

THE CITY OF EDINBURGH COUNCIL

MEETING 7

10 DECEMBER 2015

QUESTIONS AND ANSWERS

Item no 5.1

QUESTION NO 1

By Councillor Booth for answer by the Convener of the Transport and Environment Committee at a meeting of the Council on 10 December 2015

Question

To ask the Convener of the Transport and Environment Committee, further to the answer to my question of 20 November 2014, what further action has been taken to implement a proactive approach to the sweeping of leaves from footpaths and cyclepaths.

Answer

Since the response to the same question of November 2014, the Confirm Management System has now been fully embedded. This allows us to monitor requests for leaf removal from particular locations including footpaths and cycleways. Confirm highlights locations where leaf fall is more significant and resources are being utilised to remove high levels of leaf fall from any identified locations. With the introduction of Confirm we can now monitor which locations receive the most enquiries relating to fallen leaves. This will help us to prioritise leaf removal in the city.

Item no 5.2

QUESTION NO 2

By Councillor Main for answer by the Convener of the Education, Children and Families Committee at a meeting of the Council on 10 December 2015

Question (1) How many primary and secondary Head Teachers in main-stream schools have received specific training in teaching and supporting children and young people with additional support needs?

Answer (1) All Headteachers are required to keep their professional learning up to date and this includes specific training in teaching and supporting children and young people with additional support needs and Equalities.

Last year over 130 primary and secondary Headteachers attended an equalities seminar and have been kept up to date with further briefings in the course of the past 12 months. This is a continuing process, for example our new policy and procedures for Better Relationships, Better Behaviour, Better Learning will now be supported by further Head Teacher Training.

Question (2) How many primary and secondary teachers in main-stream education have received specific training in teaching and supporting children and young people with additional support needs?

Answer (2) All teachers are required to keep their professional learning up to date and this includes training in teaching and supporting children and young people with additional support needs and Equalities.

Over the past year there have been in excess of 1500 sessions attended by teachers at ASL specific sessions. In addition, over 150 P1 and P2 teachers have attended programmes targeted for teachers receiving new learners with an Autism Spectrum disorder.

Earlier this year the ASL Service Literacy and Dyslexia Team's training programme for teachers was the first of its

kind to achieve Accredited Professional Recognition with the GTCS.

From the beginning of January we will be introducing a new handbook developed in collaboration with Queen Margaret University - 'Inclusive Learning and Collaborative Working' to **all** primary teachers. This will be backed up by a training and follow up programme by headteachers, the ASL Service and Support for Learning Staff. A similar Handbook will be launched for secondary schools later in 2016.