer Hubs.	Green	655	891	-----	-----	-----

Summary - number of measures complete, green, amber and red under each Council Plan Outcome / Theme

Council Outcome/ Theme	Complete	Green	Amber	Red	Report later	Total
Communities and Environment		5				5
Education and Learning	2	14				16
Health and Wellbeing	1	8				9
Children and Young People		12				12
<i>Housing and Land</i>						
<i>Our Economy</i>						
Delivering the plan and achieving best value		1				1
Total	3	40	0	0	0	43

Guide to the Performance Measures report

Each of the performance measures is shown in the following pages of this report. The graphic below explains how the report is laid out and what information is presented .



Communities and Environment

Ensure inclusion, equity and equality are at the heart of what we do

Action	Measures	Comments/ Progress	Status
Implement the improvement actions from the South Lanarkshire Community Learning and Development Plan 2021-2024 in line with the CLD Regulations and Strategic Guidance to improve outcomes for local communities	Implement the improvement actions of the South Lanarkshire Community Learning and Development Plan 2021-2024 to improve outcomes for local communities	South Lanarkshire's Community Learning & Development (CLD) Plan was published in October 2021. Partners are progressing well in relation to the 6 priorities: Access to Learning, Health and Well-being, Progression, Employability, Community Influence, and Workforce Development. An interim report will be written, November 2022 that will outline impacts and outcomes, key strengths, and areas for improvement moving forward.	Green

Communities and Environment

Empower learners to shape and influence action on climate change and sustainability

Action	Measures	Comments/ Progress	Status
Develop Climate Change and Sustainability Plan to support educational settings	Empower the involvement of children and young people in schools and through the Young People's Forum to help shape and influence Council outcomes in the climate strategy	<p>The Youth Forum for Climate Change and Sustainability have been working towards the Conference of Schools 1 event, Hamilton Palace Sports Grounds 11 - 13 October 2022.</p> <p>540 primary children are expected to attend over the 3 days.</p> <p>Youth forum members will deliver a series of 5 workshops based around their TIERS- Travelling, Influencing, Eating, 3Rs (Reduce, Reuse, Recycle) and Shopping.</p> <p>As well as the youth forum children who are delivering the workshops, South Lanarkshire staff, Keep Scotland Beautiful and TEDxGlasgow will attend to help support the work within the TIERS and the activities being delivered.</p> <p>Young people and staff who attended the workshops will be asked to make a pledge- this can be shared further within schools. There will also be a resource shared with all primary school head teachers providing an overview of the speeches, presentation, activities and events that have taken place at COS1. This resource contains teaching resources for schools to use to encourage and further embed the teaching and learning for climate change and sustainability within their schools.</p>	Green
	Undertake waste audit in secondary schools to identify if any improvements to processes	<p>Education is working in partnership with Facilities to undertake a food waste pilot across a number of schools. This was promoted at the recent COS1 schools' sustainability event.</p> <p>A learning resource has been produced and schools are currently being identified to participate.</p>	Green

Communities and Environment

Empower learners to shape and influence action on climate change and sustainability

Action	Measures	Comments/ Progress	Status
	Organise a pupil led COP conference involving primary, secondary and ASN schools	The COS 1 schools pilot conference was successfully held across Education schools at Palace Grounds on 11-13 October 2022 with a high level of participation. Schools will now look to undertake a pledge to change their behaviour in working towards more sustainable practice in their school and promoting this in the wider community.	Green
	Support air quality projects and work to promote active, sustainable travel to schools	Sustainable travel was promoted at the recent COS 1 event through cycling activities, games and pupil presentations. The conference was also attended by partners in Environmental Health and South Lanarkshire Leisure who promoted "On the Move" and "Beat the Street" initiatives. East Kilbride primary schools are currently participating in the "Beat the Street" game.	Green

Education and Learning

Improve health and wellbeing to enable children and families to flourish

Action	Measures	Comments/ Progress	Status
Ensure effective delivery of tackling poverty policy and raise awareness of the priorities contained in the Local Child Poverty Action Report (LCPAR) across all partner organisations	Produce and publish a refreshed Local Child Poverty Action Report and summary by June 2022 to increase awareness among partners	<p>A new Local Child Poverty Action Report has been completed and published. A copy has been sent to the Scottish Government Improvement Service. An ODT version has been produced for uploading to web pages as per accessibility guidelines.</p> <p>The newly published report contains evidence of good practice and impact across South Lanarkshire, a focus on our improvement work to improve outcomes for families at risk of experiencing poverty and a revised set of priorities for the next reporting cycle. The report also contains a section on agreed improvement areas and plans to develop activity around them with children and families.</p>	Complete

Education and Learning**Improve health and wellbeing to enable children and families to flourish**

Action	Measures	Comments/ Progress	Status
	Provide breakfast clubs with a focus on those children entitled to free school meals	During the 11 days of school in August over 26,600 pupils attended a breakfast club.	Green

Ensure inclusion, equity and equality are at the heart of what we do

Action	Measures	Comments/ Progress	Status
Evaluate the effectiveness of delivering the Tackling Poverty programme in 4 Early Learning and Childcare establishments	In line with Tackling Poverty Programme, ensure targeted support for children aged 2-3 years across the 4 stand-alone nurseries to achieve better outcomes for children	The increased entitlement of 1140 hours of funded Early Learning and Childcare per year and South Lanarkshire Council's exemption to nursery charges for families living in poverty has led to an increased opportunity for our youngest children to experience high quality learning and support in nurseries. Staff have also engaged in PEEP training, and now offer group work with parents as a targeted approach which further supports these young children and their families. We have updated the website to provide links for families to apply for additional money streams and benefits that they will be entitled to. The nurseries have received support from an Equity & Excellence Lead whose main role is to support the nurseries to close the poverty related attainment gap. This is showing improved outcomes for all children.	Green

Education and Learning

Ensure inclusion, equity and equality are at the heart of what we do

Action	Measures	Comments/ Progress	Status
Raise awareness of the implications of the Children's Rights Bill across the children's services workforce	Produce a Children's Rights Report for the Children's Services Strategy Group incorporating actions to support the United Nations Convention of the Rights for the Child (UNCRC) by June 2022	A report was presented to the Children's Services Partnership via the Strategy Group in June 2022, and contained recommendations and suggested areas for action. A number of actions have already taken place including testing a training video for staff in Community and Enterprise Resources, some discussing around child friendly complaints procedures, contributions to a newly established national network and work with other authorities to examine good and emerging practice eg, a Children's Rights Framework to support implementation of the expected UN Convention on the Rights of the Child (UNCRC) duties.	Complete
Take forward the review of the Primary and Secondary estate to meet developing needs for children with Additional Support Needs	Implement the building improvement programme to support pupils with additional support needs within mainstream accommodation	A review is ongoing with project priorities being identified and implemented on order to support additional support needs (ASN) pupils within schools.	Green
Provide opportunities for learners to be actively engaged in shaping the Youth Strategy and improvement actions	Engage young people in the roll-out of the improvement actions in the Youth Strategy for 2022-2025 and to use their feedback to achieve better outcomes for their communities	The Youth Strategy launch is planned during Quarter 3. South Lanarkshire Youth Council members are actively engaged in working with partners to showcase the impacts of the previous strategy and the aspirations of the current strategy, with the Key Priorities of Health and wellbeing, Youth friendly services, Learning and working, Rights, and Environment.	Green

Education and Learning

Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy

Action	Measures	Comments/ Progress	Status
Implement National Improvement Framework priorities by ensuring that every child achieves the highest standards in literacy and numeracy	Implement the Literacy Strategy to support schools to develop their literacy curriculum and report on outcomes for learners	<p>Almost all primary and secondary school Literacy Audits have been received and analysis of data has begun. Parent views are being sought. The priority areas for focus are:</p> <p>Listening and Talking: SLC Primary schools have been updated on the offer of training, materials and assessments in an oral language intervention group (Nuffield Early Language Intervention)</p> <p>Writing: Around 120 primary teachers in early years to Primary 3 have attended Talk for Writing training for fiction writing and evaluations are positive. 15 primary schools are participating in Talk for Writing Leadership CPD.</p> <p>Reading: 60 schools are working towards Scottish Book Trust Reading Schools accreditation. 30 schools have received Core Reading Schools status, 13 Silver Reading Schools status and 2 Gold Reading Schools status. The Scottish Book Trust aim to deliver Primary 1 Book Bug Family Bags and Primary 2 and 3 Read Write Count Family Bags by 15 November 2022.</p> <p>21 participants are involved in the Secondary Teachers Reading Group in conjunction with OU/UKLA with Primary Teachers Reading Groups (x3) underway.</p> <p>Over 90 Primary and Secondary Literacy Co-ordinators have attended a professional learning session on the importance of reading fluency. The South Lanarkshire Literacy Hub (Google Site) is live and hosts a range of professional learning materials and learner resources to support schools.</p>	Green

Education and Learning**Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy**

Action	Measures	Comments/ Progress	Status
	Implement the Numeracy Strategy to support schools to develop their numeracy curriculum and report on outcomes for learners	The Numeracy strategy to support schools to develop their Numeracy Curriculum has been devised and presented to Head Teachers. A robust programme of professional learning is currently being delivered to provide teachers with the skills and knowledge they require to improve outcomes for our children and young people and to support them.	Green

Education and Learning

Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy

Action	Measures	Comments/ Progress	Status
Close the equity gap and improve learner outcomes	Develop an Equity Strategy including Strategic Equity Funding and use this to support schools to develop their equity plans to recover from impact of Covid-19 lockdown	<p>Following consultation with stakeholders, SLC Strategic Equity Funding plan is finalised ready for submission to Scottish Government 30 September 2022. Five workstreams have been identified: Pedagogy; Learner Engagement; Strengthening Relationships; Curriculum; and Learner Pathways. Project Leads from central CQIS team and schools, have been identified to lead and deliver a range of projects across the 5 workstreams. Stretch aims have been agreed and are identified within the SEF Project Plan. Attendance has been identified as SLC's Health and Wellbeing measure and Cost of the School Day and Reduction in number of S4 leavers have been identified as additional local "core plus" measures. Projects within the 5 workstreams will work towards achieving the stretch aims. Project plans, outcomes and measures have been finalised for each project, and implementation is underway. Monitoring of SEF projects has begun. SEF Project Leads meet with SEF Project Co-ordinator and Quality Improvement Manager every 8 weeks to monitor impact of projects and ensure progress.</p> <p>Most schools have submitted their PEF Profile of Spend and outlined their equity approaches within their School Improvement Plan. Equity Team are supporting schools to ensure 100% return. Profile of Spends and SIP are being quality assured by CQIS team to ensure PEF spend adheres to PEF National Operational Guidance. Where there are concerns around spend, schools are being supported by the Equity and Excellence Lead Officer. Spend is monitored 4-weekly in partnership with finance colleagues – team are monitoring figures and working closely to reduce carry forward this session across all schools. All schools have identified percentage of their PEF allocation they are putting towards participatory budgeting. This is being reported currently at area committee meetings. Revised timeline for PEF reporting has been agreed and shared with schools.</p> <p>New online Equity Hub, a one-stop shop to support schools deliver the equity agenda is ready for full launch at the November CQIS Conference. The finance and participatory budgeting sections are</p>	Green

Education and Learning

Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy

Action	Measures	Comments/ Progress	Status
		already live and are supporting staff with PEF spend.	
Evaluate the Learning, Teaching and Assessment Recovery Strategy	Develop and implement the Learning Teaching and Assessment Recovery Strategy to improve outcomes for learners	<p>Review of Learning, Teaching and Assessment approach for South Lanarkshire Council to be detailed in refreshed Curriculum Folder</p> <p>Ongoing development of Pedagogy Palette resource complementing learning and improvements from practitioners involved in Improving Our Classrooms and Improving Our Schools with the West Partnership.</p> <p>Input to Newly Qualified Teachers on learning, teaching and assessment with focus on features of positive learning environment. Planning in process for input to primary Head Teachers on leading the process of moderation.</p>	Green
Develop the school improvement strategy to support schools to consider the recovery improvement agenda	Develop and implement the School Improvement Strategy to support schools to improve outcomes for learners	<p>The existing School Improvement Folder is being updated to reflect changes over the last 3 years, with particular reference to the period of recovery. The new folder will be shared with senior leaders at the CQIS Conference, 9 November 2022 and will help support all school self evaluation work.</p> <p>Schools continue to be supported by their allocated Link Officer in all ongoing aspects of school improvement with a particular focus on strategies for raising attainment and supporting equity across all learners, especially those impacted by poverty.</p>	Green
Take forward the National Improvement Framework priorities by ensuring that every child achieves the highest standards in literacy and numeracy in Early Learning and Childcare	Deliver training on literacy, for all Early Learning and Childcare establishments to ensure improved outcomes for children	We have recommended that all new staff complete the literacy development programme on Learn Online and are developing a new programme of training to support improved outcomes for children and families.	Green
	Deliver training on numeracy, for all Early Learning and Childcare establishments to ensure improved outcomes for children	'Together We Count' training, has begun and being rolled out across all 4 localities. There are 4 sessions focusing on different aspects of numeracy development.	Green

Education and Learning**Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy**

Action	Measures	Comments/ Progress	Status
Promote and celebrate the achievement of young people	Deliver an achievement award ceremony to celebrate children's success by June 2023	Award Ceremony schedule is in place for June 2023.	Green

Support children and young people to develop their skills for learning, life and work

Action	Measures	Comments/ Progress	Status
Support young people to progress to positive destinations	Provide one to one support for targeted young people in the last 6 months of school through the Aspire programme	The Aspire programme continues to support young people in their last 6 months of school.	Green

Education and Learning**Empower learners to shape and influence action on climate change and sustainability**

Action	Measures	Comments/ Progress	Status
Develop Climate Change and Sustainability Plan to support educational settings	Provide guidance and support to empower primary schools to develop their science curriculum	<p>A Science Skills Framework has been created for the use of schools and teachers in South Lanarkshire Council. The framework is presented as a 3-year rolling programme of work and covers all Science experience and outcomes showing progression through the levels. The resource supports planning for Science around the experiences and outcomes from Early to Second Level with activities and resources that should be viewed as useful starting points and suggestions for activities. All experiences and outcomes have been bundled to support planning and teaching of topics and contain a direct link to the RAiSE Science Planning Resource which also includes planning support links to other curricular areas and contexts to support interdisciplinary learning. In addition, 'how to' videos have been included to help practitioners engage with some suggested activities. A professional learning session was delivered to SLC practitioners on how to use this framework and a recording of this has been posted on the SLC Science, STEM and Sustainability blog.</p> <p>Other professional learning has been delivered responding to the needs of the practitioners in order to build confidence, skills, and networks to develop and deliver engaging and motivating STEM learning experiences.</p>	Green

Health and Wellbeing

Improve health and wellbeing to enable children and families to flourish

Action	Measures	Comments/ Progress	Status
Develop the Health and Wellbeing Curriculum Strategy to support schools to consider the recovery improvement agenda	Implement the Health and Wellbeing Curriculum Strategy to support schools to develop their strategy and report on outcomes for learners	<p>Personal and Social Education (PSE) Audit completed. Work is underway reviewing data, analysing trends and sharing commonality across the authority.</p> <p>Formal launch of new 'Healthy Schools' has been completed and continues to be the recommended curricular resource for South Lanarkshire Council schools in planning and delivery of Health & Wellbeing curriculum.</p> <p>Primary HWB and Secondary PSE Networks have been successfully re-established and meetings are scheduled throughout the session. This includes planned opportunities for professional dialogue and sharing good practice.</p> <p>A comprehensive offer of staff Career Long Professional Learning has been co-ordinated including delivery from partner agencies and targeted involvement from West Partnership.</p>	Green
Ensure effective delivery of tackling poverty policy and raise awareness of the priorities contained in the Local Child Poverty Action Report (LCPAR) across all partner organisations	Provide opportunities for learners to experience a residential/outdoor experience taking account of the cost of the school day	Number of learners who experience a residential/adventure activity provided through an approved licensed provider annually	Green

Health and Wellbeing**Improve health and wellbeing to enable children and families to flourish**

Action	Measures	Comments/ Progress	Status
Embed attachment-informed practice across education through the alignment of the attachment strategy and nurture practice	Implement the outcomes from the nurture review to improve health and wellbeing of children and young people	Findings and recommendations from the nurture review have been disseminated to the Education Management Team and to Head Teachers at the Inclusion Conference, September 2022. The first meeting of the Attachment Informed Practice (AIP) Steering Group has been held and initial discussions on actions based on recommendations have taken place. A visual has been developed and distributed outlining how Attachment Strategy, Nurture and Promoting Positive Relationships and Understanding Distressed Behaviour (PPRUDB) align.	Green
	Implement practice guidance within educational establishments to embed attachment informed practice to improve health and wellbeing of children and young people	Draft practice guidance has been prepared. A Nurture Development Officer has been appointed and is working in collaboration with the Attachment Strategy Development Officers to continue to amend the paper. The Attachment Informed Practice (AIP) Strategy Group will have a role in overseeing the final document production and use.	Green

Health and Wellbeing

Improve health and wellbeing to enable children and families to flourish

Action	Measures	Comments/ Progress	Status
Support planning for individual children and young people with mental health needs	Establish a multi-agency writing group to produce Practitioner Guidance to support the implementation of the 2018 'Children and Young People's Mental Health and Wellbeing Pathway'	The multi-agency group responsible for the 2018 'Children and Young People's Mental Health Pathway: Practitioner Guidance' has met to review the document and consider potential updates and revisions. The group considered the audience for a revised document, what could be kept, what required to be updated or added and how the completed document would be promoted with stakeholders. A further focus group of pupil support staff is planned with Stonelaw High School 1 November 2022 to gather views and support the design of the document.	Green

Health and Wellbeing

Improve health and wellbeing to enable children and families to flourish

Action	Measures	Comments/ Progress	Status
Implement the development of the community mental health initiative to ensure that up to date and evidence based advice is provided to parents and carers	Implement new family wellbeing services and peer support services to improve the mental health of children and young people	<p>Family Wellbeing Service: Feedback from the Earlier Help Hub test of change resulted in support for 1393 families between January – June 2022. This data was from referrals from Police concern reports, with the service now being widened to support requests for assistance from all agencies.</p> <p>The Family Wellbeing Services (an expansion of the Earlier Help Hub) launched on 27th September. Children 1st are co-located 3rd sector partners within this SW service, providing support through Family Group Decision Making. The service is now operating on a locality basis with a dedicated hub within each of the 4 localities.</p> <p>Peer Support Services: The need for peer support services was established through a large-scale consultation with young people across South Lanarkshire. SAMH has been identified as an organisation who will be able to provide this support and has been commissioned to do this. It is planned that supports should begin towards the end of 2022 with an initial school being targeted as a test of change before being rolled out on a larger scale in the beginning of 2023. It is aimed that there will be 4 peer support workers who will support secondary schools (initially) to establish, train and implement peer support services. Parent and carer advice workshops on a range of topics will also be established for all parents/carers across the authority to access. Data from these services should be available within 2023.</p>	Green

Health and Wellbeing

Improve health and wellbeing to enable children and families to flourish

Action	Measures	Comments/ Progress	Status
Deliver counselling in line with the framework provided to authorities by the Scottish Government	Empower schools to access counselling services to pupils over the age of 10	<p>For the period January to June 2022, 929 children and young people accessed counselling from 19 secondary schools and 53 primary schools.</p> <p>Head teachers were provided updates about how to access counselling providers, to enable them to plan their budget for the start of the school session 2022/23.</p> <p>School managers have been provided information about Kooth, an online service procured by South Lanarkshire Council which offers children and young people aged 10 up with on-line counselling services and other supports.</p>	Green

Ensure inclusion, equity and equality are at the heart of what we do

Action	Measures	Comments/ Progress	Status
Raise awareness of the priorities within the Children's Services Plan across all partner organisations	Produce a Children's Service Plan annual report by June 2022 to help shape and influence the improvement actions required by partners	<p>Annual Report has been produced, circulated across partners and submitted to the Scottish Government as per Part 3 of the Children and Young people (Scotland) Act 2014. The report has been signed off by the Children's Services Partnership and NHS Lanarkshire Board. the report contains bespoke sections on children's rights, the Promise and our improvement work around the agreed priorities.</p> <p>Subsequent work has taken place to revise a small number of improvement priorities and a mid year update will be gathered during Quarter 2.</p>	Complete

Health and Wellbeing

Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy

Action	Measures	Comments/ Progress	Status
Take forward the National Improvement Framework priorities by ensuring that every child achieves the highest standards in literacy and numeracy in Early Learning and Childcare	Deliver health and wellbeing training for all Early Learning and Childcare establishments to ensure improved outcomes for children	The 'Together We Can and We will' (TWCAWW) Health and Wellbeing support materials are with graphics and the training linking to this guidance will be rolled out to all localities in November.	Green

Children and Young People

Improve health and wellbeing to enable children and families to flourish

Action	Measures	Comments/ Progress	Status
Evaluate the impact of Early Learning and Childcare 1140 hours for 2-3 year olds	Ensure that the uptake of 1140 hours for 2-3 year olds by families who meet the eligibility criteria is maximised	<p>Education Resources continues to provide the full delivery of places for eligible children in line with Scottish Government funding allocation and has strong links with Health and Social Work colleagues to promote the early access to quality nursery provision.</p> <p>Our website also provides parents with a range of information regarding entitlement along with links to support access to a range of benefits. The authority promotes opportunities for parents from low-income households who are not eligible for 1140 hours funded Early Learning and Childcare to apply for the South Lanarkshire Council programme for exemption to nursery fees.</p>	Green

Children and Young People

Ensure inclusion, equity and equality are at the heart of what we do

Action	Measures	Comments/ Progress	Status
Progress the Morgan Review improvement action plan to improve and effectively deliver additional support for learning for children and young people	Establish a reference group to ensure the improvement action plan recommendations are taken forward collaboratively, building on existing policy and practice in inclusive education	Reference group set up with three sub groups covering specific targets within national plan set up following Morgan Review. These sub groups meeting regularly to develop specific actions for session 2022/23	Green
Ensure all Early Learning and Childcare establishments engage in GIRFEC agenda	Deliver multi-agency training to Early Learning and Childcare staff to meet the needs of the highest priority children	GIRFEC training continues to be mandatory for all Early Learning and Childcare staff. Training is delivered regularly throughout the year by a range of personnel including the senior management team. Multi agency training is also delivered throughout the year as part of a yearly calendar. Online training is also available for all Early Learning and Childcare staff to participate in. We have delivered training in relation to completing well beings to ensure that these are more robust, accurate and relevant to help access appropriate supports for children. We have introduced new procedures when considering allocation to an early Years ASN placement to ensure places are allocated to our highest priority children with the most complex needs. All settings have received training in relation to this.	Green

Children and Young People**Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy**

Action	Measures	Comments/ Progress	Status
Develop Digital learning and Inclusion	Implement the Digital Recovery Strategy to support online learning to improve outcomes for learners and maximise opportunities through the West On-line partnership	<p>The cascading of training and support for staff in the use of Texthelp Read&Write continues with a case study and pod cast having been published to showcase the impact for schools and pupils so far.</p> <p>SchoolCloud to support online parents' consultations which provides the option of a blended approach of online and in person appointments has been procured for one more year with school fully supported in accessing and using this to improve communication and engagement with parents and carers. A bespoke South Lanarkshire Council (SLC) webinar delivered by SchoolCloud was well attended by over 60 schools with a recording now available for others to access. The Google on Tour event at Duncanrig Secondary, attended by members of the West Partnership, provided an opportunity for schools to showcase good practice with digital leaders initiatives and for Duncanrig to be formally recognised as SLC's most recent Google Reference School. This event also provided an opportunity to further promote Read&Write tools in hands on sessions.</p> <p>Additional data SIM cards have been sourced and are being distributed to schools where pupils are identified as still requiring connectivity support to access digital devices at home.</p> <p>Colleagues from SLC were asked by Google to present a keynote on both days at the Scottish Learning Festival Expo event to share information around the successful Google Trainer and Educator programme that has been established and continues to grow.</p>	Green
Provide support for Speech, Language and Communication in Early Learning and Childcare	Deliver a programme of support and targeted training to all Early Learning and Childcare establishments for speech, language & communication	A new programme of training is being developed and will be delivered in the new year to all settings. A practitioner event will support this on an inset day to take place in November 2022.	Green

Children and Young People**Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy**

Action	Measures	Comments/ Progress	Status
Provide support for parental engagement in Early Learning and Childcare	Deliver a programme of support and targeted training to all Early Learning and Childcare establishments to build parental capacity to support children's learning	A practitioner event is arranged for and inset day to take place in November 2022, and will focus on family engagement and speech, language and communication development.	Green

Children and Young People

Support children and young people to develop their skills for learning, life and work

Action	Measures	Comments/ Progress	Status
Support young people to develop their skills to achieve positive outcomes	Develop the range of skills-based qualifications accessible to learners in schools	MCR Pathways: supports 465 care-experienced and disadvantaged young people. Wider Accreditation Resource: Now finalised with case studies and progression pathways exemplars. Enhanced Personalised Support Programme (Mentors): use of mentors for personalised and individualised support for identified S2&3 learners. Curriculum for Excellence Literacy & Numeracy: consultation on 3rd and 4th level and moderation of teacher judgements. Wider accreditation opportunities and Developing the Young Workforce (DYW): Access to Engineering Academy: All Year 1 and Year 2 learners currently on track. Regular meetings between SLC, NCL, SWAP team and University of Strathclyde taking place. DYW DHTs and Co-ordinators: Regular meetings between these groups and Quality Link Officer to ensure updates are passed on by SLC, SLC Youth Employability, Skills Development Scotland and DYW Regional Group. University of Glasgow Widening Access programme: 8 schools and approximately 160 learners are involved in a range of skills-based qualifications. Work placements, work experience and alternative educational provision: 34 learners undertook work placements in Quarter 2. 6 learners undertaking alternative educational provision (work or college). Skills framework: Development Officers are supporting schools engaging with the framework as part of their School Improvement Plan for 2022-23. Collaborative Improvement Visit: Preparation finalised for 3-day visit by ADES and Education Scotland with focus on central mechanisms of engagement for improving outcomes for Senior Phase learners.	Green

Children and Young People**Support children and young people to develop their skills for learning, life and work**

Action	Measures	Comments/ Progress	Status
Provide opportunities for young people to participate in work-based learning opportunities in the senior phase	Deliver Foundation Apprenticeship and Gradu8 programmes in partnership with South Lanarkshire College, New College Lanarkshire and Glasgow Kelvin College to improve the skills and employment opportunities for young people	We are on track to deliver a very comprehensive school / college partnership programme for Foundation Apprenticeships at SCQF Level 6 and Gradu8 Work based learning options at SCQF level 4 & 5. We have expended our range of partners to include additional training providers to meet the increased demand for WBL options in construction at level 5.	Green
Support care experienced young people aged 16-24 to develop their skills and experiences to achieve sustained positive destinations	Deliver the Modern Apprenticeship promise for care experienced young people to improve their skills and achieve a positive destination	The Youth Employability Service continues to work with partners in identifying and supporting young people who are care experienced into Modern Apprenticeships within South Lanarkshire Council.	Green
Implement the national Parental Involvement and Engagement survey	Implement the national survey of parents and use the feedback to identify improvement actions and share good practice with schools and establishments	Parental Involvement and Engagement Survey undertaken, and presentation of findings will be presented to the Education Management Team during Quarter 3.	Green
Implement the national Parental Involvement and Engagement strategy	Deliver an annual parents' conference by June 2023 to engage further on our priorities to help improve outcomes for learners	Annual Parents Conference is scheduled in place for March 2023.	Green

Children and Young People

Support children and young people to develop their skills for learning, life and work

Action	Measures	Comments/ Progress	Status
Support young people to gain nationally recognised awards through Youth Family and Community Learning programmes	Provide learner focussed pathways for young people to receive accreditation through national awards	A number of awards are offered through YFCL and an important element of this is progression through awards at the appropriate level of challenge for individual learners. There is the opportunity for young people to advance from Hi 5 awards to Dynamic Youth Awards through to Youth Achievement Awards. Similarly, learners can undertake Duke of Edinburgh Awards across Bronze, Silver, and Gold and there are opportunities for dual accreditation if learners are working across different awards. Awards delivered in the first two quarters of 2022-23 included Discovery Awards, Saltire Awards, Dynamic Youth, Elementary Food Hygiene, Steps to Excellence, Incredible Years, John Muir, Hi5, National Navigation, Sports Leaders, Young STEM, Wilderness Skills, SQA Awards (including English as a Second or Other Language for ESOL Learners at Beginner, Intermediate, and Elementary Level), Youth Achievement Awards and DofE awards across all levels.	Green

Delivering the plan and achieving best value

Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy

Action	Measures	Comments/ Progress	Status
Develop professional networks as a vehicle to extend leadership learning opportunities for employees	Evaluate existing professional networks and use the outcomes to expand leadership capacity across the Resource	West Partnership (WP) have offered opportunities for Head Teachers to facilitate on the Thinking about Headship programme. Two Head Teachers have secured a place on the WP Executive Coaching programme. South Lanarkshire Council leadership programmes for aspiring Principal Teachers and Depute Head Teachers both start September 2022.	Green

Report

7

Report to:	Education Resources Committee
Date of Meeting:	14 February 2023
Report by:	Executive Director (Education Resources) Executive Director (Finance and Corporate Resources)

Subject:	Attachment Strategy for Education Resources – Update Report
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1. Purpose of Report

1.1. The purpose of the report is to: -

- ♦ seek approval to extend the post of Attachment Development Officer to continue implementation of the Attachment Strategy within the wider context of South Lanarkshire's Attachment-Informed Approach

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation:-

- (1) that, to support the sustained implementation, application and evaluation of South Lanarkshire's Attachment-Informed approach, the extension of the post of Development Officer (this post is currently a 12-month secondment) for up to 23 months is approved.

3. Background

- 3.1. The Attachment Strategy was launched in June 2020 and was developed in consultation with partner agencies. The strategy promotes better experiences of attachment for South Lanarkshire's children and young people, particularly within early years and education settings.
- 3.2. The Attachment Strategy forms the basis of South Lanarkshire's Attachment-Informed Approach which is central to supporting an attachment-informed, trauma sensitive workforce.
- 3.3. Through universal and targeted relational approaches, the Strategy aims to ensure all establishments provide a secure base and safe haven for children and young people to ensure belonging for all and reduce the impact of Adverse Childhood Events for the most vulnerable children and young people.
- 3.4. The Education Resources' Attachment Strategy supports the action in the Getting it Right for Every Child in South Lanarkshire's Children Services Plan 2021-23 and promotes a consistent message about the importance of relationships as outlined by The Promise.
- 3.5. There was an update on the implementation of the Attachment Strategy presented to the Education Resources Committee on 9 November 2021. This noted the progress

on training for early years and education staff as well as the publication of a range of resources aimed at supporting its practical application.

4. Implementation progress

- 4.1. To ensure consistency of approach and sustainability following training, a range of initiatives have been introduced to support staff with implementation.
- ◆ all education establishments and services have been asked to nominate an attachment lead and ambassador to support implementation within individual settings
 - ◆ leads and ambassadors are invited to quarterly networking events that take place in each locality to ensure that practice is shared, and staff are supported
 - ◆ locality based Google Classrooms have been established to support staff to share resources and good practice
 - ◆ an SLC Twitter account has been created to share practice and resources
 - ◆ a quarterly newsletter is distributed to all education and early years staff
- 4.2. Following a review of nurture practice and provision across South Lanarkshire, a new model of Attachment-Informed Practice was introduced to ensure consistency of approaches with the Attachment Strategy at the centre. This was shared at the Head Teacher's Inclusion Conference in October 2022. (A copy will be made available to members.)
- 4.3. An Attachment-Informed Steering group was established in August 2022 to support strategic direction and ensure consistency of practice.
- 4.4. There has been a continued roll out of training to staff to ensure that all establishments share a common understanding about the importance of relationships in promoting good mental health and lifelong resilience.

5. Implementation – Next Steps

- 5.1. The Attachment-Informed practice Steering Group will continue to oversee and advise on next steps throughout the coming year.
- 5.2. A 'good practice' guide will be produced to support the application of attachment-informed practice and inform nurturing approaches.
- 5.3. An accreditation tool will be produced to improve quality outcome, acknowledge good practice, and reinforce staff commitment to attachment-informed practice.
- 5.4. The findings from the nurture review will be implemented to ensure continued support for children and young people, establishments, and families. These supports will include:-
- ◆ improving nurture for children requiring enhanced social and emotional support
 - ◆ youth attachment ambassador training for young people in secondary schools
 - ◆ lessons for primary aged children focusing on the importance of relationships
 - ◆ attachment-informed workshops for parents and carers.
 - ◆ emotion coaching training for attachment leads and ambassadors.
- 5.5. A review of South Lanarkshire's SEBN provision is underway to ensure practice is consistent with the South Lanarkshire Council attachment-informed agenda.

6. Employee Implications

- 6.1. It is recognised that there are staffing implications for implementing and co-ordinating the attachment strategy over this next period, in order to achieve sustained implementation.
- 6.2. The proposal is to extend the secondment of the 1 FTE Development Officer. This post is currently a 12-month secondment. It is proposed to extend this post to 23 months.

7. Financial Implications

- 7.1. Costs can be met from within existing resources. The post will be a 23-month seconded post.

8 Climate Change, Sustainability and Environmental Implications

- 8.1. There are no significant implications for climate change, sustainability and the environment arising from the recommendations in this report.

9. Other Implications

- 9.1. There are no other implications arising from the recommendations made in this report.

10. Equality Impact Assessment and Consultation Arrangements

- 10.1. This report does not require an equality impact assessment.
- 10.2. Consultation and engagement with stakeholders and multi-agency partners will continue as the strategy is further implemented within educational establishments and services.

Tony McDaid

Executive Director (Education Resources)

Paul Manning

Executive Director (Finance and Corporate Resources)

18 January 2023

Link(s) to Council Values/Priorities/Outcomes

- ◆ Inspiring learners, transforming learning, strengthening partnerships.

Previous References

Education Resources Committee - 9 November 2021

List of Background Papers

- ◆ Children's Services Plan 2021-2023

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

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Report

8

Report to:	Education Resources Committee
Date of Meeting:	14 February 2023
Report by:	Executive Director (Education Resources) Executive Director (Finance and Corporate Resources)

Subject:	Scottish Government Consultation – Transfer of the Functions of Education Appeals Committees to the Scottish Tribunals
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1. Purpose of Report

1.1. The purpose of the report is to: -

- ♦ provide an update on the Scottish Government’s consultation – Transfer of the functions of education appeals committees to the Scottish Tribunals.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s): -

- (1) that the case for the transfer of the functions of education appeals committees to the Scottish Tribunals presented by the Scottish Government as shown in appendix 1 is noted.
- (2) that the council’s response to the Scottish Government’s consultation on the transfer of the functions of education appeals committees to the Scottish Tribunals, by 6 February 2023, as shown in Appendix 2 be approved with any additions or qualifications as may be approved, for onward transmission to the Government.

3. Background

3.1. *Education Appeal Committees*

Local authorities are required to set up and maintain education appeal committees (“appeal committees”). The great majority of the appeals considered by these appeal committees relate to school admission placing requests and a smaller number to exclusions from school.

3.2. Appeal committees are established by a local authority under section 28D of the Education (Scotland) 1980 Act. Schedule A1 to the 1980 Act makes further provision in respect of appeal committees. This includes providing that the membership of the appeal committee is to consist of both members of the authority and persons who are not members, including parents of children of school age or persons whom the authority considers to have experience in education or who are acquainted with the educational conditions in the area of the authority. The persons appointed may not be employees of the authority in an administrative or advisory capacity in relation to the delivery of education.

- 3.3. In practice, appeal committees usually consist of elected councillors and local persons with strong experience in the education sector, such as parents of children of school age.
- 3.4. *What types of appeals are heard by appeal committees?*
Appeal committees deal with two different types of appeal:–
- ♦ placing requests (except those heard by the First-tier Tribunal's Health and Education Chamber, Additional Support Needs jurisdiction)
 - ♦ exclusions from school (except those heard by the First- tier Tribunal)
- 3.5. *What is the role of a Tribunal?*
The Tribunals (Scotland) Act 2014 ("the 2014 Act") created a new two-tier structure for devolved tribunals, organised into the First-tier Tribunal which is a tribunal of first instance and the Upper Tribunal which specifically hears appeals from the First-tier Tribunal.
- 3.6. These are known collectively as the Scottish Tribunals. In Schedule 1 of the 2014 Act, Education Appeal Committees are listed as one of the tribunals, which will transfer to the Scottish Tribunals in so far as Scottish Ministers consider it appropriate. The 2014 Act contains powers to make the secondary legislation required to amend the Education (Scotland) Act 1980 ("the 1980 Act") and transfer the functions of appeal committees to the First-tier Tribunal. Those functions would be transferred to the Health and Education Chamber, which also houses the functions of the former Additional Support Needs Tribunals for Scotland (generally referred to as the Additional Support Needs jurisdiction).
- 3.7. The consultation on the Bill for the 2014 Act set out the Scottish Government's intention to create a structure to enable a range of tribunals to move under the umbrella of the Scottish Tribunals, if appropriate, and following discussions with interested parties. Subsequently, the 2014 Act included education appeal committees in the list of tribunals whose functions would transfer.

4. Consultation Proposals

- 4.1. In 2000, the Scottish Council of the Committee of Tribunals found that the existing appeal committee processes were unsatisfactory and recommended that all involved with the appeal committees should be properly trained, and neutral venues should be used for hearings. In response to these concerns, COSLA created a code of practice to improve practice among local authorities.
- 4.2. In 2004, interviews were carried out by then Scottish Executive with parents whose appeals had been heard by an appeal committee. This research highlighted a number of concerns from parents, including concerns about a lack of impartiality, an imbalance of power between the local authority and parents, and concerns relating to the standard of training for panel members.
- 4.3. A public consultation in 2006 found that appellants thought the appeal process could be stressful and upsetting and had concerns about the impact on their child and family. The consultation outcome also reported that negative experiences led to appellants dropping their appeals due to concerns around the time, cost and stress of appearing at the Sheriff Court to appeal a decision of the appeal committee.
- 4.4. The Scottish Government has intimated that the evidence base cited above is relatively old, dating back to the early to mid-2000s. Similar points were also made

during scrutiny of the Tribunals (Scotland) Bill during its passage through Parliament in 2013.

- 4.5. This consultation provides an opportunity for users of appeal committees and those involved in their delivery to provide up to date evidence of the operation of appeal committees. It provides an opportunity to give views on the future of the education appeals process in Scotland.

5. The Proposal

- 5.1. The proposal is to take forward the transfer of the jurisdiction of appeal committees to the Scottish Tribunals as provided for by the 2014 Act. If approved, this process would require secondary legislation governing the operation of appeal committees to be put in place. This process would be expected to take at least 18 to 24 months from the date a decision is made to progress the transfer.

- 5.2. The consultation questions for consideration are:-

1. *Do you agree that appeal committees should transfer to the Scottish Tribunals? And if so, why?*
2. *Do you consider that appeal committees should remain with local authorities but with improvements to how they operate? And if so, what changes would you like to see?*
3. *Do you consider that no changes should be made to how appeal committees operate? And if so, why*

- 5.3. Appendix 1 highlights parts of the consultation presented by the Scottish Government for the proposal on transfer of the functions of education appeals committees to the Scottish Tribunals.

- 5.4. Appendix 2 sets out the Council's response to the consultation questions listed in paragraph 5.2 above. The deadline for responses is Monday 6 February 2023 with local authorities invited to give their views along with as wide a range of stakeholders as possible.

- 5.5. The Council submitted its response by the deadline, accordingly, explaining that this Committee wished to comment on the Consultation and consider the Council's response, that the Committee meeting was not until after the deadline and that the Council might wish to submit a supplementary response consequently. The Committee is invited to approve the response as submitted, with any additional comment or revision.

6. Employee Implications

- 6.1. None

7. Financial Implications

- 7.1 The Scottish Government in their consultation document have set out the following:

- 7.1.1 Whilst there has not been a comprehensive costing exercise carried out at this stage, based upon other transfers it would seem likely that the annual cost of the education appeals being heard within the Scottish Tribunals would be around £500,000 to £700,000 (note this is not the costs to Councils). This figure is based on current estimates and running costs and is subject to change by the time any transfer is implemented. This annual figure is intended as a guide only for the purposes of this consultation. Additional set up costs may be required, for example in

terms of adapting case management systems already in use within the Scottish Tribunals.

7.1.2. Accessing the appeals process would continue to be free for all parties involved. There would be additional financial costs to central and local government associated with the transfer of the functions of appeal committees to the Health and Education Chamber. Currently, appeal committees are staffed by volunteers whereas tribunal members are paid a fee for their participation. In addition, local authorities are either represented by their own officers or in some cases by a solicitor (invariably of the local authority), with resultant costs to local authorities. We also expect local authorities may choose to have legal representation in cases before the Tribunal at least in the initial period while a new system was bedding in.

7.2 However, on the council's current experience of the Tribunal system, it is anticipated that the council would wish to have legal representation (principally from its solicitors, but on occasion the council might wish to engage external Counsel) in all cases at the Tribunal.

7.3 The point is made in the response that councils are not anticipating any cut to their budget in relation to this move. Also, it is anticipated that any additional costs to local government should be considered and funding provided as part of this process of review and consultation.

8. Climate Change, Sustainability and Environmental Implications

8.1. There are no significant implications for climate change, sustainability and the environment arising from the recommendations in this report.

9. Other Implications

9.1. There are no implications for risk in terms of the information contained in this report.

10. Equality Impact Assessment and Consultation Arrangements

10.1. This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and, therefore, no impact assessment is required.

10.2. The closing date for responses to the consultation was set as 6 February 2023.

Tony McDaid
Executive Director (Education Resources)

Paul Manning
Executive Director (Finance and Corporate Resources)

24 January 2023

Link(s) to Council Values/Priorities/Outcomes

- ◆ Education and learning: Inspiring learners, transforming learners and strengthening partnerships.

Previous References

- ◆ None

List of Background Papers

- ◆ Scottish Government consultation – Transfer of the functions of education appeals committees to the Scottish Tribunals
- ◆ Education (Scotland) Act 1980 (section 28D)
- ◆ Tribunals (Scotland) Act 2014

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact: - Anne Donaldson, Head of Education, Education Resources

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Scottish Government consultation – Transfer of the functions of education appeals committees to the Scottish Tribunals: Considerations

Deadline: 6 February 2023

1.	Local accountability	<p>An advantage of the current appeal committee system is that decisions on placing requests and exclusion appeals are taken relatively locally, with the strong involvement of local elected councillors and other representatives with knowledge of the local area. Local authorities are concerned that transferring these cases to the Scottish Tribunals could make the process more remote from families and less accessible as the decision-making would take place away from the local authority. Local authorities are also concerned that this could increase the risk that decisions are taken which do not properly take into account local education delivery and resources and therefore place new burdens on local authorities.</p> <p>Scottish Tribunal members would continue to be drawn from across Scottish local communities to ensure fair representation. The allocation of cases to members also reflects locality. Members are generally allocated cases within specified miles of their local communities. It would be important to ensure that training and induction of members is updated to ensure that members had a good understanding of the local delivery of education.</p>
2.	Appeals in relation to placing requests and school exclusions	<p>Currently appeals against decisions of an authority in relation to placing requests and exclusions are heard by an appeal committee specific to each of the 32 local authorities in Scotland.</p> <p>Transferring the jurisdiction of appeal committees to the Scottish Tribunals has the potential to improve access to justice by placing responsibility for this function under a single body with increased rigour, transparency, judicial independence and objectivity in appeal committee decisions.</p> <p>Concerns have been raised in research cited above about the current system and a perception of a lack of impartiality (particularly as hearings are usually held in Council premises), an imbalance of power between the local authority and parents and inconsistencies in the standard of training for panel members.</p> <p>Transferring into the Scottish Tribunals structure would ensure greater consistency across all</p>

		<p>appeal hearings in relation to both practice and procedure. Scottish Tribunal members are judicial office holders and are independent of the local authority. They are recruited through an independent appointments process by the Judicial Appointments Board for Scotland.</p> <p>The appeals process across Scotland would have common leadership, with the Health and Education Chamber President having overall responsibility for the efficient disposal of education appeals. The transfer would also support standardised specialist training, procedures and terms and conditions for members, in line with other jurisdictions within the Scottish Tribunals.</p>
3.	Appeals Process	<p>Currently appeals against decisions of an authority in relation to placing requests and exclusions are heard by an appeal committee specific to each of the 32 local authorities in Scotland.</p> <p>Transferring the jurisdiction of appeal committees to the Scottish Tribunals has the potential to improve access to justice by placing responsibility for this function under a single body with increased rigour, transparency, judicial independence and objectivity in appeal committee decisions.</p> <p>Concerns highlighted by the Scottish Government are that currently appeals against decisions of an authority in relation to placing requests and exclusions are heard by an appeal committee specific to each of the 32 local authorities in Scotland.</p>
4.	The case for transferring to the Scottish Tribunals structure	<p>Transferring into the Scottish Tribunals structure would ensure greater consistency across all appeal hearings in relation to both practice and procedure. Scottish Tribunal members are judicial office holders and are independent of the local authority. They are recruited through an independent appointments process by the Judicial Appointments Board for Scotland. The appeals process across Scotland would have common leadership, with the Health and Education Chamber President having overall responsibility for the efficient disposal of education appeals. The transfer would also support standardised specialist training, procedures and terms and conditions for members, in line with other jurisdictions within the Scottish Tribunals.</p>
5.	New approach – the need to retain direct local involvement	<p>Any new approach that is adopted would need to take into account the need to retain direct local involvement as far as possible and provide a process that remains close to the children, young people and families affected by the decisions of appeal committees.</p>
6.	Role of local councillors	<p>Currently, local councillors – as stipulated in the 1980 Act – are members of appeal committees as are members of the local community, including members of local school Parent Councils. This has led to concerns, as shown in previous research/consultations, about appeal committees' impartiality and potential conflicts of interest which the transfer of this function to the Scottish Tribunals would address. The current approach to membership of appeal committees has the</p>

		benefit of providing people with knowledge of the local schools system and wider community, which is also present within the Scottish Tribunals.
7.	Additional Support Needs tribunals	Currently Additional Support Needs tribunals are made up of three members, with expertise in the law, education and health or social work. They are drawn from communities across Scotland, and they have experience of rural, island and urban education delivery. The pool of available tribunal members could grow to address the volume of cases transferred from appeal committees if resourcing required this. Members would continue to be drawn from across Scottish local communities. It would be important to ensure that training and induction of members is updated to ensure members have a good understanding of the local delivery of education.
8.	Decision-making	Currently Additional Support Needs tribunals are made up of three members, with expertise in the law, education and health or social work. They are drawn from communities across Scotland, and they have experience of rural, island and urban education delivery. The pool of available tribunal members could grow to address the volume of cases transferred from appeal committees if resourcing required this. Members would continue to be drawn from across Scottish local communities. It would be important to ensure that training and induction of members is updated to ensure members have a good understanding of the local delivery of education.
9.	Appeals Committees	Appeal committees have significant experience of decision making in relation to school placing request appeals under the 1980 Act and exclusion appeals. Given the existing culture and expertise of the Health and Education Chamber, it would take some work to recreate this initially within the Scottish Tribunals however the experience gained with the Additional Support Needs Tribunals demonstrates this can be quickly achieved.
10.	Accessibility	Public authorities, courts and tribunals have a duty to make reasonable adjustments when appropriate, in terms of the Equality Act 2010. This includes making sure that the accommodation provided for hearings is accessible, including the use of the sensory hearing suites developed by the Health and Education Chamber, where appropriate.
11.	The overarching aim of the 2014 Act	<p>The overarching aim of the 2014 Act is to provide a system that deals with proceedings fairly and justly, in a manner proportionate to the complexity of the case. The First-tier Tribunal is designed to avoid unnecessary formality and seeks flexibility and accessibility in proceedings. The intention is that the transfer would provide improved access to justice through increased rigour, judicial independence, transparency and objectivity in education appeal decisions.</p> <p>There are Tribunal/Justice Centres in Glasgow, Edinburgh and Inverness, which offer access to a number of hearings rooms. Other Scottish tribunals accommodation could be made available</p>

		across the country to provide neutral hearing venues and the use of remote hearings could be considered where appropriate. Remote hearings (using video link) have been conducted successfully since 2020 by the Health and Education Chamber's Additional Support Needs jurisdiction and can be used where circumstances require them.
12.	The Health and Education Chamber and the Scottish Tribunals	The Health and Education Chamber and the Scottish Tribunals have good experience of ensuring hearings are accessible and have the capacity to be adaptable to the needs of those participating in them, including those with additional support needs. For example, a bespoke hearing type for education appeals could be developed in readiness for transfer, including, where necessary, trauma informed sensory hearing suites, designed to meet the needs of children and young people with neuro-diverse conditions. The Chamber President would be able to consult with local authorities, children, young people and parents/carers before developing any different hearing types. Requirements could be reflected in the regulations that would support the transfer.
13.	Concerns re Appeal venues	<p>There have been concerns that a move to a smaller number of tribunal centres could discourage some parents, particularly those on low incomes, from choosing to pursue an appeal, and may be seen as much less accessible than existing local arrangements if they involve travel to venues outside of their home local authority or venues, they are unfamiliar with.</p> <p>While these concerns are acknowledged, being part of the Scottish Tribunals could also allow for wider sharing of resources. Scottish Tribunals accommodation would be made available across the country to provide neutral hearing venues and the use of remote hearings could be considered where appropriate, which is now a well embedded process in the Health and Education Chamber. Further details around the existing sensory hearing facilities of the Health and Education Chamber can be found here. Additional Support Needs First-tier Tribunal for Scotland (Health and Education Chamber).</p>
14.	Capacity to meet demand	There are practical challenges in delivering a high volume of appeals in a short time. As shown above, it is likely that Scottish Tribunals would need to process significant numbers of placing request appeals each year. We estimate around 2000 appeal requests are made per year with approximately 600 – 700 appeals resulting in an appeal hearing. In the great majority of cases appeals must be heard during May and June to ensure that school placing decisions can be made in time for the new school year. It is the responsibility of local authorities to manage the availability of the appeal committee members, but each authority has practical arrangements in place to deliver and both the authorities and appeal committees fully understand the need to meet this timetable. However, processing a high number of appeals in a short period of time in itself places a burden on local authorities and transfer of education appeals to the Scottish

		Tribunals would remove this burden. The Scottish Tribunals are also able to provide clear signposting to regulations and procedures from a centralised source and produce material to inform parents of the regulations in a consistent manner across all local authority areas.
15.	Impact and benefits	<p>Transfer of placing request appeals to the Scottish Tribunals would result in a highly cyclical workload, which would need to be concluded in a short period to avoid disrupting local authority arrangements. Any lengthening of the period for appeals to be heard would result in longer delays and uncertainty for families. Exclusions appeals can be made at any time during the year and in comparison, to placing request appeals are far fewer in number, so there is unlikely to be any additional practical challenges in processing these appeals.</p> <p>The Health and Education Chamber has experience of conducting placing request appeal hearings (in relation to children with additional support needs) and the need for decisions to be made swiftly so that children can be given a suitable school place as soon as possible. This expedited approach would need to be extended to education appeals. Arrangements to ensure that judicial resources are ready and available to be deployed to process a high caseload over a very short period would need to be made as part of future planning for any expansion. These arrangements could be operated in tandem with an expedited decision-making framework. There is also an option within the tribunals system to decide a matter on the written evidence alone (without the need for an oral hearing) where the parties agree.</p> <p>Tribunal members already within the Health and Education Chamber, and the wider Scottish Tribunals structure, can be assigned to additional jurisdictions such as education appeals when required, with appropriate training provided. This would provide a robust and resilient system for consideration of placing request and exclusion appeals, enabling Scottish Tribunals to better respond to resourcing and scheduling issues. The Chamber President has indicated that there would be sufficient capacity to deal with the volume of appeals anticipated. A recruitment exercise would be carried out in advance of any transfer and this, together with the assignment of members from within the Scottish Tribunals, would ensure adequate numbers of members are available. Appealing against decisions</p> <p>Currently the Sheriff Court hears appeals against decisions of appeal committees. This can be perceived as a formal and adversarial forum for those less familiar with legal proceedings.</p> <p>Upon transfer of appeal committees to the Scottish Tribunals, appeals against decisions of the First-tier Tribunal would be heard by the Upper Tribunal. The Upper Tribunal when sitting as an</p>

		<p>appeal tribunal would be comprised of legal members including the Chamber Presidents. Hearings take place in Tribunal buildings.</p> <p>Tribunals are a central part of the Scottish justice system and play a vital role in protecting people's rights. People can go to a tribunal if they want to challenge certain decisions that affect them, and tribunals tend to be less formal and more accessible than the courts.</p>
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Scottish Government consultation – Transfer of the functions of education appeals committees to the Scottish Tribunals

Deadline: 6 February 2023

The response made by South Lanarkshire Council to the consultation questions.

The consultation questions for consideration and our response are as follows: -

1.	<i>Do you agree that appeal committees should transfer to the Scottish Tribunals? And if so, why?</i>
	No.
2.	<i>Do you consider that appeal committees should remain with local authorities but with improvements to how they operate? And if so, what changes would you like to see?</i>
	<p><i>Yes. Firstly, it is this Authority's experience that the Authority and Appeal Committee are very much aware of their respective roles, that the Appeal Committees are not part of the local authorities, but only administered by them. The administration of the Committee is carried out by Legal Services which is part of the department of Finance and Corporate Resources, and distinct to Education Resources. The Committee members are well aware of the importance of impartiality in fulfilling their role.</i></p> <p><i>It is considered that there are many benefits in having the functions remain with the Education Appeal Committees:</i></p> <ul style="list-style-type: none"> ♦ <i>The Appeal Committee members are fully aware of the local policies and procedures relevant to the Committee's functions, as well as the Rules of Procedure contained in the 1982 Regulations and have all undergone training.</i> ♦ <i>The Appeal Committee members have significant local knowledge of the schools and communities in the Authority's Area.</i> ♦ <i>The Appeal process though structured is not overly formal, with many parents representing themselves and officers from the Education Department representing the Authority; it is argued the degree of informality helps Appellants feel more at ease and more likely to pursue their right of appeal. The Rules of Procedure in the 1982 Regulations mirror the rules for hearings held at the Tribunal and court. The Committee is well aware of the procedure to be followed in hearings and the Authority considers that the Committee strikes the right balance between allowing each party a fair hearing and ensuring natural justice is followed whilst not being overly formal in its approach. The Authority only has one of its solicitors represent it where the Appellant has a solicitor represent them; a different solicitor from the Authority gives advice to the Committee. The solicitors where involved in the appeals, are very mindful of their respective roles;</i> ♦ <i>Whereas the power to hold appeals virtually has been welcome, and continues to operate well, should any Appellant wish to have a hearing held in person, this would be easier to accommodate at local level – South Lanarkshire covers a large</i>

- geographical area including various rural areas where Council offices are located;*
- ◆ *Appeal dates can be set up and changed (usually consequent to the request of the Appellant) fairly quickly; and it is difficult to see how this flexibility and speed would be retained by the Tribunal when it would require to deal with appeals within a short timeframe for all 32 local authorities, noting the recognition from all parties of the desire to have the appeals process concluded for the start of the immediately following summer term;*
 - ◆ *Costs of the current process are cheaper than they would be if transferred to the Tribunal: The Tribunal Rules of Procedure are more detailed than those governing the Committee.*
- *From the authority's experience of the current Tribunal jurisdiction, it is anticipated that more parents would wish to be legally represented at Tribunal. It is not clear what level of access to free representation Appellants would have. There would be increased costs either to the public purse or, to Appellants if privately funding an appeal. Appellants who did not qualify for free legal representation might be dissuaded from appealing to the Tribunal.*
 - *Also, it is noted the Government recognises that in all likelihood following transfer, Authorities would wish to have legal representation at the Tribunal, at least initially; this would lead to a greater amount of officer time requiring to be deployed to deal with appeals as regards legal representation. This would increase further if the Tribunal were to hear appeals in tandem for an authority to ensure expeditious progress of appeals.*
 - *In addition, from the Authority's experience of the current Tribunal jurisdiction, it is anticipated appeal hearings would take longer on average to be heard and so more education officers' time would be spent in appeals. Increased officer time would be at a cost to the Authority in a challenging financial climate across local authorities. Further, appeals would be taking place during a period when the education officers involved would be dealing with allocation of places, which is a constantly evolving process, timetabling, arranging transition of children from primary to secondary and in general preparing for commencement of the new academic year*
 - *The current Committee members are not paid, whereas, with reference to the current Tribunal jurisdiction, it is anticipated the Tribunal members would be remunerated. The estimated costs of transfer appear only to relate to the costs to the Tribunal and are not supported by any empirical evidence.*
 - *Councils are not anticipating any cut to their budget in relation to this move. Also, it is anticipated that any additional costs to local government should be considered, and funding provided as part of this process of review and consultation.*
- It is considered that the following changes would enhance the operation of the Appeal Committees and the perception of their fairness;*
- ◆ *National training by independent body, annually and as otherwise required;*
 - ◆ *Increased pool of independent observers, and increased use of them;*
 - ◆ *Government Guidance on the administration of the Committees e.g. making clear the separation of roles of officers*

3.	<i>Do you consider that no changes should be made to how appeal committees operate? And if so, why?</i>
	No

Report

9

Report to:	Education Resources Committee
Date of report:	14 February 2023
Report by:	Executive Director (Education Resources)

Subject:	Achievement of Literacy and Numeracy Curriculum for Excellence Levels 2021/2022
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide an update on the recently published Literacy and Numeracy Curriculum for Excellence levels for session 2021/2022

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that the Curriculum for Excellence levels in Literacy and Numeracy for 2021/2022 be noted.

3. Background

- 3.1. The Scottish Government published Achievement of Curriculum for Excellence (CfE) Levels for 2021/2022 on 13 December 2022.
- 3.2. The published information is based on the professional judgement of teachers and is collated annually based on data submitted by all schools in Scotland in June each year. Due to the Covid 19 pandemic, there was no data collected in 2019/2020 and there was no S3 data collected in 2020/2021.
- 3.3. Data is submitted on Curriculum for Excellence levels in literacy and numeracy at the stages of P1, P4, P7 and S3 across all South Lanarkshire Council schools. The school level data is aggregated by the Scottish Government to produce the Local Authority dataset which forms the basis for their report.
- 3.4. Further information on Curriculum for Excellence levels and the expected levels by stage is shown in Appendix 1.
- 3.5. The dataset also includes information relating to the attainment gap between children from the most deprived backgrounds and those from the least. The Scottish Index of Multiple Deprivation (SIMD) is a statistical tool that is used by the Scottish Government to identify and measure areas of relative deprivation in Scotland. Further information on SIMD and 'the gap' is provided in Appendix 2.
- 3.6. A very small number of pupils have long term significant and complex additional support needs that mean that it is unlikely that they will progress through the CfE levels during their time in education. These pupils are recorded as 'child following individual milestones' and are included in the data.

4. Assessment and Moderation

- 4.1. Achievement of a level of CfE levels is judged based on an holistic view of a child's achievements across a range of evidence over a period of time. Some schools use standardised assessments to contribute to this process.
- 4.2. Teacher judgement levels are subject to quality assurance to ensure a consistent understanding of standards and consistent assessment decisions. Moderation can take place internally within a school or across a group of schools and/or Learning Communities. All schools have access to external materials to support this process including resources published by Education Scotland and by the West Partnership.
- 4.3. Schools use their pupil level CfE data internally to inform next steps in progress for individual children and young people. Aggregated whole school data is included in each school's annual Standards and Quality report which is published and shared with parents each session.

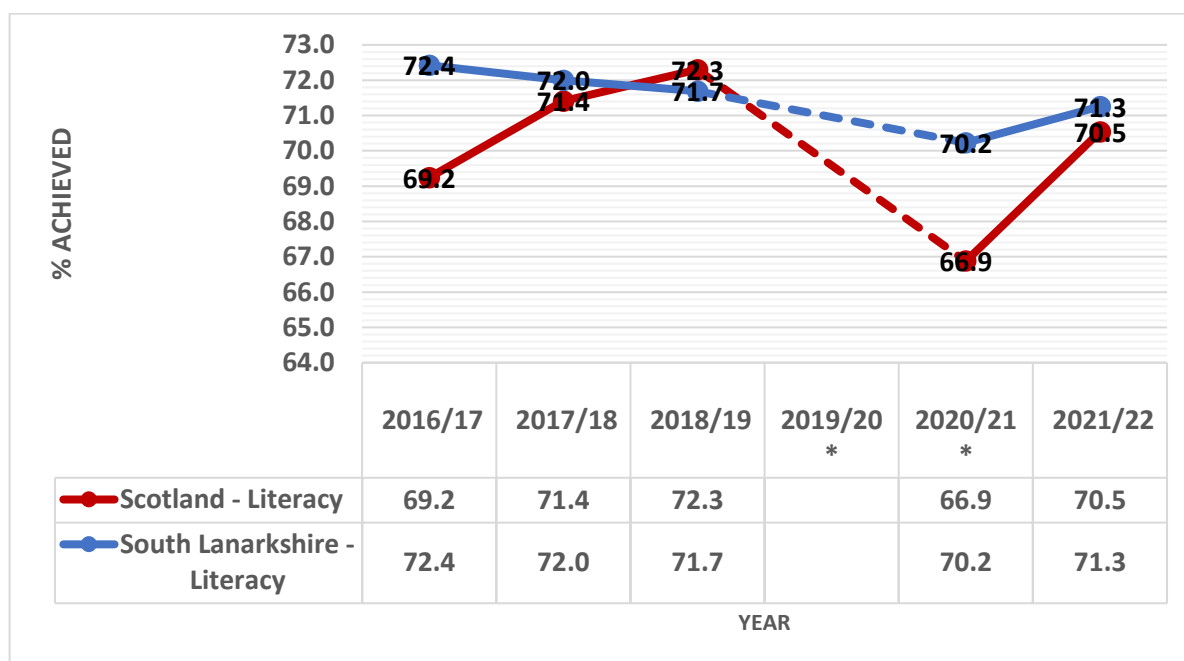
The information can be accessed on the Scottish Government's website at:
[Achievement of Curriculum for Excellence \(CfE\) Levels 2021/22](#)

5. Summary of results

- 5.1. South Lanarkshire Council reported CfE data for 14,258 young people across 142 schools in 2021/2022 within the National Sample of around 225,000 young people.

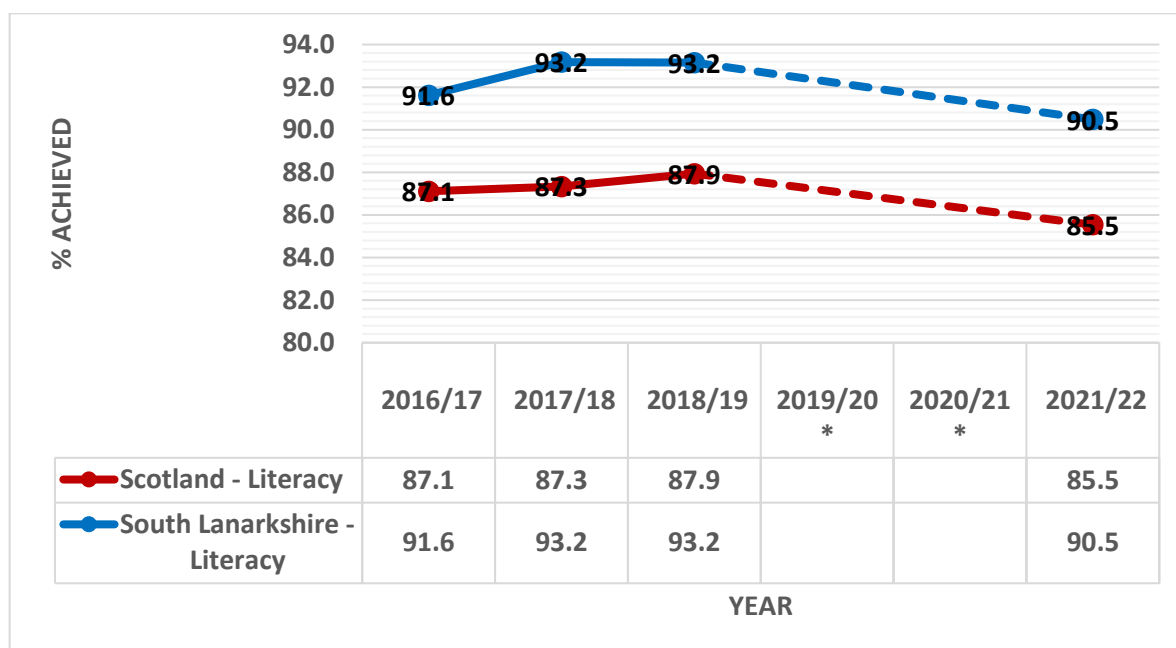
2021/2022 was the first year in which a full data set was collected for the four stages (P1, P4, P7 and S3) since the coronavirus (COVID-19) pandemic began.

- 5.2. Primary Literacy



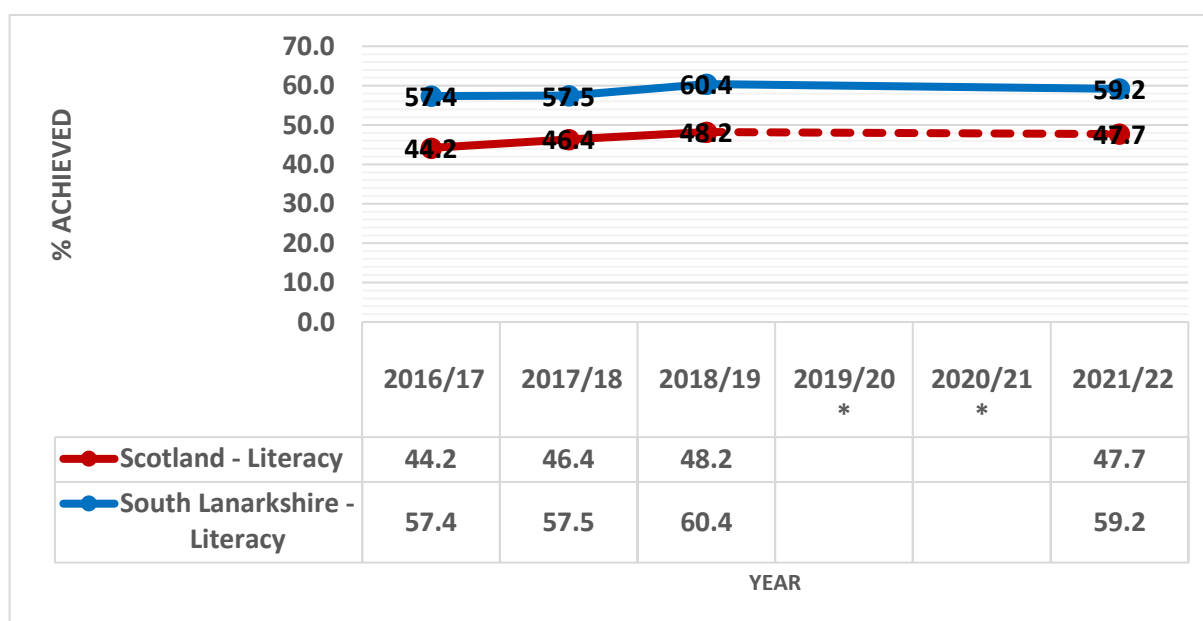
- ♦ In 2021/2022, at 71.3%, achievement of primary literacy levels in South Lanarkshire Council is just above the national average of 70.5%
- ♦ Primary literacy levels in South Lanarkshire Council have improved by 1.1% points between 2020/2021 and 2021/2022
- ♦ In 2021/2022 the primary literacy 'gap' was 24.4% points.

5.3. Secondary Literacy Third Level



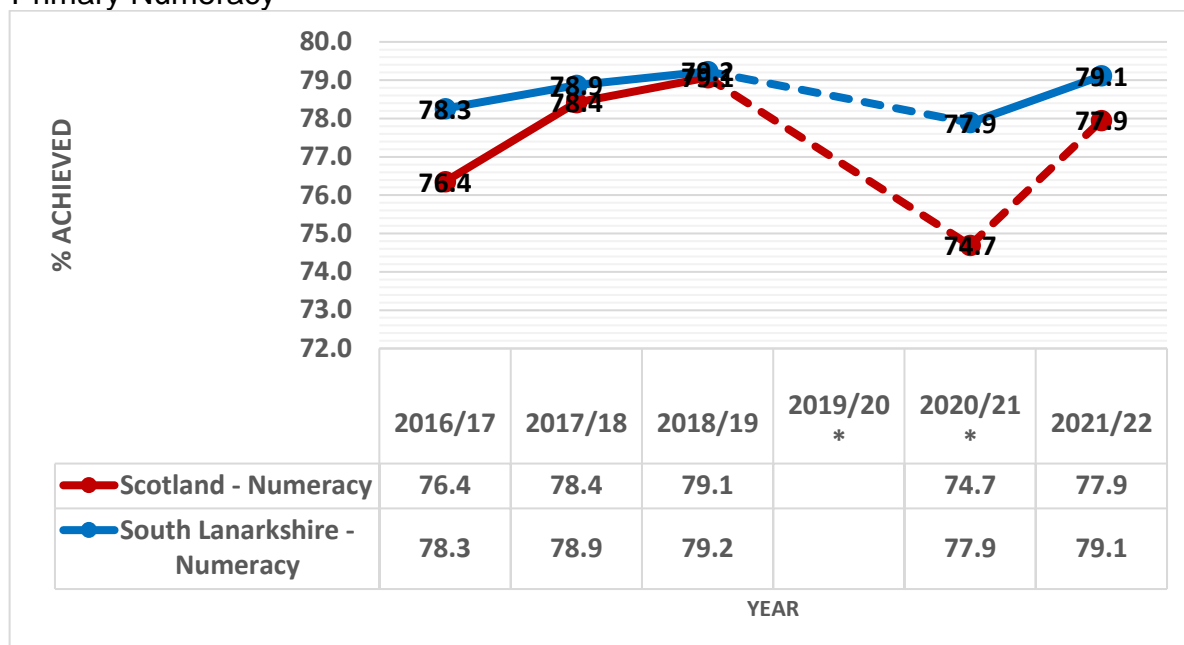
- ◆ In 2021/22, at 90.5%, achievement of S3 third level literacy in South Lanarkshire Council is well above the National Average of 85.5%
- ◆ In 2021/22 the S3 third level literacy gap was 9% points, which compares favourably to the national figure of 16.3% points

Fourth Level



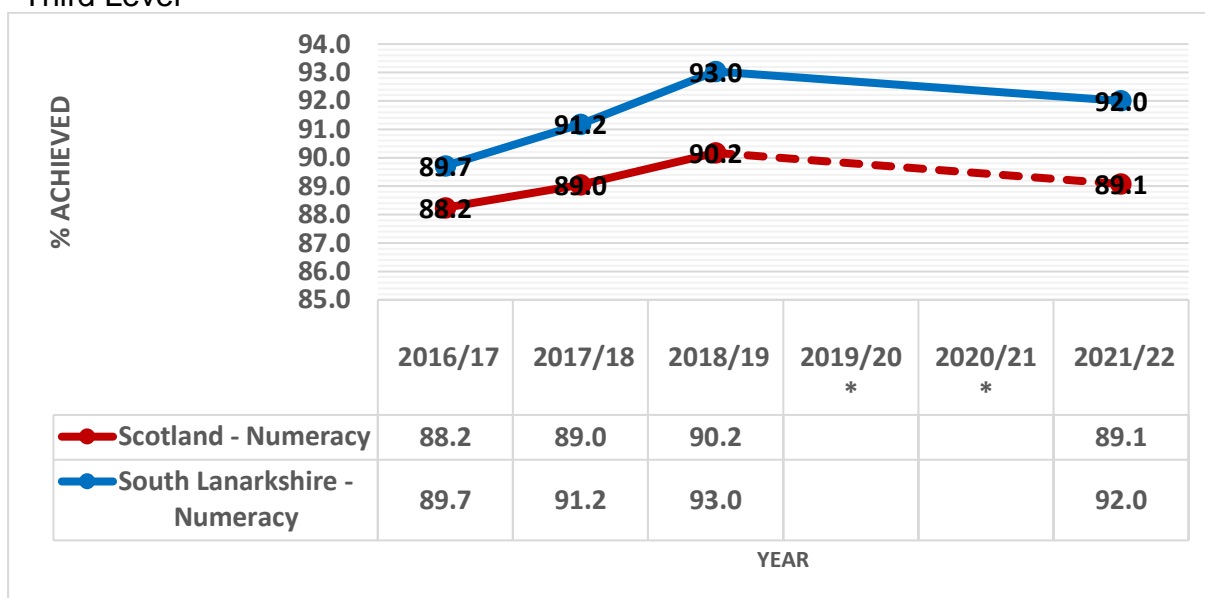
- ◆ In 2021/2022, at 59.2%, achievement of S3 fourth level literacy in South Lanarkshire Council is well above the National Average of 47.7%.
- ◆ In 2021/2022, the S3 fourth level literacy gap has narrowed to 23.5% points from 29.3% points in 2018/2019. This is the smallest gap since 2016/2017 and is better than the national figure of 31.1% points.

5.4. Primary Numeracy



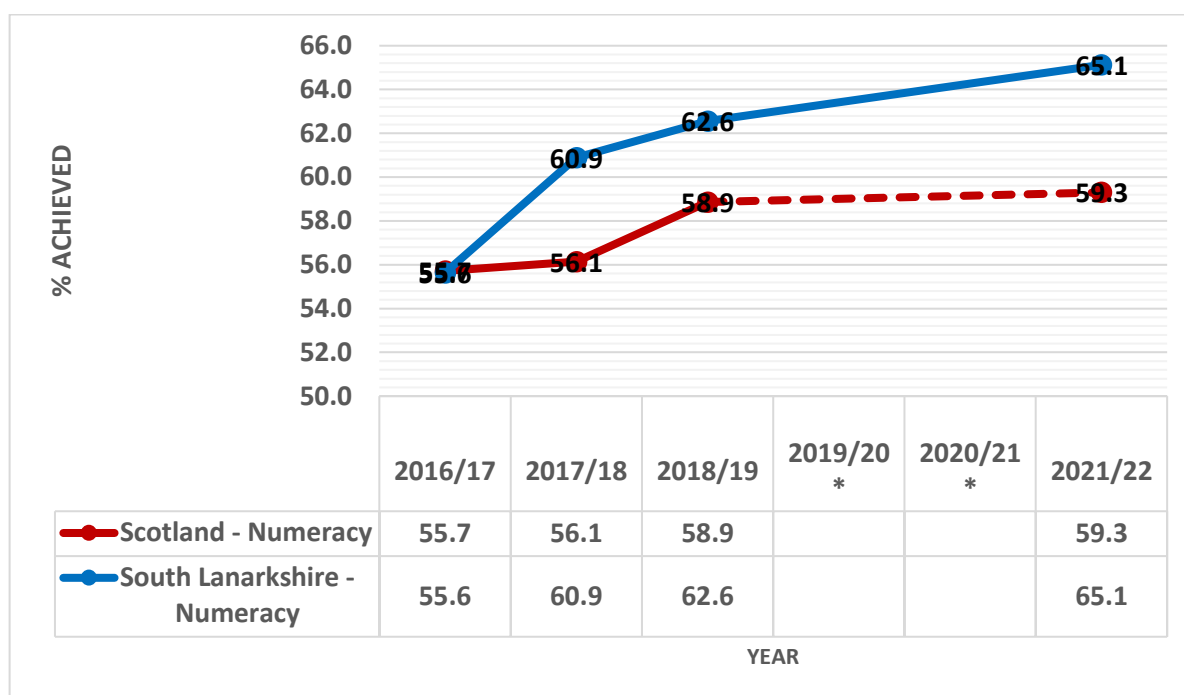
- ◆ In 2021/2022, at 79.1%, achievement of primary numeracy levels in South Lanarkshire Council is above the National Average of 77.9%.
- ◆ Primary numeracy levels in South Lanarkshire Council have improved by 1.2% points between 2020/2021 and 2021/2022 and are now higher than 2018/19 (before the COVID-19 pandemic.)
- ◆ In 2021/2022 the numeracy gap narrowed to 18.6% points from 19.2% points in 2020/2021.

5.5. Secondary Numeracy Third Level



- ◆ At 92.0%, achievement of S3 third level numeracy in South Lanarkshire Council is above the national average of 89.1%.
- ◆ In 2021/2022, the S3 third level numeracy gap was 12.5% points which compares favourably to the National figure of 15.0% points.

Fourth Level



- ◆ In 2021/2022, at 65.1%, achievement of S3 fourth Level numeracy in South Lanarkshire Council is above the national average of 59.3%. This is the highest level since 2016/2017.
- ◆ In 2021/2022, the S3 fourth level numeracy gap was 32.3% points. Whilst this is better than the national figure of 34.9% points, this is the largest poverty related attainment gap across the measures reported.

5.6. The data for CfE Level achievement in South Lanarkshire Council indicates that schools are making positive steps in relation to recovery from the pandemic, with progress being made across most indicators and school stages. Most measures in South Lanarkshire Council have increased since 2020/2021 and almost all measures are sitting above the national average.

5.7. However, it is noted that the poverty-related attainment gap remains a challenge across the country, with none of the National data showing a gap less than pre-pandemic levels.

5.8. In South Lanarkshire Council, whilst there are some measures where the gap is less than it was in 2018/2019, this remains an area of focus for our schools.

6. Next steps

6.1. The data being collected on children's progress continues to help inform a shared understanding at local and national level on areas where focused action is required to further improve standards.

6.2 Education Resources will continue to take forward its priority to '*provide a rich and stimulating curriculum that helps to raise standards in literacy and numeracy*'. It will also continue to provide support for schools to continue to raise attainment through the work of the Curriculum and Quality Improvement (CQIS) service. Work to provide additional support for schools in literacy and numeracy and in assessment is ongoing.

6.3. This data will continue to be reported on through Education Resources' planning and reporting mechanisms linked to both the Council Plan and Resource Plan at quarters 2 and 4.

6.4. Equity of achievement in Literacy and Numeracy for all our young people remains a priority for Education in South Lanarkshire Council.

7. Employee Implications

7.1. None

8. Financial Implications

8.1. None

9. Other Implications

9.1. There are no implications for sustainability or risk in terms of the information contained within this report.

10. Equality Impact Assessment and Consultation Arrangements

10.1. This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and, therefore, no impact assessment is required.

10.2. Consultation, dialogue and engagement has taken place with schools, headteachers, teachers and the trade unions on achievement of attainment levels. Support has been provided through professional learning at school and learning community level

Tony McDaid

Executive Director (Education Resources)

25 January 2023

Link(s) to Council Values/Priorities/Outcomes

◆ Inspiring learners, transforming learning, strengthening partnerships

Previous References

◆ Education Resources Committee - 19 February 2019

List of Background Papers

◆ Achievement of Curriculum Levels (CfE)

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:

- Carole McKenzie, Head of Education

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E-mail: carole.mckenzie@southlanarkshire.gov.uk

Appendix 1 Curriculum for Excellence levels

Expected CfE levels by stage

<u>CfE Level</u>	<u>Stage</u>	<u>Description</u>
Early	P1	The final two years of early learning and childcare before a child goes to school and P1, or later for some.
First	P4	To the end of P4, but earlier or later for some.
Second	P7	To the end of P7, but earlier or later for some.
Third and Fourth	S3	S1 to S3, but earlier or later for some. The Fourth Level broadly equates to Scottish Credit and Qualifications Framework Level 4. The Fourth Level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the Fourth Level outcomes.

'Literacy' and 'Numeracy' and reports the percentage of children and young people who have achieved expected CfE levels, as shown in the table, in these areas.

Pupils are deemed to have achieved a level in Literacy when they achieve the expected level for the three Literacy organisers: Reading; Writing; Listening and Talking),

Appendix 2 SIMD and ‘The Gap’

The Scottish Index of Multiple Deprivation (SIMD) is a statistical tool that is used by the Scottish Government to identify and measure areas of relative deprivation in Scotland. It provides a composite measure of deprivation by combining information from six different indicators: income, employment, health, education, geographic access to services and crime.

A score is produced based on these 6 indicators and this score is used to rank each small geographical area (data zone) from the most deprived (rank 1) to the least deprived (rank 6,505).

Deciles split the data zones into 10 groups, each containing 10% of Scotland’s data zones. Quintiles split the data zones into 5 groups, each containing 20% of Scotland’s data zones. The graphic below shows the relationship between Deciles and Quintiles.

Decile 1	Decile 2	Decile 3	Decile 4	Decile 5	Decile 6	Decile 7	Decile 8	Decile 9	Decile 10
Quintile 1		Quintile 2		Quintile 3		Quintile 4		Quintile 5	

All ‘gap’ analysis within this paper compares attainment of learners who reside in Quintile 1 data zones with all learners who reside in Quintile 5 data zones. (Q1 v Q5). This is the commonly accepted methodology to measure the ‘gap’ in Scottish Education.

Report

10

Report to:	Education Resources Committee
Date of Meeting:	14 February 2023
Report by:	Executive Director (Education Resources)

Subject:	Supporting Women's Health in Schools and Educational Settings
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide an update on various approaches used within education on delivering menstruation supports in schools, and the management of this approach in relation to women's health

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that it be noted that the Council's menopause policy and guidance review is applicable to employees across all Council services, including schools, educational establishments, and services and
- (2) that it be noted that Education Resources has in place specific policies, procedures, and guidelines on engaging with children and young people on access to products, de-stigmatisation and learning through Personal and Social Education (PSE).

3. Background

- 3.1. South Lanarkshire Council was proactive in supporting Women's Health issues and developing a Menopause policy to provide educational information and useful links for employees to access further support. Line managers were issued with guidance to support female employees which also transcended to all educational establishments. In line with this approach, it is recognised that teachers and other school staff are also employees of the council, benefiting from the opportunities to participate in supportive discussions around the female reproductive cycle and diminish the stigma that can be attached to talking about menstruation.
- 3.2. The Council seeks to support all employees' wellbeing regardless of gender. However, understanding the profile of our workforce enables us to have a more targeted approach in terms of supporting employee health and wellbeing. As part of ensuring a dignified approach, schools ensure that there are arrangements put in place to meet their duties and allow any individual (staff or pupils) who menstruates, including transgender males and non-binary individuals, to have ready access to period products in a supportive, dignified, and inclusive environment.
- 3.3. The Council, on 28 September 2022, agreed a Motion to consider the necessity, feasibility, and implications of implementing a menstruation policy in the workplace

and this report provides an insight and update on the supports in place in schools and educational settings.

4. Education Resources Position

- 4.1. South Lanarkshire Council has introduced policies and procedures outlining the implementation of the 'Period Products (Free Provision) (Scotland) Act 2021' across the school estate. This guidance can be found in the 'Period Positive South Lanarkshire – Schools Guidance' document published August 2022 (Appendix 1).. One impact of this guidance is that in all schools and educational settings, it is free and easy to collect period products as and when required.
- 4.2. As part of the de-stigmatisation procedures schools and establishments ensure pupils are not negatively impacted by any absence due to menstruation. Each school has a member of staff responsible for Period Products and menstruation, and they will take the lead on their school's procedures for absence due to menstruation and ensuring pupils affected can access work at home to keep up with their schoolwork.
- 4.3. As part of their learner journey, all children and young people in Scotland are entitled to experience a coherent curriculum from 3 to 18, in order that they have opportunities to develop the knowledge, personal skills and attributes they need to adapt, think critically and be successful in today's world. Puberty and Menstruation is taught as part of the Personal and Social Education (PSE) curriculum, covering set experiences and outcomes in-line with Scottish Government recommendations.
- 4.4. The Curriculum and Quality Improvement Service (CQIS) strategy for ensuring quality in delivery of curricular Health and Wellbeing in schools centres on an NHS Lanarkshire resource called Healthy Schools. It provides a flexible, adaptable framework of materials which complement existing resources. It builds on prior learning, knowledge and understanding to support practitioners plan and deliver Health & Wellbeing Experiences, Outcomes and Benchmarks at each Level aligned to the Wellbeing Indicators. Puberty and Menstruation are delivered as part of the Relationships, Sexual Health and Parenthood (RSHP) topic.
- 4.5. Following the Council Motion, on 12 September 2022 a corporate review of menopause policy and guidance was undertaken. The reviewed policy is to be communicated across the Council.

5. Employee Implications

- 5.1. As stated in 3.1 above, it is recognised that teachers and staff in educational settings are also employees of the council and, as such, will have access to supports offered by the Council in line with menstruation policy in the workplace.
- 5.2. Information and training on various aspects of the Health and Wellbeing curriculum is planned for teaching staff and delivered each term, improving and upskilling staff to develop confidence in delivery of sexual health topics. Feedback from participants involved is positive and we liaise with several external providers to further support for schools in their provision. (NHS Lanarkshire, LGBT Youth Scotland, Healthy Schools).

6. Financial Implications

- 6.1. The Council has funding to allow for free access to period products in schools and educational settings, other Council establishments and external settings including NHS buildings.

7. Climate Change, Sustainability and Environmental Implications

- 7.1. Consideration of the environmental impact of single use period products has been highlighted to all establishments. Schools consider the most appropriate way to make reusable period products available for free for those who wish to use those types of products. There should be no pressure applied to people who do not wish to use reusable products, but consideration should be given to making sustainable or plastic-free products available as part of the choice of products.
- 7.2. Environmental implications were important to the young people who responded to the South Lanarkshire Education Consultation, although it was clear that the young people were not aware that 'Hey Girls' products currently provided are plastic-free and made from sustainable materials.

8. Other Implications

- 8.1. None.

9. Equality Impact Assessment and Consultation Arrangements

- 9.1. There was an extensive consultation undertaken with secondary schools aged young people which assisted in the formation of the 'Period Positive South Lanarkshire – Schools Guidance' document published August 2022.

Tony McDaid
Executive Director (Education Resources)

18 January 2022

Link(s) to Council Values/Priorities/Outcomes

- ◆ Inspiring learners, transforming learners and strengthening partnerships.

Previous References

- ◆ South Lanarkshire Council – 7 December 2022
- ◆ South Lanarkshire Council – 23 September 2022
- ◆ Education Resources Committee – 18 September 2022

List of Background Papers

- ◆ Period Positive South Lanarkshire Guidance for Schools – Issued August 2022

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

Lynn Sherry, Head of Education
Ext:4475 (Tel: 01698 454475)
E-mail: lynn.sherry@southlanarkshire.gov.uk



**Community Planning Partnership
Period Products (Free Provision) (Scotland) Act 2021**

**Period Positive South Lanarkshire
Guidance for Schools
August 2022**

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Introduction

Since 2018 South Lanarkshire schools have provided period products for children and young people affected by poverty. Scotland has since become the first country in the world to pass legislation which guarantees free period products for all who require them, regardless of economic status. For schools this means we must have policies and processes in place for any child or young person who menstruates to be able to access free period products whenever they require them.

This paper provides the legal guidance, as well as some Frequently Asked Questions and hints for Best Practice. You will see that the views and opinions of our children and young people have been included throughout this document and should be considered when planning how to organise this in schools.

Legislation for Provision in Schools

The information provided within this section is taken from the [‘Period Products \(Free Provision\) \(Scotland\) Act 2021’](#). The aim of this document is to provide all schools with the information required to meet their legal obligation to provide free Period Products to all who require them.

The Act states that sufficient products must be obtainable for free in schools to meet pupils’ needs.

There must be no judgement as to the need, **no limit** to the number of products an individual can take, nor attempts to ‘ration’ products. Individuals don’t need a reason to access the products, above and beyond the fact that they menstruate.

Administration of these responsibilities

The Act places statutory duties on schools, rather than the voluntary provision previously in place. Schools may find it helpful to appoint a lead individual to take overall responsibility of meeting the duties set out in the Act and this lead person should make contact with Period.Positive@southlanarkshire.gov.uk to ensure that this information is recorded for future use.

The Act places a duty on schools to establish and maintain arrangements for period products to be obtainable free of charge during term time on their premises, including in *every* building normally used by pupils, e.g. sports halls if these are in a different building.

Respect for Dignity

An important aspect of the Act is that young people should be able to access products **without having to ask for them**. This means the products should be freely available in areas which are clearly signed as containing them. Schools should use posters provided in April 2022, additional posters and signage can be ordered for each school via the Smart Store (more info in Ordering section below).

The method and locations where products are made obtainable should consider the needs and wishes of users in relation to privacy (including for religious and/or cultural reasons) and avoiding anxiety or embarrassment.

Reasonable Choice

The type of period product an individual uses is a matter of personal preference that schools must consider when deciding which products to make available free of charge in meeting their duty.

The Act states that "types of period products include tampons, sanitary towels and articles which are reusable".

Through the Consultation process across all schools in South Lanarkshire, the children and young people made it clear they would prefer to have different sizes of pads and liners as well as tampons which have applicators. Please note that when ordering products the term 'digital tampon' refers to *non-applicator* tampons.

While schools have been encouraged to use Hey Girls in the past due to procurement issues, there are now more products available through the new system (please see section on ordering). This should ensure the young people will be able to have the products they prefer.

Consideration of the environmental impact of single use period products

Schools should consider the most appropriate way to make reusable period products available for free for those who wish to use those types of products. **There should be no pressure** applied to people who do not wish to use reusable products, but consideration should be given to making sustainable or plastic-free products available as part of the choice of products. This was important to the young people who responded to the South Lanarkshire Education Consultation, although it was clear that the young people were not aware that 'Hey Girls' products currently provided are plastic-free and made from sustainable materials

Schools are able to order reusable products from the Online PPSL Smart Store. Schools that would like to make reusable products available as part of a wider project, should provide as much information around the project and email Period.Positive@southlanarkshire.gov.uk where a member of the team can discuss this with you. There are controls in place for order limits of how many products can be ordered each time on the Smart Store. If a school would like to order more than the maximum quantity, then they should contact the Period Positive email.

Inclusion

Not everyone who menstruates identifies as female, therefore as part of ensuring a dignified approach, schools must ensure that the arrangements put in place to meet their duties allow any individual who menstruates, including transgender males and non-binary individuals, to access products.

In practice this is likely to require products to be available in gender neutral toilets/disabled toilets. A proportionate approach is acceptable, as long as it is clear to everyone, whether they need to use products themselves or they are collecting products on behalf of someone else, where they can access free products. No-one should be asked for the reason they are collecting products.

Information to be provided to pupils

The Act requires schools to make information available about the arrangements in place through which pupils can obtain free period products. The information that must be provided is:

- a) Period products are obtainable free of charge
- b) How, where and when they can obtain free products

The 2022 Schools Consultation highlighted that many young people do not know how or where to access products, so work is required in schools to ensure this is included as an important piece of information to be shared using normal channels.

Risk management

A number of risks have been identified over the course of the voluntary delivery to date including

- Provision of safety information in relation to loose products (see below)
- Blood spillages in public facilities related to reusable products
- Risks resulting from poor storage conditions
- Products going out of date

Any risks identified should be considered and managed through the school Risk Assessment procedures.

Safety information

Where tampons are being supplied loose from their packaging (for example, single tampons available from a basket of products within a washroom) they will not have the accompanying safety information leaflet that would be included in a box of tampons. For public health purposes it is recommended that schools provide that information to those accessing the products, e.g. via a poster at the point of collection. Toilet door signage samples including tampon safe use signage was provided to all secondary schools in April 2022. Schools can purchase these signs via the SLC Print room service using their sanitary products budget. **This information is also attached to this document as Appendix 1.**

It is also very important to note that products do have an expiration date, and these should be closely monitored and a process set up to remove products which are out-with their use by date.

Consultation and Delivery

SLC has undertaken council-wide consultation, however schools should also complete their own consultation process with pupils. Responsibility is devolved to schools for the planning and provision of products within each school, to best meet the needs in their own local context.

It would be good practice for consultation and delivery design in schools to be linked to menstrual health education and tackling stigma. There are helpful educational resources available at:

<https://rshp.scot/>
<https://young.scot/campaigns/national/periods>

Access to free products out-with term time

There is no requirement on schools to make period products obtainable for use out-with term time, as young people will be able to access free period products under the arrangements put in place by the Local Authority. Schools *may* however wish to make up packs that children and young people can take home for school holidays or for during school trips.

Schools may wish to consider the most appropriate way to support their pupils by:

- Sharing the process for ordering products online from SLC with all pupils through [this link](#). Products are sent directly to homes so pupils do not need to collect from school or any other SLC facility. This link should also be shared with families through the usual communication methods to allow other family members to take advantage of the free products.
- Making sufficient products available toward the end of term for pupils to take away for the holidays if they would prefer to do this.
- Continuing to make period products obtainable in schools that are open to pupils for holiday activities

This should be considered in consultation with pupils.

Guidance on implementation

Ordering

An online ordering process is currently being implemented for all schools and facilities out in the community. School staff, early years staff and community partners will be able to use this new system to order all products and items that are required. The Smart Store has been created to offer more choice in all settings, while keeping a consistent approach across the local authority.

Sites will be able to use the Smart Store to order any signage or materials that are required. If there are items that you would like to order including signage etc which are not available on the shop, please contact a member of the team at Period.Positive@southlanarkshire.gov.uk

Each site will receive a login to access the store along with a site code that will be required for the order to go through. South Lanarkshire Council's Print Team will set each school up with a login, which will be sent to the school generic email address. Instructions on how to use the service will also be emailed.

Online sessions on how to use the Smart Store will be available, and information on these sessions will come in due course.

Storage

In consultation with the young people, schools can store products as they choose as long as they are accessible at the point of need. Please note again, however, that there must be systems in place to remove products which are out of date.

South Lanarkshire Council have partnered with Hey Girls, and have custom Perspex trough dispensers available, all schools had been sent dispensers in April 2022. Where possible we would encourage schools to use these, to ensure continuity with out with school locations who all use these.

Best Practice

- Children and young people are consulted to inform policies/processes within individual schools.
- Products are available in toilet cubicles, preferably in bags hanging on toilet doors.
- Cubicles containing products also contain a sanitary bin.
- Products are always available during the school day including gender-neutral/accessible toilets.
- A variety of products and sizes are available at all times.
- There are clear (and shared) processes in place for bulk product distribution.
- There are clear (and shared) processes for distribution of reusable products.
- Products should be stored in such a way as to deter misuse.
- Young people are not penalised for asking out of class to access products (some schools use a 'code word').
- Schools should strive to remove the stigma around periods through more education on the subject.
- Availability of period products (and where to access them) should be part of transition planning.
- Emergency supplies of pants, tights and leggings should be available on request.
- Storage is sufficient to reduce the need for constant re-stocking but the janitor is responsible for checking when products need to be restocked.
- Children and young people are not pressured into trying reusable products, but products are available for anyone who wants to try them. Reusable products can be ordered from the Smart Store in line with the conditions in 'Consideration of the environmental impact of single use period products section above'.
- Please see Appendix 2 for some useful information and resources.

Frequently Asked Questions

- Q. I have lost our school's login for the online Shop... how can I get it?**
- A.** The team will be able to get this for you, email Period.Positive@southlanarkshire.gov.uk
- Q. Do we need products in every cubicle in the school (female and gender-neutral toilets)**
- A.** No. But our young people have clearly stated that they prefer products to be in the cubicles. They do not need to be in every cubicle as wherever the products are, there also needs to be a sanitary bin. It would be preferable to have products in a bag hung on the back of the door. Bags can be made available for schools if they wish by contacting the Period Positive email.
- Q. Can we provide tampons in a primary school?**
- A.** Yes, but this should be in response to a parental request and done in partnership. Schools should ensure that when providing tampons to a young person in a Primary School that they share the Toxic Shock information with that young person and their parents (see Appendix 1).
- Q. Who is responsible for restocking the sanitary products and when?**
- A.** The janitor will restock as part of the usual replenishing of toilet supplies i.e. after break or lunchtimes. It is therefore vital that the janitor (and any janitorial cover) is knowledgeable about where the period products are located for pupils in the school to access and where the stock is kept.
- Q. How do we stop pupils from vandalising the products when they are left out in the pupil toilets?**
- A.** This may be an issue initially, however schools have reported that this dramatically reduces after a 'settling in' period. Effective storage/dispensers and additional information on periods within the curriculum should also help with this. Be patient!
- Q. Can we use the Period Products budget to buy a small emergency stock of pants, leggings, tights etc.?**
- A.** No. All orders for period products will be via the Smart Store, where a wide selection of products can be ordered if leggings etc. are required, schools will need to purchase from other funding streams.

Q. Can we put wet wipes in the toilets?

A. No. Although the consultation showed that children and young people did want this, it is not environmentally friendly. Schools could consider purchasing a spray to be used with toilet paper, however, sprays cannot be purchased using period product funding either.

Q. How do we find out how much is in our budget to spend on products?

A. Schools will no longer hold the period product budget and all orders for products can be made via the PPSL Smart Store. Questions can be sent to Period.Positive@southlanarkshire.gov.uk

Q. Can we provide sustainable products which are plastic-free?

A. Although not the only supplier, Hey Girls products are all made from 100% certified organic cotton, sustainable bamboo and chemical-free products. Schools can also provide reusable products on request.

Q. I am interested in trialling or offering reusable products out to some pupils/all of the full year group, but unsure how I should go around this?

A. All orders for products will be ordered online using the Smart Store, if you would like to offer products as part of a wider initiative, please first contact the team with as much information as possible. There are controls in place for order limits of how many products can be ordered each time on the Smart Store. If a school would like to order more than the maximum quantity, then they should contact the Period Positive email.

Q. I want to make an online order for products but looking for some more information

A. A member of the council's Community Engagement Team will be able to contact you, please email Period.Positive@southlanarkshire.gov.uk

Q. Do we need to provide products to young people who are not at school e.g. remote learners or during school trips?

A. No. The duty on schools only extends to making free period products available to learners attending their premises in person and does not require them to post products to remote learners. They can however request a delivery or access products in other locations, see Appendix 3 for up to date list of locations. Pupils can also download the '*pick up my period*' app where they can be given directions to their nearest location (available on the Apple App Store and Android store (both free))

Q. Are staff allowed to use the free products?

A. While products are for pupils in schools, if staff have found themselves in need of products there is no issue with staff using products that are available. Staff that also live in South Lanarkshire are able to order products online [here](#). Staff from other Local Authorities should consult their own Council's website for their provision. (Note that not *all* council areas offer an online ordering service)

Appendix 1 – Toxic Shock Syndrome Information

IMPORTANT INFORMATION ON TAMPON USE

Tampons are associated with Toxic Shock Syndrome (TSS). TSS is a rare but very serious illness that can develop rapidly in anyone. But don't worry – across the whole of the UK, there are only about 20 cases reported each year that are associated with people using tampons. TSS is so rare that most doctors will not come across TSS during their medical careers. Further information on TSS is available at www.tssiss.com.

Symptoms of TSS include: a sudden high fever usually over 39C, vomiting, diarrhoea, muscle aches, a sun burn like rash, sore throat, dizziness and/or fainting, and severe flu-like feeling. Not all symptoms of TSS may occur simultaneously.

In the unlikely event that symptoms of TSS occur, remove the tampon, consult with a doctor urgently and inform them that a tampon has been used. If left untreated, TSS can be fatal. The following actions will help reduce the very small risk of TSS occurring.

- At night, insert a fresh tampon before going to sleep and replace first thing in the morning. Change your tampon every 4 to 8 hours or more often if need.
- Think about switching between tampons and towels, pads/liners from time to time during you period.
- Only use tampons during menstruation, use only one tampon at any time, and ensure the removal of the last tampon once menstruation has finished.

To help the environment, remember to dispose of tampons, applicator tubes and wrappers in a waste bin. Please DO NOT flush tampons, applicator tubes or wrappers.

Appendix 2 – Useful resources and information

Period Positive Team	The period product team is managed by the council's Community Engagement Team, and can be contacted at Period.Positive@southlanarkshire.gov.uk
Young Scot	Information aimed at young people that are going through or looking for more information about having periods. Information can be accessed at www.young.scot/periods .
Hey Girls	Hey Girls are the award-winning period products social enterprise. South Lanarkshire Council have officially partnered up with Hey Girls to provide free period products in over 300 locations in South Lanarkshire including schools. For more information on the work that Hey Girls do, visit www.heygirls.co.uk
Toxic shock syndrome (TSS)	Toxic shock syndrome (TSS) is a rare but life-threatening condition caused by bacteria getting into the body and releasing harmful toxins. More Information on the NHS website: Toxic shock syndrome - NHS (www.nhs.uk)

Appendix 3 – Public Locations

List correct as of 11 August 2022

Below locations have period products available for either emergency provision, or for bulk supply collection. Opening times vary across each location and is advised to check with the location prior visiting. This list will be reviewed on a regular basis.

Ward 1 – Clydesdale West

Site Name	Address 1	Address 2	Town	Postcode
Carluke Library	Carnwath Road		Carluke	ML84DF
Carluke Lifestyles	Carnwath Road		Carluke	ML8 4DF
Tom Craig Centre	1 Lawhill Road		Law	ML8 5JQ
Braidwood Hall	100 Braidwood Road		Braidwood	ML8 5NU
Clydesdale Foodbank	66 High Street		Carluke	ML8 4AJ
Carluke Community Health Centre	40 Chapel Street		Carluke	ML8 4BA
Carluke Universal Connections	37 Stewart Street		Carluke	ML8 4AL
Carluke Leisure Centre	135 Carnwath Road		Carluke	ML8 4EA

Ward 2 – Clydesdale North

Site Name	Address 1	Address 2	Town	Postcode
Esteem Clydesdale	15 Bannatyne Street		Lanark	ML11 7JR
Lanark Library	16 Hope Street		Lanark	ML11 71Z
Forth Library	Froth Primary School	Main Street	Forth	ML11 8AE
Lanark Lifestyles	Thomas Taylor Avenue		Lanark	ML11 7DG
Willie Waddle Sport and Community Centre	Main Street		Forth	ML11 8AA
Nemphlar Hall	67 Hall Road		Nemphlar	ML11 8NA
Lanark Memorial Hall	St Leonard Street		Lanark	ML11 7AB
Lanark Health Centre	Woodstock Medical Campus	Woodstock Road	Lanark	ML11 7DH
Kingshill Health Centre	40 Manse Road	Forth	Lanark	ML11 8AJ
Lanark Universal Connections	13 St Vincent Place		Lanark	ML11 7LA
Braehead Hall	11 Carnwath Road		Braehead	ML11 8EY
Healthy Valleys - Smyllum Resource Centre	31 Smyllum Road			ML11 7BZ
Forth Community Resource Centre	57 Hawkwood Terrace		Lanark	ML11 8AT

Ward 3 – Clydesdale East

Site Name	Address 1	Address 2	Town	Postcode
Carstairs Junction Welcome All Hub	39 Coronation Street		Lanark	ML118RB
Biggar Library	Market Road		Bigger	ML12 6FX
Biggar Municipal Hall	5 Kirkstyle		Biggar	ML12 6DT
Symington Hall	65 Main Street		Symington	ML12 6LL
Thankerton Hall	51 Station Road		Thankerton	ML12 6NZ
Carmichael Hall	School Road		Carmichael	ML12 6PG
Coulter Hall	Birthwood Road		Coulter	ML12 6PT
Elsrickle Hall	Carnwath Road		Elsrickle	ML12 6QZ
Roberton Hall	Mill Road		Roberton	ML12 6RS
Abington Hall	Carlisle Road		Abington	ML12 6SD
Crawford Hall	100 Carlisle Road		Crawford	ML12 6TW
Leadhills Hall	Ramsay Road		Leadhills	ML12 6YA
Dolphinton Hall	Edinburgh Road		Dolphinton	EH46 7AD
South Vennel Council Offices (SLC)	South Vennel		Lanark	ML11 7JT
Carstairs Junction Hall	1 St Charles Avenue		Carstairs Junction	ML11 8PQ
Carstairs Community Centre (CM)	School Road		Lanark	ML11 8QF
Carnwath Town Hall	70 Main Street		Carnwath	ML11 8JY
Biggar Health Centre	South Croft Road		Biggar	ML12 6BE
Carnwath Health Centre	7 Biggar Road		Carnwath	ML11 8HJ
Biggar Sports Centre	Market Road		Biggar	ML12 6AG
Biggar Park Golf Course	Biggar Public Park & Golf Course	Broughton Road	Biggar	ML12 6HA

Ward 4 – Clydesdale South

Site Name	Address 1	Address 2	Town	Postcode
Blackwood and Kirkmuirhill Library	Blackwood Primary School	Carlisle Road	Kirkmuirhill	ML11 9SB
Lesmahagow Library	48 Abbeygreen		Lesmahagow	ML11 0EF
Blackwood and Kirkmuirhill Community Wing	Blackwood Primary School	Carlisle Road	Kirkmuirhill	ML11 9SB
The Fountain	Abbeygreen		Lesmahagow	ML11 0UD
Brocketsbrae Hall	35 Brocketsbrae Road		Brocketsbrae	ML11 9PT
Rigside Hall	Muirfoot Road		Rigside	ML11 9LY
Hollandbush Golf Course	Acretophead	Coalburn Road	Lesmahagow	ML11 0JS
Coalburn Leisure Complex	School Road		Coalburn	ML11 0LP
Lesmahagow Sports Facility	Strathaven Road		Lesmahagow	ML11 0FS
Douglas Universal Connections	Douglas Primary School	Ayr Road	Lanark	ML11 0QA
Auchenheath Hall	2 Lancaster Road		Auchenheath	ML11 9XE
Healthy Valleys - St Brides Community Centre		Braehead	Douglas	ML11 0PT

Ward 5 – Avondale and Stonehouse

Site Name	Address 1	Address 2	Town	Postcode
Avondale Community Wing (Library)	Overton Road		Strathaven	ML10 6JW
Avondale Gymnastics	Donaldson Road		Larkhall	ML9 2SS
Stonehouse Lifestyles	2 Udston Mill Road		Stonehouse	ML9 3JL
Chapelton Hall	35 Main Street		Chapelton	ML10 6RZ
Glassford Hall	Alston Street		Glassford	ML10 6TG
1st Stonehouse Guides & 1st Stonehouse Rangers	Stonehouse Scout and Guide Hall	Laurie Street	Stonehouse	ML9 3LN
Strathaven Health Centre	Strathaven Health Centre: The Ward		Strathaven	ML10 6AS
Langlangs Golf Course	Auldhouse Road		East Kilbride	G75 9DW
Strathaven Leisure Centre	Bowling Green Road		Strathaven	ML10 6DR

Ward 6 – East Kilbride South

Site Name	Address 1	Address 2	Town	Postcode
Waist Not Want Not	4 Greenhills Crescent		East Kilbride	G75 8TT
Greenhills Library	Greenhills Square		East Kilbride	G75 8TT
Greenhills Hall	14 Greenhills Square		East Kilbride	G75 8TT
Loaves and Fishes Foodbank	40 Singer Road	Kelvin Industrial Estate	East Kilbride	G75 0XS
Alistair McCoist Complex	Quarry Road		East Kilbride	G75 9LW
East Kilbride Community Foodbank	Greenhills Community Centre		East Kilbride	G75 8TT

Ward 7 – East Kilbride Central South

Site Name	Address 1	Address 2	Town	Postcode
Westwood Hall	Riverton Drive		East Kilbride	G75 8EY
Murray Owen Centre	1 Liddell Grove		East Kilbride	G75 9AD
Duncanrig Sports Centre	Winnipeg Drive		East Kilbride	G75 8ZT
East Kilbride Community Foodbank	Westwood Baptist Church	2 Tasman Drive	East Kilbride	G75 8EY
East Kilbride Community Foodbank	South Parish Church	Baird Hill	East Kilbride	G75 0EA

Ward 8 - East Kilbride Central North

Site Name	Address 1	Address 2	Town	Postcode
East Kilbride Central Library	The Olympia Shopping Centre		East Kilbride	G74 1PG
St Leonards Library	St Leonards Square		East Kilbride	G74 2AT
Share Alike	2A Righead Gate		East Kilbride	G74 1LS
Aqua Dollan Centre	Brouster Hill		East Kilbride	G74 1AF
Share Alike - Take 5	4 Cornwall Way		East Kilbride	G74 1JR
Civic Centre (SLC)	Andrew Street		East Kilbride	G74 1AB
East Kilbride Ice Rink	Olympia Shopping Centre		East Kilbride	G74 1PG
Ballerup Hall	Andrew Street		East Kilbride	G74 1AB
Blacklaw Community Wing	Glen Arroch		East Kilbride	G74 2BP
Hunter Health Centre	Andrew Street		East Kilbride	G74 1AD
East Kilbride Universal Connections	Town Centre Park	Brewster Hill	East Kilbride	G74 1AF
John Wright Sports Centre	Calderwood Road		East Kilbride	G74 3EU
East Kilbride Arts Centre	51 - 53 Old Coach Road		East Kilbride	G74 4DU
Agape Wellbeing	22 Cornwall Way		East Kilbride	G74 1JR
East Kilbride Community Foodbank	East Mains Baptist Church	The Village Centre	East Mains	G74 4HG

Ward 9 - East Kilbride West

Site Name	Address 1	Address 2	Town	Postcode
Mossneuk Community Wing	Mossneuk Drive		East Kilbride	G75 8XQ
Hairmyres Accident and Emergency	218 Eaglesham Road		East Kilbride	G75 8RG

Ward 10 - East Kilbride East

Site Name	Address 1	Address 2	Town	Postcode
East Kilbride Sports Centre	Calderglen Country Park	Strathaven Road	East Kilbride	G75 0QZ
Calderglen Zoo	Strathaven Road	East Kilbride	East Kilbride	G75 0QZ
Torrance House Golf Course	Starters Office	Calderglen Country Park	East Kilbride	G75 0QZ
Calderwood Hall	Blackbraes Road		East Kilbride	G74 3JT
East Kilbride Community Foodbank	Calderwood Baptist Church	Maxwellton Road	East Kilbride	G74 3LW
East Kilbride Community Foodbank	Claremont Parish Church	High Common Road	East Kilbride	G74 2AU

Ward 11 – Rutherglen South

Site Name	Address 1	Address 2	Town	Postcode
Springhall Library	30 Cruachan Road		Springhall	G73 5HW
Cathkin Community Wing	Burnside Road		Rutherglen	G73 4AA
Fernhill Community Centre	12 Auchenlarie Drive		Fernhill	G73 4EQ
Spittal Community Centre	2 Carrick Road		Rutherglen	G73 4LJ
Springhall Comm. Centre	30 Cruachan Road		Glasgow	G73 5HW
Stonelaw Community Sports Centre	Calderwood Road		Rutherglen	G73 3SE

Ward 12 – Rutherglen Central and North

Site Name	Address 1	Address 2	Town	Postcode
Rutherglen Library	163 Main Street		Rutherglen	G73 2HB
R:evolve (Rutherglen)	75 Main Street		Rutherglen	G73 2JQ
Rutherglen and Cambuslang Foodbank	Unit 37 Rutherglen Exchange		Rutherglen	G73 2LS
Rutherglen Health Centre	130 Stonelaw Road		Rutherglen	G73 2PQ
Rutherglen Universal Connections	1 Burnhill Street		Rutherglen	G73 1ES
Rutherglen and Cambuslang Foodbank	Rutherglen Community Baptist Church	Avenue, corner of Stonelaw Road and Greenhill Road	Rutherglen	G73 2SL

Ward 13 – Cambuslang West

Site Name	Address 1	Address 2	Town	Postcode
Cambuslang Library	27 Main Street		Cambuslang	G72 7EX
Thrift + Gift (LEAP)	56 Hamilton Road		Rutherglen	G72 7LD
Eastfield Lifestyles	Glenside Drive		Rutherglen	G73 3LW
Cambuslang Gate (SLC)	27 Main Street		Cambuslang	G72 7EX
Cambuslang Institute	37 Greenlees Road		Cambuslang	G72 8JE
Cambuslang Clinic	5 Johnson Drive		Cambuslang	G72 8JR
Cambuslang Universal Connections	150 Main Street		Cambuslang	G72 7EL
Rutherglen and Cambuslang Foodbank	Romanian Pentecostal Church Halls	2 Cadzow Drive	Cambuslang	G72 8ND
Rutherglen and Cambuslang Foodbank	Whitlawburn Community Resource Centre	57 Belmont Road,	Cambuslang	G72 8PG

Ward 14 – Cambuslang East

Site Name	Address 1	Address 2	Town	Postcode
Toll Pitch Community Hall	8 Hamilton Road		Cambuslang	G72 7XR
Halfway Library	211 Hamilton Road		Halfway	G72 7PJ

Ward 15 - Blantyre

Site Name	Address 1	Address 2	Town	Postcode
David Livingston Birthplace	165 Station Road		Blantyre	G72 9BY
Blantyre Library	1a Clydeview Shopping Centre	Glasgow Road	Blantyre	G72 0QD
Blantyre Leisure Centre	Glasgow Road		Blantyre	G72 0JS
TACT Community Hall	Hillview Drive		Blantyre	G72 9EF
High Blantyre Hall	22 Cemetery Road	High Blantyre	Hamilton	G72 OHA
Priestfield Senior Citizens Hall	Main Street	High Blantyre	Hamilton	G72 ODL
Blantyre Health Centre	Victoria Street		Blantyre	G72 0BS
Hamilton District Foodbank	The Nazarene Hall	Elm Street	Blantyre	G72 0PZ

Ward 16 – Bothwell and Uddingston

Site Name	Address 1	Address 2	Town	Postcode
Uddingston Library	51 Bellshill Road		Uddingston	G71 7PA
Bothwell Library	The Donald Institute	2 Main Street	Bothwell	G71 8RG
Bothwell Community Hall	8 Fallside Road		Bothwell	G71 8HF
Uddingston Community Centre	47 Bellshill Road		Uddingston	G71 7PA
Uddingston Sports Centre	Old Glasgow Road		Uddingston	G71 7BT
David Milne Centre	84 Old Mill Road		Uddingston	G71 7PF

Ward 17 – Hamilton North and East

Site Name	Address 1	Address 2	Town	Postcode
Morrisons Hamilton	5 New Park Street		Hamilton	ML3 0BN
South Lanarkshire Council Headquarters	Almada Street		Hamilton	ML3 0AA
Hamilton Town House Library	102 Cadzow Street		Hamilton	ML3 6HH
Chatelherault Country Park	Ferniegair		Hamilton	ML3 7UE
Burnbank Library	76 Burnbank Road		Hamilton	ML3 0NA
Low Parks Museum	129 Muir Street		Hamilton	ML3 6BJ
Burnbank Centre	Burnbank		Hamilton	ML3 0NA
Whitehill Neighbourhood Centre	9 Hunter Road	Whitehill	Hamilton	ML3 0LH
R:evolve (Hamilton)	91 Quarry Street		Hamilton	ML3 7AD
Hamilton Churches Drop-In Centre	14 Beckford Street		Hamilton	ML3 0AH
Regent House (SLC)	9 High Patrick Street		Hamilton	ML3 7JA
Hamilton Water Palace	35 Almada Street		Hamilton	ML3 0HQ
Hamilton District Foodbank	24 Quarry Street		Hamilton	ML3 7AR
Hamilton Palace Sports Grounds - football pavilion		Motehill	Hamilton	ML3 6BY
Hamilton Palace Sports Grounds - bowling pavilion		Motehill	Hamilton	ML3 6BY
Strathclyde Park Golf Course	Motehill		Hamilton	ML3 6BY
Whitehill Universal Connections	9 Hunter Road		Hamilton	ML3 0LH
Hamilton Accies Community Food and Baby Bank	New Douglas Park	Cadzow Avenue	Hamilton	ML3 0FT

Ward 18 – Hamilton West and Earnock

Site Name	Address 1	Address 2	Town	Postcode
Hillhouse Library	Hillhouse Road		Hamilton	ML3 9TX
Hillhouse and Earnock Community Centre	121 Hillhouse Road		Hamilton	ML3 9TX
Brandon Gate (SLC)	1 Leechlee Road		Hamilton	ML3 0XB
Jock Stein Centre	Hillhouse Road		Hamilton	ML3 9TU

Ward 19 – Hamilton South

Site Name	Address 1	Address 2	Town	Postcode
Fairhill Library	South Lanarkshire Lifestyles	Neilsland Road	Hamilton	ML3 8HJ
Fairhill Lifestyles	Neilsland Road		Hamilton	ML3 8HJ
Hamilton Universal Connections	1 Woodside Walk		Hamilton	ML3 7HY
Eddlewood Public Hall	Birkhall Road	313 Strathaven Road	Hamilton	ML3 8BG
Hamilton District Foodbank	The Salvation Army	Burnblea Street	Hamilton	ML3 6RF

Ward 20 - Larkhall

Site Name	Address 1	Address 2	Town	Postcode
Larkhall Library	Larkhall Area Office	30 Union Street	Larkhall	ML9 1DR
Craigbank Community Wing	Glengonnar Street		Larkhall	ML9 1EL
Netherburn Hall	40 Overton Road		Larkhall	ML9 3BT
Clyde, Avon and Nethan Foodbank	Trinity Cottage	96 Union Street	Larkhall	ML9 1EF
Larkhall Health Institute	Low Pleasance		Larkhall	ML9 2HW
Larkhall Golf Course	Burnhead Road		Larkhall	ML9 3AA
Larkhall Leisure Centre	Broomhill Road		Larkhall	ML9 1QP
Larkhall Universal Connections	23/25 Union Street		Larkhall	ML9 1DR
Larkhall Christians Together	<u>2 King Street</u>		Larkhall	ML9 1DP
Hareleeshill Sports Barn	Donaldson Road		Larkhall	ML9 2SS
Dalserf Community Wing	Ashgillhead Road		Ashgill	ML9 3FJ

Report

11

Report to:	Education Resources Committee
Date of Meeting:	14 February 2023
Report by:	Executive Director (Education Resources)

Subject:	Accessibility Strategy 2022 to 2025
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ advise of the development of the updated Accessibility Strategy for 2022 to 2025

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that the updated Education Resources' Accessibility Strategy, attached as an appendix to this report, be noted and
- (2) that the arrangements to publish the Accessibility Strategy on the Council's website be noted.

3. Background

- 3.1. The requirement for Education Resources to produce an Accessibility Strategy is included in the Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002 (The Act). The Strategy is also required to ensure we meet their duties under the Equality Act, 2010.
- 3.2. In line with guidance from the Scottish Government, the Strategy document outlines the current position, improvements made since the previous Accessibility Strategy and also the priorities for improvement, including an action plan.
- 3.3. The Strategy endorses the implementation of inclusive and integrated practice to promote equality of opportunity for all learners to reach their potential, taking account of their needs or protected characteristics. The Strategy is underpinned by the principles of the national programme "Getting It Right for Every Child" which promotes an integrated and common approach to developing children and young people's wellbeing.

4. Progress to date

- 4.1. A working group, drawn from all areas of education and representatives from Corporate Resources, Finance and IT and the trades unions, was established to revise and update the strategy, taking account of guidance from the Scottish Government, the implementation of "Getting it Right for Every Child", Curriculum for Excellence, the Equality Act 2010 and other relevant legislation. Information was gathered from establishments and also from small groups of learners. The attached Accessibility Strategy 2022 to 25 is the combined work of the group.

4.2. The Strategy document provides an overall purpose and direction for the work of all establishments and services in relation to inclusion and equality. The Strategy covers all learners in education establishments. It acknowledges that learning is a life-long process. It emphasises the importance of working in partnership to improve outcomes for learners of all ages.

4.3. There are 3 areas of priority included in the strategy:-

Improving access to physical accommodation

- ◆ Schools' Modernisation
- ◆ Transport
- ◆ Extra-curricular clubs and groups
- ◆ Trips

Improving access to the curriculum

- ◆ Ensuring that all learners have an appropriate curriculum in place.
- ◆ Strategies in place to meet the range of needs.
- ◆ Continuing Professional Development required to ensure that needs are met.

Improving access to communication and school information

- ◆ ICT provision within establishments.
- ◆ Using ICT to enhance the learning of those with additional support needs.
- ◆ Promoting IT systems to support staff to meet the range of needs.

4.4. The Accessibility Strategy 2022 to 2025, attached as an appendix to the report, will be distributed to all services and establishments and an electronic version will be available on the South Lanarkshire Council website making it available to parents/carers and other stakeholders as well as allowing additional information to be accessed through links to relevant websites.

5. Employee Implications

5.1. All members of staff, as appropriate to their remit, require to become familiar with the Strategy. Training needs identified at establishment or whole authority level will be developed, as appropriate.

6. Financial Implications

6.1. There are minimal costs associated with printing and distribution and these will be met from within existing resources.

7. Other Implications

7.1. There are no direct risks or sustainability issues associated with this report as the Strategy is a revision of an existing strategy statement.

8. Equality Impact Assessment and Consultation Arrangements

8.1. Equality impact issues have been considered during the review process and a final impact assessment has been completed prior to dissemination to stakeholders.

8.2. The group which produced the strategy included representation from all sectors within Education Resources including Trade Union and professional association representatives. Views were also sought from a range of stakeholders during the consultation period. This included establishments, parent councils, children and young people. The consultation was also undertaken through the South Lanarkshire Council SWAY newsletter which is distributed widely across all Education Resources. Some minor changes were made to the final strategy document following

the consultation process. From the responses received, the majority were very positive.

Tony McDaid
Executive Director (Education Resources)

25 January 2023

Link(s) to Council Values/Priorities/Outcomes

- ◆ Inspiring learners, transforming learning, strengthening partnerships

Previous References

- ◆ Education Resources Committee – 10 November 2015

List of Background Papers

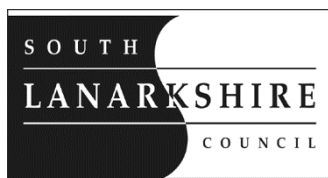
- ◆ None

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:- Anne Donaldson, Head of Education (Inclusion)

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Education Resources

Accessibility Strategy

1 April 2022 - 31 March 2025

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2. Definition of Disability – Terminology
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 - (i) Increasing Access to the Curriculum
 - (ii) Improving Access to the Physical Environment
 - (iii) Improving Communication and access to school information

1. Introduction

The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002 (The Act) requires responsible bodies to prepare and implement long term accessibility strategies to improve over time the access to education for pupils and prospective pupils with disabilities. These duties came into force in October 2002.

This document sets out South Lanarkshire Council's Education Accessibility Strategy for the period 1 April 2022 – 31 March 2025 and in so doing, outlines the continuing plans to deliver a fully inclusive and quality education service to all its pupils.

Inclusion is both a national and a council priority and there is a duty placed on all to ensure that:

- ♦ Awareness of disabilities and additional support needs is continually and consistently promoted.
- ♦ Inclusive environments are created where the needs of all children and young people can be met and where all can thrive and flourish in a safe and nurturing environment.

Access to education is the most powerful influence on subsequent employment, economic wellbeing, and quality of life for individuals. Greater inclusion for disabled learners offers a powerful means of influencing widespread understanding of, and attitudes to, disability.

South Lanarkshire Council is committed to GIRFEC and ensuring that all children and young people are safe, healthy, achieving, nurtured, active, respected, responsible and included. It is also committed to making sure children and young people have access to positive learning environments and a range of opportunities to enable them to develop their knowledge, skills, ambition, confidence and self-esteem to their fullest potential.

As education authorities, schools, learners and society begin the recovery process it will be vital to take cognisance of and capitalise on the opportunities for better delivery of teaching and learning. The global pandemic has required education authorities to work in new and innovative ways to ensure access to education for all learners. This includes those learners with a disability, who at times found access learning an additional challenge. During a significant period of remote teaching and learning the creative use of digital technology became, by necessity, a greater driving force in ensuring access to learning.

The action plan within this strategy will have a focus on accessing digital technology for disabled learners.

2. Definition of Disability - Terminology

The Act uses the term 'pupils with a disability' but, in line with the Equality and Human Rights commission (EHCR) this strategy uses the terminology disabled pupils or disabled learners.

'A person has a disability if he or she has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day to day activities.' Equality Act 2010

The definition of disability can include what may be termed "hidden disabilities" such as dyslexia, autism spectrum disorder and speech and language impairments. In order

to be considered a disability, the effect of the impairment must be substantial and have an adverse effect which is severe enough to have a substantial impact on the learner's ability to carry out everyday activities.

This strategy includes all learners and potential learners who are supported by the range of learning environments suitable to meet the needs of all learners, these include:

- ◆ Mainstream schools with ASN bases
- ◆ Specialist schools
- ◆ Visual and Sensory impairment provisions
- ◆ Outreach services
- ◆ Specific behaviour support provision and services

This strategy provides advice on how South Lanarkshire Council will meet the three accessibility planning duties as stated in the Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002:

- (1) Improve the physical environment of schools, to enable better access to education and associated services
- (2) Improve access to participating in the curriculum for all children and young people who have a disability or additional support need
- (3) Improve communication with children and young people who have a disability or additional support need in relation to the provision of information in appropriate alternative formats, taking account of any support need preferences expressed by them or their parents

3. Legislative and Policy Frameworks

This strategy should be considered alongside and take cognisance of a range of legislative requirements and national guidance which relates to school education and disability including:

- ◆ Standards in Scotland's Schools Act 2000
- ◆ The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002
- ◆ The Education (Additional Support for Learning) (Scotland) Act 2004 (amended 2009) (the ASL Act)
- ◆ The Equality Act 2010 – protected characteristics outlined below
 - ◆ Age
 - ◆ Disability
 - ◆ Gender reassignment
 - ◆ Marriage and civil partnerships
 - ◆ Pregnancy and maternity
 - ◆ Race
 - ◆ Religion or belief
 - ◆ Sex
 - ◆ Sexual orientation
- ◆ The Children and Young People (Scotland) Act 2014
- ◆ Health (Tobacco, Nicotine etc. and Care) (Scotland) Act 2016
- ◆ Support for Learning: All our Children and All their Potential (June 2020)

- ◆ Independent Care Review: The Promise
- ◆ United Nations Convention on the Right of the Child

4. Planning Assumptions – Developments to date

(1) Improve the physical environment of schools, to enable better access to education and associated services

Accommodation

South Lanarkshire Council's Schools Modernisation Programme has been in place for a number of years and has made considerable progress in renewing or refurbishing Education Resources estate to be fully compliant with legislation. The programme which was completed in 2019 has delivered 19 new or refurbished secondary schools, including two ASN schools and one SEBN school and 128 new or refurbished Primary schools. In addition, a new programme of nursery provision has commenced in response to the planned statutory increase in nursery entitlement from 600 hours to 1140 hours. The extent of the school and the types of provisions are listed below;

Type of Provision	Location of Provision
ASN Schools primary	Greenburn School
	Hamilton School for the Deaf
	Kear Campus Primary **
	Victoria Park Primary School
	West Mains Primary School
ASN Schools secondary	Kear Campus Secondary **
	Rutherglen High School
	Sanderson High School
Nurseries with ASN provision	Kirkstyles Nursery, Carluke
	Early Learning Unit Hamilton
Primary ASN Bases	Auchinraith
	Blackwood
	Cairns
	Carluke
	Carstairs Junction
	Cathkin
	Chatelherault
	Crosshouse
	Greenhills
	Jackton (planned opening August 2023)
	Hareleeshill
	High Blantyre
	Murray
	Newton Farm
	Robert Owen Memorial
	St John's
	Stonehouse

Secondary ASN Bases	Calderside Academy
	Cathkin High
	Duncanrig Secondary
	Hamilton Grammar
	Lanark Grammar
	Larkhall Academy
	Lesmahagow
	Uddingston Grammar Visual Impairment Dept.
**KEAR Campus Bases (SEBN)	Whithorn Primary
	Victoria Falls Primary
	Cathkin High School
	Carluke Lifestyles
	St Andrew's and St Bride's
	KEAR base Blantyre
Nurture Provision	Jigsaw House Robert Smillie Primary School
	Rowan Cottage Beckford Primary School
	Tinto Treetops Tinto Primary School
Hearing Impairment/Visual Impairment Provision	Hamilton School for the Deaf is co-located with Glenlee Primary School and has a primary outreach service and a secondary outreach service.
	A Hearing Impairment unit is part of Calderside Academy
	A Visual Impairment unit within Uddingston Grammar School with a nursery and secondary outreach service

The Youth, Family and Community Learning Service is part of Education Resources Inclusion Service and provides a range of tailor-made alternative curricular and curricular learning programmes for pupils referred by mainstream and SEBN schools within South Lanarkshire.

These specialist programmes are timetabled and take place during core school hours of the school day within Universal Connections educational establishments. They are designed to improve the educational outcomes of mainstream and SEBN pupils, including those with poor mental health, additional support needs and physical disabilities.

These curricular and alternative curricular programmes take place in the following;

Universal Connections facilities:

Hamilton Universal Connections (including a 5 days per week provision)

Larkhall Universal Connections

East Kilbride Universal Connections

Lanark Universal Connection

Carluke Universal Connections

Douglas Universal Connections

Cambuslang Universal Connections

Rutherglen Universal Connections

Whitehill Universal Connections

In addition, the Youth, Family and Community Learning Service provides educational and learning programmes after school and in the evenings (52 weeks a year) and during all school holiday periods within the Universal Connections facilities. Young people and children who attend these programmes include SEBN and those with poor mental health, physical, emotional, and hidden disabilities.

All alternative curricular, after school/ evening and holiday programmes provided by the Youth, Family and Community Learning Service, including excursions, require to be accessible to all young people and children to promote equality of opportunity for all.

Specific Physical Adaptions in Schools

Accessible provision has been made within the general areas of mainstream schools to meet the needs of all learners; this includes the following:

- ◆ Ramps and handrails
- ◆ Disabled toilets
- ◆ Audio loops
- ◆ Sensory areas for Autism Spectrum Disorder
- ◆ Accessible parking bays
- ◆ Lifts
- ◆ Secure safe areas for Addition Support Needs pupils
- ◆ Use of visual impairment technology
- ◆ Accessible shower and changing areas.
- ◆ Hoists and other equipment to assist movement for specific disabled learners.
- ◆ Nurture rooms
- ◆ Pupil support bases

An ASN Adaptations budget is available to deal with residual accessibility issues within the remaining properties. Management arrangements are in place to ensure accessibility within all properties as required on an individual basis. In addition, all Universal Connection properties are accessible by ramp or lift.

School Transport

South Lanarkshire Council continues to provide appropriate and accessible home to school transport for children who:

- ◆ Attend an additional support needs school or establishment recommended by the council.
- ◆ Have been recommended for school transport by clinicians.

Extra-Curricular Clubs and Groups

Establishments are aware of the importance of ensuring equality of access to all areas of school life for learners. The principles of reasonable adjustment are implemented by establishments. Guidance is provided for establishments through operating procedures and in the 'Framework for Inclusion and Equality' published by the Inclusive Education Service.

The Council has a number of training events, including a Learn Online module, which helps to raise awareness of the importance of equality of opportunity for all.

All extracurricular activities provided by educational establishments must be accessible to all learners. Staff will consider the physical environment and resources required to ensure that reasonable adjustments are in place.

School/Early Years Excursions

When planning an educational trip, establishments must take account of the needs of all learners to ensure that activities can be accessed by all. Reasonable adjustments will be considered at the initial planning stage, including accessible transport, accommodation and risk assessments where appropriate.

Health and Safety

Individualised Personal Evacuation Plans are in place for children and young people who require evacuation in an emergency and reviewed on a regular basis.

(2) Improve access to participating in the curriculum for all children and young people who have a disability or additional support need

In line with the commitment to a presumption of mainstream all learners, wherever possible, will have their needs met within a mainstream school. The Curriculum for Excellence ensures access for all learners to a broad general education with opportunities for developing skills for learning, skills for life and skills for work and has a continuous focus on numeracy, literacy and health and wellbeing.

In order to enable all learners to access the curriculum, education is provided in a variety of establishments and settings which are age and stage appropriate. All staff have a responsibility to ensure that they are well prepared to support all learners. Consequently, detailed planning with supporting documentation and where required the input of other professionals and partner agencies takes account of the range of needs of all learners.

Staff in Education Resources work to ensure positive transitions for all learners at each stage of their education, including pre-school, primary to secondary and post-school destinations.

The needs of most learners are met within existing planning structures and are supported through effective learning and teaching.

Staged intervention processes, as described in the 'Framework for Inclusion and Equality' and Operating Procedure A28 Additional Support Needs (revised edition January 2021), are implemented when the need for additional support is identified. This additional support can be provided from resources available within establishments or from other services. In exceptional circumstances, it may be necessary to consider a more specialist provision for an individual learner.

Assessment and examination support can include provision of readers, scribes and digital papers, as appropriate.

Learning opportunities are provided in mainstream schools, ASN classes and schools and by Youth Learning and Community Learning Services. Opportunities are also provided by Corporate Resources, external agencies and the voluntary sector.

This model supports raising achievement and attainment and promoting health, wellbeing and social inclusion through:

- ◆ Effective curricular provision throughout all stages of learning.
- ◆ A consistent approach to supporting families.
- ◆ Flexible deployment of staffing and resources.
- ◆ Continuity and progression through effective transition planning.

Reasonable Adjustments

Reasonable adjustments include a duty to provide auxiliary aids and services for disabled pupils. Many of the reasonable adjustments that schools are already making for disabled pupils include the use of some auxiliary aids, such as

- ◆ coloured overlays for dyslexic pupils,
- ◆ pen grips,
- ◆ adapted PE equipment,
- ◆ adapted keyboards and computer software.

Many reasonable adjustments are inexpensive and will often involve a change in practice rather than the provision of expensive pieces of equipment.

The reasonable adjustments duty is triggered only where there is a need to avoid 'substantial disadvantage'. Substantial is defined as being anything more than minor or trivial. Whether or not a disabled pupil is at a substantial disadvantage or not will depend on the individual situation and an assessment will be carried out by the team around the child.

Reasonable adjustments will be made by schools themselves and should ensure that pupils with particular needs are not disadvantaged in any area. Adjustments can be large or small, but even small adjustments can often make a big difference to pupils' ability to access the curriculum.

Plans to increase accessibility and to ease pupils' stress at times of examination should take account of SQA guidance and reasonable adjustments should be made to give access as widely as possible to National Examinations.

Where very specific technology is required to enable the pupil to engage successfully with the curriculum, equipment can be purchased, obtained via South Lanarkshire Council resources or through the direct link with CALL Scotland.

When children require specific equipment such as chairs, hoists and standing frames to benefit from education, this Council works with its colleagues in the allied health professions of the NHS. Physiotherapists and occupational therapists provide advice and arrange for the purchase of the necessary equipment, through the Equipu portal. This is done timeously in order that children and young people are not disadvantaged.

Clear guidance and support are provided for all practitioners through a range of documents to enable them to work collaboratively with a range of agencies and to enable all learners to engage with the curriculum e.g.

- ◆ Framework for Inclusion and Equality
- ◆ Dyslexia guidance for schools
- ◆ The Autism Toolbox
- ◆ LAC guidance
- ◆ GIRFEC
- ◆ Administration of Medicines within schools
- ◆ Policy on Inclusion and Equality
- ◆ Framework for Supporting Pupils with Severe and Profound Learning Needs
- ◆ Treat me Well (ant-bullying guidelines)
- ◆ Promoting Positive Relationships Understanding Distressed Behaviour Framework
- ◆ Counselling in schools
- ◆ Attachment Strategy

A wide range of professional learning opportunities are made available e.g.

- ◆ Autism Consultation training for all establishments delivered by Educational Psychologists
- ◆ Inclusion meetings
- ◆ ASN Base Heads professional meetings
- ◆ ASN Principal Teacher's professional meetings
- ◆ ASN ICT/Glow Coordinator meetings
- ◆ Training delivered by staff with specific expertise: Twilight sessions
- ◆ Wellbeing training
- ◆ Courses and learning opportunities sent to heads of establishments
- ◆ New Digital Learning Forum established, consisting of Head Teachers and Digital Leaders/ICTCs from ASN establishments, Inclusion QIO, Digital Education Officer and Education IT Project Manager

Each locality has a team of Specialist Support Teachers who provide high quality support for all learners in mainstream establishments who have additional support needs. Each team provides an expansive range of services and specialised resources promoting inclusion and equality and ensuring all learners maximise their attainment. These services may include:

- ◆ Consultation and collaboration to differentiate the curriculum.
- ◆ Advice for staff on completion of paperwork
- ◆ Direct one to one working with a learner
- ◆ Support for learners at key transitions
- ◆ Delivery of staff training
- ◆ Contribution to multi-agency working
- ◆ Completion or assessment for individual learners
- ◆ Specialised Group Work

South Lanarkshire Council has a number of specific programmes and initiatives to support specific groups to successfully engage with the curriculum. These include:

- ◆ The Gypsy/Traveler Education Programme which has been identified by the Scottish Government as highly successful.
- ◆ Refugee Resettlement Programme appropriately placing and supporting pupils and families from Syria and other conflict areas across the world.
- ◆ Supporting Armed Forces Children, which has been recognized by the Scottish Government as very good practice.

(3) Improve communication with children and young people who have a disability or additional support need in relation to the provision of information in appropriate alternative formats, taking account of any support need preferences expressed by them or their parents

It is important that information considers pupils' disabilities and the requests of parents/carers or pupils for a preferred format which takes account of home language spoken, cultural factors, reading difficulties etc. Schools have made good progress in providing information in alternative formats and the application of websites; internet, apps, text messaging and emails services have increased the range of opportunities for communication with all parents/carers, young people and children. This is further enhanced through regular reviews and meetings which are an integral part of the staged intervention process. Though access to IT/computer in the home is increasing, not all homes will have a computer. Good liaison is essential to ensure no-one is disadvantaged by lack of appropriate computer access, and alternatives should always be available.

For example, provision of Chromebooks and MiFi (internet connectivity) devices via the Scottish Government's Digital Inclusion fund has meant that nearly 6000 pupils, including learners with ASN, have been provided with a device and connectivity to access learning remotely/from home. Priority was given to ASN establishments and Bases for the allocation of touch-enabled Chromebooks.

The national Glow platform is used widely across SLC establishments by learners and staff but there is a recognition by Education Scotland's Glow team, that the rules governing the sharing of Glow credentials could result in children, with recognised additional support needs, being unjustly excluded from using the platforms and tools that were easily accessible by their peers. To retain parity and ensure provision of digital services are as inclusive as possible, a bespoke Glow Acceptable ASN User Agreement has been devised for use in SLC, if sanctioned by the learner's Head Teacher and protocols adhered to by the learner's parent/carer.

If requested, information can be made available in

- ◆ Braille,
- ◆ Audio tape,
- ◆ Digital
- ◆ or a range of other languages by contacting the Council's Communications team.

Many staff have undergone Makaton training and sign language training and when necessary sign language practitioners are used to help support parents/carers in education settings.

All ASN establishment and Senior Manager Pupil Support locality teams and the Educational Psychology Service have a Boardmaker Licence via a Tobi Dynavox account. ASN schools and bases have a number of student accounts. The use of Boardmaker supports children and young people to develop their communication and literacy skills, at their pace and supports them to be included and contributing to their learning.

As of September 2021, all SLC learners and staff have full access to TextHelp's Read & Write literacy support tool that increases fluency and confidence in reading and writing. Accessibility is a core plank of the product, helping students with additional support needs, literacy challenges and for whom English is a second language to engage with learning, particularly where that learning is communicated and experienced via a digital device and/or platform. R&W helps reduce inequality in educational outcomes and provides equity in terms of how all learners access the curriculum anytime, anywhere. Access to the toolbar is available on all SLC managed devices including Chromebooks, iPads, Windows desktops and laptops and can also be accessed by learners, free of charge, via their own device at home.

It is recognised that good use of ICT and digital platforms makes a significant difference in supporting learners with additional support needs.

South Lanarkshire Council's education establishment's benefit from an ICT managed service with a single supplier, RM Education, who has responsibility for delivering and supporting ICT across the estate. Effective partnership working exists between schools, SLC's Education IT team, SLC's Digital Education team and RM Education. And stronger links are being forged between these groups and SLC's Inclusion team and ASN establishments through the newly established Digital Learning Forum and bespoke ASN ICT/Glow Coordinator meetings.

Significant investment has been made across all sectors of education in relation to ICT

In addition, many establishments are making use of ICT equipment and platforms which supports disabled learners, this includes:

- ◆ Mobile touch technology
- ◆ Screen magnification
- ◆ Text to Speech Software
- ◆ Eye Gaze systems
- ◆ Augmented and Alternative Communication Devices (AAC)

- ◆ Chromebooks, including the use of these devices 'baked in' Accessibility Features
- ◆ iPads and relevant apps
- ◆ Boardmaker
- ◆ Read & Write (TextHelp)
- ◆ Immersive Reader (Microsoft)
- ◆ SchoolCloud (Video appointments for Parent/Carer consultations)
- ◆ Clicker
- ◆ Cloud platforms e.g. Google for Education and Microsoft Education tools accessed via GLOW

Schools are developing the concept of the communication champion to drive forward the use of digital equipment to provide children with methods of giving their views on how they are being educated and what they enjoy about school.

5. Membership of Planning Group 2022-2025

The membership of the planning group is detailed below

Ann Reid	Quality Improvement Officer – Inclusion Education Resources
Alex MacLeod	Inclusive Education Manager
David Hinshelwood	Support Services Manager – Education
Vance Sinclair	Partnership Development Manager Schools Modernisation
Sam March	Principal Educational Psychologist
Alan Russell	Senior Manager Pupil Support - Clydesdale
Garry Maguire	Quality Improvement Officer – CQIS
Andy Harvey	EIS
Margaret Gallagher	UNISON
Sandra Kelly	Specialist Support Teacher – Hamilton
Liz Coomber	Head Teacher – Victoria Park School
Dawn Simpson	Head Teacher – Loch Primary School
Abi Hilley	DHT Murray Primary School
Jen Graham	DHT Sanderson High School
James MacKay	DHT Hamilton Grammar School
Pamela Doherty	DHT Lesmahagow High School
Fraser Waugh	YFCL Area Co-ordinator East Kilbride
Anne Walker	Project Manager – IT Services
Frances Welsh	Business Systems Engineer – IT Services
Sandra Hay/ Sarah Hughes	Inclusive Education Service – Admin team

6. Consultation

Views and feedback were sought from children, young people and their parents/carers. The SLC Parent Council forum were also asked for their views.

To assist those young people with social and communication difficulties school staff will have sought views using a range of Augmentative and Assistive technology aids, including Makaton, and talking mats.

On-line consultations were published within the Education Resources Newsletter SWAY. This ensured that the draft Accessibility Strategy was available to a broad range of stakeholders for input and feedback. These included:

- ◆ Early Years staff
- ◆ Mainstream Primary school staff
- ◆ Mainstream Secondary school staff
- ◆ Special Primary school staff.
- ◆ Special secondary school staff
- ◆ Base staff in mainstream Primary
- ◆ Base staff in mainstream Secondary
- ◆ Support Services Staff
- ◆ Youth, Family and Community Learning
- ◆ Educational Psychologist
- ◆ Schools Modernisation staff
- ◆ Specialist Support Team staff

A number of schools across SLC were asked to facilitate focus groups to gather a range of views from children and young people.

A number of themes emerged, summarised below:-

- ◆ All respondents unanimously agreed that they welcome the focus by SLC to continue to improve access to the learning environment for all pupils.
- ◆ All respondents indicated that access to more quieter learning spaces within the school building and better outdoor space would be beneficial and improve access for all learners.
- ◆ Transition planning was a key theme that was consistently mentioned. For instance more transition meeting for parents, individual visits at quieter times in the school and the use of virtual wraparounds was particularly welcomed.
- ◆ Use of IT and AAC was a particular area where respondents felt that this would support pupils with both accessing the curriculum and ensuring that their voice was heard.

The action plan was subsequently updated for 2022-2025 to ensure that it reflected the outcome of the consultation.

South Lanarkshire Council Accessibility Strategy 2022 – 2025 New and Continuing Action Plan				
Duty 1 – Improve the physical environment of schools to increase the extent to which disabled pupils can take advantage of education and associated services				
Outcome (What the improvements for children and young people will be)	Action(s) (What will we do)	Lead Person(s) (Who is responsible for implementation of tasks)	Success Indicator (How we will measure a successful outcome)	What next ?
Continue to audit premises and respond to the needs of individual children to allow them access to appropriate educational placements. To ensure adaptations are needs driven and make adaptations where required timeously.	Undertake an audit of each individual premise and identify actions required and budget implications. Develop a prioritised list to be able to progress projects within overall available budget.	David Hinshelwood Alex MacLeod Vance Sinclair	All children have access to education within South Lanarkshire Council. Disabled children receive education as close to their home as possible.	Continue to react to new pupils coming into establishments on an individual basis to ensure all accessibility needs are met. Complete audit of premises requirements for pupils and prepare capital funding proposals to the 2023/26 Council Capital Programme.
Identification and reduction of potential barriers to accessing learning through robust transition processes. This will facilitate timeous adaptations that may be required	Continue to work on a MA agency basis to ensure right support at the right time. Work towards consistently around transition planning across all localities Have at the heart of transition planning the Scottish Transitions Forum – Principles of Good Transition 3	Head of establishments following staged intervention planning to ensure support in place at key transition points Post school transition planning – Social Work – Child and Adult services and where applicable health services for pupils with complex medical needs	Children and young people experienced good and supportive transitions planning. Necessary adaptations are identified, planned and implemented in advance of child starting nursery or school	Continue to identify and plan for at pre-school stage pupils to ensure accessibility needs are met

Ensure that any planned new builds or extensions to existing educational establishments reflect the needs of disabled learners		David Hinshelwood Aisling Boyle Vance Sinclair	All children have access to education within South Lanarkshire Council. Disabled children receive education as close to their home as possible.	Continue to react to new pupils coming into establishments on an individual basis to ensure all accessibility needs are met
Duty 2– Increase the extent to which disabled pupils can participate in the curriculum				
Outcome (What the improvements for children and young people will be)	Action(s) (What will we do)	Lead Person(s) (Who is responsible for implementation of tasks)	Success Indicator (How we will measure a successful outcome)	What next ?
Continue to provide opportunities for staff to improve their knowledge and understanding of strategies, supports and resources to support ASD pupils both in bases and mainstream environments.	Continue to support schools with adherence to Equality and Inclusion Framework guidance and Practice Ensure Inclusion Training Plan reflects current thinking and training opportunities to support learners with ASN Continue to invest in CPD opportunities for all staff to develop their skill knowledge and understanding	Inclusive Education Manager Head of Establishments Support Services Coordinators	National ASL review key themes implemented: Review of roles and remit of pupil support assistants complete and implemented. Development of clear specifications for how classroom teacher and pupil support assistant roles interact and complement each other completed and implemented. Standards of practice, learning pathways, career progression routes and remuneration in place and operational	Continue to support staff with their professional career development. Ensure they have the skills, knowledge and competency levels to support all children and young people with additional support needs.
Develop counselling services and associated framework to support pupils and to assist their ability to engage with learning	Liaise with counselling providers to ensure experienced and suitable counsellors are supporting in our ASN	Amanda Maguire QIO Sam March Principal Educational Psychologist	Submission of data twice yearly from counselling providers will be analysed overall and then specifically for each secondary school to	Continued close monitoring of service. Twice yearly CPD events for providers

	<p>establishments liaise with Scot Govt to raise awareness of specialised support needed for counsellors supporting in our ASN establishments.</p> <p>Quality Assurance visits with link staff in schools to ensure counselling support is appropriate and is supporting young people.</p> <p>Work closely with counselling providers to identify and provide support (twice yearly event established)</p> <p>Develop access to counselling service through ASPIRE.</p> <p>Continue to raise awareness of the service through termly communications, school social media, at Inclusion events.</p> <p>Raise awareness of counselling service with colleagues in other agencies who support young people</p>		<p>identify areas for development within the school and/or wider authority.</p> <p>Individual analysis of each counselling provider to identify areas of good practice and areas for improvement.</p> <p>Analysis of information provided on questionnaires (pupils, parents and staff)</p> <p>Quality Assurance meetings with school link staff</p> <p>Meetings with groups of young people to discuss awareness of service, how to access it etc.</p>	<p>Further guidance/support for school staff, as and when required.</p>
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Undertake a comprehensive review of sensory services for children and young people over the period of this strategy.	Education Resources will review the provision of deaf education and education for visually impaired pupils from nursery through to senior phase of secondary education. This will involve the preparation of reports for Education Management Team outlining current national developments in best practice and statutory requirements of the services and setting out what will be necessary to take account of changes in culture, systems and practice to ensure that Education resources continues to provide excellent services for children with sensory impairments, allowing them to achieve their full potential.	Aisling Boyle, Inclusive Education Manager Alex MacLeod, QIO Lorna Kinsman, QIO		
Develop training and learning opportunities for staff to develop their skills in delivering the curriculum using technology.	Continue to develop the online resources available for staff to access via: SLC Staff Learning Centre (internal website) SLC Inclusion Glow tile	Inclusion digital lead to work with CQIS digital team.	Appropriate training available. Evaluations from training. Feedback from practitioners. Analysis of usage.	Regular review of resources and training available to ensure they are responsive to need. Continue to develop effective partnership working between the centre Team and ASN

	<p>Continue to provide access to high quality online, including recorded, and face-to-face training, as appropriate, for all staff, including Support Assistants on the range of digital platforms, tools, devices and approaches to Learning, Teaching & Assessment to support learners with ASN</p> <p>Encourage sharing of effective practice, strategies and approaches within and across establishments.</p>	<p>Inclusion digital lead to work with CQIS digital team.</p> <p>Centre: Inclusion Lead</p> <p>School: CLPL coordinator</p> <p>QIO (Inclusion) QLO (CQIS) Establishment SLT</p>	<p>QIO/ QLO meetings SQR's</p>	<p>establishments, Bases, ASN Coordinators, ICT/Glow Coordinators and Specialist Support Teams to ensure a robust ASN voice is reflected in SLC's Digital decision making, policies and strategies.</p> <p>Sharing of effective practice opportunities identified and developed.</p>
Develop training and learning opportunities for families to develop their skills in accessing the curriculum using technology	<p>Continue to develop the online resources available for learners and families via the: SLC Remote Learning site (public-facing website)</p>	<p>Inclusion digital lead to work with CQIS digital team.</p> <p>Centre: Inclusion Lead</p> <p>School: CLPL coordinator</p>	<p>Appropriate resources available.</p> <p>Evaluations.</p> <p>Feedback from learners and families.</p> <p>Analysis of usage.</p>	<p>Develop and deliver, in conjunction with external partners: webinars to support parents/carers to help their children make more effective use of digital tools, platforms and devices to enhance their learning.</p> <p>bespoke online, and face-to-face workshops, where appropriate, for parents/carers to support the use of digital tools, platforms</p>

				<p>and devices to access learning.</p> <p>Continue to develop effective partnership working with learners with ASN's and their families to ensure their voice is reflected in SLC's Digital decision making, policies and strategies.</p>
Duty 3 – Improve communication with disabled pupils taking account of any preferences expressed by them or their parents				
Outcome (What the improvements for children and young people will be)	Action(s) (What will we do)	Lead Person(s) (Who is responsible for implementation of tasks)	Success Indicator (How we will measure a successful outcome)	What next ?
Continue to develop the range of formats that information is made available to pupils and parents	<p>Ensure that receiving information is not a barrier by making it available in a range of format eg Braille and other languages</p> <p>Continue to develop the use of Boardmaker and other AAC in schools</p> <p>In line with How Good Is Our School schools will focus on developing total communication environments and AAC will be a key action within development plans</p>	Head of Establishments		

<p>In response to the national ASL review we will establish a parental reference group to promote better partnership working, support and promote positive relationships, communication and co-operation.</p>	<p>Establish parental reference group</p> <p>Draft up terms of reference</p>	<p>Aisling Boyle Inclusive Education Manager</p> <p>Alex MacLeod Inclusion Officer w</p>	<p>Parental reference group established and operational.</p> <p>Terms of reference agreed and programme of discussion and actions ongoing.</p> <p>Ongoing parental engagement leading to positive change.</p> <p>Positive feedback following evaluation from parents and carers.</p>	
<p>Extend use of GLOW platform</p>	<p>Continue to promote the use of the bespoke ASN User Agreement to ensure all learners have access to Glow</p> <p>Continue to promote the tools available via Glow such as Google & Microsoft apps, including accessibility features and support appropriately, ie: Learners – supported by teachers, support staff to use the tools effectively</p> <p>Staff – supported by ongoing training and</p>	<p>CQIS Digital Team (KM) & ASN ICTC</p>	<p>Effective use of Agreement within ASN settings – audit used to monitor usage</p> <p>Staff attendance at training sessions</p> <p>Pre-learning evaluations used to benchmark knowledge/skills; post-session evaluations to measure change.</p>	<p>Regular review of evaluations and audit to ensure actions are responsive to need.</p> <p>Continue to develop effective partnership working with learners with ASN's and their families to ensure their voice is reflected in SLC's Digital decision making, policies and strategies.</p>

	<p>access to recorded resources and materials</p> <p>Parents/carers – supported by webinars and bespoke in-person workshops</p>			
Encourage schools to use SchoolCloud as an alternative to in school parents evening	<p>Continue to provide support to setup account</p> <p>Continue to provide offer of bespoke support if required</p> <p>Provide access to ‘use cases’ to highlight good practice and positive feedback from establishments currently using the system</p>	CQIS Digital Team (KM) & HT/DHT/ICTC	<p>Increased uptake of system within ASN settings</p> <p>Provision of training sessions (if requested)</p> <p>Feedback from parents/carers/staff/learners</p>	Regular review of evaluations to ensure actions are responsive to need.

Report

12

Report to:	Education Resources Committee
Date of Meeting:	14 February 2023
Report by:	Executive Director (Education Resources)

Subject:	Celebrating Success
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1. Purpose of Report

1.1. The purpose of the report is to: -

- ◆ advise on the range of high-quality work that continues to take place in schools, educational establishments and services and to recognise and celebrate their success

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s): -

- (1) that the range of awards and the achievements of children, young people and staff across schools, establishments and services, as highlighted in this report, continues to be recognised, celebrated and noted.

3. Background

3.1. The wider achievements of children and young people, as well as the good work undertaken by teachers and staff, is something that the Council, through Education Resources, believes should continue to be recognised.

3.2. It is important to acknowledge the role education has in making a difference to the lives of young people through inspiring learners, transforming learning and strengthening partnerships. The commitment of many staff across the Council to work together in the best interests of communities is strong evidence of what we can achieve even when faced with adversity.

3.3. Celebrating success in this way helps to show the positive difference education makes to the lives of many children, young people, and families. Creative and inspirational learning and teaching takes place across our establishments and services every day and in this report, we highlight a few examples of this excellent work.

4. Celebrating and recognising success

4.1. There are numerous examples of success on many fronts and some highlights are shown below: -

4.3. Scottish Education Awards

4.3.1 The highly prestigious Scottish Education Making a Difference (Primary) Award was won by **Netherburn Primary School**. The award is for a primary school that can demonstrate its effectiveness in transforming the life chances for children and young

people. The school will also feature in a promotional campaign organised by the Scottish Government for the launch of the 2023 Scottish Education Awards.

4.3.2 The **Youth Family and Community Learning Service** won the Scottish Education Community Learning and Development Award for the Mobilize Music Project. The award recognises and celebrates the integral contribution of CLD to improving the educational outcomes and life chances of children and young people.

4.4. **General Teaching Council for Scotland: Excellence in Professional Learning Award for Schools and Learning Communities**

4.4.1 **Larkhall Academy and St Andrew's and St Bride's High School** both achieved the General Teaching for Scotland, Excellence in Professional Learning Award and Quality Mark status. This award marks the achievements of schools and learning communities who support and lead professional learning and which, in turn, has a significant and sustained impact on teachers, classroom practice and learners.

4.5. **South Lanarkshire's Instrumental Music Service** staged numerous showcase events with every child receiving an instrumental music lesson and those in the YMI project showcasing their talents in online events.

The children and young people worked hard throughout last term to produce the performances for the 12 Days of Christmas, as well as for the many school concerts, assemblies and services that took place in 2022. Teachers, instructors, parents and carers are all recognised for the part they have played in carefully preparing pupils for their big on-screen moment and instilling a passion for music and performance.

4.6 Strathaven Academy won the **Scotland's Enterprising Schools Award for 2022**

4.7. **Stars of The Week**

A whole host of ways of recognising and celebrating the achievements of children, young people on a regular basis is a feature through Twitter, school app pages and other social media channels which helps to showcase the positive and active role undertaken by many young people in our schools and educational establishments.

5. **Employee Implications**

5.1. None

6. **Financial Implications**

6.1. None

7. **Climate Change, Sustainability and Environmental Implications**

7.1. There are no significant implications for climate change, sustainability and the environment arising from the recommendations in this report.

8. **Other Implications**

8.1. There are no implications for risk in terms of the information contained in this report.

9. **Equality Impact Assessment and Consultation Arrangements**

9.1. This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and, therefore, no impact assessment is required.

9.2. This report provides an update on celebrating success which can be widely shared.

Tony McDaid
Executive Director (Education Resources)

24 January 2023

Link(s) to Council Values/Priorities/Outcomes

- ◆ Inspiring learners, transforming learning, strengthening partnerships

Previous References

- ◆ Education Resources Committee – 29 August 2022

List of Background Papers

◆

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact: - Des Dickson, Education Resources, Operations Manager

Ext:4495 (Tel: 01698 454495)

E-mail: des.dickson@southlanarkshire.gov.uk

Report

13

Report to:	Education Resources Committee
Date of Meeting:	14 February 2023
Report by:	Executive Director (Education Resources)

Subject:	Notification of Contracts Awarded: 1 April to 30 September 2022
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide notification in line with Standing Orders on Contracts to Committee of all contracts awarded by Education Resources during the period 1 April to 30 September 2022

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that details of the contracts awarded be noted.

3. Background

3.1. It is a requirement of Clauses 21.8 and 22.5 of the Standing Orders on Contracts that details of the acceptance of all tenders above £50,000 be reported retrospectively to the relevant Committee for noting, other than those under Clause 21.3 where the award is not the lowest in a price only tender, or costs exceed the approved financial provision. In these instances, a report is submitted to the appropriate Committee and subsequent authority to award is granted by that Committee.

4. Contract Awards

4.1. A full list of contracts covering the period 1 April to 30 September 2022, on the basis of lowest offer and/or most economically advantageous offer submitted, is provided at Appendix 1.

5. Employee Implications

5.1. Contracts management, including performance appraisal, will be undertaken by both the main service user and the Procurement Team.

6. Financial Implications

6.1. Appropriate budgetary provision is available for each of the contracts awarded.

7. Climate Change, sustainability and Environmental Implications

7.1 There are no implications for sustainability etc

8. Other Implications

- 8.1. There are no direct risks or implications for sustainability in terms of the information contained in this report.

9. Equality Impact Assessment and Consultation Arrangements

- 9.1 This report does not introduce a new policy, function or strategy nor recommend a change to an existing policy, function or strategy and therefore, no impact assessment is required.
- 9.2. There is also no requirement to undertake any consultation in terms of the information contained in this report.

Tony McDaid

Executive Director (Education Resources)

12 October 2022

Link(s) to Council Values/Priorities/Outcomes

- ♦ Accountable, effective, efficient and transparent

List of Background Papers

- ♦ Standing Orders on Contracts

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

Emma Smith, Corporate Procurement and Transactions Manager

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Education Resources

Contracts Awarded by Education Resources over £50,000 in value

Contractor	Contract Reference	Value of Contract Awarded	Date of Award	Brief Description	Contract Period
Kooth Digital Health Limited	SLC/PS/EDUC/22/021	£ 82,310.00	21 July 2022	Provision of online mental health and wellbeing support for children and young people.	23/05/2022 - 02/06/2023

Contracts Awarded by Education Resources over £50,000 in value: Passenger Transport Services Framework

Contractor	Contract Reference	Value of Contract Awarded	Total	Date of Award	Brief Description	Contract Period
A Williams	SLC/PS/FINCOR/19/057	£18,620.00	£1,303,822.50	13 June 2022	Mini Competition PTS001 2022	17/08/22 - 24/06/23
Andrew Borland		£125,629.90				
Andrew Fielder Private Hire		£39,953.20				
Burgh Radio Taxis		£17,290.00				
Dan's Taxis		£19,342.00				
East Kilbride Taxis		£9,496.96				
Gary Nicol		£81,985.00				
Go Taxis Ltd		£195,293.34				
Iain Robson		£20,805.00				
Philip & Jane Thomson Taxis		£17,654.80				
Raycars & Coaches Ltd		£18,050.00				
Richland (Scotland) Ltd		£120,923.60				
Robertson Travel		£61,322.50				
SMG Transport Ltd		£479,370.00				
Toner Travel		£41,952.00				

Zed Cars Cambuslang Ltd		£36,134.20				
A Williams	SLC/PS/FINCOR/19/057	£187,910.00	£2,125,534.18	13 July 2022	Mini Competition PTS002 2022	17/08/22 - 24/06/23
Andrew Borland		£95,300.20				
Andrew Fielder Private Hire		£33,426.70				
David's Private Hire		£15,675.00				
Francis Healey 1		£39,235.00				
Go Taxis Ltd		£246,177.30				
Hamilton TOA		£163,248.00				
Hastie Cars Ltd		£13,680.00				
J & S Private Hire		£59,300.90				
Jane McKelvie		£21,839.36				
Philip & Jane Thomson Taxis		£85,291.00				
Raycars & Coaches Ltd		£45,942.00				
Richland (Scotland) Ltd		£302,447.70				
Rocket Taxis		£26,600.00				
Sandy Weir Private Hire		£29,222.00				
SMG Transport Ltd		£567,530.00				
Toner Travel		£182,837.00				
Zed Cars Cambuslang Ltd		£9,872.02				
2 by 2 Transport	SLC/PS/FINCOR/19/057	£19,570.00	£685,353.56	29 July 2022	Mini Competition PTS003 2022	17/08/22 - 24/06/23
Andrew Borland		£57,976.60				
Brian Hepburn		£21,230.60				
Francis Healey		£17,195.00				
Go Taxis Ltd		£155,592.90				
Jason Campbell		£16,245.00				
Richland (Scotland) Ltd		£24,688.60				
Robert Cumberland		£19,794.96				
Sandy Weir Private Hire		£28,158.00				
SMG Transport Ltd		£282,150.00				
Trikcx Taxi Ltd		£29,260.00				

Zed Cars Cambuslang Ltd		£13,491.90				
East Kilbride Taxis	SLC/PS/FINCOR/19/057	£17,101.90	£190,104.50	18 August 2022	Mini Competition PTS004 2022	17/08/22 - 24/06/23
Francis Healey		£16,910.00				
Go Taxis Ltd		£122,861.60				
Jason Campbell		£14,250.00				
Mark McQuarrie		£18,981.00				
A Williams	SLC/PS/FINCOR/19/057	£185,668.00	£242,622.40	16 August 2022	Mini Competition PTS005 2022	17/08/22 - 24/06/23
Go Taxis Ltd		£56,954.40				

Contracts Extensions by Education Resources over £50,000 in value – Passenger Transport Services Framework

Contractor	Contract Reference	Value of Contract Awarded	Total	Date of Award	Brief Description	Contract Period
Go Taxis Ltd	SLC/PS/FINCOR/19/057	£61,679.70	£206,623.10	30 June 22	Continuity Awards 2022	17/08/22 - 24/06/23
McBride Taxis		£22,800.00				
Philip & Jane Thomson Taxis		£23,343.40				
SMG Transport Ltd		£98,800.00				
A Williams	SLC/PS/FINCOR/19/057	£14,440.00	£944,539.60	30 June 2022	Extensions 2022	17/08/22 - 24/06/23
Alan Smith		£29,450.00				
Andrew Borland		£26,980.00				
Burgh Radio Taxis		£22,819.00				
Dan's Taxis		£19,285.00				
East Kilbride Taxis		£36,077.20				
Gary Nicol		£13,300.00				
Go Taxis Ltd		£146,170.80				
Hamilton TOA		£91,960.00				
Hastie Cars Ltd		£66,091.50				
Joseph & Margaret macis ph		£15,960.00				
Lanark Taxi Service		£30,362.00				
Lee Anderson		£12,540.00				
Philip & Jane Thomson Taxis		£47,123.80				
Richland (Scotland) Ltd		£37,696.00				
Robertson Travel		£43,700.00				
SMG Transport Ltd		£196,867.00				
Toner Travel		£44,627.00				
Zed Cars Cambuslang Ltd		£49,090.30				