

Renfrewshire Council

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.

In Renfrewshire we have recently refreshed Getting it Right for Every Child. This refresh was an opportunity for the Education Sector of Children's Services to better define stage intervention procedures, review and standardise child's planning and improve multi-agency child's planning. This is allowing for a more consistent approach to planning to meet learner's needs. This model was developed "through the eyes of the practitioner", what we mean by this is that we have worked with over 50% of all of our schools and early years centres to shape the process which has meant this has "landed" very well in schools. This has improved how the child's and parent/carer's voice is captured and acted upon. Prior to this refresh this was very inconsistent but is now a positive feature of the plan. What is also working well is that the language of planning is strengths based rather than a deficit model, this is ensuring Team Around the Child meetings are more supportive for parents/carers and children and young people and are solution focussed.

2. What are the barriers to supporting this provision?

The barriers to supporting the provision were the inconsistencies in planning and the variations in supports available in every school/locality. Another barrier is the timeframe for interventions – due to certain external pressures e.g., other parents/staff/unions, some interventions that do require time to have an intended impact can be rushed and therefore do not have the desired effect. Strong leadership of ASN is vital to ensure that parents/carers/staff and children understand the principles of inclusion and where this is lacking can be a barrier to ensuring effective of support for children/young people in mainstream.

Parent/carer individual needs and view of mainstream at times can be barriers to supporting this provision. At times there are disagreements arising between parents and professionals with regards to supporting the needs of the child.

- **any examples of good practice in this area;**

There are a number of Headteachers within the Renfrewshire area that are strong leaders of ASN. This was highlighted in our recent ADES/Education Scotland collaborative as being a strength that we should build on by sharing good practice more widely. In order to ensure consistency in support we have developed a suite of universal approaches to support which we are rolling out across our learning estate, all of which are underpinned by our Renfrewshire's Nurturing Relationships Approaches. We have a number of examples of very good to excellent practice in this area. We have agreed that Education Scotland's CIRCLE framework will be used in all establishments along with Non-violent Resistance Approaches. These are being implemented in a rolling programme supported by high quality professional learning.

Supporting teachers to develop their skills to meet the needs of the growing numbers of children with ASN is vital and in Renfrewshire we are building on the success of the Coaching and Modelling Officers approach developed through the Scottish Attainment Challenge. In our Flexible Learning Resources we have staff members who are experienced in working with and supporting

children with ASN being trained to be deployed to schools as required to support inclusion in mainstream by building the capacity of teaching and support staff.

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?

At local authority level we have an established Parent Council Chair forum who meet with the directorate termly. As part of our inclusion improvements, we have developed a CLEAR model and the number one priority is to improve Communication and Collaboration.

- C** We **communicate** and **collaborate** to ensure the rights of the **child** are front and centre.
- L** We meet the wellbeing and **learning** needs of all our children and young people.
- E** We aim to provide **excellent** Children's Services support services with a robust quality improvement framework.
- A** We invest and develop **all** of our people to improve outcomes for our children
- R** We manage our **resources** effectively and equitably.

Part of the improved communication strategy for parents and carers is that we now regularly host parent information evenings on MS Teams. This is in its infancy but is already being positively reviewed and reaching almost 200 families with children with ASN on a regular basis. This platform ensures parents and carers understand what is on offer in schools to support their child, what the processes are and what to do if they have any complements/concerns/complaints. On top of this we have a parent ambassador group who meet regularly with the Education Manager for Inclusion to ensure that the parent voice helps to shape policy and procedures. Our parent ambassador group are helping us to develop parent friendly versions of policies.

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.

This information can be found via the following link:

[Change schools - Renfrewshire Website](#)

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

Through the council's website and we now have regular parent/carers meetings and a parent ambassador group who are helping us share this more widely.

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.

We have a very robust staged intervention framework underpinned by Children's Rights and the Promise, this is clearly set out at the start of our GIRFEC policy. In all sectors we have robust assessment and a standardised approach to planning, reporting, and reviewing through the Team around the Child process. From Early Years to Secondary we have rolled out training to ensure that key staff have a clear understanding on how to identify the needs of the child and how to provide interventions where necessary. We have a clear commitment to ensuring all staff are capable and confident to support the needs of learners and all staff including our support staff have access to high quality learning. We have over the past two years provided in-service day training for all pupil support assistants (currently known as classroom assistants/additional support needs assistants) covering a range of learning for staff including de-escalation, supporting literacy, supporting children who are neurodiverse etc.

Through the refreshed GIRFEC we have improved how schools should be recording children's needs on SEEMIS, this is currently being rolled out starting with transition points.

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

In addition to what has been commented upon earlier it is also our expectation that all school improvement plans have a focus on how schools will better meet the needs of learners. Training is planned throughout Children's Services by analysing data/reviewing plans and all staff have access to professional learning. We are rolling out across all establishments our universal approaches underpinned by our Renfrewshire Nurturing Relationships Approaches. We also offer multi-agency training in specific areas such as writing chronologies etc.

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?

Through the GIRFEC refresh the voice of the child and the parent/carers is now captured fully – this is an improvement from previous years work. There are also clear guidance to schools and high expectations around how team around the child meetings are held and how parents should be made to feel at these meetings. These meetings should be positive, and solution focussed. If a parent is concerned, they are encouraged to raise their issue with the head teacher, this is a stage one complaint. If not resolved, it can be raised to stage 2 where an education manager would investigate the complaint and provide a response. Parents are also given details of how to engage with advocates if they feel they need support during meetings and the website also provides details for external support:

- [Enquire](#)
- [Contact](#) for families with disabled children.
- [National Autistic Society](#).
- [Parent forums](#)
- [National Parent Forum of Scotland](#).

Disputes

- [Additional Support Needs Tribunal](#).

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 LISN forum for leaders of ASN where specific cases/tricky issues can be raised by pupil support coordinators/head teachers. These groups, supported by our Educational Psychologists and other partners, enable peer support to be offered to try and find solutions to meet the needs of the learner. The coordinators/head teachers in their schools have a variety of ways of listening to and supporting teachers who are working with children with particular needs. We also have Education Officers (Inclusion) who can be asked to come into a school and discuss tricky issues or provide advice and guidance. There is also an Education Support Resource Group who are made up of practicing leaders of ASN to discuss cases and to review supports in place and impact of such supports. This forum is often used to access additional resource, sometimes time within the flexible learning resources to meet the needs of learners. With regards to if the matter cannot be resolved – this is difficult to comment upon as the provision could not be working due to a number of reasons including teacher competence/parent disengagement etc. it could also be because it is the wrong/inappropriate intervention. The team around the child process enables the provision to be reviewed and adapted regularly if and when a child needs it to be.

I hope this provides you with some detail of what is working and where there are next steps for us as a Children's Services. I would be more than happy to provide you with any policies/procedures or more information under each question if needed.

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