

Perth and Kinross

The Committee is specifically seeking a response to the following –

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 is working well?

- The recognition of a wider range of additional support needs is helpful and an improvement upon previous focus on SEN/learning needs.
- Language of additional support needs is helpful and encourages needs-led approach rather than provision/resources being aligned to a label, being diagnosis led, or based on a medical model.
- There is a clear focus on parental rights.
- The focus on the voice of children and young people is helpful.
- The staged intervention approach designed to support ASL legislation promotes clarity, consistency, flexibility and movement of children between different levels of support dependent on changing needs.
- Links with the Standards in Schools Act and presumption of mainstreaming is helpful.

What is working less well and why?

- The ASN Tribunal is an adversarial process, which does not support the maintenance or repair of relationships between parents and the local authority. This can impact on future collaborative planning with parents and their children.
- The requirements relating to Co-ordinated Support Plans (CSPs) would benefit from review. Some of the current service delivery models of other statutory partner agencies have changed (consultation or time limited blocks of intervention provided rather than direct delivery), resulting in Education carrying responsibility for CSPs without the powers to enforce ongoing delivery by partner agencies, who can argue that requirements for delivery “unduly prejudices the agency in its discharge of its own functions” (Section 23, ASL Act).
- The requirement to provide a CSP in addition to a Child’s Plan, does not fit in with the aspiration under GIRFEC of a child having only one plan. The specific nature of a CSP means that it needs to be a separate, additional plan, whilst the learning outcomes are also then required to be replicated in the Child’s Plan.
- Focus of the ASL legislation on learning only happening within a school building does not reflect current national policy or support provision in the 1980 Education Act. Creative approaches to supporting learning whilst continuing to support the child in their learning community should be encouraged.
- The legal framework that secures/promotes attendance at school is not suitably robust to meet current needs and requires to be reviewed.

What are the barriers to supporting this provision? Any examples of good practice in this area?

- The current increased level and complexity of additional support needs requires a greater focus on collaborative & effective multi- agency approaches. This comes at a time when public services are managing significant budgetary pressures and a reducing workforce in many areas.

- The knowledge and understanding of additional support needs gained by newly qualified teachers during their training can be limited, this does not support preparation for working in schools where levels of additional support needs is between 28.8% and 41.9%. This is being addressed by increased learning opportunities focused on inclusive practice, built into the Probationers Programme.
- Good practice – In PKC we are in the fourth year of implementing the CIRCLE approach, an evidenced based framework for reviewing and embedding inclusive practice at a classroom level. This has enabled us to support, embed and monitor effective inclusive practice, working with agency partners to deliver on this.

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?

- Parental Engagement and Involvement Strategy
- Parent Councils in all schools, some now with identified ASN reps
- Twice yearly meetings between Education managers and Parent Council Chairs
- Network for parents with children with additional support needs
- Young Ambassadors Programme
- Direct support is provided by central Education staff to parents of children with ASN who have concerns around the provision of additional support, this includes Inclusion officers attending Child’s Plan meetings to support collaborative planning by the school and parent or addressing concerns with schools on behalf of the parent where relevant.
- Support & training is provided to school staff to work effectively with parents in agreeing suitable outcomes.
- Access to mediation through independent organisation – Tayside Mediation Service, however uptake is relatively low.

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.

Placing requests for independent special schools

Year	Requested	Granted	Refused	Withdrawn
2018	9	5	4	
2019	0			
2020	3		3	
2021	2	2		
2022	2		2	
2023 (Jan - Nov)	8 2 further under consideration	1	5	2

ASN placing requests for Intensive Support Provisions within Council managed mainstream schools or Fairview which is an all-through special school

Year	Requested	Granted	Refused	Withdrawn
2018	20	19	1	
2019	22	14	5	3
2020	16	9	2	5
2021	6	3	1	2
2022	4	2	2	
2023(Jan - Nov)	1 4 further under consideration	1		

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

- Pro-active discussions with parents and young people with ASN to make them aware of the staged approach available to address concerns they may have about their (child's) ASL support e.g. discussion with school Headteacher, intervention by an Inclusion Service officer, or mediation when a parent continues to have a concern about the support their child is receiving. Where relevant parents are also advised of their right to seek action through the ASN Tribunal.
- All letters relating to refused placing requests detail parents' rights to appeal and how this can be enacted.
- Information is provided on the Council website under Schools – additional support web page [Schools - additional support - Perth & Kinross Council \(pkc.gov.uk\)](http://pkc.gov.uk) , including 'Rights to appeal' information.
- 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.
- The Staged Intervention Framework (a structure to support the least intrusive assessment, planning & Intervention for a child or young person) for Perth and Kinross Council Early Learning and Childcare (ELC) settings and schools has recently been reviewed, moving from 3 stages to 4 stages. This change reflects the increase in the increased complexity of need evident in schools.
- ELC settings and schools, Inclusion Service staff and partner agencies use a range of assessment tools to identify needs. To support consistency in the approach an Additional Support Needs Assessment Framework is currently under development, that will ensure core assessments are used across Primary and Secondary schools. It will also support the use of multi-agency assessments.
- The PKC Staged Intervention Framework advises schools that Additional Support Needs (ASN) data must be accurately recorded in SEEMiS Click+Go for all children and young people attending Local Authority establishments. Additional Support Needs 3-18: Recording Data in SEEMiS Guidance is available online to support staff to complete what is required of them. However, the SEEMiS system is found to be cumbersome for schools to use and there are issues as a result of

the options available that enable recording of ambiguous data, improvements to the national SEEMis system are required. SEEMis recording requires quality assurance to support consistency of data.

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

- Training gaps for school leaders, teaching and support staff are routinely identified via a range of mechanisms, including surveys and consultation with staff and Headteachers, and analysis of data to identify any needs resulting from the changing profile in the needs of children and young people with additional support needs.
- An increased range of training opportunities is provided for school leaders, teaching and support staff to through an online 'Learning Hub' platform.
- Where funding allows, Perth and Kinross Council invests in staff by providing access to specialist qualifications/diplomas supporting inclusive practice.

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?

- Parents and carers should seek to raise and resolve any concerns with school staff and/or leadership in the first instance, where relevant this could be through the Child/Young Person's Plan (CYPP) process.
- If attempts to resolve concerns through the CYPP process are exhausted, support can be provided by central Education staff to parents as outlined in the 4th bullet above.
- At any point parents and carers have access to mediation through independent organisation – Tayside Mediation Service.

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?

- Teachers are responsible for assessing and adjusting support, mainly within the classroom settings. Assessments are an ongoing process and when a child or young person has continued unmet need despite the provision of additional support by the school, this can be escalated, and further support can be requested from:
- The Primary Pupil Support Teacher allocated to a Primary school, the Support for Learning team in a Secondary school or one of the peripatetic Inclusion Service teams (Outreach (Primary), English as an Additional Language or Hearing/Visual Impairment). Teachers in these teams provide:
 1. Observations, identification and assessment.
 2. Planning learning and teaching; including co-operative teaching with class teachers.
 3. Support for and delivery of focused intervention
 4. Partnership with specialist services,
 5. Support for professional developments and training.

- The Community Learning Assistant or Community Link Worker allocated to the school, who can contribute to assessment of need and provide direct support.
- The link Educational Psychologist for the school, who can provide advice on the additional support needs of a child or young person or the educational provision made for them. The Educational Psychologist can also provide direct support for the child or young person based on professional judgement.
- A service out with Education, this need can be considered by the partnership group which forms the ITM for the school catchment. The ITM includes social work and youth work services.

If unmet need remains the child or young person can be referred to the Education Service Transitions Panel. The Transitions Panel is chaired by the Principal Educational Psychologist for the local authority and is made up of Inclusion Quality Improvement Officers, the Service Manager Inclusion and Additional Support, Headteachers and a representative of the Legal Service. This group considers whether the child or young person's needs can continue to be met in a mainstream school with additional support or if an alternative placement in specialist provision (Intensive Support Provision or Fairview school) is required.

Sheena Devlin
Executive Director (Education and Children's Services)