

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE3 February 2022Report by Director of EducationREPORT ON THE EAST RENFREWSHIRE ADDITIONAL SUPPORT FOR
LEARNING REVIEW**PURPOSE OF THE REPORT**

1. To inform Education Committee of the results of the East Renfrewshire Additional Support for Learning (ASL) Review.

RECOMMENDATIONS

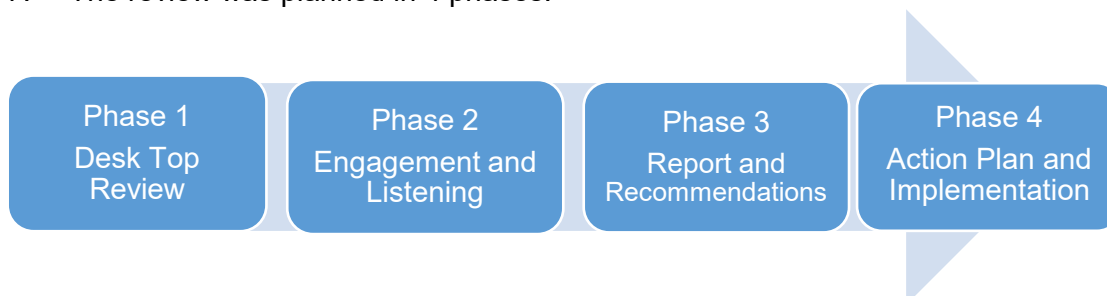
2. Education Committee is asked to:
 - a) note and comment on the findings of the ASL review; and,
 - b) approve the authority's action plan to address the agreed recommendations for improvement.

BACKGROUND

3. A [National Review](#) of the implementation of additional support for learning in schools was carried out by Angela Morgan in 2020 and subsequent [National Action Plan](#) was published in 2021. It considered the implementation of the Additional Support for Learning legislation and how this is applied to practice across authorities.
4. In response to the National Review, the Education Department has undertaken a review of ASL within East Renfrewshire. The aim of the review was to consider how we can provide high quality support to children and young people with Additional Support Needs (ASN) to ensure that the East Renfrewshire Education Department vision of Everyone Attaining, Everyone Achieving through Excellent Experiences is realised.
5. Key priorities of the review included:
 - Support the implementation of recommendations of the Angela Morgan Review – *All Our Children and All Their Potential*;
 - Identify service gaps and barriers and recommend potential solutions in relation to ASL provision within ERC establishments;
 - Plan and develop an ERC Additional Support for Learning Action Plan;
 - Ensure that children, young people, and families are engaged in reviewing, planning and evaluating ASL in ERC.
6. The review considered 4 main themes:
 - Vision and Values: Interpretation of Additional Support Needs;

- Curriculum and Attainment;
- Specialist Provision and Specialist Services;
- Relationships between Schools, Children and young people and parents and carers.

7. The review was planned in 4 phases:



REPORT

8. The desk top analysis included a review of relevant literature and an analysis of ASN data from all establishments across the authority. The key findings from the desk top review include:

- 23% of school-aged children have a recorded ASN in East Renfrewshire – this is lower than the national figure given in the Morgan ASL Review;
- There is a link between economic and social disadvantage and the incidence of recorded ASN across schools in ERC and more boys than girls are recorded as having an ASN;
- Literacy difficulties/dyslexia, ASD/Social Communication Needs, Social, Emotional and Behavioural Needs and English as an Additional Language are the most frequently recorded ASN;
- There is an increasing number of children and young people who require access to specialist services and as a result there is growing pressure on the capacity of these services.

9. During the listening and engagement phase, over 350 staff members and key partners, 600 parents and carers and focus groups of children and young people were consulted with.

10. Key findings from the listening and engagement phase highlight that East Renfrewshire has many skilled and dedicated professionals who embrace the principles of inclusion and work tirelessly to ensure children and young people with additional support needs are supported to reach their potential. Some staff however, expressed concerns and anxiety about the level of support in their establishment and their ability to meet the needs of some children and young people.

11. Parents/carers were asked to comment on various issues related to ASL and their responses were more positive than negative in all areas. Where school staff have inclusive values, families recognise it, appreciate it and believe it to make the difference. However, there was also a number of concerns highlighted in areas including communication, relationships, allocation of support and staff understanding of specific needs such as Autism.

12. Children and young people were mostly very positive about their experiences, they spoke of feeling supported and safe. Some areas for development they highlighted included wanting more challenge and the need for others to have a greater

understanding of their additional support needs and strategies in place to support them.

13. Based on the finding of the review, a number of recommendations have been identified. These recommendations are listed in the Executive Summary and have been grouped into the following 4 categories:

- Vision
- Culture and Climate
- Specialist Provision
- Career Long Professional Learning

14. A draft ASL Action Plan (Appendix B) has been created to take account of the recommendations and links to the National Action Plan have been incorporated. Steering Groups (Appendix 3) have been identified in order to take forward the identified actions including timescales for implementation and resources required.

15. The ASL Governance Group will evaluate progress to identify strengths and further actions needed in the implementation of the ASL Action Plan. The self-evaluation and evaluations of services and schools by the department's Quality Improvement Team, Education Scotland, Care Inspectorate and Customer Service Excellence will help to identify impact.

FINANCIAL AND EFFICIENCY IMPLICATIONS

16. The timescales for implementing any increases in the capacity of specialist provision will be dependent on the identification of any related efficiency savings within the department's existing budget and/or the approval of any spending pressures submitted as part of the annual budget setting process.

CONCLUSION

17. Similar to that of national trends, the number of children recorded as having additional support needs is increasing in East Renfrewshire and the complexity of needs is also increasing. The prevalence of child poverty has contributed to rises in learners requiring additional support for social, emotional and behavioural needs.

18. Professionals, parents/carers and children and young people have expressed a need for the upskilling of staff in order to adequately equip them with the knowledge, skills and understanding to best support children and young people with an additional support need within mainstream setting.

RECOMMENDATIONS

19. Education Committee is asked to:

- a) note and comment on the findings of the ASL review; and,
- b) approve the authority's action plan to address the agreed recommendations for improvement.

Mark Ratter
Director of Education
3 February 2022

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Appendices

Appendix A: Executive Summary
Appendix B: Action Plan
Appendix C: Implementation Diagram

East Renfrewshire Council: Education Department
Additional Support for Learning (ASL) Review: Executive Summary
December 2021

Aims, Nature and Scope of the Review

The rationale for Additional Support for Learning (ASL) is set in a national context following the publication of the [National Review](#) of ASL and subsequent recommendations made through the [National Action Plan](#). The purpose of ERC's review of ASL is to consider how we can provide high quality support to children and young people with Additional Support Needs (ASN) who attend specialist provision whilst also providing enhanced ASN provision in our mainstream schools through sharing of specialist knowledge, training and resources to ensure that the East Renfrewshire Education Department vision of Everyone Attaining, Everyone Achieving through Excellent Experiences is realised. Fundamental to this will be making improvements within existing resources and funding. Key priorities of the review include:

- Support the implementation of recommendations of the Angela Morgan Review – *All Our Children and All Their Potential*;
- Identify service gaps and barriers and recommend potential solutions in relation to ASL provision within ERC establishments;
- Plan and develop an ERC Additional Support for Learning Action Plan;
- Ensure that children, young people, and families are engaged in reviewing, planning and evaluating ASL in ERC.

In order to gather evidence the Review Team:

- Carried out an in depth desktop analysis, including a review of the relevant literature and an analysis of ASN data from all establishments across the authority;
- Consulted with more than 350 teachers and support staff involved in the delivery of ASN provision;
- Met with Head Teachers, ASN Co-ordinators and Educational Psychologists;
- Engaged with more than 600 parents and carers of children and young people with ASN who attend specialist provision or mainstream schools in East Renfrewshire;
- Consulted with and listened to views of key partners
- Established ASN pupil focus groups to ensure that the voices and experiences of children and young people were key to informing and implementing the actions and recommendations made as a result of this review.

The review considered 4 main themes:

- Vision and Values: Interpretation of Additional Support Needs;
- Curriculum and Attainment;
- Specialist Provision and Specialist Services;
- Relationships between Schools, Children and young people and parents and carers.

The review was planned in 4 stages, 3 of which are contained in this summary. The table below, outlines the stages:



Key Findings from Phase 1: Desk Top Review

- ASN Overviews and SEEMiS highlight approximately 23% - 28% of school-aged children have a recorded ASN in East Renfrewshire – this is lower than the national figure given in the Morgan ASL Review;
- There is a link between economic and social disadvantage and the incidence of recorded additional support needs across schools in ERC;
- The percentage of a school population with a recorded ASN can vary very widely between schools. There appears to be more consistency in the recording of ASN within secondary schools;
- The number of individuals recorded with ASN rises through primary school and then remains fairly stable at secondary school;
- More boys than girls are recorded as having an ASN – this is in keeping with national data;
- Literacy difficulties/dyslexia is the most frequently recorded ASN – this may be because schools find this to be the most straightforward ASN to identify, record and address;
- Excluding literacy difficulties/dyslexia, ASD/Social Communication Needs, Social, Emotional and Behavioural Needs and English as an Additional Language are the most frequently recorded ASN. Social, Emotional and Behavioural needs is likely to include a large number of individuals whose primary need is in relation to mental and emotional wellbeing;
- Almost all young people who are recorded as having an additional support need move on to a positive leaver destination;
- The review highlighted many strengths of existing specialist services and provision, however, it also highlighted the increasing number of children and young people who access such resources and the subsequent growing pressure on capacity of such services;
- Over the past 3 years 37 children and young people have been supported via SEBN Outreach Support Service. Of those 16% have gone on to receive further support from Carlibar Communication Service/WCSS and 24% to educational provisions out with East Renfrewshire Council. There are significantly more boys receiving support from behaviour outreach than there are girls; 81% of children and young people being supported are male;
- There has been a significant increase in children requiring input from the Sensory Support Service and new referrals for both Hearing Impairment (HI) and Visual Impairment (VI) are likely to follow this trend of increasing numbers. Currently there are 146 children and young people who are being supported for their HI with 71 receiving support for VI;
- The additional support needs of children attending Carlibar Communication Service (CCS) have changed over time with children presenting with increasingly more complex social communication needs that require full time continued support within Carlibar Communication Centre (CCC). There continues to be significantly more P1 children requiring a placement within the CCC than there are P7s moving on either to secondary school, Williamwood Communication Support Service or Isobel Mair. This places pressure on the capacity of the CCC in supporting children who require

specialist support and in turn highlights future pressures that will be placed on WCSS. In the past 5 years, 73 P1 children have been given a placement in the CCC whilst only 25 P7 children have left;

- There are currently 43 young people who attend Williamwood Communication Support Service and of those, just under two thirds have transitioned from Carlibar Communication Centre. This session 3 young people moved on from WCSS, however following a similar trend to CCC, there were significantly more children joining in S1 than there were leaving;
- In the past 10 years the number of children who are enrolled at Isobel Mair School (IMS) has increased by over 50%. Detailed analysis of the school roll in IMS indicates an increasing number of families have moved into the authority area with the specific aim of accessing the school. Currently 31% of pupils attending IMS moved into the school from another local authority.

Key Findings from Phase 2: Engagement and Listening

Staff:

- Most staff who responded to the consultation highlighted their commitment to supporting children with ASN within their home setting. However, there is a small minority of school leadership and staff who do not fully understand the principles of inclusion and presumption of mainstream and this is recognised by children and young people and their parents and carers;
- The majority of staff surveyed recognise that there is a lot of extra support in place for children and young people with ASN within East Renfrewshire and are aware of the specialist provision, support and resources available and know how to seek support from colleagues as appropriate. However, most staff also identified increased staffing as a key priority, with almost all suggesting that more PSAs and specialist staff across all sectors would lead to improvements;
- All staff highlighted the importance of professional learning in order to understand and meet the needs of pupils with ASN and the majority of those who responded have received appropriate professional learning which has impacted on their ability to meet the needs of pupils with ASN;
- Some respondents highlighted the importance of a more flexible curriculum as having the potential to improve experiences for children and young people with ASN, recognising the importance of outdoor learning for example and broader opportunities for successful attainment and achievement beyond SQA;
- Some PSAs highlighted that they don't feel recognised or respected within the system for the role that they play. This is evidenced through more than half of the PSA respondents highlighting that they are not involved in contributing to wellbeing plans and target setting.

Pupils

- Almost all pupils at mainstream primary and secondary schools who participated in the various focus groups stated that they like going to school with some highlighting they would not change anything about their school. All specifically mentioned enjoying spending time with their friends and teachers. A few said they liked learning new things and enjoyed being challenged;
- Pupils within specialist provisions said they liked being with their friends, playing outside, learning life skills, and topics such as sport, music and art. Most said that there was nothing they did not like about their school;
- Pupils at mainstream and special schools, generally feel included in all aspects of school life including by their peers, teachers and friends. They feel included both within and out with the school building;

- The children and young people who participated in the focus groups shared the importance of schools taking an individualised approach depending on their specific needs in order to put the best support in place;
- A few highlighted the importance of making sure other children and parents understand what it is like for children who have an additional support need;
- A few pupils in mainstream schools said they did not always feel involved in the life of the school and want their school to do more to include them. '*Sometimes I feel like I am invisible*'.

Parents/Carers

- Responses were much more positive than negative in all areas;
- Almost all parents/carers said they feel their child/young person is treated fairly and with respect;
- Most parents/carers believe staff know their child/young person as an individual;
- The majority of parents/carers believe that their children get extra support with their learning and/or wellbeing when they need it;
- The majority of respondents reported they are happy with the information they receive from their child's school. However, communication was highlighted as an area that needs to be improved. This included communication between school and parents, with children and young people and between staff within schools and at points of transition;
- Most parents/carers reported that their child's school made "reasonable adjustments" to enable their child to participate in school activities, whilst the majority agreed this was the case out with school and on residential trips;
- There was a strong opinion and concern that many Head Teachers, teachers and pupil support assistants do not have the appropriate training, knowledge or skills to provide appropriate support for children and young people with an additional support need. Whilst feedback related to all areas of additional support needs, comments predominantly related specifically to supporting children and young people with neurodevelopmental difficulties;
- During the review there were many examples of excellent partnerships between school and home and it was recognised that this joint working is often what makes the difference in ensuring positive outcomes for children and young people;
- Some parents and carers reported a belief that at times schools did not recognise the value of their knowledge of their own child and urged schools to be open and willing to listen to their views in terms of the best approaches to support their children and young people. Where parents and carers had positive experiences, they highlighted the value of school staff listening to them and taking them seriously, enabling trust to be developed;
- Some parents and carers highlighted a frustration around the length of time it took for their child or young person to be diagnosed and the feeling of having to 'fight' for a diagnosis. There was also a call for greater support given after diagnosis, with some parents reporting they felt unprepared, alone and unsure of how best to support their child;
- A few parents and carers highlighted a concern that there can be a reduction in aspiration or ambition for those with additional support needs to achieve to the best of their abilities. Some parents/carers highlighted that the recording and measuring of achievements and success did not align to suit children with additional support needs.

Key Recommendations

1. Develop an ERC ASL vision for success (and interpretation of Inclusion) with the involvement of children and young people, parents and carers and staff, based on the principles of the UNCRC and ensure this vision is communicated to all stakeholders and partners;
2. Review how we measure and celebrate the achievements and success of children and young people with additional support needs in line with national developments;
3. Develop effective systems to ensure consistent recording and moderation of ASN needs at school and authority level;
4. ASL to be fully included in the ERC review of the Curriculum to ensure it meets the needs of all learners;
5. Implement trauma informed practices and nurturing approaches across all schools and early years establishments, underpinned by relationship-based approaches;
6. Redesign and extend SEBN Outreach Service to support behaviour and wellbeing including support for emotionally based school avoidance and enhanced nurture provision;
7. Develop provision to meet the wellbeing and learning needs of high school pupils with non-attendance and social and emotional needs;
8. Review support in place for EAL learners and guide schools to engage with 'Supporting Bilingual Learners' and undertake professional learning on how best to support EAL learners;
9. Review Sensory Support Service provision to address increasing demands in terms of numbers and emerging requirements including CLPL needs;
10. Increase the current capacity of specialist provision through expanding the specialist services across the authority;
11. Undertake consultation with stakeholders regarding the specialist services of CCC and WCSS and creation of a Communication Support Service Specification ensuring consistency across service provision;
12. Review staffing within specialist provision to ensure equity of resources and appropriate support in place;
13. Review current transport arrangements and update ERC School Transport Policy to ensure children and young people receive their entitlement to education;
14. Through engaging with CLPL and continually reviewing their vision, values and aims, senior leaders ensure ASN provision in schools is underpinned by values driven leadership;
15. Continue to develop and evaluate a CLPL Inclusion Programme for teachers, CDOs and PSAs to support inclusion of all learners;
16. Support school leaders to review the role of PSA including guidance on how classroom teacher and pupil support assistant roles interact and complement each other and how PSAs are allocated;
17. Involve children and young people and parents and carers in the refresh of ERC GIRFEC Framework in light of refreshed national guidelines;
18. Schools should continue to work in partnership with parents to develop approaches to promoting positive relationships and communication around ASN;
19. In partnership with children and young people and parents/carers, update the Promoting Positive Behaviour Policy including seclusion and restraint guidelines which take account of national guidelines currently being produced.

The authority will disseminate the findings of the review and will share the good practices identified. The Quality Improvement Service will devise an action plan to address the recommendations outlined above and will work closely with settings and schools across the authority to support them to make the necessary improvements to practice.

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East Renfrewshire Council: Education Department
 Additional Support for Learning (ASL) Review: Draft Action Plan

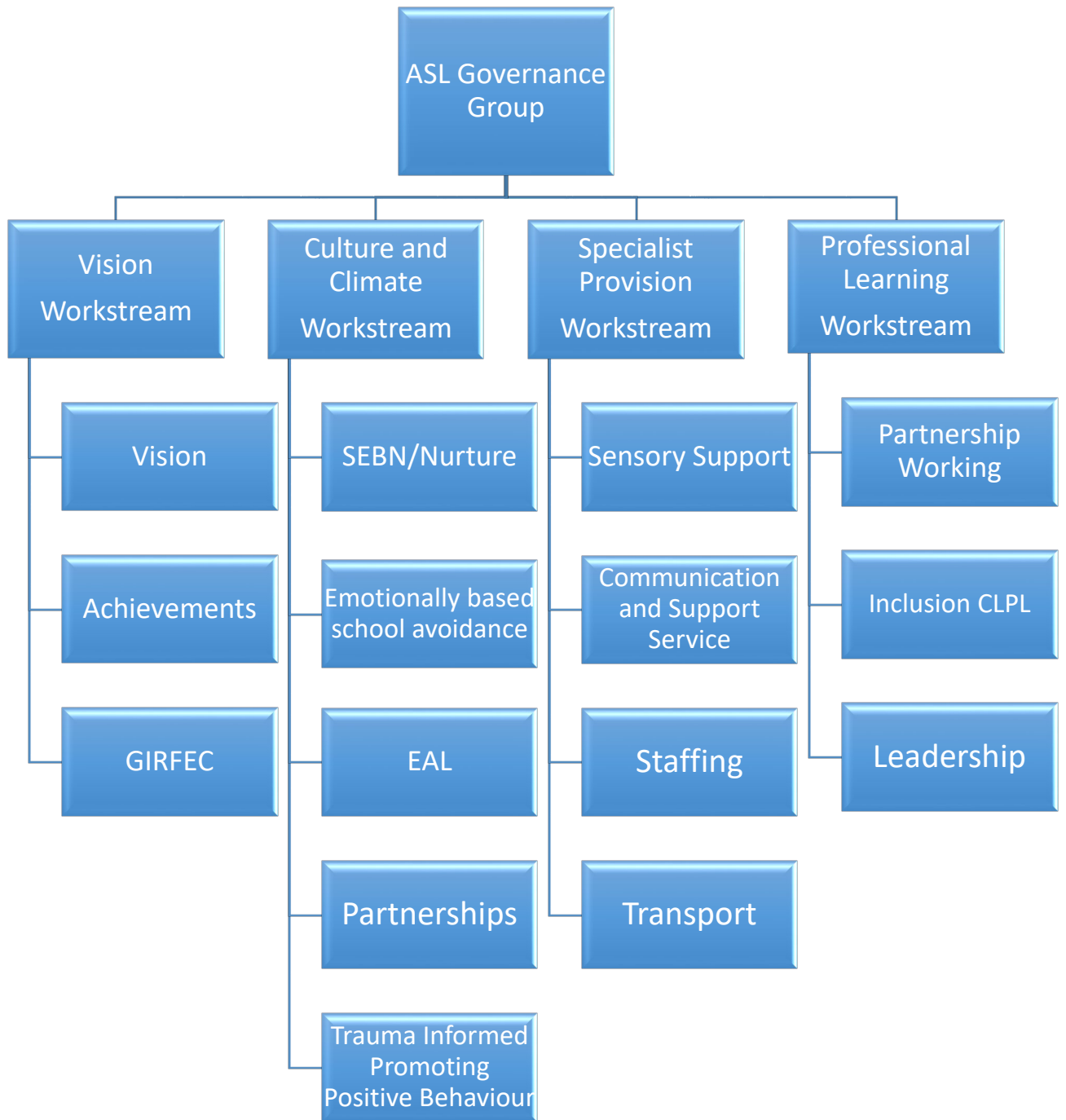
Recommendations	Link to Morgan Review	Themes
1. Develop an ERC ASL vision for success (and interpretation of Inclusion) with the involvement of children and young people, parents and carers and staff, based on the principles of the UNCRC. Ensure this vision is communicated to all stakeholders	1.1 1.2	Working Group: Vision Develop ERC Vision for Inclusion which incorporates the national vision for ASL learners and outlines high aspirations for all learners Learners with ASN achievements are recognised and valued through: <ul style="list-style-type: none"> • Review of how we celebrate achievements and success • Implementation of national measures for achievement • Incorporating approaches into Vision Paper
2. Review how we measure and celebrate the achievements and success of children and young people with additional support needs in line with national developments	6.1 1.2	Effective transitions in place to support learners: <ul style="list-style-type: none"> • Update Transitions policy/guidance in light of national update • link with CLPL working group to develop Transitions CLPL • Review of Vocational options for pupils with ASN and support provided in selecting pathways
3. Develop effective systems to ensure consistent recording and moderation of ASN needs at a school and authority level	2.1	Curriculum is designed to meet the needs of all learners: <ul style="list-style-type: none"> • Curriculum Design should have inclusion at heart • Effectiveness of planning and assessment to meet the needs of children and young people
4. ASL to be fully included in the ERC review of the Curriculum to ensure it meets the needs of all learners	1.2	Consistent language used to record and value ASL learners: <ul style="list-style-type: none"> • Review narrative of ASL and use strengths based language • Understanding and recording of needs
16. Involve children and young people and parents and carers in the refresh of ERC GIRFEC Framework in light of refreshed National Guidelines	8.2 8.1	Systems and practice in place to ensure we get it right for every learner: <ul style="list-style-type: none"> • GIRFEC Refresh Documents used to inform and support GIRFEC Approaches • Implement recommendations of review of CSPs • Update of Child Protection Guidance in line with new National Guidance and The Promise • Children’s Rights approach embedded within GIRFEC Framework

		Working Group: Culture and Climate
<p>5. All schools and ELC implement trauma informed practices and nurturing approaches at a whole school level, underpinned by relationship-based approaches</p>	<p>5.1 7.1</p>	<p>Develop nurturing/Trauma informed practice to support learners:</p> <ul style="list-style-type: none"> • Revisit 'How Nurturing is Our School' • CLPL linked to nurture and Trauma Informed Practice • Trauma informed practice champions support and challenge schools <p>Clear rational for and access to specialist support in place to meet the needs of learners requiring support:</p> <ul style="list-style-type: none"> • Redesign of SEBN Service • Develop Service Specification • Create Enhanced Nurture Base • Develop CLPL Programme
<p>6. Redesign of SEBN Outreach Service to include behaviour and wellbeing support including support for emotionally based school avoidance and enhanced nurture provision</p>	<p>5.1 7.1</p>	<p>Develop strategies and supports for Emotionally Based School Avoidance to ensure learners are supported to be present in school:</p> <ul style="list-style-type: none"> • Create Support Base • Develop School Guidance • Develop CLPL Programme • Establish suite of Online Resources • Provide Family Wellbeing Support
<p>7. Review of support in place for EAL learners and guide schools to engage with 'Supporting Bilingual Learners' and undertake professional learning on how best to support EAL learners</p>	<p>4.1 5.1</p>	<p>EAL Learners are supported through review and development of:</p> <ul style="list-style-type: none"> • Curriculum to ensure it reflects all learners • Learning, Teaching and Assessment approaches take into account pedagogy to support EAL learners • Review Staffing Structure • Implementation of EAL Guidance • Design CLPL Programme • Looking outwards and learning from other Authorities on best practice in supporting EAL Learners
<p>17. Schools work in partnership with parents to develop approaches to promoting positive relationships and communication around ASN</p>	<p>6.1 7.1</p>	<p>Develop partnerships with specialist parent groups including ERDA, ER National Autistic Society, ER Autism Collective, NDCS, Enable which will lead to improved relationships, communication, collaboration and peer support</p>
<p>18. In partnership with children and young people and parents/carers, update the Promoting Positive Behaviour Policy including seclusion and restraint guidelines which takes account of national guidelines currently being produced</p>	<p>7.1</p>	<p>Review and Implementation of policy, procedure and supports for promoting positive behaviour:</p> <ul style="list-style-type: none"> • Trauma Informed Practice approach to behaviour management • In partnership with parents/carers and children and young people, create Seclusion and Restraint Guidance based on National Policy • Re-launch and upskill in BSS strategies

8. Review of Sensory Support Service provision to address increasing demands in terms of numbers and emerging requirements	4.1 5.1	<p>Working Group: Specialist Provision</p> <p>Learners with sensory impairment needs are met through:</p> <ul style="list-style-type: none"> Using National Sensory Impairment Partnership guidance, undertake review of staffing models School/ELC support staff engage with CLPL including British Sign Language and use of braille to ensure children and young people are able to fully access the curriculum and benefit from social experiences <p>Capacity and stakeholder experience of specialist provision meets the needs of learners:</p> <ul style="list-style-type: none"> Share results of Specialist Provision audit Consult with stakeholders around models of specialist support Good practice visits to other authorities Undertake options appraisal of different models to increase capacity of specialist provision Develop implementation programme to increase capacity Create Specialist Provision Specification Guidance outlining rationale and delivery models for different specialist provisions <p>Staffing of ASL specialist provisions is consistent in meeting learners needs:</p> <ul style="list-style-type: none"> Review of completed audit of staffing in CCC/WCSS/IMS/Sensory Support/SEBN Outreach Use of guidance to inform staffing structures and grading of staff Develop Staffing Returns for specialist support services <p>Transport offers best value whilst ensuring learners with ASL are supported to be present in school:</p> <ul style="list-style-type: none"> Audit of models of transport for CCC/IMS/WCSS/pupils with ASN in mainstream/placements out with authority Consultation with stakeholders Review of legislation Streamline transport models Creation of ASL Transport Policy
9. Undertake consultation with stakeholders regarding the specialist services of CCC and WCSS and creation of a Communication Support Service Specification ensuring consistency across service provision	4.1 6.1	
10. Increase the current capacity of specialist provision through expanding the specialist services across the authority		
11, Review of staffing within specialist provision to ensure equity of resources and appropriate support in place	4.1	
12. Review of current transport arrangements and update ERC School Transport Policy to ensure children and young people receive their entitlement to education	4.1	

13. Senior leaders ensure ASN provision in schools is underpinned by values driven leadership	3.1	<p>Working Group: CLPL</p> <p>Inclusive principles developed through focus on values driven leadership:</p> <ul style="list-style-type: none"> • Inclusive values incorporated into: <ul style="list-style-type: none"> ✓ Leadership CLPL Programmes ✓ PSA CLPL Programme ✓ NQT Induction • ERC ASL Vision informs cluster/school • Audit of policy/standard circular to ensure guidance and procedure in line with values of inclusion
14. Continue to develop and evaluate a CLPL Inclusion Programme for teachers, CDOs and PSAs to support inclusion of all learners	5.1	<p>All staff are supported to develop values, understanding and skills in meeting needs of ASN learners:</p> <ul style="list-style-type: none"> • Inclusion CLPL Programme developed in incorporate CLPL needs highlighted throughout the report • Link with national bodies/3rd sector organisations eg. NDCS, ERNAS etc to support with training and CLPL. • Monitor uptake and measure impact
15. Support school leaders to review the role of PSA including guidance on how classroom teacher and pupil support assistant roles interact and complement each other	5.2	<p>Consistent understanding of role of PSA ensures better experiences for learners:</p> <ul style="list-style-type: none"> • National Guidance to be published on role of PSA used to inform school actions

East Renfrewshire Council: Education Department
Additional Support for Learning (ASL) Review: Overview of Governance
Workstreams and Working Groups



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