

Inverclyde

Question: 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.

Provision

Specialist settings

- high levels of specialism amongst staff built up over time.
- quality of buildings / learning environments in relatively new build provisions.

Challenges

- changing level of need i.e., increasingly more complex and less moderate levels of need, particularly across Early years and P1 – 3 of Primary
- requirement to provide greater levels of specialist placements for pupils with complex needs meaning less places for pupils with moderate needs in specialist settings, therefore requiring to then be met with support in mainstream settings

Services – offered at enhanced level.

- maintaining specialist services e.g., EAL, Visual Impairment, Deaf and Hearing Impairment outreach, Inverclyde Communication Outreach Service etc.
- developing leadership of services and improvement processes relating to self evaluation and improvement planning.
- Given high level of increased need, it is challenging to increase at the same time the capacity of specialist services therefore ongoing work to triage and prioritise cases is needed.

Challenges

- Capacity to support increased numbers of pupils showing dysregulated behaviour/ readiness to learn.

CLPL

- Universal offer – better relationships through restorative approaches and Promoting Positive Relationships policy.
- Good use of solution orientated child centred planning

- School's innovative use of PEF to enhance and develop their universal offer, including training
- Ongoing training programme via service and partners – approaches are aligned to the NTTP

Question: What are the barriers to supporting this provision?

- High levels of need / numbers of pupils with more complex need beginning their journey in education.
- Challenging to increase physical capacity of special ASN placement spaces. Current ASN places are very tight and often ASN schools / bases are full. Cost of extending them is a significant challenge.

Question: 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?

- We follow a very clear fortnightly Authority Screening Group and monthly ASN forum process to allocate both services as outlined above and placement in ASN schools / bases. There is a complaints / appeal process built into this for families.
- TAC process is clearly linked to our ASL policy with recent improvements made to clearer planning formats so families are clear what support is being offered.
- Solution Orientated approaches have been promoted and developed over time, alongside high quality support from the central officer team to mediate and manage disagreements in the complaints / appeal process for ASN forum decisions. High quality handling of complaints with a clear focus on a resolution sought.

Question: 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.

Less than 5

Question: 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.

- 0

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

- When a parent receives a placing request refusal letter their rights in this regard are clearly laid out.

Question: 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.

ASN leaders in all establishments are responsible for identification and recording. The Education Officer for Inclusion carries out an annual ASN visit to check the policy is being applied as well as checks of SEEMIs codes being used.

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

- Clear central policy for ASL
- Annual suite of training offered from a range of central services and partners where appropriate
- Individual school's improvement plans are scrutinised and checked for clarity of priorities identified for improvement linked to their own self evaluation as well as Education Service / Council led initiatives such as Trauma Informed approaches
- Triannual peer review of every establishment to validate the establishment's self-evaluation
- Close monitoring of cases brought to the ASG / ASN forum ie identifying where more support or training may be required
- Annual meeting between the school's Ed Psych and HT / DHT to contract input from Ed Psych against the SIP

Question: 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?

- Approach HT of child's school
- Approach central HQ informally
- Approach school or central HQ formally via complaints process

Question: 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?

- Via their school's ASN leader or Joint Support Team
- Via the ASN leader to the ASG then ASN forum