

Scottish Borders

Response to Education Children and Young People Committee

- 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.**

Working well

Specialist provisions where there is good leadership, positive relationships established with parents, sound professional specialist knowledge and good monitoring and tracking in place. This is evidenced across both of our primary and secondary specialist provisions.

Areas for development

Barriers faced with mainstream settings to fully realise an inclusive learning environment – particularly implications of a shared placement and the presumption to mainstream. There needs to be more of an ownership of ASL across the whole teaching workforce.

- 2. What are the barriers to supporting this provision?**

- Lack of specialist training in Initial Teacher Training. Specialist training requires a bigger response across the education system as a whole.
- Lack of supply specialist staff to cover for staff absence
- Education system is not resourced or currently prepared to support 34% of pupils with ASN.

a. any examples of good practice in this area;

- Staff recognise the need for professional learning opportunities, but difficult to provide across LA. When we invest in support, this is readily received.

- 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.**

- Share all relevant information around processes and systems
- Good working relationships with charitable parent support groups
- A robust GIRFEC approach
 - Child Planning Meetings which capture both parent and pupils' views
 - Good working relationships with Allied Health Professionals, Social Work and voluntary sector.

- Encourage collaborative, restorative meetings with schools and parents at all times
 - Use the CSP process to resolve differing views and agree implications for additional educational support
 - Employ an independent mediator to support resolution
- 4 a) 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.**
- b) 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.**

We do not keep this data specifically for ASN.

The Committee would be grateful for the total numbers, along with the numbers of requests refused and agreed.

Internal placing requests for a shared placement to one of our enhanced provisions:

| | |
|---------------------|---------------------------------|
| 2019 – 36 Referrals | 16 Successful / 19 Unsuccessful |
| 2020 – 31 Referrals | 18 successful / 13 Unsuccessful |
| 2021 – 45 Referrals | 30 Successful / 15 Unsuccessful |
| 2022 – 31 Referrals | 14 Successful / 17 Unsuccessful |
| 2023 – 51 Referrals | 27 Successful / 24 Unsuccessful |

Total internal placing requests - 204 Referrals 105 Successful / 88 Unsuccessful

Out of Authority Placements to a specialist unit or school

| | |
|--------------------|---|
| 2019 – 1 referral | 1 successful / 0 unsuccessful |
| 2020 – 4 referrals | 3 successful / 1 unsuccessful |
| 2021 – 2 referrals | 0 successful / 2 unsuccessful |
| 2022 – 0 referrals | |
| 2023 – 8 referrals | 1 successful / 5 unsuccessful / 2 decisions pending |

Total out of authority placing requests – 15 referrals 5 successful / 8 unsuccessful / 2 pending

- 5 How does the authority ensure that parents and young people are aware of the rights to various remedies under the 2004 Act?**
- A suite of parent leaflets are available and sent out regarding information around ASN procedures and processes, key contacts and their rights – e.g. Enquire Scotland, Let's Talk ASN
 - Information on our website detailing links above.
 - Schools are required to share information readily with parents via leaflets, school websites and school handbooks.

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.

- We provide supplementary guidance on the national SEEMIS categories for ASN. We also require review and updates twice per session.
- We provide a wide suite of professional training for all staff through our annual CLPL catalogue. This is to provide a consistency on identification of ASN.
- We are investing in a locality-based model to support consistency, sharing practice and enhancing transition between primary and secondary.
- We have developed specific policies, frameworks and guidelines in response to stakeholder feedback. E.g.
 - Dyslexia policy to provide consistency around identification and support
 - Framework for Staged Intervention
 - Nurturing Approaches Guidelines
 - Inclusion Framework
 - Inclusion Policy
 - Advice Notes for Headteachers
- A new online Launchpad has been developed for all staff to access quality assured resources to meet all needs
- Highlight Education Scotland online training resources

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

See above and ongoing development as we move to a locality-based model

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?

- Encourage open lines of communication internally in schools – class teacher, Pastoral staff. Escalate route internally, as required.
- Council website online forms – routed through Education Duty Manager
- Independent mediation service
- Formal complaint processes

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?

Framework of Staged Intervention – a guidance document which provides support to schools on decision-making in local settings, to address concerns, assess and meet needs of children and young people at the earliest opportunity.

Additional Support Needs referrals – for ASD Outreach, Bilingual Support, Inclusion & Wellbeing Support, Teacher of the Deaf support.

ANMaT (Additional Needs Management Team) – a multi-agency panel which makes decisions around:

- Referrals for additional support for 0 – 5yrs
- Repeat/advanced year referrals
- Coordinated Support Plans

COG (Central Overview Group) - a panel of professionals who meet regularly to discuss referrals submitted for shared placements with Primary or Secondary Complex Needs Enhanced Provisions. This panel also considers school requests for allocation of exceptional Additional Support funding (e.g. ANAs, SfL teachers, Deaf workers etc) and take into account individual decisions based on the needs of identified children/young people. Decisions are made based on the submitted paperwork and with reference to relevant criteria.

Devolved cluster resource – required to be discussed and decided at locality level, led by the Cluster Lead Headteacher.

All schools are guided by our **GIRFEC Child's Planning Manual**