COUNTRY POLICY REVIEW AND ANALYSIS

United Kingdom (Scotland)

The European Agency for Special Needs and Inclusive Education (the Agency) is an independent and self-governing organisation. The Agency is co-funded by the ministries of education in its member countries and by the European Commission via an operating grant within the European Union (EU) Erasmus+ education programme (2014-2020).

The views expressed by any individual in this document do not necessarily represent the official views of the Agency, its member countries or the Commission.

The information in this document was current in September 2016.

Please note that legislation may have changed since the analysis grid was completed. Anyone using the grid should contact the Representative Board Member for more details.

Further information about the Country Policy Review and Analysis (CPRA) activities is available on the CPRA web area.

Section 1: Country priorities for education

The text below presents the main country priorities in the field of education, with special attention to the development of inclusive education.

Country priorities
The devolved government for Scotland has a range of responsibilities which include: health, education, justice, rural affairs, housing and the environment. Some powers are reserved to the UK government and include: immigration, the constitution, foreign policy and defence. The Government has five objectives that underpin its core purpose – to create a more successful country, with opportunities for all of Scotland to flourish, through increasing sustainable economic growth. Smarter is one of these objectives and means expanding opportunities to succeed from nurture through to lifelong learning ensuring higher and more widely shared achievements. The focus is on early years, Curriculum for Excellence in schools and ensuring young people have the skills for the future. Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18. The curriculum includes the totality of experiences which are planned for children and young people through their education, wherever they are being educated. The Building the Curriculum series provides advice, guidance and policy for different aspects of Curriculum for Excellence. The Getting It Right For Every Child practice model is now legislated through the Children and Young People's Act 2014. This legislation is based on planning for every child and a child's plan for those who require more concerted processes of support across agencies like education, health and social care. Each child should have a Named Person linking agencies for the child's plan. Under school age the Named Person will be within the role of Health Visitor while at school age it is likely to be the head teacher or nominated member of staff within the school. Such approaches build on the Additional Support for Learning legislation and practice which moved Scotland from considering difficulties as lying with in child towards taking account of the barriers to learning a child or young person can encounter or have. Barriers to learning can arise from the learning environment, health and disability, social and emotional factors and family circumstances. This legislation extends children's rights within a legal framework linked to planning across agencies. This legislation was passed in 2004 and amended in 2009. It has included an annual report to the Scottish Parliament by Ministers which includes identification of numbers of children and young people with additional support needs in each of the 32 education authorities in Scotland. In the 2015 Report, 21% of those attending had been identified as requiring additional support to benefit fully from school education. This report also provides information on outcomes for young people in terms of qualifications gained and levels of positive destinations for those young people when they have left school. Scotland has an inclusive qualifications framework that accredits the learning of all young

Country priorities
people. At National 1 and National 2 this includes credentials that account for short episodes of learning through Unit awards. Such Units are weighted towards personal development, independent living skills and communication. From 2012, standards for initial teacher education, teacher registration and leadership and management include a set of values aligned to social justice and standards that expect career-long professional learning in inclusive education for all teachers. These standards are applied through the General Teaching Council of Scotland. Recently, in August 2015, the First Minister announced additional resources to promote an Attainment Challenge and National Improvement Framework. This is directed at raising attainment for those living in the lowest 20% deprived areas in Scotland. The National Improvement Framework was further updated in January 2016 with further funding for the Attainment announced in February 2016 Furthermore, in December 2015 the OECD report on Improving School in Scotland highlighted that Scottish schools are inclusive. On page 79 it noted Scottish schools are highly inclusive as shown through an international index of social inclusion of the degree to which students of different socio-economic backgrounds attend the same school.

Section 2: Analysis grid

Measure 1: To improve inclusive education and to ensure that good quality education is accessible for all

Agency recommendation	Findings
1.1 There is a clearly stated policy for the promotion of quality in inclusive education. *(Policy aims to widen access to education and to promote full participation and opportunities for all learners vulnerable to exclusion to realise their potential. Policy outlines how education policy-makers need to take responsibility for all learners.)*	1.1.1 Section 15 of the Standards in Scotland's Schools etc. Act 2000 (this section came into force in 2003) states that the education of all children should be provided in mainstream schools, unless certain, specified, exceptions apply. This applies to all children starting or attending school, nursery schools and classes, including those in other local-authority-managed centres and non-local-authority pre-school centres with whom the authority has an arrangement under Section 35 of the 2000 Act. (OoP, p. 6) 1.1.2 Education (Additional Support for Learning) (Scotland) Act 2004, was amended by the (Additional Support for Learning) (Scotland) Act 2009. This was to extend provisions on placing requests and to enable Tribunal hearings to be heard in relation to transition planning. Plus, other technical amendments as a result of a legal judgement. 1.1.3 The Getting It Right for Every Child practice model (GIRFEC) has been legislated through the Children and Young People's Act, 2014. 1.1.4 Disability Strategies and Pupils Educational Records Act 2002 requires responsible bodies (education authorities and managers of grant-aided and independent schools) to plan over time to improve access to curriculum, school information and physical access for disabled pupils. 1.1.5 In December 2015, Ministers announced a review of guidance on mainstreaming provisions.
1.2 Legislation and policy are consistent with the principles of the UNCRC and the UNCRPD.	1.2.1 The Children and Young People (Scotland) Act 2014 sets out duties on a range of public bodies to report on how they are taking forward children's rights as set out in the UNCRC. Moreover, ratified by the UK Government in 2009, the UN Convention on the Rights of Persons with Disabilities stipulates that in order for disabled children to be able to realise the rights mentioned above, they need to be

Agency recommendation	Findings
(Legislation and policy and upholds the right of all learners to full participation in school with their own local peer group.)	provided with disability and age-appropriate assistance. The articles of the UNCRC, which are universal, inalienable, inviolable and interdependent, underpin Scotland's approach to promoting children's well-being as described in the GIRFEC approach. www.gov.scot/Resource/0041/00417256.pdf 1.2.2 The Standards in Scotland's Schools etc. Act 2000 adopted a child-centred approach to education. This included directing education to the 'fullest potential' of the individual child, and established education as the child's right. (OoP, p. 6) 1.2.3 There is a broad range of both legislation and policy [impacting upon education], ranging from general – e.g. United Nations Convention on the Rights of People with Disabilities (2006) … to more specific, e.g. Equality Act 2010 … Education (Additional Support for Learning – ASL) (Scotland) Act 2004/9; Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002. (ICT4I, p. 1) 1.2.4 Section 15 of the 2000 Act. The intention behind the mainstream duty was to establish the right of all children and young people to be educated alongside their peers in mainstream schools unless there are good reasons for not doing so. (OoP, p. 6) 1.2.5 Additional Support for Learning legislation and the Equality Act 2010 www.gov.scot/Topics/People/Equality/PublicEqualityDuties ensure learners' rights to supported and fully inclusive education are protected. 1.2.6 Equality Act 2010: reasonable adjustment duties apply in disability cases (ICT4I, p. 1)
1.3 The concept of inclusion is clarified in education policy as an agenda that increases quality and equity for all learners.	1.3.1 The Equality Act 2010 places a duty on schools and education authorities not to discriminate against pupils with protected characteristics including disabilities, sexual orientation and ethnicity. This includes admission to school, the way education is provided, access to a benefit, facility or service and exclusion. They must not treat pupils with disabilities less favourably and must take reasonable steps to avoid putting these pupils at a substantial disadvantage. The duty related to aids and services

Agency recommendation	Findings
(Policy aims to address underachievement of all vulnerable groups including children with disabilities.)	means that, since September 2012, schools (including independent schools) have to make reasonable adjustments. (OoP, p. 2)
	1.3.2 The ASL (Scotland) Act provides a broad description of anything that may be a barrier to a child's learning. That barrier may give rise to additional support needs (ASN). (ICT4I, p. 1)
	1.3.3 Other education policies, such as 'Happy, Safe and Achieving their Potential', Getting it Right for Every Child' also take a broad view of inclusion that is consistent with the UK government's Equality Act. (TE4I, p. 1)
	1.3.4 Within the Implementation of The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended):
	Review of the Additional Support for Learning Act: *Adding Benefits for Learners* – a report by HMIE to Scottish Ministers, November 2010: www.educationscotland.gov.uk/Images/raslaabl_tcm4-638553.pdf
	Reports to Parliament provides data on all learners with additional support needs. Implementation of The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended):
	Reports to Parliament 2012 www.scotland.gov.uk/Resource/0044/00448013.pdf
	Report to Parliament 2013 www.scotland.gov.uk/Publications/2014/04/3050
	Report to Parliament 2014 www.gov.scot/Publications/2015/04/5650/downloads
	Report to Parliament 2016 www.gov.scot/Resource/0049/00497314.pdf
	1.3.5 From August 2015, the Attainment Challenge has been a Government with clear emphasis on tackling inequality and the attainment gap and raising the attainment of children and young people living in deprived areas: www.gov.scot/Topics/Education/Schools/Raisingeducationalattainment
	www.educationscotland.gov.uk/inclusionandequalities/sac/index.asp

Agency recommendation	Findings
	1.3.6 The revised Child Poverty Strategy for Scotland, published in March 2014, outlines the progress we have made, and are committed to making, in key areas such as childcare, education and youth employment. 1.3.7 Education (Scotland) Act 2016 includes provisions for strategic planning to consider socio-economic barriers to learning.
1.4 Legislation and policy for inclusive education is cross-sectoral. *(Policy outlines procedures to ensure the efficient co-ordination of services, as well as clearly defining roles and responsibilities.)*	1.4.1 GIRFEC practice model and legislation places a responsibility on a Named Person to co-ordinate services for a single plan for a child. GIRFEC and the Children and Young People Act 2014 promote partnership working across Education, health, Social Work and Police in order to ensure the best support for children and families and improved outcomes for all children and young people from 3–18 and for those with Additional Support Needs until 18 or later if still at school. 1.4.2 Curriculum for Excellence provides a framework which supports a personalised approach to learning. It recognises that all learners should be active participants at the centre of all planning, learning, teaching and assessment. Within Curriculum for excellence (CfE) the focus is on partnership delivery in and out of school and supporting collaboration with employers, local partners and other agencies to deliver the entitlements within CfE. 'Meeting the ambitions for this curriculum involves pre-school centres and schools working in learning partnerships with colleges, universities, employers, partner agencies, youth work and the voluntary sector to provide a coherent package of learning and support based around the individual learner and in the context of local needs and circumstances'. Building the Curriculum 3 www.gov.scot/resource/doc/226155/0061245.pdf and www.educationscotland.gov.uk/Images/CfEBriefing10CLD_tcm4-756808.pdf Curriculum for Excellence can best be delivered through partnership working. All establishments should work with partners and share a common understanding and language around skills development and application. Together, they should plan and deliver learning and other experiences which meet the needs of individual children and young people. www.gov.scot/resource/doc/288517/0088239.pdf

Agency recommendation	Findings
	1.4.3 How Good is Our School 4 www.educationscotland.gov.uk/Images/HGIOS4_tcm4-870533.pdf promotes Partnership, collaboration and self-improvement: 'Meeting the wide-ranging needs of all children, young people and their families is the heart of what makes an excellent school. Schools cannot achieve this by themselves. As noted in the *Building the Curriculum* series, strong, effective partnerships at local and national level are the key to future improvement in Scottish education. This edition of *How good is our school?* supports you to evaluate the impact of your partnership-working and collaborative activity. You will have a range of partners such as the third sector, youth workers, community learning and development staff, colleges, universities and employers who work with you to deliver learning pathways to meet the needs of all children and young people. Other partners with specialist expertise in additional support needs will also work alongside you to remove barriers to learning and ensure all children and young people experience success in school and beyond school'. 1.4.5 Key Scottish Government policies such as Included, Engaged and Involved www.gov.scot/Publications/2007/12/05100056/0 and www.gov.scot/Publications/2011/03/17095258/0 and also Better Relationships, Better Behaviour, Better Learning www.gov.scot/Publications/2013/03/7388/0 are key drivers in ensuring a cross-sectoral approach to inclusive education.
1.5 There is a long-term multi-level policy framework for implementing quality inclusive education at national, regional and / or organisational levels.	1.5.1 The Education (Additional Support for Learning) (Scotland) Act 2004 as amended by the Education (Additional Support for Learning) (Scotland) Act 2009, imposed certain duties on Scotland's education authorities (EAs) – the 32 local council areas responsible for the provision of statutory education in Scotland. The 2004 Act requires that EAs: - identify and assess children and young people with additional support needs; - provide for the additional support required for each child or young person with additional support needs for whose education they are responsible, subject to certain exceptions; - review the additional support needs identified and the adequacy of support provided to meet

Agency recommendation	Findings
	the needs of each child or young person; and
	- prepare a co-ordinated support plan for those children or young people who meet certain criteria and keep this plan under regular review. (OoP, p. 1)
	1.5.2 The Education (Disability Strategies and Pupils' Educational Records) Act 2002 requires that an education authority has an accessibility strategy. The strategy covers a three-year period and sets out how the authority will improve:
	- access to the curriculum for pupils with disabilities;
	- physical access for pupils with disabilities;
	- information normally provided in writing for pupils with disabilities. (OoP, p. 2)
	1.5.3 While the ASL (Scotland) Act provides a framework within which local authorities (who provide most education in Scotland) have duties, the authorities have a lot of scope to decide what is reasonable. Duties to make reasonable adjustments – such as auxiliary aids and services or accessibility strategies – have the potential to address these gaps, as 'reasonable' should relate to European Union case law on this area. However, the impact of duties depends on implementation of the relevant guidance rather than secondary legislation, which would have given statutory force to the measures introduced. (ICT4I, p. 1)
	1.5.4 Scotland's OECD Country Review Background report provides further detail of the policy framework for implementing quality inclusive education www.oecd.org/education/school/OECD-Scotland-Education-Policy-Review-Background-report.pdf. See Chapter 5, pp. 76–95.
	The OECD concluded: 'the array of actions is impressive'. p. 77. OECD reported page 72 the multiple and diverse approaches in place for enhancing quality and equity in Scotland. They address numerous targets and equity issues, some of them are Scotland-wide in scope whereas others are more local. Many involve partnerships, including with partners who might often be regarded as external to

Agency recommendation	Findings
	education. There are twelve policy axes for addressing equity: 1. improving early learning and childcare; 2. promoting emotional and social well-being; 3. promoting healthy lifestyles and tackling health inequalities; 4. identifying and driving strategies to improve attainment in literacy and numeracy; 5. providing high quality learning and teaching; 6. providing a focus and support targeted to needs and abilities; 7. promoting use of evidence and data to evaluate and improve closing the gap in educational outcomes; 8. developing employability skills and improving positive and sustained destinations; 9. engaging families and communities; 10. working with partners to explore new and innovative approaches to tackling inequality; 11. developing professional learning and leadership at all levels; 12. conducting research into the equity gap. www.oecd.org/education/school/Improving-Schools-in-Scotland-An-OECD-Perspective.pdf
1.6 Policy outlines how education policy-makers need to take responsibility for all learners.	1.6.1 The Scotland Act (1980) states that school education 'means progressive education appropriate to the requirements of pupils, regard being had to the age, ability and aptitude of such pupils'. The Standards in Scotland's Schools etc. Act (2000) states that education is to be directed to 'the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential'. (OoP, p. 1) 1.6.2 The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) places a duty

Agency recommendation	Findings
	on education authorities to identify from the children and young people for whose education they are responsible, those with additional support needs and those who have additional support needs that may require a co-ordinated support plan. (OoP, p. 4) 1.6.3 There is statutory guidance to support the implementation of the Additional Support for Learning Act which clearly outlines the requirement to tailor support to each individual child www.gov.scot/Resource/Doc/348208/0116022.pdf
1.7 Policy has the goal of supporting all teachers to have positive attitudes towards all learners.	1.7.1 The General Teaching Council Scotland (GTCS) competences and the Framework for Inclusion … statements from the Guidelines for Initial Teacher Education Courses directly relate to inclusive practice. The overall aim of courses of initial teacher education is to prepare students to become competent and thoughtful practitioners, who are committed to providing high quality teaching for all pupils. Courses must prepare teachers to be responsive to the range and diversity of the needs of all pupils in respect of: - differing abilities and talents; - gender; - health and general well-being; - social, religious, cultural and linguistic background; - additional support needs The inclusive values and attitudes contained in these statements are modelled by the teacher educators in the way they teach their courses, the ways that they embed the principles of inclusive education across programmes, and through the ways in which they relate to and work with students and colleagues. (TE4I, pp. 3–4) 1.7.2 The Standard for Initial Teacher Education (SITE) available from www.gtcs.org.uk/Publications/StandardsandRegulations/The_Standard_for_Initial_Teacher_Education

Agency recommendation	Findings
	(ITE).aspx. By the end of the programme of initial teacher education, student teachers will: - Demonstrate an understanding of principles of equality of opportunity and social justice and of the need for anti-discriminatory practices. - Demonstrate respect for the rights of all children and young people without discrimination as defined in the United Nations Convention on the Rights of the Child 1991, the Children (Scotland) Act 1995, the Standards in Scotland's Schools etc. Act 2000 and the Additional Support for Learning Act 2005. - Demonstrate that they value and promote fairness and justice and adopt anti-discriminatory practices in respect of gender, sexual orientation, race, disability, age, religion, culture and socio-economic background. (TE4I, pp. 4–5) 1.7.3 Curriculum for Excellence Health and well-being is a responsibility for all (www.gov.scot/Topics/People/Young-People/gettingitright/resources) in the school and children and young people should expect to have an environment for learning that supports their well-being. 1.7.4 Better Relationships, Better Learning, Better Behaviour 2013 highlights that 'Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Where children and young people feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves. This applies equally to all staff in the learning community'. 1.7.5 Education Scotland has a role in supporting policy implementation through publication of a wide range of resources, supporting a range of networks, providing professional learning opportunities and self-evaluation tools. www.educationscotland.gov.uk/inclusionandequalities/about/index.asp

Agency recommendation	Findings
1.8 Policy requires learning material to be accessible.	1.8.1 Legislative framework changes: Education (Additional Support for Learning) (Scotland) Act 2004/9; Education (Disability Strategies and Pupils' Educational Records) (Scotland) 2002 – duties on improving the accessibility of the physical environment, information and communication; accessibility to the curriculum; and reporting on an annual basis; Equality Act 2010 with, for example, guidance on the new duty to take reasonable steps to provide auxiliary aids and services in schools. (ICT4I, p. 3)
1.9 Policy describes an effective framework of support for schools to implement inclusive education. *(Support structures focus on different forms of educational resource centres that are locally organised to offer support to individual or clusters of schools.)*	1.9.1 Nationally Education Scotland (www.educationscotland.gov.uk/inclusionandequalities) Scotland's education Improvement agency, has an Inclusion team working across inclusion, additional support and equalities. Locally, education authorities will have a range of structures, processes and staff to support inclusive education. 1.9.2 There are a number of national networks to support the delivery of national policy and build capacity in the system facilitated by Education Scotland. Rights, Support and Well-being link officers network involves Education Scotland Inclusion Team staff and officers from local authorities' education departments. www.educationscotland.gov.uk/inclusionandequalities/about/index.asp 1.9.3 – The Scottish Government GIRFIC team supports a network of local authority link offices across education, health and social work as well as a network of independent and grant aided schools to support the implementation of GIRFIC and the delivery of the Children and Young People's Act 2014, including sharing of knowledge and resources through the Public Service Knowledge Hub.
1.10 Policies outline a continuum of support for children and young people in schools, to meet the full diversity of learners' needs.	1.10.1 There is statutory guidance to support the implementation of the Additional Support for Learning Act which clearly outlines the requirement to tailor support to each individual child. The code of practice outlines the staged intervention model and its interaction with Getting it Right for Every Child. 1.10.2 Annual report to Parliament: an important aspect of the annual reports is sharing examples/features of effective practice which have an important role in raising awareness of expectations. The requirement to report annually was built into the ASL legislation... In addition, a

Agency recommendation	Findings
	number of national improvement reports www.educationscotland.gov.uk/inspectionandreview/about/principles/quality/index.asp have charted Scotland's system development.
1.11 Policy outlines strategies for awareness-raising with all stakeholders in inclusive education.	1.11.1 The Children and Young People (Scotland) Act 2014 made provision for the Scottish ministers to promote public awareness and understanding of children's rights. (OoP, p. 2) 1.11.2 Annual report to Parliament: an important aspect of the annual reports is sharing examples/features of effective practice which have an important role in raising awareness of expectations. The requirement to report annually was built into the ASL legislation... In addition, a number of national improvement reports www.educationscotland.gov.uk/inspectionandreview/about/principles/quality/index.asp have charted Scotland's system development. Education Scotland have an important role in raising awareness: www.educationscotland.gov.uk/inclusionandequalities/about/index.asp
1.12 Policy outlines the development of the role of special schools as a resource to increase the capability of mainstream schools and improve support for all learners. *(The specialist knowledge and skills of special school / resource centre are maintained and further developed so as to enhance support for learners, such as those with low-incidence disabilities.)*	1.12.1 Report to Parliament includes a report on special schools' performance as well as a national Improvement report. This helps highlight the specialist provision in special schools that mainstream schools can link into through partnerships collaboration. 1.12.2 There are about 144 state run special schools for 6,900 children and young people. About one third of mainstream schools have a base or unit shared with the school. There are about 50 independent special schools most of which have very small numbers. The national strategic commissioning model being developed within the Doran Review work is designed to deliver national resources that are needed, accessible, work in partnership to build overall capacity, and are capable of delivering a broad range of support to meet current and future need. This will ensure a range of appropriate provisions outside mainstream is available to meet the range of

Agency recommendation	Findings
	needs of children and young people with complex additional support needs.
	The strategic review of learning provision for children and young people with complex additional support needs was commissioned in 2010. The final Doran Review report *The Right Help at the Right Time and Right Place*, published in November 2012, provides a set of recommendations aimed at providing better outcomes and experiences for children and young people with complex additional support needs. Further information on the report and the Scottish Government Response can be found here: www.gov.scot/Topics/Education/DoranReview

Measure 1 evaluative comments

Overall Scotland performs well as an inclusive education system. At a system level the challenge of inequity is being tackled across the system through additional funding and also a more concerted effort towards reducing barriers to learning faced by children and young people due to characteristics such as socio-economic background, gender, disabilities, sexual orientation, ethnicities. At local level authorities are taking forward more inclusive approaches and at a school level there are more examples of shared activities among special schools and primary and secondary schools. Scotland performs well in terms of socio-economic differences being minimised, rural areas performing better than the national average and migrants successfully integrating and achieving. Education Scotland has been promoting further approaches to inclusive Learning. Special schools do not always operate as part of a continuum of provision and numbers of schools and children and young people have not significantly changed since children and young people were given the right not to attend special schools. However, over 95% of those young people identified as having additional support needs attend mainstream schools: www.gov.scot/Resource/0049/00497314.pdf

Measure 2: To support improved co-operation, including greater involvement of parents and local community

Agency recommendation	Findings
2.1 The full involvement of families in all educational processes is outlined in	2.1.1 The Scottish Schools (Parental Involvement) Act 2006 www.uk-legislation.hmso.gov.uk/legislation/scotland/acts2006/asp_20060008_en_1 - pb1 places a responsibility on local authorities to improve parental involvement in three ways – learning at home,

Agency recommendation	Findings
legislation and policy.	home/school partnerships and parental representation.
	2.1.2 The Scottish Government's aspiration for children and young people is clear: we want Scotland to be the best place in the world to grow up. The National Parenting Strategy www.gov.scot/resource/0040/00403769.pdf seeks to turn that aspiration into practical action – by championing the importance of parents to Scottish society, by strengthening the support on offer to parents and by making it easier to access that support. Put simply, by helping our nation's parents be the very best they can be to make a positive difference to children and young people.
	2.1.3 The statutory guidance for implementation of the ASL Act includes specific information on involving children and families – the expectation is clear.
2.2 Policy for inclusive education places learners and their families at the centre of all actions.	2.2.1 Section 70 of the Education Act 1980, Complaints and Right to Appeal relates to delivery of services for families and statutory duties of local authorities.
	2.2.2 The Children and Young People (Scotland) Act 2014 includes legislation on the role of named person to co-ordinate services in support of a child and also conditions about provision of a child's plan. The legislation enacts elements of the GIRFEC practice model (Getting It Right for Every Child (GIRFEC), 2008 and Getting it Right for Children and Families, 2012). The GIRFEC approach helps practitioners to focus on what makes a positive difference for children and young people – and how they can act to deliver these improvements. Getting it right for every child is being threaded through all existing policy, practice, strategy and legislation affecting children, young people and their families. (OoP, p. 2)
2.3 Sharing information among professionals and families is a policy priority.	2.3.1 The Children and Young People Act, 2014, ensures that elements of GIRFEC are at the centre of legislation. One aspect of this is the requirement for agencies to collaborate to share information effectively in order to best support each child and young person. Children, and their families, are at the centre of this process and GIRFEC guidance (particularly around the named person) ensures that this remains a priority.

Agency recommendation	Findings
	2.3.2 Education establishments are encouraged and supported to engage with parents. The role of parents as partners in their child's education is a key aim of Curriculum for Excellence. www.educationscotland.gov.uk/resources/c/publication_tcm4631978.asp
	2.3.3 Parents are key partners within the National Improvement Framework:
	'Parents will be able to access information from teacher's professional judgement and the underlying standardised assessment data about their own child's learning, providing valuable, nationally consistent information about children's progress and signalling where further support may be required at home and in school'. www.gov.scot/Resource/0049/00491758.pdf Page 14 outlines expectations in relation to Parental Engagement: Parental and family engagement is a key factor in helping all children achieve the highest standards whilst reducing inequity and closing the attainment gap. The information that we gather will inform our knowledge of where parental engagement is strong and where it requires further attention. This will include monitoring levels of parental engagement, involvement in, and satisfaction with, learning provision in different communities.
	Supporting all schools to work with partners to develop family learning programmes will help to improve children's progress and achievement.
	2.3.4 The Additional Support for Learning Act requires parents and carers to be informed as part of the duties on education authorities in relation to a wide range of their duties. This includes a requirement to publish information about authorities' policies on ASL as part of school handbooks.
2.4 Policy has the goal of supporting parental interaction and communication with professionals.	2.4.1 The Additional Support for Learning Act requires parents and carers to be informed as part of the duties on education authorities in relation to a wide range of their duties. This includes a requirement to publish information about authorities' policies on ASL as part of school handbooks.
	2.4.2 Education Scotland has an Education Officer and two Development Officers with responsibility for Parental Involvement and Family. Key areas of work have been Improving the Parentzone Scotland website. Work will begin on transferring the Engaging with Families website

Agency recommendation	Findings
	engagingwithfamilies.co.uk to Education Scotland. Two professional learning communities for professionals have been developed – parental involvement and family learning. GLOW blogs have also been developed for practitioners
2.5 Schools are expected and supported to involve a wider range of partners and foster formal and informal networks that support their practice.	2.5.1 Schools are encouraged to work with partners to promote more effective learning and also more effective support: Building the Curriculum 3: www.gov.scot/resource/doc/226155/0061245.pdf and: www.educationscotland.gov.uk/Images/CfEBriefing10CLD_tcm4-756808.pdf

Measure 2 evaluative comments

Scotland continues to develop inclusive partnership with parents though parents who feel their child's need are not being met have a range of ways of resolving disagreements. This is a small number; Continued systems are being improved to involve parents. Parents are involved in system development through links with Education Scotland and membership of national groups such as Advisory Group on Additional Support for Learning and the Curriculum for Excellence management board. The Parentzone Scotland website continually improves and updates its information for parents. We report on many important areas of this through the Annual Report to Parliament.

Measure 3: To develop monitoring strategies, establishing a comprehensive accountability and evaluation framework for inclusive education

Agency recommendation	Findings
3.1 Policy describes clear mechanisms to evaluate effectiveness and quality in inclusive education.	3.1.1 Education Scotland, through Her Majesty's Inspectors, inspects, reviews and reports on the provision made by schools and education authorities across Scotland. The inspection process includes reporting the inspection findings to the school, school community and education authority. Every school inspected is evaluated on how well they meet the needs of all children and young people in the school and how well they are engaged in learning.

The system is built on school's self-evaluation and sets of quality indicators are available to schools to |

Agency recommendation	Findings
	evaluate their provision.
	Education Scotland contributes to a national picture of Scottish education through the national performance framework reporting mechanism, Scotland Performs. It also does so through the Improving Scottish Education series, which both provides a broad overview of Scottish education and reports on equality of provision. (OoP, pp. 7–8)
	3.1.2 The *Quality and Improvement in Scottish Education* report (2012) highlighted priorities from the *Improving Scottish Education 2005 to 2008* report as:
	- identifying and tackling barriers to learning before they become entrenched;
	- finding new ways to meet the needs of the increasingly diverse population of learners; and
	- personalising learning and support to take account of individual needs, choices and circumstances while relentlessly reinforcing high expectations. (OoP example, p. 8)
	3.1.3 Since 1996, How good is our school? has become a nationally and internationally recognised brand, which underpins effective self-evaluation as the starting point for school improvement. How good is our school? provides a suite of quality indicators that support staff in all sectors to look inwards, to scrutinise their work and evaluate what is working well for learners and what could be better. It is a key aspect of the Scottish approach to school improvement. The framework is designed to be used to support self-evaluation and reflection by practitioners at all levels.
	Quality Indicators in HGIOS 4 relevant to evaluating the effectiveness and quality in inclusive education include:
	2.1 Safeguarding and child protection
	2.4 Personalised support
	1.5 Management of resources to promote equity

Agency recommendation	Findings
	2.5 Family learning
	2.6 Transitions
	2.7 Partnerships
	3.1 Improving well-being, equality and inclusion; and
	3.2 Raising attainment and achievement
3.2 Monitoring procedures ensure that inequalities in access to educational resources at regional or organisational levels are addressed.	3.2.1 Education (Scotland) Act 2016 placed duties on education authorities to plan and report in relation to their strategic decisions in relation to socio-economic disadvantage.
	3.2.2 Scottish ministers must publish the information collected each year. This annual report, called Implementation of The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended): Report to Parliament has become a very useful milestone in improving provision further.
	Scottish ministers must collect information from each education authority on:
	- the number of children and young persons with additional support needs for whose school education the authority is responsible;
	- the principal factors giving rise to the additional support needs of those children and young persons;
	- the types of support provided to those children and young persons; and
	- the cost of providing that support. (OoP, p. 7)
	3.2.3 The strategic review of learning provision for children and young people with complex additional support needs was commissioned in 2010. The final Doran Review report *The Right Help at the Right Time and Right Place*, published in November 2012, provides a set of recommendations aimed at providing better outcomes and experiences for children and young people with complex additional support needs. Further information on the report and the Scottish Government Response can be

Agency recommendation	Findings
	found here. www.gov.scot/Topics/Education/DoranReview 3.2.4 Scottish Government has published five reports to Parliament on aspects of additional support. Diversity and equality has featured as examples of good practice nationally. In every inspection schools are asked to self-evaluate and offer their response to the question 'how well do you promote inclusion and diversity, how successfully do you address equality?' 3.2.5 Education Scotland has set up an Inclusion Team and given a clearer focus to Inclusion and Equalities through its webpages
3.3 Accountability measures that impact upon educational professionals' work reflect the importance of wider learner achievements.	3.3.1 School reports from Inspectorate consider wider achievements and Inspectors carry out some inspections across schools and communities and include an evaluation of wider achievements. Currently this relates to HGIOS 3 Quality Indicator 2.1 Improvement in Performance www.journeytoexcellence.org.uk/about/keydocuments/part3.asp and in HGIOS 4 to QI 3.2 Raising attainment and achievement www.educationscotland.gov.uk/resources/h/hgios4/introduction.asp 3.3.2 Education authorities have to publish information about specified matters relating to additional support needs, including their policies in relation to provision for such needs. (OoP, p. 2)
3.4 Policy outlines common standards for service and provision evaluation for use across health, education and social services.	3.4.1 GIRFEC expectations as specified in the Children and Young People (Scotland) Act 2014 apply across health, education, police and social services.
3.5 Policy outlines how to involve families in the process of evaluating quality of services.	3.5.1 Every year, local authorities have to publish their abstracts of accounts and parents are entitled to a copy. Parents can also see the reports and minutes of meetings detailing the breakdown of the education budget. (OoP example, p. 3) 3.5.2 Schools are required to publish standards and quality reports – their own annual self-evaluation

Agency recommendation	Findings
	reports to parents. Most schools will engage with parents and also survey their views. This is in line with the Standards in Scottish Schools Act, 2000.
	3.5.3 The School Handbook is only one part of parental engagement and as highlighted in the public consultation findings, parents and carers need to be informed about key aspects of their child's learning journey on an ongoing basis so that they can fully support the school and their child's learning. The new School Handbook also fits in with the provisions for parental involvement as defined in the Scottish Schools (Parental Involvement) Act 2006 ('the 2006 Act'): www.gov.scot/Publications/2012/09/8694/3
	3.5.4 HGIOS 4 quality indicators outline expectations related to parental engagement.
3.6 Policy describes mechanisms to evaluate demand for services.	3.6.1 The Doran Strategic Commissioning Group, established in 2016 will identify mechanisms for evaluating demand for services developing approaches to ensure an appropriate range of services to meet learners' complex needs. www.gov.scot/Topics/Education/DoranReview
3.7 Policy supports opportunities for school teams to evaluate their practice through involvement in research and development activities.	3.7.1 A successful approach here has been the Schools Improvement Partnership Programme www.educationscotland.gov.uk/learningandteaching/partnerships/schoolimprovementpartnershipprogramme/intro.asp where Robert Owen centre at Glasgow University linked with Education Scotland and authorities in schools in partnerships to develop collaborative enquiry towards leadership, teaching and working together.
	3.7.2 The Scottish Attainment Challenge promotes the use of collaborative enquiry to support research based evidence improvement.
	3.7.3 The GTS set out expectations for teachers to use research to inform their career long professional learning.

Measure 3 evaluative comments

Schools and services are expected to self-evaluate and publish their own report to parents on an annual basis. Education Scotland and its Inspectorate share approaches to self-evaluation through publishing quality indicators and then inspecting schools starting from school's self-evaluation and using 5 quality indicators three of which then inform a National Performance Framework. Overall self-evaluation to support improvement is a significant strength of Scottish education.

Measure 4: To improve the cost-effectiveness of the education system, combining efficiency, effectiveness, equity and inclusion

Agency recommendation	Findings
4.1 National level inclusive education strategies are linked to long-term financial support.	4.1.1 Local authorities receive funding from the Scottish Government and from council tax. Each local authority then decides how much it needs to spend from its revenue on education. It has to ensure it meets its statutory duties …The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) places a duty on education authorities to make adequate and efficient provision of additional support as is required by each child or young person with additional support needs. To fulfil the duty under the Act the education authority is not required to do anything beyond their powers or anything which would result in unreasonable public expenditure. Unreasonable public expenditure is not defined in the Act. However, cost is not expected to be the primary consideration when deciding about provision. (OoP, pp. 2–3)
	4.1.2 Devolved school management (DSM) is essentially where councils pass control of a large proportion of their education budgets (excluding salary costs to staff) to head teachers of secondary and primary schools or heads of early years establishments through detailed local DSM schemes which set out clear spending requirements. www.improvementservice.org.uk/devolved-school-management-guidelines.html
	4.1.3 In 2000 some monies were given to authorities to support inclusive education. This funding has subsequently become part of the GAE to local authorities.

Agency recommendation	Findings
4.2 Funding policies and structures provide flexible resourcing systems that promote inclusion.	4.2.1 Funding is flexible towards education yet not directly with a focus on inclusive education. The Scottish Government provides funding directly to local authorities for Education. In 2015 education authorities spend was GBP 4.8 billion on education of which GBP 579 million is spent on additional support for learning. This is reported as part of the Report to Parliament. Education authorities prioritise this spend in light of local priorities and circumstances, including across their range of provisions.
4.3 There are long-term funding commitments to support collaborative initiatives between various school-based, resource centre and research teams.	–
4.4 Policy outlines mechanisms for systematic data collection on expenditure and implementation that informs cost-effectiveness issues.	4.4.1 Report to Parliament includes an overall figure for cost of support (see 4.1.2 above).

Measure 4 evaluative comments

In general, finance is not directed towards inclusive education, education authorities make their decisions about how to support their schools. About 6 education authorities have no special schools. There is no great central move to use finance to direct authorities and schools towards more inclusive education.

Measure 5: To increase participation in good quality inclusive early childhood education and care and enrolment rates in pre-school education

Agency recommendation	Findings
5.1 Policy clearly respects the rights and the needs of children and their families.	5.1.1 Parents rights are framed that schooling should be available in line with parents' wishes. The provisions for parental involvement as defined in the Scottish Schools (Parental Involvement) Act 2006. 5.1.2 The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) Under the Act a parent also has the right to ask an education authority to consider whether their child has additional support needs and whether they might require a co-ordinated support plan. (OoP, p. 4)
5.2 Support is available for families to recognise and understand the needs of their child. *(Support focuses upon and what is in the child's best interests.)*	5.2.1 Greater guidance is offered through the Parentzone website, as well as Enquire, a nationally-funded independent advice service. Enquire provides a parents' guide to additional support for learning enquire.org.uk/publications/parents-guide and provides a helpline which links to other organisations providing specialist services.
5.3 Policy outlines how ECI services should be provided for children and families as early as possible and as quickly as possible, following identification of need.	5.3.1 Early Years Collaborative (www.gov.scot/Topics/People/Young-People/early-years/early-years-collaborative) is an initiative to promote early learning and care. The Early Years Collaborative (EYC) is the world's first multi-agency, bottom up quality improvement programme to support the transformation of early years. Launched in October 2012, it involves all 32 Community Planning Partnerships and a wide range of National Partners. Its focus is on strengthening and building on services using improvement methodology. This method enables local practitioners to test, measure, implement and scale up new ways of working to improve outcomes for children and families. Further advice is available for parents about early learning www.educationscotland.gov.uk/parentzone/learninginscotland/earlyyears/index.asp
5.4 Policy states that in risk situations, the child's rights should come first.	5.4.1 GIRFEC places a child's well-being at the centre of all work. Children's rights are embedded within the Children and Young People (Scotland) Act 2014 (see 2.1 above).

Agency recommendation	Findings
5.5 Policy measures and guidelines clearly define quality standards for early childhood services and provision.	5.5.1 All the initiatives listed below are holistic around the well-being of the child, each one bringing in the different stakeholders and partners in early learning. Improving early learning and childcare: developing strength and resilience with entitlement and support for vulnerable children: - Scottish Government's interrelated policy frameworks – The Early Years Framework (2008), Equally Well (2008) and Achieving Our Potential (2008). - The Getting It Right for Every Child (GIRFEC) approach – policy and delivery of services at national and local levels. - Early Level of CfE (from 3 years until the end of Primary 1): promoting continuity and progression. - The Children and Young People (Scotland) Act 2014 strengthens early years support in children's and families' lives. 5.5.2 From August 2015, a major achievement of such initiatives is the extension of free provision of pre-school from the age of 2 to the poorest households who meet the free-school-meal entitlement. 5.5.3 Education Scotland is building capacity with further examples of practice and research in this area through Building the Ambition in Early Learning and Child Care. (OECD 2015)
5.6 Early childhood guidance is developed jointly by departments of health, education and social services.	–
5.7 Policy for early childhood services supports cross sectoral, multi-disciplinary working at regional and local levels.	5.7.1 GIRFEC and Children and Young People (Scotland) Act 2014 duties apply across education, health, police and social services and require multi-agency collaboration.

Agency recommendation	Findings
5.8 Policy ensures there are pre-school places offered to children coming from ECI services/provision.	5.8.1 The Children and Young People (Scotland) Act 2014 introduced new early learning and childcare entitlements to replace the funded 12.5 hours per week during term time of pre-school education for 3 and 4 year olds. Early learning and childcare is education and care for young children is delivered in a caring and nurturing setting. This is being implemented by local authorities, in consultation with local communities. 5.8.2 Since August 2014, the following children are eligible for 600 hours per year (the equivalent of around 16 hours per week during term time) early learning and childcare: - 3 and 4 year olds, starting from around the first term after their third birthday; - 2 year olds from the point that they are looked after, under a kinship care order, or with a parent appointed guardian; 2 year olds, starting from the first term after their second birthday, (where their 2nd birthday falls on or after 1 March 2014) with a parent in receipt of qualifying benefits; or, the first term after their parent starts receiving qualifying benefits.
5.9 Policy outlines how cost-free services/provision are made available for families.	5.9.1 The Children and Young People (Scotland) Act 2014 requires local authorities to make 600 hours/year available free of charge to all eligible children residing in their authority, as detailed in 5.8. Local authorities are required to consult with local communities as to how this is delivered. Local authorities may offer parents opportunities to purchase additional hours should these be required.
5.10 Policy ensures the same quality of service irrespective of differences in geographical location. *(Such as isolated or rural areas).*	5.10.1 As 32 education authorities deliver services, there are differences across the country in how services are delivered, however quality standards and expectations are set nationally and are consistently applied by the inspectorates.

Measure 5 evaluative comments

In 2012 in Quality Improvement in Scottish Education, Education Scotland evaluated the key strengths and areas for development in this area as being:

- Children who are enthusiastic and motivated and enjoy learning experiences which challenge their thinking.

- The increased engagement children have in making choices about their learning is helping to increase their motivation.

- Improved access for children to well-developed outdoor play is extending and enhancing their learning experiences.

- Pre-school centres have developed more effective partnerships with their parents and the local community, involving them in children's learning.

- Children's increased opportunities to experience early language and mathematics through play is developing their understanding of the context for using these skills.

- Pre-school centres are developing a better understanding of leadership and teamwork with staff, particularly through improved professional development.

Aspects for improvement:

- More effective use of observation and assessment information is needed to plan for children's progress in learning experiences. Staff also need to develop children's individual profiles to show more depth and personalisation for children.

- Staff need training and support in order to improve their understanding of and engagement with self-evaluation. This will ensure a higher emphasis is placed on evaluating the quality of learning, teaching and children's progress.

Measure 6: To improve student-focused measures such as mentoring, personalised learning approaches and improved guidance

Agency recommendation	Findings
6.1 High expectations for all learners' achievements underpin policy for inclusive education.	6.1.1 Personalised learning and support involves the learners' participation on what needs to be done to improve their learning – this is policy as detailed in Building the Curriculum 3 www.educationscotland.gov.uk/learningandteaching/thecurriculum/buildingyourcurriculum/curriculumplanning/whatisbuildingyourcurriculum/btc/btc3.asp 6.1.2 The new curriculum for Scottish schools, 'Curriculum for Excellence', is informed by the inclusive principles embedded in relevant legislation such as the Additional Support for Learning Act. (TE4I, p. 1)
6.2 Policy outlines that learners' voices should be listened to in decision-making that affects them.	6.2.1 Education (Scotland) Act 2016 includes provisions which extend the rights of children aged 12 and over with capacity under the Additional Support for Learning Act. Children who are able to will be able to use rights on their own behalf to affect decision making about them. www.legislation.gov.uk/asp/2016/8/contents/enacted (Schedule) 6.2.2 Section 35 of the 2000 Act. Parents' and children's and young people's views should be taken into account when it comes to the issue of school placement and there remains an element of choice in provision. (OoP, p. 7) 6.2.3 All children and young people should be involved in planning and reflecting on their own learning, through formative assessment, self and peer evaluation and personal learning planning: www.educationscotland.gov.uk/inclusionandequalities/supportingchildrenandyoungpeople/whatissupport/universalsupport/learnandplannextstep.asp Building the Curriculum 5 Policy Framework for assessment within CfE page 19: www.educationscotland.gov.uk/learningandteaching/thecurriculum/buildingyourcurriculum/curriculumplanning/whatisbuildingyourcurriculum/btc/btc5.asp

Agency recommendation	Findings
6.3 Teaching, support and guidance has the goal of empowering all learners.	6.3.1 The overall aim of the curriculum is for children and young people to gain the four capacities; successful learners, effective contributors, responsible citizens and confident individuals. www.educationscotland.gov.uk/learningandteaching/thecurriculum/buildingyourcurriculum/curriculumplanning/whatisbuildingyourcurriculum/btc/btc3.asp
6.4 Appropriate educational support is available as necessary and is fit for purpose in meeting personal learning needs.	6.4.1 Scotland aims to build the curriculum, learning and support around the child and offer a responsive system aiming to get it right for every child. www.gov.scot/Topics/People/Young-People/gettingitright The provision made is guided by statutory guidance on additional support for learning. www.gov.scot/Resource/Doc/348208/0116022.pdf 6.4.2 Supporting Children's Learning Code of Practice explains the duties on education authorities and other agencies to support children and young people's learning. Chapters include meeting additional support needs, co-ordinated support plans, transitions and resolving disagreements. (OoP, pp. 4–5)
6.5 The learning process is based on flexible curricula based on learner centred approaches and the development and implementation of individual learning plans as necessary.	6.5.1 Scotland's curricular framework is also an inclusive one. Its values are those of justice, integrity, compassion and wisdom. The curriculum is to be designed with a set of principles that include breadth, depth, progression, relevance, challenge, enjoyment, coherence and personalisation and choice. Every child and young person is entitled to 'opportunities to achieve to the highest levels they can through personal support and challenge'. This entitlement to personal support is offered and delivered to young people through universal support and targeted support. About 20% of children and young people require targeted support due to their additional support needs. (OoP, p. 7) 6.5.2 Advice is offered on personalised learning within Curriculum for Excellence: www.educationscotland.gov.uk/resources/c/genericresource_tcm4741644.asp

Measure 6 evaluative comments

This is another clear strength of Scottish schools and continues to improve. Structures of staff in schools are changing and being more responsive to children's needs. Inclusive practice is at a high level and private independent schooling is at a low level of about 4%. However general personalised practice in schools is at high level also and schools are strong in being supportive of community based provision to high levels of well-being.

Measure 7: To improve the school ethos (such as the creation of supportive learning environments, adapting learning environments to specific learning needs)

Agency recommendation	Findings
7.1 Policy supports school leaders to value diversity among staff as well as learners, encourage collegiality and support innovation.	7.1.1 There are Standards for Leadership in General Teaching Council for Scotland (GTCS) Social Justice: - Embracing locally and globally the educational and social values of sustainability, equality and justice and recognising the rights and responsibilities of future as well as current generations. - Committing to the principles of democracy and social justice through fair, transparent, inclusive and sustainable policies and practices in relation to: age, disability, gender and gender identity, race, ethnicity, religion and belief and sexual orientation. - Valuing as well as respecting social, cultural and ecological diversity and promoting the principles and practices of local and global citizenship for all learners. - Demonstrating a commitment to engaging learners in real world issues to enhance learning experiences and outcomes, and to encourage learning our way to a better future. www.gtcs.org.uk/professional-standards/the-standards/standards-for-leadership-and-management.aspx 7.1.2 Guidance from Education Scotland on Inclusion and Equalities on their webpages. This is also backed up the Scotland's nation intranet GLOW which enables teachers and young people to gain

Agency recommendation	Findings
	access to resources. www.educationscotland.gov.uk/inclusionandequalities
7.2 Policy outlines the responsibility of school leaders to effectively communicate their vision for inclusive education to the school teaching team and wider school community.	–
7.3 Policy aims to ensure the recruitment of teaching staff from diverse backgrounds, including those with disabilities.	7.3.1 Universities monitor the disability 'status' of prospective teachers. In addition, the General Teaching Council for Scotland have been actively reviewing how more teachers from minority groups might be recruited into the teaching profession (TE4I, p. 2)
7.4 Policy supports schools to ensure teaching staff are able to meet diverse learning needs. *(Teaching staff have competence and expertise to develop individual plans, implement learner-centred approaches and support learners in personalised learning.)*	7.4.1 There are a number of initiatives for promoting social and emotional well-being. These initiatives deal with well-being in the learning environment and enhancing school climate, some are wider and deal with inclusiveness in general or emotional literacy and pro-social behaviour, others focus on themes such as bullying or exclusion, some deal with a specific level of education (e.g. nurturing schools). Creating a positive learning environment through positive relationships and behaviour is seen as the responsibility for everyone within each community of learning, with interventions fostering the development of multiple skills. Relevant programmes or activities include: • Better Relationships, Better Learning, Better Behaviour 2013 (Scottish Government, 2013); • Framework for Intervention/Staged Intervention with a wide range of supporting documents to manage low-level disruptive behaviour;

Agency recommendation	Findings
	• A national approach to anti-bullying; • The Motivated School approach to develop student autonomy and motivation; • The Solution-Oriented Approach with two national developments: Towards Solution Oriented Children's Services (TSOCS) and the Solution Oriented Schools (SOS) programme; • Restorative approaches: a framework to promote harmonious relationships and resolve conflict; • Being Cool in School: a programme for emotional literacy and teaching prosocial behaviour; • Glow: access to technologies for all learners taking account of differentiated learning opportunities; • Nurturing schools and Nurture groups: emphasis within a nurture group is on emotional growth; this approach has continuously grown in primary schools and early years centres, and is now increasingly emerging in secondary schools; • 'Included, Engaged and Involved: attendance in Scottish schools': guidance for LAs, schools and learning centres on how to promote engagement, including those at risk of poor attendance. 7.4.2 Advice on personalised learning and IEPs is also available from: www.educationscotland.gov.uk/resources/c/genericresource_tcm4741644.asp
7.5 The school ethos and culture is guided by school strategic plans that have high expectations for the academic and social achievements of all learners.	7.5.1 Section 35 of the 2000 Act is based on the premise that all children benefit when the inclusion of pupils with additional support needs with their peers is properly prepared, well-supported and takes place in mainstream schools with a positive ethos. In Scotland, it was felt that such inclusion helps schools to develop an ethos to the benefit of all children, and of society generally. Many parents expressed the desire that their children be included and educated alongside their friends in a school as close to home as possible. The education community in Scotland recognises that effective inclusion should not be seen solely in terms of physical location, but must take account of what provision works

Agency recommendation	Findings
	for each child. (OoP, p. 7) 7.5.2 Education Scotland link (www.educationscotland.gov.uk/inclusionandequalities/relationshipsandbehaviour/aboutposrelationships/index.asp) offers professional learning and advice to education authorities and schools about aspects of ethos relationships and behaviour. This may also involve support to develop improvement plans and implementation strategies to build capacity and include authority monitoring and review. 7.5.3 The Scottish Attainment Challenge www.gov.scot/Topics/Education/Schools/Raisingeducationalattainment and National Improvement framework (2016) are designed to improve outcomes for children and young people in particular those in deprived areas. See speech from First Minister at International Conference on School Effectiveness and Improvement, Glasgow 2016, news.scotland.gov.uk/Speeches-Briefings/International-Congress-on-School-Effectiveness-and-Improvement-2111.aspx
7.6 School strategic plans describe how universal design for learning approaches are used to provide individualised learning tools and opportunities.	–
7.7 School strategic plans stipulate that all learners are entitled to be active participants in the life of the school and community.	7.7.1 Learners' voice and their participation in their learning are expected to have a greater influence in the life of the school. Nationally Education Scotland organise events for young people to engage as a group on curriculum developments, provision about diversity and equality and provision for Deaf learners. Education Scotland is to host an Ambassadors for inclusion programme with delegates for all 32 education authorities to offer their views on inclusive practices. 7.7.2 Curriculum for Excellence defines the life and ethos of the school as one of the 4 contexts for learning. There is also an emphasis on citizenship skills as defined in the skills attitudes and capacities which requires learner engagement and participation in the school and community.

Agency recommendation	Findings
7.8 School strategic plans have clear statements on the value of diversity.	–
7.9 School strategic plans describe mechanisms for shared leadership, teamwork and collaborative problem solving.	–

Measure 7 evaluative comments

Education Scotland has offered a set of programmes that have supported continued positive developments in supportive environments and positive ethos and relationships in school. This has led to increased attendance and reduced exclusions. They are clear markers of success that are supportive of the high value placed on education among its people.

Schools broadly will make statements that they are inclusive and treating all children and young people fairly.

Measure 8: To reduce the negative effects of early tracking (the early streaming of pupils by ability into different types of provision or schools) and to reduce the extensive use of grade retention[1]

Agency recommendation	Findings
8.1 Legislation across relevant public sectors has the goal of ensuring educational services enhance	8.1.1 Supporting Children's Learning Code of Practice, the statutory guidance which accompanies the Act, explains that there is a range of factors that may give rise to a child's additional support needs. These include the learning environment that the child encounters, social and emotional factors, health

---

[1] Early tracking means the early streaming of pupils by abilities into different types of provision or school; this includes placing children into separate schools.

The extensive use of grade retention means holding students back to repeat school years, instead of providing flexible individual support.

Agency recommendation	Findings
developments and processes working towards equity in inclusive education.	and disability and the child's family circumstances. Inclusion in the above list does not mean that additional support is automatically necessary. Every child is seen as an individual and what may affect one child may not have an effect on another. Additional support needs may be short- or long-term. (OoP, p. 4)
8.2 Policy outlines how support structures that impact upon inclusive education are diverse and easily available. *(Support structures prevent early tracking and streaming of pupils at an early age).*	8.2.1 From Quality Improvement In Scottish Education (2012) the priorities were set as: • identifying and tackling barriers to learning before they become entrenched; • finding new ways to meet the needs of the increasingly diverse population of learners, including newcomers to Scotland for whom English is an additional language; and • personalising learning and support to take account of individual needs, choices and circumstances while relentlessly reinforcing high expectations. 8.2.2 In pre-school centres, most children requiring additional support with their learning are identified early and a programme of staged intervention is put in place. Nevertheless, there is still a lack of confidence and skill in pre-school unpromoted staff in their assessments of children and how to plan for support to individuals. Primary schools are building their knowledge and skills in more effective support for vulnerable children and their families. Continued work in monitoring progress, particularly outside the classroom, is needed. In secondary schools, improvements are still needed in the way teachers use information from learning support and pastoral care colleagues, and in communication at times of course choices. In independent schools serving children and young people with emotional and behavioural difficulties, individualised support was a relatively strong dimension of school effectiveness. A strength in special schools is the increasing opportunities for young people to have their achievements recognised, including through accreditation. Less successful is co-ordinating support for groups of learners, including those children and young people who are looked after, young carers and those with mental health difficulties. Community Learning and Development has had a positive impact

Agency recommendation	Findings
	where family learning includes supporting children at home. This has demonstrated increased adult employability, reduced offending and enabling people to take a greater role in the development of their own community. Colleges have developed their work in conjunction with other national initiatives, such as Skills for Scotland, 16+ Learning Choices and Curriculum for Excellence. Overall, there is still much to be done to close the gap in achievement in Scottish education.
8.3 Assessment mechanisms are in place to identify the support needs of learners at an early stage.	8.3.1 Supporting Children's Learning Code of Practice. An education authority will draw up a co-ordinated support plan if they are responsible for the education of a child or young person who: • needs support due to complex or multiple factors that adversely and significantly affect their school education; • has needs that are likely to last for more than a year; and • needs significant additional support from the education authority and another department of the local authority (such as social work services) or another agency such as a health board, or both, to reach their educational objectives. This is a statutory plan which co-ordinates and records the support to be provided. This plan has specific rights attached to it. (OoP, p. 5) 8.3.2 Curriculum for Excellence provides a framework for assessment which is designed to support learners and their learning journey from the age of 3. Through a range of approaches, and a quality body of evidence, practitioners are encouraged to work together with wider partners to make professional judgements around progress, and next steps and to identify any support requirements. 8.3.4 Boxall assessments are increasingly used across stages with identified children and young people to assess support needs in relation to social and emotional development. The Boxall Profile provides a framework for the precise assessment of children who have social, emotional and behavioural

Agency recommendation	Findings
	difficulties (SEBD) and are failing at school. It helps teachers to plan focused intervention for those children whose behaviour seems to make no sense. The profile provides the teacher with insights and suggests points of entry into the child's world — it makes people think about what lies behind the behaviour. nurturegroups.org/introducing-nurture/boxall-profile 8.3.5 GIRFEC well-being indicators provide a common language and measure for learners, practitioners, parents and partner agencies to jointly assess the well-being of every child and young person.
8.4 Data is available relating to learners' rights to age appropriate education.	–

Measure 8 evaluative comments

It is a measure of Scotland's inclusiveness that Scotland has very little early tracking by provision and almost no grade retention. In terms of provision about 400 children are placed in special schools from the start of their education. This rises in line with adolescence to about 900. Schools do over use rigid forms of setting by ability too often. However, Curriculum for Excellence has a high degree of flexibility due to design principles of relevance and personalisation. At the senior phase, Scotland has a universally designed system of accreditation which also limits grade retention.

Measure 9: To support improvement in schools with lower educational outcomes

Agency recommendation	Findings
9.1 Clear mechanisms exist to identify schools with lower educational outcomes.[2]	9.1.1 There is summary analysis of the evaluations of the first post-baseline sample of pre-school centres and schools (primary, secondary, all-through and special) in relation to the three Reference Quality Indicators which inform National Indicators in the National Performance Framework. www.educationscotland.gov.uk/Images/SummaryReferenceQualityIndicatorEvaluations020614_tcm4-831239.pdf
9.2 Policy outlines how methods of assessment, inspections and other accountability measures contribute to school improvement processes. *(Accountability measures support inclusive practice and inform further improvement of provision for all learners.)*	9.2.1 The school inspection framework document, published on 11 August 2011, covers a range of sectors, including standalone pre-school centres, primary including those with nursery classes, secondary including community learning and development (CLD) as part of secondary, and aspects of transition, special, independent and all-through schools. It also has implications for continuing engagement. www.educationscotland.gov.uk/resources/a/genericresource_tcm4684006.asp?strReferringChannel=inspectionandreview&strReferringPageID=tcm:4-682614-64&class=l1+d147692 9.2.2 Education Scotland aims to provide assurance on the quality of Scottish education and promote improvement and innovation to enhance learners' experiences and lead to better outcomes. Our inspections also contribute to National Performance Framework reporting. The National Performance Framework underpins delivery of the Scottish Government's agenda which supports the outcomes-based approach to performance. www.gov.scot/About/Performance/purposestratobjs Each year, we inspect and report on the quality of education in a sample of early learning and childcare settings, primary schools, secondary schools, special schools, community learning and development services, colleges, and residential educational provision. We also inspect the education

---

[2] This recommendation does not directly come from the Agency work covered in the CPRA activities. A number of project recommendations have implicitly, but not explicitly referred to this issue. However, the piloting work and detailed discussions with PG countries showed it is necessary to have this explicit recommendation linked to this measure.

Agency recommendation	Findings
	functions of local authorities.
	9.2.3 To support improvement, inspectors focus on the quality of children and young people's learning and achievement. We have a particular interest in the development of children and young people's skills and understanding in literacy, numeracy, health and well-being which enables access to the highest possible learning within a broad general education and beyond.
	9.2.4 The new National Improvement Framework set out sets out our vision and priorities for our children's progress in learning. The Framework will be key in driving work to continually improve Scottish education and close the attainment gap, delivering both excellence and equity. www.gov.scot/Topics/Education/Schools/NationalImprovementFramework
9.3 Policy aims to increase the capacity of all schools to meet a greater diversity of needs and support learners within their local communities. *(Schools are supported to use innovative teaching methods, practical learning approaches and individual plans, focusing on learners' capabilities.)*	9.3.1 Building the Curriculum 3 in Curriculum for Excellence sets out expectations that the curriculum will be designed to meet the range of leaners' needs and will provide them with the entitlement to personal support so that they can gain access to learning activities which will meet their needs www.gov.scot/resource/doc/226155/0061245.pdf
	9.3.2 Building the Curriculum 5 www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf builds on this expectation: A broad general education includes all of the experiences and outcomes across all curriculum areas up to and including the third level. These should be experienced by all children and young people as far as this is consistent with their learning needs and prior achievements.
	9.3.3 Schools will have the flexibility to provide a range of progression pathways appropriate to their learners' needs and local circumstances and will have freedom to allow learners choice in how they demonstrate their success in learning. *Curriculum for Excellence* is a curriculum for all. It places emphasis on enabling all young people to maximise their potential. It is important to recognise the progress and achievements of all young people, including those with additional support needs, by planning for and recognising 'short steps' in learning. More in-depth assessment will be required to

Agency recommendation	Findings
	help determine success in these short steps.
	Staff can ensure that assessment meets all learners' needs by providing each child and young person with the most appropriate support. In doing so, they will ensure that every learner has the best chance of success.
	Barriers can arise from the learning environment, family circumstances, disability or health needs and social or emotional factors. Where such circumstances arise, children and young people are entitled to have their additional support needs identified and addressed at the earliest possible stage. Planning mechanisms such as personal learning planning, individualised educational programmes (IEPs) www.scotland.gov.uk/Publications/1994/01/65/File-1 and co-ordinated support plans www.ltscotland.org.uk/inclusionandequality/iepscotwriteredirect.asp (CSPs), can help to ensure that each child or young person with additional support needs can achieve positive and sustained educational outcomes.
9.4 Policy outlines clear incentives for schools to take all learners from their local community.	–
9.5 Policy requires school strategic plans to outline preventive educational action against dropouts. *(Including necessary measures so that learners who become disengaged find new educational alternatives.)*	9.5.1 *Included, Engaged and Involved: part 1 attendance and absence in Scottish Schools:* This guidance looks at what schools and local authorities can do to promote attendance and manage absence. It seeks to make stronger links between absence and the protection of children. Attendance at school should be clearly linked to schools' overall approaches to promoting positive behaviour and approaches to providing guidance and pastoral care. Both are underpinned by the development of positive relationships and emotional literacy in whole school communities. The Scottish Government is firmly committed to creating peaceful and positive learning environments; and, to supporting schools to tackle more serious indiscipline. This includes the use of flexible curriculum, additional support staff, homelink workers, and a range of approaches such as staged intervention, restorative practices, solution oriented approaches, The Motivated School and Social, Emotional, Learning Frameworks

Agency recommendation	Findings
	(SELF) (www.betterbehaviourscotland.gov.uk) to help schools and education authorities develop children's pro-social behaviour, resolve conflict and tackle challenging behaviour. Giving every child a strong start in life includes meeting the needs of young people who need more choices and chances, and who are more at risk of not engaging with or benefiting from compulsory education. Risks could relate to missing education for legitimate reasons such as illness, or through disengagement from education. The Scottish Government has prioritised supporting vulnerable children and families. A focus on, and priority of, improving outcomes for looked after children through the implementation of *We Can And Must Do Better* will be maintained, as will a focus on children in special circumstances, for example, those with additional support needs, those in the youth justice system and those in difficult home circumstances. www.gov.scot/Resource/Doc/205963/0054747.pdf Included, engaged and involved part 2: a positive approach to managing school exclusions guidance is to clarify national policy on exclusion from schools in the context of national and local government responsibilities and aims for children and young people. The overarching aim is to support whole school communities, learning establishments and their partners to keep all learners fully included, engaged and involved in their education, wherever this takes place; and, to improve outcomes for those learners at risk of exclusion. www.gov.scot/resource/doc/345984/0115162.pdf

Measure 9 evaluative comments

Both the recent report from OECD (2015) and the national direction for improvement frameworks places it within a comprehensive service of locally based provision meeting the needs of all. They now provide a key focus for further development Scotland's schools as inclusive and high performing and delivering on excellence and equity.

Measure 10: To improve the quality of school staff, focusing on the quality of teachers, quality in continuing professional development, developing teacher competences and reinforcing school leadership

Agency recommendation	Findings
10.1 Policy outlines how all school staff develops the skills to meet the diverse needs of all learners. *(Appropriate training and professional development is provided to all school staff including teachers, support and administrative staff, counsellors, etc.).*	10.1.1 All initial teacher education programmes in Scotland operate within the framework of The Standard for Initial Teacher Education (SITE). The Standard specifies what is expected of a student teacher at the end of Initial Teacher Education at the time of provisional registration with the General Teaching Council for Scotland (GTCS). Several of the Standard's benchmark statements including [those] directly relate to inclusive practice. (TE4I, p. 4) 10.1.2 The GTCS standards for registration of states that all teachers have to: Commit to the principles of democracy and social justice through fair, transparent, inclusive and sustainable policies and practices in relation to: age, disability, gender and gender identity, race, ethnicity, religion and belief and sexual orientation. These standards are clear and set in the context of equity and social justice. There are standards for Management and Leadership too. Scottish College for Educational leadership has been set up to promote further leadership development: www.scelscotland.org.uk 10.1.3 Annex B of the McCrone Agreement (on teachers' conditions of work) attempts to define the responsibilities of teachers in including all learners. (TE4I, p. 1) 10.1.4 The recent publication of the Framework for Inclusion provides further clarification of what all teachers should know, be able to do and to believe, if inclusion is to be achieved. (TE4I, p. 1) 10.1.5 Other competences include the standard for full registration (SFR), Chartered Teacher, Standard for Headship. Seven Scottish Universities have recently collaborated in producing the National Framework for Inclusion … which builds on the Standards for Initial Teacher Education and SFR. (TE4I example, p. 5)

Agency recommendation	Findings
10.2 Policy supports the development of high quality and appropriately trained teacher educators. *(With improvements in recruitment, induction and continuing professional development.)*	–
10.3 Policy supports flexible training opportunities in initial and continuing professional development, for all teachers. *(Schools and teacher education institutions will work together to ensure good models in practice schools and appropriate placements for teaching practice.)*	10.3.1 The Standards for Initial Teacher Education (SITE) are published by the General Teaching Council for Scotland (GCTS) and contain many elements that are directly relevant to the development of teachers to work in inclusive schools. (TE4I, p. 1) 10.3.2 The Standards for Career-long professional learning contribute to professional update that every teacher has to undertake every 5 years: www.gtcs.org.uk/web/FILES/the-standards/standard-for-career-long-professional-learning-1212.pdf 10.3.3 Seven Scottish Universities have recently collaborated in producing the National Framework for Inclusion (available at www.frameworkforinclusion.org) which builds on the Standards for Initial Teacher Education and SFR. It is intended to provide the basis for designing courses of initial teacher education, supporting the induction process for beginning teachers and providing a series of design principles for continuing professional development for teachers in the area of inclusion. (TE4I, p. 4)
10.4 All teaching staff are supported and develop a clear understanding of effective learning strategies. *(Such as learning to learn and active learning approaches.)*	10.4.1 The Standard for Initial Teacher Education (SITE). By the end of the programme of initial teacher education, student teachers will: • Know how to match the level of the curriculum and subject(s) to the needs of pupils. • Know how to use, design and adapt materials for learning and teaching to stimulate, support and challenge pupils.

Agency recommendation	Findings
	• Know how to promote and support the individual development, well-being and social competence of the pupils in their class/register groups; and show commitment to raising these pupils' expectations of themselves and others. (TE4I, pp. 4–5)
10.5 Policy supports schools to develop strategic plans of staff training in inclusive education.	10.5.1 Better Relationships, Better Learning, Better Behaviour 2013 policy guidance advises that all local authorities and schools review, develop, plan and implement policy frameworks to support a focus on positive relationships and behaviour and develop and deliver a full range of training to support a focus on positive relationships and behaviour. Education Scotland is developing a wide range of events, resources, webinars to support schools and authorities. In 2015 Education Scotland ran a series of Inclusion Scotland 2015 workshops.
10.6 Policy outlines the specialised training pathways for specialists who support school communities to implement inclusive education.	–
10.7 Policy supports research into the effectiveness of different routes into teaching. *(Including course organisation, content and pedagogy to best develop the competence of teachers to meet the diverse needs of all learners.)*	–

Measure 10 evaluative comments

Scotland now focuses on Career-Long Professional Learning to promote the continual development and professional update of teachers' skills. Through this approach all teachers engage in professional update and report on their progress in their development as teachers against standards. Such standards are inclusive and frames against values linked to social justice. Education Scotland is to provide new resources to match career-long learning in inclusive education. Significant progress has been made in promoting positive relationships among teachers and children and young people to build positive learning environments across Scottish schools leading to higher attendance and lower exclusions.

Measure 11: To improve transition from education to work by increasing the coherence between employment incentives, education and VET; improving the quality and accessibility of apprenticeships; promoting cross-sector co-operation; simplifying the systems of qualifications

Agency recommendation	Findings
11.1 Policy ensures that VET programmes should address labour market skill requirements.	11.1.1 Education For All (2014) is being implemented through Developing Scotland's Young Workforce: www.educationscotland.gov.uk/learningandteaching/thecurriculum/dyw/index.asp
11.2 Policy aims at matching labour market skill requirements and learners' skills, wishes and expectations.	11.2.1 Within Curriculum for Excellence it is expected learning will lead to development of skills for life, learning and work. Schools are taking forward personalised pathways.
11.3 Policy outlines the development of partnerships and networking structures. *(Partnerships with a pool of local employers to ensure close co-operation with regard to learners' supervised practical training and finding employment after graduation.)*	11.3.1 Colleges have developed their work in conjunction with other national initiatives, such as Skills for Scotland, 16+ Learning Choices and Curriculum for Excellence. (OoP, p. 8) 11.3.2 Schools develop their approaches in the Senior Phase of the secondary school aged 15 years onwards and extend the range of experiences at this stage including work placements. Building the Curriculum 3 makes clear that the senior phase can only be successfully delivered in partnership between schools, colleges and employers in the locality. www.educationscotland.gov.uk/learningandteaching/thecurriculum/dyw/workplacements/index.asp Developing the Young Workforce School/Employer Partnerships Guidance for schools September

Agency recommendation	Findings
	2015: An ambition of Developing the Young Workforce is that education and employers work closely together to equip all young people with the skills and knowledge they will need to flourish in work, and to support diversity in the workforce. This Guidance for School/Employer Partnerships is intended to support the aim of meaningful and productive school/employer partnerships operating in all secondary schools by 2018/19, although it also applies to primary schools and early years. These partnerships should build on good practice and existing links with employers. They should bring mutual benefit and evolve to respond to local circumstances. www.gov.scot/Resource/0048/00485674.pdf
11.4 Policy outlines how transition from education to employment is supported by adequate provision.	11.4.1 Foundation Apprenticeships are being developed to create better links between young people, education and employers and to better prepare young people for the world of work. A Foundation Apprenticeship www.skillsdevelopmentscotland.co.uk/what-we-do/our-products/foundation-apprenticeships lasts for two years and is studied alongside other school subjects (typically National 5s and Highers). Starting in fourth or fifth year, pupils get the opportunity to complete elements of a Modern Apprenticeship while still in full-time education. Upon successful completion of a Foundation Apprenticeship young people can continue their studies at college or university, go into direct employment or gain accelerated entry onto a related Modern Apprenticeship. www.skillsdevelopmentscotland.co.uk/what-we-do/our-products/modern-apprenticeships/
11.5 Policy supports the availability of meaningful VET options for learners to choose from.	–
11.6 Policy supports the availability of supervised practical training.	11.6.1 Work placements provide a young person the opportunity to experience, exciting, hands-on learning within a real work environment. Such opportunities build on the lessons learned in the classroom and enable learners to put skills for work into practice under the supervision and guidance of an industry mentor.

Agency recommendation	Findings
	11.6.2 The new Work Placements Standard – www.educationscotland.gov.uk/Images/WorkPlacementStandard0915_tcm4-870517.pdf – has been co-produced by a wide variety of key groups in response to the recommendation that a modern standard should be established for the acceptable content and quality of work experience. The content and design of this new standard has been shaped by young people, employers, parents, schools and local authorities with the document setting out clear expectations for these core groups. This standard builds on advice and guidance in Curriculum for Excellence and in particular Building the Curriculum 4: skills for learning, skills for life and skills for work.
11.7 Policy outlines how sustainable employment opportunities are supported through the availability of appropriate, on-going support.	11.7.1 A Modern Apprenticeship (MA) www.skillsdevelopmentscotland.co.uk/what-we-do/our-products/modern-apprenticeships is all about learning while you work – and earning at the same time. At its core, a Modern Apprenticeship is a job like any other. However, as well as getting paid, apprentices gain loads of practical work experience as part of a highly-structured training programme. At the same time, they work towards a qualification that will really boost their careers.
11.8 Policy outlines how VET programmes are reviewed periodically. *(Both internally and/or externally in order to adapt to current and future skill needs.)*	11.8.1 The first Annual Progress report on Developing the Young Workforce – Scotland's Youth Employment Strategy www.gov.scot/Resource/0046/00466386.pdf – has shown a number of key milestones have already been delivered. The report highlights progress across Scotland, including enhancements to careers advice, and engagement between business, schools and colleges.

Measure 11 evaluative comments

Significant new work here has been given greater impetus through Developing the Young Workforce programme. This is seeking to build on strengths to reduce poor levels of youth unemployment. Scotland has a number of strengths in this area and now needs to extend good practice to groups missing out as well as changing expectations and opportunities for young people together with their parents. Overall, there is still much to be done to close the gap in achievement in Scottish education.

Scotland has identified nationally the need to embed equality education across the curriculum. Data from annual report highlights the gaps in positive destinations between diverse groups including those with disabilities.

Measure 12: To improve educational and career guidance across all phases of inclusive education

Agency recommendation	Findings
12.1 Policy outlines the mechanisms for ensuring effective transition across educational sectors and phases. *(There are well-organised transition processes among services to ensure continuity in the support required when learners move from one form of provision to another.)*	12.1.1 The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended). The Act requires education authorities to take action at various transition points in a child or young person's education. For example, if a child is moving from primary to secondary school the education authority must start to gather information and views from appropriate agencies that have been working with the child at least 12 months before the child is due to move. (OoP, p. 4) 12.1.2 Education Scotland offers advice on all transitions through its Parentzone website as well for people 16 years or over on Enquire's website. The annual report to Parliament for 2014 carried examples of best practice in transitions.
12.2 Policy outlines how career counsellors/officers support learners and employers regarding employment possibilities. *(Support is provided with job applications, inform and support employers and*	12.2.1 A new standard for Career Education (3–18) www.educationscotland.gov.uk/Images/CareerEducationStandard0915_tcm4-869208.pdf has been developed with key partners in direct response to the recommendation from Education Working For All that children receive careers guidance earlier. It builds on advice and guidance in Curriculum for Excellence and in particular Building the Curriculum 4: skills for learning, skills for life and skills for work. The standard sets out:

Agency recommendation	Findings
facilitate contact between both parties.)	- entitlements for children and young people (3–18); and - expectations of key partners to support the implementation of the standard. The standard, when implemented, aims to better prepare children and young people for the world of work. Helping all learners to see the link between the skills they develop across the curriculum and how these are used in the world of work can open up new possibilities for learning. In this way career education can support learning and the important decisions that young people make about subjects, pathways, future learning and job opportunities. Teachers and practitioners working with children and young people play an important role in career education as it supports the development of skills for learning, skills for life and skills for work.

Measure 12 evaluative comments

Generally, transitions to the next stage or step are handled well. Scotland has numbers in positive destinations. However, not all of these placements are sustained or long-lasting. Young people who are disabled or care leavers do not do very well in securing sustained positive destinations.

Skills Development Scotland with Education Scotland provides new careers education advice and a range of other new approaches that have a focus on ensuring equity. Young people with disabilities receive individualised advice on next steps. Engagement is taking place with employers to ensure advice is linked to supported placements and potentially future employment.