

North Lanarkshire Council

Report

Education and Families Committee

approval noting

Ref DB/JP/KM

Date 26/02/19

Review of Additional Support Needs Provision

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Executive Summary

A review of Additional Support Needs (ASN) provision is currently in progress. The aim of the review is to devise a short, medium and long term strategy to further develop the support available to fully meet the needs of children and young people in North Lanarkshire.

This involves updating key policies and systems for managing provision for young people with Additional Support Needs. It will also consider funding mechanisms and future estate revision and capital projects.

The process allows views of elected members to be fully considered as part of strategic planning. It also incorporates a number of working groups to ensure effective stakeholder consultation, including a specific mechanism for managing change with trade unions.

Recommendations

It is recommended that the Education and Families Committee:

- (1) note the contents of the report
 - (2) approve a full report to come to the Education and Families Committee in September 2019.
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Supporting Documents

Council business plan to 2020	Improve the health and care of communities <ul style="list-style-type: none">• Focus on prevention and early intervention of wellbeing and health conditions
Appendix 1	Member Officer Working Group
Appendix 2	Improving Relationships Group

1. Background

- 1.1 The Additional Support for Learning (2004) Act places duties on local authorities to “make adequate and efficient provision for such additional support as is required by that child or young person.”
- 1.2 Within North Lanarkshire there is a Staged Intervention procedure that ensures a range of support can be provided for children and young people to meet their additional support needs. Support may be provided in mainstream schools or in specialist provisions. This model is based on Getting it Right for Every Child (Scottish Government, 2008, 2012).
- 1.3 The Standards in Scotland’s Schools (2000) Act introduced the obligation of “Presumption of Mainstream” for all children. The act established “the right of all children and young persons to be educated alongside their peers in mainstream schools unless there are good reasons for not doing so. It is based on the premise that there is benefit to all children when the inclusion of pupils with special educational needs with their peers is properly prepared, well-supported and takes place in mainstream schools within a positive ethos.”
- 1.4 This requirement was further enhanced by the Additional Support for Learning (2004) Act, which requires teachers to meet the needs of young people with additional needs within mainstream classrooms.
- 1.5 These requirements are further reinforced by the GTC Professional Standards for Registration, which require teachers to “identify effectively barriers to learning and respond appropriately, seeking advice in relation to all learners’ needs as required.”
- 1.6 Scottish Government consultation on Presumption of Mainstreaming took place from 2 November 2017 to 9 February 2018. Findings showed a range of views both for and against the successes of the “presumption of mainstreaming”. There was strong support for the vision and practice, along with some misunderstanding about what inclusion meant in practice.
- 1.7 The concerns raised were that current practice across the country did not always meet the aspirations of the vision and that if the guidance was to be implemented effectively, practice would have to be strengthened and supports put in place to achieve this.
- 1.8 The most common concern reported was resources and this included having sufficient numbers of teachers and support staff, access to specialist supports, specialist provision within local areas and the physical environment of schools. The attitudes and ethos of practitioners was seen as crucial and that there had to be more training put in place to support teachers and support staff.
- 1.9 Subsequent national guidance on the Presumption of Mainstreaming aims to bridge the gap between legislation, policy and day-to-day experience of decisions around the placement of pupils in local authorities.
- 1.10 As the implementation of the presumption of mainstreaming requires a commitment to inclusive practice and approaches to be effective, the guidance includes key features of inclusion and guidance on how to improve inclusive practice in schools.

- 1.11 Currently 97% of children and young people in North Lanarkshire do attend mainstream school.
 - 1.12 Recent Validated Self Evaluations undertaken by the Continuous Improvement Team and recent Education Scotland visits to North Lanarkshire schools have evidenced a varying picture in terms of the quality of support for children and young people both in mainstream schools and specialist provisions.
 - 1.13 In November 2018 a Member Officer Working Group was established to review ASN provision in North Lanarkshire. This was in response to enquiries regarding the management of children and young people exhibiting distressed behaviour.
 - 1.14 In January 2019, in agreement with Trade Unions, an Improving Relationships group was established as a strategic group to drive forward new thinking in relation to “providing adequate and efficient provision” for children and young people with additional support needs in North Lanarkshire.
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2. Report

- 2.1 The currently constituted ASN Review involves a range of groups and workstreams. The groups which are currently operating are as follows:
 - Members and Officers Working Group
 - The Improving Relationships Group
 - The Additional Supports Needs School Head Teachers and Managers Group
 - ASN Buildings Group
- 2.2 The Members and Officers Working Group (Appendix 1) enables both Elected Members and Officers to work collaboratively to explore solutions to issues which emerge within the scope of the review. To date there have been four meetings to discuss current provision, processes, strengths of the current ASN provision and the challenges faced by young people, staff and parents in North Lanarkshire. There have also been visits by members to ASN schools and engagement with staff. Lastly, there has been engagement with parental groups by officers.
- 2.3 The Improving Relationships Group (Appendix 2) consists of Education and Social Work staff along with Trade Unions. The group has met on two occasions and has begun a programme of work which will enable developments and feed into the Member Officer Working Group activity. There are four work streams established:
 - Processes for resource allocation in order to enable clear pathways to allocate and adjust support for children and young people
 - A review of policies and practice to ensure such arrangements are updated and enable improvements in practice effectively (for instance in de-escalation and promoting resilience)
 - Recruitment and training in the ASN Sector so as to find ways of recruiting and retaining teaching and support staff in the sector. This includes comprehensive training relating to priorities

- Development of opportunities through a more flexible, broad curriculum to provide advice and guidance that empowers Head Teachers in both mainstream and special provisions to create curricular packages and offers for children and young people with additional support needs.
- 2.4 An Additional Supports Needs School Head Teachers and Additional Supports Needs Managers group is working to:
- Raise the quality and standards in the ASN schools
 - Develop an estate plan for the future in line with the schools new build programme to provide a blueprint model for additional support needs provisions suitable for the 21st Century.
- 2.5 An Additional Supports Needs Review Buildings Group is working to provide the right facilities in line with an agreed model.
- 2.6 Those members and colleagues involved in the groups are listed in Appendices 1 – 2. These appendices show a concerted attempt within the review to galvanise the talents and expertise of a wide range of practitioners to support improved policy and practice in North Lanarkshire Council.
- 2.7 The following summary list of issues have emerged so far within the ASN review as critical to improve in future within North Lanarkshire schools:
- More robust planning procedures to ensure that children get the right support, at the right time from the right people
 - Improved opportunities for children and young people by offering a more flexible curriculum
 - Improved facilities through the schools new build programme
 - More specialised and skilled staff from a focused training programme
- 2.8 The review will also consider and incorporate wider funding and demand pressures within the ASN sector to ensure future delivery models are sustainable.
- 2.9 A full report will come to the Education and Families Committee in September 2019.
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3. Equality and Diversity

3.1 Fairer Scotland

3.2 The Fairer Scotland Duty is intended to reduce the inequalities of outcomes caused by socio-economic disadvantage. Inequalities of outcome mean any measurable differences between those who have experienced social-economic disadvantage and the rest of the population.

3.5 Since young people in areas of socio-economic disadvantage often experience multiple barriers to learning, the ASN review and outcomes of this should be understood to be coherent with the Council's approach to ensuring fairness and diversity.

3.6 **Equality Impact Assessment**

- 3.7 Specific equality impact assessments will be undertaken, where appropriate, in line with council policy and The Fairer Scotland Duty assessment process noted above.

4. **Implications**

4.1 **Financial impact**

Financial implications and updates linked to the ASN review will be included in future reports to committee.

4.2 **HR/Policy/Legislative impact**

HR / policy / legislative impacts will be identified in the subsequent reports to committee that will outline details on planned actions.

4.3 **Environmental impact**

Environmental impacts will be identified in the subsequent reports to committee.

4.4 **Risk impact**

Risks will be identified as part of the process of review. This will be aligned to the council's corporate risk management arrangements, where relevant, to ensure that risk is managed at the appropriate level in the organisation and strategic assessments identify where risk can be tolerated.

5. **Measures of success**

- 5.1 Measures of success will be evidenced through progress being made against the agreed outcomes of the review.

A handwritten signature in black ink, appearing to be 'David', written in a cursive style.

Joint Interim Executive Director of Education and Families

Review of Additional Support Needs (ASN) provision

ASN Member/Officer Working Group

Members

Councillor Bob Burrows

Councillor Claire Barclay

Councillor Olivia Carson

Councillor Tom Castles, Depute Provost

Councillor Meghan Gallagher, Leader of the Conservative and Unionist Group

Council Jordan Linden

Councillor Agnew Magowan

Councillor Robert McKendrick

Nancy Ferguson

John Morley, Head Teacher, Firpark Secondary School

Lyndsey Malley

Judi Pollock

Ann Reid

Improving Relationships Group – Workstreams

Allocation of Resources	
Nancy Ferguson (LEAD)	Principal Psychologist
Iain Macaulay	Service Manager (Young People)
Mark Cairns	HT, Cumbernauld Academy
Jennifer O’Hara	Head of Centre, Devonview FLC

Policies and Practice	
Anna McKinney (LEAD)	Scottish Attainment Challenge – Health & Wellbeing
Anne Reid	Principal Officer, Interventions & Inclusion
Ian Scott	EIS
Abdul Aziz Ahmed (or Group 3)	CIO
Donna McCann	Additional Support Manager

Recruitment/Retention/Training	
Jill Woodward (LEAD)	HT, Orchard PS
Marie Love	Development Officer, Interventions & Inclusion
Lyndsay Malley	Additional Support Manager
Lorraine McBride	LA President

Curriculum Flexibility and Delivery	
John Morley (LEAD)	HT, Firpark Secondary
Diane Osborne (LEAD)	Acting HT, Carbrain PS
Gregg Orrock	HT, Kilsyth Academy
Aileen Hart	Acting HT, Fallside/Portland/Willowbank