

Supporting Learners: Children and young people from Service Families



CfE Briefing ⁵

Personalised Learning

These briefings provide information and advice for **practitioners, parents and partners** in their implementation of Curriculum for Excellence.

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1 Introduction

Education Scotland seeks to raise the achievement of all learners, narrow gaps in inequalities and build confidence in the Scottish education system.

This review is published to provide a professional learning resource to support these aims in respect of children and young people in Service Families. There is evidence that children and young people from the families of those in the service of Army, Navy and Royal Air Force may face barriers to their learning including interrupted education and social and emotional needs.

This review of evidence aims to improve the capacity of practitioners in Scottish schools and centres to respond to the needs of children and young people from Service Families. Scottish schools perform well in meeting the needs of most children and young people. Most schools offer a supportive and inclusive environment that responds to learning needs of children and young people and their families.

Even in inclusive schools however, it is about who you are: the background and identity you bring to school. Children and young people from Service Families can encounter barriers to learning even within the environment of good schools.

This professional learning resource provides evidence from inspection of successful approaches, instances of good practice and reflective questions. This can support schools to ensure all children and young people including those in Service Families gain the capacities and make progress in their wellbeing.

Reviewing learning and planning of next steps

Gaining access to learning activities which will meet their needs

Planning for opportunities for achievement

Preparing for changes and choices and being supported through changes and choices

Schools and centres working with partners

2 Context

In the introduction to the annual Report to Parliament 2013 on the implementation of additional support for learning legislation, Dr Alasdair Allan noted Scottish Government's ambition that all children and young people access the learning opportunities which are available to them, so that they can realise their full potential, in learning, in work, and in life. While welcoming that children and young people's learning needs including their additional support needs are well provided in Scotland's learning establishments, he added that

"... those with 'hidden' additional support needs, for example those children and young people who are looked after, who have mental health difficulties, those in transition and those who are young carers, continue to require more support. There also continues to be a need to share practice to support more consistency in the identification of, and provision for, additional support needs. The long term plan of support will continue to be implemented over the course of the next two years and I am confident that those working in this field will continue to deliver, together to support our ambitions that every child has access to the additional support they need to reach their full potential." (p 2)

Dr Alasdair Allan, Minister for Learning, Science and Scotland's Languages from implementation of the Education (Additional Support for Learning) (Scotland) 2004 as amended): Report to Parliament 2013

The Report to Parliament 2013 noted in the case of all transitions that

"Children and young people go through many transitions when changing schools, with changes that happen in school and when moving on from school. In all cases it is a critical stage, and the way it is guided and supported can have a major bearing on the rest of a young person's life chances." (p 41)

The regular transitions and changes associated with life for many service families may create a barrier to learning for a child from a Service Family. For children with a support need arising from health or disability factors there may be added anxiety and emotional stress on both the child with additional needs and their family. Efficient transfer of information regarding previous assessments and advice on recommended next steps is essential. Children may be in the process of being assessed whilst transferring to another school. Good practice has shown that early assessment, recognition of the needs of the child and how these can be met, has to be the primary concern. The smooth transfer of assessments and records will ensure that families do not feel that they are 'starting again' in the identification of their child's additional support needs or finding problems in discontinuity in provision.

3 A Conversation on supporting children and young people from Service Families

On 12th June 2014, Queen Victoria School, Dunblane hosted a Conversation for Education Scotland on the impact on learning of being a child with a Service Families background. Queen Victoria School is the only school in Scotland funded by public money through grant from the UK Ministry of Defence. It is for children and young people with Scottish parents.

Participants

The Conversation involved headteachers and teachers in schools with children and young people from Service Families. As well as teaching staff from schools, participants included support staff from a city-wide support service and quality improvement officers and other education authority staff. National groups such as Royal Caledonian Educational Trust (RCET), a Forces charity approaching its two hundredth anniversary, the National Transitions Officer from the Association of Directors of Education in Scotland (ADES) and a Senior Education Officer from Education Scotland also made important contributions.

Purpose

The purpose of the Conversation was to share knowledge and experience about the quality of outcomes for children and young people from Service Families and for participants to discuss key issues about how well such children and young people are supported by schools and authorities across Scotland. Some schools have significant numbers of children and young people from Services Families. In such schools, usually near bases, a high percentage of children and young people from the base may attend the school. Other schools with a few children and young people with such backgrounds may be near locations where smaller numbers of personnel are stationed.

Identifying barriers to learning for children and young people from Service Families

Within the legislative framework of additional support for learning, children and young people can encounter barriers to learning due to family circumstance. The education of children and young people from Service Families can be affected by repeated redeployment of serving personnel among bases. Children's education is also affected by parents' and carers' deployment on service or tours of duty in conflict zones. Discussion noted that stability of placement prevented barriers to learning arising from families being moved. Increasingly, more Service Families are now no longer accommodated on bases. However, some children and young people may attend several schools not just in Scotland but across the United Kingdom and internationally. A child facing a number of transitions in their school career is likely to encounter barriers to learning. All such children should be assessed for whether they require additional support in order to benefit from school education. Deployment of parents and carers on active duty can create a barrier to learning for children through social and emotional factors that can arise in such

circumstances. Schools will want to be aware of deployment and monitor child's or young people's wellbeing. All of these factors are of great importance for a child with an additional support need arising from health and disability factors.

Identifying the numbers and the learning needs of children and young people from Service Families

At present it is difficult to identify accurately the number of children and young people from Service Families who have additional support needs at any one time in Scotland. Firstly, families are moving across bases and locations and this very transitory nature of service life creates difficulties for schools in being aware of services background. Some families may not wish their children to be identified as children of forces personnel. Individual young people may feel that they do not wish to be singled out as a child of a Service Family. Reservists who can also be deployed on active service may not communicate or share this information with school.

Features of good practice

In their discussion, headteachers of schools close to bases were confident that their welcoming ethos, supportive processes and practices led to effective communication between parents and the school. They thought that providing an inclusive environment for learning for all children and young people prevented barriers to learning arising for children and young people from Service Families.

Practitioners identified ways that they act to prevent barriers to learning arising for children and young people from Service Families. The key features of such practice included:

- A welcoming ethos and inclusive practices for all.
- Effective communication between home and school.
- Examples of peer-to-peer support for children and young people to share their experience as a child from a Service Family.
- Additional funding from Ministry of Defence.
- Effective attention to health and wellbeing ensuring awareness of continued progress in mental, social and emotional wellbeing.
- Good partnership working among school, educational authorities and voluntary agencies.
- Effective leadership.

Extending Good Practice

Areas where practitioners thought that good practice should be extended included:

- Taking forward GIRFEC practices through effective multiagency working, using a single plan and offering chronologies.
- Building confidence with parents to encourage them to share information on deployment and transition with schools
- Aiming to eradicate ideas about 'negative label' for those with additional support needs that arise from the circumstances faced by Service Families.

- Taking full account of the impact of multiple transitions upon children's learning and progress
- Providing scenarios and case studies of good practice
- The need for schools and authorities to re-assess support needs when parents' deployment changes. Such changes can raise barriers to learning e.g. a young person may become a young carer due to a parent being away.
- Lack of extensive evidence and research on key aspects of experiences of Service Families' children and their learning.
- Increasing publicity for service magazines that carry background information

Emerging good practice

Participants identified some examples of emerging good practice and improvements that may benefit learners. These included:

- Introduction to SEEMIS in 2014/15 of tags for Service Families' children in the management information system used across Scotland.
- Ensuring effective whole school approaches benefit all children and young people e.g. tracking progress of all learners including children and young people from Services Families
- Use of the video resources from RCET to share experiences with other children
- Ensure effective transition planning including well-managed welcoming and leaving activities including peer support
- Benefits of implementing GIRFEC practice model rigorously
- Establishing a GLOW community and offering GLOW meets.
- Offering teachers, families and young people accessible and easy-to-read guidance and advice.
- Appointment of a post-graduate studentship at the University of Stirling to review education for children and young people from Service Families.

Work of Royal Caledonian Educational Trust

RCET mentioned its approaching 200th anniversary in 2015, the range of support available from the Trust, and examples of positive feedback from the use of its video resource by schools.

Work of ADES

ADES highlighted a range of networks that pull together practitioners and education authority officers. The ADES National Transitions Officer is engaged with other groups and Scottish Government to pilot the Ministry of Defence Service Children's Education planning document in Scottish schools. ADES are considering offering a learning trail based on an approach used by HMI.

4 Key resources online from Education Scotland

Education Scotland within its webpages offers resources and guidance for education authorities and schools making provision for children and young people from Service Families.

The screenshot shows the Education Scotland website interface. At the top, the logo for Education Scotland (Foghlam Alba) is displayed with the tagline 'Transforming lives through learning'. Navigation tabs include 'Supporting learners', 'Positive learning environments', 'Inclusion and equality', and 'Service families'. A sidebar on the left lists various support topics, with 'Service families' selected. The main content area features a large image of a family silhouette at sunset, followed by a text box explaining that children from service families face barriers to learning. Below this are four informational boxes: 'Interrupted education', 'Transition', 'Social and emotional wellbeing', and 'Additional support needs'. A right-hand sidebar titled 'Other websites' lists various organizations and resources. At the bottom right, there is a '+glow' logo and a description of the Supporting Learners Glow Group.

Access to information and rights

As well sources of information on resources and key issues within the Education Scotland website, other sources of information for parents about Scottish include Parentzone. It includes general information about [your child at school in Scotland](#). In addition to Parentzone, parents and children and young people can gain access to information on their rights in Scottish education from [Enquire](#).

5 Recent evidence from Education Scotland

HM Inspections

As well as offering resources, Education Scotland through HM Inspectors report on the quality of provision in schools with significant numbers of children and young people from Service Families. In some of their recent reports the following comments have been made about how well the school meets the needs of children and young people.

Leuchars Primary School, Fife Council, HM Inspectors report, January 2013

Overall, the school supports children very well to develop and learn. Staff provide children with a range of different learning experiences which support and challenge most children. Further work is now needed to ensure that children's learning needs can be better met at the early stages, including in the nursery. The school has a very inclusive culture and children who require additional support with their learning, make very good progress. Support for learning staff work very closely with staff, children, parents and partner agencies to meet children's needs effectively. Behaviour support unit staff use very effective strategies which result in positive learning outcomes for the children they help. Across the school, the overall arrangements for supporting children when they move from one stage to another and also when they move establishments are strong.

Across the school, staff are using Curriculum for Excellence guidance very well and your children access a varied and balanced curriculum. Nursery staff provide children with play experiences which develop various skills. When planning and developing children's learning, they need to continue taking account of children's interests.

Leuchars Primary School, Report to Scottish Parliament, April 2014

This small primary school serves the RAF base at Leuchars. As a result, the school roll fluctuates throughout the session as children join and leave. Many of the children whose parents are stationed at RAF Leuchars experience many more school transitions compared to their stage peers. For most Forces' children and their families, especially those with additional support needs, transitions can be a stressful experience. Staff at this school recognise this and work very effectively with a range of partners including the National Transitions Officer for children of Armed Forces' families in Scotland and the Children's Education Advisory Service (CEAS) for children of Forces' families to ensure continuity and progression. As soon as the family make contact, they receive a "Welcome Pack" containing very helpful information, including a comparison of the different school stages across the UK. These differences can be very challenging for the school to manage as parents can view the later entry to Primary 1 and Secondary 1 in Scotland as "stepping back". A clear set of procedures, combined with good communication between the receiving and sending schools help allay anxiety and ensure that families do not feel that they are "starting again" in the identification of their child's additional support needs. The children's transition committee welcome new children and provide "buddy support" to help them settle in to their new school.

Beeslack Community High School, April 2010

Teachers support young people's learning very well. All staff are aware of young people's individual needs and plan activities well to motivate learners. In almost all lessons, tasks are challenging and the pace of learning is brisk. The guidance team respond quickly to referrals and have very positive relationships with young people and parents. A number of staff act as mentors, meeting with young people regularly to discuss their progress and help them set realistic goals. Support for learning staff provide high-quality, well-judged support for young people and helpful information for staff. The school takes positive steps to ensure that barriers to learning are identified promptly and addressed effectively. Young people who are supported through individualised educational programmes and their parents are appropriately involved in setting targets to help them make progress.

St Luke's High School, January 2009

Almost all teachers have a detailed knowledge of young people's needs and provide them with suitably challenging tasks. In English, young people use skills and language they have developed in drama to talk confidently about texts. In history, young people in S2 used their knowledge of World War One to produce a Remembrance Day assembly. Across the school, young people's progress is checked very carefully by all teachers and reported on very regularly. Almost all young people experiencing short- or long-term difficulties are supported in a variety of ways. Teachers know the support being provided and adapt their teaching if necessary. Staff and young people have high expectations in all that they do. The pastoral support team offers highly effective support and is continually helping young people to do their best and achieve. Young people are very positive about the support they receive from all staff and the way they are treated.

Raigmore Primary, January 2009

The inspection was carried out in November 2008 at which time the roll was 219. Approximately half of the children come from families of armed services personnel serving in the local barracks. Due to the regular international redeployment of regiments at the barracks, the school experiences considerable transfers of children on a regular basis.

The achievements of children and staff are celebrated widely around the school in displays and through assemblies. Staff have high expectations of children's behaviour. They are very caring and have developed a nurturing environment in which children can feel safe and happy. All authority employed staff have been trained in child protection procedures. Children are encouraged to work hard and come forward with their ideas. As regiments come and go, the children are very supportive of each other, and are welcoming of new children. They enjoy school and are proud of it. They know who to speak to if they are upset or worried. The school is very active in promoting equality and fairness through its positive and inclusive ethos. Children have regular opportunities to explore and discuss culture and religion in assemblies and in class. As a result, they are very tolerant and understanding of each other.

Colliston Primary, November 2011

We think that staff know your children very well and provide a supportive environment. The close links you as parents have with the school, including the nursery, are providing worthwhile support for your children's learning. Children who require additional help with their learning are very well supported, particularly those children who have individualised educational programmes. Staff need to raise their expectations of what some children can achieve. They need to make sure questioning and activities consistently stimulate children's thinking and extend their learning.

Queen Victoria School Dunblane, Professional engagement visit, 2012

The school has sound procedures to offer both pastoral and academic support to their students. The systems of tutor, house staff and departmental support are well coordinated to enable staff to know young people very well. For example, young people appreciate discussing their studies with staff and knowing they will be supported, including at study time in the evenings and before exams. They are also very positive about the high levels of care and the extent of interest taken in them by house staff. Young people are mutually supportive of each other and older students are aware of potential issues of concern faced by boarders and help to look after those who are younger. Young people respond well to the processes in place to reward achievement such as merit certificates awarded in class and at assemblies. The school has correctly identified, through monitoring and observation of learning, its priority to improve consistency of high quality learning across classes and subjects. A focus on staff discussion and agreement on effective teaching approaches and how children learn best will assist in achieving this goal.

Lossiemouth High School, June 2013

The school supports young people to develop and learn well. Teachers plan appropriate tasks and activities to meet the needs and interests of most learners. They need to ensure that tasks and activities sustain young people's motivation and interest throughout the duration of the lesson. Teachers' expectations of young people's behaviour are not consistently high enough in lessons. Young people with additional support needs are supported well with good practical tasks. There is strong pastoral support across the school, and at key transition points such as starting secondary school. Specialist staff, including guidance and learning support staff, give teachers useful information to help support young people. As a result, young people linked with the support for learning base receive consistent support across the school. The school works effectively with a range of partners to provide the right level of support to young people when needed.

This inspection of Lossiemouth High School found the following key strengths.

- The positive engagement with a range of partners working extensively to support learning and achievement.
- The caring and supportive environment for learning.
- Staff enthusiasm for developing the curriculum.

6 Service Families: reflective questions for practitioners

Transitions

Children and young people from Service Families can experience several transitions and transfers between educational establishments across Scotland, the UK and globally as a result of their parents' deployment. In the annual Report to Parliament 2013, HM Inspectors identified important features of best practice in terms of transitions for any child or young person.

The following reflective questions can be helpful to schools to consider how well they are managing transitions for children and young people from service families.

- How well is our practice linked to a clear policy statement on transitions? How well does our transition make reference to children and young people from Service Families? How well do stakeholders understand the process and purpose of planning for transitions and how confident are Service Families about our processes for transition?
- How well do we plan and organise at individual, class and school/service level to ensure continuity? How well are the roles and responsibilities of staff and timeframes for transition activities clearly defined? How well do staff ensure that they parents and carers and partner agencies and, where appropriate, children and young people are very clear about their contribution to the process? Are all these features in place for children and young people from Service Families?
- How well do we focus on the individual learner throughout transitions at all stages? How well is s planning based around ensuring that learning needs are effectively identified? How well are all stakeholders informed and able to contribute effectively to meeting those learning needs?
- How effectively do we improve your policies and approaches to transitions on an ongoing basis? How well are we tracking aspects of transitions?
- How effectively do we seek feedback from a range of stakeholders including parents and young people? How well do we work to ensure that systems change and adapt over time as a result of improvements made through self-evaluation?

Interrupted education

- How can our establishment create firm links with each new family as soon as they arrive in our school?
- In what ways can we ensure that prior learning is considered across the curriculum?

- How well does our assessment policy reflect the needs of children and young people from Service Families, including those who have newly arrived?
- How can we ensure that those who are transferring to a new establishment have a positive exit with relevant documentation being forwarded to the new location?

Social and emotional wellbeing

- What strategies does our establishment have in place to help facilitate building social relationships between the child or young person and their peers? How might we build on these?
- How well does our establishment and the wider community support children and young people and their families at times of change such as parental deployment and instances of bereavement and loss?
- How well does our establishment ensure that a parent who is deployed outwith the local community continues to be involved in their child's education?
- In what ways can our senior management ensure that all of our school staff's wellbeing is being considered when working with children and families who have experienced trauma and loss, as well as when staff themselves have close family members posted abroad?

Additional support needs

- How effective is our partnership working (between parents, school and other agencies) in addressing the needs of each learner as they enter our school?
- How effective are our local authority and school policies and procedures for children and young people with additional support needs arriving in the middle of a school year, when school budgets and resources have already been allocated?

Personalised Learning: reflective questions for practitioners

Personalised learning can ensure effective practice in meeting the needs of children and young people from Service Families. Personalised learning means tailoring learning and teaching to learners' needs. It involves strong teamwork and objective professional dialogue amongst staff and partner professionals, and the full involvement of learners and their parents. It also means learning from elsewhere where others are also developing personalised learning, with a clear focus on the needs of learners. Advice is found in the [Curriculum for Excellence Briefing 5, Personalised Learning](#).

Consideration of this approach and the following questions will help practitioners to improve approaches in their school.

- To what extent do we have a shared understanding of what personalised learning involves for children and young people from Service Families?
- How well does our understanding include knowing the strengths and needs of individual learners and building on their prior learning; providing structured feedback; using a range of learning and teaching strategies; choice within learning and within the curriculum; and taking account of individual learners' views?
- What practical steps have we taken to ensure learners have the skills they need to take a lead role in their own learning?
- How well do staff in schools and services know learners as individuals?
- What information is available to staff during transitions to ensure they have as full a picture as they need of learners' achievements and needs?
- How well does our curriculum planning meet the needs of different groups of learners?
- How do we ensure that learners who need additional support have personalised and meaningful progression pathways?
- How effective are our arrangements to ensure that all learners have regular and frequent discussions with an adult who knows them well in order to review learning and plan next steps?
- How well does a key adult or mentor have a holistic overview of each learners' progress and do we have robust arrangements to ensure each learner makes appropriate progress?
- How effectively do we involve parents and partner agencies to ensure learners benefit from the right support at the right time?
- How well do parents understand what personalised learning means for their child and how they can support/contribute to their child's learning?
- How well do we use and build on learning that takes place outwith the classroom?
- How do we know if personalisation is actually happening and what impact it is having?

7 Legislative background and policy framework

In 2000, the Scottish Parliament passed the [Standards in Scotland's Schools Act](#), which placed the duty on education authorities to secure 'that the education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential.' This Act included the requirement that education be provided in mainstream schools (unless certain exceptions apply). The Standards in Scotland's Schools Act aligns legislation in line with Article 29 of the [Convention on the Rights of the Child](#) and Article 24 of the [United Nations Charter of the Rights of People with Disabilities in respect of Education](#).

In Scotland, this general set of inclusive approaches was added to with legislation discontinuing the deficit model of special educational needs and learning difficulties towards an out of child set of definitions linked to the concept of [additional support needs](#). Under the Education (Additional Support for Learning) (Scotland) Act 2004 (as amended), a child is defined as having additional support needs when they require additional support to benefit from school education. The Act is supported through its Code of Practice [Supporting children's learning](#).

[Implementation of The Education \(Additional Support for Learning\) \(Scotland\) Act 2004 \(as amended\): Report to Parliament 2013](#)

The purpose of this report is to set out the progress in implementing the Education (Additional Support for Learning) (Scotland) Act 2004 (as amended). The report fulfils the duties placed on Scottish Ministers at sections 26A and section 27A of the amended Act.

[Outline guidance on GIRFEC provisions in CYP Act published](#)

The 'Proposal for the development of guidance to support the GIRFEC provisions in the Children and Young People (Scotland) Act 2014' has been published online. It signals the start of an engagement process with stakeholders to develop the full statutory guidance.

[GIRFEC self-evaluation guide online](#)

This guide has been developed for leaders and staff teams in pre-5 establishments and schools to support self-evaluation. It looks specifically at developing the Getting it right for every child approach within an education setting, but fits within the overall self-evaluation framework familiar to education professionals. The guide is an interactive resource, based on the GIRFEC Wellbeing Wheel. It can help you reflect on, and plan for, how you can make a positive difference for children and young people.

8 Other relevant reports

Adding Benefits for Learners, 2010

An area for improvement highlighted in the *Report on the Implementation of the Education (Additional Support for Learning) (Scotland) Act 2004* (HMIE 2007) was provision for children and young people with mental health issues. In November 2010 in their *Adding Benefits for Learners* report to Scottish Ministers on progress with additional support for learning legislation, HM Inspectors commented that, overall, little progress had been made in this area. There were still important weaknesses in recognising the range of mental and emotional barriers that impact on children and young people's learning and how best to address their needs.

Across mainstream and special schools, the needs of children and young people with significant mental health issues were not always being met effectively. There were clear signs of improved partnership working between education and health services but this did not always result in the necessary types of support being provided for young people. At that time, multi-agency planning and integrated assessments were becoming better established. When available, Child and Adolescent Mental Health Services (CAMHS) played a very important part in meeting children's needs. CAMHS practitioners provided direct support to children and young people and also advised teachers on appropriate interventions and approaches to learning. However, across Scotland, schools and authorities reported that there was limited access to CAMHS provision. Work was underway to establish standards for the effective delivery of CAMHS provision. At that time, while some children and young people with significant mental health issues were being well supported and their needs met effectively, this did not happen consistently across schools and authorities.

Mind Over Matter, 2011

Following the *Adding Benefits for Learners* report HM Inspectors carried out evaluative work in the area of mental health issues. The subsequent report published in March 2011 was entitled *Count Us In: Mind Over Matter Promoting and Supporting Mental and Emotional Wellbeing*.

Mind Over Matter reported that schools and other educational centres and establishments did well in:

- Creating a positive ethos characterised by positive relationships and mutual respect between learners and staff.
- Ensuring that children and young people feel that there is at least one adult who knows them well, listens to them, and supports them to set goals and make good choices.
- Providing safe and secure environments that promote positive behaviour and a sense of responsibility towards others.

It reported that they needed to do better in:

- Have a whole-school strategy that sets out agreed approaches to promoting mental, social and emotional wellbeing.
- Provide training and support for staff on how best to develop social and emotional wellbeing.
- Have more effective arrangements in place to support young people who experience multiple transitions as a result of interrupted learning or who receive part of their education in another setting and those who are moving from child to adult services.

Health and wellbeing: the responsibility of all 3-18, September 2013

Health and wellbeing: the responsibility of all 3-18 evaluated current practice in the aspects of health and wellbeing which are the responsibility of all staff and adults who work with learners. It identifies good practice and highlights important areas for further discussion and development.

The findings presented in this report focus on the extent to which all staff in early years centres, schools and their community partners across Scotland are working together to tackle the health issues and inequalities that face our children, young people and their families today. Although we identify a number of areas for improvement there are also many examples of highly effective practice. These examples demonstrate what is possible when everyone is clear about why health and wellbeing is fundamental to improving outcomes for learners and understands their role in achieving successful outcomes. This report marks the determination of Education Scotland to work with educational practitioners and the wider health and social justice communities in Scotland to make sure that our children and young people have the best possible chances in life, now and in the future.

Getting it right for every child: Where are we now? October 2013

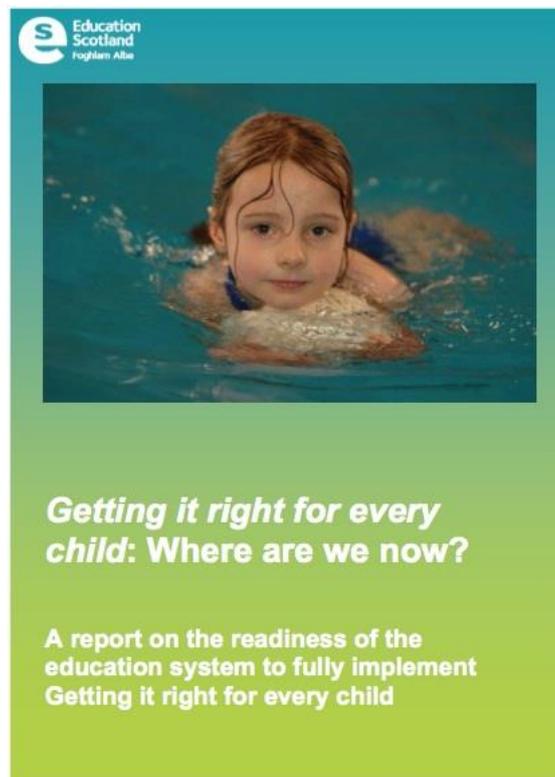
This report *Getting it Right for every child: Where are we now?* reviewed the readiness of the education system in using GIRFEC approaches to help ensure that children and families get the right help at the right time. Through these visits, inspectors sought to identify how fully authorities and establishments have embedded the ten core components and associated values and principles that are the foundations of the GIRFEC approach.

Among many positive findings, the report notes that “*at education authority level, senior officers show a strong commitment to improving outcomes for children, young people and families. Overall, among senior officers, there is a sound understanding of the GIRFEC approach and of the importance of multi-agency working*”. The report also notes variability in the extent to which GIRFEC approaches are being used, with some authorities and services embedding the GIRFEC way more fully than others.

The report concluded that in order to ensure that education continues to move forward with full implementation of *Getting it right for every child* approaches, authorities and establishments need to continue to work closely with other services and take action to:

- Develop a shared understanding of wellbeing and that it is everyone's responsibility to promote and support the wellbeing of every child and young person.
- Facilitate training for all staff to support effective delivery of the roles of Named Person and Lead Professional and the use of the National Practice Model.
- Agree and implement a single planning process.
- Establish more meaningful partnership working with parents including helping them to know about the *Getting it right* approach.
- Actively promote and demonstrate *Getting it right* approaches across their council area.

The implementation of GIRFEC as part of the Children and Young People Act 2014 will lead to conditions that should further improve provision for Service families children, engage more effectively with parents and coordinate more effectively the work of professionals to meet the needs of children and young people.



9 Useful links

Supporting children's learning

Scotland's code of practice to support learning as well as providing guidance and advice for all involved in supporting children's learning, the appendices provide a comprehensive set of resources and useful links.

<http://www.scotland.gov.uk/Publications/2011/04/04090720/0>

Report to Parliament, 2013

Scottish Ministers must report to the Scottish Parliament to ensure that sufficient information relating to children and young people with additional support needs is available to effectively monitor the implementation of this Act. The report provides data on numbers of interrupted learners and attainment outcomes and good practice for transitions.

<http://www.scotland.gov.uk/Publications/2014/04/3050>

Education Scotland

Supporting learning underpins the delivery of Curriculum for Excellence for all children and young people and it is the responsibility of all practitioners and partners to deliver this universal entitlement within their own teaching environments.

Education Scotland provides a range of materials and resources to assist in meeting the support entitlements.

<http://www.educationscotland.gov.uk/supportinglearners/>

Service Families

Within the Inclusion section of Supporting Learners Education Scotland carries a series of pages and links to advice and guidance linked to making more effective provision for children and young people from Service Families in Scotland.

<http://www.educationscotland.gov.uk/supportinglearners/positivelearningenvironment/inclusionandequality/servicefamilies/index.asp>

Royal Caledonian Education Trust

The RCET is an education trust supporting the children of Scots who are serving, or who have served, in the Armed Forces. The Trust has two major areas of activity.

We make grants to the children of Scots who are serving or have served in the Armed Forces. We make around 300 individual grants a year. The Trust also work through its Education Programme in Scotland with schools, local authorities, Armed Forces charities and the military on initiatives to support Armed Forces Children, their teachers and their families in the school environment.

<http://www.rcet.org.uk>

Supporting Learners Through Children's Rights and Wellbeing Conference 2014

The conference focused on promoting positive relationships and behaviour and was attended by a wide range of practitioners. There were workshops on aspects of GIRFEC, Nurturing Approaches, Supporting Staff and Children's Rights. The Conference materials are available at the following link.

[Supporting learners through children's rights and wellbeing - Conference materials](#)

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Transforming lives through learning

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