

Education, Children and Families Committee

10:00 am, Tuesday, 11 October 2016

Improving Support for Children and Young People in Need in Edinburgh - Consultation on a Proposal to Close Panmure St Ann's Special School

Item number	7.2
Report number	
Executive/routine	Executive
Wards	City wide

Executive Summary

The Council is committed to providing high quality support for children with additional support needs.

The Education, Children and Families Committee has approved a number of measures to support the delivery of strategic priorities, including steps to:

1. Promote the presumption of mainstream through accessible local supports; and
2. Ensure that our special schools keep pace with changing needs, so that all children and young people have their additional support needs met within Edinburgh.

The Council's Vision for Schools reflects a commitment to schools that are effective in meeting the diverse needs of their communities. The vision recognises that where additional support is required it is most effective when it is built on a foundation strong universal provision. As previously reported to Committee in 2013 and 2015, the redesign of provision for social, emotional and behaviour support needs has been a key focus in the Council's strategy for Additional Support Needs.

Links

Coalition Pledges	P1 P4 P5 P7 P29
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Single Outcome Agreement	SO3

This strategy, with its emphasis on strengthening support in localities, has resulted in a reduced demand for placements in special schools for learners with social, emotional and behaviour support needs in both primary and secondary school populations. At the same time there has been a sustained reduction in mainstream school exclusions.

In light of the above, the benefits of our inclusive approach have been well demonstrated. This enables a proposal now to close Panmure St Ann's Special School and to continue to strengthen inclusive practice and collaboration in localities and mainstream schools.

This report recommends that the Council commences a consultation process on a proposal to close Panmure St Ann's Special School and continues to enhance additional support for learners with social, emotional and behaviour support needs locally, including an additional investment of £200,000 per annum.

Improving Support for Children and Young People in Need in Edinburgh - Consultation on a Proposal to Close Panmure St Ann's Special School

1. Recommendations

It is recommended that the committee:

- 1.1 Approve that the statutory consultation is carried on the proposed closure of Panmure St Ann's Special School by 30 June 2017 as set out in this report;
- 1.2 Delegate authority to the Acting Executive Director of Communities and Families to develop a detailed consultation paper on the basis of the proposals outlined in this report;
- 1.3 Approve that the statutory consultation should commence in November 2016; note that it is the intention to return to a future meeting of the Full Council for a decision on the proposal;
- 1.4 Note that the proposal will be subject to the scrutiny of Scottish Ministers prior to implementation should the Council decide to proceed;
- 1.5 Approve the re-investment of £200k in the continued development of enhanced provision in school clusters for children and young people with SEBN attending mainstream schools in the City of Edinburgh.

2. Background

- 2.1 It is a priority for the Council to provide high quality care and learning for children and young people and wherever possible to make effective provision in their own communities and within the City of Edinburgh. This priority is supported by the legal obligation in favour of the 'presumption of mainstream'. Generally, where learners are supported in mainstream settings they achieve better outcomes.
- 2.2 The duty in favour of the presumption of mainstream (Standards in Scotland's Schools Etc. Act 2000) established the right of all children and young people to be educated alongside their peers in mainstream schools, unless there are exceptional reasons in law for not doing so. It is based on the premise that inclusion helps schools to develop an ethos to the benefit of all children, and of society generally. It

helps meet the wishes of many parents that their children should be educated alongside their friends in a school as close to home as possible.

- 2.3 The Council's Vision for Schools was approved by the Education, Children and Families Committee on 8 October 2013 and updated in March 2015. The vision reflects a commitment to schools that are effective in meeting the diverse needs of their communities. This recognises that where additional support is required it is most effective when it is built on a foundation of strong universal provision. The report set out a three phase process of improvement:

- Phase 1 commenced in 2010/11 with a focus upon strengthening universal provision in our schools, this continues as a key element of our improvement strategy as we move forward;
- Phase 2 was directed to integrating our approach to Additional Support Needs within a wider approach to supporting children in need, as part of our approach to Getting It Right for Every Child. This included the introduction of a single child's plan. In parallel with this, we have streamlined access to support. Very good progress in these objectives has been achieved as reported to committee in December 2015;
- Phase 3 is continuing with the strengthening of collaborative networks of support within and around schools and school clusters. From August 2015, Additional Support for Learning (ASL) cluster teams were established. These changes will enable a new collaborative approach to respond to need in a local context, closely linked to school improvement processes. This will be complemented by a review of our procurement of additional support services from the third sector, to enable a strategic procurement framework to be introduced from March 2018. This framework will be co-produced with stakeholders including head teachers. Further information and examples of intervention measures to support young people with social, behavioural and emotional needs in mainstream secondary schools are provided in **Appendix 1**.

- 2.4 As approved by Committee in December 2015, and in light of an established trend in the growth in the number of learners who require additional support for learning, the authority has adopted a twin strategy of investment and measures to secure improvements in quality and performance.

- 2.5 The Council's 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.
- 2.6 The Committee approved priorities for Additional Support Needs for 2016-19, which included:
- Strengthening 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.
- 2.7 As previously reported to Committee in 2013 and 2015, the redesign of support for social emotional and behaviour support has been a key focus in each phase of the strategy. The delivery of early, integrated support has been tested and demonstrated to be effective.
- 2.8 The next steps in Phase 3 of the Strategy is to further improve collaborative approaches to support with schools, the ASL cluster teams and Educational Psychologists and a procurement framework which provides a range of supports and extended opportunities for learners delivered through a range of third sector partners, as approved by the Finance and Resource Committee in March 2016.
- 2.9 Panmure St Ann's previously provided an educational and social work service, for young people of secondary school age experiencing significant social, emotional and behavioural difficulties, on a part-time basis whilst they remained on the register of their host mainstream school. This was an anomaly which meant that almost all learners could not access their entitlement to full-time school education and the Panmure service was not part of the national school inspection framework. To address these concerns, following a review Panmure was formally recognised as a special school in August 2013.
- 2.10 As part of a wider transformation process the long-term future of the Council's services for young people with significant social, emotional and behavioural needs, Panmure St Ann's Special School has been kept under review. At the end of 2015, in light of the progress achieved in the implementation of the Council's strategy for Additional Support Needs, the conclusion was reached that in future it was more appropriate to make provision for this population of young people within local provision. The principal reasons for this conclusion include:
- Current Panmure provision is not consistent with the Council's commitment to providing care and education for Edinburgh's young people with SEBN wherever possible in Edinburgh's mainstream secondary schools;

- Fundamental shortcomings in the nature and quality of the education provided in the Panmure St Ann’s Special School became fully apparent once the service was required to fulfil all of the obligations of a school;
 - The [HMIE inspection report](#) published in April 2016 highlighted multiple areas for improvement in both attainment and learning experience for young people attending Panmure St Ann’s Special School;
 - The school continues to operate significantly below capacity, which compromises its educational viability and results in exceptionally high per capita costs compared to alternate provision;
 - Panmure St Ann’s Special School is located within the original Cowgate building and has proved poorly suited to hosting modern learning and educational school services for some of our most vulnerable young people;
 - Local provision is likely to achieve better outcomes for learners;
 - Local provision is consistent with the duty to secure best value.
- 2.11 In conjunction with progressing improvements in mainstream schools, we maintain a strategic overview of the special school estate: A related report to this committee, “Meeting the Needs of Children with Additional Support Needs in Edinburgh – Special Schools Planning for the Future, 11 October 2016” states that: ‘*...changing patterns of need have implications for the future provision of special school places.... areas with reduced demand now and for the anticipated future include secondary schools for children and young people with social emotional and behavioural needs....*’
- 2.12 The Council’s strategy for Additional Support Needs, with its emphasis on the presumption of mainstream and strengthening support in localities, has resulted in a reduced demand for placements in special schools for learners with social, emotional and behaviour support needs in both primary and secondary school populations. At the same time there has been a sustained reduction in mainstream school exclusions.
- 2.13 In light of the above, the benefits of inclusive approach has now been well demonstrated. This enables a proposal now to close Panmure St Ann’s Special School and to continue to strengthen inclusive practice and collaboration in localities and mainstream schools.

3. Main report

- 3.1 The referral process for placement at any of Edinburgh’s special schools is through the Council’s Case Management process. This allows all avenues of support to be explored for the child or young person and ensures appropriate school placement. This approach to case management was adopted in 2011/12, following the

principles of Getting It Right for Every Child. It provided schools with increased opportunity to provide earlier support in collaboration with partner services. This approach takes account of in-school and family/community factors that impact on a child's learning and overall wellbeing.

- 3.2 The introduction of a case management approach in the early years and primary, providing a single access point for specialist additional support from 2010/11, has been highly successful. It allowed both in-school and family/community support to be tailored to need and delivered in a single package, removing the need for multiple referrals to different support services.
- 3.3 Since the new approach was introduced there has been a very significant shift in favour of meeting the needs for children who require additional Social Emotional and Behavioural support needs in mainstream schools. In 2010/11, the pupil population in Rowanfield, the city's Primary SEBN special school, was 59. Two years following the introduction of the case management approach, in 2013/14 the school population has been progressively reduced to 33. Over the same period, a programme of improvements in Rowanfield School has significantly enhanced the quality of provision. This too is reflected in a major shift in number of learners who successfully progress from Rowanfield back into a mainstream school as a result of the support provided.
- 3.4 The strategy that led to sustained drop in the demand for special school placements in primary is now impacting on secondary provision, with a reduction in referrals and an associated reduction in Panmure St Ann's school roll. As more young people leave Panmure, new starts have remained very low. The lack of new referrals coming through for Panmure is reflected in a sustained reduction in school roll numbers, as a result by the end of the 2016/17 school session Panmure St Ann's will be no longer viable as a school. Table 1 shows school roll numbers for primary provision at Rowanfield and secondary provision at Gorgie Mills and Panmure in recent years.

Table 1: Special School Placements for SEBN 2013-17

Special School	2013/14	2014/15	2015/16	2016/17
<i>Primary - Rowanfield</i>	33	31	28	23
<i>Secondary</i>				
Gorgie Mills	55	53	53	46
Panmure St Ann's	57	43	26	14
Secondary Total	112	96	79	60
All SEBN Special School places	145	127	107	83

- 3.5 Whilst Gorgie Mills occupies a purpose built school building with enclosed outside space/grounds, Panmure at 6 South Gray's Close, in the Cowgate area of the city, is a 19th century category C(s) listed building with no supervised outside space within the perimeter of the school. The school is restricted in its ability to provide the necessary learning environment to deliver the full curriculum. The location and lack

of outside space places the vulnerable young people who attend at greater risk of social and environmental influences impacting on their school experience. It is also located in one of the City's hotspots for Nitrogen Dioxide pollution.

- 3.6 Many young people travel across Edinburgh to attend Panmure at some distance from their home or care arrangements, this creates an additional barrier to good attendance which impacts on curriculum time and creates an obstacle to participation in extra-curricular activities.
- 3.7 Table 2 below provides attendance rates at Panmure Special School compared to mainstream secondary schools.

Table 2: Attendance % (Panmure St Ann's Special School / Mainstream Primary and Secondary)

	2013/14	2014/15	2015/16
	%	%	%
Primary	95.51	95.14	95.17
Secondary	92.98	92.54	92.51
Panmure	77.11	71.76	72.44

- 3.8 Panmure St Ann's Special School has fundamental shortcomings in the nature and quality of the education which have become acute following the decline of the school roll, so that the breadth and choice of curriculum subjects and the learning community now available to young people has been compromised. These limitations have become more apparent once it became required to fulfil all of the obligations of a school. The [HMIE inspection report](#) published in April 2016 highlighted multiple areas for improvement in both attainment and learning experience for young people attending Panmure. For example the evaluations of the five quality indicators are shown in Table 3.

Table 3: HMIE Inspection quality indicators – Panmure School

QI Description	Panmure St Ann's Special School		
	2013-2014	2014-2015	HMIE Inspection April 2016
Improvements in performance	3 - Satisfactory	3 - Satisfactory	3 - Satisfactory
Learners' experiences	4 - Good	4 - Good	3 - Satisfactory
Meeting learning needs	4 - Good	4 - Good	3 - Satisfactory
The curriculum	3 - Satisfactory	4 - Good	2 - Weak
Improvement through self evaluation	2 - Weak	3 - Satisfactory	2 - Weak

- 3.9 The HMIE recommendations for improvement following the inspection included:
- As a matter of priority, take steps to improve young people’s attendance and timekeeping;
 - Increase expectations of young people’s attainment and achievement;
 - Develop the curriculum in line with national guidance to ensure young people receive their full entitlements to a broad general education and senior phase;
 - Take a more rigorous approach to self-evaluation and tracking young people’s progress.
- 3.10 It is proposed that a decision is taken to consult on closing the services at Panmure St Ann’s School and provide alternative services for young people with SEBN in Edinburgh through enhanced support within local mainstream schools and the retention of the Gorgie Mills School facility, for the placement of young people who may continue to require a special school placement.
- 3.11 The consultation will propose closure date of Panmure St Ann’s as the end of June 2017, subject to the Scottish Government’s statutory school closure process, and would take effect on a planned and phased basis taking account of current leaving dates for young people.
- School roll 2016/17: 14
- School leavers Dec 2016: 6
- School leavers Dec 2017: 8
- 3.12 As things stand, by the end of the current school session there will be just 8 young people on the Panmure School roll. Two of these pupils are receiving education elsewhere. This leaves six young people, all of whom are due to leave school in December 2017. All of these learners are actively engaged in school/college partnership and/or intensive support from the JET (Job, Education and Training) Academy, as part of the [Edinburgh Guarantee](https://www.edinburghguarantee.org) <https://www.edinburghguarantee.org>. These young people will join the roll of a suitable mainstream secondary school to progress their individual packages, tailored to their needs, prior to June 2017.
- 3.13 With the proposed closure date for Panmure Special School of June 2017, extensive measures are now in place to support the existing S4/S5 young people currently attending Panmure with packages of measures to meet their individual needs whilst addressing the HMIE inspection recommendations.
- 3.14 By the end of the proposed closure process all young people who are eligible to stay on in school or who are Christmas leavers will have been provided with individual packages of support to meet their needs including work experience, college input and re-integration with support to a relevant mainstream school that will be able to offer continuity in progression of their learning and help with moving onto a positive destination. Panmure staff and other partners are currently working intensively on planning for this outcome at the earliest opportunities given the low young people numbers currently attending the school.

Re-investment in SEBN Provision

- 3.15 As previously indicated as part of Phase 3 of the Council's strategy for Additional Support Need we have invested in a process of strengthening of collaborative networks of support within and around schools and school clusters. These changes will enable us to respond to need in a local context closely linked to school improvement processes and the Council's transformation programme. Further information and examples of intervention measures to support young people with social, behavioural and emotional needs in mainstream secondary schools with a good evidence basis are provided in **Appendix 1**.
- 3.16 Within phase 3, further improvements in collaboration are underway to inform the strategic procurement framework to be implemented from March 2018. This will offer a range of options to schools to support local inclusive approaches which will support young people as a more effective alternative to special school places.

4. Measures of success

- 4.1 The education and care needs of more children and young people are met within the City of Edinburgh. Educational outcomes for children with social, emotional and behavioural needs are improved.

5. Financial impact

- 5.1 The annual cost of services at Panmure St Ann's is £1.1m to support 54 pupils. Through the 2016/17 budget process savings of £900K were approved, £225K in 2016/17 with a further £675K in 2017/18. The table below sets out the forecast financial position for 2016/17, 2017/18 and 2018/19 on the assumption Panmure closes in June 2017.
- 5.2 Should the consultation not be successful approved savings of £900K will not be achievable and alternative savings will have to be identified.

	2016/17 £m	2017/18 £m	2018/19 £m
Budget at full capacity of 54 pupils	1.100	1.100	1.100
Approved savings (cumulative)	0.225	0.900	0.900
Residual budget	0.875	0.200	0.200
Cost to deliver services of reduced roll	0.705	0.145	0.000
Balance available for re-investment	0.170	0.055	0.200

- 5.3 In addition to the above figures £38K of property costs and £34K of business support costs would also be saved which would go towards approved savings in these other Council service areas.

- 5.4 At full capacity (54 young people) this equates to education costs per school place of £20,370 a year; the average cost per mainstream secondary school place is £4,221 a year. The current cost per pupil is £35,310 due to the reduced roll and the requirement to meet educational requirements.

Roll	Teaching Staff	Non Teaching Staff	Transport	Supplies and Services	3rd Party Costs	Total Budget	Cost per place
54	533,456	508,059	12,500	36,986	9,665	1,100,666	20,370
14	277,828	191,205	6,300	16,828	2178	494,339	35,310

- 5.5 It is proposed the Council continues to target resources towards strengthening support for young people with social emotional and behavioural difficulties in Edinburgh through:

- continued placement at Gorgie Mills Special School of young people from S1 to S5 with exceptional levels of social, emotional and behavioural needs;
- continuing to enhance universal provision within local secondary schools with targeted support to meet the social, emotional and behavioural needs of young people;
- re-investment of £200,000 within the context of a service redesign working with schools and a range of partner services;
- a best value procurement framework.

- 5.5 These proposals are considered to offer the best use of resources through targeted reinvestment to improve services for young people with social, emotional and behavioural needs whilst also achieving direct economies of approximately £972k.

6. Risk, policy, compliance and governance impact

- 6.1 All statutory legislative and procedural requirements will be followed to minimise the risk of any proposals arising from the proposed closure of Panmure St Ann's School.

7. Equalities impact

- 7.1 The implementation of the recommendations from this report will enhance the provision of more tailored support for the education of children and young people with social, emotional and behavioural needs within their local communities in Edinburgh.

8. Sustainability impact

- 8.1 The proposed closure will include consideration of environmental impact in the determination of any proposals.
- 8.2 There is a positive impact for learners which arise from the relocation of school provision away from a very busy street with attendant risks of harm from road traffic incidents and poor air quality.

9. Consultation and engagement

- 9.1 A consultation process which must be followed regarding the proposed closure of a special school, like other schools, is prescribed in the Schools (Consultation) (Scotland) Act 2010, as amended.
- 9.2 A full consultation paper will be developed in advance of the consultation process based on the proposals set out in this report. The Committee is asked to delegate authority to the Interim Executive Director of Communities and Families to develop this paper. An overview of the consultation programme is set out in Appendix 2: Panmure St Ann's Proposed Closure: Statutory Consultation Timeline.

10. Background reading/external references

Meeting the Needs of Children with Additional Support Needs in Edinburgh – Special Schools Planning for the Future – Report to Education, Children and Families Committee 11 October 2016

[HMIE inspection report April 2016](#)

<https://www.edinburghguarantee.org/>

Alistair Gaw

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11. Links

Coalition Pledges	<p>P1. Increase support for vulnerable children, including help for families so that fewer go into care</p> <p>P4 Draw up a long-term strategic plan to tackle both over-crowding and under use in schools</p> <p>P5 Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum</p> <p>P7 Further develop the Edinburgh Guarantee to improve work</p>
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	prospects for school leavers
Council Priorities	<p>P29 Ensure the Council continues to take on apprentices and steps up efforts to prepare young people for work</p> <p>CP1 Children and young people fulfil their potential</p> <p>CP2 Improved health and wellbeing: reduced inequalities</p> <p>CP3 Right care, right place, right time</p> <p>CP7 Access to work and learning</p>
Single Outcome Agreement	SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	Further information and examples of intervention measures to support young people with social, behavioural and emotional needs in mainstream secondary schools

ECF Committee: Improving Support for Children and Young People in Need in Edinburgh - Consultation on a Proposal to Close Panmure St Ann's Special School

What is meant by 'continued development of enhanced provision' in school clusters for children and young people with SEBN attending Edinburgh's mainstream schools?

In liaising with our mainstream schools and our specialist provision in terms of their professional experience, Children's Services have considered resiliency research in terms of what individuals identify as supporting them to overcome adversity. In particular, a sample of young people who previously progressed to SEBN specialist provision has been looked at in terms of their risk factors and needs.

These data sources have led to the conclusion that supporting young people locally, maintaining community links and minimising school moves reduces risk factors in terms of decreased resiliency. Our most vulnerable young people need individualised educational plans and supports to successfully manage this. It is crucial that there are meaningful and high quality packages of support put in place for each young person who might have previously progressed to specialist educational provision.

It is recognised that for young people who have high social, emotional and behavioural needs, including very low attendance and specific social drivers for their difficulties, moving to a non-mainstream group setting is not likely to fully and effectively meet their needs. Whilst continuing to receive overall education and support from their registered mainstream school, these young people would be better supported through a community based individualised package of support. These packages are likely to involve:

- individualised or very small group teaching at an increased level to that currently available and in most circumstances on a longer term basis than is currently expected. We have begun to develop virtual learning resources but this is will involve further resourcing to complete
- very regular links with a key adult
- access to meaningful high motivation educational activities on an ongoing basis that improve long term positive destination outcomes. These activities may not ordinarily be provided by mainstream schools but would be an alternative source of tailored educational support in the community such as has been provided by the Castlebrae construction challenge.
- travel expenses either short term or long term to maximise engagement.

Would the £200K savings reinvestment from the Panmure proposed closure be in addition to the existing Wellington Inclusion funding?

Yes. The money saved through the closure of Wellington School has been used at a school level to increase capacity and reduce the number of pupils progressing to specialist provision or individualised packages. Total funding available is £500K a year across secondary schools which is allocated annually via the Additional Support for Learning (ASL) area within Children's Services. The funding is for support over and above that currently provided/commissioned through school budgets and does not substitute existing provision directly or indirectly. Children's Services are continuing to build an evidenced based practice to identify the most effective interventions by collating data on evaluation across schools.

The additional reinvestment of the £200K from the proposed Panmure school closure savings would not replace the Wellington Inclusion money but would be used to support individualised packages for pupils whose needs cannot be met in the mainstream setting but can be supported on their school roll with a very individualised and educationally meaningful package of support.

What approaches are working well in terms of supporting young people with social, behavioural and emotional needs in mainstream secondary schools?

Schools have been piloting a range of approaches including short term intensive programmes to build life skills and life experiences, access to youth workers in school and pupil and family supports. These are in the process of being evaluated at an individual school level.

ECF Committee: Improving Support for Children and Young People in Need in Edinburgh - Consultation on a Proposal to Close Panmure St Ann's Special School

Citywide Case Management and Review Group data shows an overall decrease in applications to specialist educational provision across all schools. On a school by school basis the data shows 74% of schools had reduced the number of their referrals to CMRG compared to the previous year. Though this is reducing those progressing to specialist educational provision, we can predict that we will have a number of young people across the city who will continue to need packages as described above.

In the process of evaluating the use of the Wellington money early feedback from schools, EPs and CMRG appears to recommend the need for a centralised budget that can be used to creatively and responsively meet the needs of our most vulnerable young people through the development of targeted packages.

An example of an increased focus on collaborative working around school clusters, involving Barnardo's, ASL Service, Psychological Services and school staff, concerns the provision of intensive support for a pupil with an ASD. The skills of the school's Senior Leadership Team and subject teachers / support staff have been enhanced so that they are better equipped to understand and meet the needs of other pupils with an ASD, ensuring sustainable provision for these learners. This model has been successfully replicated in both primary and secondary schools across the city.

Collaborative working across school clusters has been the basis of provision for learners presenting with Emotionally-Based School Refusal in recognition of the increasing incidence of this complex issue as well as anxiety, particularly among adolescents. The ASL service has developed small groups in three different localities of the city, which support across two or three school clusters. Specialist teachers work closely with school staff to ensure that links with school are retained, and that learners are supported to return to mainstream education when they are able to do so. Resources have been created to support schools and parents in meeting the needs of these learners in partnership with Barnardo's, the NHS and the University of Edinburgh; these materials have been disseminated to schools and bespoke training offered to establishments as required.

To further support this, the ASL Service has begun the process of developing a Virtual Learning Environment, to support learners unable to attend school for health reasons, or due to family circumstances. This was a collaborative endeavour, involving subject specialists from schools across the city. This has resulted in the creation of a bank of resources across a range of subjects and a number of electronic devices have been made available to pupils, in order to ensure equity of provision. The next stage of this project involves linking with Comhairle nan Eilean Siar, to share their practice in the use of virtual learning and to inform next steps, with the ultimate goal of offering a platform through which live interactive teaching sessions can be delivered by teachers from within the ASL Service as well as within schools.

What additional support could the reinvestment of £200K from the overall savings related to the proposed closure of Panmure St Ann's School provide to support young people with social, behavioural and emotional needs in mainstream secondary schools?

In addition to the GIRFEC Pathway 3 supports (including those available from third sector providers such as Barnardos/Children First) alternative bespoke providers in the community that appear to have a good evidence basis include:

- [Spartans \(Football/Sport\)](#)
- [RUTS \(Mechanics\)](#)
- [Paws for Progress \(pet therapy\)](#).