EDUCATION COMMITTEE

AGENDA

11th Meeting, 2005 (Session 2)

Wednesday 8 June 2005

The Committee will meet at 9.45 am in Committee Room 2

1. **Pupil Motivation inquiry**: The Committee will take evidence from—
   
   **Panel 1**
   
   Christina Allon, Director, Careers Scotland
   
   Eileen Carmichael, Development Officer, Learning and Teaching Scotland
   
   Diane Alexander, Head of Pre School and Primary, Learning and Teaching Scotland
   
   **Panel 2**
   
   Bill Maxwell, HM Chief Inspector, HMIE
   
   **Panel 3**
   
   Peter Peacock, Minister for Education and Young People
   
   Ruth Campbell, Policy Manager, Pupil Support and Inclusion Division, Scottish Executive
   
   Laura Joyce, Policy Officer, Pupil Support and Inclusion Division, Scottish Executive

2. **Pupil Motivation inquiry**: The Committee will consider the issues raised in today’s evidence.


4. **Items in private**: The Committee will consider whether to discuss the appointment of a finance and budget adviser in private at its next meeting.
The following papers are enclosed for the meeting

**Agenda item 1**
Submission from Careers Scotland  ED/S2/05/11/1
Submission from Learning and Teaching Scotland  ED/S2/05/11/2
Submission from HMIe  ED/S2/05/11/3

**Agenda item 3**
Draft report on the Additional Support for Learning draft Code of Practice  ED/S2/05/11/4
SUBMISSION FROM CAREERS SCOTLAND

The Standards in Scotland’s Schools .. Act 2000
“The Scottish Executive will seek every opportunity to celebrate and foster .. excellence so that schools ensure that children and young people:
• are confident, well motivated and fully rounded; ……
• have the skills and aptitudes to work flexibly and to embrace change throughout their future lives“

Five key priorities in Education
One of the 5 Key priorities is Learning for Life:
“To equip pupils with the foundation skills, attitudes and expectations necessary to prosper in a changing society and to encourage creativity and ambition”.

Traditional view of Career Planning
“(We) do not make career decisions in a very effective way. We “fall into” options, do what is expected, operate from a limited awareness of ourselves and of the options available; we are undermined by lack of confidence and fear of change; we are constrained by the choices and actions of others; we operate in a context of values and assumptions that are often inaccurate”.

Individuals who “fall into” careers have been denied the opportunity to self actualise. That is, they have been denied the opportunity to maximise their potential.

Careers Scotland strategic aim
The key to effective career planning and career development is having the skills to plan and manage a career with confidence throughout working life. Individuals with those skills are more likely to make effective choices in education, training and employment which suit their own needs and those of Scotland’s modern labour market.

Careers Scotland aims to “equip individuals with the skills to make well informed and realistic decisions throughout their working lives”.

Career Planning and Learning and Teaching
Education providers seek to equip people with the skills to learn effectively; Careers Scotland as a career planning organisation aims to mirror this by equipping individuals with the skills to plan their careers effectively.

Curriculum for Excellence puts the individual at the heart of learning, aiming to empower pupils to take responsibility for their own lives and their own learning – it is our view that an integral part of this is the ability to take ownership also of their own career planning.
Research findings indicate a positive link between pupils having career goals and their academic attainment and achievement, so the development of career planning skills can act as a motivator and lubricant for other forms of engagement with learning.

The “Career Planning Journey” is used by Careers Scotland as a tool to aid the process

(see over)
Careers Scotland has a range of products and services which link to each of the stages of the Career Planning Journey – some for use by Careers Scotland staff and some that can be used by teachers within the mainstream school curriculum.

**Strategic Priorities for Careers Scotland**
As an all age career planning organisation with limited resources, Careers Scotland has articulated 3 Strategic Priorities to support achievement of its strategic aim.

**Priority 1**
**Investing in the Workforce of the Future – Best Start for all young people**

Underpins the Determined to Succeed theme that is about “properly focussed career education and guidance”.

It is based on the need for EVERY young person to have the opportunity to develop their career planning and decision making skills through learning about themselves, learning about occupations and the changing labour market; through engaging in activities that help them to understand the link between their school learning and outside applications and through activities that allow them to practice problem solving and decision making.

**Careers Scotland’s role** in this area is one of capacity building - supporting schools and teachers through provision of:

- appropriate career related learning resources eg Career Box (national career education resource for pupils aged 3 – 18)
- programmes that give access to learning about the world of work and sectors that are changing or are important to the Scottish economy (eg Science and Technology, Manufacturing, Hospitality, Financial Services)
- enterprise education projects and Challenges that develop team working, problem solving and personal confidence
- Training and Development for teachers including placements into business and industry
- support with business engagement

**Priority 2**
**Reducing economic inactivity among young people – Narrowing the Gap**

Underpins the Executive’s desire to reduce the number of 16 – 19 year olds who are NEET

It is based on the need to TARGET specific pupils who are at risk of disengaging with learning and employment.
Careers Scotland’s role in this area is to work in partnership with teachers and other support agencies, developing and delivering tailored programmes which have an employment focus eg:

- “Activate “ - a programme targeted at pupils in their last year of compulsory schooling now being used in 75 schools and achieving positive outcomes for over 80% of participants
- WorkNet - a motivational employability programme being piloted in a number of contexts including EBD schools, where positive outcomes achieved for 60% (as against recognised norm of 30% for care leavers)
- Key Worker support to advocate for and “case manage” those with the most complex needs.

Priority 3
Improving productivity through personal career planning

Supports Government ambition to get more people into work, improve productivity of those in work and reduce drop out from learning - ie securing the best fit between individual aspiration and the changing needs of the labour market through information advice and guidance services.

Careers Scotland’s role in this is to provide access to expert personal career planning support to people of all ages through:

- Careers Scotland’s own Web, Phone, Centres, outreach services within community settings
- partnership agreements with every secondary school and with FE Colleges
- capacity building support to enable other guidance agencies to provide guidance to an appropriate level
- boundary and referral agreements with other agencies eg Association of Graduate Careers Advisory Services
- projects that target vulnerable groups eg those facing redundancy

Working with and through other agencies
Careers Scotland can only achieve its aims through working with and through other agencies who have shared goals. Our specialist focus is on development of career planning skills and bringing an employment focus to work that we do with schools, colleges, Councils, Learning Teaching Scotland, Scottish Qualifications Authority, voluntary sector agencies, training providers, JobCentre Plus, Higher Education and other colleagues in the enterprise networks.

Christina Allon - Director, Careers Scotland (SE)
June 2005
SUBMISSION FROM LEARNING AND TEACHING SCOTLAND

Introduction

Learning and Teaching Scotland welcomes the Education Committee’s interest in the critical issue of pupil disaffection and motivation and the opportunity to provide evidence for the committee’s investigation.

Extent of disaffection

The issue under investigation is very broad with implications for almost all aspects of education and consequently for most of our work in LT Scotland. It can range from low level, temporary disaffection occasionally experienced by many pupils to more extreme feelings occasioned by, for example, mental health problems. And it is possible to see this range in one school or even in one class.

At the outset it is important to recognise that most days in most schools and most classes pupils’ experiences are generally positive; benefiting from a well-taught and appropriate curriculum. Particularly since the establishment of the Scottish Parliament, there has been a welcome increase in attention to education in the Scottish media but the focus is often on more negative aspects. This impacts both on the morale of schools and teachers and on the expectations of students, their parents and wider society (and probably on potential recruits to the teaching profession). Amongst other sources, recent research reported in Exclusions and In-school Alternatives (Interchange; 47), SOEID, 1997 evidence from HMIE, recently reported figures for looked-after children and exclusion figures will help the committee to assess the true extent of the problem.

Existing research

Because of its importance to the effectiveness of education, motivation and disaffection have been the subject of extensive research, within and outwith Scotland and the UK, and the committee might think it worthwhile to commission a review of this. Recent research (for example Engaging Schools: Fostering High School Students Motivation to Learn, from the USA, Bringing Disenfranchised Young People Back into the Frame: a UK Perspective on Disaffection from School and the Curriculum, from England)
demonstrates a general consensus that the factors affecting disaffection can be summarised as follows:

- social factors such as values in the wider community
- climate and ethos in schools
- curriculum and pedagogy
- systematic factors such as government education policy.

All of these aspects need to be addressed.

Recently there has also been considerable research carried out into the impact of ICT on pupils motivation. In Scotland this includes the HMIE report *ICT in Education* and from England a DfES- commissioned study *The Motivational Effect of ICT on Pupils*. Generally these report that ICT, used appropriately is usually highly motivating but that there is scope to do more, particularly in critically reviewing the nature of the learning that the technology supports.

The committee will be aware of a number of relevant government actions including: Scottish Executive initiatives such as *Better Behaviour – Better Learning* (Report of the Discipline Task Group, Scottish Executive 2001), their sponsorship of the *Scottish Schools Ethos Network* and the *Anti-Bullying Network*, the Excellence-Funded *Support for Parents* and *Study Support* and an earlier House of Commons Education and Employment Committee investigation into *Disaffected Children*.

Further useful information, and an indication of the interest in motivation, can be seen in the range and quantity of relevant material on the LT Scotland website: www.LTScotland.org.uk

**Social factors such as values in the wider community**

- Some young people feel that they do not belong. They relate better to home values or friends’ views. They see no relevance in school to community or jobs.
- It is essential to take account of changes in young people and society including the changing pattern of family life and views of authority. It cannot be assumed that parents automatically support the school’s values. Children may question authority but have to realise that not everything is up for negotiation – there have to be acceptable boundaries.
• Drugs and alcohol can impact on schools, and children’s own safety, and can lead to secretive subcultures possibly anti-authority.
• There is insufficient support for mental health issues – trained school-based counsellors are a real asset and can provide a link with psychologists.
• Research in Glasgow seems to show the dip in attainment previously experienced at early secondary now happens earlier possibly because of earlier adolescence.

Climate and ethos in schools
• Social engagement with the school through extra curricular or after-school activities helps establish a sense of belonging.
• Relationships are better in schools that share responsibilities than where rules and procedures prevail.
• Some schools and authorities have used revised management structures to provide more pupil support - for learning and pastoral / guidance
• Local management agreements on school meals often lead to mixed messages on healthy eating. Food impacts on ethos and malnourishment on physical well-being and attainment. Health promoting schools need to address exercise, food and mental health.

Curriculum and pedagogy
• Pedagogy needs to encourage self-esteem and self-efficacy, move accountability to students and adopt more collaborative, problem-solving approaches. Schools have found Critical Skills, Cognitive Acceleration through Science Education (CASE), Cognitive Acceleration in Mathematics in Education (CAME) and similar programmes to be motivational.

• For many pupils, but especially those whose education is interrupted, new learning often does not relate to current understanding. Personal learning planning, formative assessment and constructivist approaches help.
• Curriculum flexibility has been widely welcomed in primary and secondary. It is able to address local needs and inclusion especially at S3/4 stage. Some changes are mainly structural eg earlier subject choice, partnerships with FE and others and some focus on learning and teaching eg thinking skills, enterprise.
There is scope for better targeted work experience that takes more account of the needs and aspirations of young people.

The review of the curriculum 3-18 and the development programme for *Curriculum for Excellence* will provide an opportunity to address these issues.

**Systemic factors such as government education policy**

- Pressures on schools from target-setting can transfer to pressure from teachers on students. The number of assessments makes learning less enjoyable. Fewer assessments and valuing a wider range of achievement would help.
- In developing Skills for Work courses it will be important not to devalue these by targeting them on disaffected pupils; these courses should be available for all.
- HMIE reports suggest that New Community schools may not be not achieving the added value expected. Coordination and administration can be time-consuming but local decision making helps.
- Decisions on additional resources are best made locally eg by educational support workers who know the young people.
- The quality of teachers is the key factor and staff need to be supported with quality CPD opportunities. As well as courses other professional development opportunities that have proved inspirational for teachers include secondments, study leave and participation in action research.
- Funding for making provision for pupils ‘at the edge’ is costly but is an important societal responsibility.
- Scotland can learn from experiences elsewhere. For example, Japan has become aware of the pressures on young people and is now seeking to emphasise creativity, flexibility, and counselling. In Canada, curriculum policy focuses on inclusion, equity, safety, literacy and numeracy.

**Relevant work undertaken by LT Scotland**

As noted above almost all that LT Scotland does has the potential to affect student motivation and disaffection. Below is a list of some of LT Scotland’s projects that have particular relevance and for which further information is available.

**General**

- Inclusive Education website;
- Curriculum Flexibility project;
• Enterprise in Education;

• Work of the National Priorities in Education team;
• Education for Citizenship.

Support for Learning and Teaching
• Websites for Early Education, Education 5-14, National Qualifications;
• Assessment is for Learning;
• Support for specific aspects of the curriculum such as Improving Science education 5-14, the work of the Scottish Centre for Financial education.

Climate and ethos
• The Heart of the Matter;
• Climate for Learning: the Learning School;
• Teaching for Effective Learning;
• Supporting Learning in Schools;
• Managing Classroom Behaviour;
• Inclusive Educational Approaches for Gypsies and Travellers.

Supporting ICT
• Wide range of activities including support for CPD for teachers through, for example, Masterclass, and SETT.
• Scottish Schools’ Digital Network.

Concluding Remarks

LT Scotland is committed to continuing to support local authorities and schools in addressing matters related to pupil motivation and dissatisfaction. Should the Committee wish further input, then over a longer timescale officers would engage members of LT Scotland’s Advisory Council and its range of Reference Groups in further consideration of this important topic and provide a further report.
Over the last few years, HMIE has have produced a number of reports which are directly relevant to the challenge of increasing pupil motivation and reducing under-achievement, especially with regard to pupils who may be at risk of becoming disaffected.

**Count Us In – Achieving Inclusion in Scottish Schools (2002):** This was a major report based on an HMIE survey of good inclusive practice in schools and authorities across Scotland. It was designed to make a contribution to the national debate about what the key characteristics of ‘inclusive schooling’ should be, and how these can be disseminated effectively across the country. The report emphasises the need for high expectations, high achievement and real success as essential components of motivation and successful inclusion. We are continuing to follow-up the impetus created by this report through mounting major national conferences on an annual basis. These events, which have so far been held in 2003 and 2004, report on progress and showcase good practice in inclusive education.

**Personal Support for Pupils in Scottish Schools (2004):** This report reviewed practice in relation to providing personal support for pupils in Scottish schools, including guidance provision in secondary schools and pastoral care arrangements in the primary sector. It highlighted significant strengths in current approaches to providing personal support to help pupils overcome barriers to motivation and learning. It also identifies some important areas for improvement to ensure that young people are supported in ways which enable them to benefit fully from their education. Chapter 2 on pastoral support and Chapter 5 on monitoring and evaluation of pupils’ achievements, progress and development may be of particular relevance.

**The sum of its parts? The development of integrated community schools in Scotland (2004):** The report presented the findings of major review of the piloting and continuing development of the integrated community schooling approach across Scotland. This piloting and development work has provided an indication of how aspects of children’s services can be delivered through integrated working among education, health, social work and other key partners. The report identifies some examples of good practice in supporting vulnerable young people and their families, including those who are disaffected and poorly motivated. It concludes that the approach has potential, but there is still some way to go to get good practice consistently embedded in practice across Scotland in ways that might generate significantly improved outcomes for children. Three main chapters report improving the achievements and wellbeing of young people through:

- Developing the curriculum
- Removing barriers to learning and increasing expectations
- Community and family support.

In addition to the above reports, we are about to publish, early in March 2005 a major report entitled *A Climate for Learning*, which evaluates progress with implementing the recommendations of the report by the Discipline Task Group, Better Behaviour – Better Learning (2001). This report will be very directly in the Committee’s area of interest. It includes a review of schools’ overall approaches to promoting positive relationships, motivation and discipline amongst their pupils, as well as arrangements for managing pupils who present more extreme challenging behaviour in the school context.
We have also published a number of self-evaluation guides which give schools guidance on how to analyse their own performance in key areas. Some of these are in our ‘inclusion and equality’ series, which is very relevant to ensuring high levels of pupil motivation. Examples are:

**Evaluating education and care placements for looked after children and young people (2003):** Looked after children and young people face many barriers to achieving success in education. While many do well in school, they are more likely than their peers to be less motivated and to attain less. This guide is designed to help schools, local authorities and carers to evaluate the effectiveness of their provision for looked after children.

**Curriculum Flexibility (2003):** If used well, flexibility in the curriculum can help schools to provide learning experiences designed to motivate and meet the needs of each individual pupil. The report of the Discipline Task Group (2001) identified an inappropriate curriculum as a barrier to young peoples’ learning and motivation, particularly the disaffected. This guide helps schools to evaluate the impact of curriculum flexibility on motivating pupils and meeting their needs, whilst ensuring that programmes are well-designed and likely to promote higher attainment and achievement.

**Promoting race equality (2004):** To ensure the motivation of children and young people from racial minority groups it is important to ensure that they are part of a school community which prepares its pupils for life in an ethnically and culturally diverse society, and which provides equality of opportunity. This guide helps schools to evaluate their approaches to tackling racism and promoting race equality.

We are also about to publish, in March 2005, a self-evaluation guide on educational provision for gypsy travellers and a good practice file on race education.

All of our publications are available on the HMIE website at [www.hmie.gov.uk](http://www.hmie.gov.uk). We can also provide hard copy of any of these documents as required and would be very happy to provide further assistance to support the Committee’s work, should it decide to proceed with focused investigation in this area.

Dr Bill Maxwell  
HM Chief Inspector of Education
Draft Report on ASL Code of Practice

The Committee reports to the Parliament as follows—

INTRODUCTION

1. The Scottish Executive is required under the provisions of the Education (Additional Support for Learning) (Scotland) Act 2004 to—

   publish, and may from time to time revise and re-publish, a code of practice providing guidance as to the exercise by education authorities and appropriate agencies of the functions conferred on them by virtue of this Act.\(^1\)

2. The draft code of practice was laid before the Parliament on 12 May 2005 and was considered by the Committee at its meeting of 25 May 2005 at which it took evidence from Euan Robson, the Deputy Minister for Education and Young People and Dr Mike Gibson from the Scottish Executive’s Education Department.

SCOTTISH EXECUTIVE CONSULTATION

3. After the Act received royal assent on 7 May 2004 the Scottish Executive held a series of five regional seminars which were attended by about 250 parents and professionals. Their suggestions informed the production of the initial draft code of practice that was discussed and revised by the Scottish Executive’s multi-agency advisory group. Those discussions led to the publication of the initial draft code of practice that was launched on 25 November 2004.

4. Further consultation took place between 25 November 2004 and February 2005 on the initial draft. 436 written responses were received. A series of 14 consultation events were held across Scotland, attended by around 900 people, including parents, and professionals across education, health, social work, and further and higher education.

5. The Scottish Executive’s intention is that education authorities and other appropriate agencies should encourage and support their employees in gaining knowledge of the code of practice and an understanding of its application in their

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\(^1\) Education (Additional Support for Learning) (Scotland) Act 2004 section 27(1)
day to day work. However it is proposed to produce a shorter, more user friendly, version giving specific guidance to parents and young people.

COMMITTEE CONSULTATION

6. When the draft Additional Support for Learning Code of Practice was laid on 12 May 2005, individuals and organisations who either submitted written evidence or gave oral evidence to the Committee at Stage 1 of the Additional Support for Learning (Scotland) Bill were contacted asking whether they wished to make final comments on the draft code as laid. The Committee also issued a general call for written evidence on its web page.

7. All written evidence and comments received by the Committee were issued to members for the Education Committee meeting of 25 May as the committee papers ED/S2/05/8/4 and ED/S2/05/8/5 (available on the Parliament's website).

COMMITTEE CONSIDERATION

General comments

8. The Committee welcomes the Scottish Executive’s responsiveness and willingness to incorporate many of the changes suggested during consultation into the draft code of practice and hopes that that they will continue to be as responsive in developing the final version of the code of practice. In particular, the Committee thanks the Deputy Minister for his acceptance of several refinements to the code in response to the concerns raised by Lord James Douglas-Hamilton in his letter to Peter Peacock, the Minister for Education and Young People.

9. The Committee fully endorse the Scottish Executive’s decision to produce a user friendly version of code of practice for parents and young people (see above). This will help to alleviate the Committee’s concern over the accessibility of the code.

10. The Committee recognise that the code is a “living document” and will evolve through time and the experience of implementation.

Issues and concerns

Validation of requests

11. The Committee welcomes the reassurance from the Deputy Minister that there will be a resource provided within the Scottish Executive Education Department for the proper professional scrutiny of requests to the external independent adjudicator. The Deputy Minister gave an undertaking that the process and resources available would be looked at again in the light of practical experience.

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2 http://www.scottish.parliament.uk/business/committees/education/meetings.htm/edp05-09.pdf
3 Letter from Euan Robson to Lord James Douglas-Hamilton. May 2005
4 Letter from Lord James Douglas-Hamilton to Peter Peacock. 17 May 2005
5 OR Col2391 Rosemary Byrne
6 Ibid
Transitional planning
12. The Committee notes the additional concerns raised in written evidence by the possible ambiguity of the sentence—

Most children and young people with additional support needs will not require appropriate agencies to be approached for information

This could be interpreted to imply that only those with a co-ordinated support plan would benefit from transitional planning. The Committee welcomes the Deputy Minister’s undertaking to clarify the situation and amend this paragraph to avoid possible confusion.

Access to multiple assessments
13. The Committee welcomes the Deputy Minister’s intention to reword this sentence in the interests of clarity—

The request can be made for an educational, psychological or medical assessment or examination or any other assessment or examination which the parents wish for.

The Deputy Minister accepts the Committee’s concern that these options could be construed as being mutually exclusive and has undertaken to redraft this section to make it clear that any combination of these type of assessments can be requested by parents.

Home Education
14. The Committee notes the reference in the written evidence from the National Autistic Society Scotland to the current position in England that the LEAs should be—

willing to consider provision of home based programmes for children and name them on statements of SEN.

The National Autistic Society Scotland further asserts in its written evidence that—

The NAS believes that the Code should promote a better understanding of home based programmes amongst professionals, and state that home based programmes should be included in a CSP if it is appropriate for a child.

The Committee welcomes the Deputy Minister’s assurances in his letter that—

A number of children benefit form home education supported by the education authority, including those with autistic spectrum disorders. I think

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7 Letter from Lord James Douglas-Hamilton to Peter Peacock. 17 May 2005
8 National Autistic Society and Mr Graeme King, written evidence
9 Draft code of practice, chapter 5, page 70, para 15
10 Letter from Lord James Douglas-Hamilton to Peter Peacock. 17 May 2005 and National Autistic Society, written evidence
11 Draft code of practice, chapter 3, page 29, para 33
12 Letter from Lord James Douglas-Hamilton to Peter Peacock. 17 May 2005 and National Autistic Society, written evidence
the draft Code is clear on this point but I am prepared to clarify further by suggesting that we insert text which acknowledges that, in drawing any education plan (e.g. individualised educational programme or co-ordinated support plan) for a child, the plan should include arrangements for home education, where the authority have agreed to support this.

Additional support criterion for Co-ordinated Support Plans

15. The Committee expresses concern that there is no explicit statement in the code that a child’s needs must be assessed independently of an agency’s ability to support the need. Although the Deputy Minister’s stated position is that—

Decisions about what are appropriate educational objectives for a child or young person should be taken independently of the additional support required to achieve these, and should be informed by the assessment information available.

16. The Committee note that there remains a suspicion among parents that assessments are being made on the basis of what resources are available rather than what should be ideally provided.

17. Written evidence has brought a related concern of parents to the Committee’s attention. There is an apparent downgrading in the role of health services, and especially therapy services, in determining significant support needs. If therapy is not regarded significant support need for the provision of a co-ordinated support plan far fewer children will be eligible for such plans. There is the possibility that this might result in the downgrading of a child’s significant support needs to avoid preparing a co-ordinated support plan.

18. The Committee remains concerned that the Deputy Minister has been unable to allay parental suspicions on these issues despite his continued efforts. The Committee strongly recommends that the code includes an explicit statement on the importance of the independence of the assessment of need and the resources required to provide them.

Integrated assessment framework

19. The Committee notes that the Scottish Executive is in the process of introducing draft guidance on an integrated assessment framework and encourages the Scottish Executive to ensure that the draft is available as soon as practicable as integrated assessment frameworks are an essential part of the development of effective learning strategies.

Funding responsibility and dispute resolution

20. The Committee welcomes the Deputy Minister’s intention to clarify the roles and responsibilities of home and host authorities in the provision of additional support needs. The Committee notes the Deputy Minister’s assurance that whilst a host authority has responsibility for opening a co-ordinated support plan in

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13 OR Col 2392 Adam Ingram and Letter from Lord James Douglas Hamilton to Peter Peacock. 17 May 2005
14 Letter from Euan Robson to Lord James Douglas-Hamilton. May 2005
15 Philip Kunzlik, written evidence
16 OR Col 2394 Kenneth Macintosh
making that provision they can call on the home authority to make a financial contribution.\textsuperscript{17}

21. The Committee is concerned that in the case of the contribution not being forthcoming from a home authority the processes for resolution of the dispute with a host authority could become unnecessarily bureaucratic with ultimate referral to the Scottish Ministers for resolution. The Committee notes the Deputy Minister’s intention to respond to the Committee further on these issues.

22. The Committee recommends that the Scottish Executive works closely with COSLA in discussions of its role in ensuring co-operation between local authorities and in the development of a simple system for resolving funding disputes and for establishing procedures to avoid conflict between authorities.

\textit{Personal learning plans and individualised educational programmes}

23. The Committee\textsuperscript{18} continues to be concerned that under the new Act, 50\% of the children who would have had a record of needs, under the previous regulations, will not have a co-ordinated support plan but will have their support needs meet through personal learning plans and individualised educational programmes. The Committee remains unconvinced that sufficient weight and merit is given to personal learning planning in the draft code.

24. The Deputy Minister states in the draft code that—

\begin{quote}
Further information about personal learning planning can be obtained from the Assessment is for Learning website\textsuperscript{19}
\end{quote}

The Committee recommends that any good practice on how additional support needs can be met by personal learning planning should be made available in the code of practice.

25. In the light of the above the Committee considers that there is insufficient emphasis and information on personal learning plans and individualised educational programmes in the draft code and recommends that the Deputy Minister strengthen these areas and improves references to, and information on, personal learning planning in the code of practice.

26. The Committee also notes the concerns of the Association of Headteachers Scotland that unless they are properly resourced they will be unable to provide effective personal learning planning. This would have serious implications for the introduction of the code of practice in November 2005. The Committee seeks an assurance from the Deputy Minister that appropriate resources will be made available to ensure effective personal learning planning can be undertaken.

\textit{Linkage between plans}

27. The Committee\textsuperscript{20} notes the reference made in the draft code to the linkage and relationship between the different plans\textsuperscript{21} and calls on the Deputy Minister to

\textsuperscript{17} Education (Scotland) Act 1980 section 23(2)
\textsuperscript{18} OR Col 2397 Fiona Hyslop
\textsuperscript{19} Draft code of practice, chapter 3, page 38, para 70
\textsuperscript{20} OR Col 2399 The Convener
require that a co-ordinated support plan, in those cases where a child also has an individualised educational programme, should include mention of this fact but not require duplication of the content.

Transitions
The Committee notes the concern\textsuperscript{22} from Skill Scotland over transitions, particularly the need for very early planning for people leaving school and going on to further or higher education. The Committee welcomes the existence in the code of practice of the recommendation that planning for transition starts over a year in advance\textsuperscript{23}.

28. An additional concern from Skill Scotland is the apparent discrepancy in the level of responsibilities imposed on higher education colleges and further education colleges. The perception appears to be that higher education authorities have a more limited responsibility for planning than further education colleges. This discrepancy may arise from the differing nature of any pre-transition relationship that might exist between a child and a further education college when compared to a relationship with a higher education college.

29. The Committee notes the Deputy Minister’s intention to reconsider the paragraph\textsuperscript{24} again and if necessary revisit the issue with Universities Scotland with a view to possible redrafting. The Committee notes that the Deputy Minister is minded to redraft this paragraph rather than remove it entirely as had been suggested to him.

Transitions from record of needs
30. The Committee\textsuperscript{25} notes that the draft code of practice makes no reference to the transition from the superceded record of needs to the new additional support for learning arrangements and recommends that the Deputy Minister makes reference to the procedures and provision for this in the code of practice. The Deputy Minister agreed that to include this information as an annex to the code of practice was a possible way forward.

CONCLUSION

31. The Committee welcomes the constructive approach that the Scottish Executive has taken in the development of the code of practice but will continue to monitor its practical implementation and, in particular, the views of parents. The Committee may consider a formal review of the implementation of the code at some point in the future as part of possible post legislative scrutiny of the Education (Additional Support for Learning) (Scotland) Bill.

\textsuperscript{21} Draft code of practice, chapter 4, page 58, para 53
\textsuperscript{22} Skill Scotland, written evidence OR Col2400 Dr Elaine Murray
\textsuperscript{23} Draft code of practice, chapter 5, page 71, para 18
\textsuperscript{24} Draft code of practice, chapter 3, page 23, para 15
\textsuperscript{25} OR Col 2411 The Convener