

Report

Report to:	Equal Opportunities Forum
Date of Meeting:	2 September 2020
Report by:	Executive Director (Education Resources)

Subject:	Annual Report on Mainstreaming Equalities and Diversity – Education Resources
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1. Purpose of Report

1.1. The purpose of the report is to: -

- ♦ advise the Forum of the strategic and operational work being undertaken by Education Resources

2. Recommendation(s)

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

- (1) that the work being undertaken by Education Resources in terms of the Council's commitment to mainstreaming equalities be noted.

3. Background

3.1. Education Resources has continued to build on progress made and remains committed to embedding equalities across all aspects of service provision, delivering against outcomes highlighted in the Mainstreaming Equalities: Outcomes Report 2017-2021.

4. Equalities and Impact Assessment

4.1. Education Resources continues to progress on delivering impact assessments as follows: -

- ♦ it continues to be part of the 2019/2020 Improvement Plan priorities for all establishments and services to undertake impact assessment where appropriate
- ♦ Education Resources contributes to the cross-Resource Impact Assessment Working Group
- ♦ an Impact Assessment sub-group is in place. It's remit is to create, monitor and authorise impact assessments for the Resource
- ♦ from 1 April 2019 to 31 March 2020, 9 impact assessments were carried out by Education Resources

5. Delivering Services

5.1. The continued focus will be on taking forward the drivers in the National Improvement Framework and on ensuring that inclusion and equality remain at the heart of education. However, the first challenge will be to continue to support schools as they re-open in August 2020, on the basis that it is safe to do so, and in line with national guidance centred on medical and scientific advice.

- 5.2. All services across Education Resources demonstrated a commitment to work together to support the best interests of the fifty thousand children and young people who attend schools and educational settings. Creative use of platforms such as Google classroom and development of online learning resources provided vital resources to support home learning. Physical learning packs were developed and distributed to families who had difficulty accessing online resources, as well as distribution of Chrome books to support pupils without access to a home PC. Additional resources were made available via Scottish Government to provide IT resources and internet access targeted to 250 families unable to access due to poverty related issues.
- 5.3. Vulnerable families, including those subject to child protection measures, were looked after or had additional support needs, were supported with regular phone contact from schools. Colleagues from Inclusion, Early Years and Psychological Services met with Social Work Managers on a weekly basis to assess need and allocate spaces in the Emergency Childcare Hubs.
- 5.4. Staff worked in partnership with community-based services to mitigate the effects of social isolation, financial issues and food poverty including supporting the delivery of food parcels. Free school meal vouchers were distributed to families and continued throughout the school holidays to ensure that families had the means to provide food for their children.
- 5.5. Psychological Services has produced 2 papers to advise teaching staff on promoting positive mental health and well-being for staff and pupils on their return to school. The papers draw on themes from the Psychological services COVID19 recovery survey and the aims of the Attachment Strategy, to emphasise the importance of focusing on nurture and well-being when schools return. The guidance highlights that many pupils will be resilient and settle well, but that a significant proportion may require additional, individualised support. It emphasises the importance of proactive planning, listening to the voices of pupils and parents, and allowing space for everyone to process their experiences of lockdown.

6. Progressing Equal Opportunities and Further Areas for Improvement

- 6.1. Education Resources' agenda for improvement is reflected in the actions and measures identified for 2020-21, taking forward the following key priorities focusing on:-
- ◆ the attainment of young people particularly from backgrounds of disadvantage
 - ◆ tackling poverty
 - ◆ improving literacy and numeracy
 - ◆ delivering a curriculum to more readily meet the needs of young people
 - ◆ supporting learners to develop their skills
 - ◆ taking forward the implementation of 1140 hours of early learning and childcare provision
- 6.2. The planning and reporting for education establishments is now embedded in the Improvement Planning of establishments and in the production of Standards and Quality Reports. Establishment Guidance is updated on a regular basis to reflect current priorities.

- 6.3. Education remains both a local and national priority. Our aim is that “all learners in South Lanarkshire achieve the highest possible levels of achievement and attainment”. This means delivering learning opportunities and committing to improving literacy and numeracy, health and wellbeing, knowledge, skills, confidence and creativity which will inspire learners, transform learning and strengthen communities. A breakdown of some of the contributory interventions and activities is outlined in Appendix 1.
- 6.4. South Lanarkshire’s investment in education can be seen through the modernised school estate where every child is learning in a new school or nursery building. 9 additional stand-alone Nursery Centres are under construction which will provide an additional 155 FTE places for 2-year olds.
- 6.5. Provision of high quality Early Learning and Childcare places and development of a range of delivery models such as term time provision or extended year is providing greater support for parents to access work or training opportunities. 15.5% of eligible 2 year olds have taken up the offer of a place, above the national average of 10%. Significant progress continues to be made to realise the Scottish Government’s ambition to offer 1140 hours of childcare to entitled children, despite the challenges of the current crisis. 83% of entitled children will benefit from an increased offer of 1140 hours, exceeding the government recommendation of 600hrs. We continue to be in a position to allocate a nursery place to 100% of our Priority 1 children, with all being allocated 1140 hours of Early Learning and Childcare.
- 6.6. A key focus has been to ensure that learners literacy difficulties are identified as early as possible and support offered at the right time. A robust training programme for staff has promoted active literacy in phonics, spelling and reading and is well established as part of South Lanarkshire Literacy Strategy. 34 schools have been part of the Active Literacy Project (2017-2020), receiving additional training and support. Evidence from schools, to date, demonstrates a positive upward trend in reading attainment.
- 6.7. Significant priority has been given to identifying and supporting young people at risk of not achieving or sustaining a positive post school destination. Youth Employability Services work closely with all secondary schools and partners, including Skills Development Scotland, to identify pupils who need extra support to make a positive transition. Individualised 1-1 support is offered through the dedicated Aspire programme. The gap between the positive destination rate for school leavers in the most deprived 20% and least 20% was 4.9% for young people leaving school in academic year 2018/2019. This is below the national gap of 5.3%.
- 6.8. Inclusive Education Service created a comprehensive programme of in-service activity to support designated senior managers in their duties to support looked after children. New operating procedures “Preventing and Managing Exclusions” was launched after consultation with stakeholders. As a result, there has been a sustained reduction in exclusion rates for looked after children. However, these figures remain above average for all pupils and will remain a priority for school managers. In 2019, the figures for care experienced young people with 5 or more awards at level 5 was 9.9 %. This is up from 4% in 2018/2019.

7. Employee Implications

- 7.1. Implementation of the initiatives are met from within existing employee resources.

8. Financial Implications

- 8.1. Implementation of the initiatives are met from existing resources, or from external funding where noted in the report.

9. Climate Change, Sustainability and Environmental Implications

- 9.1. The information contained within this report has no climate change, sustainability or environmental implications.

10. Other Implications

- 10.1. The risk to the Council is that if the Resource does not have due regard to the Public Sector Equality Duty, it may lead to non-compliance with equalities legislation. The consequence of this could be an unlimited financial penalty.

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

11. Equality Impact Assessment and Consultation Arrangements

- 11.1. 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.

- 11.2. There was also no requirement to undertake any consultation in terms of the information contained in this report.

Tony McDaid

Executive Director (Education Resources)

18 August 2020

Link(s) to Council Values/Ambitions/Objectives

- ◆ Improve achievement, raise educational attainment and support lifelong learning
- ◆ Ensure schools and other places of learning are inspirational
- ◆ Protect vulnerable children, young people and adults
- ◆ Support our communities by tackling disadvantage and deprivation and supporting aspiration
- ◆ Encourage participation on physical and cultural activities
- ◆ Focused on people and their needs
- ◆ Working with and respecting others
- ◆ Accountable, effective, efficient and transparent
- ◆ Ambitious, self-aware and improving
- ◆ Fair, open and sustainable
- ◆ Excellent employer

Previous Reference

- ◆ Equal Opportunities Forum - 22 May 2019

List of Background Papers

◆ None

Contact for Further Information

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

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Appendix 1

The following provides an overview of some of the work that has been done across Education Resources as part of our activity to contribute towards achieving the Council's equality outcomes.

Outcome 2 – Protect vulnerable children, young people and adults	
What we have done so far	The difference it has made
Promoting Positive Relationships and Understanding Distressed Behaviour (PPRUDB) Guidance was launched to all Head Teachers and every school was given a pack. A termly monitoring and review group was set up to consider issues emerging from implementation.	<ul style="list-style-type: none"> • Every School has a copy of the guidance and access to the documents on Glow and the Intranet. • 35 schools have been trained through a PPRUDB presentation by Inclusive Education. • exclusions have decreased due to increased understanding of distressed behaviours.
Child Exploitation Online Protection Training has been delivered to ensure professionals have the knowledge to support and advise pupils with online safety. Regular training sessions have taken place throughout the year including sessions for pupils, parents/carers. Supporting literature has been issued to professionals, parents/cares, pupils and staff	<p>No's participating in training opportunities: -</p> <ul style="list-style-type: none"> • 254 parents/carers • 619 primary pupils • 4690 secondary pupils • 209 Professionals • Professionals, parents/carers and pupils equipped with the knowledge of the potential dangers online and how to respond to any concerns • Increased knowledge of the steps that can be taken to minimise risk online • Increased confidence to report a concern
South Lanarkshire's multi -agency attachment strategy was launched in March 2020 via Webinar. The webinars were entitled "Why relationships matter now more than ever" and focused on the use of the Attachment Strategy in the context of COVID recovery. This strategy aims to achieve attachment informed practise by raising awareness of attachment theory and introducing strategies to support the building of secure relationships. The next step is to establish attachment ambassadors in schools, and to continue with more in-depth training (either virtually or face-to-face.)	<ul style="list-style-type: none"> • There were 2282 log ins into the webinars by teaching, support and Youth, Families and Community staff • As a result, all children and young people returning to school will benefit from increased staff awareness of the issues they face, with a particular impact on those who have had less positive family experiences in lockdown.
Staff from Psychological Services (in conjunction with feedback from colleagues in the Youth, Family and Community Learning service) created a series of COVID19 recovery surveys. These were designed to explore pupils' and parents' thoughts and feelings about the closure of schools, and to gather their views about the return to school. The surveys were designed to capture the voices of children/young people and parents/carers, with a view to informing Education Resources COVID19 recovery planning.	<p>Responses were received from: -</p> <ul style="list-style-type: none"> • 1486 Primary 4-7 children, • 1563 S1-S5 pupils and • 5799 parents of children from nursery to S6. • Views of parents and young people are central to decisions about activities and services that meet their needs

Outcome 5 – Tackle disadvantage and deprivation and support aspiration	
What we have done so far	The difference it has made
National Autistic Society Early Bird Course continued this year with the training in Teen Life for 19 staff members across Education and Social Work. New staff cohort of 190 were trained by Psychological Services in the Autism Consultation tool.	<ul style="list-style-type: none"> • Every locality now has a team who are trained in all courses. • Every locality has a new set of resources Early Bird, Early Bird + and Teen Life Training this year. • Increased understanding of ASD across all staff.
Strategies to support schools and nurseries to manage ASD with an Extreme Demand Avoidant (EDA) Profile booklet was compiled by Inclusive Education in consultation with Psychological Services, NHS Lanarkshire and CAMHS. This was added to the Framework for Inclusion guide for all schools. This will also be distributed to other agencies such as Social Work. The booklet will also be available in schools for parents.	<ul style="list-style-type: none"> • 3000 Booklets have been printed to be distributed to all schools, nurseries and Social Work Fieldwork Managers in all localities. • Attachment Strategy was launched by Psychological Services this year and the EDA Booklet corresponds with approaches recommended. • All school staff will be informed in strategies to support the managing EDA, improving outcomes for children and young people. • All school staff will understand the distressed behaviour associated with EDA.
<p>All secondary schools use the 16+ Risk Matrix to identify the pupils who are at most risk of entering a negative destination when they leave school. Education staff work in partnership with a variety of external agencies to ensure a smooth transition from school. Skills Development Scotland (SDS) supports the young people within the school setting in a range of ways: 1:1 support, targeted group work, class lessons, options evening, parent meetings and in the use of the My World of Work (My Wow) online toolkit.</p> <p>The Developing Scotland's Young Workforce guidance highlights the need for a flexible approach to the learner pathway, introducing work experience when each young person is ready.</p> <p>Secondary schools are actively developing their portfolio of business partners and introducing new opportunities for schools and the world of work to blend.</p>	<ul style="list-style-type: none"> • The most vulnerable group or young people at most risk have an enhanced support package created to suit their education needs and future aspirations. They benefit from a bespoke timetable including group work to enhance their skills for Learning, Life and Work. • Young people have benefitted from improved partnerships with local businesses, volunteer groups, local training providers and FE/HE establishments to create individualised education packages and pathways that enable the young person to achieve qualifications whilst developing their employability skills. • Young people with additional support needs, the Future Planning Process continues to ensure that partnership working and planning well in advance will secure the desired positive destination.
Following work to consolidate and align the delivery and management of youth employability services within Education Resources, a range of services and supports have been developed which are assisting young people to develop the vocational and work readiness skills required to progress to sustained and appropriate post-school destinations. These services, along with robust tracking and monitoring processes, are achieving positive results for young people and their communities	<ul style="list-style-type: none"> • Year on year improvements in positive school leaver destinations • Evidence that the gap between areas with most and least deprived 20% is narrowing on an annual basis

<p>The ASPIRE Youth Employability programme has been operating for the last 2 years with strong outcomes for young people. ASPIRE is funded by the European Social Fund, Scottish Government's No-one Left Behind fund and the core budget of Education Resources and provides a bespoke employability programme for young people aged from the last 6 months of school to age 19 who are at risk of becoming unemployed (26 if care experienced).</p> <p>Young people are supported in line with Getting It Right for Every Child and Raising Achievement for All, with a dedicated vocational development worker preparing an individualised action plan designed to address barriers to employment. The action plan may include 1-2-1 support, personal development and confidence building activities, work experience and vocational tasters and individual supports, if appropriate, such as counselling.</p>	<ul style="list-style-type: none"> • 742 young people were supported last year through ASPIRE and • 85% moved on to a positive destination (above the national average of 81%). • Any young person who was not ready to move on received ongoing additional support. • 127 care experienced young people received support.
<p>The Gradu8 programme offers senior phase pupils an opportunity to study towards a qualification in an area of work they may wish to pursue after leaving school. The purpose of the Gradu8 courses is to provide an additional choice for senior phase pupils, by allowing them to study for a vocational or nationally recognised qualification which is designed to help pupils transition to the world of work. The level is SCQF level 4/5 and provides a good opportunity for the young person to develop their skills and to move onto a Foundation Apprenticeship, employment or to further study at college.</p>	<ul style="list-style-type: none"> • In 2017/2018, 242 pupils engaged with the programme. • In 2018/2019, this figure rose to 502 pupils. • In August 2019, 845 senior phase pupils were recruited on to the programme

Outcome 6 – Improve achievement, raise educational attainment and continue to support lifelong learning

What we have done so far	The difference it has made
<p>Education Resource Operating Procedure A5: Managing Attendance and Absence has been refreshed and revised and is set within the context of <i>Scottish Government Included, Engaged and Involved (Part 1): A Positive Approach to the Promotion and Management of Attendance in Scottish Schools, June 2019</i>.</p> <p>Children and young people are more likely to be motivated to attend school when they feel fully included, engaged and involved in the wider life of the school. Promoting good attendance is a multi-faceted activity and requires schools to promote positive relationships within an inclusive ethos and culture. The new Operating Procedure will provide guidance and advice to schools and establishments to ensure that they are doing all they can to promote good attendance and to support schools in accurately classifying and recording attendance and absence for all children and young people on the school roll.</p> <p>The new guidance also extends to encouraging children and young people to arrive at school and at class on time and proactively addressing concerns over habitual lateness.</p>	<ul style="list-style-type: none"> • 2018/19 attendance data improved in all categories • Primary -94.4% up from 92.3% • Secondary 90.2% up from 86.9% • ASN 91.7% up from 88.9% <p>In addition, it is expected there will be additional outcomes including:-</p> <ul style="list-style-type: none"> • Schools building and sustaining positive relationships with 'hard to reach' families through person centred approaches resulting in improved attendance at school • Schools being able to evidence and demonstrate a whole school approach to promoting good attendance underpinned by an ethos and culture of inclusion and positive relationships • A greater understanding and awareness of the importance of good attendance and a right to an education (Article 28 UNCRC)
<p>The Curriculum and Quality Improvement Service host an annual showcase: Share, Learn and Collaborate to celebrate and promote the diverse range of activities which contribute to achieving equality and equity across Education Resources. The 2020 theme was "Equity, Excellence, Empowerment".</p> <p>Staff, pupils and parents across early years, primary and secondary are working together to improve literacy and numeracy outcomes; promote family learning activities; tackle poverty related issues such as the cost of the school day; encourage pupil voice and promote improved health and wellbeing outcomes.</p>	<ul style="list-style-type: none"> • Children's views contribute to school and community improvement • Learners attending nurture demonstrate an improved approach to relationships • Reduction in poverty related attainment gap • Improved relationships with parents • Increased motivation, confidence and readiness to learn • Improved literacy and numeracy outcomes
<p>Provision of high-quality Early Learning and Childcare places for children aged 2-3 in 25 establishments across the 4 localities of South Lanarkshire.</p> <p>South Lanarkshire Council has increased their provision of 600 hrs. per annum of free, high quality early learning and childcare for eligible children age 2-3.</p>	<ul style="list-style-type: none"> • Uptake of funded Early Learning and Childcare Places for eligible 2-year-old children has increased. • Partnership working between Education, Health and Social Work agencies has led to more families being signposted to available supports. • Tracking and monitoring of children's learning and development shows all children are making good progress. • Almost all parents have increased in self-confidence. Some parents have participated in training opportunities with others gaining employment.

<p>A peripatetic team of Additional Graduates has been established, consisting of 6 Teachers with Early Learning and Childcare (ELC) expertise and 20 ELC Team Leaders who have or are working towards a BA Childhood Practice award. The team work in nurseries which support families who live in the 20% most deprived postcode areas.</p> <p>As a response to the COVID19 Recovery Plan, these staff have been allocated to a specific establishment to support the transition back into the nursery environment, with a focus on health and wellbeing outcomes.</p>	<ul style="list-style-type: none"> • Children are supported in their return to nursery • Nurseries are developing their improvement agenda through the sharing of knowledge; advice, training and mentoring support to embed improvements in their practice. • Delivery of a high-quality pedagogical approach to Early Learning and Childcare supports our ambition to close the poverty related attainment gap.
<p>Adult Literacy and Numeracy</p> <p>Work continues to be prioritised within local communities to support adults to improve their literacy and numeracy skills.</p> <p>Learners often lack skills and resources to participate in online/virtual activity, therefore different approaches were taken to support learning when learners were unable to attend class activities.</p> <p>This was both wellbeing and learning related with some learners receiving individual coaching to complete particular tasks e.g. – application forms.</p> <p>One member of ALAN staff was made available Mon-Friday to the Community Wellbeing line to provide telephone support to any caller experiencing difficulty navigating online shopping etc. 'Cheat sheets' for navigating social media and online shopping were prepared and hosted via Community Wellbeing site.</p> <p>Learners primarily from ALAN and ESOL backgrounds entered an online competition for Boost (ALAN newsletter) to encourage learners to write about their Lockdown experiences. -</p> <p>During summer period, most vulnerable ALAN learners were delivered 2 weekly themed activity bags. This included:</p> <ul style="list-style-type: none"> • delivery of service kindles to learners looking to maintain participation in 6 book challenge who were disadvantaged due to lack of equipment • Delivery of books received via our participation in the Community Book Giver programme for World Book Day • 'Cheat sheets' to access SLLC library books online via 'Borrow box' - ongoing discussion with libraries to host 'Easy Reads' appropriate for adult literacy learners • Coffee and biscuits accompanied with mental health information to encourage learners to 'take a break' and look after themselves • Resources for mindfulness and journaling <p>Additional resources have been accessed via the Connecting Scotland Programme and we are currently awaiting delivery of Chrome books and MyFi to support most vulnerable learners.</p>	<ul style="list-style-type: none"> • 59 ALAN learners received regular call and/or email support. • Learners have been supported to access online shopping, maximising their income and complying with COVID guidance • 99 learners submitted responses describing their experiences • Learners continue to progress their learning goals • 7 learners have received Chrome books and MYFI via the Connecting Communities programme • A further 6 learners are on the reserve list

<p>Gypsy/Traveller Education Group is facilitated by management, teaching and support staff with an extensive knowledge and experience in this field. The group runs in Larkhall and Hamilton for Secondary aged Gypsy/Traveller pupils offering academic and pastoral support.</p> <p>Teachers also support families (and former pupils) through regular home visits and phone calls. Support is often given to family members in literacy matters such as completion of passports and other literacy-based issues. Individual Learning Plans or Additional Support Plans have been put in place for every pupil who attends regularly. Robust methods of tracking and monitoring student progress were introduced which has improved the identification of gaps in learning. Formative and summative assessment is now embedded in Reading, Maths, Spelling and Writing.</p> <p>Enhanced transition programmes are in place to support school attendance and promote cultural awareness in schools</p> <p>During lockdown, staff created a virtual school online, using Google Drive and Google Classrooms. The area is populated with learning opportunities, resources and admin which can now be accessed more readily.</p>	<ul style="list-style-type: none"> • 30 young people (who have refused to attend mainstream Secondary School) attended the group in the 2019-20 academic year. • Attainment levels have improved, with several students attaining qualifications at National 3 and above. • Students are involved in deciding their next steps in learning and in planning their learning journey • Regular school visits by ASPIRE afford improved chances of positive destinations for the senior students
<p>An Exceptions Forum Protocol has been created to formalise the assessment process which considers the needs of pupils in current educational placements that may not be successful with a view to a more appropriate ASN placement. Schools are required to assess the child on a holistic basis, gathering the views of a range of professionals. A Wellbeing Assessment, including parent/pupil views must be submitted before consideration by a multiagency panel.</p>	<ul style="list-style-type: none"> • Pupil placements are determined by a multiagency panel who fairly and consistently consider identified needs • children and young people with ASN have their needs met more effectively.
<p>English for Speakers of Other Languages (ESOL)</p> <p>Additional resources have been secured from the Global Refugee Programme to secure 2 members of permanent staff. This supplements the existing 2 generic ESOL workers supporting a consistent locality delivery-based model, maximising class sizes.</p> <p>In response to lock down restrictions and following a period of initial learning and navigating virtual platforms, a new delivery model was developed which provided 48 hours of live interactive teaching per week via google teams. This promoted continuation of learning and helped maintain structure and routine for learners.</p> <p>Participation in national meetings has indicated that SLC were one of very few LA that were able to deliver on the Home Office 8-hour delivery requirement.</p>	<ul style="list-style-type: none"> • 80 learners participated on a regular basis. • Learners continue to build confidence, skills and experience