



Council Offices, Almada Street
Hamilton, ML3 0AA

Monday, 13 May 2024

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, 21 May 2024

Time: 10:00

Venue: Hybrid - Committee Room 1, Council Offices, Almada Street, Hamilton, ML3 0AA

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

Yours sincerely

Paul Manning
Chief Executive

Members

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

Substitutes

Margaret Cooper, Maureen Devlin, Mary Donnelly, Graeme Horne, Martin Hose, Hugh Macdonald, Monique McAdams, Kenny McCreary, Lesley McDonald, Carol Nugent, Norman Rae

External Members

Religious Representatives

Gillian Coulter, John Mulligan

Teacher Representatives

Jennifer Gaffney, Joan Lennon

Parent Council Representatives

Christine Hall, Naomi Baxter

BUSINESS

1 **Declaration of Interests**

- 2 **Minutes of Previous Meeting** 5 - 14
Minutes of the meeting of the Education Resources Committee held on 5 March 2024 submitted for approval as a correct record. (Copy attached)

Monitoring Item(s)

- 3 **Education Resources - Revenue Budget Monitoring 2023/2024** 15 - 18
Joint report dated 25 April 2024 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)
- 4 **Education Resources - Capital Budget Monitoring 2023/2024** 19 - 22
Joint report dated 29 April 2024 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)
- 5 **Education Resources – Workforce Monitoring – January to March 2024** 23 - 30
Joint report dated 11 April 2024 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)

Item(s) for Decision

- 6 **Health and Wellbeing Census** 31 - 36
Report dated 30 April 2024 by the Executive Director (Education Resources). (Copy attached)
- 7 **Education Resource Plan 2024/2025** 37 - 56
Report dated 28 April 2024 by the Executive Director (Education Resources). (Copy attached)
- 8 **2024/2025 Early Learning and Childcare (ELC) Sustainable Rate Price Review** 57 - 62
Report dated 2 May 2024 by the Executive Director (Education Resources). (Copy attached)

Item(s) for Noting

- 9 **2022/2023 Secondary Leavers' Update** 63 - 66
Report dated 3 May 2024 by the Executive Director (Education Resources). (Copy attached)
- 10 **Award of Grant: Clore Duffield Foundation** 67 - 70
Report dated 9 April 2024 by the Executive Director (Education Resources). (Copy attached)
- 11 **Curriculum Strategy 2023 to 2026 (Primary)** 71 - 82
Report dated 1 May 2024 by the Executive Director (Education Resources). (Copy attached)
- 12 **South Lanarkshire Council - Generative Artificial Intelligence (GenAI) in Education** 83 - 92
Report dated 30 April 2024 by the Executive Director (Education Resources). (Copy attached)
- 13 **Consultations** 93 - 146
Report dated 2 May 2024 by the Executive Director (Education Resources). (Copy attached)
- 14 **Notification of Contracts Awarded 1 October 2023 to 31 March 2024** 147 - 150
Report dated 25 April 2024 by the Executive Director (Education Resources). (Copy attached)

Urgent Business

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

For further information, please contact:-

Clerk Name:	Tracy Slater
Clerk Telephone:	07385 370089
Clerk Email:	tracy.slater@southlanarkshire.gov.uk

EDUCATION RESOURCES COMMITTEE

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Minutes of meeting held via Confero and in Committee Room 1, Council Offices, Almada Street, Hamilton on 5 March 2024

Chair:

Councillor Lynsey Hamilton

Councillors Present:

Councillor Alex Allison, Councillor John Anderson, Councillor Ross Clark, Councillor Margaret Cowie, Councillor Maureen Devlin (*substitute for Councillor Margaret B Walker*), Councillor Allan Falconer, Councillor Grant Ferguson, Councillor Elise Frame, Councillor Alistair Fulton, 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, Councillor Mark McGeever, Councillor Mo Razzaq, Councillor Graham Scott, Councillor Bert Thomson, Councillor David Watson

Councillors' Apologies:

Councillor Joe Fagan (ex officio), Councillor Geri Gray, Councillor Ian McAllan, Councillor Margaret B Walker

External Members Present:

Naomi Baxter, Jennifer Gaffney, Christine Hall

External Members' Apologies:

Gillian Coulter, Joan Lennon, John Mulligan

Attending:

Education Resources

C McKenzie, Executive Director; D Dickson, Operations Manager; A Donaldson, Head of Education (Inclusion); S Nicolson, Head of Education (Senior Phase); L Sherry, Head of Education (Support Service and School Estate); J Wallace, Head of Education (Primary and Early Years)

Finance and Corporate Resources

J Davitt, Public Relations Team Leader; 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 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 5 December 2023 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 2023/2024

A joint report dated 22 January 2024 by the Head of Finance (Strategy) and the Executive Director (Education Resources) was submitted on the actual expenditure measured against the revenue budget for the period 1 April to 28 December 2023 for Education Resources and providing a forecast for the year to 31 March 2024.

As at 28 December 2023, there was an overspend of £0.188 million, as detailed in Appendix A of the report. Costs incurred were provided in the report.

Following the Council's Probable Outturn exercise, the Resource had reported an estimated overspend of £0.295 million, which was the net effect of underspends in Early Years' core budget offset by overspends relating to:-

- ◆ mainstream transport costs
- ◆ school placements
- ◆ teacher costs

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

It was confirmed that withheld grant of £2.934 million in respect of the maintenance of teacher numbers had now been received.

Officers:-

- ◆ responded to members' questions on various aspects of the report
- ◆ undertook to provide further, detailed information to members in relation to overspends, particularly in respect of school transport and transfers from reserves for teachers

The Committee decided:

- (1) that the forecast to 31 March 2024 of an overspend of £0.295 million, as detailed in Appendix A of the report, be noted;
- (2) that an overspend of £0.188 million as at 28 December 2023, as detailed in Appendix A of the report, be noted; and
- (3) that the proposed budget virements be approved.

4 Education Resources - Capital Budget Monitoring 2023/2024

A joint report dated 15 February 2024 by the Head of Finance (Strategy) and the Executive Director (Education Resources) was submitted providing information on the progress of the capital programme for Education Resources for the period 1 April to 28 December 2023.

The revised 2023/2024 capital programme for Education Resources amounted to £14.268 million. This reflected the budget of £19.333 million reported to the meeting of the Committee held on 5 December 2023, adjusted in light of a change totalling a decrease of £5.065 million, approved by the Executive Committee at its meeting held on 24 January 2024. The financial position for Education Resources was outlined in Appendix A of the report.

Anticipated spend to date was £9.977 million and spend to 28 December 2023 amounted to £9.810 million, resulting in spend being behind programme by £0.167 million, reflecting timing issues only. This related, in the main, to the new Wooddean Early Learning Centre, Bothwell. Underspends had been offset by adaptation works at Uddingston Grammar School, for which funding had originally been anticipated in 2024/2025.

The Committee decided:

- (1) that the Education Resources' capital programme of £14.268 million, and expenditure to date of £9.810 million, be noted; and

(2) that the projected outturn of £14.3 million be noted.

[Reference: Minutes of the Executive Committee of 24 January 2024 (Paragraph 4)]

5 Education Resources - Workforce Monitoring - October to December 2023

A joint report dated 1 February 2024 by the Chief Executive and the Executive Director (Education Resources) was submitted on the following employee information for Education Resources for the period October to December 2023:-

- ◆ attendance statistics
- ◆ occupational health statistics
- ◆ accident/incident statistics
- ◆ discipline, grievance and Dignity at Work cases
- ◆ analysis of leavers and exit interviews
- ◆ staffing watch as at 9 December 2023

The Committee decided: that the report be noted.

[Reference: Minutes of 26 September 2023 (Paragraph 5)]

6 Cost of the School Day Guidance for Schools and Early Years' Establishments

A report dated 12 February 2024 by the Executive Director (Education Resources) was submitted providing an update on the work of Education Resources to support the Cost of the School Day (CoSD) across South Lanarkshire schools and Early Years' establishments.

The Council had, for some years, been working to reduce the CoSD, regardless of families' economic status. This had included:-

- ◆ making training on the CoSD available to schools
- ◆ reviewing implications of the costs of overseas and residential excursions in light of the CoSD and affordability
- ◆ working with Money Matters and the Whole Family Wellbeing Fund through supports offered by Family Support Hubs

A CoSD Working Party had been established in 2022 to produce Guidance to support schools in moving from a CoSD position statement to policy. The draft Guidance was attached as Appendix 1 to the report and contained 10 proposals to reduce the CoSD in all South Lanarkshire Council's schools and early years' establishments, together with advice on communicating with families. The 10 proposals were detailed in the report.

The Guidance also included:-

- ◆ Departmental Guidance for secondary schools
- ◆ suggestions for grants/funding available to support CoSD activity in establishments
- ◆ advice on zero cost curricular trips
- ◆ a guide to help increase the uptake of Free School Meals
- ◆ an exemplar of a CoSD Policy with an example of a parent Friendly Policy
- ◆ examples of good practice from 4 of the Council's schools

It was intended that the Council's educational establishments would:-

- ◆ deliver CoSD messages at the start of each school year
- ◆ appoint a CoSD Lead in each establishment
- ◆ keep an annual record of monies requested from families and work to reduce this figure year on year
- ◆ follow the best practice examples under each of the 10 Proposals, wherever possible

The new CoSD Guidance and supporting materials would be presented to Head Teachers at a CoSD Conference to be held in March 2024.

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

The Committee decided:

- (1) that the work undertaken by Education Resources on the Cost of the School Day be noted; and
- (2) that the proposals contained in South Lanarkshire Council's Cost of the School Day Guidance for schools and Early Years' establishments, as detailed in section 5.2 and Appendix 1 of the report, be approved.

Councillor Devlin joined the meeting during consideration of the above item of business

7 Education Digital Futures; ICT Supply and Support from October 2025

A report dated 13 February 2024 by the Executive Director (Education Resources) was submitted on Information and Communication Technology (ICT) Supply and Support following the conclusion of the current ICT Managed Service Contract with RM Education, known as 'Education Digital Futures'.

The current ICT Managed Service contract was due to end on 30 September 2025 and a Project Board had been established to consider the provision of digital services for Education from October 2025. Following consultation with stakeholders, an options appraisal was undertaken which considered a range of delivery models and the implications of the available budget on the level of provision for schools and on the approach to procurement. Details were provided in Appendix 2 to the report.

Having considered the options, the view had been taken that:-

- ◆ the Council would proceed with the procurement of a managed service for the provision of digital services for education from October 2025
- ◆ the contract would be for an initial period of 7 years
- ◆ the core revenue budget provided would be around the same as was provided for the current contract extension period, however, capital funding was subject to capital budget approvals and could reduce, given overall Council grant levels. Additional one-off funding provided for the current extension period would also not be replaced and, therefore, the overall contract value would be reduced
- ◆ given the financial pressures, an alternative procurement method would be employed to allow for negotiation with applicants, acknowledging that it was unlikely that the new contract would be able to match the provisions of the existing contract

Given the limited budget and the firm deadline for the end of the current contract, there was a risk that there would not be a contract in place for 1 October 2025 either through failure to secure a bid that would meet service/budget requirements or failure to have sufficient time/resources to allow for transition to a new contract.

To mitigate the financial risk, and following receipt of legal advice on the procurement options, it was proposed that the Council consider the Competitive Procedure with Negotiation (CPN), rather than an Open or Restricted Procurement, as the preferred route to market. The procurement exercise was currently underway on that basis and a further report would be submitted on the outcome of this exercise.

Details were provided on:-

- ◆ the current role of ICT in Education Resources
- ◆ provisions in the existing Managed Service Contract
- ◆ project governance

In response to a member's question regarding the Scottish Government's commitment in respect of funding for individual devices for pupils, together with internet provision and technical support, officers advised that there had been no further information from the Scottish Government on this matter. It was proposed that the Executive Director (Education Resources), on behalf of the Committee, write to the Scottish Government to establish progress on its commitment to the provision of access to ICT equipment and internet connectivity for all pupils. This was accepted by the Committee.

The Committee decided:

- (1) that it be noted that digital learning and inclusion was a priority for schools and services to deliver the curriculum, develop young people's skills and improve the outcomes for learners;
- (2) that the Council's commitment to provide schools and services with a Managed Service model of ICT supply and support and the benefits which had accrued from this investment by the Council, as highlighted in paragraphs 4 and 5 of the Executive Director's report, be noted;
- (3) that the steps taken to proceed with the procurement of a Managed Service for the provision of digital services and ICT supply for schools and services from October 2025, following the conclusion of the current Managed Service Contract with RM Education on 30 September 2025, be noted;
- (4) that the risk factors, as detailed in paragraph 3.8 of the report and the mitigation, as detailed in paragraph 3.9, together with the budget that had been set and the potential implications for the service and for the procurement process, be noted; and
- (5) that the Executive Director (Education Resources), on behalf of the Committee, write to the Scottish Government to establish progress on its commitment in relation to the provision of access to ICT equipment and internet connectivity for all pupils

[Reference: Minutes of the Executive Committee of 13 February 2013 (Paragraph 25)]

8 Strategic Equity Fund (SEF)

A report 12 February 2024 by the Executive Director (Education Resources) was submitted providing an:-

- ◆ update on South Lanarkshire Council's Strategic Equity Fund (SEF) Plan for 2022/2023
- ◆ overview of the SEF Plan for 2023/2024
- ◆ update around work designed to close the poverty related attainment gap

A full SEF Plan had been written for 2022/2023 which aligned with Scottish Government Guidance and centred around the following 5 workstreams:-

- ◆ pedagogy
- ◆ learner engagement
- ◆ strengthening relationships
- ◆ curriculum
- ◆ learner pathways

A full SEF Plan had now been written for Year 2 of the Plan and was attached as Appendix 1 to the report. The Plan for 2023/2024 continued to be centred around the same key workstreams and details of the Year 2 projects to support each workstream were provided in Appendix 1.

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 the SEF, together with information on the Council's SEF funding to 2025/2026
- ◆ planning and reporting mechanisms to ensure accountability to both internal and external stakeholders
- ◆ project planning to ensure the best use of funding to help close the poverty related attainment gap
- ◆ progress against stretch aims set for 2022/2023 as part of the Year 1 SEF Plan
- ◆ SEF stretch aims for 2023/2024
- ◆ PEF 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 progress made during 2022/2023 on the use of the Strategic Equity Fund (SEF) to reduce the poverty related attainment gap, be noted; and
- (2) that the plan outlined for Year 2, 2023/2024, on the use of the SEF to enable schools and services to continue to take forward the challenge of reducing the poverty related attainment gap experienced by some pupils, be noted.

[Reference: Minutes of 15 November 2022 (Paragraph 10)]

9 Framework for Developing an Anti-Racist and Decolonised Curriculum

A report dated 15 February 2024 by the Executive Director (Education Resources) was submitted providing an update on Education Resources' commitment to Anti-Racism in Education and on the new 'Framework for Developing an Anti-Racist and Decolonised Curriculum' resource, launched to schools on 18 January 2024.

Education Resources were committed to placing inclusion and equality at the heart of strategic planning for the Council. To lead work in this area, the Inclusion Education Service (IES) was working in partnership with the Curriculum and Quality Improvement Service (CQIS) to navigate 6 areas where inequality could cause greatest impacts. One of those areas was racism.

The systemic commitment against racism by the Scottish Government formed the basis for Education Resources' focus on anti-racism in the curriculum, recognising the need to produce guidance to support schools to develop a context specific anti-racist culture and ethos.

Using evidence based research as a foundation, Education Resources developed a framework to provide schools with some background, together with support and guidance, around the implementation of Anti-Racism Curriculum Principles and, more generally, the development of anti-racist education.

The 'Framework for Developing an Anti-Racist and Decolonised Curriculum', attached as Appendix 1 to the report, set out what anti-racist education was and what decolonising the curriculum meant. The Framework had been supplemented by a week long series of professional learning presentations/workshops during Race Equality Week which took place from 5 to 11 February 2024. Further staff sessions would be provided later in the year as a follow up to Race Equality Week.

Further supports around the anti-racist curriculum in the Council's education establishments included:-

- ◆ creation of an Anti-Racist section within the Resource's digital learning platform
- ◆ establishment of Pupil Equality groups within schools
- ◆ provision of updated guidance to schools on the recording and monitoring of bullying incidents to ensure all incidents were recorded on the Seemis Bullying and Equalities module which allowed prejudiced based bullying to be monitored

IES and CQIS would continue to develop guidance and resources to support schools to include equalities in 2024/2025 Improvement Plans. New anti-bullying guidance was expected later in 2024 with a more robust focus on racism and the recording of racist incidents.

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

The Committee decided:

- (1) that the new 'Framework for Developing an Anti-Racist and Decolonised Curriculum' resource, launched to schools on 18 January 2024, as detailed in Appendix 1 to the report, be noted; and
- (2) that the 'Framework for Developing an Anti-Racist and Decolonised Curriculum' be recognised as a further commitment by Education Resources in taking forward anti-racist education across schools and services in South Lanarkshire.

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 without the attendance of Councillor Anderson and Jennifer Gaffney

10 Scottish Youth Parliament Elections 2023

A report dated 7 February 2024 by the Executive Director (Education Resources) was submitted on the outcome of the 2023 Scottish Youth Parliament (SYP) elections.

The Scottish Youth Parliament was established to act as the voice of young people in Scotland. It offered young people between the ages of 14 and 25 the opportunity to become involved in the decision-making processes in Scotland and the UK. Young people, aged 14 to 25 years, were selected every 2 years from across Scotland to stand as candidates to become Members of the Scottish Youth Parliament (MSYP). Members of South Lanarkshire Youth Council (SLYC) and Youth, Family and Community Learning Service staff, in partnership with secondary schools, colleges, universities, local youth groups and uniformed organisations, organised and delivered council wide elections to democratically elect 9 South Lanarkshire MSYPs.

Details were given on:-

- ◆ the process for the elections, which opened on 6 November and concluded on 19 November 2023
- ◆ the voting figures for each ward
- ◆ the candidates elected in each ward

The work of the outgoing MSYPs in representing their constituencies was commended and details of the initiatives in which they had led and participated to progress the youth agenda in South Lanarkshire were detailed in the report.

In South Lanarkshire, the format of the 2023 election process had been a paper ballot to reflect current processes for local and national elections. However, nationally, the voting process had been delayed due to an issue with the online process, with some local authorities hoping to conclude the process by the end of March 2024.

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

The Committee decided:

- (1) that the commitment and contribution of South Lanarkshire Youth Council (SLYC) to the youth agenda be noted;
- (2) that the continued contribution and participation of Members of the Scottish Youth Parliament (MSYPs) in local issues be noted;
- (3) that the success of the outgoing MSYPs be recognised; and
- (4) that the successful candidates, as detailed in paragraph 4.9 of the report, be welcomed to their positions serving their communities for their 2-year term.

[Reference: Minutes of 1 June 2021 (Paragraph 12)]

11 Underage Use of e-Cigarettes and Vaping

A report dated 12 February 2024 by the Executive Director (Education Resources) was submitted on work being undertaken by Education Resources and partner agencies to raise awareness among children and young people of the potential risk to their health through vaping and the environmental damage caused due to irresponsible discarding of those products.

At its meeting on 24 May 2023, the Council considered a motion regarding the health and environmental harm caused by the increasing use, particularly by young people, of Disposable Nicotine Vapour Products (vapes). In supporting the motion, in addition to calling for a ban on single use vapes due to their health and environmental harm, the Council agreed that a report on the matter be submitted to a future meeting of the appropriate Committee.

A report submitted to this Committee on 26 September 2023 highlighted that:-

- ◆ public health information showed there was increasing e-cigarette use amongst young people across Scotland
- ◆ in South Lanarkshire, it was reported that there had been an 18-fold rise in the use of disposable vapes amongst vape users from January 2021 to April 2022
- ◆ the National Health and Wellbeing Census showed one in ten 15-year-olds regularly vaped, a rate which had tripled in the last five years
- ◆ discarded vapes presented a risk of the leak of toxic chemicals which were deemed to be harmful to children, pets, wildlife, and water systems
- ◆ refillable vape kits, which were recyclable, did not have the same environmental impact, but were marketed differently and were less likely to be an impulse purchase made by children and young people
- ◆ disposable vapes, originally introduced to help curtail tobacco and nicotine use, were now being seen as having a higher than proportionate use amongst children and young people

Details were given on:-

- ◆ actions taken forward by Education Resources, in partnership with NHSL Public Health, to reduce the impact of vaping amongst children and young people
- ◆ initiatives promoted by the Scottish Government regarding the dangers of vaping together with actions to be taken to create a tobacco free generation by 2034
- ◆ curriculum based activities on which Education Resources would take the lead
- ◆ preventative measures explored by Education Resources to prevent the use of vaping products in and around the school environment
- ◆ proposals and actions for the Council and partner agencies regarding the use and sale of e-cigarettes and vaping products to children and young people in local communities

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

The Committee decided:

- (1) that the steps being taken by Education Resources, in partnership with NHSL Public Health and other partners, to raise awareness amongst children and young people of the effects of vaping be noted;
- (2) that the proposed actions put forward by the Scottish Government as part of a national UK campaign be noted; and
- (3) that the proposals and actions for the Council and partner agencies, as detailed in section 7 of the report, be noted.

[Reference: Minutes of 26 September 2023 (Paragraph 7)]

12 Celebrating Success

A report dated 14 February 2024 by the Executive Director (Education Resources) was submitted on a range of recent achievements and success of children and young people, together with staff in schools and services throughout South Lanarkshire.

Section 4 of the report highlighted a range of achievements which captured the essence of education in South Lanarkshire, which was to inspire learners, transform learning and strengthen communities.

The Committee decided: that the report be noted.

13 Urgent Business

There were no items of urgent business.

Chair's Closing Remarks

The Chair advised that this would be the last meeting of the Committee that Des Dickson, Operations Manager would attend as he was retiring. The Chair, together with members of the Committee, thanked Mr Dickson for his hard work, commended his achievements during his time with the Council and wished him a long and happy retirement. Mr Dickson responded in suitable terms.

Report

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Report to:	Education Resources Committee
Date of Meeting:	21 May 2024
Report by:	Executive Director (Finance and Corporate Resources) Executive Director (Education Resources)

Subject:	Education Resources - Revenue Budget Monitoring 2023/2024
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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 2023 to 23 February 2024 for Education Resources
- ◆ provide a forecast for the year to 31 March 2024

2. Recommendation(s)

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

- (1) that the forecast to 31 March 2024 of an overspend of £0.295m, as detailed in Appendix A of the report, be noted;
- (2) that an overspend of £0.170m as at 23 February 2024, as detailed in Appendix A of the report, be noted; and
- (2) that the proposed budget virements be approved.

3. Background

3.1. This is the fifth revenue budget monitoring report presented to the Education Resources Committee for the financial year 2023/2024.

3.2. The Resource has completed its formal probable outturn exercise for the year. This exercise identifies the expected spend to the 31 March 2024. 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 £9.866m awarded for Pupil Equity Funding (PEF) and £1.473m for Strategic Equity Funding (SEF). Total budget for 2023/2024 is £11.339m and this is contained within this reported position.

- 4.2. In relation to PEF funding, the £9.866m represents £0.905m 2022/2023 carry forward, plus a previous year adjustment of £0.012m and £8.949m for the 2023/2024 allocation. Spend and commitment to date as at 23 February 2024 is £8.369m, with £1.497m still to spend. This includes known staff costs for the period April 2023 to March 2024. The anticipated 23/24 PEF underspend is £0.400m. As reported at the last committee, this underspend was to be used to support pay agreements in the short term. Given the low level of anticipated carry forward, the Scottish Government have now confirmed that the PEF underspend will not be required to fund the pay award, with required funding being received, and it will therefore be carried forward at 31 March 2024 and used in April to June 2024 in line with standard PEF guidance. This will be transferred to reserves at 31 March 2024 to meet spend and commitment in schools.
- 4.3. In relation to SEF funding, spend and commitment to date is £1.404m with £0.069m still to spend. Known staff costs to 31 March 2024 are reflected within this position, and as this is a specific grant allocation, funding is received based on actual spend.

Committee will continue to be updated with the spend position for 2023/2024 throughout the year for both Scottish Attainment Challenge funded areas.

5. Employee Implications

- 5.1. None

6. Financial Implications

- 6.1. **Probable Outturn:** Following the Council's probable outturn exercise, the Resource is reporting an overspend of £0.295m. There were no proposed transfers to reserves, however, the anticipated PEF underspend of £0.400m will now require to be transferred to Reserves.

The Resource position is outlined in Appendix A. This is the net effect of underspends in Early Years core budget offset by overspends relating to mainstream transport costs and school placements which are demand led. There is also an overspend on Teacher costs due to cover which is being offset by an underspend on Early Years staff costs due to vacancies and turnover.

- 6.2. **Cost of Transport:** In relation to mainstream transport costs, the previous report to committee outlined the significant increase in spend on transport by Strathclyde Passenger Transport (SPT) for school transport after contract renewals. The most current update on this position is an overspend of £4.030m this financial year and this is being managed within the overall Resource position including through some reserve funds available.
- 6.3. **Teacher Numbers:** As teacher numbers were maintained as part of the census exercise; there was no impact on the grant funding and £2.934 million was received in 2023/2024.

In relation to 2024/2025, the Council has now received notification that the allocation of funding for teacher numbers of £145.5 million for 2024/2025 will be distributed via Specific Resource Grants, and those grants will be conditional on councils agreeing at the outset to maintain teacher numbers. Discussions are ongoing with all local authorities, COSLA and the Scottish Government in terms of the impact of this position at this time and updates will be provided in due course.

- 6.4. **Position as at 23 February 2024:** The Resource position as at 23 February 2024 is an overspend of £0.170m. Detailed variance explanations are outlined in Appendix A.
- 6.5. Virements are also proposed to realign budgets across budget categories and with other Resources. These movements have been detailed in Appendix A to 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, this year which increase the risk of overspend however we have mitigated this going forward by providing additional funds in the budget strategy, and in this year, through some reserve funds available.
- 8.2. The risk is managed 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.

Jackie Taylor

Executive Director (Finance and Corporate Resources)

Carole McKenzie

Executive Director (Education Resources)

25 April 2024

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 23 February 2024

Contact for Further Information

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

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SOUTH LANARKSHIRE COUNCIL

Revenue Budget Monitoring Report

Education Resources Committee: Period Ended 23 February 2024 (No.12)

Education Resources Summary

Budget Category	Annual Budget	Forecast for Year	Annual Forecast Variance	Budget Proportion 23/02/24	Actual 23/02/24	Variance 23/02/24		% Variance 23/02/24	Note
	£000	£000	£000	£000	£000	£000			
Employee Costs	344,633	344,647	(14)	303,852	303,486	366	under	0.1%	1, b, c, d
Property Costs	36,504	36,510	(6)	28,945	28,971	(26)	over	(0.1%)	c, d
Supplies & Services	11,134	11,447	(313)	8,334	8,614	(280)	over	(3.4%)	2, b, c, d
Transport & Plant	16,530	19,274	(2,744)	14,794	17,530	(2,736)	over	(18.5%)	3, d
Administration Costs	1,887	1,808	79	1,746	1,669	77	under	4.4%	4, a, c, d
Payments to Other Bodies	32,239	32,306	(67)	28,014	28,057	(43)	over	(0.2%)	5, c, d
Payments to Contractors	44,117	43,876	241	36,270	36,029	241	under	0.7%	d
Transfer Payments	2,980	2,657	323	2,859	2,577	282	under	9.9%	6, d
Financing Charges	380	359	21	291	272	19	under	6.5%	c, d
Total Controllable Exp.	490,404	492,884	(2,480)	425,105	427,205	(2,100)	over	(0.5%)	
Total Controllable Inc.	(50,638)	(52,823)	2,185	(40,699)	(42,629)	1,930	over recovered	4.7%	7, c, d
Net Controllable Exp.	439,766	440,061	(295)	384,406	384,576	(170)	over	(0.0%)	

Variance Explanations

- The position represents the net effect of an underspend in Early Years staff costs due to vacancies and turnover offset by an overspend in Teacher costs due to cover.
- The overspend is due to the additional cost of per capita expenditure reflecting the growth in pupil numbers and the increased demand for equipment required by children with additional support and complex needs.
- The overspend is mainly due to the cost of school transport for mainstream schools.
- The underspend relates to Early Years core conferences spend being lower than anticipated.
- This overspend reflects the increased cost of placements for pupils with additional support needs in Independent Schools partially offset by less than anticipated core Early Years spend to date including cross boundary charges to other local authorities.
- The underspend is due to spend on footwear and clothing grants reflecting current demand.
- The over recovery of income relates to increased income from Early Years fees and Other Local Authorities income for placements within South Lanarkshire Council establishments.

Budget Virements

- Establish budget to reflect general revenue grant funding in relation to support for school staff training. Net Effect £0.057m: Administration Costs £0.057m.
- Realignment of budget to reflect Strategic Equity Fund and Pupil Equity Fund programme delivery. Net Effect £0.000m: Employee Costs £0.112m and Supplies and Services (£0.112m).
- Realignment of budget to reflect current service delivery. Net Effect £0.000m: Employee Costs £0.002m, Property Costs £0.006m, Supplies and Services £0.097m, Administration Costs £0.001m, Payments to Other Bodies £0.136m, Finance Costs £0.011m and Income (£0.253m).
- Realignment of Education Maintenance Allowance budget and DMS. Net Effect £0.000m: Employee Costs £0.048m, Property Costs £0.075m, Supplies and Services (£0.425m), Transport Costs £0.045m, Administration Costs £0.172m, Payments to Other Bodies £0.096m, Payments to Contractors £0.001m, Transfer Payments £0.114m, Financing Charges (£0.008m) and Income (£0.118m).

Report

4

Report to:	Education Resources Committee
Date of Meeting:	21 May 2024
Report by:	Executive Director (Finance and Corporate Resources) Executive Director (Education Resources)

Subject:	Education Resources - Capital Budget Monitoring 2023/2024
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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 2023 to 23 February 2024

2. Recommendation(s)

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

- (1) that the Education Resources' capital programme of £14.337 million, and expenditure to date of £11.771 million, be noted; and
- (2) that the projected outturn of £14.3 million be noted.

3. Background

3.1. This is the fifth capital monitoring report presented to the Education Resources Committee for the financial year 2023/2024.

3.2. The revised budget for Education Resources is £14.337 million. This reflects the budget of £14.268 million reported to the last meeting of this Committee in March 2024, adjusted to reflect a change totalling an increase of £0.069 million which has been submitted to the Executive Committee on 8 May 2024 for approval. The details of this amendment are shown in Appendix A.

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. 2023/2024 Budget

The total capital programme for Education Resources is £14.337 million, as detailed in Section 3.2.

5.2. **2023/2024 Outturn**

As reported previously to this Committee, the predicted spend position for this financial year from Education Resources suggested an outturn on budget of around £14.3 million would be achieved.

- 5.3. The year-end position is currently being finalised and this will be reported to the Executive Committee on the 26 June 2024. The final position for the Education Resources' programme will be reported to the next Committee thereafter, on 20 August 2024.

5.4. **Period 12 Position**

Anticipated spend to date was £11.627 million and spend to 23 February 2024 amounts to £11.771 million. The spend is, therefore, ahead of programme by £0.144 million, reflecting timing issues only, most notably the adaptation works at Uddingston Grammar School (£0.443 million), Our Lady of Lourdes Primary School (£0.106 million) and the new build school at Jackton (£0.223 million), where the funding requirement for these projects had originally been anticipated for 2024/2025.

- 5.5. These overspends have been offset by underspends on the new Wooddean Early Learning Centre (formerly Clyde Terrace), Bothwell (£0.259 million) which was handed over in April 2024, and the First Steps Community Nursery Extension and Adaptations, Hamilton project (£0.180 million), which is scheduled to handover in June 2024.

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 that there is an overspend. The risk has been assessed as low given the detailed project management plans prepared and monitored for each project. The risk of overspend is managed through four weekly Investment Management Meetings.

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.

Jackie Taylor

Executive Director (Finance and Corporate Resources)

Carole McKenzie

Executive Director (Education Resources)

29 April 2024

Link(s) to Council Values/Priorities/Outcomes

- ◆ Accountable, effective, efficient and transparent

Previous References

- ◆ Education Resources Committee, 5 March 2024
- ◆ Executive Committee, 8 May 2024

List of Background Papers

- Financial ledger to 23 February 2024

Contact for Further Information

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

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**South Lanarkshire Council
Capital Expenditure 2023-24
Education Resources Programme
For Period 1 April 2023 – 23 February 2024**

<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	6,691	594	(192)	7,093	7,060	7,622
1,140 Hours	3,280	-	-	3,280	2,168	1,905
ICT Developments	2,035	20	-	2,055	1,846	1,667
Free School Meals	6,671	(4,996)	-	1,675	517	560
Inspiring School Age Childcare Spaces Programme		234	-	234	36	17
TOTAL	18,677	(4,148)	(192)	14,337	11,627	11,771

For Information Only

Budget Adjustments approved by Executive Committee, 8 May 2024:

Budget Adjustments

Free School Meals – Revised 2023/2024 Allocation £0.069m

Total Budget Adjustments £0.069m

Report

5

Report to: **Education Resources Committee**
 Date of Meeting: **21 May 2024**
 Report by: **Executive Director (Finance and Corporate Resources)
 and Executive Director (Education Resources)**

Subject: **Education Resources – Workforce Monitoring –
 January to March 2024**

1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide employment information for January to March 2024 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 January to March 2024 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 9 March 2024

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 January to March 2024.

4. Monitoring Statistics

4.1. Attendance Statistics (Appendix 1)

Information on absence statistics is analysed for the month of March 2024 for Education Resources.

The Resource absence figure for March 2024 was 5.7%, this figure has decreased by 0.3% when compared to the previous month and is 0.6% lower than the Council-wide figure. Compared to March 2023, the Resource absence figure remains unchanged at 5.7%.

Based on the absence figures at March 2024 and annual trends, the annual average absence for the Resource for 2023/2024 is 4.5%, compared to a Council-wide average figure of 5.4%.

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.

4.2. Occupational Health (Appendix 2)

In terms of referrals to occupational health, which include medical examinations and physiotherapy, overall, 639 referrals were made this period. This represents an increase of 52 when compared with the same period last year.

4.3. Accident/Incident Statistics

There were 535 accidents/incidents recorded within the Resource this period, an increase of 97 when compared to the same period last year.

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

During the period, 13 disciplinary hearings were held within the Resource, this figure remains unchanged when compared to the same period last year. Two appeals were heard by the Appeals Panel of which 1 appeal was withdrawn, this figure has increased by 2 when compared to the same period last year. No appeals were pending, this figure has decreased by 1 when compared to the same period last year. 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 60 leavers in the Resource this period eligible for an exit interview. This figure has decreased by 11 when compared with the same period last year. Nineteen exit interviews were conducted in this period, this figure has decreased by 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 January to March 2024, 123 employees (98.93 FTE) in total left employment. Managers indicated that 112 posts (89.83 FTE) were being replaced, 2 posts (2.00 FTE) are being filled on a temporary basis, 2 posts (2.00 FTE) were due to the end of fixed term contracts and 7 posts (5.10 FTE) are being held pending service reviews.

5. Staffing Watch

5.1. There has been a decrease of 33 in the number of employees in post from 9 December 2023 to 9 March 2024.

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.

Jackie Taylor

Executive Director (Finance and Corporate Resources)

Carole McKenzie

Executive Director (Education Resources)

11 April 2024

Link(s) to Council Values/Priorities/Outcomes

- ◆ 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 – 5 March 2024

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: -

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E-mail: Elaine.Maxwell@southlanarkshire.gov.uk

Absence Trends - 2021/2022, 2022/2023 & 2023/2024

Education Resources

Education Resources																			
APT&C				Teachers				Resource Total				Council Wide							
	2021 / 2022	2022 / 2023	2023 / 2024		2021 / 2022	2022 / 2023	2023 / 2024		2021 / 2022	2022 / 2023	2023 / 2024		2021 / 2022	2022 / 2023	2023 / 2024				
	%	%	%		%	%	%		%	%	%		%	%	%				
April	4.8	5.5	5.0	April	2.5	2.7	2.8	April	3.5	4.0	3.8	April	4.3	5.6	5.1				
May	5.7	5.5	5.4	May	3.2	3.6	3.2	May	4.4	4.5	4.2	May	4.9	5.4	5.1				
June	4.7	5.1	4.8	June	2.6	2.6	2.2	June	3.5	3.7	3.4	June	4.7	5.3	4.7				
July	3.4	3.8	3.4	July	1.1	1.4	1.1	July	2.1	2.5	2.2	July	4.0	4.6	3.8				
August	3.8	3.6	4.0	August	2.0	1.4	1.3	August	2.8	2.4	2.5	August	4.7	4.4	4.1				
September	6.4	5.8	5.9	September	4.4	2.8	2.9	September	5.3	4.1	4.3	September	6.4	5.4	5.3				
October	6.6	6.5	5.5	October	4.1	3.4	2.7	October	5.2	4.8	4.0	October	6.3	5.8	5.1				
November	8.0	7.9	7.1	November	5.6	4.7	4.3	November	6.7	6.2	5.6	November	6.9	6.5	6.2				
December	8.0	8.5	8.1	December	6.1	5.3	4.8	December	7.0	6.8	6.3	December	6.9	7.0	6.6				
January	8.1	6.1	6.6	January	3.9	4.3	4.8	January	5.8	5.1	5.6	January	7.0	5.8	6.1				
February	7.2	6.8	7.2	February	3.7	4.1	4.9	February	5.3	5.4	6.0	February	6.6	5.9	6.4				
March	9.5	7.0	7.5	March	4.3	4.6	4.1	March	6.7	5.7	5.7	March	7.9	6.4	6.3				
Annual Average	6.4	6.0	5.9	Annual Average	3.6	3.4	3.3	Annual Average	4.9	4.6	4.5	Annual Average	5.9	5.7	5.4				
No of Employees at 31 March 2024				3542	No of Employees at 31 March 2024				3983	No of Employees at 31 March 2024				7525	No of Employees at 31 March 2024				16065

Appendix 2		
EDUCATION RESOURCES		
	Jan - Mar 2023	Jan - Mar 2024
MEDICAL EXAMINATIONS		
Number of Employees Attending	86	153
EMPLOYEE COUNSELLING SERVICE		
Total Number of Referrals	58	47
PHYSIOTHERAPY SERVICE		
Total Number of Referrals	205	197
REFERRALS TO EMPLOYEE SUPPORT OFFICER	234	238
REFERRALS TO COGNITIVE BEHAVIOUR THERAPY	4	4
TOTAL	587	639
CAUSE OF ACCIDENTS/INCIDENTS	Jan - Mar 2023	Jan - Mar 2024
Over 7 day absences	1	2
Over 3 day absences**	1	0
Minor	32	39
Near Miss	3	5
Violent Incident: Physical****	376	437
Violent Incident: Verbal*****	25	52
Total Accidents/Incidents	438	535
*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 penetrating injury as defined by the HSE.		
**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.		
***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.		
****Physical violent incidents are included in the "Specified" figures, where applicable, to provide the "Total Specified" figures.		
*****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.		
*****Physical Violent Incidents and ***** Verbal Violent Incidents are included in the "Minor" figures, where applicable, to provide the "Total Minor" figures.		
RECORD OF DISCIPLINARY HEARINGS	Jan - Mar 2023	Jan - Mar 2024
Total Number of Hearings	13	13
Total Number of Appeals	0	2
Appeals Pending	1	0
Time Taken to Convene Hearing October - January to March 2024		
0-3 Weeks	4-6 Weeks	Over 6 Weeks
9	3	1
RECORD OF GRIEVANCE HEARINGS	Jan - Mar 2023	Jan - Mar 2024
Number of Grievances	0	0
RECORD OF DIGNITY AT WORK	Jan - Mar 2023	Jan - Mar 2024
Number of Incidents	1	0
Number Resolved at Informal Stage	1	0
ANALYSIS OF REASONS FOR LEAVING	Jan - Mar 2023	Jan - Mar 2024
Career Advancement	12	11
Child Caring / Caring Responsibilities	2	0
Disatisfaction with terms and conditions	1	1
Moving outwith area	3	1
Personal Reasons	4	3
Poor relationship with managers / colleagues	3	1
Travelling difficulties	0	1
Other	3	1
Number of Exit Interviews conducted	28	19
Total Number of Leavers Eligible for Exit Interview	71	60
Percentage of interviews conducted	39%	32%

Reason	January to March 2024		Cumulative total	
	FTE	H/C	FTE	H/C
Terminations/Leavers	98.93	123	539.33	674
Being replaced	89.83	112	522.05	652
Filling on a temporary basis	2.00	2	4.48	5
Plan to transfer this budget to another post	0.00	0	0.00	0
End of fixed term contract	2.00	2	4.03	5
Held pending service Review	5.10	7	7.24	10
Plan to remove for savings	0.00	0	1.53	2

**JOINT STAFFING WATCH RETURN
EDUCATION RESOURCES**

As at 9 March 2024

	MALE		FEMALE		TOTAL					
	F/T	P/T	F/T	P/T						
Teachers	696	80	2181	923	3880					
Other	128	101	661	2421	3311					
Total Employees	824	181	2842	3344	7191					
*Full - Time Equivalent No of Employees										
Salary Bands										
	Chief Officer	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	6.60	3485.25	3492.85
Other	4.96	1179.23	962.79	146.09	46.00	10.60	0.00	62.06	4.80	2416.53

As at 9 December 2023

	MALE		FEMALE		TOTAL					
	F/T	P/T	F/T	P/T						
Teachers	698	81	2217	919	3915					
Other	125	96	668	2420	3309					
Total Employees	823	177	2885	3339	7224					
*Full - Time Equivalent No of Employees										
Salary Bands										
	Chief Officer	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	6.60	3520.85	3528.45
Other	4.00	1184.67	959.54	143.27	46.00	11.00	0.00	62.66	4.80	2415.94

Report

6

Report to:	Education Resources Committee
Date of Meeting:	21 May 2024
Report by:	Executive Director (Education Resources)

Subject:	Health and Wellbeing Census
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide an update regarding some of the background related to the national Health and Wellbeing Census for children and young people
- ◆ seek approval to conduct a large-scale health and wellbeing survey of P6-S6 pupils South Lanarkshire schools on a cyclical basis

2. Recommendation(s)

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

- (1) that the background related to the national Health and Wellbeing Census for children and young people is noted;
- (2) that South Lanarkshire engages in a large-scale survey of children and young people's health and wellbeing, for pupils P6-S6;
- (3) that, in order to provide ongoing evidence of progress in this area, this survey should be repeated on approximately a 3-4 yearly cycle; and
- (4) that, if possible, the survey is linked to any future extension of the national Health and Wellbeing Census, and that core content is established.

3. Background

National and South Lanarkshire Context

- 3.1. The mental health and wellbeing of children and young people is a national and local priority. Children's health and wellbeing is essential to their healthy development and long-term outcomes and schools have a key role in supporting children and young people's wellbeing.
- 3.2. As part of the Getting it Right for Every Child (GIRFEC) approach, all services working with children and young people, and those who care for them, must play a part in promoting, supporting and safeguarding child wellbeing. The United Nations Convention on the Rights of the Child (UNCRC) provides a framework to ensure that children's rights are considered whenever decisions are taken, and to help provide every child with a good start in life and a safe, healthy and happy childhood.
- 3.3. The focus on the health and wellbeing of children and young people is a key Public Health Priority and also emphasised in the National Improvement Framework (NIF), which states that one of its key priorities is "improving the health and wellbeing of children and young people".

- 3.4. In South Lanarkshire, mental health and wellbeing is a key priority for the Children's Service Partnership, with a multi-stranded action plan and thematic sub-group targeting improved outcomes in this area. The broad outcome of the group is to support every child and young person to be able to access support which helps improve their mental health and emotional wellbeing.

Thematic strands have been identified as follows:

- ◆ Improve maternal and infant mental health
 - ◆ Improve support offered to children and young people who may be at risk of self-harm and suicide
 - ◆ Improve whole system approaches to mental health and wellbeing.
 - ◆ Improve visibility and accessibility of community mental health supports and services
 - ◆ Develop staff professional learning and development to ensure their own and others wellbeing established
- 3.5. Within Education Resources, the Education Resource Plan for 2024-2025 has as one of its key priorities, improving health and wellbeing and enabling children and young people to flourish.
- 3.6. An Education Resources Mental Health Group has a wide range of areas of focus, including:
- ◆ Ensuring a co-ordinated and coherent approach to supporting mental health and wellbeing within Education Resources
 - ◆ Whole school mental health and wellbeing
 - ◆ Workforce wellbeing and capacity building
 - ◆ Improve visibility and accessibility of community mental health supports and services
- 3.7. Securing improved data at the establishment and whole system level is key to measuring improvement and targeting next steps for both of these groups.
- 3.8. In recent years, children and young people and parents and carers and wider professionals, have consistently reported concerns in terms of the health and wellbeing for children and young people. This pre-dates the COVID-19 pandemic, with the Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) survey and other surveys showing a decline in positive wellbeing in Scotland since 2010.
- 3.9. COVID-19 further impacted on positive wellbeing negatively. A survey carried out by Education Resources during lockdown in relation to the impact of COVID-19, yielded response rates of 5800 parents/carers and 3000 children and young people. There were clear themes about the adverse impact of lockdown on mental health and wellbeing. The findings of these surveys directly supported recovery planning and approaches by identifying core actions. Subsequent research, completed as part of the scoping for community mental services, asked over 3000 secondary pupils in the authority in depth about mental health. Young people noted high levels of confidence in relation to talking about mental health (86% were confident to some degree), but less confident talking about their own mental health (55% confident to some degree). It is notable that 48% had been concerned to some degree about their own mental health in the previous year.

- 3.10. South Lanarkshire participated in the Realigning Children's Services Wellbeing Surveys in 2016. The Realigning Children's Services (RCS) programme gathered evidence on the experiences of children and young people and parents through school-based surveys, mapped investment in children and family services and provided support and facilitation to Community Planning Partnerships (CPPs) to improve their joint strategic decision making in relation to children's services. As part of this process, 7078 primary aged children, 9385 secondary aged young people and 510 parents gave their views. This survey was comprehensive and supported further improvement activity. It provided powerful evidence of persistent inequalities in health and wellbeing and considerable gender and age variation across many of the domains.

4. National Health and Wellbeing Census

- 4.1. The original proposal for introducing a Scotland wide Health and Wellbeing Census dates back to 2015. The rationale for the survey noted that although relevant national and locally commissioned surveys had been set up by individual local authorities and health boards, it was reported that these collections did not provide sufficient, consistent or timely enough data to support: annual reporting at local authority level to meet current and future obligations; exploration of inequalities within and across local areas; or service improvement activities at very local level, and were not useful at national level either. Smaller scale surveys, for example the Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS), last delivered in 2018, and Health Behaviour in School Aged Children (2022) have given useful insights, including the ability to consider possible trends now, and comparison to previous years, but have had extremely limited sample sizes. Over time comparison can be a vital component of surveys of this nature.
- 4.2. Delivering the Health and Wellbeing Census has been identified as potentially having benefits at 3 levels: school level, authority level and national level. At a school level, data should be available at individual school level, and this could support curriculum planning and school improving planning, ensuring children's voice is central to this, and providing evidence of impact for whole school interventions. At authority level, it can potentially help evaluate delivery of the Promise, approaches to address the poverty related attainment gap, support curriculum design and feed into the development of whole system approach through providing data on the experiences to support children and young people. At National level, the Health and Wellbeing Census would support evidencing need and progress against national outcomes including National Improvement Framework and National Performance Framework outcomes and potentially support policy development. It allows for the collection of whole population data and data of vulnerable groups at all levels.
- 4.3. The Scottish Government states that the Health and Wellbeing Census is local authority data, and the prime aim is to give local authorities and their local partners evidence for informing and monitoring improvement activity and meeting commitments and goals as set out in the National Improvement Framework. It is administered by the local authority and each local authority should have access to its own data first and foremost. The Scottish Government then asks the local authority to share data with it. Local authorities can decide for themselves whether or not to undertake their own census and define those questions to be included in the Health and Wellbeing Census. Importantly, the local authority can add questions as well as remove questions.

- 4.4. The Health and Wellbeing Census was delivered in Scotland between October 2021 and June 2022. South Lanarkshire Council did not participate at this time. The Census aimed to ask all children and young people from P5- S6 a range of questions on the following topics:
- ◆ Attitudes to school and aspirations
 - ◆ Neighbourhood and life at home
 - ◆ Physical health
 - ◆ Mental health and wellbeing
 - ◆ Experience of bullying
 - ◆ Substance use
 - ◆ Relationships and sexual health
- 4.5. 16/32 local authorities collected data in 2021/2022. The Health and Wellbeing Census covered a range of topics and children from P5-S6 were included. The Census content varied across the age ranges. The main findings at a national level showed a clear trend that positive perceptions decrease with pupil stage, particularly up to S4, and that girls have less positive perceptions than boys across a wide range of measures. Additionally, those from more deprived postcodes, report feeling less positive about a range of measures, and there are some differences in substance use with the prevalence of being a regular smoker increasing with deprivation, as does the current use of e-cigarettes.
- 4.6. The number of authorities completing the survey in 2021/2022 (16/32) was lower than expected. While other reasons may have influenced individual authority decisions, and the survey was delivered during the COVID-19 pandemic which would have impacted, there was significant scrutiny and discussion of the content of the survey, especially the relationships and sexual health section and particularly the questions that related to senior phase pupils (S4-S6). There was some significant comment in the media about the content of the survey. Of the 16 authorities that took part in 2021/2022, two opted to shorten this section and cut some of the more invasive questions and one authority chose to adapt them so they were useful locally but did not form part of the national data set. Young people who responded to these questions were much more likely to indicate that they did not want to answer, by selecting “prefer not to say”.
- 4.7. Overall, it is important to note that the Health and Wellbeing Census offers parents the right to withdraw, and children and young people the right to not participate either in the whole survey or opt out of an individual question or group of questions.
- 4.8. Since the 2021/2022 Health and Wellbeing Census, other authorities have continued to develop their own approaches to gathering large scale data in this area and many have robust arrangements in place. For example, one authority in the West Partnership has delivered a large-scale survey based on the Warwick Edinburgh Mental Wellbeing Scale (WemWBS), whilst another uses the Strengths and Difficulties Questionnaire (SDQ). South Lanarkshire Education Resources had good access to small scale surveys and evaluations, for example the COVID-19 and Community Mental Health surveys mentioned above, and evaluations (annually completed) on the counselling through schools and community mental health. Previous surveys are now out of date, in a context around Mental Health and wellbeing that is fast changing, whilst service evaluations offer only a snapshot of wider issues.

5. Summary

- 5.1. In summary, it is considered that the Health and Wellbeing Census could potentially generate essential information to support strategic planning to meet needs for schools, Education Resources and the Children's Service Planning Partnership.

6. Recommendations

- 6.1. For the reasons noted in 3.3 above, it is recommended that South Lanarkshire Council engages in a large-scale survey of health and wellbeing, to gather high quality whole system information on health and wellbeing.
- 6.2. It is recommended that South Lanarkshire Council seeks to deliver a survey that reflects the local context and stakeholders' views, but broadly aligns with the national census. If possible, it would align in timeframe with a future national Health and Wellbeing Census.
- 6.3. After careful consideration of the content of the 2021/2022 national Health and Wellbeing Census, it is specifically proposed not to include some of the more invasive questions relating to sexual health and relationships.
- 6.4. An options appraisal of alternative methodologies has identified that proceeding in this way would be the best option, as alternative surveys are limited in scope, or overly reliant on one tool.

7. Key Implementation Points

- 7.1. To ensure effective implementation in South Lanarkshire, it will be essential to ensure that:
- ◆ The approach taken to implement a health and wellbeing survey is bespoke and meets the needs of South Lanarkshire's key stakeholders
 - ◆ Specifically, questions around sexual health and relationships are only included where they are not overly invasive and are vital to feed into partnership planning (for example, around initiatives relating to gender-based violence)
 - ◆ Effective arrangements are in place to ensure compliance with legislative, information management and legal responsibilities, for example in ensuring a privacy agreement and Data Protection Impact Assessment is in place
 - ◆ The approach ensures a children's rights-based approach, through consideration of a children's rights impact statement and through thorough consultation with children and young people
 - ◆ Appropriate safeguarding arrangements are in place to which children and young people can be signposted for support
 - ◆ A robust approach to consent is in place that offers children, young people and parents the option to opt out

8. Consultation

- 8.1. Consultation in relation to the Health and Wellbeing Census has to date taken place with a group of headteachers, of non-denominational and denominational schools, and wider agency partners, including the Child Health Commissioner for Lanarkshire and Health Improvement Officers, and a range of partners in the GIRFEC Strategy Group and Children's Service Health and Wellbeing Thematic Group. Scoping with authorities who were involved in 2021/2022 has taken place, to gauge the challenges and benefits of implementing a large scale survey.

- 8.2. Further in depth consultation will be essential to ensure that the approach to a future health and wellbeing survey takes into account the views of stakeholders in South Lanarkshire.
- 8.3. Key stakeholders include children and young people, parents and parent groups, schools and Church Groups.

It is vital to ensure that there is an effective communication strategy regarding the health and wellbeing survey, to ensure that information in the public domain is accurate and objective and South Lanarkshire's considered approach to delivering a Health and Wellbeing Census is fully understood.

9. Employee Implications

- 9.1 There are no employee implications for noting.

10. Financial Implications

- 10.1. There are no financial implications for noting.

11. Climate Change, Sustainability and Environmental Implications

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

12. Other Implications

- 12.1. There are no sustainability or other implications arising from the recommendations made in this report.

13. Equality Impact Assessment and Consultation Arrangements

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

Carole McKenzie

Executive Director (Education Resources)

30 April 2024

Link(s) to Council Values/Priorities/Outcomes

- ◆ Improve achievement, raise educational attainment and support lifelong learning
- ◆ Ensure schools and other places of learning are inspirational

Previous References

None

List of Background Papers

- ◆ Health and wellbeing among children and young people in South Lanarkshire-Findings from the RCS Wellbeing Survey Programme (2017) children and young people in South
- ◆ Health and Wellbeing Census 2021/22. Key Findings

Contact for Further Information

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

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Report

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Report to:	Education Resources Committee
Date of Meeting:	21 May 2024
Report by:	Executive Director (Education Resources)

Subject:	Education Resource Plan 2024/2025
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ present the Education Resource Plan 2024/2025 for approval and note the monitoring arrangements

2. Recommendations

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

- (1) that the Resource Plan 2024/2025, attached as Appendix 1, be approved;
- (2) that the Resource Plan 2024/2025 be uploaded onto the Council's website following consideration by this Committee;
- (3) that following Committee approval, all Resource Plans will be presented to Executive Committee on 26 June 2024, for noting; and
- (4) that Progress Reports on the Resource Plan 2024/2025 be provided at Quarter 2 and Quarter 4 to future meetings of this Committee.

3. Background

- 3.1. The Resource Plans for 2024/2025 were prepared in line with the corporate resource planning guidance.
- 3.2. The Resource Plan is a key element of the Council's performance management arrangements. It provides details of the context within which the Resource operates and establishes actions and measures for the year ahead based on the priorities and outcomes set out in the Council Plan Connect 2022 to 2027.
- 3.3. Performance management is a keystone of Best Value and ensures that the Council can demonstrate sound governance arrangements. The Resource Plan is one part of the Council's framework for planning and budgeting and demonstrates how this leads to effective front line service delivery.
- 3.4. As part of this framework, the Resource Plan reflects the aspirations of the Council Plan and the Community Plan as well as being complemented by the details of individual Service, Business and other Plans. Ultimately, these details are included in the key work objectives of individual officers. This demonstrates the 'Golden Thread' of performance management which ensures a clear understanding of the Council's vision, values, priorities and outcomes at all levels.

- 3.5. The current format for performance reporting has been established since 2007 and is used for Executive Directors' reports to the Chief Executive, Resource Management Teams, Resource Committees and the Performance and Review Scrutiny Forum. The focus has been on reporting progress on Council outcomes, statutory performance indicators, other key performance measures and high-level Resource outcomes. Progress reports are provided at Quarter 2 and Quarter 4 to this Committee.
- 3.6. In preparing the Plan, account has also been taken of the need to ensure a robust response to Risk Management and Control. Risks associated with delivery of the actions in this Resource Plan have been identified and evaluated and are listed in the Resource Risk Register. Where necessary, controls or further actions to mitigate these risks have been agreed. Such actions are tracked through the Resource Risk Control Plan which is kept under review by the Risk Sponsor for the Resource.
- 3.7. Following approval at individual Resource Committees, all Resource Plans will be presented, as a pack, to the Executive Committee on 26 June 2024, for noting.

4. Resource Plan 2024/2025

- 4.1. The Resource Plan 2024/2025 is attached as Appendix 1 and is structured around the following headings:-

1. Introduction
2. Key areas for the year ahead
3. Resource outcomes
4. Measures and actions
5. Resourcing the Plan

4.2. Resource Outcomes 2024/2025

The Resource has established a number of outcomes to support the delivery of the Connect Outcomes in 2024/2025. To support these outcomes, the Resource has developed performance measures in an action plan which is set out in section 4 of the Resource Plan. Key or strategic measures will be included in the Council Pan Connect Progress Reports 2024/2025, with the rest being monitored and reported at Resource level.

4.3. Monitoring and reporting

As part of the performance management arrangements, the Committee will receive a mid-year update of progress on the measures in the Resource Plan covering the period April 2024 to September 2024 (Quarter 2) as well as an end of year progress report covering the full year April 2024 to March 2025 (Quarter 4).

5. Employee Implications

- 5.1. The outcomes noted within the Resource Plan will inform the Service Action Plans, where applicable, and, in turn, the Performance Appraisal process for individual employees.

6. Financial Implications

- 6.1. The outcomes within the Resource Plan are reflected in the respective Resource Revenue and Capital budgets and, longer term, within the framework of the Council's approved Financial Strategy.

7. Climate Change, Sustainability and Environmental Implications

- 7.1. There are no climate change or environmental implications as a result of this report.
- 7.2. The Council acknowledges the serious and immediate threat of climate change and is committed to accelerating the pace of action in response to the climate emergency and in Scotland's transition to a net-zero and climate resilient society and economy. All Resource Plans have recognised sustainable development and climate change as a key area of focus for 2024/2025.
- 7.3. Education Resources has a specific priority on 'empowering learners to shape and influence action on climate change and sustainability and will, therefore, be able report on progress made on the actions and measures highlighted in the Education Resource Plan and also noting this aligns closely with the priority in the Youth Strategy, which reflects the voice of children and young people.

8. Other Implications

- 8.1. 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. Equality Impact Assessment and Consultation Arrangements

- 9.1. 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.

Carole McKenzie

Executive Director (Education Resources)

28 April 2024

Link(s) to Council Values/Priorities/Outcomes

- ♦ the Resource Plan has been structured upon the Vision, Values, Priorities and Outcomes in the Council Plan Connect 2022/2027.

Previous References

None

List of Background Papers

- ♦ [Council Plan 2022-2027](#)

Contact for Further Information

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

Lynn Sherry, Head of Education (Support Services and School Estate)

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Education Resource Plan 2024-25

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Resourcing the plan

Section One – Introduction

I am pleased to introduce our Resource Plan for 2024-25 which sets out our outcomes and priorities for the coming year.

This is the main planning document for Education Resources and aligns closely to the council's outcomes and priorities set out in the [Council Plan](#) and in the [National Improvement Framework](#).

Our values, purpose and priorities are the building blocks for this Resource Plan, as well as our service plans and school improvement plans. This enables all of us to have a shared and clear purpose in our efforts to achieve better outcomes for children, young people and families.

The overall aim for education is to achieve excellence and equity. In summary, this includes improving the attainment of young people, particularly those from backgrounds of disadvantage, tackling poverty, improving literacy and numeracy and supporting learners to develop their skills for learning, life and work.

In order to drive innovation, share practice and secure collective improvement, performance information is and remains a key driver in raising attainment. Raising attainment is everyone's business. Our aim is to support our schools and services to be data intelligent and not simply data rich and to use this type of information more effectively to achieve better outcomes for children, young people and families.

We will ensure that Strategic Equity Funding is used to deliver targeted activities, approaches and resources which are clearly additional to universal local improvement plans in line with the aspirations of the Scottish Attainment Challenge Framework for Recovery and Accelerating Progress and our own Equity Strategy.

In our Resource Plan we set out a range of performance measures and actions under the objectives we have in 'our strategy on a page' and in the [National Improvement Framework](#).

Our priorities have been influenced and shaped following extensive consultation and engagement with stakeholders, including the views of children and young people. I want to ensure the voice of parents/carers and young people continues to be heard on our priorities and spending plans. The participatory budgeting and improvement planning processes, as well as hearing the voice of children and young people through pupil and youth councils will be a feature of our engagement activities throughout the year.

Finally, I would like to take this opportunity to thank all staff for their commitment and dedication in continuing to adapt to the ever-changing landscape in education, in the knowledge that we are all working together in these difficult times to deliver the best experiences and outcomes we can for every learner.

Carole McKenzie
Executive Director (Education Resources)

Our priorities are the building blocks for our Resource Plan, Service Plans and School Improvement Plans



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Section Two – Key areas of focus for the year ahead

2.0. Overview

The Resource has identified the main challenges, risks and new developments which will have significant impact on the delivery of services this coming year. These are outlined briefly below.

2.1. Cost of living crisis

The UK is experiencing the worst cost-of-living crisis in 40 years. While all sectors of society are seeing prices rise the impacts are greatest for those on the lowest incomes. The council recognises the immense pressures being faced by households across South Lanarkshire and the potential for additional pressures on council services. The council has identified a range of new and existing support which can help households manage scarce resources and services will continue to explore all avenues to support the most vulnerable in the year ahead.

While doing all we can to support our communities in these difficult times, the council recognises that inflationary pressures will also present significant challenges for council services as budgets are increasingly squeezed by rising costs.

2.2. Health and wellbeing for learning

We wish to support the health and wellbeing of children and young people to enable them to learn:

To do this we will:

- Extend the roll-out of training on the Attachment Strategy across council staff to promote inclusive, safe and caring environments for all.
- Support care experienced young people to achieve positive learning outcomes and positive destinations in line with the aspirations of The Promise, the national vision for care experienced children and young people.
- Promote children's rights in line with the United Nations Convention on the Rights of the Child.
- Improve attendance rates in primary and secondary schools.

2.3. Equity and Equality

We will have a focus on supporting young people overcome any disadvantage and take forward our targets for excellence and equity. We will continue to develop further an ethos and culture in our schools and educational settings that embodies the values of equality, diversity and collaboration and where individual differences are celebrated, and young people have a sense of belonging.

To do this we will:

- Place a focus on Equalities with schools setting out their plans via their School Improvement Plan and to do so in the context of the UNCRC legislation.
- Take forward our commitment to ensure all LGBT+ children and young people feel included, safe and respected, including the opportunity for teachers to complete the TIE level stage 1 e-learning module as part of our annual mandatory training programme.
- Continue to set ambitious Stretch Aims to raise attainment and target our resources to achieve these goals.
- Strive to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap.
- Embed our "cost of the school day" guidelines in our schools and early years establishments.
- Continue to embed equalities issues through our work on UNCRC and equalities issues such as anti-racist education and LGBTi education; anti-racist practices and principles in establishments through the anti-racist decolonised curriculum.

2.4. Curriculum, learning, teaching and assessment

We wish to ensure teaching and learning along with a stimulating curriculum inspires learners to achieve and develop their skills:

To do this we will:

- Continue to develop a rich and stimulating curriculum through delivering training and materials which help schools and establishments fulfil the ambitions of Realising the Ambition and Curriculum for Excellence.

- Continue to develop a rich and stimulating curriculum for 0-3 year olds through the Together We Can and We Will policy.
- Strive to deliver high-quality learning and teaching in every classroom, every day.
- Raise attainment in literacy and numeracy in Curriculum for Excellence levels and in senior phase qualifications, including the use of digital solutions.
- Increase the qualifications and skills and achievements of young people through universal and targeted programmes.
- Improve the numbers of young people entering positive destinations.
- Strengthen our learning networks; that enable collaboration, encourage connectedness, and help practitioners at all levels to continuously improve.
- Develop leadership capacity at all levels with a view to succession planning.
- Implement the recommendations of national reviews including the Organisation for Economic Co-operation and Development (OECD) review of Curriculum for Excellence.

2.5. Digital learning and inclusion

We wish to ensure digital learning is available for all learners to develop their skills, and their life and work opportunities:

To do this we will:

- Support the ongoing use of digital learning to meet the needs of individual learners and to improve learner outcomes.
- Use digital technology to engage with communities and young people.
- Provide remote access to some Advanced Higher courses delivered in secondary schools for pupils across South Lanarkshire.

2.6. Climate change and sustainability

We will listen to the voice of children and young people to effect positive actions in terms of climate change and sustainability:

To do this we will:

- Implement agreed sustainability actions across Education Resources.
- Empower children and young people to influence and shape activities that will help reduce our carbon footprint in schools, educational settings and communities.
- Empower learners to shape and influence action on climate change and sustainability through the Youth Forum.

2.7. United Nations convention on the rights of the child

We will consider the requirement placed on public authorities to take forward the United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Act 2024:

To do this we will:

- Consider the legislative requirements and the duty not to act incompatibly with the UNCRC requirements as defined in section 1 of the new Act.
- Use the Child Rights and Wellbeing Impact Assessment (CRWIA) to ensure that our policies and legislation protect and promote the rights and wellbeing of children and young people.

2.8. Communication and engagement

We will continue to listen, communicate and engage with a range of partners and stakeholders to improve learning outcomes for children and young people:

To do this we will:

- Use and share the data from the national parental survey as a benchmark to assess our commitment to improve parental engagement with the aim to support children's learning.
- Support parents/carers and family members to continue to be regularly engaged in communications with their child's ELC setting, school and educators.
- Continue to support the work of Parent Councils as a forum to promote 'parental voice' and to work in partnership with their school and community.
- Ensure the voice of children and young people is a core part of helping to shape and influence things which matter to them and to promote citizenship and democratic participation.
- Use the model of participatory budgeting to engage and involve children, young people and families in the decision-making process.

Section Three – Resource Outcomes

3.1. Resource outcomes

Education Resources has established the following Resource outcomes to support the delivery of Connect Outcomes in 2024-25.

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
Health and Wellbeing	<ul style="list-style-type: none"> • Improve health and wellbeing to enable children and families to flourish
Children and Young People	<ul style="list-style-type: none"> • Ensure inclusion, equity and equality are at the heart of what we do
Housing and Land	No Resource Outcomes for this Connect Outcome
Our Economy	No Resource Outcomes for this Connect Outcome

3.2. Delivering the Plan and achieving Best Value

In working towards the six connect outcomes above, the council aims to continually improve and ensure effective and efficient use of resources, and that our business will be conducted with integrity, transparency and will operate to the highest standards.

Education Resources has established the following Resource Outcomes to support Delivering the Plan and achieving Best Value.

Delivering the Plan and achieving Best Value	<ul style="list-style-type: none"> • The council demonstrates high standards of governance and sound financial stewardship. • The workforce has the skills, flexibility and capacity to deliver the council's outcomes. • Digital and ICT services meet the needs of the council and its customers.
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Section Four – Measures and actions

4.0. Performance measures and action plan

This section of the Resource Plan is divided into two parts: part (a) sets out our main performance measures against our outcomes; and part (b) describes the key actions we will take in the coming year to respond to the challenges ahead and improve services and outcomes.

4.a. How we will measure our performance

The impact of Covid-19 continues to have an effect on performance for schools and some services. The table below shows our performance measures, with the actual data last reported to Committee and the target for the last financial year and 2024-25. Additional context for the results/targets is provided within the notes column, where applicable.

Resource Outcome: Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy						
Measure	2022-23 Actual	2023-24 Target	2024-25 Target	Links	Service	Notes
1. Percentage of P1, P4 and P7 pupils attaining the appropriate Curriculum for Excellence level for their stage or better in Literacy	71.7%	71.7%	73.5%	02.03	CQIS (BGE)	
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	-24.4%	-19.0%	-21.5%	02.03	CQIS (BGE)	
3. Percentage of P1, P4 and P7 pupils attaining the appropriate Curriculum for Excellence level for their stage or better in Numeracy	79.1%	79.2%	82.0%	02.03	CQIS (BGE)	
4. 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	-18.5%	-15.0%	-18.0%	02.03	CQIS (BGE)	
5. Percentage gap between the attendance of the	-5.4%	-4.0%	-4.6%	02.04	CQIS (BGE)	

Resource Outcome: Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy						
Measure	2022-23 Actual	2023-24 Target	2024-25 Target	Links	Service	Notes
least and most deprived children and young people at primary school						
6. Percentage gap between the attendance of the least and most deprived children and young people at secondary school	-8.3%	-7.4%	-8.0%	02.04	CQIS (BGE)	
7. Percentage of pupils gaining 1 or more awards at SCQF Level 5 or better	90.0%	90.0%	90.6%	02.03	CQIS (SP)	2022/23 figures reflect Insight data published Feb 2024
8. Percentage of pupils gaining 1 or more awards at SCQF Level 6 or better	67.0%	66.5%	70.0%	02.03	CQIS (SP)	2022/23 figures reflect Insight data published Feb 2024

Resource Outcome: Support children and young people to develop their skills for learning, life and work						
Measure	2022-23 Actual	2023-24 Target	2024-25 Target	Links	Service	Notes
9. Percentage of pupils entering positive destinations (initial destinations)	96.9%	96.0%	96.5%	C02.05	CQIS	
10. Percentage gap between pupils from the least and most deprived areas entering positive destinations	-6.1%	-5.8%	-5.5%	C02.05	CQIS	Target reflects continuing rebuild towards pre covid levels.

Resource Outcome: Improve health and wellbeing to enable children and families flourish						
Measure	2022-23 Actual	2023-24 Target	2024-25 Target	Links	Service	Notes
11. Percentage of children and young people attending primary school	91.8%	91.8%	93.0%	C03.03	CQIS	Targets reflect continuing rebuild towards pre covid levels.
12. Percentage of children and young people attending secondary school	87.5%	87.5%	89.0%	C03.03	CQIS	

Resource Outcome: Ensure inclusion, equity and equality are at the heart of what we do						
Measure	2022-23 Actual	2023-24 Target	2024-25 Target	Links	Service	Notes
13. Percentage gap between pupils from the least and most deprived areas gaining 1 or more awards at SCQF Level 5 or better	-15.73%	-19.0%	-15.0%	03.06	CQIS (SP)	2022/23 figures reflect Insight data published Feb 2024
14. Percentage gap between pupils from the least and most deprived areas gaining 1 or more awards at SCQF Level 6 or better	-31.78%	-36.0%	-30.0%	03.06	CQIS (SP)	2022/23 figures reflect Insight data published Feb 2024
15. Increase the number of English as a Second or Other Language (ESOL) learners who have improved their English language skills	0	346	363	02.02	YFCL	
16. Increase the number of learners achieving nationally recognised awards	0	1,478	1,000	04.02	YFCL	
17. Increase the number of adult learners improving their literacy skills	0	323	330	04.02	YFCL	
18. Delivery of primary lifelines training (number of staff)	0	7	75	07.03	EPS	This is a new measure and performance will set a baseline for measuring progress.

4.b. What actions we will take in 2024-2025?

Resource Outcome: Empower learners to shape and influence action on climate change and sustainability

Action	Milestones/Steps we will take to deliver our actions	Links	Service
1. Empower children and young people to influence climate change and sustainability.	Continue to support the Youth Forum in using their pupil voice to influence change. Deliver a pupil led COS3 conference involving primary, secondary and ASN schools to build on pledges to improve climate change and sustainability.	01.12	SS

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

Action	Milestones/Steps we will take to deliver our actions	Links	Service
2. Raise attainment in reading, writing and numeracy.	Stretch Aims have been set to measure and assess progress and a progress report will be presented to the Scottish Government and the Education Resources Committee.	02.03	CQIS
3. Continue to focus on closing the poverty related attainment gap.	Schools will track progress of individual learners (P1/P4/P7) three times a year to secure improvement and share practice, and a progress report will be presented to the Education Resources Committee.	02.02	CQIS
4. Raise attainment of pupils in the senior phase of education and close the poverty related attainment gap.	Secondary schools will through the statistical summary report assess learner outcomes and this will be presented through the progress report to the Education Resources Committee.	02.02	CQIS
5. Develop further the access to digital learning and courses for secondary aged pupils.	Remote learning access for some Advanced Higher courses for secondary aged pupils will be offered.	02.01	CQIS
6. Deliver continuous professional learning training for employees and build leadership capacity.	Provide a programme of continuous professional development training and opportunities to up-skill employees and build leadership capacity across the Resource.	07.03	CQIS
7. Develop further approaches to play-based learning and outdoor learning in early learning and childcare centres.	Early learning and childcare settings will focus on developing the literacy and numeracy skills and health and wellbeing of children through play-based and outdoor learning.	02.01	ELC
8. Invest in the ICT infrastructure and digital technology to support anytime, anywhere learning, raise attainment and promote inclusion.	Deliver the programme of desktop refresh in Primary, ASN and Early Years, including a move to SLC cloud to support digital learning.	04.03	ITS

Resource Outcome: Support children and young people to develop their skills for learning, life and work			
Action	Milestones/Steps we will take to deliver our actions	Links	Service
9. Provide opportunities for young people to participate in work-based learning opportunities in the senior phase.	Deliver GradU8 and Foundation Apprenticeship programmes in partnership with colleges to provide young people with a range of work-based learning opportunities.	C02.05	CQIS (YE)
10. Support young people to progress to positive post-school destinations.	Deliver targeted Aspire one-to-one and winter/summer leaver programmes with reviewed referral processes.	02.05	CQIS (YE)
11. Support modern apprentices to achieve employment in Early Learning and Childcare establishments.	Deliver training and support for Modern Apprentices leading to the offer of employment opportunities.	02.05	ELC

Resource Outcome: Improve health and wellbeing to enable children and families to flourish			
Action	Milestones/Steps we will take to deliver our actions	Links	Service
12. Promote children's rights in line with the United Nations Convention on the Rights of the Child.	Deliver the TIE stage 1 e-learning module to staff as part of Education Resources mandatory training programme.	03.03	IES
13. Review the council's Social, Emotional, Behavioural Needs and nurture provision.	Provide inclusive, safe and caring environments and nurture provision for children and young people with social, emotional and behavioural needs.	03.03	IES

Resource Outcome: Ensure inclusion, equity and equality are at the heart of what we do			
Action	Milestones/Steps we will take to deliver our actions	Links	Service
14. Deliver an anti-racist curriculum and support learners to be anti-racist.	Embed the anti-racist and decolonised curriculum and measures for tackling racist incidents in schools.	04.02	CQIS
15. Focus on supporting young people to overcome any disadvantage and take forward our targets for excellence and equity.	Locally identified stretch aims including Equity targets focussed on the gap between learners in SIMD quintile 1 and SIMD quintile 5 have been set, and we will report on progress to the Education Resources Committee.	C04.02	CQIS
16. Reduce the cost of the school day (COTSD) to help tackle Child Poverty.	Implement the roll-out of the Cost of the School Day guidance across schools and early years establishments.	03.03	CQIS
17. Sustain early years uptake for vulnerable two-year-olds to help families benefit from	Continue to engage with a range of partners to increase uptake of eligible 2-year-old places, and report on progress to Education Resources Committee.	C04.05	ELC

Resource Outcome: Ensure inclusion, equity and equality are at the heart of what we do			
Action	Milestones/Steps we will take to deliver our actions	Links	Service
more flexible early learning and childcare.			
18. Deliver a programme of professional development and support for the third sector.	Increase the quality of service delivery within the ELC third sector providers.	04.03	ELC
19. Update the council Framework for Inclusion guidance taking account of the Morgan Review, the Additional Support for Learning Action Plan, The Promise and Getting it Right for Every Child update.	Embed the principles and practices in the Inclusion Framework across schools, to improve outcomes for children and young people, and provide a progress report to the Education Resources Committee.	C02.02	IES
20. Improve outcomes for children and young people with speech, language, and communication needs in South Lanarkshire in line with the Morgan review.	Improve the delivery of a more equitable Speech and Language Therapy (SALT) service for children, and monitor and report on progress in line with the action plan adopted by all partners and agencies.	02.02	IES
21. Provide training for teaching and ELC staff to ensure progression and a transference of skills to the classroom enabling them to better meet the needs of learners with greater complexity in line the Morgan Review.	Report on the progress on the training programme provided through the Additional Support Needs Continued Professional Development hub.	02.02	IES
22. Adapt the school estate in respect of ASN as required. Undertake ASN related works as requested and as funding allows.	Complete the programme of Additional Support Needs adaptations in Primary and Secondary schools.	05.11	SM
23. Enhance the school estate with targeted investment to increase capacity.	The refurbishment and expansion of Our Lady of Lourdes Primary School is ongoing.	05.11	SM
24. Deliver on the actions in the South Lanarkshire Community Learning and Development Plan 2021-2024.	Report on the progress of actions in the South Lanarkshire Community Learning and Development Plan 2021-2024 to the Education Resources Committee.	01.01	YFCL
25. Deliver on the improvement actions in the Youth Strategy 2022-2025.	Report on progress made by young people in taking forward the actions in the Youth Strategy for 2022-2025.	04.02	YFCL

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

Action	Milestones/Steps we will take to deliver our actions	Links	Service
26. Support young people to gain nationally recognised awards through Youth Family and Community Learning programmes.	Provide young people with opportunities to receive accreditation through recognised awards.	02.02	YFCL

CQIS (BGE) -	Curriculum and Quality Improvement Service (Broad General Education)
CQIS (SP) -	Curriculum and Quality Improvement Service (Senior Phase)
CQIS (YE) -	Curriculum and Quality Improvement Service (Youth Employment)
ELC -	Early Learning and Childcare Service
EPS -	Educational Psychology Service
IES -	Inclusive Education Service
IES (CS) -	Inclusive Education Service Children's Services
ITS -	IT Services
SM -	Schools Modernisation
SS -	Support Services
YFCL -	Youth, Family and Community Learning

Section Five – Resourcing the Plan

5.0. Introduction

In this section we consider the resources needed to implement our Plan, including funding and staffing.

5.1. Revenue Budget 2024-25

The Resource has a Net Revenue Budget of £456.250m allocated across services as below:

NET Budget by Service	2024-25	
Detail	£m	%
Central admin	1.700	0.37
CQIS	0.973	0.21
Directorate	0.770	0.17
Early Years and Childcare	66.739	14.63
Inclusion	1.194	0.26
Learning Community	3.869	0.85
Operations	0.177	0.04
Primary Schools	150.639	33.02
Psychological Services	2.493	0.55
School Modernisation	46.332	10.15
Secondary Schools	147.410	32.31
Special School	24.538	5.38
Support Services	1.701	0.37
YFCL	6.605	1.45
Youth Employability (transferring to Community & Enterprise 24/25)	1.110	0.24
Total	£456.250	100

5.2. Capital Budget 2024-25

The following capital budget of £7.131m is allocated to the Resource for 2024-25

Capital Programme 2024-25	
Project	£m
Growth and Capacities	0.913
City Deal / Developer Contributions	4.618
ICT	1.600
Total	7,131

5.3. Resource Employees

Education Resources has 7,561 employees as at January 2024. We support these employees to deliver their duties through a range of policies including personal appraisal and a robust training framework.

The number of employees by type is as follows:

Employee Type	Number of employees
Teaching staff	4,016
Local Government staff	3,545
Total	7,561

If you need this information in another language or format, please contact us to discuss how we can best meet your needs. Phone 0303 123 1015 or email equalities@southlanarkshire.gov.uk

Report

8

Report to:	Education Resources Committee
Date of Meeting:	21 May 2024
Report by:	Executive Director (Education Resources)

Subject:	2024/2025 Early Learning and Childcare (ELC) Sustainable Rate Price Review
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1. Purpose of this Report

1.1. The purpose of the report is to:-

- ♦ outline the work undertaken on setting the Early Learning and Childcare (ELC) sustainable rate for funded providers for implementation from 1 April 2024

2. Recommendation(s)

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

- (1) that the content of the report and the outcome of the sustainable rate review is noted;
- (2) that the recommendation for the proposed sustainable rate, as outlined in section 5.2, is approved; and
- (3) that the requirements of the Procured Service Agreement (PSA) for ELC to secure funded providers agreement is progressed in line with the framework terms.

3. Background

- 3.1. The Education Resources Committee meeting on 27 June 2023 approved an increase to the ELC sustainable rate from the new school session in August 2023 following a review and consultation exercise with ELC funded providers. This saw an increase in the hourly rate to £5.88 and £6.53, plus £0.50 per hour for lunch, for 3-5 year olds and 2 year olds respectively – (a 3% increase).
- 3.2. The Council's Procured Service Agreement (PSA) introduced in June 2019 for ELC for the delivery of 1,140 for all funded providers, requires a review of the rate annually.
- 3.3. The Scottish Government announced as part of its 2024/2025 budget that it will provide local authorities with an additional £16 million in 2024/2025 to fully fund the estimated additional costs associated with enabling funded ELC workers in private and third sector services to be paid at least £12 per hour (the new real Living Wage rate) from April 2024.

This commitment will also be applied to all childminders who deliver funded ELC and the funding will be recurring.

- 3.4. The additional funding has been distributed to local authorities using the current needs-based ELC funding distribution formula. This follows the recommendation made by the Settlement and Distribution Group and was agreed by COSLA Leaders at their meeting on 26 January 2024.
- 3.5. South Lanarkshire's allocation from the additional £16 million provided in 2024/2025 to fully fund the estimated additional costs associated with the commitment from April 2024 is **£994,200**.
- 3.6. The hourly rate to funded providers for statutory 1,140 ELC provision, is in addition to the funded programme of Milk and Healthy Snack Scheme Scotland Regulations 2021; the Council's investment to support Early Access for 3 year olds and the zero based support for training and development and quality assurance available to funded providers.
- 3.7. Funded providers deliver early learning and childcare to 31% of South Lanarkshire's eligible children. (2,554 children as at February 2024)

4. Guidance for Setting the Sustainable Rate 2024/2025

- 4.1. On 8 March 2024, the Scottish Government and COSLA published [Guidance for setting sustainable rates for the delivery of funded early learning and childcare \(ELC\) in 2024-25](#).
- 4.2. The guidance confirms the agreed approach for passing on the additional funding to providers as part of the 2024/2025 sustainable rates setting process:-
 - ◆ a minimum 7.6% uplift will be applied to 2023/2024 rates to reflect the estimated increase in the average staff cost element of the sustainable rate required to meet the £12 per hour (real Living Wage) pay commitment in 2024/2025
 - ◆ the minimum 7.6% uplift will also be applied to the sustainable rates paid to all childminders delivering funded ELC
 - ◆ the remainder of the sustainable rate is set in-line with the requirements of the sustainable rates guidance
 - ◆ if sustainable rates for 2024/2025 are set after April 2024, then any payments that reflect the increased real Living Wage will be backdated to 1 April 2024
- 4.3. The guidance also states it is the responsibility of the local authority to set a sustainable rate for the delivery of the funded hours in their area and it is for funded providers to determine whether the rate set is suitable for their business and whether they wish to enter into a contract on this basis.

5. Application of the Guidance

- 5.1. Having given consideration to the guidance and its application to the Council funded provider rate; the proposed change to the hourly rate for funded providers based on the guidance is an increase of +7.6% on 2023/24 rates.

This reflects anticipated cost of £1.215m based on the expected number of funded hours from April 2024 to March 2025 to funded providers.

- 5.2. This proposal will see the ELC funded provider rate for 1,140 hours increase as outlined below. There is no funding provided, or increase proposed, for the lunch rate for 2024/25, with this remaining at £0.50 per hour.

	Current Rate	Revised Rate	Lunch Rate	Total Rate	Increase	Increase
	Aug-23	Apr-24	Apr-24	Apr-24	£	%
3-5 year olds	5.88	6.33	0.50	6.83	0.45	7.6%
2 year olds	6.53	7.03	0.50	7.53	0.50	7.6%

- 5.3. The PSA requires a change control notice be sent to each funded provider and for funded providers to respond within 30 days with acceptance to the revised rate or notify intention to be removed from the PSA.

This process will be adopted for implementation of the new sustainable rate and it is anticipated this will be a positive outcome given the proposed increase.

6. Consultation Process

- 6.1. A protocol for consultation on the sustainable rate was established over the last few years with funded providers. Regular meetings with funded providers take place six weekly on ELC related matters and a special meeting of the Funded Providers Sustainable Rate Sub-Group took place on 14 February 2024 to discuss and consider the £12 per hour living wage commitment. This meeting took place before the funding level and guidance was issued by the Scottish Government.
- 6.2. A further meeting of the Sub-Group took place on 16 April 2024 and interim rates were outlined to the group at the meeting. Several follow up questions were raised and answered following the meeting. Further work and refinement has been undertaken and there is a full meeting of the funded providers to discuss the final proposal for the sustainable rate planned for mid-May 2024.
- 6.3. In line with the requirements of the PSA and linked to 4.3 above, all funded providers will be invited to agree to the rate change applicable from 1 April 2024. The arrangements for this are outlined in section 7 below.

7. Implementation timeline

- 7.1. Based on the requirement of the PSA and change control process; the following high level implementation timeline is outlined:

May 24	Procurement lead in time to start following committee approval (2 weeks) Procurement activity supporting the PSA requirements to begin
June 24 – July 24	Funded providers to confirm agreement to the revised sustainable rate and price review
June – August 24	Payment process to update rate change Consider funded providers who have not responded & action plan

- 7.2. It is anticipated the revised rate will be paid from June through to August 2024 with backdating arrangement in place from 1 April 2024.

8. Employee Implications

8.1. There are no employee implications associated with this report.

9. Financial Implications

9.1. An additional £16m has been provided for 2024/2025 nationally by the Scottish Government to fund the increase in the sustainable rate required to meet the national commitment in the ELC sector to pay the real living wage of £12 per hour. £994,200 was allocated to the Council.

9.2. Based on the current demand, and the requirement to increase the whole rate by 7.6% from the 2023/2024 rate the anticipated additional costs associated with the nationally agreed fixed uplift is £1.215m

10. Climate Change, Sustainability and Environmental Implications

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

11. Other Implications

11.1. The main risk associated with setting the sustainable rate is affordability within funding levels as well as expectations for continuous provision within early years in other areas including deferrals and additional manifesto commitments for eligible children. ELC provision is part of ongoing review in line with all other Education services based on current financial challengers. Expectations for continued increases in the sustainable rate, without appropriate levels of funding cannot be maintained. Further increases to the sustainable rate is not sustainable for the council without appropriate financial support.

12. Equality Impact Assessment and Consultation Arrangements

12.1. 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.

12.2. Consultation has been and continues to be ongoing with the relevant stakeholders as outlined within the report. Early Years will continue to engage with funded providers across South Lanarkshire to inform future reviews of the sustainable rate, however, there is no guarantee of annual increases.

Carole McKenzie

Executive Director (Education Resources)

2 May 2024

Link(s) to Council Values/Priorities/Outcomes

- ◆ Education and Learning: Inspiring learners, transforming learning, strengthening partnerships
- ◆ Accountable, Effective, Efficient and Transparent

Previous References

- ◆ 23/24 Early Learning & Childcare (ELC) Sustainable Rate Price Review – Education Committee 27 June 2023
- ◆ 22/23 Early Learning & Childcare (ELC) Sustainable Rate Price Review – Education Committee 15 November 2022

List of Background Papers

- ◆ [Guidance for setting sustainable rates for the delivery of funded early learning and childcare \(ELC\) in 2024-25.](#)
- ◆ [Interim Guidance on Setting Sustainable Rates for August 2022,](#)
- ◆ Ipsos MORI ELC Cost Collection Exercise

Contact for Further Information

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

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Report

9

Report to:	Education Resources Committee
Date of Meeting:	21 May 2024
Report by:	Executive Director (Education Resources)

Subject:	2022/2023 Secondary Leavers' Update
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide an update on outcomes achieved by pupils leaving school following session 2022/23, as reported in the March 2024 national 'Insight' update

2. Recommendation(s)

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

- (1) that the outcomes shown in section 4 of the report be noted; and
- (2) that the support and challenge provided to secondary schools, and the continuing commitment to improving outcomes for all children and young people be noted.

3. Background

- 3.1. In March 2024, Scottish Government released leavers' cohort data for session 2022/23 through the 'Insight' benchmarking tool for senior phase. Insight provides schools with a school level statistical summary of attainment. This update affords the opportunity to explore how well young people leaving school, in the five years to 2023, have achieved.
- 3.2. This data supports schools and local authorities in planning for improvement and allows for focussed discussion in relation to next steps. Education Resources, working collaboratively with schools, has established a self-evaluation strategy to build upon areas of strength and to develop areas for improvement in relation to outcomes for leavers.
- 3.3. It is noted that the period covered by the statistics includes data relating to period of the coronavirus (COVID-19) pandemic. In particular, the cancellation of exams and external assessment of coursework in 2020, and the use of the Alternative Certification Model in 2021 means that care must be taken in making comparisons over time.
- 3.4. It is also noted that the pandemic continues to affect the destination choices made by, and opportunities available to, school leavers in 2022/23. Indeed, the impact of COVID-19 on schools continues and the need to support and nurture children and young people through this ongoing period of recovery remains.

- 3.5. That said, the overall outcomes achieved by young people leaving school in South Lanarkshire are strong in comparison to their peers in the West Partnership and nationally. It is noted, however, that there is no room for complacency and that there is a shared ambition for improving outcomes for all.

4. National Benchmarking Measures

- 4.1. Insight provides data relating to four national benchmarking measures showing the performance of pupils at the point of exit from school. This provides a consistent benchmark and emphasises that attainment and achievement in S4 to S6 are cumulative.
- 4.2. The four National Benchmarking Measures are:
- attainment in literacy and numeracy
 - attainment for all (upper 20%, middle 60%, lower 20%)
 - attainment vs deprivation (closing the gap)
 - post-school participation
- 4.3. Young people who left school in 2022/23 achieved literacy levels which were better than those achieved nationally and in the West Partnership. At all levels, attainment in literacy has improved since 2019.
- 4.4. Young people who left school in 2022/23 achieved numeracy levels which were better than those achieved Nationally and were in line with the West Partnership. At levels 3 and 4, attainment in numeracy has improved since 2019. At levels 5 and 6 attainment in numeracy remains in line with 2019 levels and remains higher than the virtual comparator.
- 4.5. The overall attainment of the lowest performing 20% of leavers has improved since 2019 and is above our comparators.

The overall attainment of the middle 60% of leavers is in line with the West Partnership and virtual comparators and is above the National level and is higher than in 2019.

The overall attainment of the upper 20% of leavers is in line with the West Partnership and national levels and is higher than in 2019.

- 4.6. It is noted that in some measures the attainment gap remains high. We see more young people from less affluent backgrounds leaving school earlier, and while their attainment levels are generally improving, it is not improving as quickly as their peers.

Both the staying on rate and the attainment of young people from deprived backgrounds are a focus for schools in the session coming.

- 4.7. Leavers' destinations and post-school participation remain an area of strength for our schools and support services. Positive destination rates continue to improve and remain above all comparator measures.

5. Employee Implications

- 5.1. There are no employee implications contained within this report.

6. Financial Implications

- 6.1. There are no financial implications contained within this report.

7. Other Implications

- 7.1. There are no significant risk implications in terms of the information contained within this report.
- 7.2. There are no implications for sustainability in terms of the information contained within this report.

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 existing policy, function or strategy and, therefore, no impact assessment is required.
- 8.2. There was no requirement to undertake any consultation in terms of the information contained within this report.

Carole McKenzie

Executive Director (Education Resources)

3 May 2024

Link(s) to Council Values/Priorities/Outcomes

- Inspiring learners, transforming learning, strengthening partnerships

Previous References

None

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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Report

10

Report to:	Education Resources Committee
Date of Meeting:	21 May 2024
Report by:	Executive Director (Education Resources)

Subject:	Award of Grant: Clore Duffield Foundation
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ inform members of the award of grant funding of up to £96,000 to St. Columbkille's Primary School, Rutherglen for the purpose of enhancing and enriching pupil experiences within Expressive Arts

2. Recommendation(s)

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

- (1) that the award of grant funding from the Clore Duffield Foundation of up to £96,000 to St. Columbkille's Primary School, Rutherglen, for the purpose of enhancing and enriching pupil experiences within Expressive Arts, be noted.

3. Background

3.1. The Foundation was established by Sir Charles Clore in 1964 and in 2000 was merged with the Vivien Duffield Foundation to become The Clore Duffield Foundation. It is now chaired by Sir Charles Clore's daughter, Dame Vivien Duffield. Its main activities are to develop programmes and partnerships to create opportunities for people through art, culture and heritage in the UK.

3.2. A successful application for a grant award was made by St Columbkille's Primary School in December 2023, following a thorough assessment process, with the purpose of giving every pupil in the school an experience of:-

- being taught each of the expressive arts by a highly experienced professional from that sector
- consolidating their learning by experiencing a live performance in each of the expressive arts
- being exposed to a range of culturally rich experiences

St Columbkille's Primary School has a primary roll of 305 pupils and a nursery roll of 48 pupils.

4. Project Overview

4.1. The first phase of the whole school Project (January – June 2024) involves a series of 6 week blocks to be delivered by specialists from the Royal Conservatoire of Scotland in the areas of drama, dance, art and music in a series of 'in school' sessions.

- 4.2. In addition, every class will have the opportunity to visit the Royal Conservatoire where they will experience arts tuition in a specialist environment.
- 4.3. Whole school visits have taken place/are planned as follows:

January	Drama performance: Charlie and the Chocolate Factory
March/April	Kelvingrove Art Museum
May/June	Topic related visits
June	Heads of Ayr
December	Scottish Ballet: The Nutcracker

By the end of session 2023/24, all classes will have experienced four visits.

- 4.4. In order to secure legacy benefits from the experiences of the Project, there will be investment into refurbishment of the school stage, curtains, backdrop, lighting and sound system.

This will enable the school to deliver high quality drama, dance and music productions to enable children to further develop and showcase the skills learned from the workshops and experiences in which they have been involved.

5. Employee Implications

- 5.1. There are no employee implications attached to this report.

6. Financial Implications

- 6.1. The grant award will be paid in line with the terms and conditions of the Grant, to the Council's General Account and be monitored in line with the Council's financial procedures.

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. Consultation and engagement on the award of grant funding from the Clore Duffield Foundation took place with pupils, staff and parent/carers representatives of St. Columbkille's Primary School.

Carole McKenzie
Executive Director (Education Resources)

9 April 2024

Link(s) to Council Values/Priorities/Outcomes

- ◆ Education and learning: inspiring learners, transforming learning, strengthening partnerships

Previous References

None

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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Report

11

Report to:	Education Resources Committee
Date of Meeting:	21 May 2024
Report by:	Executive Director (Education Resources)

Subject:	Curriculum Strategy 2023-2026 (Primary)
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1. Purpose of Briefing Report

1.1. The purpose of the report is to:-

- ◆ provide an overview on Curriculum Quality and Improvement Service's (CQIS) updated curriculum strategy for primary schools
- ◆ provide a briefing around work designed to support curriculum, learner pathways and curriculum design

2. Recommendation(s)

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

- (1) that the plan outlined for curriculum is noted; and
- (2) that the work outlined to support curriculum strategy is noted.

3. Background

3.1. Since 2019, there have been a series of reports which focus on strengths and areas of development in Scottish Education. 2019 saw the publication of "The Refreshed Curriculum Narrative", which placed learners at the heart of education and refocused on the four fundamental capacities, which reflect and recognise the life-long nature of learning.

3.2. The Organisation for Economic Co-operation and Development (OECD) report 'Scotland's Curriculum for Excellence- Into the Future' (June 2021) also produced suggestions for Curriculum for Excellence (CfE) to ensure curriculum design and learner pathways are fit for purpose. Recommendations included:

- Finding a better balance between breadth and depth of knowledge in curriculum design and offers.
- Greater opportunities for schools to collaborate on curriculum.

3.3. More recently Professor Ken Muir's report: Putting Learners at the centre: Towards a Future Vision for Scottish Education March 2022- highlighted the need to adopt a more structured and strategic approach to curriculum review and implementation.

3.4. Session 2022/2023 afforded schools the opportunity to deliver education without restrictions following Covid-19 pandemic. However, our curriculum must reflect a new age of learning post pandemic, building on the accelerated digital learning that took place and the move towards building pupils' skills for jobs of the future, in an uncertain world. Progression pathways need to be strengthened and primary curriculum design revisited to reflect our aspirations for our children and young people.

4. Curriculum Development in South Lanarkshire

- 4.1. South Lanarkshire Council (SLC) has high aspirations for all and is committed to securing improved educational outcomes for all children and young people. Three of the current five strategic priorities for Education Resources are directly linked to curriculum:
- 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.
- 4.2. Curriculum development has been a continuous priority for Education Resources resulting in the production of a *Framework for the Curriculum*, which was updated and re-launched to Head Teachers in January 2023. This framework is a source of information to support schools in the ongoing process of reflection, review, development, implementation, and delivery of the curriculum.
- 4.3. In December 2022, a CQIS survey was carried out to assess individual primary schools' position regarding their curriculum, a further real time survey was held in October 2023. Information was gathered on curriculum rationale, progression pathways, assessment and quality assurance. The surveys highlighted gaps in 2 key areas, namely curriculum rationale (86% have a curriculum rationale in place) and curriculum progression pathways across all aspects of CfE (67% have these in place). A need was identified to develop a South Lanarkshire curriculum strategy to strengthen schools' approach to curriculum rationale and progression pathways.
- 4.4. Information from the survey was used to offer support to schools to help them further their curriculum journey and learner offer. A group of Lead Headteachers was established to offer bespoke curriculum support to establishments in need, this proved to be a successful method of offering peer support and sharing good practice across our school estate.
- 4.5. Specific professional learning in key areas of literacy and numeracy has also been provided to our Primary schools. Curriculum projects include: Maths Recovery, Limitless Learning, Nuffield Early Language Intervention, Talk 4 Writing, Foundations of Literacy in Primary one Programme (FLIPP) and Play Pedagogy. Many of these projects were directly funded through Strategic Equity Funding (SEF). These projects have strengthened the work of schools and supported the development of curriculum and pedagogy.
- 4.6. In February 2023, The SLC Skills Framework: Supporting Skills Development was launched and introduced to Headteachers and establishments. The framework was created to support skills development with a focus on cross-curricular universal "meta-skills" and transferrable skills. The framework is made up of eight "key skill" organisers aligned to the four capacities of CfE. These eight key skill organisers are then broken down into "sub-skills" to support pupil profiling.
- 4.7. South Lanarkshire is committed to raising awareness and empowering young people to become active participants in work around climate change and sustainability. The recent Pupil Climate Conference highlights the ongoing commitment to this. We now need to continue to establish sustainability throughout more than just the life and ethos of our schools, but as part of a refreshed curriculum offer, in which learners regularly

learn about sustainable issues and share depth of learning with the wider school community.

- 4.8. There is, therefore, a need to update the Curriculum strategy for primary with a view to further upskilling our schools to design and build their curriculum in light of the refreshed curriculum narrative. We require to support schools to build the foundation of strong progression pathways, driven by skills that offer success for all. A South Lanarkshire approach to curriculum will allow establishments to build upon guidance and pathways, by adopting them and making them bespoke to their own context and learner need.

5. Curriculum Development in South Lanarkshire - August 2023

- 5.1. The refreshed Curriculum strategy renews our commitment to providing a rich and stimulating curriculum, it goes beyond a commitment to only literacy and numeracy and sets out to support the development of wider curriculum design and pathways for all subject areas of CfE.
- 5.2. In order to take forward the refreshed narrative, share practice and ensure a collective understanding of curriculum, the development of an SLC Curriculum Rationale will be a key driver in the strategy. It is hoped this will encapsulate, explain and enthuse all, about the 'why' of the SLC curriculum and it's vision to Inspire, Transform and Strengthen education across South Lanarkshire. Our new curriculum rationale video can be accessed using the following link: [SLC Curriculum Rationale](#)
- 5.3. Continued sense making of recent national reviews alongside local workstreams is required. This will pull together and build an online curriculum hub for practitioners with a suite of materials to support curriculum development at practitioner level. Progression pathways and examples of good practice to be published and shared with all primary schools. Due to the nature and size of curriculum development, two Lead Officers with specific remit of Curriculum have been appointed.
- 5.4. The Lead Officers will build on the existing use of the SLC Literacy and Numeracy progression pathways and create pathways for all CfE areas. These pathways will support practitioners to plan learning across the curriculum to ensure depth, breadth and progression for learners.
- 5.5. Primary curriculum design guidance will also be created and model the use of the four contexts for learning as well as how the design principles can be applied across the curriculum. Curriculum mapping will be exemplified, and cognisance given to next steps in terms of innovative curriculum design, particularly with regards to skills development and interdisciplinary learning.
- 5.6. Schools will be provided with a detailed audit tool by April 2024, which will support the self-evaluation of their school curriculum and direct staff to support materials and examples of good practice. This tool will be a strong starting point for school improvement planning and by using emerging, developing and embedded evaluative statements, schools will be able to assess where they are on their curriculum journey.
- 5.7. It is recognised that curriculum is more than a suite of materials. There may be a need to adapt and review current practice and approaches to teaching and learning in light of a reviewed curriculum design process. Further professional learning will be required over the next two years to support this. A three year plan is included in **Appendix 1**.
- 5.8. Curriculum building is a team effort and our curriculum is owned, created and lived by all. Our curriculum continues to be supported by the CQIS Primary Team, with a focus

on literacy, numeracy, science and sustainability, skills and play. An established technologies working group is in place who will develop progression pathways in this area.

- 5.9. Each school will incorporate sustainability into their strategic school improvement plan as part of our ambition to embed Learning for Sustainability as an entitlement within our curriculum for all learners.
- 5.10. The continued use of an established group of Lead Headteachers will support the development of pathways, the audit tool and allow views around the quality of materials to be sought. Lead Headteachers will also put together a bespoke offer to share practice from their schools across the local authority using their strengths to support other establishments.
- 5.11. The curriculum strategy also links to other wider CQIS workstreams, in particular school improvement and attainment and achievement across both primary and secondary. Curriculum pathway tools must align with the updated tracking and monitoring 'key' being implemented by primary schools on Progress and Achievement. The use and development of common language within, planning and tracking is vital to allow robust assessment and moderation of learning.
- 5.12. Recent CQIS work on the implementation of Play at early level: 'Being Me in SLC' and the SLC Skills Framework, will also be reflected in curriculum design guidance to ensure coherence and build established approaches.
- 5.13. The CQIS will host a Primary Curriculum Conference to share widely progression pathways, curriculum design guidance and good practice. This will provide an opportunity for colleagues to engage fully in reflection of the refreshed curriculum narrative across SLC.

6. Year on Year Planned Outcomes

- 6.1. Year 1- See **Appendix 2** for additional detail.
 - Creation of an SLC Curriculum Rationale
 - SLC progression pathways for all areas of CfE
 - Curriculum design guidance created and curriculum innovation from across SLC shared at the curriculum conference
 - Development of a SLC Curriculum Audit tool, leading to improved SQIP outcomes and measures related to curriculum
 - CQIS Curriculum Conference
 - Professional Learning sessions on curriculum rationale/design, the refreshed narrative and curriculum innovation will be on offer in partnership with Education Scotland
 - School Visits from LO Curriculum or Lead HTs to support curriculum development
- 6.2. Year 2
 - All schools will have implemented or reviewed progression pathways
 - All schools will have a curriculum rationale in place by December 2024 at the latest
 - Possible development of a curriculum professional learning academy, in which schools deliver and host CPD on areas of strength throughout the academic year, building a sustainable model of professional learning for curriculum for all practitioners to access
 - Development of a curriculum innovation group, to develop case studies on exceptional approaches across SLC
 - Review of curriculum in place through survey
 - Launch IDL Enquiry Based Guidance

- Offer IDL Enquiry Based training opportunities and collate examples of good practice

6.3. Year 3

- Full implementation of the Curriculum strategy across Primary and Early Years
- Evaluation of progression pathways from practitioners
- Develop Literacy & Numeracy Assessment guidance
- Curriculum Innovation guidance updated

7. Next steps

- Key messages around the development of curriculum progression pathways shared with HTs at August meeting and again on Lead Officer offer email
- Audit tool to be created for literacy in the first instance, then for all areas of curriculum
- Focus groups established to support the development of the SLC curriculum Rationale, to reflect stakeholder views
- Development of short SLC Rationale film clip
- LOs to visit establishments to view good practice and gather planning materials in use across SLC and the West Partnership
- Progression pathways developed for all CfE areas. Examples of programmes of study also collated
- Further consideration on curriculum innovation, skill development and IDL: reflected in SLC Curriculum design guidance
- Strategic use of the Lead Head Teachers to support both curriculum development and schools with a bespoke curriculum needs/request.

8. Employee Implications

8.1. None.

9. Financial Implications

9.1. None.

10. Other Implications

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

11. Equality Impact Assessment and Consultation Arrangements

11.1. This report does not present a new strategy, policy or plan and is therefore not subject to equality impact assessment.

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

Carole McKenzie

Executive Director (Education Resources)

1 May 2024

Link(s) to Council Values/Priorities/Outcomes

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

None

List of Background Papers

- ◆ The OECD report 'Scotland's Curriculum for Excellence- Into the Future' (June 2021) www.oecd.org/education/scotland-s-curriculum-for-excellence-bf624417-en.htm
- ◆ The Refreshed Curriculum Narrative: <https://scotlandscurriculum.scot/>
- ◆ Professor Ken Muir: Putting Learners at the Centre: Towards a Future Vision for Scottish Education [Putting Learners at the Centre: Towards a Future Vision for Scottish Education - gov.scot \(www.gov.scot\)](http://Putting_Learners_at_the_Centre:_Towards_a_Future_Vision_for_Scottish_Education_-_gov.scot_(www.gov.scot))

Appendix 1 – 3 year curriculum plan (Primary)

Appendix 2 – Curriculum Strategy, Year 1 (Primary)

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 - SLC Curriculum Strategy 3 Year Plan 2023-2026

Outcomes	<ul style="list-style-type: none"> - By June 2026 SLC will provide all schools clear guidance on curriculum content and structure that can be adapted to suit their individual context. - By June 2026 all curricular areas will have clear progression pathways, linked to the benchmarks which have been launched and reviewed. - By June 2026 all schools will be confident in accessing a range of support materials, examples of good practice and training opportunities for all areas of the curriculum. - By June 2026 all schools will be offering IDL learning as defined by SLC definition and most schools will have embarked on IDL enquiry IDL. - By June 2026 an established group of Lead HTs will consistently support schools with published and bespoke guidance on the curriculum. - By June 24 all curriculum guidance will be accessed through SLC Glow tile be updated annually. All SLC HT and staff will be aware of this.
Measures	<ul style="list-style-type: none"> - Curriculum Audit samples and evaluations - Curriculum Rationales - Attainment data collection for P1-7 three times per year

Implementation Plan			
Area	Year 1 – 23/24	Year 2 – 24/25	Year 3 – 25/26
General Guidance	Curriculum Audit Tool Creation of SLC Curriculum Rationale Curriculum Rationale – further guidance (refreshed curriculum narrative) and examples Curriculum and stage by stage mapping guidance and examples Progression Pathways guidance Quality Assurance guidance and exemplars Refresh SLC Staff Learning Centre to ensure all new guidance easily accessible CQIS Curriculum Conference Professional Learning on curriculum rationale/design, the refreshed narrative and curriculum innovation LO & Lead HT – Bespoke support for schools	Ensure all SLC guidance reflects any new National advice/direction Standing item on LO school visit re: Curriculum and use of audit tool. Introduce Curriculum Professional Learning Academy. Introduce curriculum innovation group. Update Audit Tool with Numeracy and HWB audit. Curriculum Rationale – Collect all Rationale's from SLC Schools and publish on SLC Staff Learning Centre . Update SLC Staff Learning Centre LO Bespoke support for schools	Ensure all SLC guidance reflects any new National advice/direction Standing item on LO school visit re: Curriculum and use of audit tool. Update SLC Staff Learning Centre <i>LO -Bespoke support for schools</i> Curriculum IDL Enquiry based learning mapping

APPENDIX 1 - SLC Curriculum Strategy 3 Year Plan 2023-2026

Area	- Year 1 – 23/24	- Year 2 – 24/25	- Year 3 – 25/26
Literacy & English	Audit and relaunch Progression Pathway Planning exemplars Collation of SLC good practice & programmes of study and publish on SLC Staff Learning Centre <i>Lead HT – Reading, Writing, T&L Audit Tool and guidance</i> FLIPP Rollout	Develop writing guidance/programme based on HTs professional enquiry work. Roll out professional enquiry in writing to all SLC schools, CQIS to support development of this approach to leading change. CPD linked to writing pedagogy, training across SLC on offer. Continue FLIPP etc	Wider work on creation of a holistic approach to literacy, HT working party established to lead change. SLC Literacy Assessment Guidance
Mathematics & Numeracy	Audit and relaunch Progression Pathway Planning exemplars Collation of SLC good practice & programmes of study and publish on SLC Staff Learning Centre Continue Maths Recovery Training Roll out Complete 6 staff Maths Recovery Trainer Programme Limitless Learning – 92 staff to complete Multiply Project	Continue Maths Recovery Training Roll out Complete 6 staff Maths Recovery Trainer Programme New 6 SLC Maths Recovery trainers to increase training opportunities including recorded content. SLC Maths Recovery guidance for schools to be launched Multiply Project	Continue Maths Recovery Training Roll out Complete 6 staff Maths Recovery Trainer Programme 12 SLC Maths Recovery trainers to offer training opportunities and supportive school visits SLC Maths Assessment Guidance Multiply Project
Health & Wellbeing	Introduce Progression Pathway Planning exemplars Collation of SLC good practice & programmes of study and publish on SLC Staff Learning Centre	Collation of SLC good practice & programmes of study and publish on SLC Staff Learning Centre	<i>Review Progression Pathways</i>
RME & RERC	Introduce Progression Pathway Planning exemplars	Collation of SLC good practice & programmes of study and publish on SLC Staff Learning Centre	<i>Review Progression Pathways</i>
Expressive Arts	Introduce Progression Pathway Planning exemplars	Collation of SLC good practice & programmes of study and publish on SLC Staff Learning Centre	<i>Review Progression Pathways</i>

APPENDIX 1 - SLC Curriculum Strategy 3 Year Plan 2023-2026

Area	Year 1 – 23/24	Year 2 – 24/25	Year 3 – 25/26
Social Studies	Introduce Progression Pathway Planning exemplars	Collation of SLC good practice & programmes of study and publish on SLC Staff Learning Centre	<i>Review Progression Pathways</i>
Science	Introduce Progression Pathway Planning exemplars	Collation of SLC good practice & programmes of study and publish on SLC Staff Learning Centre	<i>Review Progression Pathways</i>
Technologies	Introduce Progression Pathway Planning exemplars	Collation of SLC good practice & programmes of study and publish on SLC Staff Learning Centre	<i>Review Progression Pathways</i>
Skills for Learning, Life and Work	Planning exemplars	Collation of SLC good practice & programmes of study and publish on SLC Staff Learning Centre	<i>Review SLC Skills Framework</i>
IDL/ Curriculum Innovation	SLC definition of IDL Launch IDL guidance linked to curriculum mapping Showcase innovative curriculum design at CQIS curriculum conference.	Launch IDL Enquiry based learning guidance IDL Enquiry based learning Training opportunities Collation of IDL enquiry based learning examples Establish curriculum innovation working group to drive innovation across SLC	Further showcasing of innovative curriculum design.

3 Year Curriculum Strategy

Curriculum Audit

Reference HGIOs 4
Engage with RIC, ES and other authorities
Be very specific
Signpost Resources and Support materials

Year 1 – 23/24
Year 2 – 24/25
Year 3 – 25/26

APPENDIX 2

Curriculum

Strategy



Year 1

2023/2024

Curriculum Rationale

3 Examples of good practice
Questionnaires/surveys to use with stakeholders
Refreshed Curriculum Narrative & 4 capacities

Curriculum Mapping and Design (IDL)

Curricular area Map
Stage by Stage Map
3 Examples to ensure schools in different contexts able to use IDL Guidance and examples

Progression Pathways

Engage with RIC, ES and other authorities
Consistent format for all curricular areas
Position Statement on how to use

Quality Assurance

Example quality assurance

Planning in Action

Suggested programmes of study which reflect Progression Pathways and curricular maps for all curricular areas
Cognisance of multi composite schools - examples
Planning for skills and play examples
Writing guidance
Example Assessment Framework/calendars



Report

12

Report to:	Education Resources Committee
Date of Meeting:	21 May 2024
Report by:	Executive Director (Education Resources)

Subject:	South Lanarkshire Council - Generative Artificial Intelligence (GenAI) in Education
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide guidance on the emerging technology known as Generative Artificial Intelligence (GenAI) and the work undertaken to date within the service to address the implications for learners and staff working in education

2. Recommendation(s)

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

- (1) to note that GenAI Guidance will be issued to all South Lanarkshire Council Education establishments.

3. Background

- 3.1. Generative AI refers to a type of artificial intelligence that is designed to generate new, original content autonomously, including (but not exclusive to) the generation of text, images, music, video, conversations and computing code.
- 3.2. Generative AI tools such as ChatGPT, which launched at the end of 2022, pose both opportunities and challenges for learners and educators alike.
- 3.3. Given these tools are widely available and in everyday use, it is important that their use in education is considered.
- 3.4. To address these, information and guidance will be provided to schools, so they are in an informed position around the appropriate use of GenAI for both teachers and learners.

4. Current Position

- 4.1. Education has engaged with a range of stakeholders and partners to support and gather information. These include:-
 - a working group was set up at Uddingston Grammar school in August 2023 which has produced draft guidance documents for teachers and learners
 - the Parent Council has engaged with the work of the group and staff training delivered both in-house and via the West Partnership. A pilot is currently underway with S6 students (with appropriate permissions secured) in the use of GenAI which is being closely monitored to inform next steps

- engagement with the West Partnership Development Officer and other Digital Leads across the 8 local authorities, and participation in training across the RIC on the use of GenAI by educators
- awareness raising and discussion with CQIS Team, Education IT Team, ICT Coordinators as well as Primary Head Teachers and NQTs. Further engagement is planned with Secondary Head Teachers, ASN and ELC.
- Information Officers were informed of the work undertaken to date and they will monitor progress with Education, while exploring potential Council-wide implications

5. Next steps

- 5.1. Following consultation and engagement, a draft local authority guidance document for schools has been produced. Copy attached.
- 5.2. This draft guidance will serve as an initial support for schools and will be reviewed and updated regularly.
- 5.3. South Lanarkshire Education Resources will continue to liaise with all parties at a local, regional and national level and will review guidance and supports as required.
- 5.4. Continue to engage with stakeholders including Secondary, ASN and ELC sectors and Professional Associations.
- 5.5. Maintain a link with the local authority Information Officers and Governance Board.

6. Legal implications

- 6.1. none.

7. Employee Implications

- 7.1. There are a number of opportunities for practitioners and learners in using GenAI but there are also some potential issues and risks, and these have been given consideration as part of the guidance.
- 7.2. The benefits of using GenAI as a teaching tool, include enhanced content creation and more engaging and differentiated materials. This has the potential to reduce aspects of teacher workload.
- 7.3. Key benefits of using GenAI for learners is enhanced accessibility to a wide range of content and resources as well as the potential for instant, detailed feedback on their performance.
- 7.4. However, issues such as age restrictions are also a consideration. The Terms and Conditions of some GenAI services require users to be at least 13 years old and/or parent/carer permission to be obtained if under 18 years old and this needs to be managed within educational settings.
- 7.5. Risks associated with the use of GenAI include the reliability and accuracy of content created as well as the inclusivity of materials and potential risk of plagiarism. However, these risks already exist in educational environments, with processes and systems in place to mitigate against them and deal with potential malpractice.

- 7.6. Learning about GenAI is an essential part of the technologies curriculum. In 2006, Building the Curriculum 1 stated *“children and young people need to be skilled and knowledgeable users of technologies and be ready to embrace further developments in the future”*. Learners, therefore, need an understanding of this emerging and transformative technology, to take action in an informed way.
- 7.7. Artificial Intelligence was specifically noted as part of the Scottish Government’s Independent Review of Qualifications and Assessment. Professor Hayward noted *“the impact of Artificial Intelligence is one that learners of the future will live with and the skills they will need to cope must now be part of the future of education and of qualifications”*
- 7.8. Recommendation 12 from the review:
Establish a cross-sector commission on education on Artificial Intelligence.
• *As a matter of urgency, Scottish Government should convene and lead a cross-sector commission to develop a shared value position on the future of AI in education and a set of guiding principles for the use of AI.*
• *The use of AI LLM, such as ChatGPT, should not be banned but learners and teachers/lecturers must be supported to make best use of them. AI offers the potential to reduce administrative burdens and to lessen the time taken for other teaching tasks. All opportunities to do that should be taken.*
• *Coursework should remain an integral part of qualifications but existing tasks should be reviewed to ensure that they are compatible with the new context created by recent developments in AI.*
- 7.9. CLPL opportunities will be made available for staff in the use of GenAI and the implications this has for learners.
- 8. Financial Implications**
- 8.1. None
- 9. Climate Change, Sustainability and Environmental Implications**
- 9.1. There are no significant implications for climate change, sustainability and the environment arising from the recommendations in this report
- 10. Other Implications**
- 10.1. There are no implications for risk in terms of the information contained in 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.

Carole McKenzie
Executive Director (Education Resources Resources)

30 April 2024

Link(s) to Council Values/Priorities/Outcomes

- ◆ Education and learning: inspiring learners, transforming learning, strengthening partnerships

Previous References

- ◆ None

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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“ChatGPT represents a tipping point in the development of AI and we teachers ignore it at our peril. For educators, it’s going to be as transformational as Google was in 1998, and requires a serious conversation about the benefits, challenges and implications for schools and learners. The future will be changed by it indelibly. Educators have to start engaging with it in a meaningful way.” *Dr Vaughan Connolly, teacher and researcher, University of Cambridge*

Background

Since the launch of the text generating AI tool, ChatGPT at the end of 2022, there has been an explosion of new, freely available commercial Generative AI tools such as Google’s Gemini (formerly known as Bard), DALL-E and MidJourney, that pose both opportunities and challenges for learners and educators alike. There is also a growing suite of education specific AI tools emerging such as Quizilise, Curipod and KhanMigo.

This guidance aims to address questions that leaders and educators in SLC will have about this emerging technology, including:

- what Generative Artificial Intelligence is and how it differs from traditional Artificial Intelligence
- how educators could benefit from using AI and the potential risks and limitations
- how learners could benefit from learning **about** and learning **with** AI, including its potential risks and limitations
- how learners could be **supported by** AI, to enhance accessibility to learning
- legal and practical considerations for schools
- the implications for Learning, Teaching and Assessment
- quick reference guide – DOs and DON’Ts
- next steps for SLC

Generative Artificial Intelligence

Generative AI (GenAI) refers to a type of artificial intelligence that is designed to generate new, original content autonomously, including (but not exclusive to) the generation of:

- **text** - writing articles, stories, poems, quizzes, study materials, policies and documents
- **images** - generating realistic pictures, artwork, graphic designs
- **music** - composing original music in different styles
- **video** - producing videos or altering existing ones
- **conversations** - engaging in natural language dialogues
- **computing code** - generating pieces of programming code and chatbots for answering student queries

Traditional AI, such as the Alexa voice assistant and Google’s search engine, follow specific rules to complete tasks but they don’t create anything new, unlike GenAI which is capable of creating new content.

In education, GenAI can enhance content creation, making learning materials more engaging and tailored to learners' needs. It can automate the generation of routine content such as quizzes, worksheets, and lesson plans, saving teachers time and allowing them to focus more on student engagement and interaction.

However, ethical considerations, such as content accuracy and inclusivity, must be taken into account in education settings. If the training data used by GenAI is incomplete or biased it can lead to the generation of incorrect, nonsensical or false content – this is often referred to as GenAI hallucination. Concerns around the potential risks for data security and plagiarism also need careful consideration as well as the need for ongoing training and development opportunities for staff.

How educators could benefit from using AI and potential limitations

Teachers may benefit from the use of GenAI through:

- **content creation, idea generation** - GenAI can spark creativity by generating ideas, prompts, or examples for lesson plans and activities, helping teachers bring innovative and engaging content into the classroom
- **differentiation** – it can assist in creating personalised educational materials tailored to individual student age, stage and needs, allowing teachers to address diverse learning styles and preferences (including use of translation tools to assist students who are learning in a second language, making it more accessible)
- **providing feedback and support** – for example ask GenAI to create a quiz to test learner understanding or provide feedback on a learner's piece of work and then providing ideas on how it can be improved, identify grammatical errors, robustness of arguments etc
- **significant reduction in teacher workload** - through the automation of routine tasks, facilitation of personalised learning, and streamlining of administrative responsibilities, which allows educators to focus more on impactful teaching and student engagement.

Limitations of GenAI for educators to consider:

- **bias** - GenAI models are trained on large datasets, which may inadvertently contain biases, it is therefore crucial that generated content is scrutinised to ensure that it is diverse, inclusive, and free from discrimination
- **reliability and accuracy** - educators must critically evaluate and fact-check the content generated by GenAI systems as it can be skewed due to bias but also inaccuracies depending on the data it was trained on eg ChatGPT3.5 is trained only on content up to January 2022, which limits its utility for more recent information whereas Google's Gemini service is connected to the live internet, but may lack the analytic power of ChatGPT
- **data privacy** – it is crucial that educators are aware of the need to protect personal information ie their own, their learners, their school and local authority. Educators must never upload or input identifiable information into GenAI tools as this could be stored and used for analysis and content generation for other users
- **ethical considerations** – educators should be aware of the potential for AI generated content to pose questions around plagiarism and intellectual property, particularly when engaging with tools that generate music and artwork. However, these are not new challenges faced by education and there are existing approaches and processes that should continue to be used to mitigate the risks posed by Gen AI. Current [guidance](#), set out by the

Scottish Qualifications Authority, should be adhered to and shared with learners who are undertaking national qualifications.

- **age restrictions** – currently, many GenAI services are restricted to over 18s or require parent/carer consent for children to use them, which limits how a teacher may wish to use GenAI tools **with** their learners (see *Legal and Practical Considerations*) as opposed to using such tools themselves for content creation and the like, as outlined above.

How learners could benefit from learning about, learning with, and being supported by AI, and the limitations

*Learning **about** Generative AI:*

Learners could benefit from more targeted support and personalised learning experiences if their teacher makes effective use of generative AI tools. But it is also important that they learn about this emerging and transformative technology from a user's perspective. This will ensure they have a clear understanding of its benefits, including the skills they will need to develop to use it effectively and safely and an awareness of its limitations.

Learners should learn about:

- protecting personal information
- prompt engineering
- iteration and refining responses
- evaluating responses and critical thinking
- limitations such as bias and inaccuracies
- ethics and responsible use
- referencing and curating evidence

*Learning **with** Generative AI:*

Learners may engage with GenAI content that their teacher has created but challenges exist at this point in time with the accessibility of some GenAI tools by learners themselves, due to the restrictions imposed by the Terms and Conditions of Use. For example, the minimum age requirement for using ChatGPT is 13 years old and users between 13 and 18 years old need to have their parent or carer's permission to use the service. However, attempting to ban or even restrict a learner's use of GenAI is likely to be time consuming, ineffective, and ultimately futile; it would only serve to widen the digital divide and fuel inequity in our education system, particularly for those learners who rely on access to school devices and resources for learning.

*Learning **supported by** Generative AI:*

All learners and their learning can be supported by the use of GenAI through, for example, personalisation of materials in terms of age, stage, prior learning and by providing instructional learning. However, this technology could be particularly beneficial for learners with additional support needs, helping them to engage in learning that is more adjustable and accessible.

Legal and practical considerations

Concerns exist relating to data privacy and security, in particular the fact that GenAI has the potential to collect and store large amounts of personal information. Strong partnership working between teachers, learners, their parents/carers and education leaders and national and local policy makers is critical to ensure the needs of learners in the 21st century are met, whilst keeping everyone, and their data, safe and secure.

In lieu of any nationally produced guidance, the current advice to educators and leaders of establishments in SLC is:

- educators are permitted and encouraged to make appropriate and informed use of GenAI
- learners are permitted to make appropriate and informed use of GenAI tools, provided any necessary permissions are in place from parents/carers

Educators are responsible for ensuring any age restrictions are adhered to eg ChatGPT Terms and Conditions state that it is 'not meant for children under the age of 13'.

Implications for and impact on Learning, Teaching and Assessment

As stated in the recommendations from Professor Hayward's Independent Review of Qualifications and Assessment:

- As a matter of urgency, Scottish Government should convene and lead a cross-sector commission to develop a shared value position on the future of AI in education and a set of guiding principles for the use of AI.
- The use of AI Large Language Models, such as ChatGPT, should not be banned but learners and teachers/lecturers must be supported to make best use of them. AI offers the potential to reduce administrative burdens and to lessen the time taken for other teaching tasks. All opportunities to do that should be taken.
- Coursework should remain an integral part of qualifications, but existing tasks should be reviewed to ensure that they are compatible with the new context created by recent developments in AI

In anticipation of the response to the above from national Government and associated bodies, this SLC Guidance Document will be reviewed and updated regularly to reflect the rapidly changing nature of the use of GenAI and development of tools and resources to support education.

Quick reference guide

DO	DO NOT
<ul style="list-style-type: none">• explore the use of GenAI tools and discuss with learners	<ul style="list-style-type: none">• ask learners to sign up to GenAI tools without checking Ts&Cs eg ChatGPT requires parent/carer permission for 13-18 year olds and is not suitable for under 13s.
<ul style="list-style-type: none">• make use of GenAI tools to spark ideas, create content, differentiate and personalise materials	<ul style="list-style-type: none">• enter any personal or identifiable information into GenAI tools eg pupil or school details, data specifically related to you/your school
<ul style="list-style-type: none">• develop good digital hygiene when using GenAI tools ie provide as much context as possible eg state the age/stage the content is aimed at, the format required, ensure output is inclusive etc	<ul style="list-style-type: none">• use content generated by AI without reviewing and checking for accuracy and/or bias – remember, GenAI can ‘hallucinate’ and generate false information
<ul style="list-style-type: none">• reinforce current SQA guidance (as at 2023/2024) related to the use of GenAI and national assessments	<ul style="list-style-type: none">• allow learners to use GenAI to create/refine content for national assessments/qualifications• allow learners to reference, as a source, outputs generated by AI

Next steps

Dynamic policy and guidance creation

As the local and national responses to the use of AI in Education begins to emerge and evolve, the guidance and approaches for use will also continue to develop and mature. Iterations of the policies and guidance produced for use by establishments will be research-based, practical and legally informed.

Cross-sector Working/Review Group(s)

To realise the potential, and mitigate the dangers, of the use of AI in Education, strong partnership working within, between and across establishments within SLC will be critical. To this end a cross-sector Working Party has been setup, which will review current guidance and help shape future guidance, to endeavour to keep pace with developments in AI.

CLPL

In addition to national CLPL offerings and that of the West Partnership, bespoke training and development opportunities for SLC settings and staff will be devised to meet local needs.

All updates and training opportunities will be shared with establishments and links will be available on the Digital area of the Staff Learning Centre.

Report

13

Report to:	Education Resources Committee
Date of Meeting:	21 May 2024
Report by:	Executive Director (Education Resources)

Subject:	Consultations
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ inform Committee on a number of responses made by Education Resources as part of ongoing consultation processes at both local and national level

2. Recommendation(s)

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

- (1) that the consultations responses made by Education Resources be noted.

3. Background

3.1. Education Resources is required to respond to a number of consultations across the year encompassing a wide spectrum of topics from areas such as curriculum and school improvement to school infrastructure.

3.2. Effective consultation is based on timely and meaningful responses being made and responding to these demonstrates our commitment to influencing change and decision making.

3.3. By prioritising our responsiveness and engagement, Education Resources can ensure that our policies align closely with the national context.

4. Consultations

4.1. The following consultations have been completed to date this session:

- ◆ Child Friendly Complaints Handling Principles – **APPENDIX 1**
- ◆ Consultation on parts 2 and 3 of the UNCRC (Incorporation) (Scotland) Act – **APPENDIX 2**
- ◆ Independent Review of Community Learning and Development – **APPENDIX 3**
- ◆ Launch of the public consultation - Learning Disabilities, Autism and Neurodivergence Bill – **APPENDIX 4**
- ◆ Review of the Memorandum on Entry Requirements to Programmes of Initial Teacher Education in Scotland: Consultation – **APPENDIX 5**

5. Employee Implications

5.1. None.

6. Financial Implications

6.1. None.

7. Other Implications

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

8. Equality Impact Assessment and Consultation Arrangements

- 8.1. This report does not present a new strategy, policy or plan and is, therefore, not subject to equality impact assessment.
- 8.2. There was no requirement to undertake any formal consultation in terms of the information contained within this report.

Carole McKenzie

Executive Director (Education Resources)

2 May 2024

Link(s) to Council Values/Priorities/Outcomes

- ♦ Education and learning: inspiring learners, transforming learning, strengthening partnerships.

Previous References

- ♦ None

List of Background Papers

- ♦ None

Contact for Further Information

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

Jacqueline Wallace, Head of Education (Early Years and Primary)

Ext: 4468 (Tel:01698 454468)

E-mail: Jacqueline.Wallace@southlanrkshire.gov.uk

APPENDIX 1 - Report

13

Report to:	Education Resources Committee
Date of Meeting:	21 May 2024
Report by:	Executive Director (Education Resources)

Subject:	Response to Consultation by the Scottish Public Services Ombudsman (SPSO) on child friendly complaints handling procedures
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ update Committee on the response of the Children's Services Partnership to the consultation by the Scottish Public Services Ombudsman on child friendly complaints handling procedures.

2. Recommendation(s)

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

- (1) to note the response of the Children's Services Partnership to the consultation by the Scottish Public Services Ombudsman on child friendly complaints handling procedures.

3. Background

3.1. In January 2024, the Scottish Public Services Ombudsman opened a consultation on the draft Child Friendly Complaints Handling Principles (Appendix 1). The consultation closed on 1 March 2024.

3.2. The purpose of the consultation was to gather responses on the drafts to ensure that the Principles are clearly communicated and easy to understand.

3.3. The consultation was a legal requirement as it is the intention of the SPSO to amend its Statement of Principles to include the Child Friendly Complaints Handling Principles in the course of coming months, following parliamentary approval.

3.4. A response to the consultation was made by the Children's Services Partnership, led and co-ordinated by Education Resources.

4. Child Friendly Complaints-handling Principles

4.1. The principles underpin how to handle and investigate complaints from or involving children, in a way that respects their rights under the United Nation Convention of the Rights of the Child and are as follows:

Principle 1	For Everyone under 18	Article 1 (definition of the child)
Principle 2	Focused on Children's Best Interests	Article 3 (best interests of the child)
Principle 3	Trusting and Inclusive	Article 5 (parental guidance and children's evolving capacities)

Principle 4	Centred on Children's Voices	Article 12 (respect for the views of the child)
Principle 5	Kind and Supportive	Article 13 (freedom of expression)
Principle 6	Confidential	Article 16 (right to privacy)
Principle 7	Educational about Rights assistance)	Article 18 (parental responsibilities and state)
		Article 42 (knowledge of rights)

4.2. The response to the consultation is at the end of this report.

5. Employee Implications

5.1. None

6. Financial Implications

6.1. None

7. Climate Change, Sustainability and Environmental Implications

7.1. None

8. Other Implications

8.1. Procedures will require to be enhanced or developed to ensure compliance with the principles of the SPSO child friendly complaints handling procedures.

9. Equality Impact Assessment and Consultation Arrangements

9.1. The response was developed in consultation with partners from across the Children's Services Partnership.

Carole McKenzie
Executive Director (Education Resources)

1 May 2024

Link(s) to Council Values/Priorities/Outcomes

♦ Education and learning: inspiring learners, transforming learning, strengthening partnerships

Previous References

None

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)

Ext: 4452 (Tel: 01698 454452)

E-mail: Anne.Donaldson@southlanarkshire.gov.uk

Consultation on child friendly complaints handling procedures.

Principle 1 - For Everyone Under 18

- For the purposes of complaints handling a child is defined as “anyone under the age of 18”.
- All concerns affecting any child will be handled in a way that meets all of their rights under the UNCRC.
- This includes concerns raised directly by a child, as well as concerns raised by an adult, either on a child’s behalf, or about matters that affect a child.

Article 1 (definition of the child) Everyone under the age of 18 has all the rights in the Convention.

How well do you think we have explained this principle?	
Very clear	X
Mostly clear	
Partly clear	
Not at all clear	
Is there anything you think would help explain this principle better?	
While this is clear, is there narrative required about the relationship between everyone under 18 and the categories of complaint? i.e. a child or young person has the right to give their views on a complaint that is made by an adult on their behalf, or when a complaint made by an adult affects them.	

Principle 2 – Focused on Children’s Best Interests

- The best interests of any children affected will be at the heart of the complaints process. This means all decisions made or actions taken will treat the best interests of any children affected as a top priority.

Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.

How well do you think we have explained this principle?	
Very clear	x
Mostly clear	
Partly clear	
Not at all clear	
Is there anything you think would help explain this principle better?	
A reference to the complaints process being ‘resolution focussed’ might be helpful here.	

Principle 3 - Trusting and Inclusive

- Trust will be placed in children to make decisions they can manage, recognising their increasing ability to make their own choices.
- Concerns will be handled in a way that respects the rights of their parent/s, guardian/s or other responsible adult/s to guide and direct them.
- If a child does not wish their parent/s, guardian/s or other responsible adult/s to be made aware of their concerns, their involvement will be decided by carefully weighing the child's views, their best interests, and the rights of everyone involved.

Article 5 (parental guidance and a child's evolving capacities) Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

How well do you think we have explained this principle?	
Very clear	
Mostly clear	x
Partly clear	
Not at all clear	
Is there anything you think would help explain this principle better?	
Within the third bullet – 'their involvement will be decided' should there be a reference to who decides about the involvement of parents/s or guardians? Not so clear how the weighing will happen i.e. will the child's view have more weight than a competing adult right or equal weight. Will it be a sliding scale linked to capacity. Who would decide and how. Not so clear on what "decision they can manage" would mean for a child and how that would be judged.	

Principle 4 – Centred on Children's Voices

- Children will be given the chance to express their views, feelings and wishes in all matters that affect them.
- Children's voices and views will always be listened to, taken seriously, and have real impact.
- Children will be asked how they want to communicate and things will be done their way whenever possible.
- Informed consent will be sought from the child affected where a concern has been raised by parent/s, guardian/s or other responsible adult/s on behalf of their child.

Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

How well do you think we have explained this principle?	
Very clear	x

Mostly clear	
Partly clear	
Not at all clear	
Is there anything you think would help explain this principle better?	
This is clear, but could there be reference to the role of independent advocacy under this principle? Would like to see more about how views would be sought from child in a manner which takes account of their levels of understanding and ability and allows them to take part in expressing these views in a meaningful way.	

Principle 5 – Kind and Supportive

- Children will be treated with kindness and understanding at all times, and they will never be treated differently for raising concerns.
- Every effort will be made to ensure children feel comfortable to freely and openly express their thoughts and opinions.
- Wherever possible, children will be supported to complain by people they know and trust.
-

Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

How well do you think we have explained this principle?	
Very clear	X
Mostly clear	
Partly clear	
Not at all clear	
Is there anything you think would help explain this principle better?	
This is very clear and an essential principle to support an effective child friendly complaints procedure. Would like to see reference to reassurance being given to a child that they will not be treated differently as a result of the complaint.	

Principle 6 – Confidential

- Nothing a child shares will be passed on without their permission, unless doing so is required to raise a child protection concern.
- Before speaking with any child about a complaint, explanations will be given about when things may need to be passed on without their permission. This will include explaining what happens if they say something that suggests they are at risk.
If a child's concerns have to be shared, or their parent/s, guardian/s or other responsible adult/s involved, they will be told this, and why this needs to happen.
- If a child's concerns are shared this will be done as far as possible without identifying them.
- Where an investigation might mean other people could identify the child, this will be discussed with them for their views on whether they wish to continue.

Article 16 (right to privacy) Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

How well do you think we have explained this principle?	
Very clear	X
Mostly clear	
Partly clear	
Not at all clear	
Is there anything you think would help explain this principle better?	
<p>This is clear, and the section on the relationship between child friendly complaints and child protection concerns is helpful in ensuring there is no dubiety over which process is relevant for which purpose.</p> <p>Guidance for public bodies creating a child friendly Privacy Statement to support this principle would be helpful.</p>	

Principle 7 – Educational about Rights

- Information will be provided to children and any parent/s, guardian/s or other responsible adult/s about their rights under the UNCRC and they will be helped to understand what this means for them.

Article 18 (parental responsibilities and state assistance) Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.

Article 42 (knowledge of rights) Governments must actively work to make sure children and adults know about the Convention.

How well do you think we have explained this principle?	
Very clear	x
Mostly clear	
Partly clear	
Not at all clear	
Is there anything you think would help explain this principle better?	
<p>This is clear but is there a capacity issue re the ability to provide information consistently as an integral part of the child friendly complaints process. What is the expectation on public bodies to raise the awareness of children, young people and parents and carers regarding the right to complain. A standard information leaflet to re-enforce this principle would be valuable.</p>	

Any other comments, observations or suggestions

Please share any other comments you have below:

The complaints handling principles are welcome and are helpful in setting expectations around the ethos required to implement a Child Friendly Complaints Procedure effectively and with children and young people at the centre.

Greater clarity on the different categories of complaint under the Under 18 principle.

A reference to the complaints process being resolution focused would be helpful, possibly within the 'Best Interests of the Child' principle.

Should there be a reference to the important role of independent advocacy with the principles, possible under the principle 'Centred on Children's Voices'? e.g. In certain circumstance the voice of the child may be conveyed by an independent advocate. Also requires statement about children being assisted to understand the advocacy role.

The section on the relationship between child friendly complaints and child protection concerns is helpful in ensuring there is no dubiety over which process is relevant for which purpose.

APPENDIX 2 -Report

13

Report to:	Education Resources Committee
Date:	21 May 2024
Report by:	Executive Director (Education Resources)

Subject:	Consultation on Parts 2 and 3 of the UNCRC (Incorporation) (Scotland) Act 2024
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ update Committee on South Lanarkshire Council's response to the consultation on parts 2 and 3 of the UNCRC (Incorporation) (Scotland) Act 2024.

2. Recommendation(s)

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

- (1) that the attached response to the consultation be noted.

3. Background

- 3.1. The UNCRC (Incorporation)(Scotland) Act 2024 passed its final stage in the Scottish Parliament on 16 January 2024.
- 3.2. The Act builds on existing approaches which enable children and young people to be heard and take an active role in their own lives and communities.
- 3.3. The Act requires that Ministers publish a Children's Rights Scheme setting out the arrangements the Government has in place, or intends to put in place, to fulfil the duty to act compatibly with the incorporated UNCRC rights and obligations and to secure better or further effect of children's rights.
- 3.4. In addition, the Government and listed public bodies will be required to report on steps they have taken to be compatible with the incorporated UNCRC rights and obligations and to secure better or further effect of children's rights.
- 3.5. The relevant duties contained within the act will commence 16th July 2024, i.e. six months from the date of the Act being passed. These duties are:
 - Act in a manner that is compatible with the UNCRC in delivering the functions of the public body (draft guidance from the Scottish Government for the relevant part of the act (Part 2) provides a helpful context on what this means for the Council). And:
 - Public bodies are required to report every three years on what they are doing, and plan to do, to meet the UNCRC requirements (Part 3).

- 3.6. The Scottish Government are consulting on guidance to support implementation of Part 2 and Part 3 of the act (articulated at 3.5 above). The draft guidance documents can be found below:

[Statutory guidance on Part 2 of the UNCRC \(Incorporation\) \(Scotland\) Act 2024 \(www.gov.scot\)](https://www.gov.scot/statutory-guidance-part-3-uncrc-incorporation-scotland-act-2024.pdf)

[statutory-guidance-part-3-uncrc-incorporation-scotland-act-2024.pdf \(www.gov.scot\)](https://www.gov.scot/statutory-guidance-part-3-uncrc-incorporation-scotland-act-2024.pdf)

4. The Consultation

- 4.1. The Act requires Scottish Ministers to publish guidance (“statutory” guidance) on Part 2 and Part 3, section 18. It also requires them to consult on that guidance. This consultation fulfils that requirement and was launched by Scottish Ministers in accordance with sections 13(3) and 20(2) of the Act.
- 4.2. The Part 2 guidance includes, an introduction to human rights, children’s rights and the UNCRC Act; an introduction to Part 2 of UNCRC Act including frequently used terms and remedies now available to children and their representatives to seek redress through the courts if their rights have been (or a proposed action would mean that they would be) infringed; definitions of key terms in the Act; and an explanation of the section 6 duty on public authorities.
- 4.3. Part 2, section 6 of the Act provides that it is unlawful for a public authority to act in a way which is incompatible with the UNCRC requirements as set out in the Act. The section 6 duty also applies to those carrying out functions of a public nature.
- 4.4. Part 3, section 18 of the Act places a duty on public authorities listed in section 19 to report on the actions taken and planned to comply with the Part 2, section 6 duty, and the actions taken and planned to give further effect to children’s rights.
- 4.5. The consultation is open for 12 weeks and written responses to this consultation are required before or by 16 May 2024. Responses are invited from organisations and individuals, where the response is not in relation to an organisation. Relevant organisations and networks may wish to respond jointly.
- Consultation questions 1 – 14 relate to draft Statutory guidance on Part 2 of the UNCRC (Incorporation) (Scotland) Act 2024.
 - Consultation questions 15 – 22 relate to draft Statutory guidance on Part 3 of the UNCRC (Incorporation) (Scotland) Act 2024.
- 4.6. A task group (consisting of representation from Education, Social Work, NHS Lanarkshire, Legal Services and the third sector) has been scoping out responses to the questions and a draft copy of the responses is attached below.

5. Employee Implications

- 5.1. There are no employee implications associated with this report.

6. Financial Implications

- 6.1. There are no financial implications associated with this report.

7. Climate Change, Sustainability and Environmental Implications

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

8. Other Implications

8.1. There are no issues in terms of risk associated with this report.

9. Equality Impact Assessment and Consultation Arrangements

9.1. An Equality Impact Assessment is not required as a result of this activity.

Carole McKenzie

Executive Director (Education Resources)

1 May 2024

Link(s) to Council Values/Priorities/Outcomes

- ◆ Education and learning: inspiring learners, transforming learning, strengthening partnerships

Previous References

None

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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Email: anne.donaldson@southlanarkshire.gov.uk

Consultation on the United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Act 2024: Statutory Guidance on Part 2 and 3 (section 18)

Introduction

The [United Nations Convention on the Rights of the Child](#) (UNCRC) is an international treaty which sets out the civil, political, economic, social and cultural rights which all children up to the age of 18 years have, regardless of their circumstances. The UNCRC must be seen as a whole: all the rights are linked and no right is more important than another. The UNCRC includes the following general principles:

- for rights to be applied without discrimination (Article 2);
- for the best interests of the child to be a primary consideration (Article 3);
- the right to life, survival and development (Article 6); and
- the right for the child to express a view in matters that affect them and to have that view taken into account in accordance with the child's age and maturity (Article 12).

The Scottish Government is committed to ensuring that children's rights are respected, protected and fulfilled. The UNCRC (Incorporation) (Scotland) Act 2024 ("the Act") was approved by the Scottish Parliament on 7 December 2023 and received Royal Assent on 16 January 2024. The Act is a landmark piece of legislation that incorporated the UNCRC into Scots law to the maximum extent of the Scottish Parliament's powers – signalling a revolution in children's rights in Scotland.

The intent behind the Act is to deliver a proactive culture of everyday accountability for children's rights across public services in Scotland. The Act also seeks to empower our children and young people to claim their rights and help to make Scotland the best place in the world to grow up.

Overview

In accordance with section 47(2)(a) of the Act, Part 2 (duties on public authorities) and Part 3, section 18 (reporting duties of listed public authorities) of the Act will come into force 6 months after Royal Assent. As Royal Assent was obtained on 16 January 2024, this will be on 16 July 2024.

The Act requires Scottish Ministers to publish guidance ("statutory" guidance) on Part 2 and Part 3, section 18. It also requires them to consult on that guidance. This consultation fulfils that requirement and is launched by Scottish Ministers in accordance with sections 13(3) and 20(2) of the Act.

The draft guidance attached to this consultation was developed with support from stakeholders. A [Guidance Subgroup](#) comprising of members from the [Embedding in Public Services](#) group was established to assist and support with this process.

This consultation seeks your views on the draft statutory guidance.

Part 2: Compatibility with the UNCRC requirements, and child rights-respecting practice

Part 2, section 6 of the Act provides that it is unlawful for a public authority to act in a way which is incompatible with the UNCRC requirements as set out in the Act. The section 6 duty also applies to those carrying out functions of a public nature.

The meaning of “public authority” has been drawn intentionally wide so as to ensure that the duty applies to all public authorities in respect of which it is within the power of the Scottish Parliament to apply the duty. The Act makes it clear that this includes the Scottish Ministers and Scottish courts and tribunals.

Public functions are generally understood to be functions performed for the collective benefit of the general public (although in the event of a claim of unlawfulness being raised, the courts will determine whether a function is public on a case-by-case basis). Therefore, the Act will not apply to private businesses, except in relation to any instance where they carry out functions of a public nature.

The guidance is intended to provide accessible information which supports public authorities to understand and fulfil their duties under section 6, and to secure better or further effect of children’s rights.

Part 3: Reporting duty of listed authorities

Part 3, section 18 of the Act places a duty on public authorities listed in section 19 to report on the actions taken and planned to comply with the Part 2, section 6 duty, and the actions taken and planned to give further effect to children’s rights. This is an important mechanism for respecting, protecting and fulfilling children’s rights.

This guidance includes an explanation of the duty in the Act and annexes with suggested reporting formats, information on inclusive communication and on producing child friendly reports. It is aimed at those with responsibilities within listed public authorities for implementing and delivering on the provisions of the Act.

CONSULTATION PROCESS

Responding to the Consultation

The consultation will run for 12 weeks. We are inviting written responses to this consultation before or by 16 May 2024. Responses are invited from organisations and individuals, where the response is not in relation to an organisation. Relevant organisations and networks may wish to respond jointly.

There are a number of consultation questions on which the Scottish Government would welcome views. Please do not feel obliged to answer all questions. Equally, if you would like to comment on any other aspects of the draft statutory guidance the Scottish Government would welcome your views.

We would be grateful for responses to be completed electronically via Citizen Space, where possible. This will aid handling and analysis of all responses.

If this is not possible, we would be grateful if you could use the separate consultation questionnaire (Annex A) provided and submit your answers via email. Please send your responses with the completed Respondent Information Form to:
uncrcstatutoryguidanceconsultation@gov.scot

This consultation, and all other Scottish Government consultation exercises, can be viewed online on the consultation web pages of the Scottish Government website at:
<https://consult.gov.scot/>

CONSULTATION QUESTIONS

Part 2 Guidance

The following consultation questions 1-14, relate to the draft statutory guidance on Part 2 of the UNCRC Act. This is particularly relevant to public authorities.

1. I have read the draft statutory guidance on Part 2 of the UNCRC Act

Yes

No

2. Section 3, '**Background and introduction to the UNCRC Act**', provides sufficient information on the UNCRC and the background to incorporation.

☒ Strongly agree

- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

Comments box

The guidance is clear and reflects how we have arrived at this point in our UNCRC incorporation journey.

3. Section 3.4, '**Meaning of UNCRC requirements**', clearly articulates what is meant by this in relation to the section 6 duty.

☐ Strongly agree

☒ Agree

- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

Comments box

We find the wording a bit clumsy e.g. references throughout this guidance to the 'UNCRC requirements' re 'incorporated by the Act rather than the full requirements in the Convention'. This may need clarification, also the phrase 'carved out' might lead to misinterpretation.

References to reserved matters references/examples are helpful in this context.

4. Section 4.2, '**Remedies for unlawful acts (sections 7 to 10)**' is useful.

☐ Strongly agree

☒ Agree

- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

Comments box

A greater emphasis on resolution before formal complaint would be welcome as part of the guidance narrative.

The narrative 'litigation can play an important role in realising child rights and also has the potential more broadly to positively influence practice, policy and the law' – provides a negative take on our shared aspiration to realise children's rights and develop best practice.

5. Section 4.2.3 '**Definition of a public authority**' is clear.

- ☒ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

Comments box

We agree this is clear.

6. Section 4.3.1 '**Definition of functions of a public nature**' is clear.

- ☒ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

Comments box

We agree this is clear.

7. Section 4.4, '**Explanation of the duties on public authorities in Part 2, section 6**' clearly explains the nature of the section 6 duty on public authorities, including clearly articulating that the section 6 duty applies only when a public authority is carrying out devolved functions conferred under Acts of the Scottish Parliament or common law powers.

- ☐ Strongly agree
- ☐ Agree
- ☒ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

Comments box

Some examples may be helpful here.

Double negative – not to act incompatibly is an unhelpful phrase.

There is still a degree of vagueness about what the duties are other than being compatible or not acting incompatibly.

8. Annexes A.1 – A.5, '**Clarification of conceptual aspects of the UNCRC**' are clear.

- ☐ Strongly agree
- ☐ Agree
- ☒ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

Regarding the section – *'To comply with effective implementation of children's rights, States must show that the rights have been progressed using the "maximum extent of available resources". In international law this is understood to mean generating, allocating and spending resources in a way that is effective and efficient for the realisation of children's rights'* – While there is commitment to ensure that children and young people's views are taken into account across planning and decision-making structures, there is a huge challenge with pressure on public sector budgets and resources to ensure this is carried out effectively.

9. Annexes B.1 – B.4 '**Sources to guide interpretation**' are useful.

- ☐ Strongly agree
- ☒ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

The context is helpful, however what would be more helpful is clarity on how implementation of the requirements of the act will support Scotland's contribution to 'state party (UK)' monitoring by UN?

10. Annex C, '**Framework for Reviewing Compatibility (s.6 duty)**' is presented in an accessible manner, e.g. the content, style, and length make this a user-friendly and practical resource.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

Comments box

Regarding document^[42], which presents a framework that public authorities may choose to use to review compatibility with the '**UNCRC requirements**' as defined by the **UNCRC Act**. –

While the flow chart is helpful, it could do with an example template (over and above the checklist).

The 'who should' bit is helpful regarding responsible organisations, as is the section on 'purpose, however, further clarity is required in relation to commissioned services especially in relation to a commissioned organisation's failure to act compatibly.

C.2.3 Assessing impact on children and their rights maybe should be more prominent within the document.

11. I clearly understand how to use the Compatibility Review Framework.

- ☐ Strongly agree
- ☐ Agree
- ☒ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

Comments box

We think use of the framework is open to interpretation rather providing a consistent model for all public sector organisations to use.

12. Overall, the guidance is presented in an accessible manner, e.g. the content, style, and length make this a user-friendly and practical resource.

- ☐ Strongly agree
- ☐ Agree
- ☒ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

Some parts of the guidance aren't user friendly and require a degree of specialist knowledge and understanding, or time to digest the intended meaning.

13. Overall, the guidance supports an improved understanding and ability to fulfil the duties under Part 2 of the Act.

- ☐ Strongly agree
- ☒ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

While the guidance will support improved understanding of the relevant duties, some parts are difficult to interpret.

14. Are there any areas where you think the Part 2 guidance could be improved? Please cite specific parts of the guidance if relevant.

Comments box

Some of the guidance for Part 2 is unnecessarily heavy and jargonised and takes time to digest and make sense of the key aspects e.g. annex a – conceptual aspects, or 3.3 UNCRC requirements.

Part 3 Guidance

The following consultation questions 14-20, relate to the draft statutory guidance on Part 3 (section 18) of the UNCRC Act. This is particularly relevant to public authorities listed in section 19 of the Act.

15. I have read the draft statutory guidance on Part 3 (section 18) of the UNCRC Act

☒ Yes

☐ No

16. Section 4, '**Reporting duties of listed authorities**' is sufficiently clear on the reporting requirements under Part 3 of the Act.

☒ Strongly agree

☐ Agree

☐ Neither agree nor disagree

☐ Disagree

☐ Strongly disagree

Yes, we agree this is clear.

Comments box

17. Section 5, '**Publication requirements of reports**' is sufficiently clear on the publication requirements under Part 3 of the Act.

☒ Strongly agree

☐ Agree

☐ Neither agree nor disagree

☐ Disagree

☐ Strongly disagree

Comments box

We agree this is clear.

18. Section 6, '**Policy intention of children's rights reports under section 18 of the Act**', clearly explains how the reporting process contributes to progressing children's rights.

☒ Strongly agree

☐ Agree

☐ Neither agree nor disagree

☐ Disagree

☐ Strongly disagree

We agree this is clear in terms of how children's rights reporting can support the implementation of best practice as widely as possible and fully support this.

19. Annexes B.1 – B.4 **Frameworks for children's rights reporting** are helpful.

- ☒ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

Comments box

This Frameworks for children's rights reporting is particularly helpful when considering how to set out a Children's Rights Report, especially references to the Clusters and Wellbeing Indicators as possible organisers.

20. Annex C, '**Scottish Government use of children's right's reports**', is clear.

- ☒ Strongly agree
 - ☐ Agree
 - ☐ Neither agree nor disagree
 - ☐ Disagree
 - ☐ Strongly disagree
- We agree this is clear.

21. The guidance is presented in an accessible manner, e.g. the style, length and content are useful in aiding implementation of duties in respect of the Act.

- ☒ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

The guidance is helpful for the production of a children's rights report and will no doubt support a more consistent approach nationally.

22. Are there any areas where you think the Part 3 guidance could be improved? Please cite specific parts of the guidance if relevant.

Comments box

No suggested areas of the Part 3 guidance that need improved from our perspective, the narrative is straightforward and helpful.

APPENDIX 3 - Report

13

Report to:	Education Resources Committee
Date of Meeting:	21 May 2024
Report by:	Executive Director (Education Resources)

Subject:	Response to online national consultation in respect of the delivery of Community Learning and Development
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ update Committee of the authority's response to the online national consultation by the Scottish Government in respect of the delivery of Community Learning and Development (CLD), commissioned by the Minister for Higher and Further Education; and Veterans.

2. Recommendation(s)

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

- (1) note the response on behalf of the authority to the online consultation in respect of the delivery of Community Learning and Development commissioned by the Minister for Higher and Further Education; and Veterans.

3. Background

3.1. Community Learning and Development (CLD) is a professional practice within education with delivery stretching across all stages of lifelong learning. The purpose of CLD is to provide early intervention and prevention to those experiencing, or at risk of experiencing, inequality of opportunity within the education and skills system.

3.2. An independent review of CLD across Scotland was commissioned by the Minister for Higher and Further Education; and Veterans and began in December 2023.

4. Scope of Review

4.1. The review aims to reach the most marginalised people in Scotland who face barriers to learning and work.

4.2. In doing this, the review committed to:

- consider the skills and career pathways of the CLD sector workforce and hear the views of staff and volunteers who may be directly impacted by any recommended changes to the delivery of CLD
- take account of available evidence related to the provision of CLD services, the impact of these services on learners and international perspectives, where appropriate
- consider how data across the CLD sector is gathered, measured and used to ensure the best possible outcomes for learners

- make connections across the wider policy landscape and Scottish Government priorities whilst considering close alignment of CLD with the [Purpose and principles of post-16 education](#) (published June 2023)

5. Consultation process

5.1 The consultation process involves: :

- face to face consultations and evidence gathering with key stakeholders, learners, potential learners and partners across the CLD sector
- an online consultation with closing date 3 March 2024 (response attached at Appendix 3)
- an analysis of published evidence

6. Reporting

6.1 The review will report in June 2024.

7. Employee Implications

7.1 Employees are actively engaging with the series of events planned to support this consultation and gathering of evidence.

8. Financial Implications

8.1 None

9. Climate Change, Sustainability and Environmental Implications

9.1 None

10. Other Implications

10.1 None

11. Equality Impact Assessment and Consultation Arrangements

11.1 None

Carole McKenzie

Executive Director (Education Resources)

1 May 2024

Link(s) to Council Values/Priorities/Outcomes

- ◆ Education and learning: inspiring learners, transforming learning, strengthening partnerships

Previous References

None

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)

Ext: 4452 (Tel: 01698 454452)

E-mail: Anne.Donaldson@southlanarkshire.gov.uk

Questions

Awareness and visibility How visible is CLD, and the positive outcomes it can deliver? (please consider learners/potential learners, decision-makers, and other relevant service providers)

Please give us your views:

Visibility of CLD is very good however there is a lack of understanding of the profession. CLD is a professional undertaking with qualification levels up to post-graduate for practitioners. CLD provision and the positive outcomes that it can deliver is visible through Committee reporting cycles, public facing reports and understood by decision makers, however the visibility and status of CLD in Scotland is different across local authority areas. CLD is delivered through differing structures from authority to authority even though driven by statutory duty under the Regulations for CLD (2013). As a result, comparing authorities' capacities in achieving positive outcomes delivered under CLD is a difficult task.

As defined through the CLD Standards Council Scotland's Values for CLD, through voluntary engagement of learners, CLD supports learners direct their growth through programmes, activities and awards that are age, stage and pace of learning appropriate. As the beneficiary in the process, the learner is central to developing the offer through their identification of need and engagement with CLD staff to guide provision.

CLD is highly visible to learners who are engaging with CLD provision and are recognising their learning journey because of their participation. In all engagement with learners, the goal is to assist them to fully reach the stage of decision maker/budget holder but recognising also that this is part of the learning process. Learners are increasingly engaging with decision making processes such as participatory budgeting, understanding the impact they can make through their learning, and the learning of others through increased opportunities within their community as a result of funding decisions. There are concerns in the CLD sector over organisations who claim to be youth work providers but are in fact only working with young people without the CLD professional principles and values driving their work. As a result of this, such organisations are accessing funding that should be directing the professional delivery of youth work.

The impact of CLD and the positive outcomes it achieves visibly resonates with partners and organisations seeking to work with harder to reach communities, groups and individuals but struggling to engage with them. CLD provision is often the vehicle to work with these groups and is requested to do so through partnership work.

Since the wider development of accredited learning within CLD to include youth work, there has been greater interest around the work of CLD in supporting a learner's journey, especially for those who find school-based curriculums an ill fit with the challenges they face at that key time of their lives. Younger learners recognise the opportunities that CLD offers them to progress and direct their passage towards adulthood and life beyond school.

Awareness and visibility If you work in CLD or are a local decision-maker, please tell us how you go about making people aware of CLD learning opportunities?

Please give us your views:

Through a partnership approach within CLD, we seek to plan and provide information on opportunities for learners to engage in activity in their communities. A wide range of partners within the Council and external to the Council engage in dialogue to ensure that the offer to learners is joined up and understood. Within the Council, CLD is represented at many strategic and planning meetings helping ensure that opportunities and referral routes are understood. Examples of themed partnerships include Anti-Social Behaviour Strategy Implementation, Early and Effective Intervention, Whole Family Wellbeing Approach, Safeguarding and much more.

Through digital media, information is presented routinely and shared amongst partners to provide up-to-date information on opportunities, and this process allows for fast sharing of information. Posters and newspaper articles are used, particularly when a completely new authority wide offer/resource is being introduced. The traditional process of placing posters in prominent areas is still utilised and in addition to this, word of mouth presents an effective way of engaging learners who may be interested in taking up opportunities available. Events and open days to meet with members of the public and partners to promote activity and opportunities are effective in providing all the relevant information to new and potential learners.

Referrals from other agencies have improved through their understanding of the offer and the professional standing and agency of the CLD staff. This has helped to reduce learners being sent to the wrong activity at the wrong time and a mismatch with their needs. Internal events such as a Service Conference bringing existing and new partners together, has served to explore and improve understanding of the CLD offer, from which effective referrals are made. A lot of work has been done over the years to clarify youth work being a different process to working with young people, and through this work, the national development of the Nature and Purpose of Youth Work.

Accessibility of suitable buildings can present a challenge to convincing learners to engage either through location and transport links, or by negative emotions from previous experiences with the building, or a centre being seen as only for young people and not a place for adults to go and learn. For some learners it is their first return to any kind of learning in many years and the thought of the formal process from school can be a barrier. The opportunities created and developed for learners are designed to introduce the learning in a non-threatening way to gain acceptance from learners, towards developing the opportunity to potentially more formalised activity that can lead to qualifications to assist them make real changes in their lives.

Awareness and visibility Do you think there are clear career progression pathways in CLD for practitioners or volunteers?

Please give us your views:

There are many different ways that people enter the CLD profession. Often practitioners will start as volunteers in youth or adult learning or as community activists. These volunteers receive training and may be happy to remain as volunteers or might wish to progress into the CLD workforce, starting as sessional or part time staff and progressing into full time employment. Qualifications are often undertaken by staff such as these through SVQs and Modern Apprenticeships (SCQF 5, 6, and 7) in areas such as youth work or Community Development, PDAs in youth work or community development etc. The advantage of these qualifications is that staff can undertake them in the workplace as they are vocational. Some colleges offer HNC Working in Communities, while Universities offer the following to enable staff to qualify as professionals:

Dundee University

- Post Graduate Diploma in Community Education
- BA (Hons) in Community Education
- BA (Hons) Community Education work based route

Edinburgh University

- BA (Ord) Learning in Communities

University of West of Scotland

- BA (Hons) Community Education

Glasgow University

- - BA (Ord) Community Development

Dundee University

- Post graduate Community Education

Some of the CLD workforce undertake a degree qualification prior to entering the profession and work in a placement capacity within the profession in order to qualify.

The CLD Standards Council has worked on mapping the pathways for individuals entering the CLD profession both as volunteers/ sessional part time staff and also through the University system.

Although the ways that people initially come into the profession may vary there is a clear pathway to progress in terms of qualification and the advancement of career opportunities.

However, continued financial pressures on local authorities and the current strength of the CLD Regulations, places CLD funding in a precarious position within local authority budgets. Reduction in spending across local authorities is resulting in volunteers and learners through the 'grow your own' process, central to the values and principles of CLD, going to other authority areas or simply not being able to enter the CLD profession.

In short, there may be clear progression routes within CLD but the opportunities to enter CLD are decreasing.

Accessibility and availability If someone wants to do CLD learning, how likely are they to find the learning they need or want?

Please give us your views:

Community learning and development activities in South Lanarkshire can be accessed via a universal and targeted offer. Services are accessible to all in our communities but aim to specifically provide services that support learners who are at risk of achieving the poorest outcomes. Each geographic area of the authority has its own learning and support offer, this depends on available resources, geographical location, programme funding, community interest and response to immediate need within our communities. Whilst the majority of programmes are planned in advance with service users/learners, the service is responsive and flexible when dealing with pertinent issues that need to be addressed. Each geographic team is accessible to the community they serve, offering a range of activities and programs tailored to different age groups, interests and needs.

In local authorities, partnership work is driven at a strategic level through membership of CLD Partnerships. These partnerships will often include services such as NHS, Colleges and Universities, Social Work, Third Sector partners, Police, employability services, Department of Work and Pensions, leisure services, schools etc.

This Partnership is replicated in localities and at a local level - Locality Action Planning Groups (LAPGs) - with the partnership groups being made up of practitioners and local managers across a full range of services and 3rd sector partnerships. This ensures that the local needs are being identified and met. The partners work together to ensure appropriate referrals are in place and to develop local joint working initiatives to meet the needs of the community and learners. The LAPG and CLD partnership groups contribute to the development of the Community Learning and Development plan. The LAPGs translate this at a local level, reporting progression and actions to the CLD Partnership Group who in turn report to the Community Planning Partnership.

CLD staff engage 'at the coal face' in communities with those that we are targeting for specific programmes. This can include but is not limited to efforts such as visits into community spaces to talk directly with learners, speaking to parents at school gates, and detached street work targeting young people. CLD staff widely publicise offers on social media as each centre has a Facebook page. These are shared on a wide scale, and posters and flyers are created to advertise opportunities.

There is a presence on the South Lanarkshire website which has contact information for CLD opportunities. Various programmes are also targeted and are accessed on a referral basis and are publicised to the relevant partners. Targeted (closed group) provision reflects specific needs and can be influenced by available funding criteria and/or restrictions.

Accessibility and availability Do you have any concerns or hopes about the CLD learning offer in the future?

Please give us your views:

Securing adequate funding to staff, sustain and expand the CLD offer is currently an immediate concern. There is hope that following this review, conclusions will include a marked increase in investment for the sector to enable CLD provision to reach more individuals within communities and schools, to meet increasing demands on the sector. CLD staff engage well and have established trusted relationships with those users that other services can have difficulty engaging. There is a clear opportunity for CLD staff to begin work on supporting the early interventions and pathways to these services as appropriate. Any reductions in CLD provision will likely lead to an increase in statutory interventions. While the scope of this review is focused on the learning element of CLD, the purpose of CLD is further reaching. In addition to offering formal, non-formal and informal learning opportunities, CLD also offers people pro-social spaces where they can exist free of charge with their peers and the wider community. The benefits of CLD are greater than the sum of its parts.

Attempts to meet people where they are and build pathways to enable them to grow, develop, build resilience and working with partners can create opportunities for social mobility. People are often referred to as 'hard to reach'; CLD are committed to making services 'easy to access'. The CLD sector creates a service with people, and not for them, built upon co-design and positive relationships.

A concern is that funding streams will dictate the CLD offer, and result in seeking funding from unconventional sources in order to keep a service for communities that we may not usually engage with. There is a risk of becoming entrenched in short-term funding outcomes dictating the offer rather than being responsive to need.

A major concern for the sector, is the shrinking of funds allocated with specific regards to the ability to continue to support those most in need. This will have a detrimental effect and will continue to have an impact on our communities for years after the funding decisions are made. Less funding threatens the vital resources necessary for early intervention programmes, which facilitate a critical response from our staff in addressing concealed issues before they intensify. The CLD offer not only demonstrates that more positive outcomes are apparent with relation to healthier and safer communities, but also shows considerable returns in investment by the use of early intervention work, mitigating the costs associated with managing escalated issues.

A further concern is that we move towards a quantitative data gathering structure in order to show a return for investment. Whilst this can offer beneficial insights into trends and outcomes/outputs, it does not capture the nuanced intricacies and experiences that are absolutely essential for a holistic understanding of community needs, which enables us to create bespoke packages and programmes of support.

CLD relies on the relationships that are developed with communities and service users over time; this must be safeguarded or we will damage relationships by parachuting in, and out of communities. Respecting the autonomy of learners must be prioritised to maintain their motivation, and sense of achievement and ownership. There is a growing concern that imposing mandatory participation would be detrimental to potential outcomes. CLD is built on a solid foundation of learner's voluntary participation.

A hope of the CLD sector is that through strengthened local partnerships and networks will contribute to combined efforts to leverage resources, share best practices, and maximise impact.

Accessibility and availability To what extent do you feel that CLD learning is available at a time and location that works for the learner?

Please give us your views:

Efforts are made across CLD services to provide a range of programmes and activities that cater to the diverse needs of our learners across different communities. The CLD offer is delivered during the daytime, evenings and weekends (8am and 10pm), Monday to Sunday to accommodate young people, parents, families and individuals. In addition, venues are situated in accessible locations, within the community. However, due to the diverse and geographic locations within authorities, it is extremely difficult to have an offer in each town/village. Therefore, learning opportunities are sometimes moveable in certain areas and this is due to some of our communities being rural or remote. However, access to transport to service rural communities is crucial to engage in opportunities, as is access to appropriate community venues (let costs are often prohibitive), and outreach work, or services must be centralised.

Effort to make the CLD offer available at times and locations that meet learners' needs is ongoing, and our evaluation and engagement is central to understanding requirements and need. The ability to carry out outreach work is resource dependent, and the reality is that often activity is offered in a centralised location, but every attempt is made to overcome barriers.

Accessibility and availability Are you aware of any financial costs for learners in accessing CLD learning?

Please give us your views:

Traditionally, CLD services do not charge learners to access opportunities and ensure that people have fair accessibility to services, providing food and support to those who may find it more difficult to participate. In South Lanarkshire, most activity is free at point of contact, other than sometimes, heavily subsidised access to trips and excursions. Staff are extremely adept at creative ways of overcoming barriers, fundraising, and establishing relationships with local businesses where we access end of day food, that enables us to feed learners.

Support and learning Are CLD staff and volunteers trained/qualified to support a learner's journey towards achieving high-quality positive outcomes?

Please give us your views:

A range of volunteer training courses exist throughout CLD services in Scotland. Volunteers may be happy to remain as volunteers or might wish to progress into the CLD workforce, starting as sessional or part time staff and progressing into full time employment.

Qualifications are often undertaken by staff such as these through SVQ's and Modern Apprenticeships (SCQF 5, 6, and 7) in areas such as Youth Work or Community Development, PDAs in Youth Work or Community Development etc. The advantage of these vocational qualifications is that staff can

undertake them in the workplace using their work as evidence.

Staff also come into the profession with a degree (post or undergraduate) qualification in CLD and some undertake these courses whilst in employment as they have a large work placement content.

CLD staff receive training on an ongoing basis in areas such as new policy, new funded initiatives, inclusion, adult and child protection and health and safety. Free access to training is provided by bodies such as employers, CLD Standards Council, Education Scotland, NHS, Youth Scotland, Youth Link Scotland, other 3rd Sector organisations etc. Many of these training opportunities are run on a national basis and are available to all practitioners.

The nature of Community Learning and Development work relies heavily on the inter-personal skills of the practitioner to deal with challenging people and situations. It is often better for a practitioner possessing these skills to qualify once they have experience and are working, than for a practitioner to go through a degree qualification and then enter the profession without the necessary communication, empathetic and inter-personal skills. The CLD Standards Council Professional Development Strategy is the national framework/ guidance for the continuous professional development of CLD staff and volunteers. This requires each member to undertake a minimum of 35 hours dedicated CPD annually and to evidence that this has been undertaken.

Support and learning From your experiences, is learning taking place in a safe and welcoming environment?

Please give us your views:

Community Learning and Development takes place in a variety of environments including schools and other educational establishments, dedicated buildings and, most importantly, community centres and spaces in the heart of communities. CLD staff are PVG disclosed and trained in child and adult protection to assist in the safeguarding of vulnerable learners. School settings can pose issues for vulnerable people such as school refusers, parents who are afraid of school and adults who have had a negative experience in the past. For CLD to be a positive experience, it should take place in an environment where learners can engage, are comfortable and feel safe enough to openly express themselves.

Support and learning Are learners encouraged to give and receive regular feedback on their learning, and if it is meeting their goals?

Please give us your views:

In line with the reflective practice in CLD, planning and evaluation with learners is carried out to ensure that their needs are being met throughout the sector. Learner experience and outcomes are also subject to scrutiny through the HMIe inspection process.

Planning may be carried out with learners as individuals through Individual Learning Plans and recorded discussion and with groups through consultation and joint planning exercises. Need for CLD interventions is identified through learners, communities and partnership agencies such as Social Work, schools, police and the justice system.

Evaluation is carried out by practitioners on a regular basis- often after each learning session through discussion, and the use of group and individual feedback processes. This feedback is then used to forward plan interventions and programmes for individuals and groups. Practitioners use this information to reflect on what has gone before and to continuously improve delivery and content of learning sessions ensuring this is tailored to the needs of the learners. Recording of regular learner feedback is necessary to meet the key indicators of the 'How Good is Our Community Learning and Development' framework and can take many forms including paper based, ITC, Video, recorded meetings and review sessions on individual and group training plans.

Support and learning How 'joined-up' are CLD services to other related services, such as schools, mental health support, benefits/money advice, employability services, etc?

Please give us your views:

Partnership and joint delivery of CLD and other services are the key part of the 'How Good is Our Community Learning and Development' framework and all HMIe inspections look at the wider partnership working rather than one service.

In local authorities, partnership work is driven at a high level through membership of CLD Partnerships. These partnerships will often include services such as NHS, Colleges and Universities, Social Work, 3rd sector partners, police, employability services, Department of Work and Pensions, leisure services, schools etc.

This Partnership is replicated in localities and at a local level - Locality Action Planning Groups (LAPGs)- with the partnership groups being made up of practitioners and local managers across a full range of services and 3rd sector partnerships. This ensures that the local needs are being identified and met. The partners work together to ensure appropriate referrals are in place and to develop local joint working initiatives to meet the needs of the community and learners. The LAPG and CLD partnership groups contribute to the development of the Community Learning and Development plan. The LAPG's translate this at a local level, reporting progression and actions to the CLD Partnership Group who in turn report to the Community Planning Partnership.

Support and Learning What role do Colleges and Universities play in CLD?

Please give us your views:

Colleges and Universities deliver courses in CLD for people wishing to enter the CLD profession. These courses are approved by the CLD Standards council. Some colleges offer courses such as HNC Working in Communities, PDA youth work and Modern Apprenticeships for those organisations that do not have the infrastructure to deliver in-house or are not SQA centres.

Universities offer the following to enable staff to qualify as professionals:

- Dundee University- Post Graduate Community Education; BA (Hons) in Community Education; BA (Hons) Community Education work-based route.
- Edinburgh University- BA (Ord) Learning in Communities
- University of West of Scotland- BA (Hons) Community Education
- Glasgow University- BA (Ord) Community Development

CLD providers are duty bound to support student placement activities for these courses.

Some colleges deliver qualifications to learners that are also delivered by CLD services such as English Speakers of other Languages (ESOL), SQA employability etc. and CLD services will often signpost learners to colleges to move on to the next step of learning and receive a higher qualification than CLD services deliver. Colleges may not be the right environment for all learners however and personal barriers to attendance at college may exist e.g. family commitments, transport, mental health issues, disability, work commitments. CLD delivers to learners at a time and way that they can engage and flexibility of CLD delivery is key to their wellbeing and progression.

ESOL provision across Scotland is reliant on appropriate and purposeful relationships being established across CLD and College providers to ensure the learning pathway is clear for learners. Historic and current funding arrangements for ESOL, including Scottish Funding Council guidance, can sometimes make this difficult to navigate.

Pathways and progression How are learners made aware of opportunities to take their learning to the next stage e.g. volunteering, more advanced learning, employability support, etc?

Please give us your views:

Learning is planned, delivered, and reviewed through methods such as Individual or Group Learning Plans. Progression pathways are identified through these processes, and learners are encouraged to take ownership of their own learning and identify their next steps and are supported to do so by well-informed professionals.

Most CLD providers will have up to date knowledge of progression pathways that learners may choose to take. A range of partnership networks across CLD (formal and informal) ensure that CLD staff are aware of and can help learners access opportunities; this also avoids issues with duplication. Staff will regularly take learners to job fairs and open days and refer across services.

Pathways and progression How are learners supported with their learning to transition to the next stage?

Please give us your views:

A variety of methods are utilised to ensure that learners understand their options for progression. Fundamental to this is the relationship and trust that is developed between CLD Workers and learners (relationship-based practice). At the start of a learning programme there will ordinarily be discussions with learners as individuals and as a group to discuss the learning outcomes / impacts they will seek to achieve during the programme. This will include a discussion about learning pathway options, and fundamental to this is the ability of CLD staff to support learners to understand their own progress and help them set stretch targets for themselves. CLD staff will also recognise that everyone learns at a different pace and will work to ensure that improved learner confidence is fundamental to this process, as this is the gateway to learning. In South Lanarkshire there are agreed CLD Impact Measures and practitioners focus and prioritise progression routes for learners.

Learners are encouraged to progress through a variety of accredited awards and are supported to access further opportunities or employment opportunities. CLD has strong links with youth employability, Skills Development Scotland, and the Department of Work and Pensions.

In terms of volunteering, for most CLD organisations (public and Third Sector) there is a strong culture of 'grow your own' and many CLD employees start off as learners and or volunteers and have progressed to employment or further education, both within and outwith the sector. This is in large part due to the trust they have in CLD staff to support them in this direction, and the strong CPD opportunities that volunteers and staff have access to.

Pathways and progression How do we know if CLD learning is delivering positive/good outcomes for the learners?

Please give us your views:

The CLD sector is accountable to demonstrate the impacts and outcomes for learners.

From a third sector perspective there will be agreed, deliverable outcomes from funding providers and will be asked to submit funding reports that include the difference this has made to learners. Ordinarily this will be supplemented by evidence that includes learner testimony and case studies. Third sector organisations are part of CLD Partnerships, and shared data sets are often used and reported on through Community Learning and Development Plans to Community Planning Partnerships.

Similarly, from a local authority perspective CLD services report on data sets through CLD Partnerships (which are coordinated through the local authority) and will report outcomes and progress through their own resource. For example, in South Lanarkshire targets are set and reported on through the Education Resources Plan, into the Council Plan 'Connect' and the South Lanarkshire Partnership Plan. CLD outcomes are collated on a yearly basis and trend data across a number of years can be analysed to indicate areas of strength and areas for improvement. This data is captured at local level and aggregated to inform local planning as well as authority wide service development.

Nationally there are Key Performance Indicators that were developed by the national CLD Managers in consultation with the wider field that have reported on a yearly basis for the past three years from every local authority (for the first two years 32 local authorities submitted, last year 31 submitted). This information has been compiled and an analysis report written.

In addition, a revised 'How good is our community learning and development?' (HGIOCLD?4) framework was developed and published in 2021. The Quality Indicators allow CLD providers to (either individually or collectively) self-evaluate the impact of their work, and this is a very good tool to analyse strengths and areas for improvement. Self-evaluation seminars are regularly conducted across CLD Partnerships as part of the scrutiny of CLD 3-year strategic plans.

Other methods of self-evaluation include Validated Self-Evaluation (VSE), and last year South Lanarkshire conducted a VSE exercise across the Youth, Family, and Community Learning Service using two Quality Indicators from the HGIOCLD?4 Framework (1.1 Performance against aims and targets & 2.3 Improving life chances). This was conducted by Associate Assessors within the local authority and mirrored a CLD Inspection process. A presentation feedback session was conducted across the four areas outlining strengths and areas for improvement.

As above, the CLD sector is also subject to HMle CLD Inspections that uses the HGIOCLD?4 Quality Improvement framework to analyse performance across a range of themes, and this looks at data collection, understanding of performance trends, and evidence of outcomes to reach judgements and conclusions on strengths and areas for improvement. At the heart of this is ensuring that there is an evidence base to prove that outcomes have been met by learners. Triangulation of this data ensures that the statistics are supported by worker and learner testimony.

A longitudinal study of the impacts and outcomes of CLD activity is required to strengthen the understanding of the difference CLD makes to learners and communities. CLD's early intervention and preventative approach often averts a negative outcome and this can be difficult to evidence.

Please use the space below to provide any further thoughts or evidence about Community Learning & Development.

Please give us your views:

About you

What is your name?

Name:
Frank Thomson

Are you responding as an individual or an organisation?

Organisation

What is your organisation?

Organisation:
South Lanarkshire Council - Education Resources Youth, Family and Community Learning Service

Further information about your organisation's response

Please add any additional context:

The Scottish Government would like your permission to publish your consultation response. Please indicate your publishing preference:

Publish response only (without name)

Do you consent to Scottish Government contacting you again in relation to this consultation exercise?

Yes

What is your email address?

Email:
frank.thomson@southlanarkshire.gov.uk

I confirm that I have read the privacy policy and consent to the data I provide being used as set out in the policy.

I consent

Evaluation

Please help us improve our consultations by answering the questions below. (Responses to the evaluation will not be published.)

Matrix 1 - How satisfied were you with this consultation?:

Please enter comments here.:

Matrix 1 - How would you rate your satisfaction with using this platform (Citizen Space) to respond to this consultation?:

Please enter comments here.:

Report

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Report to:	Education Resources Committee
Date of Meeting:	21 May 2024
Report by:	Executive Director (Education Resources)

Subject:	Proposals for a Learning Disabilities, Autism and Neurodivergence Bill: Consultation
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1. Purpose of Report

1.1. The purpose of the report is to: -

- ♦ update Committee on the authority's response to the online national consultation by the Scottish Government in respect of proposals for a Learning Disabilities, Autism and Neurodivergence Bill, commissioned by the Minister for Social Care, Mental Wellbeing and Sport.

2. Recommendation(s)

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

- (1) note the response on behalf of the authority to the online consultation in respect of proposals for a Learning Disabilities, Autism and Neurodivergence Bill, commissioned by the Minister for Social Care, Mental Wellbeing and Sport.

3. Background

- 3.1 The Scottish Government is committed to the social model of disability. Unlike the medical model, where an individual is understood to be disabled by their impairment, the social model views disability as the relationship between the individual and society. The consultation explores some of the barriers faced by those with Learning Disabilities, Autism and Neurodivergence. These barriers can be in relation to inaccessible buildings, transport and communication as the cause of disadvantage and exclusion, rather than the impairment itself. The aim then, is to remove the barriers that isolate, exclude and so disable the individual.
- 3.2. Within South Lanarkshire Council, we are committed to protecting, respecting, and championing the rights of people with learning disabilities and neurodivergent people. We welcome the opportunity to complete this consultation on proposals for a Learning Disabilities, Autism and Neurodivergence Bill.
- 3.3. In the 2021 Programme for Government, a commitment was given to carry out scoping work for a Learning Disabilities, Autism and Neurodivergence Bill. The scoping work took place between May and July 2022, with 30 events involving 18 different stakeholder organisations. To enable co-design of the consultation with people with lived experience, three Bill panels were established: a Lived Experience Advisory Panel (LEAP), a Stakeholder Panel and a Practitioner Panel. The LEAP includes 25 people with various conditions including autism, learning disabilities,

ADHD, dyslexia and Down's Syndrome. The proposals in the consultation document represent output from early scoping work and input from the three Bill Panels.

4. The Consultation

- 4.1. Part One of the consultation explores 'reach' and definitions, considering who the Bill should apply to and in what circumstances. It is highlighted that beyond the definition of disability in the Equality Act 2010, existing definitions covering neurodivergent people and people with learning disabilities in Scotland are not statutory.
- 4.2. The consultation states that the aim is for the Bill to:
- Make a difference to how neurodivergent people and people with learning disabilities are seen and treated
 - Support neurodivergent people and people with learning disabilities to feel more visible
 - Ensure that everyone providing support or services to neurodivergent people and people with learning disabilities is clear about their duties under the Bill
 - Support people without a formal diagnosis to know how the Bill applies to them.
- 4.3. The Scottish Government's proposal to have a broad approach covering neurodivergence and learning disabilities is explored further within Part Two of the consultation.

Within this section there are several overarching themes:

- ◆ A Statutory Strategy,
 - ◆ Mandatory Training,
 - ◆ Inclusive Communication,
 - ◆ Data,
 - ◆ Independent Advocacy,
- 4.4. In addition to the overarching themes outlined above, consultees were asked for their views on specific themes:
- ◆ Health and Wellbeing
 - ◆ Mental Health and Capacity
 - ◆ Social Care
 - ◆ Housing, and Independent Living
 - ◆ Complex Care Coming Home
 - ◆ Relationships
 - ◆ Access to Technology
 - ◆ Employment
 - ◆ Social Security
 - ◆ Justice
 - ◆ Restraint and Seclusion
 - ◆ Education
 - ◆ Transitions to Adulthood

5. Current Position

- 5.1. The South Lanarkshire Council Autism Strategy Group met in January 2024 to review the consultation proposals and plan how best to ensure a wide and varied representation of views were gathered from partners across the authority.
- 5.2. Partners were approached and asked to review the specific proposals within each theme, relevant to their departments. The response from each partner was reviewed, collated and submitted to Liz Burns (Quality Improvement Officer, Inclusive Education Service) and Sharon Grant (Manager (Children, Families and Justice), Social Work Resources).

The draft consultation document was developed over a series of meetings and further clarification was sought where necessary.

The draft was finalised in April 2024.

- 5.3. The attached response (Appendix A) represents the gathered views of all relevant services.
- 5.4. For South Lanarkshire Council, the consultation process highlighted three emerging themes:
 - ◆ The need for inclusive communication and the development of Easy Read and other accessible formats for neurodivergent people and people with learning disabilities
 - ◆ Mandatory training on neurodivergence and learning disabilities to support public facing staff to better understand the individual's needs.
 - ◆ To strengthen the rights of neurodivergent people and people with learning disabilities to access advocacy. The voices of those with lived experience should be central to these developments.

6. Employee Implications

- 6.1. None

7. Financial Implications

- 7.1. As this is a response to the consultation on the Bill there is no financial implication currently. Should the Bill be passed there would be cost implications for the authority.

8. Climate Change, Sustainability and Environmental Implications

- 8.1. None

9. Other Implications

- 9.1. None

10. Equality Impact Assessment and Consultation Arrangements

- 10.1. Equality impact issues were considered during the consultation process

- 10.2. Views were sought from a range of stakeholders during the consultation period. including establishments, Education, Health, Social Work, Autism Resource Coordination Hub (ARCH), Housing and Technical Resources.

Carole McKenzie
Executive Director (Education Resources)

1 May 2024

Link(s) to Council Values/Priorities/Outcomes

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

Previous References

None

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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Part 1: Reach and definitions: who should the Learning Disabilities, Autism and Neurodivergence (LDAN) Bill include?

Proposal 1: 'People who are Neurodiverse'/'Neurodiverse People'.

We agree that the term Neurodiverse/Neurodiverse People is too broad. The term Neurodivergent better reflects the cohort of people the Bill will support.

Proposal 2: 'People who are Neurodivergent'/'Neurodivergent People'

Following consultation with partners and our Neurodivergent community the preferred term is 'Neurodivergent/Neurodivergent people'. We feel this term covers all neurodiverse condition including Autism, Dyslexia, ADHD, Tourette's etc. We do however recognise that within each of these neurodiverse conditions there are specific and unique needs. The Education (Additional Support for Learning) (Scotland) Act 2004 also recognises this. A child or young person's specific needs can be met without the need for a diagnosis or label. The term Neurodivergent is best applied, as well as the term Autism, not as a generic replacement for it.

Which of these proposals do you not agree with (if any), please tell us why?

Proposal 3 : We could take an approach that specifically names and defines populations of people in the Bill. This would increase the visibility of these groups and more clearly state who the Bill applies to for the benefit of those people, as well as for practitioners.

We would have reservations in agreeing with Proposal 3. Whilst we agree that increased visibility of individual groups of the population is beneficial, we understand that if a specific cohort was not listed in the Bill, then they could be excluded from the benefits the Bill can offer. Would it be possible to add additional cohorts of the population at later date, further clarification of this would be beneficial.

Part 2: Themes

Section 1: Statutory Strategies for Neurodivergence and Learning Disabilities

The Scottish Government has previously produced national strategies on learning disability and separately on autism. Following the COVID pandemic, a joint plan produced in partnership with Convention of Scottish Local Authorities (COSLA) was published covering both learning disabilities and autism – the Towards Transformation Plan. The Scottish Government continues to work to this plan pending decisions on the shape and content of the Learning Disabilities, Autism and Neurodivergence (LDAN) Bill.

The Scottish Government is proposing to take a broad approach covering neurodivergence and learning disabilities.

Proposal 1 Introduce a requirement for a national strategy on neurodivergence and learning disabilities to be produced by the Scottish Government.

We would be keen that any strategy would be a mandated strategy incorporating duties and not powers. The Scottish Government's response to the inequalities experienced by autistic people was the introduction of the Scottish Strategy for Autism (2011-2021).

Within South Lanarkshire Council there has been a Local Autism Action Plan in place. An active Autism Strategy group meets tri annually to review progress and plan future actions.

Progress has been good, and impact has been measured. Extensive training on Autism has been delivered by ARCH, (Autism Resource Centre Hub) to several partners including staff from South Lanarkshire Partnership Housing. This has had a direct impact on public facing staff who share that they have better understanding of the housing and support needs of people with Autism. Members of staff within Social Work. Family Support Hubs have also benefitted from training.

As a council we have made good progress and would welcome a bill that has a mandatory strategy as this would constitute a rights-based approach. However, we would have some concerns around the funding implications that the mandatory strategy would bring and would welcome further clarification in relation to this.

Proposal 5: Ensure that people with lived experience have to be involved in the development of the strategies.

We currently work closely with those with lived experience to improve our understanding of their specific needs. Involving those with lived experience within the specific cohorts would be an essential part of creating a strategy that reflects current needs.

The different minds campaign created in partnership with Autistic people raised the profile of Autism and feedback has highlighted positively, the recognition of Autism as a difference rather than a disability. We would welcome the opportunity to further raise awareness of not only Autism, but Neurodivergence and Learning Disabilities.

Section 2: Mandatory Training in the Public Sector

Proposal 1: Mandatory Training for Public Services

We would welcome mandatory training within the Public Sector for public facing staff. Involving those with lived experience would enhance the quality of training offered by targeting the specific needs of those service users.

We would also be keen that training would ensure that the specific and unique needs of each neurodiverse condition be considered. It is our experience that public facing staff are keen to build confidence and knowledge around neurodivergent people. Within South Lanarkshire Council, ARCH provides awareness raising sessions and direct training to colleagues across the authority.

Section 3: Inclusive Communications

Proposal 1: Alternative means of communication

We acknowledge that alternative forms of communication would be beneficial for neurodivergent people and people with learning disability. Alternatives may include online meetings, face to face appointments or letters. It is important to acknowledge that there should be flexibility in means of communication offered and that this is in response to the changing needs of the individual.

Proposal 2: Easy-read

We would welcome further discussion around a broad duty to make available on request Easy-read versions of certain publications. The Easy-read versions provided as part of this consultation process have been welcomed by service users. Working with those with lived experience to produce Easy-read versions that are high quality and provide essential information in a clear visual way would be a core part of this development.

A duty on National Health Service (NHS) Boards and Health & Social Care Partnerships (HSCPs) to require appointment letters to automatically be produced in Easy-read may be a welcome option for some of the identified group however this would need to be sensitively handled with service users.

A duty on the Scottish Police Service, the Scottish Courts and Tribunal Service and the Scottish Prison Service to automatically provide information to people in certain circumstances including when accused or convicted of a crime in an accessible way, including standard bail conditions would be welcome.

Section 4: Data

Proposal 1

We would agree that a central Commissioner analysing data would be welcome. This would give a degree of independent review of the needs of those covered within the Bill. Further information would be required around parameters of data collection as these may be limited locally and not fully reflect need.

We agree that centrally collating LDAN data would inform decisions around the needs of the population. Further clarity is required around what the data set would include and how this would inform improvement through the national strategy and in turn locally. Further information is required around whether the data would have an impact on local funding - would this be protected funding to deliver on evidenced based need identified through the data?

We would welcome the establishment of consistent data collection and reporting mechanisms in relation to LDAN people across Scotland.

Proposal 4

We would welcome consideration of a Scottish version of the Learning Disability Mortality Review (LeDeR) programme.

Section 5: Independent Advocacy

There is a requirement for investment in both individual and collective advocacy. As outlined in proposal 1, a consistent approach is required across the country and working with Scottish Independent Advocacy Alliance and other organisations would assist with this. Steps should be taken to strengthen the rights of neurodivergent people and people with learning disabilities to access advocacy. The voices of those with lived experience should be central to these developments. However, placing either powers and/or duties on local authorities and HSCP's to introduce regulations around independent advocacy and provision of information on access to advocacy does not address the lack of advocacy provision in our communities, the cost of this provision and lack of funds available to develop this provision. Without this, there are significant constraints to the delivery of the proposal to strengthen and improve access to existing advocacy provisions.

Similarly, the provision of some specific legal rights to free, independent advocacy to neurodivergent people and people with learning disabilities outlined in proposal 2 is welcomed. Again, current financial constraints on delivery and availability of advocacy services would have to be considered and mitigated, for this to be meaningfully advanced.

Part 3: Specific Themes

Section 1: Health and Wellbeing

Karen McGuigan Public Health Specialist has advised that Health will submit a response.

Section 2: Mental Health and Capacity Law

Karen McGuigan Public Health Specialist has advised that Health will submit a response.

Section 3: Social Care

We would identify that aspects of all proposals are welcome.

Proposal 1 – Local authorities workforce planning and workforce training should be inclusive of the needs of neurodivergent people and people with learning disabilities. This should include training appropriate to role and plans should set out how inclusive communication and accessibility requirements are met.

Proposal 2 – Legislating that local authorities and commissioned services provide training to employees appropriate to their role would increase competence and confidence in the workforce. Extending this beyond a neurodivergent approach to the training so that it focusses on neurodivergence and learning disabilities, would be more responsive and inclusive.

Proposal 3 – improving on existing processes to improve accessibility to services and supports for neurodivergent people and people with learning disabilities should be a priority. Easy read materials and the provision of alternative means of communication being available including within complaints procedures is positive.

All these proposals outline positive improvements for neurodivergent people and people with learning disabilities. Implementation of these in practice will require additional targeted workforce time and funds. We would welcome further information on funding to support the identified proposals.

Section 4: Housing and Independent Living

The council is broadly supportive of all five proposals relating to the ‘Housing and Independent Living’ section of the consultation document. The proposals will help to enhance and direct work that is already undertaken by housing to support customers with a range of disabilities and support needs, including those who are neurodivergent.

Generally, the council would emphasise the need for any additional responsibilities or services arising from this Bill for local authorities to be fully funded. This would include any monitoring or reporting requirements.

It is also important to note that a strong partnership approach will be essential to delivering on the proposals within the Bill and to ensuring that the needs of neurodivergent people and people with learning disabilities are appropriately considered and taken into account.

Proposal 1: Advice, advocacy, and guidance

It is recognised that the process of applying for housing and dealing with other housing related matters, such as accessing adaptations or homelessness, may be challenging for many people.

Social housing landlords generally provide advice, assistance and information on a range of housing related matters through local teams and via on-line tools.

Given the particular challenges that neurodivergent people and people with learning disabilities may face, the council would consider it appropriate that, within a housing context, specialist independent advice, support and advocacy is made available.

Proposal 2: Neurodivergence and learning disabilities strategies

The council is supportive of embedding independent living principles into key policies, plans and strategies and considers this key to eliminating disadvantage and safeguarding change for neurodivergent people and people with learning disabilities. Depending on the breadth of the Bill, additional funding is likely to be required to deliver the desired outcomes.

It is worth highlighting that the needs of neurodivergent people and people with learning disabilities are considered within the current South Lanarkshire Local Housing Strategy (LHS) 2022-27, where there is an action to ‘continue to further explore and develop suitable housing options for adults with learning disabilities and neurodiversity issues’.

Strong partnership working arrangements and approaches already exist between housing and a range of partners in respect of areas such as homelessness, development of new council homes, retrofitting existing homes and meeting housing needs and support to help people remain in or return to their home. These arrangements will continue to be essential

to delivering on strategic priorities and outcomes to support and meet the needs of neurodivergent people and people with learning disabilities.

Proposal 3: Mandatory training for housing professionals

The council is supportive of mandatory training for housing professionals to ensure they are equipped with the appropriate knowledge and skills to support neurodivergent people and people with learning disabilities.

This would enhance the strong links and networks that already exist with partners which facilitate sharing of information and knowledge to help support professionals in their work with a wide range of people with particular needs.

Proposal 4: Data

Recognising the disadvantage and inequalities that currently exist for neurodivergent people and people with learning disabilities, the council is supportive of the proposal to improve on data collection to enable a better understanding of the specific needs of these groups. It should be noted however that improving data collection will be reliant on the capability of IT systems.

Proposal 5: Inclusive communications

This would be welcome however consideration should be given to workforce and funding implications.

Section 5: Complex Care – Coming Home

Proposal 1 Dynamic Support Registers

We would not agree with this proposal. The current arrangements are broadly effective without the need for a statutory duty. Within South Lanarkshire a dynamic register has recently been set up. We have found this to be positive and it has given us more oversight of out of area placements etc; this has allowed us to identify patterns/needs/risks of individuals and will help us plan, shape and deliver services in the future. This process has also ensured a multi-agency approach by all responsible agencies to ensure the needs of the person are at the forefront of decision-making processes. However, this is a significantly increased workload for local authorities as it is a live document; funding has been provided to set this up for the initial 3 years, to support the Coming Home Agenda, however ongoing funding will be required to sustain progress.

Proposal 2 The National Support Panel (“the Panel”) should work with and support the new Dynamic Support Registers and Peer Support Network and we think there are different ways to do this.

Option A: Legislative Panel Conducting Individual Reviews within Defined Parameters

Option B: Legislative Panel Conducting Peer Reviews of Local Processes

Option C: Non-legislative Panel Conducting Peer Reviews of Local Processes

Option C would be our preferred option. This would allow for shared learning and problem solving of more complex situations. We recognise that it would be important to ensure that those current processes in place; Mental Welfare Commission, Ombudsman, ASP Significant case reviews and local reviews were not duplicated with the introduction of a Panel Conducting Peer Reviews. We would welcome further clarification of threshold and scope of the process.

Section 6: Relationships

Proposal 1: Access to Independent Advocacy

Proposal 1 – as noted access to independent advocacy should be promoted and supported for neurodivergent people or people with learning disabilities in all aspect of their life.

Advocacy should be responsive and tailored to the presenting needs of the individual. This includes within relationships and examples detailed in a) and b).

Proposal 2: Data

Proposal 2 – Data collection would have to be purposeful to shape supports, services and policy. It is not detailed who would provide this data and how and what the implications on services and providers could be. Further consideration and detail would be required to make an informed view on data collection.

Proposal 3: Inclusive communications

Proposal 3 – As noted, the development of easy read and other accessible formats for neurodivergent people and people with learning disabilities would be welcomed. Cost and workforce implications would have to be accounted for.

Proposal 4: National and Local Strategies

Proposal 4 – local strategies outlining service delivery should include neurodivergent people and people with learning disabilities. This proposal makes reference to evaluation and reporting but does not expand on the parameters of this reporting and its purpose. It is unclear what the implications this would have for LA's.

Proposal 5: Accountability

Proposal 5: Accountability – introducing powers of investigation to a new or existing body to investigate ongoing and historic cases of child removal from parents with learning disabilities implies that on balance past and current decision making of agencies has been flawed or prejudiced. It is unclear what data this proposal is based on. It would be pertinent for service providers and practitioners to have access to learning in this area. This has the potential to have implications on practice and calls into question professional value base of agencies, courts, and the Scottish Children's Reporters Administration/children's hearings. While supportive of increased accountability of practice and decision making in this area it would be essential to consult with practitioners that this would impact to get a sense of, if barriers in practice exist, how these could be addressed and what a new accountability structure would be.

All proposals have workforce time and financial implications that would necessitate the allocation of additional funds. Without additionality, disinvestment from existing services would be required. In the current climate resourcing and funding streams are finite with no flex to redirect funds.

Section 7: Access to Technology

Proposal 1 - We could also consider how to ensure that training is available to people with learning disabilities in digital skills and online safety.

We would welcome this proposal. Currently, there is a range of publications to support online safety for those with learning disabilities, some are also available in Easy Read versions. The challenge can be who provides the support to those with learning disabilities to access this material and work through it to ensure it can be applied within daily living. We are keen to find out more about the potential offer of training and how this would be delivered.

Proposal 2 - We could gather clear data on the number of people with learning disabilities and neurodivergent people accessing and using technology.

Whilst we welcome this proposal, gathering data that reflects fully the number of people with disabilities and neurodivergent people may be challenging. At a local level we may be able to gather data however this may not reflect fully the identified groups. Some people may not want to or be able to supply this information. Further consideration as to how this would be implemented would be required.

Proposal 3 - We could make more support available to directly help people with learning disabilities and neurodivergent people access and use technology.

We would agree with this proposal. Often people with a learning disability can be digitally excluded, this was evident during the pandemic. Further information around the proposed

support and the funding that would be provided to enhance the improvement of access and use of technology would be required.

Section 8: Employment

However, given the work that is currently ongoing, and our limitations on changing the law in this area, we are not currently proposing any legislative changes. Instead, we intend to explore the following in order to promote and encouraging more inclusive approaches:

Section 9: Social Security

Proposal 1 National and Local Strategies

We agree with the proposal and would ask that Social Security adapt their practices to further support neurodivergent people and people with learning difficulties.

Points to consider. An adviser line to allow quicker access to information from experienced advisors. We would welcome further support from Social Security Scotland staff when closing cases, when clients do not have appropriate ID. This can have a negative impact on vulnerable clients. Process is quicker if forms are completed online. Social Security Scotland to remove the need for a client to open a my govscot account which requires the client to have an email address. Without this, third parties cannot complete online claims for Adult Disability Payment, re-determinations, appeals etc. Exploration into extended awards without requirement for regular reviews would also be welcome.

Proposal 2: Mandatory training for social security staff

We agree with proposal 2. In addition to mandatory training, simplified correspondence and claims forms would be welcome. Further consideration for claimants who are waiting for the awards but as yet do not have an official diagnosis.

Proposal 3: Data collection

We agree with proposal 3. Data could be gathered to show how many neurodivergent people and people with learning difficulties accessed claims. Determine whether there are challenges accessing claims i.e online or paper form and whether assistance would support with this process. This data may support in future planning around a need for better, simplified online access and support for this group.

Section 10: Justice

From a justice perspective we welcome all the proposed changes in the Learning Disabilities, Autism and Neurodivergence (LDAN) Bill which will make a huge difference to the quality-of-service delivery that Neurodivergent individuals receive when they interact with the civil and justice service providing agencies. This is a very welcome development which will promote equality, development of responsive services, creation of responsive communication pathways and above all it will facilitate a growth of organisational awareness and systems change which would support human rights and more dignified and respectful interactions with the neurodivergent population, appearing and/or encountering the justice system across Scotland.

Proposal 1: Strategies and a co-ordinated approach

We support this approach, as the creation of a single national strategy that would deal with neurodivergence and learning disabilities in the civil and criminal justice systems, could enable coordinated and informed interventions. This approach will stop the fragmented and complex interactions between different parts of the justice system which can reduce heightened levels of risk for this cohort and enable them to receive more coordinated communication, support, and fairer access to the civil and justice service provisions.

Proposal 2: Data and the identification of neurodivergent people and people with learning disabilities in the justice system

We would like to see development of a one common screening tool across criminal justice agencies which could be used to identify vulnerable Neurodivergent individuals as soon as they enter the justice system so that they can get the required support, guidance and formulation of assessment about their vulnerabilities. In addition to this, we support and acknowledge the critical requirement to ensure that neurodivergent individuals and people with learning disabilities and their needs can be appropriately identified at key points of contact with the justice system.

From an accountability perspective, placing a duty on public bodies such as the Police, Crown Office and Procurator Fiscal Service (COPFS) and the Scottish Prison Service, to seek to identify neurodivergence and learning disabilities when people are encountering the criminal justice system, is another desirable development in the LDAN Bill.

Proposal 3: Inclusive communication

We feel that this is the most crucial element of the LDAN Bill, to ensure people understand their rights and responsibilities in relation to compliance during the different stages of their justice and civil case processes, as this aspect of the development will empower this cohort to access fair justice and support and could reduce their chances of accumulating further convictions due to their improved compliance with the statutory orders.

We also believe that those in contact with the criminal and civil justice systems need to be able to fully understand the information they are being given whether they are a victim, witness, party or potential offender. If information is not accessible, this can result in people being either unaware of their rights or unaware that they are at risk of breaching standard or special bail conditions etc.

Proposal 4: Mandatory Training

We support the opportunity within the Bill to consider mandatory training on neurodivergence and learning disabilities for all health and social care staff with an extension to other public bodies such as police, prison, COPFS and relevant courts and tribunals staff.

Proposal 5: Advocacy

We strongly support the provision of advocacy. However, responsibility for this aspect of the service delivery does require further consideration and consultation. Whilst we acknowledge the reference in the mandatory training that could include information about the role and availability of advocacy in the civil and criminal justice systems as well as information about the Appropriate Adults scheme would be a good idea, it will not introduce meaningful whole system change to progress in an informed way.

Proposal 6: Diversion from Prosecution (DfP)

We are of the opinion that as with others, neurodivergent people and people with learning disabilities could benefit from the use of Diversion from Prosecution where they are alleged to have committed offences. Better identification within the justice system and targeted training for staff to understand how to do this could help. A requirement to identify needs should allow better information to be provided by the Police to COPFS in the Standard Prosecution Report (SPR). We also believe that training and awareness raising provided to professionals working in COPFS on neurodivergence and learning disabilities, how it impacts on people's lives and how it can have an influence on offending behaviour could help with increasing consistency of decisions around

Diversion from Prosecution for these groups. This training could also include the role of support in reducing the likelihood of re-offending.

We feel that from a trauma informed standpoint, language around criminal justice can be modified further.

Section 11: Restraint and Seclusion

Yes, we agree that the Learning Disabilities, Autism and Neurodivergence (LDNA) Bill would not be the right place to explore options for legislation around Seclusion and Restraint.

Within South Lanarkshire Council we recognise that children and young people can display distressed behaviours, and this is often within the context of an additional support need. These needs would not be limited to a Learning Disability, Autism and Neurodivergence. As an authority we have developed clear guidelines on Promoting Positive Relationships and Understanding Distressed Behaviour. Our staff track and monitor any signs of distress a child/young person may display. This information is used to plan appropriate, supportive interventions that support the reduction in distressed behaviours and training in de-escalation strategies is also offered.

Section 12: Transport N/A

Proposal 1: National and Local Strategies

Proposal 2: Mandatory training

Section 13: Education

Proposal 1: Strategies and reporting requirements

We would agree that Children's Services Plans could articulate a commitment to neurodivergent children and young people and children and young people with learning disabilities and this is the case when there is a specific multiagency action in the current Children's Services Plan for this group. We currently reference children within the plan, who may require additional support such as young carers, children who have parents in the armed forces and those with a disability.

Proposal 2: Mandatory training for teachers, practitioners, and other educators

We would welcome mandatory training for student teachers to further meet the needs of all learners. The Standards for Provisional Registration states that student teachers should have knowledge and understanding of Pedagogical Theories and Professional Practice. Teachers should have knowledge of additional support needs and the stages of learners' cognitive, mental, social, emotional, physical and psychological development and their influence on learning and wellbeing.

Across Scotland there has been a documented increase in learners with a range of additional support needs. We would welcome an enhanced offer of training from universities to support new teachers to meet the complex range of needs we have within our mainstream and special schools. This could be developed further in the initial year of teaching.

Currently, in line with recommendations from the Additional Support for Learning (ASL) Review Action Plan, within South Lanarkshire Council, we have a Continual Professional Development (CPD) HUB. The HUB provides extensive training opportunities with the 4 interlinking themes- Rights & Participation, Relationships, Inclusion and Universal Support and Wellbeing and Care. Content is updated regularly and reflects the current education landscape within Scottish Education. We utilise training provided by the National Autism Implementation Team (NAIT) across establishments. We would welcome any additional

training that would further improve the educational offer we have to support our children and young people.

We would have some reservations however around mandatory training requirement for teachers, practitioners, and other educators on learning disabilities and neurodivergence as part of their Continued Professional Development (CPD). A core component of teachers' professional commitment is understanding the needs of all learners. The professional commitment of teachers in Scotland is to lead learning through developing deep knowledge of learning and teaching. Each teacher, practitioner and other educators should have access to appropriate training that can enhance their practice. Further consideration should be given to the purpose, content, frequency and the measurement of the impact of any mandatory training.

Proposal 3: Data

In principle, we would agree with this proposal. We would want to continue to use our current SEEMIS Management Information System for recording of said data. The need for more conditions to be reflected within the disaggregated data is clear. One concern would be that a specific neurodivergent condition was omitted from any updated list. Further discussion around this would be welcome. Further clarification would also be required around whether a formal diagnosis would be required for a neurodivergent condition to be recorded. With lengthy waiting lists for assessment any data collected may not reflect a clear frequency across the population.

We would be keen to extend the disaggregated data we currently collect and use this in a meaningful way to support planning for this cohort of the population. This would provide further information around the attainment gap of these groups, school leavers and positive destinations and to understand the size of these populations and any trends.

As an Authority we currently collate data on the use of part-time timetables within our establishments.

Section 14: Children and Young people – Transitions to Adulthood

Principles of Good Transitions, The Association for Real Change (ARC) Scotland and legislation relating to transitions should be inclusive of neurodivergent people and people with learning disabilities. Introducing further legislation could add further challenges in policy and implementation for transition practices for young people, families and staff. It would be beneficial to support the current implementation gap between existing transition legislation, policy and practice.

Part 4: Accountability

We agree that The Bill can be used to ensure that there is improved accountability for the delivery of rights for the identified groups.

We would agree with elements of options 1,3,4,5 and would welcome further clarify in relation to all.

Option 1

We agree that A Commission or Commissioner could be set up to help people secure their rights.

Option 2

We acknowledge that Neurodivergent people and people with learning disabilities already come within the remit of the Scottish Human Rights Commission (SHRC), the European Convention on Human Rights (ECHR), the Children and Young People's Commissioner and other more specialist bodies like the Scottish Public Services Ombudsman (for public

service complaints) and the Mental Welfare Commission. However, within these groups, we feel that there is not a specific focus on the LDAN group.

Option 3

We would welcome further discussion around this option. Having people with lived experience of neurodivergence or learning disabilities, to raise the awareness of their rights within public bodies and promoting a culture where the rights of neurodivergent people and people with a learning disability are upheld would be welcome.

Option 4

We agree that better resourcing of existing Disabled People's Organisations (DPOs) to allow them to support and advocate for the rights of neurodivergent people and people with learning disabilities would be beneficial.

Option 5:

We agree that continuing to work with people with lived experience (like the Lived Experience Advisory Panel (LEAP)) to produce national standards and guidance to help people understand the needs and wishes of neurodivergent people and people with learning disabilities and uphold their rights would be beneficial.

Liz Burns/Sharon Grant March 2024

APPENDIX 5 - Report

13

Report to:	Education Resources Committee
Date of Meeting:	21 May 2024
Report by:	Executive Director (Education Resources)

Subject:	Response to Consultation on proposed changes to the GTCS Memorandum on Entry Requirements to Programmes of Initial Teacher Education in Scotland
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ update Committee on the response to the consultation on the proposed changes to the GTCS Memorandum on the Entry Requirements to Programmes of Initial Teacher Education (ITE) in Scotland.

2. Recommendation(s)

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

- (1) to note the response to the Consultation on proposed changes to the GTCS Memorandum on Entry Requirements to Programmes of Initial Teacher Education in Scotland.

3. Background

- 3.1. As the independent registration and regulation body for teachers in Scotland, the General Teaching Council for Scotland (GTCS) sets the standards for entering and remaining on the register of teachers.
- 3.2. Since 1965, a Memorandum on Entry Requirements for Initial Teacher Education (ITE) programmes in Scotland (the Memorandum) has been published. Originally this was done on an annual basis but latterly it was issued less frequently.
- 3.3. The Memorandum sets the minimum entry requirement for students' entry to ITE programmes in Scotland.
- 3.4. GTC Scotland ensures that these requirements are met through the application of the Memorandum and through the subsequent accreditation of all programmes of ITE in Scotland.
- 3.5. The current version of the Memorandum was issued by the GTCS in 2019. By engaging positively and proactively with Higher Education Institutions and others, GTCS gain insight into how the Memorandum is working in practice, and where changes could bring improvements.
- 3.6. The GTCS have recently concluded a review of informal feedback from partners and interested parties on potential changes to the Memorandum. Informed by this, in

September 2023 local authorities were asked to engage in phase 1 of their review - targeted formal consultation with partners around the proposed changes.

- 3.7. Following phase 1 of their review, a draft of the new Memorandum, accompanied by an Equality Impact Assessment, will be developed and presented to GTC Scotland's Council for their consideration and approval. Thereafter, the draft of the new Memorandum will go out for public consultation.

4. GTCS Memorandum on the Entry Requirements to Programmes of Initial Teacher Education in Scotland

- 4.1. GTCS are proposing limited changes to the Memorandum to ensure:

- the Memorandum remains relevant and fit for purpose;
- the content of the Memorandum is sufficiently comprehensive and clear to all stakeholders;
- that ITE applicants can use the Memorandum confidently to determine whether they meet with the minimum entry requirements when applying to join an ITE programme; and
- ITE providers can provide up to date information in their literature to guide potential applicants on the expectations of the minimum entry requirements for ITE programmes.

- 4.2. The response to the consultation can be found below.

5. Employee Implications

- 5.1. None

6. Financial Implications

- 6.1. None

7. Climate Change, Sustainability and Environmental Implications

- 7.1. None

8. Other Implications

- 8.1. None

9. Equality Impact Assessment and Consultation Arrangements

- 9.1. None

Carole McKenzie

Executive Director (Education Resources)

1 May 2024

Link(s) to Council Values/Priorities/Outcomes

- ◆ Education and learning: inspiring learners, transforming learning, strengthening partnerships

Previous References

None

List of Background Papers

None

Contact for Further Information

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

Jacqueline Wallace, Head of Education (Early Years and Primary)

Ext: 4468 (Tel:01698 454468)

E-mail: Jacqueline.Wallace@southlanarkshire.gov.uk



Review of the Memorandum on Entry Requirements to Programmes of ITE in Scotland Consultation on proposed changes to the Memorandum

Privacy Statement

For this consultation we intend to publish a summary report of the responses that we receive. If we quote from individual responses in our summary report, these will be unattributed. Please be mindful not to share any personal information in your response.

Further information on how we process your personal data in relation to this consultation is set out in our privacy notice, which can be found on our website.

www.gtcs.org.uk/wp-content/uploads/2024/02/ITE-Consultation-Privacy-Notice-2024.pdf

Personal data

1. Please confirm that you have read and understood the privacy notices and consent to personal data being processed as set out in the notices.

I confirm and consent

Literacy and Numeracy

2. Do you agree that there should be no change to the current literacy requirement?

☒ Yes

☐ No

☐ Don't know

3. If not, please explain why.

4. Do you agree that there should be no change to the current numeracy requirement?

☒ Yes

☐ No

☐ Don't know

5. If not, please explain why.

Sections 1 to 5 of the Memorandum

6. Do you agree that we should include a recommendation to interview applicants?

☒ Yes

☐ No

☐ Don't know

7. If not, please explain why.

8. Do you agree that the changes we are proposing to the list of personal specifications better reflect the skills, dispositions and attributes required of student teachers?

☒ Yes

☐ No

Don't know

9.If not, please explain why.

10.Do you have any other comments on proposed changes to the Memorandum set out in points 6.1 to 6.5 in the consultation paper?

Secondary subjects with specific requirements

11.Do you agree that the changes we have made to the entry requirement information for the bullet point list of subjects in section 6.6 make the provisions easier to understand and apply?

Yes

No

Don't know

12.If not, please explain why.

13.Do you agree with the proposed changes to the entry requirements for Art and Design?

Yes

No

Don't know

14.If not, please explain why.

15.Do you agree with the proposed changes to the entry requirements for Business Education?

Yes

No

Don't know

16.If not, please explain why.

17.Do you agree with the proposed changes to the entry requirements for Dance?

Yes

No

Don't know

18.If not, please explain why.

19.Do you agree with the proposed changes to the entry requirements for Drama?

Yes

No

Don't know

20.If not, please explain why.

21.Do you agree with the proposed changes to the entry requirements for English?

Yes

No

Don't know

22.If not, please explain why.

23.Do you agree with the proposed changes to the entry requirements for History?

Yes

No

Don't know

24.If not, please explain why.

25.Do you agree with the proposed changes to the entry requirements for Home Economics?

Yes

No

Don't know

26.If not, please explain why.

27.Do you agree with the proposed changes to the entry requirements for Languages?

Yes

No

Don't know

28.If not, please explain why.

29.If you have any further comments about the changes we are proposing to the entry requirements for any of these subjects, please include them here.

Appendices and general comments

30.Do you agree with the proposed changes to the table in Appendix A?

Yes

No

Don't know

31.If not, please explain why.

32.Is there anything else you would like to mention in relation to this consultation that we haven't specifically asked about?

Respondent Information

33.Are you responding as an individual, group or an organisation?

Individual

Group

Organisation

34.If responding as an individual or group, which of the following best describes your role in the education system?

Teacher / Lecturer / Practitioner

Student / prospective teacher

School / Centre Leader

Local Authority / Regional Officer

National Agency Officer

35.Which (if any) sector within the education system do you represent? (select all that apply)

Primary - local authority

Primary - independent sector

Secondary - local authority

Secondary - independent sector

Further / Higher education

36.We may want to contact you about some of the points you have raised in your response. If you are happy for us to do this, please provide your name and email address:

Report

14

Report to:	Education Resources Committee
Date of Meeting:	21 May 2024
Report by:	Executive Director (Education Resources)

Subject:	Notification of Contracts Awarded: 1 October 2023 to 31 March 2024
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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 October 2023 to 31 March 2024

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 October 2023 to 31 March 2024 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. Other Implications

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

8. Equality Impact Assessment and Consultation Arrangements

- 8.1. 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.
- 8.2. There is also no requirement to undertake any consultation in terms of the information contained in this report.

Carole McKenzie
Executive Director (Education Resources)

25 April 2024

Link(s) to Council Values/Priorities/Outcomes

- ♦ Value: 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

Ext: 5329 (Tel: 01698 455329)

E-mail: emma.smith@southlanarkshire.gov.uk

Education Resources

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

Contracted supplier	Contract reference number	Contract description	Contract award date	Estimated contract value	Contract start date	Contract end date	Contract end date (including extension)
High Flyers at the Woods	SLC/PS/EDUC/19/019	Early Learning and Childcare - Phase 8	13/02/2024	£143,500,000 (Total value of PSA)	13/02/2024	31/07/2030	-
LindyLoo Childcare	SLC/PS/EDUC/19/019	Early Learning and Childcare - Phase 9	13/02/2024	£143,500,000 (Total value of PSA)	13/02/2024	31/07/2030	-
Training Initiatives Ltd	SLC/PS/EDUC/19/022/MC26	YES Construction Tasters South Lan Wide 2023	11/10/2023	£57,600	31/10/2023	30/10/2024	-
AF Jamieson	SLC/PS/EDUC/22/019	Provision of Piano Tuning, Maintenance and Repair Services	12/01/2024	£234,123	15/01/2024	14/01/2029	14/01/2030
Sonova UK Ltd	SLC/PS/EDUC/23/001	Supply and Delivery of Phonak FM Systems	27/03/2024	£175,000	10/01/2024	09/01/2028	09/01/2029
The Nurture Group Network Ltd	SLC/ED/23/011	Supply of Nurture UK Emotional and Behavioural Interventions, Training and Resources	25/10/2023	£200,000	01/11/2023	31/10/2025	-
Autopress Education	SLC/ED/23/015	Math Recovery Supplies	14/03/2024	£100,000	01/08/2023	31/07/2025	31/07/2026
Band Supplies Ltd	SLC/ED/23/041	Supply of orchestral and classroom musical instruments and accessories	23/03/2024	£610,000	14/03/2024	30/11/2025	-
Haydock Music Ltd							
The Wind Section Ltd							
Stringers of Edinburgh							

Contract Extensions by Education Resources over £50,000 in value

Contractor	Contract Reference	Original Value of Contract Awarded (including extension value)	Value of Extension Award	Date of Extension	Brief Description	Contract Extension period
Action for Children	SLC/PS/EDUC/19/028/DA/23-001	£410,411	£203,251	19/02/2024	The Blues Programme	31/03/2024 to 31/03/2025