

For meeting on
7 February 2019

Agenda 2019

Education Committee



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East Dunbartonshire Council

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A meeting of the Education Committee will be held within **Tom Johnston Chamber, 12 Strathkelvin Place, Kirkintilloch** on **Thursday, 7 February 2019 at 5.30 pm** to consider the undernoted business.

(Sgd) Ann Davie
 Depute Chief Executive - Education, People & Business

12 Strathkelvin Place
 KIRKINTILLOCH
 Glasgow
 G66 1XT

Tel: 0141 578 8076
 Date: 31 January 2019

- 1a **Sederunt and Apologies**
- 1b **Declarations of Interest** - Members are requested to intimate any declarations of interest in respect of any business to be considered.
- 1c **Determination of Exempt Business** – Members are requested to determine that the exempt business be considered with the press and public excluded.
- 1d **Convener’s Remarks**
- 1e **Any other business which the Convener decides is urgent.**
- 1f **Signature of Meeting of the Education Committee of 6 December 2018.**

REPORTS				
.....	8062	2.	Minute of Special Meeting of the Parent Council Forum of 17 September 2018. (Copy herewith).	1 - 4
.....	8164	3.	Outstanding Business Statement - Report by Depute Chief Executive – Education, People & Business. (Copy herewith).	5 - 10
.....	8164	4.	Kirkintilloch High School – Report by Depute Chief Executive – Education, People & Business. (Copy herewith).	11 - 46
.....	8164	5.	Education Services – How Good Is Our Service (October – December 2018) – Report by Depute Chief Executive – Education, People & Business. (Copy herewith).	47 - 60
.....	8164	6.	East Dunbartonshire Quality Standard Framework for Early Learning and Childcare - Report by Depute Chief Executive – Education, People & Business. (Copy herewith).	61 - 82
.....	8164	7.	East Dunbartonshire Council Early Years Admission Policy - Report by Depute Chief Executive – Education, People & Business. (Copy herewith). P.T.O.	83 - 105

.....	8164	8.	Inspection of Westerton Nursery by Education Scotland - Report by Depute Chief Executive – Education, People & Business. (Copy herewith).	106 - 124
.....	8164	9.	Statutory Consultation on Provision for Children with Additional Support Needs in Kirkintilloch - Report by Depute Chief Executive – Education, People & Business. (Copy herewith).	125 - 196
.....	8164	10.	Annual Exclusion Report within East Dunbartonshire Council for Session 17-18 - Report by Depute Chief Executive – Education, People & Business. (Copy herewith).	197 - 202

Minute of special meeting of the Parent Council Forum of East Dunbartonshire Council held within Turnbull High School, St Mary's Road, Bishopbriggs on **Monday, 17 September 2018**.

Present: Councillor **GOODALL**

In Attendance: **G. Bremner** Education Officer (Early Years & Primary)
A. Dalziel Education Officer
M. Thomas Joint Chair

School Name	Chair / Rep	School Name	Chair / Rep
Baldernock Primary	K Fleming/ J Carr	Lennoxton Primary	D Wason/ R Coughlan
Baljaffray Primary	L Rodden	Lenzie Academy	B Paterson/ A Fraser
Balmuildy Primary	L Kenney / M Crumlin	Lenzie Meadow Primary	S Allen/ N Teasdale
Bearsden Primary	C Smith / C Dorman	Meadowburn Primary	J Allen/ S McCarthy
Bearsden Academy	A Howie/ P Liddel	Merkland School	
Bishopbriggs Academy	D Williams	Millersneuk Primary	G Caldwell/ T Duncan
Boclair Academy	C Allen	Milngavie Primary	A Jones/ G Graham
Campsie View	A Lewis	Mosshead Primary	J Kelly / S Yeoman
Castlehill Primary	J Watson	Oxgang Primary	H Young/ D Smith
Clober Primary	C Marshall/ S Kenny	St. Nicholas's Primary	
Colquhoun Park Primary	V E Morrison/ E Dallas	St Helen's Primary	<i>Apologies</i>
Craigdhu Primary	L Davidson/ B Gibson	St. Machan's Primary	R Miller/ J McNicol
Craighead Primary	K McAuley/ L Stewart	St. Matthew's Primary	
Douglas Academy	N Miller / B Smedley	St. Ninian's High	M McCarney
Gartconner Primary	P Lucas/ P Manley	Thomas Muir Primary	
Harestanes Primary	J Gillespie	Torrance Primary	<i>Apologies</i>
Hillhead Primary		Turnbull High	A Murray
Holy Family Primary		Twechar Primary	
Holy Trinity Primary		Wester Cleddens Primary	
Killermont Primary	G Bilton/ E Smith	Westerton Primary	
Kirkintilloch High	K Miller		
Lairdsland Primary	N Rooke/ F Donachey		

M Thomas (Joint Chair) Presiding

OPENING REMARKS

SPECIAL PARENT COUNCIL FORUM
17 SEPTEMBER 2018

The Joint Chair welcomed all present to the special meeting of the Parent Council Forum which would take the form of a workshop on Parental Engagement. He advised that the workshop would be facilitated by G Bremner, Education Officer (Early Years and Primary).

1a. APOLOGIES FOR ABSENCE

Apologies for absence were intimated on behalf of Councillor McGinnigle and Parent Council representatives as detailed above.

2. PARENTAL ENGAGEMENT

G. Bremner, Education Officer, (Early Years and Primary) and Anne Dalziel, Quality Improvement Officer, provided members of the Forum with a presentation on the Parental Partnerships from Involvement to Engagement. This meeting invited Head Teachers and Chairs of Parent Council together to discuss partnership and engagement in school improvement.

The presentation provided information on the following:-

Parental Engagement - Consultation Process, which detailed the main points of the Parental Engagement Strategy including, expectations for involving parents, the role of Parent Councils and Parent Forum, Learning at Home and National policy.

Key areas included establishing practices and procedures for effective and clear communication. Removal of barriers to engagement and enabling parents to support their child's learning where discussed. Focus for this was to ensure that the Parental Engagement Action Plan was delivered to Schools in order to support them in achieving effective parental engagement.

What we have done – Produced an Action Plan for Schools and Early Years establishments; and an audit against the National Action Plan for parental engagement, family learning and learning at home 2018-2021 'Learning together'. The Audit showed that the key areas chosen for focus matched the majority of the goals specified with the 'Learning Together' document.

The PCF noted that the Parental Strategy had been created after consultation with the Parent Council Forum, Parent Council representation and school representation. National Policy had been used to guide the Strategy and the Working Group agreed that the main areas for focus would be:-

Scottish Schools Involvement Action 2016 and Review 2017;
Communication – clear and effective;
Removal of potential barriers to engagement; and
Enabling parents to support their children's learning

The Strategy laid out roles for all, the Parent Council and Forum was clear on what the expectations from the Education Service and the Schools were which was to achieve the highest standards of attainment/achievement for all in East Dunbartonshire Education establishments.

Furthermore, the Strategy stipulated what the Education Service would do to ensure effective parental engagement and what the schools should do. It also emphasised the importance of

SPECIAL PARENT COUNCIL FORUM 17 SEPTEMBER 2018

homework and learning at home which are different definitions, as one was set by school the other learning that takes place with family and in the wider community.

It was also noted that the Education Service had broken the Strategy down into specific actions and produced an Action Plan to give specific guidance to schools to support them to implement parental engagement.

In the audit against the 'Learning Together' paper it was clear that the Education Service were meeting its goals set out within the document for the three main areas chosen, examples of which were:-

The 'Learning Together' document set various goals

Goal A: Strengthen parental representation in the life and work of early years and childcare settings and school

Schools have been advised to create flexible ways of collecting parental views e.g. Glow forms and school consultation processes.

Goal B: Collaboration, expand opportunities for all parents to collaborate at every level of the education service.

Goal C: Communication – improve communication with parents and families.

Schools have been advised to have parents work in a collaborative group i.e., reporting, school improvement and transition and innovative ways to involve parents in their child's learning.

Goal D: Information Technology (IT)

Schools have been advised to use electronic communications and regularly update website.

At the conclusion of the presentation, Forum members were invited to break into groups to discuss and collate evidence of good practice within your schools, namely:

Key steps at local authority level:

- Ensure that parental involvement and engagement strategies are up to date and accessible to parents;
- Involve parents in the development of strategies;
- Feedback to parents on progress with parental involvement and engagement strategies;
- Provide and share expertise on parental involvement and engagement;
- Consider available data on deprivation, employment, community resources as part of parental involvement and engagement strategies. Share that data with schools, early learning and childcare providers

Key steps – practitioners, managers, families:

- Collaborate with parents and families in the development of improvement plans, the investment of Pupil Equity Funding and other key activities;
- Fully integrate parental involvement and engagement activities into broader improvement plan activity;
- Ensure two-way communication as part of the improvement planning process;

**SPECIAL PARENT COUNCIL FORUM
17 SEPTEMBER 2018**

- Make sure parents are involved in early learning, childcare and school improvement, and consider parental involvement and parental engagement in their children's learning as areas for improvement;
- Evaluate how you are doing – but do so in partnership with parents. Consider quality of involvement as well as numbers
- Share good practice in involving parents in school improvement planning

Following consideration, the Forum noted the content of the presentation.

Furthermore, it was agreed that G. Bremner would circulate a copies of the Presentation and other documentation to Parent Council Forum Chairs to allow discussion to take place a Parent Council meetings.

9. DATE OF NEXT MEETING – SESSION 2018/19

Monday 19 November at 7.15pm in Bearsden Academy, Bearsden.

Other meeting dates as follows:-

2019
25 March
20 May



EDUCATION COMMITTEE 7 FEBRUARY 2019

**EPB/018/19/GB DEPUTE CHIEF EXECUTIVE – EDUCATION,
PEOPLE & BUSINESS**

**CONTACT OFFICER: GREG BREMNER, ACTING CHIEF EDUCATION
OFFICER
(TEL: 578 8164)**

SUBJECT TITLE: OUTSTANDING BUSINESS STATEMENT

1.0 PURPOSE

1.1 The purpose of this report is to provide Members with an update in relation to progress against decisions taken by Education Committee.

2.0	<u>RECOMMENDATIONS</u>
2.1	It is recommended that the Education Committee: a) Considers the updates contained within the Outstanding Business Statement attached as Appendix 1 ; and b) Notes that actions marked as completed will be removed from the Outstanding Business Statement.

3.0 BACKGROUND/MAIN ISSUES

3.1 Members will be aware that the Council’s standard report template recently changed in order to make decision making more transparent. The new template seeks to focus on key information such as significant implications and risk. It also links recommendations to the Local Outcome Improvement Plan.

3.2 To supplement the above, an Outstanding Business Statement will be submitted to Council and meetings of standing committees going forward. The purpose of the Outstanding Business Statement is to set out decisions made by Council or Committee and report progress against these. This will assist Members to monitor delivery and to generally scrutinise performance.

**ANN DAVIE
DEPUTE CHIEF EXECUTIVE - EDUCATION, PEOPLE & BUSINESS**

3.3 The Outstanding Business Statement for Education Committee is attached as **Appendix 1** and details outstanding actions. Each entry sets out the agreed action and provides a brief update of progress. In a number of instances, the agreed action has been completed – these actions have been listed to assure Members that the decisions of Council have been fulfilled, however these actions will not appear on subsequent versions of the Outstanding Business Statement. Other ongoing actions will remain on the Statement until completion.

4.0 IMPLICATIONS

The implications for the Council are as undernoted.

4.1 Frontline Service to Customers – none

4.2 Workforce (including any significant resource implications) – none

4.3 Legal Implications – none

4.4 Financial Implications – none

4.5 Procurement – none

4.6 ICT – none

4.7 Corporate Assets – none

4.8 Equalities Implications – none

5.0 MANAGEMENT OF RISK

5.1 There are no specific risks attached to this Report, however, the Outstanding Business Statement will act as a risk control measure by assisting Members in relation to scrutiny and will increase transparency and good governance.

6.0 IMPACT

6.1 **ECONOMIC DEVELOPMENT** – none

6.2 **EMPLOYABILITY** – none

6.3 **DELIVERING FOR CHILDREN & YOUNG PEOPLE** – none

6.4 **COMMUNITY SAFETY** – none

6.5 **HEALTH & SOCIAL CARE** – none

6.6 **STATUTORY DUTY** – none

7.0 POLICY CHECKLIST

7.1 This report has been assessed against the Policy Development Checklist and has been classified as being an operational report and not a new policy or change to an existing policy document.

8.0 APPENDICES

8.1 **Appendix 1** – Outstanding Business Statement as at 6 December 2018.

EDUCATION COMMITTEE

OUTSTANDING BUSINESS STATEMENT (OBS)

Please note that this statement sets out outstanding decisions of the Education Committee along with an update and estimated completion date. Actions, which are overdue, are shaded for ease of reference. Where an update reflects that an action is complete then that action will not appear on subsequent Statements.

No	Minute Reference	Subject Title	Outstanding Action	Update	Lead Officer /Service	Action due	Action Expected
2.	8 November 2017 EPB/229/17/JP Item 6	Schools ICT Strategy 2017-2022.	With regard to development of the Local Digital Learning Strategy, the Education Officer, Secondary and Provision advised that a Working Group had been established with stakeholders, and a paper would come forward for approval in due course to support implementation.	The Strategy is being developed with schools and an Action Plan is being produced at present. This report will come to Committee in March 2019.	Chief Education Officer	December 2018	March 2019
41.	11 October 2018 EPB/235/18/JM Item 7	West Partnership: Improvement Plan	Report on the work being undertaken by the Curricular/Specialist Network and Curriculum Design Steering Groups in relation to maths within schools to be presented to a future meeting of the Committee.	Group still to meet – updates when actions undertaken.	Education Officer – (Secondary and Provision)	April 2019	April 2019
48.	6 December 2018 EPB/281/18/GB Item 2	Outstanding Business Statement	Report to be presented to Council on the catchment area for Kilsyth Academy.	Meeting to be confirmed with North Lanarkshire Council	Acting Chief Education Officer	May 2019	May 2019
49.	6 December 2018 EPB/276/18/GB Item 5	Including <i>Every Learner</i> : Preventing Exclusions and Promoting Behaviour	Procedure Manual to be shared with the Local Negotiating Committee for Teachers (LNCT), and thereafter, shared with all schools.	Working Group established and planned for LNCT in March 2019	Acting Chief Education Officer	March 2019	March 2019
50.	6 December 2018 EPB/278/18/AD Item 7	Primary One Consultation on August Start Date	To implement the change to Primary 1 starting hours for full day from first school day in August and officers to	Head Teacher Meeting planned and short life	Acting Chief Education Officer	January 2019	January 2019

No	Minute Reference	Subject Title	Outstanding Action	Update	Lead Officer /Service	Action due	Action Expected
			work with Head Teachers to facilitate on the changes.	working group established.			
51.	6 December 2018 EPB/280/18/PdN Item 9	Validated Self-Evaluation Report – Numeracy and Mathematics	Updates on future development work to be brought to future meetings of the Committee.	Numeracy and Mathematics Strategy Paper being consulted on at present.	Acting Chief Education Officer	August 2019	August 2019
52.	6 December 2018 Item 11	Cardiopulmonary Resuscitation (CPR) in Schools	Officers and Head Teachers to review the current delivery of CPR within secondary schools and report back to Committee on how the current provision could be extended to all secondary schools.	CLPL being planned for staff on Cluster basis. Schools to be provided with information regarding CPR opportunities at Head Teacher Meeting	Acting Chief Education Officer	March 2019	March 2019
53.	6 December 2018 Item 11	Cardiopulmonary Resuscitation (CPR) in Schools	Officers and Head Teachers to liaise with British Heart Foundation or any other provider in terms of providing support to deliver CPR training.	Complete – Head Teacher Meeting January 2019	Acting Chief Education Officer	January 2019	January 2019



EDUCATION COMMITTEE 7 FEBRUARY 2019

**EPB/019/19/GB DEPUTE CHIEF EXECUTIVE – EDUCATION,
PEOPLE & BUSINESS**

**CONTACT OFFICER: GREG BREMNER, ACTING CHIEF EDUCATION
OFFICER
(TEL: 0141 578 8164)**

SUBJECT TITLE: KIRKINTILLOCH HIGH SCHOOL

1.0 PURPOSE

1.1 The purpose of this report is to highlight the ongoing work of Kirkintilloch High School.

2.0	<u>RECOMMENDATIONS</u>
2.1	It is recommended that the Committee:- a) Notes the presentation about the good work in Kirkintilloch High School.

3.0 BACKGROUND/MAIN ISSUES

3.1 Kirkintilloch High School is a non-denominational secondary school that serves the communities of Kirkintilloch and Twechar in East Dunbartonshire Council.

3.2 The school roll has risen in recent months from five hundred and thirty three in April 2016 to five hundred and ninety three in August 2018, with an increase in placing requests.

3.3 The school recently reviewed its vision and values across the school community, following a full consultation with pupils, parents, partners and all staff.

3.4 The vision for Kirkintilloch High School is that all members of the school community dream big, work hard and show kindness. The overall aim is to improve outcomes for all learners and in doing so, to change lives for the better.

3.5 Sixteen per cent of young people in Kirkintilloch High School are in receipt of free school meals and the school serves young people from all backgrounds and across the full range of SIMD indicators.

3.6 During session 2017 – 2018, there were a number of staffing changes including the appointment of the substantive Head Teacher.

**ANN DAVIE
DEPUTE CHIEF EXECUTIVE – EDUCATION, PEOPLE & BUSINESS**

4.0 IMPLICATIONS

The implications for the Council are as undernoted.

4.1 Frontline Service to Customers - None

4.2 Workforce (including any significant resource implications) - None

4.3 Legal Implications – None

4.4 Financial Implications – None

4.5 Procurement - None

4.6 ICT - None

4.7 Corporate Assets - None

4.8 Equalities Implications – None

4.9 Other - None

5.0 MANAGEMENT OF RISK

5.1 There are no significant risks associated with this report.

6.0 IMPACT

6.1 ECONOMIC DEVELOPMENT – N/A

6.2 EMPLOYABILITY – N/A

6.3 DELIVERING FOR CHILDREN & YOUNG PEOPLE – The quality of education is an important aspect of ensuring children are safe, healthy and ready to learn.

6.4 COMMUNITY SAFETY – N/A

6.5 HEALTH & SOCIAL CARE – N/A

7.0 POLICY CHECKLIST

7.1 This report has been assessed against the Policy Development Checklist and has been classified as being an operational report and not a new policy or change to an existing policy document.

8.0 APPENDICES

8.1 Appendix 1 - presentation



KIRKINTILLOCH HIGH SCHOOL



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KIRKINTILLOCH HIGH SCHOOL – OUR COMMUNITY

We serve the community of Kirkintilloch, Twechar and surrounding villages.

Our school roll has been rising and currently sits at 582 pupils.

53 dedicated teaching staff and a team of committed and caring support staff.

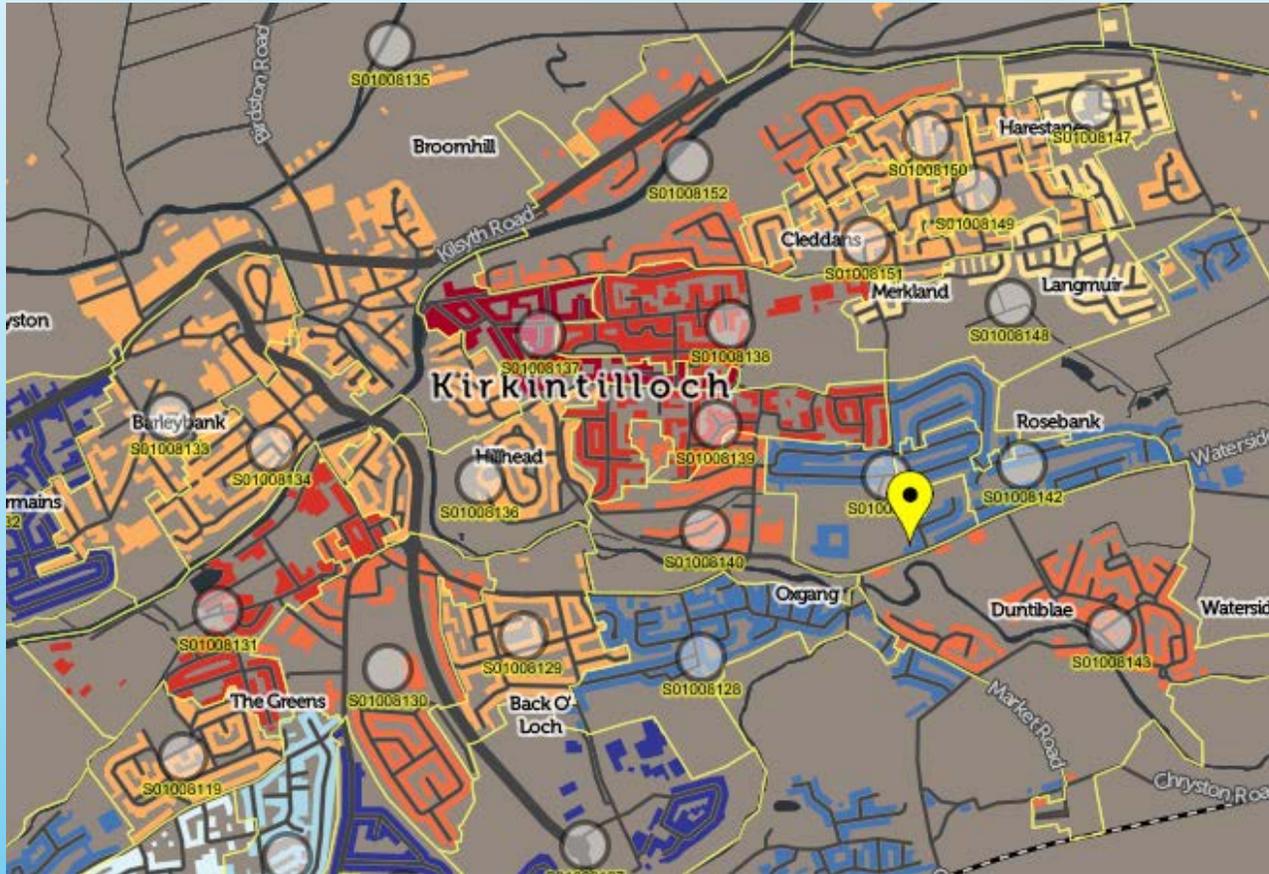
New build school dating back to 2009.

Excellent facilities.

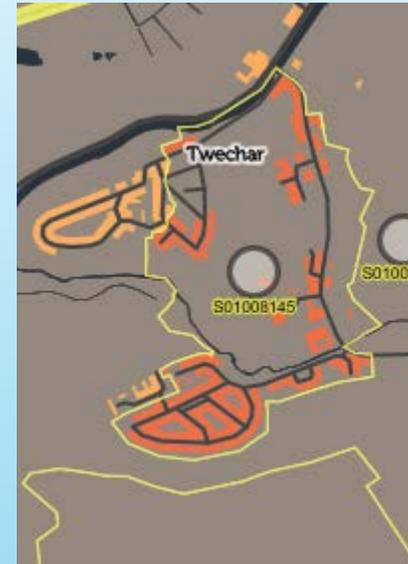
Pride in community.



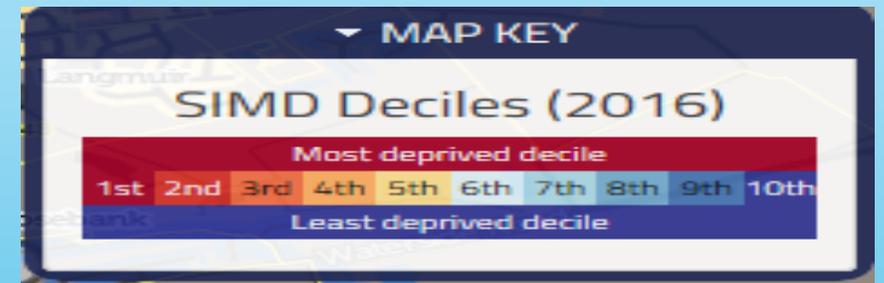
KIRKINTILLOCH MULTIPLE DEPRIVATION INDEX PROFILE



Kirkintilloch



Twechar



2018 SIMD Profile of Kirkintilloch High School

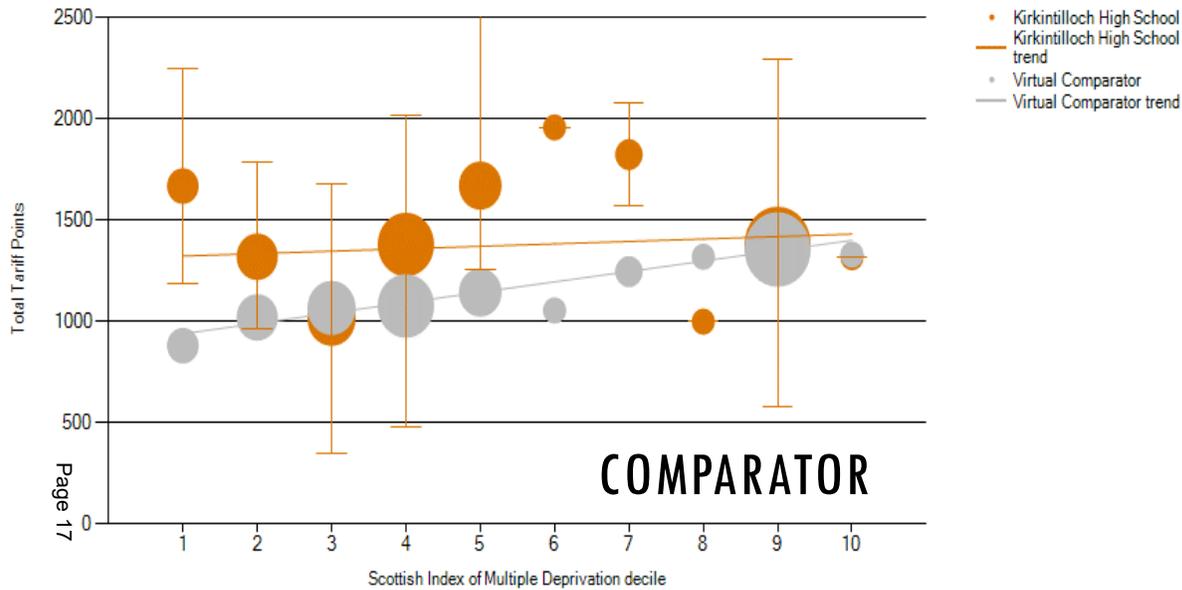
	No. in Year	SIMD 1-4	% SIMD 1-4	1	2	3	4	5	6	7	8	9	10
S1	108	83	77	9	15	29	30	3	0	3	0	18	1
S2	110	77	70	8	14	30	25	6	0	1	2	24	0
S3	101	67	66	7	12	28	20	9	0	8	3	14	0
S4	112	67	60	3	13	24	27	12	3	6	2	19	3
S5	84	59	70	4	13	23	19	4	0	2	0	19	0
S6	72	54	75	5	13	11	25	8	1	0	1	8	0

Total	587	407	69	36	80	145	146	42	4	20	8	102	4
			Percent	6	14	25	25	7	1	3	1	17	1

ATTAINMENT VERSUS DEPRIVATION BY THE END OF S6 AT KHS

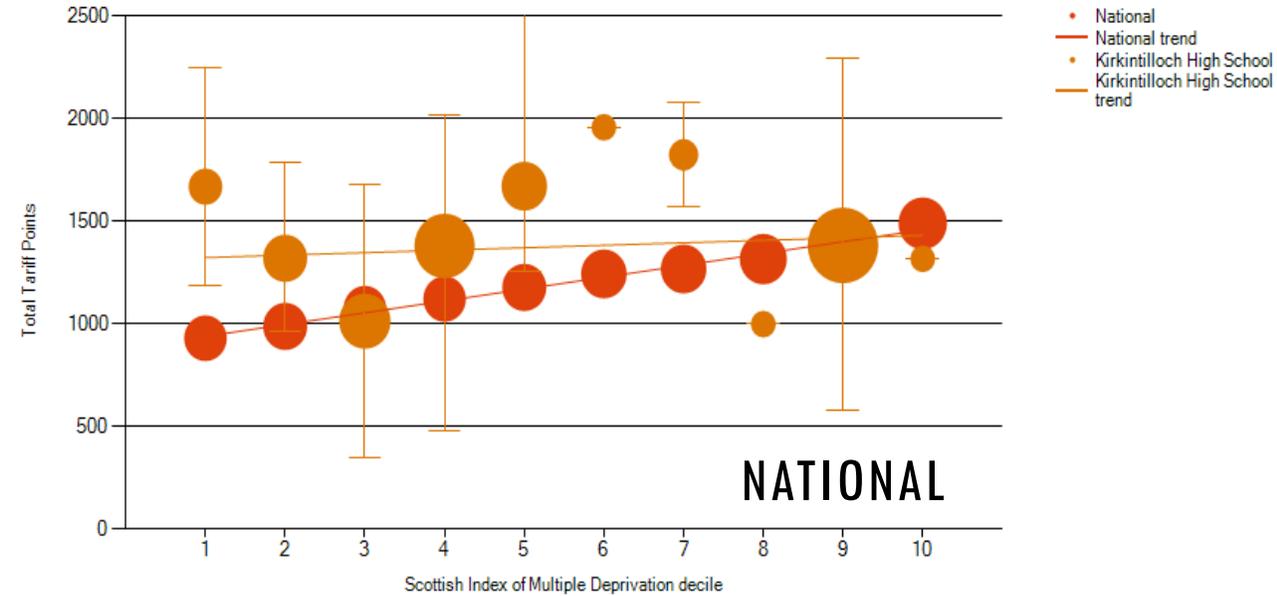
Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

Attainment versus Deprivation



Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

Attainment versus Deprivation



COMPARATOR

NATIONAL

Establishment	Year	Number in Cohort	SIMD 1 Average	SIMD 2 Average	SIMD 3 Average	SIMD 4 Average	SIMD 5 Average	SIMD 6 Average	SIMD 7 Average	SIMD 8 Average	SIMD 9 Average	SIMD 10 Average
Kirkintilloch High School	2018	76	1669	1320	1013	1379	1671	1958	1824	999	1383	1317
KHS % of cohort			3.95*	9.21	14.47	22.37	10.53	1.32*	2.63*	1.32*	32.89	1.32*
National	2018	31852	930	988	1074	1121	1178	1244	1268	1316	1382	1490
National % of cohort			8.65	8.87	8.45	8.76	9.31	10.02	10.37	11.44	12.36	11.8
Comparator	2018	760	881	1020	1067	1077	1143	1054	1246	1320	1356	1330

SCHOOL CULTURE AND VALUES

What research tells us:

“Positive learning can only take place in a positive culture. A healthy school culture will affect more student and teacher success than any other reform or school improvement effort currently being employed.”

-Gary Phillips





OUR SCHOOL CULTURE AND VALUES

Our school culture is values based.

The culture change at Kirkintilloch High School has been significant.

Our school culture is built upon positive relationships.

Professional development work and collaboration scaffolds our vision.

We strive to foster a culture of compassion and kindness.

OUR SCHOOL VALUES

Aim: We aim to improve outcomes for all learners and in doing so, to change lives for the better.





OUR SCHOOL VISION

This also forms our three core expectations for all staff and pupils, as detailed in our positive relationship policy.

Effectively, these are our school rules.



Page 22

POSITIVE RELATIONSHIP POLICY

Full review of policy in consultation with staff, pupils and parents.

Led by teaching staff, developing teacher leadership and fostering collegiality.

Full day of staff training delivered in August.

Reflects current legislation.

Based on our vision and values.

WHAT DOES THIS LOOK LIKE IN PRACTICE?

Kirkintilloch High School Positive Relationship Blueprint

Visible Adult Consistencies

1. Meet and greet pupils at the classroom door
2. First attention to best conduct
3. Clean slate

Core Expectations

1. Dream Big
2. Work Hard
3. Show Kindness

Over and Above Recognition

1. Appropriate use of praise
2. Reward (e.g. Visible recognition of best conduct, Friday 5s, praise postcards, Twitter, Celebration of Success events)
3. Publicly display pupil work
4. Fun days



Pivotal in strengthening pupil agency.

Pupils meet weekly to discuss learning using How Good is Our School – Pupil Edition.

Pupils are agents of change in their school.

Pupil feedback informs staff practice and is a catalyst for continuing professional development.

Young people are committed to school improvement and are learning to articulate their ideas professionally.

Partner work adds credence to our in-house practice.



PUPIL PARTICIPATION AND PUPIL VOICE

PARENTAL INVOLVEMENT AND ENGAGEMENT

Key partnership, evolving from primary school.

Relationships with parents are positive and important.

Family Learning Events and Committee.

Parents as policy makers – PEF Tri-Partite Committee.

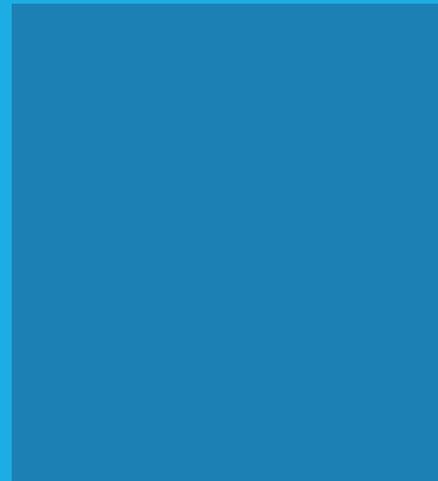
Parent Council.

Parent Teacher Association.

Family Hub.

Head teacher's drop in.

Parents as participants – KHS Community Choir.





@KHSComChoir



PARTNERSHIP WORKING - GIRFEC

Strong Pupil Support Team and caring school community.

Bespoke well-being provision.

Educational Psychologists – policy partners.

Social workers delivering curricular input for targeted pupils.

Community Police Liaison Officer – prevention and intervention

Physiotherapists and occupational health specialists.

CAMHs and NHS.

EDC Inclusion Support and Well-being Service.

Unique relationship with Campsie View School.





WELL-BEING AT THE HEART OF LEARNING

Daily Breakfast Club – PEF Funded.

2 bespoke wellbeing areas (and our ALE).

Wellbeing provision – daily group sessions for targeted pupils and pro-active and reactive wellbeing interventions for individual pupils.

School counsellor – PEF Funded.

Emotion coaching – all staff trained.

ACES – staff awareness raised.

LGBT Youth Group.

Mental health as part of our formal curriculum.



**INCLUDED, ENGAGED AND
INVOLVED**

Alternative Learning Environment – two pronged approach. 2 SLA posts to support inclusion.

Solution focused, planned interventions for targeted pupils.

School refusal interventions – in conjunction with our Educational Psychologist.

Seasons for Growth and Marie Curie bereavement for young people.

Functional behaviour assessments - in conjunction with our Educational Psychologist.

Home tuition.

Flexible timetables.

Enhanced post-16 transitions.

KHS COST OF THE SCHOOL DAY

Cost of the School Day Committee – Teacher Leadership.

Publicising and promoting FME and Clothing Grants.

Normalising access to funds. Overt references in communications to families. Targeting support – approaching families. Respecting confidentiality.

Inclusion fund through PEF. Shoes/tights/shirts etc. Free blazer stock.

Curricular reductions – HE and Technical.

I-Pods – I-Pads in support of Bring Your Own Device Pilot.

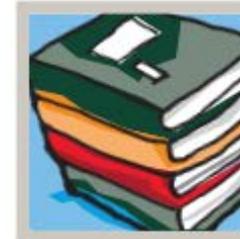
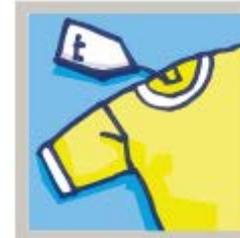
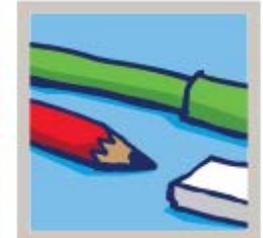
Using budget appropriately – activities/transport. Mitigate against costs for curricular provision. Trips and activities – keep costs down. Funded places.

Homework clubs and study support. Easter study support.

Working with our local foodbank.

THE COST OF THE SCHOOL DAY

TOOLKIT



Resources to promote equity and reduce financial barriers to participation at school

1. Select your school or local authority
2. Select your stage

Please select only one option per filter

LA and school: East Dunbartonshire - Kirkintilloch High School

Stage: S3

Number of pupils in stage: **90**

Notional number of S3 pupils who need to improve by 1 CfE level for school/LA to match their comparator score in:

- Numeracy
- Reading
- Writing
- Listening & Talking

Notional number of S3 pupils who need to improve by 1 CfE level for school/LA to match stretch aims for percentage of pupils achieving expected level in S3

Stretch aim:	85%	90%	95%	100%
Numeracy	N/A	N/A	N/A	N/A
Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Listening & Talking	N/A	N/A	N/A	N/A

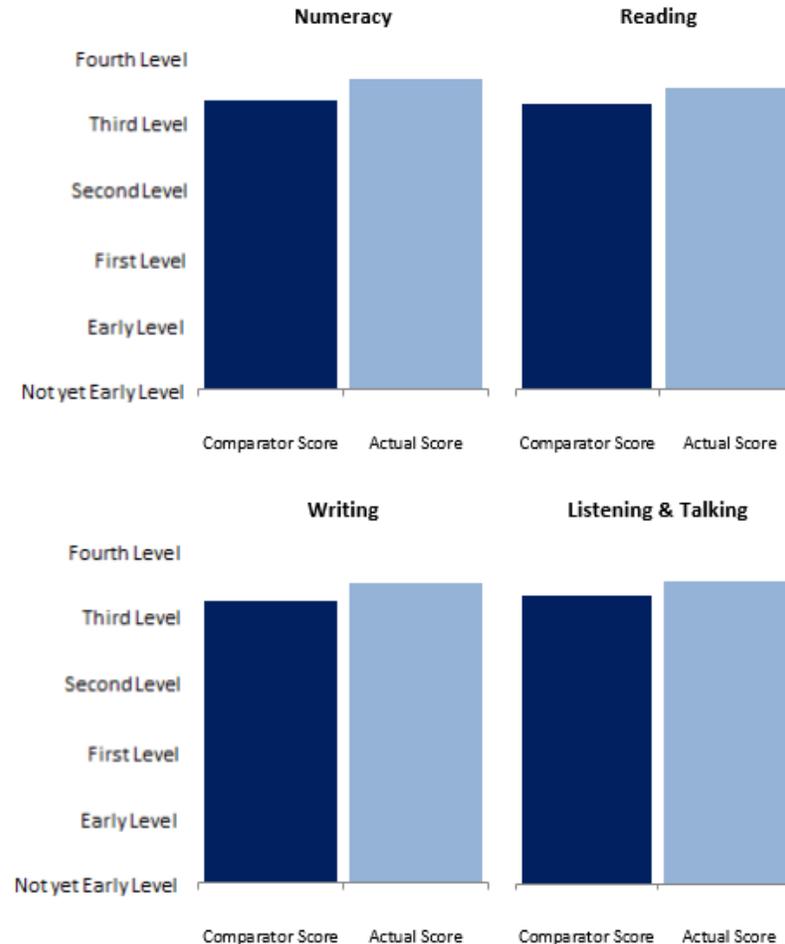
Distribution of levels achieved by pupils in S3

	Numeracy	Reading	Writing	Listening & Talking
Not yet meeting Early Level	0-<10%	0-<10%	0-<10%	0-<10%
Early Level	0-<10%	0-<10%	0-<10%	0-<10%
First Level	0-<10%	0-<10%	0-<10%	0-<10%
Second Level	0-<10%	0-<10%	0-<10%	0-<10%
Third Level	30-<40%	30-<40%	30-<40%	30-<40%
Fourth Level	60-<70%	60-<70%	60-<70%	60-<70%

Pupil characteristics (whole school / area)

553 Pupils		Non-denominational	
10-<20%	SIMD Q1	40-<50%	Female
40-<50%	SIMD Q2	50-<60%	Male
10-<20%	SIMD Q3	90%+	White UK
0-<10%	SIMD Q4	0-<10%	White Other
10-<20%	SIMD Q5	0-<10%	Ethnic Minority
80-<90%	Urban	10-<20%	FSM Registered
0-<10%	Small Town	0-<10%	Taught in Gaelic

ATTAINMENT IN THE BROAD GENERAL EDUCATION



SQA ATTAINMENT HIGHLIGHTS – WHOLE SCHOOL HEADLINES



27 of the 52 courses that were presented this session have evidenced improvement (52%).



Particular successes – 5+ at National 5 in S4, 1+ at Higher Advanced Highers, S6 attainment overall, and UCAS Entries.

SQA ATTAINMENT HIGHLIGHTS — NATIONAL 5



25 pupils (26.6% of total cohort) gained 7 National 5 Awards (A-C) in 2018. (In 2017, 20 pupils gained 7 or more - 19.61%)



45 pupils (47.87% of total cohort) gained 5 or more Nat 5 Awards (A-C) in 2018. (In 2017, 39 pupils gained 5 or more – 38.24%)



2 pupils gained 7 A passes in 2018 (2 in 2017). 5 pupils gained 6As and 1 other (4 in 2017). 5 gained 5 and 2 others (3 in 2017).

SQA HIGHLIGHTS — HIGHER



11 pupils gained 5 Highers in 2018 (10.78%). 15 in 2017 (13.27%).



33 pupils gained 3 or more Highers in 2018 (32.35%). 49 gained 3 or more in 2017 (42.36%).



61 pupils gained 1 or more Highers in 2018 (59.80%). 68 gained 1 or more in 2017 (60.18%).

SQA HIGHLIGHTS — ADVANCED HIGHER



The cumulative roll in S6 was 113 pupils in 2018. It was 93 in 2017.



In 2018, 33 pupils (29.20%) gained at least 1 Advanced Higher (A-C). In 2017, 17 pupils (18.27%). Improvement in 2018.



In 2018, 6 pupils (5.30%) gained 3 or more Advanced Highers (A-C). In 2017, 0 pupils (0%). Improvement in 2018.



In 2018, 11 pupils (9.73%) gained 2 or more Advanced Highers. In 2017, 2 pupils (2.15%). Improvement in 2018.

S5 L&N Most deprived 30 %

Establishment	Year	% Level 4 Literacy	% Level 4 Numeracy	% Level 5 Literacy	% Level 5 Numeracy	Number in Cohort
Kirkintilloch High School	2018	97.4	100	86.8	65.8	38
Virtual Comparator	2018	88.7	84.2	68.7	51.3	380

S5 L&N Middle 40 %

Establishment	Year	% Level 4 Literacy	% Level 4 Numeracy	% Level 5 Literacy	% Level 5 Numeracy	Number in Cohort
Kirkintilloch High School	2018	97.6	97.6	92.7	73.2	41
Virtual Comparator	2018	95.4	91.5	83.2	67.1	410

S5 L&N Least Deprived 30 %

Establishment	Year	% Level 4 Literacy	% Level 4 Numeracy	% Level 5 Literacy	% Level 5 Numeracy	Number in Cohort
Kirkintilloch High School	2018	100	100	85.7	85.7	14
Virtual Comparator	2018	99.3	91.4	92.7	73.6	140

RAISING ATTAINMENT STRATEGY AT KHS

Appointed new PT Raising Attainment and PT of Developing our Young Workforce.

Second year of using our bespoke GAP Attainment Tracker

Regular attainment meetings with departments, analysing data and next steps.

Summary Dashboard added to tracker to compare SIMD against attainment.

Intervention tracking launched across the school.

Raising attainment sessions funded by PEF funding. Attendance targeted.

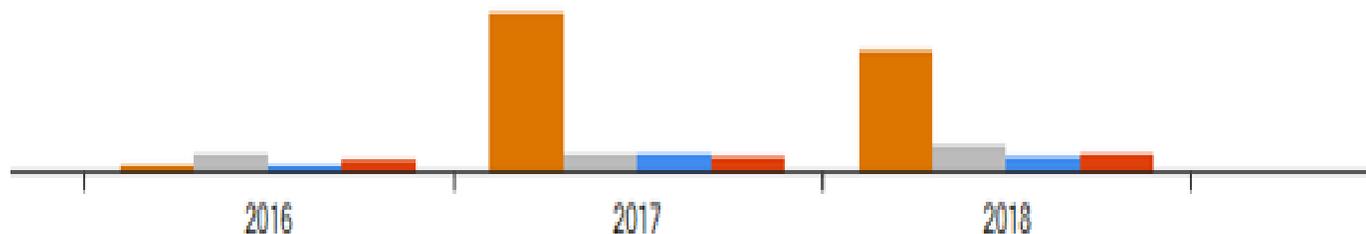
Easter School and holiday study support.

S6 Study Hub supported by Bring Your Own Device Resource.

Growth Mindset study sessions delivered to S3, S4 and S5 during exam leave.

S3 Stretch and Challenge Group.

S1 /2 Literacy and Numeracy targeted extraction and IDL projects.



WIDER ACHIEVEMENT 2018

39 students out of cohort of 76, achieved the Higher Leadership Award (SCQF level 6)

62 students in S4, achieved the Employability Award (SCQF Level 4). 69 students across EDC achieved this.

26 students achieved the Modern Languages for Life and Work Award (SCQF Level 4)



SQA HIGHER LEADERSHIP AWARD

**UNIT 1
LEADERSHIP IN PRACTICE
SCQF level 6 Unit Code: F78D 12**

Name _____

House _____

Column/s _____

New S6 August 2017

Class of 2018

Leadership: In Practice

Task 1

Lead the planning for an activity.

1. Analyse the factors affecting this activity.
 - a. What is the aim of the activity?
 - b. What is required?
 - c. Who is involved?
 - d. What is to be achieved?
 - e. What resources are available?
 - f. When does it have to be completed by?
2. Describe how it could be done and provide an explanation to support this description.
3. Communicate what has to be achieved to the others involved in the activity.
4. Describe possible risks. For example...
 - a. Are the resources suitable?
 - b. Deadlines realistic?
 - c. Health and safety?
 - d. Working with new people?
 - e. It may not work?
5. Identify own role. (Explain your part in the work.)
6. Agree, through negotiation, the roles of others taking account of individual strengths and preferences.
7. Produce a plan in negotiation with others.

LEADERSHIP AWARD (SCQF LEVEL 6)

All S6 have entries for 2019 presentation (72 candidates)

VOLUNTEERING 2018

Duke of Edinburgh Bronze/ Silver S3-6

Youth Philanthropy Initiative – All S5's

Saltire Awards for all Volunteering in school and known wider achievements

S2 Geographers have attained their John Muir Award

Netball Trainers with Active Schools

Campsie View Partners



SENIOR PHASE PARTNERSHIP PROGRAMME 2018

7 students undertaking Foundation
Apprenticeships:

1. 3 x ICT Hardware (Accelerated 1 year programme)
2. 1 x Social Services: Early Education (Year Two)
3. 1 x Social Services Health Care (Accelerated One Year)
4. 1 x Mechanical Engineering (Year Two)
5. 1 x Business (Year One)

1. 4 x Coach4Success
2. 2x Automotive Engineering
3. 1 x Professional Cookery
4. 1 x Intro to Teaching
5. 2 x Fashion Brand Retailing
6. 2 x TV Production
7. 2x Early Ed & Childcare
8. 2 x Professional Theatre Practice



POSITIVE DESTINATIONS 2016/17

Kirkintilloch High School	2016/17	98.55
Virtual Comparator	2016/17	93.45
East Dunbartonshire	2016/17	98.31
The West Partnership	2016/17	93.81
National	2016/17	93.72

Establishment	Year	% Employed	% FE	% HE	% Training	% Unemployed Not Seeking	% Unemployed Seeking	% Voluntary Work	Number in Cohort
Kirkintilloch High School	2016/17	20.69	22.99	44.83	5.75	1.15	2.3	2.3	87
Virtual Comparator	2016/17	22.18	26.78	41.03	2.41	0.92	5.52		870
East Dunbartonshire	2016/17	18.23	13.47	64.03	1.61	0.32	1.37	0.97	1240
The West Partnership	2016/17	19.23	24.79	44.89	3.06	1.27	4.75	0.43	17598
National	2016/17	21.97	26.83	40.71	2.43	1.45	4.47	0.55	51258

2018/19 DESTINATIONS

57 out of a cohort
of 87 made
successful UCAS
applications

2 anticipated
negatives (97.3%
Positive, up 1% on
last session)

Current S5/6

Top Up – 30 x
registered
2018/19

14 S5's – Reach
Access + 1 S6
2018/19

24 on Strathclyde
Summer Schools
June 2018

2 on Sutton Trust
Summer Schools

20+ identified as
eligible for Social
Mobility Fund

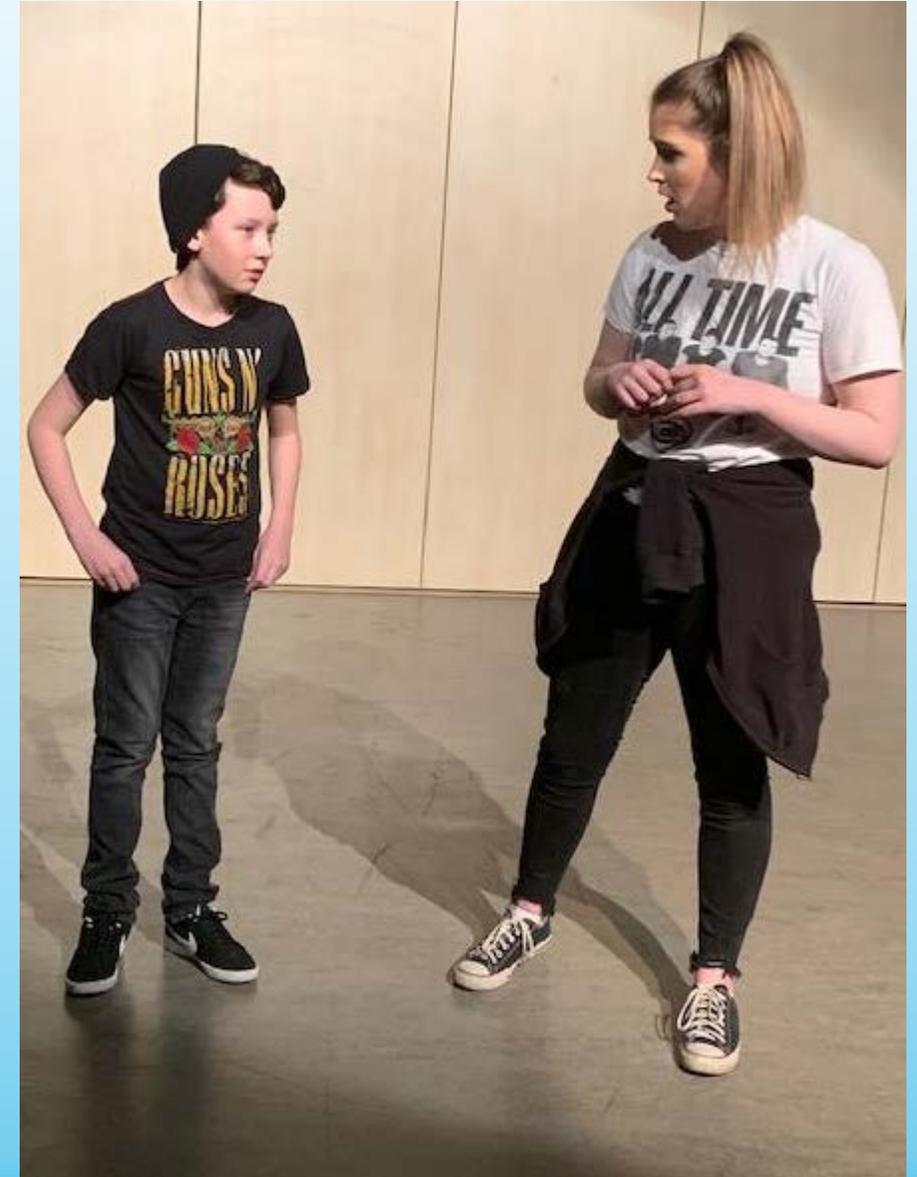
STEVEN, S1

The Transition Process from Primary 7.

The experience of being a Solsgirth House Captain.

Participating in The Taming of The Shrew.

My overall experience at Kirkintilloch High School.





ERIN, S4

I recently became the Young Ambassadors for Inclusion for East Dunbartonshire Council as I am a young carer.

I have also participated in the S3 Stretch and Challenge programme.

My school has given me support to try and help out and make school a bit easier to fit my life at home and support me through everything that I do and have done in the past.

Kirkintilloch High School now has a much more calm and positive approach to pupil behaviour. Pupils get recognised and praised for hard work more which is very motivational to continue working hard.



ADAM AND KAYLEIGH, S6

Our S6 Experience.

Wider achievement opportunities and interests.

The experience of being School Captains.

Next steps for us after Kirkintilloch High School.



Kayleigh & Adam

School Captains 2018/19



EDUCATION COMMITTEE 7 FEBRUARY 2019

EPB/016/19/GB DEPUTE CHIEF EXECUTIVE - EDUCATION, PEOPLE & BUSINESS

**CONTACT OFFICER: GREG BREMNER, ACTING CHIEF EDUCATION OFFICER
(TEL: 0141 578 8164)**

SUBJECT TITLE: EDUCATION SERVICES – HOW GOOD IS OUR SERVICE (OCTOBER - DECEMBER 2018)

1.0 PURPOSE

- 1.1** The purpose of this report is to provide the Education Committee with the quarterly performance and progress report covering the period October - December 2018 (**Appendix 1**).
- 1.2** The report covers the performance indicators set out in the Business and Improvement Plan for 2018-21, approved by Council in March 2018. (**CE/01/18/JG**). Additionally the report requests a high level narrative overview of progress against the improvement priorities outlined in the Business Improvement Plan.
- 1.3** Members are asked to scrutinise the level of performance set out in the corporate reporting template (**Appendix 1**). Elected Members should also request that progress on any identified improvement activity will be incorporated within the relevant, updated How Good Is Our Service evaluation review which will be reported to Committee in April.

2.0	<u>RECOMMENDATIONS</u>
2.1	It is recommended that the Education Committee:- <ul style="list-style-type: none"> a) Scrutinise the submitted Strategic Group performance reporting template set out in Appendix 1; and b) Requests that progress on any identified improvement activity is reported in the Quarter 4 How Good Is Our Service evaluation reviews, which will be reported to the April meeting of Committee.

**ANN DAVIE
DEPUTE CHIEF EXECUTIVE – EDUCATION, PEOPLE & BUSINESS**

3.0 BACKGROUND/ MAIN ISSUES

- 3.1 As referenced above, the Business and Improvement Plan was approved by Council in March 2018 whilst the annual How Good Is Our Service evaluation review for the strategic groupings, were submitted to the relevant Committees in May 2018.
- 3.2 All Strategic Groups have also developed Business and Improvement Plan performance indicators which relate to operational delivery and stakeholder impact. In some areas, the performance information may only be available on an annual basis. Where this is the case, Strategic Groups will provide a progress review of improvement activity through the year end How Good Is Our Service evaluation reports.
- 3.3 Similarly, progress on any improvement activity requested through this quarterly review, will also be incorporated in the next How Good Is Our Service evaluation report.
- 3.4 All performance reports have been developed utilising the Pentana performance management system.

4.0 IMPLICATIONS

The implications for the Council are as undernoted.

- 4.1. **Frontline Service to Customers** - Improved Service Delivery through continued effective scrutiny and management of performance
- 4.2. **Workforce (including any significant resource implications)** - Impact on future Business Improvement Planning
- 4.3. **Legal Implications** – None
- 4.4. **Financial Implications** – None
- 4.5. **Procurement** - None
- 4.6. **ICT** - None
- 4.7. **Corporate Assets** - None
- 4.8. **Equalities Implications** – None
- 4.9. **Other** - None

5.0 MANAGEMENT OF RISK

The risks and control measures relating to this report are as follows:-

- 5.1. Ensuring effective Scrutiny of Service Performance and driving improvement in service delivery
- 5.2. Ensuring we are continuing to meet our statutory obligations in regards to performance reporting and Best Value

6.0 IMPACT

6.1. ECONOMIC DEVELOPMENT - None.

6.2. EMPLOYABILITY – None.

6.3. DELIVERING FOR CHILDREN & YOUNG PEOPLE – The Education Services HGIOS template has implications for delivery for children and young people.

6.4. COMMUNITY SAFETY - None.

6.5. HEALTH & SOCIAL CARE – None.

7.0 POLICY CHECKLIST

7.1 This report has been assessed against the Policy Development Checklist and has been classified as being an operational report and not a new policy or change to an existing policy document.

8.0 APPENDICES

8.1. Appendix 1: Education Services Q3 HGIOS

ANN DAVIE

DEPUTE CHIEF EXECUTIVE – EDUCATION, PEOPLE & BUSINESS

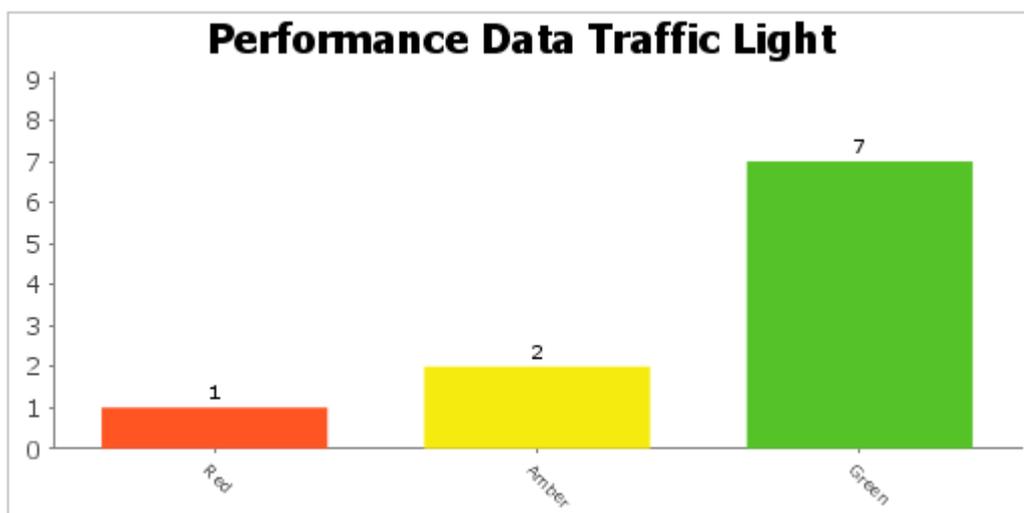


HOW GOOD IS OUR SERVICE?

QUARTERLY PERFORMANCE REPORT

EDUCATION

October – December 2018



Overview of Progress

Raising attainment and achievement

- Education Scotland recently inspected Craighead Primary School and Nursery as well as Westerton Nursery. A report will come to Committee following publication of the Inspection Report.
- School reviews have been completed by the Education Service within three primary schools, using How Good is Our School?4 Quality Indicators. This process has assisted with the validation of school self-evaluation and enhanced the rigour of school improvement through the identification of strengths and development themes.
- In the primary sector all schools have had an attainment visit to scrutinise the Curriculum for Excellence (CfE) levels which have now been published by Scottish Government. Quality Improvement Officers (QIOs) will continue to support and challenge schools in relation to their own results.
- Attainment visits were conducted with all secondary schools by the Education Officer and secondary QIO. These visits focused on key areas including: SQA attainment; attainment in numeracy and literacy in both the Broad General Education (BGE) and the Senior Phase; and tracking and monitoring in the BGE with a particular focus on pupils in SIMD 1&2. As part of Career Long Professional Learning (CLPL), a Depute Head Teacher from another school was invited to attend each visit. Prior to the visit, all schools had undertaken a rigorous analysis and demonstrated a clear understanding of their performance with clear plans to address development needs identified across subject areas.
- The moderation programme implemented by Education Scotland continues and has involved staff in participating in a launch event in numeracy, reading and writing. East Dunbartonshire continues to be involved in the moderation and assessment group within The West Partnership. This initiative has a continued focus on moderating reading. Bishopbriggs Cluster is working with seven other local authorities to share standards.
- Strategic Learning Group in Literacy, Numeracy, Health and Wellbeing and Curriculum Design have been established to audit current practice and identify next steps at school and local authority level. These are multi agency groups; including school staff, Educational Psychologists, QIOS and external agencies as appropriate. These groups will help to inform the National Improvement Framework priorities for EDC.

- Primary School Learning Partnership Groups were introduced at the start of the session, and meetings have been ongoing. These groups comprise head teachers from schools with similar demographic (based on SIMD) and provide valuable opportunities for schools with similar needs to work collaboratively. The areas of focus are based on CfE levels and take account of other available data and emerging trends. Attainment analysis and support is provided to each group and interventions are identified through the link QIO.
- There has been an emphasis on practitioner development in Literacy with representation from five secondary and special schools at a full-day Secondary Literacy Champion training day. The session focused on critical literacy and literacy across learning. Primary and Early Years Literacy Champions Professional Learning Communities continue. Each Literacy Champion has completed a school audit in reading or writing and has used this to determine the focus of the enquiry.
- Career Long Professional Learning for Maths Champions continues to be delivered collaboratively by the Quality Improvement and Educational Psychology teams. As part of this approach a large volume of practitioner enquiry projects with the specific focus on, 'Leadership for improved numeracy attainment', have been started across sectors.
- Two Maths Recovery Champions, who hold General Teaching Council Scotland (GTCS) professional recognition status in, 'Leadership of Numeracy', are currently engaged in delivering direct support to targeted schools within the primary sector who require this to raise attainment. As part of this work, these Maths Champions are using EDC Assessment Scales and are working in partnership with school leadership teams to complement school improvement.
- Confucius plans submitted by Clober Primary School and St Ninian's High School have been approved by the Confucius Institute for Scotland's Schools. As a result funding has been allocated for a range of projects to develop understanding of Chinese Culture and Mandarin Language. In addition, five primary schools and five secondary schools have received funding for a range of projects.
- Two tranches of training for French Primary Language learning were completed. Twenty-nine teachers attended and this was evaluated very highly by all attendees. This will impact positively on learners as teachers attending have reported increased levels of confidence in the teaching of French. All clusters applied for funding for Language 3.
- Play2Learn training sessions have continued this quarter. Practitioners have attended sessions in creating a learning environment, child development, how young children learn and how to measure engagement in learning. Participants continue to follow the practitioner enquiry route and almost all are benefiting from the Professional Learning Community to focus on collaborative practitioner enquiry. QIOs will continue to monitor the positive impact on raising attainment and achievement across the curriculum.
- Primary and early years practitioners attended CLPL sessions for Outdoor Learning. Twenty five practitioners are attending the accredited, 'Lead Outdoor Learning', course to ensure the majority of early years establishments and a few primary schools have a skilled lead for outdoor learning and play across early level, measured against the new European standards. The impact of this training will be monitored through Quality Improvement visits to establishments.
- Support staff in primary schools attended Playground Revolution training to support improvement in use of outdoor spaces at break times. The impact of this on children's behaviour and engagement is already showing positive results as the enhanced arrangements in the playground have enabled more constructive use of approaches to play. A few schools have engaged with Grounds for Learning for bespoke training for their individual contexts.

- Around six hundred and thirty young people have registered for the Duke of Edinburgh Award for next season, which is an increase from last season. Of that number, four hundred and fifteen will be supported by the Outdoor Education Service.
- Cycling Scotland funding has enabled continued engagement with schools to deliver L2 training (training on roads linked to Bikeability) for five hundred and thirteen young people which is an increase on last year. Cycle Training Assistant courses have been delivered to twenty eight staff/ parent volunteers and Cycle Ride Leader training to twenty two staff/ parent volunteers.

Ensuring Equity

- As part of the ASN review, Educational Psychologists have developed a bespoke programme of training for secondary school staff who will be working with young people assessed as requiring Tier 1 and Tier 2 support detailed in, 'Including Every Learner'. This training will focus on nurture, emotion coaching, specific literacy and numeracy difference and developmental coordination difficulties to build capacity for staff.
- Educational Psychologists have been planning with health colleagues to build capacity with secondary wellbeing teachers to support young people with mild anxiety problems through the introduction of, 'Let's Introduce Anxiety Management', (LIAM).
- The Educational Psychological Service continues to provide bespoke training at whole school level, across primary and secondary schools, to support implementation of nurturing approaches and this is based on an audit of need.
- Bespoke CLPL for all staff working with children who have additional support needs has taken place and covered: Emotion Coaching; NAS Accredited Teaching and Learning approach (SPELL) which is autism specific approaches to teaching and learning; and CALM – which is a nationally recognised de-escalation and support strategy.
- The final rollout of PAtHs training has taken place for the remaining primary schools.
- The Educational Psychologists and Quality Improvement Officer continue to coordinate and evaluate the programme for the Autism Advisers. This session, all local authority practitioners are undertaking a process of collaborative practitioner enquiry which aims to inform the role of the Autism Adviser within their establishment. There has been input from multi agency presenters which includes sessions on: Pathological Demand Avoidance, Girls and ASD, ASD and other neurological profiles, ASD and diet/sleep, ASD and ASN. Evaluations of the training continue to be very positive.
- A joint program with Positive Achievements and the Secondary Wellbeing Support Service (SWSS) is now underway involving ten young people working with two Outdoor Instructors concentrating on mountain biking and bikeability training. An instructor is delivering outdoor sessions to a less confident group of young people within the SWSS to support an increase in confidence and health and wellbeing.
- Outdoor Education and the ASN team have been working with small groups of young people requiring an alternative curriculum and a review of this work will take place to inform next steps. This complements the twelve week programme that has been implemented in one primary school for a group of children (mixed age) who engaged with hillwalking and climbing.
- The Additional Support Needs Service continues to support schools and early year centres for those children with additional support needs. Training has been provided by staff at the centre (Hearing Impairment, Visual Impairment and Assistive Technology) to school staff.

Evaluations focused on the aims of the session and all participants strongly agreed that the aims had been met.

- Sixth year pupils from Bearsden Academy, Douglas Academy & Boclair Academy hosted an Alternative and Augmentative Communication Awareness raising session. The session was attended by staff from Early Years and Childcare Centres, primary schools and Primary 7 pupils. Pre and post session evaluations demonstrated significant increased knowledge.
- Quality Improvement visits have had a strong focus on Pupil Equity interventions, use of funding and analysis of impact. Support from the attainment advisor has allowed schools to have increased confidence in measuring the impact of reducing the attainment gap in literacy, numeracy and health and wellbeing.

Skills for Learning, Life and Work

- Eleven apprentices are progressing well as part of Phase 6 of the apprenticeship programme in the occupational areas of Early Years, Streetscene and Roads.
- Recruitment for the new mainstreamed graduate programme was completed with six new graduates starting in the areas of ICT, Business Change, HR, Finance and Civil Engineering.
- Almost all graduates from the 2017/18 programme have now secured good quality employment as a result of participating on the GRAD + programme with three being recruited within EDC.
- There has been continued support for young people and adults to improve their skills and confidence including support for adult literacy and numeracy and provision of English for Speakers of Other Languages (ESOL). Ten new volunteers have completed training and are now supporting learners.
- An 'adult learning' achievement and celebration event was held to mark, 'Book Week Scotland', with over fifty learners and volunteers in attendance.
- Working Matters, which provides employability support to adults with significant health issues, has successfully piloted *Adult Achievement Awards* in partnership with Newbattle College. Fourteen learners have successfully completed the awards.
- Positive Achievements programmes, have continued. As part of this a Fire Skills course was run at Kirkintilloch Fire Station in partnership with Scottish Fire and Rescue.
- Twenty two young people took part in a week long residential experience which was run jointly with the Secondary Wellbeing Support Service.
- The Youth Employment Initiative programme was completed. This programme of wage incentives to encourage local employers to support young people access employment assisted fifty-seven young people. A follow up exercise has found that 75% of young people sustained at least six months employment and 68% have sustained at least twelve months.
- Seven young people started the introduction to construction skills course. Those successful will be offered a place on Tigers ADVANCE Employability Course or Modern Apprenticeship.
- Based on the success last session, a second cohort of young people were recruited to volunteer in youth clubs.
- Work is ongoing in relation to the Scottish Youth Parliament elections which will be held in March 2019. Training and development activities have commenced with prospective candidates.
- Planning and development work has taken place to facilitate the Hillhead Primary School Junior Youth Club which will start in January 2019. The cohort of young people able to access this pilot project will be pupils in primary one to three who attend the school.
- Nine young people from Merkland School were supported to attend a National Year of Young People 2018 Voices event at the Glasgow Arches.

Developing the Young Workforce (DYW)

- Partnership working with the colleges, East Renfrewshire Council and Glasgow City Council continues to develop. The Additional Support Needs Group is engaged in planning courses for next session for vulnerable young people with additional support needs.
- Two secondary schools have taken up the opportunity to engage with the Top Up programme organised and part funded by Glasgow University. This is a pre-entry programme for young people as preparation for applying to and attending university and involve sessions in school and at the university.
- Through the DYW Regional group, there has been an army educator event organised. In addition, two schools have been successful with a business partnership with Network Rail.
- The Senior Phase Programme Prospectus is currently being updated for next session and this offers a range of opportunities from SCQF Level 1 – 7 across a wide range of courses. The partnership working has led to more opportunities being available to young people in schools. This will be available this year as an online brochure.

Early Years

- Four centres in the areas of 'Place' (Hillhead, Lennoxton, Auchinairn and Twechar), currently offering 1140 hours to families, continue to be positively welcomed. Initial evaluation has taken place and increased hours have supported a number of families to get back to either work or training.
- The continued phasing to deliver the expansion of 1140 hours is progressing well. A further two centres; Meadowburn and Holy Family, will move to extended year from January. Recent staff engagement and consultation has been positive with existing staff securing better full time and permanent contracts.
- The Little Explorers Nurture Day (LEND) for families with children 0-5 years continues to be very well attended every Thursday in the Hillhead Community Centre. LEND has now been replicated every Tuesday in Auchinairn Community Centre and has been a great success with families accessing family learning, cooking activities, sport and coaching sessions. This approach is supported by multi agency partners, including health and sport and leisure.
- One hundred staff from across early years, health and social work attended a seminar on early brain development, which is an attachment based approach to positive parenting. This will lead to better support for parents working alongside early years practitioners.
- The Merkland Playscheme for children aged 5-12 years with mild to moderate additional support needs was a great success with forty seven children accessing the service over the October break. The feedback from parents remains positive highlighting the value of the service to allow children time to form friendships.

Leadership

- Two Depute Heads of Centre have been appointed in Holy Family Primary and Meadowburn Primary in preparation for the delivery of 1140 hours.
- Eight staff across local authority Early Years centres and funded providers have completed the BA Childhood practice with a further thirty-two staff have signed up to start their degree which is funded by Scottish Government.
- In October, two Early Years graduates were appointed in Hillhead nursery to support the centre in raising attainment around literacy, numeracy and health and wellbeing. The additional Graduate is part of the Scottish Governments approach to raise attainment during the expansion to 1140 hours.

- The Aspiring Leadership programme introduced in August 2018 includes programmes for senior, middle and teacher leaders. Senior Leaders are currently working on module 2 with module 1 having been very highly evaluated. Funding has been offered to all teacher leaders to undertake Masters Level Learning with Strathclyde University.

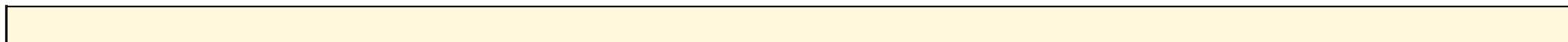
School Improvement Programme

- St. Nicholas' Primary School building opened at the start of the session. The second phase of the project, comprising the demolition of the St. Andrew's Primary School building and the development of the school grounds, is due to be delivered in early February 2019. This will mark the end of the project.
- Extensive design and development work is being carried out on three new build nurseries in Kirkintilloch, Bearsden and Milngavie. These nurseries will provide essential additional capacity to ensure delivery of the 1140 hours expansion and public engagement sessions have commenced.
- Extensive design and development work is being carried out on the extension of Killermont Primary School and Nursery Class, to be delivered in late 2019.
- A consultation under the 2010 Act was held on proposals to close Campsie View and Merkland School, and establish a new build ASN school in Kirkintilloch. Following consideration of the consultation report, the Council agreed to proceed with the proposal. This decision is currently awaiting consent from Scottish Ministers.
- A consultation under the 2010 Act was held on a proposal to establish an enhanced learning resource at Harestanes Primary School. This proposal will be considered by Council in due course.

Areas Requiring Improvement

- Continued implementation of the expansion of early learning and childcare.
- Continued implementation of the Strategic Review of Additional Support Needs including the new ASN provision and building capacity within the primary and secondary sector.
- Continue to raise attainment in literacy and numeracy, while ensuring equity as detailed in the National Improvement Framework (NIF).
- Improve approaches to youth voice and consultation.

Q2 Performance Indicators



Code	PI Title	Status	Trend	Quarters					Quarterly Target	Latest Note
				Q3 2017/18	Q4 2017/18	Q1 2018/19	Q2 2018/19	Q3 2018/19	Q3 2018/19	
				Value	Value	Value	Value	Value	Target	
EDU-01-BIP-2	Attendance levels of Looked After Children attending all EDC schools			91.1%	93.7%	92.2%	92.8%	89.4%	90.5%	This data is based on seventy-six, 'Looked After Children' and young people. Twenty-seven primary, forty-one secondary and eight special school pupils. The primary attendance rate is 94.4%. The secondary attendance rate is 85.5% and the attendance rate for special schools is 92.2%. In comparison to Q3 in 2017 this is a slight decrease in the attendance figure of 0.7%. It is likely that this is due to an increase in the number of 'Looked After Children' in the secondary sector.
EDU-02- BIP-2	Exclusion rates of Looked After Children attending all EDC schools			12.5	0	0	0	78.9	55	The data is based on the number of exclusions per 1000 pupils who have been looked after at home/looked after away from home continuously since 1st August 2018 (76 children). There were no primary and no special school pupils excluded during this time. Two secondary school pupils (from 2 schools) were excluded, each on 3 occasions. Additional supports have been put in place to ensure that these pupils are no longer at risk of exclusion.
EDU-03-BIP-2	Percentage of parents completing the Triple P programme who state that their parenting skills have improved			100%	100%	100%	100%	100%	100%	The feedback from families completing the triple P programme continues to be very positive with 100% of families stating their confidence has improved.
EDU-04-BIP-2	Number of parents participating in the Triple P programme			41	56	47	45	52	40	Triple P and parenting intervention including group and 1-1 support continues to be well received across all localities. Family

Code	PI Title	Status	Trend	Quarters					Quarterly Target	Latest Note
				Q3 2017/18	Q4 2017/18	Q1 2018/19	Q2 2018/19	Q3 2018/19	Q3 2018/19 Target	
										Champions within Early Years continue to deliver 1-1 support with families.
EDU-05-BIP-2	% of those supported by employability programme into employment			63%	63%	66%	54%	65%	55%	Twenty -two people have been supported in this quarter into employment through the European Social Funded Skills Pipeline project, the Lift Off fund, Activity Agreements and the early career programme.
EDU-06-BIP-2	% of those supported by employability programme moving into and sustaining employment for 6 months			73%	74%	72%	94%	66%	75%	This indicator reports on learners who moved into employment between April and June 2018 and who have sustained employment. The current figures stands at 66%. Evidence of sustainment for other learners is still being followed up.
EDU-07-BIP-2	Attendance rates in secondary schools (%)			92.57%	93.28%	93.68%	94.84%	92.73%	92.6%	Attendance rates are consistent with the expected patterns for Q3 and have slightly improved on the same period last year.
EDU-08-BIP-2	Attendance rates in primary schools (%)			96%	96%	95.93%	97.33%	96.23%	96%	The attendance rate for Q3 is 96.23% which is an improvement on the same period last year.
EDU-09-BIP-2	Exclusion rates of young people in secondary schools (days lost)			75	41	73	30	86	75	The exclusion rate has increased compared with the equivalent period last year and is the highest figure since 2013/14. The increase is due to serious incidents in a number of secondary schools. This resulted in lengthy exclusions for a number of pupils. There were thirty- seven individual incidents in seven secondary schools. In all cases support has been provided to return the pupils to school.
EDU-10-BIP-2	Exclusion rates of children in primary schools (days lost)			27	9.5	18	12	19.5	15	The exclusion rate has decreased compared with the last recorded equivalent period. The increase is due to fifteen incidents in seven primary schools. In all cases there was support provided to return the pupils to school.



EDUCATION COMMITTEE 7 FEBRUARY 2019

EPB/014/19/GB DEPUTE CHIEF EXECUTIVE - EDUCATION, PEOPLE & BUSINESS

CONTACT OFFICER: GREG BREMNER, ACTING CHIEF EDUCATION OFFICER (TEL: 0141 578 8164)

SUBJECT TITLE: EAST DUNBARTONSHIRE QUALITY STANDARD FRAMEWORK FOR EARLY LEARNING AND CHILDCARE

1.0 PURPOSE

- 1.1** The purpose of this report is to inform the Education Committee of the development of a new supportive framework for Early Learning and Childcare Centres. The document detailed within **Appendix 1** has been created to assess standards and identify and support improvement areas for Early Learning and Childcare Centres across East Dunbartonshire Council.

- 1.2** East Dunbartonshire Council are working towards the expansion of entitlement to 1140 hours in 2020 in accordance with the Scottish Government ‘A Blueprint for 2020 The expansion of Early Years and Childcare in Scotland’. To ensure quality remains at the heart of delivery during this period of change, the Quality Standard Framework will support centres.

2.0	<u>RECOMMENDATIONS</u>
2.1	It is recommended that the Education Committee:- a) Note the appendix detailing the Quality Standard Appendix 1.

**ANN DAVIE
DEPUTE CHIEF EXECUTIVE – EDUCATION, PEOPLE & BUSINESS**

3.0 BACKGROUND/ MAIN ISSUES

- 3.1** The Scottish Government is committed to expanding the provision of funded Early Learning and Childcare (ELC) from 600 hours to 1140 by 2020 for all 3 and 4 year olds and entitled 2 year olds. 'A Blueprint for 2020' sets out the plans for expansion and underpins 4 key principles: Quality, Accessibility, Flexibility, Affordability.
- 3.2** East Dunbartonshire Council is committed to the provision of high quality early years experiences for all children. During this period of change we aim to ensure quality remains at the heart of our quality assurance processes. The Quality Standard Framework will be used as a supportive tool for all our centres including our funded providers.

4.0 IMPLICATIONS

The implications for the Council are as undernoted.

- 4.1 Frontline Service to Customers** - The new framework will provide guidance to centres that links to national self-evaluation and quality improvement documents.
- 4.2 Workforce (including any significant resource implications)** - The framework will support staff confidence and increase knowledge ensuring high quality delivery.
- 4.3 Legal Implications** – None
- 4.4 Financial Implications** – None
- 4.5 Procurement** - As detailed within the policy and in line with the Scottish Government 'A Blueprint for 2020: The expansion of Early Years and Childcare in Scotland'
- 4.6 ICT** – None
- 4.7 Corporate Assets** – None
- 4.8 Equalities Implications** – None
- 4.9 Other** - None

5.0 MANAGEMENT OF RISK

The risks and control measures relating to this report are as follows:-

- 5.1** Ensuring centres have a supportive tool to access during a period of transformational change.

6.0 IMPACT

6.1 ECONOMIC DEVELOPMENT - None.

6.2 EMPLOYABILITY – None

6.3 DELIVERING FOR CHILDREN& YOUNG PEOPLE – The Education Services is committed to providing the highest quality of early learning and childcare for our children ensuring the best outcomes are met for all our children and families.

6.4 COMMUNITY SAFETY – None

6.5 HEALTH & SOCIAL CARE – None

7.0 POLICY CHECKLIST

7.1 This report has been assessed against the Policy Development Checklist and has been classified as being an addition to an existing policy document.

8.0 APPENDICES

8.1 Appendix 1: East Dunbartonshire Early Years Quality Standard Framework

Quality Improvement and Standards for Early Learning Centres within East Dunbartonshire Council

Rationale

East Dunbartonshire Council promotes high quality learning across all sectors within Early Learning and Childcare.

We work with and support Partnership Providers, Child Minders and Local Authority Early Learning and Childcare Centres to provide the highest quality and standards for our young learners and families.

In order to assure quality of provision this document has been created to assess standards and identify and support improvement areas for the Early Learning and Childcare Centres within East Dunbartonshire Council.

Standards are measured using The Shared Indicator Framework along with other framework and guidance listed below.

The Quality Assurance and Early Years team will visit each centre to assess your standards and discuss how East Dunbartonshire can support you in achieving excellence. In order to support you we have detailed the document with key messages, exemplification of good practice and examples of sources of evidence. Thereafter, agreed next steps will be established to continue your journey to excellence.

We hope that centres find this document a supportive tool to raise standards in Attainment, Achievement and Equity for all service users accessing Early Learning and Childcare Centres across East Dunbartonshire.

East Dunbartonshire Council support for your ELCC with the transition to 1140 hours

- CLPL - Training programme, including Leadership Training e.g. Aspire
- Shared training across local authority early years, partnership nurseries and other agencies
- Engagement of workforce regarding transition to 1140 hours, including changing of work patterns to accommodate additional hours
- Consulting with Childminders and Childminders association regarding the blended approach
- Consulting with partnership ELCCs and voluntary sector
- Workforce development funding available for local authority and partnership ELCC employees and childminders
- Consulting with parents/carers on the flexibility on offer
- Delivery of 1140
- Delivery of Professional Learning Communities providing opportunities for professional learning and dialogue
- Representatives from Local Authority and partnership nurseries attending inter-authority meetings regarding implementation of 1140
- Early Level support teachers participation in striving for good and better outcomes for ELCC's
- Producing publicity information for parents/carers to promote 1140 hours of early learning an childcare including:
 - Patterns of attendance
 - Increased benefits for children and families
 - Choice and continuity for children
 - Range of providers
 - Admission processes
 - Shared language and approach
- Evaluation/review of 1140 trials

Quality Improvement and Standards for Early Learning Centres within East Dunbartonshire Council

Supporting documentation for ELCs

- | | |
|--|--|
| <ul style="list-style-type: none"> • The Shared Indicator Framework • Health and Social Care Standards • EDC Additional Support Needs – Including Every Learner • EDC Attainment, Achievement and Equity • EDC Quality Improvement Policy • National Improvement Framework • Curriculum For Excellence Benchmarks • Pre-birth to 3 • Curriculum for Excellence • SSSC registration and codes of practice | <ul style="list-style-type: none"> • Building the Ambition • Setting the Table • Space to Grow • My World Outdoor • Loose Parts • Milestones to support learners with complex ASN • Scottish Cot Death Trust • NHS Infection control in Childcare Settings |
|--|--|

The Quality Improvement Standard links with the new shared inspection framework.

[Care inspectorate](#) @ A Quality Framework For Children and Young People in the need of Protection will assist in developing self-evaluation practice.

EDC Quality Standard Framework	Exemplification of good practice
<p>Leadership and Management (QI 1.1, 1.2,1.3,1.4)</p> <p><u>Self-Evaluation</u></p> <p>Identified themes for good practice discussion on:</p> <ul style="list-style-type: none"> • Monitoring and quality assurance processes are evident • Key documents are used to support self-evaluation with staff, parents and learners • Self-evaluation of key activities throughout the year are undertaken e.g. evaluation of parent meetings/curriculum events • Success of changes to improve outcomes for children and families • Professional learning improvements to early learning pedagogy and opportunities for staff leadership • Links with other centres for self-evaluation and improvement • Children leading learning – leadership and child initiated learning • Supports to develop changes in the centre in relation to 1140 hours 	<ul style="list-style-type: none"> • The ELCC can evidence systematic routines for self-evaluation and examples of improving outcomes for children and families. • Staff have knowledge of using frameworks/national guidance to evaluate practice and plan next steps/ development areas. • All staff are involved in self-evaluation throughout the year. • There is a strong framework of self-evaluation that involves SMT, staff, peer observations to ensure quality of interactions and experiences. • The ELCC has evidence of broad/meaningful consultation with all stakeholders that influences improvements. • Planning, evaluations and observation of practice strongly exhibits that child led learning is at the heart of practice. • All staff are given opportunities to develop leadership skills within the ELCC setting. • Staff have access to relevant CLPL to develop and improve practice. • Staff evidence impact of training to improve outcomes for children and families. • The ELCC can demonstrate that changes made in the ELCC involve all stakeholders and efficient systems are in place to monitor, time management, support stakeholders and measure impact. • All staff are given opportunities to develop leadership skills within the ELCC setting. • The ELCC accesses support and inspiration from other ELCC's practice. • The ELCC has a strong ethos of inclusion and can identify strategies and working with other professionals that impact on children and families.

Leadership and Management (QI 1.1, 1.3)

Standards and Quality Report - Improvement Planning

Identified themes for good practice discussion on:

- Process of Identification of the areas established for in-depth improvement
- Stakeholder involvement to establish your improvement priorities
- Improvement plan is manageable and truly reflects the needs of the children
- Monitoring of progression through the priorities set
- Use of reflective and evaluative statements
- Effective monitoring and tracking systems that identify next steps for learners and the centre
- Impact of improvements is measured
- Support requirements to ensure impact of your improvement plan

- The ELCC use self-evaluation, HGIOELCC, planning, staff/parent questionnaires feedback, data gathering, PDRs, staff meetings, improvement priorities carried forward from last year to inform future priorities.
- Staff reflect on last year's improvement plan and priorities, extend date if priorities are incomplete.
- The ELCC involve staff, families and children in consultation and inform them of EDC and national priorities.
- Staff progress using teamwork skills, team meetings, staff training, CLPL, staff involvement, delegation, discussions both informal and formal with staff, children and parents. Parental involvement at every stage, time scales, support from EDC 'Test of Changes'.
- Informative methods used to participate in reflective discussion of success of last year's improvement plan.
- Progress is evident through S.M.A.R.T planning goals in the improvement plan. Targets set and completed that meet success criteria.
- Staff will use Learning journals for effective tracking and observations.
- CLPL –opportunities within and out with EDC will upskill staff and evidence gathered on training impacting positively on practice.
- Standard and Quality report exemplifies accurately the progress and achievements of the centre and its stakeholders.

Recruitment and Professional Knowledge	Exemplification of good practice
<p>Staff Recruitment and Competence (QI 2.1, 2.2)</p> <p>Identified themes for good practice discussion on:</p> <ul style="list-style-type: none"> • Safe recruitment • Key documents are used to support self-evaluation with staff, parents and learners • Professional learning improvements to early learning pedagogy and opportunities for staff leadership • Supports to develop changes in the centre in relation to 1140 hours • Monitoring of staff to ensure skills in developing learning pathways, engaging with children and evidencing practice 	<ul style="list-style-type: none"> • Children and families are consulted and involved in the recruitment process. • Staff have pvgr and checks are made to ensure SSSC registration is maintained by staff. • Staff have completed induction paperwork and have a mentor for initial 3 month period within the ELC. • Staff have clear roles and responsibilities. • Staff can provide evidence to support SSSC registration requirement of CLPL and positive impact of professional learning on practice. • Staff have knowledge of using frameworks/national guidance to evaluate practice and plan next steps/ development areas. • All staff have regular PDR/1:1 with line manager • Staff are monitored and supported in using evaluative and qualitative language when tracking and recording children's progress and achievements. • Very good arrangements are in place which enables all practitioners in and across settings to make confident judgements and reach an agreed understanding about children's progress and learning. • Staff have regular staff meetings to have a shared understanding of children's individual needs and progress of improvements.

Learning Provision (QI 3.1, 5.1)	Exemplification of good practice
<p>Safeguarding</p> <p>Identified themes for good practice discussion on:</p> <ul style="list-style-type: none"> • GDPR – methods to gain consent to share progress information for children who have a blended childcare pattern • Child Protection policy and procedures are followed by all • Health and safety 	<ul style="list-style-type: none"> • Parents will complete a personal plan with children and family information at time of induction. • Very good security procedures are in place to keep children safe with in the centre with changing staff, different attendance patterns, fire registers, adults collecting, absence management. • With written consent from parents/ guardians the ELCC shares progress information for children who have a blended childcare pattern. • Staff have annual updates of Child Protection policy and procedures • SMT and staff have accessed the appropriate EDC Child Protection training. • SMT can evidence appropriate actions to Child Protection concerns • ELCC can evidence succinct chronologies to evidence events in children’s lives. • ELCC demonstrates very good systems to support families in time of crisis. • The ELC can evidence very good communication and collaborative working strategies with outside agencies to support and safe guard children and families. • Robust Health and Safety procedures ensure the safety of the environment and resources. • Children are involved in risk benefit assessment of the environment and experiences. • Staff will encourage risk benefit play through providing valuable play experiences,

Learning Provision (QI 3.2,5.1)

Personalised Support

Identified themes for good practice discussion on:

- Identification of individual needs of learners
- Strategies implemented to support children with ASN
- Extent that ELCC engage with outside partners to support young learners
- Procedures to ensure that task, resources and experiences are at the right level to help children make sustained progress
- Application of effective Universal / Targeted intervention and Support Plans that leads to positive and sustained outcomes for children
- Steps taken to ensure that barriers to learning are minimised

Exemplification of good practice

- The ELCC can evidence professional discussion and effective communication across the staff team of children's individual needs.
- Every child has a GIRFEC Personal plan
- An additional support needs co-ordinator ensures that children with additional needs have the support they need implemented. Team around the child meetings, wellbeing assessments and individual progress reports etc ensure that relevant information is passed on to other agencies.
- There is a system in place for clear responsibilities and regular updates of Personal plans.
- Every child has a Personal plan and Learning Journal with identified next steps in learning.
- There is strong evidence of universal support to meet individual children's needs.
- The ELCC can demonstrate strong relationships and collaborative working with outside partner agencies.
- There are robust systems in place for sharing of information taking into account GDPR and confidentiality policy.
- The ELCC can evidence inclusion with differentiated curriculum to support every child's stage of development.
- All parents will be asked to consent to share development information with split placement or blended model.
- The ELCC has systems in place to involve care givers and children in planning for children's development and next steps in learning.
- A shared agreed process for assessing, tracking and monitoring children's progress and development is in place which is underpinned by GIRFEC.
- Access to some Additional Support Services are applied for via RFA.(Additional hours/specialist provision)

Learning Opportunities (QI 3.2, 3.3)	Exemplification of good practice
<p>Identified themes for good practice discussion on:</p> <p>Curriculum</p> <ul style="list-style-type: none"> • Curriculum Planning is relevant to your context and children • Focus on the core areas of development of children's skills in Health and Wellbeing, Language & Literacy and Numeracy & Mathematics across the early level • Engagement in a collaborative approach with blended model partners (invites into ELCC, collaborative I.E.P) 	<ul style="list-style-type: none"> • The curriculum across all services reflects the principles of Curriculum for Excellence, Pre-Birth to Three and Building the Ambition. Curriculum design is based on the individual needs of the child taking into account their stage of development and learning. • Knowledge of children's interests are gathered throughout the year and used to responsively plan learning experiences. • Very good examples of practice are demonstrated of children benefiting from meaningful continuity in play based pedagogy as they move across the early level • Children are leaders of their learning through child led play. • Children are regularly consulted on a range of elements which affect them e.g. resources. • Children have the right to choose which area they would like to play in and have ownership of their learning and development. • ELCC's will meet the stated daily physical and outdoor access as guided by Scottish government.(1 hour per day) • The ELCC utilises the educational resources and makes links within our community. • Playrooms will be balanced with broad range of resources and experiences that children can freely access; encouraging making choices about their learning and play. • Very good examples of practice are demonstrated of children benefiting from meaningful continuity in play based pedagogy as they move across the early level • The ELCC can demonstrate an inclusive environment where all children are supported to access the curriculum. • Planning methods can exemplify the implementation and understanding of the 7 principles of curriculum design. • Processes are effective for assessing, tracking and monitoring young children's learning and development following national guidance, including benchmarks. • The ELCC uses a range of methods to communicate and engage with blended model partners.

Learning Provision (QI 3.4, 5.2)

Assessment & Tracking

Identified themes for good practice discussion on:

- Equal opportunity and inclusion for all
- Rights Respecting School -Children's Rights
- Tracking children's progress across all aspects of learning
- Recording and reporting children's progress
- Effective methods used to monitor tracking and progression
- Strategies to bridge the attainment gap
- Sharing children's progress with other carers

Exemplification of good practice

- The ELCC exhibits a strong ethos of equal opportunities, equity for all and differentiation to include all young learners.
- The ELCC demonstrates implementation and raising awareness of children's rights.
- The lead person establishes arrangements for sharing information which ensures a shared vision and continuity of learning across the curriculum particularly in the key areas of literacy, maths, health and wellbeing.
- Staff ensure they are responsive to children's individual needs by setting individual goals and targets and recording evidence in the children's learning journeys.
- Planning ensures that children are leaders of their own learning by using their interests to build their knowledge, skills, abilities and talents.
- Children can reflect on their learning and identify next steps.
- A shared agreed process for assessing, tracking and monitoring children's progress and development is in place, which is underpinned by GIRFEC and follows national guidance, including benchmarks.
- School transition reports and strength and difficulty information is obtained and shared with the child's relevant school.
- Tracking meetings held with all partners involved
- Progress is shared with other carers through verbal communication, meetings, sharing learning goals and learning journeys, daily routine sheets and two-way diaries.
- Regular flexible parents meetings take place to ensure parents are kept informed of their children's development and progression.

Learning Provision (3.5)	Exemplification of good practice
<p><u>Family Engagement</u> Identified themes for good practice discussion on:</p> <ul style="list-style-type: none"> • Inclusion and equity for all • Consistent engagement with families to ensure consultation on the learning and achievement of their children • There are support systems and meaningful family engagement • Methods of support to families with escalated non-engagement • Family learning 	<ul style="list-style-type: none"> • The ELCC can demonstrate an inclusive environment where all children are supported to access the curriculum. • Professional collaboration meetings provide staff with the opportunity to discuss children and families who may require support. • Parental involvement provides staff with knowledge on children’s social, emotional and intellectual needs and develops children’s and parents’ confidence. • Questionnaires; parents/carers evaluations; surveys e.g. using glow; parents/carers night/ information evenings/ question and answer sessions; 1:1 meetings; ejournals/ children’s folders; • Stay and Play; Play @ Home; Family Learning Workshops e.g. cooking sessions; ejournals, wall displays, family learning activities, parent/carer info sessions/ question and answer sessions: parent forum; volunteering for trips, parents/carers grandparents etc; visiting the ELCC to deliver activity (arts and crafts, helping with the garden, talking about their jobs (Police/ Fire etc), sharing stories, songs and games from their childhoods etc; • A suggestion box is available for parents/carers to ‘post’ any thoughts or issues • Closed community social media groups for parents/carers • Positive Parenting Programme (Triple P) • Offering parents/carers a drop in clinic with Family Champion or Early Years Supporting Families Team • Utilise the relationship already built up with Keyworker • Face to face conversations, 1 to 1 conversations • Work with other agencies or services • Target support/work • Family Champions are identified and support parenting challenges. • Positive and informative approach to positive benefits of early intervention for children • Policies and procedures in place e.g. Equal opportunities, Whistle blowing • Regular communication and information provided in a variety of formats e.g. 1 to 1 conversations, letters, social media adverts, updates, leaflets, notice board. • Books and resources to promote inclusion and equality • Parents forums • Family Learning sessions are provided to encourage parents and children to learn together • Information board of free activities happening throughout school holidays, contact details of CAB, Food bank, adult learning programme etc

Learning Provision (QI 3.6)	Exemplification of good practice
<p>Identified themes for good practice discussion on:</p> <p>Transition</p> <ul style="list-style-type: none"> • Flexible Transition programmes for children • Monitoring methods for transition arrangements for children. E.g. Split placements, childminder and family support. • Effective communication with schools and parents regarding children's progress at points of transition 	<ul style="list-style-type: none"> • Induction Programmes are flexible, personalised and in partnership. • Day to day transition arrangements are sensitive and supportive to the child's individual need. • Parents/carers knowledge and views of their child's development needs, interests and personality is gathered as part of induction process • All children complete a personal plan at enrolment which is updated every 6 months • Well-developed links between the service and other relevant childcare services, schools and agencies such as health and social work services in the local area • All providers including childminders are fully included in sharing information about children's learning and achievements throughout the transition process. • All children will have a consistent key worker to provide continuity of care taking into consideration attendance patterns/staff shift patterns. • Key worker relationships with the family are positive and meet the child's needs. • Blended models will input into children's personal plans and learning journals to encompass a collaborative approach to children's development and next steps. • All parents asked to consent to share development information with split placement or blended model. • Parents/carers will receive written or verbal feedback daily • Open door policy • Whole team around the child support transitions and interagency working being at the heart. • The balance of the day in and between settings allows children to make choices, become absorbed and to actively lead their own learning. • Lead professional ensures the safe, secure storage and transfer of information and data relevant to individual children. • Lead professional in collaboration with others ensures that transition arrangements are reviewed, and impact evaluated regularly to meet the individual needs of all children. • Effective Transition Programmes build on prior learning and impact on continuous progression, will be communicated from our setting into primary one. • Good two way communication (verbally and written) between service and other relevant childcare services and local schools • Parents/carers will contribute to transition reports between schools, ELCCs and childcare services. • Regular visits/visit prior to transition • Play based pedagogy across the early level curriculum supports meaningful continuity in learning experiences as children transfer into primary.

Quality of Play (QI 4.1 & 4.2)	Exemplification of good practice
<p><u>Learning Opportunities</u> Identified themes for good practice discussion on:</p> <ul style="list-style-type: none"> • Learning opportunities to make connections about skill for life and learning (resilience, motivation, perseverance) • Learning approaches implemented to support your learning within your ELCC(Froebel, forest schools) • Changes have you made to your environment to ensure it supports children’s learning • Opportunities for outdoor learning, use of natural materials and open ended resources to support sensory & exploratory play and creativity • Pace and structure of the day • Access quiet spaces and rest areas • Opportunities for risk benefit play • Community engagement 	<ul style="list-style-type: none"> • Everyone shares the same vision and values, staff being welcomed and included in developments. • Staff will encourage children to promote self-help skills, involve children in planning, staff training in Forest School, PATHS, Staff confident in using documents, Loose Parts, My World Outdoors, Setting the Table, Building the Ambition, Play on Pedals, Risky Play • Staff will provide experiences in line with current thinking i.e.) Mud Kitchen, Loose Parts, transient art, Forest School, well equipped outdoor area, risk taking activities, natural resources, free, daily access to outdoor learning. • Staff will ensure there are set/flexible routines, change of resources, relaxation, outdoor play, rest time, nurture room, water and snacks (fruit) available, change of learning experiences, change of pace of day to offer relaxation. Opportunities to go on trips, outings etc. • Staff will create designated quiet areas in both rooms and outdoors. Home corner, story corner, sensory area, relaxation time, parasols and gazebo, water station, space management, staff being vigilant and responding to children’s needs. • Space, natural light, natural resources, calm colours and neutral –minimum plastic resources. Open air area, spaces used effectively, children having the capacity to choose resources daily. • Staff evaluate individual children and their awareness of danger in their risky play • Playrooms will be balanced with broad range of resources and experiences that children can freely access; encouraging making choices about their learning and play. • ELCC’s will meet the stated daily physical and outdoor access as guided by Scottish government. (1 hour per day) • The ELCC utilises the educational resources and makes links within our community.

Ensuring positive Outcomes (QI 5.1)	Exemplification of good practice
<p>Wellbeing Identified themes for good practice discussion on:</p> <ul style="list-style-type: none"> • Nurture/Nurture Principles are embedded in practice • Participation strategies of children in learning and decisions that affect them • Evidence of the impact programs have on developing children’s emotional intelligence, building resilience and wellbeing • Monitoring procedures for every child and families wellbeing across the staff team • Effective monitoring of Health needs 	<ul style="list-style-type: none"> • The ELCC provides a nurturing, secure environment and maintains a collaborative, inclusive approach which ensures that we get it right for every child • Staff have a consistent approach and shared language when promoting positive behaviour • Staff have a pedagogical approach with their environment to enhance children’s emotional intelligence and wellbeing through open ended learning experiences which develop curiosity, enquiry and creativity. • Outdoor play and out of setting experiences such as forest kindergarten provide children with the opportunity to build resilience and develop their wellbeing. • The ELCC can evidence the impact wellbeing approaches have on children’s development. (PATHS, Going for Gold, Daily Mile, Play on Pedals, forest schools, wellbeing groups, nurture base, Ferrie Leavers, SDQ) • Children have opportunities to discuss and celebrate their successes and achievements. • Involvement from the early level support teacher and quality improvement officer supports the ELCC in their developments to ensure children’s wellbeing and development. • Links with outside agencies ensures children’s emotional intelligence and wellbeing are supported. • The named keyworker system in all rooms ensures staff get to know their children’s and families and build relationships to monitor their wellbeing and offer support if necessary. • Personal plans are kept up to date by keyworkers and reviewed every 6 months. Staff input data onto the chronology and will monitor the information gathered to identify any potential wellbeing needs. • An additional support needs co-ordinator ensures that children and families have access to advice and support. • Professional collaboration meetings provide staff with the opportunity to discuss children and families who may require support. • Observations are gathered to find out more about the child, identify children’s wellbeing and factors that may affect involvement. • Parental involvement provides staff with knowledge on children’s social, emotional and intellectual needs and develops children’s and parents confidence. • Personal Plan information provides staff with knowledge of children’s routines and dietary requirements. • Children are aware of the nursery ethos around Rights and Responsibilities (Children’s Charter) • Children have the right to lead a healthy life and have daily opportunities to brush their teeth. • The ELCC follows the ‘setting the table’ (NHS, 2014) document to provide children with a balanced, nutritional diet.

Ensuring positive outcomes (QI 5.1 & 5.2)	Exemplification of good practice
<p>Improvements impacting positively on children’s outcomes</p>	<ul style="list-style-type: none"> • ELCC can evidence that GIRFEC is embedded in practice. • Staff know children and their stage of development very well • The ELCC has implemented strategies to bridge the attainment gap from the early stages • The ELCC can evidence positive impact of strategies on outcomes for children • ELCC’s are achieving good or better at time of inspection • ELCC can demonstrate planned actions and implementation of any requirements or recommendations. • Parents and carers are involved in contributing to the children’s learning and experiences. • Successes and achievements are shared with staff, parents, children, and the wider community. • Improvements linked to 1140 hours are impacting positively on practice.



EDUCATION COMMITTEE 7 FEBRUARY 2019

EPB/013/19/GB

DEPUTE CHIEF EXECUTIVE - EDUCATION, PEOPLE & BUSINESS

CONTACT OFFICER:

GREG BREMNER, ACTING CHIEF EDUCATION OFFICER
(TEL: 0141 578 8739)

SUBJECT TITLE:

EAST DUNBARTONSHIRE COUNCIL EARLY YEARS ADMISSION POLICY

1.0 PURPOSE

- 1.1** The purpose of this report is to provide the Education Committee with the revised Early Years Education Admissions policy as we move towards 1140 hours of entitlement for 2020. This Early Years Admissions Policy sits within the context of the Education Services Early Years Strategic Plan and the Early Years Charging Policy.
- 1.2** East Dunbartonshire Council are working towards the expansion of entitlement to 1140 hours in 2020 in accordance with the Scottish Government 'A Blueprint for 2020: The expansion of Early Years and Childcare in Scotland'. Details are outlined, timelines and the admissions process for nurseries providing 1140 hour provision are provided within **Appendix 1**.

2.0	<u>RECOMMENDATIONS</u>
2.1	It is recommended that the Education Committee:- a) Scrutinise the submitted Early Years Admission policy set out in Appendix 1 ; and b) Note the Parent Friendly version of the policy within Appendix 2 .

ANN DAVIE

DEPUTE CHIEF EXECUTIVE – EDUCATION, PEOPLE & BUSINESS

3.0 BACKGROUND/ MAIN ISSUES

- 3.1** The Children and Young People (Scotland) Act 2014 determines the eligibility of children who are entitled to early learning and childcare (formerly known as ‘pre-school education’). In all cases, the current entitlement is to fund 600 hours Early Learning and Childcare with some centres providing 1140 funded hours.
- 3.2** East Dunbartonshire Council (EDC) is committed to the provision of high quality early years experiences for all children. We aim to provide places that meet the needs and demands of both children and families, to offer them flexibility of provision from which to choose the best place for their child. This document provides guidance on the admission of children aged 0-5 years into Local Authority nurseries and on the admissions process for children aged 3 and 4 years old only who are accessing procured places within funded provider ELC centres.

4.0 IMPLICATIONS

The implications for the Council are as undernoted.

- 4.1. Frontline Service to Customers** - The policy provides clarity of centres and allocations of hours dependant on eligibility and is in line with the current EDC Early Years Charing Policy.
- 4.2. Workforce (including any significant resource implications)** - As part of the 1140 expansion programme within the Early Years Strategic Plan, we continue to engage with staff and recruitment procedures are in place.
- 4.3. Legal Implications** – None
- 4.4. Financial Implications** – As detailed within the policy and in line with the Scottish Government ‘A Blueprint for 2020:The expansion of Early Years and Childcare in Scotland’
- 4.5. Procurement** – Tendering processes for Funded Providers is in progress for Session 2019-2020.
- 4.6. ICT** - None
- 4.7. Corporate Assets**- None
- 4.8. Equalities Implications** – None
- 4.9. Other** - None

5.0 MANAGEMENT OF RISK

The risks and control measures relating to this report are as follows:-

- 5.1.** Ensuring effective change to service delivery models as outlined within the Early Years Strategic Plan, all centres will provide 1140 hours of free childcare by 2020
- 5.2.** Ensuring recruitment and retention of staff to deliver the new provision within each centre.

6.0 IMPACT

6.1. ECONOMIC DEVELOPMENT - None.

6.2. EMPLOYABILITY – Significant changes to staffing and delivery models and recruitment of staff where need is identified within centres.

6.3. DELIVERING FOR CHILDREN & YOUNG PEOPLE – The Education Services is committed to the effective delivery of Early Years provision for our children.

6.4. COMMUNITY SAFETY - None.

6.5. HEALTH & SOCIAL CARE – None.

7.0 POLICY CHECKLIST

7.1 This report has been assessed against the Policy Development Checklist and has been classified as being a change to an existing policy document.

8.0 APPENDICES

8.1. Appendix 1: East Dunbartonshire Early Years Admission Policy

8.2. Appendix 2: East Dunbartonshire Early Years Parent Friendly Admission Leaflet

ANN DAVIE

DEPUTE CHIEF EXECUTIVE – EDUCATION, PEOPLE & BUSINESS

EAST DUNBARTONSHIRE COUNCIL

EARLY LEARNING AND CHILDCARE

ADMISSIONS POLICY

Contents page

1. Rationale

1.1: Early Years

2. 1140 hours Delivery Models

2.1: Overview

2.2: Local Authority Provision

2.3: Session Times & Split Placements

2.4: Meals and Snacks

2.5 Blended Models

2.6: Funded Providers

3. Eligibility to Early Years Provision

3.1 Entitlements

4. How to Apply

4.1: Babies to two year olds

4.2: Two to Three year olds

4.3: Three to Five year olds

4.4: Deferred entry to school

5. Funded Providers

5.1: Admissions

5.2: Service and Governance

6. Cross Boundary Funding

6.1: Applications to EDC for children outside East Dunbartonshire Council

6.2: Admissions for East Dunbartonshire Council children applying to other Councils

7. Allocations of Local Authority Places

7.1: Placement offers

7.2: Changes to allocation

7.3: Charging

7.4 Absence

8. Locality Admissions Panels

8.1 Locality Admission Panel Members

8.2 Bandings and decisions for Locality and Admissions Panel Meetings

9. Allocation of Places for Children with Additional Support Needs

9.1: Admissions

9.2: Inclusion

10. Holiday Places in Extended Year Centres

10.1 Application and allocation process

10.2 Holiday charging

11. Enquiries Regarding Decisions

11.1 Enquiries procedure

12. Complaints Procedures

12.1 Complaints procedure

13. Useful Web Links

1. RATIONALE

1.1 Early Years

- 1.1.1 East Dunbartonshire Council (EDC) is committed to the provision of high quality early years experiences for all children. We aim to provide places that meet the needs and demands of both children and families, to offer them flexibility of provision from which to choose the best place for their child. This document provides guidance on the admission of children aged 0-5 years into Local Authority nurseries and on the admissions process for children aged 3 and 4 years old only who are accessing procured places within funded provider ELC centres.
- 1.1.2 This Early Years Admissions Policy sits within the context of the Education Services Early Years Strategic Plan and the Early Years Charging Policy.
- 1.1.3 These guidelines are provided to local authority admissions staff and funded providers to ensure that allocation of places is completed using a system that is fair and transparent to all applicants.
- 1.1.4 East Dunbartonshire Council are working towards the expansion of entitlement to 1140 hours in 2020 in accordance with the Scottish Government 'A Blueprint for 2020: The expansion of Early Years and Childcare in Scotland'. Details are outlined, timelines and the admissions process for nurseries providing 1140 hour provision.
- 1.1.5 The Children and Young People (Scotland) Act 2014 determines the eligibility of children who are entitled to early learning and childcare (formerly known as 'pre-school education'). In all cases, the current entitlement is to fund 600 hours Early Learning and Childcare with some centres providing 1140 funded hours.

2. 1140 DELIVERY MODELS

2.1 Overview

- 2.1.1 The Scottish Government is introducing an increase to the funding entitlement to all **eligible**, 2 year, three and four year old children to 1140 hours of early learning and childcare by August 2020. We currently have four Early Learning and Childcare centres providing 1140 provision.
- 2.1.2 With effect from August 2019, a number of centres will move to the new delivery model for 1140 hours. Where there is capacity, children from families in the following categories will be eligible for 1140 hours funding:
- Children on the child protection register or looked after;
 - Children who live in an area which is SIMD 1 and 2;
 - Children from households in receipt of these benefits:
 - a. Income Support(IS)
 - b. Job Seeker's Allowance (income based)

- c. any income related element of Employment and Support Allowance
- d. Incapacity or Severe Disablement Allowance
- e. State Pension Credit
- f. Child Tax Credit (CTC), but not Working Tax Credit and income is less than £16,105
- g. both maximum CTC and maximum Working Tax Credit and income is under £6,420
- h. support under part VI of the Immigration and Asylum Act 1999
- i. Universal Credit (this can be claimed if income is less than £610 per month)

All other provision will start providing the increased 1140 entitlement for children in session 2020 -2021.

2.2 Local Authority Provision

Early learning and Childcare Centre	Current provision	August 2019 - 1140 provision	August 2020- 1140 provision
Auchinairn ELCC	2-5 year old, extended year, 8am-6pm.	1140 provision	2-5 year old, extended year, 8am-6pm.
Lennoxtown ELCC	0-5 year old, extended year, 8am-6pm.	1140 provision	0-5 year old, extended year, 8am-6pm.
Hillhead ELCC	0-5 year old, extended year, 8am-6pm.	1140 provision	0-5 year old, extended year 8am-6pm.
Twechar ELCC	2-5 year olds, 3-5 year olds, extended year, 8am-6pm.	1140 provision	2-5 year olds, extended year 8am-6pm.
Meadowburn ELCC	3-5 year olds, term time, 8am-6pm.	August 2019 – eligible children	3-5 year olds, extended year 8am-6pm.
Holy Family ELCC	3-5 year olds, term time, 8am-6pm.	August 2019 – eligible children	3-5 year olds, extended year 8am-6pm.
Craighead ELCC	2-5 year olds, sessional, term time.	August 2019 – eligible children	To be confirmed after consultation
Torrance ELCC	3-5 year olds, sessional, term time.	August 2019 – eligible children	To be confirmed after consultation
Castlehill ELCC	2-5 year old, extended year, 8am-6pm.	August 2019 – eligible children	2-5 year olds, extended year 8am-6pm.
Clober ELCC	2-5 year old, extended year, 8am-6pm.	August 2019 – eligible children	2-5 year old, extended year, 8am-6pm.
Baljaffray ELCC	3-5 year olds, term time, 8am-6pm.	August 2019 – eligible children	3-5 year olds, extended day, 8am-6pm.

Early learning and Childcare Centre	Current provision	August 2019 - 1140 provision	August 2020- 1140 provision
Milngavie ELCC	3-5 year olds, term time, 8am-6pm.	August 2019 – eligible children	3-5 year olds, extended day, 8am-6pm.
Killermont ELCC	3-5 year olds, sessional, term time.	August 2019 – eligible children	3-5 year olds, extended day, 8am-6pm.
Colquhoun ELCC	2-5 year olds, sessional, term time.	August 2019 – eligible children	2-5 year olds, extended day, 8am-6pm.
Lenzie Meadow ELCC	2-5 year old, extended year, 8am-6pm.	August 2019 – eligible children	2-5 year olds, extended day, 8am-6pm.
Gartconner ELCC	2-5 year olds, term time, 8am-6pm.	August 2019 – eligible children	2-5 year olds, extended day, 8am-6pm.
Cleddens ELCC	0-5 year old, extended year, 8am-6pm.	August 2019 – eligible children	0-5 year olds, extended day, 8am-6pm.

2.3 Session Times, Split placements

2.3.1 Sessions for children attending 1140 pilot centres can use up to 24 hours per week. This can be sessions Monday to Friday from 8am-12.45pm or 1pm-5.45pm or alternatively 2 ½ days per week; over the extended year. Parents can purchase additional hours in accordance with the EDC Charging Policy.

2.3.2 Places and sessions should be allocated subject to the individual needs of the child or family and availability within the ELC centre.

2.4 Meals and Snacks

2.4.1 By August 2020 all eligible children accessing 1140 hour provision will be entitled to a free school lunch provided during their session/day at ELC centre. Details of the meals provided can be accessed from each ELC centre. This is currently being trialled in Auchinairn ELC centre. Snacks will provided throughout the day for all children.

2.5 Blended models

2.5.1 The Education Service will also provide places with childminders with nurseries that are currently piloting the blended model approach with time in ELC centre and time with a childminder each week. The authority will thereafter build up provision to provide more flexibility and choice for parents in line with the Strategic Plan for Early Years.

2.5.2 The Education Service has an expectation that childminders will work in partnership with their link ELC centres to provide a holistic approach to children's learning and development, details of which will be part of the contractual requirements.

2.6 Funded providers

2.6.1 From session 2020-2021, parents can access split placement funding with funded providers who have successfully completed the new tender and commission process with EDC. Split placement requests from children out-with the authority or children from EDC applying to other authorities will be subject to the cross boundary funding agreement.

2.6.2 Funded providers that meet the National Standard will apply to provide places to deliver 1140 hours to parents which will be free from point of entry for 3 and 4 year olds. All funded providers will deliver services for children aged 3 and 4 years old in line with the National Standard and working towards EDC Quality Standard. Funded providers are subject to inspections by Education Scotland and the Care Inspectorate and supported by East Dunbartonshire Education Services.

2.6.3 Parents can access their entitled funding provision for 3 and 4 year olds from **funded** providers throughout the authority. Parents are required to complete the funding applications via the EDC online application forms, however the provider will have responsibility for allocating the spaces within their centre. Parents should ensure their place is confirmed with their chosen ELC centre prior to applying for funding.

3. ELIGIBILITY EARLY YEARS PROVISION

3.1 Those entitled to funded provision:

- All children aged 3 or 4 years old. Three year old children become eligible for funded Early Learning and Childcare the term after their 3rd Birthday.
- Two year olds who are (or have been since they turned 2) cared for by the local authority (looked after and accommodated - LAAC).
- Two year olds who are (or have been since they turned 2) cared for under a kinship care order.
- Two year olds from families assessed as requiring support.
- Children from households in receipt of these benefits:
 - a. Income Support(IS)
 - b. Job Seeker's Allowance (income based)
 - c. any income related element of Employment and Support Allowance
 - d. Incapacity or Severe Disablement Allowance
 - e. State Pension Credit
 - f. Child Tax Credit (CTC), but not Working Tax Credit and income is less than £16,105
 - g. both maximum CTC and maximum Working Tax Credit and income is under £6,420
 - h. support under part VI of the Immigration and Asylum Act 1999
 - i. Universal Credit (this can be claimed if income is less than £610 per month)
 - j. Under 2's from families assessed as requiring support.

4.0 HOW TO APPLY

4.1 Babies to Two years old

EDC centres that provide childcare for children under the age of Two years old are:

Cleddens ELC Centre
Lennoxton ELC Centre
Hillhead ELC Centre

HOW TO APPLY FOR UNDER TWO YEARS OLD PROVISION

- 4.1.1 Each of the ELC centres above provides paying and Local Admissions Panel (LAP) supported places. Families that are seeking paying places or a supported place should apply directly to the ELC centre. Any child or family that is assessed as requiring support **must** have a request for assistance from social work or health to support the application. Allocations are managed for under twos within the centre.
- 4.1.2 Supported places will be allocated with the expectation that parents will engage in some work related activity such as job seeking, employability programmes, training, studying, ELC centre events and family support programmes such as parenting programmes. Engagement with services will inform the outcome of the three monthly review LAP meetings.

ADMISSIONS PROCESS AND BANDING PROCEDURES

BAND 1 - CHILD PROTECTION

- a) Referral of a child by the Social Work Department deemed to be in need of protection – automatic admission.
- b) Children referred by:
 - o Social Work Department
 - o Psychological Services
 - o Health Professionals
- bi) paying place within locality
- c) Referral from Social Work Department to support young parent(s) wishing to remain in school.

(All requests for assistance from Social Work or Health will be considered by LAP – Locality Admissions Panel).

BAND 2-

- d) requested by parent outside locality within EDC

*** Applications must be completed for transition to the two year old room. Places are not guaranteed and dependent on centre capacity.**

4.2 Two to three years old places

EDC centres that provide two year old provision are:

Auchinairn ELCC	Castlehill ELCC
Lennoxtown ELCC	Clober ELCC
Hillhead ELCC	Colquhoun ELCC
Lenzie Meadow ELCC	Cleddens ELCC
Twechar ELCC	Gartconner ELCC
Craighead ELCC	

HOW TO APPLY FOR TWO TO THREE YEAR OLD PLACES

- 4.2.1 You should only complete one application form (application forms should be completed **online** at the EDC website for Early Learning and Childcare). Where your application is to be formally referred or supported by Social Work Services or Health service, you **must** still complete an application form as described above. Parents/carers must provide a birth certificate, council tax bill and utility bill which can be uploaded at the time of completing application and where applicable proof of entitlement.
- 4.2.2 Allocations are managed for two year olds within the ELC Centre of your choice. Families who are eligible for an entitled place can access their place the term after their 2nd birthday. Families who are not entitled and have applied for a paying place or have been assessed as requiring support can access early learning and childcare from their child's second birthday subject to availability.
- 4.2.3 Supported places will be allocated with the expectation that parents will engage in some work related activity such as job seeking, employability programmes, training, studying, ELC centre events and family support programmes such as parenting programmes. Engagement with services will inform the outcome of the three monthly review LAP meetings.

ADMISSIONS PROCESS AND BANDING PROCEDURES

BAND 1 – CHILD PROTECTION

- a) Referral of a child by the Social Work Department deemed to be in need of protection – automatic admission.
- b) Children referred by:
 - a. Social Work Department
 - b. Psychological Services
 - c. Health Professionals
- c) Referral from Social Work Department to support young parent(s) wishing to remain in school.

(All requests for assistance from Social Work, Health or Education will be considered by LAP – Locality Admissions Panel and/or by EYCAT – Early Years Community Assessment Team).

BAND 2 –

Eligibility for an entitled early learning and childcare place?

If your child is born from:	They will be eligible for a 2 year old place from:
March to August	August
September to December	January
January & February	April

- d) Children from households in receipt of these benefits:
 - a. Income Support(IS)
 - b. Job Seeker's Allowance (income based)
 - c. any income related element of Employment and Support Allowance
 - d. Incapacity or Severe Disablement Allowance
 - e. State Pension Credit
 - f. Child Tax Credit (CTC), but not Working Tax Credit and income is less than £16,105
 - g. both maximum CTC and maximum Working Tax Credit and income is under £6,420
 - h. support under part VI of the Immigration and Asylum Act 1999
 - i. Universal Credit (this can be claimed if income is less than £610 per month)
- e) Paying Early Learning and Childcare Places
- f) sibling that attends the same ELC centre ii) within locality iii) requested by parent outside locality within EDC

*** Applications must be completed for a funded 3-5 year old place. Places are not guaranteed and dependent on centre capacity.**

4.3 Three and four years old places

If your child is born from:	They will be eligible for a funded 3 year old early learning and childcare place from:
March to August	August
September to December	January
January & February	April

HOW TO APPLY FOR THREE AND FOUR YEAR OLD PLACES

- 4.3.1 You should only complete one application form (application forms should be completed **online** at the EDC website for Early Learning and childcare) Where your application is to be formally referred or supported by Social Work Services or Health service, you **must** still complete an application form as described above. Parents/carers must provide a birth certificate, council tax bill and utility bill which can be uploaded at the time of completing application.
- Children aged three returning to Local Authority ELC for their four year old place should complete the **continuation** application form.
 - Children aged three returning to a funded provider for their four year old place should complete the **registration** application form.
 - Children who will be turning three should apply the January prior to their child's third birthday by completing a **registration** form.
 - Children who are three in January or February should complete a **registration** form in the January that their child turns two years old for entry in the April after their third birthday.
 - Under three year olds transitioning to three to five years old funded ELC centre places should complete a **registration** form.
- 4.3.2 Any parent having difficulty accessing the online application forms should contact their ELC centre or alternatively seek support from their locality HUB.
- 4.3.3 As part of the implementation of provision places will be allocated based on locality which will provide a range of provision within each area. The locality areas have been defined as follows:
- Bearsden / Milngavie/ Torrance;
 - Bishopbriggs;
 - Kirkintilloch/ Lenzie/ Milton of Campsie/ Lennoxton/ Twechar.
- 4.3.4 Early Years Services will ensure that information about applying for places and the date for the receipt of completed application forms are fully advertised in the community through posters and newsletters and social media.
- 4.3.5 Early years services endeavour to allocate children's placements in line with parent's choice. However, parents should indicate a second choice of ELC centre. If a place is not available at the first choice ELC centre the allocation team will then allocate at the second or the nearest ELC centre to the parents address within the locality where necessary.

- 4.3.6 Three to four year olds ELC place enrolment applications will take place in January / February each year. The last day of February will be the closing date for applications. All applications received after the closing date will be subject to available places and funding.
- 4.3.7 Parents can access their Early Years and Childcare entitlement for their 3 or 4 year old child in the following ways:
- Part time am or pm sessions
 - Extended day and year (as per table of current provision)

ADMISSIONS PROCESS AND BANDING PROCEDURES

BAND 1 – CHILD PROTECTION

- a) Referral of a child by the Social Work Department deemed to be in need of protection – automatic admission.
- b) Children referred by:
 - Social Work Department
 - Psychological Services
 - Health Professionals
- c) Referral from Social Work Department to support young parent(s) wishing to remain in school.

(All requests for assistance from Social Work, Health or Education will be considered by LAP – Locality Admissions Panel and/or by EYCAT – Early Years Community Assessment Team).

BAND 2 –

- d) Children transitioning from under three years old provision to the three to five year old provision within the same ELC centre
- e) Funded Early Learning and Childcare Places
- f) sibling that attends the same ELC centre ii) within locality iii) requested by parent outside locality within EDC

*** Applications must be completed for a funded 3-5 year old place. Places are not guaranteed and dependent on centre capacity.**

4.4 Deferred entry to school

- 4.4.1 Parents may request to defer entry to primary school if their child has additional support needs or other difficulties affecting their development. This would be acknowledged by the centre through appropriate support plans and assessments of needs, which would be shared with the school.
- 4.4.2 Children born in January or February have the right to an additional year of funding at nursery. Children with a January or February birthday that are applying for a deferred school entry should complete an online application that can be accessed at the East Dunbartonshire website. The deadline for submission is the end of January as stated on the form.
- 4.4.3 Children born in September – December will be subject to approval by the Early Years Community Assessment Team – EYCAT. This will consider assessment by nursery staff, psychological services and/or other agencies as well as the views of parents. If approved, a further year's funding at nursery will be allocated.

5. FUNDED PROVIDERS

5.1 Admissions

Funded providers have their own admissions policy. Parents can access their entitled funding provision for three and four year olds from **funded** providers throughout the authority. Parents/carers are required to complete the funding applications via the EDC online application forms, however the provider will have responsibility for allocating the places within their centre. Parents should ensure their place is confirmed with their chosen ELC centre prior to applying for funding.

5.2 Service and Governance

All funded providers that procure places with EDC are registered to deliver services for children aged three and four years old in line with Curriculum for Excellence 3-18. All funded providers are subject to inspections by Education Scotland and the Care Inspectorate. In addition, all funded provider services are required to meet the criteria set out in their contract and engage with Education Services who will support centres as they develop and improve the quality of their service.

6. CROSS BOUNDARY FUNDING

6.1 Applications to EDC for children outside East Dunbartonshire Council

There is a cross boundary protocol that is followed by local authorities. Parents or carers of children aged three to five years old that are residents in other Council areas may apply to places in East Dunbartonshire council and funded provider ELC centres. Applications will be considered after all eligible applicants from the EDC area have been allocated places. The timing of this request is important to ensure it complies

with the local authority timelines for applications. The deadline for applications is the last day in February.

6.2 Admissions for East Dunbartonshire Council children applying to other Councils

East Dunbartonshire Council residents may wish to apply for a place in an ELC centre in another Council. Parents who wish to take up provision in other Council areas should contact the relevant local authority directly for advice on their admissions process.

7. ALLOCATIONS OF LOCAL AUTHORITY PLACES

7.1 Placement offers

Places for under the age of three will be allocated when a place becomes available or when the entitled funding starts the term after a child's 2nd birthday. Places for children aged three and four will be offered in June for August places, October for January places and January for April places. Three to Five years extended year contracts run from 1st August or agreed start date until 31st July annually. Contracts must be signed and returned prior to a child starting in the ELCC. Failure to do so can result in a delay in a child's start date.

7.2 Changes to Allocation

EDC are aware that family circumstances change. Parents wishing to request in change to attendance must complete an alteration form which can be obtained from the ELC Centre, completed and returned to the ELCC. A period of four weeks' notice is required for any change request to attendance. Parents will be informed by the ELC Centre if the change can be accommodated.

One change will be permitted per term. Any parent wishing to make a second change within a term should speak to a member of the ELC Centre management team.

7.3 Charging

- The hourly rate for Early Learning and childcare is subject to review annually.
- Two children attending ELC: a discount of 15% is applied to the fees for the older child.
- Three or more children attending ELC a discount of 15% is applied to the fees for the two older children.
- 10% discount is applied for any child attending a full time place (50 hours per week)
- Charges will apply for all hours allocated to children under 3 (unless exempt) and to children who are deferring entry as a result of parental choice (i.e. not entitled to a continued funded place and not supported by EYCAT)

Invoices are issued monthly and in advance. Hourly rates are reviewed each year and are subject to an increase. Further information is detailed in the EDC Charging Policy.

7.4 Absence

Parents must inform the ELC Centre management team of any long term absences over a period of 3 weeks. In the event of a child's long term illness, parents will not be charged for any contracted additional hours.

8. LOCAL ADMISSIONS PANEL

8.1 Locality Admission Panel Members

Each Locality as defined in Section 4 have an established Locality Admissions Panel to discuss and agree placement requests. The LAP team will comprise of :

- A member of the Senior management from each ELC Centre in the locality;
- A representative from EDC Early Years Team,
- Representatives from Health, Social Work or any other relevant agency regarding Band 1 applications and supporting Requests for Assistance.

8.2.1 Bandings and Decisions for Locality and Admissions Panel Meetings

The banding as detailed in Section 4 should be used unless there are exceptional circumstances. Approval must be sought from the Education Officer (Early Years and Primary) or the Chief Education Officer.

The Early Years Team representative will be responsible for co-ordinating the meetings, recording decisions made and informing the Early Years' Service Manager of outcomes. The ELC Centre senior management is responsible for feeding decisions back to the professional making the Request for Assistance. The person that has made the Request for Assistance is responsible for informing the family the decision of the Request for Assistance.

LAP meetings take place termly where current places will be reviewed and decisions regarding new applications are made. Parents should be aware that places are subject to discussion and change at each meeting.

9. ALLOCATION OF PLACES FOR CHILDREN WITH ADDITIONAL SUPPORT NEEDS

9.1 Admissions

Places at Campsie View ELC, Westercleddens and Castlehill Enhanced Learning Resources are made by the Early Years Community Assessment Team (EYCAT). Places are subject to a 10 week assessment before a recommendation is submitted for next steps. If a child is allocated a place, this will be included in the funded entitlement and will not be additional to sessions attended within a mainstream setting. If a child accesses Westercleddens or Castlehill Enhanced Learning Resources, this will be for a period of 10 weeks for assessment and will be in addition to the entitlement of 600 hours.

There may be occasion when a referral is made for an emergency place at a local authority ELC Centre. This will be at the discretion of the Education Officer (Early Years and Primary).

9.2 Inclusion

All ELC centres focus on the development of a curriculum for all. Supporting learners is underpinned by the principles of GIRFEC (Getting it Right for Every Child). The EDC Including Every Learner policy details the process to ensure best outcomes for children.

10. HOLIDAY PLACES IN EXTENDED YEAR CENTRES

10.1 Application and allocation process

Parents can apply for holiday provision within other ELC Centre's within the local authority provision. Application forms can be obtained from any ELC Centre 6 weeks prior to a holiday period. Holiday places will be subject to availability.

Places are allocated as follow:

- Children who attend a local authority ELC
- Children within the locality.
- Children who live within East Dunbartonshire.
- Children who live out-with East Dunbartonshire.

10.2 Holiday charging

Holiday attendance will be charged as per the current Charging policy.

11. ENQUIRIES REGARDING DECISIONS

11.1 Enquiry procedure

Parents who require clarification with the decisions made regarding admissions to ELC centres should contact their ELC Centre to discuss the enquiry.

12. COMPLAINTS

12.1 Complaints procedure

If a parent has a complaint regarding the admissions procedures, they can then refer to the East Dunbartonshire Complaints procedure that can be accessed on the East Dunbartonshire website.

13. USEFUL WEBSITES

- <https://www.eastdunbarton.gov.uk/residents/schools-and-learning/early-learning-and-childcare>
- <https://www.eastdunbarton.gov.uk/residents/schools-and-learning/additional-support-needs>

Early Years Admissions Policy

A guide for parents and carers Jan 2019



Admissions

All children aged 3 and 4 years old and eligible 2 year olds can access 600 hours of early learning and childcare per year.

East Dunbartonshire Council is working towards the expansion of entitlement to 1140 hours per year in 2020 in line with the Scottish Government 'A Blueprint for 2020: The expansion of Early Years and Childcare in Scotland'.

Four East Dunbartonshire Council Early Learning & Childcare (ELC) Centres are already providing 1140 hours. Other centres will move to the new delivery model for 1140 hours by 2020/21. Where there is capacity, children from families in the following categories will be eligible for 1140 hours funding:

- Children on the child protection register or looked after children
- Children who live in an area where the Scottish Index of Multiple Deprivation rank is 1 and 2 (www2.gov.scot/Topics/Statistics/SIMD)
- Children from households in receipt of specific benefits as detailed below:
 - o Income Support (IS)
 - o Job Seekers' Allowance (income based)
 - o Any income related element of Employment and Support Allowance
 - o Incapacity or Severe Disablement Allowance
 - o State Pension Credit
 - o Child Tax Credit (CTC) - but not Working Tax Credit (WTC) - and income is less than £16,105
 - o Both maximum CTC and maximum WTC and income is under £6,420
 - o Support under part VI of the Immigration and Asylum Act 1999
 - o Universal Credit (this can be claimed if income is less than £610 per month).

All other providers will start offering the increased 1140 hours entitlement for children in session 2020/21. Parents/carers can apply for morning or afternoon sessions or alternatively, extended day and year sessions which may be subject to contracted additional hours.

Eligibility

Children from families in the following categories will be eligible for funding:

- Deferred entry to school - children whose birthday falls in January or February.
- All children aged 3 or 4 years old. Three year old children become eligible for funded Early Learning and Childcare the term after their third birthday.

- Two year olds who are - or have been since they turned 2 - cared for by the local authority or looked after and accommodated (LAAC).
- Two year olds who are - or have been since they turned 2 - cared for under a kinship care order.
- Two year olds from families assessed as requiring support.
- Children from households in receipt of the benefits listed earlier in this document.

Childrens' date of entry is the first term after their third birthday, as follows:

- 1 March to 31 August birthday - August entry (Autumn Term)
- 1 September to 31 December birthday - January entry (Spring Term)
- 1 January to 28 February birthday - April entry (Summer Term)

How to apply

You should only complete one application form per child. Registration forms for children aged 2-3 and funded partner children aged 3 & 4 years old, continuation for children aged 4 and deferred entry forms, should be completed online on the Council's website ([make a hyperlink here please Bill](#)).

You can get paper applications for under 2s from ELC Centres. Once completed, please return these to the centre.

Applications for deferred entry must be completed online by the end of January.

Applications should be completed in January every year for 3 & 4 year olds. The closing date is end of February. Applications for 2 year olds and under 2s can be completed at any time.

Where your application is referred or supported by Social Work, Psychological Services or a Health Service, you must still complete an application form as described above.

Allocation of places

Where possible, the Council will endeavour to meet a parent's/carer's first choice of ELC, however, where demand exceeds availability, the application will automatically be transferred to your second choice of centre.

Placements are allocated under the following localities:

- Bearsden/Milngavie/Torrance
- Bishopbriggs/Lenzie/Kirkintilloch
- Milton of Campsie/Lennoxton/Twechar.

Allocation of places will be assessed using the Council's admissions policy and banding procedures. Applications for children aged 3-5 will be processed and parents/carers will be informed, prior to start dates, as follows:

- August intake - you will be informed in June
- January intake - you will be informed in September
- April intake - you will be informed in October.

There may be occasions when a referral is made for an emergency place at a local authority ELC Centre. This will be at the discretion of the Education Officer (Early Years and Primary).

Contracts must be signed and returned prior to a child starting in the ELC centre. One change request (to alter attendance patterns) will be permitted per term unless in exceptional circumstances

East Dunbartonshire Council Charging Policy - January 2019

Contract

You will be required to sign a contract when you are offered a place. This will detail fees for extended places that are more than eligible funded hours. Invoices will be issued one month in advance.

Early learning and childcare extended hours

Parents can purchase additional hours over and above their funded entitlement at an extended day/year centre in the local authority. There are extended day centres in each locality within East Dunbartonshire. Some of these operate all year and others are open term time only.

When children share a place between a local authority centre and a funded provider, funding is allocated in the first instance to the local authority.

Charges for extended day and year provision

A full year's provision is made up of 48 weeks - that is 52 weeks minus days when service is closed for public holidays and in-service days.

Fees (as at June 2018)

- The hourly rate for 2-5 year olds is £4.33
- The hourly rate for children aged birth to 2 years is £4.74
- Where you have two children attending nursery, a discount of 15% is applied to the fees for the older child.
- Where you have three or more children attending nursery, a discount of 15% is applied to the fees for the two older children.
- A 10% discount is applied for any child attending a full time place (five days at 8am-5pm or 8am-6pm)

- Charges will apply for all hours allocated to children under 3 (unless exempt) and to children who are deferring entry as a result of parental choice (ie. not entitled to a continued funded place and not supported by Early Years Community Assessment Team).

Additional fees

- A maximum of eight hours' funding can be used per day for centres providing 600 hours of funding. This must be taken in four hour blocks. Parents/carers can access information for funding allocation from centres providing 1140 hours of funding. This means that depending on the child's hours there may be an additional charge.
- If the child attends between 12noon - 1pm and 5-6pm this would be charged at the hourly rate.
 - o For example: If a child attends nursery from 8am - 6pm, eight hours of funding would be 8am – 12noon and 1-5pm and there would be an additional charge for two hours from 12noon - 1pm and 5-6pm.

Lunches

Hot nutritious lunches are provided within all local authority extended day and extended year centres. The cost of the two course lunch as at June 2018 is £2.34. This fee is reviewed annually.

Families who are in receipt of Income Support or Job Seekers' Allowance or other government benefit are eligible to a free lunch. Ask at your Early Years Centre for an application form to complete - please note that evidence of eligibility will be required.

How to pay

- Direct debit - you can get a direct debit mandate at your Early Years Centre or from the Council. This completed mandate must be received at least two weeks before the first direct debit uplift date. Direct debits must be set up at four weekly intervals (not monthly or fortnightly).
- Childcare Vouchers - Parent/carers should contact their Childcare Voucher Provider to register for voucher payments. Please note that childcare vouchers are unable to be used toward lunch costs.

Tax Free childcare

Working parents with children under 12 (or under 17 for children with additional support needs) can open an online account to pay for registered childcare.
www.gov.uk/help-with-childcare-costs/tax-free-childcare

For further information, please call the Council on 0300 123 4510 (ext 8707) or check our website: www.eastdunbarton.gov.uk/residents/schools-and-learning/early-learning-and-childcare



EDUCATION COMMITTEE 7 FEBRUARY 2019

EPB/017/19/GB

DEPUTE CHIEF EXECUTIVE - EDUCATION, PEOPLE & BUSINESS

CONTACT OFFICER:

**GREG BREMNER, ACTING CHIEF EDUCATION OFFICER
(TEL: 0141 578 8739)**

SUBJECT TITLE:

INSPECTION OF WESTERTON NURSERY BY EDUCATION SCOTLAND

1.0 PURPOSE

1.1 The purpose of this report is to inform the Council of the positive inspection by Education Scotland of Westerton Nursery.

2.0	<u>RECOMMENDATIONS</u>
2.1	It is recommended that the Education Committee:- a) Notes the content of the Education Scotland report on Westerton Nursery.

ANN DAVIE

DEPUTE CHIEF EXECUTIVE – EDUCATION, PEOPLE & BUSINESS

3.0 BACKGROUND/MAIN ISSUES

3.1 Westerton Nursery was inspected in December 2018 by Education Scotland inspectors, as part of a national sample of nursey education. The inspection covered key aspects of the work of the setting.

3.2 HM Inspectors gathered evidence and reported on Quality Indicators from How good is our early learning and childcare?

3.3 HM Inspectors highlighted the following strengths in the service's work:

- Happy, confident children who are motivated to learn in a welcoming and inclusive environment.
- The positive relationships between management, practitioners, children and parents, which are supporting children in their learning, wellbeing and development.
- The effective leadership of the management team who continually reflect, in consultation with practitioners, on the practice in the nursery, which is leading to sustained improvement in children's learning experiences.

3.4 The evaluations for Westerton Nursery were:

- Leadership of change – good;
- Learning, teaching and assessment – good;
- Securing children's progress – good;
- Ensuring wellbeing, equality and inclusion – satisfactory.

3.5 The following areas for improvement were identified and discussed with the Nursery Manager and an Education Officer from East Dunbartonshire Council.

- To ensure that both the management team and practitioners follow and implement the authorities staged intervention policy for children who require additional support with their learning.
- Continue to develop the quality of observations and processes for planning, tracking and monitoring children's learning. This will ensure experiences consistently lead to progression in learning across the curriculum.

3.6 HM Inspectors are confident that the service has the capacity to continue to improve and so they will make no more visits in connection with this inspection. East Dunbartonshire Council will inform parents/carers about the service's progress.

4.0 IMPLICATIONS

The implications for the Council are as undernoted.

4.1 Frontline Service to Customers - None

4.2 Workforce (including any significant resource implications) - None

4.3 Legal Implications – None

- 4.4 **Financial Implications** – None
- 4.5 **Procurement** - None
- 4.6 **ICT** - None
- 4.7 **Corporate Assets** - None
- 4.8 **Equalities Implications** – None
- 4.9 **Other** - None

5.0 **MANAGEMENT OF RISK**

The risks and control measures relating to this report are as follows:-

- 5.1 There are no significant risks associated with this report.

6.0 **IMPACT**

- 6.1 **ECONOMIC DEVELOPMENT** – N/A

- 6.2 **EMPLOYABILITY** – N/A

- 6.3 **DELIVERING FOR CHILDREN & YOUNG PEOPLE** – The quality of education is an important aspect of ensuring support for children and young people.

- 6.4 **COMMUNITY SAFETY** – N/A

- 6.5 **HEALTH & SOCIAL CARE** – N/A

7.0 **POLICY CHECKLIST**

- 7.1 This report has been assessed against the Policy Development Checklist and has been classified as being an operational report and not a new policy or change to an existing policy document.

8.0 **APPENDICES**

- 8.1 **Appendix 1:** Report on the inspection of Westerton Nursery.

Summarised inspection findings

Westerton Nursery

East Dunbartonshire Council

[Click here to enter a date.](#)

Key contextual information

Westerton Nursery is based in a community hall. It is registered for 24 children. Children attend mornings, afternoons and full days. It operates throughout the full year. There is one large playroom with one outdoor area. There is close access to fields and woodland. The nursery is a voluntary run nursery managed by a parent committee. It is in partnership with East Dunbartonshire Council. It is managed by both a head of centre, who has other responsibilities in the centre in which the nursery is based, and a nursery manager.

1.3 Leadership of change

good

This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children. The themes are:

- developing a shared vision, values and aims relevant to the setting and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The nursery's vision and values reflect the team's high aspirations for children's early learning and childcare experiences. They are appropriate and through inspection activity were evidenced in practice. As planned, the team should consult with children, families and partners as they revisit their vision, values and aims in future.
- The manager, who has been in post for two years, and the head of the centre provide effective leadership. Over the last two years, they have led many of the significant changes that have resulted in improved learning outcomes for children. The manager has led the pace of change well. Both the management team and practitioners responded positively to professional dialogue during the inspection. The management team support and foster a strong culture of reflection within the setting. The management team and practitioners would benefit from continuing their outward looking approach, including visiting other settings. They would also benefit from the use of the Education Scotland's National Improvement Hub and other sources. This will help them continue to implement improvements and changes, which reflect best practice and current thinking in early learning and childcare. The management team encourage practitioners to attend further training and acquire additional qualifications.
- The centre's improvement plan includes key priorities for the setting. The plan for 2017/18 has had a positive impact on the quality of experiences for children. For example, practitioners have worked well together to transform the outdoor environment. Children are now accessing a wider range of learning experiences in the outdoor area. Practitioners should continue to focus on developing a more child-centred approach to planning and the documentation of the learning process.
- Practitioners regularly engage in professional dialogue. They are clear about what is working well and where further improvement is required. They now need to build on their own self-evaluation to ensure that they continue to have more formal recording of evaluative activity and demonstrate the impact of change. Practitioners are beginning to use different tools to evaluate the work of the nursery and develop their skills in using 'How good is our early learning and childcare?' Evaluative activities should continue to have a prioritised focus on

improving the quality of learning and teaching. As discussed, the management team should continue to develop innovative ways to involve parents in meaningful self-evaluation.

- The management team should continue to ensure that all practitioners are encouraged and supported to take on leadership roles and share the leadership of change agenda. They should also continue to develop opportunities for children to adopt more leadership responsibilities for key aspects of the setting. The nursery benefits from a range of input and support from the local authority.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high quality learning experience for young children. It highlights the importance of a very good understanding of child development and early learning pedagogy. Effective use is made of observation to inform future learning and identify the progress made. Children are involved in planning for their own learning. Together these ensure children's successes and achievements are maximised. The themes are:

- learning and engagement
- quality of interactions
- effective use of assessment
- planning, tracking and monitoring

- Across the setting relationships between practitioners and children are warm and caring. As a result, children appear to be safe and secure in their environment. Children are enthusiastic and motivated to learn. Most children are engaged in their learning for an extended period of time. For example, as they explore and investigate interesting items relating to winter. There is scope for practitioners to build on children's positive engagement in learning by continuing to develop the language of learning.
- Children clearly enjoy their time in the setting. This is evident as they engage in a range of spontaneous and planned learning experiences. There is scope to continue the expansion and use of open-ended resources, natural materials and real-life objects. This will enable children to develop further their skills in curiosity, inquiry and creativity. Children interact positively with each other, displaying respectful and considerate behaviour to their peers.
- Practitioners use their knowledge of child development to create a positive climate where children can experience a sense of achievement. They support this through sensitive interactions and in the best examples, effective questioning to allow children to develop their confidence, independence and curiosity. Practitioners listen carefully to children and respond in an appropriate manner. They should now continue to develop the consistent use of skilled questioning to challenge children in their thinking and build upon their natural motivation and curiosity to learn.
- Children have opportunities to explore digital technologies, such as a headphone station, interactive toys and a computer. We discussed with the team that they should now continue to develop and extend how they use digital technologies to support children's learning. They should also encourage children to use digital technology more independently.
- Practitioners know individual children well and make observations of their learning. They have made a positive start to capturing and recording children's progress over time. Practitioners record observations in children's online learning journals and floorbooks. As planned, the team should continue to develop the quality and consistency of observations and their use in taking children's learning forward. Parents have access to the online learning journals and a few have begun to engage in commenting on their child's learning. Parents have the opportunity to attend twice-yearly formal parent's nights to discuss their child's individual progress.
- Planning for children's learning is developed using children's' interests and recorded on the learning wall, making learning visible for children, parents and practitioners. Floorbooks are also used to record ongoing learning. These are at an early stage of fully capturing all learning taking place. We discussed with the manager the need to continue to develop approaches to

planning, tracking and monitoring, ensuring these are robust and result in positive outcomes for children's learning.

2.2 Curriculum: Learning and development pathways

- Across the setting, there have been significant changes made to the environment and experiences for children. Planning for children's learning takes account of the experiences and outcomes from Curriculum for Excellence. Practitioners are continuing to develop confidence in making full use of national and local guidance to plan for children's learning. As the process for planning develops, practitioners should ensure they are planning for progression across all curriculum areas.
- Literacy, numeracy and health and wellbeing are considered as everyone's responsibility and are promoted well throughout most of the setting. Building on the positive start made outdoors, practitioners should continue to explore opportunities to develop their environment using loose parts provided by parents. They should also continue to use an increasing amount of natural materials.
- Transition into the local primary school is positive and includes visits to the classroom before starting. Primary 6 'buddies' are identified and meet children in nursery and on their visits to school. We discussed with the team ways to build on these positive relationships to enhance curriculum opportunities, for example, local woodland experiences. We also discussed the possibility of joint outdoor experiences with the local primary school to build on continuity in children's learning.
- All children experience outdoor learning on a daily basis, ensuring children have access to fresh air and exercise. The outdoor space provides opportunities for children to learn a range of skills, for example, balancing on an obstacle course, using real vegetables in the mud kitchen and navigating the steep hill.

2.7 Partnerships: Impact on children and families – parental engagement

- Parents are being encouraged to become more involved in the work of the nursery. Practitioners have reviewed methods of engaging parents, for example in 'stay and play' sessions. After reviewing the 'stay and play' sessions, they now incorporate a monthly theme with these sessions, which has proved more popular with parents. The most popular themes include those, which enable parents to play alongside their children in the outdoors. Parents are also encouraged to support the nursery in activities through contributing to resources such as loose parts for outdoor play. They support the charity fundraisers for the nursery well. They also attend the Gala day in September.
- Practitioners keep parents informed through a helpful newsletter and make use of electronic journals to inform parents of children's experiences in the nursery. A few parents comment on their children's learning journals. Practitioners should continue to encourage parents to engage more with the learning journals.
- Parents have opportunities to use home link resources to play and learn together outwith the nursery. Practitioners are skilled at encouraging parents to visit the nursery to share their working experience around the topic of people who help us with the children.

2.1 Safeguarding

- The setting submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.

3.1 Ensuring wellbeing, equality and inclusion

satisfactory

This indicator reflects on the setting's approach to children's wellbeing which underpins their ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- There are very strong, caring relationships in the setting and the wellbeing of children is paramount. Practitioners know each child extremely well and are highly attuned to their needs. The children are polite and well mannered. Practitioners use praise and language effectively to reinforce their expectations of behaviour. Children are happy and settled in the nursery and parents comment positively on the support and experiences they receive.
- Practitioners make use of the wellbeing indicators in the routines of the nursery, which supports families' social and emotional wellbeing. A poster with photographs of children carrying out activities under the wellbeing indicators illustrate practically how these indicators are being implemented. They now need to continue to build on their practice to support children and parents to develop a greater awareness of the indicators in meaningful ways. The management team and practitioners need to continue to encourage children to be aware of their rights by promoting the United Nations Convention on the Rights of the Child (UNCRC). This could be implemented in conjunction with the development of understanding of the wellbeing indicators.
- Practitioners seek the views of children in appropriate ways. Children are involved in risk assessment of the outdoor area and can share their knowledge with practitioners. Their opinions were utilised in discussing the setup of the indoor and outdoor environment. Children are involved in the daily routines, which are developing their independence such as selecting and preparing fruit for snack. We have discussed with practitioners, how to include the views of children in the planning and evaluation of learning experiences.
- The management team and practitioners within the nursery have a good understanding of safeguarding procedures. The manager is keen to be involved in East Dunbartonshire committee for child protection in order to continue to build on her knowledge of statutory safeguarding procedures.
- The management team and practitioners strive relentlessly to meet the needs of children who require additional support with their learning. The manager has contacted appropriate external agencies in a timely manner to provide support for children with additional needs. In consultation with parents, she has also referred onto the local authority Early Years Community Assessment Team for discussion and further support for children and their families. However, although the manager has used paperwork, from a previous nursery, the nursery has not made full use of the authority staged intervention process for children who require additional help with their learning. The manager and practitioners should now use the appropriate paperwork and action plans with agreed learning targets and review dates to build on the support they provide for children with additional needs. We have asked the nursery and the local authority to work

closely together to ensure the management team and practitioners are fully up to date with the appropriate policies and procedures.

- Parents, of children who require additional support, commented to the inspectors, on the high level of engagement and inclusive support they received from the setting. Inclusion and equality is promoted throughout the work of the setting. Practitioners make every possible effort to include all children into the setting and ensure they are able to access all experiences on offer. The management team and practitioners have a clear understanding of the families that attend the setting and how this influences the work they do. Recognising and celebrating a range of events in the calendar year is enabling children to develop an early awareness of diversity. Practitioners should continue to explore how they can engage children, and themselves, in relevant learning about diversity and equality.

3.2 Securing children's progress

good

This indicator relates to the development and learning of babies, toddlers and young children. It requires clear understanding of early learning and development and pedagogy. It reflects the integrated way young children learn and the importance of experiences and development happening on an individual basis within a supportive, nurturing and stimulating environment. High quality early learning and childcare contributes significantly to enhancing children's progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all. It is about the holistic nature of development and learning ensuring these foundations are secure in order to achieve future attainment success. The themes are:

- progress in communication, early language, mathematics, and health and wellbeing
- children's progress over time
- overall quality of children's achievement
- ensuring equity for all children

- Overall children are making good progress in communication and language. They listen to stories and confidently answer practitioner questions. Children particularly enjoyed the book of the month and engaged in opportunities to talk about and retell the story with adults and peers. Children engage well in conversations with peers and practitioners during free play and planned experiences. During the inspection children confidently engaged with inspectors, sharing their learning and using books to tell a story.
- Opportunities for mark-making are available across the setting indoors and outdoors, with children displaying a keen interest in this area. Most children are able to recognise their name and can identify other letters and words that are important to them. Children enjoy mark-making and are beginning to write their name and other letters and numbers. Practitioners should continue to offer opportunities for children to write for a purpose, for example, self-registration.
- Most children are making good progress in numeracy and mathematics. Opportunities to count through daily routines and planned opportunities for number recognition are supporting children to develop their mathematical skills. Children count to ten, with a few confidently counting beyond ten. Opportunities to engage in numeracy and mathematics is evident across the setting, for example, counting pancakes in the malleable area. Most children identify colour and shape as they explore their environment. Children displayed a good awareness of mathematical concepts when using measure in the story area to discuss the length of sticks. As planned, practitioners should continue to build on children's awareness of numeracy and mathematics across the setting.
- Almost all children appear happy and settled in their environment, with most making good progress in health and wellbeing. Children are kind and considerate with their peers, for example, sharing the milk and water jugs between tables at lunch. Children make healthy choices at snack and are encouraged to develop their independence skills as they serve themselves. Daily opportunities to participate outdoors are supporting children to be healthy and active. Practitioners have developed the outdoor area over time, with defined areas, which allow children to develop a range of fine and gross motor skills.

- Through discussions with children, looking at online learning journals and information in floorbooks it is evident that most children are making good progress over time.
- Practitioners capture children's individual achievements from home and nursery and celebrate them in a range of ways, for example, on playroom displays and in learning journals. Practitioners use praise and encouragement to promote positive attitudes and effective cooperation and independence. This was evident across the setting. We discussed with practitioners ways to capture and share all stakeholder achievements including children, parents and practitioners.
- Equity is promoted across all aspects of the work of the nursery. There is a supportive and inclusive ethos and as a result, there is a climate of mutual respect and trust. Practitioners are proactive in identifying and reducing potential barriers to effective learning for all children. They have changed the environment in the nursery to ensure it is accessible for all children. Practitioners seek advice and support from partner agencies to enable them to meet the needs of children and families.

Choice of QI: 2.5 Family Learning

- Engaging families in learning
- Early intervention and prevention
- Quality of family learning programmes

- Positive relationships are evident between practitioners and families. Practitioners value the contributions families make to the nursery. They shared with us ways that parents had supported the development of the outdoor area. Practitioners continue to seek opportunities to engage parents in the life of the nursery.
- The management team and practitioners recognise that they are at very early stages in developing strategies to support family learning. There is a commitment to supporting families and practitioners are proactive in accessing advice and support from partner agencies to enable them to meet the needs of children and families.
- Parents benefit from 'stay and play' sessions and these have been reviewed to incorporate a themed approach. Previously, parents were unclear about their role in these sessions. The setting provide a variety of home link activities for parents to encourage them to support their children's learning in literacy and numeracy at home.
- Recently the nursery has developed a 'new start pack' including 'all about me' information and care plans. This ensures that practitioners build on children's prior knowledge and experience. Practitioners consult well with parents to gather suggestions for workshops to enhance children's learning at home. They should now continue with their plans to work with outside agencies to develop appropriate parental workshops within the setting.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.



EDUCATION COMMITTEE 7 FEBRUARY 2019

EPB/020/19/GB

DEPUTE CHIEF EXECUTIVE - EDUCATION, PEOPLE & BUSINESS

CONTACT OFFICER:

**GREG BREMNER, ACTING CHIEF EDUCATION OFFICER
(TEL: 0141 578 8164)**

SUBJECT TITLE:

STATUTORY CONSULTATION ON PROVISION FOR CHILDREN WITH ADDITIONAL SUPPORT NEEDS IN KIRKINTILLOCH

1.0 PURPOSE

1.1 The purpose of this report is to inform the Education Committee of the outcome of recent consultation on provision for children with additional support needs in Kirkintilloch, and to make recommendations regarding the proposal.

2.0	<u>RECOMMENDATIONS</u>
2.1	It is recommended that the Council: a) Notes the consultation report on the statutory consultation on the proposal to establish enhanced learning resource in Harestanes Primary School; and b) Instructs officers to proceed with the proposals.

**ANN DAVIE
DEPUTE CHIEF EXECUTIVE – EDUCATION, PEOPLE & BUSINESS**

3.0 BACKGROUND/MAIN ISSUES

- 3.1** At its meeting of 11 October 2018, the Education Committee instructed officers to carry out a statutory consultation on the proposal to establish an enhanced learning resource in Harestanes Primary School (report no. **EPB/232/18/GB**).
- 3.2** The consultation was carried on in line with the requirements of the Schools Consultation (Scotland) Act 2010 (the Act). The consultation report (**Appendix 1**) details the consultation process, responses and findings. These are summarised below.
- 3.3** The consultation launched on 22 October 2018 and concluded on 30 November 2018. A public meeting was held at Harestanes Primary School on 6 November 2018.
- 3.4** A consultation paper was distributed to all consultees identified in the Act. These included: the parent council of Harestanes Primary School, staff, pupils and parents of pupils Harestanes Primary School, members of the Community Planning Partnership Board, trade unions and frequent users of the school. Responses to the consultation were collated by officers and analysed to identify issues arising from the consultation.
- 3.5** Responses to the consultation can be found in Section 3 of the report. 18 responses were received, and of these, 17 agreed with the proposal and 1 disagreed.
- 3.6** In December 2018, the results of the consultation were provided to Education Scotland, who visited Harestanes Primary School and met staff, parents and pupils, and produced an independent report on the educational impact of the consultation. This forms Section 4 of the report.
- 3.7** Key issues identified through the consultation are listed in Section 5 of the report. These include:
- Design and Consultation
 - Traffic Management
 - Transition
 - Staffing
 - Location of community centre
 - Security Arrangements
- 3.8** The findings of the consultation are discussed in Section 7 of the report.
- 3.9** EDC believe the proposal to have clear educational benefit, and Education Scotland note that:
- “Parents, children and staff are generally agreed about the educational benefits of the proposal”*
- 3.10** In order to address the issues raised within the Education Scotland report, it is proposed that the following actions are implemented.
- **Action 1**– EDC to provide a communication and action plan for details of feedback sessions with staff and the parent council. (This is detailed in **Appendix 7**).
 - **Action 2** – EDC to arrange a visit to other Enhanced Learning Resource for staff and parent council.
 - **Action 3** – EDC officers to meet with staff and parent at both schools to discuss:

- procedures for day-to-day planning;
- Traffic and Transport concerns; and
- School security.

3.11 The report finds that if these actions were to be implemented, there would be no barrier to the implementation of the proposal.

4.0 IMPLICATIONS

The implications for the Council are as undernoted.

- 4.1 Frontline Service to Customers** - Improved provision for children with additional support needs;
- 4.2 Workforce (including any significant resource implications)** – There will be some transfer and redeployment of teaching and support staff.
- 4.3 Legal Implications** – Advice as required in relation to legislation;
- 4.4 Financial Implications** – The capital cost are being assessed which will arise from minor adaptations in Harestanes Primary School;
- 4.5 Procurement** – None
- 4.6 ICT** – None
- 4.7 Corporate Assets** – Adaptations to school estate as required;
- 4.8 Equalities Implications** – Positive action in relation to protected characteristics;
- 4.9 Other** – None

5.0 MANAGEMENT OF RISK

The risks and control measures relating to this report are as follows:-

- 5.1** There is a risk that parents of children who attend the mainstream school will have a negative view of the Enhanced Support Provision and have concerns that there will be a negative impact on their child's learning and wellbeing. This is mitigated through communication and engagement.
- 5.2** There is a risk that parents of children with additional support needs will be concerned that the new provision will result in less support for their children and a risk to their child's wellbeing. This will be mitigated through effective communication, support planning and transition arrangements.

6.0 IMPACT

6.1 ECONOMIC DEVELOPMENT – N/A

6.2 EMPLOYABILITY – N/A

6.3 DELIVERING FOR CHILDREN & YOUNG PEOPLE – The proposal will deliver improved services and support for children with additional support needs.

6.4 COMMUNITY SAFETY – N/A

6.5 HEALTH & SOCIAL CARE – N/A

7.0 POLICY CHECKLIST

7.1 This report has been assessed against the Policy Development Checklist and has been classified as being an operational report and not a new policy or change to an existing policy document.

8.0 APPENDICES

8.1 Appendix 1 - Consultation Report

8.2 Appendix 2 - Review of Provision for Children with Additional Support Needs

8.3 Appendix 3 - Consultation on Proposal to Establish an Enhanced Learning Resource at Harestanes Primary School

8.4 Appendix 4 - Press Release

8.5 Appendix 5 - Consultation Timeline

8.6 Appendix 6 - Public Meeting and Note of Meeting

8.7 Appendix 7 - Communication and Action Plan

EAST DUNBARTONSHIRE COUNCIL: EDUCATION SERVICE
CONSULTATION ON PROPOSAL TO ESTABLISH AN ENHANCED
LEARNING RESOURCE AT HARESTANES PRIMARY SCHOOL

Consultation Report

17th January 2019

SECTION 1 – BACKGROUND

- 1.0** As part of the Council’s strategy for Additional Support Needs (ASN), East Dunbartonshire Council is considering a proposal to develop an Enhanced Learning Resource (ELR) base in Harestanes Primary School. Review of Provision for Children with Additional Support Needs Strategy document is attached as **Appendix 2**

This proposed base will better support and effectively meet the needs of primary and early years aged children with a range of additional support needs.

As part of the Review of Provision for Children with Additional Support Needs and following statutory consultation last year, Enhanced Learning Resource bases (ELRs) were opened in Wester Cleddens Primary School and Castlehill Primary schools to support primary and early years aged children.

- 1.2** This proposal will take effect from school session 2019/20.

SECTION 2 - CONSULTATION PROCESS

- 2.1** This proposal considers changes to the current provision in place to support primary and early years’ children. As such, a consultation under the Schools (Consultation) (Scotland) Act 2010 is required. A process for consultation was established as below:

- 2.2** A proposal document was developed that included information on:
- The proposal;
 - The consultation process;
 - The public meeting;
 - Educational benefits; and
 - Issues anticipated in the proposal.

The document also provides information on how to respond to the consultation. The consultation document is attached as **Appendix 3**.

- 2.3** The proposal document was sent to all consultees identified (see section 2.10). The pack included a consultation document, a letter from the Acting Chief Education Officer explaining the process and how to respond.
- 2.4** In addition to the paperwork being distributed, a press release was issued publicising the launch of the consultation. The press release can be found in **Appendix 4**.
- 2.5** The proposal documentation was also issued to the Head Teacher and the Parent Council of Harestanes Primary School.

2.6 The consultation period commenced on Monday 22nd October 2018 and concluded on Friday 30th November 2018. The proposal information was distributed by email on the Monday 22nd October 2018 and information was available on the website for that date. See **Appendix 5** for a consultation timeline.

2.7 Details of the proposal were made available on a dedicated section of the Council's website (www.eastdunbarton.gov.uk/consultations).

2.8 A public meeting was held in Harestanes Primary School on Tuesday 6th November 2018. (see section 3.4)

2.9 Pupils who attend Harestanes Primary School were consulted and their views were gathered and recorded. (see section 3.5).

2.10 **Consultees**

Consultees were identified according to Schedule 1 of the Act, under the schedule for 'Establishment', the consultees contacted included:

2.11 **Parent Council**

The Parent Council of Harestanes Primary School were sent the consultation information.

2.12 **Parents of pupils at affected schools**

Main contact details for pupils within Harestanes Primary School were collated using information provided by the school office and each parent / carer was sent the consultation information.

2.13 **Staff at affected schools**

All staff within Harestanes Primary School were notified of the consultation. Local and partnership nurseries were also notified of the consultation.

2.14 **Any body which has been established by a local authority, whether formally or informally, for the purpose of assisting it in carrying out its functions under Part 2 of the Local Government Act 2003**

Members of the Community Planning Partnership Board were sent the consultation information.

2.15 **Trade Unions**

All relevant Trade Union Convenors were sent the consultation information.

2.16 **Pupils**

A consultation with pupils was held within Harestanes Primary School, see section 3.5 for details.

SECTION 3 – RESPONSES TO THE CONSULTATION

3.1 Consultation information was sent to 269 consultees and 18 representations received.

3.2 Of the 18 representations received, 17 agreed with the proposal and 1 disagreed.

3.4 **Public meetings**

A public meeting was held on Wednesday 6th December 2017 in Harestanes Primary School. A presentation was given introducing the proposal, and a question and answer session was held.

The presentation and a note of the issues discussed at the meeting are attached as **Appendix 6**.

3.5 **Pupil consultation**

In accordance with the Act, East Dunbartonshire Council planned and engaged in a consultation with the pupils affected by this proposal within Harestanes Primary School.

The consultation process for pupils involved the completion of a response form in school house groups of 25 pupils.

SECTION 4 – EDUCATION SCOTLAND REPORT

Report by Education Scotland addressing educational aspects of the proposal by East Dunbartonshire Council to establish an enhanced learning resource at Harestanes Primary School

1. Introduction

1.1 This report from Education Scotland has been prepared by Her Majesty’s Inspectors of Education (HM Inspectors) in accordance with the terms of the Schools (Consultation) (Scotland) Act 2010 (“the 2010 Act”). The purpose of the report is to provide an independent and impartial consideration of East Dunbartonshire Council’s proposal to establish an enhanced learning resource at Harestanes Primary School. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors’ consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors’ overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council’s final consultation report should include this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council’s response to them. The council has to publish its final consultation report three weeks before it takes its final decision. Where a council is proposing to close a school, it needs to follow all statutory obligations set out in the 2010 Act, including notifying Ministers within six working days of making its final decision and explaining to consultees the opportunity they have to make representations to Ministers.

1.2 HM Inspectors considered:

- the likely effects of the proposal for children of the school; any other users; children likely to become pupils within two years of the date of publication of the proposal paper; and other children and young people in the council area;
- any other likely effects of the proposal;
- how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
- the educational benefits the council believes will result from implementation of the proposal, and the council’s reasons for coming to these beliefs.

1.3 In preparing this report, HM Inspectors undertook the following activities:

- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related

consultation documents, written and oral submissions from parents and others;
and

- visits to the site of Harestanes Primary School, including discussion with relevant consultees.

2. Consultation process

2.1 East Dunbartonshire Council undertook the consultation on its proposal with reference to the Schools (Consultation) (Scotland) Act 2010.

2.2 The consultation period ran from 22 October 2018 until 30 November 2018. A public meeting was held at Harestanes Primary School on 6 November 2018 which was attended by six members of the public. Responses could be made electronically or in writing, posted to the Council headquarters. There were 18 responses to the consultation. Of those who expressed a preference, 17 were in favour of the proposal and one was against it.

3. Educational aspects of proposal

3.1 The Council believes that this proposal will ensure local, accessible provision to meet children's needs, which will reduce the time required for transport to and from school and offer opportunities for inclusion within the local community. This is in line with the council's strategy for provision for children with additional support needs which proposes that an Enhanced Learning Resource Base should be provided in each locality area and is a potential educational benefit.

3.2 The Council also believes that the proposal will lead to a greater flexibility of provision which can be adapted to meet the needs of each child. The new provision, should it deliver the anticipated greater flexibility of provision locally, is likely to be an educational benefit.

3.3 The council thinks that the proposal will develop staff capacity to meet a wider range of needs. Whilst details have yet to be finalised, current school staff are aware that more training and development opportunities about meeting a wider range of learning needs are going to be made available to them as a result of this proposal. This is therefore a potential educational benefit.

3.4 The Council believes that implementation of the proposal will result in a greater range of experiences and opportunities for all children within the school. The Council envisages that children from the rest of the school will work with children from the enhanced learning resource and that these children will also work as appropriate within classrooms with their peers. This is therefore an educational benefit and is likely to result in all children having a more inclusive understanding of the needs of other learners.

3.5 Staff from Harestanes Primary School who spoke to HM Inspectors are generally in favour of the proposal. They welcome the inclusion of an enhanced learning resource and would now be keen to get more detail about what is proposed and to visit similar provisions. They would like more clarity about traffic management on the new site and also the location of the current community centre building which sits on school grounds. They would also welcome more detail about the role of clerical staff relating to the new provision.

3.6 Children from Harestanes Primary School who spoke to HM Inspectors are enthusiastic about the proposed new provision. They can see the advantages of having a resource like this situated in their school. They have also generated a number of questions about this proposal which they would now like answered.

3.7 Parents of children who attend Harestanes Primary School who spoke to HM Inspectors are in favour of the proposal. However, they would like reassurance about levels of staffing, training and transition arrangements for new pupils, as well as a review of school security arrangements. They would prefer the community centre was relocated elsewhere. They realise that appropriate awareness raising for staff, children and their parents about the needs of pupils in the enhanced learning resource will be key to its success.

Summary

Overall, there is a range of potential educational benefits to this proposal. Parents, children and staff are generally agreed about the educational benefits of the proposal. In taking the proposal forward, the Council needs to continue to engage with all stakeholders and to address their concerns. In taking its proposal forward, an effective communication strategy and an action plan will be essential for the Council to keep all stakeholders informed and engaged. The Council should include details of these in its final report.

**HM Inspectors
December 2018**

SECTION 5 – SUMMARY OF ISSUES

5.1 While the number of responses received to the consultation was low, a number of issues were raised through the consultation and the Education Scotland visit to the school. These included:

Design and Consultation

The Education Scotland report suggests that the council should consider further consultation with staff, parents and pupils when developing the provision. As part of the design and consultation, officers will meet with staff and the parent council to review the proposed design of the base and also the procedures for day-to-day operation of the base. Please see attached **Appendix 7** communication and action plan for feedback sessions on design development for staff and the parent council.

Officers will also arrange for the opportunity for staff and the Parent Council to visit another ELR for reference.

Traffic management

Education Scotland advised that there was some concern over the traffic management with additional pupils accessing the school site. As part of the proposed provision, the number of pupils expected to attend the base will be approximately 18 in the primary base and approximately 6 for the nursery. Nursery pupils will not attend the base on a full time basis and may only attend morning or afternoon sessions as part of an assessment of needs.

Pupils who are expected to attend the base will reside within the Kirkintilloch area and would not travel long distances and may walk / cycle to school. However, if appropriate school transport will be accessible if required.

Once officers are aware of pupils who would attend the proposed base, locations and travel arrangements can then be reviewed. Officers will feedback on traffic management with school staff and the parent council during feedback sessions.

Officers will work with the internal travel teams to ensure all necessary measures are taken to minimise disruption to the current school population.

Transition and arrangements for pupils

Parents of pupils who currently attend Harestanes Primary School questioned the process for transition for new pupils. A working group, comprising educational psychologists, head teachers including those who have experience of leading similar resources, have been working together to plan the development including transition arrangements and a professional learning programme. A detailed training and development plan, as well as

guidance for staff, has been developed. This professional learning programme builds on the good practice that exists within the authority and will be designed to meet the needs of mainstream staff and specialist staff in the new bases. The professional learning programme has already commenced in some settings and will be on-going in preparation for the new bases as well and beyond.

The provision would be a separate secure area of the school that would be used to accommodate children, who require enhanced support. These areas would be staffed in addition to the mainstream school staffing complement, and these staff would be specialists in ASN education. There would be additional management capacity allocated to the resource also. The staff: child ratio would be dependent on the needs of the individual children. In line with SNCT guidance a ratio of 1:6, teacher to pupil ratio is allocated with additional support staff according to the needs of children.

The Enhanced Learning Resource would be self-contained, including separate outdoor space and social spaces, and some children may spend the majority of their school day within the resource. However, where appropriate in terms of individual children's needs, children from the resource would access mainstream classes or activities. However, when this occurred, children would be supported by specialist staff. These interactions would be carefully considered and risk assessed on a case by case basis to ensure that they were suitable for all children involved. EDC has developed detailed training and guidance for staff on how to manage pupil interactions.

Role of current clerical staff within the school and level of staffing

The Education Scotland report noted some concern from staff about their role in the proposed provision. The role of the current administration and clerical support in the school will remain unchanged. There will be a separate office within the proposed base for the ELR.

Questions generated by pupils

Education Scotland noted that pupils provided questions regarding the proposed ELR during the pupil consultation. School staff and EDC officers will work together to provide a response to pupils on the questions raised. School staff and officers will arrange for a feedback session with pupils to ensure their queries are answered. Please see attached **Appendix 7** communication and action plan for details on feedback sessions with pupils.

Location of the community centre

It was noted in the Education Scotland report that consultees queried the location of the current community centre which is currently situated on the primary school site. There is no plan to relocate the community centre and access to the school will remain unchanged.

Review of school security arrangements

Within the Education Scotland report it was noted that some consultees have requested a review of the school security arrangements. As part of the development of a new base within the school, officers will review the school security arrangements with staff. Officers will review the access points for the mainstream school and base with senior management staff to ensure the safety of all pupils and will make any adaptations which may be required. Once the design for the base has been developed, officers will meet with school staff and the Parent Council to review the security arrangements for the school. Please see attached **Appendix 7** communication and action plan for feedback and review dates.

SECTION 6 - ALLEGED OMISSIONS OR INACCURACIES

4.1 No inaccuracies or omissions were identified.

SECTION 7 – FINDINGS OF THE REPORT

7.1 The response to the consultation was relatively limited, however the majority of responses agreed with the proposal.

7.2 EDC believe the proposal to have clear educational benefit, and Education Scotland note that:

“Parents, children and staff are generally agreed about the educational benefits of the proposal”

7.3 The report by Education Scotland suggest that the Council should consider comments made from parents, pupils and staff. In order to address the issues raised in the consultation, and in particular to support parents’ confidence in the implementation of the proposal, it is proposed that the actions proposed in section are implemented. If these actions were to be implemented, there would be no barrier to the implementation of the proposal.

SECTION 8 – LIST OF APPENDICES

Appendix 2 Review of Provision for Children with Additional Support Needs Strategy

Appendix 3 Proposal Document

Appendix 4 Press Release

Appendix 5 Consultation Timeline

Appendix 6 Public Meeting and Note of the meeting

Appendix 7 Communication and Action Plan

**East Dunbartonshire Council :
Review of Provision for Children with
Additional Support Needs**

1. Background & Rationale

- 1.1 In line with requirements in the Education (Additional Support for Learning) (Scotland) Act 2004 (amended 2009), the Education Service within the Council has a duty to make adequate and efficient provision for the additional support of each child and young person with additional support needs for whose education they are responsible. With the implementation of getting it Right for Every Child (GIRFEC), and the forthcoming legislation contained within the Children and Young People's Act, there are increased expectations on schools to monitor progress within the wider context of wellbeing.
- 1.2 The Standards in Scotland Schools Act (2000) placed a presumption of mainstream education unless there are good reasons for not doing so. Since that time mainstream schools have accommodated a wider range of needs. This requires the provision of resources to meet these needs and a high level of knowledge and skill by teachers and support staff.
- 1.3 Schools within East Dunbartonshire have a very good reputation for inclusion with the needs of the individual child at the heart of the curriculum and learning and teaching approaches. A high level of support is provided to schools from the central team and the new Locality Teams provide advice, support and training. The Council's Psychological Service has a key role to play in the provision of support and advice to the Council's schools and central team.
- 1.4 Curriculum for Excellence details entitlements for every child:
- A coherent curriculum from 3 to 18;
 - A broad general education to the end of S3;
 - A senior phase including qualifications;
 - Opportunities for skills for life, learning and work with a focus on literacy, numeracy and health and wellbeing;
 - Personal support to enable them to gain as much as possible from the opportunities of Curriculum for Excellence; and
 - Support in moving to a positive and sustained destination beyond school.
- The provision in all special schools and units require to ensure the delivery of these entitlements through the provision of appropriate support.
- 1.5 The Education Service has carried out a strategic review of the provision of additional support needs. This has identified a number of strategic priorities which have been taken forward through the Additional Support Needs Strategic Plan, which is updated annually.
- 1.6 The strategy has centred on capacity building within primary and secondary schools through the provision of resources and from the Locality Teams. These teams led by the ASN Service Manager provide advice, training and support for schools.
- 1.7 The development of enhanced support for children's mental health and wellbeing in secondary schools has been provided through the provision of support from a trained teacher in a nurturing environment in the school's wellbeing support base. All eight secondary schools have a Wellbeing base staffed by a full time teacher.
- 1.8 The development of the central Primary Wellbeing Service and the Secondary Wellbeing Service provides enhanced support for children who cannot sustain a

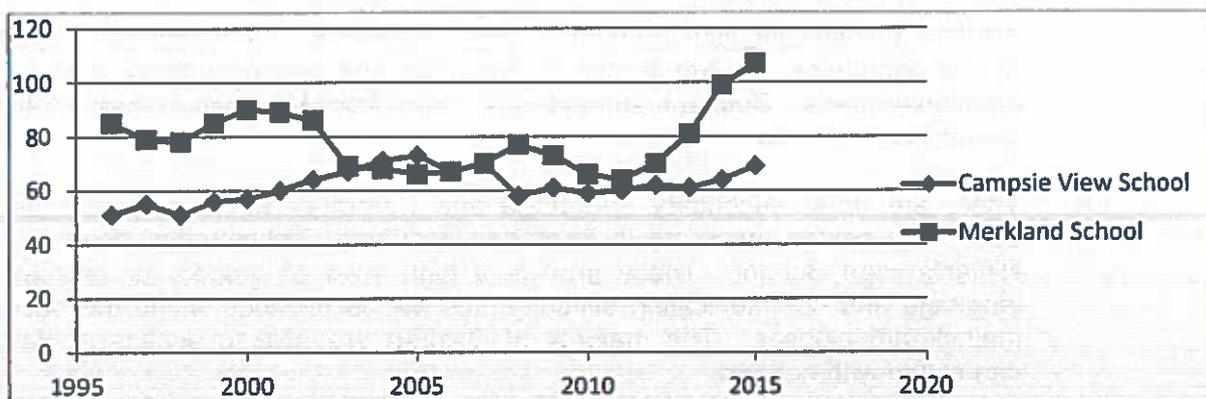
place within a mainstream school on a short term or longer term basis. Outreach support is also provided. There are currently two specialist provisions within EDC; Campsie View School and Merkland School. Campsie View School provides education for children and young people with multiple and complex needs who require highly specialised education and care. The school has a nursery which provides specialist provision for children with complex needs. This is often in addition to a mainstream nursery place. An early years' home visiting support service is also provided. Merkland School provides education and support for children and young people aged 5-18 with moderate learning difficulties. Over recent years the profile of additional support needs of learners in Merkland School has altered significantly. The school now caters for children and young people who are not able to access a full-time mainstream placement for a range of reasons. The additional support needs of this population are largely due to language and communication, and social and emotional needs. Outreach support is provided from Merkland to support schools in mainstream schools.

- 1.9 There are three secondary Language and Communication Resources within the secondary sector: these are in Bearsden Academy, Bishopbriggs Academy and St Ninian's High School. These provide a high level of support for children with a language and communication difficulty, this will be provided within the base and in mainstream classes. The majority of children are able to access a mainstream curriculum with support.
- 1.10 There are two Language and Communication Resources within the primary and early years' sectors. Castlehill LCR is a separate unit within the school and while some children can access the mainstream classes with support, some require more intensive support. Children from across East Dunbartonshire attend the LCR. The number of referrals has increased in recent years. Twechar LCR provides part time places for children in their pre-school year and early years of primary. Outreach support is also provided.
- 1.11 A comprehensive review and analysis of provision for children with Autistic Spectrum Disorders has been undertaken by the Depute Principal Psychologist and a Senior Educational Psychologist. This included an analysis and evaluation of the provision provided in the primary and secondary Language and Communication Resources (LCRs) and the provision within the two special schools; Merkland School and Campsie View School. The outcomes and recommendations from that review have informed this paper.
- 1.12 As part of this review, officers from the Education Service engaged with stakeholders, parents, staff and young people, through workshops to encourage discussions on the current education provision within Campsie View School and Merkland School. This included how the entitlements of Curriculum for Excellence are being delivered, and what more needs to be done to further improve the educational provision within the schools. The opportunity was also given to parents/carers who could not attend to complete a questionnaire. The outcome of this aspect of the review is detailed in Section 4 and 5 of this report.
- 1.13 In June 2016, the Council instructed officers to look at options for the replacement of Merkland School as a matter of urgency. Ahead of an update to the capital programme in February 2017, officers from the education service and Merkland and Campsie View Schools have met to make recommendations.

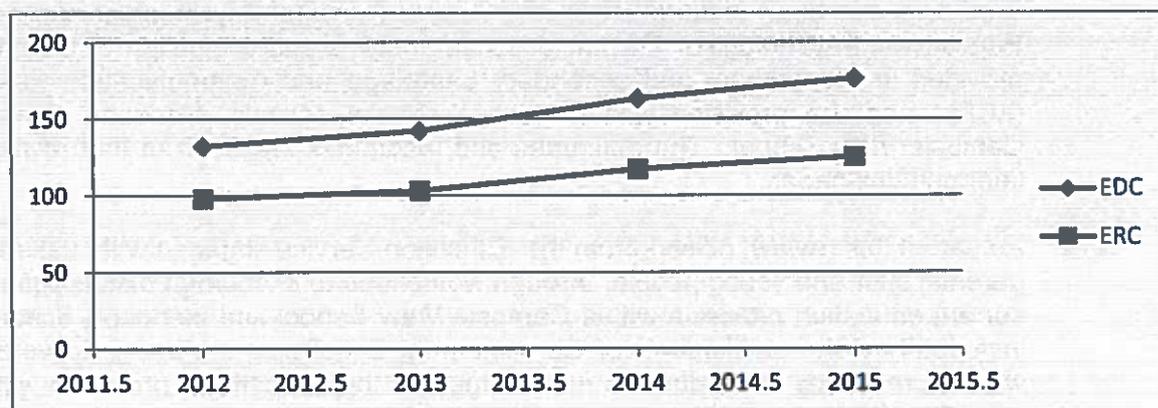
2.0 Provision in Campsie View School and Merkland School

2.1 Merkland School has significant issues relating to condition, suitability, and capacity. Campsie View School, while more suitable and in better condition, also has significant capacity issues, which in turn reduce suitability further.

2.2 Rolls at both schools have increased in recent years, and in particular rolls at Merkland have increase dramatically since 2012. It should be noted that the table below excludes Campsie View Nursery, currently 25 children.



2.3 Currently, EDC has a higher proportion of children in full time standalone specialist accommodation than comparator authorities. The table below shows comparative rolls since the opening of East Renfrewshire's new Isobel Mair School in 2012. In each of these years, ERC's total pupil roll been has been slightly higher than EDC's (200-300 children/1.5-2%). It is not felt that EDC's proportion of children requiring specialist provision is higher than other authorities.



2.4 It is clear that current provision, regardless of condition or suitability considerations, cannot support current trends of demand.

3.0 Analysis of the support needs of children within Campsie View and Merkland

3.1 The population at Campsie View, while it has increased over time, is relatively well defined. Children placed in Campsie View have significant and complex learning needs, often alongside significant physical and medical support needs. The recommendation of the review is that very few if any of these young people could

thrive outside of specialist provision. The senior phase children in Campsie View use the accommodation within Kirkintilloch High School for part of the week. This has been successful; the education is delivered by the staff of Campsie View in partnership with the staff at Kirkintilloch High School.

3.2 However, the population at Merkland, which has increased substantially, and has much more loosely defined needs. At present Merkland caters to young people with a range of learning needs, as well as social and communication needs. This range of needs has to some extent expanded over time. Reasons for this include parental expectations, expertise within the school, the curricular provision within mainstream schools particularly in the secondary sector. In addition EDC does not have a robustly applied set of criteria for allocation of places in Merkland. The recommendation of the review by the educational psychologists is that a significant number of these young people could thrive outside of a standalone specialist provision with appropriate support. There is some degree of crossover between current Campsie View and Merkland populations, as well as crossover between Merkland and LCR/Mainstream supported populations. In an attempt to address the accommodation issues, a Senior Phase base has been established within St Ninian's High School. This has had limited success. Some children have accessed mainstream classes with support and made use of the social areas. However it has been difficult to staff and timetable. A review is currently being undertaken. Two classes have been accommodated within St Flannan's Primary and this has been very successful. The access to mainstream facilities with the appropriate support has enhanced the educational experience of these children.

3.3 There are clearly identified benefits to maximising mainstream interaction for children with additional support needs, as well as a national and local presumption towards mainstream provision. It is recommended that any specialist provision focus on providing a specialist environment for children whose needs cannot be met within a mainstream setting. This would reduce the numbers in the specialist provision allowing for a greater focus on a narrower range of needs. To do this, appropriate support would be required in mainstream settings. This would allow mainstream schools to continue to support children in or near to their communities, and would provide educational benefit. This would represent a new, more distributed model of ASN provision.

4.0 Current provision within Campsie View and Merkland

4.1 The review included gathering the views of staff, parents and young people within both schools. A very high standard of support and educational provision was identified in both schools. The following strengths were identified:

4.1.1 Nurturing safe environment

- There is a nurturing, safe and caring ethos in both schools. Any issues reported to staff are promptly and effectively dealt with. Relationships between adults and children are extremely positive and children are treated with equality, fairness and respect. There is a strong and positive working ethos and a sense of fairness.
- The school and individual teachers promote an ethos of inclusion and nurture. Staff are very alert to the social and emotional needs of children and ensure these are well supported. Overall there is a strong emphasis on the care and welfare of children and a very nurturing ethos is evident throughout the school.

- Parents have high regard for the leadership of the Head Teacher in both schools. Parents feel that in both schools that there are excellent staff who are committed, flexible and well trained.
- Children are taught in small classes with high staff ratios, which ensure that the children are very well-supported and their needs met.

4.1.2 Curriculum

- The rationale for the curriculum is based on a strong ethos of respect for all and achievement. The curriculum framework in both schools is based on the entitlements of Curriculum for Excellence.
- Children within both schools have an individual educational programme which is designed to meet each child's specific needs.
- School environments are well used to provide stimulating learning experiences. All children are provided with opportunities to learn outdoors and the use of learning in the community to develop life skills are key elements of the curriculum.
- The schools demonstrates a strong commitment to recognising and celebrating young people's achievements. Young people benefit from a very broad range of well-planned opportunities for achievement.

4.1.3 Learning and Teaching

- Children enjoy a broad range of experiences across all areas of the curriculum and teachers plan engaging and interesting experiences as contexts for learning.
- Staff have an excellent understanding of their children, their barriers to learning and how to support them. They are very proactive in looking for ways to further develop their practice in order to improve outcomes for children. They rigorously plan, assess and evaluate the work that they do.
- Staff know children very well and respond promptly to any individual care or welfare need. The school makes good use of specialist resources to support the needs of learners with specific learning difficulties.
- School staff are aware of the need to focus on health and wellbeing as only by doing this can children develop the skills to help them access the curriculum effectively.
- AAC (Augmentative Alternative Communication) is used to enable children to access the curriculum.
- I.C.T is used very effectively across the schools to support and enhance child learning.
- The use of the specialist resources such as the Language and Communication Resource, sensory studio, soft play area and the hydro-pool support children with complex needs to access the curriculum.

4.1.4 Partnerships

- Partnership working is a key strength of the schools. Partners state that the school is very proactive in building teams of support around the child. Staff are responsive and flexible when working with partners and parents to meet child's specific requirements. Partners noted the commitment and resilience of all staff to ensure that children are included in the school, nurtured and supported.
- Both schools work very closely with staff from a range of partner agencies that provide advice and targeted support as necessary. These include the school nurse, occupational therapy, physiotherapy and speech and language therapy. The education psychology team play a key role in

supporting both schools and this leads to planned next steps that impact on outcomes for children and families.

- Families are fully involved in their child's learning, this including regular reviews and parental input into support plans
- Strong partnership has been developed with other mainstream schools. In Campsie View, a number of young people are based full time in Kirkintilloch High School. Senior children from Merkland School access National 4/5 classes in some subjects in St.Ninian's High School.
- Transition is very strong within both schools. There are excellent links with early years establishments, children transferring from other mainstream schools and post-school transitions.

5.0 Areas identified for Further Development

5.1 The review also sought the views of parents, staff and young people in relation to future areas for development. In particular there was a focus on ensuring that the schools were able to provide a stimulating learning environment suited for the delivery of the curriculum and in light of the Children and Young People's Act what more could be done for the children and young people of Campsie View and Merkland.

5.2 The following areas were identified:

- An improved learning environment would meet the needs of all of the children and young people. This could include larger, flexible teaching areas, an assembly space and access to subject specific facilities.
- Access to an improved outdoor learning area which would provide a safe environment for sport, play and social opportunities. A language and communication friendly environment which would include designated quiet, sensory and nurture areas.
- Opportunities to better establish links with partner agencies. This would include social workers and health professionals such as GP, Physiotherapy, Occupational Therapy, Speech and Language Therapy etc. If possible having these professionals based onsite would be a preference.
- Further opportunities for better links with the community. This could include work experience in the local area, employment opportunities, community café/businesses opportunities involving the young people.
- The implementation of Developing Scotland's Young Workforce and the entitlements for all children. Increased vocational and life skills focus would give the young people the opportunity to make a successful transition from school.

6.0 Policy Recommendations:

Taking into consideration current levels of demand, the identified strengths and weaknesses of current provision, the areas of further development identified above, and the Council's commitment to provide options for the redevelopment of Merkland school, it is recommended that:

- The number of children in standalone specialist provision should be reduced, and specialist provision should focus on supporting young people with the most profound needs.
- Support for children with additional support needs should be increased in mainstream settings to support a great number of pupils and meet a wider range of needs;
- The criteria and assessment for allocation of places in specialist provision should be clearly defined, and robustly applied; and

- Outreach, capacity building and support from specialist teams based within specialist setting should be expanded to support mainstream settings to deliver outcomes for all young people with ASN.

7.0 Summary of Educational Benefit

This policy approach allows for:

- Locally accessible provision in each cluster/ locality;
- Reduction of time children spend being transported to school and associated reduction in costs
- Opportunities for inclusion within local community - which will enhance relationships, sense of belonging with peers at school and access to local community resources.
- Flexible provision which can be adapted to meet the needs of each child depending on the individual's profile of additional support needs and the overall dynamics of the cohort of children referred in any year.
- Development of staff capacity - professionals with different areas of expertise can share their knowledge, practise and skills both with A.S.N. colleagues but also the wider teaching community in their respective cluster/ locality.
- Raising attainment by addressing individual learning needs and differentiating the learning environment and teaching processes according to need.
- Genuine engagement of the parents of children with A.S.N. as partners in clarifying the additional support needs of their child according to the profile of learner needs and supporting them to be active participants in shaping the curriculum and learning environment to meet their child's needs.
- Assessments will be driven by learner needs not the specific configuration of existing resources. Educational provision will be adapted to meet the needs of the learner not the other way around.
- Cluster Support Groups will be able to obtain information about the nature and number of referrals to local educational provision and can use this to identify, with colleagues and peers, areas for developing staff capacity at a local level and strategies to support this.

The educational benefits of this are:

- This is in line with the principles of GIRFEC - proportionate to children with greatest needs, holistic and multi-agency.
- Ensures all aspects of child's developmental needs are identified and taken into account.
- Ensures parents of the most vulnerable members of school population have opportunity for engagement with professionals and can better understand their own child's developmental trajectory and needs.
- Recommendations are consistent with the priorities of EDC's Autism Strategy (2014-2024): mainstreaming, transitions, training and mainstreaming
- A continuum of educational provision within EDC that has a presumption of mainstream as well as offering specialist provision
- Capacity building across all educational establishments and sectors through increased mainstreaming and outreach, which will be complimented and supported by Autism Advisers and the Language and the Communication Friendly Establishment approach

- Substantially supports the accurate and robust assessment of children with a complexity of needs which in turn leads to appropriate and fully considered placement, provision and planning.

8.0 Project proposals:

In order to deliver the outcomes identified above, it is proposed that

1. To address the accommodation issues within Merkland in the short term, a satellite provision should be established within a mainstream primary. This would be managed by the Head Teacher of Merkland School and staffed by Merkland staff. The Senior Phase base at St Ninian's should be reviewed to consider the most effective use of this resource.
2. Pathways for the delivery of ASN education should be clarified as a basis for the future allocation of support. Draft pathways are attached in Appendix 1. Children with additional support needs should be supported in a mainstream setting, taking account of legislation, the presumption of mainstream and with the appropriate level of support. This is defined as Tier 1 support. All primary and secondary schools would have a trained Autism Adviser to provide advice to staff within the school and build confidence and capacity. This would be supported through the provision of advice, support and training from the Locality ASN Team including Psychological Services.
3. Provision in early years should focus on assessment, intervention and support. See Appendix 1. The current Language and Communication Resources should be developed to provide early years' provision including outreach support, short term assessment places and part time places within a locality. This will be offered in cases where it is recognised that greater clarification of the child's complexity of needs is required. The sessions will be used to offer intensive intervention in a small group setting and collaborative multiagency assessment of progress. There will be strong parental involvement and family learning. The purpose of the assessment is to support the team around the child and the parents to identify the child's additional support needs and to make recommendations on the type of additional support which should be accessed.
4. The provision of support within the primary sector should be developed with an Enhanced Support Base provided in each locality area. This would expand the range of needs accommodated within the current Language and Communication Resources. This is defined as Tier 2 support. These bases would be able to support a wider range of learning needs, and social and communication needs. Children would use the base according to their level of need. Some children may access the base only as required, others would learn in the base full time. It is expected that some children would learn full time in the bases and some would access them as required. It is expected that the bases would also provide outreach support in the locality. It is expected that while some children would spend the whole of their school career in a particular base, some children would benefit from a period of support in the base, with a view to returning to a purely mainstream setting, supported through outreach. Bases would provide highly differentiated, small group learning in a nurturing environment. This would build on the provision in the current Primary Language and Communication Resource and the satellite provision in Merkland.

5. In the secondary sector, the scope of support offered in Language and Communication Resources and the wellbeing support bases in all secondary schools should be developed to provide an individualised curriculum and a high level of support, where this is required to meet a wider range of needs. This would aim to increase the number of young people who have the option of receiving ASN education within their community and peer group. This is detailed in Appendix 1.
6. Detailed work should be undertaken on the development of new build specialist provision. This should identify scope and scale of a new provision, as well as key features of the project brief. This should direct the usage of capital investment identified for ASN provision within the 10 year capital programme. These proposals should be shared with the Merkland and Campsie View school communities to gather input on options. These proposals will require a formal consultation process under the Schools (Consultation) (Scotland) Act 2010. In line with statutory guidance, before any formal consultation is launched, pre-consultation with school communities should be carried out to ensure communities have early sight of proposals.
7. Officers should present detailed updates to a future meeting of the council for implementation the 1 – 6 above.

APPENDIX 1 – PATHWAYS FOR SUPPORT

Early Years Sector: Criteria for access to additional support, summary of support offered and anticipated impact

Tier 1 Assessment block placement at specialist nursery

Criteria

- Children aged 3 and above. Child may have language delay, difficulties with social communication, difficulties following adult instruction and/or limited access to early year's curriculum. There may be a lack of clarity about whether the child requires intensive small group learning on a fulltime basis or can continue to have their learning needs met in mainstream provision with additional outreach support.

Support Offered

- Access for a short term placement in a total communication environment with differentiated curriculum and structured activities.
- Assessment by identified professionals from Health, Education and Social Work with final review meeting to collate reports from professionals and decide recommendations for further support. Child's existing team plus referrals to additional professionals identified (e.g. assessment process may highlight need for OT involvement).
- Active engagement of parents to contribute fully to assessment process.

Anticipated impact

- Multiagency assessment process will provide rich information on all areas of the child's strengths and development needs, thus providing clarity re: appropriate nursery or primary school placement
- Parental involvement in the process will result in a higher level of agreement between parents and professionals as to the child's developmental profile and appropriate educational provision.

Tier 2 Language and Communication Resource

Criteria

- Preschool children (with priority to children in their preschool year) who may have:
 - delays or impairments in expressive and/or receptive language,
 - difficulties in the area of social communication (e.g. eye contact, play with others, showing shared attention or enjoyment etc.); and
 - difficulties with focus and attention at a level significantly below typically developing peers.

Support Offered

- Small group sessions to develop language, concentration and social interaction (2 to 3 sessions per week in addition to existing nursery placement)
- Outreach support to staff in existing nursery in collaboration with: nursery lead staff; Autism Adviser; Speech and Language Therapist; Educational Psychologist; and any other relevant professionals. Language and Communication Friendly Environment and Autism Friendly audit materials should be used to guide staff through this process of adapting the nursery environment and curriculum.
- Support during transition process ensuring Primary 1 teacher has full understanding of additional support needs and strategies which support those needs.

Anticipated impact

- Ongoing assessment of child by LC resource staff will provide rich information regarding the child's strengths and development needs in the areas of expressive and receptive language, focus/joint attention and/or social communication
- Targeted interventions will support the development of children's skills in areas of language and communication/social communication
- Capacity will be raised within the child's mainstream nursery which will benefit all learners (e.g. LCFE, autism friendly environment)

Tier 3 Specialist Early Years Provision

Criteria

- Children has complex learning needs with high level of support required to access language/communication development and to develop basic social communication skills including shared attention. Child also requiring significant differentiation of early year's curriculum and small group learning.

Support Offered

- Nursery which has accreditation by National Autistic Society.
- Range of supports for children with CLN including: TEACCH strategies; Intensive interaction; Sensory Curriculum; Total communication environment; Close monitoring and tracking of progress; Physiotherapy programmes (where appropriate) to support motor development and promote physical independence in aspects of motor co-ordination.

Anticipated impact

- Multiagency partnership approach on-site to provide the highest quality education and care for children with complex learning needs
- Access to high quality learning experiences and facilities including sensory and play-based learning
- Maximising the learning potential of each child
- Opportunities for parents to be involved and engaged in their child's learning
- Rich assessment information will support discussions and decision making around primary school placement.

Primary Sector: Criteria for access to additional support, summary of support offered and anticipated impact

Tier 1 Mainstream school with enhanced transition

Criteria

- Any child who has required targeted support or targeted intervention in early years, and is now at the point of transition to primary school.

Support Offered

- Depending on assessed needs of child, there can be an offer of: additional planning meetings; extra visits; advice for parents on preparing the child for primary 1; and differentiated curriculum which may include an active/soft start, access to nurture based activities and play/ sensory based curriculum.
- Specialist teaching staff - based in Enhanced Support bases in primary schools - offer additional advice and support to mainstream staff in the area of language and social communication development to benefit a specific child. Observation and assessment in the classroom by specialist teaching staff and an offer of support (depending on child's identified need) which may include: team teaching approach; advise around specific strategies such as: using visuals, reduced use of language etc.; signposting to relevant resources such as: autism toolbox; and support in curriculum differentiation and action plan target setting.
- Whole class/school initiatives will be supported by ASN staff (e.g. Language and Communication Friendly Environment (LCFE))
- Capacity building at a class and school level

Anticipated impact

- Clearly planned transition to primary school resulting in clear communication pathways, parental involvement in the process, support given to primary school re: planning ahead for curricular needs and reduced anxiety of child and parents
- Child benefits from mainstream inclusion – good peer role models, scaffolding of learning and play and social inclusion - in local community mainstream school
- Capacity is built within mainstream setting which benefits all learners;
- The ASN staff will become part of the team around the child for the duration of the child's involvement with the resource.
- Ongoing assessment of child by ASN staff will provide rich information regarding the child's strengths and development needs in the areas of expressive and receptive language, focus/joint attention and/or social communication. This will feed into Team Around the Child (TAC) assessment and planning
- Targeted interventions will support the development of children's skills in areas of language and communication/social communication

Tier 2 Mainstream school with Enhanced Support Base

Criteria

- Children who may have:
 - Delays or impairments in expressive and/or receptive language
 - Difficulties in the area of social communication, i.e. interactions with peers and adults, that cannot be supported solely within mainstream school
 - Difficulties with focus and attention
 - Significant difficulties accessing the curriculum due to learning needs
 - Challenging behaviour
- All children must require access to small group learning for a significant proportion of school week but must also be able to access mainstream school for either learning or social activities.
- Access to Enhanced Support base would be available for those children with higher levels of targeted intervention needs who do **not** meet the criteria for fulltime placement in specialist provision. Priority to be given to outreach support to allow child to maintain placement in catchment school where possible

Support Offered

- Small group sessions to develop language, concentration, play skills and/or social interaction for some children
- Small group sessions to develop learning and progress curriculum at earlier level than typically developing peers for some children.
- Inclusion in mainstream
- High level of parental involvement and support offered within the Enhanced Support bases e.g. parenting support
- Enhanced support during transition processes to identify suitable resource for secondary stage and to ensure secondary school staff have a full understanding of additional support needs and strategies which support those needs.

Anticipated impact

- Children have the benefits of both small group learning/a differentiated curriculum and inclusion in mainstream
- Ongoing process of assessment, planning, intervention and evaluations process via Pupil Support Groups (PSGs), Team Around the Child (TAC) meetings and Action Plans will provide rich information on all areas of the child's strengths and development needs
- Parental involvement in the process will result in a higher level of agreement between parents and professionals as to the child's developmental profile and appropriate educational provision at stage of secondary transition.
- Parental capacity will be built across a range of areas e.g. Triple P approach
- Targeted interventions will support the development of children's skills in all areas
- With outreach, capacity will be raised within the child's mainstream school which will benefit all learners (e.g. Language and Communication Friendly Environment (LCFE), autism friendly environment)

Tier 3 Specialist School Provision

Criteria

- Child has complex learning needs with high level of support required to access language/communication development and to develop basic social communication skills including shared attention. Child also requiring significant differentiation of curriculum and small group learning.

Support Offered

- School which has accreditation by National Autistic Society.
- Range of supports for children with CLN including: TEACCH strategies; Intensive interaction; Sensory Curriculum; Total communication environment; Close monitoring and tracking of progress; Physiotherapy programmes (where appropriate) to support motor development and promote physical independence in aspects of motor co-ordination.

Anticipated impact

- Multiagency partnership approach on-site to provide the highest quality education and care for children with complex learning needs
- Access to high quality learning experiences and facilities including sensory and play-based learning
- Maximising the learning potential of each child across the four capacities of the Curriculum for Excellence
- Opportunities for parents to be involved and engaged in their child's learning
- Rich assessment information will support discussions and decision making around secondary school placement.
- The LCR staff will become part of the team around the young person for the duration of the young person's involvement with the resource.
- Ongoing assessment of young person by LC resource staff will provide rich information regarding the young person's strengths and development needs in the areas of expressive and receptive language, focus/joint attention and/or social communication. This will feed into TAC assessment and planning
- Targeted interventions will support the development of the young person's skills in areas of language and communication/social communication
- Capacity will be raised within the young person's mainstream school which will benefit all learners (e.g. LCFE, autism friendly environment).

Secondary School: Criteria for access to additional support, summary of support offered and anticipated impact

Tier 1 Mainstream school with enhanced transition

Criteria

- Any young person who has required targeted support or targeted intervention at primary school stage and is now at the point of transition to secondary school.
- Young person may have language delay, difficulties with social communication and/or difficulties following adult instruction due to a language/social communication difficulty.

Support Offered

- Depending on assessed needs of young person, there can be an offer of: additional planning meetings; extra visits; advice for parents on preparing the young person for secondary school; and differentiated curriculum.
- Observation and assessment in the classroom by specialist teaching staff and an offer of support (depending on young person's identified need) which may include: team teaching approach; advice around specific strategies, such as, using visuals etc.; signposting to relevant resources, such as, autism toolbox; and support in curriculum differentiation and action plan target setting.
- Whole class/school initiatives will be supported by ASN staff (e.g. LCFE)
- Capacity building at a class and school level

Anticipated impact

- Clearly planned transition to secondary school involving key members of secondary staff, resulting in clear communication pathways, parental involvement in the process, support given to secondary school re: planning ahead for curricular needs and reduced anxiety of young person and parents
- Young person benefits from mainstream inclusion – good peer role models, scaffolding of learning and play and social inclusion - in local community mainstream school
- Capacity is built within mainstream setting which benefits all learners;
- The Outreach staff will become part of the team around the young person for the duration of the young person's involvement with the resource.
- Ongoing assessment of young person by outreach staff will provide rich information regarding the young person's strengths and development needs in the areas of expressive and receptive language, focus/joint attention and/or social communication. This will feed into TAC assessment and planning
- Targeted interventions will support the development of the young person's skills in areas of language and communication/social communication
- Capacity will be raised within the young person's mainstream school which will benefit all learners (e.g. autism friendly environment).

Tier 2 Mainstream school with Enhanced Support Base

Criteria

- Young persons who may have:
 - Delays or impairments in expressive and/or receptive language
 - Difficulties in the area of social communication, i.e. interactions with peers and adults, that cannot be supported solely within mainstream school
 - Difficulties with focus and attention
 - Significant difficulties accessing the curriculum due to learning needs
 - Challenging behaviour
- All young persons must require access to small group learning for a significant proportion of school week but must also be able to access mainstream school for either learning or social activities.
- Access to Enhanced Support base would be available for those young persons with higher levels of targeted intervention needs who do **not** meet the criteria for fulltime placement in specialist provision.

Support Offered

- Small group sessions to develop language, concentration and/or social interaction for some young persons
- Small group sessions to develop learning and progress curriculum at earlier level than typically developing peers for some young persons.
- Inclusion in mainstream
- High level of parental involvement and support offered within ASN bases e.g. parenting support
- Differentiated curriculum including access to Nat 2 qualifications and alternative qualifications, such as, ASDAN, Core Skills, and Duke of Edinburgh awards etc.
- A senior phase which aims to maximise the potential of each young person across the 4 capacities of the Curriculum for Excellence
- High level of transition planning to post-school life

Anticipated impact

- Young person has the benefit of both small group learning/a differentiated curriculum and inclusion in mainstream
- Ongoing process of assessment, planning, intervention and evaluations process via PSGs, TAC meetings and Action Plans will provide rich information on all areas of the young person's strengths and development needs
- Parental involvement in the process will result in a higher level of agreement between parents and professionals as to the young person's developmental profile and appropriate planning for senior phase and post-school life
- Parental capacity will be built across a range of areas e.g. Triple P approach
- Targeted interventions will support the development of young person's skills in all areas
- With outreach, capacity will be raised within the young person's mainstream school which will benefit all learners (e.g. autism friendly environment)

Tier 3 Specialist School Provision

Criteria

- Young person has complex learning needs with high level of support required to access language/communication development and to develop basic social communication skills including shared attention. Young person also requiring significant differentiation of curriculum and small group learning.

Support Offered

- School which has accreditation by National Autistic Society.
- Range of supports for young persons with CLN including: TEACCH strategies; Intensive interaction; Sensory Curriculum; Total communication environment; Close monitoring and tracking of progress; Physiotherapy programmes (where appropriate) to support motor development and promote physical independence in aspects of motor co-ordination.
- Senior phase access to SQA Nat 1 qualifications and taster sessions at college etc. To support transition to adult services.
- Enhanced support and planning to support young people and their families at the point of transition to adult services.

Anticipated impact

- Multiagency partnership approach on-site to provide the highest quality education and care for young people with complex learning needs
- Access to high quality learning experiences and facilities including sensory and active learning
- Maximising the learning potential of each young person across the 4 capacities of the Curriculum for Excellence
- Opportunities for parents to be involved and engaged in their child's learning
- Rich assessment information will support discussions and decision making around transition to post-school life

CONSULTATION ON PROPOSAL TO ESTABLISH AN ENHANCED LEARNING RESOURCE AT HARESTANES PRIMARY SCHOOL

SECTION 1 - INTRODUCTION

As part of the Council's strategy for Additional Support Needs (ASN), East Dunbartonshire Council is considering a proposal to develop an Enhanced Learning Resource (ELR) base in Harestanes Primary School. This will support primary and early years aged children. Enhanced Learning Resource bases have already been introduced in Castlehill Primary School and Wester Cleddens Primary School and are running very successfully.

You are being asked to take part in a statutory consultation process that will help the Council in deciding whether or not to go ahead with the proposal. Please read this document and return the form on page 7 to your school, by **30 November 2018**.

1.1 What is the purpose of this consultation?

This consultation is designed to gather your views on changes to school provision. This process is defined by the Schools (Consultation) (Scotland) Act 2010, and is referred to as statutory consultation. The Act defines a process which all councils must follow if there is a proposed change to education provision.

1.2 What is the Council required to do?

The Council is required to publish a proposal, and allow at least 30 school days for consultees to respond and make representations. In that time, there must also be at least one public meeting. The consultation process reflects the Scottish Government's view that educational benefits should be at the heart of any proposal to make a change to a school. The Council must prepare an educational benefits statement, which is part of this proposal paper. Education Scotland will visit the school(s) involved and consider the educational aspects of the proposal. They will then submit a professional and independent report to the Council, which will take account of any representations which are made during the consultation. When the Council has completed the consultation, and received the Education Scotland report, it must consider whether to proceed with the proposal or not.

1.3 Who is consulted?

In line with the legislation, the following stakeholders are consulted: The Parent Council of relevant schools; the parents of the children at relevant schools; the parents of any children expected by the education authority to attend a relevant school within 2 years; the children involved, where appropriate; the staff at relevant schools; trade unions; and other education authorities as appropriate.

Where appropriate, children will be consulted about the proposal in school and further information about this will be provided to parents.

1.4 What are we proposing to do?

To more effectively meet the needs of a wider range of learners, it is proposed that:

An Enhanced Learning Resource base should be established at Harestanes Primary School, providing support to children with a range of additional support needs. The provision would be for children in the early years and primary stages.

This proposal will take effect from August 2019.

1.5 What happens next?

The consultation will run from **22 October 2018 to 30 November 2018**. There will be a public meeting held in Harestanes Primary School on 6th November 2018 at 6pm to discuss the proposals. In late 2018, Education Scotland will produce a report on the proposal and the Council will consider whether to proceed with the proposal.

Further information on the Schools (Consultation) (Scotland) Act 2010 and the consultation process can be found at:

The East Dunbartonshire Council website www.eastdunbarton.gov.uk

The Scottish Government website
www.scotland.gov.uk/Topics/Education/Schools/Buildings/changestoschoolestate

THIS IS A FORMAL PROPOSAL FOR CONSULTATION UNDER THE SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010. PLEASE READ IT CAREFULLY AND RETURN THE CONSULTATION RESPONSE FORM ON PAGE 7 TO YOUR SCHOOL.

SECTION 2 - ABOUT THE PROPOSAL

2.1 Current Provision

An extensive internal review of children with language and communication needs (including autism) was carried out by the authority. This involved detailed profiling of children in both LCRs and existing 'standalone' provision (Merkland and Campsie View Schools). This review identified that a very broad range of additional support needs were being met in all establishments and that teaching staff were drawn from a range of specialist educational fields to meet that need.

In August 2018, Enhanced Learning Resource bases (ELRs) were opened in Wester Cleddens Primary School and Castlehill Primary school to support primary and early years aged children

Currently Castlehill Primary School supports 21 children in the enhanced learning resource base and Wester Cleddens Primary School supports 17 children in the enhanced learning resource base.

2.2 Background and rationale for change

The Children and Young People's Act details clear requirements in line with Getting It Right for Every Child. This details how services should be restructured, ensuring that children and families are central to decisions and that professionals provide coordinated support where needed.

The Additional Support for Learning Act (Revised 2009) places a statutory requirement to ensure that barriers to learning are addressed in order that every child can reach their full potential.

A review of the provision for children with additional support needs has been undertaken by the Education Service. The new ASN strategy for East Dunbartonshire Council was approved by Council in February 2017. This strategy recommends that:

1. The number of children in standalone specialist provision should be reduced, and specialist provision should focus on supporting young people with the most profound needs.
2. Support for children with additional support needs should be increased in mainstream settings to support a greater number of children and meet a wider range of needs;
3. The criteria and assessment for allocation of places in specialist provision should be clearly defined, and robustly applied; and
4. Outreach, capacity building and support from specialist teams based within specialist setting should be expanded to support mainstream settings to deliver outcomes for all young people with ASN.

In order to meet recommendation 2, the strategy proposes that:

The provision of support within the primary sector should be developed with an Enhanced Learning Resource Base provided in each locality area. This would expand the range of needs accommodated within the current ELRs in Bearsden and Bishopbriggs, creating a new resource for the locality of Lenzie and Kirkintilloch.

2.3 Details of the proposal

To more effectively meet the needs of a wider range of learners, it is proposed that:

An Enhanced Learning Resource (ELR) should be established at Harestanes Primary School. This would provide support to children, with a range of additional support needs. The provision would be for children in the early years and primary stages within the Kirkintilloch/Lenzie locality.

The ELR at Harestanes Primary School will support approximately 20 primary aged children and 6 children in their early years education. There would be provision for support for children in early years on an assessment basis. Having the ELR within a mainstream primary allows for greater inclusion opportunities for learners. This would support children within their local area.

Currently the school is significantly under-occupied and suitable areas have been identified within the school to develop the ELR. The provision would require 3 classrooms within the school. Children would access mainstream facilities as required. Some dedicated outdoor space will also be required.

2.4 Enhanced Support Provision

ELRs are an important part of the Council's ASN strategy. Enhanced Learning Resources will therefore be provided in each locality area, to ensure that children can access support as close to home as possible. ELRs will support a wider range of needs and staff will have experience and training to support these needs.

The ELR will provide Tier 2 support to children with additional support needs. School aged children will access a full-time placement in the ELR. They will be on the Harestanes school roll and will access the mainstream classroom if or when appropriate. This will be based on an on-going assessment of pupil needs and will be fully supported by ELR staff. Tier 2 support is carefully defined in the ASN strategy including criteria for access, type of support offered, and impact of the support. This is attached in APPENDIX 1.

SECTION 3 - IMPACT OF THE PROPOSAL

3.1 What is the Educational benefit of the proposal?

This proposal will ensure:

- Locally accessible provision to meet children's needs in each locality;
- Reduction of time children spend being transported to school and associated reduction in costs, allowing resources to be directed to learning and teaching;
- Opportunities for inclusion within local community - which will enhance relationships, sense of belonging with peers at school and access to local community resources.
- Greater flexibility of provision which can be adapted to meet the needs of each child – a wider range of support and skills in each base will allow the base to respond to learners needs.
- Development of staff capacity - professionals with different areas of expertise will be able share their knowledge skills both within bases and with the host school
- Greater range of experiences and opportunities for all children.

This proposal is an important part of the overall ASN strategy in East Dunbartonshire Council. The educational benefits of this strategy have been identified as:

- Ensuring provision is in line with the principles of Getting It Right For Every Child (GIRFEC) - proportionate to children with greatest needs, holistic and multi-agency.
- Ensuring all aspects of child's developmental needs are identified and taken into account.
- Ensuring parents of the most vulnerable members of school population have opportunity for engagement with professionals and can better understand their own child's developmental trajectory and needs.
- Recommendations are consistent with the priorities of EDC's Autism Strategy (2014-2024): mainstreaming, transitions, training and mainstreaming
- A continuum of educational provision within EDC that has a presumption of mainstream as well as offering specialist provision
- Capacity building across all educational establishments and sectors through increased mainstreaming and outreach, which will be complemented and supported by Autism Advisers and the Language and the Communication Friendly Establishment approach
- Substantially supports the accurate and robust assessment of children with a complexity of needs which in turn leads to appropriate and fully considered placement, provision and planning.

3.2 How will this proposal affect children in Harestanes Primary School?

Harestanes Primary School is currently significantly under-occupied and currently has 6 unoccupied classrooms. Out of 14 class bases, 8 are currently being used by mainstream pupils.

It is anticipated that due to the needs of children in the ELR, teaching groups will be small, and would use 3 classrooms. One additional space would be required for the early level learning and 1 additional room would be required for professional meetings and visiting specialist, and a staff office would be provided. A separate entrance would be required, and some investment will be required to ensure that class areas are suitable and appropriately furnished. Given current levels of occupancy at Harestanes Primary School, this can be accommodated without any adverse effects to the school.

Work is currently underway with the Council's Assets team, the school and ASN professionals, to confirm the specific adaptations required. These proposals will be discussed in detail with the Head teacher and the Parent Council before they are confirmed and implemented.

SECTION 4 – CONSULTATION RESPONSE FORM

CONSULTATION ON PROPOSAL TO ESTABLISH AN ENHANCED LEARNING RESOURCE BASE AT HARESTANES PRIMARY SCHOOL

Please return this form to your school by **30 November 2018**.

I agree with the proposal as outlined in this consultation

I disagree with the proposal as outlined in this consultation

I would like to make the following representation for consideration:

Name:

Address:

Postcode:

Telephone Number:

APPENDIX 1 - TIER 2 SUPPORT DEFINITION

Criteria

- Children who may have:
 - Delays or impairments in expressive and/or receptive language
 - Difficulties in the area of social communication, i.e. interactions with peers and adults, that cannot be supported solely within mainstream school
 - Difficulties with focus and attention
 - Significant difficulties accessing the curriculum due to learning needs
 - Extreme distress with behaviours that challenge, such as absconding or becoming upset.
- All children must require access to small group learning for a significant proportion of school week but must also be able to access mainstream school for either learning or social activities.
- Access to Enhanced Support base would be available for those children with higher levels of targeted intervention needs who do **not** meet the criteria for fulltime placement in specialist provision. Priority to be given to outreach support to allow child to maintain placement in catchment school where possible

Support Offered

- Small group sessions to develop language, concentration, play skills and/or social interaction for some children
- Small group sessions to develop learning and progress curriculum at earlier level than typically developing peers for some children.
- Inclusion in mainstream
- High level of parental involvement and support offered within the Enhanced Support bases e.g. parenting support
- Enhanced support during transition processes to identify suitable resource for secondary stage and to ensure secondary school staff have a full understanding of additional support needs and strategies which support those needs.

Anticipated impact

- Children have the benefits of both small group learning/a differentiated curriculum and inclusion in mainstream
- Ongoing process of assessment, planning, intervention and evaluations process via Pupil Support Groups (PSGs), Team Around the Child (TAC) meetings and Action Plans will provide rich information on all areas of the child's strengths and development needs
- Parental involvement in the process will result in a higher level of agreement between parents and professionals as to the child's developmental profile and appropriate educational provision at stage of secondary transition.
- Parental capacity will be built across a range of areas e.g. Triple P approach and/or Solihull Training
- Targeted interventions will support the development of children's skills in all areas
- With outreach, capacity will be raised within the child's mainstream school which will benefit all learners (e.g. Language and Communication Friendly Environment (LCFE), autism friendly environment)

Media Release.....Media Release.....Media Release.....Media Release.....

Council launches consultation on enhanced learning resource in Harestanes Primary

A wide ranging consultation has been launched as part of East Dunbartonshire Council's commitment to review how children with additional support needs are educated and supported across the area.

The consultation, running from Monday 22 October until Friday 30 November 2018, seeks views on a proposal to set up an enhanced learning resource in Harestanes Primary.

During the six week statutory consultation period, the Council hopes to gather the views of parents, carers, teachers, school staff, trades unions, Education Scotland, other professionals in the field and, where appropriate, the children themselves.

Enhanced learning resources aim to offer as much support as possible for children with a range of additional support needs in a mainstream setting within their own community.

Similar resources have recently been set up in Castlehill Primary in Bearsden and Wester Cleddens Primary in Bishopbriggs. They are currently supporting 38 children. This proposal seeks to extend the service to the Kirkintilloch/Lenzie area, and if successful, would operate from August 2019 and could support 20 pupils.

Councillor Jim Goodall, Convener of the Council's Education Committee said, "Over coming weeks I hope as many people as possible take part in this consultation. The Council's review of how we educate and support young people with additional support needs relies on the input of those with experience and expertise in this field."

A consultation document, outlining the details of the proposals and explaining its educational benefits is available and there is a section for interested parties to complete and return.

It can be found on the consultation pages of the Council website at:
<https://www.eastdunbarton.gov.uk/Enhancedlearningresource-Harestanes>

Alternatively, hard copies are available from Community Hubs across the area, from the Council Headquarters in Kirkintilloch or by contacting the Council's Primary School Improvement Team on 0300 123 4510.

As part of the consultation there will be a public meeting in Harestanes Primary on Tuesday 6 November 2018 at 6pm to which all are welcome.

Once all responses are gathered, members of the Council's Education Committee will consider the proposal.

Follow us on Twitter [@EDCouncil](https://twitter.com/EDCouncil) or like us at <https://www.facebook.com/edunbartonshirecouncil>

(333 words)

Contact: Claire Robertson, Communications, 0141 578 8032
Date: Monday 22 October 2018

Indicative Statutory Consultation Timeline for Enhanced Support Base – Harestanes

Task Name	Start	Description	Time Requirements
Consultation Launch	22nd October 2018	Publish the proposal paper: Distribute consultation papers / invite responses / launch on website	None
Consultation response period (including public meeting)	22 nd October 2018 – 30 th November 2018	A period for stakeholders to submit responses to the consultation, and to make representation to the council on the issues that affect them. These representations should be responded to, describing how issues raised have been or will be dealt with. At least one public meeting should be held in this time period.	6 Weeks or 30 schools days (minimum)
Public meeting date	Tuesday 6 th November 2018 at 6:00pm	A public meeting should be held within the school / area involved. This allows members of the public to put questions and representations to officers. These will be recorded as representations under the consultation.	Within above timescale
Council produce report for Education Scotland	Within above timescale	The Council should produce a report for Education Scotland taking into account representations and responses. Copies of all representations and responses should be provided to Education Scotland.	None
Education Scotland to prepare report for EDC	10 th December 2018 – 21 st December 2018 (as agreed with Education	Education Scotland take receipt of all representations and responses received in response to the consultation. They make a visit to the school /	3 Weeks (maximum) from the date they receive a copy of the Council report)

Task Name	Start	Description	Time Requirements
(may include a school visit)	Scotland on 8 th October 2018)	area involved and following this will develop a report which they will send to EDC.	
Council develop consultation report	3 rd January 2019 – 11 th January 2019	<p>Taking account of representations received and the Education Scotland report, the proposal is reviewed, and a consultation report is published. This report should contain:</p> <ul style="list-style-type: none"> • the number of written representations received; • a summary of the written and oral representations made and the authority's response to those representations; • the full text of the Education Scotland report; and • a statement explaining how the Council has reviewed the proposal in light of the representations and Education Scotland report. 	None
Council publish consultation report / plus Further consideration period	14 th January 2019	Following publication of the consultation report, the Council must allow time for the public and elected members to consider the consultation report, before making any decision.	3 Weeks (minimum)

Task Name	Start	Description	Time Requirements
EDC produce Committee Report on proposal	Within the above timescale	EDC to produce committee report in time for Council meeting to make a decision on the proposal.	Within the above timescale
Council Decision Proposal to be considered at Education Committee	7 th February 2019	Council meets to make a decision on whether to proceed or not with the proposal, based on the consultation report and any revisions.	None

MEETING:	Statutory consultation public meeting on the proposal to establish an enhanced learning resource at Harestanes Primary School
VENUE:	Harestanes Primary School
DATE/TIME:	6 th November 2018 at 6pm
CHAIR:	Greg Bremner - Acting Chief Education Officer
EDUCATION:	Julie Docherty - Depute Principal Educational Psychologist
PROJECT:	
ASSETS:	Samantha Burke – Project Officer
MINUTE:	

The meeting was opened by the Chair, Greg Bremner, who welcomed those present and introduced panel members. He then gave details of the format of the meeting in terms of questions and answers

Greg Bremner provided an introduction to the proposal including:

- Processes laid out in consultation
- Proposal and benefits
- Education Scotland independent report
- End of process published report will go to Education Committee to approve.

Julie Docherty then provided a short presentation which included:

- ASN provision most suitable to needs and location
- ASN Presentation Capacity within schools and pathways of support with outreach and presumption of mainstream.
- Locality provision rather than transporting.
- Tier 1 – Mainstream with support in their own school/classroom
- Tier 2 – What is currently happening in Wester Cleddens, Castlehill and 3 Secondaries
- Tier 3 – Merkland and Campsie View

Summary of Questions from Attendees

There was a question regarding the current capacity of the school.

Officers advised that the school is currently running under capacity and the current proposal would look to use rooms which are not used at this time.

Would there still be composite classes for the next session.

Officers advised that once enrolment has been completed at the beginning of the year, the head teacher will look at the number of pupils and provide a class structure for the next school year. This proposal will not affect the current school roll in terms of composite classes.

Will the new base take teaching staff away from the school?

Specialist staff will be employed in the proposed new base and this will be separate from the school teaching staff. However this proposal will allow staff within school learning and teaching opportunities. The ELR staff will be managed by the Head Teacher.

If a child attends an ELR base in another location, will they automatically be moved to this one if this is closer to their home.

Each pupil will be assessed and the team around the child will determine the most suitable provision for each pupil. With the new ELR bases which are open, each pupil was considered separately and transition of each pupil is considered carefully. Some pupils may only attend the base a couple of times a week and other may be full time. Some of the pupils who currently attend the ELR provision are able to access some of the mainstream curriculum. When looking at placements, the team around the child will also look at the secondary provision in the area, for example, there will be a similar base within St Ninian's High School.

If there is an absent teacher from the base, will a teacher from the school be required to go into the base?

This is a separate provision and will be managed by the Head Teacher.

What happens if the school roll increases and we no longer have access to the spare classrooms?

Officers advised that roll projections have been looked at for the school on a five year look ahead and the school will be able to accommodate the number of expected pupils.

The school was considered as part of closures including Oxbang and Hillhead, how will this proposal effect this?

This school is not considered for closure at the moment.

How many nursery pupils will there be in the new base?

Nursery will be able to accommodate 6 pupils however nursery places are different as some pupils will attend only morning sessions, or some may only attend a couple of days a week. The nursery staff within the proposed new base would also provide an outreach service to other nurseries.

Will there be enough children in the Kirkintilloch area support the proposed provision?

Officers advised that there are pupils who would access this proposed provision. The Head Teacher explained to have this proposed provision within the school would be great benefit to the school and community.

Will the school receive any additional money and support if this provision is within the school?

Officers explained that there will be additional support provided through training. With regard to additional Support for Learning Assistants (SLA), each year an audit is completed and this determines the allocation of the SLA support.



Will pupils still receive transport to the ELR if they choose to stay in the provision which is in another area?

Officers advised that transport would remain the same for pupils attending an ELR provision out with their current locality.



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Page 179

CONSULTATION ON PROPOSAL TO ESTABLISH ENHANCED LEARNING RESOURCE BASE AT HARESTANES PRIMARY SCHOOL



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Who are we?

- Greg Bremner, Acting Chief Education Officer
- Sam Burke – Minute Taker
- Julie Docherty – Educational Psychologist
- Jackie Gillespie - Head Teacher

Why are we here?

- The Council is consulting on a proposal to establish an Enhance Learning Resource base within Harestanes Primary School . This requires a formal consultation under the Schools (Consultation) (Scotland) Act 2010.
- The act requires that the council:
 - a) Publishes a proposal document, including a statement of educational benefits, and invites comments from interested stakeholders;
 - b) Holds a public meeting to discuss the proposal;
 - c) Invites Education Scotland to comment on the proposal; and
 - d) Publish a report on the consultation, and considers issues raised.

Raising attainment, achievement and ensuring equity for all children within East Dunbartonshire

Working together to achieve the best with the people of East Dunbartonshire.

Strategic Review of ASN Provision

- **Review of Provision for children with ASD by Psychological Service;**
- **Evaluation of provision for children in Merkland and Campsie View – discussion with staff, parents and children;**
- **Report approved by Council in February 2017;**

Current provision

- **Early Years and Primary :**
 - **Castlehill – Bearsden**
 - **Wester Cleddens – Bishopbriggs**
- **Secondary : three LCRs now moving to ELR provision to align support for learners in :**
 - **Bearsden Academy;**
 - **Bishopbriggs Academy**
 - **St Ninian’s High School**

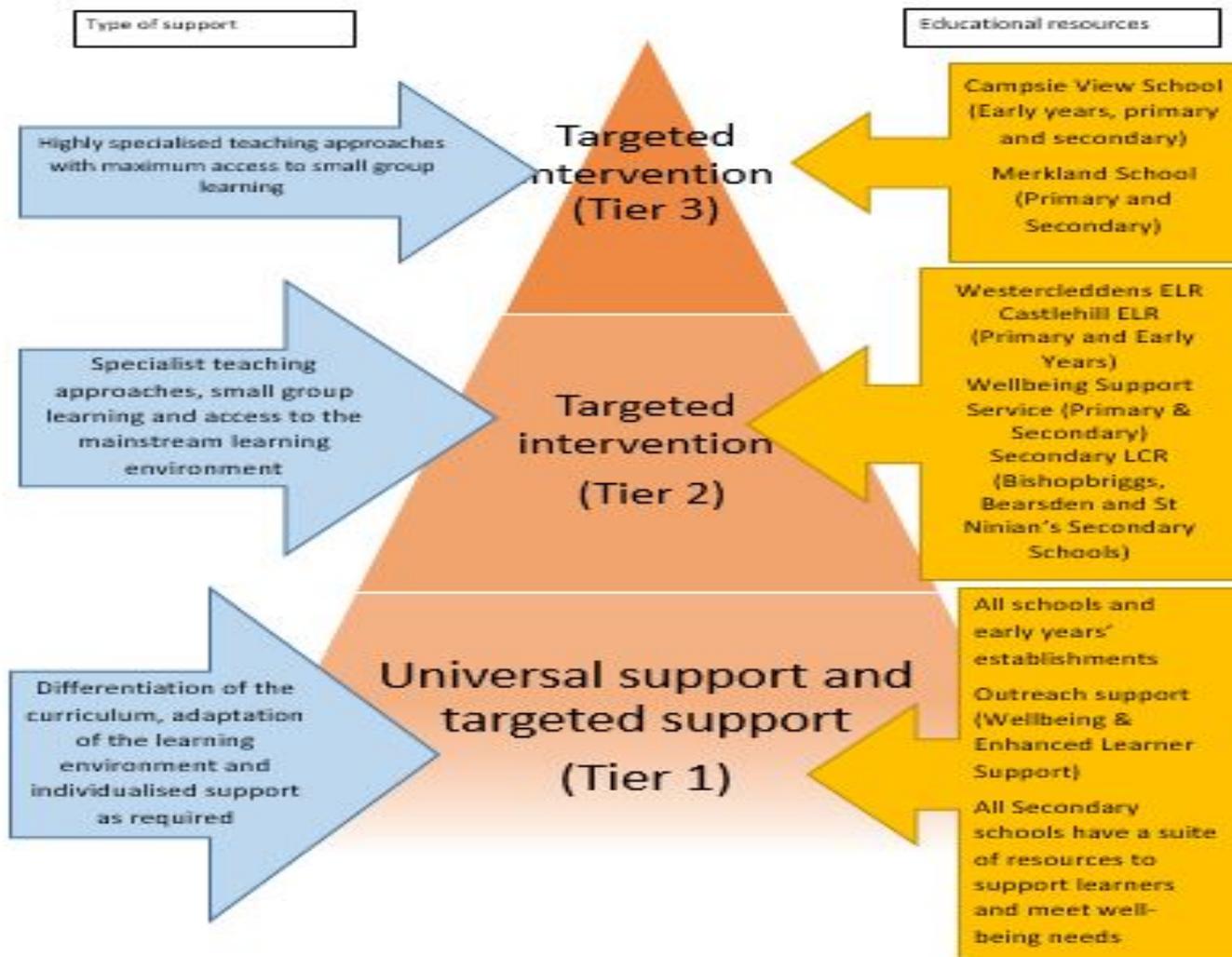
Policy Recommendations:

- **The number of children in standalone specialist provision should be reduced, and specialist provision should focus on supporting young people with the most profound needs.**
- **Support for children with additional support needs should be increased in mainstream settings to support a great number of pupils and meet a wider range of needs;**
- **The criteria and assessment for allocation of places in specialist provision should be clearly defined, and robustly applied; and**
- **Outreach, capacity building and support from specialist teams based within specialist setting should be expanded to support mainstream settings to deliver outcomes for all young people with ASN.**

Clear pathways for support

- **The provision of support within the primary and early years' sectors is being developed with the aim of providing an Enhanced Support Provision in each locality area. These will be named Enhanced Learning Resource Bases.**
- **This has taken place in Castlehill Primary and Wester Cleddens Primary. These bases support a wider range of learning needs, and social and communication needs.**
- **Children are educated within their community with access to mainstream facilities as appropriate.**

Figure 1: The continuum of additional support in East Dunbartonshire



Tier 2

- Children who may have:
 - Delays or impairments in expressive and/or receptive language
 - Difficulties in the area of social communication, i.e. interactions with peers and adults, that cannot be supported solely within mainstream school
 - Difficulties with focus and attention
 - Significant difficulties accessing the curriculum due to learning needs
 - Extreme distress or displaying behaviour which challenges e.g. absconding or becoming visibly upset.
- All children must require access to small group learning for a significant proportion of school week but must also be able to access mainstream school for either learning or social activities.

School Plan

- **ELR would be based in 3 classrooms in current Senior wing**
- **Own entrance and playground**
- **Close proximity to parking for transport**
- **All 8 classes accommodated in existing 12 classrooms in the other three wings of the school**

What it might look like.....



What it might look like

Page 191



Proposal

- **An Enhanced Support Provision in each locality – primary and early years within**
 - **Harestanes Primary**

- **Statutory Consultation under the Schools (Consultation) Act.**

Next Steps

- **Consultation**
 - **With Harestanes pupils**
 - **With ELRs in other neighbourhoods**
 - **Report gathered and information to Education Scotland after 30th November**
 - **Report to Council in February 2018**
 - **<https://www.eastdunbarton.gov.uk/council/consultations>**

Communication and Action plan for Enhanced Support Base at Harestanes Primary School

Task Name	Timescale	Description
Consultation report to Council Committee for approval	January / February 2019	Officers to publish and submit report on proposal for approval.
Design Development	February / March 2019	Officers will work with internal teams to develop plans for the Enhanced Learning Resource Base within Harestanes Primary School.
Pupil Questions about the new provision	Before Easter Holidays	Officers and school staff will review questions raised by pupils and school staff will feedback to pupils during a school assembly.
Design Feedback	After the Easter Holidays	Officers will meet with school staff and the Parent Council to review the plans for the base and also provide opportunity for comment. This will also include feedback on security arrangements for the school and base and travel and transport arrangements for pupils attending the base.
Parent Council and staff visit to ELR	After the Easter Holidays	Officers will arrange a suitable time for staff and members of the parent council to visit an ELR base within the authority.
Confirmation of programme and management of work	Before Summer Holidays	Officers will meet with school staff and the parent council to discuss the programme of works and any management requirements on site which may be required during the construction of the new base.



EDUCATION COMMITTEE 7 FEBRUARY 2019

EPB/015/19/GB

**DEPUTE CHIEF EXECUTIVE - EDUCATION,
PEOPLE & BUSINESS**

CONTACT OFFICER:

**GREG BREMNER , ACTING CHIEF EDUCATION
OFFICER
(TEL: 578 8164)**

SUBJECT TITLE:

**ANNUAL EXCLUSION REPORT WITHIN EAST
DUNBARTONSHIRE COUNCIL FOR SESSION 17-18**

1.0 PURPOSE

1.1 The purpose of this report is to provide the Committee with information related to exclusions from schools within East Dunbartonshire for session 2017-18 and to provide a year on year analysis for comparison.

2.0	<u>RECOMMENDATIONS</u>
2.1	It is recommended that the Education Committee:- a) Notes the Report on exclusions for learners within East Dunbartonshire Council.

**ANN DAVIE
DEPUTE CHIEF EXECUTIVE – EDUCATION, PEOPLE & BUSINESS**

3.0 **BACKGROUND/MAIN ISSUES**

- 3.1 The annual monitoring report highlights the number of incidents of exclusion across East Dunbartonshire Council over a five year period.
- 3.2 Exclusions continue to decrease from last session 2016/17 with a total of 125 days, the lowest in the past five years. Session 2017/18 has shown a decrease in the total number of incidents of exclusion, especially in the number of '5 or more' day exclusions. This now accounts for 7% of total incidents.
- 3.3 It is noted that there has been a decrease in exclusions since last session, however the number of exclusions lasting 5 days or more has increased. Of the 9 incidents of 5 days or more; 5 of them were due to physical assault (without weapon) against a pupil. Issues relating to aggressive behaviour are being addressed with individual schools through support from the Central Additional Support Need (ASN) and Quality Improvement Service.

INCIDENTS	Session 2013/14	Session 2014/15	Session 2015/16	Session 2016/17	Session 2017/18
Number of temporary exclusions	209	186	221	163	125
Number of temporary exclusions lasting 5 or more days	14	18	13	5	9
Number of temporary exclusions lasting 5 or more days as a percentage of all temporary exclusions	7%	10%	6%	3%	7%

- 3.4 The tables below indicate the exclusions from each Primary and Secondary and detail the number exclusions together with the average length of exclusion. As it is possible for schools to record more than one circumstance against each exclusion incident. This analysis allows officers to analyse and provide support for schools to take action to identify actions as school and individual level.

Primary School Exclusions 2017-18	Number of Exclusion Openings	Number of Exclusion Incidents	Number of Distinct Pupils Involved	Average Length of Exclusion
Balmuildy Primary School	3	2	2	1.5
Hillhead Primary School	7	4	4	1.8
Lairdsland Primary School	19	6	5	3.2
Lennoxton Primary School	25	6	3	4.2
Oxgang Primary School	17	3	2	5.7
St Machan's Primary School	12	2	1	6
Thomas Muir Primary School	14	5	5	2.8
Twechar Primary School	3	2	2	1.5

Secondary School Exclusions 2017-18	Number of Exclusion Openings	Number of Exclusion Incidents	Number of Distinct Pupils Involved	Average Length of Exclusion
Bearsden Academy	24	7	7	3.4
Bishopbriggs Academy	104	31	25	3.4
Bocclair Academy	8	4	3	2
Douglas Academy	40	15	13	2.7
Kirkintilloch High School	67	19	11	3.5
Lenzie Academy	26	9	7	2.9
St Ninian's High School	22	4	4	5.5
Turnbull High School	38	6	5	6.3

- 3.5** Of the primary exclusions Lennoxton Primary have most, but involve 3 pupils with two of them having multiple exclusions. Issues relating to behaviour are being addressed through support from the Central ASN and Quality Improvement Service.
- 3.6** There is a higher number of exclusions in two of our secondary schools. In one school 39% of exclusions were due to substance misuse- not alcohol, and 23% due to fighting. These issues are being addressed through the school curriculum and with support from the schools pastoral Guidance team. Other exclusions were for a variety of reasons; the most common being insolent or offensive behaviour.
- 3.7** Bocclair Academy has engaged with Child Poverty action and their exclusions are the lowest across the authority. The work in this school is being reviewed as an area of good practice and lessons learned will be shared through professional learning.
- 3.8** The report also highlights key messages relating to reasons for the exclusion, in order to identify trends and areas for intervention where appropriate. This information is shared with schools to support self-evaluation and improvement planning regarding attendance and exclusion statistics.
- 3.9** From the table below it is noted that pupils were excluded for a range of different reasons. This highlights the most common exclusions reasons and their frequency across the last three years. These figures are based on the incidents that occurred and not the length of exclusion period.

See table of Circumstances – year on year analysis

Circumstances	Session 2015/16	Session 2016/17	Session 2017/18
Physical assault with no weapon against pupil	35	23	26
Fighting	28	26	21
Verbal abuse of staff	40	27	20

Circumstances	Session 2015/16	Session 2016/17	Session 2017/18
General or persistent disobedience	55	21	19
Substance misuse - not alcohol	16	18	15
Verbal abuse of pupils	15	13	11
Damage to school property	9	9	11
Insolent or offensive behaviour	36	23	10
Threat of physical violence using weapon or improvised weapon, against pupil	3	2	6
Physical assault with no weapon against staff	6	4	5
Threat of physical violence, no weapon, against pupil	3	4	5
Refusal to attend class	7	4	4
Malicious communications against pupil	7	11	1
Other	58	32	21
Total number of circumstances recorded	318	217	175

- 3.10** The total amount of exclusions per year is showing a decline. The decrease in pupil exclusions is noteworthy when you take into account the increase in the pupil population. Since 2013, the pupil population has increased from 16,056 to 16,728 across Primary, Secondary and Special School estates.
- 3.11** It is evident from the table above that there is a decrease to issues of malicious communications against pupils; with the number of incident decreasing from 11 in 2016/17 to 1 in 2017/18. This positive result could be due to anti-bullying, equalities and internet/social media sessions and workshops.
- 3.12** There is a notable decline in pupils being excluded for insolent or offensive behaviour with a decrease from 23 incidents in 2016/17 to 10 in 2017/18.
- 3.13** In session 2016/17 it was highlighted that more action is required to address the verbal assault statistics on staff and pupils. It is noted that this has continued to decrease and the central team and Quality Improvement team will continue to support schools with steps to improve this through enhanced wellbeing and positive interaction strategies.
- 3.14** The table above (3.9) indicates an increasing number of pupil incidents involving threat of physical violence using a weapon or improvised weapon against pupils. The Council will support the reduction of these incidents through Parental and Pupil engagement sessions.
- 3.15** It is encouraging to note that general or persistent disobedience is showing a downward trend.

4.0 IMPLICATIONS

The implications for the Council are as undernoted.

- 4.1 Frontline Service to Customers** – continuing to build capacity to improve levels of exclusions for all learners, especially within Secondary schools.
- 4.2 Workforce (including any significant resource implications)** - None
- 4.3 Legal Implications** – None
- 4.4 Financial Implications** – None
- 4.5 Procurement** – None
- 4.6 ICT** - None
- 4.7 Corporate Assets** - None
- 4.8 Equalities Implications** – None
- 4.9 Other** - This report has been assessed against the Policy Development Checklist and has been classified as being an operational report and not a new policy or change to an existing policy document.

5.0 MANAGEMENT OF RISK

The risks and control measures relating to this report are as follows:-

- 5.1** The Quality Improvement Team provide analysis and support for schools to identify trends and interventions to support learners who are being excluded in order to reduce the exclusion rates.

6.0 IMPACT

- 6.1 ECONOMIC DEVELOPMENT** – N/A
- 6.2 EMPLOYABILITY** – N/A
- 6.3 DELIVERING FOR CHILDREN & YOUNG PEOPLE** – Analysis of data and reasons for exclusion are shared with Head Teachers in order to identify possible implications and appropriate actions for schools to take to reduce exclusion rates through wellbeing support.
- 6.4 COMMUNITY SAFETY** – N/A
- 6.5 HEALTH & SOCIAL CARE** – N/A

7.0 POLICY CHECKLIST

7.1 This report has been assessed against the Policy Development Checklist and has been classified as being an operational report and not a new policy or change to an existing policy document.

8.0 APPENDICES

8.1 None