

Education, Children and Families Committee

10am, Tuesday, 8 December 2015

Additional Support Needs Planning and Performance Update 2015

Item number	7.6
Report number	
Executive/routine	
Wards	All

Executive summary

This report provides an overview of planning and Performance for service provision for children and young people with Additional Support Needs in the City of Edinburgh Council.

The report describes the trend in the number of children identified as having additional support needs. This reflects the underlying growth in the pupil population and a range of other factors in particular inward migration and the number of children identified as having autism.

In light of this growth level of need the authority has adopted a twin strategy of investment and measures to secure improvements in quality and performance. The strategy has been successful in:

- strengthening inclusive practice, resulting in an increase in the number of children having their additional support needs met in mainstream establishments
- enabling sustained reduction in the number of learners attending special schools and in particular in the number of spot purchased placements in independent special schools.

The report sets out priorities for 2016-19:

- Strengthen inclusive provision, in particular for children and young people with social, emotional and behavioural support needs, literacy and dyslexia and autism spectrum disorders;
- Targeting effective intervention in priority areas;
- Enabling the most effective use of resources using evidence-based approaches.

To support the delivery of these priorities more detailed next steps are set out for approval as follows:

- Continuing to develop partnership working with learners and parents via the child planning process, self evaluation and service improvement programmes;
- Working with the Quality Improvement Team and other partners to develop a strong culture of collaboration to reduce and where possible remove barriers to learning and achievement;
- Extending well evidenced programmes to close the gap in attainment and achievement between the most disadvantaged children and their peers building on our progress in literacy and extending it to numeracy and health and wellbeing;
- Devolving more resources for additional support to schools and clusters;
- Establishing resilient Additional Support for Learning teams and networks in, around and between schools and clusters
- Deploying robust frameworks for inclusion, accessibility, professional learning and self evaluation to support effective high quality practice and improving outcomes;
- Networking key resources and expertise city-wide, including testing the potential for a virtual learning environment to provide flexible access to the curriculum across schools, hospital and community settings;
- Aligning provision to optimise progress in the presumption of mainstream and specialist provision to enable all children and young people to have their additional support needs met within Edinburgh.

Additional Support Needs Planning and Performance Update 2015

Recommendations

- 1.1 Notes the continuing progress to improve outcomes closing the literacy gap for learners in the lowest 20%;
- 1.2 Notes the scale and complexity of demographic challenges and the continuing trend in the growth in additional support needs in Edinburgh;
- 1.3 Notes the continuing progress in service improvement, in particular child planning and the autism planning tool and the partnership with children, parents and staff embodied in this approach;
- 1.4 Notes the sustained progress in the support for children requiring additional support for social, emotional and behavioural needs in the early years and primary through the case management approach;
- 1.5 Notes progress in the strategic development of provision for Additional Support Needs provision to address current and future needs and improve performance;
- 1.6 Notes the success of provisions made to address demographic pressures;
- 1.7 Approves the priorities and next steps set out in this report.

Background

- 2.1 Reports to Education Children and Families Committee in recent years have highlighted the growth in the population of children who require additional support in school. In general this reflects national trends and Edinburgh's growing child population.
- 2.2 To accommodate this growing need we have adopted a two-pronged approach. Firstly, the demographic pressures have been acknowledged in the budget process, which has enabled additional resources for support and early intervention in primary schools. Secondly, we have adopted a programme of strategic improvements to promote inclusive practice, respond to changing needs and make the best use of resources.
- 2.3 As a strategic approach this has been successful in helping to support staff in schools, early years' centres and partner services who have made the real difference in children's learning and teaching and wider wellbeing.
- 2.4 This report reviews progress and next steps in a programme of continuous improvement.

Main report

The Pattern of Need

3.1 The trend of increasing proportion of children requiring provision for additional support has continued. In 2014-15, 21% of children in the Council's provision required some significant additional support. The picture for the City of Edinburgh Council is consistent with the national average, which is 21% for Scotland as a whole. In the context of a rising school population in Edinburgh, there has been growth of the number of children in real terms combined with relative growth in the proportion of children and young people who require additional support.

3.2 Table 1: Edinburgh population with significant Additional Support for Learning (ASL) needs

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Pupils with significant ASL all needs in schools	7127	7436	7374	8506	9,383	9,754
% CEC school age population	15%	16%	17%	19%	20%	21%

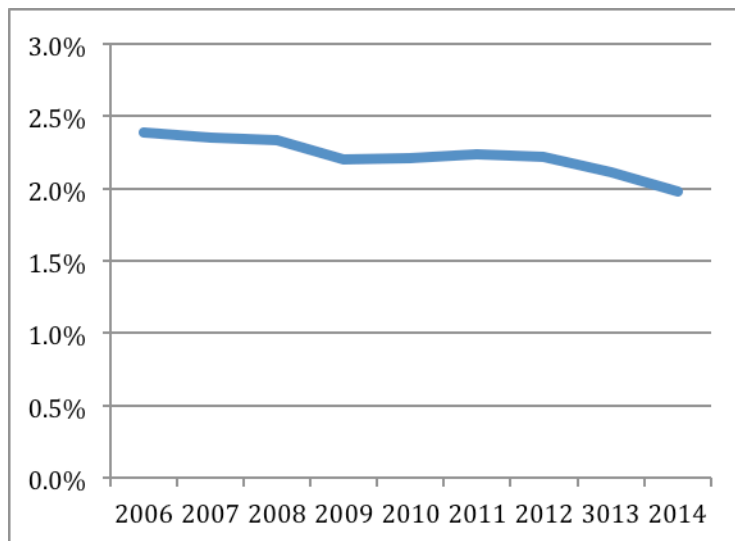
3.3 In overall terms the growth in both the number and the proportion of children with additional needs is in mainstream provision. Meanwhile, there has been a gradual reduction in the number and percentage of pupils attending special schools. Over an eight year period, since 2006/07, this has amounted to a gradual reduction of 160 (17%) in the number of City of Edinburgh Council pupils attending special schools.

3.4 Table 2: CEC pupil population attending special schools

	2006	2007	2008	2009	2010	2011	2012	2013	2014
Independent special schools (spot purchased)	141	111	106	71	79	71	70	50	50
CEC pupils at any Special School	1088	1055	1042	975	981	997	1000	973	928
% of pupils at special schools	2.39	2.35	2.34	2.20	2.22	2.24	2.22	2.12	1.98

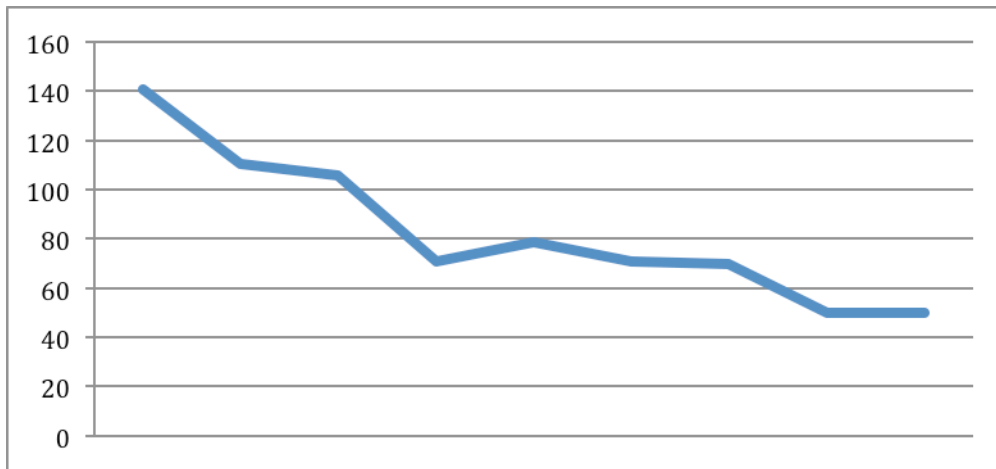
3.5 However, at the same time some special schools are operating at or very near full capacity and the children attending special schools reflect a higher level of complexity of need.

3.6 Figure 1: Trend in % of CEC pupils attending special schools



3.7 The changing profile of need for pupils attending CEC specialist provision is linked to a trend of reducing number of children attending spot purchased placements in independent special schools. Most of the fall (60%) in special school placements is accounted for by a significant reduction in the number of pupils attending independent schools.

3.8 Figure 2: Number of CEC children in spot purchased independent special school placements 2006-2015



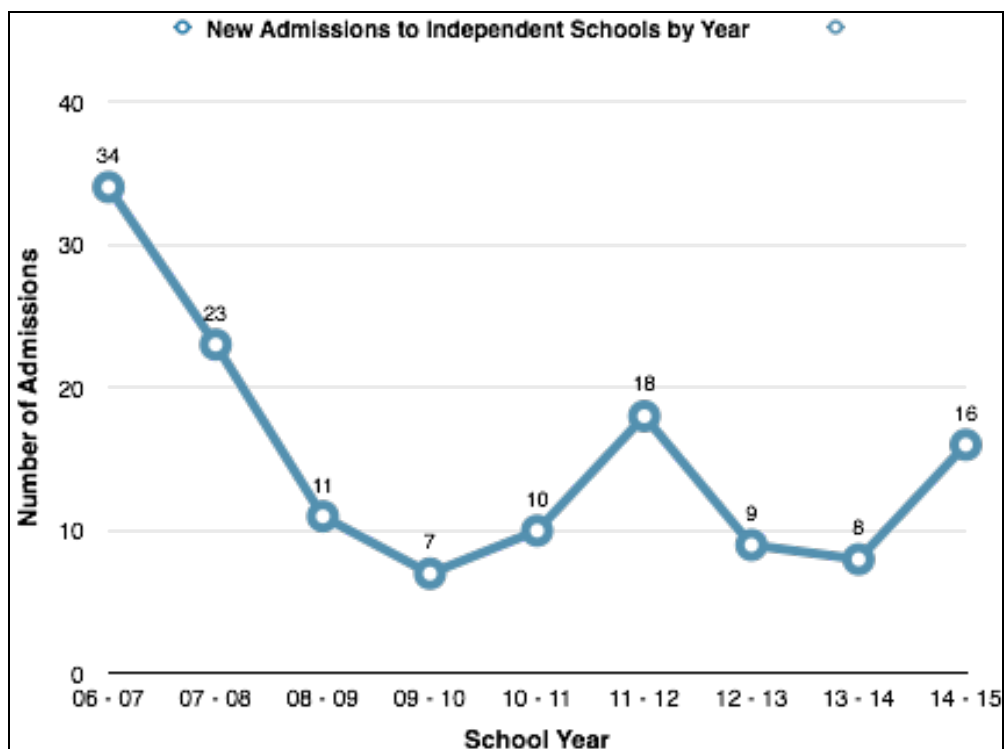
2006/7 2007/8 2008/9 2009/10 2010/11 2011/12 2012/13 2013/14 2014/15

3.9 Until 2012-13, the reduction in the number of pupils attending independent special schools was underpinned by a reduction in the number new referrals but in 2013 the number of new referrals began to increase again. Almost all of the new referrals were ‘crisis’ cases of children with complex needs where family or foster care had broken down.

3.10 Table 3: New admissions to independent schools by year

Year	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15
New referrals	34	23	11	7	10	18	9	8	16

3.11 Figure 3: Trend in % of CEC pupils new admissions to independent special schools by year



3.12 In 2014-15, 14 out of a total of 16 new admissions for residential schools were for looked after children (ALC) for whom family based solutions were not sustainable. These included seven children where foster care placements had broken down. In all probability, for the medium term new admissions at a rate of up to ten placements per year are unavoidable due to the complex needs of this population of children and young people. Over a nine year period, only once was the three year average less than ten, the best performance to date was a three year average of nine in the period 2008-11.

3.13 Encouragingly, in a related area the upward trend in the levels of support required for children placed in foster care in other authorities has begun to be stabilised with a prospect of sustaining a turn-around from a peak of 145 in 2013-14. However, on the downside 50% of this reduction was as a result of children from foster care in other authorities transferring to independent residential schools.

3.14 Table 4: Total number of looked after children supported in other authorities (mainstream and special schools).

Year	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15
Number of LAC	59	84	92	89	101	113	133	145	136

- 3.15 The urgent priority at this point is to reverse the trend in new admissions to independent residential schools via the Balance of Care Programme. The City of Edinburgh Council special schools, ASL Service and the Psychological Service work in close co-operation with social work teams and other partners to address this through a series of management measures. These are now being reviewed and where appropriate strengthened, testing new approaches including the potential for selective use of Self Directed Support to enable more flexible approaches.

Population and profile of need

- 3.16 Table 5 summarises the pattern of additional support needs within the authority. It illustrates a progressive growth in the number of pupils identified as requiring significant additional support over the period from 2006 to 2015. As noted earlier this is in line with a steady growth trend nationally since the introduction of the Additional Support for Learning Act.

Edinburgh population with significant ASL needs mainstream and special schools

- 3.17 Between 2006/07 and 2014/15 there was an increase of over 2,500 children requiring additional support in school education, an increase of around 27%. Over the same period the City of Edinburgh Council school population has increased by four percent which illustrates the effect of a range of factors leading to the increase in needs. Projections indicate that this is likely to continue for the foreseeable future for a variety of reasons.
- 3.18 Growth in the number of children requiring additional support over the period from 2006 to 2015 has been driven by number of factors. As reported in more detail in [the report to Committee in 2012](#), there are a number of demographic, socio-economic, and medical and policy factors beyond Council control, driving a trend of continuing increase in demand for ASL supports. In addition to those factors we are now seeing an increase in demand for learners with additional support needs to stay-on beyond school leaving age.
- 3.19 The increase demand for staying on at school reflects a 'push-back' as a result of in the pressures on post school opportunities and the 'pull' arising from the entitlement to a senior phase offered by a Curriculum for Excellence. This presents challenges to schools in the provision of a wider diversity of programmes and courses, which can become particularly acute in schools with very diverse populations and smaller secondary schools with reduced economies of scale, especially in special schools.
- 3.20 Many of these factors affect all local authorities, however, a number are accentuated by '*Edinburgh Effects*', leading to added pressures. In addition to an increasing birth rate, as a capital city Edinburgh attracts families in need/seeking refuge and high turnover of bilingual learners whose parents are attracted by opportunities for work and study. In addition, the exceptionally high proportion of school age children attending independent schools in Edinburgh acts as a

distorting factor in the balance of the population in the authority's provision. As the independent schools do not generally cater for children with significant additional support needs, those children tend to migrate to local authority provision, whilst their siblings remain in private education.

3.21 The growth in the population requiring significant additional support is found principally in the universal early years' services and mainstream primary schools. We anticipate further growth will continue to be met in mainstream provision. However, whilst there has been some reduction in the population in some special schools, this is associated with a significant change in the profile of need. This is reflected in the increasing complexity of need and as a result most of our special schools are at or approaching operational capacity. In light of this, there is a need to continue to review provision to ensure it aligns with changing patterns of need.

3.22 Table 5: Pupils supported by Additional Support for Learning service

Need/Year	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14*	14/15
Hearing impairment	73	87	104	112	101	107	133	137	130
Visual impairment	87	90	107	126	132	123	127	185	225
Learning & Wellbeing	698	611	670	699	799	892	810	n/a	501
Learning, Language & Communication	199	208	255	299	341	409	491	n/a	632
English as an Additional Language	2542	2965	3069	3373	3600	3721	4252	4629	5046
Total supported by ASL service	2954	3409	3609	3978	5056	5359	5948	n/a	6534
*2013/14 was a period of transition from 5 separate services with into a single integrated service with a common model of recording some figures are estimated									

3.23 The key areas of need can be illustrated with reference to demand for specialist ASL Services. (table 5). In terms of overall numbers, the biggest single area of growing need is for pupils requiring English as an additional language support, where there has been almost 100% growth in the number of learners requiring support over a six year period.

3.24 The other major factors giving rise to additional support needs are learning disability, specific learning difficulties (for example literacy and dyslexia), social, emotional and behaviour support needs, language and communication impairments (including autism) and physical disability.

- 3.25 As a result of measures supported through the Integrated Literacy Strategy most additional support needs associated with literacy and dyslexia are very well supported through in-school interventions. Schools most commonly request additional external support for children with autism and children with social and emotional support needs. The rise in the number of children with a visual impairment is due both to growth in need in this area and to changes in child planning and recording practices. A review of these factors is underway in order to inform planning and ensure that effective support is in place for children with a visual impairment.

Improving Practice and Performance

Assessment, Planning and Decision-making Processes

- 3.26 In 2013, a new assessment framework was introduced for all schools and early years' settings. The framework provides a common model of assessment and planning for children in need, whereby all aspects of a child's wellbeing are taken into account. This incorporated the requirements of the Additional Support for Learning Act and the implementation of Getting it right for every child (GIRFEC) with the aim of providing a single plan in relation to all aspects of a child's needs.
- 3.27 The Child Planning model promotes solution focused approaches and active partnership with and parents and the child, as well as the engagement of all relevant services. It adopts a 'strengths-based approach, so that a child is not defined by their needs in isolation from strengths, rights, talents and the capacity to help shape his/her own future. The child planning process aims to facilitate partnership and in particular parents and children as active contributors. Recent evaluation evidence indicates that this is beginning to have a positive impact in parent's experiences:

"I've noticed with GIRFEC that they now encourage people to say how they feel and if there is something they'd like to say"

"It's more about the strengths now – getting you to talk and talk about the positives"

- 3.28 Likewise, there are increasingly examples of the benefits of children identifying their own support needs and strengths through the child planning process.

- 3.29 Illustration of the Child's voice in solution-focused child planning:

A young boy who had sudden and escalating disruptive behaviour in school (primary) – his views were sought through the use of a 'Talking Mat' so that he could contribute to his own child planning meeting.

At the following review meeting, the Talking Mat was used prior to the meeting. This helped him to express his views on which parts of his Child's Plan were working for him and which he felt didn't work well and this allowed the plan to be adjusted. The session was also used to gather his views on whether he liked his plan (answer yes) and his views on whether he thought he was getting better at managing his behaviour (he

talked about how he felt this had improved since his plan had been in place).

At the start of the following new school session, based on his past experiences of his child's plan, he was able to construct much of the plan's actions himself.

- 3.30 The take-up of child planning by educational establishments has been good. After the first complete year around 450 child plans were in place and recorded on SEEMIS. In the following year (2014) this grew to 785 and in October 2015 to 1356. This is still work in progress and we are continuing to develop and refine the quality and effectiveness of the child planning process. This includes improvement to the planning process generally and its application to particular areas of need for example, children with autism.
- 3.31 Generally, the introduction of child planning has been welcomed, however, there has been some concern at the workload demands arising from the assessment and planning processes. In light of this a working group of Headteachers and other practitioners has reviewed and streamlined the process. The revised paperwork is now being piloted in one cluster.
- 3.32 Meanwhile, the introduction of a planning module using the school management information system (SEEMIS) is being evaluated as part of an inter-authority consortium. This will provide a common approach across authorities and allow the assured transfer of records as children move between schools and authorities.
- 3.33 The new SEEMIS assessment and planning modules will be tested in one secondary school and one primary school in Edinburgh early in 2016. In parallel with this, work is underway to create capacity for data sharing across health, social work and education record systems.

Edinburgh Wellbeing Indicators

- 3.34 The Edinburgh wellbeing outcomes have been developed to support the child planning process. The Edinburgh outcomes translate the national wellbeing SHANNARI indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, and Included) into meaningful statement from the child or young person's perspective.
- 3.35 Early testing suggests that the indicators provide an accessible approach to clearly identify and measure wellbeing outcomes for children and young people. Practitioners reported that they helped in conversations with children, young people and families about wellbeing outcomes.
- 3.36 Between January 2016 and June 2016 a number of school cluster areas will be piloting this approach. This will allow managers, practitioners, children and families across these areas to use and develop the wellbeing outcomes in conjunction with the existing GIRFEC materials for assessment and planning. The aim is to develop a consistent to identifying and measuring wellbeing

outcomes inclusive of all children and young people, with the goal is of city-wide implementation by the end of 2016.

3.37 Edinburgh wellbeing outcomes:

getting it right for every child		Edinburgh Wellbeing Outcomes						EDINBURGH THE CITY OF EDINBURGH COUNCIL
Safe	Healthy	Achieving	Nurtured	Active	Respected	Responsible	Included	
I am safe with my family (1)	I eat well (6)	I am learning new things (11)	I receive warmth and love (16)	I play / take part in activities (21)	I am involved in decisions which affect me (24)	I am considerate to others (29)	I have friends (34)	
I am safe where I learn or work (2)	I look after myself (7)	I feel confident (12)	I have people who look out for me (17)	I play / take part in activities with others (22)	I have help to share my views (25)	I have an understanding of right and wrong (30)	In my learning environment people involve me in activities (35)	
I am safe where I live (3)	I get the care and support I need (8)	I do the best I can (13)	I have the food I need and I am kept clean and warm (18)	I am helped to be active (23)	I am treated fairly (26)	I meet my responsibilities (31)	I have opportunities to be with people who are important to me (36)	
I keep myself safe (4)	I enjoy life (9)	I am ready for the next stage in my life (14)	I receive praise and encouragement (19)		I have my own space (27)	I make a positive contribution (32)	I feel that other people want me around (37)	
I am safe around other people (5)	I am able to deal with difficult things (10)	I get the help I need to learn (15)	I am listened to when I am worried or upset (20)		I have people around me who I trust and who trust me (28)	I make good decisions (33)	I have help to overcome disadvantages and barriers (38)	

Degree of Wellbeing

Low 1 2 3 4 5 High

Version 4.0 September 2015

3.38 In addition to the general improvements in the planning process, in light of feedback from parents and children with autism, a tailored planning tool has been developed, framed around the well-being indicators and addressing important areas of need that may otherwise be easily overlooked.

3.39 The toolkit offers an accessible approach that engages parents, schools, children and young people in a reflective process in preparation for a GIRFEC meeting. This was developed in collaboration with children, parents and schools, five schools were involved in the development phase and this was introduced to a number of other establishments on request. It has been well received with positive feedback from children, parents and staff.

3.40 A programme of introduction to all schools has begun through targeting Support for Learning leaders. It is intended that the tool will be available to all primary and secondary schools by July 2016.

Next Steps

- 3.41 In May 2014, I reported that 78% of parents of children with additional support needs agreed that their child's learning is progressing well in relation to their targets for learning at school, compared with 85% for the wider parent population. Our intention is that improvements in child planning will increase parent satisfaction with target setting and tracking children's progress. Our aim is that this would lead to achieve an improvement of four percent over two years. The next parental survey is currently underway and progress on achieving this target of this will be reported in 2016.
- 3.42 Appendix 1 shows an improving performance illustration: Autism friendly child planning tool.
- 3.43 Sometimes children's needs are identified at school and separately through social work practice teams and in the past these have not always been well enough joined up. There are challenges arising from the technicalities of the legislation and the fact that schools and practice teams have different management information systems. This is now a key priority for improvement and a number of approaches are being tested including:
- 3.43.1 An audit of planning for children in need to identify opportunities for joining up school-led and practice team planning in Wester Hailes.
 - 3.43.2 A review of critical cases of children with a disability.
 - 3.43.3 Continue to improve communication and collaboration between social work practice teams and schools including regular feedback on the educational progress of children requiring social work intervention and active and continuing support from lead professionals from an early stage and active reinforcement of children's progress.
 - 3.43.4 Implementation of the Edinburgh Children's Outcome Framework across all services and agencies.
 - 3.43.5 Implement improved child planning formats ensuring that these are parent friendly and inclusive of the needs of children with autism and other areas of additional needs.
 - 3.43.6 Strengthen information systems and the flows of information across agencies
 - 3.43.7 Evaluate progress in improving satisfaction levels 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.

Improving outcomes for children with additional support needs

- 3.44 The success of our strategy for improving outcomes over a period of increasing need has incorporated three key elements:
- 3.44.1 Strengthening inclusive provision.
 - 3.44.2 Target effective and accessible intervention in priority areas.
 - 3.44.3 Enable the most effective use of resources using evidence-based collaborative approaches.

- 3.45 Together these approaches have enabled good provision for almost all children with additional support needs within universal settings.

Literacy Strategy

- 3.46 As difficulties in literacy are the most common manifestation of an additional support need this has been addressed through a comprehensive approach combining:
- 3.46.1 Evidence based practice in classroom teaching in practice in literacy teaching across all schools (Literacy Rich Edinburgh).
 - 3.46.2 A programme of proportionate well evidenced intervention in early years (Up, Up and Away), primary (Freshstart and Read Write Inc.) and secondary (SRA Successmaker).
 - 3.46.3 A robust framework for assessment and support of literacy difficulties and dyslexia linked to professional learning programmes
 - 3.46.4 Specialist assessment and personalised support programme via the Literacy and Dyslexia Support service
 - 3.46.5 Specialist advice and support in the use of ICT to support learners requiring literacy and dyslexia support.
- 3.47 Each session, the Literacy/Dyslexia Support service offers an intensive training opportunity to a group of teachers for one day a week from September until the end of June. The programme covers theory and practice throughout the session through tutorials, professional dialogue and supported direct work with pupils referred to the service. Work in primary, secondary and special provision includes staff training, skill sharing and direct teaching. This approach has proved highly successful in providing high quality professional learning with direct delivery of support to learners with the most intractable reading difficulties. It has the added benefit that the staff are able to take their enhanced learning back to their own schools immediately and to have continuing mentoring throughout that process.
- 3.48 The General Teaching Council for Scotland has unconditionally accredited this training programme. The accreditation panel stated that the programme provides an excellent learning opportunity for teachers and noted the following strengths:
- 3.48.1 A creative and innovative programme
 - 3.48.2 A very comprehensive programme which is well structured, with the assessment embedded meaningfully throughout the programme
 - 3.48.3 Good balance to all aspects of the programme between practical and academic, with the learning informed by the literature
- 3.49 On successful completion of the Literacy/Dyslexia training programme, City of Edinburgh Council teachers now gain professional recognition from General Teaching Council Scotland (GTCS) in support for learning (Literacy/Dyslexia).
- 3.50 The literacy programmes receive enthusiastic feedback from children parents and staff.

3.51 Table 6: Feedback from Fresh Start and Read Write

Pupils say.....	Parents say....	Teachers say....
<p>Most children felt their reading had improved base on graded scale from 1 – 5.</p> <p>Children identified books they enjoyed and commented on why they liked the interventions.</p>	<p>Most parents commented on improved reading, a positive shift in attitude towards learning and children displaying greater confidence and enthusiasm.</p> <p>Many noted improved spelling and writing.</p>	<p>Many teachers see the structured training as an essential set of skills for teaching.</p> <p>All agreed or strongly agreed it had improved pupils’ skills, and confidence and a positive impact on pupil enjoyment of reading.</p>
<p><i>“The reading books are good and I like the speed sounds.”</i></p>	<p><i>“My child loves the books – she makes sure I can do all the speed sounds! “</i></p>	<p><i>“Relevant, structured, practical, engaging and great for encouraging participation”.</i></p>
<p><i>“I love going to my Fresh Start group. My favourite part is the writing”.</i></p>	<p><i>“I can’t believe how much my daughter has come on with the programme!”</i></p>	<p><i>“Definitely helped our EAL children. Mentor visit really helped with assessment, pace and resources”.</i></p>
<p><i>“Fresh Start has helped me with my reading and my spelling. I really like reading books now – but before I didn’t”.</i></p>	<p><i>“We noticed substantial progress. after a few months on RWInc. he started to read spontaneously”.</i></p>	<p><i>“Really exciting and challenging programme. Structured but with room for teacher to add his/her own personality”.</i></p>
<p><i>“I like writing in the grey book and the Read Write Inc. games are fun. I think I can do better with my sounds now.”</i></p>	<p><i>“My child reads faster and I can see an improvement with his spelling. He is more enthusiastic about school and homework is no longer an issue.”</i></p>	<p><i>“Children go back to class from their group happy and motivated. They try to transfer skills learned in sessions to other classwork”.</i></p>

3.52 Encouragingly, the interventions also produce significant improvements as demonstrated in 2013/14 and 2014/15 in both primary and secondary school interventions. Over a school year on average both programmes add between four and six points to a standardised score in the Short Word Reading test.

Strengthening Inclusive Approaches

3.53 In 2010/11 we launched the CIRCLE Inclusion Resource to all primary schools. This was developed through collaboration with Queen Margaret University, NHS

Lothian and the Council's Children and Families Service. It is an innovative practical approach to supporting bringing together best practice systematic reviews of evidence and qualitative data and focus groups with education and therapy staff, and children themselves. Following the successful launch of the primary school resource, resources were developed for the early years 'Up Up and Away' which is used within early years' settings across the city and latterly a secondary school resource, which is being launched early in 2016.

- 3.54 A newly revised version of the primary teacher's handbook 'Inclusive Learning and Collaborative Working' is being launched this month with a comprehensive professional learning programme which will reach staff across all primary schools throughout the city.

CIRCLE CHILD INCLUSION RESEARCH INTO CURRICULUM LEARNING EDUCATION

INCLUSIVE
LEARNING AND
COLLABORATIVE
WORKING

IDEAS IN PRACTICE

PRIMARY SCHOOL RESOURCE 5 TO 11 YEARS

Edinburgh Version (3.1) CIRCLE Collaboration ©2015 All rights reserved

- 3.55 The updated version takes into account experience and suggestions of hundreds of practitioners who have used the resource in schools to support thousands of learners over a period of three years together with the most up to date research findings and policy guidance. The CIRCLE Framework focuses upon practical measures that enable effective participation of learners with diverse needs, taking into account the combination of factors that impact on inclusion:

- 3.55.1 The environment (physical and social)
- 3.55.2 Routines and structures

3.55.3 Motivation

3.55.4 Skills

- 3.56 The new edition includes helpful checklists and planning tools to support communication between home and school, record keeping and professional learning. The framework also strengthens self-evaluation enabling assessment of individual need and monitoring via the CIRCLE Inclusive Classroom Scale (CICS) and the CIRCLE Participation Scale (CPS).

Targeted Support – Example 1- Social Emotional and Behaviour Support Needs Early Years and Primary

- 3.57 In 2013, I reported on the success of the integrated case management approach combining in-school and family support tailored to need. That collaboration (involving Rowanfield special school, the ASL service, Psychological service and Barnardo's with other partners) achieved a significant shift in effective support for children with Social Emotional and Behavioural support needs (SEBN) in mainstream early years and primary provision.
- 3.58 Through effective early intervention the new approach led to a very significant reduction in the number of children requiring placement at Rowanfield, the city's primary SEBN special school.
- 3.59 In 2013/14, two years following the introduction of the case management approach, the special school's population has been progressively reduced by 33%, to 38. This was achieved through preventative measures and by increasing the number of learners who successfully progress back into a mainstream school as a result of the support provided in Rowanfield. Through sustained collaborative working the positive trend continued and has stabilised at around 30 pupils for the last two years, with a current roll of 29 pupils.

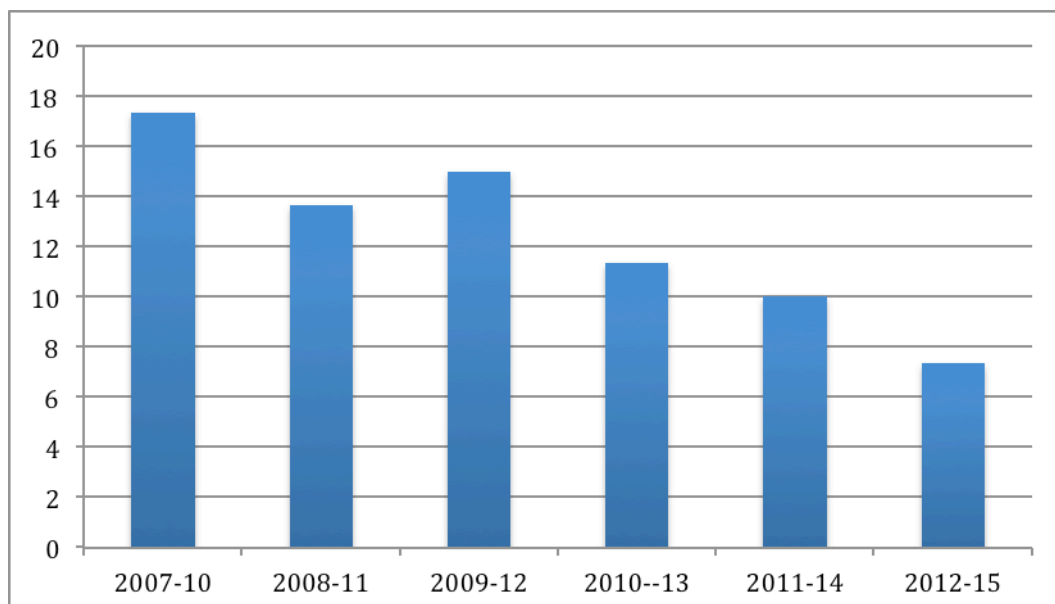
Targeted Support – Example 2 Supporting the Transition to Primary for Children with an Autism Spectrum Disorder

- 3.60 Up until 2012 children with an Autism Spectrum Disorder (ASD) were assessed in the early years and those who it was considered had the greatest need were placed in special classes. An evaluation of this process by Psychological Services in 2011-12 identified a number of concerns. These included:
- 3.60.1 Parental and professional concern over the reliability of the assessment.
- 3.60.2 Evidence from pupil follow-up validated concern about the unreliable predictive power of pre-school assessments.
- 3.60.3 Children being placed in specialist provision without having the opportunity to access mainstream school breaching the right to mainstream education.
- 3.60.4 Over commitment of places in specialist provision in P1/2 leading to reduced flexibility to meet the needs of children who required it after P1/2.

- 3.60.5 Evidence of inconsistency in the confidence and skills in school in supporting the transition of children with autism leading to a very confusing picture for parents and professionals.
- 3.61 As a result of the evaluation a series of changes were put into effect:
- 3.61.1 to continue follow through support of the Spectrum service into primary schools;
 - 3.61.2 to improve support opportunities for parents;
 - 3.61.3 to prepare a toolkit of what work drawing on feedback from parents and practitioners in schools and support services;
 - 3.61.4 to ensure that all P1 and P2 teachers were identified in advance and provided with training and support before the child enters P1 and provide follow up support and professional learning opportunities;
 - 3.61.5 to provide an early response to emergent problems in schools and ensure that the most effective support is in place;
 - 3.61.6 to adopt more flexible evidence based approach that enabled children who require it to move into specialist provision in the course of P1 and P2;
 - 3.61.7 to monitor and evaluate progress seeking to identify further scope for improvement.
- 3.62 The feedback on the improved training and support has been very positive and there has been a significant impact on the number of specialist placements required in P1 and P2 as a result. As indicated in table 10 the three year average placements has been reduced from 17 in 2007-10 to seven for the period 2012-15 when the new approach has been in operation.
- 3.63 The goodwill and support of parents has been critical to this and that could only be secured through parents' confidence in staff in schools and support services. The achievement of P1 teachers, school leaders and the support services in bringing this about in such a short period and, in particular, at a time of rising school rolls and increasing number of children with ASD being identified, is outstanding.
- 3.64 Table 8: Average number P1 and P2 Language Class placements for three year periods 2007 - 2015

Three year period	2007 - 2010	2008 - 2011	2009 - 2012	2010 - 2013	2011 - 2014	2012 - 2015
Average number P1 and P2 Language Class placements	17	14	15	11	10	7

- 3.65 Figure 4 Average number P1 and P2 Language Class placements for three year periods 2007 -15



3.66 Parents were asked to identify ‘What works well?’ ‘What didn’t work well?’ and ‘Anything that would have made the P1 experience for you and your child better?’ Most parents were positive about their experience and a number of helpful suggestions for improvement were received. The overall themes that emerge as important are:

3.66.1 Communication

3.66.2 Ethos of school and quality of staff

3.66.3 Training

3.66.4 Transition

3.66.5 Effective implementation of strategies

3.66.6 We are continuing to collect this valuable feedback from parents and staff and to use it in the continuing improvement of the model of support and planning for children, schools and services.

Looked After Children

3.67 Significant concerns remain around LAC numeracy, LAC attendance and LAC exclusions, national qualifications and positive destinations. [As reported in 2013](#), this is now being addressed via the Corporate Parenting Plans for Education, including regular performance reports to the Member Officer Group. A report on the attainment of looked after children is planned for the Education, Children and Families Committee in March 2016

Best Value and Financial Overview

3.68 The Council has recognised the growing scale and complexity of needs and took this into account in 2013-14 and 2014-15 budget processes, thereby enabling demography-based growth in funding to support measures to address the principal pressures and the benefits of early intervention over the past two years. The current projected increases in the school population for the period 2016-18 indicate the prospects continued growth (table 9).

3.69 Table 9: Primary School Population Growth Projection 2015-18

Year	Primary School Population	Likely to require ASL at 21%
2015	28,804	6049
2016	29,846	6268
2017	30,582	6422

3.70 The funding for Additional Support for Learning is reflected in a number of budgets. The key areas and funding over the past five years are summarised in table 10.

3.71 Table 10: Funding for Additional Support for Learning and Special Schools 2010-15

	Sum of 10/11 Annual Approved Budget	Sum of 11/12 Annual Approved Budget	Sum of 12/13 Annual Approved Budget	Sum of 13/14 Annual Approved Budget	Sum of 14/15 Annual Approved Budget	Sum of 15/16 Annual Approved Budget
ASL	£16.1m	£16.4m	£16.4m	£16.6m	£17.2m	£17.9m
Special Schools	£15.5m	£15.9m	£16.6m	£16.7m	£17.6m	£18.5m

3.72 Alongside the additional funding, in line with priorities established in 2011, a number of steps have been taken to strengthen performance to meet the changing profile of needs across all sectors as illustrated above.

Continuum of provision and best value

3.73 In overall terms the growth number and the proportion of children with additional needs is in mainstream provision. In the period since the introduction of the Additional Support for Learning Act in 2005, there has been a consistent trend of reducing number of pupil's attending special school. Over this period this has amounted to a reduction of 160 (17%) in the number of pupils attending special schools. Almost 60% of this reduction is reflected in the number of pupils attending independent schools on a spot purchased basis. This has been achieved through a progressive programme ensuring that the provision in the authority's own special schools has been able to accommodate the needs of almost all children with complex needs.

3.74 The feasibility of meeting increasingly complex needs achieving positive outcomes and providing safe and nurturing school environments is challenging. It has implications for staffing levels, knowledge and skills, for partnership working and practice and for accommodation. As illustrated earlier, much can be achieved to provide more inclusive school experience through sharing reflective practice, careful planning and partnership working.

- 3.75 A growing school population and increasing diversity can present additional pressures on accommodation, reducing operational flexibility that in some cases requires higher staffing requirements. In cases where adaptations to the environment are required in order to meet children's needs the first option is always to assess the catchment school and to make required adjustments. Depending on the scale of adjustment required this may need to be planned well in advance, may introduce a competing demand for space and questions of technical and/or financial feasibility. These issues will be addressed more widely in the forthcoming Accessibility Strategy 2016-19, which is under preparation and will be subject to consultation in 2016.
- 3.76 Most of our special schools have very good quality environments in purpose designed modern facilities. Where rolls have fallen (principally in SEBN provision) older facilities are closed and rationalised to make optimum use of the best quality environments. The key remaining pressures relate to children with severe Autism who require adapted environments and enhanced space. This is evident, in particular, at St Crispin's special school and the provision for the primary population at Kaimes special school. The planned re-provision of St Crispin's provides the opportunity to help address needs of this population and planning is now at an advanced stage to give the widest possible long-term sustainable benefits.

Next Steps

- 3.77 Good progress been achieved towards realising the Council's vision of high achieving and inclusive schools that enable all children's need to be met in Edinburgh and increasingly in their local school. This is underpinned by very good progress in establishing common frameworks for child planning and inclusive practice and in demonstrating the benefits of collaborative approaches to improve performance. We have also made good progress in demonstrating that the gap in literacy attainment can be closed and that through a positive ethos, evidence based approaches and nurturing practice challenges in meeting children's communication, emotional and social needs can be overcome.
- 3.78 Our strategy based around
- 3.78.1 a balance of investment, to keep pace with a growing and increasingly diverse school population; and
 - 3.78.2 improving performance has proved successful in meeting the challenges of changing patterns of need. We are aware too of the challenge to consolidate, disseminate and build on this progress and that we will ensure that the Council's transformation programme delivers an effective environment for mutual support and challenge across practitioners, establishments, service and as we as we go forward.

Next Steps

- 3.79 Our priorities for the next three years are to continue to:
- 3.79.1 strengthen inclusive provision, in particular for children and young people with social, emotional and behavioural support needs, literacy and dyslexia and autism spectrum disorders;
 - 3.79.2 target effective intervention in priority areas;
 - 3.79.3 enabling the most effective use of resources using evidence-based approaches.
- 3.80 We will do this by:
- 3.80.1 continuing to develop partnership working with learners and parents via the child planning process, self evaluation and service improvement programmes;
 - 3.80.2 working with the Quality Improvement Team and other partners to develop a strong culture of collaboration to reduce and where possible remove barriers to learning and achievement;
 - 3.80.3 extending well evidenced programmes to close the gap in attainment and achievement in between the most disadvantaged children and their peers building on our progress in literacy and extending it to numeracy and health and wellbeing;
 - 3.80.4 devolving more resources for additional support to schools and clusters;
 - 3.80.5 establishing resilient Additional Support for Learning teams and networks in, around and between schools and clusters;
 - 3.80.6 deploying robust frameworks for inclusion, accessibility, professional learning and self evaluation to support effective high quality practice and improving outcomes;
 - 3.80.7 networking key resources and expertise city-wide, including testing the potential for a virtual learning environment to provide flexible access to the curriculum across schools, hospital and community settings;
 - 3.80.8 aligning provision to optimise progress in the presumption of mainstream and specialist provision to enable all children and young people to have their additional support needs met within Edinburgh.

Measures of success

- 4.1 Quality Management in Education 4 - a systematic approach to the self-evaluation for local authorities in relation to their education functions (QMIE), Education Scotland, 2015
- 4.2 Children and Families Improvement Plan Targets:
- 4.2.1 All learners with additional support needs have their needs met.
 - 4.2.2 Minimising the number of children requiring Out of Council school provision.

- 4.2.3 Providing effective, proportionate and timely support to children in need.

Financial impact

- 5.1 The duty to make provision for Additional Support Needs is statutory. The growth trends summarised in this report have been addressed in recent years through a combination of demography funding and performance improvement. This report sets out priorities for continuing service and performance improvement. Continuing demography pressures will be addressed within the budget process for consideration.

Risk, policy, compliance and governance

- 6.1 Services for children and young people with Additional Support Needs are a priority statutory services subject to regulation, independent scrutiny and inspection at a range of levels.

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. The contents of this report contribute to the Equality Act 2010 public sector equality duty by advancing equality of opportunity and fostering good relations and a full Equalities Impact Analysis was not required.

Sustainability impact

- 8.1 There is no significant environmental impact.

Consultation and engagement

- 9.1 Additional Support Needs provision is characterised by high levels of partnership working involving learners, parents, schools, and Children and Families services, the NHS, the Voluntary Sector and other Council Services. There is a wide range of formal and informal mechanisms for consultation in operation. Illustrations of contributions made by parents and learners to service improvement are referenced in the body of this report.

Background reading/external references

[Additional Support Needs Planning and Performance Update, report to Education, Children and Families Committee, 10 December 2013](#)

[Additional Support Needs Planning and Performance Update, report to Education, Children and Families Committee, 11 December 2012](#)

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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	CO1 – Our children have the best start in life, are able to make and sustain relationships and are ready to succeed CO2 – Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities CO3 – Our children and young people in need, or with a disability, have improved life chances CO4 – Our children and young people are physically and emotionally healthy CO5 – Our children and young people are safe from harm or fear of harm, and do not harm others within their communities CO6 – Our children and young people's outcomes are not undermined by poverty and inequality
Single Outcome Agreement	SO2 – Edinburgh's citizens experience improved health and wellbeing, with reduced inequalities in health SO3 – Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	1 Improving Performance Illustration: Autism Friendly Child Planning Tool

Improving Performance Illustration 1: Autism Friendly Child Planning Tool

Checklist of areas of common concerns for children with autism completed by child, parents and staff in advance of the planning meeting.

Safe	N	M	Y
I like to have a safe space for me when I get worried or upset.			
I know what to do if I need to ask for help in school			
I know what to do if I am bullied at school			
I know what to do if I do not like what other students are doing at school			
Comments			

Healthy	N	M	Y
I feel okay about using school toilets			
I am able to eat the food that I like at school			
I get the right amount of sleep for me			
I can enjoy P.E. at school			
I know which adults I can talk to at school:			
• If I don't like something			
• If I am feeling ill at high school			
• If I am feeling anxious, worried or afraid			
Comments			

Achieving	N	M	Y
I have an Individualised Educational Programme (IEP)			
I help choose my IEP targets			
I know what to do if I don't understand when adults tell me to do something			
I know what to do if I am worried about homework at school			
I find it easy to remember what my homework is			
I can start work on my own in class			
Comments			

Nurtured	N	M	Y
I have been able to tell the adults at school <u>about</u> .			
• <u>what</u> is important to me and			
• <u>things</u> I find difficult			
• <u>things</u> I really don't like			
I have one or more friends at school			
Comments			

Child or young person completes a personal 'wellbeing web'. This provides an easy visual record and an easy to use progress tracker

