

Non-Teaching Staffing Allocation 2022-23 Process

The allocation of Non-Teaching Staff in Dumfries and Galloway Council is in line with the key drivers in Scottish Education including The Promise, the Morgan Review and Getting it Right for Every Child. In order to deliver on our commitment to promoting equity for all children and young people in our schools, the process below will enable us to make fair and transparent decisions to target support where it is needed most. This process will ensure the data we use is moderated and quality assured, and is in line with the new Stages of Intervention approach.

Data Gathering and Moderation

- Data gathered on school rolls and number of pupils in each school with Additional Support Needs, an Individual Education Plan, and who are looked after
- Information gathered on new entrants and leavers with Additional Support Needs in schools and learning centres Data cross-referenced between nursery and primary 1, and between primary 7 and secondary 1
- Information collated from Supporting Learners teams (such as Educational Visitors, Inclusion, and Specialist Services) on individual pupils
- All data and information moderated and quality assured to ensure accuracy

Stage 4 Allocation (Intensive Intervention)

- Hours prioritised for Inclusion Teams and English as an Additional Language Service
- Severe and Complex Needs Learning Centre formula applied: 3 staff to 4 pupils
- Moderate Needs Learning Centre formula applied: 3 staff to 5 pupils
- Moderation exercise undertaken in partnership with schools and teams to establish accurate number of pupils accessing Learning Centres and Inclusion Bases and accurate record of pupil needs

Stage 3 Allocation (Targeted Intervention)

- Allocation of hours to support targeted interventions in school, taking account of:
 - Targets identified in Individual Education Plans (IEPs) and Coordinated Support Plans (CSPs)
 - Involvement of Supporting Learners Service teams
 - Child's Plan actions
- Moderation exercise undertaken in partnership with schools and teams to establish quality and accuracy of planning and accurate record of pupil needs

Stage 1/2 Allocation (School Core Allocation)

- Core allocation based on:
 - School roll
 - Number of pupils with an additional support need (including looked after children)
 - School context, including access to other staffing resources and funding
 - Ensuring equity across comparable settings

Minor Adjustments

- Where it is necessary to move staff, this will take account of the nature of their contract, and will be in accordance with the *Procedure for Transfer of Non-Teaching Staff Guidance*
- Minimising staff working across more than one setting where possible
- Reasonable adjustments taking account of employment law, geographical issues, etc
- To make sure the exercise remains in budget