Item: 15

Education, Leisure and Housing Committee: 6 February 2019.

Support for Learning – Review.

Report by Executive Director of Education, Leisure and Housing.

1. Purpose of Report

To consider the prioritised 3-year action plan developed as part of a review of the support for learning service.

2. Recommendations

The Committee is invited to note:

2.1.

That, on 14 November 2018, the Committee considered a review of the support for learning service and, on recommending approval of the recommendations arising from the review, requested a prioritised three-year action plan.

2.2.

The proposed Action Plan timeline, attached as Appendix 1 to this report, setting out a summary overview of the priorities and actions so that workstreams can be easily articulated but also linked and cross referenced.

2.3.

The proposed Work Plan, attached as Appendix 2 to this report, which provides more detail on the work associated with the priorities and actions.

It is recommended:

2.4.

That the Action Plan timeline for implementing the recommendations arising from the review of the support for learning service, together with the detailed Work Plan, attached as Appendices 1 and 2 respectively to this report, be approved.

3. Introduction

3.1.

On 14 November 2018, the Education, Leisure and Housing Committee considered a review of the support for learning service.

3.2.

The Committee noted the key conclusion of the review of support for learning provision, namely that, when advice and guidance around assessment and planning was robustly implemented, it made a positive difference to the lives of children, young people and families.

3.3.

The review highlighted areas where improvement was required, namely:

- Inconsistencies of practice in respect of assessment, planning and delivery, within and across schools.
- Not all staff felt knowledgeable and confident regarding some of the challenges they met.
- There was variability in the consistency of service provision within Education, Leisure and Housing as well as with respect to the contribution of other partners agencies and services.

3.4.

Prior to consideration of the review by the Committee, significant work had begun with a focus on building the confidence and capacity of staff with respect to meeting the needs of all learners. Attached to the report was an action plan, informed by review. Elements of this have been included in the local authority's National Improvement Framework Plan and the review will continue to inform the development of this plan, locally with respect to supporting learners.

3.5.

The Committee subsequently recommended approval of the recommendations of the review of support for learning provision, and further requested that the action plan be submitted to the next meeting, setting out priorities over the next three years.

4. Review Recommendations and Priorities

4.1.

The recommendations of the review of support for learning provision, were organised under three headings:

- Leadership – Without effective leadership at all levels, the likelihood of achieving a positive outcome is diminished. This includes a clear commitment to inclusive practice and getting it right for every child.
- Quality Assurance – Without quality assurance there is increased likelihood of inconsistences in practice within and across schools. This includes ensuring that staged intervention and the assessment and planning process is being implemented consistently and is well understood.

- Learning – Without a culture of learning, the individuals and teams who support Orkney's children and young people will not be sufficiently skilled or confident in the roles they are carrying out. This includes professional learning for head teachers, teachers, support for learning teachers and support for learning assistants.

4.2.

The priorities for the 3-year action plan mirror the three themes, namely developing leadership, assuring quality and improving learning.

4.3.

In the context of how services for children and young people are developing locally and nationally, partnership working permeates all three priorities as well as having a specific focus of its own.

4.4.

Appendix 1, attached to this report, sets out a summary overview of the priorities and actions. This is presented as a timeline so that workstreams can be easily articulated but also linked and cross referenced.

4.5.

Appendix 2, attached to this report, provides more detail on the work associated with the priorities and actions.

4.6.

The Work Plan, attached as Appendix 2, has been constructed to take account of the national approach to self-evaluation and assuring quality in schools, How Good is Our School (HGIOS). This provides an appropriate framework for reviewing progress with implementation of the plan over time. It will also help to ensure that the priorities and actions make a real and positive difference to the experience of children, young people, staff and families.

5. Equalities Impact

An Equality Impact Assessment has been undertaken and is attached as Appendix 3 to this report.

6. Links to Council Plan

6.1.

The proposals in this report support and contribute to improved outcomes for communities as outlined in the Council Plan strategic priority theme of Thriving Communities.

6.2.

The proposals in this report relate directly to Priority 3.6 review the policy and provision for staffing, curriculum and financial management of our schools to ensure resources are most effectively targeted at 'raising the bar and closing the gap'.

7. Links to Local Outcomes Improvement Plan

The proposals in this report support and contribute to improved outcomes for communities as outlined in the Local Outcomes Improvement Plan priority of Strong Communities.

8. Financial Implications

There are not anticipated to be any significant financial implications arising as a result of the recommendations to this report.

9. Legal Aspects

9.1.

Under the Education (Scotland) Act 1980 education authorities must provide adequate and efficient school education for children of school age within their area.

9.2.

The Standards in Scotland's Schools etc. Act 2000 requires that pupils with additional support needs learn in a mainstream school unless specific exceptions apply.

9.3.

The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended 2009) created the term 'additional support needs' and places duties on local authorities to identify, meet and keep under review the needs of pupils for whom they are responsible.

9.4.

The Children and Young People (Scotland) Act 2014 enshrines elements of the getting it right for every child approach in law, ensuring there is a single planning approach for children who need additional support from services.

10. Contact Officers

Wilfred Weir, Executive Director of Education Leisure and Housing, extension 2433, Email wilf.weir@orkney.gov.uk.

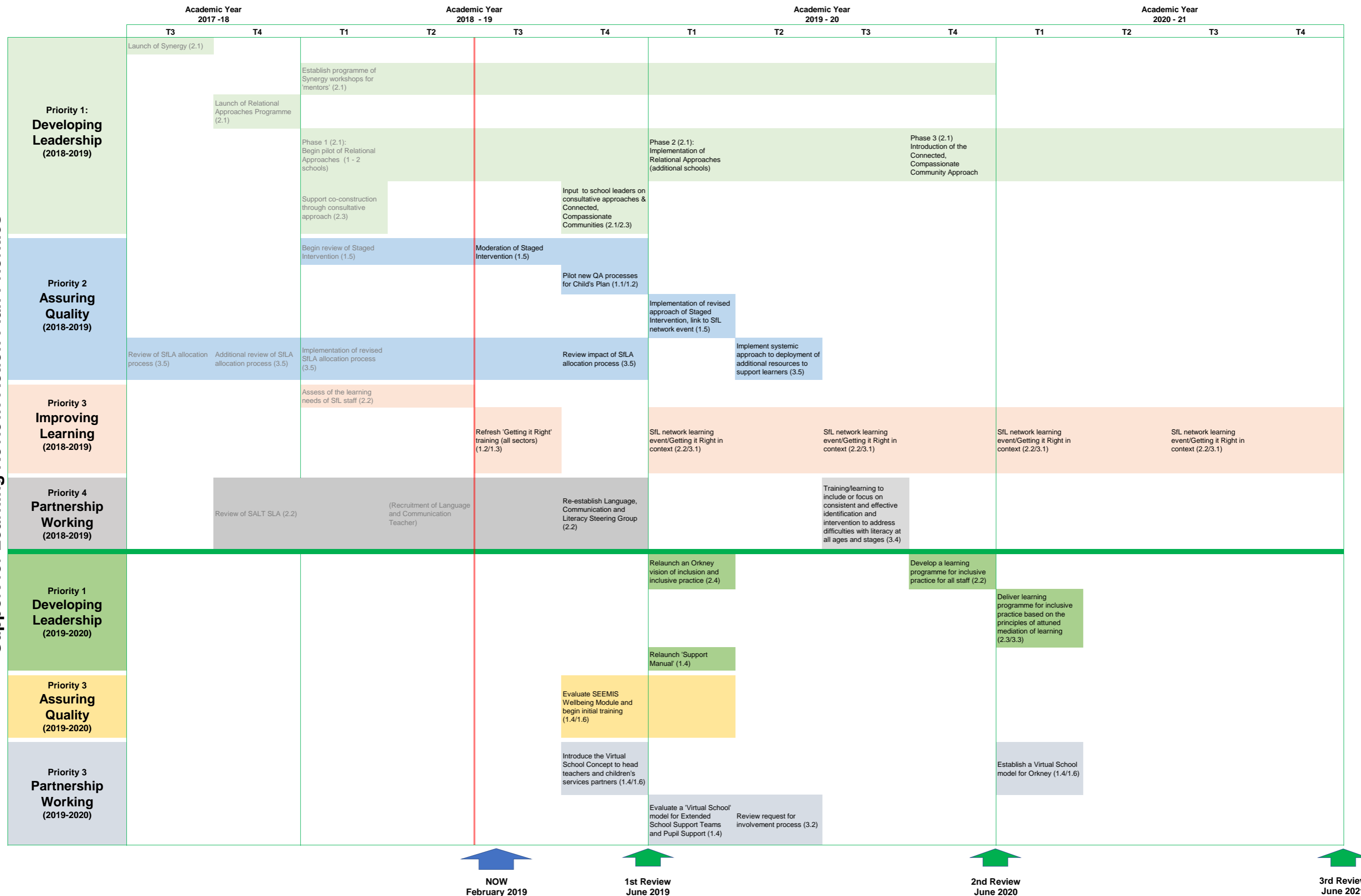Peter Diamond, Head of Education (Leisure, Culture and Inclusion), extension 2436, Email peter.diamond@orkney.gov.uk.

11. Appendices

Appendix 1: Support for Learning Review: Action Plan Timeline.

Appendix 2: Support for learning Review: Work Plan.

Appendix 3: Equality Impact Assessment.

Support for Learning Review: Action Plan Priorities

	Academic Year 2017-18		Academic Year 2018-19				Academic Year 2019-20				Academic Year 2020-21			
	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4

Priority 1: Developing Leadership (2018-2019)
- Launch of Synergy (2.1)
- Establish programme of Synergy workshops for 'mentors' (2.1)
- Launch of Relational Approaches Programme (2.1)
- Phase 1 (2.1): Begin pilot of Relational Approaches (1 - 2 schools)
- Phase 2 (2.1): Implementation of Relational Approaches (additional schools)
- Phase 3 (2.1) Introduction of the Connected, Compassionate Community Approach
- Support co-construction through consultative approach (2.3)
- Input to school leaders on consultative approaches & Connected, Compassionate Communities (2.1/2.3)

Priority 2: Assuring Quality (2018-2019)
- Begin review of Staged Intervention (1.5)
- Moderation of Staged Intervention (1.5)
- Pilot new QA processes for Child's Plan (1.1/1.2)
- Implementation of revised approach of Staged Intervention, link to SfL network event (1.5)
- Review of SfLA allocation process (3.5)
- Additional review of SfLA allocation process (3.5)
- Implementation of revised SfLA allocation process (3.5)
- Review impact of SfLA allocation process (3.5)
- Implement systemic approach to deployment of additional resources to support learners (3.5)

Priority 3: Improving Learning (2018-2019)
- Assess of the learning needs of SfL staff (2.2)
- Refresh 'Getting it Right' training (all sectors) (1.2/1.3)
- SfL network learning event/Getting it Right in context (2.2/3.1)
- SfL network learning event/Getting it Right in context (2.2/3.1)
- SfL network learning event/Getting it Right in context (2.2/3.1)
- SfL network learning event/Getting it Right in context (2.2/3.1)

Priority 4: Partnership Working (2018-2019)
- Review of SALT SLA (2.2)
- (Recruitment of Language and Communication Teacher)
- Re-establish Language, Communication and Literacy Steering Group (2.2)
- Training/learning to include or focus on consistent and effective identification and intervention to address difficulties with literacy at all ages and stages (3.4)

Priority 1: Developing Leadership (2019-2020)
- Relaunch an Orkney vision of inclusion and inclusive practice (2.4)
- Develop a learning programme for inclusive practice for all staff (2.2)
- Deliver learning programme for inclusive practice based on the principles of attuned mediation of learning (2.3/3.3)
- Relaunch 'Support Manual' (1.4)

Priority 3: Assuring Quality (2019-2020)
- Evaluate SEEMIS Wellbeing Module and begin initial training (1.4/1.6)

Priority 3: Partnership Working (2019-2020)
- Introduce the Virtual School Concept to head teachers and children's services partners (1.4/1.6)
- Establish a Virtual School model for Orkney (1.4/1.6)
- Evaluate a 'Virtual School' model for Extended School Support Teams and Pupil Support (1.4)
- Review request for involvement process (3.2)

NOW February 2019

1st Review June 2019

2nd Review June 2020

3rd Review June 2021

Action Plan (with reference to How Good is Our School (HGIOS) 4)

Key outcomes for learners:

Safe, healthy, achieving, nurtured, active, respected, responsible and included (Wellbeing Indicators).

Securing outcomes for learners:

QI 2.4 Personalised support

- We have an effective strategy for securing positive relationships and behaviour which all staff and partners take responsibility for implementing.
- All staff know and respond very well to the individual needs of children and young people and promote and support their wellbeing.
- Learners' needs are identified early through reliable and valid assessment information and ensure appropriate, proportionate and timely support including specialist input where required.
- Well-planned interventions are leading to positive outcomes for children with additional support needs including those affected by financial hardship.
- All children with a disability, health issue or social and emotional needs benefit from high-quality targeted support.

QI 3.1: Ensuring wellbeing, equality and Inclusion

- Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations.
- We ensure children and young people are active participants in discussions and decisions which may affect their lives.
- We comply and actively engage with statutory requirements and codes of practice.
- We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas our most deprived areas, young carers, those who are looked after and those with additional support needs.

The item numbering in the following table relates to **18 key recommendations** (1.1 through to 3.5) arising from the **Orkney Support for Learning Review** (undertaken through 2017 and 2018)

These recommendations are related to 3 core areas:

- Area 1 – Quality Assurance.
- Area 2 – Leadership.
- Area 3 – Learning.

Area 1 – Quality Assurance (Getting it Right Processes & Procedures; Gathering, Monitoring and Disseminating Information)

Getting it Right Processes & Procedures

Relates to Recommendation.	What.	Why.	How/Who.	When.	What difference and how do we know?
1.1.	Quality assurance of Child's Plans.	Child's Plan targets are outcomes focused rather than focusing on request for input or referrals. There is an explicit matching of intervention to child's identified needs, as assessed through the multi-disciplinary integrated assessment process. The voice of the child or young person has been fully captured.	QA process through: School Reviews: • Sampling within and across school settings. Moderation of staged intervention: • Support through an initial professional learning network programme.	Matched to schedule of school reviews. Pilot review completed by May 2019. Feb In-service 2019. Professional programme of events developed and commencing from Jan 2019 – June 2019.	Child's Plans will be outcome focused, and there will be clear evidence of inter-agency collaboration and the central involvement of the child/young person in developing their plan. There will be a clear evidence trail showing improvement through target-setting and review. Review processes evidence improvements in key areas of individual need as identified through relevant assessment tools e.g. My World Triangle. Requests for Involvement to Pupil Support and information gathered by ELH show a consistent understanding and use of Staged Intervention Levels.

Relates to Recommendation.	What.	Why.	How/Who.	When.	What difference and how do we know?
1.2. and 1.3.	Collaborative, professional development	To promote Orkney's strategic vision for all children and young people. To ensure processes, roles and responsibilities are understood by all. To ensure that the child's planning process facilitates the collaborative assessment, identification and addressing of needs. Enable exploration of ways of maximising participation of children and families. Embedding the language of wellbeing across the curriculum.	Multi agency/services Getting it Right training event.	March 2019.	Professionals from all agencies will demonstrate skill and confidence in child's planning processes and their roles and responsibilities along with those of others in relation to Getting It Right for Every Child. Child's Plans will evidence an integrated inter disciplinary approach to assessing, identifying and meeting the support needs of vulnerable children. The Language of Wellbeing will be used by parents, children and young people to describe the outcomes they are hoping to achieve.

Gathering, Monitoring and Disseminating Information

Relates to Recommendation.	What.	Why.	How/Who.	When.	What difference and how do we know?
1.4. (and 1.6.)	Enabling the sharing of data within and across services. **SEEMIS**.	To ensure: • Robust tracking, monitoring and recording of data for HWB is in place. • A consistent and effective approach to identifying and monitoring needs across Orkney. • Monitoring and recording of the effectiveness of interventions. (Also relates to area 3). • Transitional consultation, planning, and training. • Existing storage systems to SEEMIS.	Training sessions on Wellbeing Application in SEEMIS. Explore the principles and activities of "Virtual School" approach. Evaluate initial impact of developing the 'Virtual School' approach in Orkney.	March 2019. August 2019. August/September 2019.	Improved attainment data in literacy and numeracy. Transition information which encompasses multi agency input guides effective support arrangements. Information on HWB informs early intervention and flexible support approaches.

Relates to Recommendation.	What.	Why.	How/Who.	When.	What difference and how do we know?
1.5.	A unified, systematic approach to meeting needs. (Staged Intervention)	To achieve coherence in use across schools in order that levels of need are recorded and monitored consistently. (Also relates to area 2). Track and review impact of effectiveness of level of support and interventions.	Review staged intervention in line with national guidelines with all core partners. Provide training on Staged Intervention) for all staff who work with children and young people. (Please see Professional learning programme).	Initiated October 2018 – completed June 2019. October In-service day 2019.	Child's Planning processes, Requests for Involvement to Pupil Support and other information gathered by ELH demonstrate a consistent understanding and use of Staged Intervention levels across all learning communities.
1.7.	Access to key legislation and policy documents.	Access should be readily accessible to all practitioners via a regularly updated electronic Orkney Support Manual.	Working Group to support the updating and relaunching of Orkney's Support Manual.	August 2019	Professionals from all agencies use Orkney Support Manual to access information (as evidenced by meeting records and other data collation).

Area 2 – Leadership (Relationships; Capacity Building; Inclusion)

Relationships

Relates to Recommendation.	What.	Why.	How/Who.	When.	What difference and how do we know?
2.1.	Placing relationships at the centre.	Strong positive relationships are fundamental to wellbeing and learning.	Relationship-based approaches to addressing pupil and family needs to be driven through at both authority/strategic level and operational service-delivery level. • Relationship-Based Approaches Steering Group in place. • 2 levels of work being developed (Level 1 intensive development in KGS and Papdale; Level 2 Orkney-wide Universal practices). Completed Implementation of 'The Connected, Compassionate Community' (nurture-based classroom materials) in 2 local schools SYNERGY • Mentors in school and external mentors from Orkney Pupil Support Team. • Presentations delivered to education service managers. • Initial presentation for Head Teacher Meeting – to explain role of in-school mentor. • Planned presentations to be jointly delivered in schools. • Planned training for staff in Education, Leisure and Housing. • Exploring ongoing networks of support at all levels.	August 2018 August 2018 (pilot) June 2019 (phase1) Ongoing training with AT Autism until March 2020	Our policies and practices will reflect the central importance of relationships. Children and staff are able to keep calm and resolve conflicts peacefully. Children report that they have adults that they can talk to and reflect with in their education setting. Children report a sense of belonging to their school community. Children report feeling affirmed by the adults around them. Fewer exclusions. Better attendance. Greater participation in all elements of school life.

Capacity Building

Relates to Recommendation.	What.	Why.	How/Who.	When.	What difference and how do we know?
2.2.	Building and maintaining a skilled and confident workforce.	For staff to have the knowledge, skills and confidence necessary to meet the needs of children with additional support needs.	A high-quality training strategy drawn from consultation processes within school as well as local and national priorities.	Completed by 2020.	Staff teams confident to tackle new challenges in collaboration with specialists without an assumption that situations need to 'refer on' (i.e. hand over) to an 'expert'.
			Promotion of apprenticeship and mentoring models, e.g. Synergy.		
			Development of rolling programmes.		
			An area for immediate prioritisation of capacity building is increasing teachers and support staff confidence and skills in meeting the needs of children with language and communication difficulties through the development of collaborative models of working with support specialists who will prioritise mentoring, support and development roles.		Staff are confident in Practitioner Enquiry and use this to build their knowledge and skills.
			Needs analysis for Support for Learning capacity-building at October In-Service.	October In-service.	
			Planning a programme of activities to meet the identified needs, including but not only provided by the Support for Learning Network.	Following above	
			Transitional meetings with outgoing Teacher of Language and Communication, and detailed learning notes being drafted.	September 2018	
			Development of a Service Level Agreement with Speech and Language Therapy Service.	September 2018	
			Reinstate a permanent Steering Group for supporting the development children's Language, Communication, and Literacy.	June 2019.	

Relates to Recommendation.	What.	Why.	How/Who.	When.	What difference and how do we know?
2.3.	Co-construction of solutions through consultation.	Specialist input is most effective when systems allow capacity building through consultation and development work.	Strategic systems should be explored within education and partner agencies to promote a consultative model of service delivery.	September 2018	Child and family at the centre of constructing innovative ways of addressing additional needs.
			Consultation Model of Working being explicitly prioritised within KGS and Early Years Managers.	October 2018	More focused and knowledgeable requests for support from specialist services.
			Planned input to SfLTs on use of Consultation Model during SfL Network sessions.	May 2019	More joint collaborative work being commissioned.
			Planned input to Head Teachers during HT meetings on use of Consultation Model.	Nov/Dec 2019	

Inclusion

Relates to Recommendation.	What.	Why.	How/Who.	When.	What difference and how do we know?
2.4.	Inclusive ethos and practice (clear links with actions under 1.1. – Child's Plan Process and 2.2.– Training Strategy).	To nurture an inclusive ethos and culture throughout all contexts of learning in Orkney. To ensure that people with additional support needs continue to be full members of their community although they may require individualized learning pathways.	The strategic vision on inclusion should be reviewed. This should then inform policy, planning and priorities across all schools and establishments. Training should be developed to build inclusive ethos and practice within schools. Authority and school leadership should embrace and develop flexible curricular based on effective learning pathways which have coherence and meaning over time. These pathways will often involve creative collaboration with other agencies to deliver non-classroom-based learning (also relates to areas 1 and 3). Create a revised inclusion statement/vision articulating the way that Orkney will work together for better outcomes for children and young people, in order to provide appropriate opportunities for life in school and beyond.	August 2019	Mechanisms are in place to ensure alternative learning environments are properly resourced and equipped. Designated SIO role for Individualised Support. Child's Plans reflect school a sense of belonging to the school community as a key target for children who require alternative approaches. Training Strategy (2.2) reflects developing skills to create and sustain individualised learning pathways that are owned by the learning community.

Area 3 – Learning (Support Staff; Barriers to Learning; Inclusion)

Support Staff

Relates to Recommendation.	What.	Why.	How/Who.	When.	What difference and how do we know?
3.1.	Provision of high quality, relevant training and development opportunities for all Support for Learning staff.	All staff have the skills and confidence to meet the needs of nearly all learners most of the time.	Network events (2018 to 2020) for Support Staff facilitate a shared approach to learning. Materials used in network events are prepared with sharing in school staff teams in mind.	June 2020.	SFL Network events will gather evidence of increased skills and confidence. Requests for Involvement to Pupil Support will be more specific.
3.2.	Promotion and development of the interface between Pupil Support and schools.	Collaborative working, embedded across learning communities, develops the capacity to meet needs effectively.	Review request for involvement process including how the exit strategy is described during initial consultation period	December 2019.	Child's Plans will show evidence of relevant and effective partnerships between Pupil Support and school staff which have impacted possibly on outcomes for children and families. Requests for Involvement will show an increased desire for collaborative working in order to develop capacity rather than to" fix problems.

Relates to Recommendation.	What.	Why.	How/Who.	When.	What difference and how do we know?
3.3.	Promotion of attuned mediation of learning.	A dynamic approach to promoting learning is the most effective way of maximizing the impact of support for learning resources, and improving outcomes for all, including children and young people with complex additional support needs.	Develop a learning programme for all staff that sets out the key principles of effective collaborative practice within a classroom environment.	August 2020.	Support for Learning Teachers and Class Teachers demonstrate an understanding of how to support each other to scaffold learning and enhance the learning environment for all learners.

Barriers to Learning

Relates to Recommendation.	What.	Why.	How/Who.	When.	What difference and how do we know?
3.4.	Promotion of consistent and effective identification and intervention practices to address literacy difficulties.	Children require clear, well-structured literacy learning opportunities, based on sound evidence and delivered by well-informed staff, to ensure their ability to develop the core literacy skills necessary for everyday life.	Share information about effective ways of supporting children and young people with literacy difficulties. Prioritise training as appropriate and work to incorporate relevant learning and skills in Orkney's literacy strategy and resourcing. Deliver training in Sound Reading System and piloting the method with targeted pupils.	November 2020.	Teaching staff demonstrate skills and confidence in meeting literacy needs. Individual education plans evidence coherent, consistent planning to identify and meet literacy needs. Schools can demonstrate improvements in literacy progression for pupils identified as at risk.

Inclusion

Relates to Recommendation.	What.	Why.	How/Who.	When.	What difference and how do we know?
3.5.	Establishing and maintaining an effective process for allocation of resources to support the most vulnerable learners throughout their lives.	A systematic approach to developing readiness for anticipated future need will be the most effective approach to supporting our most vulnerable learners in an attuned ongoing way throughout their lifespan.	Work with partners across agencies and services (including Orkney Health and Care and Third Sector partners) to review how resources are allocated and utilised to create services for children and young people. (note: this links to the Partnership Provision Work Stream within the Orkney Learning Landscape Change Programme.)	June 2020.	Child's Plans evidence that children's and young people's needs are met in a coherent way at each transitional stage of their education, including moving into post school provision. Services demonstrate that they are prepared in advance to meet the needs of young people requiring their resources and support.

ORKNEY
ISLANDS COUNCIL

Equality Impact Assessment

The purpose of an Equality Impact Assessment (EqIA) is to improve the work of Orkney Islands Council by making sure it promotes equality and does not discriminate. This assessment records the likely impact of any changes to a function, policy or plan by anticipating the consequences, and making sure that any negative impacts are eliminated or minimised and positive impacts are maximised.

1. Identification of Function, Policy or Plan

Name of function / policy / plan to be assessed.	Support for Learning Provision
Service / service area responsible.	Education, Leisure and Housing
Name of person carrying out the assessment and contact details.	Peter Diamond
Date of assessment.	1-11-18
Is the function / policy / plan new or existing? (Please indicate also if the service is to be deleted, reduced or changed significantly).	Review of existing provisions, following a period of self-evaluation supported by appreciative enquiry, the recommendations within the review suggest a wide range of areas that would benefit from a focused period of continuous improvement.

2. Initial Screening

|	
What are the intended outcomes of the function / policy / plan?	Improvement in outcome for all learners.
Is the function / policy / plan strategically important?	(Strategic plans include major investment plans, new strategic frameworks or plans such as annual budgets, locality plans or corporate plans).
State who is, or may be affected by this function / policy / plan, and how.	Children, young people, parents and carers, staff.
How have stakeholders been involved in the development of this function / policy / plan?	The review was led by staff teams working within the field of additional support for learning and the enquiry approach involved staff, pupils in parents

	in creating the evidence base on which the recommendations are based
Is there any existing data and / or research relating to equalities issues in this policy area? Please summarise. E.g. consultations, national surveys, performance data, complaints, service user feedback, academic / consultants' reports, benchmarking (see equalities resources on OIC information portal).	There is a wide range of research and information available in relation to additional support needs and additional support for learning. The Statutory Code of Practice (2017) provides a helpful summary of expectations and approaches https://www.gov.scot/publications/supporting-childrens-learning-statutory-guidance-education-additional-support-learning-scotland/
Is there any existing evidence relating to socio-economic disadvantage and inequalities of outcome in this policy area? Please summarise. E.g. For people living in poverty or for people of low income. See The Fairer Scotland Duty Interim Guidance for Public Bodies for further information.	Additional support for learning provision assesses socioeconomic factors and their impact on learning and development through the integrated assessment framework https://www.gov.scot/publications/supporting-childrens-learning-statutory-guidance-education-additional-support-learning-scotland/pages/4/
Could the function / policy have a differential impact on any of the following equality areas?	(Please provide any evidence – positive impacts / benefits, negative impacts and reasons).
1. Race: this includes ethnic or national groups, colour and nationality.	Additional support for learning practice and policy would benefit learners where race was identified as a factor leading to additional support needs.
2. Sex: a man or a woman.	Additional support for learning practice and policy would benefit learners where sex (M/F) was identified as a factor leading to additional support needs. There is a gender imbalance across the support for learning workforce. In additional many staff work part-time. Ensuring training is offered at a time and place that is accessible to the workforce would help to ensure benefits are maximised.
3. Sexual Orientation: whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.	Additional support for learning practice and policy would benefit learners where sexual orientation was identified as a factor leading to additional support needs.
4. Gender Reassignment: the	Additional support for learning practice and policy

process of transitioning from one gender to another.	would benefit learners where gender reassignment was identified as a factor leading to additional support needs.
5. Pregnancy and maternity.	Additional support for learning practice and policy would benefit learners where pregnancy and maternity were identified as a factor leading to additional support needs
6. Age: people of different ages.	Additional support for learning practice and policy would benefit learners where age was identified as a factor leading to additional support needs
7. Religion or beliefs or none (atheists).	Additional support for learning practice and policy would benefit learners where religion was identified as a factor leading to additional support needs.
8. Caring responsibilities.	Additional support for learning practice and policy would benefit learners caring responsibilities was identified as a factor leading to additional support needs.
9. Care experienced.	There are additional requirements of assessment (and entitlement) within the legislative framework for children and young people who are looked after, or care experienced.
10. Marriage and Civil Partnerships.	Additional support for learning practice and policy would benefit learners where marriage and civil partnership (including family circumstances) was identified as a factor leading to additional support needs.
11. Disability: people with disabilities (whether registered or not).	(Includes physical impairment, sensory impairment, cognitive impairment, mental health)
12. Socio-economic disadvantage.	Additional support for learning practice and policy would benefit learners where socio-economic disadvantage was identified as a factor leading to additional support needs.
13. Isles-proofing.	Additional support for learning practice and policy would benefit learners living on the isles provided additional consideration is given in implementation to the context eg access to learning from a remote setting; availability of workforce on the isles; the number of demands/responsibilities placed on the small number of staff living and working in the isles.

3. Impact Assessment

Does the analysis above identify any differential impacts which need to be addressed?	Yes
How could you minimise or remove any potential negative impacts?	
Do you have enough information to make a judgement? If no, what information do you require?	Yes

4. Conclusions and Planned Action

Is further work required?	No.
What action is to be taken?	
Who will undertake it?	
When will it be done?	
How will it be monitored? (e.g. through service plans).	The difference the service is making will continue to be monitored and on an annual basis the related improvement plan update.
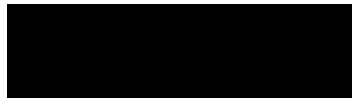
Signature: ████████████   Date: 1-11-18

Name: Peter Diamond   (BLOCK CAPITALS).

Please sign and date this form, keep one copy and send a copy to HR and Performance. A Word version should also be emailed to HR and Performance at hrsupport@orkney.gov.uk