

Moray Additional Support Needs

Strategy for Schools 2017/27



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Forward

I have always been amazed by the great work of our teachers and support staff as they work together to meet the additional support needs of many of our school pupils across Moray. It is their dedication and support which enriches and helps the lives of those they work with.

Moray Council is dedicated to providing the support our young people need in order to flourish whilst at school and so a high priority is put on our Additional Support Needs (ASN) services. In June 2017 the council approved the new ASN strategy for Moray which will allow for continued progress in delivering this service across Moray.

Our overriding aim is to deliver a consistent and high quality service for our children and I am delighted that this document will build upon the exceptional work already carried out by the staff in our schools. We want to work with teachers, support staff and parents to truly create a culture of good practice in how we meet additional support needs.

As we progress with action plans as part of the new strategy I am confident that by working together we can strive to achieve our vision to be Ambitious to Achieve Excellence Together, firmly creating a high quality service for all.



Tim Eagle,

Tim Eagle
Chair of Children and Young People's Services Committee

Introduction

This strategy creates the opportunity to develop a quality education provision for children and young people in Moray who have additional support needs, building on existing good practice. Any service delivered is done in accordance with the Children and Young People (Scotland) Act 2014, and “Getting it Right for Every Child” (GIRFEC)¹.

The Moray Education and Social Care vision is:

“Ambitious to Achieve Excellence Together”

Within this overarching vision, the Additional Support Needs (ASN) strategy has been written with the aim:

To ensure high quality outcomes for children and young people with additional support needs by developing excellent practice through clear principles and structures

This strategy was based on consultations with parents/carers, children and young people, education staff and stakeholders². Eight outcomes were identified. These will be delivered through individual action plans relating to each outcome. The action plans sit alongside the strategy and are separate working documents. Each action plan will be taken forward by a working group.

The services and support talked about are those provided by the Local Authority in our schools and Early Learning and Childcare centres (ELC)³. Many families and partners contributed to the development of this strategy. With their continued support, we can make our aim of achieving the best outcome for our children and young people a reality.

This strategy is closely aligned to the Community Planning Partnership Children’s Service’s Plan 2017 – 2020 and Moray Council Education and Social Care Service Improvement Plan 2016 – 2019. It has been developed to support the priorities of all relevant policies and plans.

1 See Appendix 6

2 See Appendices 1, 2 & 3

3 Previously known as pre-school centres/nurseries



Who is this strategy for?

This strategy should be read by anyone with an interest in additional support needs, either professionally or personally.

The Education (Additional Support for Learning) (Scotland) Act 2004 states that a child or young person has additional support needs where, for whatever reason, 'the child or young person is, or is likely to be, unable without the provision of additional support to benefit from school education provided or to be provided for the child or young person.'

There are many and varied reasons why a child or young person may need additional help, including:

- motor or sensory impairments
- bullying
- being particularly able or talented
- bereavement
- interrupted learning
- learning disability
- being looked after by the local authority
- learning difficulty
- parental issues
 - eg. substance misuse or mental health problems
- having English as an additional language
- poor school attendance
- emotional or social difficulties
- being young carers

This is not an exhaustive list of factors. How these factors affect people with ASN, and their families, can vary enormously.

Why do we need a strategy?

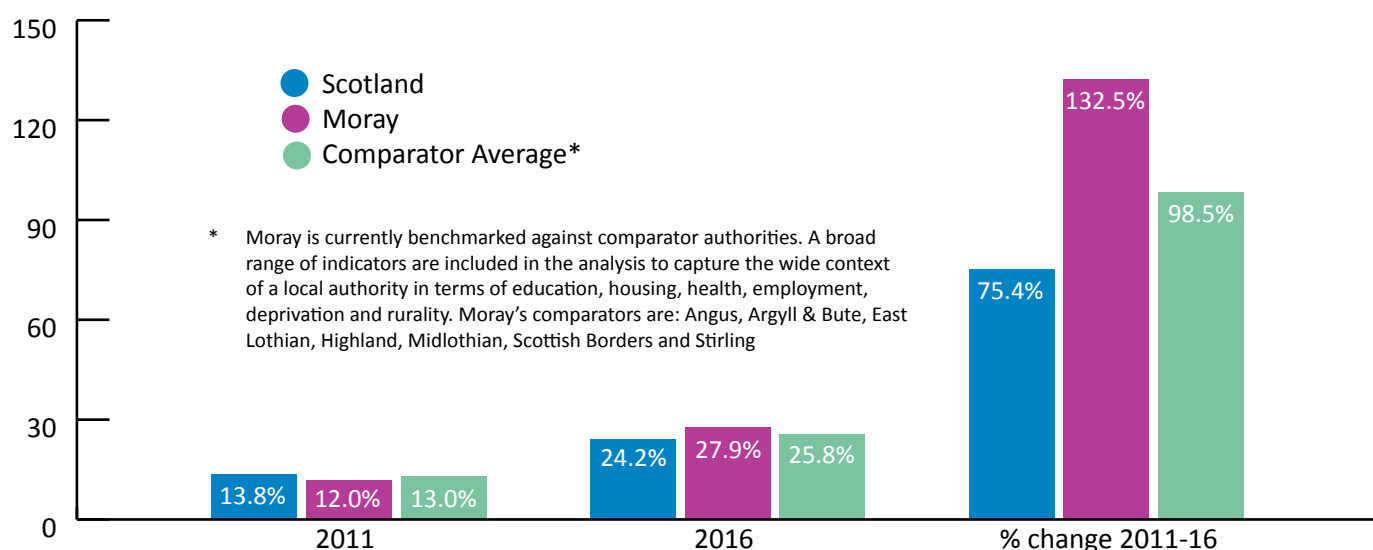
All Local Authorities have a duty to make adequate and efficient provision for each child and young person with Additional Support Needs that they have responsibility for. In doing so, however, authorities cannot act outwith their powers and do not have to undertake any provision that would result in unreasonable public expenditure. Provision should be met within the principles of GIRFEC.

This strategy is required to ensure best use of resources to provide a consistent, quality education provision for the increasing numbers of children and young people with additional support needs.

Since 2009, national and Moray numbers of children and young people, recognised as having ASN, have shown an increase. The chart below shows the increase since 2011.

Moray Council currently has an annual budget of £7.6 million to meet the needs of children and young people with ASN in our schools and Early Learning and Childcare centres (ELC). To meet growing need, this budget was increased by £500,000 in 2014. There is little likelihood of this budget being increased again in the near future due to the requirement on the Moray Council to reduce its annual operating costs.

Both locally and nationally, we know there are some areas of very good practice⁴ where children and young people with ASN and their families feel well supported, but this can vary.



Moray Additional Support Needs Strategy

We will be achieving the best outcomes for children and young people (3-18) with ASN if:

- children and young people's needs (3-18) are met in the most appropriate environment
- clear communication and positive relationships are evident between all partners, children and young people, and their families
- all practitioners are appropriately trained to meet additional support needs in their learning environment
- there is equity and transparency in the allocation of resources
- Moray Council and our partners work together with families to assess, identify and meet need
- policies, procedures and guidelines are in line with current legislation, national guidance and local priorities.
- significant transitions are effective
- Central Support Services⁵ are used effectively and efficiently

These outcomes are not ranked in order of priority.

4 See Appendix 4.

5 Autism Development Service, Early Years Education Service, English as a Additional Language, Moray Social, Emotional Behaviour Service, Sensory Education Service

What does that mean for Moray

We will aim to meet the outcomes 1-8 through the development of full action plans which will provide clear statements of How, What, Who and When.

1. Children and young people's needs (3-18) are met in the most appropriate environment:
 - suitable facilities
 - consistency of provision and service across Moray
2. Clear communication and positive relationships are evident between all partners, children and young peoples and their families:
 - quality communication pathways
 - professional dialogue is embedded
3. All practitioners are appropriately trained to meet additional support needs in their learning environment:
 - all practitioners have clear understanding of their responsibilities in relation to their professional standards laid out by the General Teaching Council for Scotland (GTCS), and the Scottish Social Services Council (SSSC)
 - relevant training and Career Long Professional Learning (CLPL) opportunities are available
 - CLPL is in line with the local authority's priorities and processes
 - Additional Support for Learning (ASfL) teachers are recruited and trained
 - partners⁶ provide specialist training to school staff when required
 - best practice in the use of the range of available interventions/strategies is shared
4. There is equity and transparency in the allocation of resources:
 - funding process is further developed
 - efficient and effective use of physical resources and activities
5. Moray Council and our partners work together with families to assess, identify and meet need:
 - use of a GIRFEC approach to identify and improve personal outcomes for children and young people with ASN
 - clear pathways are in place, through which children and young people with ASN access appropriate and proportionate interventions
6. Policies, procedures and guidelines are in line with current legislation, national guidelines and local priorities:
 - agreement as to what is meant by 'Inclusion' which is understood by all those working in and accessing the education system
 - policies, procedures and guidelines inform practice, support schools, quality assure and clarify expectations
 - innovation and improvement is encouraged
 - learning is evaluated and shared
 - Quality Improvement processes support education staff and ELC's

⁶ Partners include Local Authority, NHS, Third Sector, other specialists

7. Significant transitions⁷ are effective: transitions are tailored to the individual using a GIRFEC approach.

- effective identification of children with significant additional support needs at pre/ELC to enable transitions to ELC/Primary 1
- good practice currently evident in primary to secondary transitions is built on and shared to improve all transitions
- innovation and creativity in post-school transitions is evident

8. Central Support Services are used effectively and efficiently:

- priorities for these services are identified
- access to these services is consistent and equitable
- capacity of these teams is reviewed to reflect local need

What will happen next?

Working groups will develop action plans for each outcome identified. These will take this strategy forward over an anticipated period of 10 years. The ASN Manager will be responsible for ensuring the strategy is implemented. The action plans will be evaluated, reviewed and updated as progress is made. This will be monitored by The Education Strategy Group⁸.



⁷ Early years to primary school, primary school to secondary school, secondary school to post-school, between learning environments

⁸ Senior Education Officers who oversee and approve developments within Education

Appendix 1:

Who was involved in developing this strategy?

This strategy was developed after consultation between August and December 2016.

The first stage was a parent/carer survey which was available online or in paper format. Two parents of children and young people with different ASN helped to identify the topics which were included in the survey. There were 364 responses.

Head Teachers in all Moray schools were asked to consult with their staff, children and young people to consider the following:

- What are we doing well in addressing ASN in Moray?
- How do we know this is working?
- What do we need to improve to ensure better outcomes for children and young people with ASN in Moray?
- From the list above – what are the top 3 priorities for improvement?
- What will be the outcomes for children and families if we address these priorities?

The same questions were asked at 14 focus groups:

- Eight were public consultations at venues across Moray
- Four were for Head Teachers, Principle Teachers ASfL, Elected Members and Educational Psychology Service
- Two were for Moray Council Officers.

Partners were issued with a pro forma to return if they were unable to attend any of the consultation sessions but wished their views to be heard.

The draft strategy was sent out for public consultation between March and May 2017. The strategy was given final approval by Moray Council Children and Young People's Services Committee in June 2017.

Full information on the consultation process was recorded using 'VOICE', a tool used to support effective consultation.

Appendix 2:

Parents/carers survey

Parents/carers were asked to comment on various issues including plans, meetings, accessing school facilities, making 'reasonable adjustments' within school, communication with school, satisfaction with meeting children and young people's needs and their opinion of what setting best meets the needs of children and young people with severe and complex needs.

The survey highlighted:

- Responses were much more positive than negative in all areas.
- Most parents/carers said there were appropriate plans in place for their children and they were reviewed as necessary.
- Most parents/carers reported that minutes from meetings were accurate, that their views were taken into account and that actions were agreed at meetings. The majority said that actions from meetings were achieved.
- Of the responses, most reported their children attended a mainstream school all day, and a few as a part of the day.
- Most parents/carers reported that their child's school made "reasonable adjustments" to enable their child to participate in school activities.
- Most parents/carers were happy with the information they receive, when they receive it and what the information is.
- Meeting children and young people's needs was scaled from 0 (not at all) to 5 (fully) with most giving a rating of 3 – 5 and a few giving a rating 0-2.
- Few parents/carers identified that a special school would best meet the needs of children and young people with severe and complex needs.

Appendix 3:

ASN Strategy Priorities identified through consultation

Following the surveys, 14 focus groups were arranged. These included sessions for parents/carers and stakeholders, Head Teachers, Principal Teachers (ASfL), Educational Psychologists, Elected Members, Moray Council Officers. The events identified areas for development to meet ASNs in Moray as well as what was already working well. The following table shows the areas identified in order of priority and which group identified it.

Identified Priority Area	Total No of ticks ⁹	Buckie ASG ¹⁰	Elgin High School ASG	Forres ASG
Staff development, capacity building, training	14			
Funding model/process development	10			
Resources	9			
Relationships/communication	9			
Interagency work, localised support	7			
Establish centres of expertise	5			
Assessing/identifying need	5			
Equal access to quality provision, enhanced provision	4			
Staffing	4			
More liaison time with staff – information sharing, differentiation	3			
Transitions, including early years	3			
Policies	2			
Use of technology in schools	2			
Managing expectations	2			
Sharing good practice/collaboration	2			
All information about children and young people is gathered in one place	1			
Support for parents and staff	1			
Challenging behaviour	1			
Schools	1			

⁹ Total number of ticks reflects the total times an issue was identified as a priority

¹⁰ Associated School Group

Appendix 4:

What people have said is working well in meeting ASN in Moray in 2016

Areas we are doing well identified across a number of groups, included:

- Greater awareness/identification of needs
- Embracing early intervention
- Providing a range of support for a range of needs
- Moray Autism Strategy in place
- Specific school team developed in some Allied Health Professional specialisms
- ASfL teaching staff in primary and secondary schools
- Specific ASN enhanced provision within each ASG to address complex needs
- Support from Locality Teams including Home School Link Worker
- Use of Staged Intervention model to progress referrals
- Solution Oriented Approaches
- Staff good will – wanting to get it right for children and young people
- Positive destination figures for children and young people with ASN are better than national average
- Home-school communication

There were many other factors identified which will be taken into consideration when ensuring that existing good practice is maintained and shared.

Appendix 5:

What support is there in Moray schools at the moment?

Moray is an inclusive authority with no special schools and the presumption that children and young people will participate in mainstream education where at all possible.

There are 8 ASGs. Each secondary school and one primary school in each ASG has an enhanced ASN provision to meet the most profound and complex needs. These schools have a Principal Teacher (ASfL) to lead and manage teams of specialised teachers and Pupil Support Assistants.

There are five Central Support Services – Autism Development Team, Early Years Education Service (EYES), English as an Additional Language (EAL), Moray Social and Emotional Behaviour Needs Team (SEBN) and Sensory Education Service (SES). Their role is to:

- advise, support and train school staff
- work with individual children and young people with the highest level of need

The Educational Psychology Service has an advisory and assessment role for parents, schools and the Local Authority.

The ASN Manager and Education Support Officers (ASN) manage the ASN service and offer support and advice to schools.

There is multi-agency working, where relevant, with a range of partners including the NHS and third sector.

Need is identified and plans put in place using the Staged Intervention framework that is linked to GIRFEC processes.

Support for children and young people with ASN and their families can also be delivered through partnerships which include Allied Health Professionals, Educational Psychology, Health Professionals, Locality working and Social Care.

Appendix 6:

What is 'Getting It Right for Every Child' (GIRFEC)?

Getting it Right for Every Child is a national policy to help all children and young people grow, develop and reach their full potential. Its focus is to improve outcomes for children and their families based on a shared understanding of their wellbeing. It puts children and young people at the heart of everything we do.

What does GIRFEC mean for you and your children?

You and your child will be fully involved in any processes and decisions which affect you. It involves working together to ensure the best possible outcomes for your child.

It enables you to:

- understand your responsibilities and the responsibility of others in supporting your child's wellbeing
- be treated consistently as an individual in a language you understand
- access services more easily and be helped in the right way by the right people at the right time
- experience positive relationships with practitioners and other adults

The majority of children and young people in Moray will receive all the help and support they need from their families. Opportunities and support also exist in neighbourhoods and communities, as well as the universal services of education and health.

Access to support is made easier when children, young people, families and practitioners that work with children and young people, know who to contact. This is usually the 'Named Person' (NP).

The NP is the key point of contact for the child and young person, their parents/carers, professionals and members of the community. The NP will work with you to resolve any concerns.

This person will change as your child gets older. It is usually:

- Health visitor (birth to starting school) or Family Nurse (from birth until 2 years)
- Primary Head Teacher or other as arranged at school
- Secondary Guidance Teacher or other as arranged at school

Lead Professional:

In some circumstances, it becomes clear that a child or young person needs more co-ordinated and/or specialist help. In these circumstances, a Lead Professional (LP) will be identified to co-ordinate the support required.

Information Sharing:

When people work together to provide extra support for a child or young person and their family/carers, they need to share relevant information to get the right help as quickly as possible. We will discuss this with children, young people, and their families/carers before sharing information, unless to do so would place your child at risk of harm.

Information can only be shared where it is legal justifiable to do so under the Data Protection Act 1998.

Appendix 7: Education Staged Intervention Framework

What is Staged Intervention: Staged Intervention is a process which is used to identify and meet the learning needs of children and young people who need additional support of any kind.



Appendix 8:

National documents and information which underpin this strategy

[Education \(Scotland\) Act 1980](#)

[Data Protection Act 1998](#)

[Standards in Scotland's Schools Act 2000](#)

[Education \(Additional Support for Learning\) \(Scotland\) Acts 2004 \(as amended\)](#)

[Equality Act 2010](#)

[Supporting Children's Learning Code of Practice \(revised 2010\)](#)

[Children and Young People \(Scotland\) Act 2014](#)

[The Education \(Scotland\) Act 2016](#)

[Curriculum for Excellence – Scottish Government](#)

[Curriculum for Excellence – Education Scotland](#)

[General Teaching Council \(Scotland\) – standards for registration](#)

[UN Convention on the Rights of the Child \(UNCRC\)](#)

[UN Convention on the Rights of the Child \(UNCRC\) – child friendly version](#)

[National Improvement Framework](#)

[How Good is Our School 4](#)

[The Scottish Attainment Challenge](#)

[Raising Attainment for All](#)

