

Education, Children and Families Committee

10am, Tuesday, 20 May 2014

Additional Support Needs Planning and Performance Update 2013 – Follow up Report

Item number	7.8
Report number	
Wards	All

Executive Summary

In December 2013, the annual report on Additional Support Needs Planning and Performance provided an overview on performance, trends and planning in relation to provision for additional support needs. In considering that report Committee requested a follow up in six months to give further consideration in particular to views on ASL provision from parents and pupils.

This report provides a summary of feedback collected from parents and children in the day-to-day delivery of ASL services, parental surveys and service improvement initiatives. The report also provides an update on other aspects of progress in performance management arrangements for Additional Support for Learning.

Links

Coalition pledges	P1
Council outcomes	CO3
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Additional Support Needs Planning and Performance Update 2013 – Follow up Report

Recommendations

To recommend that the Education Children and Families Committee notes:

- 1.1 the positive feedback from parents and pupils in relation to the support provided by ASL Services;
- 1.2 the active role of ASL practitioners in supporting parents and learners to working in effective partnership with schools;
- 1.3 the high levels of satisfaction that most parents express in relation to their child's experience in school;
- 1.4 the initiative to strengthen the contributions of parents and learners in child planning, addressing areas of parental concern;
- 1.5 the active involvement of parents and learners in service design and improvement;
- 1.6 the report to the Scottish Parliament includes transitions planning for children with additional support needs at Woodlands Special School as an example of effective practice involving parents and young people;
- 1.7 the progress in the performance framework for ASL within Support for Children and Young People (SCYP) services and the additional performance indicators for targeted literacy intervention and parental satisfaction of children's progress.

Background

Additional Support Needs Planning and Performance Update 2013

- 2.1 The Additional Support Needs Planning and Performance Update 2013 report set out key features of the Council's assessment of the requirements in fulfilling statutory obligations to make provision for children with additional support needs. In particular, Committee noted:

- 2.1.1 the scale and complexity of demographic challenges and the continuing trend in the growth in additional support needs in Edinburgh;
 - 2.1.2 that increasingly, further growth would need to be met in mainstream provision where the great majority of growth in population requiring significant additional support is found;
 - 2.1.3 the continuing progress in service improvement, in particular in literacy and integrated child planning;
 - 2.1.4 the significant progress in the support for children requiring additional support for social, emotional and behavioural needs in the early years and primary sector through the case management approach;
 - 2.1.5 a potential advantage of a co-ordinated approach to the development of future care options for children with complex disabilities in conjunction with the commissioning of new accommodation for St Crispin's within the Children and Families strategy to shift the balance of care;
 - 2.1.6 the contributions of Additional Support for Learning (ASL) services and special schools to progress in shifting the balance of care when combined with improvements in family support and care options that allow children to remain in Edinburgh;
 - 2.1.7 progress in the strategic development of provision for Additional Support Needs provision to address current and future needs and improve performance;
 - 2.1.8 the provisions made to address demographic pressures and proposed savings in the period 2014-16 which is subject to consultation.
- 2.2 In addition, Committee moved that a follow up report be provided in six months, to give further consideration in particular to views on service performance from parents and pupils.
- 2.3 The views of parents and children with additional support needs are gathered in the day-to-day delivery of ASL services, independent evaluation/ improvement programmes and parental surveys.

Feedback in Day-to-Day Service Provision

- 3.1 ASL services collect feedback from learners, parents, schools and their own staff to inform performance monitoring and service improvement. This reflects the commitment to high quality and improving provision from ASL services themselves and role that ASL services play in partnership working with parents, learners and their schools.
- 3.2 English as a Second Language is the most common single factor giving rise to the need for additional support for learning in the authority. The service routinely collects returns on an annual basis, to assist in assessing performance and identify areas for improvement. Both the parent and pupil questionnaires are in two parts: questions about the EAL Service and questions about areas of school life that concern the work of the EAL Service.

EAL Level of parental satisfaction

- 3.3 In session 2012-13, feedback was gathered from schools, including responses from learners and from parents. Feedback from parents indicates that areas of strength in Primary schools are: parents are confident that EAL support helps their child (100%); EAL reports and parents meetings are informative (94%); parents find it easy to ask questions and get advice in their child's school (94%). Alongside this, the support parents receive to help them to communicate with their child's school (64.5%) was identified as a priority area for development.
- 3.4 Feedback from parents of secondary pupils indicates that areas of strength are: parents are confident that EAL support helps their child (95%); the school shows that it knows about my child's culture and values it (95%); and parent's knowledge that they can request an interpreter if they need one (90%). Areas for development are: only 70% of parents said they know how they can become involved in the parents' forum; and only 65% of parents agree that the school deals effectively with bullying when it occurs. This last point contrasts notably with parents agreeing that the school encourages learning and understanding about cultural diversity (85%).

EAL Level of pupil satisfaction

- 3.5 Feedback from pupils in Primary indicates that areas of strength are: pupils value the support from their BSA or EAL Teacher and feel this helps their learning and English language development (88%); pupils value the feedback they receive from their EAL Teacher about their learning (82%); pupils feel safe and accepted in class and school (86%); pupils feel that they are included and can take part in whole-class and whole-school activities (94%); and pupils agree that the school teaches pupils about respect for all, anti-bullying and anti-racism (86%).

- 3.6 Areas for development include: transition – only 72% of pupils agreed that their EAL Teacher/BSA helped them settle into their new class and school; valuing pupils' language and cultural background (only 68% of pupils agreed that the school does value this). In Learning and Teaching, 68% of pupils agree that although their English is still developing, they are able to learn and show their knowledge and ability in different subjects, indicating that there is further work to do to support schools in differentiating tasks and in using appropriate assessment strategies. Only 58% of pupils agree that the school deals well with bullying or racism, although 86% do agree that the school teaches about respect for all, anti-bullying and anti-racism. This feedback mirrors feedback from parents.
- 3.7 Feedback from Secondary pupils is similar in that pupils value the support of their BSA or EAL Teacher (88%) and they agree that they feel safe and accepted in class (91%). In contrast to pupils in Primary, most secondary school pupils agree that although their English is still developing, they are able to learn and show their knowledge and ability in different subjects.
- 3.8 Areas for development include valuing pupils language and cultural background (73.5% agree that their language and cultural background are valued) and dealing effectively with bully or racism (67% of pupils agree that it is dealt with effectively).

Literacy and Dyslexia Support Service

- 3.9 The integrated literacy strategy has been developed with the aim of closing the attainment gap between the lowest 20% and the rest of the pupil population. This involves a comprehensive programme of improvements for early literacy, primary and secondary populations. As part of this improvement programme detailed guidance and CPD on Literacy and Dyslexia is provided for nurseries and schools. Over and above this, the Literacy and Dyslexia Support Service provide targeted specialist support to those learners who face sustained difficulties in reading and writing. Feedback from parents is consistently very highly positive. The service's communication with parents is highly valued and as parents see progress in their child's learning, they feel more supported, resulting in a positive strengthening of the working relationship between school and home. Meanwhile, pupils are encouraged by their ability to make progress and feel more confident and included as learners.

Examples of Parental Feedback (2012/2013)

"I feel there have been many benefits ... confidence has soared and his reading skills have improved greatly."

"We are very happy with his progress. He is now also willing to try to read more words and to write his own stories."

“He is becoming more outgoing (taking part in Clubs.) I am sure his improved confidence is linked to the help from the Dyslexia Support Service.”

“Very happy with my son’s improvement. His overall confidence and attitude to attempting the reading part of homework is much better. No tears or frustration.”

Freshstart

- 3.10 In September 2012, all learners in the Freshstart programme completed a Pupil Voice Survey consisting of 3 questions about their reading. These included:
- 3.10.1 Give yourself a mark out of 10 for reading;
 - 3.10.2 How happy are you to read in class?
 - 3.10.3 Do you like reading books, magazines or comics in your spare time?
- 3.11 This was repeated in June 2013 to provide comparative data. In these returns learners gave very positive feedback on the programme and made helpful suggestions about how their experience could be improved.

Examples of comments have been made by pupils about Freshstart programme

‘I’ve liked learning new words and how to pronounce them, I didn’t know you could get lots of different As and Es’

‘It’s great fun- it makes sense’

‘I like how it makes me good at reading and spelling’

‘I like the sound posters on the wall and the sound stories – I liked making the sound charts for our desks’

‘I liked being the teacher for other children when practicing our sounds’

‘I like Fresh Start because it makes my imagination better’

‘I like holding a sentence because it improves my memory’

‘When you come you might not be able to spell much but when you leave you’ll be able to spell half the words in the world!’

- 3.12 Parental feedback was sought via a questionnaire that included the following questions:
- 3.12.1 What do you think your child has gained from Fresh Start lessons?
 - 3.12.2 Have you noticed any changes in your child’s approach/attitude to learning e.g. homework?
- 3.13 Similarly to the pupil’s, the responses to this intervention the feedback from parents were overwhelmingly positive.

Examples of Parental Feedback:

What do you think your child has gained from Fresh Start lessons?

‘I certainly feel that his reading has improved’

‘He is more confident at trying to read and write on his own’

‘She seems more confident when approaching tasks’

Have you noticed any changes in your child’s approach to homework or reading at home?

‘Yes, he sits and does homework without any tears’

‘She is getting on well with reading and writing’

‘Her confidence towards tasks/workbooks is much more evident’

‘He feels more able in his work and feels he is able to achieve on his own with less help’

Hospital and Outreach Teaching Service

- 3.14 The Hospital and Outreach Teaching Service supports learners whose education is at risk of disruption because of serious health or social and family problems. This includes pupils who have been excluded from school and Looked After Children (examples of feedback from learners parents/carers are set out in Appendix 1).

Independent Evaluation

- 3.15 In circumstances where significant new programme or approaches are being introduced Psychological Services conducts an independent evaluation which includes gathering learner and parental feedback. Currently, in line with improvement priorities evaluation has been undertaken in relation to key literacy interventions in Primary (Freshstart) and Secondary (SRA).

Children and Families Parental Survey

- 3.16 The annual parent survey collects feedback from parents across the authority and this allows the views of parents whose children have additional support needs to be monitored. The data also allows for comparison between parents whose children have additional support needs and the wider population.
- 3.17 The returns for 2012 and 2013 are set out in Appendix 2 together with evaluative comments that help to inform our programme of service improvement. In 2013, 758 returns were made from parents who indicated that their child had additional support needs. In general terms parents of children with additional support needs express very high level of satisfaction. For example, 90% or more agree that ‘school helps my child to be more confident’ and ‘My child enjoys learning at school’, ‘My child feels safe at school.’ and ‘My child is treated fairly at school’.

3.17.1 The returns do indicate, however, that generally parents of children with additional support needs tend to be slightly less highly satisfied with the provision for their child than the wider population. Within this there are a number of areas where we are aiming to improve satisfaction through new approaches to child planning, which give a stronger voice and accountability to parents and to learners. In this regard, we aim to see continuing improvements in the following indicators:

3.17.1.1 The school sets suitable targets for my child's learning;

3.17.1.2 My child's learning is progressing well in relation to these targets;

3.17.1.3 The school keeps me well informed about my child's progress;

3.17.1.4 I feel staff really know my child as an individual and support them well;

3.17.1.5 The school asks for my views;

3.17.1.6 The school takes my views into account;

3.17.1.7 My school has the resources it requires to deliver a high quality education to its pupils.

3.17.2 Whilst progressing systemic improvement to address areas of parental concern we will remain vigilant to respond to individual expression of concern and seek to resolve these wherever possible on a continuing basis.

Collaborative Planning and Service Improvement

3.18 As noted above, improvements in child planning arrangements are already underway. A solution-focused approach to child planning has been introduced, with a view to strengthening the voice of the parents and the learners, as part of a collaborative approach to meeting additional support needs and promoting wellbeing.

3.19 Against the background of wider improvements in child planning arrangements, planning and support for children who have an autism spectrum condition was identified as a key priority for improvement as a result of self-evaluation and in particular feedback from parents. The design of these improvements and the associated staff development, followed from detailed interviews with children and with parents. Following this parent focus groups have been organised and the ASL Forum, convened by Kindred (a parent led support organisation), provided opportunities for detailed feedback on the improvement measures that are now being put into effect in a number of pilot schools.

Collaborative Service Improvement – Example of parental feedback

“As parents of a child on the autistic spectrum we were hugely impressed by the collaborative improvement work that has been undertaken The team visited our house and spent a long time listening to us and to the views of our child.

Seeing strategies that we and our autistic son had suggested end up in the training materials showed that the consultation was genuine. Our son was very pleased to see that others would benefit from the experience that he could offer.

We were also included in the ASL forum sessions that consulted on the new materials prior to them being piloted in schools. Again it was evident that the team really valued parental engagement and had a true desire to learn from the enormous experience that parents have to offer.

The whole school approach to autism training that the team have adopted is great as strategies to support and include children of the spectrum really do need buy-in from everyone. This is complemented by an emphasis on recognising the value of parents as experts in the support of their own child and working together with parents in partnership. There is no doubt that the project will bring improvements across the city to the benefit of children, families and teachers alike, and we hope that the fantastic work will continue long into the future.”

Other updates

- 3.20 On 8 April 2014, the Scottish Government presented its latest report on the implementation of the ASL Act to the Scottish Parliament. The report provides an overview of progress and summary statistics from local authorities. The report includes illustrations of good practice identified by Education Scotland, including work on transitions at Woodlands Special School.

‘A key aim is to ensure that each young person leaves school equipped with the skills they will need for life, learning and work. In order to achieve this, staff have developed a robust whole school approach to transitions. Planning for each transition, including primary to secondary and moving on from school, is highly personalised and designed to ensure that young people’s learning needs are clearly identified and met. A strong feature of their approach is partnership working, especially with parents. This is highly developed with responsibilities and timeframes clearly defined. Young people benefit from access to a wide range of innovative programmes..... The school regularly asks for the views of young people, their parents and other partners in order to improve its approaches to transitions and ensure success.

p44-5 Implementation of The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended): Report to Parliament 2013

- 3.21 The report to Parliament highlights the continuing growth of the population of learners with additional support needs nationally, which increased from 18% in 2012 to 19.5% in 2013. This compares with the 2013 figure for Edinburgh reported in the December report as 18%. Across Scotland, 30% of children with additional support needs have an individualised educational programme (IEP), which is a higher proportion than in Edinburgh (16%), meanwhile 5% of children in Edinburgh have Child’s Plans compared with 2.4% nationally. Whilst there are problems with the reliability of the national data, as part of the new approach to child planning we are giving this scrutiny to ensure that all children who require and individualised approaches have this reflected in their plan.
- 3.22 The Scottish Government is aware of the limitations of the data as currently collated and it is engaging with the Additional Support Needs Advisory Group and ADES to address this and to agree key performance indicators that can assist strategic management at national and local levels. Children and Families have senior representation in these groups contributing to this work. Meanwhile, a number of steps are underway internally to improve performance data to support the shift in the balance of care and best value. As part of this an updated performance monitoring framework is being brought into effect in SCYP this year and the following additional measures are proposed for the 2014-17 Children and Families Plan:

Indicator	Latest Performance	Targets		
		2014/15	2015/16	2016/17
Percentage of parents of children with additional support needs indicating that their child's learning is progressing well in relation to their targets for learning at school.	78%	80%	82%	84%
Percentage of learners in Freshstart Programme making progress in literacy by standardised assessment of reading	70%	72%	74%	76%

Next Steps

3.23 The ASL services are currently being reorganised to provide a more integrated and efficient approach. As part of this process there will be continuing opportunities for parents to contribute to service improvements and for the experiences of learners and parents to be systematically monitored and reviewed to support continued improvement. We will continue to work with Scottish Government and ADES on national performance measures for ASL. We will continue to implement solution focused child planning including the effective use of individualised educational programmes and monitor parental views via the Children and Families survey.

Partnership Funding

3.24 The integrated literacy programme receives part funding (£37k p.a.) from the Fairer Scotland Fund administered by Children and Families.

Measures of success

- 4.1 Quality Management in Education 2 - a systematic approach to the self-evaluation for local authorities in relation to their education functions (QMIE), HMIE 2006.
- 4.2 Children and Families Improvement Plan.

4.3 Targets:

- 4.3.1 All learners with additional support needs have their needs met.
- 4.3.2 Reducing the children in third party foster placements outside Edinburgh.
- 4.3.3 Minimising the number of children requiring Out of Council school provision.
- 4.3.4 Reducing the rate of growth in Looked after Children and increasing kinship placements, which are more likely to be in Edinburgh.
- 4.3.5 Providing effective, proportionate and timely support to children in need.

Financial impact

- 5.1 There are no additional financial implications arising from this report.

Risk, policy, compliance and governance impact

- 6.1 Practice described in this report is in compliance with statutory regulations for Additional Support for Learning. There are no implications for policy, compliance or governance arising from the recommendations in this report.

Equalities impact

- 7.1 The proposals in this report are directed towards preventing adverse impact on equalities arising from demographic and socio-economic factors giving rise to growing needs and service pressures.

Sustainability impact

- 8.1 There are no adverse impacts arising from this report.

Consultation and engagement

- 9.1 Additional Support Needs provision is characterised by high levels of partnership working involving learners, parents, the NHS, the Voluntary Sector and other Council Service. There is a wide range of formal and informal mechanisms for consultation in operation.

Background reading / external references

[Implementation of The Education \(Additional Support for Learning\) \(Scotland\) Act 2004 \(as amended\): Report to Parliament 2013.](#)

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Links

Coalition pledges	P1 – Increase support for vulnerable children, including help for families so that fewer go into care
Council outcomes	CO3 – Our children and young people in need, or with a disability, have improved life chances
Single Outcome Agreement	SO3 – Edinburgh’s children and young people enjoy their childhood and fulfill their potential
Appendices	Appendix 1: Hospital and Outreach Teaching Service – Views of learners and parents Appendix 2: Parent Carer Survey 2012 and 2013 comparison

Appendix 1

Hospital and Outreach Teaching Service – Views of Learners and Parents

‘The HOTS Service helped me get into college. The HOTS teacher helped me prepare for a drama interview. My HOTS teacher accompanied me to college so I could learn the route by bus. Helped me to pass access 3 maths.’

‘FP has provided an invaluable support to S especially leading up to the transition to high school. She has helped to keep him engaged in his learning by her positive, supportive manner. She has also been a trusted person whom he has felt able to talk to freely. The level of support from HOTS has positively impacted on his basic literacy and numeracy, building his confidence in these areas.’

‘SL work has been of absolutely vital importance in re-engaging D in schooling after a considerable number of exclusions. Her work has been of a very great benefit in – providing positive stimulation & education appropriately tailored to his interests – boosting his self- esteem & confidence as this was rock bottom – providing emotional support during a turbulent and challenging time of changing school – engaging very positively in a multi- agency process.’

‘a fantastic support for the child in question & has been a pivotal part in keeping the door open to a positive engagement with education. She has also played a key role in a difficult & uncertain transition to High School.’

‘AP has been amazing with my son. She has helped him to be more confident within the school and outside. AP has done a great job at getting him back into school and I am grateful for all the good things that she has done.’

‘I have managed to go into school & have more confidence to sit my prelims.

I have learned more with HOTS in the last few months, than I did in 3 years of school. Having discussed my situation with the HOTS teacher, I am more able to make positive choices about my future.’

‘C thoroughly enjoyed his time with HOTS teacher & feels so much better that he can go back to school with lots of information on his class topic. Thank you for all your help.’

‘In Hospital teachers are an excellent service for children who will miss lots of school. I would like to see the scheme extended significantly.’

‘I have benefitted from the 1 to 1 help I have had & I like the more relaxed approach to some work seeing as I’ve found it so hard to concentrate a lot of the time.’

‘HOTS Service was excellent from start to finish & I cannot praise the staff enough. HOTS really is a fantastic service and was of great benefit to my son during his time in hospital. The staff were friendly, enthusiastic & efficient.’

'I feel very happy with the improvement in my sons wellbeing and AN has worked extremely hard with my son's confidence and getting him a place at college. I don't know how to thank her enough.'

'The support GB provides to D is invaluable. This is evident not only in D consistent attendance & effort, but also in her relationship with GB. D has experienced significant trauma in her life, and the aim is to provide consistency & safety so that D can achieve her full potential. D has really benefitted from GB's teaching.'

'K has come on with the help from KD she has been amazing with him & he has been a lot happier to go to school & enjoys school more.'

'HOTS helped me get back to school. HOTS supported me in the subjects and the teachers were nice & helpful. I feel confident about doing my exams due to the help I had from HOTS.'

'It was awesome, fun, enjoyable. Learnt a lot. I can see my progress.'

Appendix 2: Parent Carer Survey 2012 and 2013 comparison

	Agree				Disagree				Don't know			
	Other Parents		ASL Parents		Other Parents		ASL Parents		Other Parents		ASL Parents	
	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
The school helps my child to be more confident.	93%	92%	89%	90%	5%	5%	8%	6%	2%	4%	3%	4%
My child enjoys learning at school.	97%	96%	92%	91%	3%	2%	7%	7%	0%	2%	1%	2%
The school sets suitable targets for my child's learning.	87%	85%	81%	80%	8%	8%	14%	12%	6%	7%	5%	7%
My child's learning is progressing well in relation to these targets.	86%	85%	76%	78%	7%	7%	15%	12%	8%	9%	8%	9%
The school keeps me well informed about my child's progress.	80%	77%	74%	76%	19%	17%	24%	18%	1%	6%	3%	5%
My child feels safe at school.	95%	95%	90%	92%	4%	4%	7%	5%	1%	2%	3%	3%
My child is treated fairly at school.	93%	92%	89%	91%	4%	4%	8%	6%	3%	4%	3%	3%
I feel staff really know my child as an individual and support them well.	85%	84%	83%	82%	8%	8%	14%	12%	6%	8%	4%	6%
My child benefits from school clubs and activities provided outside the classroom.	74%	90%	70%	90%	19%	5%	24%	5%	8%	5%	8%	5%
The school asks for my views.	76%	76%	75%	76%	19%	15%	22%	17%	4%	10%	3%	8%
The school takes my views into account.	64%	65%	68%	69%	17%	15%	21%	15%	19%	21%	11%	15%
The school is well led.	87%	86%	85%	86%	7%	6%	9%	7%	7%	8%	7%	6%
Overall, I am happy with the school.	93%	90%	86%	87%	5%	6%	7%	9%	2%	4%	2%	5%
My school has the resources it requires to deliver a high quality education to its pupils.	67%	69%	65%	68%	23%	21%	27%	23%	10%	9%	9%	9%