

Action Plan – Aith Enhanced Provision

	Recommendation	Action	Lead	Timescale	Progress Statement
1	Establish a strategic oversight group which has clear governance of the Enhanced Provision Strategy with a multidisciplinary membership including practitioners with specialist knowledge of children and young people’s complex additional support needs.	<ul style="list-style-type: none"> Recommend to the newly formed Support for Learning Review Project Board that Enhanced Provision is incorporated into the scope of that Project Board which includes multiagency membership and specialist knowledge of complex additional support needs. If this is agreed, ensure Enhanced Provision is incorporated within the Project Initiation Documentation. Identify a relevant Project Management Team for Enhanced Provision alongside a Project Manager to feed into the Project Board. 	Director of Children’s Services	Immediately – fully complete by end of December 2025	<p>December 2025 –</p> <p>At the Support for Learning Project Board meeting on 19 November 2025, the board agreed that Enhanced Provision would fall within the governance of the Board.</p> <p>The Project Initiation Documentation will now be revised to establish this and a specific Project Management Team for Enhanced provision identified.</p> <p>Project Team has been identified as:</p> <ul style="list-style-type: none"> Executive Manager Learning Estates – Project Manager Chief Education Officer / Executive Manager Education and Learning Team Leader APC Team Leader Building Services Head Teacher representative

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					<ul style="list-style-type: none"> • Principal Education Psychologist • Quality Improvement Officer / Outreach
2	Project management standards for the Enhanced Provision Strategy must include regular consultation with all stakeholders (particularly staff, parents and pupils) using methods such as focus groups and workshops. This should include a clear communication strategy with a timeline.	<ul style="list-style-type: none"> • Using relevant Project Management tools, create a consultation and communication plan for the Enhanced Provision project. For each school, an individual consultation and communication plan will be developed including a timeline for engagement, consultation methods (focus groups, workshops, surveys) and communications plan. 	Executive Manager Learning Estates	January 2026 then ongoing by school	
3	Roles and responsibilities for staff involved at all levels in the implementation of the Enhanced Provision should be detailed within the Strategic Outline Programme to ensure that there is appropriate autonomy and accountability for decision-making.	<ul style="list-style-type: none"> • Project Team to identify roles and responsibilities for both the Team and each school setting. • Project Team will identify tools to assess and support the readiness for the school to inform Project programming. 	Executive Manager Learning Estates	March 2026	

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	Associated with this, there should be an assessment of the capacity and readiness of school leaders to undertake implementation of Enhanced Provision on behalf of Shetland Islands Council and for their communities.				
4	Quality Improvement processes for schools must integrate planning for Enhanced Provision within the School Improvement Planning process to ensure that there is a strong connection for responsibility and accountability from the relevant council committees to head teachers, classroom teachers and support workers.	<ul style="list-style-type: none"> The link Quality Improvement Officer and the Head Teacher will assume joint responsibility to ensuring Enhanced Provision is included in School Improvement Planning processes and the Quality Improvement Framework activities. 	Link Quality Improvement Officer and Head Teacher	Next School Improvement Planning cycle – by August 2026	
5	The Accessibility Design Brief (ABD) should be revised to take account of the updated Northern Alliance ABD (2024) and	Project Team will update Accessibility Design Brief to: <ul style="list-style-type: none"> Include curriculum and communication accessibility. 	Executive Manager Learning Estates	April 2026	

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	should include greater clarity of what Enhanced Provision means. The elements of design must be clearer about what provision for complex health and care needs comprises; and should pay due regard to the accessibility requirements for Curriculum and Communication as well as the Physical Environment.	<ul style="list-style-type: none"> • Clarify Enhanced Provision definitions. • Integrate child planning data and projections. 			
6	The range of data used to inform the implementation of Enhanced Provision (including the Accessibility Design Brief) needs to widen to include assessment information gathered from the Child’s Planning process which takes account of children’s lived experience at different stages of their education.	<ul style="list-style-type: none"> • At project level, develop an Accessibility Strategy to ensure that curriculum and communication methods are accessible for children and young people with disabilities. • Identify the range of information required and methods of collection, including child’s planning and transition information, which will inform localised decisions for each school. <i>Links to Recommendation 13.</i> 	Chief Education Officer / Executive Manager Education and Learning	April 2026	
7	Assessment and planning processes for children and young people with Additional Support Needs	<ul style="list-style-type: none"> • The scope of the Support for Learning Review, which is currently underway, includes a commitment to review policy, and guidance, including 	Director of Children’s Services	2-year review to be completed by August 2027 with on-going implementation	

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	must be quality assured in order to know that they are meeting legislative requirements as well as being able to inform what provision is required in schools across Shetland Islands Council. This should include the tracking and annual auditing of decision/plans for children and young people in transition.	admission policy, transport policy, managing inclusion guidance, stages of intervention, Getting it Right for Every Child (GIRFEC) and Coordinated Support Plans (CSPs). In addition, there is an additional workstream around transitions and resourcing.			
9	Consultation and collaboration with multiagency partners in all processes associated with planning for children’s additional support needs should pay due regard to what and where the professional boundaries lie in relation to educational provision and school placement.	<ul style="list-style-type: none"> Continue to progress identified plans to support the improvement of multi-agency working, particularly around GIRFEC processes. This includes a multi-agency submission for additional funding to lead a piece of work to refocus GIRFEC. 	Director of Children’s Services	1 year	<p>December 2025 - Funding application submitted on 21 November 2025. Awaiting outcome.</p> <p>Senior School Leaders have been consulted on what is working well and what challenges exist in implementing GIRFEC in Shetland. This will be used to consider improvements moving forward.</p>
10	The role and responsibilities of a Lead Professional should be reviewed in relation to the coordination, oversight,	<ul style="list-style-type: none"> In addition to the strategic work identified above, deliver an update training session for head teachers which can be cascaded with staff in relation to the roles and 	Quality Improvement Officer - Inclusion	By April 2026	

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	participation and progress for the Child’s Planning process. As a matter of urgency, this should apply to children who are in transition for August 2026.	<p>responsibilities of the lead professional.</p> <ul style="list-style-type: none"> • Through the Getting it Right for Every Child Strategic Group, share this training with multi-agency partners who may be leading on Child’s Plans. • Use the Getting it Right for Every Child Strategic Group to provide oversight for transition planning for children and young people within a transition period. 			
11	Providing a ‘Roadmap’ for parents regarding decision-making about provision to meet their child’s needs should be included in the Schools Admissions Policy and made available at meetings and appropriate areas of the Council’s website.	<ul style="list-style-type: none"> • Meet with parents regarding the feedback provided as part of the lessons learned investigation to establish what would be helpful to include. • Include this recommendation in the Policy and Guidance workstream of the Support for Learning Review. 	<p>Quality Improvement Officer – Inclusion</p> <p>Support for Learning Review Project Manager and Education Support Officer - Inclusion</p>	<p>March 2026</p> <p>By end December 2025</p>	
12	Parent Council Chairs meetings should have Enhanced Provision as a standing item of their agendas, with associated opportunities for learning and training about Additional Support Needs.	<ul style="list-style-type: none"> • Chief Education Officer / Executive Manager Education and Learning to ensure this becomes an agenda item of the Bi-Annual Parent Council Chairs Meeting. 	Chief Education Officer / Executive Manager Education and Learning	Next meeting to take place in May 2026	

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13	Plans for Enhanced Provision at Aith Junior High School need to be revised as soon as possible in order to take full account of the assessment of children’s complex needs and how they interact with the day-to-day life of the whole school.	<ul style="list-style-type: none"> • Meeting to take place with Head Teacher and Depute Head Teacher to discuss a plan moving forward. • The action associated with Recommendation 6 will need to be addressed so that there is clarity around how this assessment will be undertaken. 	<p>Director of Children’s Services</p> <p>Chief Education Officer / Executive Manager Education and Learning</p>	<p>By end December 2025</p> <p>April 2026</p>	
14	A steering group should be established for Aith Junior High School with representation from all key stakeholders including Parent Council representatives.	<ul style="list-style-type: none"> • Meeting to take place with Head Teacher and Depute Head Teacher, Parent Council representatives and central officers to discuss next steps. 	Director of Children’s Services	By end December 2025	