




**Scottish Government Workplan response to recommendations made by the Education & Culture Committee 2015 inquiry into attainment of pupils with sensory impairment**

Recommendations	Action/Activity	Update
<p><b>Limitations of Attainment Data</b> We recommend that the SG work with ES and LAs to improve data collection, in order to provide as accurate a view as possible of the level of need across Scotland. We recommend that the SG and ES ensure various concerns around data collection are acted upon as part of the ongoing implementation of the See Hear strategy. We note the FM's recent announcement on educational attainment, including on standardised assessments, which was made after we completed our evidence-taking. The SG should confirm that any work on standardised assessments will take account of the needs of sensory-impaired pupils.</p>	<p><b>Development &amp; wellbeing review at 13-15 months, 27 &amp; 36 month check and age 4-5 prior to the child starting school and Pupil Census information for pupils with additional support needs.</b></p>	<p><b>Complete:</b> The Universal Health Visiting Pathway in Scotland - Pre Birth to Pre School sets out the minimum core home visiting programme to be offered to all families by Health Visitors. The programme consists of 11 home visits to all families - 8 within the first year of life and 3 child health reviews between 13 months and 4-5 years. Information from the reviews at 13-15 months, 27-30 Months and 4-5 years contain information on Children's hearing and vision and will inform practitioners response to these issues as early as possible, enabling appropriate planning and support to be provided. Information from the 27-30 month reviews is published each year by the Information Statistics Division. <a href="https://www.isdscotland.org/Health-Topics/Child-Health/Publications/2017-02-07/2017-02-07-Child-Health-27m-review-Report.pdf">https://www.isdscotland.org/Health-Topics/Child-Health/Publications/2017-02-07/2017-02-07-Child-Health-27m-review-Report.pdf</a></p> <p>The most recent publication indicates that for children turning 27 months during 2015/16 the number of 27-30 month reviews completed was 50,102. In 2015/16, 72% of children receiving a review had 'no concerns' recorded against all of the nine developmental domains in their 27-30 month review.</p> <p>Speech, language &amp; communication was the domain in which most concerns were identified 11% of children reviewed had a concern newly identified about their speech, language &amp; communication and an additional 2% had a previously identified concern in this domain. In comparison around 2% of those assessed had a concern in one of the gross motor, fine motor, hearing or vision domains. Children were slightly more likely to have a previously identified concern with vision than have a new concern.</p> <p>Data on the number of pupils with additional support need arising from a hearing impairment, visual impairment or being deafblind are collected and published each year as part of the supplementary data to the pupil census. This is available from Table 1.8 in the attached document <a href="http://www.gov.scot/Topics/Statistics/Browse/School-Education/dspupcensus/dspupcensus17">http://www.gov.scot/Topics/Statistics/Browse/School-Education/dspupcensus/dspupcensus17</a></p> <p>Further sources of data are identified and provided in response to the recommendations related to Leaver Destinations on page 9.</p>

	<p><b>Local Records Data Pilot</b></p>	 <p>Local record of deaf children...</p> <p><b>Ongoing:</b> The Deputy Director Care, Support and Rights Division Jamie MacDougall wrote on 22 June 2017 to all Chief Executives of NHS Boards and Special Health Boards and Heads of Audiology Services to: -Update them on the work to implement nationally the learning from the two pilots of the Local Record of Deaf Children; and -Invite Heads of Audiology Services to participate in a national programme of work to develop a Local Record of Deaf Children in each NHS Board across Scotland.</p> <p>Following the letter which the Deputy Director of Care, Support and Rights Division, Jamie MacDougall, sent to all Chief Executives of NHS Boards and Special Health Boards and Heads of Audiology Services, the Scottish Government has been working with the National Deaf Children's Society, Dr Ann Mackinnon from Paediatric Audiology in Dundee, Heads of NHS Audiology Services, and a wide range of partners to take forward the Scottish Government's commitment to implement nationally the learning from the two pilots in Tayside and Lothian of the Local Record of Deaf Children.</p> <p>Two stakeholder groups have been convened and have been progressing work to consider how best we can find out more from existing information systems about the number of children in contact with NHS Audiology Services and how best this information can then be used by partner agencies to support deaf children and their families.</p>
	<p><b>Develop an ASL outcomes focused model</b></p>	<p><b>Ongoing:</b> Work to develop an ASL outcomes framework continues. The work to develop an outcomes framework will include a review of the Pupil Census statistical guidance to education authorities, which will support improvement on data collection for pupils with additional support needs.</p>
	<p><b>Raising Attainment – standardised assessments – capturing ASL attainment data</b></p>	<p><b>Ongoing:</b> Design of the Scottish National Standardised Assessments (SNSA) has been informed by consultation with key stakeholder groups, including a standing group for additional support needs and accessibility, and rigorous testing of the assessments with children and young people throughout Scotland.</p>

		<p>Following the programme of consultation and testing, the following provisions were formalised within the SNSA implementation from August 2017:</p> <ul style="list-style-type: none"> <li>• No time limitation for completion of assessments</li> <li>• SNSA compatibility with adaptive software supporting children and young people with sensory needs i.e. readers, screen resolution adaptability, font sizing and colour contrasting</li> <li>• Full ASN Guidance for professionals provided within the assessment platform</li> <li>• All training programmes provide specific guidance on use of the assessments by children and young people with additional support needs</li> <li>• Children and young people have access to the range of supports available during everyday learning and teaching activities</li> <li>• All questions contained within the SNSA are assured by Education Scotland for cultural and educational relevance to the Scottish context</li> <li>• The presentation platform and all questions within the SNSA are assessed by accessibility specialists to ensure each conforms to international accessibility standards</li> <li>• During implementation, stakeholder groups continue to be consulted to inform future planning</li> </ul>
<b>Recommendations</b>	<b>Action/Activity</b>	<b>Update</b>
<p><b>Models of educational provision</b></p> <p>We recognised that there is a range of education provision available to C&amp;YP with sensory impairments and welcome the Minister’s confirmation that decision-making should focus on what is in the child’s best interests. However, we recognise from the evidence we have received that this is not always the case and we invite the SG to elaborate and report on the improvements required in mainstream schools. While we support the presumption</p>	<p><b>Presumption of mainstreaming review</b></p>	<p><b>Ongoing:</b></p> <p>The Scottish Government launched a consultation (<a href="https://consult.gov.scot/supporting-learners/presumption-of-mainstreaming/">https://consult.gov.scot/supporting-learners/presumption-of-mainstreaming/</a>) on guidance on the presumption of mainstreaming on Thursday 2 November. This was developed in partnership with key stakeholders, including the Advisory Group on Presumption of Mainstreaming and the Advisory Group for Additional Support for Learning. The consultation closed on Friday 9 February and the responses are currently being analysed. The guidance aims to bridge the gap between legislation, policy and day-to-day experience of decisions around placement, to ensure that local authorities have the guidance required to help their decision making in applying the presumption of mainstreaming. As the implementation of the presumption of mainstreaming requires a commitment to inclusive practice and approaches to be effective, the guidance clearly links inclusive practice with the presumption throughout and includes key features of inclusion and guidance on how to improve inclusive</p>

<p>of mainstreaming, we are concerned by the views expressed to us that some pupils with sensory impairments are not receiving the support they need in mainstream schools. There is clear evidence to suggest that resource base provision is successful &amp; we recommend this approach be used where possible, while recognising that rural and island communities experience particular difficulties in this regard. We consider the ES and LA's should place a greater emphasis on pupils with a visual impairment in mainstream schools being able to access habilitation training. ES has provided little in the way of detail on how it shares best practice &amp; how it works with LA's to improve support for pupils with sensory impairment in mainstream schools. We have highlighted some good practice &amp; call for ES to provide evidence to us by the end of 2015 on how it shares such good practice and how it is ensuring similarly effective services are available across Scotland.</p>		<p>practice in schools.</p> <p>We are also committed to independent research on children, young people and families' experiences of additional support for learning to help identify what is already working well and where things can be improved. The research started in early 2018 and a final research report will be delivered to the Scottish Government in the summer of this year. The responses to the consultation and the findings of the independent research will be used to inform the final version of the guidance and future policy development and reporting.</p>
	<p><b>A Review of Practice for those with sensory impairment</b></p>	<p><b>Complete:</b></p>  <p>Education Scotland's review of good practice</p>
	<p><b>Habilitation training – baseline habilitation services in order to inform consideration of the future delivery of habilitation.</b></p>	<p><b>Ongoing:</b></p> <p>A survey with local authorities will be undertaken in 2018 to baseline what habilitation services are already being used to support sensory impaired pupils in education and provide them with life skills that prepare them for the wider world.</p> <p>Following completion of the survey a working group will be set up to identify actions that can be taken based on the results of the survey.</p>
<p><b>Recommendations</b></p>	<p><b>Action/Activity</b></p>	<p><b>Update</b></p>
<p><b>Number of qualified teachers</b> We believe work should be carried out to ascertain whether there are</p>	<p><b>Teachers' pay &amp; conditions -</b></p>	<p><b>Complete:</b> Teachers' pay &amp; conditions are determined nationally by the SNCT, the tripartite body encompassing membership from LA's, teacher unions &amp; SG. There are no national incentives for any further</p>

<p>sufficient numbers of qualified teachers of the deaf and visually impaired. We welcome the indication from the Minister that work is underway in this area. As part of this work, we recommend that the Minister consider the options available to incentivise teachers to become ToD and QTVI, building on the actions already implemented by Moray House School of Education. Given the strength of the evidence we have received, we request details about the work the SG is doing and the information it is gathering on this issue.</p> <p>We note that some LA's already provide a first-class service in support of pupils with sensory impairments, and have established good models of succession planning to ensure teacher numbers are maintained. However, we are not clear about the extent to which ES disseminates such good practice across other LA's. We therefore recommend that ES, SG and LA's work together to ensure that existing good practice on workforce planning is more widely adopted.</p>		<p>qualification for teachers although employers can make local arrangements as they see fit.</p>
	<p><b>Workforce planning:</b></p>	<p><b>Complete:</b></p> <p>The Scottish Government's role in teacher workforce planning is to undertake a national exercise which provides guidance to the SFC on setting student teacher intakes to initial teacher education to meet the requirements for newly qualified teachers. Workforce planning to provide ASL teachers is a matter for individual LA's; however any recommendations from the Presumption of Mainstreaming review will be considered.</p>
	<p><b>Survey in 2016</b> to take snap shot of ToD &amp; QTVI numbers &amp; level of qualifications.</p>	<p><b>Ongoing:</b></p> <p> National Survey Report Teachers Sen:</p> <p>Survey completed and copy attached.</p> <p><b>Next Steps:</b></p> <p>Following the outcome of survey a new working group will be set up by Scottish Government to review the Competency guidance for teachers of children and young people who are hearing impaired or visually impaired or both hearing and visually impaired.</p>

Recommendations	Action/Activity	Update
<p><b>Qualifications of teachers</b></p> <p>As part of its work in sharing good practice on workforce planning, ES should ensure that LA's are aware of the Minister's view that teachers who want to train as ToD and/or QTVI should be allowed to do so. We believe that the minimum level of BSL qualification for ToD is set too low, at level 1, as this basic level qualification is not sufficient for teaching complex concepts and subjects. It can also mean pupils are sometimes qualified to a higher level than their teachers. We recommend that, subject to enactment of the BSL Bill, the BSL Advisory Group consider the issue of raising the minimum level of BSL qualification to level 3. We believe it is important that teachers have at least a basic level of awareness in relation to sensory impairment and we welcome the Ministers comments and the recommendations in See Hear calling for further work in this area. We look forward to receiving details of this work.</p> <p>It is essential that teaching standards for ToD &amp; QTVI are routinely assessed. We therefore call</p>	<p><b>Survey in 2016</b> to take snap shot of ToD &amp; QTVI numbers &amp; level of qualifications.</p>	<p><b>Ongoing:</b></p> <p>See detail above under Number of qualified teachers in final action under 'Survey in 2016'.</p>

on the SG and ES to explain how this will be achieved. Separately, in our Stage 1 report on the Education Bill we have asked SG to clarify issues around teachers' registration with GTCS, including ToD & QTVI.

**Scottish Government  
BSL National Plan 2017-  
2023**


**Ongoing:**

Scottish Government BSL National Plan was published 24 October 2017:  
<http://www.gov.scot/Resource/0052/00526382.pdf>.


School Education:




By 2020, Scottish Ministers will:

16. Work with the General Teaching Council for Scotland (GTCS) to remove barriers that make it difficult for BSL users\* to become registered teachers.
17. Undertake additional investigations into the level of BSL held by teachers and support staff working with D/deaf pupils in schools.
18. Work with the General Teaching Council for Scotland (GTCS) to review the guidance it provides to teachers of pupils who use BSL.
19. Work with the Scottish Qualifications Authority (SQA) to develop an initial suite of awards in BSL, which will form the basis for any future development of BSL qualifications up to Level 6 of the Scottish Credit and Qualifications Framework (SCQF).
20. Scottish Government will work with Education Scotland to share advice and examples of good practice for education professionals and support staff about how to engage effectively with parents who use BSL.
21. Scottish Government and Education Scotland will work with BSL users\* to develop information and advice about how parents who use BSL can get further involved in their child's learning.
22. Seek the views of parents who use BSL when we revise legislation about parental involvement in education.
23. Instruct Scotland's National Centre for Languages (SCILT) to lead a programme of work to support BSL learning for hearing pupils. This will include but will not be limited to:

		<p>a) making sure that education authorities and schools know that BSL can be part of the language offer in schools under the 1+2 language policy.</p> <p>b) Gathering detailed information on where and how BSL is being offered in schools as part of the 1+2 language policy, and update this information regularly.</p> <p>c) Gathering and sharing examples of good practice in teaching BSL to hearing pupils as part of 1+2, and make sure there is guidance to support this.</p> <p>24. Convene an expert advisory group to support this work. This will include recommendations for a longer term strategy to support the teaching of BSL for to hearing pupils, and gathering data to measure progress. This will be led by SCILT, and will report to the Scottish Government by 2020.</p>
Recommendations	Action/Activity	Update
<p><b>Technology &amp; access to the curriculum</b></p> <p>We consider it unacceptable that basic technological failures mean some pupils are not able to access learning materials or make use of their assistive technologies in school. It is also disappointing that the available good practice, particularly that included in the Eye Right guidance, does not always seem to have been adopted by LA's. The SG, LA's and ES should take urgent steps to rectify this.</p> <p>We are very interested in the possible benefits a 'distance learning' type approach (as described at para 86) could have for pupils who use BSL. We call on the SG and ES to explore options for taking this innovative idea forward, perhaps as a pilot or on a trial basis.</p>	<p><b>Digital Learning Strategy</b></p>	<p><b>Complete:</b> Consultation ran from 24 Sep 2015 to 17 Dec 2015. As a result of a positive consultation response the Scottish Government is committed to developing <a href="#">Digital Learning and Teaching Strategy for Scotland.</a></p> <p>Digital technology is already embedded within Scottish education. It has a place within Curriculum for Excellence, Initial Teacher Education and the Professional Standards set by the General Teaching Council for Scotland (GTCS). Despite the pervasive nature of digital technology, its benefits are not always fully felt within our education establishments. <i>The Enhancing Learning and Teaching Through the Use of Digital Technology: A Digital Learning and Teaching Strategy for Scotland</i> aims to improve the current situation by creating the conditions to allow all of Scotland's educators, learners and parents to take full advantage of the opportunities offered by digital technology in order to raise attainment, ambition and opportunities for all.</p> <p>Education authorities are able to use technology to support distance learning for all pupils. There are examples, particularly in rural areas where this has been used to significant effect for learners who have additional support needs. It is for education authorities to establish how technology can be used in light of local circumstances for pupils with sensory impairments.</p>
	<p><b>Part 4 of the Health (Tobacco, Nicotine etc. and Care) (Scotland) Act 2016 – the Provision of Communication Equipment</b></p>	<p><b>Ongoing:</b></p> <p> Commencement of Part 4 (Health) Scotlar</p>



		Part 4 comprises section 33 of the Act, which inserts a new section 46A into the National Health Service (Scotland) Act 1978 which will confer a legislative duty on the Scottish Ministers to provide or secure the provision of communication equipment and support in using that equipment to such an extent as they consider necessary, to meet all reasonable requirements, to any person who has lost their voice or has difficulty speaking. [Commencement Regs].
Recommendations	Action/Activity	Update
<p><b>Classroom environment</b></p> <p>Appropriate acoustic standards are vital for pupils with a hearing impairment. We do not understand why the relevant standards are not statutory in Scotland when this is the case in England and Wales. We therefore call on the SG to work with local authorities and deaf people to examine how appropriate standards can be provided in all schools. Some schools clearly have more expertise in meeting needs of sensory-impaired pupils and we consider such knowledge should be shared. Education Scotland should therefore identify good examples of inclusive classrooms and disseminate this advice to all schools.</p>	<p><b>Accepted in part:</b></p> <p>Legislation is already in place</p>	<p><b>Complete:</b></p> <p>The School Premises Regulations give statutory requirements for school environmental conditions. Moreover, the SG's guidance on <a href="#">School Design (Optimising the Internal Environment, Building Our Future, Scotland's School Estate)</a> assists local authorities in the development of design brief documents for a range of environmental conditions in schools, including acoustics, however, the statutory responsibility for the design, build and maintenance of Scotland's school estate rests with the local authorities.</p> <p><a href="#">Building Bulletin 93 (Acoustic Design of Schools)</a>, published in 2004, is considered the most comprehensive single source of guidance on school acoustics. The SG guidance does refer local authorities to Bulletin 93.</p> <p>There are also specific provisions in Scotland in relation to the planning of services for pupils with disabilities contained within the Disability Strategies and Pupils Educational Records Act 2002. These include the requirements on responsible bodies, including education authorities to develop and publish accessibility strategies to increase pupil's access to the curriculum, access to the physical environment of schools and improving communication with pupils with disabilities. SG met with NDCS &amp; Scottish Futures Trust &amp; agreed to have ongoing dialogue there were no further actions at this time.</p>
	<p><b>A review of Practice</b> for those with sensory impairment</p>	<p><b>Complete:</b></p> <p> Education Scotland's review of good practi</p>

Recommendations	Action/Activity	Update
<p><b>Leaver destinations</b></p> <p>We have already recommended that habilitation lessons be included in the curriculum for sensory-impaired pupils. We expect this change will help to better equip young people with the skills they need for employment.</p> <p>We agree with the Minister that there is a need for more data on where people with sensory impairments go after further or higher education, and invite him to provide details of how this information will be collected. These data should help service providers to understand more fully and plan for the support these people require.</p> <p>We welcome the work that is being carried out to support young people with sensory impairments as they make the transition into employment. We invite the Minister to ensure that this work is co-ordinated to deliver on agreed outcomes and take account of findings of Education Scotland's scoping work on how best to support the needs of sensory-impaired young people.</p> <p>We look forward to receiving updates from Education Scotland</p>	<p><b>Higher education data already collected.</b></p> <p><b>College leaver data –</b> SFC have confirmed from 2016 onwards will collect college leaver data for students with sensory impairment</p> <p><b>Education Scotland to publish new career education advice and standards as a result of Developing the Young Workforce programme</b></p>	<p><b>Complete:</b></p> <p>Provided in letter to Education Committee &amp; Culture Committee dated 11 June 2015 &amp; 16 December 2015</p> <p><a href="http://www.parliament.scot/S4_EducationandCultureCommittee/Attainment%20-%20sensory%20impairments/SensoryImpairmentSGresponse20151216.pdf">http://www.parliament.scot/S4_EducationandCultureCommittee/Attainment%20-%20sensory%20impairments/SensoryImpairmentSGresponse20151216.pdf</a></p> <p><b>Ongoing:</b></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">         Copy of CLD 2015-16 Blind or Seric     </div> <div style="text-align: center;">         Copy of CLD 2015-16 Deaf or Seric     </div> <div style="text-align: center;">         Copy of CLD 2015-16 Both Impairr     </div> </div> <p>Data on leaver destinations now collected and available from Scottish Funding Council</p> <p><b>Complete:</b> <a href="#">Developing the Young Workforce Career Education Standard, (3-18)</a></p>

<p>about the finding of its scoping work and from the SFC on the conclusions of its review into Extended Learning Support as it relates to the needs of students with sensory impairments.</p>		
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