



Glasgow City Council

Education, Skills and Early Years City Policy Committee

Report by Executive Director of Education Services

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**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 equality agenda across Education Services.

Ward No(s):

Citywide: ✓

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

1 BACKGROUND

- 1.1** The Education and Skills committee has asked for Equality update reports at every second scheduled meeting of the committee.
- 1.2** 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 race and anti-racism, supporting inclusive practice and challenging disability discrimination.

2 RACE AND ANTI-RACISM

2.1 Continuous Professional Lifelong Learning (CLPL)

This year the English Additional Language (EAL) Equalities Team will be delivering in-school support to staff and learner groups building on the work undertaken within Anti-racism Support and Development Groups in session 23/24. The focus of sessions in the coming year will be on empowering staff and young people, giving them the confidence to engage in meaningful discussions which support understanding of the challenges of racism. Content of sessions will compliment themes at wider city events.

Offered at both individual school as well as Learning Community level, this professional learning opportunity will be accessible to schools across all sectors. To date, five professional learning sessions have already been undertaken by the staff in the schools detailed below, with further primary and secondaries signed up for the coming term.

School	Training Date
Our Lady of the Rosary Primary	Aug 2024
St Marnock's Primary	Aug 2024
Hillington Primary	Aug 2024
Quarry Brae Primary	Aug 2024
St Mungo's Primary	September 2024
St Constantine's Primary	October 2024

2.2 Anti-Racism Conversations - Pupil Workshops

Anti-racism Conversation Pupil Workshops are currently being planned and delivered across several schools in both the primary and secondary sector throughout this coming session. Building on the success of last year's conversations, these sessions will continue to have an emphasis on amplifying pupil voice and fostering pupil leadership in shaping city-wide goals. Centered around the key focus areas in the city's Anti-Racism Charter, these sessions will

allow young people to share their experiences and consider meaningful next steps.

- 2.3** Commencing in October 2024, the program will include three sessions for primary students and four for secondary students with Education Services EAL Equalities Team working in collaboration with Education Scotland's Building Racial Literacy Team.

2.4 Voices Unite Project – Turing Funding

With recently awarded Turing funding now in place, Education Services will launch an international project to extend the work of the Anti-Racism Conversation Group. This project will enable 30 BAME students from across Glasgow secondary schools to participate in an exchange with Grenoble, France, supported by lead teachers from their schools. [Link to Powerpoint](#)

The main goals of the project are to:

- Provide a transformative educational experience for BAME students in Glasgow
 - Empower BAME students to become confident, culturally aware, and socially responsible global citizens
 - Build cultural capital and enhance essential employability skills
 - Promote understanding of anti-racism and social justice
- 2.5** Next steps in planning the project will be to confirm the key partner schools and identify teachers, and young people who will be involved in the project. The exciting project will facilitate collaboration between Glasgow students and their peers in Grenoble.

2.6 PARTIE (Promoting Anti-Racism Together in Education)

As part of Glasgow City Council's commitment to advancing race equality, the annual Promoting Anti-Racism Together in Education (PARTIE) events were held in City Chambers during the month of October.

This series featured :

- Professional development opportunities for staff
 - Student-led workshops for peers
 - Partnerships events with Glasgow Film Theatre
 - Collaborative learning opportunities for schools to showcase their work on race and anti-racism
- 2.7** Once again this year's celebratory PARTIE event offered young people a unique "living library" experience, where they were able to listen at first hand to stories from individuals who have faced racial challenges and share positive

insights. The PARTIE events hosted approximately 240 young people and teachers all of who participated in both showcase events and workshops.

- 2.7.1** Moving forward, the Education Equalities Working Group will now work with schools and young people to evaluate, review and refresh the current model of delivery prior to PARTIE 2025. This will include consideration of a Learning Community approach to events, which will allow children and young people the opportunity to celebrate practice and engage in meaningful discussions in relation to racial challenge with peers within their locality

3 INCLUSIVE PRACTICE/ DISABILITY DISCRIMINATION

To ensure that all children and young people are treated fairly and experience inclusive approaches to education, the Education Equalities Working Group continues to work collaboratively with colleagues within and outwith Glasgow Education Services to promote and support the development of inclusive practice in relation to disability and additional support needs. Through the development of professional learning opportunities, the provision of policy and practice guidance and awareness raising activities, staff across all establishments are supported to appropriately meet the needs of learners.

3 Inclusive Practice - Continuous Lifelong Professional Learning (CLPL)

- 3.1** In response to the increasing numbers of learners presenting with a broad range of additional support needs across all Glasgow's education settings, Glasgow Education Improvement Services and Glasgow Psychological Services continue to work collaboratively to enhance and extend their Inclusive Practice professional learning offer to staff across all sectors. The current professional learning offer is designed to support school staff to meet the diverse needs of Glasgow's children and young people, by providing them with enhanced skills, knowledge and understanding in inclusive approaches and strategies in order to support learners more effectively.
- 3.2** Aspects of this work shared in previous committee papers include Glasgow's Autism Professional Learning Framework, Glasgow Psychological Services Inclusion Support and Development Groups and English Additional Language and Glasgow Dyslexia Support Service support and training offers.
- 3.3** This session to further extend this suite of professional learning, the 'Included Nurtured and Supported' Learning Programme has been developed to support school leaders whose remit has a focus on Inclusion. This three-day cross-sector training offer which is currently underway aims to focus on developing Inclusive Leadership within our schools and address the following key areas:
- Inclusive Practice within the Scottish and Glasgow context,
 - Additional Support for Learning (ASL) processes and entitlements
 - Provide information and knowledge to fulfil statutory duties
 - Support improvement within establishments.

- 3.4** To date, more than 70 senior and middle leaders have attended Day 1 of the programme and will complete Day 2 and 3 between January and March 2025. Due to demand, additional professional learning dates have been added allowing a further cohort of leaders to attend.

Feedback evaluations from attendees on Day 1 of the programme showed the following positive comments:

"Brilliant session. Went straight on to CPD manager at lunch to book my other Depute in the other sessions. Many thanks for an extremely useful day."

"Thank you for an informative session. I'm glad there is a city-wide focus on inclusion to support our children."

"A great session. Lots of variety and input from various people with different skill sets was effective."

"Very worthwhile day with a lot of key information that will be very helpful when back in school! Thank you!"

"Very much looking forward to Day 2. One of the best CLPL sessions I've engaged with in a very long time. Thank you!"

- 3.5** We continue to provide a thorough professional learning programme for all probationer teachers in Glasgow. This includes specific input on meeting the needs of all learners, increasing their awareness of the staged intervention process and supporting them to reflect on their ongoing development as inclusive practitioners. Already this session, 295 probationer teachers have had direct input relating to ensure a better understanding of our commitment to inclusive education in Glasgow.
- 3.6** In response to enquiries from schools and parents with regards to the availability of targeted training and support for schools in relation to specific conditions and disabilities such as Downs Syndrome and Cerebral Palsy, members of the Education Equalities Working Group are currently working with Inclusion Officers to develop an online learning and resource hub designed to provide a central area where information will be held on focused training opportunities as well as additional resources and events provided by third-sector partners and charitable organisations. This resource will be placed on the Go-Glasgow intranet and will allow schools to take a pro-active approach in ensuring that staff are equipped with the appropriate skills and knowledge required to support the individual needs of some learners.
- 3.7** To further strengthen partnerships and enhance inclusive practice across our establishments, an Additional Support for Learning (ASL) professional learning event will take place in City Chambers in Term 4 of session 24/25. Attendees

will be given the opportunity to hear and learn from charitable organisations, third sector colleagues and partner agencies affording schools the opportunity to make connections with organisations that can offer continued support and guidance. The event will also be an opportunity for schools to celebrate and showcase best practice in meeting the needs of children and young people.

4. ASL - DIGITAL AND ASSISTIVE TECHNOLOGY

Read and Write interface - iPads

As part of Glasgow's Connected Learning Strategy, we continue to develop the use of assistive and digital technologies to address inequity and support our learners who require assistance to access aspects of teaching, learning and assessment.

- 4.1** As part of this work, Education Services are currently seeking to pilot the Read and Write literacy support tool App. This App supports children and young people to access learning with greater independence by providing them with access to a wide variety of reading support tools such as text to speech, highlighting lines, vocabulary and dictionary tools. It is expected that this tool will bring many benefits to bilingual learners and young people with additional support needs, dyslexic learners, and those with specific literacy difficulties.
- 4.2** This interface will be piloted by 22 schools between October 2024 and January 2025. Participating schools are located in all areas of the city and include both primary and secondary establishments and one Early Years establishment.
- 4.3 Alternative Assessment Arrangements/Digital Exams Pilot**

Glasgow's secondary estate ensures that Alternative Assessment arrangements allow candidates who have been identified as having a specific disability or additional support need access to appropriate arrangements and reasonable adjustments which will allow them to complete assessment without compromising its integrity.
- 4.4** Principal Teachers within the English Additional Language and Glasgow Dyslexia Support Service PTs are currently linking with Digital City Leads and Call Scotland to pilot the use of Exam.net software as a possible medium for delivering digital exams. It is expected that this software will be available to pilot schools by October 2024, allowing schools to pilot their use with young people who require additional assessment arrangements. Initially, this will be piloted through internal assessments. If the pilot scheme is successful to the Scottish Qualification Agency (SQA), it is hoped that this can be further extended and taken forward for use in future formal SQA exams. This is hoped to impact on increased attainment for young people with disabilities requiring additional assessment arrangements.

5 ASL PUPIL VOICE

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 and pupil voice is at the heart of this. In addition to the ongoing work relating to the UNCRC and our Right's Respecting Schools Award, it is important to highlight our ongoing partnership with Children in

- 5.1 Scotland. This collaboration has built on the work of the Inclusion Ambassadors and has focused on the use of the Lundy model ([link](#)) to ensure meaningful engagement and participation of young people with Additional Support Needs in decisions that matter. This includes the development of Glasgow's approach to gathering the views of young people as a core part of the pilot Co-located ASL Quality Review process.
- 5.2 The engagement with Children in Scotland has also informed the inclusion of senior pupils from our ASL provision in the Senior Captains meetings with the Executive Director of Education, who, in the past two academic sessions, has met with representatives from all our secondary establishments in Glasgow, including ASL and co-located provisions.
- 5.3 Our next steps are to extend the level of engagement with our learners who access Additional Support for Learning ASL and establish an ASL pupil forum which will run in conjunction with the existing pupil forum in Glasgow. This will ensure that all young people will have access to the support required to ensure meaningful engagement in discussions about their educational experiences and ensure their voices inform and shape our priorities for improvements in service delivery.

6 Pilot Equalities Impact Assessment (EQIA) Training – Schools

We are currently in the process of planning Equality Impact Assessment Training for a pilot group of Glasgow Headteachers. Linking with corporate policy Chief Executive Office, we are intending to undertake a pilot training programme initially for senior school staff. Whilst the focus of this will be within the same outline/framework as EQIA training undertaken by the authority, we have a small group of heads working with us to take this forward within the school context. This will allow school leaders and staff to consider school policy, practice and improvements through an equalities lens. Once the pilot has been completed and evaluated, we will look to extend this training offer wider.

7 POLICY AND RESOURCE IMPLICATIONS

Resource Implications:

Financial: N/A

Legal: N/A

<i>Personnel:</i>	N/A
<i>Procurement:</i>	N/A
Council Strategic Plan:	<p>Specify which theme(s) and outcome(s) the proposal supports. Where relevant the specific numbered priority should be listed.</p> <p>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</p>

Equality and Socio-Economic Impacts:

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

Outcome 13,14

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

Positive impact across our disability discrimination work and anti-racism 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:

N/A

What are the potential climate impacts as a

N/A

*result of this
proposal?*

*Will the proposal
contribute to
Glasgow's net zero
carbon target?*

N/A

**Privacy and Data
Protection Impacts:**

This report has no impacts upon privacy or data protection.

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.