

The Highland Council
Education, Children and Adult Services Committee
20 May 2015

Agenda Item	13.
Report No	ECAS 42/15

Additional Support Needs Review Update

Report by the Director of Care and Learning

Summary

A detailed process of consultation and review of Additional Support Needs in Highland was completed during 2013-14 and reported to Committee in May 2014. The review made 26 recommendations for improvements to structures and practices, with the aim of achieving better outcomes for children and young people that were remitted to the ASN Improvement Group to implement and monitor.

This paper provides a summary of the work to date in relation to the recommendations of the review. For ease of reporting, recommendations relating to a single theme are grouped together.

1. Background

- 1.1 A detailed review of the provisions and structures around the support for children and young people with additional support needs in Highland schools was initiated in April 2013, 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 During the period of consultation from April to August 2013, many individuals and groups were invited to contribute their views and experiences to the review process. Many chose to do so and the subsequent work that was undertaken was based on the views received from parents, children and young people, professional groups and staff at all levels in schools across Highland.
- 1.3 The outcome of the review was reported to Committee in May 2014, with 26 recommendations remitted to the ASN Improvement Group to implement and monitor through the ASN Improvement Plan. A summary of the progress made to date on the specific targets relating to each recommendation are provided as an appendix. Some further detail is provided below on the priority actions that have been taken so far.

2. ASN Pupil Data

- 2.1 In order to be able to plan strategically to meet need across Highland, we require a system of recording data that can be accessed quickly and without bureaucracy. This data must be accurate and complete so that there can be confidence in the analysis being undertaken.
- 2.2 In the past, the data recorded in relation to ASN on the pupil database has been

known to be incomplete, and therefore any data gathering for statistical analysis has been requested directly from individual schools, which has been time-consuming and needlessly bureaucratic.

2.3 Prior to and during the period of the ASN Review, work was progressed with schools to improve the quality of the data recorded in relation to pupils with ASN. Over the past year, the pupil database used in schools has transferred from Phoenix e1 to SEEMiS. There was a risk that the accuracy of data would reduce during the period of transition. However, ASN staff have worked closely with the SEEMiS team to ensure training provided to schools has included detailed guidance for recording the needs of pupils with ASN. As a result, the data recorded is more accurate than was previously the case – e.g. in March 2014, for 75% of pupils recorded as having ASN there was no further detail noted as to what the specific needs were. This information had to be requested directly from schools, because the electronic record was incomplete. In March 2015 however, this was the case in only 12% of records, and work has been done to improve this further in recent weeks.

2.4 **The target level of accuracy for this aspect of the pupil database is 95%**

The baseline level of accuracy (March 2014) = 25%

The current level of accuracy (March 2015) = 88%

3 Training

3.1 Training for session 2014-15 has focused on mandatory training for Pupil Support Assistants - Training in Child Protection, Moving and Handling, Intimate Care and De-escalation. In addition, ASN staff have been asked to prioritise training on the Highland Practice Model for those staff who have still to complete the two day programme. The Highland Practice Model Improvement Group has been leading on the re-launch of the Practice Model Training Programme, and this will be completed once the National Guidance on the Children and Young People's Act (2014) is available.

3.2 The training strategy additionally has prioritised professional development in the areas of emotional literacy and Autism Spectrum Disorders. The focus for this training is to identify those staff who already have expertise in these areas at a local (Associated School Group) level and to target further training in ASGs where there are fewer individuals with in-depth knowledge and skill.

3.3 An Area training audit will be undertaken, led by the Area ASN Managers, to plan a more coherent 3 year programme for ASN staff and school staff to run from August 2015 – June 2018.

3.4 Training and guidance in the use of the *Matrix of Need* continues to be delivered at an Area level, to Head Teachers and Support Staff. A process of formally moderating the level of need was required as part of the agreement and implementation strategy for the ASN Resource Allocation Model. This is done annually, choosing a Primary School and Secondary School at random from each Area. Schools are visited by 2 ASN specialists from outwith the Area. The moderation includes the observation of some pupils; the review of child's plans; a discussion of the assessed levels with school staff etc. In addition, moderation of need is undertaken informally by Area staff, in discussion with schools, throughout

the year.

3.5 Target for accuracy in using the Matrix to identify need = 90%

2013 - Accuracy in the use of the Matrix = 41%

2014 - Accuracy in the use of the Matrix = 68%

2015 - Accuracy in the use of the Matrix = 71.2%

4 Planning for Pupils

4.1 An audit of Child's Plans is undertaken annually. This demonstrates an increase in the number of plans created for pupils with high level needs – i.e. level 3 and 4 needs.

4.2 The target for the number of plans for pupils with high level needs = 95%

Pupils with high level needs who had plans in 2013-14 = 68%

Pupils with high level needs who have plans currently = 95%

4.3 Work is now being focused on the quality of plans for pupils with needs at all levels. An annual audit of child's plans is undertaken in relation to pupils with high level needs (level 3 and 4). An evaluation has also recently been undertaken with two Young Carers support groups, looking at the number of plans created for young carers in two geographic areas. (Generally the level of need of these children and young people will be level 1 or 2). Audit has found that the quality of plans is higher for those pupils with more complex needs. However, further work is required to support the preparation of better quality plans across all levels of need.

4.4 Assessed quality of a child's plan using the Child's Plan Audit Tool:

Target score = 8 / 10.

The current average for pupils with high level needs = 7 / 10

The current average for pupils with lower level needs = 5.7 / 10

4.5 One of the indicators of a quality child's plan in the level of involvement of the children and young people themselves and of their parents/carers. The target for this indicator is that the views of children and parents should be included in ALL plans. The evidence from the recent report written by Highland Children's Forum has confirmed this as an issue to continue to support and address:

'Children had been involved in 90.5% of cases, either directly or indirectly. There were 9.5% who had no input.'

'...parents reported their views as being included in 69.8% of cases although some felt they were only included because they had challenged the opinions of the professionals.'

'From 35 plans, parents felt the views of the child had been included in 54.3% of cases although there were 11.4% who felt the views included were 'not realistic' or 'meaningless'. From the 45.7% who reported their child's views had not been included, most reported feeling this was due to their age or needs.'

5 Engagement of Children, Young People, Parents and Carers

- 5.1 A significant number of children, young people and parent/carers were involved in the review process itself and helped shape the work of the review and the recommendations from the review. The detailed report of the review is on the Council's website with public access. Feedback has been provided to some groups of parents with whom there was direct consultation as part of the review.
- 5.2 Some ASN Services are using the information and views of children and young people to directly shape service delivery. For example:
- The service development being undertaken by the Psychological Service for 2014-17 has been directed by a range of focus groups they have undertaken with a range of children and young people across Highland.
 - Service redesign and evaluation has also been established within the Primary Mental Health Worker Service and with Occupational Therapy, Speech and Language Therapy and Physiotherapy Services. Further changes are planned on the basis of evaluations being undertaken with individual children, young people and their parents on the services they are currently receiving.

6 Social, Emotional and Behavioural Needs

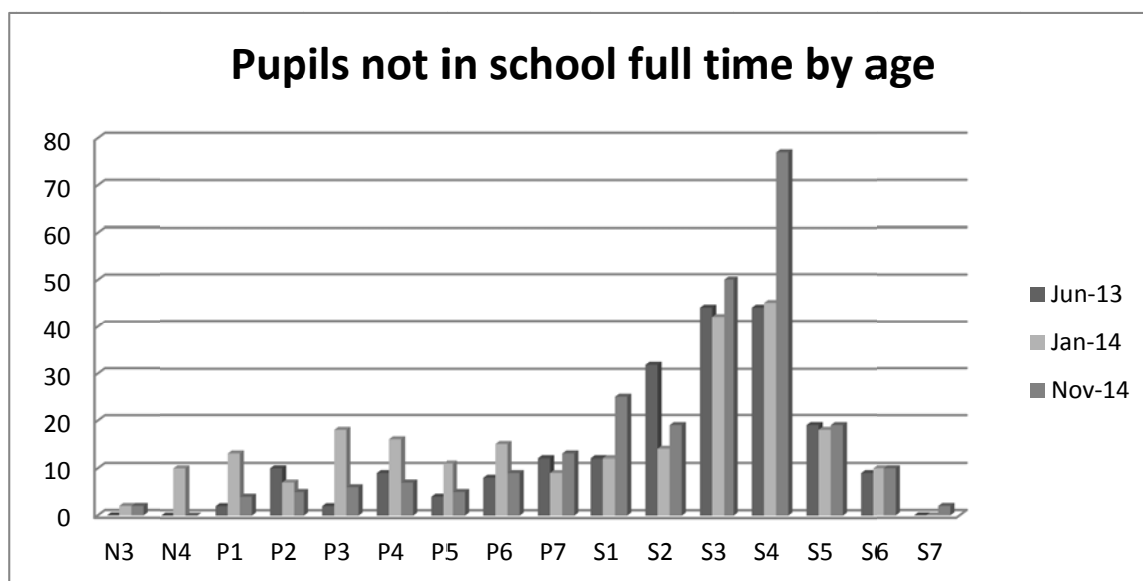
- 6.1 Currently there are 1823 pupils recorded as having Social, Emotional and Behavioural Needs (SEBN). This is the largest number of any type of ASN recorded on SEEMiS. It is therefore a significant priority and work has started on pulling together the current data we have on outcomes for this group. The ASN Managers are now in post across all 4 Areas in Highland and they meet with the central ASN team, including the Development Officer Promoting Positive Relationships, on a three weekly basis.
- 6.2 The regular review and analysis of exclusions, part time attendance in school and violent and aggressive behaviours has continued. This provides an indication of the level of social and emotional need in schools and also provides a range of measures to track the effects of the various interventions employed in this area.
- 6.3 Exclusion rates in Highland compare favourably to the national figures. However there is inconsistency across Highland and a sense that with greater staff skill and confidence, more effective approaches and interventions could be used in more schools to further increase inclusive practice.

	Primary		Secondary		Special	
	No Excls	Rate	No Excls	Rate	No Excls	Rate
Highland 2013/14	153	9	462	33	1	7
Highland 2012/13	138	8	559	39	6	46
Highland 2011/12	135	8	567	39	0	0
Highland 2010/11	143	9	558	38	0	0
National 2012/13	3847	10	17094	58	995	148
National 2010/11	4191	11	21688	72	965	148

Rate per 1,000 pupils based on pupil census in the Sept of the same academic year

- 6.4 A regular audit of those pupils not in school full time is undertaken in Highland. While the numbers have remained fairly consistent overall, they have not reduced as expected and a similar pattern can be observed in the exclusion figures, with a

'spike' in S3 and S4.



- 6.5 To address this, there has been a specific focus on reviewing offsite provision in each Area and creating such a provision in the Mid Area where there has not been one to date. A list of essential and ideal criteria has been drafted for such a provision, and consideration has been given to joint partnerships and the delivery of vocational courses. This work is on-going. Reviews have also begun to consider the needs in the West and in the South, with a view to recommending changes in service structure and provision that may be required to provide greater coordination of support for pupils with social emotional and behavioural needs.
- 6.6 As part of the work of reviewing SEBN provision, further discussion has taken place regarding the role of Black Isle Education Centre. Currently the Centre operates as a special school for a very small number of pupils on roll with SEBN. Extensive work has been carried out over a number of years to consider the future of the Centre, and a paper has been provided for local members outlining an alternative use for the provision, enabling support to be provided on a flexible basis to a larger number of pupils in the Inner Moray Firth area, who would remain on the role of their local school, while accessing specific activities and/or specialist outreach from Black Isle Education Centre. Currently a feasibility study is being undertaken to further support these discussions.
- 6.7 Within Highland, there are also a small number of primary schools that have established Nurture Groups as a way of proactively supporting the identified needs of pupils for whom other classroom supports and interventions have not been successful, or would not be considered appropriate. Guidance has been completed on the use of Nurture Groups and the number of provisions is being tracked across Highland. To date, provision is largely in the Primary Sector, but we have agreed a programme of training and support to establish a secondary nurture provision in Inverness in 2015, and this is likely to provide a template for further secondary based provisions in due course.
- 6.8 **Nurture Provision created to address issues around SEBN:**
2012-13 = 4
2013-14 = 8
2014-15 = 11

6.9 In addition to a large number of short training courses and lectures on brain development, awareness of emotional literacy, emotional coaching etc., there has been a significant investment in more in-depth CPD for staff in a variety of roles. An 8 day course in Emotional Literacy has been given Professional Recognition and validated by the General Teaching Council for Scotland. This has now replaced a 10 day and shorter 6 day course on emotional literacy that were previously available for staff development. There have now been significant numbers of staff who have completed these courses and networks of professionals have been identified in each area, to take forward further training and developments at a local level.

6.10 **Number of staff having completed the 10 day EL course = 110**
Number of staff having completed the 6 day EL course = 100
Number of staff having completed the 8 day EL course = 38

6.11 Violent and Aggressive incidents in schools are reported centrally. These figures indicate an improvement in staff confidence in managing behavioural needs in schools and a reduction in challenging behaviours. This is a positive indication of the impact of the interventions employed by staff, but remains a high number of incidents.

6.12 **Violent and Aggressive Incidents**

2012-13	513
2013-14	394
2014-15	285

7. Transitions

7.1 There is work ongoing at the transition from early years to school, using the Developmental Overviews, to consider how they have been used to support transitions and information sharing at this stage. An analysis of the use of the Developmental Overviews in summer 2014 showed that:

- Overviews were completed for **100%** of children in transition to school.
- **82%** were received from pre-school centres by schools.
- **61%** of schools reported using the overviews to plan curricular supports and interventions in P1 for the children in transition.
- For those teachers who used the overviews to plan support for P1 classes, **94%** found the information contained within them was useful.

7.2 These figures have provided a baseline for comparison with future measures. Further training has been provided for early years staff this session and the use of the overviews will continue to be tracked annually.

7.3 Although the Transitions Improvement Group is leading on transitions to post school destinations, the ASN Improvement Group has identified a group of young people with complex needs who will be followed up for three years post-school, tracking their progress and destinations. There is work on-going nationally and locally to develop processes that can follow all young people, but this data is not complete and the processes are not robust enough at this stage to give confidence that the data for those young people with complex needs is accurate.

8. Management Structures

- 8.1 Changes in the management structure of the Care and Learning Service as agreed by Committee have been implemented. There is now a Head of Additional Support Services who provides line management to a central ASN Team that includes the professional leads of specialist ASN Services. The Head of Service also has a professional link to Area ASN Managers in each of the four Area management teams. The ASN Strategic Managers and Area ASN Managers meet together every three weeks, and there is confidence that this is providing the opportunity for improvement in local service delivery and safe professional practice across Highland.
- 8.2 ASN Officers report directly to and work with the Area ASN Managers. Due to some staff being appointed to promoted posts, these posts are not yet filled on a permanent basis, although the posts in the North and Mid and in the West have been advertised. Currently there is one post in the South that has recently been appointed, filling the vacancy in that Area.
- 8.3 Work is continuing to support this reorganisation. A job description has been created for the Co-ordinator of the Sensory Service, with an expectation that an advert for this post will go out in May 2015. Discussions are almost complete with Deaf Services and Vision Services, with regard to the level of pupil need, staffing requirements and pathways, ensuring they fit within the umbrella of a single sensory service, linking to the new Visual Impairment Network for Children and Young People and the national See Hear strategic framework. There has been active participation in the Highland Sensory Improvement Group, with a focus on transition for young people with a sensory impairment and a clear link to the Senior Phase and Transitions Pathway for young people with a Disability. Current staff have also undergone further CPD, and consideration has been given to a training strategy for staff to provide a wider and deeper skills base for practitioners.

9. Feedback and Ongoing Review

- 9.1 Although the ASN Review provided a final report in May 2014, the work of the ASN Improvement Group is ongoing. The significant recommendations from the review have provided a list of priority actions for the Improvement Group, but in large part, these are not seen as targets to be achieved, so much as principles to work to. As such, some of the recommendations such as the service redesign, may be achieved and completed, but most activities will be ongoing, with evaluations and audits providing data on specific actions that can demonstrate improvements in service delivery.
- 9.2 Feedback on the outcomes of the review has been provided to several groups that contributed to the initial consultation process, to consider what may have been missed in the process and what priority actions should be taken. These groups have included parents and professionals, and for the work regarding SEBN provision, this has also included children and young people. To date, the feedback has confirmed that the review has been far reaching and nothing has been added. There is a need to continue to consult with and work together with children/young people and their parents/carers, and this has remained a stated aim of the ASN Improvement Group.

10. Implications

10.1 Resources

10.1.1 The work being undertaken in relation to SEBN provision in the Mid and also in relation to BIEC may require capital spending. At this stage there are no specific costings available, although the possible future spend on BIEC has been highlighted within the Capital programme and work is ongoing with both projects to provide indicative costs as soon as possible.

10.2 Legal and Equalities

10.2.1 The review was established to ensure that the Council's equalities duties are fully met and to consider any relevant changes in relation to meeting additional support needs that would further ensure that any pupil, family member or staff member within a Highland school with a protected characteristic, would be treated equally and fairly.

10.3 Climate Change/Carbon Clever

10.3.1 There are no implications for climate change/carbon clever.

10.4 Risk

10.4.1 There is a commitment from the ASN Improvement Group to continue to monitor the outcomes for children and young people as a result of the recommendations of this review and to engage in further self-evaluation on an ongoing basis to reduce these risks or to make further recommendations for service improvements as required.

10.5 Gaelic and Rural

10.5.1 There are no specific implications, as all pupils will be equally supported by the improvements in service delivery, regardless of the location of their school and whether these are Gaelic or English medium.

11. Recommendation

11.1 Members are asked to note and comment on the progress to date in relation to the implementation of the recommendations from the ASN Review

Designation: Director of Care and Learning

Date: 11 May 2015

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Background Papers:

The full report of the ASN Review can be found at:

<http://www.highland.gov.uk/learninghere/supportforlearners/>

The ASN Improvement Plan is updated termly and can be found at:

<http://forhighlandschildren.org/1-childrensplan/strategy.htm>

ASN Review – Progress on Recommendations – April 2015

	Measure	Timescale	Progress
Recommendation 1: A Highland wide training strategy should be agreed and will shape the priority CPD offered across Highland as a rolling programme. This should commence in academic session 2014-15.	Training strategy initiated	December 2014	Target met
Recommendation 2: There should continue to be a focus on training to support school staff to have a more consistent understanding of the use of the ASN Matrix in assessing the level of need. This should also continue to be monitored through an annual moderation exercise, sampling schools across Highland.	90% accuracy with matrix	April 2015	71.2%
Recommendation 3: As part of the move to using SEEMIS as the pupil database in Highland, information on pupils with ASN should be maintained accurately, to facilitate ease of central reporting and strategic planning.	95% data accuracy on SEEMIS	April 2015	88%
Recommendation 4: Open communication and joint planning should be an essential component of all packages of support and care.	Child's views on 100% of Childs Plans	August 2015	54% child's views
	Parents views on 100% of Childs Plans	August 2015	70% Parents' views
Recommendation 5: All services should engage with children, young people and parents on a regular basis to work with them on service design and delivery. Where ideas and views are sought, feedback should be provided on the changes in practice and planning in response to the consultation undertaken.	Evidence of engagement each quarter	Ongoing	Target met for 2014-15
Recommendation 6: A clear steer should be provided to schools in relation to children's rights, inclusion and equality, with a focus on staff development and targeted support that addresses need in a way that maintains school attendance.	Initial training for Head Teachers	May 2015	Target met
Recommendation 7: Further work is recommended on the support for SEBN across all age groups, but particularly in secondary education. This should include increasing levels of emotional literacy in staff and pupils, developing a sense of belonging for pupils and promoting positive relationships in schools.	Networks for staff with Em. Lit. Training	Sept 2015	On Target
Recommendation 8: Support strategies and structures should be developed that increase the skill and confidence of school staff and provide opportunities for additional curricular experiences that support school attendance and engagement in education.	Attendance level 95%	Sept 2015	Prim 94.8% Sec 90.1%

ASN Review – Progress on Recommendations – April 2015

<p>Recommendation 9: It is important to ensure that Head Teachers are clear about their roles and responsibilities and the council's legal and moral duties in relation to educational provision and reasonable adjustments.</p>	<p>Initial training for Head Teachers</p>	<p>By June 2015</p>	<p>Target met</p>
<p>Recommendation 10: Develop specialist knowledge and skills within the school based support teams in each ASG, with staff who can provide local consultation and advice as a first line of support to colleagues in other schools. These 'specialists' should form a network across Highland, supported by the strategic leads.</p>	<p>ASD and SEBN specialist networks established</p>	<p>June 2016</p>	<p>On target</p>
<p>Recommendation 11: Mandatory training should be provided for Head Teachers on a rolling programme, beginning in session 2014-15. The agreed training programme should support the development of a positive ethos and inclusive practice in schools. This training and the consequent practice will be monitored by the QIT.</p>	<p>90% Ed Scot reports Good or V Good meeting learners needs</p>	<p>June 2015</p>	<p>On target</p>
<p>Recommendation 12: Monitoring of the outcomes for children and young people with SEBN should be coordinated at a Council wide level by the Development Officer PPR and at a local level by the Area ASN Manager.</p>	<p>Reduction in PT Attendance to 0.5%</p>	<p>June 2016</p>	<p>0.8%</p>
	<p>Reduction in exclusion to 45 per 1000</p>	<p>June 2016</p>	<p>49</p>
	<p>Reduction in V+A reports to 300</p>	<p>April 15</p>	<p>285</p>
<p>Recommendation 13: There is a need for classroom teachers to have additional training on the deployment and management of support staff, as well as providing training for PSAs on the most effective ways of supporting children and young people with SEBN.</p>	<p>Training Strategy initiated</p>	<p>December 2014</p>	<p>Target met</p>
<p>Recommendation 14: All areas should have an SEBN support base with an outreach service, managed by the Area ASN Manager and a strong professional link to the Development Officer Promoting Positive Relationships. An offsite Intensive Support and Vocational Centre should be established for the Mid Area, where currently no such provision exists.</p>	<p>Offsite provision in mid established</p>	<p>By June 2016</p>	<p>On target</p>

ASN Review – Progress on Recommendations – April 2015

<p>Recommendation 15: There should be a greater level of coordination of the range of SEBN supports and specialist services, linked to a structured training programme. All staff working with pupils with SEBN will therefore be part of a network, supported by the Development Officer PPR, to enhance the levels of skill and consistency of practice.</p>	<p>Network established</p>	<p>By October 2015</p>	<p>On target</p>
<p>Recommendation 16: Staff working across the Care and Learning Service should provide coordinated support to pupils with SEBN at home, in school or in the community, in line with the Highland Practice Model.</p>	<p>Plans created for pupils with SEBN – 95% for high needs</p>	<p>August 2014</p>	<p>95%</p>
<p>Recommendation 17: Practitioners should directly engage with parents/carers, children/young people and other partners to a child's plan to work together to ensure better management of and planning for transitions of all kinds and at all key stages.</p>	<p>Plans created for 95% of pupils with high needs</p>	<p>August 2014</p>	<p>95%</p>
<p>Recommendation 18: Work on evaluating transitions should continue: annual analysis of the effectiveness in supporting LAC in transition; annual audit of information transferred from preschool to school for children with ASN; track destinations and outcomes for young people with disabilities for 3 years after they leave school.</p>	<p>90% of requests for LAC in transition supported</p>	<p>Annual spend on LAC Ed Budget</p>	<p>93%</p>
	<p>90% of Dev Overviews supporting transitions to school.</p>	<p>By August 2016</p>	<p>82%</p>
	<p>Increase pos. sustained dests for YP with disabilities</p>		<p>Baseline to be established Aug 2015</p>
<p>Recommendation 19: The ASN Review Group has agreed the preferred model for the delivery of ASN services within the Care and Learning Service. This provides the structure that is most likely to deliver safe professional practice and greater consistency across Highland.</p>	<p>Structure agreed and posts filled</p>	<p>By June 2015</p>	<p>On target</p>

ASN Review – Progress on Recommendations – April 2015

<p>Recommendation 20: There needs to be an opportunity for all 4 Area ASN Managers to meet regularly with the central ASN team as the strategic leads for the various aspects of ASN, to ensure the understanding of priorities at an Area level.</p>	<p>Agreed meeting process for information sharing</p>	<p>By April 2015</p>	<p>Target met</p>
<p>Recommendation 21: It is recommended that some further work is undertaken to consider how budgets might be realigned to provide ASN Officer time in each Area in Highland, with the level of need in the south requiring more than the other three Areas.</p>	<p>Budget monitoring and discussion re structure</p>	<p>By Sept 2015</p>	
<p>Recommendation 22: The creation of a single sensory service should be included as part of the restructuring of ASN services in Highland.</p>	<p>Service created and posts filled</p>	<p>By Aug 2015</p>	<p>On target</p>
<p>Recommendation 23: The roles and responsibilities of the Strategic ASN team should be further considered to ensure these are more consistent with practice on the ground.</p>	<p>Discussions completed following restructure</p>	<p>By Sept 2015</p>	<p>On target</p>
<p>Recommendation 24: Training should be offered on a rolling programme 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>Updated 2 day training on HPM available in all Areas</p>	<p>By June 2015</p>	<p>Target met</p>
<p>Recommendation 25: The multi-agency training on the implementation of the Highland Practice Model should be updated and re-launched, with sessions offered in each Council Area. This should be mandatory training for all staff working in Children's Services.</p>	<p>Updated 2 day training on HPM available in all Areas</p>	<p>By June 2015</p>	<p>Target met</p>
<p>Recommendation 26: 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 process now should focus on the <u>quality</u> of plans, supported by the audit tool created by the HPM Improvement Group.</p>	<p>Target for quality = 8/10</p>	<p>By June 2015</p>	<p>Low level 5.7/10 High level 7/10</p>