



This is the second bulletin which aims to give practitioners and partners regular updates on the what's happening in Dundee (and more widely) in relation to how we support and include learners with additional support needs in our nursery and school communities.

We hope that these bulletins will promote the implementation of 'what works' in practice for staff, children, young people and their families.

National Policy Updates



We have taken account of the recent updates and changes at a national level in looking at our own policy and practice. The links below will take you to the key guidance and consultations which will inform forward planning and provision in Dundee and across Scotland.

- Guidance on inclusive practice and presumption to provide education in a mainstream school or early learning and childcare establishment (forthcoming)
- Year of The Young Person 2018
- Revised Code of Practice (Additional Support for Learning) January 2018
- Supporting Disabled Children, Young People and their Families: consultation closes 5 Sept

Staff development: Supporting Learners Programme



- We are providing a wide programme of training to support learners, and have had five sessions offered to all support staff which looked at the research from Education Endowment Fund (EEF) on the best use of teaching assistants, as well as information about resources and guidance in Dundee. Taking part in Solution Circles was seen as a valuable way of sharing and developing practice.
- The Nurturing Approaches sessions continue throughout the city which are led by each school's Educational Psychologist. Along with De-escalation approaches, there is some early evidence of this having a positive impact on violent incidents in those schools implementing these approaches in a holistic way.
- We have re-introduced an 8 week Introduction to Supporting Learners course which included sessions on Dyslexia, Autism, ADHD, Differentiation, Planning, Legislation and Guidance and ending with a Carousel, which was well attended.
- Through SLMGs and the ASN Census it became apparent that staff required an update on training in SEEMIS and how ASN is recorded, which was offered as 4 practical sessions to ensure each school was aware of how to record ASN in SEEMIS.
- Training was provided for Senior Management staff in relation to new policy and guidance in relation to Supporting Learners, including a focus on Debriefing.
- The Autism E Learning Module is now available in the Protecting People section of E-learning Menu

This session we will provide:

- A similar programme of awareness raising sessions (around 12) focused on Supporting Learners which will run from August to October, available in MyLearn

- More in depth training for Senior Learning and Care Practitioners.
- Open sessions for SMT will be available to learn about new guidance and policy around ASN

Accessibility and Inclusion Service (AIS)



The Accessibility and Inclusion Service has been established in response to the diverse range of additional support needs identified in Dundee. It has been formed from remodelling the Multisensory Support Service; the Bilingual Pupils’ Support Service and the Outreach Team (0-18). The AIS provides support within a staged intervention framework to nurseries, schools, families and partner agencies for children and young people with additional support and wellbeing needs on a locality basis. Further information about the AIS can be found here: https://www.dundee.gov.uk/sites/default/files/ais_info.pdf

De-escalation, Physical Intervention and Violent Incidents Guidance

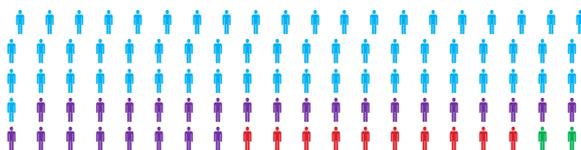
We have been developing new learning and development opportunities for whole school CLPL to consider self regulation and de-escalation. These consist of 3 twilight sessions or a whole day inservice and aim to allow schools to build on the knowledge and understanding they have gained through the 3 nurturing approaches modules.

SLMGs and TATC

The guidance for school placement for children and young people with additional support needs, including those who are looked after, has been updated and offers advice on what to do when a move or transition takes place within or outwith the authority. It should be used within the general school placement policy, while taking account of the specific circumstances related to being looked after/accommodated and having more complex additional support needs. As for all children and young people with wellbeing needs which require a more targeted and coordinated approach to intervention, the TATC planning process should be used.

SLMG review group have worked together this session to produce revised guidance on SLMG process, this will be introduced next session.

ASN Census



The annual census takes place in September (20th is Census day). The guidance for ensuring that your ASN data is up-to-date and accurate will be issued as in previous years. Lesley Ewing, Nicky Hastie and Janette Kerr will be running a drop in at Eastern PS, ICT Training suite on Thursday the 9th and Thursday 21 September from 9am - 4pm for schools who would like support for running the School/Pupil Census and Staff Census.

This session we trialled the use of an ASN Database with one school, and will use this to inform a common database across the city, drawn from Seemis.

Good Practice Guidance: Through work with schools, AHPs, Education Psychologists and the Accessibility and Inclusion Service we have produced Good Practice Guidelines for Supporting Learners in schools . These were based on the NAS Accreditation guidelines that Kingspark use and were adapted to look at Universal and Targeted approaches in schools, The new guidelines are informative and interactive and will give schools a 'go to' document to help support inclusion. They are stored in the SL folder in shared drive for schools.

Autism Awareness Week: Resources were produced for schools to use during the week 26th March till 1st April) which were available on the shared drive. Dundee Autism Awareness Hub (DASH) was launched during this week and provided workshops each day for parents to attend. The Autism E Learning Module was also launched during this week.

Literacy/Dyslexia



The Pathway for the Identification and Support of Literacy Difficulties and Dyslexia has been developed by Gail Stirling, Shonagh Anderson and ?? It provides an overview of the steps which school staff should take in the identification, assessment and support for children and young people who have barriers to learning. It will be used in conjunction with the national Addressing Dyslexia Toolkit .<http://www.dyslexiascotland.org.uk>

AIM Programme (Anxiety in Motion)

The AIM programme has continued to develop over the last 12 months, with support funded from the Scottish Attainment Challenge. The work of the programme was recognised in Dundee's recent Inspection of Local Authorities, and the outcomes which young people achieve. This includes those young people who receive early support and intervention in S1/S2 through the AIM for Schools programme (including the secondary school Health & Wellbeing Workers from The Corner); as well as the city-wide targeted support from the Core AIM programme for young people who have stopped attending secondary school due to their anxiety and social-communication needs. Now based at The Shore, assessment and referral for this programme takes place through the school's support team in consultation with the link Educational Psychologist. Further details can be found here:



AIM_governance.docx

Young Ambassadors for Inclusion:

Janette Kerr visited the Young Ambassadors for Inclusion for Scotland in January 2018, this is a National group who meet 4 or 5 times a year looking at obtaining the views of young people with ASN in relation to inclusion and working together to inform Education Scotland re policy and Guidance. The central group have produced a film and a training pack for schools, which they hope to be used in schools to promote inclusion. Janette felt that it would be a great idea to start a Young Ambassadors for Inclusion in Dundee primarily with secondary pupils to take the work that is being done nationally forward in Dundee.

The group had its first meeting in February 2018, six pupils attended and we watched the film which the national group had made which generated lots of discussion and thoughts about how we can take this forward in Dundee. I fed back to the National Group who are delighted we are taking this forward in Dundee as we are the first to do this in Scotland. They are providing me with the work they are doing which I will replicate here and fed back to them through our National Ambassador who also attend our local group. The group met another two times this session and has continued to grow with lots of great discussion and friendships being made.

Assessment and Resource Pathway for Children and Young People with Complex Additional Support Needs (Disabilities):

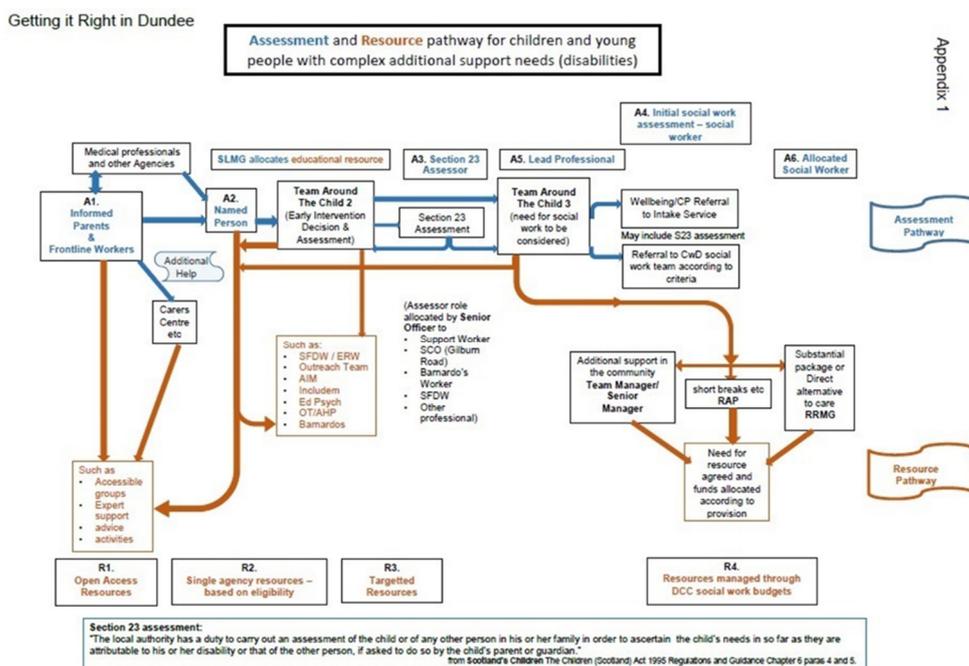
Many of the children with disabilities in Dundee have their needs met by universal services and open-access resources from the many voluntary organisations across Dundee.

The Assessment and Resource Pathway for children and young people with complex additional support needs (disabilities) has been developed to represent the shared and staged response to the needs of children with complex additional support needs (disabilities) at population level in Dundee.

The Pathway is shown in the diagram below. It illustrates:

- that a child with a disability or Complex Additional Support Needs is supported by the Named Person, the Team Around the Child and MASH processes (where appropriate) in the same way as any other child in need or at risk;
- how Dundee City Council responds to a request to assess the needs of a child and family affected by a disability either in accordance with Section 23 of the Children (Scotland) Act 1995); or where there is a wellbeing concern or child protection concern for the child;
- the processes that support resource allocation;
- which children have a Named Person, a Lead Professional or an allocated social worker.

A child's health and education assessments are aligned to this pathway and will be taken account of by the Named Person or through the TATC process. Further information on the pathway is available from Michael.Holligan@dundee.gov.uk or Gill.Simpson@dundee.gov.uk



Accessibility Strategy and BSL Action Plan:

We have updated our Accessibility Strategy (link here) which aims to ensure that our nursery and school communities are accessible in the following ways: for communication; the curriculum; and the physical environment. Aligned to this is our part in the council's forthcoming [BSL Action Plan](#), which includes:

- Family Support, Early Learning and Childcare. The Getting it Right for Every Child (GIRFEC) approach will be fully embedded, with a D/deaf or Deafblind child and their family offered the right information and support at the right time to engage with BSL.
- School Education. Children and young people who use BSL will get the support they need at all stages of their learning, so that they can reach their full potential; parents who use BSL will have the same opportunities as other parents to be fully involved in their child's education; and more pupils will be able to learn BSL at school.
- Post-School Education. BSL users will be able to maximise their potential at school, will be supported to transition to post-school education if they wish to do so and will receive the support they need to do well in their chosen subject(s).

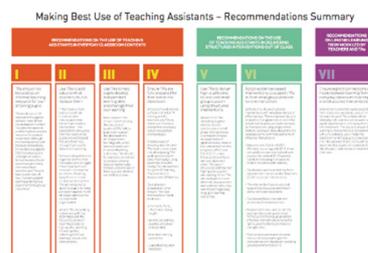
Occupational Therapy(OT) : Janette Kerr is working closely with OT to coordinate input and training in Dundee, each cluster now has an OT who can be contacted for information. They have worked together to produce Small Equipment Boxes – 1 for each community . These will allow schools to borrow a piece of equipment before purchasing to try. This information is on SL folder in Shared drive in OT folder

LCA update & training:

Pupil Support Assistants (PSA): All Secondary schools now have at least one PSA to start next session.

Learning and Care Assistants

Senior Learning and Care Practitioners(SLCP): The SLCP working party have produced an Induction pack for new LCA/PSA , this will allow the SLCP for each cluster to provide an induction for new staff to give them relevant information and collect information from them around their learning and development needs. We have agreed that once all ten SLCP are in post we will provide extensive learning and Development programme with Allied Health Professionals, Educational Psychology and other relevant agencies to ensure they all have a broad, consistent level of training.



Home to School Travel Assistance

The home to school travel assistance policy has been reviewed and the Travel Assistance Monitoring Panel have used the revised policy to make informed decisions around travel assistance.



https://www.dundee.gov.uk/sites/default/files/20171020_travel_assistance_policy_updated.pdf

During this year we have had a graduate working on an Independent Travel Programme which is being offered to some Secondary Schools as a pilot and hopefully the resources will be available for schools next session.

Transitions

The new Post 16 transition process has been implemented and the HSCP/ Children and Families Service transition panel now come together twice every year to consider referrals from schools, which will hopefully streamline the process. Through feedback from Pupil Support Coordinators the guidance has been updated to be clearer with regards to who should be referred to Health and Social Care Partnership and training has been offered to Guidance and Support for Learning staff.



Active Schools

Equalities and Inclusion is a priority for Active Schools in Dundee, with a focus on engaging with pupils who experience the greatest amount of barriers to participation. The 2017/18 session has seen participation levels in their targeted groups increase significantly, which includes pupils who live in areas of high deprivation, pupils with a disability and teenage girls.

586 pupils who have an ASN from all schools are now taking part in school sport activity from across the city, including Kingspark school having a 100% increase in the number of pupils taking part in school sport activity. These results are due in part to the work of Active schools in creating bespoke clubs for pupils with a disability as well as ensuring current mainstream clubs are more inclusive. In addition to clubs, there are increases in pupils taking part in sporting events including Dundee's highest ever attendance in the annual Regional Para-sports. Active Schools also ran the very first ASN Cross Country event, which is already being planned for this session and looking to expand it to all schools in the city. As a team Active Schools have been working in partnership to bring more opportunities to pupils with a disability and this past year which has included, local SFA Officers, Scottish Disability Sports and local clubs including Dundee Boccia club. As we enter into the second term of this session Active Schools are working to build on the success of last session.