Education, Children and Families Committee

10.00, Tuesday, 7 March 2017

Additional Support Needs and Special Schools Update 2016-17

Item number	7.7
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 number of learners with additional support needs has grown consistently over the last five years.

The latest Government figures indicate that 23.8% of learners in Edinburgh have additional support needs, which remains close to the national average of 22.5%.

The Council's Vision for Schools reflects its commitment to schools that are effective in meeting the diverse needs of their communities.

The Committee's approved priorities for Additional Support Needs for 2016-19, 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;

Links

Coalition Pledges	P1 P4 P5 P7 P29
Council Priorities	CP1 CP2 CP3 CP7
Single Outcome Agreement	SO3

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- Enabling the most effective use of resources using evidence-based approaches;
- Ensuring that our special schools keep pace with changing needs.

Very good progress has been made in the redesign of provision for children and young people with social, emotional and behavioural support needs.

Good progress has continued in the implementation of the literacy strategy including very good progress developing and testing a new model of inclusive support for English as an Additional Language.

Psychological Services has received a very positive report from HMIE following a recent validated self-evaluation process.

A review of the future of Oaklands and Braidburn schools has been successfully completed.

Further work is now underway regard to increasing special school provision for children with Autism including the plans for the new St Crispin's.

Report

Additional Support Needs and Special Schools Update 2016-17

1. Recommendations

It is recommended that the Education, Children and Families Committee:

1.1 Notes and welcomes the continued progress in inclusive practice in our schools and its contribution to meeting the needs of all learners, raising attainment and closing the gap.

1.2 Notes the progress in planning for the future of our special schools including:

   1.2.1 The consultation on the proposed closure of Panmure St Ann's;

   1.2.2 The successful outcome of the feasibility study on the future of Oaklands and Braidburn Schools;

   1.2.3 The valuable contributions made by parents, school staff and partner agencies to the successful outcome of the feasibility study;

   1.2.4 Progress in planning for the new St Crispin's and its key role in the sustainability of authority's provision for children with autism.

1.3 Approves the key areas identified as next steps for improvement as follows:

   1.3.1 Improve the experiences and outcomes for children with autism, including completion of the review of special school provision and consultation and planning for the new St Crispin's;

   1.3.2 Drive forward inclusive practice to enable the needs of all learners to be met, raising attainment and closing the gap;

   1.3.3 Test and evaluate new sustainable improvement models for EAL support;

   1.3.4 Create dynamic networks of support at school, cluster, locality and city-wide levels to deliver improved outcomes for children and young people with additional support needs;

   1.3.5 Redesign provision for social, emotional and behaviour support needs including a new procurement framework;

1.3.6 Develop the inclusive learning culture with schools, services, clusters, localities and other authorities to improve outcomes and promote best value.

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 within the City of Edinburgh.

2.2   In line with national trends, the number of learners in Edinburgh with identified to have additional support needs continues to increase (Table 1). The latest Government figures indicate that 23.8% of learners in Edinburgh have additional support needs, which remains close to the national average of 22.3%.

Table 1: Edinburgh population with significant ASL needs

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Pupils with Additional Support Needs	7,127	7,436	7,374	8,506	9,383	9,754	11,549
% CEC school age population	16%	17%	16%	19%	20%	21%	24%

Source Supplementary Summary Statistics for Schools in Scotland 13th December 2016.

2.3   Our aim is to provide a range of high quality provision that is suited to the changing needs of children and young people and achieves positive outcomes. Generally, where learners with additional support needs can be supported in mainstream settings they achieve better outcomes. Where learners are not able to benefit from a mainstream school environment, our aim is to make provision in high quality special schools and special classes in Edinburgh.

2.4   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.

Table 2: Projections of Edinburgh school population with significant ASL needs

	2017	2018	2019	2020	2021	2022
Primary pupils	30,553	31,108	31,363	31,555	31,895	32,245
Secondary pupils	18,488	19,026	19,704	20,664	21,550	22,499
Total pupils	49,041	50,134	51,067	52,219	53,445	54,744
Total requiring ASL	**11,672**	**11,932**	**12,154**	**12,428**	**12,720**	**13,029**

2.5   Table 2 illustrates a projected increase of approximately 300 to 400 additional learners each year who at current rates will require additional support in the period up to 2022. Over the past four years there have been year-on-year increases in the resources available for additional support needs in Edinburgh (see section 4). However, the increase in resources has been outstripped by the increase in the number of learners requiring additional support. In order to make best use of resources and to meet changing needs, which have increased at a higher rate, we have adopted a series of initiatives to improve the efficiency and effectiveness of our provision.

2.6   In December 2015, the authority adopted a twin strategy of investment and measures to secure improvements in quality and performance. This approach is informed by an understanding that more inclusive practice enables more needs to be met by universal provision and the more efficient use of additional support. On this basis the Education, Children and Families Committee approved steps to support the delivery of strategic priorities to improve additional support needs provision within Edinburgh to promote high quality inclusive schools and accessible support and enable our special schools keep pace with changing needs.

2.7   The strategy for promoting high quality inclusive schools and accessible support incorporates four inter-related themes:
   1) Strengthening inclusive provision in our schools;

   2) A single approach to supporting children in need and addressing additional support needs within our approach to Getting It Right for Every Child;

   3) Strengthening networks of support around schools, school clusters, localities and city-wide on a proportionate basis;

   4) Developing an inclusive learning culture to support sharing of effective practice and best use of resources.

3. Main report

3.1   The pattern of growth in additional support needs has been apparent across all key areas of need. The biggest area of need is support for English as an Additional Language, where there has been a consistent growth trend. The number of learners requiring support has doubled over a 10-year period.

Table 3 - Pupils supported by Additional Support for Learning Service - Principal Needs

Need/Year	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14*	14/15	15/16
Hearing impairment	73	87	104	112	101	107	133	*137*	130	153
Visual impairment	87	90	107	126	132	123	127	185	225	270
Learning & Wellbeing (Inc. Health and LAC)	698	611	670	699	799	892	810	*810*	501	793
Learning, Language & Communication	199	208	255	299	341	409	491	*491*	632	710
English as an Additional Language	2,542	2,965	3,069	3,373	3,600	3,721	4,252	4,629	5,046	5,491
Total supported by ASL Service	3,599	3,961	4,205	4,609	4,973	5,252	5,813	*6,252*	6,534	7,417

*2013/14 was a period of transition from 5 separate services with into a single integrated service with common model of recording some figures are estimated

3.2   There is a similar trend in Learning, Language and Communication, which reflects the increase in the population of learners requiring additional support for Autism and related needs. Over the past two years there has also been significant growth in the number learners requiring support for a Hearing Impairment and Visual Impairment.

Strengthening Inclusive Practice – Inclusive Curriculum

3.3   The principle of inclusion is embedded within Curriculum for Excellence, which is designed to focus on the needs of the child offering a coherent, flexible and enriched curriculum for all leaners aged 3 – 18. Since its introduction in 2010-11 it has offered the opportunity for improvements in the '*quality of learning and teaching and increased attainment and achievement for all children and young people in Scotland, including those who need additional support in their learning.*' (Building the Curriculum 3) p3.

3.4   An inclusive approach provides the most effective and efficient way to meet needs and allows us to ensure that the curriculum itself does not create barriers. By contrast a 'one size fits all approach' generates the need for greater levels of additional support to pick up the pieces for those left out or left behind.

3.5   In Edinburgh the Integrated Literacy Strategy exemplifies an inclusive approach to the curriculum. Adopting a needs-led approach, it starts with building the foundations in early years, followed by rigorous evidence-based teaching of literacy and a progressive approach to intervention for learners who have persisting difficulties. There is systematic monitoring and tracking of progress and the Literacy and Dyslexia Framework enables progressive intervention for children who require targeted follow-up group programmes, individualised support, specialist teaching and assistive technologies.

3.6   The strategy is subject to continuing review and improvement taking into account outcomes, learners' progress, research evidence and practice innovation across the city and beyond. As part of the Integrated Literacy Strategy, there are currently two new programmes underway:

   3.6.1   **The Visual Support Project** supports the effective use of systemic visual symbol support on a whole school basis. By creating a more accessible environment, visual support enables learners at an early level of language to access the curriculum more independently. This is of particular benefit to learners with lower developmental levels of spoken language as a result of, for example, a hearing impairment, autism, a learning disability or restricted exposure to early language. Almost all inclusive practices bring wider benefits and in this case the systematic use of symbols provides incidental support to learners who are being introduced to English as an additional language, enabling learners to relate their existing language to visual prompts and English language forms.

   3.6.2   The Programme provides schools with training and consultancy from a multi-disciplinary team of specialists from the Additional Support for Learning Service and Speech and Language Therapy; ready to use consistent classroom resources and materials to support inclusive practice. The programme has now been successfully introduced to 4 early years' settings, 43 primary schools and 5 special schools. It is planned in future to adapt the model for use in mainstream secondary settings.

   3.6.3   The evidence is that this approach makes the classroom more accessible to learners, supports transitions through use of a consistent approach within and between settings, encourages independent learning, supports language and literacy learning and teaching, reduces learners' distress and decreases disruption in the

learning environment. The use of visual supports also has benefit for children at home and the programme is now being extended to include support for families. The Visual Support at Home project is currently underway, consulting with parents and professionals to develop resources and optimal family support.

3.6.4 **Boosting Children's Language/Vocabulary**. Delay in children's language and communication is the most common area of concern identified in Health Visitors' assessments. Research evidence indicates that children from poorer socio-economic backgrounds are more likely to have experienced a more restricted 'higher order' vocabulary than their peers. The evidence suggests that restricted vocabulary is associated with a plateau effect in children's language and learning throughout their school careers and beyond.

3.6.5 Speech and Language Therapists and schools in Edinburgh are collaborating in the development of an innovative evidence-based programme to enrich children's learning through Language Boost, (in the early years), and Word Boost, in primary school. Schools are provided with training and support from a Speech and Language Therapist and ready to use classroom resources. The classroom programme is complemented by specially designed materials which support collaborative working with parents and children at home. This work is funded by the Council as part of its partnership funding agreement with NHS Lothian and is now being shared with our neighbouring authorities.

3.6.6 Evidence gathered in an evaluation comparing progress across schools indicates that children who have access to Language Boost and Word Boot successfully develop more competent use of high order vocabulary. This provides encouraging prospects of contributing to closing the vocabulary gap with peers from higher socio-economic backgrounds.

3.7 Inclusive practices enable learners with more complex needs to participate meaningfully alongside their peers. Importantly, they also create a supportive environment for children who may have lower order or specific support needs *and* a more productive learning environment for the class as a whole. Because inclusive practice is designed into the overall approach it offers a much more efficient, sustainable and satisfying environment for staff too. The virtue of inclusive practice in helping to raise attainment and 'close the attainment gap' is clearly demonstrated by recent developments in an Edinburgh Primary School with a high level of learners with English as an Additional Language.

3.8 **English as an Additional Language.** The biggest single group of learners with additional support needs in Edinburgh's schools require support with English as an Additional Language. In association with this growth there has been a shift in the patterns of first language and the distribution of learners requiring EAL support.

3.9 These changes have presented new challenges and the opportunity to adopt new approaches. One example of this is St David's RC Primary School where the pupil profile has changed significantly over the past five years, with a large increase in the number of pupils who have English as an Additional language over a relatively short period of time.

3.10 Following a process of self-evaluation, the EAL specialists within the Additional Support for Learning Service working with the school leadership team concluded that it was no longer effective to approach the needs of these learners as an 'add-on' and that, following the inclusive principles of Curriculum for Excellence, a different approach was required. They concluded that approaches to supporting EAL learners needed to inform the school as a whole and the overall approach to teaching in the classroom.

3.11 This took the form of a series of related developments:

3.11.1 A transition programme involving school, EAL and CLD staff to help inform parents about aspects of the learning experience in P1 and to bring Polish and Scottish families together;

3.11.2 Delaying the introduction of phonics in P1 to allow a focused inter-disciplinary learning approach to developing listening and talking and vocabulary. Teachers reported that by the October break, the children were more ready for learning and for the introduction of phonics;

3.11.3 Wider development of the school's inclusive ethos, including staff visits to two schools in another authority; hosting ESOL courses (English for Speakers of Other Languages) at the school; running cultural/diversity events; more diverse representation on the Parent Council and appointing bilingual (Polish) staff.

3.12 The inclusive approach has proved highly successful in:

- Raising attainment
- Improving partnership working
- Increasing staff skills and confidence in teaching bilingual learners
- Increasing knowledge and understanding of learners and their needs
- Increasing confidence/pupil voice amongst bilingual learners
- Increasing parental engagement.

3.13 As illustrated in Table 4, the move to a more effective, inclusive approach has raised attainment in the school and made a substantial step towards closing the gap in English and Literacy levels to benefit of the whole school population. Following the success of the approach at St David's this model will be adapted for testing a new approach to providing EAL support more generally by offering cycles of intensive supports to schools to develop inclusive practice.

Table 4: St David's RC Primary School EAL - Impact of an Inclusive Approach on Improving Attainment in Literacy/English (Reading)

By end of	% Pupils achieving expected level and gap			
	2015	**Gap**	**2016**	**Gap**
P1 St David's	27	41	75	7
P1 City	*68*		*82*	
P4 St David's	31	33	62	14
P4 City	*64*		*76*	
P7 St David's	26	35	78	4
P7 City	*61*		*74*	

3.14 These are examples of specific approaches being taken to strengthen inclusive practice in Edinburgh through collaborative approaches. They are by no means exhaustive. As reported in 2015 for example, there are similarly successful initiatives to support inclusion of learners with autism and learners with additional social emotional and behaviour support needs. There are also many very good examples of school-led inclusive practice that are being drawn together within the inclusive practice review. These will be disseminated along with examples from early years and primary schools via the newly establish 'inclusion hub' over the course of 2017.

Strengthening Inclusive Practice – Professional Learning

3.15 In addition to specific curricular and whole school initiatives, there is an extensive programme of Professional Learning and Training that supports more broadly based improvements in practice. A professional learning framework for additional support for learning provides a comprehensive programme of staff development linked to policy priorities and the needs of schools and staff. This allows schools and individuals to plan professional learning for the year ahead.

3.16 Of particular note this session are:

3.16.1 The extension of learning opportunities for Pupil Support Assistants;

3.16.2 The implementation of the CIRCLE programme which includes the distribution of a handbook of inclusive practice for every teacher in Primary and Secondary Schools throughout the authority;

3.16.3 A comprehensive programme of training for Autism which has included almost all Headteachers and whole school training in a number of primary and secondary schools. In addition, there has been a specialist Autism training for key leaders in special schools and special classes.

Strengthening Inclusive Practice – Working with Parents

3.17 As previously mentioned, working with parents is a key part of the work undertaken in all of the examples of initiatives to develop an inclusive curriculum. In addition to these initiatives, significant parenting programmes are provided through the Psychology of Parenting and programmes for parents of children with autism.

3.18 A range of opportunities is also provided for parents of children with autism these include:

3.18.1 Family follow-up meetings with ASL Service and a Speech and Language therapist to provide support following diagnosis;

3.18.2 Courses to help parents understanding and to adapt their communication taking into account their child's autism;

3.18.3 Parent group education and training (8 - 11 sessions) focussed on understanding ASD and support to plan and use positive behaviour strategies;

3.18.4 Emotion Talks training to empower parents to respond to their children's emotions and to create tools tailored to their child's needs;

3.18.5 Pre-school information sessions and Getting Ready for P1;

3.18.6 Primary (P1-3 and P4-7) and Secondary parent information sessions (56 weeks each);

3.18.7 PEERS programmes (S2-S3) to help parents support their child's social development (parallel programme for with young people);

3.18.8 Teen Triple P (ASD) Parent education and training focussed on helping parents/carers cope positively with some of the common issues associated with raising a teenager.

3.19 The feedback from parents regarding this programme has been overwhelmingly positive. The parent programme is led by ASL Service Staff, Speech and Language Therapists and Educational Psychologists with input from other partner agencies and services. A valuable element of the parent programme is contributed by parents themselves. Parents and young people have also contributed to the design and content the ASD training for professionals.

Examples of Parent Feedback from ASD Parent Groups/Courses

- 'It has opened my eyes to different ways of doing things/ improving situations to help my child. It has boosted my confidence in helping her.'

- 'I am so much more aware of how to help my son so I am better at facilitating his interactions with other children. He is learning more because of this.'

- 'Some strategies were obvious and reinforced my confidence that I was doing the right things, others were simple, new techniques and ideas I could take on.'

- 'There is a lot of information and understanding that I never knew about Autism. That I feel I have now to carry into the future.'

- 'I (learnt that) am not a bad mother, in fact I now think I am doing a great job.'

- 'Much more understanding/feeling understood HOPE!! And much more.'

- 'My son has lots of great/amazing qualities and his achievements are much larger than I thought.'

- '…. made me less anxious about my son's transition to high school and what to expect. A sense of relief that others are there to help.'

- 'It has been very helpful to meet other parents of autistic children. Felt very supportive. The staff running the course clearly supportive – thank you.'

- 'The sessions have been informative, well-paced, organized and evidenced – which I have learnt from. '

- 'I feel empowered, confident and hopeful the right support can be accessed to 'get it right' for our child.'

A single approach to support and strengthening networks of support

3.20   A refreshed Getting it Right training programme for Named Persons will take place in March 2017 looking at:

- Edinburgh's wellbeing outcomes;

- Preparations for the implementation of the Children and Young People Act 2014 (simplified paper work, data information sharing, increased parental and child rights and updates on updates on Lead Professional and Named Person roles);

3.21   Work is underway to build on existing practice to establish a *team around the cluster approach.* A model using How Good is Our School?(4) is being developed to evaluate current practice to inform collaborative improvement planning. Cluster planning will feed into the locality plans and city-wide planning informing a balanced strategic approach.

3.22 The extensive development of integrated child planning and support over recent years has resulted in significant shifts in the way in which parents and children are involved and in the way that support is provided with a positive impact on outcomes.

3.23 Strong collaborative working between schools in all sectors, ASL Services, Psychological and third sector partners (particularly Barnardo's and Children First) has led to significant sustainable reductions in referrals for special schools for learners with social emotional and behaviour support needs. Likewise, it has had significant impact on outcomes for children and young people and efficiency and effectiveness of practice.

3.24 In 2010/11, placements at Rowanfield School were 56. Following the introduction of the integrated case management approach this was reduced to around 30 on a sustainable basis. A similar trend is now evident in the secondary sector.

3.25 Taking into account the earlier reduction in Primary, overall special school placements for additional social, emotional and behaviour support needs have been reduced by almost 50%. This has made a significant contribution to shifting the balance of care and the proposal to close Panmure St Ann's.

Table 5: Special School Placements for social, emotional and behavioural support needs, 2013-17

Special School/Year	2013/14	2014/15	2015/16	2016/17	Feb 2017
Primary - Rowanfield	33	31	28	23*	32
Secondary					
Gorgie Mills	55	53	53	46	51
Panmure St Ann's	57	43	26	14	3
Secondary Total	102	96	79	60	54
Total	**145**	**127**	**107**	**83**	**86**

* New placements were suspended for 6 months during and immediately following accommodation problems requiring decant

3.26 In light of this success we are now beginning to return some children with more complex needs from outwith the city to our Special schools. Working closely with residential services, the City's special schools are helping to bring about further progress in the balance of care.

3.27 In the latest phase the Inclusive Practice working group, comprised of Headteachers from secondary and special schools and partners, is making very good progress reviewing provision and developing a shared vision for

inclusion. This is also informing the procurement of partnership services currently underway.

3.28   The group have identified recommendations for schools and the authority. The recommendations at authority level call for greater consistency in approaches across settings and professions. They are recommending a *'team Edinburgh'* approach to support and challenge, the sharing of effective practice, sharing resources across settings and to meet individual needs. They propose that a collaborative approach will empower us to meet the needs of all children and young people and be less limited by perceived boundaries created by catchments, localities or remits to achieve positive outcomes. Other key recommendations for the authority are that:

3.28.1 A **simple, strong vision of what inclusion means in Edinburgh**, stated in plain English for example **'we belong here'**;

3.28.2 **High quality core training** for all staff and all establishments, which renews and refreshes knowledge of what works and skills over time and all staff own responsibility for achieving this vision;

3.28.3 **Consistent whole school approaches** linking to the training for all schools and the local authority vision;

3.28.4 When schools are struggling to support learners there needs to be greater **flexibility** in the strategies available, with **proportionate access to additional resources** via locality supports and cross locality/city-wide expertise, and funds to implement tailored and individualised packages of supports;

3.28.5 Schools and their partners need to be supported to continue to develop **local evidence-based practice** through robust evaluation of interventions and data triangulation evidencing impact and improved outcomes;

3.28.6 Greater **flexibility for schools to appoint skilled non-teaching staff to appropriate posts**;

3.28.7 **ICT solutions for tracking and monitoring** that all schools can use;

3.28.8 The roles and effectiveness of **Hostings, Conditional Placements, Exclusions and Part Time Timetables need to be reviewed**.

3.29   **Robust collaborative self-evaluation** should be rolled out across all secondary schools. This should become part of a framework of continued self-evaluation, training and development across all secondary schools.

3.30   The next step will be to consult on these recommendations with school and service leaders for the secondary sector and to undertake wider consultations with Primary Headteachers.

Developing an inclusive learning culture

3.31   More children than ever are having their needs individual needs identified and schools in all sectors are developing richer and deeper understanding of learners' needs. Our aim is to continue to improve effectiveness in meeting needs in all schools though a self-improving inclusive learning culture providing a dynamic and sustainable basis for continued improvement and best value outcomes.

3.32   To deliver this we are:

3.32.1   Devolving more resources to schools;

3.32.2   Establishing service cluster teams;

3.32.3   Continuing to develop our infrastructure strategic improvement for literacy, numeracy, professional learning, CIRCLE, Emotion Talks, a Virtual Learning Environment and potential Learning Hubs;

3.32.4   Developing collaborative approaches to self-evaluation, shared planning and co-production with schools via the team around the school and cluster approach;

3.32.5   Developing learning networks between practitioners, schools, clusters and communities including links with other authorities, national and international networks.

Quality Improvement

3.33   How Good is Our School?(4) includes specific indicators, 3.1 Ensuring wellbeing, equality and inclusion and 3.2 Raising attainment and achievement, which are central to improving outcomes for learners with additional support needs. The level 5 illustration for 3.1 reflects a very good standard of 'inclusive practice applicable in any type of school' which demonstrates that:

- We ensure inclusion and equality lead to improved outcomes for all learners;

- All learners are included, engaged and involved in the life of the school;

- All children and young people feel very well supported to do their best;

- Learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner;

- We understand, value and celebrate diversity and challenge discrimination. In our school age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers to participation and achievement;

- We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked

after and those with additional support needs.' Education Scotland, HGIOS? 4 page 49.

3.34   Primary and Secondary Schools will undertake self-evaluation in relation to 3.1 Ensuring wellbeing, equality and inclusion later in the session. As part of this process schools are expected to take into account feedback from parents, learners and partners in the self-evaluation process. School returns will be monitored and offered proportionate support and challenge in relation to their performance as part of our quality assurance arrangements.

3.35   A new review process for special schools has been introduced and to date it has been successfully implemented with six special schools. This review has allowed the sharing of good practice across special school and has identified next steps for schools in preparation for the improvement planning process. This will continue for all Special schools. Special schools are now clearer on their journey to improvement. Educational Psychologists and ASL services have been involved in this process working closely with the school leadership teams and the Quality Improvement team for Special Schools.

3.36   An improvement framework for special classes has been put into effect identifying strengths and areas for improvement. This has included Professional Learning opportunities for staff; establishing Positive Behaviour Management and behaviour clinics; and a programme of improvements to learning environments in Language and Communication Classes.

3.37   Psychological Services Self Evaluation was validated by Education Scotland in November 2016. They found that the Principal Educational Psychologist and Depute Principal Psychologists have shown very good leadership and have achieved a shared understanding with EPs and other partners.

3.38   Education Scotland found that Psychological Services is using data very effectively to inform practice and measure improvement. Likewise, data produced by Psychological Services is helping to inform strategy and policy within the Education Authority.

3.39   Education Scotland highlighted examples of data on the inclusion of children with Autism in secondary schools, and emerging patterns of data from staged intervention referrals linked to *Getting it Right for Every Child,* is helping to target referrals more effectively. They also noted positively that the use of Collaborative Action Enquiry is being used more in schools and in the service to help inform practice.

3.40   HMIE noted that leadership in the effective use of data and research methods is very strong and that this is evident in many of the whole authority interventions such as raising attainment in numeracy and literacy. The data collected from these interventions is helping to inform the next steps of the authority and the service for improvement. They concluded that the service demonstrates a very strong capacity for continuous improvement.

Special Schools Planning for the Future

3.41   The Council is committed to providing high quality support for children with additional support needs in Edinburgh. This includes high quality special schools for children who require them.

3.42   Successive reports to Education, Children and Families Committee, most recently in October 2016, have highlighted the growth in the population of children who require additional support in school in recent years. The Council has adopted a strategy for Additional Support Needs that takes into account these demographic pressures and policy priorities.

3.43   Significant growth in the needs of children with autism has been reported, as too has the progress in making more effective inclusive local provision for children with social, emotional and behavioral support needs.

3.44   Measures are now underway to reduce capacity where it is no longer required, align existing capacity with current and emergent patterns of need, improve the quality of school environments and plan new developments to address priority needs.

Panmure St Ann's

3.45   The Council's strategy for Additional Support Needs, with its emphasis on inclusion and strengthening support in localities, has resulted in the need for fewer placements in special schools for learners with social, emotional and behaviour support needs. At the same time there has been a reduction in mainstream school exclusions.

3.46   Against a background of sustained reduction in demand for secondary placements and continued progress in the development of inclusive practice and support for learners in their local community, in October 2015 committee agreed to consult on the proposed closure of Panmure St Ann's School. The formal consultation process commenced on 10 January 2017. To date there have been meetings with pupils, parents and staff in addition to a public meeting. In addition, a number of questionnaires and other written submissions have been received.

3.47   Subject to the outcome the consultation process, it is proposed that Panmure St Ann's will be closed before the start of the new school session in August 2017.

Braidburn and Oaklands Schools

3.48   A feasibility study to consider the future of provision at Braidburn and Oaklands School has been successfully completed. The study benefitted from extensive and thoughtful input form parents, school leaders and key NHS partners. It also involved visits to/information from schools in other authorities.

3.49   The study concluded that Oaklands School will continue a high quality setting for future provision for children with complex needs who require a sensory curriculum. The school benefits from sufficient flexibility to accommodate a

reasonable increase in roll capable of accommodating anticipated projections for the future. In addition, the school has also demonstrated excellent flexibility in helping to accommodate short term pressures and currently hosts a class of St Crispin's pupils pending the availability of accommodation in the new St Crispin's.

3.50 Braidburn School has catered well for a diverse and changing population of pupils since its opening. The study concluded that changes in the pattern of pupil needs at Braidburn can continue to be managed in a planned and phased way over time whilst maintaining continuity for existing pupils. Changes to the pupil profile is likely to involve an increase in the number of learners with autism will be best managed through natural transition points.

3.51 More detailed planning to address the implications for the school is now underway. This will include an assessment of the building identified options for creating discrete zones which would support a variety of learners' needs to be met. Planning is now commencing to identify any required modifications in more detail with Amey.

3.52 Although, the study was understandably unsettling and anxiety provoking for some parents, it could not have been as effective without their contributions and in particular the active engagement of the two Parent Councils. The feedback from parents in both schools has been positive as illustrated in an unsolicited message from an Oakland's parent:

"thank you for all your hard work and for listening to the parents' views. We really felt properly listened to and are very happy with the outcome."

New St Crispin's

3.53 St Crispin's Special School meets the additional support needs of pupils with severe and complex learning disabilities and Autism Spectrum Disorder that cannot be met in mainstream Schools. In 2008 the then nine class room school was prioritised for replacement as part of the Wave 3 school replacement programme.

3.54 Over the period since the original plans were made there have been significant changes in the profile of needs. These can be summarised as follows:

3.54.1 An increase in the number of pupils with Autistic Spectrum Disorder identified as requiring a special school environment, including an increase in the St Crispin's population to its current capacity of 10 classes;

3.54.2 An increased awareness of the importance of maintaining children's entitlement to school education and avoiding school exclusions and part-time timetables;

3.54.3 Experience of the importance of having dedicated safe environments for children who are unable to manage the demands of a conventional classroom environment;

3.54.4 The impact that managing challenging behaviours in a conventional school environment has upon the efficiency and effectiveness of the school for the wider school population;

3.54.5 The benefits of an integrated approach to managing the needs of learners and sharing resources through collaboration between schools within the authority;

3.54.6 A policy priority in favour of supporting children in Edinburgh to maintain family and community links and facilitating progression towards positive post school destinations;

3.54.7 A best value case for preventing costly out of council residential school provision;

3.54.8 Operational, best value and equalities imperatives in favour of anticipatory planning of provision for children with complex disabilities.

3.55 As a result of these considerations, the current requirements for the new school include:

3.55.1 An increase in capacity to accommodate the additional one class (currently hosted at Oaklands School);

3.55.2 Two behaviour support units to accommodate children from St Crispin's and from other special schools to enable learners needs to be met and prevent the requirement of out of authority provision;

3.55.3 One additional behaviour support unit and two additional classrooms in anticipation of projected demand for future expansion.

3.56 A prospective location for the new school has been identified at the site of the former Burdiehouse Primary School. Before it can be confirmed that a new school will be delivered it is necessary to progress a statutory consultation. The authority to progress a statutory consultation is requested in the Schools and Lifelong Learning Estate update report which is being considered as a separate item on the agenda of this Committee.

3.57 To oversee the statutory consultation process and any construction phases which may follow an Investment Steering Group (ISG) has been established for the project, following the Council's standard governance procedures. Subject to the outcome of the consultation the ISG will also consider options for delivery of the increased requirements outlined above including phased approaches to delivery. The ISG will be responsible for development of business cases as necessary in line with the Council's new corporate landlord approach to asset investment. Subject to the outcome of the consultation it is expected to seek planning approval by the last quarter of 2017. Following planning approval, the estimated timescale for delivery of the new school is approximately 2 ½ years.

3.58　There has been some considerable delay in taking the proposals for a new school to completion. During this time the accommodation on the current site has been stressed. In light of the projected timescales, a number of interim improvements to the existing school are in hand, this includes testing aspects of the model to inform the detailed planning of the new school.

Key areas for improvement in 2017-20

3.59　Improve the experiences and outcomes for children with autism, including completion of the review of special school provision and consultation and planning for the new St Crispin's.

3.60　Drive forward inclusive practice to enable the needs of all learners to be met, raising attainment and closing the gap.

3.61　Test and evaluate sustainable improvement models for EAL support.

3.62　Create dynamic networks of support at school, cluster, locality and city-wide levels to deliver improved outcomes for children and young people with additional support needs.

3.63　Redesign provision for social, emotional and behaviour support needs, including a new procurement framework.

3.64　Develop an inclusive learning culture with schools, services, clusters, localities and other authorities to improve outcomes and promote best value.

4.　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.

5.　Financial impact

5.1　The Council has summarised the growing scale and complexity of needs and took this into account in the budget processes over the past five years, thereby enabling demography-based growth in funding to support measures to address the principal pressures and the benefits of early intervention. The current projected increases in the school population for the period 2016-18 indicate the prospects continued growth (table 5).

5.2 The funding for Additional Support for Leaning is reflected in a number of budgets. The key areas and funding over the past seven years are summarised in Table 6.

Table 6: Funding for Additional Support for Learning and Special Schools 2012-17

Annual Approved Budget	2012/13	2013/14	2014/15	2015/16	2016/17
ASL*	£16.4m	£16.6m	£17.2m	£17.9m	£18.8
Special Schools and classes	£16.6m	£16.7m	£17.6m	£18.5m	£18.2 **
Total	£33m	£33.3m	£34.8m	£36.4m	£37m

ASL* Includes: Additional Support Funding to Schools, ASL Service, Psychological Service and Speech and Language Therapy

** Reductions as approved in 2016/17 budget

5.3 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 in this report above.

6. Risk, policy, compliance and governance impact

6.1 There are statutory duties to meet additional support needs and equalities requirements which are taken into account in this report and the associated budget processes.

7. Equalities impact

7.1 The findings and recommendations in this report are directed towards promoting equalities for children and young people for whom the City of Edinburgh Council is responsible.

8. Sustainability impact

8.1 There are no impacts on carbon, adaptation to climate change or sustainable development arising directly from this report.

9. Consultation and engagement

9.1 Consultation and engagement has taken place throughout the process of gathering the data for this report. This has included feedback from lead officers in a range of services and schools from Communities and Families and Education Scotland.

10.   Background reading/external references

Getting it Right for Special Schools – Planning for the Future – Report to Education, Children and Families Committee 11 October 2016

ASN Planning and Performance Update Report Dec 2015

Improving Support for Children and Young People in Need in Edinburgh – Consultation on a Proposal to Close Panmure St Ann's Special School, 11 October 2016

How Good is Our School? (4) 2015

HMI Report on Psychological Services February 2017

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11.   Links

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