

North Ayrshire

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.

The guidance, policy, and processes around ASL Legislation provide parameters within which we can work to devise local approaches such as Staged Intervention.

The presumption of mainstreaming is well understood and implemented within local authorities. There is a joint vision and understanding of the importance of supporting young people within their local mainstream provision. It is becoming difficult to maintain and develop positivity in this area due to funding constraints and an increase in the complexity of needs. The rhetoric around this area is not matched with the reality of operational delivery.

The legislation and expectations around Coordinated Support Plans present a significant barrier to supporting needs. Given the increase in numbers of children and young people with additional support needs, and the criteria to assess whether a CSP is required, this creates an unacceptable level of bureaucracy. The responsibility sits with Education Services however we have no locus nor control over other the response of other services such as NHS.

Funding does not match parental expectations in terms of ASL Legislation and GIRFEC. Parental requests and rights around how needs are supported as outlined in the ASL Legislation, are not always able to be met within the financial envelope of Local Authorities e.g. placing requests to specific enhanced provisions.

2. What are the barriers to supporting this provision?

- Money
- Time
- Shared expectations
- Capacity for staff relating to the elements above
- Initial teacher education
- Increase in complex medical needs

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

- Team Around the Child process
- Appeals processes
- Mediation
- Complaints process
- Solution-oriented training for staff
- Head of Establishment support from link Senior Manager
- Regular, planned collaborative meetings with middle and senior leaders

- 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.**

Since 2018/19 there have been 4 placing requests from parents requesting placement in specialist provision, all refused.

Since 2018/19, 0 requests have been made for children placed within specialist provision to be placed within mainstream.

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

- Website information
- Establishment handbooks
- Signposting to Enquire
- Psychological Services leaflets to parents and carers
- We are currently updating our communications for parents, carers and young people.

- 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.**

- Children and young people are assessed and identified through the Staged Intervention process, in line with ASL legislation. Parents, carers and staff can raise a request for assessment.
- We have reviewed this process over the last year to reduce bureaucracy and simplify the approach. The criteria are very clear and accessible to all. Bi-annually all SEEMiS records are monitored for accuracy and training provided to support those new in post or wishing a refresh.

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

There are regular ASN coordinator meetings which includes sampling views around needs, training needs are identified. Heads of Establishment and other senior leaders are fully involved in the collaboration around the Supporting Needs Review, and this includes reviewing and updating training requirements. We have excellent relationships with colleagues in other sectors such as Salt, however are often frustrated by the significant reduction in their capacity and availability of support. Psychological Services provide training based on the data around needs including support in SCERTS, Autism, supporting dysregulated behaviour, etc. The

professional Learning Academy also provides training to support teaching and support staff.

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?

Initial discussion with senior leaders at establishment level including at TAC meetings and other parent/school forums. If they do not feel that their issues are resolved at this level they are able to follow our complaints process via either the school or senior manager for the school at Stage 1 and 2. Mediation is available within the local authority for parents/carers to access if they disagree with ASN provision and support, including with regard to CSPs.

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?

The ASN Co-ordinators meeting outlined above is a helpful forum for discussing issues with ASN within establishments. The Supporting Needs Collaborative days and ongoing workstreams have also allowed school staff to share their concerns and issues regarding ASN support and work collaboratively with LA staff to resolve these. Where specific issues are raised at a specific school, teachers are encouraged to discuss matters with their line managers who can refer to senior officers for additional support, advice and guidance. There are a wide range of online resources to support professional learning available through our GLOW tiles.

Establishment link educational psychologists are available to provide advice, guidance and direct case work with young people. Where questions around the appropriateness of a placement exist, establishments can request an assessment to be carried out by a multidisciplinary team who will consider supports which may include an alternative placement in specialist provision.