

Clackmannanshire Education Service

Response to Education Children and Young People Committee

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

- As a small authority we have a close network of PTs, and managers within our specialist settings, who are supportive of each other and share resources.
- We have started to develop a network with ASL RIC colleagues, which have extended links and sharing opportunities.
- We have limited spaces in specialist provisions, while the complexity of needs continues to rise. This is challenging for schools to manage, without additional staffing.

2. What are the barriers to supporting this provision?

- Recruitment and retainment of suitably skilled staff
- Schools estate limitations. Space is at a premium, so it is challenging to develop appropriate environments for some pupils e.g. sensory spaces, low stimulus spaces,
- Staffing levels particularly numbers of learning assistants.

3. 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?

- School Head teachers, on a whole, maintain positive relationships with parents/carers, therefore the majority of issues are resolved at school level.
- Educational Psychology help line to support parents
- Staff from the Education Centre meet parent/carer to resolve issues.
- If required, we use Resolve or medication, but to date we have not needed to use this.

4. 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.

2 for out with the Authority.

We have not had any parents whom the authority wanted to educate their child in an ASN provision who insisted on mainstream

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

- Information on the Local Authority website with links to other organisations such as Enquire, My Rights My Say, etc.

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.

- The Staged Intervention process is used by both primary and secondary sectors to assess, identify and plan for children and young people's needs.
- There is annual professional learning on Staged Intervention
- As part of the Local Authority VSE process, Staged Intervention overviews and SEEMiS are audited.
- Schools regularly contact the Education Headquarters with questions regarding recording. There continue to be issue with the limitations of the headings contained within SEEMiS.

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

- The Local Authority have an annually updated document ' A Tiered Approach to ASL Professional Learning' , which draw on online training, modules on our digital platform and some face-to-face training opportunities.
- External professional learning opportunities with associated costs are limited due to budget restraints.

8. 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?

- The first step would be for the parent/carer to raise concerns with the school, which would convene a Team Around the Child meeting.
- At this meeting, there would be an agreement as to whether additional supports, assessments, referrals etc. are required and these would be actioned.
- If the parent/carer is unhappy with the response, they can move to an official stage 1 complaint, however many will contact the Education Headquarters direct, where a manager will facilitate an agreement. If

they continue to be unhappy with the outcome, a stage 2 complaint can be raised.

9. 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 have a ASL Outreach Teams that provide additional support to schools. This can range from direct work with children, advice and consultation or professional learning for staff.
- There are opportunities to visit other establishments where modelling of practice can be observed.
- An Educational Psychology help line is available for advice and consultation for staff.
- Schools can refer to the GIRFEC Forum, a multi-agency panel, to request additional supports e.g. outreach teams as well as third sector organisations such as Barnardos, Action for Children and Homestart.
- In some instances, we have taken a Team Around the School approach to help with the development of knowledge and skills, plus coaching and modelling.