



Additional Support for Learning Inquiry

December 2023

About Children in Scotland

Giving all children in Scotland an equal chance to flourish is at the heart of everything we do.

By bringing together a network of people working with and for children, alongside children and young people themselves, we offer a broad, balanced, and independent voice. We create solutions, provide support, and develop positive change across all areas affecting children in Scotland.

We do this by listening, gathering evidence, and applying and sharing our learning, while always working to uphold children's rights. Our range of knowledge and expertise means we can provide trusted support on issues as diverse as the people we work with and the lives of children and families in Scotland.

Introduction

The Education, Children and Young People Committee at the Scottish Parliament is conducting an inquiry into additional support for learning (ASL). The inquiry will focus on the following themes:

- the implementation of presumption of mainstreaming, meaning that, where possible, children and young people with additional support needs should be educated in mainstream schools alongside other pupils, rather than in special schools;
- the impact of the COVID-19 pandemic on additional support for learning;

- the use of remedies as set out in the Education (Additional Support for Learning) (Scotland) Act 2004 - these are dispute resolution options that are used when someone wants to dispute whether the provision put in place is adequate to support their child's additional support needs.

We are delighted to respond to the Committee's inquiry. Children in Scotland has a wealth of evidence about what children and young people who are entitled to additional support in school want and need. This includes evidence from our direct participation and engagement work with young people through our delivery of the Inclusion Ambassadors¹ group, as well as evidence from our children and young people's advisory group, Changing our World.

Children and Scotland has responded to a number of consultations on the topic of education and additional support for learning in recent years, including contributing to Angela Morgan's independent review of additional support for learning², submitting evidence to the 'Putting Learners at the Centre' review by Professor Ken Muir³ and responding to the 'Let's Talk Education' national discussion⁴. In addition to this, Children in Scotland hosted a roundtable discussion focusing on additional support for learning at the Scottish Parliament in May 2023, and is involved in work to deliver the Additional Support for Learning Action Plan⁵ as a key stakeholder.

Children in Scotland's Manifesto for 2021-2026⁶ includes a number of calls relating to additional support for learning such as providing more specialist support for children with additional support needs and better training and supervision for pupil support assistants.

Children in Scotland also has significant learning and evidence from the additional support for learning services we manage including Enquire⁷, Reach⁸, My Rights, My Say⁹ and the Resolve ASL Mediation service¹⁰.

¹ <https://childreninscotland.org.uk/inclusion-ambassadors/>

² [Morgan, A. \(2020\). *Support for Learning: All our children and all their potential.*](#)

³ [Muir, K. \(2022\). *Putting Learners at the Centre: Towards a Future Vision for Scottish Education.*](#)

⁴ <https://consult.gov.scot/national-discussion-scottish-education/>

⁵ [Scottish Government. \(2022\). *Additional Support for Learning Review Action Plan – Update November 2022.*](#)

⁶ [Children in Scotland. \(2021\). *Manifesto for 2021-26*](#)

⁷ <https://enquire.org.uk/>

⁸ <https://reach.scot/>

⁹ <https://myrightsmysay.scot/>

¹⁰ <https://resolvemediation.org.uk/about/>

We have referred to a range of reports, policy summaries and resources in our response. We have also considered evidence from the Cross-Party Group on Children and Young People, which met on 11 December 2023 to discuss the inquiry into additional support for learning. The meeting was chaired by Pam Duncan-Glancy MSP and attended by representatives from 22 organisations. The need for increased funding, specialist provision, staff training and wider cultural change were some of the themes that emerged from the discussion. We recommend that the committee refer to the minutes from the meeting, which will soon be published externally.

These documents provide a clear picture of the views of children, young people and families.

1. Questions about implementation of the presumption of mainstreaming:
1.1. To what degree do you feel the presumption of mainstreaming successfully delivers on inclusive education for those pupils requiring additional support?

We strongly believe in the presumption of mainstreaming and its potential to deliver inclusive education.

In 2018, Children in Scotland responded to the Consultation on Excellence and Equity for All: Guidance on the Presumption of Mainstreaming¹¹. Since then, our position on the presumption of mainstreaming has remained the same. Children in Scotland supports the vision for inclusive education and maintains that the presumption of mainstreaming has the potential to allow this vision to be realised. However, the evidence gathered from our project work, our services, and wider evidence across the children's sector, tells us that this is not being successfully delivered for many children and young

¹¹ [Children in Scotland. \(2018\). Consultation on Excellence and Equity for All: Guidance on the Presumption of Mainstreaming Response.](#)

people. For this vision to be realised, we believe that there must be an increase in resources, political prioritisation, and a change in culture.

Children in Scotland is certain that when implemented successfully, the presumption of mainstreaming leads to positive outcomes for children and young people with additional support needs. The Inclusion Ambassadors, a group of secondary-school aged children and young people with additional support needs, created the Success Looks Different Awards in 2022¹² to give recognition to schools who celebrate the achievements of children and young people with additional support needs. Alva Academy were chosen by the Inclusion Ambassadors as a winner in 2022 after demonstrating their efforts to support and celebrate success. The senior leadership team at Alva Academy made the commitment that additional support for learning staff would not be pulled from their role to cover classes, prioritising their work to support learners. One staff member at Alva Academy shared the impact:

“The impact of celebrating successes aside from exam results is so powerful. At Alva Academy, we witness this impact each and every day.” – Alva Academy Staff member¹³

Children in Scotland believes that the negative experiences shared by children, young people and families represent problems with the delivery of inclusive education, rather than issues with the presumption of mainstreaming. Many challenges stem from limited funding and limited staffing, which impacts the support and resources available to children and young people with additional support needs and can affect their progress. At Alva Academy we have seen a clear commitment to prioritise the needs of the children and young people.

Lack of resources – equipment and staff

Firstly, it is clear that there are problems arising with the access and availability of support for children and young people with additional support needs. This has been demonstrated by the Inclusion Ambassadors in conversations about school staffing arrangements and access to specialist support. In meetings, some members of the group have shared that adjustments identified in their support plans are not always followed because of a lack of specialist staff or available resources. For example, one member said that they would like their school to have more computers with

¹² <https://childreninScotland.org.uk/inclusion-ambassadors-success-looks-different/>

¹³ [Inclusion Ambassadors. \(2022\). Success Looks Different Awards: Sharing examples of supporting inclusion in school.](#)

refreshable braille display so they would not have to be shared with as many other learners.

We have learned that the availability of school support staff can determine the learning experiences children and young people with additional support needs can access. A member of the Inclusion Ambassadors shared that their ability to participate effectively in writing activities depends on the availability of staff members who can scribe for them. Some attendees at the roundtable on the Additional Support for Learning Action Plan in July 2023 expressed that the lack of specialist support provision hinders schools' ability to provide inclusive environments¹⁴.

Staff training and development

We have also learned that a lack of support and training for teachers and support staff is another obstacle for successful delivery of inclusive education. We know that children and young people value trusting relationships in school. In the current context of teachers having limited time out of the classroom and low numbers of pupil support assistants, it is challenging for staff to dedicate the necessary time to building and maintaining relationships with pupils. Through the Pupil Support Staff Engagement Project, children and young people told us that they want pupil support assistants to undertake training to develop their skills, knowledge and understanding¹⁵. Participants explained that as well as understanding their individual needs, pupil support assistants should also have general knowledge about additional support needs.

We also believe that pupil support staff are not given adequate time to engage in professional dialogue with teachers and other staff. This supervision, reflective practice, and peer learning is essential for improving practice. Our Manifesto calls for recognition of the important role of pupil support staff, and the need to provide them with better guidance, support, supervision and appropriate training¹⁶.

This was made clear to us in a conversation with the Inclusion Ambassadors, who recognised the pressure on school staff. One member said:

“The support staff are spread pretty thin.”

¹⁴ [Children in Scotland. \(2023\). *Delivering the Additional Support for Learning Action Plan Scottish Parliament Roundtable Wednesday 31 May Summary Report*.](#)

¹⁵ [Ross, C. \(2022\). *Pupil Support Staff Engagement Project*.](#)

¹⁶ [Children in Scotland. \(2021\). *Manifesto for 2021-26*.](#)

Physical design of schools

Finally, we recognise that the physical spaces in schools can be problematic in the implementation of the presumption of mainstreaming. Participants in the Scottish Parliament Additional Support for Learning Roundtable in July 2023 shared specific concerns about the impact that open-plan school settings can have on children and young people with sensory issues¹⁴. To allow successful delivery of inclusive education with the presumption of mainstreaming, the built environment must be more accessible for all children and young people.

Solutions to the challenges

Children in Scotland would like to see greater leadership and urgency from the Scottish Government and COSLA to improve delivery of additional support for learning. Despite significant concerns that children and young people are not having their needs met, progress on delivering the Additional Support for Learning Action Plan remains frustratingly slow.

We believe that staffing and resource issues impacting the delivery of additional support for learning can be improved through additional funding.

We also must consider all children and young people's needs when designing our schools. This is part of a wider culture shift required to ensure additional support for learning is prioritised and not seen as an afterthought.

We strongly urge the Scottish Government to reconsider funding approaches to deliver inclusive education for children and young people with additional support needs.

1.2. What impact, if any, does the presumption of mainstreaming have on the education of pupils who do not require additional support?

Children in Scotland believes that inclusive education benefits all children and young people. Inclusion does not only for the benefit children and young people with additional support needs, but has wide-ranging benefits for all pupils and wider school communities, helping to create a more inclusive and accepting society. Our Manifesto highlights the importance of reducing

stigma around additional support needs, and calls for the Scottish Government to make inclusion a priority from the early years¹⁷.

Children in Scotland is concerned that this question may invite responses which focus on negative perceptions of children with additional support needs. We maintain that the negative experiences of children in mainstream schools are not caused by the presence of children and young people with additional support needs, but are caused by problems described throughout this consultation including a lack of support, resources and staff training.

We firmly believe that a change in culture is required to truly realise the vision for inclusive education. One Inclusion Ambassador emphasised the importance of messaging, stating:

“We need to create positive stories about pupils with additional support needs rather than focus on the negatives.”

It is especially important to get messaging right for children and young people with additional support needs because they are at higher risk of experiencing discrimination and bullying than their peers. Members of the Inclusion Ambassadors have also discussed the negative impact of bullying in school. One member said:

“When teachers see bullying happen, they don't do much. Or they don't notice and kids feel nervous to talk to them about it.”

As previously identified in Children in Scotland's report on the roundtable on additional support for learning¹⁸, a high number of calls were made to the Enquire helpline in 2022-23 relating to the wellbeing and safety of children and young people in school. Inadequate support was reportedly a contributing factor to this problem¹⁹. The Inclusion Ambassadors have made it clear that the quality of support they receive in school has an impact on wellbeing. One member said:

“It feels like a relief, like a weight has been lifted off your shoulders. Also annoys me. It's that simple, it's not rocket science. Schools can act like they've been inconvenienced but it's their job to support me.”

¹⁷ [Children in Scotland. \(2021\). *Manifesto for 2021-26* \(pages 10-11\).](#)

¹⁸ [Children in Scotland. \(2023\). *Delivering the Additional Support for Learning Action Plan Scottish Parliament Roundtable Wednesday 31 May Summary Report*.](#)

¹⁹ Enquire 2022-23 Q4 Reporting (not published externally)

2. For children with additional support needs, in your experience:

2.1. Can you provide details of how these additional support needs were recognised and identified initially? Was there any delay in the process which followed the identification of additional support needs and formal recognition which leads to the accessing of the additional support? If so, what was the delay?

Children in Scotland has reflected on evidence provided by the My Rights, My Say Children's Views service surrounding the formal recognition of additional support needs. This service has heard from many children and families that they had to wait until they were in late primary or early secondary school to receive formal recognition.

It should be recognised that formal recognition of additional support needs is not the final obstacle for children and young people accessing specialist or general support. Children in Scotland has been told that lengthy and inefficient support planning processes can cause avoidable delays before a child or young person is able to access the support they are entitled to²⁰.

We heard from the Inclusion Ambassadors about their experiences of the support planning process. The group discussed how different schools' approaches to support planning can delay their access to adequate support²⁰. Key themes emerging from these discussions are a lack of organisation, inaccessible meetings, poor communication, and lack of opportunity for the young person to participate.

In reference to their own experiences of support planning meetings, Inclusion Ambassadors said:

“Timing is important. For example, after school I had to wait for half an hour for my teacher. Waiting made me feel like I stood out.”

“Prepare ahead of the meeting and show that you take the young person and their support seriously.”

Members of the Inclusion Ambassadors also told us that having a support plan does not mean that they are able to access the right support. Some

²⁰ [Children in Scotland and Enquire. \(2023\). Support Planning.](#)

young people shared stories of teachers not knowing about their support plans or not taking the time to learn how to meet their needs.

“[the] demeanour of teachers matters, especially if teachers don't want to find out about my support.”

Children in Scotland maintains that planning should be cyclical. There should be opportunities for children and young people to review their support plans and ensure they are relevant and meaningful. We have been told by the Inclusion Ambassadors that this does not always happen in practice, resulting in their support plans becoming outdated. One member said:

“I've only had one review (now in S5). I think it's Covid-related but don't know what's in it”.

The evidence that we have heard indicates that for many children and young people with additional support needs, their access to adequate support is delayed by inefficient support planning processes. These delays were caused by a lack of organisation in planning accessible and well-informed support planning meetings, poor communication across school staff about the content of support plans, and a lack of opportunity for reflection and to review plans. Children in Scotland urges the committee to consider support planning as a vital stage in the process required to access additional support.

2.2. Where the child is being educated in specialist settings can you give examples of where their needs are being met, and examples of where they are not being met?

Children in Scotland has heard examples of good practice from winners in the Special Schools category of the Success Looks Different Awards. Our 2022 winner **Error! Bookmark not defined.**, Cedarbank School conducts a range of activities to meet the needs of individual learners and celebrate their achievements. These activities include:

- Offering a wide range of ambassadorial roles to nurture pupils' leadership skills;
- Offering ASDAN (Award Scheme Development and Accreditation Network) courses with achievable, person-led goals;
- Learners work towards a range or accredited awards outwith the traditional exam system during 'Wider Achievement Afternoon';

- Implementing a Praise Postcards scheme to share individuals' success with families, parents and carers.

Cedarbank School's approach to tailoring support to the individual needs of children and young people who require additional support was recognised by the Inclusion Ambassadors as an example of good practice in a specialist setting.

Despite examples of good practice, we have been told by members of the Inclusion Ambassadors that their needs are not always being met in the specialist setting they are being educated in. Members of the group have shared that a lack of resources and availability of staff is often to blame.

One member has shared that in the past they have had regular, scheduled visits from the local authority's mobility team to their specialist school. This measure was in place to support the young person to develop the skills they need to travel more independently. However, they shared that it had been months since their last visit and there has been no sign of when this will resume. When reflecting on this, the young person stated:

"I'm really sad about it."

One group member also shared that their weekly visits to their local college are often cancelled because there are not enough staff members available in their specialist school to accompany them. This tells us that the learning experiences organised for and pre-agreed with the young person are inconsistent and limited.

2.3. What specialist support does the child receive and what support do you get in accessing this support? Are there any gaps in the specialist support provided either because the prescribed support is not available or extra support not formally prescribed is not being provided?

Please see our answer to question 2.2.

2.4. On balance, do you view the presumption of mainstreaming as having been a positive or negative development for your child or in general, and on balance, do you view the presumption of

mainstreaming as having been a positive or negative development for other children in Scottish schools?

As stated previously in this response, Children in Scotland is firmly in support of the presumption of mainstreaming as an approach. The examples of inclusive practice in a range of school settings detailed in this response are evidence of the positive experiences that can be achieved from the presumption of mainstreaming. As highlighted above, Children in Scotland believes the negative experiences of many children and young people represent problems with the implementation of additional support for learning, including a lack of resources and the need for cultural change.

This was made clear to us in a discussion with the Inclusion Ambassadors, who explained the impact that understaffing has on their school experience. One member shared that there are only a few members of staff at their mainstream school who are trained in moving and handling, meaning that their use of toilet facilities must be preplanned around staff members' breaks. They explained that due to the unpredictable nature of staff absences, they do not have much control over when they can use the toilet.

This experience demonstrates how precarious school staffing arrangements can be. If one or two staff members being unavailable on one day means that a young person is unable to access vital support, we can conclude that the system is strained. An increase in resources needs to be made available to uphold the rights of children and young people with complex additional support needs.

A member of the Inclusion Ambassadors also told us that the support they receive with their learning depends on the skills, experience and attitudes of their teacher. After sharing that they did not do as well in a maths test this year, they explained:

“it's a different teacher, he hasn't taught someone with my additional needs before.”

This indicates that there is a need for development of school staff to enable them to offer adequate support to learners with additional support needs. Staff development can only occur with an increase of resources, including staff time.

For these reasons, Children in Scotland continues to believe that for the presumption of mainstreaming to be a positive development for all children

and young people in Scotland, there must be significant changes to its implementation. An increase in funding would allow for improved staffing arrangements and professional development.

3. Impact of COVID-19 on additional support for learning

3.1. In what ways has the pandemic impacted on the needs of pupils with additional support needs and the meeting of those needs, both positively and negatively?

In 2021, Children in Scotland responded to 'Covid recovery: a consultation on public health, services, and justice system reforms'²¹. Our response acknowledged that whilst all children and young people faced challenges accessing their right to education as described in article 28 of the UNCRC²² during the pandemic, those with additional support needs were especially at risk. Children in Scotland maintains this position and has seen further evidence to suggest that there has been a long-term impact on the education of children and young people with additional support needs.

Children and young people who were identified as having additional support needs before COVID-19 have shared their experience of learning during the pandemic. The Inclusion Ambassadors agreed that the level of support and adjustments that were made depended on the teacher. One member shared the impact this approach had on their attainment in maths, saying:

"There was no check in from the maths department, it was just 'here's the work, go do it, if you need help look at the answer sheet' [...] It's not the same as having the teacher in front of me, I think that's why I don't have my Nat 5 maths yet."

A member of the Inclusion Ambassadors told us that they noticed an increase in the number of children and young people around them requiring additional support after the pandemic. They said:

²¹ [Children in Scotland. \(2021\). Covid recovery: A consultation on public services, justice system and other reforms.](#)

²² [United Nations \(1989\). The United Nations Convention on the Rights of the Child \(page 9\).](#)

“When we got back to school it was like a new experience, people were getting stressed in the classroom environment but weren’t getting support for that.”

This is supported by evidence provided by the My Rights, My Say Children’s Views service, who have reportedly seen a sharp increase in the number of children presenting with mental health issues, such as stress, suicidal ideation and attachment difficulties, since the pandemic. This issue is explored further in the response to this consultation from Enquire and My Rights, My Say.

The emerging evidence of an increase in children and young people with additional support needs tells us that there is a requirement for an increase in resource to support these children and young people effectively.

3.2. How successfully have local authorities and schools adjusted to meet these needs?

Children in Scotland recognise that the broad definition of additional support for learning, and the diversity of need in schools, mean that before the pandemic there were already many children and young people who were entitled to support in schools. Combined with the emerging evidence that suggests an increase in children and young people with additional support needs, it should be acknowledged that local authorities and schools have been expected to make significant adjustments.

Despite these challenges, we have seen examples of schools making adjustments to meet the needs of learners. For example, one member of the Inclusion Ambassadors shared that they were able to attend their school when it opened as a ‘hub’ during the lockdown in Winter 2020-21.

Some members of the Inclusion Ambassadors have discussed feeling less supported by their school in the years since the COVID-19 pandemic, which has been highlighted throughout this response. One member of the Inclusion Ambassadors suggested that not having the chance to review their support plan could have been because of the pandemic. This theme of reduced specialist support is also evident in the example given by the member of the Inclusion Ambassadors who is no longer having regular visits from their local authority’s mobility team.

Additionally, Children in Scotland has previously raised concerns about the number of children with additional support needs out of school. We worked with the National Autistic Society Scotland and Scottish Autism in 2018 to gain a deeper understanding of the experiences of autistic children missing school, resulting in the report 'Not included, not engaged, not involved'²³. For children who have been unable to access education since before COVID-19, the remote learning on offer during the pandemic was welcomed. However, this offer did not continue for children who continue missing school.

From the evidence we have seen, it is clear that local authorities and schools have been making adjustments to meet the changing needs of children and young people, with varying success. However, it is clear that local authorities and schools are unable to fully meet the demands placed on them with the resources available.

We reiterate the importance of a shift in culture and adequate funding to prioritise the delivery of the Additional Support for Learning Action Plan.

4. The use of remedies as set out in the Act:

4.1. How are parents/carers and young people included in the decisions that affect the additional support for learning provided to young people and could this be better?

We know from the Enquire data previously shared by Children in Scotland at the roundtable on additional support for learning that there are persistent issues with communication between schools and parents and carers of children with additional support needs²⁴. Involvement of parents, carers and children and young people was central to the Additional Support for Learning Action Plan. However, we have heard from our project work this has not yet been realised for many families.

The Inclusion Ambassadors told us about their involvement in decisions around their support in our recent publication on Support Planning²⁰, which was referred to earlier in this response. It should first be emphasised that the

²³ [Children in Scotland, et al. \(2018\). *Not included, not engaged, not involved: A report on the experienced of autistic children missing school.*](#)

²⁴ [Children in Scotland. \(2023\). *Delivering the Additional Support for Learning Action Plan Scottish Parliament Roundtable Wednesday 31 May Summary Report.*](#)

importance of including children, young people and families in the support planning process should not be understated. As stated in article 12 of the UNCRC²⁵, children have the right to be heard on matters that affect them and for their voices to be considered and taken seriously. One young person compared their involvement in the planning process in different settings, saying:

“In my high school, it was a joke. But at college they talked my plan through with me, wrote what I said down and went back through the updated plan. It was nice to be involved in something about me, not have people assume what I need.”

The Inclusion Ambassadors agreed that children and young people should be able to dictate their own involvement in the process. Members of the group shared that they are not always given the opportunity to engage in a way that works best for them. One member said:

“Sometimes it’s more challenging to write down what I think rather than talk.”

It is clear from our engagement with children and young people and the evidence provided by Enquire that children and young people could be more involved in the decisions that affect the support they receive. Children in Scotland maintain this stance as asserted in our report following the roundtable on additional support for learning²⁶.

4.2. Are you aware that there are statutory remedies around the provision of additional support for learning as set out in the 2004 Act, specifically:

- **Right to have a ‘supporter’ present in discussions or an ‘advocacy worker’ make representations to the local authority, the local authority does not have to pay for this. (s.14)**
- **Right to an advocacy services, free of charge, for those taking cases to the Additional Support Needs Tribunal (s.14A)**
- **Independent mediation, free of charge (s.15)**
- **Independent adjudication, free of charge (regulations under s.16)**

²⁵ [United Nations. \(1989\). *The United Nations Convention on the Rights of the Child* \(page 5\).](#)

²⁶ [Children in Scotland. \(2023\). *Delivering the Additional Support for Learning Action Plan Scottish Parliament Roundtable Wednesday 31 May Summary Report*.](#)

- **A Tribunal for certain issues involving Co-ordinated Support Plans, placing requests and disability discrimination cases under the Equality Act 2010.**

Yes. Children in Scotland manages Enquire, the national advice service for additional support for learning and are partners in the delivery of My Rights, My Say services. They advise and provide some aspects of the above listed services. We also manage Resolve, the largest independent mediation provider in Scotland.

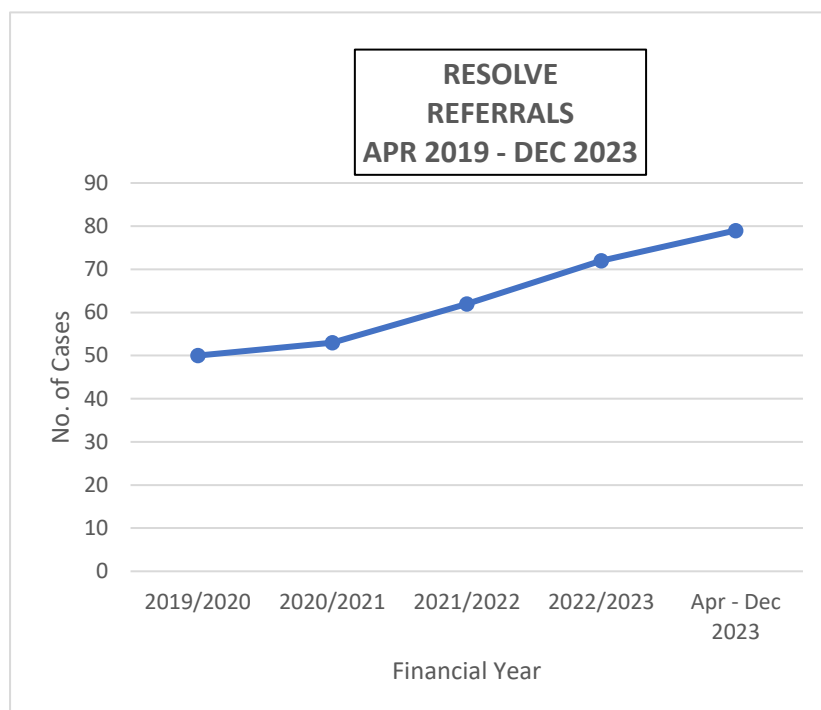
4.3. If you have experience of any of these processes, do you have any comments on your experiences?

The response to this consultation by Enquire and the My Rights, My Say service provides an in-depth reflection of their involvement in these processes, with specific reference to advice given, advocacy, independent adjudication, and tribunals.

We know from the positive feedback that we receive from the My Rights, My Say service, the positive impact that skilled advocacy services can have on ensuring children and young people's voices are heard about their educational needs.

Children in Scotland also manages Resolve, the independent mediation providers for fifteen local authorities. The service is used to build trust and understanding to promote and support effective relationships and good communication between schools and the families of children with additional support needs.

Resolve has seen a significant increase in referrals since the start of the pandemic. This is demonstrated by the graph pictured below.



Reasons for referrals to the mediation service vary, but school placement remains the most common source of disputes.

- Between April 2019 – March 2023, **50%** of cases referred to Resolve were disputes over school placement.
- At this stage in the current financial year (April 2023 – Dec 2023), **78%** of cases referred are disputes over school placement.²⁷

Children in Scotland advocates for the use of mediation services and recognises the benefit this remedy can bring in repairing strained communication and improving outcomes for children and young people with additional support needs. However, the increase in disputes over school placements indicates a wider problem being faced by children and their families, which needs to be addressed.

As highlighted previously in this consultation response, the lack of specialist support and reduced capacity in specialist settings significantly hampers our ability to deliver inclusive education with the presumption of mainstreaming¹⁴. Additionally, we have highlighted that local authorities and the Scottish

²⁷ Resolve 2019-2023 Reporting (not published externally)

Government should reconsider funding approaches to successfully achieve this vision.

4.4. Any other comments?

Children in Scotland believes that appropriate funding is required for the presumption of mainstreaming to be delivered in a meaningful and inclusive way. For this reason, the Scottish Government must reconsider current funding approaches to deliver on the Additional Support for Learning Action Plan and successfully deliver inclusive education. Additionally, we recognise a need for a change in culture and increased prioritisation of additional support for learning to ensure the presumption of mainstreaming can be delivered successfully and lead to a rights-based and inclusive approach to education for all.

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