

ITEM No ...3.....

REPORT TO: CHILDREN AND FAMILIES SERVICES COMMITTEE – 26 JUNE 2023

REPORT ON: PROGRESS: ACHIEVEMENT OF CHILDREN AND YOUNG PEOPLE WITH ADDITIONAL SUPPORT NEEDS

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

REPORT NO: 186-2023

1.0 PURPOSE OF REPORT

1.1 This Progress: Achievement of Children and Young People with Additional Support Needs report provides information on the profile of additional support needs (ASN) in Dundee and how progress is measured; and, provides an update on the attainment and achievement of some of our children and young people with complex ASN.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Children and Families Service's Committee:

- Notes that the recommendations from the Morgan Review ('the Additional Support for Learning Review') and subsequent national Additional Support for Learning action plan have informed planning in the Children and Families Service.
- Notes the attainment and achievement of our children and young people with complex ASN, as detailed in appendices 1 to 6.
- Instructs the Executive Director to keep the implementation and outcomes of approaches to supporting children and young people with additional support needs under review and to provide an update report to Committee in 12 months.

3.0 FINANCIAL IMPLICATIONS

3.1 None.

4.0 BACKGROUND

4.1 Dundee City Council has a statutory responsibility to assess and make provision for children's additional support needs (ASN) under the Additional Support for Learning (Scotland) Act, 2004 (amended 2009; 2018). In addition, it has duties under the Equalities Act (2010) regarding children and young people with protected characteristics, including disabilities.

4.2 The Presumption of Mainstream Guidance (2019) is also relevant from the Standards in Scotland Schools Act (2000), which presumes that children should attend their mainstream school unless there are exceptions related to: their ability/aptitude; compatibility with efficient education for other children; and unreasonable public expenditure.

4.3 Following the publication of the independent [Morgan Review](#) ('the Additional Support for Learning Review') (2021), and the associated action plan agreed with Scottish Government and the Convention of Scottish Local Authorities (COSLA), there is an expectation that all local authorities will implement its recommendations.

4.4 A child or young person has additional support needs for the purposes of the Additional Support for Learning (Scotland) Act, 2004 (amended 2009; 2018) where, for whatever reason, the child or young person is, or is likely to be, unable without the provision of additional support to benefit from school education provided or to be provided for the child or young person. 'Additional support' means provision which is additional to, or otherwise different from, the educational provision made generally for children or, as the case may be, young persons

of the same age in schools (other than special schools). Additional support falls into three overlapping, broad headings: approaches to learning and teaching, support from personnel and provision of resources.

- 4.5 All children and young people need support to help them learn and develop. Universal support – which starts with the ethos, climate and relationships within every learning environment and is the responsibility of all practitioners and teachers – has an important impact on additional support. A recommendation in the Morgan Review was that teachers understood their role in the identification of additional support needs and the need to adapt their teaching to meet the needs of children and young people.

5.0 PROFILE OF ADDITIONAL SUPPORT NEEDS (ASN) IN DUNDEE

- 5.1 Over the last 9 years Dundee data indicates that there has, generally, been a steady rise in the number and percentage of children and young people with additional support needs (ASN), as well as the complexity of these needs. This reflects a similar trend across Scotland.
- 5.2 According to the latest census there were 6482 children and young people in Dundee with identified ASN, which is 30% of the total nursery/school population. There are increases in children having medical/health care needs; autism; and those affected by Trauma (correlated with Social Emotional and Behavioural Needs (SEBN) on the census).
- 5.3 Figure 1 is a visualisation of the ASN profile in Dundee using the latest data from the [ASN Census](#).

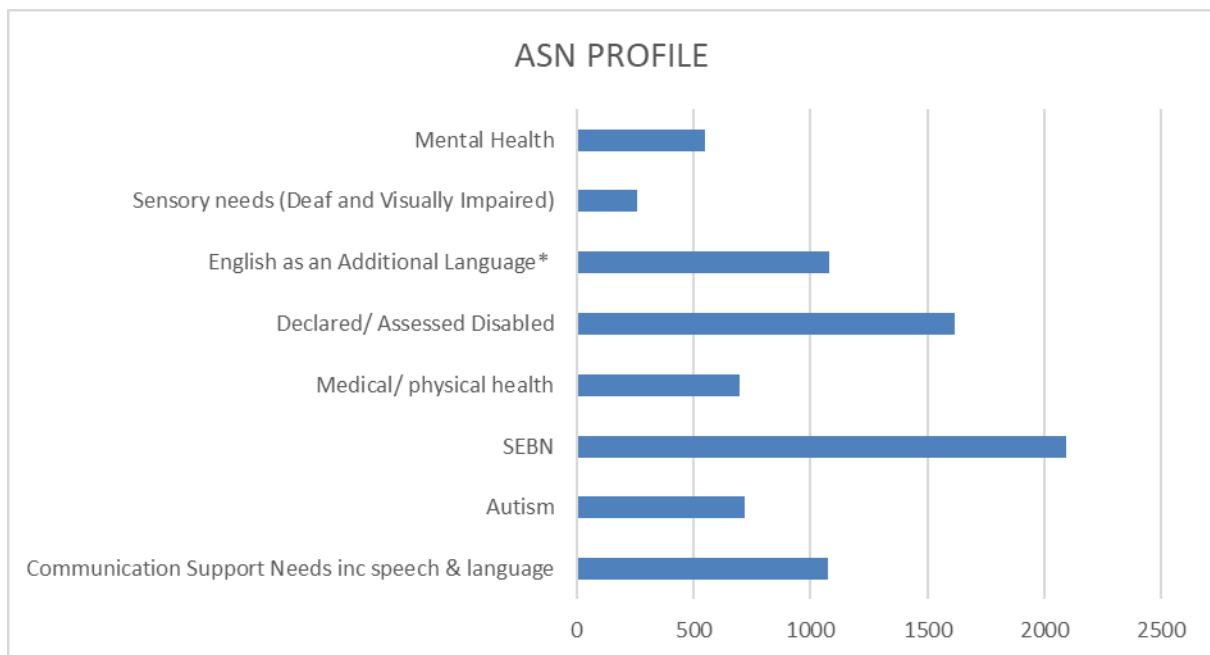


Figure 1 ASN Profile Dundee 2022/ 23

6.0 ACHIEVEMENT OF CHILDREN AND YOUNG PEOPLE WITH COMPLEX ADDITIONAL SUPPORT NEEDS

- 6.1 An analysis of the achievement for children and young people with complex additional support needs must consider the following:
- The achievements of many young people with complex ASN cannot be measured by the national benchmarks due to the incremental steps young people make in their achievements.
 - The attainment and achievement for all children and young people with complex needs is tracked and monitored within their learner pathway across the broad general education (BGE) and senior phase.
 - In order to access the curriculum and demonstrate meaningful progression of their skills for learning, life and work the method of assessments used for teachers' professional judgements must be adaptive and the degree of scaffolding also considered.
- 6.2 Achieving a (curriculum for excellence) level, or small steps within and across levels, is therefore significant for a child or young person with complex needs, and linear progression is unlikely, so recording and reporting must consider, for example, the following factors:
- The importance of the contexts for learning which allow a child or young person to demonstrate progression when they can transfer skills from one learning experience to another.
 - Assessment of a child's conceptual understanding informs the method of assessment.
 - Triangulation and analysis of qualitative assessment information from observations with quantitative measures which inform teachers' professional judgements, e.g., how does the Glasgow Motivation and Wellbeing tool inform a child's approach to a learning task.
 - The use of bespoke assessment frameworks such as [SCERTS](#) (for a child's social and communication profile) which underpin their participation and progression across all aspects of their lives.
 - Precision teaching which addresses the gaps in a child's learning and wider development and provides them with the greatest assets for progression in their learner pathway, e.g., social and communication skills; being able to self-regulate their thoughts, emotions and behaviour; being able to cope with anxiety; specific gaps in functional numeracy and literacy.
 - Moderation of teachers' professional judgements of children and young people's achievements as well as their assessment methodology needs to be a regular feature of assessment and planning.
 - Collation of children's achievements in a cohort may need to be reported as the % making progress.
 - The significance of 'stopping regression' should also be recognised for children and young people whose chronic long-term health and care impacts on their wellbeing and learning.
- 6.3 This means that equally valued alternative pathways need to be created as well as ways of measuring individual progress. These must measure the child or young person's achievements and successes from their own starting point.
- 6.4 The Children and Families Service has a range of specialist provisions and specialist supports and pathways to meet the needs of children and young people with additional support needs. Children and young people who have complex additional support needs and attend our specialist provisions have gained a wide range of awards over the last year, which evidence the significant achievements they have made in overcoming barriers to learning with the support of their teachers, support staff and families. Information about these achievements can be found in Appendix 1.

- 6.5 Given the importance of measuring a child or young person's achievements and successes from their own starting point, case studies of individual achievements have been included in Appendices 2-6.

7.0 CONCLUSION

- 7.1 This report on the achievements of children and young people with a wide range of additional support needs has offered a new approach to recognising, understanding, appreciating, and celebrating progress for **all** children and young people. While there must be no reduction in aspiration or ambition for children and young people to achieve to the best of their abilities, not least in formal qualifications, valuing and making visible their achievements beyond the current national performance measures is both fair and essential. In doing so it increases the likelihood of all of our children and young people making a longer-term contribution to the vision and outcomes for Dundee.
- 7.2 By extending the range of additional support measures outlined in this report into our universal provision in all schools, further improvements for all children and young people with additional supports needs can be achieved.

8.0 NEXT STEPS

- 8.1 Additional support falls into three overlapping, broad headings: approaches to learning and teaching, support from personnel and provision of resources.
- 8.2 In order for further improvements to be made regarding outcomes for children and young people with additional support needs, the Children and Families Service will be taking a number of steps, including:

Approaches to learning and teaching

- Further developing inclusive learning and teaching practice across all sectors, building upon a refresh of our [ABLE approach](#) – Addressing Barriers to Learning.
- Recognising and responding to the significance of children's Speech, Language & Communication Needs and how it underpins all aspects of learning and development.
- Reporting more systematically on all [Wellbeing Indicators](#) thereby strengthening the connection between learning and wellbeing.
- Sustaining the implementation of trauma-informed practice to ensure that children and young people's social, emotional, and behavioural needs are fully understood, reflected in school relationships policies, GIRFEC planning documents and staff practice.
- Systematic gathering and analysis of measures outwith the national performance outcome measures which are then valued and made visible through annual reporting.

Support from personnel

- Undertaking a review of the various support staff roles in early learning and childcare, primary, secondary and special schools to ensure that we have the roles requires to meet children and young people's needs.

Provision of resources

- Undertaking an ASN review to inform a new ASN strategy to ensure that children and young people with ASN have access to the resources that meet their needs.

9.0 POLICY IMPLICATIONS

- 9.1 This report has been subject to the Pre-IIA Screening Tool and does not make any recommendations for change to strategy, policy, procedures, services, or funding and so has not been subject to an Integrated Impact Assessment. An appropriate senior manager has reviewed and agreed with this assessment.

10.0 CONSULTATION

10.1 The Council Leadership Team has been consulted in the preparation of this report.

11.0 BACKGROUND PAPERS

11.1 None.

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May 2023

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Appendix 1

Anxiety in Motion

A1 Our Anxiety in Motion (AIM) provision for young people who are unable to attend school because of significant mental health difficulties have achieved a wide range of qualifications across Highers and National 3-5 awards. See Figure 2.

Higher	National (N)5	National 5 units only	National 4	National 4 units only	National 3	National 3 units only
English A English C	English B English C Maths B Biology A	12 units across 5 subjects	English 7 Mathematics 8 Biology 3 Mental Health and Wellbeing 5 History 1	21 units across 9 subjects	Applications of maths 1 Modern languages - French for life and work 1	4 units across 4 subjects

Figure 2: Individual Achievements of young people in AIM

Pupil Access to College and Employability (PACE), and Raising Interpersonal Skills for Employment (RISE)

A2 For the young people who attend our collaborative programmes at Dundee and Angus College (Pupil Access to College and Employability (PACE) and Raising Interpersonal Skills for Employment (RISE)) their achievements reflect the progress they have made in pathways to employment. Across the 21/22 academic session, there have been 56 students in 3 cohorts who have completed Scottish Qualifications Authority (SQA) Numeracy and Communication qualifications at N3 and N4, and City and Guilds qualifications in Enterprise, Employability and Health and Safety, in addition to completing industry visits and college tasters to progress into college courses in August. Of the January cohort of 24, 16 (66.7%) are moving onto college, 6 (25%) onto a training provider (via Skills Development Scotland), and 2 (8%) into employment.

English as an Additional Language

A3 There has been a steady rise in the number of children and young people with English as an Additional Language (EAL) over the last 5 years: rising from 536 in 2019 to 1080 in the latest census. Their access to all aspects of school life requires a recognition of strength in their first language as well as how they make progression in their acquisition of English. This is tracked and monitored by using the Stages of English Language Acquisition scale.

A4 In the last 18 months, over 350 newly arrived bilingual pupils, using 25 different languages have settled in Dundee. After initial assessment, pupils are prioritised for targeted support from the Accessibility and Inclusion Service (AIS), who have a specialism in Bilingualism. All of these young people have moved through the one or more language stages of English Language Acquisition which is recorded on SEEMiS (our Education Management Information System).

A5 Those young people who have English as an Additional Language (EAL) and are new arrivals in Dundee have gained very good results in English for Speakers of Other Languages (ESOL) Awards, ranging from Higher to National 3, as can be seen in Figure 3.

Higher	N5	N4	N3
3 x A 1 x C	2 x A 5 x B 1 x C 2 x D	7 passes	3 passes 1 partial pass (one unit)

Figure 3 Table 4 ESOL Awards

Kingspark School

- A6 Progression for pupils in the Broad General Education (BGE) at Kingspark School is planned, tracked and monitored in relation to the long-term goals to fulfil their potential in communication and independent living skills.
- A7 A total of 12 pupils gained awards at National 2, 3, 4 or 5 in the last academic session. Figure 5 shows the subjects and level of awards achieved by young people from Kingspark School. These awards reflect the significance of young people's life skills for adult life. The school improvement plan has prioritised Social Enterprise and Assisted Technology as the fundamental means by which young people's potential can be realised in order for them to participate in their local community,

Award	National 2	National 3	National 4	National 5
English and Communication	1			
Food, Health and Wellbeing	2			
Lifeskills Mathematics	5			
Music				1
Performance Arts	1			
Physical Education	4			
Practical Cookery		1	6	
Social Subjects	6			

Figure 4 Number of awards gained by pupils at Kingspark School

Rockwell Learning Centre

- A8 Of the current Rockwell cohort of 48 secondary-age pupils: 90% are Care Experienced; 44% are actively open to social work; 31% are accommodated away from their home; and 6% were recently in Secure Care out with Dundee. The focus for achievement at Rockwell Learning Centre is to build-upon BGE attainment with National Qualifications in S4 so that the level at which young people attained in S3 can be increased. Progress made by the individual rather than the cohort or year group is the main focus, both academically (SQA progression below) and socially (attendance and exclusion data in paragraph 8.10 below).
- A9 Of the previous cohort, 80% of young people had improved their attendance; the overall average attendance for the year was 71%, the average attendance in mainstream prior to Rockwell was 52%, representing an increase on average of 36.5%. 63% of young people have a history of exclusion in mainstream, following admission to Rockwell 94% of these same pupils now have zero exclusions.
- A10 The following data represents the progress made by the previous cohort comparing their individual S3 BGE level to the National Qualifications they achieved when they left Rockwell in S4, S5 or S6.
- From Literacy attainment in BGE to Senior Phase attainment in SQA English: 11% progressed 1 level, 47% pupils progressed 2 levels, and 21% of pupils progressed 3 levels.
 - From Numeracy attainment in BGE to Senior Phase attainment in SQA Maths: 21% progressed 1 level, 37% of pupils progressed 2 levels, and 21% of pupils progressed 3 levels.
 - 21% of this cohort were in "danger of not achieving"; where this is the case, Rockwell seeks alternative pathways and wider achievement opportunities such as college options (PACE & RISE) and/or vocational opportunities e.g., Murton, Helm, Fast Forward, and Alexander CD.

- A11 A total of 36 pupils gained awards at National 2 to National 5 level. Figure 5 shows the subjects and level of awards achieved by pupils from Rockwell Learning Centre.

Award	National 2	National 3	National 4	National 5
Applications of Mathematics		14		
Art and Design			2	5
Biology		1	3	2
Computing Science		9		
English		7	18	6
Fashion and Textile Technology		1		
History		4	8	2
Lifeskills Mathematics	1			
Mathematics			9	6
Media		2	1	
Modern Studies			1	3
Physical Education		7	3	
Practical Cookery		4	7	
Practical Craft Skills		3		
Practical Woodworking			1	
Spanish			1	

Figure 5 Number of awards gained by pupils at Rockwell Learning Centre

Children in the BGE with complex social and communication needs

- A12 At least 14 of our primary schools currently support children with complex social and communication needs, including Autism. They are supported by the Accessibility and Inclusion Service (AIS) to ensure that a consistent model of assessment, learning and teaching, and curriculum is delivered to meet children's complex needs. Many of these children will remain working within Early Level throughout their time at primary school, and beyond. It is therefore necessary to track and monitor their progression using other assessment tools which focus on the specific skills which need to be developed.

Deaf Education

- A13 Deaf pupils across the city are tracked and monitored alongside their mainstream peers by class teachers. Results are shared with AIS staff and support is tailored appropriately to each child/young person's needs, with reference to the National Sensory Impairment Partnership (NatSIP) criteria for involvement. This is regularly reviewed, taking into account individual needs and changes of circumstance (e.g., a deterioration of hearing). Additionally, deaf pupils in mainstream and Enhanced Support Area (ESA) settings across the city are assessed by AIS staff using the Assessment of Comprehension and Expression (ACE) assessment tool, measuring their comprehension levels, so that this can be monitored on an annual basis.
- A14 This year the Deaf Education team has started to use the Deafness, Cognition and Language (DCAL) assessments prepared for British Sign Language users, which allows tracking and monitoring of both receptive and productive skills in this area of learning.

Longhaugh Support Group (LSG)

- A15 Up to 15 primary age children are supported by LSG with the majority living in Scottish Index of Multiple Deprivation (SIMD) deciles 1-3. Currently 3 children are care experienced or in kinship care. The positive attendance rate (90%+) at LSG supports children's progression. Engagement in the children's learning is significantly affected by their social and emotional

intelligence which for almost all children progresses more quickly than their attainment and achievement levels. The data provided by the analysis of children's Boxall profile is used to determine which knowledge, skills and attitudes need explicitly taught to make progress and address lagging skills. Use of the Glasgow Motivation and Wellbeing tool strengthens the triangulation of data and assessment evidence for young people who have complex needs and can be difficult to reach.

- A16 A Progress and Achievement Tool for children who access LSG is in development which will provide a holistic picture of attendance, exclusion, and National Standardised Assessments for Scotland overview for staff in LSG to take account of when planning interventions and measuring impact at entry and exit points. Prior to session 22/23 Analysis of LSG's data has highlighted a sustainable improvement in confidence in engagement and this is demonstrated by a month-by-month improvement in run scores for four young people. This data has been used to inform the LSG exit transition planning process.

APPENDIX 2**CASE STUDY****Accessibility and Inclusion (AIS) Service, EAL**

Young person A was new to the English language when they arrived in the United Kingdom with their family and enrolled in S1 in a Dundee school. Information was shared by the AIS teacher and interpreter about being a bilingual learner, maintaining the young person's first language, ESOL classes for parents.

The young person started school on a part-time basis so that they were able to gradually adjust to learning in an additional language. EAL support was organised by the AIS EAL team. An assistant was timetabled to support the young person in their first language in class to allow the young person to access the curriculum. The AIS EAL teacher arranged support times for teaching the young person English.

Throughout the young person's time at school, the AIS EAL teacher has continued to facilitate communication between Guidance Teacher and other school staff and the family. This has allowed the parents to be informed and feel included and supported and for the young person's emotional well-being to be supported. The AIS EAL teacher has also arranged for Polish interpreter to be present at parent contact appointments and has met with the parents to discuss progress in English acquisition.

In the Senior Phase, the young person chose to study SQA ESOL in column B. They attended classes at Gardyne campus taught by the AIS EAL team. The young person has shown themselves to be sociable and contributed well in the ESOL class. Young person A enjoyed mixing with bilingual young people from other schools and has made friendships outside of school. The young person achieved a pass at National 5.

Young person A's English acquisition has continued to improve. They are now studying ESOL at Higher level taught by AIS EAL team and has applied for university. Young person A has a conditional offer for at least one university. The AIS EAL team has offered the young person the opportunity to sit an A-Level exam in their first language at our exam centre which is organised in collaboration with one of our mainstream secondary schools. This will help the young person to achieve the qualifications needed for university and the young person will receive recognition as a result of maintaining their first language.

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APPENDIX 3**CASE STUDY****Anxiety in Motion (AIM) Provision**

Young person B is a Young Carer for their Mum.

Young person B struggled to attend and engage at school. School put in place a variety of strategies, including a reduced timetable, but young person B could only manage 39% attendance. By the following academic session, the young person's attendance had dropped to 0% and, in S3, an AIM referral was made.

School's projected attainment, given their current experience, was that the young person would gain no qualifications.

Young person B started at AIM in January 2021, initially for two days per week during their first term. They were in a class of six and spent their day with the same teacher. Their timetable was gradually increased, and, by Summer 2021, they began attending AIM full time.

Young person B does rely on our minibus to transport them to AIM; the young person lives a good distance from our premises and struggles with independent travel. AIM's ERW provides regular support to the young person's family: organising a Young Carers Worker who meets the young person each week in AIM.

As the young person moved into S4, their confidence grew. This was evident in Health and Wellbeing sessions delivered by the WEB (Hillcrest), where the young person was able to share their thoughts and experiences with others. This new confidence allowed the young person to make friends with others within AIM. They applied for the position of AIM Buddy and, after an application process and successful interview, they were given the job. The young person has been a good supporter for new members of AIM and always makes them feel welcome.

Young person B continued to progress in S4, sustaining their full-time timetable and, by summer, successfully achieved National 4 Qualifications in English, Maths, Mental Health and Wellbeing and Personal Finance. They also achieved Units in National 5 Literacy, Numeracy, History and a National 3 in French.

Throughout S4, the young person took part in the Dramatherapy sessions provided at AIM. They engaged so well, that they now regularly attend Drama sessions at Dundee Rep. Additionally, the young person has undertaken music lessons with AIM's peripatetic Music Teacher and can now play the guitar with increasing confidence.

Holiday times, when schools are closed, were always a challenge for the young person. However, as an AIM pupil, they have enjoyed full attendance and engagement with our holiday programmes: for example, trips to the beach, St Andrews, Arbroath and the Science Centre. The young person also thrived on the links AIM enjoys with Ancrum Outdoor Centre, attending many Outdoor Education sessions.

Currently, young person B is in the senior phase at AIM. They are on track to achieve National 5 in a number of subjects and National 4s in others. Through the links AIM has provided with Skills Development Scotland (SDS), they are currently developing their personal statement for college. The young person has also been attending the AIM Further course within Dundee and Angus College, supported by our AIM ERW.

As they begin to contemplate moving on from AIM, young person B named that they would use the strategies they learned from the Mental Health and Wellbeing sessions we provided in collaboration with CAMHS colleagues.

AIM has also ensured an Adult Service Referral to the Mental Health Team has been completed for young person B, so future support to attend college will be in place for them. At Christmas, AIM staff ensured young person B had Christmas presents through the Mission Christmas programme.

Young person B plans to attend AIM's residential trip which will take place after the exam period. This is something they would never have been able to do two years ago when they first joined AIM.

Young person B currently has an attendance of 97%.

APPENDIX 4**CASE STUDY****Accessibility and Inclusion Service (AIS) and Offsite Education Service (OES)**

Young person C was in S3 when they were referred to AIS. Observations of the young person in school, showed persistently demonstrating behaviours indicative of someone who was disengaged. The relationship between school and the parent had broken down at the point of referral.

The assigned AIS worker met with the young person and family and began to develop a relationship. Once trust was established, the family agreed to work with the service and repair the relationship with school.

From that point on, the AIS worker became responsible for the creation and delivery of a bespoke education package (FACD) tailored to both the young person's interests and core subject delivery. This factored in the young person's ongoing health issues (they are registered as partially sighted and have a diagnosis of ADHD but refuses medication). Working with the AIS Visual Impairment specialism, learning materials were created and the AIS worker began the delivery of an education package.

Working on a daily basis, out with the school, the young person spent S4 working 1:1 with the AIS worker, achieving National 3s and 4s in Applications of Mathematics and English as well as National 5 units in Numeracy and Literacy. Additional NQs were achieved in History at National 4 as this was the young person's interest area. These qualifications were processed by the young person's secondary school and were adjudged to have been well above predicted outcomes had the young person remained in school.

The young person was then supported into a fulltime place in tertiary education via their participation in the School Link programme with extensive support and transport from the AIS worker. Having gained a place, the AIS worker made a referral to Hillcrest for in class support for the young person and maintained their own support until it was in place. This took five months of persistence but was eventually put in place. During this time the AIS worker-maintained contact with family, college and the school ensuring that each communicated with the other to ensure the best conditions for the young person's success were shared, set and met.

The young person is now in college fulltime, no longer has full time AIS in class support (the transition to the care of the Hillcrest workers is ongoing but is proving highly successful, according to the young person) has opened a bank account and is now in receipt of EMA and DLA.

AIS intends to disengage fully in May 2023 when the young person's next college course for the year 2023 /2024 is in place and the necessary supports are present to ensure their continuation in further education.

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APPENDIX 5**CASE STUDY****Kingspark School**

Young person D has Complex Additional Support Needs and has attended one of our specialist provisions for a number of years. The young person is working within the Pre-Early Level of the Curriculum for Excellence. 'Milestones' are used to track and record their progress, with reference to the Continuum of Engagement and Types of Support. School staff work closely with Allied Health Staff to support the young person's needs.

Young person D has significant health needs. The young person is fed via a gastrostomy peg. At school, their feed is administered by NHS staff. The young person requires moving and handling throughout the day and 2-3 staff use a sling and hoist to facilitate this. It is important that their posture and positioning are managed throughout the day and the young person makes use of equipment such as a standing frame to ensure that their posture, muscle flexibility and bone density is maintained as much as possible. Therefore, a Functional Movement and Moving and Handling plan is in place.

Young person D is a very sociable, outgoing person with a great sense of humour and fun. Young person D loves to listen to music, songs, jokes, silly noises, and gossip! Young person D is non-verbal but demonstrates good understanding of language. The young person communicates using gestures, facial expressions, and vocalisations. The young person will vocalise or raise their right arm to gain attention. Young person D responds to direct questions by shaking their head for 'no' and will nod for 'yes.' Young person D has recently started to make use of a head switch to communicate, access curricular activities and independently control appliances, such as lights, music players, computers, and fans. This switch assessment was carried out by staff from Occupational Therapy, Speech, and Language, Tayside Orthopaedic and Rehabilitation Technology Services (TORT) and Kingspark staff. Progress with Switching skills can be monitored and tracked using a specialist Switch Progression assessment tool developed by Ian Bean (SENict) and recommended by CALL Scotland.

In March 2021, young person D was referred to the Scottish Centre of Technology for the Communication Impaired (SCTCI) for a Voice Output Communication Aid (VOCA) assessment. As part of this assessment, the young person's vision was assessed, and a visual impairment related to their Cerebral Palsy was identified. SCTCI trialed several devices and software packages before giving their recommendation. A VOCA has now been purchased, that will enable the young person to communicate using a head switch and auditory scanning. However, the young person has not yet had a chance to use the device, as it needs to be mounted safely to their wheelchair. Young person D is currently waiting for an appointment for this to happen. This will involve staff from TORT, Speech and Language, Occupational Therapy, Physiotherapy, and school and care home staff. All those involved will require training in how to use the device to support the young person to develop their communication skills most effectively and promote their independence and autonomy.

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APPENDIX 6**CASE STUDY****Accessibility and Inclusion Service – Deaf Education**

Young person E has no hearing in one ear and is severely deaf in the other. From a young age the young person's mother has always worked closely with the teachers of deaf children/young people (ToDs). This has included focussing on the use of their hearing aid, developing communication (they use spoken English) and supporting their emotional response to being deaf. This is treated sensitively and responsively. Having had minimal support in primary school (due to the strategies supported by ToDs and their class teachers). Young person E began S1 following the full BGE timetable but soon realised that they were having some difficulties, due to the sheer volume of new vocabulary across their subjects. Along with the listening fatigue experienced by deaf pupils generally, the young person was not attaining to the best of their potential. Discussions with the young person, their family and school staff brought a decision for the young person to withdraw from one subject, so as to have targeted support time with a ToD, preparing and following up subject specific vocabulary and concepts, as well as offering a break from the pressure of listening in a busy, noisy classroom several times per week. This has allowed the young person to grow in confidence within individual subjects (they are now looking to achieve highly in Maths and Science as well as being more engaged in developing their skills in English). It has also given the opportunity for discussion and support of their identity as a young person who is deaf, helping to prepare the young person for the world beyond school with positivity.

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LIST OF ABBREVIATIONS

ABLe	Addressing Barriers to Learning
ADES	Association of Directors of Education in Scotland
AIM	Anxiety in Motion
AIS	Accessibility and Inclusion Service
ASL	Additional Support for Learning
ASN	Additional Support Needs
BGE	Broad General Education
CAMHS	Child and Adolescent Mental Health Services
CfE	Curriculum for Excellence
EAL	English as an Additional Language
ERW	Education Resource Worker
ESOL	English for speakers of other languages
IIA	Integrated Impact Assessment
LSG	Longhaugh Support Group
NatSIP	National Sensory Impairment Partnership
NQs	National Qualifications
SCQF	Scottish Credit and Qualifications Framework
SDS	Skills Development Scotland
SEBN	Social, Emotional and Behavioural Needs
SIMD	Scottish Index of Multiple Deprivation
SQA	Scottish Qualifications Authority
TODs	Teachers of deaf children/young people

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