

# Scotland's Strategy for the Learning Provision for Children and Young People with Complex Additional Support Needs 2017-2026



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## RESPONDENT INFORMATION FORM

**Please Note** this form **must** be completed and returned with your response.

Are you responding as an individual or an organisation?

- Individual  
 Organisation

Full name or organisation's name

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Phone number 0131 651 6236

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The Scottish Government would like your permission to publish your consultation response. Please indicate your publishing preference:

- Publish response with name  
 Publish response only (without name)  
 Do not publish response

### Information for organisations:

The option 'Publish response only (without name)' is available for individual respondents only. If this option is selected, the organisation name will still be published.

If you choose the option 'Do not publish response', your organisation name may still be listed as having responded to the consultation in, for example, the analysis report.

We will share your response internally with other Scottish Government policy teams who may be addressing the issues you discuss. They may wish to contact you again in the future, but we require your permission to do so. Are you content for Scottish Government to contact you again in relation to this consultation exercise?

- Yes  
 No

## Consultation questions

Scotland's Strategy for the Learning Provision for Children and Young People with Complex Additional Support Needs 2017-20206 aims to support improved outcomes for children and young people with complex additional support needs through strategic commissioning of national services; with particular focus on the provision of education. While this strategy also recognises the critical role played by social services and health in supporting educational outcomes, the strategy is set within the context of The Additional Support for Learning Act 2004.

### STRUCTURE

- 1) Is this structure correct? Does the content of the document flow in a logical order?
- Yes
- No
- Don't know

Please explain your response:

- 2) Does the structure help the reader to follow the strategy effectively?
- Yes
- No
- Don't know

Please explain your response:

Generally the structure is helpful but in certain places it becomes difficult to follow the Strategy because explanations are too brief and do not provide sufficient context. We pick up on this further later in our response.

In particular, the topic headings for Question 5 on the Respondent Information Form do not correspond with the relevant service areas in the Strategy. The Strategy lists four groups of services that are within scope to be commissioned (page 9), following those set out in Scottish Government's response to the Doran Commission findings. The services include: **Direct care and education; Research; Learning and Development;** and **Broader Services**. The RIF instead uses the headings Education, Care, Health, Research and Training. These topics can be interpreted in many ways that differ from those intended by the Doran Commission report and Scottish Government's own response to that report. More important perhaps is the fact that taking this approach promotes a compartmentalised view of these areas. Also, the absence of 'Broader Services' in question 5 disregards the existing three National Services (CALL Scotland, SSC and Enquire) and their current and past contribution, over decades, to Scottish education. These National Services were originally established with a national remit and were intended to set a direction for the future. **Broader Services** should therefore be included

in the RIF in order to provide consistency with the Strategy and with Scottish Government's response to the Doran Review itself.

The Respondent Information Form refers to page 8 for the Scope of Services to be commissioned, whereas the relevant heading and text in the Strategy is on page 9. Similarly, question 8 regarding Governance refers to page 14, whereas the text on Governance is on page 16.

## CONTENT

### Section 1. Our Vision, Aim and Objectives

**Section 1 provides information on the vision, aim and objectives of the strategy.**

- 3) Do you think the aims of this Strategy and the four objectives are the right ones to achieve the Scottish Government's purpose of improving outcomes for children and young people with complex additional support needs through strategic commissioning of services?

- Yes  
 No  
 Don't know

Please explain your response and provide any relevant evidence.

The two-pronged vision of excellence, through raising attainment combined with achieving equity, is important. We are reassured that the achievement of equity is stated in terms of opportunity to succeed rather than equal treatment for all children and young people. Inevitably, for some children to succeed - because of disability, health, poverty or social circumstances - additional resources will be required in order to ensure equal opportunity to succeed. We welcome the strategy's recognition of this point.

We suggest that the SHANARRI wheel should be added beside the NIF diagram on p.4, to remind readers of the importance of GIRFEC and of health and well-being (one of the four key NIF priorities in Objective 1.

We support the four objectives of the Strategy.

Objective 1 should separate out the four key priorities using colons or brackets to read "To ensure the four key priorities set out within Scotland's National Improvement Framework - raising attainment; achieving equity; improving health and wellbeing; and developing skills for learning, life and work - for children and young people with complex additional support needs – are central to the outcomes anticipated in the 10 Year Strategy."

The statement on Objective 2 would benefit from re-wording. Remove final clause of first sentence and run first two sentences together, to read:

"To frame the Strategy in the six key drivers for improvement within the National Improvement Framework: school leadership; teacher professionalism; parental engagement; assessment of children's progress; school improvement; performance information, with appropriate customisation to reflect the context for improving services for children and young people with complex additional needs."

## Section 2. Why we need Strategic Commissioning for Learners with Complex Additional Support Needs?

- 4) Within the context of The Doran Review recommendations – do you agree with the explanation of why we need Strategic Commissioning for national provision/services for learners with complex additional support needs?
- Yes
- No
- Don't know

Please explain your response:

The document does not make clear why a Strategic Commissioning approach is needed. First, the section describing the rationale is brief, moving quickly on to discussing the key priorities of the National Improvement Framework. A more relevant question to ask would have been: *Should a strategy for addressing complex additional support needs be considered within the National Improvement Framework?* (Our response would be affirmative.) The document should then have set out more clearly why Strategic Commissioning would be the best way to address complex ASN within NIF. Presenting options for such Commissioning would have been helpful. Together these would have allowed respondents to make more informed and comprehensive responses.

A second, more important reason for lack of clarity around Strategic Commissioning within the document is the term 'low incidence', which seems to be confused with complex additional support needs. Only the latter benefits from a legal interpretation under the Act. Low incidence need is, by definition, a within-person problem that is usually associated with health or disability. In contrast, legal interpretation, following the Education (ASL etc.) 2004 Act, as amended, defines complex additional support needs. Therein it is set out as support needs that are of such complexity that the **response required** to address these needs is complex. As set out in the Act, associated guidance and legal opinion, the complexity of additional support may arise from disability or health, familial, learning environment, or any combination thereof. They are not, of themselves, low incidence. This point is crucial in determining what services should be commissioned.

- 5) The 'Scope of Services to be commissioned' on page 8 relate to education, care and health, research and training and is informed by the Doran Review recommendations and the National Needs Analysis, which was completed in 2015. Can you please comment on any services within those headings which you would particularly wish to see featured here? Please tell us if you think it should exclude any aspects or include any others?

#### Comments:

As noted above, in our response we have adopted the four categories in the Strategy consultation document (Direct education, care and health services; Research; Professional; and Broader services) as these are consistent with the Strategy and with the Doran Review, and are more appropriate than the headings given in the RIF.

We acknowledge the importance of the framework set of criteria outlined by the Strategy for the commissioning process. The criteria outlined are inclusive, transparent, innovative and focused on excellence and we hope that they will result in services that:

- Address assessed need.
- Are provided locally wherever possible, irrespective of location.
- Support parents and carers.
- Capitalise on the expertise and experience developed by partners, building capacity locally, regionally and nationally.
- Provide a mix of long-term services of learning and support and short-term focused support to meet particular needs.
- Are co-ordinated to prevent duplication.

The age range of learners to be supported by services should be defined in the Strategy.

We wish to see provision of Assistive Technology services included in the scope of services to be commissioned.

Professor Hargreaves (2012)<sup>1</sup>, a member of the International Council of Education Advisers that is advising the Scottish Government on the National Improvement Framework, writes that Assistive Technology (AT) "has begun a small revolution in student achievement, so that many students are now able to access, develop and display what they know in ways that have never been possible for them before." Results showed that AT can "increase participation, enhance inclusion, develop positive identity and self-confidence and raise achievement in the community of students with special educational needs. They can also enhance, extend and engage learning among all students."

Hargreaves notes that technology in itself is insufficient: "Assistive technology is not simply a device such as a laptop or a piece of software. Nor is it a single investment in time and

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<sup>1</sup> Hargreaves, A. & Braun, H. (2012). Leading for all: Final report of the review of the development of essential for some, good for all: Ontario's strategy for special education reform devised by the Council of Directors of Education. p. 53, Toronto, Ontario: Council of Directors of Education.

resources. It is as an interconnected system that encompasses planning, professional development, personnel, and equipment.”

Such an interconnected system encompasses all four service areas within the scope of Strategic Commissioning – direct education, care and health; research; professional learning and broader services.

### **Direct education, care and health services**

Scotland's current position in delivering this interconnected Assistive Technology system can, at best, be described as patchy. Fragmentation can be observed in the type of disability served - with some, such as visual impairment, relatively well served - while other disabilities such as physical impairment are less well served. Fragmentation can be seen too in the variability of provision in digital educational technology services: 30% of local authorities have specialist Assistive Technology teams or staff; with the remainder either having service level agreements with CALL Scotland, the broader national service, or no service available either locally or under contract. There is also variability in uptake of innovative approaches: for example some authorities have high uptake of SQA Digital Question Papers, or free core Assistive Technologies such as text reader software and the Scottish Computer Voices, or both – while others have low uptake. These factors lead to inequitable support made available to pupils, limiting their full potential.

For Scotland’s children to benefit from AT equally across the country and irrespective of additional support needs or type of disability there needs to be some form of national approach to delivering services. That will inevitably include direct services to children and young people. These should be provided locally with appropriate support provided from the national Assistive Technology service. If Assistive Technology provision is not available locally, arrangements need to be in place at regional and/or national level to provide the necessary support.

### **Research**

According to the Report of the Initial Findings of the International Council of Education Advisers<sup>2</sup> a priority for research is “*Improving pedagogy for specific subjects, using clear evidence to identify what works in the classroom*”. The focus on pedagogy and practice is supported by the DfE report on evidence-informed teaching<sup>3</sup>, which argues that evidence-informed teaching results when research evidence is applied to solve practical classroom challenges. Most teachers do value research evidence provided it has a problem- and practice-based focus.

These findings on the purpose and nature of research present challenges to schools and also to universities and colleges engaged in teacher training. The reports are timely in setting a direction and pace for the research should be commissioned, including for strategic commissioning of research to improve outcomes for children and young people

<sup>2</sup> Scottish Government (2017) Report of the Initial Findings of the International Council of Education Advisers July 2017 <http://www.gov.scot/Resource/0052/00522962.pdf>

<sup>3</sup> Mike Coldwell, Toby Greany, Steve Higgins, Chris Brown, Bronwen Maxwell, Bernadette Stiell, Louise Stoll, Ben Willis and Helen Burns. Evidence-informed teaching: an evaluation of progress in England. Department for Education Research report RR696. Ref: ISBN 978-1-78105-769-8, DfE- RR696

with complex ASN. In the area of AT, examples of research in Scotland that correspond with the findings of the DfE and ICEA reports, are:

- *Research that is problem and practice focussed, leading to practical and accessible evidence-based interventions* – such as the development and implementation of digital Scottish voices on class computers across Scotland.
- *Involving teachers in trialling new methodologies and approaches* – for example, the Books for All initiative involved collaboration with practitioners across Scotland and has delivered a national service for all schools in Scotland to provide accessible books to all children with disabilities.
- *Demonstrating impact on outcomes for children and young people* – such as collaboration with SQA on raising attainment using digital technology in exams.
- *A commitment to sharing findings in ways that are easily accessed by teachers* – such as CALL Scotland’s accessible websites, resources and newsletters.

As well as providing examples of the kind of research that feeds directly into improving pedagogy, the methods for disseminating findings reflects how results ought to be shared, in ways that are accessible and of benefit the wider teaching community, in addition to peer-reviewed articles.

For research findings to be embraced by teachers, there must be a strategy to ensure that outcomes of that research are sustained. Findings need time and effort to be spent on building capacity in the community. Too often short-term funding of projects, where results are written up and the investigator then goes on to the next project or funding bid, lead to results that do not deliver or cannot be scaled up to improve outcomes nationally. In these cases, they are simply a waste of resources. For outcomes of research to be sustained, funding is required in the longer term to ensure that research findings can be disseminated and implemented in practice. CALL’s research into Digital Question Papers is a case in point. The research began in 2005; Digital Papers were first offered by SQA in 2008; and continued development and implementation across the country has been supported through CALL’s Professional Learning programme and advice and information service, leading to uptake across the country. This development is a good example of Hargreaves’ interconnected system.

### **Professional learning and development**

Strategic Commissioning should include a model for Professional Learning that addresses learning requirements at staff providing interventions at all levels of GIRFEC<sup>4</sup>: universal, within school; targeted, within broader educational services; and specialised multi-agency support. In respect of Assistive Technology, learning at the universal level is required for all teachers and practitioners involved in the education and care of children and young people with complex additional support needs, beginning at initial teacher education

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<sup>4</sup> Scottish Government (2012) Supporting Children's and Young People's Learning: A report on progress of implementation of the Education (Additional Support for Learning) (Scotland) Act 2004 (As Amended). <http://www.gov.scot/Publications/2012/02/7679/9>

level. This would address the lack of understanding of by newly qualified teachers reported in Donaldson's Teaching Scotland's Future (2011)<sup>5</sup>.

Professional Learning is also required for staff working at targeted and specialised levels, and for school and service leaders in order to address the needs of children and young people with complex ASN. Practitioners in the targeted group that require training include Support for Learning and ASL teachers, teachers in special schools, classroom and ASN assistants and other care and health practitioners. Potential recipients of specialised training may include both of: those specialising in AT and Alternative and Augmentative Communication, without whom Scotland will not be in a position to claim world leadership. Support for learning assistants are a key group as they are often required to manage highly specialised equipment to support individual pupils.

We do of course welcome the development of postgraduate Masters level training but this will not be sufficient and it should be complemented by professional learning that is more suitable for universal and targeted requirements. Nonetheless opportunities for progression through levels towards full Masters should be a route available so that future leaders in AT and AAC can be encouraged to emerge.

### **Broader Services which support the education of children and young people with complex additional support needs**

There is a clear evidence-based need for a national service dedicated to supporting children and young people with complex ASN, their teachers, support staff and parents in the use of Assistive Technology and Augmentative and Alternative Communication (AAC). The national service must complement existing services - local or regional - by adding value and building capacity. In the area of AT and AAC, and in order to underpin the direct support to children and young people discussed above, a national Assistive Technology service must provide a centre of excellence that offers:

- **The skills and expertise to offer specialised assessment support** for 'triaging' and to support local and regional services.
- **A multi-disciplinary team** capable of working with practitioners in education, care and health.
- **Strategic partnerships** with for example Scottish Government, SQA, Education Scotland, local authorities and voluntary organisations to provide policy expertise on AT and AAC.
- **Partnerships with existing Assistive Technology services** across Scotland.
- A programme to support the establishment and development of new **Assistive Technology services** at local or regional level, where these do not currently exist.
- Expertise and a proven track record in **technical research and development** resulting in practical, cost-effective national solutions such as the Books for All Scotland Database; the free Scottish Computer Voices and literacy support tools; or SQA Digital Question Papers.
- **Responsive advice and information** for practitioners at all levels, for parents, and for learners via telephone email, and social media

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<sup>5</sup> Graham Donaldson (2011) Teaching Scotland's Future - Report of a review of teacher education in Scotland. ISBN 978 0 7559 9733 6



- **Proactive advice and information** via web sites, publications, posters, leaflets and webinars.
- **A National Assistive Technology Loan Bank** to enable practitioners to trial specialist equipment prior to purchase.
- **Professional Learning** – a range of PL opportunities that are evidence-based and delivered in a range of forms to meet the needs of practitioners, such as short courses, in-service events, webinars and online learning.

These broader services must be underpinned by research and a solid evidence base. Deep craft knowledge and expertise within a multi-disciplinary environment is essential. Given the rapid pace of development in technologies, an essential requirement is an environment that is conducive to innovation.

### Section 3. 10 Year Strategy

**This provides detail on the strategy for the first 10 years on the proposed approach to strategic commissioning of national provision/services for children and young people with complex additional support needs.**

- 6) What are your views on the National Commissioning Groups proposal that the first phase of strategic commissioning will focus on pathfinder (testing) activity on training, development and research? Are there any particular areas of training which should be focussed on?

Comments:

We agree with this proposal with the caveat that the first phase of strategic commissioning might focus on, but should not be limited to training, development and research.

‘Training, development and research’ comprise only two out of the four areas identified within the scope of services to be commissioned in the Strategy. If the first phase was restricted to these two areas, and did not include Direct Education, Care and Health, or Broader Services, then there is a risk that the long-established services that are currently provided by CALL Scotland, SSC and Enquire would not receive funding and would cease. This would have an immediate and detrimental impact on the education, care and health of children and young people with complex additional support needs and on the ability of the National Commissioning Group to meet the stated remit. The first phase should therefore build on and not adversely affect what is already provided by the existing national services. CALL Scotland has been funded by Scottish Government since 1991: this long investment must not be jeopardised.

We welcome the commitment to a 3 year cycle of commissioning and funding, which will improve planning and service delivery compared to one-year funding that has been recent practice.

The need for an integrated approach informs the professional learning model outlined in our response to Q5. Also required is a vision of what should be in place for the AT skills

and expertise that will be acquired as a result of the professional learning that will be deployed across Scotland.

For specialised AT to contribute effectively to learners, a framework needs to be developed that sets out actions, milestones and outcomes to be achieved across Scotland. It needs to develop an interconnected system within which to embed Professional Learning and to deliver AT services to children and young people. In line with the NIF, a AT provision framework needs to set out actions, milestones and outcomes for:

- individual learners, families/carers and teachers/practitioners in the classroom;
- school;
- local or regional authority;
- strategically at a national level of policy, legislation and guidance.

The systems approach intended mirrors the framework offered through NIF. Also required is a clear series of objectives for AT in line with NIF. These benchmarking steps should be used to improve on models of practice and support offered by teachers across Scotland. Such steps will help to embed the results of professional learning on practice improvement within NIF. At the same time, if Scotland is to achieve the status of world leader in its work with children and young people with complex ASN then it needs to understand, mirror and then improve on that which is available outside our own borders, for example those offered by the European Union and other international bodies.

The *Model Policy for Inclusive ICTs in Education for Persons with Disabilities*<sup>6</sup> from the European Agency for Special Needs and Inclusive Education offers a suitable framework for developing a strategy in the area of ASN and AT. By consolidating our own improvement agenda for complex ASN in line with international outcomes Scotland would be in a stronger position to articulate how our aim of world leadership in this area is translating into recognisable objectives.

- 7) For the purposes of this document the National Improvement Framework drivers have been adapted and therefore reflect particular concerns related to children with complex additional support needs? Do you have any suggestions for additions or alternative wording which should be included? Please set it out against the relevant heading below.

Comments:

**Service Leadership:**

We agree that leadership of Services providing direct education, care and health to children and young people with complex additional support needs, and leadership of services supporting practitioners, is a key driver for improving educational outcomes.

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<sup>6</sup> UNESCO (2014) *Model Policy for Inclusive ICTs in Education for People with Disabilities*. Published by the United Nations Educational, Scientific and Cultural Organization, 7, Place de Fontenoy, 75352 Paris 07 SP, France. See <http://www.european-agency.org/sites/default/files/UNESCO-G3ict%20Model%20Policy%20on%20Inclusive%20ICTs%20for%20Education%204-2014.pdf>

**(Leadership of) Education Services:**

We suggest that this driver is incorrectly named in the RIF and should be entitled **Leadership of Education Services** or **School Leadership** in order to align with the NIF, with the text of the Strategy itself, and with the first driver (Service Leadership).

Leadership development programmes should include the application of Universal Design for Learning (UDL) and the role of Assistive Technology in raising attainment and achievement and improving well-being.

**Practitioner Professionalism:**

We welcome the proposal to develop relevant professional learning opportunities at postgraduate level and the recognition that these will include a range of CPD activity at establishment or school level as well as post graduate study.

With respect to Assistive Technology, these opportunities should address the learning needs of practitioners at the three GIRFEC levels:

- classroom teacher and practitioner (Universal);
- support for learning practitioner / special school practitioner (Targeted);
- assistive technology specialist (Specialist).

**Parental Engagement:**

We welcome the goal of ensuring strong partnership working between providers and parents. By definition, the process of meeting the needs of the learners that are the focus of the strategy is complex, involving different agencies, and as a result, the Doran Review reported that many parents found 'the system' confusing and therefore engagement and participation can be challenging. A national advice service for parents, as provided by Enquire, is essential.

Assistive technology, as previously discussed, can provide a vital tool for enabling children and young people with complex additional support needs to access the curriculum and improve outcomes. Assistive Technology of course also offers many opportunities for learning, recreation, and communication at home and in the community.

Until recently, Assistive Technology was relatively expensive and specialised. In the past few years however, mainstream devices such as smartphones and tablets have become much more affordable and therefore much more accessible. For example, dedicated purpose-built voice output communication aids typically cost between £2000 and £5000; in comparison an iPad with a communication aid app will cost between £400 and £500. Consequently, many parents are now purchasing Assistive Technology devices themselves, and bypassing educational or health assessment and provision routes.

As Hargreaves notes however, the technology in itself will not lead to improved attainment. Therefore there is a need to ensure effective parental engagement for learners with complex additional support needs who use assistive technology.

**Assessment of Children’s Progress:**

We wish to note that the statement quoted from the NIF (“Progress in learning for children with significant additional support needs will be evaluated at an individual level, through agreed plans and next steps, which will be personalised”) does not apply to all children and young people with complex additional support needs.

Children with “significant additional support needs” may or may not have “complex additional support needs” given that “significant support needs” are not defined. The two groups may or may not be the same learners.

We agree that *some* children with complex additional support needs do require a personalised and individualised approach and so we do support the development and trailing of different assessment models.

We also wish to point out that many learners with complex additional support needs are educated in mainstream schools and their progress in learning will be evaluated using ‘mainstream’ methods including, for example, the Scottish National Standardised Assessments.

Therefore, we propose the addition of a fourth bullet:

- Development of guidance and services to ensure that learners with complex additional support needs are able to participate and access appropriate progress measures, including for example the Scottish National Standardised Assessments.

**Service Improvement:**

We welcome the proposed focus on the quality of partnerships between agencies that support children with complex additional support needs.

However, given that the NIF aims to gather evidence from school inspection, and from school and local authority self-evaluation, in order to “achieve equity for all children”, we suggest that research and development is also undertaken to support schools and local authorities to improve their services. As previously discussed, access to and provision and use of Assistive Technology is uneven across Scotland and inspection and self-evaluation can be used to improve the performance of services and schools.

**Performance Information:**

We welcome the inclusion of this driver and propose a project to develop and implement the UNESCO *Model Policy for Inclusive ICTs in Education for Persons with Disabilities*<sup>6</sup> in order to gather intelligence regarding progress across the country with respect to accessible ICT and provision of Assistive Technologies, particularly as changes in governance re implemented across Scottish education.

8) Do you agree that the Governance arrangements detailed on page 14 are appropriate? If not, what else should be included?

- Yes  
 No  
 Don't know

Please explain your response:

Our understanding of agreed Governance arrangements differs from that set out in the Strategy. The Project Board should be the overseer of the Commissioning Group rather than vice-versa. As set out in the Strategy, the Board seems to have been attributed the role of rubber-stamping that which is decided by the Commissioning Group. A Board that is independent of Scottish Government will enhance a perception that Scottish Government are not taking a 'command and control' approach.

A Commissioning Group reporting to a Board that is independent of Ministers will also mean that direction and strategy can change according to evidence base rather than any particular pressure group persuading Ministers.

Appropriate checks and balances to the Board's independence includes the appointment of Chair being the responsibility of Scottish Government and official membership of both Board and Commissioning Group.

## General

9) In relation to the overall 10 Year Strategy - are there any areas missing, requiring strengthening, or which are not required and could be removed?

- Yes  
 No  
 Don't know

Please explain your response:

For the reasons given in our responses to Q2, 3 and 4, we expect that it will be difficult for the wider public to engage fully with the consultation document.

10) Are there any general comments you would wish to make about '**Scotland's Strategy for the Learning Provision for Children and Young People with Complex Additional Support Needs 2017-2026**'

On page 11, the document notes that resource of £11m per annum is being maintained by Scottish government to ensure that they key areas identified by SCPB are supported. It would be helpful to place this in context and remind readers that the major sources of funding for the education of children and young people with complex additional support needs are from general education, care and health budgets, spent in local authority schools and establishments where the majority of children and young people with complex additional support needs are placed. Other national initiatives and funding

schemes that are benefitting children and young people with complex additional support needs include, for example, the Scottish Attainment Challenge (£750m); the Pupil Equity Fund (£120m/annum); in addition to other targeted initiatives such as The Scottish Strategy for Autism<sup>7</sup>; See Hear<sup>8</sup>; and A Right to Speak<sup>9</sup>.

The Strategy (p8) takes forward six out of 21 recommendations contained in the Doran Review. We submit that the scope of the Strategy should be broader and should address all 19 of the recommendations that were partly or wholly accepted by the Scottish Government response<sup>10</sup> to the review.

**Thank you. Please send with your respondent information sheet to:**

Email address:

or

Scotland's Strategy for the Learning Provision for Children and Young People with Complex Additional Support Needs 2017-2026 – Consultation  
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<sup>7</sup> Scottish Government (2011). The Scottish Strategy for Autism.  
<http://www.gov.scot/Publications/2011/11/01120553/0>.

<sup>8</sup> Scottish Government (2014). See Hear. A strategic framework for meeting the needs of people with a sensory impairment in Scotland. <http://www.gov.scot/Publications/2014/04/7863>.

<sup>9</sup> Scottish Government (2012). A Right to Speak Supporting Individuals who use Alternative and Augmentative Communication. <http://www.gov.scot/Publications/2012/06/8416>

<sup>10</sup> Scottish Government (2012). Meeting the needs of Scotland's children and young people with complex additional support needs. The Scottish Government's response to the Doran Review. ISBN: 9781780459660.  
<http://www.gov.scot/Publications/2012/11/6244>