Dundee Council

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
   - Staff training (Trauma informed practice, Able Framework)
   - Targeted support areas.
   - Support and teaching staff.
   - Transitioning provision for ASN.
   - Good relationships with parents/carers
   - Adapting learning spaces.
   - Data sharing
   - Good practice checklist

   Not working well
   - Support Staff shortages
   - Pathways and internal systems
   - Staffing provisions/knowledge- lack of SFL teachers
   - Lack of training time for support staff
   - Increase in challenging behaviour of children especially in primaries

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

   - No supply staff and staff absence
   - Supply staff retention, lack of permanent contracts within support staff
   - Lack of CAMHS support- waiting lists very long
   - Targeted training that supports teachers and support staff
   - Parental expectations of 1:1 support
   - High numbers of children with ASN

3. **How does the school 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**

   - Team around the child meetings
   - Regular communication with parents/carers
   - ABle planning
   - Partnership working with central support services.
   - Ethos and nurturing environments
   - Transitioning planning and strong communication between transitions
   - Guidance and pastoral support

- Where there are disagreements: Education officers support, central education teams, complaints policy

4. **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 specialised ASN setting.**

   See note below

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

   Share on website

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.**

   - Assessment and gathering information at Team around the Child meetings
   - Educational Psychologists supporting assessment and moderation.
   - CAMHS or NHS referrals
   - ASN census yearly.
   - Parental guidance

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

   - Self- evaluation and school improvement planning, using the Able toolkit and Inclusive practice website.
   - Mandatory e- learning modules
   - Developing CLPL at individual needs of ASN children in school and transitioning.
   - Short life working groups looking at supporting staff with regards to violent incident reporting policy,

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

   - Follow the school procedure as noted in their policies, if this does not resolve it, they can get support from the Education officers.
   - Formal complaints procedure.

9. **Where the provision of ASN is not working 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?**

- Teachers raise with their Senior leadership team.
- Professional discussions
- Accessing central support teams
- Seemis referral systems

Table 1

School Year (Aug-June)	Total Placing Requests
2018/19	988
2019/20	835
2020/21	908
2021/22	987
2022/23	1328