

ANGUS COUNCIL

EDUCATION COMMITTEE – 24 NOVEMBER 2011

REVIEW OF ADDITIONAL SUPPORT NEEDS (ASN) PROVISION

REPORT BY DIRECTOR OF EDUCATION

ABSTRACT:

The purpose of this report is to advise members of the key outcomes of a review of ASN provision carried out during school session 2010-2011.

1. RECOMMENDATIONS

It is recommended that the Education Committee:

- (i) note the terms of this report and of the review report provided in the Appendix
- (ii) note the main findings of the review and approve the recommendations summarised in paragraph 4.6 of this report and section 5 of the review report
- (iii) note the continuing commitment of the education service – in partnership with other services and agencies - to meeting the needs of all learners through the promotion of inclusive and caring learning and teaching environments
- (iv) note that the revision of the ASN operational policy and guidelines, recommended by the review, will be the subject of a further report to Committee

2. BACKGROUND

2.1 'Additional support' needs is a broad and inclusive term that applies to children and young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education and to be included fully in their learning.

2.2 The Angus Council 'Support for Learning' Policy was last reviewed in 2006. That comprehensive policy document provided support and guidance on all aspects of ASN including key roles and responsibilities and the legislative context (<http://www.angus.gov.uk/atoz/pdfs/sflpolicy.pdf>). Given major legislative change, it was decided to undertake a review of ASN provision last session. The review has provided us with an opportunity to amend current policy and procedures in order to take account of significantly changed national and local contexts, and the ever changing needs of children and young people in Angus.

Key influences for change in relation to ASN provision include:

- the Additional Support for Learning (ASL) Act 2009
- the 'Getting it Right for Every Child' (GIRFEC) national agenda
- Curriculum for Excellence 3-18
- the current financial climate and the related need to think radically about the services we provide and about the ways in which we provide them
- changes to the size and remits of the education service's Senior Management team
- the need to review on a regular basis the deployment of ASN staff in schools

2.3 The ASN Review was one of several Education Service reviews undertaken during 2010-2011. During the past year, the work of colleagues across ASN services has been integral to the development and implementation of 'Getting it Right' approaches across Angus. This review took account of this major national agenda which seeks to integrate the provision of support to children and young people within a single cohesive and comprehensive multi-agency 'Meeting Needs' Policy Framework. The Review also took account of issues raised in the course of the education service's Strategic Resource Review undertaken in response to the requirements of the Council's Medium Term Financial Strategy.

3. AIMS AND SCOPE OF THE REVIEW

3.1 A review group was established in February 2011. At its initial meeting on 4 March 2011, the group agreed the following aims:

- identify current strengths and areas for improvement
- identify key areas of challenge
- identify common areas of work and possible duplication
- consider and review the current structure, roles and responsibilities of existing support teams (Additional Support Needs, School & Family Support Service, Educational Psychology Service)
- identify opportunities for change which would bring greater cohesion and ensure a 'fit for purpose', co-ordinated, streamlined and responsive service to support and meet the needs of present and future ASN demands
- identify options for changing the management and leadership of ASN Services
- explore opportunities for managing resources more efficiently and ensuring that our ASN services remain able to deliver high quality support, while taking account of current and anticipated budget pressures.
- identify critical workforce development needs

3.2 A key focus of the review was on the work of centrally deployed support services. In the main, these are specialist services for children aged 3-18 and peripatetic 'support for learning' teams whose members work across primary schools.

3.3 The nature of engagement with stakeholders centred on structured discussions and workshop activities. The Review Group met regularly as a whole group and group members met in sub-groups to undertake agreed tasks. Members of the group also worked closely with their own service teams to evaluate current practice and consider possible improvements and efficiencies. Head Teacher forums were used to consult with Head Teachers as individuals but also as members of cluster groups.

3.4 The review group also used information routinely gathered by the Educational Psychology Service and the School and Family Support Service during their own annual evaluation exercises.

3.5 Consultation and evaluation exercises involved a broad range of key stakeholders including:

- Primary Head Teachers
- Head Teachers of Resourced Primary Schools
- Principal Teachers ASN (Central Team)
- a Secondary Head Teachers' focus group
- Administrative Staff
- Teachers and Support For Learning Assistants
- the Children's and Learning Partnership ASN Joint Action Group (JAG)
- Angus Council Social Work and Health Children's Services Management Team
- the Extended Support for Pupils Strategic Management Group
- the Early Years Review Group
- the GIRFEC Delivery Group
- Parents
- Teacher members of the AJNCT

- 3.6 The review featured prominently on the agenda of meetings of key groups, including Primary Head Teachers and various staff teams.
- 3.7 Following detailed consideration of initial feedback received through a range of consultation activities and focus groups, it was agreed that the review would explore issues relating to:
- the management and leadership of ASN Services
 - cluster-based Professional Networks
 - Staffing Structures
 - the development of a 'Meeting Needs' Policy
 - Workforce Development
 - Specialised Provision
- 3.8 The review activities have already influenced the management and operation of ASN Services and related changes have been received positively across schools and services.

4. KEY FINDINGS OF THE ASN REVIEW

- 4.1 ASN services across Angus are valued by schools and families. The skills and knowledge of specialist staff are much appreciated as schools strive to meet the needs of all learners.
- 4.2 Head Teachers and staff recognise that we are fortunate to have teams of effective teachers and support staff deployed across our schools who are committed to supporting children and young people who face, sometimes, very complex barriers to their learning.
- 4.3 It is clear that the ASN workforce is willing and eager to engage in new professional learning activities in order to better meet the needs of children and young people.
- 4.4 It is also undoubtedly the case that Head Teachers, teachers, support staff and families have access to skilled support from the Educational Psychology Service, the School and Family Support Service and ASN staff. However, what has become clear is that we may not be making the most effective use of these teams. Improvements are needed to ensure more effective joint working within the education service and with partner services to the benefit of schools and, more importantly, to the benefit of vulnerable children and young people.
- 4.5 The timing of this review in a climate, where all Council services face considerable economic challenge, has provided the review team and stakeholders with an opportunity to explore perceived imbalances in provision and to review the basis for deploying ASN staff and resources. The revised staffing structure set out in Appendix 6.1 of the attached Review Report seeks to address concerns identified during the review.
- 4.6 Details of all the main findings and recommendations for action are considered in sections 4 and 5 of the Review Report. In summary, the main outcomes of this review relate to:
- the re-organisation of existing services which support children with Additional Support Needs within **three** linked streams: (a) *Supporting Learning* (b) *Supporting Children and Families* and (c) *Extended Support Provision*
 - the revision of leadership and management roles across the service, which involves allocating new responsibilities to Principal Officers in the Educational Psychology service, the School and Family Support Service and in Extended Support Provision, all of whom report to a Senior Education Manager
 - revised approaches to the deployment of centrally-based staff and changes to the ASN staffing formula
 - the designation of *Specifically Resourced Schools* (SRS) in each burgh to ensure that the needs of young people can be met, as far as possible, in their local area
 - the production of a revised Support for Learning Policy and operational guidelines; this is currently being prepared as a web-based resource, entitled, 'Getting it Right in Angus – Meeting Needs'

5. RISK

- 5.1 While it is recognised that there are risks in reconfiguring the basis for deploying ASN staff, every effort has been made and will continue to be made to put in place arrangements which minimise any negative impact of staffing changes on the pupil experience and the provision of support across our schools.

6. FINANCIAL IMPLICATIONS

- 6.1 When fully implemented it is anticipated that the recommendations of this review will result in a saving of £458,300 in a full financial year. The reduction in staff numbers proposed in Appendix 6.2 of the review report will be subject to the outcomes of the budget preparation process over the next three years.

7. HUMAN RIGHTS IMPLICATIONS

- 7.1 There are no Human Rights implications arising from the consideration of this report.

8. EQUALITIES IMPLICATIONS

- 8.1 The issues dealt with in this report have been the subject of consideration from an equalities perspective. An [equalities impact assessment](#) has been undertaken.

9. SINGLE OUTCOME AGREEMENT

- 9.1 This report contributes to the following local outcomes contained within the Angus Community Plan and Single outcome Agreement 2011-2014:

- Our children and young people are confident individuals, effective contributors, successful learners and responsible citizens
- Individuals and families are involved in decisions which affect them
- Individuals are supported in their own communities with good quality services

10. CONSULTATION

- 10.1 The Chief Executive, Director of Corporate Services, Head of Finance and Head of Law and Administration have been consulted in the preparation of this report

11. CONCLUSION

- 11.1 The re-configuration of ASN Services in Angus schools remains very much work in progress. It is clear that key changes, in particular, changes to the deployment of staff are, and will be, a source of considerable challenge and, on occasion, inevitable anxiety. There is a clear recognition of the need to continue to support colleagues through these changes, to provide appropriate CPD opportunities and to undertake effective monitoring of the impacts of the changes on the quality of the service provided to children and young people.
- 11.2 The review team were very impressed with the open and often very frank way in which stakeholders provided their perspectives on the themes explored in the course of the review. It was pleasing to note that the needs of learners were always placed firmly at the centre of discussions with staff and parents.
- 11.3 It was evident throughout this review that staff deployed to provide additional support in our schools are increasingly reflective about their work. They are also very open to working in partnership and to learning with and from each other. Related commitments transcend professional boundaries and point to a strong capacity for collaboration and improvement across Angus Children's Services.

- 11.4 Education ASN Services will prepare an action plan which will take due account of the outcomes of this review in order to continue providing the highest possible quality of services to vulnerable children and young people in Angus.

**NEIL LOGUE
DIRECTOR OF EDUCATION**

NOTE: No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to a material extent in preparing the above report.

ED/NL/SRD

ANGUS COUNCIL – EDUCATION DEPARTMENT
ADDITIONAL SUPPORT NEEDS SERVICE REVIEW REPORT

CONTENTS

1. Background	Page 9
2. Aims	Page 10
3. Nature and Scope of the Review	Page 10
4. Main Findings	Page 12
5. Key Themes and Outcomes	Page 14
6. Conclusions	Page 23
Appendices	
1. Analysis of HMle Primary School Inspection Reports	Page 25
2. Current Staffing Structure	Page 27
3. Multi-Agency GIRFEC Flowchart for Angus	Page 28
4. Integrated Assessment	Page 29
5. Timeline for Children in their Ante Pre-School Year	Page 37
6.1 Proposed Structure August 2011	Page 39
6.2 Summary of Savings between Current and Proposed Staffing Structures	Page 40
7. Allocation of ASN Network Teachers	Page 41
8. Allocations to Schools/Clusters for Session 2011/12	Page 43
9. Allocation of Teachers and SfLAs (Secondary)	Page 44
10. Meeting Needs – Getting it Right – Networks of Support and Challenge	Page 45

1. BACKGROUND

- 1.1 Additional support needs is a broad and inclusive term that applies to children and young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education and to be included fully in their learning.
- 1.2 Angus Council Education Service is committed to ensuring that all children and young people with additional support needs are well supported. This commitment was recognised in the Inspection Report of the Education Functions Angus Council (HMIE 2007). The report noted effective processes for identifying pupils' additional support needs and appropriate support from ASN teams and effective partnership working with other agencies.
<http://www.hmie.gov.uk/documents/inspection/AngusINEA.pdf>
- 1.3 In the course of this review HMIE Inspection reports were analysed for 50 of the 53 Primary Schools in Angus inspected in the period 18 December 2001 to 22 March 2011. The analysis focused on ratings given for 'Meeting Pupils' Needs' and on any narrative relating to provision for children with ASN.

Ratings for 'Meeting Pupils' Needs' were generally positive, with the majority of schools rated as 'Good'.

From an analysis of the narrative in the reports it is evident that inspectors took note of all aspects of ASN provision, including: identification and assessment of need; planning and alignment of lessons to meet need; direct support pupils receive; progress made by pupils with ASN; the ethos of inclusion within the school; Individualised Education Plans/Co-ordinated Support Plans; the role of the ASN staff and the management of these staff; liaison with partner agencies; and examples of good practice.

References to ASN in the 'Identified Strengths' section of the reports focussed on high standards of inclusion and provision for children with ASN. In terms of areas for improvement, comments related to the need for greater involvement of children and parents in IEPs; improvement in the planning for and quality of support for pupils with ASN; the deployment of ASN staff and the nature of the work carried out by these staff. *(A more detailed summary is available in Appendix 1)*

- 1.4 The Angus Council Support for Learning Policy was last reviewed in 2006. This comprehensive policy document has provided support and guidance on all aspects of ASN including roles and responsibilities and the legislative context. The review of ASN Services provided us with the opportunity to review the current policy and procedures to take account of national and local contexts, and the ever changing needs of the children and young people of Angus.

Key considerations included:

- The Additional Support for Learning (ASL) Act 2009
- Getting it Right for Every Child (GIRFEC)
- Curriculum for Excellence 3-18
- the current financial climate and the need that this brings to think radically about the services we provide and the way we provide them
- the revised remits of the Education Service Senior Management team and the roles of the proposed ASN Services teams

2. AIMS

The aims of the review were to:-

- identify current strengths and areas for improvement
- identify key areas of challenge
- identify common areas of work and possible duplication
- consider and review the current structure, roles and responsibilities of the existing additional support needs teams (ASN, SFSS, EPS)
- identify opportunities for change which bring greater cohesion and ensure a fit for purpose, co-ordinated, streamlined and responsive service to support and meet the needs of present and future ASN demands
- identify a range of options outlining the management and leadership of ASN Services
- in doing so, consider the use of future resources appropriately and efficiently, ensuring that our ASN services are able to deliver within the resources available and to meet anticipated budget pressures.
- identify workforce development needs for all staff working across additional support needs
- in doing so, make recommendations for consideration by the Education Service Senior Management Team

3. NATURE AND SCOPE OF THE REVIEW

- 3.1 A variety of information gathering and consultative mechanisms were employed to ensure that the review would fulfil its aims.

A review group was established whose membership was as follows:

- Susan Duff, Senior Education Manager (Chair)
- Jan Fairlie, Accountant
- Lisa Heald, Acting Quality Improvement Officer, EDS
- Audrey Jenkins, Principal Educational Psychologist
- Paul Meighan, Principal Officer ASN (Until 31 March 2011)
- Fiona Robertson, Strategic Support Officer
- Irene Stove , Education Support Officer ASN
- Gillian Strachan, Principal Officer, School and Family Support Service

- 3.2 The following key stakeholders were included in focus group discussions:

- Primary Head Teachers
- Head Teachers of Resourced Primary Schools
- Principal Teachers ASN (Central Team)
- Secondary Head Teacher focus group
- Administrative Staff
- Teachers and Support For Learning Assistants
- Children's and Learning Partnership ASN Joint Action Group (JAG)
- Angus Council Social Work and Health Children's Services Management Team
- Extended Support for Pupils Strategic Management Group
- Early Years Review Group
- GIRFEC Delivery Group
- Parents
- Teacher members of the AJNCT

3.3 The scope of the review also extended across the work of key Education Service areas:

- Additional Support Needs Team, including the ASN Pre-school team
- School and Family Support Service
- Educational Psychology Service

3.4 An important objective of this review was to consider support in the round with a view to reducing fragmentation and duplication and better meet the needs of the young people of Angus.

3.5 The focus of the review has been to explore the work of centrally deployed services. In the main, these relate to specialist services for children aged 3-18 and support for learning teams who work across primary schools. These services have been organised in the following teams:

Educational Psychology Service (EPS)

All schools in Angus have access to an Educational Psychologist who provides them with regular support. The psychologists work with children and young people directly, with their parents and teachers and with Social Work and Health and NHS colleagues. The EPS offers a wide range of services in individual and group work, in training services, in research, and in development work. Each Educational Psychologist is currently deployed to a cluster, supporting children and young people from birth to 18. The service is led by the Principal Educational Psychologist.

School and Family Support Service (SFSS)

This service develops and supports links between home and school. Team members work closely with parents, teachers and young people to address issues which may impair a pupil's education and progress including attendance, relationships, exclusions, child protection and family issues. The service is led by the Principal Officer School and Family Support.

Additional Support Needs (ASN) Team

The centrally-based team is responsible for all administrative functions in respect of children who have additional support needs and for co-ordinating and deploying a range of specialist services.

The ASN team comprises small teams of specialist teachers and support staff providing support for pre-school children, children for whom English is an additional language (EAL), deaf children, pupils with visual impairment, looked after children, pupils experiencing emotional and/or behavioural difficulties, children with Autism Spectrum Disorder and indeed any children who face potential barriers to their learning. The Principal Officer ASN is supported by an Education Support Officer and a number of Principal Teachers (ASN).

Appendix 2 illustrates the current staffing structure of centrally deployed services across the EPS, SFSS and ASN teams.

3.6 The nature of engagement with stakeholders centred on discussions and workshop activities. The Review Group met regularly as a whole group and group members met in sub-groups to complete review tasks. Members of the group also worked closely with their own service teams to evaluate current practice and consider feasible improvements and efficiencies.

- 3.7 Head Teacher forums were used to consult with Head Teachers as individuals and as members of cluster groups. In addition Head Teachers of Resourced Primary Schools met twice to gather information and share, views, current practice and ideas for improvement. *(It has been agreed this group should continue to meet as a network group)*
- 3.8 The review group also referred to information gathered by the Educational Psychology Service and the School and Family Support Service during their annual evaluation exercises.
- 3.9 The following key questions formed the basis for engagement with stakeholders:
- What aspects of ASN Services do we value?
 - What are the challenges facing schools in meeting the needs of our young people?
 - How do we best deploy teaching and support staff?
 - What is a 'resourced school', and what might it be?
 - How do we ensure high quality provision with decreasing financial resources?
 - What are the priority themes for workforce development?
- 3.10 The review group used the questions as a framework for discussions and to facilitate consideration of a broad range of topics. The questions served as prompts to promote open debate and discussion.

4. MAIN FINDINGS

- 4.1 It was clear in all discussions that stakeholders appreciate the support provided by ASN Services across Angus. There is recognition that everyone has a role to play in working in partnership to make effective use of available resources to meet the needs of the children and young people.
- 4.2 A number of key strengths were identified providing a strong platform from which to celebrate success and share good practice. In addition, the review group took careful note of areas of concern, and areas for improvement, to inform future development and action.
- 4.3 Key successes/strengths of ASN Services include:
1. The role of the PTs ASN in supporting schools, Head Teachers, children and families; it is clear that stakeholders value the work of the Principal Teachers and appreciate the opportunity to access guidance from these experienced and knowledgeable colleagues.
 2. Specialist knowledge and skills of key staff in relation to Autistic Spectrum Disorder, Hearing Impairment, Visual Impairment and Behaviour Support; as more children with ASN attend their local schools it is proving essential that the Education service has access to highly skilled practitioners who can support pupils across Angus.
 3. The deployment of Support for Learning Assistants in mainstream classes and resource bases is highly valued by all Head Teachers.
 4. The dedication of staff across our schools in supporting children with complex needs and challenging behaviour.
 5. The willingness of teaching and support staff to engage in staff development to help them to better meet the needs of children and young people.
 6. Approachable staff at the centre who focus on solutions and support; it is evident that centrally deployed staff work well with schools to promote a positive approach to challenging situations. This is particularly true in responding to meet parental expectations.
 7. An emerging understanding of the economic challenges across all schools and services and the need to prioritise the use of resources.
 8. The access which stakeholders have to skilled staff and support in EPS and SFSS.

9. A growing understanding that the deployment of resources requires to be flexible in order to respond to changing need (for example, the willingness of staff to move work location to meet the changing needs of children and schools).
10. More effective sharing of resources across cluster groups.
11. Recognition that an outcome of the review is to support schools and services in streamlining processes and that the work of ASN Services is closely integrated with other important local developments, for example, Getting it Right.
12. There is a growing appreciation of efforts by colleagues in ASN and EDS to work together in planning to improve the quality of support provided to children and young people with additional support needs.

4.4 Specific areas of concern raised included:

1. Inconsistent quality of support across ASN teaching staff; this has had an impact on how schools deploy staff and on the range of support available to pupils.
2. A perception that primary schools do not receive equitable levels of support; a number of colleagues were of the view that, in some areas, parental demands had resulted in enhanced staffing allocations. Some colleagues felt their voice had not been heard. Analysis of the situation showed that support in some schools had grown year on year and this was not necessarily adjusted when children and families moved on.
3. Access to support for children for whom English is an additional language (EAL); an increasing number of children of increasingly diverse ethnicity are now living in Angus. The long established EAL team does not have the capacity to support all schools. This has led to considerable frustration and disappointment. A training programme for Principal Teachers ASN has already commenced to up-skill a wider group of staff.
4. Supporting children with ASN and complex needs who exhibit violent and aggressive behaviour towards staff; regular analysis of reports on violent and aggression has identified the need to establish clear policy and guidance in managing violent and aggressive pupil behaviour. This will be taken forward in partnership with colleagues in Social Work and Health.
5. The deployment of the ASPIRE team; Secondary Head Teachers and teachers recognised the high quality of support from ASPIRE colleagues over the years but now placed a higher priority on deploying staff to work directly with pupils on a daily basis.
6. Variable quality of support from partner agencies; stakeholders were often frustrated by limited access to support from the Child and Adolescent Mental Health Service (CAMHS) and differing levels of support from Social Work and Health across the eight clusters.
7. A perception that there were too many centrally based staff who could be better deployed more effectively in schools; colleagues were of the view that too much time was spent in bases at Montrose Road and in travelling. Colleagues who had, for example, School and Family Support Service staff located in their school, valued the important contribution that these staff made to the school community.
8. The numbers of learners travelling across Angus to receive provision; staff and parents had considerable concerns about the length of journeys some children made to attend ASN provision each day.

4.4 Key areas for improvement identified related to the need to:

- strike an appropriate balance between the number of SflAs and teachers (it was clear that in many schools there was a perceived need for SflA support rather than teacher support)
- provide clarity about what can and should be expected from individual ASN Services
- improve guidance to ensure the availability of high quality Individual Educational Programmes (IEP) and Co-ordinated Support Plans(CSP)
- upskill class/subject teachers in the effective use of staged intervention processes and in supporting children with specific barriers to learning
- reduce the duplication/overlap in roles of PTs ASN

- revise descriptions/definitions of resourced primary schools/pre-school classes and the criteria for placement of children in these locations.
- improve transition arrangements for children with ASN
- streamline central record keeping

5. KEY AREAS

5.1 Following the collation of outcomes from consultations with stakeholders, the following key areas were considered in depth:

- Specifically Resourced Schools
- the Management and Leadership of Additional Support Needs Services
- Staffing Structure
- Professional Support Networks
- Meeting Needs Policy
- Workforce Development

The following paragraphs detail key observations and recommendations in relation to each of these areas:

5.2 Specifically Resourced Schools (SRS)

5.2.1 There are no free standing special schools in Angus. It is our goal that every learner, at every stage, will learn in an inclusive, caring and nurturing school environment and will experience a broad general education through the provision of a coherent and flexible curriculum.

5.2.2 Since 1996, as part of a continuing commitment to delivering local services for learners, the education service has developed 'specifically resourced' primary schools in each of the burghs in Angus. In addition, two Additional Support Needs pre-school locations have supported the provision of pre-school placements for children with significant and complex barriers to learning.

5.2.3 All eight secondary schools endeavour to meet the needs of learners in their community. Specialist provision for secondary aged learners with Autism Spectrum Disorder has been developed at Forfar Academy and support for deaf learners is based at Carnoustie High School.

5.2.4 In the course of the review activities it was clear that the nature, scope and function of 'specifically resourced' schools had become blurred over the years as all schools had adapted and responded to the ever changing needs of learners. Furthermore, extensive improvements to the school estate in Angus and the number of high quality accessible school buildings meant that more children have been able to attend their local school.

5.2.5 This review highlighted the need to ensure that, wherever possible, learners should attend pre-school, primary and secondary education in their local community. This approach supports meaningful and effective transition and promotes sustainable partnership working between schools, families and external agencies. Attending a local school also reduces the amount of time children spend travelling and makes social activity with their classmates and peers more accessible. One outcome of the review has been to confirm which schools should be designated as 'specifically resourced' schools and review the staffing arrangements for these schools.

5.2.6 The schools recommended to be designated as 'specifically resourced' primary schools are:

Brechin	Andover Primary School
Carnoustie	Carlogie Primary School Carlogie Primary School also has provision for deaf children
Forfar	Langlands Primary School Langlands Primary School also has provision for children with Autism Spectrum Disorder
Monifieth	Grange Primary School (Seaview also has an ASN Pre-School facility)
Montrose	Lochside Primary School
Kirriemuir	Southmuir Primary School
Arbroath	Ladyloan Primary School, Inverbrothock Primary School and Muirfield Pre-School Class remain as 'resourced' locations. This provision will be kept under review as part of the ongoing Arbroath Schools Project.

5.2.7 Learners with significant or complex additional support needs will be placed in 'specifically resourced' schools through the Angus 'Getting it Right' Staged Intervention Process, which involves working in partnership with parents and all other relevant agencies. This process will use the Angus Integrated Assessment and Child's Plan. The child's parents will participate in regular review and planning meetings throughout their child's 3-18 journey. The Angus Multi-Agency GIRFEC Staged Intervention Flowchart is illustrated in Appendix 3 and related overview of Getting it Right in Angus – Integrated Assessment is attached as Appendix 4.

5.2.8 The review took account of the ever changing needs of learners across Angus and the expectations and wishes of parents and carers. This ever fluid context requires all schools and services to be flexible and responsive year on year. It is therefore important that the staffing and resources of schools are kept under regular review. A feature of this is the need for a flexible workforce who can be deployed where they are needed most.

5.2.9 It is recognised that the annual pupil placement activity and annual staffing exercises need to be both timeous and joined up. A timeline has been developed to promote effective co-ordination of this challenging activity. The timeline (Appendix 5) presents a calendar of actions and responsibilities across the school year to promote effective transition arrangements for our pupils and to ensure decisions are made in good time which allow the effective deployment of staff and resources.

5.2.10 It is a recommendation of this review that the 'Specifically Resourced School' (SRS) Head Teacher network meets regularly to support the management and development of ASN Services.

5.2.11 Information about specifically resourced schools and the criteria and processes for placement will be shared with all partner agencies to ensure that parents and families receive accurate and consistent information.

5.2.12 **Extended Support for Pupils 3-18**

In recent years the Education Service has recognised the need to improve support for children with social, emotional and behavioural difficulties. A focus of this improvement has been the development of Extended Support Provision (formerly offsite) <http://www.angus.gov.uk/ccmeetings/reports-committee2011/education/55.pdf>

The development of Extended Support Provision continues to be a priority for the ASN service, schools and our partner agencies.

As part of the ongoing review of Extended Support Provision, the support bases for learners with significant behavioural challenges have been reviewed and are now located for primary and secondary aged pupils at Warddykes Primary School and Panbride Centre by Carnoustie.

5.2.13 Services provided by other providers

Angus Council, in partnership with Dundee City Council, can allocate places at Kingspark School, again in accordance with our Staged Intervention Process. The review team noted the continuing need to ensure effective partnership working with colleagues at Kingspark and to identify key staff with link roles and responsibilities.

In addition, Angus Council can place pupils in a range of residential settings (e.g. the Royal Blind School, Donaldson's School for the Deaf and Camphill) if it is assessed that a young person's needs cannot be met locally. Residential placements are jointly funded by Education, Social Work and Health and on occasion by NHS Tayside.

5.3 The Management and Leadership of Additional Support Needs Services

5.3.1 One of the aims of the review was to consider the current structure, roles and responsibilities of existing additional support needs teams, i.e. Additional Support Needs, School and Family Support Service, Educational Psychology Service and Extended Support Provision, and to revise the structure for the management and leadership of Additional Support Needs Services.

5.3.2 Important drivers in this aspect of the review group's task were the need to bring greater cohesion across the various services, taking due account of the need to respond to anticipated budget pressures. The review team needed to recognise the changing needs of learners and to take account of the views of all involved. In addition, it was important to take account of the extensive skills, knowledge and expertise of ASN staff and ensure the effective and efficient deployment of key personnel. It was recognised that, while fiscal pressures present considerable challenge, there was also the opportunity to introduce innovative and creative approaches which broaden the roles of key staff in managing and leading the service.

5.4 Staffing Structure

As a result of the review a revised staffing structure has been developed (Appendix 6.1).

5.4.1 The joint Additional Support Needs Services team will be managed by a Senior Education Manager. The revised structure falls into three separate, but inextricably linked, streams.

- Stream 1 - Supporting Learning
- Stream 2 - Supporting Children and Families
- Stream 3 - Extended Support Provision

5.4.1.1 Stream 1 - **Supporting Learning**

This stream will be managed by the Principal Educational Psychologist. This stream includes linking of the Educational Psychology Service and of specialist ASN staff including teachers and support staff for children with complex needs, autism, hearing impairment and visual impairment. It also includes the Principal Teachers ASN and the Network ASN Teachers. The rationale for the proposed deployment of ASN Teachers and support staff is provided in section 5.5 of this report.

5.4.1.2 Stream 2 -**Supporting Children and Families**

This stream will be managed by the Principal Officer (School and Family Support). This stream links the work of the School and Family Support Workers, Early Years Workers and Teachers. The only change to be made to this aspect of ASN Services is the merger of the School and Family Support Service Early Years Workers and the ASN Pre-School Team in order to avoid duplication and better co-ordinate support to families with young children. (The finer details of this merger are being developed within the separate Early Years Review.)

5.4.1.3 Stream 3 - **Extended Support Provision (ESP)**

This stream will be managed by the Principal Officer (ESP).

This stream will include primary and secondary school behaviour support teachers, a team of Support for Learning Assistants and the Looked After Children Support Teachers.

All of these staff will be based at Panbride Centre and Warddykes Primary School. They will support children aged 3-18 in the base locations and in outreach and partnership activity across Angus.

Staff working in Extended Support Provision will also have responsibility for supporting Gypsy and Traveller Children, Children Educated at Home and Children absent from school long-term because of illness.

The new ESP team will also have a key role in monitoring and preventing exclusion from school.

5.4.1.4 Although this report describes the three streams of the revised ASN Service it must be emphasized that all staff will work closely across the three streams in line with recently developed Getting it Right approaches.

5.4.1.5 **Efficiencies**

In considering the future deployment of staff it was acknowledged that a revised staffing structure will result in a reduction in the number of posts in line with the need to facilitate savings. The development of a revised ASN structure will support the service in meeting savings targets. This staffing reduction will include teaching, support and administrative posts.

The review, while acknowledging the valuable work carried out over many years by the three ASPIRE Principal Teachers, concluded that effective training, advice and consultancy support can be provided by the Educational Psychology Service, the Educational Development Service and specialist teachers. It was therefore decided that individual ASPIRE teachers will be re-deployed within the staffing complements of three secondary school Support for Learning Departments.

Savings in the coming year can be achieved by not filling posts following the retirement of several primary school Support for Learning Teachers and Support for Learning Assistants.

It is recognised that changes to both the structure and deployment of ASN staff may have an impact on the centrally based ASN administrative support team. The operation of that team will be kept under review.

The revised structure has been designed to facilitate further reductions in posts as required. Year on year reductions will clearly have an impact on the capacity of ASN Services to meet the needs of all learners.

5.4.1.6 Staffing - Deployment of centrally managed staff

The review identified the need to consider options for the more effective deployment of centrally based ASN staff across primary schools. An analysis of the current situation highlighted that staff allocation had usually arisen as a response to a need of a specific nature and on occasion, often remained in place, even where need had changed. This had resulted in an uneven distribution of ASN teachers and SflAs across Angus with some schools disproportionately staffed, and others receiving inadequate levels of support.

It was also apparent that peripatetic ASN teachers were often spread across too many schools, therefore providing each school with very short sessions each week and spending too much time travelling during the school day.

It was agreed that staff would be deployed in teams across the four double school clusters, i.e. Kirriemuir/Forfar, Brechin/Montrose, Arbroath North and West, Carnoustie/Monifieth.

5.4.1.7 Deployment of ASN staff

It is recommended that support will be allocated across double clusters managed by 4 Principal Teachers (ASN). Within each double cluster there is a range of provision for children and young people who have additional support needs.

'Specifically Resourced Schools' (SRS) will be staffed generously to meet the needs of learners with significant needs in a base setting and to support their inclusion in mainstream. The resourced schools in each double cluster will be the catchment schools for some pupils with significant needs. However, there are also a number of pupils with significant needs who will be placed by the authority in a specifically resourced school if it is felt that this is more suitable than the child's catchment area school.

Support will be allocated to specifically resourced schools on the basis of Roll and Need. The review team liaised with colleagues from the national Association of Support for Learning Officers (ASLO). It was confirmed that almost all local authorities across Scotland allocated resources based on both roll and need. Need is measured by the number of pupils known to the service requiring significant additional support. These pupils will come to the attention of the central ASN Service through the Staged Intervention Process.

Double Cluster PTs will allocate 1 day per week to support each of their 2 specifically resourced schools with the remaining 3 days spent leading the peripatetic team of ASN network teachers to provide support to all of the schools.

An allocation of additional support is provided to double clusters for schools on the basis of overall (i.e. double cluster) roll. This allocation will be deployed to schools on the basis of need; determined by identifying the specific inputs of support that would produce positive outcomes for children with ASN and the school as a whole.

A key aim of the 'Supporting Learning' ASN stream is to fulfil the five traditional roles of Consultation, Co-operative Teaching, Individual/Small Group Teaching, Curriculum Development and Staff Development with a focus on enhancing the knowledge, understanding and confidence of mainstream teachers in supporting pupils with ASN in the classroom. An overall picture of need is developed by identifying:

- the CPD requirements of the school
- the range of consultation and co-operative teaching that would be beneficial
- assistance that would be required with curriculum development, and
- specific interventions involving individual/small group teaching of specific pupils that would be beneficial.

Principal Teachers (ASN) are expected to meet regularly with senior staff in primary schools to evaluate the needs of pupils and staff, and plan for effective support for pupils and the deployment of staff. To ensure a consistent approach, a tool has been developed to guide 'meeting needs' discussions with Head Teachers (Appendix 7). This approach promotes regular monitoring and self-evaluation of needs in the schools and is intended to highlight the range of approaches available to increase the capacity of all teachers to better meet the needs of pupils in their class.

Support for Learning Assistants (SfLAs) will continue to be allocated to schools on the basis of need. Specifically Resourced Schools receive a sufficient number of SfLAs to allow for the appropriate ratio of adults to pupils and also to accommodate any intimate care and/or moving and handling needs. This allocation will be kept under regular review since needs can vary during the school year.

Other schools will be allocated SfLA time on the basis of detailed information from the school and the list of pupils known to the ASN Service, through the Staged Intervention Process. The Education Support Officer, with assistance from the PTs, will determine the number of pupils in each school with ASN and will allocate the SfLAs appropriately. This process will be carried out on an annual basis and SfLAs will be redeployed as and when necessary each year to meet need. The annual exercise will be reviewed and managed by the Senior Education Manager who has overall responsibility for ASN.

Appendix 8 outlines the staffing allocation for 2011/12. The deployment of staff will be regularly monitored and reviewed. Inevitably, from time to time, the service will be required to respond to urgent situations. Where possible, this will be achieved within existing resources through the prioritisation of existing resources based on information about the relative needs of individual schools

5.4.1.8 Secondary School ASN Support

There is considerable variation in practice and approach to supporting learning across the eight secondary schools. Head teachers and Principal Teachers (Support for Learning) have recognised the need to review practice to better meet the needs of all groups of pupils who face barriers in their learning. Staff are acutely aware of challenging budget issues and acknowledge the need to deploy resources efficiently and effectively. The review group took full account of the changing needs of secondary aged pupils in the review of the management and leadership of ASN. For example, specialist staff are expected to support pupils aged 3-18, and the Extended Support Provision stream is being developed to increase opportunities for young people to be supported in their own school. The development and improvement of ASN Services across the eight secondary schools remains very much work in progress and will be the main focus of development for the ASN service in 2011/12

The budget for teachers and support staff in secondary schools is devolved to Head Teachers. During school session 2010/11 a short-life working group, including Secondary Head Teachers and ASN staff met to revise the ASN Teacher and SfLA allocations to devolved budgets. A revised formula was agreed and applied for the financial year 2011-12. The details for the revised budget allocation are provided in Appendix 9.

5.5 Professional Support Networks

- 5.5.1 Primary and secondary schools across Angus have access to support from a range of skilled staff within the Education Service and from across Children's Services including Social Work and Health, NHS Tayside and Tayside Police.
- 5.5.2 In an effort to promote high quality partnership working, and to ensure the increasingly efficient use of resources, the review group looked closely at the range of partners supporting each cluster. A proposal to establish Cluster Professional Support Networks emerged as a positive and effective strategy whose operation would not require additional resources. These networks have the capacity to provide strong support for the implementation of the Angus 'Getting it Right' approaches.

- 5.5.3 Professional Support Networks will build on well established Angus School Cluster Groups. Head Teachers and colleagues have strong relationships across their cluster schools and often work together to improve learning and teaching and the overall pupil experience. The review identified an opportunity to extend this partnership work to include a broader range of partners and support agencies.
- 5.5.4 The following education service staff already work to support clusters:
- Quality Improvement Officers
 - Educational Psychologists
 - School and Family Support Workers
 - Principal Teachers ASN (Double Cluster)
 - ASN Network Teachers
 - Transition Teachers
- 5.5.5 The review team noted that although these staff may link on an informal basis they did not have a regular opportunity to work together to support individual schools in meeting learners' needs or indeed in sharing information about school and community priorities.
- 5.5.6 In addition, the review team recognised that the new professional network could also access support from Angus-wide education services including:
- Extended Support Provision 3 – 18
 - Specialist Teachers - Pre-School, Autism Spectrum Disorder, Visual Impairment, Hearing Impairment, Complex Needs, English as an Additional Language
 - the Educational Development Service
 - the Active Schools Team
 - the Community Learning and Development Service
- 5.5.7 The proposed network approach has been received very positively by Head Teachers and the staff working in ASN Services and colleagues within the Educational Development Service.
- 5.5.8 Taking the concept beyond the Education Service, the review team recognised that most partner agencies also worked in geographical clusters or patches. This means that the new professional networks can be extended to include Social Workers, Health Visitors and Community Liaison Police Officers. Pleasingly, colleagues in our partner agencies are keen to engage with these networks.
- 5.5.9 An example of the membership of a Professional Network for one cluster area is provided in Appendix 10.
- 5.5.10 Members of the review team had the opportunity to pilot this approach while supporting a primary school which was faced with coping with repeated challenging behaviour of a small but significant group of pupils. The network team worked with the Head Teacher and the staff to seek solutions and plan next steps. Effective co-ordination of support and intervention ensured the provision of consistent guidance and advice and removed duplication of effort. The Principal Officers, EPS, EDS, SFSS and ESP have a key role in managing the work of the networks.

- 5.5.11 It is a recommendation of this review that Professional Networks of Support are established for each cluster and that schools and Senior Education Managers are provided with guidance on the purpose of the network and how to access support. The review team should continue its work and identify a remit for the network and a calendar of networking opportunities and tasks.
- 5.5.12 Along with schools, the proposed networks are well placed to inform the priorities for ASN Services across Angus and to play a key role in evaluating the impact of ASN Services on schools and their communities.
- 5.5.13 Centrally deployed staff working across rural Angus can spend a lot of time travelling between schools. The development of technology increasingly accommodates opportunities for agile and mobile working. The review group gave careful consideration to the location of key centrally deployed staff.
- 5.5.14 Stakeholders across schools were very firmly of the view that where possible ASN staff should be based in schools and should spend less time in central bases. It is a recommendation of this review that there be a phased approach to relocating the following ASN staff, where possible, to 'specifically resourced schools' in each burgh to further promote Professional Networks of Support:
- Principal Teachers ASN (Double Cluster)
 - ASN Network Teachers
 - School and Family Support Workers
 - Early Years Workers
 - Specialist Teachers

5.6 Meeting Needs Policy

- 5.6.1 The review group recommends that the Angus 'Support for Learning' Policy is replaced by an electronic 'Meeting Needs' web-based resource.
- 5.6.2 All stakeholders agreed that staff, partner agencies and parents could be best supported by a 'one stop shop' ASN Services web site. It was agreed that a sub-group, supported by colleagues in Management Information Services and Information Technology would focus on this task. The group agreed a range of content areas for the web-based resource which could be easily up-dated to take account of emerging local or national guidance. Key areas include:
- a revised policy statement highlighting the roles and responsibilities of all staff
 - ASN procedures and calendar of activity
 - Getting it Right in Angus (Information and tools for Getting it Right and Staged Intervention were made available on the web site during September 2011)
 - links to information about all support services and agencies and key contact details (local and national)
 - guidance on meeting the needs of a range of barriers to learning
 - Parental Involvement
 - guidance on the legislative context of ASN
 - procedures for the development of IEPs and CSPs
 - preventing Exclusion from School
 - supporting Looked After Children and other groups of pupils who may need additional support in accessing learning

The web-based resource will be launched in November 2011 and the sub-group will continue to develop and up-date the resource as a feature of the ongoing work of the service.

5.7 Workforce Development

5.7.1 The following areas have been identified as professional priorities for ASN staff.

- 'Getting it Right' approaches
- Staged Intervention
- ASL Act 2009
- Co-ordinated Support Plans
- Equalities Act 2010
- Roles and responsibilities of all staff
- Promoting the range of roles of ASN teachers, EPS, ESP and SFSS
- Autism Spectrum Disorder
- Strategies for Managing Violence and Aggressive Behaviour
- Active and Co-operative Learning Strategies
- Curriculum for Excellence Assessment/Moderation
- On Track With Learning
- Leadership and Management training for PTs ASN
- English as an Additional Language

5.7.2 In partnership with colleagues in Angus Council Children's Services and the Children's and Learning Partnership, the review group will prepare a programme of activity and learning to support workforce development of ASN centrally deployed staff and for staff across our schools and partner agencies.

6. CONCLUSIONS

6.1 The development of ASN Services across Angus remains very much work in progress.

It is clear that the revisions to the structure of these services and related changes to the deployment of staff will be a source of considerable challenge and on occasion anxiety too. There is a need to continue to support colleagues through these changes, to ensure appropriate CPD opportunities and to monitor and evaluate the impact of the changes on the service.

6.2 The review team was very impressed with the open and often very frank way in which stakeholders provided their perspectives on the range of matters explored. This provided opportunities for healthy debate and reflection. It was pleasing to note that the needs of learners were always placed firmly at the centre of discussions.

6.3 It has been evident throughout this review that all staff who support learners in our schools are increasingly reflective in their work and are open to working in partnership and to learning with and from each other. This commitment extends across professional boundaries and points to a strong capacity for engagement and improvement across Children's Services.

6.4 The review team are firmly of the view that the development of Professional Networks of Support provides a strong basis for enhancing the quality of support to learners within their local community. The effective operation of these networks will continue to be an important focus for development.

- 6.5 The review team are confident that the network approach will promote effective teamwork within and across services. It will also offer colleagues who often work alone a welcome opportunity to be part of a wider team. It is hoped that the Networks will serve as a good support to Head Teachers in the management of ASN provision in schools and in the increasingly confident implementation of the 'getting it right' agenda.
- 6.6 It has proved possible in the course of the review to give early effect to some recommendations for improvement identified by stakeholders and the review team. These have related to:
- staffing arrangements for 2011/12
 - English as an Additional Language (EAL)
 - the appointment of skilled staff to support children with Autism Spectrum Disorder
 - the establishment of pre-school ASN provision in each burgh
 - a revised management and staffing structure
- 6.7 Throughout the review, it was pleasing to note the growing understanding of and commitment to a more corporate approach to service delivery. The challenges presented by the current financial climate have brought a sharp focus on the need for greater efficiency in the deployment of staff and resources. ASN services across Angus have evolved over many years, resulting in well-established work patterns. The review has required colleagues to take a step back from their own school establishment and consider the needs of **all** learners and schools. Head Teachers have been very positive in supporting the management of change in this extremely important service area. That support will provide increasing scope for the creative and flexible deployment of resources now and in future years.

FULL ANALYSIS OF HMIe REPORTS FOR PRIMARY SCHOOLS FOCUS ON MEETING NEEDS, IN PARTICULAR ADDITIONAL SUPPORT NEEDS

General

Reports were analysed for 50 of the 53 Primary Schools in Angus*. The dates of these reports covered the period 18 December 2001 to 22 March 2011.

This analysis focuses in part on ratings given for 'Meeting Pupils' Needs'. For reports dated up to June 2008, there was 1 rating for the whole school. For the remainder of the reports, from August 2008 onwards, 2 ratings were given; one for Pre-School and one for Primary. The analysis also summarises the narrative relating to provision for children with ASN, highlighting strengths and areas for improvement.

Analysis of Ratings for the 'Meeting Pupils' Needs' Quality Indicator

34 schools were given a single rating for 'Meeting Pupils' Needs' between December 2001 and June 2008. Of the remaining 31 schools, 61% of were given a rating of 'Good' for this indicator. Only 3, 10%, received a rating of 'Very Good'. The remaining 29% were rated as Adequate or Fair.

16 schools received separate ratings for primary and pre-school for 'Meeting Pupils' Needs' between August 2008 and March 2011. This distinction showed an interesting pattern. Considering the ratings separately by sector, around half of the ratings given to each sector were ratings of 'Good'. The analysis shows possible variation in approach when considering the other half of the ratings given. 7 Pre-School provisions were given a rating of 'Very Good' while only 1 received a rating of 'Satisfactory'. In comparison, only 3 schools received a rating of 'Very Good' for their primary provisions while 4 were given a rating of 'Satisfactory'.

The disparity in these ratings becomes more interesting when the ratings for pre-school and primary are analysed together per school. For half of the schools, their pre-school and primary provisions were given the same rating; 1 'Satisfactory', 5 'Good' and 2 'Very Good'. Only 1 school received a higher rating for their primary provision than their pre-school, with ratings of 'Very Good' and 'Good' respectively. The remainder received a higher rating for pre-school provisions; 2 schools were rated 'Good' for pre-school and 'Satisfactory' for primary. The remaining 5 were rated 'Very Good' for pre-school, with 4 rated 'Good' for primary and 1 rated 'Satisfactory'.

This analysis would suggest that in general pupils' needs are met well across the authority, with the majority of schools rated as 'Good'. There is a higher prevalence of 'Very Good' ratings following the separate evaluation of the pre-school and primary provisions after August 2008, due almost entirely to higher ratings of 'Very Good' for the pre-schools.

Analysis of narrative in relation to Additional Support Needs

Comment was made on a variety of factors, within the narrative of the reports in relation to the following trends

- Identification and Assessment of children's Needs;
- Alignment of lessons to children's learning needs (including mention of class teachers adapting lessons to include pupils with ASN);
- The quality of the support pupils receive in the mainstream and/or within any base provision;
- Progress made by pupils with ASN and reviews of this progress;
- The ethos of inclusion in schools, including interactions/support given between children;
- The quality of Individualised Educational Plans/CSPs, the targets within them and the involvement of children and parents;

- The role of the ASN Visiting Teachers including guidance, direct support to pupils, consultation and support to staff;
- The role of the SfLAs;
- The planning, management and monitoring of SfL Staff;
- Liaison with partner agencies;
- Specific examples of good practice, e.g. Circle of Friends.
- Provision for able pupils
- Transition arrangements for pupils with additional support needs

'Identified Strengths'

There were few references to ASN in the 'Identified Strengths' section of the Reports. 5 references from the reports for 4 schools are listed below:

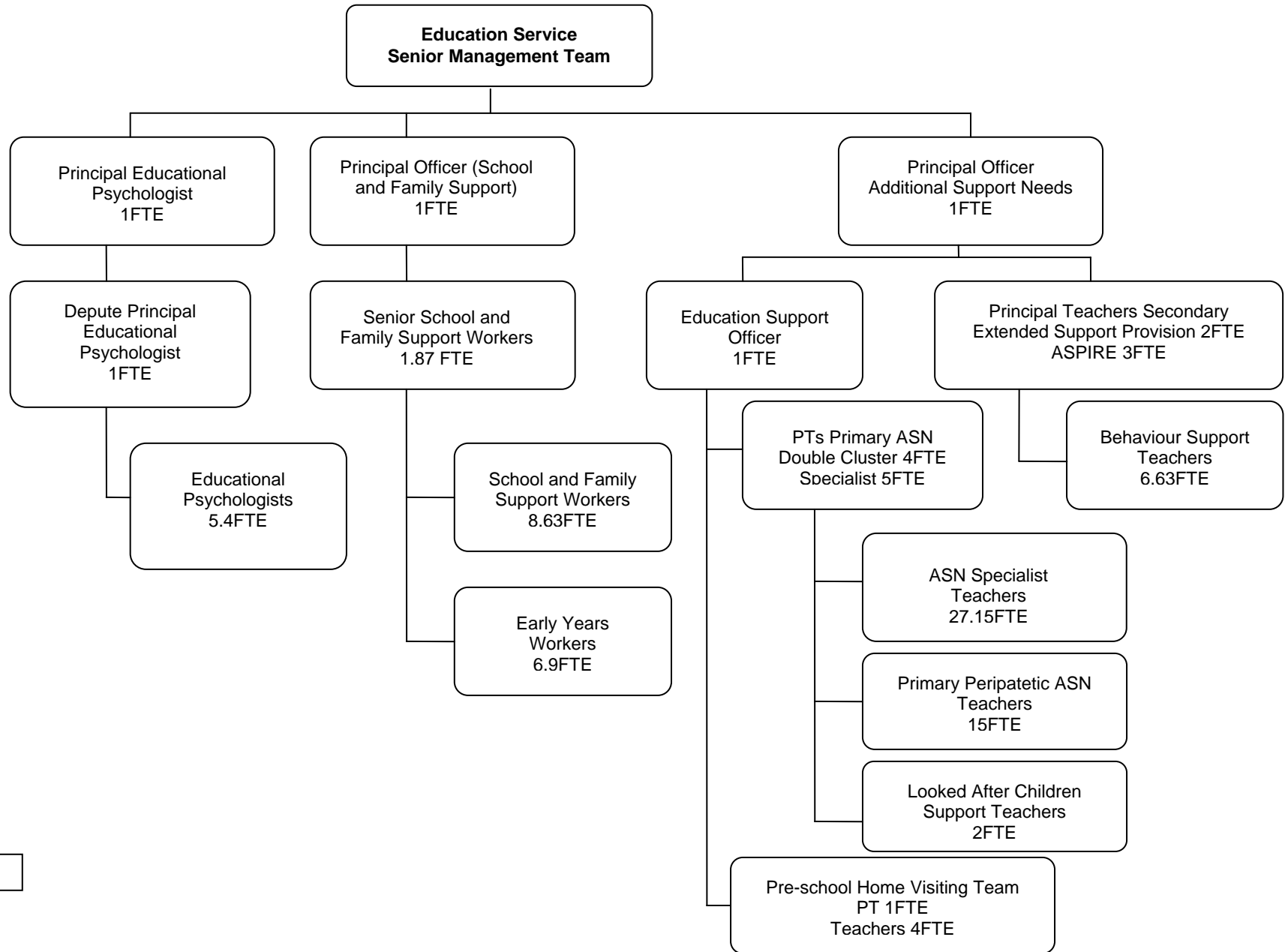
- The ethos of inclusion and the mutual support children give each other;
- Provision for children who need additional support;
- High quality of provision and support for pupils with additional support needs;
- Staff who are committed to including all children, particularly those from the support base, in the life and work of the school;
- Children's high quality learning experiences within the support base.

Areas for improvement

In a number of reports, the inspector felt it necessary to highlight the need for improvements in areas relating to ASN. These improvements tended to focus on the following topics:

- The need for greater involvement of children and parents and other staff in setting IEP targets and the quality of these targets;
- Visiting ASN Teachers' lack of time for effective consultation/support of teachers in class;
- Lack of time spent by staff discussing pupils' needs and co-ordinating plans;
- Lack of monitoring of SfL staff;
- The need for more systematic approach to identifying and meeting need;
- Variability of support for children with ASN;
- Inconsistencies in pupils' learning experiences between base and mainstream environments;
- Insufficient inclusion/tailoring of lessons for pupils with ASN;
- The need for more appropriate deployment of SfL staff on basis of need;
- The frequent withdrawing of pupils from class.

The succinct nature of HMIE reports does not offer detail on any of the areas identified above. However, the areas for improvement identified provide useful signposts for improving pupil experience and more effective and consistent approaches for planning support and for the efficient deployment of staff.



Total: 97.58FTE

Getting it Right in Angus
Integrated Assessment

Part A

Core Information

1. Child/Young Person's Details

Surname		Forename	
D.O.B		Gender	Male <input type="checkbox"/> Female <input type="checkbox"/>
Address			Address Withheld <input type="checkbox"/>
Town		Ethnicity	
Post Code		Contact No	
Pre/School			
SEEMIS		CareFirst ID	
		CHI	

Does the child/young person have: IEP <input type="checkbox"/> CSP <input type="checkbox"/> Other <input type="checkbox"/>			
Is the child/young person: Looked After <input type="checkbox"/> Looked After and Accommodated <input type="checkbox"/> Young Carer <input type="checkbox"/>			
Is the child/young person on the Child Protection Register: No <input type="checkbox"/>			
Yes <input type="checkbox"/> Currently <input type="checkbox"/> Previously <input type="checkbox"/>			
Start Date:		End Date:	
Reason:			

Consent to Information Sharing

Has the child/young person given informed consent to sharing information with other agencies?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Have you informed the child that, under certain circumstances, information may be shared with other agencies <i>without</i> their consent	Yes <input type="checkbox"/>	No <input type="checkbox"/>

If no, give reason

2. Family Details

Parent/Carer's Details

Surname		
Forename		
Relationship		
Address (if different from child/young person)		
Contact No		

Parental rights and responsibilities are held by:	
Has the parent/carer given informed consent to sharing information with other agencies?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Have you informed the parent/carer that, under certain circumstances, information may be shared with other agencies <i>without</i> their consent?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If no, give reason	

Other Children/ Siblings

Forename		Surname	
D.O.B		Relationship	
Gender	Male <input type="checkbox"/> Female <input type="checkbox"/>		
Address (if different)			

Forename		Surname	
D.O.B		Relationship	
Gender	Male <input type="checkbox"/> Female <input type="checkbox"/>		
Address (if different)			

Forename		Surname	
D.O.B		Relationship	
Gender	Male <input type="checkbox"/> Female <input type="checkbox"/>		
Address (if different)			

Other Significant Adults

Surname		Forename	
D.O.B		Relationship	
Gender	Male <input type="checkbox"/> Female <input type="checkbox"/>		
Address (if different)			

Surname		Forename	
D.O.B		Relationship	
Gender	Male <input type="checkbox"/> Female <input type="checkbox"/>		
Address (if different)			

3. Assessment Details

Date	Assessment Initiated by	Agency	Contact No.

Concerns

Please outline the reasons why this child/young person may need action, help or support

Please note concerns regarding the child/ young person's wellbeing using the following indicators

Safe	<input type="checkbox"/>	Need for protection from abuse, neglect or harm.
Healthy	<input type="checkbox"/>	Need for suitable healthcare and support to make healthy and safe choices.
Achieving	<input type="checkbox"/>	Need for support in learning and in the development of skills, confidence and self-esteem.
Nurtured	<input type="checkbox"/>	Need for a nurturing place to live, in a family setting or where not possible, in a suitable care setting.
Active	<input type="checkbox"/>	Need for opportunities to take part in activities which contribute to healthy growth and development.
Respected	<input type="checkbox"/>	Need for the opportunity to be heard and involved in decisions which affect him/her.
Responsible	<input type="checkbox"/>	Need for opportunities and encouragement to play active and responsible roles in school and community, with appropriate guidance and supervision.
Included	<input type="checkbox"/>	Need help to overcome social, educational, physical and economic inequalities and to be accepted as part of the community.

Summary of Family History

Concerns regarding child/ young person's parents/carers/siblings/others in household

Please outline the reasons why this person may need action, help or support or provide additional information

My World Triangle

(a) How I grow and develop

Strengths
Pressures
Assessment of child's developmental needs
<ul style="list-style-type: none">•••

(b) What I need from people who look after me

Strengths
Pressures
Assessment of impact on the child and arising needs
<ul style="list-style-type: none">•••

(c) My wider world

Strengths
Pressures
Assessment of impact on the child and arising needs
<ul style="list-style-type: none">•••

Assessment of Risk

What are the risks to this child/young person?
<ul style="list-style-type: none"> • • •

What protective factors and strengths increase the child/young person's resilience?
<ul style="list-style-type: none"> • • •

Child/Young Person's Views

--

Parent/Carer's Views

--

Assessor's Details

Name		Job Title	
Agency		Address	
Contact No.		Email Address	
Date			

Other Specialist Assessments (see appendices)

Assessment	Completed by	Date

<input type="checkbox"/> Collation of Integrated Assessment completed			
Name:		Date:	

Getting it Right in Angus

Part C

Child/ Young Person's Plan

(Please include any outcomes and actions required for others in the family which will impact upon child/young person)

		Desired Outcome	Priority Actions		
Please Tick		What	How	By Whom	By When
<input type="checkbox"/>	Safe				
<input type="checkbox"/>	Healthy				
<input type="checkbox"/>	Achieving				
<input type="checkbox"/>	Nurtured				
<input type="checkbox"/>	Active				
<input type="checkbox"/>	Respected				
<input type="checkbox"/>	Responsible				
<input type="checkbox"/>	Included				

_____ (Child/Young Person) agrees with the above plan Yes and would like it shared with: _____

No because: _____

Compulsory Measures

Are there any compulsory measures in place?

Yes <input type="checkbox"/>	No <input type="checkbox"/>
what compulsory measures are in place	what compulsory measures, if any, are sought

Reasons for Compulsion: Set out what you expect to achieve by compulsory measures and what may be the consequences of not putting compulsory measures in place.

--

Date of Child/ Young Person's Planning Meeting	
Date of Review	

Lead Professional's Details

Name		Job Title	
Agency		Address	
Contact No.		Email Address	

Named Person's Details

Name		Job Title	
Agency		Address	
Contact No.		Email Address	

Agencies/Professionals Currently Involved

Child/Adult Concerned	Name of Professional	Agency	Address	Contact No

Getting it Right in Angus
Integrated Assessment

Part D

Name:

D.O.B:

Chronology of Significant Events

The purpose of this chronology is to record the significant events (positive and negative) that have had, or continue to have, significance to the child/young person's development.

Date of Event	Significant Event	Source	Impact	Entered By Name & Agency	Date of Entry

1. Timeline for Children In their Ante Pre-School Year

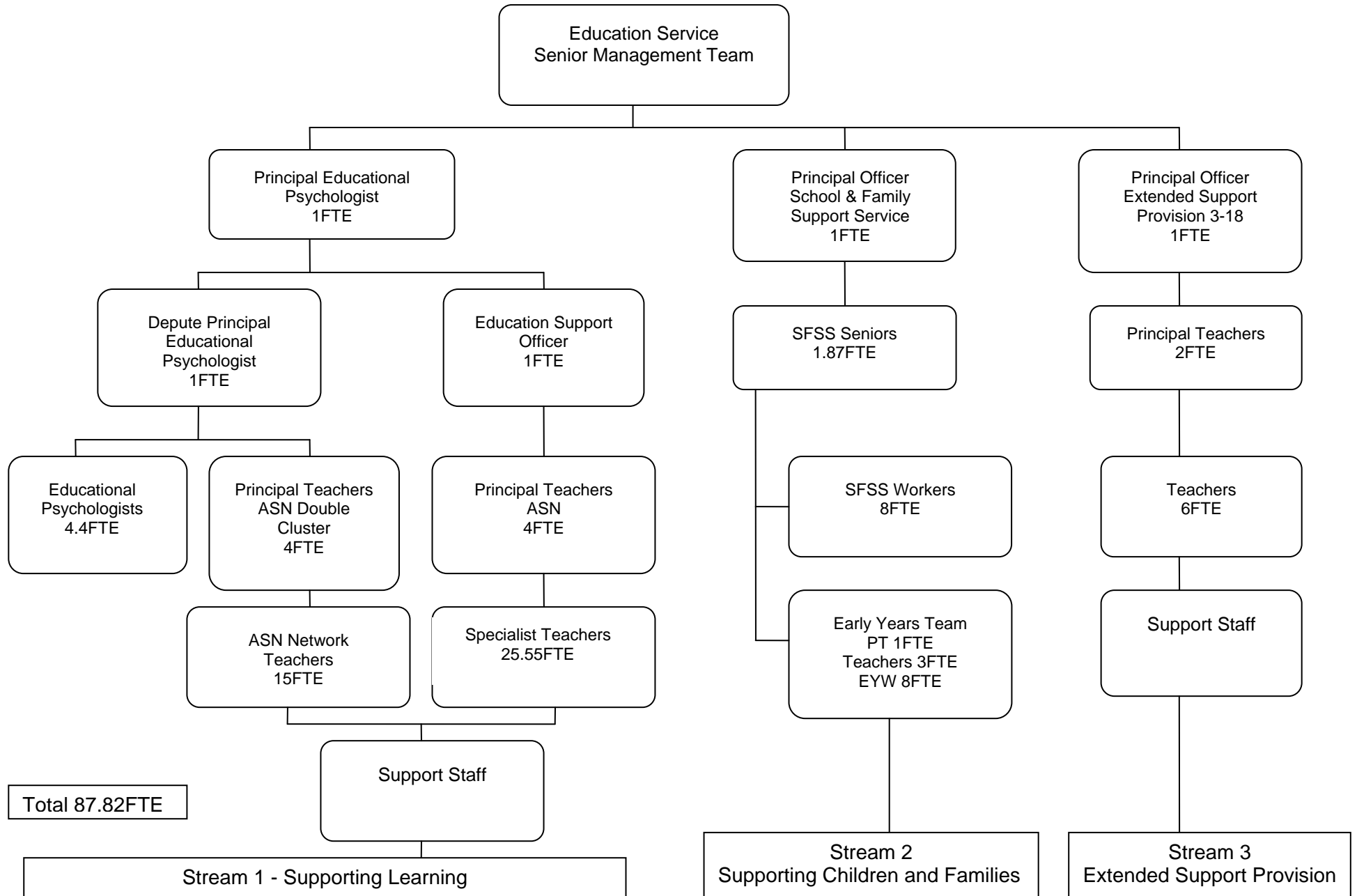
Month	Action to be undertaken	Within Education, responsibility of
August		
September	Stage 2 IEP in place	Head Teacher in collaboration with Named Person
October		
November	IEP reviewed	Head Teacher in collaboration with Named Person
December		
January	Stage 2 Review completed by end of January Stage 3 Meeting if CSP to be considered or reviewed	Head Teacher in collaboration with Named Person Lead Professional Identified from multi-agency involvement
February		
March	Stage 2 Review of IEP	Head Teacher
April		
May	Stage 2 Review of IEP	Head Teacher
June		

2. Timeline for Children In their Pre-School Year

Month	Action to be undertaken	Within Education, responsibility of
August		
September	Stage 2 IEP in place	Head Teacher in collaboration with Named Person
October		
November	Stage 3 Meeting held <i>Getting It Right</i> Integrated Assessment and Child's Plan to be forwarded to Montrose Road Centre, Forfar by the end of December Resources over and above those normally provided in mainstream to be indicated clearly to inform projections	Lead Professional identified
December	Projection Meeting held centrally	Susan Duff Senior Education Manager
December – February	Letter from the Authority sent to parents with offer of placement for P1	
March	Stage 3 Review/ Transition Meeting held (Parents, staff from nursery class and receiving primary school, relevant agencies) Child's Plan to include transition arrangements	Lead Professional (as previously identified)
April	Transition month	
May	Transition month	
June	Transition month	

ASN SERVICES: PROPOSED STAFFING STRUCTURE

APPENDIX 6.1



Summary of Savings between Current and Proposed Staffing Structure

	Current		Proposed		Saving	
	FTE	Cost	FTE	Cost	FTE	£
Principal Officers	3.00	197,400	3.00	197,400	0	0
Psychologist Team	6.40	340,600	5.40	289,700	1.00	50,900
Education Support Officer	1.00	51,700	1.00	51,700	0	0
Principal Teachers	15.00	713,000	11.00	513,200	4.00	199,800
ASN Network Teachers	15.00	632,000	15.00	632,000	0	0
Resources Schools - Teachers	27.15	1,150,300	25.55	1,083,500	1.60	66,800
Extended Support Provision - Teachers	8.63	369,800	6.00	259,700	2.63	110,100
Early Years Teachers	4.00	171,700	3.00	129,700	1.00	42,000
School and Family Support	17.40	551,700	17.87	563,000	(0.47)	(11,300)
	<u>97.58</u>	<u>£4,178,200</u>	<u>87.82</u>	<u>£3,719,900</u>	<u>9.76</u>	<u>£458,300</u>
				NET SAVING	9.76	£458,300

**Allocation of ASN Network Teachers.
Agenda for discussion between Head Teachers/Principal Teachers ASN**

1. What are the needs of your school in relation to the 5 roles of the ASN Network Teachers?

2. What desired impact/outcomes do you envisage the support having on the pupils/staff/school?

3. What input is desired from the ASN team?

4. How will any ASN support/development be sustained within the school's present resources, to ensure making a difference to the development of the child/staff/school?

5. How do the needs of your identified pupils fit within the staged intervention process of GIRFEC?

6. Who in school is leading on ASN (i.e. link with PT)?

7. Which other staff across the school are engaged in supporting learning?
(PSA/EIA/SfLA)

School:

Date of Meeting:

Meeting Needs Role of Network Staff.

Role	Needs of School	Desired Impact/Outcome	Format of Input (including exit strategy)
Co-operative Teaching Working alongside class teacher.			
Curriculum Development Supports pupils to better access the curriculum. The ASN Team can offer advice on the means by which the content can be most effectively delivered to pupils facing barriers to learning.			
Staff Development Assists teachers in identifying strategies which can be used to address barriers to learning.			
Consultation Is a major role for the ASN team whereby they can help teachers to understand the difficulties which substantial numbers of pupils may be experiencing and assist them in planning courses and preparing materials.			
Direct Tuition Provides short or long term tuition for an individual or groups of pupils.			

Table 1: Allocations to Resourced Schools for Session 2011/12

SCHOOL	ROLL	ROLL ALLOCATION (WHOLE 0.20)	LISTED PUPILS	SNCT ALLOCATION	TOTAL ALLOCATION*
LADYLOAN	244	0.60	14	2.00	2.60
INVERBROTHOCK	383	1.00	11	2.00	3.00
ANDOVER	248	0.60	3	1.00	1.60
LOCHSIDE	370	0.80	22/23	3.00	3.80
CARLOGIE	357	0.80	14	2.00	2.80
GRANGE	351	0.80	15/16	2.00	2.80
LANGLANDS	371	0.80	15	2.00	2.80
SOUTHMUIR	216	0.60	6	1.00	1.60
TOTAL					21.00

Of which...
 0.20fte = PT input
 remainder = ASN Teacher input

Roll Allocation = 1fte:400pupils; SNCT Allocation = 1fte:10pupils(or part thereof)

*Total Allocation = Roll Allocation (column 3) + SNCT Allocation (column 7)

Table 2: Session 2011/12 Allocations to Double Clusters for Non-Resourced Schools

SCHOOL	ROLL	ROLL ALLOCATION 1:400	SCHOOL	ROLL	ROLL ALLOCATION 1:400
FRIOCKHEIM	141	0.32	BURNSIDE	370	0.92
HAYSHEAD	380	1.00	MONIKIE	71	0.20
INVERKEILOR	54	0.12	NEWBIGGING	35	0.08
ST. THOMAS	126	0.32	WOODLANDS	208	0.52
WARDDYKES	260	0.68	AUCHTERHOUSE	46	0.12
ARBIRLOT	28	0.08	BIRKHILL	231	0.60
CARMYLLIE	28	0.08	LIFF	120	0.32
COLLISTON	62	0.12	MATTOCKS	56	0.12
MUIRFIELD	216	0.52	MURROES	96	0.24
TIMMERGREENS	268	0.68	SEAVIEW	350	0.88
ARBROATH DOUBLE TOTALS	1563	3.92 = 4.00	CARNOUSTIE/MONTIFIETH TOTALS	1583	4.00 = 4.00
EDZELL	80	0.20	ABERLEMNO	31	0.08
LETHNOT	6	0.00	INVERARITY	39	0.08
MAISONDIEU	317	0.80	LETHAM	166	0.40
STRACATHRO	25	0.08	STRATHMARTINE	33	0.08
TARFSIDE	14	0.00	STRATHMORE	285	0.72
BORROWFIELD	210	0.52	TEALING	48	0.12
FERRYDEN	122	0.32	WHITEHILLS	394	1.00
ROSEMOUNT	181	0.48	AIRLIE	54	0.12
ST. MARGARET'S	36	0.08	CORTACHY	31	0.08
SOUTHESK	198	0.48	EASSIE	20	0.08
			GLAMIS	70	0.20
			ISLA	41	0.12
			NEWTYLE	59	0.12
			NORTHMUIR	308	0.80
			TANNADICE	96	0.24
BRECHIN/MONTROSE TOTALS	1189	2.96 = 3.00	FORFAR/KIRRIEMUIR TOTALS	1675	4.24 = 4.00

Allocation of Teachers and SFLAs (Secondary)

SCHOOL	CURRENT ALLOCATION 2010/11		REVISED FORMULA	
	TEACHERS	SFLA	TEACHERS	SFLA
ARBROATH ACADEMY	6.05	7.14	5.93	6.61
ARBROATH HIGH	4.36	5.87	5.86	6.53
BRECHIN HIGH	5.65	6.23	5.39	6.01
CARNOUSTIE HIGH	7.43	5.77	5.21	5.76
FORFAR ACADEMY	7.34	7.36	6.22	6.88
MONIFIETH HIGH	3.56	4.83	3.82	4.76
MONTROSE ACADEMY	3.88	5.22	6.17	6.88
WEBSTER'S HIGH	5.33	6.59	4.99	5.56
TOTAL	43.60	49	43.6	49

Meeting Needs
Getting it Right
Professional Support Network

Brechin

		Name	Contact
Education:	Quality Improvement Officer	Gregor Robson	
	Educational Psychologist	Melanie Rice	
	School and Family Support Workers	Alison Smith/Esther Black	
	Early Years Worker	Debbie Davidson	
	Principal Teacher ASN	Clare Rae	
	ASN Network Teachers	3 FTE (names to be provided by JF)	
Social Work:	Service Manager	Robin Duncan	
	Fieldwork Team Manager	Erica Wood	
	Family Resource Team Member	Karen Ross	
NHS:	Health Visitor		
Tayside Police	Community Liaison Officer		