

The Doran Review – Call for Evidence EIS RESPONSE

Section B: The relationships between local and national provision and how these could be improved

In most cases, children and young people with complex additional support needs will be educated and cared for in their home area. In exceptional circumstances, local provision may not be available to meet the educational, physical, social and emotional needs of a child or young person with complex additional support needs. In such circumstances consideration will be given to finding the most appropriate facilities for education. This could involve residential care in another local authority or an independent or grant-aided special school offering places for children and young people across Scotland on a national basis.

- 1(a). Based on your experience and knowledge, how well do education services in your local area provide for the needs of children and young people with complex additional support needs?

Very Well	
Well	
Adequate	
Poor	
Don't Know/Not Applicable	X

- 1(b). Please say what you think is working well and/or what needs to improve?

Response	<p>This response has been developed from information provided by EIS members across Scottish Local Authority areas.</p> <p>A major concern is that where specialist provision has been removed the provision within mainstream schools is insufficient to meet the needs of children and young people with complex additional support needs. This places the schools and staff under pressure and does not provide an environment in which 'Getting It Right For Every Child' can always be achieved.</p> <p>Good practice does exist within many schools but such good practice is put under pressure when resources are not provided for its maintenance or development. Within current budget restrictions the issue of adequate resources for young people with complex additional support needs is brought into sharp focus. Adequate staffing, with appropriate specialist training and on-going CPD, the provision of specialist equipment and the requirements from complex medical needs all require additional resources.</p> <p>Our members have concerns over the reductions in support staff and the impact this has in the school/classroom and on the ability to meet complex needs of individuals. The reduction in numbers of support staff impacts on the workload of teachers and this can have a negative impact on the experience of learners. Workload is also increased by requirements of legislation (LAC, GIRFEC and ASfL Act) and requirements which are often duplicated for the same child. We hope that this review can assist with a future streamlining of processes which will assist with workload issues and provide a better system and deliver the principles of GIRFEC.</p>
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- 1(c). Based on your experience and knowledge, how well does education provided at a national level, e.g. an independent or grant-aided special school, provide for the needs of children and young people with complex additional support needs?

Very Well	
Well	
Adequate	
Poor	
Don't Know/Not Applicable	X

- 1(d). Please say what you think is working well and/or what needs to improve?

Response	The EIS supports the continuation of national level provision, as an option, for children and young people with complex additional support needs.
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- 1(e). What is your experience and knowledge of how well local education services and education provided at a national level work together?

Response	Financial constraints on local education services and increased workload demands are frequently a barrier to effective partnership activities and make meaningful links difficult to sustain.
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- 2(a). In your experience what factors influence parents' choice of learning provision for a child or young person with complex additional support needs?

Response	No comment.
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- 2(b). To what extent do you agree or disagree that parents are given appropriate information and support about the options available for their child and their family?

Strongly Agree	
Agree	
Neither Agree or Disagree	
Disagree	
Strongly Disagree	
Don't Know/Not Applicable	X

Section C - Effective and efficient collaboration across education, social work and health services

To enable children and young people achieve the best outcomes from their education, teachers should work in close collaboration with families and with a range of practitioners from health social care and social work services. The range of support provided should be based upon assessments by education staff and relevant practitioners who then work together to ensure that the needs of the child or young

person are met. They should monitor progress and make changes to children's individual educational programmes (IEPs) to ensure that they are achieving agreed long and short-term targets. Parents, carers and practitioners have important decisions to make when the child or young person is due to move to the next stage in their education or leaving school. Full account should be taken of the views of the child or young person.

- 3(a). To what extent do you agree or disagree that current approaches to the assessment of children and young people with complex additional support needs are fit for purpose?

Strongly Agree	
Agree	
Neither Agree or Disagree	
Disagree	X
Strongly Disagree	
Don't Know/Not Applicable	

- 3(b). What in your view is working well and/or what needs to improve?

Response	<p>There are considerable practical difficulties in co-ordinating access to specialist professionals to undertake assessment procedures. The role of specialists in this is essential and adequate resources are required to ensure that the identification and support of complex support needs is not entirely delegated, due to economic pressures, to non-specialists.</p> <p>Channels of communication should be improved, especially at transition stages. Relevant information in a format that is easy to understand and that can easily be updated needs to be shared. To deliver this an adequate ICT infrastructure should be provided. There needs to be a clear vision of what we are trying to achieve and that should be based on realistic expectations. Additional resources are required to ensure that effective communication can be maintained.</p> <p>There needs to be consideration of the workload and time pressures experienced by staff within schools, for example from completing IEPs and from demands of case conferences.</p>
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At points in the life of a child or young person with complex additional support needs, important decisions may have to be made about his or her education and/or care. The decisions may be about the school to be attended, the educational programme and how it is to be put into operation.

- 4(a). To what extent do you agree or disagree that current arrangements for making such decisions are fit for purpose?

Strongly Agree	
Agree	
Neither Agree or Disagree	X
Disagree	
Strongly Disagree	
Don't Know/Not Applicable	

NO QUESTION 4(B) ON OFFICIAL CONSULTATION.

4(c). Please say what you think is working well and/or what needs to improve

Response	Our main concern is the lack of time available in schools to fulfil the expectations of legislation in this area.
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5(a). To what extent do you agree or disagree that the views of children and families are adequately taken into account during assessment and decision making processes?

Strongly Agree	
Agree	
Neither Agree or Disagree	
Disagree	
Strongly Disagree	
Don't Know/Not Applicable	X

5(b). What needs to be done to ensure that families are involved in assessment and decision making at all stages and with all partners?

Response	No comment.
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6(a). To what extent do you agree or disagree that services (such as Education, Health and Social Work) work together well in supporting children and young people with complex additional support needs?

Strongly Agree	
Agree	
Neither Agree or Disagree	X
Disagree	
Strongly Disagree	
Don't Know/Not Applicable	

6(b). In your experience what factors (if any) prevent services from working together effectively?

Response	<p>Expanding remits of staff, workload issues and lack of time are the main barriers to effective partnership working.</p> <p>Guidance on the implementation of GIRFEC: '<i>A Guide to Implementing Getting it right for every child: Messages from pathfinders and learning partners</i>' (June 2010) is a step in the right direction. However, there seems to be a lack of co-ordinated strategic implementation planning within Local Authorities. There is need for streamlined and joined-up developments at both local and national level.</p>
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- 6(c). Please provide any examples of good practice where staff from different services work well together to provide support to children and young people with complex additional support needs and their families.

Response	No examples provided.
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Section D: The Roles of the Scottish Government and National Provision

The Scottish Government is responsible for the national policies and guidelines which affect the education and care of children and young people with additional support needs. The majority of education services which directly support children, young people and their families are provided by Local Authorities. Scottish Government also directly funds a range of frontline and support services that support children and young people with a range of additional support needs. Other charitable organisations offer support services on a national basis.

- 7(a). To what extent do you agree or disagree that some national services are necessary to ensure that every child has their additional support needs met?

Strongly Agree	
Agree	X
Neither Agree or Disagree	
Disagree	
Strongly Disagree	
Don't Know/Not Applicable	

- 7(b). In your view what types of specialist educational and support services should be provided at a national level for children and young people with complex additional support needs?

Response	The current provision should be funded to ensure that current demand is met and the need for additional provision, for example, specialist training and advice in relation to autism, should be assessed.
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- 7(c). If national services are necessary, what role should Scottish Government play in:

i) the support and development of those services?

Response	The Scottish Government should provide resources to match the expectations of the legislation. Consideration must also be given to the accessibility of national services, particularly for those living outside the Central Belt, and the continuing need for specialist and residential and provision.
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7(c). If national services are necessary, what role should Scottish Government play in:

ii) the allocation of national funding to ensure that every child has their additional support needs met?

Response	The Scottish Government should ensure that the mechanism for funding leaves no child or young person disadvantaged by local budgetary constraints and that additional support needs are met either by local or national provision. National provision that charges Local Authorities for places may not be accessible due to local funding issues and consideration should be given to funds to allow flexibility and to avoid a post-code lottery of educational experiences.
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8. What role should the Scottish Government, and its agencies such as Education Scotland and the Care Inspectorate, play in reviewing the quality of education and support provision for children and young people with complex additional support needs?

Response	Scottish Government's role should be as it is at present, with stringent external, independent review by Education Scotland and the Care Inspectorate. The views of teaching professionals, along with others, must continue to be a part of the review process.
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Section E - Any other comments

9. Please tell us if you have any other comments on the provision of education for children and young people with complex additional support needs that you would like the Doran Review to consider?

Response	<p>Support for some specialist services is being eroded by decisions taken at a national level. For example, a decision to cut funding for the professional training of Educational Psychologists will have a serious impact on current provision and future recruitment of quality professionals into the Educational Psychology Service. We would like the Scottish Government to consider the impact of such decisions on the quality of education and support provided.</p> <p>There needs to be more resources allocated to meet complex additional support needs and to ensure that each child and young person is provided with an education which meets CfE aspirations. There is a need to have specialist provision at local level and access to national specialist provision. Staff training and on-going CPD must appropriate and adequately resourced.</p>
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