Glasgow

Education Services

Question 1

Details on what parts of Additional Support for Learning provision are working well and what are not, and any reasons they can provide which might help to explain why aspects are working well or not.

In line with our Inclusion Strategy Planning, we continually review our Additional Support for Learning (ASL) provision with a view to improving and adapting to meet the changing needs of our population. This is supported by our self-evaluation processes, our Education Services Improvement Team, Inclusion Support team and Glasgow Education Psychological Services (GEPS).

We also engage with our schools using the ADES collaborative improvement model and learn from our analysis of HMIE inspection reports to inform decision making and development to ASL provision.

Examples of good practice in relation to professional learning and pupil support include:

- Inclusion Support and Development Groups working well, positively evaluated and followed up longer term
- Nurturing supports – good evidence of improvements in outcomes for children and staff. Comments in Inspection reports.
- Language and Communication Friendly Establishments programme, well evaluated over the longer term. Comments in Inspection reports.
- Emotionally Based School Non-Attendance (EBSNA) project
- Glasgow Virtual school and flexibility of curricular activities
- ASL Co-ordinator Networks professional learning and support programme
- Developing the Young Workforce
- Mentoring Programmes
- Glasgow Dyslexia Support Service(GDSS)
- Loss and Bereavement/Critical incident support
- Glasgow Motivation & Wellbeing Profile

Question 2

What are the barriers to supporting this provision?

Glasgow Education Services strive to achieve for all children and young people, however, there are a number of barriers to supporting ASL provision at this time.

Barriers include

- An increase in the number of children and young people identified as having an additional support need across all sectors

- The changing and increasingly complex needs of children, young people and families across the city.
- Current budget constraints and an increased demand for alternative provision
- Unpredictability of numbers of children with significant additional support needs moving to Glasgow from out with the authority

Any examples of good practice in this area;

Please see above

Question 3

How does the authority support good relationships with parents and young people, especially where there are disagreements around the provision of additional support for learning and reach collaborative agreement

- Regular school and multi-agency review meetings
- Personalised supports using solution-oriented frameworks to support discussion and ensuring a strength-based approach to discussing needs.
- An ongoing focus on supporting parent/carer voice and views of children and young people.
- Where required, ASL Resolve Mediation are used to provide independent mediation.
- Feedback arrangements and discussion from Area Inclusion Groups (AIG)to problem solve with parents and schools.

Question 4

How many placing requests have been made over the last 5 years by parents or carers wishing that their children be educated in a specialist Additional Support Needs (ASN) unit or school. And how many placing requests have been made by parents or carers wishing their children to be educated in a mainstream setting as opposed to a specialist ASN setting. The Committee would be grateful for the total numbers, along with the numbers of requests refused and agreed.

Total ASL Placing Requests

Session	Total No of PRs	Granted	Refused	Withdrawn
2019-2020	34	6	10	18
2020-2021	30	4	7	9
2021-2022	26	8	14	4
2022-2023	72	13	44	15
2023 -2024	149	12	80	13

There are currently 44 requests under consideration.

Question 5

How does the authority ensure that parents and young people are aware of the rights to various remedies under the 2004 Act?

- Glasgow City Council Website
- Review and discussion with parents/carers at school level
- Pathways communications with parents/carers e.g. PR refusals information, AIG Guidance, Learning Community Joint Support Team, videos and information booklets
- Signposting national supports e.g. Enquire, Enable
- Engagement with Glasgow City Parents Group

Question 6

The Committee is aware that there can be variations in approaches to identification of ASN across local authorities and between primary and secondary schools. The Committee would be grateful if you could briefly set out how you ensure that children's additional support needs are identified and Seemis records are updated to ensure accuracy of the data.

- School-based staged intervention processes, including school cluster discussions, Staged Intervention and Inclusion Meetings (SIIMS) for children and young people at stage 2&3 as required
- Learning Community Joint Support Teams for Stage 4 support which provides opportunity for and multi-agency input
- SEEMIS recording of identified need & SEEMIS wellbeing planning
- SEEMIS sampling exercise re significant events

Question 7

How does the authority ensure staff have adequate training on Additional Support for Learning provision?

A wide range of professional learning opportunities are available to staff across all sectors. This training covers universal and targeted support interventions; Whole School Nurture, Language and Communication Friendly (LCFE), Alternative Autism, Positive Behaviour Analysis, CLN milestones.

Our locality-based Inclusion Support and Development Groups provide a professional learning offer which brings staff together on a regular basis from across schools to learn together and from each other.

In response to needs analysis undertaken at authority and locality level, bespoke training is also provided to individual establishments or groups of staff. This is supported by Glasgow Educational Psychological Services (GEPS) and Education Services Inclusion Team.

Examples

- Online modules for early years staff
- Primary 1 (Early Level) support networks
- City wide ASL Co-ordinators Network
- PT Pastoral Care Network
- Designated Managers Training
- Child Protection Co-Ordinator Training
- Training programme for probationer teachers
- HT induction and middle leadership programmes
- All Behaviour is Communication training for all education staff

Question 8

If parents/carers have a concern about the ASN provision in a mainstream school, what process can they follow to try and get it resolved?

- Discussion with school staff at establishment level
- Contact with Education Improvement Service – Inclusion Team/ School Link Officer
- GCC complaints procedure
- Independent Mediation

Question 9

Where the provision of ASN is not working in specific cases in schools, what can teachers do about that? Is there support that can be accessed? What happens if the matter cannot be resolved?

- Discussion with school ASN co-ordinator
- Discussion with school Senior Leadership Team
- Staged intervention meeting with parents/carers
- Discussion at cluster-based SIIM
- Discussion at LC-JST if multi-agency support is required
- Sources of support: Inclusion team, Early Years Inclusion Support Service Language and Communication (LCR) Outreach, Enhanced Nurture Provision (ENP) Outreach, Glasgow Psychological Services (GEPS), Glasgow Dyslexia Support Service (GDSS), third sector providers
- Area Inclusion Groups (AIG), where alternative pathway or additional resources need to be reviewed or considered