

**Education and Families Committee****15 January 2014****Additional Support Needs - Action Plan****CS-01-14-F****Report Presented by: Executive Manager,
Early Years and Additional Support Needs****Children's Services****1.0 Summary**

- 1.1 The purpose of this report is to present the Additional Support Needs Action Plan (Appendix A) which gives detail and timeframe about how the recommendations in the Additional Support Needs Review, will be taken forward by Children's Services.
- 1.2 The Education and Families Committee, at its meeting on 11 September 2013 (Min Ref: E&F 34/13), recommended to the Council that an action plan be developed which addresses the recommendations in the review report, and that this action plan comes back to the Education and Families Committee for agreement; thereafter progress will be monitored through Shetland Islands Council's quarterly Performance Review mechanism.
- 1.3 This recommendation required resolution by the Council, but it was not presented for approval. Therefore, this report is now seeking approval from the Council with regard to the action plan.

2.0 Decision Required

- 2.1 Education and Families Committee RECOMMENDS that the Council resolves to approve the action plan attached as Appendix A, in order to take forward the recommendations of the Additional Support Needs Review, and to note that implementation will be monitored by the Education and Families Committee through the Planning and Performance Management Framework mechanism.

3.0 Detail

- 3.1 The Additional Support Needs Action Plan (Appendix A) gives details of actions arising from the agreed recommendations. For each action it lists the lead professional(s), timescales and expected quality

outcomes. It gives detail of financial resources required to carry out these recommendations, believed at this time to be minimal, and ongoing monitoring arrangements.

- 3.2 The recommendations are numbered according to the numbers given to them in the Additional Support Needs Review, with some of the recommendations being further divided where more than one action is required. It should also be noted that some of the recommendations in the Action Plan are included in the Strategy for Secondary Education. These are identified in the Action Plan and will be taken forward as part of the Strategy. One recommendation refers to use of Getting It Right For Every Child (GIRFEC). Part of this recommendation is already being met by the GIRFEC Review Group.

4.0 Implications

Strategic

- 4.1 Delivery On Corporate Priorities – This Additional Support Needs Action Plan supports the Corporate Plan's vision for the best possible start for every child. It will build on the services we already have in place for Shetland's children and young people by aiming to make sure 'we get it right for every child'. In doing this it will aim to make the best economic, efficient and effective use of resources available.
- 4.2 Community /Stakeholder Issues – The recommendations will require review and consultation with a number of different users and providers. This will be carried out taking direction from Human Resources staff and the Senior Management Team of Children's Services.
- 4.3 Policy And/Or Delegated Authority – In accordance with Section 2.3.1 of the Council's Scheme of Administration and Delegations, the Education and Families Committee has responsibility and delegated authority for decision making on matters within its remit. The approval of the action plan as a strategic objective requires the approval of Council.

This report is related to the function of an education authority.

- 4.4 Risk Management – Most of the risk will be around meeting timescales, but the aim will be to meet these. Providing that recommendations involving changes for users and providers are properly managed, there is minimal risk, both financial and to stakeholders, and the recommendations should result in a better managed service for both users and providers. If we do not move forward with the recommendations, we place Shetland Islands Council at risk of not providing the best possible service to Shetland's children, managed within our resources.
- 4.5 Equalities, Health And Human Rights – The recommendations addressed in the Additional Support Needs Action Plan will help to ensure we continue to meet our duties under equalities legislation.
- 4.6 Environmental – NONE

Resources

- 4.7 Financial – The impact of the Additional Support Needs Action Plan on existing budgets for additional support needs and schools should be a decrease to budgets, because of smarter ways of working and meeting needs, and more efficient use of available resources.
- 4.8 Legal – The recommendations of the Additional Support Needs Action Plan are mindful of the existing duties under legislation and there are no planned actions that will place us at risk in that respect.
- 4.9 Human Resources – The Additional Support Needs Action Plan will be looking at smarter ways of working and meeting needs, and some of the actions will have an impact on current roles and responsibilities. Advice will be sought from Human Resources on the relevant policies and procedures that apply and Trades Unions will be consulted, together with the staff concerned, whenever this is the case.
- 4.10 Assets And Property – There are recommendations in the Additional Support Needs Action Plan that seek to co-locate services in the future. There will be consultation with Building Services to identify how this will be done.

5.0 Conclusions

- 5.1 This Additional Support Needs Action Plan aims to put into practice the recommendations in the Additional Support Needs Review already agreed by Education and Families Committee on 11 September 2013. It will enable the authority to move forward in its commitment to continuing to meet its statutory obligations and to do so effectively and efficiently. The plan will further advance the authority's commitment to meeting the needs of all of its children and young people on the basis of inclusion and equity.

For further information please contact:

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Report finalised: 6 January 2014

List of Appendices

Appendix A: Additional Support Needs Action Plan

Background documents:

Additional Support Needs Review, September 2013

<http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=14896>

END

Additional Support Needs Action Plan

Appendix A

Recommendations	Actions	Lead	Timescale	Quality Outcomes	Financial Resources	Monitoring Arrangements
6.1 Appointment of Additional Support Needs Manager						
6.1a - Agree remit and job description for Additional Support Needs Manager. This may also affect the line management role of Education Support Officer Additional Support Needs, Principal Education Psychologist , Visual Impairment Teacher and Principal Teacher Additional Support Base.	Determine structure of Additional Support Needs outreach (education) team, its management, and job description for Additional Support Needs Manager, or title as agreed – current post of Education Support Officer, Additional Support Needs, will become redundant.	Executive Manager Early Years and Additional Support Needs.	Jan 2014 – April 2015 Fully activate by Aug 2015	Improve the quality of services. Improve resource management and best value.	None required – cost of Education Support Manager will be met from efficiencies made within the Additional Support Needs staffing budget.	Line managers to evaluate through progress meetings, and Additional Support Needs Management Team meetings.
6.1b - Development of a framework of Quality Assurance in schools.	Development of a framework for quality assurance of meeting additional support needs in schools in conjunction with 6.4 and 6.6. Revisit local Stages of Intervention to ensure clarity and deliver training to all Head Teachers and Additional Support Needs Staff on uniform use of these.	Executive Manager Early Years and Additional Support Needs, Education Psychologist, Principal Teacher - Visual Impairment, Quality Improvement Officers. Education Psychologist, Education Support Officer, Executive Manager Early	May 2014 – Jul 2015 Feb 2014 – Aug 2014	Improvements in performance. Improve services for children and young people. Deliver services that meet SHANARRI outcomes. Programme of quality assurance actions.	None required.	Ongoing monitoring in schools by Education Support Manager.

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		Years and Additional Support Needs, representatives from Additional Support Needs Staff.				
6.1c - Agree structures around deployment of auxiliary support staff.	Determine structures and formulae around deployment of auxiliary support staff.	Executive Manager Early Years and Additional Support Needs.	Nov 2013 – April 2014	Improved resource management. Adherence to fulfilment of statutory duties.	None required.	Review Nov 2014 - Feb 2015. Number of complaints around provision. Number of complaints that go to Tribunal.
6.2 - Establish a single gateway for all Additional Support Needs referrals.	Draw up structure and remit of a single group within education to oversee quality assurance across schools in relation to referrals. Set up a Shetland Schools Outreach Service Group to build up team working of Additional Support Needs Outreach Services to schools.	Principal Education Psychologist.	Activation of group during Term 3 2014	Improve services for children and young people – shifting away from Crisis Intervention towards Early Intervention. Improved resource management. Deliver services that meet SHANARRI outcomes.	Possible teacher supply costs, but minimised by use of conference phone calls and video conferencing.	Review Jul 2014.
6.3a - Institute a programme of compulsory Continuous Professional Development for all school management staff on key legislative requirements: Equalities; Inclusion; Accessibility.	Design model and content of compulsory Continuous Professional Development for school management staff on key legislative requirements, that supports Equality Milestones in school development plans TRIALED AND READY FOR ROLL OUT.	Education Support Officer/ Continuous Professional Development Co-ordinator.	Oct 2013 to activation Term 3 2014	Ensure fulfilment of statutory duties. Ensure shared vision values and aims around Equality duties. Ensure development of all staff in schools through cascading of information.	None required.	Evaluate and report on next steps Aug 2014.
6.3b - Brief review/consultation carried out to assess the level of awareness of parents and young people in terms of entitlement.	Send out survey to schools to ask how information around our statutory duties has been shared with parents after circular to schools requesting that they do this.	Education Support Officer.	Dec 2013 - April 2014	Ensure fulfilment of statutory duties. Promote shared understanding of vision values and aims around	Cost for consultation exercise when contacting	Evaluate and decide next steps June 2014.

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	Consult with parents to identify effect of this and ideas for better engagement with them.			Equality Duties.	stakeholders.	
6.4 - Embed Getting It Right For Every Child (GIRFEC) principles in planning for all children and young people.	GIRFEC principles are embedded in practice, and planning and review documents in schools (see 6.1b).	GIRFEC Review Group – <i>Included in GIRFEC training already being rolled out.</i>	Nov 2013 – Dec 2014	Adherence to fulfilment of statutory duties in Children's Bill. Deliver services that meet SHANARRI outcomes. Build capacity, resilience and well-being of children and young people. Promote early intervention.	None required.	Quality Assurance group for schools to monitor referrals regularly.
6.5 - Early investment in family support and a single management arrangement for Early Years Home Visiting and Home Link Services. Consider at same time as 6.12.	Agree line management structure and related roles to support delivery of services.	Quality Improvement Manager/ Director of Children's Services.	April 2014 – Jun 2014	Improve the quality of services. Improve resource management and best value. Improve and facilitate capacity of outreach staff to meet the needs of pupils.	None required.	Line managers to evaluate through progress meetings.
6.6 - Institute a programme of the systematic accreditation of schools and services in line with the authority's policy on inclusion.	Agree criteria and a framework for achieving the following elements: <i>Inclusion and an ethos of equality, Dyslexia Friendly ASD Friendly Communication Friendly Meeting emotional and behavioural needs.</i> Produce documents to support development of criteria by schools. Produce Quality Assurance framework for ongoing badging of schools. See 6.1b.	Education Support Officer with Education Psychologists, Principal Teachers and Head Teachers.	Aug 2014 – Aug 2015	Build capacity, resilience and well-being of children and young people. Promote early intervention. Improve the quality of education and experience for children and young people in schools with additional support needs, using a staged intervention model. Training and development for staff in schools. Programme of quality assurance actions.	May be a cost to producing some documents, but most of these will be in electronic form.	By Head Teachers. Quality Improvement Officers, and Education Support Manager.
6.7 - Seek to co-locate all outreach and support services.	Explore and cost alternatives in consultation with building services. Decide optimal locations for co-locating outreach and support services.	Executive Manager Early Years and Additional	Jun 2014 – Aug 2016	Improve the quality of services. Improve resource management and best value.	None required.	Director of Children's Service through Children's Services Management Team

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	Consult with outreach services on agreed options as a step towards making decision. Agree line-management structure of these staff – see 6.1a.	Support Needs.		Revised structure improves capacity of staff to meet the needs of pupils.		meetings.
6.8 - Implement measures to ensure that the structure of promoted posts in the High Schools is efficient and reflects the broader concept of Additional Support Needs.	Consult and agree new staffing structures. Establish and formalise links with Behaviour Support Base/Bridges. Review and agree roles and profiles of teachers of pupil support. Identify and address any development needs.	Executive Manager Early Years and Additional Support Needs and Quality Improvement Officers for school.	April 2014 – Jul 2014	Improve resource management and best value. Training and development for staff in schools. Improve the quality of education and experience for young people. Improve capacity of outreach staff to support schools in meeting the needs of pupils.	None required.	Head Teachers and Quality Improvement Officers through progress meetings.
6.9 - Strengthen the Consultancy (Curriculum Development) and Staff Development roles of Additional Support Needs teaching staff.	Agree Additional Support Needs teachers' roles with Head Teachers and Senior Management Team. Quality Assurance of curriculum and staff development roles. Identify and evidence development priorities of Additional Support Needs teachers. Develop inclusive practice record of achievement in schools across the authority. Establish agreed model of auxiliary deployment (see 6.1c). Review capacity of Additional Support Needs teachers to deliver across all roles. Address development needs.	Executive Manager Early Years and Additional Support Needs and Quality Improvement Officers. Executive Manager Early years and Additional Support Needs. <i>Strategy for Secondary Education Section B</i>	Aug 2014 – Aug 2015 Dec 2013 – Aug 2014	Build capacity of all staff in schools around meeting the needs of all pupils. Build capacity of Additional Support Needs teachers to support staff in meeting the needs of all pupils. Establish an ethos of inclusion that has the same criteria across all schools. Improve the quality of education and experience for children and young people in schools with additional support needs.	None required – training needs will be identified from within Additional Support Needs training budget.	Quality Improvement Officers and Head Teachers through professional reviews and school self-evaluation processes.

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6.10 - Build on opportunities for shared training and the systematic dissemination of training outcomes.	Initiate consultation with Continuous Professional Development Co-ordinator to explore potential routes and mechanisms to achieve the recommendation. Connected to action 6.1b and 6.9.	<i>Initiative already ongoing in Executive Services Improvements.</i>	Jan 2014 – Mar 2014	Improve the quality of education and experience for children and young people in schools. Establish an ethos of inclusion that has the same criteria across all schools using a staged intervention model. Build capacity of all staff in schools around meeting the needs of all pupils.	None required other than those already agreed.	By Head Teachers.
6.11 Develop a strategy and action plan for the exploitation of ICT for the following groups identified below. This action should be included with Actions 6.2 and 6.9						
6.11a - Agree viable actions for use by pupils with ICT strategy Group.	Establish a short-life working group to develop a strategy and action plan for engaging with ICT strategy group to: <ul style="list-style-type: none"> Take forward viable actions in schools Check recommendations against extant ICT report and merge as appropriate Cross-reference to 6.1b and include in Quality Assurance framework the review of effective technology in schools to support pupils. 	Quality Improvement Officer (ICT) <i>Strategy for Secondary Education, Section B.</i>	Sep 2013 – Dec 2014	Improve the quality of education and experience for children and young people in schools.	Cost for ICT provisions.	Quality Improvement Officers and Head Teachers reporting to ICT strategy group.
6.11b - Explore use of ICT to facilitate meetings / communications / referrals/ consultations.	Establish a short-life working group to develop a strategy and action plan for exploring use of ICT to facilitate communication between professionals. Cross-reference with 6.2.	Quality Improvement Officer (ICT).	Term 3 -4 2014	Improve capacity of outreach staff to support schools and meet the needs of pupils.	Cost for ICT provisions.	Group evaluating and informing ICT strategy group.
6.11c - Explore sharing/marketing of expertise and resources.	Explore sharing and marketing of expertise and resources across the authority.	<i>Included in Strategy for Secondary Education Section B.</i>	Nov 2014 – Aug 2015	Share best practice across authorities. Impact on wider community.	Within existing resources.	To be agreed.

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6.12 - Merge the Additional Support Base (Bruce Hostel) and Bridges provision in line with a Curriculum for Excellence. Consider at same time as 6.5.	Initiate review, consult and plan with Principal Teacher - Behaviour Support Base, Manager of Bridges Provision and their line managers. Improve links between the provisions to enhance extended learning, and opportunities for challenging and vulnerable young people (Extended Learning Resource). Agree curriculum provision in all schools that ensures maximum flexibility and choice to meet the need and entitlement of all children and young people. Pilot youth development workers in Brae High School and Anderson High School to explore flexible learning.	Quality Improvement Officer for Additional Support Base, Team Leader for Bridges. <i>Included as an action in the Strategy for Education, Section B.</i> Team Leader for Bridges.	Apr 2014 – Dec 2016 Sep 2013 – Jul 2014 Jul 2014	Improved life chances for young people at risk. Our young people at risk have an improved opportunity to develop skills for life and work. Build capacity, resilience and well-being of young people. Adherence to fulfilment of statutory duties around access to education. Revised structure improves capacity of staff to meet the needs of pupils.	None required.	Line managers to quality assure at progress meetings. Data around positive destinations for young people moving out of education. Evaluation of attainment data in secondary schools. Evaluation of attainment data.
6.13 Conduct regular anticipatory audits of the provision available post 19						
6.13a - Establish Audit Group around the above provision.	Establish/Identify audit group (16+ Providers Group, chaired by Team Leader, Youth Services, already have a remit that could include this).	<i>Included in Section A, Strategy for Secondary Education.</i>	August 2014 – ongoing	Ensure young people at risk have an improved opportunity to develop skills for life and work. Ensure improved life chances for young people at risk.	None required.	Audit group will monitor post 19 provision.
6.13b - Explore potential opportunities for the extension of Outreach Services to young adults.	Explore potential opportunities for the extension of outreach services to young adults. Review core activities of outreach staff and services to assess capacity.	16+ Providers Group.	August 2014 ongoing	Ensure young people at risk have an improved opportunity to develop skills for life and work. Ensure improved life chances for young people at risk. Services identified that have the capacity to deliver services post 19.	Possible cost to extension of Outreach Services – budget would need to be agreed with Adult Services.	Audit group will be ongoing.