

**The Highland Council**  
**Education, Children and Adult Services Committee**  
**18 May 2016**

Agenda Item	7.
Report No	ECAS 31/16

## **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 the second annual update of the work following this review. For ease of reporting, recommendations relating to a single theme are grouped together. This update also takes account of the revised 2016/17 budget, set at the Special Council on 25 February.

#### **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 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. An update on the progress made since the review was reported to the ECAS Committee in May 2015 and this report provides further information for members on the progress to date. A summary of the progress to date on all recommendations can be found in **Appendix 1**.

#### **2. ASN Pupil Data and Support**

- 2.1 The ASN data recorded on SEEMiS, the pupil data base in schools, continues to improve. Manual gathering of data from schools has been necessary in the past, to supplement the information provided on SEEMiS. This has been a hugely bureaucratic exercise and time consuming for school staff. With the availability of more accurate data, the processes relating to the identification and support of pupil need has become more streamlined and less bureaucratic in nature.

**The target level for completed ASN records on SEEMiS is 95%:**

**March 2014 = 25%**

**March 2015 = 88%**

**March 2016 = 96%**

- 2.2 Meetings have taken place across all four Areas to discuss the predicted need and consequent ASN resource allocation for each Area for session 2016-17. This has again shown a rise in need identified at school level. **11,916** pupils are reported as having ASN (29% of the school population), with **1,998** having high needs - level 3 and 4 (5% of the school population).
- 2.3 In September 2012, Members agreed an ASN allocation model that links funding to a range of criteria, to meet the assessed need in mainstream schools. This takes account of a number of variables, including population size, deprivation and the number of children with high level needs. The application of this model has required an increasing budget as the level of need has increased over the years.
- 2.4 The current Area ASN budget (for mainstream schools) is around **£25m**. This figure includes the staffing budgets for support for learning teachers, specialist teachers of sensory impairment, pupil support assistants and pupil support (tuition) services. The special schools in Highland have separate budgets, amounting to an additional £3.5m.
- 2.5 During the process of budget saving through voluntary redundancy earlier this year, several Pupil Support Assistants applied to be considered for VR. It was recommended to Members at the Special Meeting of The Highland Council on 25 February that:  
*“A number of applications have been received from Pupil Support Assistants, but these posts are supporting children in schools and cannot be accepted without a more strategic plan in place. It is planned to reassess the allocation model and to realign resources based on need.”*
- 2.6 Members agreed that rather than accepting the VR applications from PSAs, the allocation model would be reshaped for the start of the next school session, with the Area ASN Budget reduced by £0.60m in 2016-17.
- 2.7 The process of Voluntary Redundancy did lead to the deletion of 5 ASN Teaching posts and 2 Development Officers posts within the ASN Team, equating to a budget saving of approximately £300k. It is proposed to allocate these savings against the required £600k reduction, with the additional savings being achieved through a combination of some of the VRs already requested, redeployments and temporary contracts coming to a natural end.
- 2.8 Consultation has taken place with ASN staff working in both primary schools and secondary schools, and information has been provided to Head Teachers’ meetings regarding these savings and the need to reshape the allocation model and to work within the budget available.
- 2.9 There is universal agreement that building capacity at a local level and enhancing the skills of all staff working in ASN is a priority. ASN Teachers have a range of responsibilities within their remits, including building capacity in others and supporting the Continuing Professional Development of their colleagues. In session 2016-17 it is proposed that there will be a greater emphasis on this role in both primary and secondary sectors, to utilise these skills to a greater extent within the Area ASN teams and to enhance the skills level of staff in schools, including Pupil Support Assistants.
- 2.10 There has been a very strong request from school staff to provide teaching support for all levels of need, and an acknowledgement that personal support will

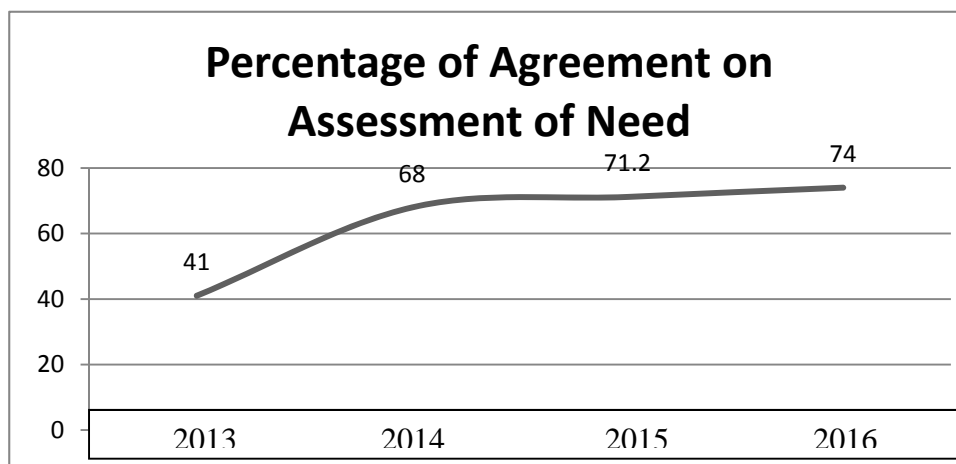
be required to support those pupils with the highest level of need in relation to their care and emotional support. It is therefore proposed to adjust the allocation model, to retain the spread of support from teaching staff and to target the majority of PSA time to those pupils where this is a clearly identified need.

- 2.11 There will inevitably be changes in the allocations to schools on a greater scale than would normally be expected and once the allocations have been agreed and are ready to be shared with Head Teachers and ASN staff, these will also be shared with Members, to enable them to have a full understanding of this process and to respond to any queries they may receive from school staff or parents in their areas.

### **3 Training**

- 3.1 The ASN training strategy continues to focus on mandatory training for Pupil Support Assistants - Training in Child Protection, Moving and Handling, Intimate Care, Autism Spectrum Disorder and Emotional Literacy/De-escalation. In addition, ASN staff have been asked to prioritise training on the Highland Practice Model for those who have still to complete the two day programme.
- 3.2 The ASN Review recommended that staff be identified in Area teams to provide a level of specialist knowledge and consultation at a local level in areas such as dyslexia, emotional literacy and Autism Spectrum Disorders. ASN Managers have identified staff who have specific interests in these areas of work and specialist training and networks of support are being established to provide a more local support structure, rather than having small, centralised teams. This development is furthest ahead around support for children with Autism, with 10 practitioners currently completing the distance learning post-graduate course in Autism from Birmingham University and a further 6 being supported to register and complete this course in the coming session. This is in addition to introductory and advanced level training provided locally in Highland and further specialist training being provided as part of a project based in St Clements School in Dingwall.
- 3.3 Training and guidance in the use of the *Matrix of Need* continues to be delivered at an Area level. A process of formally moderating the level of need is undertaken annually and this year a further 12 schools were visited by 2 ASN specialists from outwith the Area, moderating the levels of need identified by schools for a sample of 100 pupils in total. The level of accuracy in using the Matrix has increased, but progress since last year was disappointing, given the input into this area of work. The focus for next session will be on the variation between schools (some schools had **100%** agreement with the moderators while in one only **18%** of levels were agreed by the moderators).

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



## 4 Planning for Pupils

4.1 One of the central tenets of the Highland Practice Model is having a single plan to record the assessment and the actions required to meet the needs of individual children and young people. In some parts of Scotland this has been very difficult to establish. However, it is a requirement of the Children and Young People (Scotland) Act 2014, and something we now have well established in Highland through a considerable amount of work over a number of years.

4.2 An audit of Child's Plans is undertaken annually and over recent years this has demonstrated an increase in the number of plans created for pupils with high level needs – i.e. level 3 and 4 needs. The target for the number of plans for pupils with high level needs is 95% and this has been exceeded this session:  
**2013-14 = 68%; 2014-15 = 95%; 2015-16 = 97%**

4.3 Our more recent focus has been on the quality of plans for pupils with needs at all levels. Audit has found that the quality of plans is higher for those pupils with more complex needs. However, the quality continues to vary across Highland, and so further training and advice will be targeted at an Area level to those schools where planning is less well developed. The average assessed quality of a child's plan using the Child's Plan Audit Tool is currently **5.7/10**, with a median measure of **7/10**. The target score is 8/10 and so further improvement work is required in this area.

## 5 Social, Emotional and Behavioural Needs

5.1 Currently there are **1976** pupils recorded as having Social, Emotional and Behavioural Needs (SEBN) across Highland. This is the largest number of any type of ASN recorded on SEEMiS. It has therefore continued to be a significant priority for the work within the ASN teams.

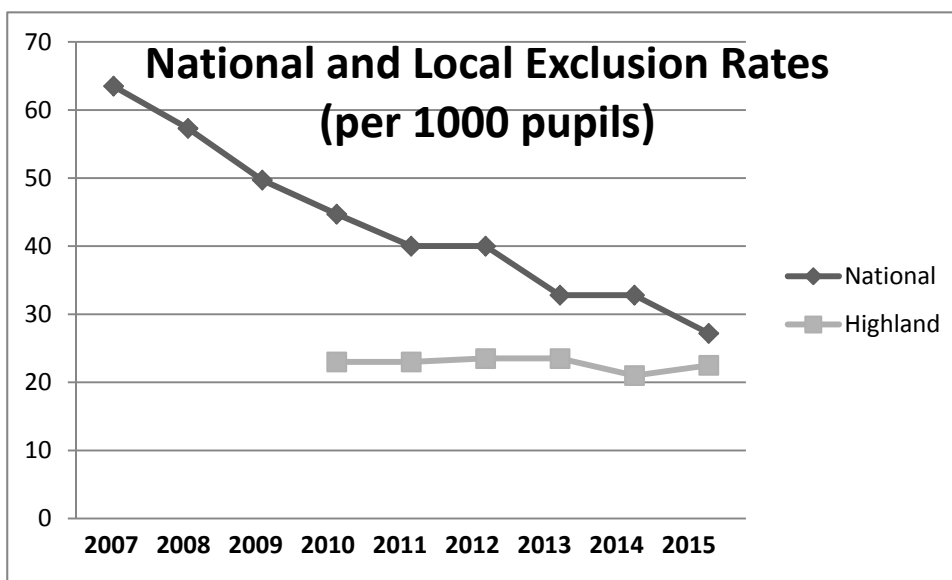
5.2 The regular review and analysis of exclusions, part time attendance in school and violent and aggressive behaviours has continued. This provides an indication of the level of social and emotional need in schools and also provides a range of measures to track the effects of the various interventions employed in this area.

5.3 A recent review of the pupils with the highest levels of need in terms of their social, emotional and behavioural development has indicated that 374 pupils across 92 schools require behaviour support as part of their support plan. 82% of these pupils have agreed protocols in place for staff to follow in supporting these pupils and work is ongoing to understand why this figure is not higher and what supports need to be provided to staff to ensure that all pupils have appropriate protocols in place where there is a known need in relation to SEBN.

5.4 ASN Audit of Protocols 2015-16

Number of schools with pupils requiring behavioural support	Number of schools with behavioural support protocols	Total number of pupils requiring behavioural support	Total number of pupils with behavioural support protocols	% of pupils with behavioural support needs <b>AND</b> protocols are in place
92	84	374	306	82%

5.5 Exclusion rates in Highland primary and secondary schools compare favourably to the national figures. However the rates have remained fairly consistent over the years while the national rates have fallen significantly. 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.

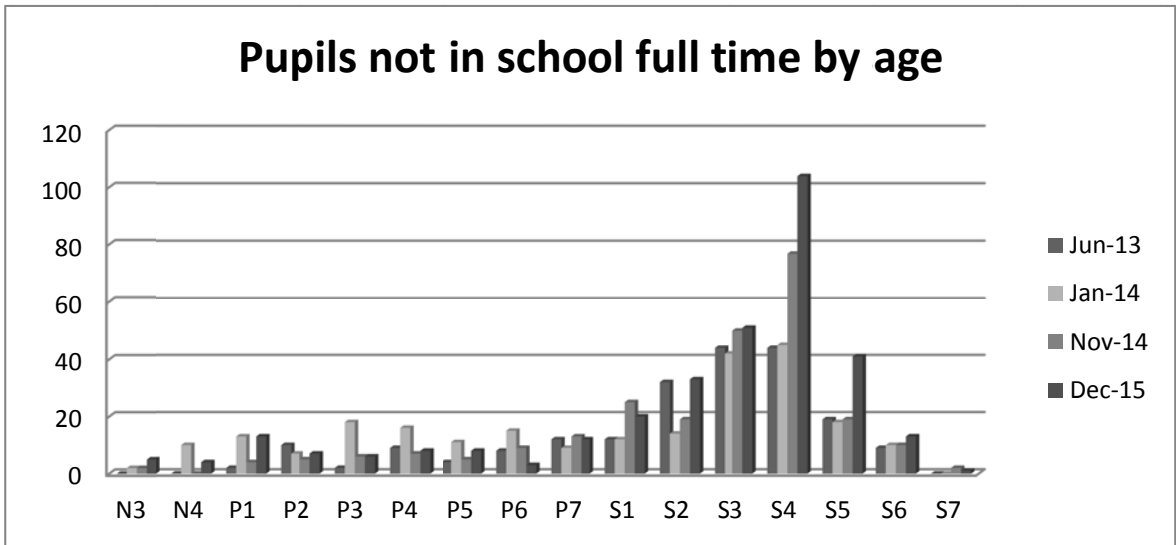


Rate per 1,000 pupils based on pupil census in the Sept of the same academic year. Since 2011 national statistics have only been gathered every two years.

5.6 A working group has been convened to review the Highland Council policy on the Management of Exclusions in Schools, with this work expected to conclude by the end of this school session, when the national guidance on school exclusions, 'Included, Engaged and Involved part 2', will also be published. A communication strategy is being agreed by the working group to ensure best practice in schools is shared across Highland and to continue to monitor exclusion rates over time.

5.7 A regular audit of those pupils not in school full time is undertaken annually 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.

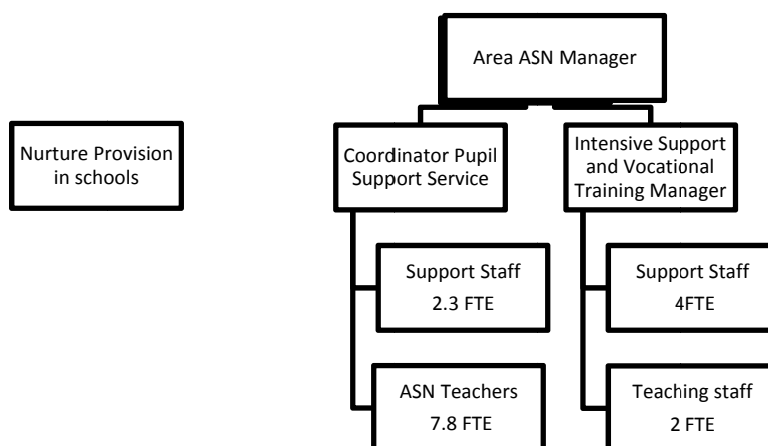


5.8 To address this, there has been a specific focus on reviewing offsite provision in each Area as recommended by the ASN Review, and creating such a provision in the Mid Area where there has not been one to date. A Review, attached as **Appendix 2**, has been undertaken of An Cala in Fort William with changes to the way this provision is working taking account of the changing needs of the school population.

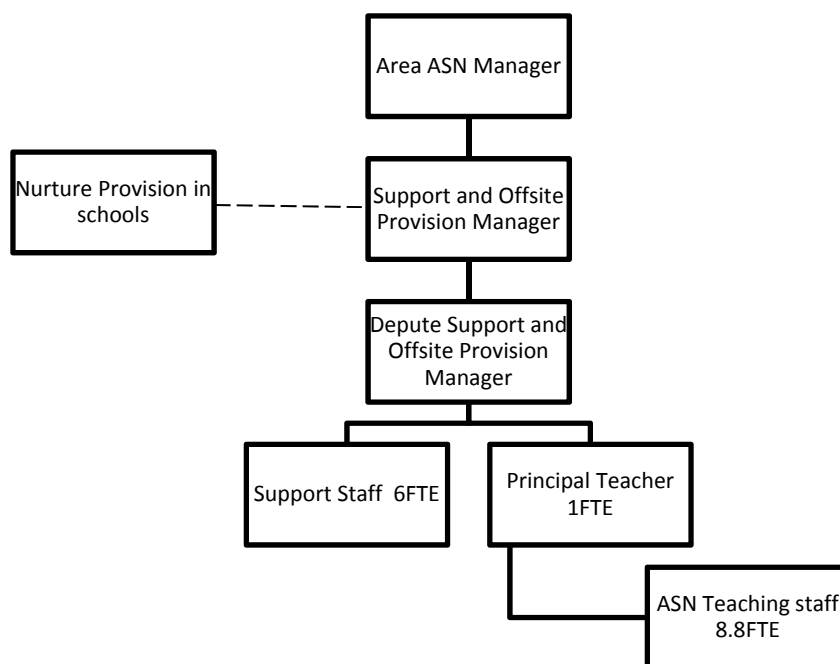
5.9 A review of SEBN provision in the South has recommended a change in the support structure of the pupil support service and vocational provision, both based at The Bridge in Inverness, to provide a more coherent and coordinated support service to meet the changing demands. Deletion of two management posts and the creation of a Support and Offsite Provision Manager and Depute Support and Offsite Provision Manager are proposed, to create more coherence in the support offered to school staff and pupils.

5.10 The restructure will provide closer ties with the Area Management Team and Promoting Positive Relationships Team. While there has always been some capacity for outreach work to support children and young people with social, emotional and behavioural needs, this work will be re-focussed, with an emphasis on building capacity across the area. The restructure will give a much clearer overview of all of the off-site provision, and increase the ability to provide for those who are not in full-time education.

5.11



Current Structure of SEBN support in the South



Proposed Structure of SEBN support in the South

5.12 Work is continuing to identify an industrial unit in Alness as a potential offsite Intensive Support and Vocational Centre for the Mid Area, as recommended in the ASN Review. It is proposed that this provision will be similar in nature to the provision proposed for the South Area and will link vocational training and curricular support with both teachers and support staff line managed by a single offsite manager, who will also provide training and support for school staff and staff in nurture provisions based in schools.

5.13 A key aim of the work of reviewing SEBN provision across Highland is to work alongside the Programme Manager – Alternatives to Out of Authority Placements and to support sustainable packages of education/care arrangements for pupils returning from out of authority placements. This also involves providing a range of interventions to meet the needs of pupils more locally and to stop them escalating to the Residential Placement Group.

## 6. Implications

### 6.1 Resources

6.1.1 The work being undertaken in relation to pupils with ASN is in the context of a £0.6m budget saving, already agreed by Members. This will result in a reduced level of support, balanced to some extent by a greater emphasis on staff training and more locally based expertise in specific areas.

### 6.2 Legal and Equalities

6.2.1 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. The ongoing work is further enhancing the skills and understanding of staff across the Care and Learning Service and providing a more systematic approach to data collection and improvement work to meet the Council's equalities duties.

### **6.3 Climate Change/Carbon Clever**

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

### **6.4 Risk**

6.4.1 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 the 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. With a budget reduction there is a risk that all needs may not be fully met, however the team have systems in place for data collection and monitoring, to identify where issues may arise and to intervene at an early stage where possible.

### **6.5 Gaelic and Rural**

6.5.1 There are no specific implications for Pupils in GME or for pupils in rural locations as all pupils are equally supported by the improvements in service delivery.

## **7. Recommendation**

7.1 Members are asked to note and comment on the progress to date in relation to the implementation of the recommendations from the ASN Review. In particular:

- to note the work concluded in the West Area with respect to the review of An Cala and agree the proposals set out in the report;
- to agree the recommendations for the refocusing of the Resource Allocation Model, to ensure support for those pupils with greatest need and to refocus more of the support from ASN Teachers to capacity building and professional development;
- To agree the recommendations for service redesign in the South Area around SEBN support.

Designation: Director of Care and Learning

Date: 25 April 2016

Author: Bernadette Cairns, Head of Additional Support Services

Background Papers:

1. The full report of the ASN Review can be found at:  
<http://www.highland.gov.uk/learninghere/supportforlearners/>
2. The ASN Improvement Plan is updated termly and can be found at:  
<http://forhighlandschildren.org/1-childrensplan/strategy.htm>



## Appendix 1

## ASN Review – Progress on Recommendations – April 2016

	Measure	Timescale	Progress
<b>Recommendation 1:</b> 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
<b>Recommendation 2:</b> 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 2016	74%
<b>Recommendation 3:</b> 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 2016	Target met
<b>Recommendation 4:</b> 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
<b>Recommendation 5:</b> 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
<b>Recommendation 6:</b> 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.	Equality, Diversity and Ch Rights training and toolkit for HTs	May 2015	Target met
<b>Recommendation 7:</b> 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	Target met
<b>Recommendation 8:</b> 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%
<b>Recommendation 9:</b> 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.	Initial training for Head Teachers	By June 2015	Target met

<b>Recommendation 10:</b> 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.	ASD and SEBN specialist networks established	June 2016	On target
<b>Recommendation 11:</b> 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.	Equality and Diversity training offered to HTs	June 2015	Target met
<b>Recommendation 12:</b> 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.	Reduction in PT Attendance to 0.5%	June 2016	0.8%
	Reduction in exclusion to 45 per 1000	June 2016	49
	Reduction in V+A reports to 300	April 15	Recent increase
<b>Recommendation 13:</b> 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.	Training Strategy initiated	December 2014	Target met
<b>Recommendation 14:</b> 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.	Offsite provision in mid established	By June 2016	Some delay in restructure
<b>Recommendation 15:</b> 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.	Network established	By October 2015	Target met
<b>Recommendation 16:</b> 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.	Plans created for pupils with SEBN – 95% for high needs	August 2014	Target met

<b>Recommendation 17:</b> 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.	Plans created for 95% of pupils with high needs	August 2014	Target met
<b>Recommendation 18:</b> 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.	90% of requests for LAC in transition supported	Annual spend on LAC Ed Budget	100% Target met
	90% of Dev Overviews supporting transitions to school.	By August 2016	Target met
	Increase pos. sustained dests for YP with disabilities	Baseline to be established Aug 2015	Delay with retirement of Trans Coord
<b>Recommendation 19:</b> 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.	Structure agreed and posts filled	By June 2015	Target met
<b>Recommendation 20:</b> 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.	Agreed meeting process for information sharing	By April 2015	Target met
<b>Recommendation 21:</b> 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.	Budget monitoring and discussion re structure	By Sept 2015	Review of model
<b>Recommendation 22:</b> The creation of a single sensory service should be included as part of the restructuring of ASN services in Highland.	Service created and	By Aug 2015	Post being JE

	posts filled		
<b>Recommendation 23:</b> The roles and responsibilities of the Strategic ASN team should be further considered to ensure these are more consistent with practice on the ground.	Discussions completed following restructure	By Sept 2015	Target met
<b>Recommendation 24:</b> 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.	Updated 2 day training on HPM available in all Areas	By June 2015	Target met
<b>Recommendation 25:</b> 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.	Updated 2 day training on HPM available in all Areas	By June 2015	Target met
<b>Recommendation 26:</b> 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.	Target for quality = 8/10	By June 2015	5.7/10

### **Developing An Cala as a Social, Emotional and Behavioural Needs Provision for the West Area of Highland Council** ***Review of Provision and Recommendations: Final Report 5.2.16***

#### **Section 1: Context for the Review**

##### **1. Review Remit**

As part of the 2013-2014 Highland Council (HC)-wide review of ASN provision a working group was established in January 2015 with the remit to review existing provision and make recommendation as to how the provision could be adapted to fit the specific recommendations of the HC ASN review – i.e. that each Area should have a Social, Emotional and Behavioural Needs (SEBN) ‘hub’ and that this hub should support inclusion and educational provision for primary and secondary age pupils across the 9 ASGs of the West area of HC. The review group consisted:

Richard Hendry (Chair, ASNO – later ASNM)

Jim Sutherland (HT, Lochaber HS) / Biff Gow (DHT, Lochaber HS)

Mary Harold (Manager, An Cala)

May Hughes (ASNO)

Robbie McFedries (HT, Ullapool HS)

Gerard Storey (Social Work Lochaber District Manager)

Jenny Templeton (Educational Psychology Service)

Linda Thom (Promoting Positive Relationships Team Lead)

Nick Thomson (HT Lunduvra PS)

##### **2. Background**

An Cala (or rather, its predecessor) was established in 2006 in order to make local provision for pupils who might otherwise need to be placed outside the area for their education provision in order to meet appropriately their SEB needs. It was jointly managed and funded by the then Health & Social Care and Education departments. Since then it has established recognised, effective ways of working with secondary school students experiencing a range of SEBN. An essentially person-centred approach to working has ensured meaningful engagement with children and families and has helped ensure continued provision for many children who would otherwise have been disengaged from formal education processes.

An Cala currently provides support for students from Lochaber, Kinlochleven, Ardnamurchan and Mallaig ASGs. In practice almost all students supported to date have been pupils of Lochaber HS, principally because of the geographical challenges of arranging attendance at An Cala from the other ASGs.

Access to An Cala for individual pupils has been managed through referral to the Area Liaison Group (ALG), which acts as ‘gatekeeper’ to the resource. Referral to the ALG arise through the usual Child Planning processes and this remains the forum for reviewing the provision for each child.

In recent years the nature of children’s needs supported by An Cala has shifted from those students showing predominantly challenging and aggressive behaviours

towards more emotionally fragile and vulnerable students. Non-attendance at school has also become a more significant feature.

### **3. Current Provision**

An Cala provision is currently tailored to each child's needs. Most commonly this will involve the child attending at An Cala for a proportion of their school week with the balance spent either at their High school, attending relevant college course(s), supported out with school in other ways &/or not in education.

Staff at An Cala have been able to offer direct teaching in areas of staff expertise – principally English and Maths for all students, but also History and Biology for relevant students. Other subjects have been supported in more limited ways where possible. Lochaber High school is able to provide relevant class work where required and this is returned to class teachers for marking and feedback. This arrangement has allowed most students to continue to follow a limited diet of national qualifications. This curriculum has been supplemented by a range of awards and experiences including ASDAN courses, John Muir, British Safety Council, Youth Achievement and Enterprise Awards. Artists, Musicians, Outdoor Providers and Employers are also engaged from time to time to enhance the education experience and meet the needs of young people. Some older students have supported attendance at West Highland College UHI.

A key feature of the current An Cala provision is the nurturing approach that all staff offer the students they support. This represents a more person-centred experience than that currently available in their mainstream school and generally results in higher and more positive levels of engagement with staff and learning. Whilst the aim for all students is always to support increased attendance at their High school, in common with most off site provision in Highland and elsewhere, the majority of students attending An Cala do not make a full return to school in the remainder of their school careers.

### **4. Staffing**

An Cala is currently staffed as follows:

- 1.0fte time Manager
- 1.6fte Children's Services Worker
- 0.9fte teaching post
- 1.0fte time Pupil Support Assistant (perm) + 0.6 PSA (temp)
- 0.3fte Admin Assistant

At the time of writing there are 13 pupils attending.

### **5. Budget**

The budget allocated to An Cala for the year 2014-2015 was approximately £160K, of which £43K was required for annual rent and maintenance.

### **6. Key Challenges**

The review group identified a number of challenges that needed to be addressed in any revision of the function of An Cala. These included how to:

1. Create provision that provides meaningful SEBN support to **primary** and **secondary** schools across the whole geography of the West area (Ullapool to Kinlochleven – 9 ASGs, 65 schools).
2. Continue the valuable work of supporting pupils in the Fort William area who are struggling to remain engaged in education whilst increasing the likelihood that those supported at An Cala would return to full-time education in their school(s).
3. Ensure those who do attend An Cala have access to an appropriate curriculum, in line with their needs and abilities.

## **7. Assumptions**

The 35 specific proposals in Section 2 are based on the following assumptions:

1. As the SEBN hub for the West area, An Cala will have a role in supporting both primary and secondary schools.
2. It is not feasible to offer pupils at schools outwith the Fort William area significant periods of attendance at An Cala.
3. Equally, it is not feasible for staff based in An Cala to offer regular, peripatetic support to all schools in the West area.
4. Therefore function of An Cala will need to extend to a consultancy role, including 'remote' support, if it is to support schools and children across the whole West area.
5. In keeping with the HCPM, and given the practical limitations on the capacity of An Cala staff, effective SEBN provision across all the West's schools can only be achieved efficiently through a coordinated approach within and across relevant services and agencies. There is a need, therefore, for a new, multi-agency network of relevant staff, to be organised locally into SEBN Network Teams. The primary focus of this network will be to increase the capacity of schools in the West to include and work effectively with children with SEBN and will provide support to children, families and schools on SEBN-related matters. The establishing of such a network and teams will require the agreement and support of a number of services including EP, Promoting Positive Relationships Team, ASN staff, PMHWs, School Nurses, Pre-school VTS and relevant Child and Family team members as well as any relevant local third sector organisations, such as Lochaber Hope and Skye and Lochalsh Counselling Service.
6. All children, including those attending An Cala, have an entitlement to a full-time education, with a curriculum appropriate to their needs and abilities. The child's school remains primarily responsible for ensuring this curriculum is delivered.
7. An Cala has already developed expertise in nurturing approaches and, in line with HC policy on Nurture development, it will have a role in the future in supporting local Nurture-based approaches.

8. As it stands there is little likelihood of an increase in the overall budget for An Cala in near future.

## Section 2: Review Group Proposals

The proposals of the review group are arranged under a number of headings. Namely:

- A. Broad Aims, Purposes, Functions & Roles
- B. Part-time attendance of pupils at An Cala
- C. Developing Nurture Provision and Nurturing Approaches
- D. Support to all West area schools
- E. Continuing Professional Development
- F. Accommodation
- G. Budget and Staffing

### **A. Broad Aims and Purposes, Functions & Roles**

1. An Cala will serve as a 'hub' for SEBN support across all the West area schools.
2. This will include aspects of support for primary and secondary age pupils.
3. Line management will be the responsibility of the ASN Manager including PRD - and also Professional Update for the An Cala Manager where this is a teacher.
4. There should be regular supervision meetings between the two - approx. 6-weekly.

### **B. Part-time attendance of pupils at An Cala**

1. An Cala will continue to offer 'off site', part-time attendance provision for pupils in schools who can logistically and reasonably attend.
2. Primary-age pupils in the LHS ASG schools may also attend part-time as a interim measure (i.e. no more than one school year) where no other appropriate provision can be made available locally. There will not be a reserved, 'fixed number' allocation for Primary age pupils.
3. Referral and admission procedures for part-time attendance will continue to be managed and monitored via the existing ALG process. Brief updates on An Cala attendance should be taken at each ALG.
4. The child's host school will remain responsible for monitoring and reviewing the Child's Plan. As a matter of course, each Child's Plan should describe plans for the return of the child to full-time education in their host school. The nature of these plans will vary from child to child, according to need.
5. An Cala staff will liaise as required, and at least weekly, with identified school staff to report on progress and concerns in relation to the curriculum and other matters, etc.
6. Where a pupil from a local school is attending An Cala part-time that school will remain responsible for the child's curriculum, albeit planned and delivered in conjunction with An Cala staff.



7. At present An Cala can support secondary pupils with literacy and numeracy up to National 4 in Life Skills Maths and N4 Maths and N4 English only. Where it has been agreed through the Child Planning process that it is reasonable and appropriate to offer other subjects, or Maths or English beyond N4 level, then additional support from the host school will be required to ensure access to an appropriate curriculum. Where this is the case, existing links to class/subject teachers will need to be strengthened so that they can have more direct input in order to ensure pupils have access to a curriculum appropriate to their abilities and capacities. Consideration should be given to delivery of small group subject teaching by class teachers along with other pupils either in An Cala or in school, including after-school classes, as appropriate.
8. Consideration will be given to increased use of technological solutions that support access to parts of the curriculum that cannot be taught directly by school or An Cala staff. In order to develop suitable approaches a small sub-group should be established to identify practical options and arrange trials of approaches such as: access to live and/or recorded teaching sessions; identification of appropriate, existing on-line resources with delivery supported by subject and An Cala staff; etc. This group to consist of *JT, An Cala staff rep, HC IT/Curriculum rep (to be identified), LHS staff rep and AS (consultancy)*. Other approaches could include.

### **C. Developing Nurture Provision and Nurturing Approaches**

1. The Head Teacher of any school with a dedicated Nurture base will manage their own provision on a day-to-day basis, in line with HC guidance.
2. An Cala, in collaboration with the Educational Psychology (EP) service, will have a consultancy and support role for Nurture base staff and will also be available to support school staff in developing nurturing classrooms.
3. An appropriate forum will be created for discussion and development of a coherent approach to Nurture provision across the West area. This forum will be established by the Area ASN Manager, with a direct role for the An Cala Manager.

### **D. Support to all West area schools**

1. An Cala staff will support a new, multi-agency network of relevant staff, to be organised locally into SEBN Network Teams, who can provide support to children, families and schools on SEBN-related matters. The primary focus of this network will be to increase the capacity of schools in the West to include and work effectively with children with SEBN. This broad network will include EPs, a Promoting Positive Relationships Team (PPRT) member, ASNT Primary & Secondary members as well as relevant CSWs, PSAs, PMHWs, Pre-school VTs, and Child and Family team members. In particular, each team should include any local staff who have completed the HC Emotional Literacy CPD course.

2. The ASN Manager will propose and discuss the establishment of such a network and associated teams with other, relevant service managers.
3. The ASNM will be responsible for producing practice guidelines, in consultation with the An Cala Manager and other relevant service managers/leads, on the role and function of these teams.
4. Once agreed the An Cala Manager, with support from ASNOs, will have a role in coordinating the SEBN network teams, according to local need and staff availability. The PPRT will have a central role in this work and should work closely with the An Cala Manager to coordinate CPD provision.
5. In the medium term (by the end of session 2015-2016) the aim is to give every school an identified contact person in the local SEBN Network Team who can provide 'hands on' support (consultancy visits/advice/modelling/staff development).
6. The longer-term aim (during session 2016-2017 onwards) is for every school to have one person from the team working regularly in, or directly associated with each school.
7. Networking sessions: Initial session(s) are currently being planned by Linda Thom, who will liaise with the An Cala manager on the involvement of An Cala staff.
8. Following consultation with the Area Manager and QIM, and in due course, HTs in the West area will be asked to complete a SEBN review/audit identifying key pressures/issues and staff development needs and should then embed any identified development issues in their SIP.
9. ASNOs will link with local QIOs to ensure coherence, support and follow-up on priorities identified in individual SIPs.

#### **E. CPD**

1. CPD for An Cala staff: The ASNM and Linda Thom will work with the An Cala Manager to identify and address An Cala staff CPD needs in order to fulfil the roles identified in this report.
2. CPD supported by An Cala staff: Linda Thom, the ASNM and An Cala manager will work together with the EP service to ensure coherence with HC training strategy and to devise and help deliver suitable courses locally in the West: These to dovetail with existing CALM/de-escalation training programmes and to include EL, Nurture and Restorative Approaches courses.
3. CPD delivery will involve, where appropriate, other local SEBN network team staff.
4. School and other service staff will be able to visit An Cala on request to observe and discuss appropriate approaches.

#### **F. Accommodation**

1. The large room in An Cala should be subdivided to provide for more flexible use. This will increase the current capacity for direct work with pupils and provide for work with more vulnerable children.

2. Within the current budget accommodation and maintenance (at £43K) represents approximately 27% of the annual budget. Consideration should be given by the Area Care and Learning Manager as to possible long-term alternative accommodation that might be suitable and more economical.

### **G. Budget and Staffing**

1. To date An Cala has been funded centrally from the ASN budget. This is to be devolved to the Area ASN budget during session 2015/2016. Clarification will be required under the new budgetary arrangements regarding the funding of teacher, CSW and PSA posts.
2. At present 0.6fte PSA time is employed on a temporary basis. (This time replaced a previous Youth Development Worker post which was withdrawn.) The ASN will need to agree with the An Cala manager the future of this post.
3. By December 2015, if possible, the ASN will ensure that proposed staffing levels for the coming session are agreed with the An Cala manager, with appropriate budget monitoring mechanisms in place.
4. Where a child is to attend An Cala and where an ASN staffing allocation that included that child has already been made to the host school, an arrangement will be made to provide equivalent staffing support from the host school to An Cala, proportionate to the level of attendance at An Cala. This may involve temporary redeployment of staff, or transfer of funds between budgets, as appropriate.
5. The ASN and the An Cala manager will explore additional funding streams including support for Forces families and dedicated SG funding streams with a view to ensuring the longer-term development of An Cala's capacities.