Item 6

25th April 2024

Glasgow City Council

Education, Skills and Early Years City Policy Committee

Report by Executive Director of Education Services

Contact: Catherine Gallagher, Head of Inclusion
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Inclusive Education in Glasgow Schools

Purpose of Report:

To update the Committee on the work being undertaken in early learning centres and schools to promote an Inclusive education for all Glasgow Learners

Recommendations:

The Committee is asked to consider the range of approaches being used and ask the Executive Director to present further update reports, as appropriate.

Ward No(s): Citywide: ✓

Local member(s) advised: Yes ☐ No ☐ consulted: Yes ☐ No ☐

***PLEASE NOTE THE FOLLOWING**:*

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1. Background

The concept of 'inclusive education' has been subject to wide interpretation. It is therefore important to develop a shared understanding of what inclusion means for Glasgow's children and young people. Among the key values which contribute to our understanding of creating inclusive education for all Glasgow's learners the concept of 'additional support needs' is of principle importance. Additional Support Needs (ASN) is defined as any child or young person who, for whatever reason, requires additional support to learn. ASN can arise from any factor which acts as a barrier to a child or young person's learning, whether that factor involves cognitive, social, emotional, learning environment, disability or health, linguistic, or family care circumstances. ASN can be long term or short term and the effects they have on the learner vary from child to child. In all instances, it is how these factors impact on the individual child's learning that is significant and this will determine the level of support required. As a national priority, inclusion is supported by a variety of legal documents.

1.1 Inclusion within the Legislative Context

Inclusion is a key priority both nationally and at authority level, which has been enshrined within both legislation and policy documents and reflects the international drive towards supporting children's rights. The following list, whilst not intended to be exhaustive, outlines some of the key legislation and policy documents which have both encapsulated our current thinking on inclusion and driven forward the inclusion agenda in practice.

- Section 15 of the Standards in Scotland's Schools Act (2002) introduced what is now commonly referred to as the "presumption of mainstreaming" in relation to children and young people with additional support needs.
- The Education (Additional Support for Learning) (Scotland) Act (2004) provides the legal framework for the provision of additional support for learning. The legislation was amended by the Education (Additional Support for Learning) (Scotland) Act (2009). The Act is structured around the concept of support being needed for any reason, and for short or long-term periods determined by the individual learning needs of the child or young person. The key duties on education authorities are to identify, make provision for, and review provision for the additional support needs of children and young people for whose education they are responsible.
- The Children and Young People (Scotland) Act 2014
- Curriculum for Excellence has the aspiration of developing the four capacities of successful learners, confident individuals, responsible citizens and effective contributors for all children and young people. Its core beliefs and values are informed by the inclusive agenda and it states that, 'A Curriculum for Excellence is for all young people in all educational settings.'
- Getting It Right for Every Child (GIRFEC) and the Children's and Young Peoples Bill emphasises children's wellbeing and rights and is based on the UN Convention on the Rights of the Child (UNCRC). Key values and principles are to put the child at the centre and that children and young people should have their views listened to and that they should be involved in decisions that affect them.

- The Equality Act (2010) brings together and simplifies key legislation on equality.
- Guidance on the Presumption to Provide Education in a Mainstream Setting (2019)
- Support for Learning: All Our Children and All their Potential (2020)
- National Improvement Framework, UNCRC, and The Promise

The Scottish Government believes that mainstreaming must be delivered within an inclusive approach. The Scottish vision for inclusive education, which applies to all settings, is set out below:

'Inclusive education in Scotland starts from the belief that education is a human right and the foundation for a more just society. An inclusive approach which recognises diversity and holds the ambition that all children and young people are enabled to achieve to their fullest potential is the cornerstone to achieve equity and excellence in education for all of our children and young people.' (Guidance on the Presumption to Provide Education in a Mainstream Setting, 2019).

Within the wider UK there seems increasingly to be an emphasis on diagnosis and individuated allocation of resources to pupils unlike most areas in Scotland which aim to systematically build the capacity of schools and teachers to develop an inclusive curriculum and pedagogy.

Scotland's inclusive approach to education enables all children and young people to be part of a community, boosting their emotional wellbeing and aiding their development of social skills. Children and young people should learn in the environment which best suits their needs and inclusive practice is important whatever the setting, whether it be within a mainstream or ASL provision. The presumption of mainstreaming enshrines the right of all children and young people with additional support needs to learn in mainstream schools and early learning and childcare settings.

1.2 Social Capital and Inclusion

Government and policy makers identify the development of social capital as a way of combating social exclusion. It has also been used to help understand the educational underachievement of groups of poorer children (Munn, 2000).

The central idea underlying social capital is that the social relationships and personal networks that we create are a resource which can be used to generate outcomes that are of value (Croll, 2004).

In terms of education, social capital has been identified as a useful concept in relation to understanding school practices, especially those aimed at combating social exclusion be they general good nurturing approaches or targeted interventions such as mentoring programmes or social skills training. Education is key to the creation of social capital and the low educational achievement of poorer groups of children is a consequence of the lack of access to familial, peer and other networks which reinforce aspirations and overcome any problems with achieving.

Inclusion in our schools in local communities allows for the building of social capital with the potential to learn and use social skills in one context and 'bridge' into others using the strengths that a learning or social community recognise in the individual. Removal to new school contexts interrupts this development and requires new networks to be established. It may also introduce new social norms which constrain a child's ability to use skills learned.

2. The increase in numbers of young people with Additional Support Needs in Scotland.

Since 2007 there has been a steady increase in the number of young people who have been identified as having additional support needs. The table below shows the numbers recorded by the Scottish Government in the annual pupil census. There was significant increase following 2009 as the definition changed and as such increased the numbers of young people with ASN however since 2014 the numbers of risen consistently each year. The number within Scottish schools based on the 2023 census data is that 259,036 learners (37%) have some form of additional support need.

Year	Total Pupils with ASN
2007	36,544
2008	38,716
2009	44,177
2010	69,587
2011	98,493
2012	118,011
2013	131,593
2014	140,501
2015	153,143
2016	170,442
2017	183,491
2018	199,065
2019	215,897
2020	226,838
2021	232,753
2022	241,639
2023	259,036

3. Current challenges facing education services within Glasgow.

The national increase in the number of children presenting with a broad range of additional support needs is mirrored within Glasgow. This has presented a number of

local issues and challenges in relation to responding to this increased level of need within existing budgets.

Glasgow has the largest number of pupils compared to any other local authority in Scotland. We also have the largest school estate with:-

- 30 Mainstream Secondary School
- 141 Mainstream Primary Schools
- 3 Early Years ASL Nurseries
- 11 Primary standalone ASL schools
- 11 Secondary standalone ASL schools
- 20 co-located units within mainstream primary
- 15 co-located units within secondary schools
- Over 200 local authority and partnership Early Learning Centres

There are 40558 pupils attending mainstream primary school and 400 (0.99%) pupils attending co-located ASL provision within these schools.
There are 29383 pupils attending mainstream secondary schools and 439 (1.49%) pupils attending collocated ASL provision within these schools.
There are approximately 1401 (1.96%) pupils attending ASL schools across the city.
Capacities in our ASL standalone and co-located provisions have increased in recent years in response to this need.

Compared to other comparable local authorities Glasgow still has the largest ASL estate, mostly due to provision that was originally part of the former Strathclyde Region. Some of the ASL schools are newly built and have been specifically designed for pupils with additional supports needs whereas others have not had any significant adaptations.

3.1 Accessibility, Physical Space and Changing Profile of Learners with additional Support Needs

We are seeing an increase in the numbers of learners with additional support needs who require either physical adaptations to support their mobility or increased availability for physical space and environments which are responsive to sensory differences, particularly for neurodivergent learners. We also see an increase in the medical complexity of some learners in our schools and may require additional support for personal care e.g., toileting, supported eating, medical procedures. These can impact on the general school environment and may at times limit how support can be provided. Some older building cannot be adapted to allow full wheelchair access and some buildings do not have the physical space for personal care needs and access to appropriate regulation spaces.

There is also a changing profile of learners with additional support needs with a much greater degree of complexity. A recent audit of all pupils who attend standalone ASL schools across the city had highlighted a wide range of needs. (see Appendix 2)

A further audit of all learners who attend co-located units within mainstreams schools will be carried out in May /June 2024. The data gathered from these audits will be used as part of future estate planning to ensure that our schools are suitable to meet the

needs of pupils with additional support needs over the next 10 years. There is a working group focussing on the existing ASL school estate and further information on this will be provided through future committee papers.

3.2 Area Inclusion Groups (AIG) Referrals

When a child or young person has been identified and assessed as having additional support needs that may require a level of support that is not currently available or cannot be delivered in their local school then a referral is made by their current school or early learning centre to the Area Inclusion Group(AIG). As a consequence of this increased level and complexity of need we have seen an increase in the number of children and young people presented to Glasgow's AIG for support or placement within one of the authority's ASL standalone or co-located provisions.

Referrals to the AIG can be made at any point of the school session. Such a process is consistent with the aim of meeting the needs of individual young people and complies with the ASL Act (2004). However, it is expected that this will be part of a planned approach to allow for suitable transition.

As far as possible, children and young people who placed with our ASL establishments are place within their local area or community. At times, due to the placement constraints and profile of needs, leaners may be transported to other areas of the city. This can be reviewed in response to any adverse impact on the child or young person.

Refer to Appendix 2 for further information on the structures, purpose and referral processes within the AIG.

3.3 Increased number of ASL Placing Requests

Under the Education (Scotland) Act 1980, parents/ carers have a statutory right to make a placing request for any educational establishment, including ASL standalone and co-located establishments. A parent can apply for a placing request for their child under 16 years of age on their behalf. A young person who is 16 years of age or over (with capacity) must apply for a placing request on their own behalf. Placing Requests must be considered by Glasgow City Council and unless there is a statutory ground to refuse then the placing request must be granted. The right to make a placing request can be exercised throughout a child's/young person's education and not just when the child is starting primary or secondary school.

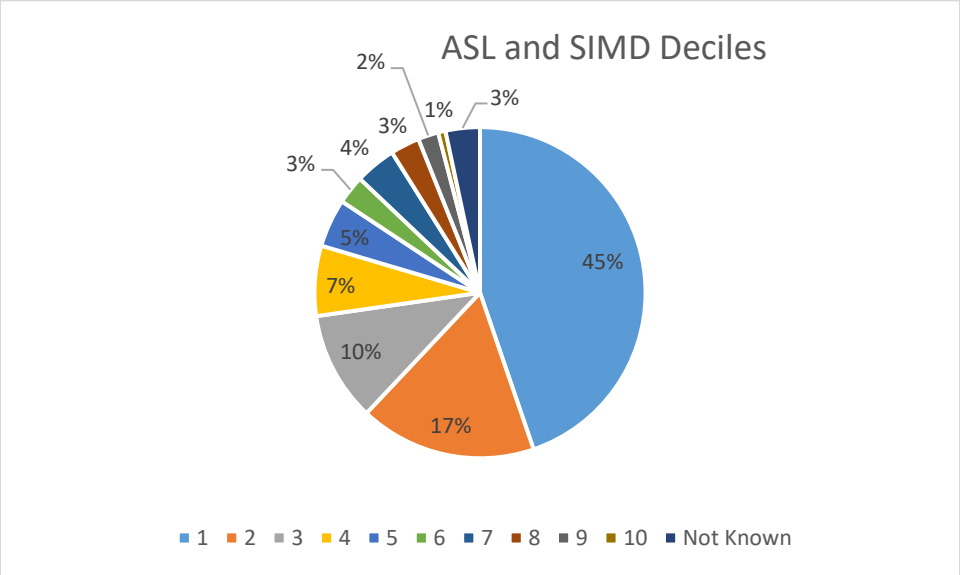
We have seen a significant rise in the number of Placing Requests for ASL Schools and Units over the past 4 years, placing further challenge for Glasgow's ASL Estate and the development of Inclusive school provision. This is a consistent trend with other local authorities across Scotland.

Session	2019/20	2020/21	2021/22	2022/23	2023/24
No of ASL PRs	**34**	**30**	**26**	**72**	**149**

While Placing Requests offer a choice to families it can often be a source of anxiety particularly in relation to start of session requests for P1 and S1 as the decision on granting a request is not made until the April prior to the start of the new session in August. This can, at times, result in children and young people missing out on invaluable enhanced transition planning pending the outcome of PR decisions. There are several reasons for the local authority to refuse a placing request including 'Presumption of Mainstream' and capacity. Further information on Glasgow City Council Placing Requests can be access Here

3.4 Inclusion and Deprivation

There is clear evidence from research that there is a direct correlation between poverty and additional support needs. With around 58% of families living within the most deprived deciles (1 and 2) in terms of the Scottish Indicator of Multiple Deprivation (SIMD) we would expect to see more learners with additional support needs. This is evident in Glasgow within the population of pupils attending specialist provision.
The chart below highlights the high percentage of learners attending standalone ASL provision from the 10 SIMD Deciles, with 72.8% living within Deciles 1 to 3.



4. Supporting Inclusion in Glasgow the Nurturing City.

Given the challenges outlined, it is essential that we have a range of systems and interventions in Glasgow to help us support inclusion across and within our establishments.

4.1 Role of the Inclusion Strategy Group

The Inclusion Strategy Group (ISG) is chaired by the Head of Inclusion and is comprised of Principal Educational Psychologist, Quality Improvement Officers (Inclusion), Inclusion Team, AIG Chairs and Head Teachers from all sectors. The ISG

oversees all aspects of Inclusion across the city including policy development and review.

The Inclusion Strategy Group's 3 key priorities and developments detailed below align with the recommendations from the Review of Additional Support for Learning Implementation: Report 2020 (Morgan report) For further details click here.

1. Future proofing Glasgow's Additional Support for Learning Estate
2. Developing a continuum of support
3. Supporting successful transitions for learners.

The group also has responsibility for all inclusion policies and are currently reviewing:-

- Every Child is Supported and Included
- Nurturing Relationships Policy
- Mental Health policy
- Body Image and Eating Problems Practice Guidelines
- Anti-bullying Policy
- Critical Incidents Practice Guidelines

In addition, the group coordinates all aspects of Continuing Life Long Professional Learning (CLPL) in relation to Inclusive practice and pedagogy and specific pieces of whole staff development.

4.2 ISG - Inclusion Conference

The Inclusion Strategy Group's recent Inclusion Conference, held in February 2024, provided an opportunity to further develop Glasgow's shared vision of inclusion and develop Inclusive leadership across all education establishments. The conference was attended by 292 leaders from across early years, primary and secondary establishments and showcased creative practice and innovative approaches to ensuring the engagement, participation and inclusion of all children and young people, regardless of their barriers to learning.

Delegate workshops were led by a combination of education staff, HSCP colleagues and third sector organisations, emphasising the importance and success of collaborative and partnership working in meeting the needs of all learners. Keynote speakers and delegate workshops held on the day were positively evaluated by all attendees.

The Conference theme ' Everyone is Included …Love is Love … People are People' is taken directly from the our Senior Phase Parliament's Manifesto for a Fairer Future which outlines our young people's vision of inclusion within education, where everyone is included and the unique contributions of all learners are supported and celebrated. In Educations Services 'Inclusive Glasgow' film we share our vision for Inclusion, provide examples of inclusive practice and hear the experiences of our Children, young people, parents and staff .
https://www.youtube.com/watch?v=wzSzWgogpyU&t=40s

5 Staged Intervention Framework

All Glasgow schools and early learning centres follow a staged intervention framework to ensure that all learners additional support needs are identified and they are supported. Following a staged intervention framework allows schools to ensure consistency of practice, effective allocation of resources and equity across the city.
There are 4 stages:

Stage 1
Pupil has been identified as having additional support needs. This support can be provided within the classroom setting using existing supports and resources.
Stage 2
Pupil has been identified as having additional support needs. This support can be provided outside the classroom setting but using existing supports and resources. For example, support provided by another member of staff from within the school or peripatetic staff such as a school counsellor, art or play therapist. The support is likely to be time limited.
Stage 3
Pupil has been identified as having additional support needs. This support/ assessment has to be provided outside the classroom setting and requires to be provided from an external service, Speech and Language Therapy, Health Services, non-statutory Social Work support, Third Sector/Voluntary services.
Stage 4
Pupil has been identified as having additional support needs that require multiagency involvement such as Social Work, Children's Reporter, CAMHS, NDD Service, referral to LC-JST, etc. The additional support needs are likely to be long term.

Staged intervention is a key part of planning for pupils and this is reflected in the Wellbeing Assessment and Plan (WAP), which is the key document for any pupil with additional support needs. This plan identifies and barriers to progress and details the supports and learning outcomes for each pupil.

Education Services are in the process of revising training for all staff on the Wellbeing Assessment and Plan and there is an implementation programme in place for the next year to ensure that all staff are using the SEEMIS electronic management system to track learner's progress and ensure robust data around learners with ASN.
Further information on Staged Intervention can be accessed here.

5.1 Staged Intervention and Inclusion Meetings (SIIM)

These meetings take place within each learning community on a regular basis to allow school staff from across the learning community to discuss and share knowledge on supporting pupils with additional support needs. Each SIIM is different as the composition is decided by the learning community in each area. Some will have early years and primary schools attending, others may have only primary or primary and secondary. In addition to each school having a representative attending; usually the ASL Coordinator, there is also an educational psychologist in attendance and often a Speech and Language Therapist. The meetings normally last up to 2 hours and can either involve individual discussions about learners who are at Stage 1 or 2 in terms

of staged intervention or there can be general discussion around a specific theme such as attendance or supporting autistic learners.
The SIIM's are evaluated each session and feedback from those attending these meetings is consistently positive.

5.2 Joint Support Teams

The learning community joint support teams are multiagency meetings that take place each month to look at how supports can be put in place where a young person has a high level of need requiring coordination from multiple agencies. This would be Stage 4 in terms of staged intervention. There are 28 Joint Support Teams across the city and each meet monthly to discuss referrals or review previous cases. The Joint Support Teams are composed of School Staff, Educational Psychologist, Social Worker, Campus Based Police Officer and Third Sector representatives. Young People and their Family are involved in the process and their views must be taken into account as part of the decision-making process. There is a Central steering group that meets each term to oversee the practice of the JSTs and monitor outcomes and ensure consistent practice across the city.

6 Education Support Services

Glasgow Education Support Services provide a comprehensive support service structure to help schools successfully support the spectrum of learner need across our playrooms and classrooms. These services build capacity in relation to inclusive practice whilst as well as providing individualised support to children and young people. Working in partnership with HSCP colleagues and 3rd sector organisations support services have been further developed in recent years to extend this continuum of support

6.1 English Additional Language (EAL) and Glasgow Dyslexia Support Service (GDSS)

GDSS work alongside school staff to support the development of quality learning experiences for Dyslexic learners and provide and support and guidance to staff on the assessment and identification of Dyslexia and Dyscalculia. The services works collaboratively with schools in a variety of ways including delivering workshops for families and providing advice to schools.

Our (EAL) Service support in meeting the needs of children and young people across the city who speak English as an additional language. In addition to delivering a comprehensive professional learning and capacity building offer to support and enhance the practice of colleagues across all our establishments. The EAL Service also includes a core team of teaching staff who are deployed to schools to support children and young people directly within their school communities.

6.2 Glasgow's Virtual School (GVS)

Glasgow's Virtual School (GVS) is comprised of 3 services which deliver and support inclusive education for many of our more vulnerable learners.

- Care Experienced Learners (CEL)

- Interrupted Learners Service (ILS)
- Hospital Education Service (HES)

Staff from across the 3 areas of the virtual school provide support to education establishments across the city, and work closely with colleagues in HSCP and alongside a wide variety of partners to strive for the best outcomes for our most vulnerable young people. Detailed information on the success of GVS was recently presented to Committee.

6.3 Early Years Inclusion Support Service (EYISS)

The recently developed EYISS provides support to our youngest children within early years settings and primary 1 classrooms. Using a coaching and modelling approach, staff within the service staff work alongside colleagues to develop and support individual children and families and develop inclusive approaches and practice and support early years transitions. The team also play a key role in supporting the Area Inclusion Group.

6.4 Sensory Support Service

The sensory support service is supporting an increasing number of children and young people who are deaf, hearing impaired and visually impaired children and young people to maintain their placements within their local school community. Staff from our Sensory Support Service work in partnership with the staff in schools and early years establishment to provide the relevant support based on the child's needs. Staff ensure children and young people are included and can participate fully in the life and ethos of the school. Staff take account of the context and skills of the staff in the establishment when deciding on the most appropriate support. Support can range from direct support to the child, training and development, support to the class/playroom staff and modelling of strategies.

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6.5 Language and Communication Resource (LCR) Outreach

There are 9 primary LCRs across Glasgow. The LCRs are co-located provisions that support young people with a range of communication needs. An enhancement to staffing within our LCRs is in place to allow for outreach support to be provided on a locality basis to other establishments. This is done on a consultative basis with a focus on capacity building of staff. Advice is often given on inclusive approaches relating to effective communication, sensory friendly environments and adaptations to the curriculum offer. Through taking a targeted focus on supporting P1 enhanced transitions, it plays a key role in supporting the Area Inclusion Group.

6.6 School Counselling

As part of the Scottish Government's commitment to support the mental health of young people in schools we continue to offer counselling to all learners aged 10 to18 years of age in Glasgow school. Working with 4 third sector partners (Action for Children, LifeLink, Quarriers, Impact Arts and With Kids) we have been delivering one

to one counselling, group counselling, play therapy and art therapy in all our schools since 2021 and the current contract will continue to March 2025.
We have seen a consistent demand for this support and we will continue to develop services to support young people mental health and promote their inclusion within schools.

	Jan-June 23	**July- Dec 22**	**Jan-June 22**	**Total**
Total number of children accessing counsellors	**2014**	**1318**	**1454**	**4786**

We are also developing supports for younger pupils and using the Scottish Government funding more flexibly to allow earlier intervention. We are also using this funding to support young people who are care experience and who require counselling support.

6.7 Emotionally Based School Non-Attendance (EBSNA)

EBSNA is an overarching term used to describe children and young people who have a profile of additional support needs which includes a difficulty in engaging with and/or attending school. This difficulty is often due to wide ranging factors which can include anxiety, issues related to Autism and neurodevelopmental profiles of need and other mental health presentations. In Glasgow we have been developing practice guidelines and support for young people with attendance issues and working with colleagues in Glasgow Health and social Carte Partnership we have commissioned Quarriers to provide a service called REACH to young people who have attendance at below 60%. Over the past 18 months this service has engaged with over 100 young people and the outcomes have been very positive. We are currently in discussion with partners in how we can continue to develop this service in the longer term.

6.8 Mental Health supports for young people (Kooth and Togetherall)

As part of Scottish Governments community mental health commitment, we continue to commission online metal health support services through Kooth (10 to 16 years) and Togetherall (16 to 23 years). These online platforms are clinically supervised and provide 24/7 support for young people seeking assistance. From April 2023 to March 2024 Togetherall supported 254 young people in Glasgow. Of these 67% stated that they had no other form of support and 58% had thought of taking their own life within the past 6 months.
From July 2023 to March 2024, 993 young people accessed Kooth (Primary age 196, Secondary age 797). It is recognised by Education, Health and Social Work colleagues that that platforms such as Kooth and Togetherall offer vital support for some young people.

7 Continuous Professional Learning (CLPL)

Our strategic approach ensures our CLPL offer aligns with the increased expectations relating to supporting learners with Additional Support Needs within the Revised Professional Standards for Teachers. This ongoing work focusses on the

empowerment of staff at all levels within the system to drive forward effective, evidence-based approaches to support all learners. Some current examples are:

7.1 Support & Development Groups:

Throughout the school session Glasgow Educational Psychology Services deliver support and development groups for teachers focussing on Inclusion, specifically on how to support learners with ASN to access the curriculum and the school environment. The groups are delivered by educational psychologists along with Speech and Language Therapists over a number of sessions and provide an opportunity for staff to share good practice and ideas. The evaluation from these sessions is consistently high. The groups have been adapted to meet changes in learner profiles with more focus on early level learning and transitions to Primary school.

7.2 SfLW Review and Training offer

In line with the National focus on empowerment of and support for pupil support staff to meet the changing needs of learners, Glasgow is undertaking a review of Support for Learning Workers and is implementing a learning framework to ensure the workforce is well supported to respond to learner needs. A focus of the review is the approach taken to the allocation and deployment of support staff, ensuring that any enhancement of support staff is responsive to need. The Training offer has 3 key aspects: 1. an induction programme for new support staff, 2. a universal learning offer for all support staff in all establishments, 3. the creation of a Glasgow specific, SQA Credit Rated Customised Award for Pupil Support Staff at SCQF Level 4 which will be an optional extension of learning and involves the application of learning within the workplace setting.

7.3 ASL Co-ordinator Network

This Network involves named representatives from every establishment in Glasgow attending network events once per term. Each year there is an induction for new ASL Co-ordinators to ensure clarity on the role they play within establishments. The co-ordinators help shape the content of the sessions which includes time for discussion within learning communities. There is a strong practical focus and examples of best practice from our establishments are always shared to illustrate and supplement the content which is delivered by representatives from Health, Education Improvement Service, Glasgow's Educational Psychology Service and other services supporting inclusion in Glasgow.

7.4 Personalised Pathways:

A strategic group involving representative from GEPS and our ASL establishments have developed a comprehensive online resource on Glasgow online to ensure staff in our establishments are empowered to support all learners, including those with Complex Learning Needs. This is further enhanced by the established P1 Early Level Network supported by Quality Improvement Officer (Inclusion) and GEPS to improve the knowledge and understanding of teachers of Primary 1 mainstream classes in meeting the needs of all learners as they transition from early years to school.

7.5 Autism Professional Learning Framework

Glasgow's professional learning framework is structured on 3 levels. It captures our ongoing commitment to improving the experiences of Autistic learners at a strategic level but also provides resources that can be accessed by individuals wishing to enhance their knowledge and skills. It has been collated by a multi-agency team with representatives from Health, Social Work, Education and Glasgow's Education Psychological Services. It provides access to evidence informed approaches and guidance to support a shared understanding of how we can best support Autistic learners.

7.6 Inclusive Curriculum

An inclusive curriculum should reflect the identify of and respond to the diverse needs of all learners. Schools continue to be supported to look closely at their curriculum rationale and design ensuring that it is based on principles of equity, collaboration, and flexibility to ensure that all leaners access a curriculum that is appropriate to their learning needs. Our schools aim to continually evaluate and update their curriculum offer; involving pupils and partners in this process to ensure they provide meaningful and relevant learning opportunities that reflect the diversity within their school community. An inclusive curriculum is universal and intended to improve the experience, skills, attainment and achievement of all children and young people, recognising that success looks different for our learners.

8 Pupil Voice & UNCRC

The United Nations Convention on the Rights of the Child, now incorporated into Scottish Law, continues to be a central feature of how we support Inclusion in Glasgow establishments. In addition to the ongoing work relating to the UNCRC and our Right's Respecting Schools Award, it is important to highlight the following developments which have been informed by our ongoing work with Children in Scotland. This work has built on the work of the Inclusion Ambassadors and has focused on the use of the Lundy model to ensure meaningful engagement and participation of young people with Additional Support Needs in decisions that matter.

8.1 ASL Senior Captains

Over the past two academic years, Douglas Hutchison, Executive Director of Education, has met with representatives from all our establishments in Glasgow. This includes young people from our ASL establishments and also from our secondary co-located provisions. The young people have been able to contribute to discussion about their educational experiences. This has been achieved through support being provided by familiar adults using communication approaches that work for individuals. An outcome from this will be to co-create with young people a survey that will capture the experiences of learners with ASN in our establishments and establish a sustainable system that ensure their voices inform and shape our priorities for improvements in service delivery.

Next Steps

Aligning support services to ensure an effective strategic approach to resource allocation citywide for establishments and families.

Further developing the locality-based model of inclusive support to ensure more equitable and efficient use of resource within learning communities.

Support establishments to build staff capacity and work collaboratively to respond to and anticipate the changing profile of learner need.

Further enhance our data gathering processes for learners with ASNs to ensure we anticipate and respond to changing profiles of need.

9. Policy and Resource Implications

Resource Implications:

Financial:	Within existing resources with additional funding from Scottish Government Mental Health Community Funding, School Counselling Funding and Scottish Attainment Fund, as appropriate.
Legal:	N/A
Personnel:	Within existing resources.
Procurement:	In line with Council advice.

Council Strategic Plan	Specify which theme(s) and outcome(s) the proposal supports. Where relevant the specific numbered priority should be listed
Equality and Socio-Economic Impacts:	**Grand Challenge 1** Reduce Poverty and Inequality in Our Communities **Mission 2** -Meet the learning and care needs of children and their families before and through school **Grand Challenge 2** Increase opportunity and prosperity for all our citizens **Mission 3-** Raise attainment and achievement amongst Glasgow's children and young people
Does the proposal support the Council's	Yes Equality Outcome 12 & 14

Equality Outcomes 2021-25? Please specify.	
What are the potential equality impacts as a result of this report?	A positive and equitable approach to equality and diversity through the development of an inclusive curriculum and personalised learning pathways which support and meet the learning needs of all children and young people.
Please highlight if the policy/proposal will help address socio-economic disadvantage.	While the approaches will not help to address socio-economic disadvantage there is clear evidence that providing support to this group of children and young people will have long term benefits.

Climate Impacts:

Does the proposal support any Climate Plan actions? Please specify:	No
What are the potential climate impacts as a result of this proposal?	None
Will the proposal contribute to Glasgow's net zero carbon target?	No

Privacy and Data Protection Impacts:

Are there any potential data protection impacts as a result of this report Y/N	N
If yes, please confirm that a Data Protection Impact Assessment (DPIA) has been carried out	

10 Recommendations

The Committee is asked to consider the range of approaches being used and asks the Executive Director to present further update reports, as appropriate.