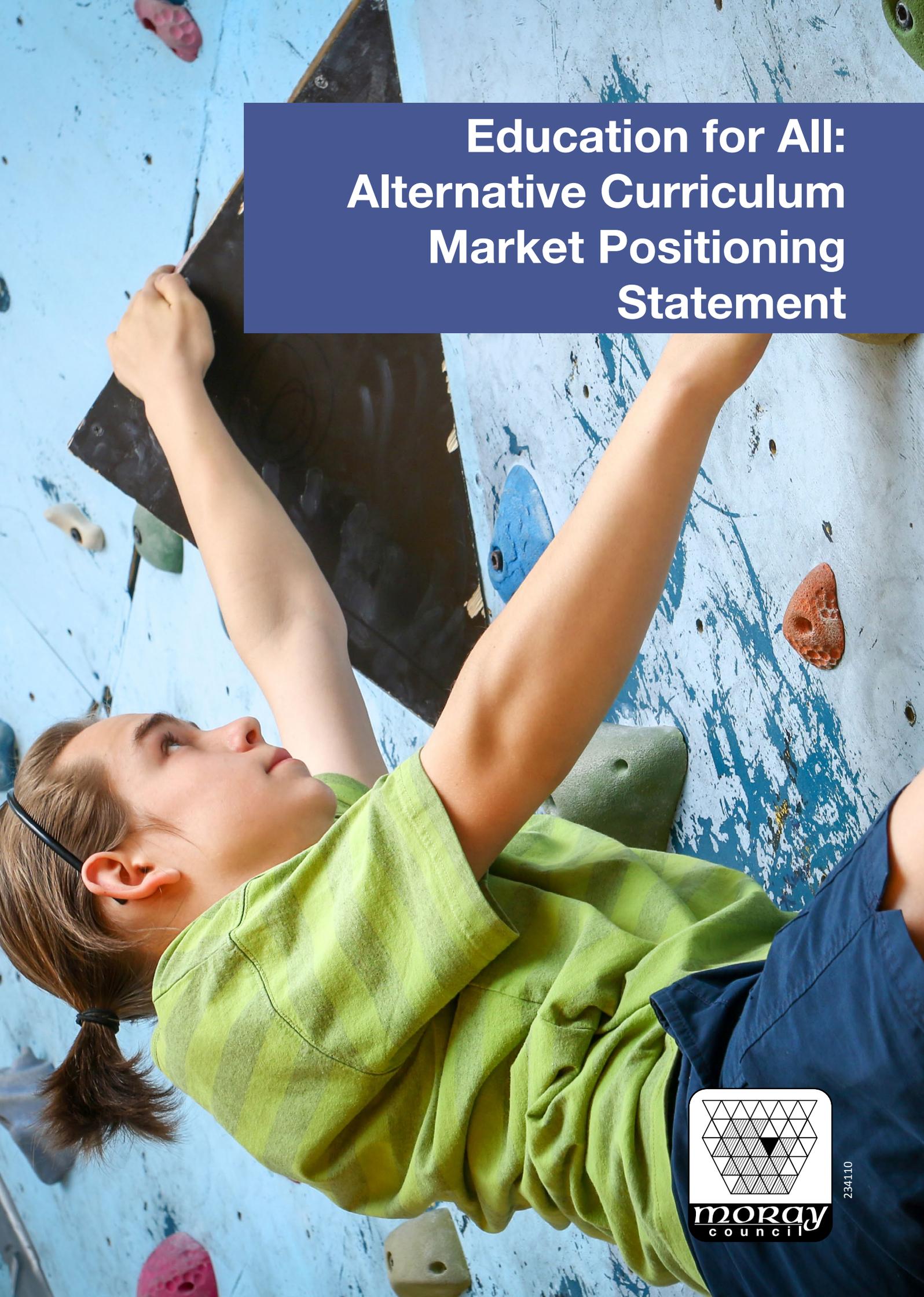


# Education for All: Alternative Curriculum Market Positioning Statement



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# Introduction

The Council's Additional Support Needs (ASN) Improvement Programme acknowledged that the current model in which we provide support for children and young people who have additional support needs is not effectively and consistently meeting the needs of children and young people in Moray.

As with many other local authorities in Scotland, the weakness of the current model is partly reflected in the increasing numbers of children and young people being placed on a part-time school timetable due to their learning needs being unable to be met within a mainstream school environment.

Underpinned by the principles of Getting it Right for Every Child (GIRFEC), our Supporting All Learners Strategy (2021-2026) reaffirms our commitment to addressing this situation by promoting holistic health and wellbeing, developing a culture of inclusion, equity, and diversity leading to improved outcomes for all.

This Market Positioning Statement outlines an essential part of the proposed solution to this issue. It is focused on widening and diversifying our education offer through the commissioning of an increased number of independent services providers to support alternative curriculum delivery.

Providers will be asked to assist Education colleagues in the realisation of learning outcomes agreed in the education plan for an individual child or young person through the delivery of individual or small group packages of support during the school day.

Interested parties, who maybe a third or voluntary sector organisation, will be invited to tender through the Council's Flexible Procurement Framework to deliver alternative curriculum activities on behalf of Moray Council.

While the Flexible Procurement Framework and the specific benefits from deploying the alternative curriculum approach will be outlined in the following sections of this document, the Education for All: Alternative Curriculum approach will aim to realise the same high level aims and objectives as the overarching ASN Improvement Programme.

These are:

## Aim

In the 21 Century, education needs to be flexible and inclusive. It needs to be equitable and to support a diversity of needs. To this end, our aim is:

To improve outcomes for children and young people with additional support needs enabling them to become ambitious, confident, skilled and achieving and to promote equity and excellence for all our children and young people.

## Objectives

- i. Improve outcomes for Moray's children and young people with ASN through the implementation of national legislation;
- ii. Moray's children and young people with ASN are safe, included, engaged and involved in learning;
- iii. All children and young people with high level ASN are educated in Moray;
- iv. Moray's children and young people with severe and complex SEBN are educated in Moray;
- v. ASN resources, including workforce, are realigned towards flexibility, early intervention and prevention delivered through partnership work; and
- vi. ASN services are efficient, sustainable and appropriately prioritised and targeted.

While of interest to Moray Council colleagues, this document is primarily written for commercial enterprises, voluntary and third sector organisations.

Currently, we commission a small number of providers to deliver alternative curriculum activities on behalf of the Council. Nevertheless, in line with the Supporting All Learners Strategy (2021-2026), it is our aspiration to significantly expand this part of our education offer and provide a strong foundation for its future development.

As a potential independent provider, we hope this Market Positioning Statement will be of interest to you.

# Purpose

It is the intention that the document will provide a means to engage with third and voluntary sector organisations -ranging in size from micro-businesses to larger scale small to medium sized social enterprises- who might be interested in working in partnership with Moray Council and delivering alternative curriculum activities.

While third and voluntary organisations may differ in size and the range of activities they undertake e.g. outdoor learning, recreation or the arts, it will be a requirement that they share the same commitment as Moray Council to get it right for every child and young person.

While it is proposed to hold a series of virtual and face to face provider events for prospective independent service providers, the purpose of this document is first of all to provide information regarding our ASN profile in Moray, the opportunities for working together with independent service providers in delivering the alternative curriculum and the Flexible Framework that will form the basis of procuring support.



# Background:

## Moray ASN Profile

Across all Scottish local authorities, there is general consensus that Covid-19 will continue to have a long lasting effect in terms of the social, emotional mental and wellbeing needs of early learning, primary and secondary school aged children and young people.

The consequences of Covid-19 on the well-being of Moray learners affects all aspects of their lives including educational attainment.

In general, we are seeing an increased prevalence of behaviours which would not be considered a child protection concern but which nevertheless raises concerns about the child or young person.

This results in behaviour which gives concern and there is a lack of flexibility in the mainstream curriculum.

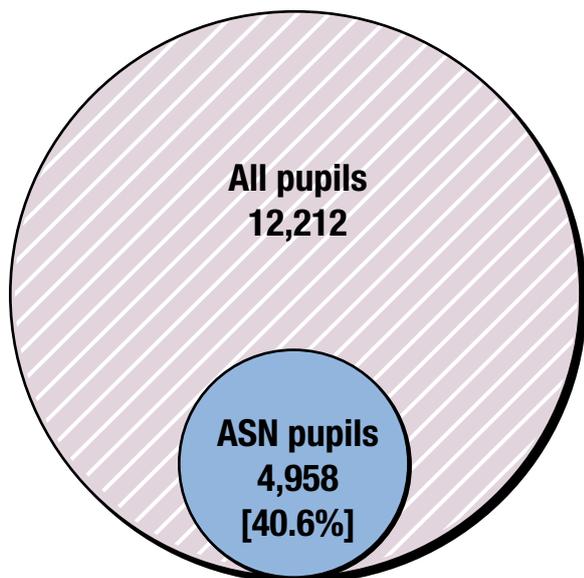
More specifically, the immediate impact of Covid-19 on our learners has been felt in the following ways:

- At entry to early learning and childcare, delayed progress in developmental milestones such as language are being identified for the first time;
- Pupils entering P1 have less developed social skills. A decline in attainment can be seen in P1 data compared to previous years;
- P4 ACEL data shows poorer outcomes in relation to writing skills;
- P7 also sees a dip in ACEL data compared to previous years and this can be linked to key learning stages that are aimed at extending skills;
- Numeracy attainment is less positive across ACEL reporting stages; The variable impact of home learning on underpinning numeracy concepts and building blocks and the reduced scope for consolidation inter-disciplinary learning have contributed to this; and
- In secondary schools, the behaviour, social and well-being issues that are emerging are of concern.

In particular, the last 2 bullet points, have contributed to the following profile for Moray Primary and Secondary School learners.

In terms of this profile, it should be noted that over the last 5 years, the overall number of pupils has increased by 2.7% (322 pupils). The primary school roll and decreased by -3.7% (-262) over the period compared to a 12.1% (584) increase in the secondary school roll.

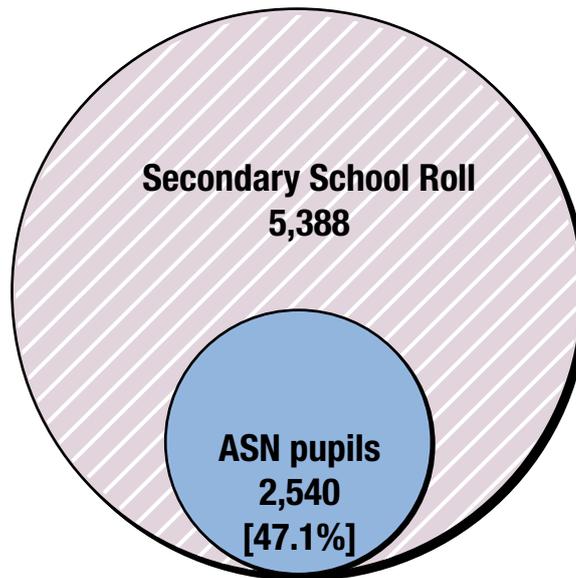
**Graph 1: ASN Pupils in Moray Schools (both Primary and Secondary) 2022/23**



**Source:** Pupils in Scotland, annual statistical publication, Scottish Government.

**Key Point:** 41% of Moray primary and secondary school pupils have a recorded ASN.

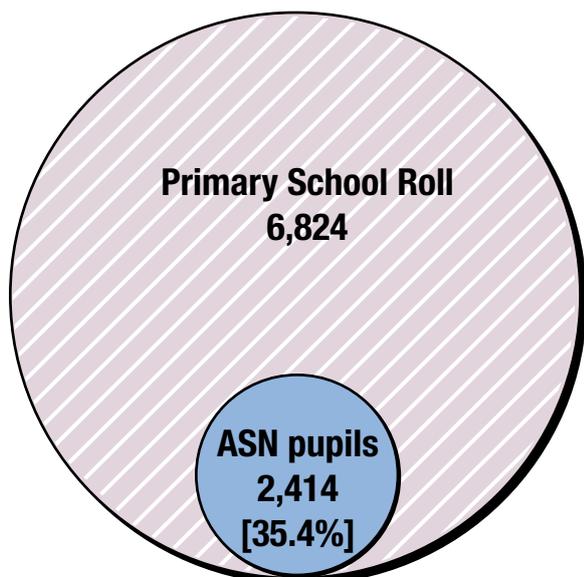
**Graph 3: ASN Pupils in Moray Secondary Schools 2022/23**



**Source:** Pupils in Scotland, annual statistical publication, Scottish Government.

**Key Point:** 47% of Moray secondary school pupils have a recorded ASN.

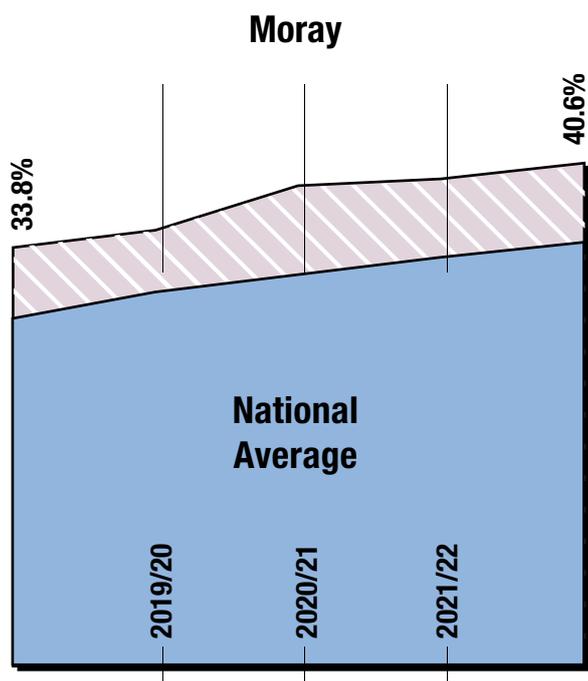
**Graph 2: ASN Pupils in Moray Primary Schools 2022/23**



**Source:** Pupils in Scotland, annual statistical publication, Scottish Government.

**Key Point:** 35% of Moray primary school pupils have a recorded ASN.

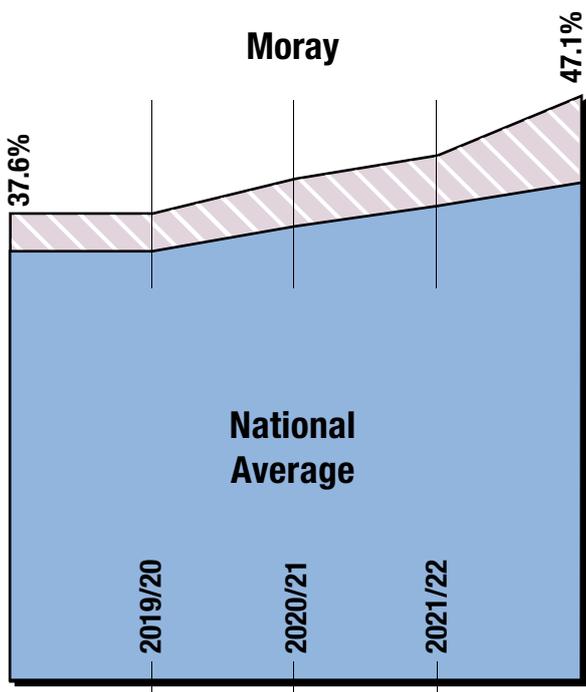
**Graph 4: ASN Trend for Moray Pupils Compared to National Average (both Primary and Secondary)**



**Source:** Pupils in Scotland, annual statistical publication, Scottish Government.

**Key Point:** For Moray primary and secondary schools combined, there has been a 7.4% increase in the number of pupils with a recorded ASN for the period 2018/19 to 2022/23. This compares to a 6.2% increase nationally.

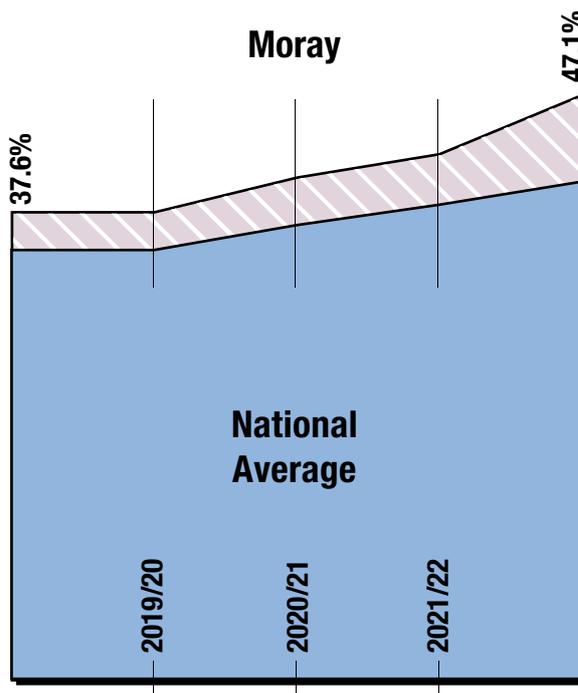
**Graph 5: ASN Trend for Moray Primary School Pupils Compared to National Average**



**Source:** Pupils in Scotland, annual statistical publication, Scottish Government.

**Key Point:** There has been a 3.3% increase in the number of pupils with a recorded ASN in Moray Primary Schools from 2018/19 to 2022/23. This compares to a national average rate of 2.9% over the same period.

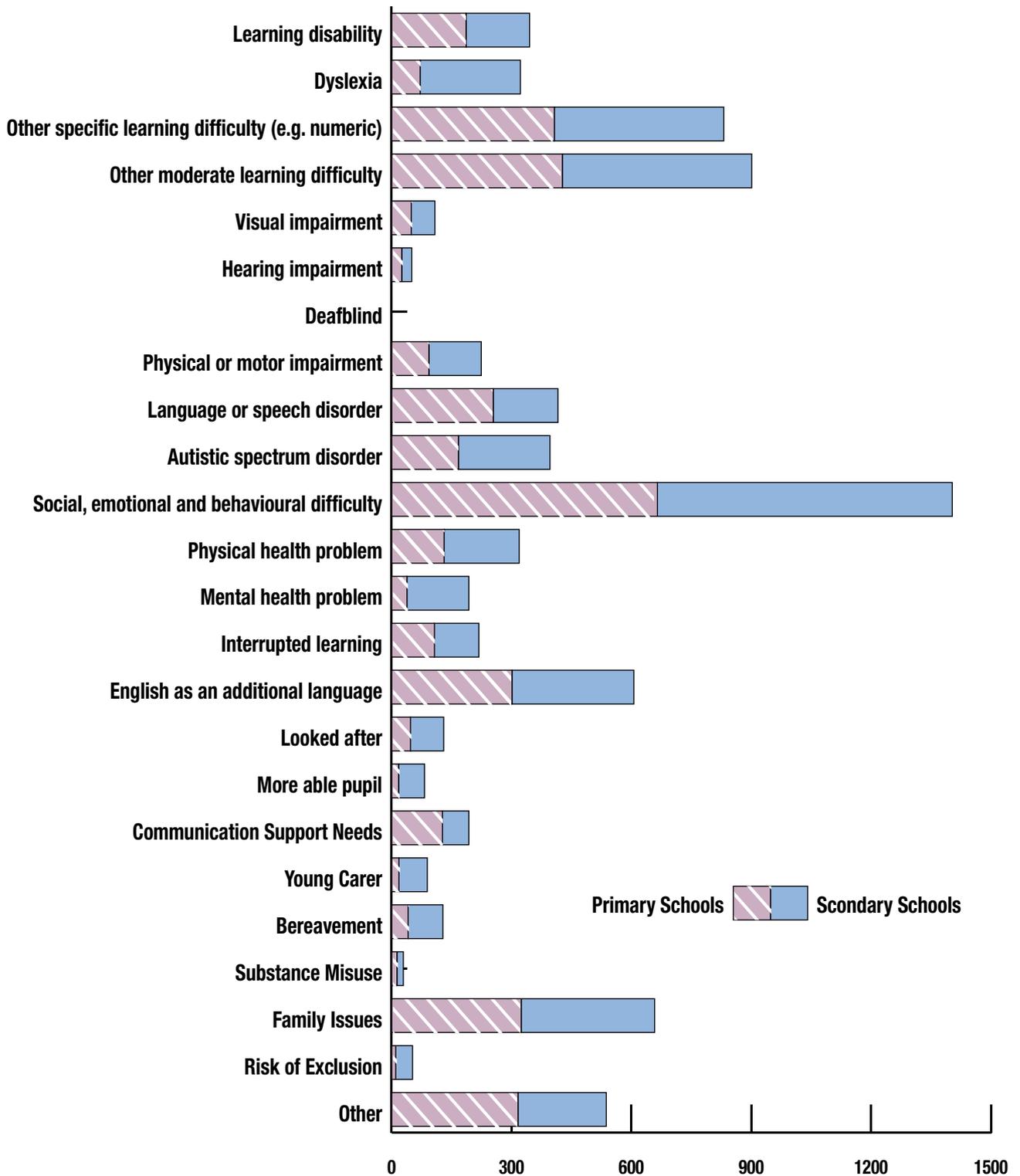
**Graph 6: ASN Trend for Moray Secondary School Pupils Compared to National Average**



**Source:** Pupils in Scotland, annual statistical publication, Scottish Government.

**Key Point:** There has been a 9.5% increase in the number of pupils with a recorded ASN in Moray Secondary Schools from 2018/19 to 2022/23. This compares to a national average rate of 5.5% over the same period.

**Graph 7: Moray ASN Pupils (Primary and Secondary) and Reasons for Support**

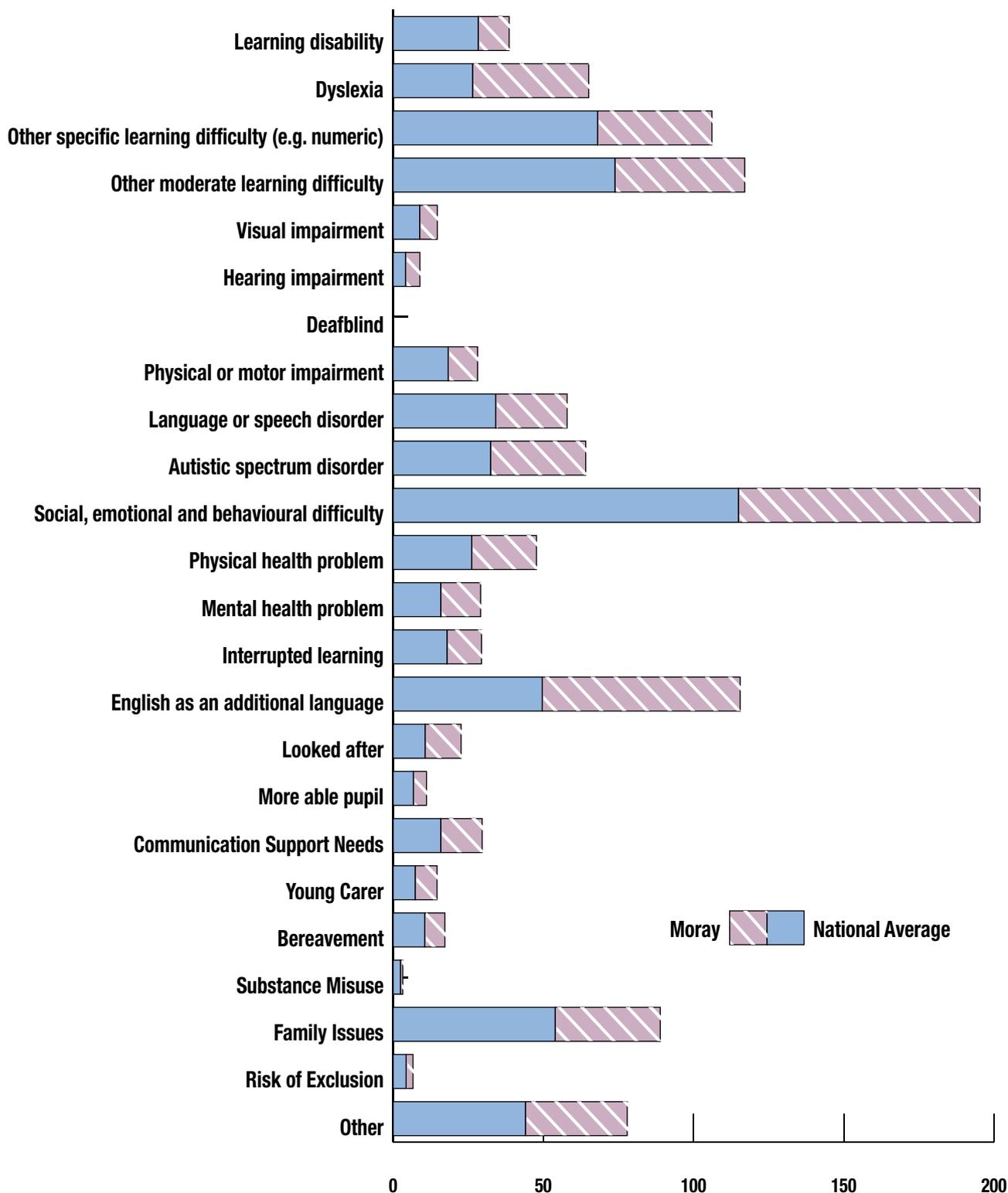


**Source:** SEEMIS Local Data, Moray Council

**(NB:** The Social, emotional and behavioural difficulty category is excluded from the above chart but is highlighted in table 9).

**Key Point:** Excluding emotional and behavioural difficulties, learning difficulties specific (e.g. numeracy) and learning difficulties (moderate) are having the highest occurrence.

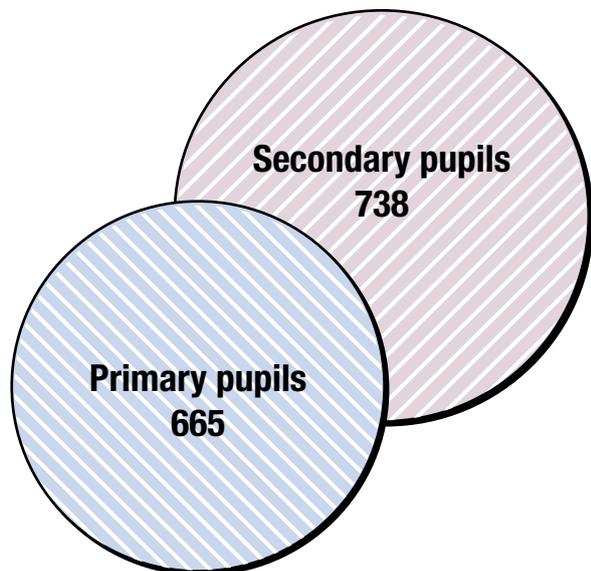
**Graph 8: Moray ASN Pupils Reasons for Support (combined with Primary and Secondary) compared to National Average (based on rate per 1,000 pupils)**



**Source:** Pupils in Scotland, annual statistical publication, Scottish Government and SEEMIS Local Data, Moray Council

**Key Point:** In the majority of ASN support categories, Moray records a higher rate than the national average. The categories with the most significant differentiation are Learning Disabilities, Language or Speech Disorder and Family Issues. However, compared to the national average, there is a lower recorded rate for dyslexia.

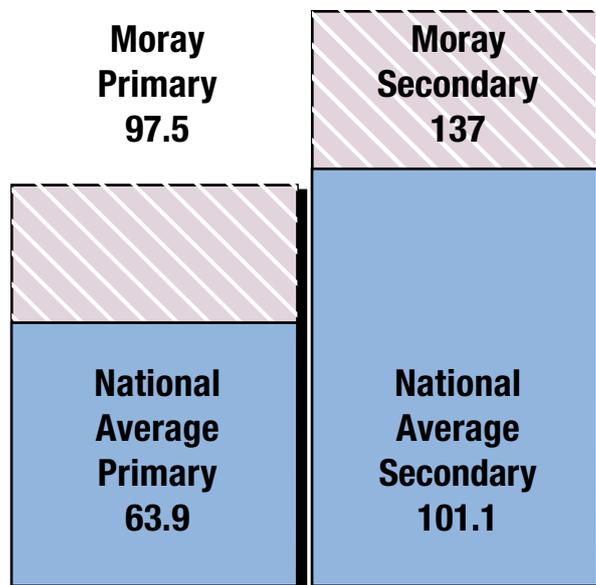
**Graph 9: Moray Primary and Secondary School Social and Emotional Behavioural Difficulty Rate (Sept 2022)**



**Source:** SEEMIS Local Data, Moray Council

**Key Point:** A higher number of pupils with Social and Emotional Behavioural Difficulty needs are recorded in Secondary Schools compared to Primary Schools in Moray.

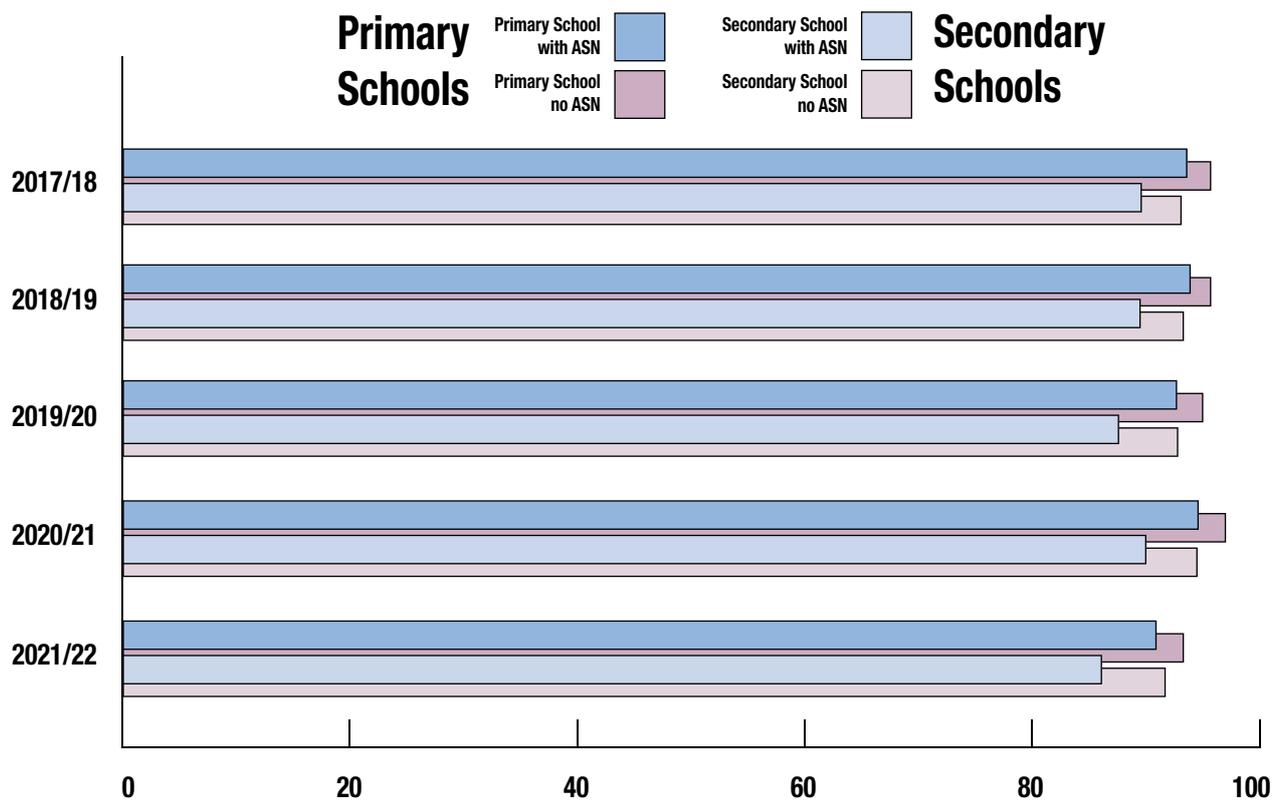
**Graph 10: Moray Primary and Secondary School Social and Emotional Behavioural Needs Rate compared to National Average (based on rate per 1,000 pupils)**



**Source:** Pupils in Scotland, annual statistical publication, Scottish Government and SEEMIS Local Data, Moray Council

**Key Point:** Compared to the national average, Moray has a higher rate of pupils with a recorded social and emotional behavioural difficulty than the national average in both primary and secondary schools.

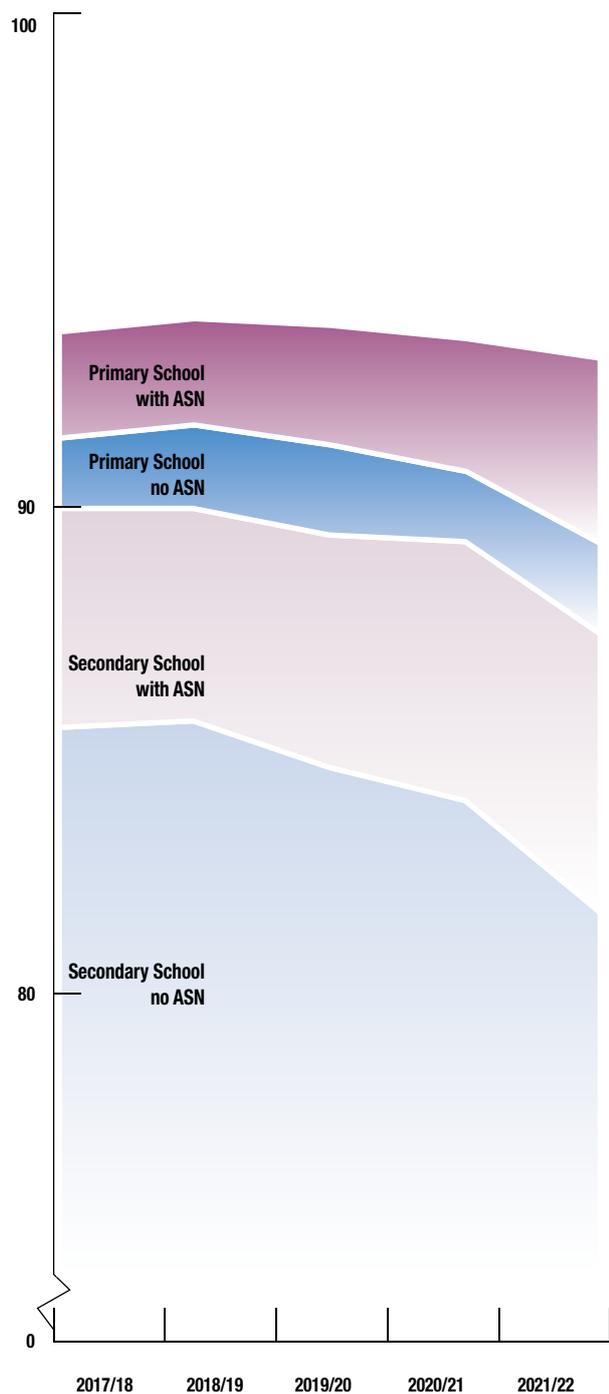
**Graph 11: Percentage attendance Rate of Moray pupils with a recorded ASN and without**



**Source:** Attendance and Absence annual publication, Scottish Government

**Key Point:** Across both Moray Primary and Secondary Schools the attendance rate of pupils with and ASN is lower compared to pupils who do not have a recorded ASN. Attendance rates appear to be lower since 2020-21 which coincides with the Covid-19 pandemic. Nationally, there also been an attendance decline during this period but at a lower rate.

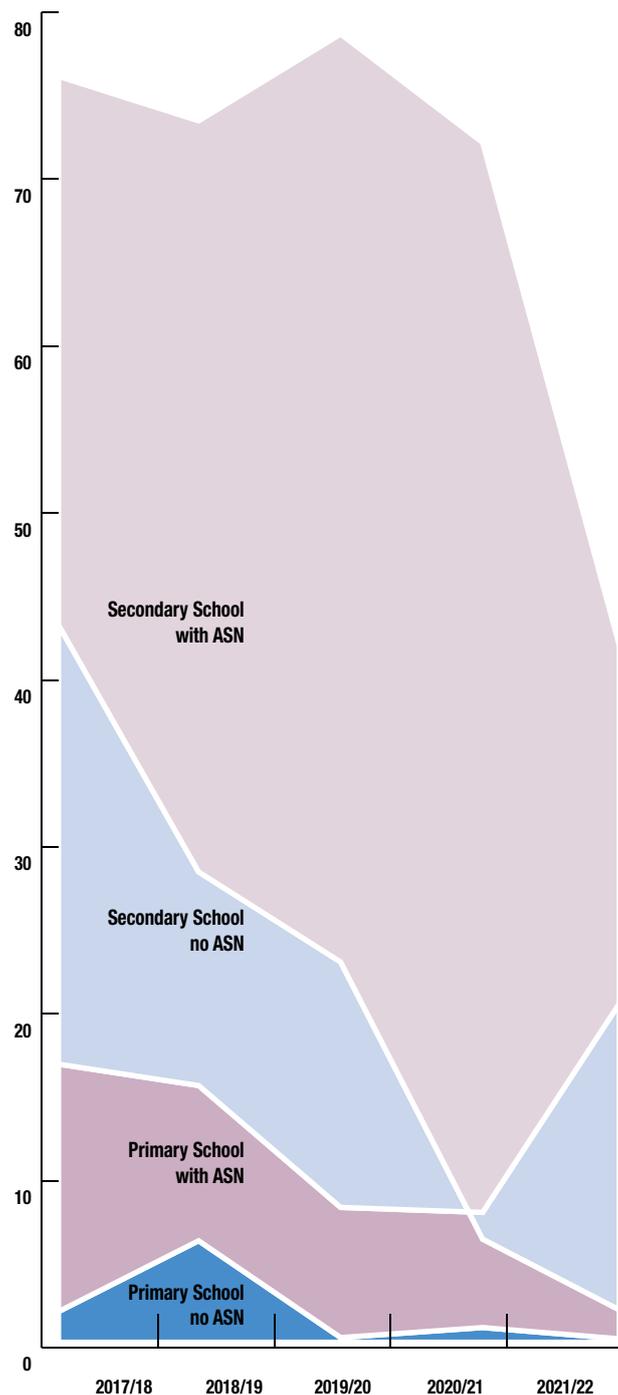
**Graph 12: Exclusion Rate for Moray Primary and Secondary Pupils (per 1,000)**



**Source:** SEMMIS Local Data

**Key Point:** The exclusion rate trend is higher for pupils with a recorded ASN compared to pupils without an ASN. The greatest difference is in relation to secondary school pupils.

**Graph 13: National Average Primary and Secondary School Exclusion Rates (per 1,000)**



**Source:** SEMMIS Local Data

**Key Point:** Although the reporting periods do not appear to be aligned, a comparison of graphs 12 and 13 shows that for the last 2 years (2018-19 and 2020-21) for both Primary and Secondary Schools, Moray has a higher exclusion rate than the national average. Prior to this period, Moray did have a lower exclusion rate than the national average.

# Data Summary

This data offers an evidence base that can be used to inform the type and focus of alternative curriculum activities that Moray Council would like independent service providers to consider delivering as part of a partnership approach with the Council.

These opportunities will be outlined in section 5 of this report. However, it is first of all necessary to outline how the alternative curriculum is aligned to the Moray Staged Intervention Pathway which is an integral part of Moray Council's Supporting All Learners Strategy (2021-2026).



# The Moray Staged Intervention Pathway

Aligned to the overarching aim and objectives identified in the Introduction, Council Officers and Education Colleagues will work in partnership with third and voluntary sector organisations in the development of the alternative curriculum that is aligned to Moray Staged Intervention Pathway.

**The Moray Staged Intervention Pathway is illustrated below.**

Underpinned by the GIRFEC, the diagram illustrates a proportionate phased intervention approach which is focused on the needs and realising the learning outcomes of each child and young person.

The process is designed to be flexible and allows for movement between the 3 stages depending on progress. A learner placed at any of the 3 stages may move up or down depending on needs and outcomes of support. Movement to a higher stage of intervention usually follows exhaustion of the provisions at the level below. In some cases acceleration through the stages will be required to meet the needs of the individual child or young person. Equally, where actions and supports are successful in removing barriers to learning, pupils may move to a lower stage of support or staged intervention may cease for that child or young person. The starting point for supporting all learners is at the universal services level within the inclusive classroom.

For children and young people with an ASN or SEBN, the benefits of adopting this approach in the context of the Staged. Intervention Pathway are as follows:-

- At the Universal and the Universal Services with Support phases, the alternative curriculum will offer a preventive approach for children and young people at risk of being excluded from school or who are persistently absent;
- At the Universal with Support and Targeted Intervention phases, the alternative curriculum will support children and young people to return to Universal Services (mainstream education) who are excluded or partially excluded from school;
- At all phases, working in partnership with voluntary and third sector providers, a personalised curriculum focused on the learning outcomes identified for each learner will be adopted;
- The establishment of the alternative curriculum will be aligned to the broader changes to the qualifications and assessment being introduced through the Independent Review of Qualifications and Assessment (IRQA). This aims to place less emphasis on the benefits of formalised assessments and more emphasis on the Curriculum for Excellence 4 capacities and associated skills for learning, life and work (the four capacities of Curriculum for Excellence – successful learners, confident individuals, effective contributors, and responsible citizens).

# Staged Intervention

Identifying and Responding to Additional Support Needs

## Universal

### Stage 0 Classroom

- Class based planning, assessment, differentiation and resources.
- Classroom management / environmental factors varied.

#### Who

- Class / subject teachers, learners, parents / carers / Additional Support for Learning teachers on advisory basis. Named Person aware.

### Stage 1 School

- Intervention builds on assessment by class or subject teacher. Further changes made to manage needs.
- Other staff within school become involved. A support plan may be required.

#### Who

- Class / subject teachers, Additional Support for Learning, Named Person / Senior school staff, parents / carers, learners. Initial contact with other agencies may take place.

## Universal with Support

### Stage 2

School and Others

- Further assessment and intervention required. Advice and recommendations sought from specialist education services out with school. Support plans, Child's Plan, Individual Education Plans, other plans of protocols.

Who

- Class/subject teachers, Additional Support for Learning teacher, Named Person/Senior school staff, Locality Wellbeing Officer, parents/carers, learners. Advice or input from other agencies eg. Early Years Education Service, Speech and Language Therapy, Sensory Education Service, Education Psychology etc.

## Targeted Intervention

### Stage 3

School and Other / Specialist Support

- Multi-agency assessment.
- Input from specialist agency and / or education services out with school. Child's Plan, Individual Education Plans / Coordinated Support Plans and specialist support in schools

Who

- Class/subject teachers, Additional Support for Learning teacher, Named Person, Senior school staff, Locality Wellbeing Officer, parents/ carers, learners. Involvement of other agencies eg. Early Years Education Service, Speech and Language Therapy, Sensory Education Service, Education Psychology etc. or intensive input from one agency.

**Flexiable support within and through stages**

The case study below provides one example of what the alternative curriculum could look like in practice.

## Case Study

### Richard: Managing Emotions Through Targeted Intervention

#### The Situation

Richard is 13 years of age and has a record of need for dyslexia. The transition to first year of secondary school has not been easy for him and was made even more challenging due to the social impact of Covid-19 restrictions.

Richard struggles to engage with the curriculum and is largely disinterested in school. Richard has few friends and his obesity undermines his self-confidence.

Presently, Richard is excluded and is on a partial school timetable. This was due to an incident in a classroom which started as a relatively minor agitated conversation and escalated to Richard seriously assaulting the teacher.

Richard has always had difficulty managing his emotions and there is concern that as Richard gets older and bigger the frequency of these violence and aggressive incidents will increase and become more serious.

#### The Education Plan

In developing a child plan to support Richard to return to School (universal services), Education colleagues have explored many different aspects in terms of how Richard can be supported through a targeted intervention.

At the multi-disciplinary meeting, it was agreed by Richard, his parents and Education colleagues that he would focus on how he could better manage his emotions and his violent outbursts.

Educational Psychology suggested a couple of independent providers that could help Richard.

One provider offered a 6 week programme that explored the following themes and related emotions through fencing.

The 6 week programme would explore:

- Dealing and learning from adversity
- Resilience
- Self-Regulation and Controlling Emotions
- Positive Risk Taking
- Reconnecting with your body

At the end of each session the REFLECT model would be used to explore the fencing experience and encourage self-reflection.

While the independent provider would provide fencing as a medium to explore how Richard manages his emotions, the targeted intervention would support Education Psychology to undertake further support work with Richard.

#### The Outcomes

Richard attend all 6 sessions and said he enjoyed the targeted intervention experience.

Through fencing, he has learned the importance of self-control and why self-regulation helps to secure your goals.

Richard has become more self-aware and why learning from mistakes and defeat is important.

Before returning to school, his parents have commented that he seems now to be more settled, self-reflective and aware of the damaging impact of his actions.

More case studies will be explored at the planned online and face to face meetings previously noted.

# What we want to Offer as part of the Alternative Curriculum?

Based on the evidence outlined in section 3 of this report and applying the Moray Staged Intervention Pathway as a framework, Moray Council is particularly interested in working in partnership with Independent Service Providers who can provide the following alternative curriculum activities.

## Universal

**Opportunity 1:** Support the transition of children from Primary to Secondary School -either on an individual or on a group support basis- who may be anxious and at risk of disengaging from mainstream education and becoming persistently absent.

**Opportunity 2:** Through the development of a personalised programme, support children and young people who are at risk of being absent or excluded from school due to an underlying behavioural issue to remain at School.

## Universal with Support

**Opportunity 3:** Through the development of a personalised programme, support children and young people to return to Universal Services who are persistently absent from school.

**Opportunity 4:** Working in collaboration with the Team Around the Child and other Education colleagues, develop a personalised programme to support children and young people to return to universal services (mainstream education) through addressing their underlying behavioural issue(s) who are at risk of being excluded or in receipt of a partial school timetable.

## Targeted Intervention

**Opportunity 5:** Working in collaboration with Education Psychology and other Education colleagues, develop a personalised programme to support children and young people to return to universal services (mainstream education) through addressing their underlying behavioural issue(s) who are currently excluded or in receipt of a partial school timetable. Moreover, for children and young people who are significantly challenged to receive mainstream education (e.g. those with severe and complex autism) develop a programme that will optimise their personal development and learning opportunities. (check if this is the right wording. Jo previously commented "Will be broader than behavioural and some young people at this level will always be at this level e.g. those with severe and complex autism.).

As well as working closely with the Senior Leadership Team and Teachers at Moray Schools, Independent Service Providers will also work closely with specialist education support staff, particularly in relation to Targeted Intervention phases. The range of specialist education support staff include, Sensory Education Service (EAS), Moray Autism Service (MAS), English as an Additional Language (EAL) and Social Emotional and Behavioural Needs (SEBN).

The above alternative curriculum opportunities offer independent service providers the opportunity to either enter the market or expand and diversify their current service delivery model.

However, for both new and existing Independent Service Providers, it may be necessary to review the current purpose and range of services provided by their organisation to take advantage of these opportunities.

For Moray Council, if there is a high level of demand for support, it may also be necessary to prioritise support for particular schools within an ASG cluster area.

The next section will briefly outline the Flexible Framework that will be basis of the Council's procurement approach to working in partnership with Independent Service Providers.

# The Flexible Framework

If Independent Service Providers are interested in working in partnership with Moray Council and delivering alternative curriculum activities, then they will be invited to submit a tender application document for inclusion into a 3 year Flexible Framework with the Council.

Regardless of the type or size of the Independent Service Provider, the Flexible Framework will outline the minimum terms and conditions that will be required to be in place before any organisation can enter into contract with Moray Council.

The Flexible Framework will outline what these minimum standards and qualifications which will principally focus on ensuring that the intervention made by the Independent Service Provider is safe and that this can be demonstrated through having relevant policy, procedures and liability insurances in place.

Complying with the terms and conditions of the Flexible Framework will then allow Moray Council to enter into a Service Level Agreement or a Call Off/Sign Off Agreement with the individual Service Provider.

The procurement process will also allow Independent Service Providers to present their specific offer and how they can support Moray Council to address the learning outcomes agreed for the child or young person requiring support.

For Moray Council, the completion of this procurement process, will provide Officers and Education colleagues with a list of Independent Service Providers who meet our minimum standards and qualifications (as outlined in the Flexible Framework) and can demonstrate the benefits of their offer in supporting the child or young person realise their agreed learning outcomes.

When entering the operational phase and delivering the alternative curriculum, Education colleagues will be assisted in matching the specific support they require with the range of offers that can be provided by Independent Service Providers who have previously been accepted as part of the Flexible Framework.

This matching process will be facilitated through the establishment of a dedicated broker service. This model has successfully been developed for the procurement of other Council services.

In terms of rates of pay, it is presently proposed that this will be based on the Individual Service Providers stated hourly rate for standard delivery and will take account of travel expenses and any other authorised and legitimate costs. Consideration is also being given to providing a supplementary payment for supporting children and young people with more complex needs who are receiving targeted intervention support. Payment rates and arrangements are however being explored and are subject to confirmation. These arrangements will be finalised as part of the Flexible Framework document/or provider 'onboard process'.

Officers are working to a timeline where Independent Service Providers would have entered into contract with Moray Council by August 2023 and the contract would be operational from September 2023. These dates will be subject to confirmation.

For Independent Service Providers, the Flexible Framework will provide many benefits. These include:

- The Flexible Framework will provide a simplified procurement process and will reduce the amount of paperwork to be completed by Independent Service Providers;
- Through the Flexible Framework, Independent Service Providers can enter into contract with Moray Council at any point during the 5 year duration of the contract;
- The Flexible Framework will be available to all Moray Council Primary and Secondary Schools. This will mean that Service Providers will only need to enter into one contract with the Authority and not with individual schools; and
- A transparent payment process will be established.

The Flexible Framework approach will be discussed at the virtual and face to face meetings previously noted in this document and Officers intend to review these arrangements once the Framework becomes operational.





# The Performance Management Framework

Centred on a continuous improvement ethos, the Alternative Curriculum will be underpinned by a Performance Management Framework.

The aim of this framework is twofold.

It will aim to gather both quantitative and qualitative data from a range of stakeholders so that insights can be secured to further improve the outcomes for the learner.

Related to this goal, the Performance Management Framework will aim to improve how we can procure the support from a range of suppliers and further develop the relationship between the supplier, the learner and parent, the school and the Council's contract management function and thereby further improve the Flexible Framework.

Responsibility for overseeing the Performance Management Framework will rest with the Contract Officer. Information gathered will be verified by triangulating the responses from the range of stakeholder groups as outlined below.

Group	Data Type	Method	Frequency	Aim
Learner	Qualitative	Reflective Practice Model (or alternative)	Weekly. Or at the end of every session.	To support a continuous programme of self-evaluation in order to understand their own actions and the reactions they prompt in others. Data gathered to support the provider reports (see <a href="#">provider</a> ).
	Qualitative and Quantitative	Questionnaire	At the beginning and end of each of programme.	
Parent	Qualitative and Quantitative	Questionnaire	Monthly. Extended beyond the period of the programme.	Gather data on any changes of behaviour from a parents perspective. Data used to support the provider reports (see <a href="#">provider</a> ).
Provider	Qualitative and Quantitative	Report (using agreed template)	Weekly. Or at the end of each session.	The progress of the learner against agreed learning outcomes. Report provided to the School and Contact Manager (see <a href="#">school</a> and <a href="#">contracts officer</a> )
School (and Education colleagues)	Qualitative and Quantitative	Report (using agreed template)	Quarterly	Evaluate changes in behaviour including number of incidents (where relevant). Information gathered and used both internally within the school and shared with the Contracts Officer (see <a href="#">contracts officer</a> ).
Contracts Officer	Qualitative and Quantitative	Report (using agreed template)	Quarterly and Annual Performance Reporting	To circulate quarterly performance up-date and an Annual Performance Report based on the data and information gathered from the above sources.

It will also be necessary to extend the monitoring of the impact of the programme on the learner beyond the initial period of support with the aim to ascertain if improved engagement and positive outcomes have been realised.

# Training and Support

For suppliers, who may be interested in working in partnership with Moray Council, a key challenge will be to ensure that their offer is aligned to the agreed outcomes of the learner within the Staged Intervention Pathway.

For some suppliers, who are already working with Schools, this approach will be familiar but for other suppliers support will be required.

Council ASN Officers will therefore offer a programme of training support for all suppliers who are accepted on to the Flexible Framework.

Depending on the type of support required, training will include ensuring that the offer from the supplier is aligned to the Curriculum for Excellence and to the emotional and behavioural support needs of the child and young person.

# Next Steps

This document has aimed to identify market development opportunities that could be of interest to you as either an existing or a new future independent service provider.

At either the future engagement events or by email, we would welcome your thoughts, ideas and additional proposals in relation to developing the alternative curriculum offer.

Interested parties are welcome to contact Council Officers.



via email:

[alternativecurriculum@moray.gov.uk](mailto:alternativecurriculum@moray.gov.uk)

Prepared by:

Robin Paterson  
Project Manager (Education)

26 05 23

