
To: Education and Children's Services Policy Board

On: 1 November 2018

Report by: Director of Children's Services

Heading: Update on Strategic Review of Support for Children with Additional Support Needs in Mainstream Education

1. Summary

- 1.1 The Education (Additional Support for Learning) (Scotland) Act 2004 changed the way in which support for pupils with additional support needs was managed, and widened the definition of additional support needs. The local authority is required to have a range of supports and services to meet each child's educational needs by addressing barriers to learning and making reasonable adjustments. The presumption of mainstreaming means that parents have the right for their child to be educated in a mainstream school environment.
- 1.2 The Scottish government strategy for closing the poverty related attainment gap *delivering excellence and equity in Scottish education* provides a clear focus for social justice by ensuring that education promotes and supports the rights and needs of all children and young people no matter what their background. Research shows that more children with additional support needs are affected by poverty, therefore it is crucial that a local strategy for supporting children and young people with additional support needs takes account of the principles of social justice, ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap and building social capital.
- 1.3 On 18 January 2018 the education and children's services policy board agreed that a strategic review of educational provision and approaches in Renfrewshire to support children and young people with additional support needs would be undertaken and that a revised strategy outlining proposals for a delivery model would be brought to a future meeting of the policy board.

- 1.4 This paper outlines proposals to deliver educational provision and approaches to children and young people with additional support needs by reorganising existing provision and staffing into a locality model. These proposed changes will enable services and support to be organised and delivered on a local basis in line with the principles of school empowerment, as well as ensuring best practice and best value.
- 1.5 The proposal will focus on ensuring that:
- additional support needs are identified as early in a child's educational journey as possible;
 - supports are provided in the child's mainstream school where possible; and
 - where a child needs support from outwith their mainstream school this is provided as close to home as possible.
- 1.6 A full engagement strategy will be developed to ensure parents, children and other stakeholders all have the opportunity to contribute to the development of the proposals.

2. Recommendations

- 2.1 It is recommended that the education and children's services policy board agrees that:
- [a] the proposed locality model for delivery of additional support needs support and services as outlined in this paper is further developed and implemented from August 2019 onwards;
 - [b] a further report providing fuller detail of the operation of the approach will be brought back in due course.

3. Background

- 3.1 Across Scotland there is an increasing number of children and young people being identified with additional support needs. A similar increase is being experienced in Renfrewshire. The needs of these children and young people can be complex and they may require a range of different supports and interventions to help them make the best of their education experiences.
- 3.2 Although the presumption of mainstream means that many children with additional support needs are educated in mainstream schools within their own communities, Renfrewshire has a range of specialist provision for children with additional support needs including Riverbrae and Mary Russell schools. There are also currently 16 additional support needs bases for children each of which has been developed over the years to provide support for specific needs. A range of staff work in these bases to support these specific learning needs. These include:

- social, emotional and behavioural needs;
 - language and communication difficulties including autism spectrum disorders;
 - specific language difficulties;
 - complex literacy needs; and
 - chronic anxiety/school phobia and non-attendance.
- 3.3 It should be noted that the provision of Riverbrae and Mary Russell schools are not within the scope of the review.
- 3.4 In addition, there is a range of centrally deployed staff who work to support the learning of children with additional support needs in schools. These include:
- additional support needs assistants;
 - home link workers and assistants;
 - educational psychologists;
 - peripatetic teaching teams (looked after children teachers; English as an additional language teachers; sensory support teachers); and
 - the inclusion support team
- 3.5 It has been recognised that the current strategy relating to the educational provision for children with additional support needs required to be reviewed to ensure that the principles of inclusion, social justice and best practice are foremost in the way that services are delivered.
- 3.6 The current model of deploying additional support for children and young people in Renfrewshire education establishments is based on centralised deployment of resource. Deployment is overseen by a central team based on a staged intervention model which focuses on meeting additional support for learning legislation and getting it right for every child (GIRFEC) principles.
- 3.7 Within the current model much of the additional support needs staffing resource is deployed to specialist base provision rather than allocated to build capacity for inclusion in mainstream establishments.
- 3.8 A working group comprising head teachers from all sectors, depute head teachers, educational psychologists and central staff worked to develop a proposal for a revised model for delivering additional support needs services across Renfrewshire.
- 3.9 The proposal is to develop a new inclusive model with the following features:
- 4 locality areas as outlined in appendix 1;

- each locality would have a number of inclusion hubs which would, where appropriate, be developed around existing authority additional support needs bases;
- each inclusion hub would have the facility to provide in-reach support to pupils who cannot be supported in mainstream school and also outreach support to pupils who require an enhanced level of support for their mainstream placement;
- existing skilled staff would be based in inclusion hubs and would provide support to children and young people on both an in-reach and outreach basis;
- the role of specialist teaching and support staff will be enhanced by a programme of continuing professional development to ensure that best practice informs approaches to supporting children with additional support needs; and
- delivery of an enhanced transition model to ensure improved co-ordination and communication in relation to early years to primary/primary to secondary.

3.10 In redesigning a model which will meet the needs of all stakeholders, the locality model will take consideration of a range of factors which include:

- flexibility for head teachers to negotiate resources across a locality area or on a cluster basis;
- ensuring the effective utilisation of the skills and experience of staff within the current authority specialist support teams and provision;
- shifting the focus from supporting children with additional support needs in a range of authority bases and with support from central teams to re-aligning supports to schools/localities;
- reviewing the focus of the services to ensure that they meet of the children and young people on an ongoing basis; and
- further develop the training and development programme for staff to ensure they have the skills required to meet the needs of children with additional support needs.

3.11 The vision of the locality model is to develop the ethos and expectation that support to children and young people is outcome-focused and time-limited, based on intervention and service delivery rather than placement. Assessment and intervention should be bespoke and individualised. Staff skills and confidence will be developed through a “coach-consult” approach.

3.12 The benefits of the locality model would include the following:

- children and young people with additional support needs being maintained within their local area for their education;

- ensuring the effective utilisation of the skills and experience of staff within the current authority specialist support teams and provision; and
 - a coherent inclusion model across all sectors.
- 3.13 Existing staff engaged in authority bases and specialist teams will have a key role in shaping the locality model as it develops through a number of working groups. (appendix 2) Parents of children with additional support will also have a key role in shaping the locality model through parent engagement and consultation meetings and events. The working group which will focus on transition will ensure that no child or young person currently being supported within existing arrangements experiences disruption to their existing educational placement.
- 3.14 The locality model is based on the core inclusive value of providing education for children within their own community as much as possible. The new model will build on the work begun by the Renfrewshire Nurturing Relationship Approach (RNRA). It will work on the premise that all schools will be: nurturing, communication friendly, trauma informed establishments. Multi-agency working and partnership will be key components of the approach as part of the ongoing process.
- 3.15 The locality model would provide primary and a secondary inclusion hubs in each locality which will be used as a base for additional support needs staff, as well as to provide a base for the education provision of some pupils (in-reach). These hubs would provide: professional learning, out-reach (coach & consult) support to teachers, and will have higher teacher / pupil ratios than mainstream school. Head teachers will work collaboratively to ensure the needs of children and young people are met within the locality. Individualised and specific learning environments would be developed within the inclusion hubs where required.
- 3.16 Support required would be provided in the mainstream environment by out-reach staff and upskilled mainstream staff. The objective would be to enhance inclusion by supporting a reduced number of children and young people on an in-reach basis and an increased number on an out-reach basis.
- 3.17 The development of a new model of inclusion support should not be constrained by historic roles therefore the locality model will include a review of the roles and responsibilities of support staff including:
- classroom assistants;
 - additional support needs assistants;
 - home link workers and home link assistants; and
 - key workers
- 3.18 As operational proposals for the locality model develop and roles and responsibilities are redefined, VR/VER may be offered to identified support staff to ensure a consistent staffing model proportionate to the needs of the children and young people in the locality.

- 3.19 The locality model will require a clear governance structure which sets out lines of accountability and management to ensure equity and quality of provision. The revised policy for staged intervention in Renfrewshire will set out clearly the procedural and operational guidance for the revised model.
- 3.20 The inclusion support team will support the delivery of the new model. It is envisaged that each locality will be linked with an inclusion support officer who will provide guidance and support to the revised arrangements and who will ensure moderation of quality improvement across the model.
- 3.21 Consistency of standards and quality will be of crucial importance. Inclusion support officers will work with education managers and head teachers to ensure that the model is understood and supported by all. A clear structure will be put in place to ensure ongoing quality improvement. This will link to the existing education quality improvement framework.
- 3.22 Following appropriate consultation and engagement with key stakeholders i.e. parents, staff, children and young people and other agencies, it is envisaged that the locality model implementation will begin on a phased basis from August 2019.
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Implications of the Report

1. **Financial** – The review of the additional support needs strategy will result in better value for the council through the targeted deployment of support staff in an effective manner.
2. **HR & Organisational Development** – The review of additional support needs strategy will consider the roles required to ensure that timely and focused support is provided to ensure children are able to continue in mainstream education. Roles and remits of support staff will be reviewed as part of the staffing exercise, in conjunction with appropriate trade unions. A staff development and training programme will be considered as part of the review. VR/VER may be required for certain support staff to ensure a consistent approach across all localities.
3. **Community/Council Planning** –
 - Our Renfrewshire is well – the revised additional support needs strategy will ensure that the effective inclusion of children with additional support needs is in line with the principles of Getting it Right for Every Child which ensure the wellbeing of all children and young people
 - Tackling inequality, ensuring opportunities for all –the revised additional support needs strategy will ensure equity of opportunity for children and young people with additional support needs

- Working together to improve outcomes – the revised additional support needs strategy will focus on the need for all relevant services to work together to meet the wellbeing needs of children and young people with additional support needs
4. **Legal** – the revised additional support needs strategy will be in line with the legal requirements of the Education (Additional Support for Learning) (Scotland) Act 2005; and the Children and Young People (Scotland) Act 2014
 5. **Property/Assets** – N/A
 6. **Information Technology** – N/A
 7. **Equality & Human Rights**
The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because for example it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website
 8. **Health & Safety** – N/A
 9. **Procurement** – N/A
 10. **Risk** – N/A
 11. **Privacy Impact** – N/A
 12. **Cosla Policy Position** – N/A

List of Background Papers

- (a) Background Paper 1
Education (Additional support for Learning) (Scotland) Act 2004.
- (b) Background Paper 2
Getting it Right for Every Learner Policy
Renfrewshire Education Policy Board 2013
- (c) Background Paper 3
How is Additional Support for Learning working in practice
Scottish Government 2017
- (d) Background Paper 4
Empowering Schools: A consultation on the provisions of the Education (Scotland) Bill 2017
Scottish Government

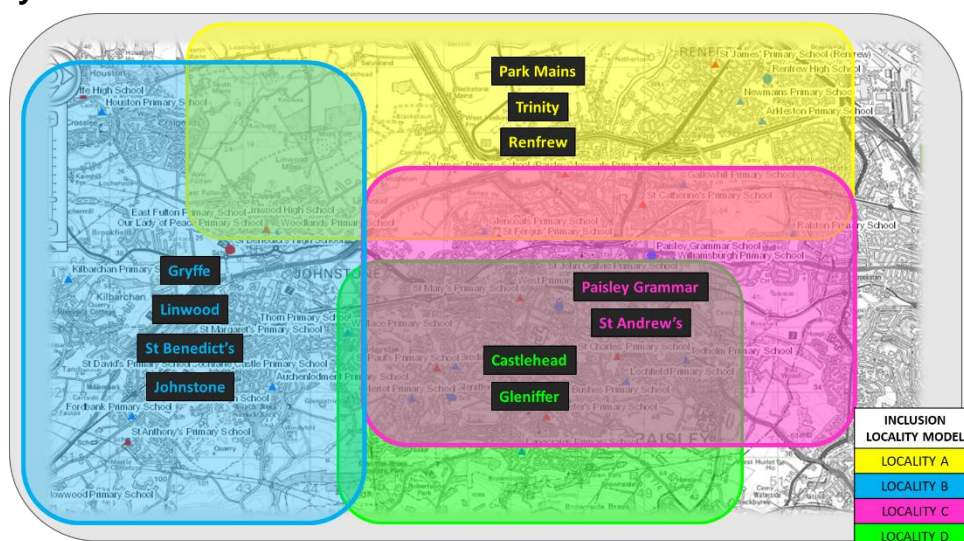
- (e) Background Paper 5
Excellence and Equity for All: Guidance on the Presumption of Mainstreaming
Scottish Government 2017

The foregoing background papers will be retained within (*Children's Services*) for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is Susan Bell, Education Manager, 0141 618 7221 susan.bell-hq@renfrewshire.gov.uk

SB/GMcK/LG
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Locality Model



LOCALITY A	LOCALITY
	PARK MAINS
	RENFREW
	TRINITY
	Arkleston Primary School
	Bargarran Primary School
	Barsail Primary School
	Bishopton Primary School
	Inchinnan Primary School
	Kirklandneuk Primary School
	Langbank Primary School
	Newmains Primary School
	Rashielea Primary School
	St Anne's Primary School - Renfrew
	St Catherine's Primary School
	St James' Primary School - Renfrew
	St John Bosco Primary School

LOCALITY B	LOCALITY
	JOHNSTONE
	GRYFFE
	LINWOOD
	ST BENEDICTS
	Auchenlodment Primary School
	Bridge of Weir Primary School
	Cochrane Castle Primary School
	East Fulton Primary School
	Fordbank Primary School
	Houston Primary School
	Howwood Primary School
	Kilbarchan Primary School
	Lochwinnoch Primary School
	Our Lady of Peace Primary School
	St Anthony's Primary School
	St David's Primary School
	St Fillan's Primary School
	St Margaret's Primary School
	Thorn Primary School
	Wallace Primary School*
	Woodlands Primary School

LOCALITY C	LOCALITY
	PAISLEY GRAMMAR
	ST ANDREWS
	Gallowhill Primary School
	Mossvale Primary School
	Ralston Primary School
	Todholm Primary School
	Williamsburgh Primary School
	St Charles' Primary School
	St Fergus' Primary School
	St James' Primary School - Paisley
	St John Ogilvie Primary School
	St Mary's Primary School - Paisley
	St Paul's Primary School
	St Peter's Primary School - Paisley

LOCALITY D	LOCALITY
	CASTLEHEAD
	GLENNIFER
	Brediland Primary School
	Bushes Primary School
	Glencoats Primary School
	Heriot Primary School
	Langcraigs Primary School
	Lochfield Primary School
	West Primary School

Working Groups

WORKING GROUP	DESCRIPTION
WORKSTREAM 1	Design the Locality Operating Model . Define the Governance of the Locality model and the Inclusion Hubs
WORKSTREAM 2	Define the Staffing Requirements of the Inclusion Hubs and the relevant Training needs
WORKSTREAM 3	Define the Transition Requirements of pupils/staff from the existing model to the new model and the relevant Transport requirements
WORKSTREAM 4	Physical Resource , buildings / adaptations requirements
WORKSTREAM 5	Strengthening Parental Engagement
ENABLER 1	Ensure the Project has adequate Resource to successfully deliver
ENABLER 2	Developing and delivering the Communications Programme
ENABLER 3	Deliver the Data requirements to inform the Workstream activity Define and develop the Data requirements to support the new Locality model

To deliver the work involved within each of the above Working Groups and Enablers, the required representation will be sourced from:

- Children's Services Head Quarters staff
- Head Teachers
- HR
- Project Management
- Business Analyst
- Communications