

The Highland Council
ADULT AND CHILDREN'S SERVICES COMMITTEE
19 February 2014

Agenda Item	10.
Report No	ACS/24/14

Additional Support Needs Review – Progress Report

Joint report by Director of Education, Culture and Sport and Director of Health and Social Care

Summary

This report provides an update on the progress that has been made thus far by the six subgroups working as part of the Additional Support Needs Review.

1. Background

- 1.1 As part of the Additional Support Needs (ASN) Improvement Group agenda it was agreed to review the provisions and structures around the support for children and young people with ASN in Highland Schools, with the aim being: **“to identify the range of needs and then identify principles and structures that make the most effective and efficient use of resources to meet these needs and in doing so, achieve the best outcome for children and young people”**.
- 1.2 Following an extensive consultation period between April and August 2013, a paper was taken to Committee, providing a proposed calendar for the review process. There has been some delay in this process as it has been widened to take account of the proposed new Care and Learning Service integrated structure.

2. Progress to Date

6 subgroups have taken responsibility for the various aspects of the review. Progress to date can be found in the appendix, which also includes a summary of the proposed next steps for the review process.

3. Predicting Future Need

- 3.1 The number and complexity of children and young people identified with ASN across Scotland has been reported to be increasing over the years and this pattern has been noted in Highland also. Some of this increase can be explained by different and better recording methods, rather than changes in incidence. However some groups of children and some types of need have been rising.
- 3.2 A significant amount of work has been undertaken by the ASN Review Group to study prevalence rates, to support the process of identifying need in Highland. Although additional support needs (ASN) arise for a variety of

complex reasons, some additional needs can be predicted on the basis of national prevalence figures, while other conditions and additional needs are less predictable.

3.3 Prevalence figures would indicate consistency in some populations over time. However some groups of pupils with particular needs are increasing. These include:

- Children who have experienced very preterm births and have significant medical, physical, sensory and cognitive needs. Although small in number, this group requires a significant level of support to meet their health, education and care needs.
- Children who have experienced less severe difficulties as a result of pre-term births but have neurodevelopmental difficulties and cognitive difficulties as a result.
- Children whose development was affected by alcohol use by their mother pre-birth and have the profile of learning and social difficulties associated with Foetal Alcohol Spectrum Disorders.
- Children who have been adversely affected in relation to their emotional, social and psychological development as a result of family stresses, acrimony and possibly violence prior to or following parental separation and/or divorce. These children may find it difficult to develop positive relationships in school and present with challenging or withdrawn behaviour.
- Children who take regular medication as a result of a medical condition, without which their daily functioning will be affected. Some of these children will also have severe and complex learning difficulties and some will be cognitively very able.
- Children where English is not their first language.

3.4 The prevalence statistics can be used to predict the Level 3 and 4 needs. These would include the numbers expected across Highland and would therefore include those pupils attending mainstream, special and residential schools. For session 2013-14, this would indicate 6% of the school aged population ie. 1853 pupils. Up until May 2013, mainstream schools had recorded 1710 pupils with level 3 and 4 needs. Adding to this, there are approximately 150 level 4 pupils in special schools, which brings this figure to 1860, which is almost exactly what would be expected in Highland.

3.5 Work will continue on mapping the identified need in Highland to the expected need. If this continues to be a good fit, it will provide a basis from which we can more confidently predict need into the medium to long term and therefore to better plan services for the future.

4. Summary

4.1 The total number of school pupils reported to have additional support needs in Highland is growing. This is in keeping with figures from across Scotland and the United Kingdom. Some of the reported rise is due to better recording of these figures and some is due to a real rise in specific groups of children with identified needs. The introduction of personalised support and integrated

service models allow a greater skills mix and range of resources to be utilised, but also requires a robust management structure to ensure that effective support is provided and achieves better outcomes for children and young people. The ASN Review process will continue with its work towards clear recommendations for an ASN structure within the Care and Learning Service.

5 Implications

5.1 Resource

At this stage the resource implications of any new structure are not clear as this work is not yet complete. It is anticipated that much of this work will be completed by May 2014.

5.2 Legal and Equalities

The focus of the review is to increase inclusive practice and improve outcomes for children and young people affected by disabilities and/or with additional protected characteristics. The ASN Review Group is fully sighted on the Council's legal responsibilities in relation to ASN, equalities and children's rights. These responsibilities will be fully taken into account when final recommendations are made.

5.3 Climate Change

There are no implications for climate change

5.4 Risk

At this stage of the review process there are no significant risks. However, there is a risk to the Council from not making best use of resources and integrating services at this point of service restructure and re-organisation.

6. Recommendation:

6.1 Members are asked to note the progress made to date and the next steps proposed by the review group.

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Director of Health and Social Care

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Date: 10 February 2014

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Background Papers:
Appendix – ASN Review Summary of Progress

Appendix

ASN Review – Progress Report – February 2014

WORKSTREAM	DETAIL	PROGRESS	NEXT STEPS
<p>1, Providing clear statistical information</p>	<p><i>There is a need to ensure the data on pupils with ASN is robust enough for future planning and to ensure that the current ASN allocation model and moderation of the process of allocating support to pupils, ensures greater consistency.</i></p>	<p>A detailed study on the prevalence of pupils with various additional needs across Highland has been completed. This identifies that we would expect around 6% of the population in Highland to have significant needs at levels 3 and 4. There is a growing number of children with very complex needs and also a change in the different types of need to those we would have been used to in the past. This makes it more important to consider different training strategies, interventions and a different pedagogy for staff.</p> <p>The implementation of the ASN Allocation Model is being monitored. This will remain the basis upon which we assess need and allocate resource, as previously agreed. From the consultation process it was clear that both parents and professionals alike wanted the annual process of allocation to be brought forward and so the process of collating information on pupils with ASN has been brought forward to February 2014, rather than April.</p> <p>The process of moderating the assessed level of need to ensure consistency across Highland has continued this session. During the past session training has been provided to school staff on the identification and assessment of need using the ASN Matrix. Results from the moderation exercise show a greater consistency than last session and would suggest significant progress in this area of work.</p>	<p>ASN training strategy for 2014-5 to include further training on complex needs, foetal alcohol syndrome, attachment disorder and equalities in response to the changing profile of pupils with ASN.</p> <p>Initial data from schools will provide a first run through of the resource allocation for session 2014-15. Final budget requirements will be provided by May 2014 following detailed discussion with schools.</p> <p>Feedback on the moderation exercise to Head Teachers, support staff and Area Managers by March 2014, followed by further training on the use of the ASN Matrix to continue to build consistent understanding and use of this tool.</p>
<p>2. Meeting parental expectations and addressing need with</p>	<p><i>The ASN budget is under pressure from increasing need. Parents are being involved much more effectively in their children's education and</i></p>	<p>A variety of consultations have taken place with parents as part of the review process. This includes consultation with around 70 parents.</p> <p>While several areas of good practice were noted, not everyone consulted was positive about their experiences and there were</p>	<p>Feedback is planned for parents for the summer term 2014, to provide information on changes in practice and planning in response to the consultation and review.</p>

<p>competing priorities on the ASN budget.</p>	<p><i>their expectations of services are rising. There is a need for transparency and greater levels of communication with parents to co-construct services for their children/young people.</i></p>	<p>many frustrated parents. Generally frustrations were voiced by parents who talked of variation in practice and poor communication. Praise was high where support and transitions were managed well and where parents were involved.</p> <p>Parents of children with lower level needs felt they were not being taken seriously when raising concerns about their children.</p>	<p>The ASN Improvement Group is committed to regular consultation and engagement with parents to continue the process of gathering parental views and engaging with them in the process of improving services for their children.</p>
<p>3. Implications for and pressure on families and other Highland Council services and budgets when pupil needs are not/cannot be met in school.</p>	<p><i>Better integrating support from the earliest stages when need is identified will lead to parents and children/young people experiencing a more holistic service.</i></p>	<p>When pupils are not able to be accommodated in school on a full time basis, there is pressure on other Council budgets to meet their needs in other ways eg. The Area or central ASN Budgets, the Residential Placement Budget, the Health and Social Care Respite Budget etc. Pupils on part time educational packages and those referred for residential placements are therefore being tracked on a 6 monthly basis. In June 2013 there were 217 pupils across Highland not in full time education. Some have very part time packages, with additional support being provided to them out-with school.</p> <p>There is a range of provision to support children with additional needs in Highland, but discussions are on-going to consider what additional provision may be required, including the growth of nurture groups in school, the addition of specialist support bases in all new build schools, additional residential provision and family support centres etc.</p> <p>Information on financial supports that are available to families of children with ASN and those affected by welfare reform, has been provided to all Health and Social Care staff supporting families.</p>	<p>Data for those pupils not in school full time in January 2014 is being collated and will be available in February 2014, with feedback provided to Area ECS Managers and Head Teachers, to support service improvement.</p> <p>Close links will be maintained between staff working across teams and on various projects aiming to build holistic support at the earliest stages for children and young people.</p>
<p>4. Increasing inclusion – raising</p>	<p><i>Greater awareness and skill in ASN and inclusive practices will lead to more children/young people</i></p>	<p>A wider consultation has taken place with staff in 20 schools and a paper has been written on Increasing Inclusion and the Success Criteria, with a draft Action Plan. This can be used as a quality assurance or self-evaluation tool and while it would require</p>	<p>Equalities and Diversity training to include input on inclusion and children's rights to begin in summer term 2014.</p>

<p>awareness; changing ethos; enhancing skills.</p>	<p><i>having their needs met within their local schools and fewer demands for placements out of authority.</i></p>	<p>additional CPD for staff, equalities and diversity training is planned and inclusive practice would be seen as a central tenant to this.</p> <p>There remains a focus on the development of greater levels of emotional literacy in all schools, with an understanding of the importance of promoting positive relationships and emotional coaching. In depth multiagency training in this area has recently been refreshed.</p> <p>A consistent approach to training for pupil support assistants has been taken, with PSAs now having a handbook that details a core CPD requirement, with timescales given for required updates and refresh training in particular areas eg Child Protection, De-escalation etc.</p>	<p>Action learning research projects on emotional literacy to be disseminated widely across children's services, with a conference being run in the autumn term 2014 to showcase best practice.</p>
<p>5. Provision and management of on-site and off-site provision, additional to mainstream schools.</p>	<p><i>Ensuring a range of provision from universal to specialist, with opportunities for elaborating the curriculum, will enable needs to be met appropriately in a variety of provisions that are fit for purpose.</i></p>	<p>A paper has been placed on the SfL website, to provide guidance to schools on how to establish nurture groups within their schools or ASGs if this would be appropriate to meet local need.</p> <p>A more detailed discussion has been arranged to further consider the provision for pupils with social, emotional and behavioural needs and to build on the draft strategy for promoting positive relationships from 2012.</p>	<p>Further discussions will inform decisions about an appropriate structure and provisions to support pupils with social, emotional and behavioural needs, across Highland. Proposals will be completed by May 2014.</p> <p>Nurture provision will be supported by the Educational Psychology Service, with detailed training in emotional literacy offered to all staff working in nurture provision.</p>
<p>6. Transitions.</p>	<p><i>Transitions at all levels need to be improved, to support better outcomes for children and young people. In some cases these are managed well</i></p>	<p>Work is continuing on ensuring better transitions at all stages. An audit has been undertaken on what supports are available to support pupils in transition and this work is being taken forward, led by the Transitions Coordinator.</p> <p>A range of training opportunities have been offered for staff and</p>	<p>Work on Self Directed Support is ongoing.</p> <p>An analysis of the use of the LAC education support budget will be completed by July 2014. The</p>

	<i>and we need to understand what is going well and embed this practice more widely.</i>	<p>parents on the use of Self Directed Support</p> <p>The budget identified to support Looked After Children in transition between school and/or home placements has provided short term, cover for pupils requiring immediate support.</p> <p>New research is being undertaken on preschool transitions and work on how to improve the information transfer from health visitors to schools.</p> <p>The Early Years Collaborative has supported the implementation of the 4 year old overviews as a way of profiling the needs of children as they transfer from nursery to school, supporting early intervention.</p>	<p>information from this analysis will be used for budget planning next session.</p> <p>The preschool transition research will be completed by June 2014, providing feedback to early years teams for service improvement.</p> <p>Information from the 4 year old overviews will be collated centrally in June 2014, to provide information on the number of children entering P1 who have achieved their developmental milestones. Individual overviews will be passed to the appropriate receiving school in June 2014, to support their planning for P1.</p>
The role of the ASNO in the local management of ASN and their links to the Central ASN Team.	<i>The management structures for ASN in Highland need to be evaluated to ensure the most effective and efficient structure. The roles and responsibilities of the specialist ASN teams in Highland need to be evaluated to ensure the most effective and efficient structure.</i>	<p>A workshop took place in December to consider how wider support services within ECS and Health and Social Care can be integrated to provide a holistic support structure for all children and young people. Discussions are on-going and will form part of the wider discussions around the integrated Care and Learning Service.</p> <p>Currently Area ASN Officers are managed within the Area ECS structure. Work has been undertaken to scope the current work of the ASNOs and to consider their possible future role within a Care and learning service. These discussions are on-going.</p> <p>A detailed review of the Highland Education Vision Support Service has been undertaken, with views of parents and children being considered as part of this. Recommendations have been made regarding a service restructure.</p>	<p>Work on a possible future ASN structure will be completed by April/May 2014, with advice requested from Human Resources where job roles and responsibilities are changed.</p> <p>The recommendations from the HEVSS review will be taken into account when considering an integrated structure including both ECS and H+SC support staff.</p>
Greater	<i>Meeting the needs of</i>	There is a wider review of the Highland Practice Model being	The review of the HPM will be

<p>consistency in the implementation of policy and good practice including the Highland Practice Model.</p>	<p><i>pupils with ASN must be embedded into the Highland Practice Model and where good practice has been identified, this should be more widely shared.</i></p>	<p>undertaken at present.</p> <p>Training has been offered to education staff in each associated school group on the creation and use of the Child's Plan, in response to a request from Head Teachers through the consultation process.</p> <p>The multi-agency training on the implementation of the Highland Practice Model had been updated and relaunched, with sessions offered in each Council Area.</p> <p>The ASN Manual provides good practice guidance, contains links to all policy and guidance documents relating to ASN and is accessible via the SfL Website.</p> <p>An annual review of child's plans has taken place over the past 4 years and has demonstrated an annual increase in the number of plans for pupils with ASN. This session, this process has been supported by a recently developed audit tool to more consistently analyse the <u>quality</u> of plans.</p>	<p>completed by summer 2014.</p> <p>A recommendation has been made for all newly appointed head teachers to participate in the 2 day multi-agency HPM training when appointed to post, if they have not undertaken this training previously.</p> <p>The ASN Manual will have a greater prominence on the new HC website when this is created in April/May 2014.</p> <p>The quality of child's plans will be assessed to have increased through the annual review in June 2014.</p>
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