

# Education, Children and Families Committee

10am, Tuesday, 15 November 2022

## Getting it Right for Every Child – Inclusion in City of Edinburgh Schools

Item number  
Executive/routine  
Wards  
Council Commitments

### 1. Recommendations

---

- 1.1 The Education, Children and Families Committee is asked to:
  - 1.1.1 note the significant work being carried out to support Inclusion across mainstream and special schools

**Amanda Hatton**

Executive Director of Education and Children's Services

Contact: Lorna French, Acting Head of Schools and Lifelong Learning

E-mail: [lorna.french@edinburgh.gov.uk](mailto:lorna.french@edinburgh.gov.uk)

# Report

## 2. Executive Summary

---

- 2.1 In the City of Edinburgh we have 52,879 children and young people in mainstream settings of which 46% are recorded as having an additional support need. These needs include Autism Spectrum Disorder, ADHD, and Dyslexia. We currently have 677 pupils in specialist provision. The Edinburgh landscape reflects the national picture.
- 2.2 Our multi-agency approach to meet the needs of learners within the GIRFEC (getting it right for every child) framework is addressed and met within a range of settings including mainstream schools, enhanced provision in mainstream settings, specialist provision and with the NHS and third sector partners.
- 2.3 Schools in Edinburgh have made significant progress in upholding our responsibilities to Care Experienced children and young people. As this work develops, we are in line with meeting the calls to action set out in The Promise.

## 3. Background

---

- 3.1 Our Inclusion Agenda is aligned to and supported by the legislative framework and key national policy drivers which clearly identify our statutory obligations including the Children and Young People Scotland Act, the Equality Act and the Government's ASL (additional support for learning) Review and Action Plan.
- 3.2 Articles 23 and 29 of the United Nations Convention on the Rights of the Child, outline the responsibilities of duty bearers to provide an education which develops a child's personality, talents, mental and physical abilities to their fullest potential and 'ensures that the disabled child receives education...in a manner conducive to the child achieving the fullest possible social integration and individual development'.
- 3.3 The *Inclusion service* has transitioned from Children's Services during 2020/21 and is now managed as part of Education (Schools and Lifelong Learning). The service continues to adapt to meet the needs of pupils and to align with Council Business Plan objectives.
- 3.4 The Edinburgh Learns Inclusion Board is responsible for the strategic plan and is lead and taken forward by colleagues from Schools and Lifelong Learning, Social Work, the NHS and third-sector partners.

## 4. Main report

---

The vision of the Inclusion Strategy focuses on the 4 Rs: relationships, rights respecting, restorative approaches, and resilience building. To ensure the needs of Edinburgh's children are met in an environment that supports their development, our approach to Inclusion is delivered at three stages, Universal, Targeted and Intensive.

### 4.1 Universal

- 4.1.1 All staff in schools participate in mandatory, training on supporting learners with Autism as part of our Inclusive Practice Training Framework.
- 4.1.2 Over 450 staff have been trained by Educational Psychologist to facilitate nurture groups in schools. With a focus on relationships, wellbeing and improving attendance, the bespoke nurture practitioner training enables staff to respond to children using an attachment based approach.
- 4.1.3 Our Literacy Support Team which coordinates Support for Learning Teachers in schools. play a pivotal role in supporting learners with dyslexia. Our work in this area has been enhanced through additional three-year funding from the St Andrew's Trust, set up in memory of Sir Sean Connery.  
  
24 schools will benefit from the project which will include 12 weeks of intensive bespoke individual and group work including capacity building.
- 4.1.4 Dyscalculia is a specific difficulty in understanding number and number processes and results in a persistent inability to understand numerical facts and processes. A Maths development officer, Educational Psychologist and Additional Support for learning staff are leading on our response.
- 4.1.5 In line with the GIRFEC framework, we have developed integrated planning documents with the Assessment of Need, Child Planning Meeting Minutes and Individualised Educational Programme targets on one electronic form. The new form will support effective planning across service areas and minimise bureaucracy for schools and families.

### 4.2 Targeted

- 4.2.1 £2.5 million has been allocated to fund Wellbeing Hubs in all of our mainstream secondary schools.

Wellbeing Hubs support young people from S1 – S3 and provide enhanced transition into S1 for learners from P6 upwards. The tailored interventions strengthen young people to develop their Health and Wellbeing, build positive relationships with peers, and thrive in mainstream settings.

High quality professional learning and networking is ensuring staff are informed, motivated and have the necessary skills to support learners.

- 4.2.2 29 school counsellors have been integrated in to learning communities and are supporting young people from P6 to S6, including one post specifically to support pupils in special schools.

In 2021/22 708 children and young people accessed counselling including those with protected characteristics; 82 individuals are persons of colour and 59 who are care experienced. A survey (June 22) and pre and post counselling impact data, demonstrate positive impact.

Psychological Services offer annual training and reconnectors on Seasons for Growth, an approach which supports children and young people with loss, including loss as a result of bereavement.

- 4.2.3 Our Wellbeing Academy provides professional learning training to Pupil Support Officers (PSOs) and other key staff.

A key success has been the promotion of LIAM (Let's Introduce Anxiety Management). PSOs have protected capacity to deliver regular 1:1 sessions and are offered fortnightly coaching from CAMHS. There are 39 LIAM trained staff in our primary schools and 22 in our secondary.

- 4.2.4 The Carers (Scotland) Act 2016 places duties on Local Authorities which we meet with support from additional funding and key partners, Broomhouse t/a SPACE (lead), Edinburgh Young Carers and Capital Carers.

Post pandemic, partners provide extensive support to young carers across the city from 5 -18 years old including the delivery of a young carer statements, ongoing support to schools and direct support to young carers including one to one, group and short break support.

- 4.2.5 A Senior Development Officer for Transitions was appointed to improve the transition planning and post-school destinations for young people with complex needs.

Between 2017/18 and 2021/22, there was an overall increase in the percentage of young people moving into a positive destination. The projected figures for leavers 2022/23 is 93%.

### **4.3 Intensive**

A key priority for the Inclusion Board is to evaluate our use of budget and resources to ensure they are targeted to give best value.

- 4.3.1 Enhanced Support Bases (ESB) are a specialist provision set within a mainstream setting and are for children and young people whose needs are primarily associated with Intellectual Disability and Autism. We have 8 ESBs in Primary Schools, and 7 secondary schools. ESBs are placed within each locality of the city, aligning to our vision of a 20 minute neighbourhood.

- 4.3.2 Secondary Resource Provisions (SRPs)

We have 4 Secondary Resource Provisions (SRPs) which increase the capacity of secondary school support for learning departments to enable young people with additional needs to navigate a mainstream curriculum.

Our vision is to enable young people to access education in their local community and we are gradually transitioning SRPS into ESBs.

4.3.3 We have undertaken a review of our Co-ordinated Support Planning (CSP) process. The consultation with families, schools and partners highlighted improvements around timescales, parental engagement and review processes. This is in line with national guidance released in November 2021. Moving forward all children and young people with a current looked after status will be assessed for a CSP which is discussed and actioned through regular looked after review meetings.

4.3.4 Maximising time in school including reducing exclusion is a priority locally and nationally.

In 2020 – 21, exclusion data indicates a decrease in all sectors when compared to the last complete academic year pre-COVID. Our citywide exclusion rates continue to be lower than the national average.

The overall exclusion rate in 2020-21 was 13.1 per 1000 pupils (*totalling 764 exclusions*) this is a reduction from the last complete academic year of 2018-2019 which was 15.1 per 1000 in Edinburgh and 21.6 per 1000 nationally.

Our annual data shows an improving trend with regard to the exclusion of Care Experienced young people target which will continue to be a target area along with supporting children with complex needs who continue to experience much higher rates of exclusion.

### **Monitoring Behaviours of Concern**

4.4 A short-life working group comprising local authority officers, Head Teachers and Professional Associations has been established to monitor the actions identified from the local authority audit of practice around Managing Violent and Aggressive Behaviour.

A quarterly analysis of SHE and Behaviours of Concern referrals are discussed by senior managers. Appropriate and timely advice and support is given in line with key policies including our Managing and Reducing Risk Procedures.

SHE portal training has been redesigned and outlines key roles and responsibilities for Head Teachers, Business Managers and Health and Safety Committee members.

### **Care Experienced Children and Young People**

4.5 We are fully committed to understanding and upholding our responsibilities to Care Experienced Children and Young People.

Over 6000 staff across 123 schools participated in professional discussion around The Promise and Corporate Parenting as part of our annual update on Child Protection.

A toolkit on feeling Loved, Safe and Respected in Edinburgh's schools was produced which has contributed to staff being able to respond and react to children in a way that attunes to their individual needs.

In line with The Promise we produced a self-evaluation tool for schools which contributes to school improvement planning.

Further training on The Promise, Corporate Parenting and how to support Care Experienced Learners was delivered to 11 schools through our communities that Care partnership with Who Cares? Scotland.

1360 pupils in P5-S2 participated in workshops on the issues care experienced children face and breaking down the stigma of being in care.

We have bespoke interventions to support health and wellbeing and raising the attendance and attainment of children who are looked after. These include forest schools, tutoring, play therapy,

£90,000 was allocated directly to young from the Care Experienced Fund to fund interventions or resources to promote attainment and achievement. Successful bids included instruments, bicycles, tutoring and ICT equipment and resources to support work and college placements

## **School Estates**

4.6 The Inclusion Project Board aligns itself to the Learning Estates Strategy.

Future schools will be truly inclusive and designed to accommodate the needs of all children and young people irrespective of disability or additional support requirements. This will include the provision of a variety of flexible and adaptable spaces that enable inclusion within the standard schedule of accommodation.

## **5. Next Steps**

---

- 5.1 Enhance the capacity of learning communities to build an inclusive approach across clusters of schools by pooling resources and professional support and learning.
- 5.2 Improve consistency of support for children and young people requiring enhanced transitions.
- 5.3 Further develop robust, consistent systems of support for our care experienced community.
- 5.4 Review flexible and alternatives timetables, to improve rates of accredited pathways and fully align with development of Team around the Learning Communities/20 minute neighbourhood.

## **6. Financial impact**

---

- 6.1 There are no direct financial implications arising from report.

## 7. Stakeholder/Community Impact

---

- 7.1 Children and young people's needs will be met in a setting which supports them to achieve their potential.
- 7.2 Staff have participated in and have access to high quality professional learning which focuses on GIRFEC, promoting relationships and nurture, and supporting children and young people with additional support needs.
- 7.3 The mental health and wellbeing needs of young people are being addressed through school counselling.
- 7.4 Young people with additional support needs in specialist provision are supported in their transition from school to positive destinations.
- 7.5 Behaviours of concern are minimised, recorded and addressed in a consistent way.
- 7.6 The building of any new learning and teaching space will more effectively meet the needs of all learners through an inclusive approach to design.
- 7.7 Our Care Experienced Children and Young People have opportunities to thrive.

## 8. Background reading/external references

---

- 8.1 Children and Young People Scotland Act 2014 [Children and Young People \(Scotland\) Act 2014 \(legislation.gov.uk\)](#)
- 8.2 Education (Additional support for Learning) (Scotland) Act (2004) [https://www.legislation.gov.uk/asp/2004/4/pdfs/asp\\_20040004\\_en.pdf](https://www.legislation.gov.uk/asp/2004/4/pdfs/asp_20040004_en.pdf)
- 8.3 Equality Act (2010)
- 8.3 United Convention on the Rights of the Child (1989)
- 8.4 Included, Engaged and Involved Part 1: Promoting and Managing School Attendance (2019)
- 8.5 Included, Engaged and Involved Part 2: A Positive Approach to Managing and Preventing School Exclusions (2017)
- 8.6 Standards in Scotland Schools Act 2000
- 8.7 Additional support for learning: statutory guidance 2017
- 8.8 Summary Statistics for Schools in Scotland 2021 [Summary Statistics For Schools In Scotland 2021 - gov.scot \(www.gov.scot\)](#)
- 8.9 The Promise Plan 21-23 [Plan 21-24 - The Promise](#)
- 8.10 ASL Action Plan (2020)
- 8.11 CSP Review <https://www.gov.scot/publications/short-life-working-group-co-ordinated-support-plans-csps-final-report/pages/7/>

## 9. Appendices

---

n/a