



Glasgow City Council

Education, Skills and Early Years City Policy Committee

Report by Interim Executive Director of Education Services

Contact: Dr. Carole Campbell, Laura Goff, Anne Woods

**EDUCATION SERVICE DEVELOPMENT ACTIVITIES
RELATED TO EQUALITY**

Purpose of Report:

To inform the committee of the activities in relation to supporting the development of the equalities agenda across Education Services.

Recommendations:

It is recommended that the committee note the developments planned and the activities in relation to the development of the equalities agenda across Education Services.

Ward No(s): Local member(s) advised: Citywide: ✓

Yes No

consulted: Yes No

1 BACKGROUND

The Education and Skills committee has requested Equality update reports at every second scheduled meeting.

- 1.1 This report will update the committee on the activities of Education Services in developing the equalities agenda as directed by the Education Equalities Working Group (EEWG) and the Education Improvement Service (EdIS). Whilst the headings may relate to individual protected characteristics, the outcome of many of the activities are often intersectional. This paper focuses on equalities work in relation to Disability, Race and Religion. Information includes Glasgow Dyslexia Support Service, English as an Additional Language and Sense Over Sectarianism.

2 DISABILITY SUPPORT

- 2.1 Work is underway to enhance professional learning opportunities for all staff, at all levels, to develop an understanding of disability discrimination and visibility. A working group has been created to develop a calendar of professional learning events showcasing case studies of good practice. This will enhance partnership links with third sector organisations such as Downs Syndrome UK.
- 2.2 Additional Support for Learning Coordinators meetings have a continued focus on learning and peer support. Recent meetings have focused on All Learners All Achieving policy and roles of coordinators and Support for Learning Workers. To increase participation in pupil/parent platforms, the Glasgow's Education Psychology Service (GEPS) will encourage participation through sharing of case studies and linking with 'Children in Scotland' Inclusion Ambassadors.
- 2.3 In order to support neurodiverse staff members, work is ongoing to explore the national picture and consider strategic policies/guidelines from other local authorities. The group will review current Glasgow policy and update guidance for school leaders.

3 GLASGOW DYSLEXIA SUPPORT SERVICE

- 3.1 Glasgow Dyslexia Support Service (GDSS) is a small team consisting of one lead officer, one Principal Teacher and nine teachers. The service aims to enhance the learning experience for learners with literacy and numeracy difficulties with a specific focus on those with dyslexia and dyscalculia.
- 3.2 Many strategies and resources shared by GDSS will support wider learners within classrooms. To support the learning experiences of young people with literacy and numeracy difficulties, GDSS delivers a wide range of high-quality

professional learning sessions. Professional learning sessions on CPDmanager include:

Phonological awareness
Working memory
Phonics
Spelling
Reading
Digital Tools
Getting Started
Shapes and Sounds
Using the Dyslexia Guidelines
Dyslexia and Inclusion
Dyscalculia and Maths

- 3.3 In addition to this, professional learning sessions are available for teaching and support for learning staff on Inservice days with 5 schools receiving whole school Inservice sessions since August.
- 3.4 In addition to professional learning opportunities, schools are supported by GDSS through school placements of GDSS teachers with approximately 54 schools accessing this service since August 2025.
- 3.5 The identification process for learners who are believed to have dyslexia or dyscalculia is conducted through the Staged Intervention Meetings (SIIM). A clear pathway for identification has been developed by GDSS, which takes full account of the Making Sense Report recommendations. The link to the making sense report can be accessed here:
<https://www.gov.scot/publications/making-sense-programme-final-report/>
- 3.6 From August 2025 to December 2025 all learning communities have taken part in Staged Intervention processes with 87 SIIM meetings in total. Since August there have been 240 dyslexia cases discussed and 6 dyscalculia cases with most of these resulting in an agreed identification.
- 3.7 In order to enhance the educational experience for all learners, including those with literacy difficulties, GDSS has been linking closely with the Literacy Quality Improvement Officer (QIO) to support the Glasgow Reads Programme and key phonics messages. The key messages can be seen in appendix 1

4 English as an Additional Language (EAL)

- 4.1 Presently in Glasgow 31.7% of the school population have a home language which is not English, Scots or Gaelic. Those officially recorded as having English as an Additional Language is currently 27.9%. The term 'bilingual' emphasises that learners already have one language and that English is a second or additional language (Learning in 2+ Languages). The term does not imply an equal or specified level of fluency in two or more languages. In Glasgow a minority of bilingual and multi-lingual learners are new arrivals to the UK.

4.2 At Census, September 2024 (from 72,097 school age pupils) there were:

- 21,447 pupils are from BAME backgrounds
- 20,106 pupils with EAL (27.9% of total school population)
- 11,569 pupils with EAL in Primary (28.8% of Primary population)
- 8369 pupils with EAL in Secondary (27.5% of secondary population)
- 168 pupils with EAL in ASL provision (11.7% of ASL population)

4.3 The 20,106 pupils with EAL (27.9%) can be broken into English Language levels as follows:

- Competent – 16.9%
- Developing Competence – 36.3%
- Early Acquisition – 30.4%
- New to English – 16.4%

4.4 Across our schools 167 different languages are spoken with the five main languages spoken after English being

- Urdu (3749 learners),
- Arabic (3364 learners),
- Polish (2008 learners),
- Punjabi (1426 learners) and
- Chinese - Modern Standard Mandarin (913 learners).

4.5 The EAL figures above include bilingual learners who speak another home language and are learning English alongside this language. This should never be confused with figures of those who are fluent speakers of the language. Many learners within these figures are fluent speakers of English are receiving some additional input for the technical aspects of reading and writing.

4.6 The EAL service supports schools to ensure that all our learners can access the curriculum of their schools and participate in the opportunities Glasgow's Schools offer. As well as language support and development, they help schools understand the nature of diversity in the city and how we can support inclusive, anti-racist schools across the city. Our approaches support the attainment of children and young people which is very strong in the city's Senior Phase results.

5 SENSE OVER SECTARIANISM

5.1 Education Scotland's Sense Over Sectarianism (SOS) Programme is widely embedded within Glasgow's primary schools and aims to promote inclusion and mutual understanding. The established programme helps pupils to understand how attitudes, language, and behaviour can contribute to sectarianism, intolerance, and other forms of prejudice.

5.2 Implementation of the programme is supported by the Education Services Social Inclusion Officer through ongoing professional learning for staff, using

a collaborative delivery model with class teachers. This approach strengthens staff confidence in addressing discrimination and supports the continued delivery of the programme.

- 5.3 SOS workshops are delivered annually to upper primary pupils, with content designed to be appropriate and engaging for this stage of learning. The programme encourages pupils to develop an awareness of shared responsibility and their role in creating positive social change. Learning is supported through the SOS Primary Workshop Pack and Divided City resources, delivered digitally through presentations, images, and video materials. These resources enhance pupil engagement and support progression into secondary education, with further materials available for use at later secondary stages.

- 5.4 The Sense over Sectarianism (SOS) P7 targeted resource pack entitled “Primary School Workshop Pack” has been delivered directly by SOS staff to over 90 primary schools across Glasgow and beyond in the past 12 months. Around 370 workshops were delivered to over 4500 young people. The pack can be delivered in support of the novel study “The Divided City” or as a stand-alone project which complements other areas of equality and citizenship education being delivered across the curriculum.

6 NEXT STEPS

- 6.1 Education Services will continue to focus in the coming session on working to support collaboration and empowerment across the city, taking forward our aspirations linked to Equalities.

7 POLICY AND RESOURCE IMPLICATIONS

Resource Implications:

Financial: Using existing core funding and funding from SG care Experienced budget N/A

Legal: None

Personnel: None

Procurement: None

Council Strategic Plan: Specify which theme(s) and outcome(s) the proposal supports. Where relevant the specific numbered priority should be listed.

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 amongst Glasgow's children and young people

Equality and Socio-Economic Impacts:

Does the proposal support the Council's Equality Outcomes 2021-25? Please specify.

Yes
The proposal specifically supports Outcomes, 12,13,14

What are the potential equality impacts as a result of this report?

Positive impact across our race equality work, disability and LGBT developments.

Please highlight if the policy/proposal will help address socio-economic disadvantage.

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:**
None

8 RECOMMENDATIONS

- 8.1 It is recommended that the committee note the developments planned and the activities in relation to the development of the equality agenda across Education Services.

APPENDIX 1



Glasgow Reads



There are five components which are recognised as key to the development of reading. Glasgow recommends that these interconnected skills are developed to support learners as they learn to read and read to learn. The five components are underpinned by Literacy rich environments, where learners access a range of texts and read for purpose and enjoyment. Oral language development builds a strong foundation for reading success, and building knowledge of learners as readers and of their interests is also important. An understanding of the five components can enhance the identification of barriers to reading and appropriate differentiation and intervention.

Phonemic Awareness

Phonemic awareness involves hearing and exploring individual sounds/phonemes within words. Phonemic awareness is part of a set of skills under the broad category of phonological awareness. Phonological awareness skills are important in the early stages of reading development (this can also apply to older children) and include identifying rhyme and syllables. Phonemic awareness includes identifying sounds and their position, blending sounds together and segmenting words into sounds. Learners manipulate sounds within words, e.g. by adding sounds, taking sounds away and substituting sounds. Phonological skills continually develop and children may need to revisit areas as they learn to read and spell, and not all aspects need to be in place before beginning phonics.



Fluency

When readers are fluent, they read smoothly with effortless decoding. Fluency is often referred to as 'the bridge to comprehension - being fluent frees up learners' working memory so that their focus can be on understanding. There are three key features -

Accuracy - Using letter and sound knowledge to decode

Automaticity - Reading automatically at an appropriate pace

Prosody - Using stress, intonation and expression. Requires accuracy and understanding.



Phonics

Research indicates that decoding is the key strategy for word recognition, rather than a reliance on multi cueing approaches such as looking at the picture to make guesses. We promote systematic, evidence based approaches. Letter sound (grapheme phoneme) correspondences are taught explicitly, as is the reversibility of the code. This means decoding from print to read all through the word and encoding for spelling. Phonics learning opportunities should be planned to develop blending, segmenting and manipulation of sounds. Sight vocabulary*/common words should be linked to phonemes in words. Monitoring and assessment will allow teachers to adapt and be responsive when planning to meet learners' needs.



Vocabulary

Vocabulary is developed through what we hear and read, and our experiences of and interactions with the world have a key role. The vocabulary gap develops early, and can continue to widen where there is poverty of experience and interactions. Gaps in vocabulary impact on reading comprehension and hinder progress. To mitigate this, deliberate and explicit vocabulary learning should be planned. This can include repetition, learning definitions, using words in spoken and written interactions and exploring morphology. Planned focus on 'Tier Two' and subject specific vocabulary can enhance access to the curriculum. Incidental vocabulary learning, for example through reading and discussion, will also be integral to development.

Comprehension

Opportunities should be planned to allow purposeful interactions with a range of texts in order to build upon funds of knowledge and experiences with different text structures. Making meaning is at its core the reason for reading for different purposes. Comprehension is vital at all stages to make meaningful connections with texts. As reading becomes increasingly accurate and automatic, cognitive resources can be applied more fully to the core purpose of making meaning. Explicit instruction builds on experiences, knowledge of text and sentence structures, oral language comprehension, background knowledge and vocabulary. Comprehension monitoring strategies can include summarising, visualising and metacognition, and there should be space made for focus on developing wider knowledge and skills, e.g. vocabulary instruction and rich content exploration. Supporting reading fluency and knowledge of language and the wider world will enhance comprehension - research indicates that practice of question types as the dominant approach is not always effective or transferable across texts.

* Sight vocabulary is often associated with terms such as common words, tricky words, high frequency words, irregular words and common exception words. Developing a sight vocabulary can be described as a process where words are accurately and automatically identified through orthographic mapping. There can be confusion around appropriate pedagogy. See Education Scotland 'Learning to Read in the Early Years - Developing Tools for Reading' for explanation and guidance.

<https://education.gov.scot/resources/learning-to-read-early-years-pr/developing-skills-for-reading/developing-tools-for-reading/>