

ASN Mainstream Locality Meeting

Meeting Details			
<b>Date of Meeting:</b>	22/02/2024	<b>Location:</b>	Via Microsoft Teams

Meeting Attendees Present	
Name:	Position Held:
Emma Dougan	ASL Service Leader CEC
Lynn Paterson	Senior Education Manager CEC
Lynne Binnie	Head of Education (Inclusion) CEC
Jennifer Connell	Senior Development Officer (Attendance) CEC
Jennifer Graham	Abbeyhill Primary School
Juliana Muir	Towerbank Primary Schol
Judith Mackinlay	Trinity Academy
Charlotte Bunting	Hermitage Park Primary school
Lesley Macniven	Boroughmuir High School
Mary Cockroft	Pentland Primary School
Maire Moore	Bonaly Primary School
Chigdem Arslan	Sciennes Primary School
Ali Morris	Abbeyhill Primary School
Kat Burnside	Currie High School
Jennifer Longstaff	Drummond Community High School
Samm Hamilton	St Augustines High School
Peter Walker	St Andrews Fox Covert Primary School
Samantha Marinello	Juniper Green Primary School

Fraser Stewart	Royal Mile Primary School
Marianne Kelly	Queensferry Primary School
Emma Parker	Craiglockhart Primary School
Kimberly Field	Hermitage Park Primary School
Hazel Wilkinson	James Gillespie's Primary School
Gillian Coulter	Parsons Green Primary School
Alison Adams	Portobello High School
Karen Bouissou	N/K
Lesley MacNive	N/K
Lorraine Milne	Minute Taker

<b>Apologies Received</b>	
Alex Ramage	Parent Rep Education Committee (High Schools)
Louise Collingwood	Parent Rep Education Committee (Primary Schools)
Rose Mccarthy	Dean Park Primary School
Emma Jowitt	Parsons Green Primary School
Sarah Sinclair	N/K

<b>1.Introductions</b>
Emma Dougan (Chair) ASL Service Leader welcomed all to the meeting. Emma outlined tonight's agenda and noted apologies.

<b>2. Inclusion Review Update</b>
Lynne Binnie, Head of Education (Inclusion) advised that the Inclusion Review is held under the Edinburgh Learn for Life Framework. There are nine implemented boards under this framework, one of which is the Inclusion Board. This is headed by Pam Brigg, Head Teacher, East Craigs High School and includes several education representatives. It was being considered that this would be opened up to third party representatives, parents, and Young People and this is something that can be looked at in the future. Each board has a framework of key performance measures, and they compile a report in January each year. Four to six weeks prior to Lynne commencing her post in July 2023 the Collaborative Enquiry review group visited

Edinburgh for three days. They looked at a number of data, visited schools and spoke with staff.

**Collaborative Enquiry Findings are as follows.**

- The schools and early years settings are very well resourced.
- Committed, dedicated, and skilled staff who show commitment to meeting the needs of all learners.
- Overall vision for inclusion is clear and strong across the range of policies and practices and Headteachers endorse the authority values and ambition to raise attainment for all.
  - **Universal Level** - resources include the high level of quality professional learning documents in the Edinburgh Learns Teachers' Charter.
  - **Targeted level** - resources include fully funded Support for Learning Teachers, Transition Teachers, Wellbeing Hubs, Enhanced Support Bases, Additional Support for Learning Service staff and Educational Psychologists.
  - **Intensive Level** - specialist schools and third sector partners
- Additional Support for Learning Service and the Educational Psychological Service was seen as very helpful by most senior leaders who engaged in the evaluation.
- Senior leaders felt empowered to find local solutions to improve inclusion rather than reaching out and making referrals to other services.
- Recent work to embed collaboration across learning communities is strengthening the sense of '*all Edinburgh's children*' by encouraging assessments of need at pupil, school and learning community level.
- More strategic approaches to improving inclusive supports through the establishment of Wellbeing Hubs in every secondary school are showing early signs of impact through the continued decline in exclusions.

Although it was felt that Edinburgh was very well resourced there was also felt that there were some improvements to be made and seven Improvement actions were recommended.

**The Improvement Actions are as follows.**

1. Revisit the Vision Values and Aims of Edinburgh Learns for Life to clearly emphasise the service vision and the inclusive, equitable pathways for '**All Edinburgh's Children.**' Ensure that all staff are consulted and involved in shaping the purpose of inclusive education, as part of the refreshed narrative of education.
2. Revisit the Edinburgh Learns Inclusion Framework to update the roles, remits and responsibilities of all; include those of learners and their parents and carers.
3. Refresh the Staged Intervention Pathways to rebalance understanding of universal, targeted and intensive.
4. Refresh GIRFEC, including guidance and professional learning, quality assurance, clear processes and a communication strategy.
5. Improve the Quality Assurance of Inclusion
6. Simplify and declutter the paperwork around supporting inclusion.

7. Incorporate the refreshed narrative into all developing work with Teams around the Learning Community ensuring that stakeholders are involved in the discussions about the core purpose of learning in Edinburgh and how inclusion is embedded within all curricula and wider achievement.

There is no timeframe for these improvements however it is hoped that these will be implemented over the academic year, as some improvements are interlinked, they will be developed alongside each other. It will be the Edinburgh Learners Inclusion board who take this forward they will link in with the Inclusion review advisory group, resources will be taken from the Council Managing Change policy. There will then be the Stakeholder engagement and consultation phase before the Consultation commences on the 15<sup>th</sup> of May for 45 days.

Lynne advised that although some of the work had started prior to her starting her job she now has oversight over five strands of work which are being taken forward.

1. Maximising Attendance - Education Welfare Officers
2. Support Workers remits and grading.
3. Central Additional Support for Learning Service
  - ASL Service
  - Educational Psychology Service
  - Central ASL officers
4. Management Structure in Specialist Provisions
5. Learning Estate Strategy

Three sections of this work will be completed prior to the formal consultation in May however as two sections of this are directly linked to people's jobs this may take longer as this may require internal consultations.

Overall, the reflections from the review were that all Edinburgh's children matter and that they matter equally, the commitment, experience and skills of staff is high, and the creative individualised planning and use of resources is very good. There were questions as to whether we have the right resources in the right place? Does the school Estate meet the diverse needs of learners now and will it continue to do so in the future?

The next step in the review is to have Parents, Young People's and staff's views. This will be done through a number of online and face to face Inclusion Events, these can be accessed via the QR code on the attached slides. Inclusion Survey's will also be made available, and these will be provided at school level. Also, any queries can be sent to the parent advisory group email [inclusion@edinburgh.gov.uk](mailto:inclusion@edinburgh.gov.uk)

#### Questions relating to the Inclusion Review Update

Emma asked who was involved in the resourcing for these findings.

Lynne advised that benchmarking is done with other local authorities of similar sizes and compared it these other local authorities it was felt that Edinburgh was well resourced. Head Teachers have reported that they do not feel that this is the case however Edinburgh has a wide range of ASL teachers, Educational Psychologist, fully funded wellbeing hubs and this is not the case with other Local Authorities.

Charlotte Bunting, Hermitage Park Primary school advised that just because other Local Authorities are not well resourced it does not mean that Edinburgh is. Lynne acknowledged this and stated that this why it is important to have all the correct resources in the correct place.

Charlotte asked if parents will be compensated for their time for attending the Inclusion events.

Lynne stated that these events have to retrieve accurate data and therefore can't be tokenistic. Lynne acknowledged that all parents are busy and that various ways of including all parents will have to be looked at.

Maire Moore asked if the benchmarking takes into account the level of needs for different Local Authorities.

Lynne stated that they take that into account with all the data they have, it is not 100% accurate however they do use all the information available to them. Some figures are published naturally, and this is used when benchmarking.

Lesley Macniven, Bouroughmuir High School asked if parents were allowed to access the data outcomes of ASN for their schools.

Emma advised that this has been asked before and unfortunately this was not possible due to the way data is collected.

Lesley stated that children with ASN are struggling in schools now and although it is good to hear that there are improvements happening, she asked what is being done for the children now.

Lynne stated that there are actions in place now there have been significant changes made every day, although these are not always visible does not mean that they are not in place.

Samantha Marinello, Juniper Green Primary School advised that there was to be an Inclusion Review Monthly newsletter however she has not seen this.

Lynne advised that it was decided not to go ahead with this, and all information can be found on the council website.

### **3. Inclusion**

Lynne advised that the ESB was established three years ago in the nine mainstream schools who opted to use this. All nine schools operated on different models depending on the children they were supporting complex range of needs. This was funded centrally and when this initially started there were 10 children in each classroom from S1 to S3. When Lynne came into post in July 2023 the nine schools were at full capacity and some schools had 12 to 13 children in each classroom. Due to this Lynne met with all Head Teachers and reviewed this process and it was clear that Head Teachers were saying that they all wanted this to be available in their schools. The decision of this review was that this will be rolled out in all twenty-three Edinburgh schools.

Lynne stated that due to the high demand for spaces and the legal time frame this was rolled out quickly and she accepted that the communication around this has not been communicated well. However Lynne stated that this is a good thing for Edinburgh's children, which will ensure that their needs are being met in a holistic manner.

Questions relating to Inclusion.

Charlotte Bunting, Hermitage Park Primary School stated that she has been informed that ESB is closing, and schools need to find extra support for their children out of the schools' budget. Lynne stated that this is not the case at all, and all Head Teachers have been briefed on this. Charlotte stated that she feels that there needs to be a universal communication sent to all parents.

Juliana Muir, Towerbank Primary School advised that she had been speaking with her Head Teacher and they had no information on this. There is a lot of speculation and fear going on about this and parents have been told that there will be a cut in provisions and staff numbers.

Lynne reiterated that this is not the case. At the moment children are travelling across the city to attend schools with ESB. If all schools have this available to children all schools can meet the needs of their learners. Children's needs will be met at their local schools. Lynne added that last year there was 49 requests for a placement and the current schools did not have the capacity to meet these requests. Introducing this into every school is the only way forward.

Maire Moore, Bonaly Primary School advised that this has maybe been briefed to Head Teachers however this has not been communicated to parents effectively.

Lynne advised that all parents who requested an ESB would have received letters. There would have been two communications, one from the Education Resource Group (ERG) and one in connection with the placement request.

Maire stated that as these are not in place over the full twenty-three schools it is not known how what this is going to look like for the children going into S1 this year and this is very concerning.

Lynne advised that as each school operate on different models depending on the children's needs this will be done at school level.

Emma agreed that it does feel that there is not a lot of time until August however all schools are on board with this, and everyone is working hard to get this right.

Samantha Marinello, Juniper Green Primary School asked where the children will go if they do not meet the criteria for the ESB.

Lynne advised that there are no criteria, and all children will be transitioned from primary school to high school.

Karen Bouissou asked if there will be a limit on the number of children in the new model. Lynne advised that there is no limit, and this will be determined by each school.

Ali Morris, Abbeyhill Primary School advised that she has real concerns about how the needs of each learner in every school can be met with the same level of support staff. She stated that resources are already stretched, and she feels that this will have a greater strain on these resources.

Emma advised that planning meetings have taken place with Head Teachers, Depute Head Teachers and SFL teachers and this has been looked at with the children's needs in mind. It is known that parents are frustrated about this, and it is hoped that parents can be reassured that this is good practice going forward.

#### **4. Draft Maximising Attendance Policy**

Jennifer Connell, Senior Development Officer for Attendance advised that the purpose of the policy is to provide guidance to school to maximise school attendance. The Policy will be in place to promote school attendance and to ensure measures for early intervention and support are put in place when there are concerns about a Child or Young Person's school attendance. It is known that Young People may be absent for a number of reasons, and it is important to understand their individual circumstances. The GIRFEC framework will be used to learn what barriers Young People are facing and to provide appropriate support to getting them back into school. The four main aims of the policy are to support school attendance, to encourage and facilitate communication with families, to promote partnerships when addressing the barriers, the Young People are facing and to allow schools to target interventions by learning about barriers to maximizing attendance to specific groups.

Jennifer stated that it is hoped that introducing the policy and maximizing school attendance this will:

- Ensure every child has the entitlement to an education directed towards reaching their potential.
- Help develop a young person's relationships with their peers generating opportunities to make friends and to be involved in clubs and activities.
- Help to develop young people's relationships with staff who they can trust to support them in reaching their full potential.
- Build relationships between young people, families, staff and partners in our communities.

- Promote academic success which can support progression onto positive post school destinations.
- Attendance is identified as a Key Performance Indicator for improving outcomes for children and young people impacted by poverty.
- Serve as a protective factor.

The key principals of the Policy are.

- A school ethos that promotes attendance.
- Schools are welcoming, nurturing, safe.
- Young people fully included and engaged in the life of the school.
- Schools have additional support strategies for young people that have additional supports needs and/ or are care experienced.
- Schools have clear procedures for monitoring attendance.
- A shared understanding that school absence impacts attainment, achievement, wellbeing and outcomes.
- Schools work collaboratively with families to understand barriers to attendance.

Jennifer advised that this piece of work has been data driven and has been a well-informed piece of research. This has looked at what barriers children are facing and what supports can be put in place to help them get back into school. Schools will be working in partnership with other services to see how the whole family can be supported and to address any issues the family may be facing.

Questions relating to Draft Maximising Attendance Policy

Lesley Macniven, Bouroughmuir High School advised that absence rates are high for autistic children and there are a number of these children falling out of education. Lesley asked if data was collected from each school regarding this and is this available to parents.

Jennifer stated that neuro divergent children are a high priority however due to the nature of the way that the data is collected it is not possible to ascertain why each



child is out of school. It is hoped that this is something that can be looked at in the future.

#### **5. Parents Rep Update**

Emma advised that unfortunately there is no one available to give a parents rep update for tonight's meeting.

#### **6. Communications Group**

Jennifer Graham, Abbeyhill Primary School advised that the communications group have met, and they are looking at ways to make information more accessible to parents more easily. It has been suggested that the council website should be more accessible, and all information should be available in one place. The wording of this has also been discussed and how this can be more accessible for parents who are not from a professional background.

#### **7. A.O.C.B**

Emma advised that Lynn Paterson, Senior Education Manager is due to retire on Friday 1<sup>st</sup> March 2024. Emma thanked Lynn for her support in the group over the years and wished Lynn a wonderful retirement.

Emma thanked everyone for attending and brought the meeting to a close.

Next Meeting		
Date	Venue	Time
25 <sup>th</sup> April 2024	Via Microsoft Teams	6.30 - 8.30pm

