

# Moray Council

Many thanks for the opportunity to submit views as requested in your letter of 25 October. Please find the response from Moray Council as follows:

**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.**

What are the barriers to supporting this provision?

- any examples of good practice in this area.

**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.**

- Education middle and senior managers are trained in the Solution Oriented approach. This helps ensure that meetings with parents and young people are conducted relationally, with a focus on collaboratively identified solutions, and that the child centered outcomes to be achieved are agreed.
- Solution Oriented training is available to all teaching and support staff as part of the universal Moray CPD offer. This approach builds trust, partnership work and shared ownership of agreed support packages.
- All staff in the Central ASN teams are trained in Restorative Practice and available to support in schools if a case escalates to mediation level. (a number of central officers are also trained with the view to rolling this out further). This early intervention approach supports emotional wellbeing, citizenship, dignity and rights of the child.
- Restorative Practice training is available to all management, teaching and support staff as part of the universal Moray CPD offer.
- Planning to assess and meet needs is co-ordinated through the Child Planning process. This relational approach promotes partnership work allowing parental and child concerns to be heard and addressed, as well as solutions planned for and their impact tracked. The views of multi-agency partners are also included in this process as relevant to each case. Examples of collaborative outputs are enhanced transition plans, post 16 pathway planning, creation and review of CSPs, co-ordination of multi-agency support plans.
- The use of Co-Ordinated Support Plans, and the associated screening tool supports positive collaborative relationships with parents especially where there are disagreements around the provision of additional support for learning.
- For complex cases, Multi Agency Support Hub (MASH) meetings are held to consider and address issues that require a higher level of targeted and integrated family support. Families, young people, professional and 3<sup>rd</sup> sector partners meet together to explore relevant strategic and operational supports.
- The Moray Parent Forum is an open platform for parents to have their voices heard and to be consulted with in matters relating to e.g. areas of concern, emergent need or future innovations.

- Each of Moray's Primary and Secondary schools have methods relevant to their context that ensure pupil voice is heard, rights are promoted, and pupils are included in school decision making processes. This supports pupil rights and participation and offers opportunity for the development of problem solving, decision making, critical and creative thinking skills. We are fully aware of the need to ensure the voice of the child and are working with our leaders across schools and establishments to ensure that this is proactive and meaningful and supports children in having their needs met.

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.

YEAR	SCHOOL	ACCEPT/REFUSE
2019-2020	Nil	
2020-2021	Nil	
2021-2022	Camphill, Aberdeen Linn Moor, Aberdeen Linn Moor, Aberdeen	Accept  Accept Refuse d
2022-2023	Nil	
2023-2024	Falkland House School, Perth	Accept

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

- Consistent use of Child Planning processes and the application of Moray's Staged Intervention model helps ensure that parents and young people are aware of remedies e.g. the child's right to a full time education, discussion of any reasonable adjustments that can be made to meet the child's needs, alternative curriculum approaches.
- Young people are made aware through the Rights and Participation agenda that is delivered in schools, Health and Wellbeing/PSE curriculum, school websites (as appropriate to their context)
- Parents are signposted to Enquire as an independent source of information. Parents are also made aware and able to engage in discussion through the Moray Parent Forum
- Information regarding ASN is available to members of the public through the Moray Council ASN strategy and ASN web page.
- 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.
- Primary and Secondary ASN staff support children and young people through the effective delivery of the 5 roles of an ASN teacher. Training and refresher opportunities are offered on the 5 roles as part of the Moray CPD offer.

- Training in specific screening and assessment tools, and support interventions relating to ASN, is available to all teachers through Moray's CPD offer and through school-based CPD. Training in these areas is offered to support staff as requested and required. PSA training is offered to PSAs.
- In Primary and Secondary children's additional support needs are identified, supported and recorded through Moray's staged intervention and Child Planning process. Seemis records are updated by the relevant school.
- Staged intervention level: Universal Services level is GIRFEC informed classroom assessment and planning to meet need through environment, differentiation and school based ASN staff. A learner support plan and Child Planning may be initiated if required. Other protocols specific to the child may be in place as required. Universal Services with Support is as above, supplemented by observation and advice from central ASN services (Autism, EAL, Sensory, Social, Emotional, Behavioural, Speech and Language, Educational Psychology, Early Years Intervention). A learner support plan and Individual Education Plan is in place. Child Planning is in place. Other protocols specific to the child are in place as required. Targeted Intervention is as above, supplemented by multi-agency assessment, input from specialist agency or education services out with the school. Plans in place as above and Co-ordinated Support Plan is in place (as required).
- Central ASN moderation of ELC, Primary and Secondary learners is carried out annually by ASN trained education staff. Seemis records are updated to ensure accuracy of data.
- EAL and Sensory Education teams offer assessment, training and supports to children and families where there is language, visual or hearing need.
- Central Education officers monitor attendance, exclusion, violent or aggressive incident data to identify emergent or escalating need. Cases of concern are followed up and monitored to ensure appropriate supports are in place for the child, family, and school.

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

- Moray offers a central CPD offer to ELC and school staff covering a range of teaching and learning, health, and wellbeing, ASN (including legislation and protected characteristics) and child protection areas. Training is GIRFEC informed and designed to support inclusive practice and early identification of need. Moray's representation on national ASN forums help ensure training is informed by national good practice.
- Central Education officers' signpost to examples of relevant, innovative practice and support staff to make learning visits.
- Educational Psychology Service signpost to relevant research and professional reading
- School Working Time Agreements allocate hours to ASN related training.
- ASN training for support staff and teachers is offered during in service days.
- 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? We encourage relational work in all dealings with parents, therefore parents/carers raise their concerns with the HT of the school concerned. A school led investigation and response allows issues to be addressed quickly and in context. A central Education officer (with ASN knowledge) is available to offer support to this local process if required. If local school based

resolution is not secured parents/carers are invited to follow Moray's Complaints procedure. Information about this is available on the Council website or from Schools. In all cases, as per ASN legislation, Moray parent/carers have the right to access independent mediation at no cost to them.

*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?*

- We encourage relational work in all dealings with teaching and support staff, therefore teachers raise their concerns with their line manager in the first instance and resolution is sought through solution-oriented conversation/ meeting. If a need for training/ support/advice is identified this is actioned by the relevant DH/DHT.
- Schools can access advice, observation, training, mentoring and peer support from the central ASN services (Autism, EAL, Sensory, Social, Emotional, Behavioural, Speech and Language, Educational Psychology, Early Years Intervention), or relevant 3<sup>rd</sup> sector and multi-agency partners. A central Education officer (with ASN knowledge) is available to offer support to this process if required.
- If matters cannot be resolved through the supportive stages outlined above, dependent on the specifics of each case, support is sought from HR, Staffing Officer and Head of Education as required.