

FALKIRK COUNCIL

Subject: REVIEW OF INCLUSION AND ADDITIONAL SUPPORT NEEDS
Meeting: EDUCATION EXECUTIVE
Date: 11 NOVEMBER 2014
Author: JOINT ACTING DIRECTOR OF EDUCATION

1. INTRODUCTION/PURPOSE OF REPORT

- 1.1 The purpose of this report is to seek Education Executive's approval on a proposal to adopt a new approach to inclusive education in Falkirk schools. This will require an extensive review of provision as well as a programme of consultation and workforce development.
- 1.2 The main aims of adopting this proposal will be that:
- more Falkirk children are educated in their local mainstream school;
 - fewer children are educated outwith the authority area;
 - there will be improved outcomes for all children including those with additional support needs; and
 - children are educated as close to their home as possible through the redesign of existing provision.

2. KEY AIMS OF REVIEW/KEY PRINCIPLES OF INCLUSIVE EDUCATION

- 2.1 The review of inclusion and additional support needs has the following vision:
- Falkirk children will have their support needs met in their local school;
 - Where specialist support is required this will be provided within their local mainstream school;
 - Some children who require to be in a specialist centre within Falkirk will attend on a part time basis and whilst still attending mainstream school; and
 - Fewer children will require to receive specialist support out with Falkirk.
- 2.2 An inclusive education will ensure that children and young people in our schools and nurseries are treated fairly, have equality of opportunity and feel they belong in their school.
- 2.3 Children and young people's needs are met in age appropriate settings, within or as near as possible to, their local school.
- 2.4 Providing an inclusive education requires that we adopt the Getting it Right for Every Child (GIRFEC) approach. This is built on the following principles:
- promoting the wellbeing of individual children and young people
 - keeping children and young people safe
 - putting the child at the centre

- taking a whole child approach
- building on strengths and promoting resilience
- promoting opportunities and valuing diversity
- providing additional help that is appropriate, proportionate and timely
- supporting informed choice
- working in partnership with families
- respecting confidentiality and sharing information
- promoting the same values across all working relationships
- making the most of bringing together each worker's expertise
- co-ordinating help
- building a competent workforce to promote children and young people's wellbeing

3. BACKGROUND INFORMATION

- 3.1 Evidence for inclusive education indicates that all children benefit from an inclusive school. "This is likely to lead to more cohesive communities based around the school, catering for the children within their own catchment area, reduced spend on out of authority provision and greater reinvestment within Falkirk".
- 32 Falkirk's response to demand in meeting the additional support needs of children has developed incrementally. Each step in itself was appropriate and timely, but resulted in a system that can be difficult to understand and manage.
- 3.3 The proposal radically integrates the needs of Falkirk's children with the facilities required, models of excellent practice and research evidence to produce a cohesive, comprehensive service.
- 3.4 Falkirk, currently, has over 24,000 children in its schools and nurseries, with 13% of children having additional support needs. In Scotland the proportion is 19%. We spend approximately £25.7m annually, within Education Services, on:
- additional support in all mainstream schools, providing specialist teaching and assistance for children;
 - 32 outreach teachers and 5 Support for Learning Assistants with additional support needs expertise and experience working alongside mainstream staff in 11 specialist teams.¹
 - 51 small group education classes, across 23 primary schools, using specialist staff to address a range of additional support needs². These classes are made up of:
 - Enhanced Provision
 - Nurture Classes
 - ASL Wings
 - Ladeside ASD Unit
 - Oxbang School
 - Windsor Park Primary
 - departments in each secondary mainstream school, able to support children in small group part time;

- two special units within mainstream secondary schools
 - Denny Northfield
 - Grangemouth ASL;
- four special schools
 - Mariner Support Service - Secondary Social Emotional and Behavioural Needs
 - Carrongrange School - Secondary Moderate, Severe and Complex Learning Difficulties
 - Oxbang School - Primary Social Emotional and Behavioural Needs
 - Windsor Park - Primary and Secondary Sensory Impairment
- growing usage of out of authority independent special schools and residential schools; As of June 2014 there were:
 - 21 in independent special schools -day placement
 - 27 independent special schools residential
 - 5 in secure units
 - 29 in other local authority provision
 - 2 in specialist health settings
- headquarters support functions such as
 - educational psychology
 - additional support for learning
 - behaviour support
 - co-ordinated children's services

Further detail of the specialist teams and small group provision can be found at Appendix 1.

4. INCLUSIVE EDUCATION AND STATUTORY RESPONSIBILITIES

- 4.1 The Education (Additional Support for Learning) (Scotland) Act, 2004, places a duty on the council to make provision for the additional support needs of all the children for whose education it is responsible. Falkirk's specialist facilities are operating at maximum capacity; demand significantly exceeds supply, and recent Scottish Government legislation has increased pressure to deliver a fair and efficient system to meet need.
- 4.2 The Children and Young people (Scotland) Act 2014 requires that we implement GIRFEC by August 2016.
- 4.3 Research indicates that inclusive education, where children with additional support needs have those needs met within their local mainstream school, is an effective approach to improving outcomes for all children as well as those with additional support needs.

5. HOW WE INTEND TO UNDERTAKE THE REVIEW

- 5.1 It is believed that by redesigning provision we can better meet the needs of children and young people in Falkirk, and improve their outcomes.
- 5.2 This requires detailed project planning for a series of interlinked projects with the aim that children will have their additional support needs met within their local school. These will include:
 - development of an intensive inclusive support in each school and nursery;
 - a redesigned outreach service focused on capacity building including short term programmes such as a nursery programme promoting school readiness;

- development of the special schools provision;
- a joint project with social work – meeting needs of children in Falkirk for exceptional care and educational needs;
- re-designing central support structures and budgets within Education Service to promote inclusion, develop systems to audit and quality assure how we meet children’s needs and establish streamlined decision making processes; and
- designing and implementing a workforce development programme involving guidance and training

5.3 A key feature of the proposal will be the development of a new framework for intervention as responses to difficulties must be proportionate to the level of need. This will involve six staged levels of intervention: An explanation of these stages are detailed within Appendix 2.

Stage 1	Universal and Focused
Stage 2	Targeted
Stage 3	Intensive
Stage 4	Specialist Support
Stage 5	Alternative Placement
Stage 6	Out of Authority

6. **STAKEHOLDER CONSULTATION PROPOSED**

- 6.1 During any major changes to services we have a duty to involve key stakeholders. This proposal will require non–statutory consultation and participation from a number of stakeholders. These stakeholders will be identified as more detailed proposals are developed.
- 6.2 The final model will be developed in collaboration with these stakeholders.
- 6.3 The Schools (Consultation) (Scotland) Act, 2010, outlines the statutory consultation which is required should the proposals lead to any of the schools being relocated.
- 6.4 If there is a requirement for statutory consultation the Education Executive will be provided with details of the proposal and consultation process and permission will be sought to proceed to formal consultation.
- 6.5 The majority of the resources in the proposal relate to staff. If the proposal were to be accepted there would be implications for some staff in terms of the nature or location of their employment. All staff and their trade unions will be fully consulted where such changes were identified through the process of implementation.

7. **NEXT STEPS**

- 7.1 Detailed project plans will be developed for each of the projects listed in paragraph 5.2 above.
- 7.2 Each will detail timescales, outcomes for children and implications for staff. The plans will also provide detailed calculations around impact on both revenue and capital budget across services. The plans will also highlight where statutory and non–statutory consultation will be required.

8. RESOURCE AND FINANCIAL IMPLICATIONS

- 8.1 The initial proposals have been developed to ensure that all changes are met within existing revenue resources. However, it is hoped, during the change process efficiencies may be identified through being able to offer local support packages for pupils that currently have out of authority placements.
- 8.2 Business cases will be developed which will identify the financial impact across both Social Work and Education Services.

9. RESOURCE AND FINANCIAL

- 9.1 The Equality and Poverty Impact Assessment (EPIA) based on the key principles outlined in 2.2 and the framework for intervention referred to in 5.3 indicates a positive impact on children and their families.
- 9.2 EPIAs will be undertaken for each of the individual projects outlined in 5.2. These will be used to inform the development of these projects.

10. RECOMMENDATIONS

10.1 Education Executive is asked to note:

- (i) the content of this report;

10.2 Education Executive is asked to approve:

- (i) the key principles of Inclusive Education as outlined in Section 2;
- (ii) that Education Services progress the Review of Inclusion and Additional Support Needs as outlined in sections 5, 6 and 7;
- (iii) that the Director of Education Services brings a further update report to the Education Executive showing the progress made at a future date.

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Joint Acting Director of Education

Date: 31 October 2014

Contact Officer: Nick Balchin, Principal Educational Psychologist, ext 0340

LIST OF BACKGROUND PAPERS

NIL

Table 1 - Specialist Teams

Type of Support	Age groups	Children	Teachers (fte)	SfL Assistants (fte)
Oxgang Outreach	P1-7	30	4	3
Support Teachers for Learning Differences	P1-7	100	3	0
Bilingual and Travellers Pupil Support Service	P1-7	60	6	0
Inclusion Outreach	P1-7	10	1	2
Information and Communications Technology	P1-7	10	0.5	0
Windsor Park Visiting Specialists	All age	100	6.5	1
Teacher for Interrupted Learners Service	P1-S6	20	1.5	0
Hospital Outreach Service	P1-S6	10	0.5	0
Mariner Support Outreach	S1-S5	10	1	0
Cluaran	S1-S6	40	5	0
Pre-School Home Visiting Teacher Service	Pre-Nursery	30	3.7	0
Total		365	32.7	6

Table 2 - Small Group Provision within Falkirk

Type of Provision	Age groups	Number		
		Schools	Classes	Children
Enhanced Provision ³	P1-7	15	27	240
Nurture Classes ⁴	P1-3	5	5	25
ASL Wings	P1-7	2	8	42
Ladeside ASD unit	P1-7	1	5	26
Oxgang School ⁵	P1-7	1	4	17
Windsor Park Primary ⁶	P1-7	1	2	9
Primary Sector Total	P1-7	27	51	360

³ There is Enhanced Provision in the following primary schools:

Bainsford, Carronshore, Deanburn, Easter Carmuir, Grange, Hallglen, Langlees Larbert Village, Victoria, Moray, Nethermains, Shieldhill, Slamannan, Stenhousemuir, and St. Patrick's

⁴ There are nurture classes in the following primary schools:

Bainsford, Easter Carmuir, Nethermains, Sacred Heart, Westquarter Primary

Draft outline of Staged Intervention Framework

Level of Intervention STAGE	Stage	Examples of support* *This list is not exhaustive
1. Universal & Focused	Nursery	600 hours 27-30 month assessments by Health visitors Key EYO Learning Journey's and tracking and monitoring of learning Observation of skills Health promotion activities Group learning opportunities – specific topics Parental liaison Visiting specialists PoPP Transition plans to Primary Health Visitor Parent Information Service Nursery project work EYC Family Learning approaches CLD Outdoor learning
	Primary	Nurturing schools approach Authority wide initiatives tracking and monitoring of learning by pupils and staff Observation of classroom skills Group learning opportunities – specific topics Parental liaison Health promotion activities

Level of Intervention STAGE	Stage	Examples of support* *This list is not exhaustive
		Visiting specialists Transition arrangements between stages/staff Dealing with concerns of pupils & parents
	Secondary	Nurturing schools approach Authority wide initiatives tracking and monitoring of learning by pupils and staff Observation of classroom skills Group learning opportunities – specific topics Parental liaison Health promotion activities Visiting specialists Transition arrangements between stages/staff Dealing with concerns of pupils & parents Campus Police Office
2. Targeted	Nursery	Pre-school home visiting service Enhanced transition arrangements 2 year old nursery place (workless households) Early Bird Training Enhanced Health visitor support Regular parental liaison & Health visitor. GIRFEC 5 questions, convene a TAC Establishment of child's plan, tracking and monitoring of Family Support service provision
	Primary	Regular parental liaison & Health visitor. GIRFEC 5 questions, convene a TAC Establishment of child's plan, tracking and monitoring of Family Support service provision Seasons for Growth Young carers

Level of Intervention STAGE	Stage	Examples of support* *This list is not exhaustive
	Secondary	Regular parental liaison & Health visitor. GIRFEC 5 questions, convene a TAC Establishment of child's plan, tracking and monitoring of Group learning opportunities Family Support service provision Seasons for Growth Young carers
3. Intensive	Nursery, primary and secondary	Each school to identify an Intensive Support base to adopt nurturing approaches and enhanced teaching and learning opportunities for children in small group (and 1-1). For part of the week they should be in their mainstream class. Intervention in the main should be for one to two academic years and focus on preparing the children for mainstream class. Places allocated by School management <i>in consultation with Educational Psychologist and TAC</i>
4. Specialist support.	Outreach teaching across Nursery primary and secondary from Multidisciplinary team. A Nursery provision teaching children with ASD specific approaches to support readiness for school (12 weeks, pm only in addition to their mainstream Nursery placement). A pre-nursery advisory service for parents of children with ASN. ICT support Sensory impairment support	Specific additional support from an Inclusion Outreach Service , catering for a range of additional support needs, including complex learning needs, autism, bilingualism, family circumstances and social emotional and behavioural needs. The emphasis is on capacity building in the mainstream school/intensive support base. An ICT specialist support service, in conjunction with CALL. A hospital link teacher. Methods: Consultation and advice Group work Team teaching/modelling 1-1 Training Project work Absence cover for special schools/intensive support base.

Level of Intervention STAGE	Stage	Examples of support* *This list is not exhaustive
		Support Accessed by request for assistance from a Team Around the Child including consultation with Educational Psychologist to an Alternative Provision RAG.
5. Alternative provision 3 centres with Two/three types of provision - part time and full time and high intensity.	<p>4 x specialist bases for children with complex learning needs and/or autism (one per locality), P1-P7, attached to Mainstream schools and 1x special school for children with complex learning and medical needs (secondary) – Carrongrange. S1-S6</p> <p>1x specialist base for children with needs arising from SECB/family circumstances factors (5-18). (5 streams)</p> <p>1x special school for sensory impairment – P1-S6</p>	<p>Specialist small group teaching. Part time Full time High intensity support.</p> <p>Accessed by request for assistance from a Team Around the Child including consultation with Educational Psychologist to an Alternative Provision RAG.</p>
6. Alternative outwith provision	For children and young people where the specialist support in Falkirk is not available to meet their needs.	By request for Assistance to an Outwith RAG (JCCRAG or other). Team Around the Child must include Educational Psychologist and Social Worker .