

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 – 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 - Chair • 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	February 2026 - The Support for Learning Review has developed a communication management strategy that will be used to shape the development of this strategy. More specific consultation approaches will be identified by the Project Team as the strategy is developed and implemented.
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	<p>February 2026 - Project Board roles and responsibilities are detailed with the PID.</p> <p>Project Team to set out clear areas of responsibility for each team member.</p> <p>An individual programme team will be established for each setting to support implementation.</p>

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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.				The phasing plan would take account of school readiness.
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	April 2026 – All schools across the Estate are being asked to include School Improvement Planning priorities as part of their School Improvement Plan for 2026/27. Further information will be communicated to schools during term 4.
5	The Accessibility Design Brief (ABD) should be revised to take account of the updated Northern Alliance ABD (2024) and	<p>Project Team will update Accessibility Design Brief to:</p> <ul style="list-style-type: none"> Include curriculum and communication accessibility. 	Executive Manager Learning Estates	April 2026	April 2026 – Work has started on updating the Accessibility Design Brief (ADB) so that it reflects the latest Northern Alliance

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	<p>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.</p>	<ul style="list-style-type: none"> • Clarify Enhanced Provision definitions. • Integrate child planning data and projections. 			<p>guidance. The initial focus has been on the physical environment. More work is still needed to clearly explain what Enhanced Provision means in practice, particularly in relation to learning, communication, and support for children and young people with complex needs. Input from education colleagues will be needed to complete this part of the work before the updated ADB can be finalised.</p> <p>February 2026 – Accessibility design brief being updated to set out the standard for physical environment.</p> <p>Project team to consider the strategy relating to education provision for children and young people with complex health and care needs including curriculum and communication.</p>

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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	<p>April 2026 - Design accessibility strategy – date for completion to be advised by Chief Education Officer / Executive Manager Education and Learning 20 April 2026.</p> <p>Support for Learning Review looking at the effectiveness of processes around child planning and transitions.</p> <p>February 2026 - Project team members are currently collating information on children and young people with complex needs across Shetland. This will support planning.</p> <p>QIO ELC to be asked to collate similar information for pre-school aged children.</p>
7	Assessment and planning processes for children and young people with Additional Support Needs must be quality assured in order to know that they are	<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 admission policy, transport policy, managing inclusion guidance, stages 	Director of Children's Services	2-year review to be completed by August 2027 with on-going implementation	April 2026 – Support for Learning Review progressing. Proposed implementation of Intensive Support Teachers for children and young people

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	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.	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.			with the most complex needs by August 2026.
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>April 2026 – Funding has been secured to undertake a review of multi-agency working in relation to Getting it Right for Every Child. Aim to improve multi-agency working which leads to improved outcomes for children and young people.</p> <p>February 2026 - Funding has been secured through the Fairer Futures System Change Board to make improvements to multi-agency working using the GIRFEC principles and processes. A working group to lead this piece of work is being established.</p>

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					<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, 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.	<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 responsibilities of the lead professional. • 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. 	Quality Improvement Officer - Inclusion	By April 2026	<p>April 2026 – This will be picked up through the multi-agency review in relation to Getting it Right for Every Child.</p> <p>February 2026 - Multi-agency transition groups established and feeding into the GIRFEC strategic group. This is providing oversight to children and young people who are at points of transition.</p>

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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>	<p>April 2026 – The Policy and Guidance Workstream for the Support for Learning Review is addressing this aspect. Meetings are taking place and the Admissions policy has been made a priority.</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	April 2026 - Chief Education Officer / Executive Manager Education and Learning will address the topic of ‘Inclusion’ at the next Bi-Annual Parent Council Chairs meeting in May 2026.
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>	<p>April 2026 – Members of the Learning Estates Liaison Group have undertaken a visit to the school to observe how the school is operating in practice and to have individual discussions with teaching staff. Further visits are planned over term 4. The aim is to develop a plan for the setting based on the information from the</p>

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					<p>visit and further wider consultation work.</p> <p>December 2025 - Plans will only be reviewed once a steering group and readiness has been established.</p> <p>Further meetings will be arranged with SLT.</p>
14	<p>A steering group should be established for Aith Junior High School with representation from all key stakeholders including Parent Council representatives.</p>	<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. 	<p>Director of Children’s Services</p>	<p>By end December 2025</p>	<p>April 2026 – A steering group has been established and has been working to support the development of Enhanced Provision at Aith Junior High School. The Parent Council was updated in writing ahead of their most recent meeting, and it has been agreed that a further update will be provided towards the end of this term. Representatives from the wider group have also spent a full day in the school meeting with staff, both in classrooms and in group and individual discussions, to gather feedback on what any</p>

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					<p>changes should include. This engagement will continue as the work progresses.</p> <p>Meetings with the staff group and Parent Council to take place in term 4.</p> <p>February 2026 - Meetings have taken place with Senior Leadership Team, staff and Parent Council reps.</p>