

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
<p>Counselling through schools</p> <p>Established the Counselling through Schools service for children and young people aged 10 and over. This is a one-to-one counselling support.</p> <p>Provided ongoing support and detailed operational guidance for schools and counselling providers.</p>	<ul style="list-style-type: none"> • 43 schools accessed the service • 452 children and young people attended counselling • Overall, 65% of children and young people reported improved outcomes after attending counselling • 10 counselling providers are now available to schools
<p>Keeping Children safe online</p> <p>Child Exploitation Online Protection Training has continued to be delivered to ensure professionals have the knowledge to support and advise pupils with online safety.</p> <p>Regular training sessions have taken place throughout the year. Supporting literature has been issued to professionals, parents/cares, pupils and staff.</p> <p>As part of this training the most up to date information as been obtained from a broad range of sources including The National Crime agency, Police Scotland, Europol and The Internet Watch Foundation.</p> <p>A multi-agency Online Safety sub-group has been meeting as part of the Child Sexual Exploitation Strategy Group.</p>	<p>Numbers participating in training opportunities:-</p> <ul style="list-style-type: none"> • 263 parents/carers • 619 primary pupils • 4690 secondary pupils • 260 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 • Clear strategy for dealing with Child Sexual Exploitation and supporting professionals and keeping children safe
<p>Developed opportunities for multi-agency awareness raising of Togetherall, an online mental health support for young people aged 16 to 19 years old in South Lanarkshire.</p>	<ul style="list-style-type: none"> • Staff across each agency will use Togetherall information to highlight the service and share with young people. • Young people can be referred/directed to Togetherall through a multi-agency approach . • Young people can access online mental health support immediately. • Since its launch in South Lanarkshire, 141 young people have accessed it • 534 self-assessments have been completed with 78 courses being accessed
<p>Established termly multi-agency meetings with Education, Educational Psychologist, CAMHS and SW Trauma Recovery Service staff focusing on counselling support for children and young people.</p> <p>Developed Mental Health Services for Schools guidance which outlines information regarding each counselling service. This will be shared within Education, Social Work, Health and Police.</p>	<ul style="list-style-type: none"> • Staff across each agency will have an increased understanding of each counselling service and know when and how to refer.

<p>All schools will now support the School Nursing Service to meet their statutory duties of completing a Health Needs Assessment for a child or young person at the point they become care experienced. School staff who know the child or young person best will complete a strength and difficulties questionnaire (SDQ) within 5 days of receipt and return to the school nurse. The SDQ is used to assess the emotional wellbeing through a short behavioural screening questionnaire for children and young people aged 4 to 17 and forms one part of the overall Health Needs Assessment. Information will then be used to identify supports</p>	<p>When fully implemented and being consistently completed:-</p> <ul style="list-style-type: none"> • ensure that all children and young people have a robust health needs assessment at the point they become care experienced • by working on a multi-agency basis support the Scaffolding foundation with The Promise by ensuring that agencies work together and make sure the right support is in place at the right time • enable the school nursing service, without delay, to implement the appropriate pathway to support a child or young person with identified health care needs • enable school staff to build into their individualised planning supports from other agencies • ensure regular and ongoing health reviews consistently for children and young people who are Care Experienced • produced a practitioners Practice Guide for Inclusion in the Framework for Inclusion and Equity <p>Support the School Nursing Service to implement their statutory duties around Health Needs Assessments which they are required to report on nationally.</p>
<p>Promoting Positive Relationships and Understanding Distressed Behaviour (PPRUDB) and Harmful Sexual Behaviour (HSB): A new appendix has been added to the SLC Guidelines for PPRUDB Supporting Documents. It includes information on what HSB is and how to manage it in education establishments. This was needed after an increase in instances following lockdown</p>	<ul style="list-style-type: none"> • It has increased confidence in managing such an instance which can be concerning for all. • It has given confidence to parents that staff have guidance to keep all safe if an instance occurs

Outcome 5 – Tackle disadvantage and deprivation and support aspiration	
What we have done so far	The difference it has made
<p>Autism Support</p> <p>A range of National Autistic Society Early Bird Courses continued this year with online training taking place for a range of multi-agency staff in Early Bird, Early Bird+ and Teen Life.</p> <p>Courses for parents/carers in the above courses were able to be delivered online.</p>	<ul style="list-style-type: none"> • Every locality now has staff who are trained in these courses. • Every locality has a new set of resources Early Bird, Early Bird+ and Teen Life Training this year. • With staff now trained in Teen Life, parents/carers have a seamless journey of support for themselves and their Autistic children from Nursery to Primary through to Secondary school. • Increased understanding of ASD across all staff. • Increased understanding of Autism for parents and carers who are equipped with a range of skills to support their children and themselves.
<p>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.</p>	<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+ 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: one-to-one 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 of 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.
<p>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.</p>	<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>These services, along with robust tracking and monitoring processes, are achieving positive results for young people and their communities</p>	
<p>Corporate Parenting Communication of information regarding Care Experienced children and young people has improved between Social Work and Education Inclusion has significantly improved and guidance for Designated Senior Managers in schools on how to manage this information to meet needs more effectively for learners on Compulsory Supervision Orders, Voluntary Supervision Orders and Unaccompanied Asylum Seeker Children. Teachers for care experienced children in each area have been assigned to support the children who are most in danger of not accessing education. The aim is to provide early intervention before damaging trends are ingrained and in so doing support higher levels of attainment.</p>	<ul style="list-style-type: none"> • The Promise is closer to being fulfilled in that we are improving outcomes for Compulsory Supervision Orders, Voluntary Supervision Orders and Unaccompanied Asylum Seeking Children by having the knowledge and inclusive ethos needed to meet needs. Staff have confidence in their management of this at managerial level and welcome the improvements by the use of the Curriculum for Excellence Senior Phase Tuition Service and CE P7-S3 Teachers in each locality.
<p>Pathfinder project This project was initially set up across the three secondary schools in Cambuslang and Rutherglen. Each school was allocated two YFCL workers. Their remit was to support care experienced young people, or those of the 'edges of care' to better engage in school. A crucial aspect was lining with families and supporting them to access relevant benefits, supports, housing, employment and training. Programmes were organised for pupils over both Easter and Summer holidays to keep that ongoing engagement with school. The noted success of the programme prompted IAP to fund a Junior Pathfinders worker in Cathkin PS and Burgh PS to support those young people categorised above to make a successful transition to high school.</p>	<p>An independent evaluation of the project was undertaken, and it was very positive about the impact the workers have had on both pupils and families. To date pathfinders have engaged with 418 Young people and families. With 218 young people being key referrals. Engagement is through a mixture of 1:1, group work and thematic partnership programmes as well as informal needs led engagement.</p> <p>Pathfinders work with parents/ carers includes:-</p> <ul style="list-style-type: none"> • Funding support- to date pathfinders have obtained £14990 of direct funding. • Advocating with formal agencies such as social work and housing. • Engagement in family learning programmes such as holiday food project. <p>The project is now being rolled out to other identified schools in the authority due to its success. Junior Pathfinders is part of a test of change project run by IAP and the evaluation of this should be available December 2021</p>

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>Adult Literacy and Numeracy (ALAN)</p> <p>Throughout 2020/2021 ALAN delivery was offered through a blended model of delivery. Learners who were most vulnerable and most affected by digital exclusion, due to lack of skill or resources, were supported through face-to-face, postal or telephone support.</p> <p>Roll out of the Connecting Scotland programme allowed devices and MiFi support to be directed towards ALAN learners.</p> <p>Learning is delivered through a social practice delivery model and is Individual Learning Plan based to ensure needs-led delivery. Thematic groups are offered to support learners with particular needs and interests, this included: budgeting, using social media, creative writing etc.</p> <p>'Red Letter Days', such as International Literacy Day, World Book Night, Maths Week and National Numeracy Day, are celebrated through themed activities. This year, World Book Night was marked through a collaboration of activity between ALAN learners and Vertigo Youth Theatre whereby Adult Learners creative writing was performed by the young people and streamed on YouTube.</p>	<ul style="list-style-type: none">• 101 learners improved their literacy skills• 47 learners improved their numeracy skills• 75 learners have improved their IT skills through regular engagement with our Connecting Scotland Digital Champions• World Book Night performance https://youtu.be/aNego2yM-BY
<p>Gypsy/Traveller Group Support</p> <p>The 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) were supported by staff in the 2020/2021 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• Students have also been provided with input and literature to help keep them safe online

<p>An Exceptions Forum Protocol now operates and formalises the assessment process which considers the needs of pupils in current educational placements that are causing concern, 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) ESOL support is offered through joint working between YFCL and Global Refugee Programme. Class sizes are maximised through joint working across both teams. During 2020/2021 the locality-based delivery model has been adapted to take account of COVID-19 restrictions. Almost all classes are offered on Teams to maintain social distancing. Classes are adapted on a term-by-term basis to take account of learner needs with the learning offer being delivered through generic language learning classes at 4 different levels (literacy, beginners, elementary and intermediate) and thematic provision (employability and family learning). No less than 36 distinct learning opportunities are offered on a weekly basis.</p>	<ul style="list-style-type: none"> • 95 learners have improved their language level • Piloted transition programme to support parents of children transitioning from Early Years/P1 and P7/S1.
<p>Youth Family and Community Learning (YFCL) Emergency childcare for key workers</p> <p>Provision of 5 days a week, childcare support using a Community Learning and Development Youth Work approach across 10 locations during summer of 2020. Fun programmes included arts and crafts, films, physical activities, fitness fun sessions, planting sunflower seeds and growing plants, treasure hunts, stop frame animation, old school games (skipping, hula hoops etc.), group games and non-bake baking.</p>	<ul style="list-style-type: none"> • 346 children aged 3 to 13 years attended the school based provision with 39 having additional support needs. • Parents and carers reported improved social skills and development skills in their children. • Children and young people reported improved confidence and new skills learned through their engagement. • Children and young people supported in their return to school
<p>COVID lockdown YFCL outreach provision Activity packs</p> <p>A range of activities and supports were established to maintain contact with vulnerable learners and families during the lockdown period across YFCL provision. These activities drew on the pre-Summer COVID-19 experience and continued to meet the needs of new learners and maintain well established relationships with communities. The purpose of this activity was to promote engagement of children, young people and families who may have found themselves increasingly isolated and vulnerable during the period of lockdown.</p> <p>The activity packs had diverse content and included the resources required to enable young people and families to carry out the activities. Themes for packs included: health and wellbeing, STEM, family learning, family movie, family sports, cooking on a budget, gardening and back to school.</p>	<ul style="list-style-type: none"> • Weekly packs distributed • Over 4,000 packs distributed • Sustained engagement of children, young people and families during lockdown • Improved relationships between family members • Parents and carers reported improved social skills and focus in their children. • Continuity of engagement with YFCL Service and wider Council and partner services • Children and young people supported in their return to school

Virtual connections.

YFCL have maintained connections with learners, families and communities has been through social media, telephone and provision of online learning activity.

Learners have been engaged through learning videos on social media in subjects including positive mental health; mindfulness; healthy eating and cookery; physical exercise; arts and crafts; dance; drama; online guitar lessons and weekly challenges and quizzes, with regular group work sessions taking place across a full range of topics, allowing learners to remain in contact with staff and have an opportunity to talk to people from out with their own household. Further examples of the broader social media engagement include: Stay at Home Challenge; GBX Workout; What A Load of Craft & Rainbow Pics; Arts and Crafts sessions; Photography Competition; Throwback Thursdays; Mental Health Check In; Movie Night; Tik Tok Challenge; Drawing Challenge; Question Time; Toilet Roll Keepie-Uppie Challenge; virtual 'drop ins'; IT 'drop in' and Employment Gateway groups.

- Continuity of engagement with YFCL Service and wider Council and partner services
- Learners supported remotely
- Learners empowered to produce content for other learners