

Angus Council

Please find below the response from Angus Council's Education and Lifelong Learning Directorate which I hope is helpful.

- **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.**

In Angus, we have 9 specifically resourced primary schools which meet the needs of a range of additional support needs.

All of our 8 secondary schools are also resourced to meet a wide range of needs.

Extended Support for Pupils is provided through shared care between schools and Panbride where more flexible learning pathways are followed leading to a range of awards.

In addition to the ASN staff in our schools, our ASN Service includes ASN Locality Teams and ASN Specialist Teams for Autism, Complex Needs, HI, VI, and EAL to help support schools and build capacity.

Support is also provided by the ASN Service for those children and young people whose learning has been interrupted due to illness, being part of a travelling family, a young carer, a non-attender, flexi-schooled or home educated.

Children and young people with the most complex needs which cannot be met locally, can attend the specialist provision at Kingspark School, Dundee although places are limited.

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

Increased level and complexity of need, exacerbated by impact of COVID.

Increased distressed and dysregulated behaviour.

Recruitment of qualified and experienced ASN staff and retention of support staff given the challenges experienced in schools and pay.

National investment in ASN following the recommendations of the Morgan Review.

Increase in out-of-authority placements given complexity of need especially in Autism.

Financial restrictions on developing a local continuum of support and provision to meet increased need given the level of savings to be made by local authorities.

- **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**

Angus is a relatively small local authority where children and young people with the most significant needs and their families are known and supported. Positive relationships are supported through accessibility and responsiveness, open and honest communication, and a willingness to work together in a solution focused way. The following provides some practical examples of how relationships are maintained with parents beyond school provision.

Multi-agency collaboration through our Sunshine Groups which support parents and carers of children and young people with additional support needs with Education, PAMIS (Promoting A More Inclusive Society) and Family Nurture Team Supporting.

ASN Parent Forums.

Armed Forces Families Engagement Events.

Links with Third Sector organisations including Parent to Parent; Angus Carers; Young Carers; ADHD Support Group etc.

Engagement with parents/carers of children with ASNs through local ASN Review including surveys and focus groups.

Inclusion of young people in review methodology and as stakeholders.

Access to SACRO mediation service for disputes regarding ASN which cannot be resolved locally.

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

Over the last 5 years, a total of 3 placing requests have been made by parents wishing their children to be educated in a special school. Two were granted and one refused. No parental placing requests for specialist provision were made in 2020 or 2022.

- **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.**

Only 1 placing request was made for a mainstream school following placement offered at a specifically resourced primary school.

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

Our Parent Information leaflet is sent to all parents whose child has been placed by the local authority in one of our 9 specifically resourced primary schools and those who request a Co-ordinated Support Plan (CSP). This includes information on how to obtain advice on independent advocacy, mediation, how to make a referral to a tribunal, and support offered by the local authority for children with ASNs.

- **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.**

Our ASN Service works collegiately with schools in identifying and assessing needs. Head Teachers and Senior Leadership Teams engage with the ASN Service and multi-agency partners through the Continuum of Need process, making use of Getting It Right for Every Child planning tools to work towards agreed SMART outcomes for children and families, as documented in Child’s Plans.

Guidance on recording ASNs on SEEMIS is shared annually with schools. SEEMIS data is monitored to identify areas requiring improvement.

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

Our ASN CLPL calendar is updated annually based on feedback from schools and planning towards priorities within the Angus Education Plan (AEP).

As part of the planning for the ASN CLPL calendar, an audit is carried with schools to identify areas relevant to both the Angus Education Plan and School Improvement Plans.

Our ASN CLPL calendar has courses for staff at universal and targeted levels, including the Postgraduate Certificate in Inclusive Practice.

We also offer an in-house ‘Intro to Meeting Needs’ course which is open to all staff.

We have a School and Pupil Support Assistant (SPSA) Induction Programme for new staff plus other courses throughout the year on a range of topics relating to additional support needs open to all SPSAs.

We also run an Inclusion Fair for all education staff on INSET days where multiple sessions on how to support inclusion run concurrently.

We have an Angus ASN GLOWblog which provides resources, training materials and policies which all education staff can access.

The CIRCLE Framework is a priority within our current Angus ASN Service Plan as a way to support inclusion at a universal level.

SCERTs is also being introduced as a targeted support. Training for schools is continuing to take place this session.

The Speech and Language Therapy Training Calendar is also shared with all schools.

In addition, collaborative working groups identify training needs through questionnaires and other methods. For example, the ASN PEPAS (Physical Education, Physical Activity and Sport) Group identified a need for more PE training at universal and targeted level for education staff.

Better Movers and Thinkers is being piloted this year with 4 primary and 3 secondary schools involving mainstream staff, ASN staff, PE staff and Active Schools.

- **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?**

Speak to the Head Teacher in the first place to seek a frontline resolution.

Request a Child's Planning Meeting through our GIRFEC Continuum of Need process.

Contact ASN Service Leader or ASN Managers.

Raise a concern or formal complaint through the Council's complaints procedure.

- **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 should raise concerns with their Senior Leadership Team in school to plan for multiagency support through the Continuum of Need process. SLT can engage via the Principal Teacher ASN Locality or the appropriate ASN Manager.

Ensure there is planning in place as appropriate through IEP, Child's Plan or CSP following the Support for Learning Code of Practice and refreshed GIRFEC guidance.

Provide access to support and/or relevant training for identified staff.

Raise with relevant union to be resolved with Service Leader ASN.

If cannot be resolved, then relevant formal procedures can be progressed.

Yours sincerely

Kelly McIntosh
Director, Education and Lifelong Learning