

# Stirling Council

The Committee is specifically seeking a response to the following—

- **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.**

This area was explored fully as part of the national ASL (Morgan) review and the recommendations from this review has informed a national action plan, and local improvement activity. The review identified areas of strength and development need following a full consultation with families, children, local authority staff, and partners etc. across Scotland. Reference to the review and action plan would provide a fuller response.

Currently the national and local context of increasing numbers of children identified with an additional support need is placing pressure on local authority resources in a context of significant financial challenge. What are the barriers to supporting this provision?

Diminishing resources and increasing need and increasing complexity of need presented by our children.

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

Innovative practice where play pedagogy, active and outdoor learning, and flexible curricular packages of support for individuals are in place across many settings across sectors. Stirling Council's early learning and childcare is fully inclusive of all children.

Transformation of care and education have led to very small numbers of children being educated out with the local authority area

- **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**

See response below in relation to working with parents and carers. We work closely with families at the earliest stage to make decisions jointly from a well-informed position.

- **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.**

Mainstream school is always available for children therefore we would not have any placing requests related to parents wanting mainstream rather than specialist ASN settings.

Placing requests for specialist settings are as follows:

2023/2024 (to date)	1 (approved)
2022/2023	6 (3 approved; 3 refused)
2021/2022	2 (approved)
2020/2021	3 (approved)
2019/2020	4 (3 approved; 1 refused)

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

Information on Additional Support for Learning is on the Council's public website, providing information on additional support needs, GIRFEC (Assessment and planning) and the local staged intervention model. Information also covers the routes for parents/carers to seek independent advice and support in relation to their child's additional support needs. Similar information is also sent to schools and early years establishments to include in their school or nursery handbooks. There is also an ASN parents reference group, where there are opportunities to reinforce parent's awareness of their rights under the 2004 Act.

- **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 Council has a staged intervention model that is for all education settings, which sets out the levels of intervention that a child may require based on identified need. Ongoing staff CLPL in the area of additional support needs is also key in raising staff awareness and knowledge and skills in key areas of ASN. All settings have an ASN Support Coordinator, who has responsibility for staged intervention and in secondary schools Pupil Support staff would also have an overview of all children on staged intervention, recording relevant information on SEEMIS. Education has a member of staff whose role is to monitor and review the SEEMIS database.

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

The Council has support services such as the educational psychology service and the ASN outreach service, and partners, who are key services delivering staff training through the academic sessions, on key topics related to ASL provision. Some of these topics are delivered regularly (such as supporting children's language and communication skills or improving children and young people's mental health and wellbeing), and

others are identified from staff audits. This session a draft CLPL strategy is being developed for staff, with an initial focus on Support for Learning Assistants, and the creation of a CLPL framework for them. Training this session has been targeted specifically to this group of staff and will continue as part of a rolling programme of training.

We feel that a focus on inclusive practice, including pedagogy, should be integral to initial teacher education. We'd hope that the Centre for teaching excellence would also regard this as an area of significant importance.

- **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?**

Schools and nurseries would endeavor to resolve any concerns regarding ASN provision at the earliest opportunity. There are a range of ways that parents/carers can communicate with schools and nurseries such as through daily communication between a teacher and parent (e.g. SeeSaw app), use of emails, telephone calls, parents/carers evenings, or requesting a meeting with a teacher or senior management representative. Parents and carers are also central to the Team around the Child (TAC), therefore they would have regular opportunities to discuss ASN provision for their child through TAC meetings. The Council has a staged intervention model where a child's needs and planned interventions are identified based on the level of support they require. GIRFEC paperwork is used to capture the assessment and planning process for a child. If a parent/carer feels that a concern about ASN provision is not being resolved, parents/carers can contact the central education team to discuss their concerns. Similar to schools and nurseries, staff would look to resolving any concerns at the earliest stage possible. The Council can offer a mediation service to work with the parent/carer and school/nursery if this is required. The Council also has a complaints process that parents/carers can progress, with clear information on this available on the Council's website. On our public website and in school and nursery handbooks, there is also information directing them to independent advice when needed such as Enquire, or the dispute resolution process.