
Report To:	Education and Lifelong Learning Committee	Date:	13 March 2012
Report By:	Corporate Director Education & Communities	Report No:	EDUC/17/12/AE
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Subject:	Additional Support Needs Monitoring Forum		

1.0 PURPOSE

- 1.1 This report shares with Committee an update on the progress of the Additional Support Needs Monitoring Forum (ASNMF).

2.0 SUMMARY

- 2.1 A report on the progress of the newly formed ASNMF had been requested at an earlier Committee. Officers agreed to give members an update 6 months from the date of the original report.
- 2.2 The ASN Monitoring forum came into operation in January 2011 as a result of work between Educational Psychology Service and the Education Department.
- 2.3 The Forum is designed to ensure that children's and young people's needs are met in the best way possible, through the allocation of appropriate resources and/or placements.
- 2.4 Children and young people with Additional Support Needs are referred to the Forum by the Head of the educational establishment in consultation with parents/carers and professionals involved with the child, which may include educational psychologist and/or health professionals. At the ASN Forum, appropriate professionals consider the child or young person's needs and make recommendations for the allocation of appropriate resources, expertise and placements.

3.0 RECOMMENDATION

- 3.1 The Education and Lifelong Learning Committee is recommended to note the positive progress which has been made through the ASNMF in meeting children's needs more effectively.

Albert Henderson
Corporate Director Education & Communities

4.0 BACKGROUND

4.1 The table below shows details of the numbers and types of cases being discussed at the ASNMF:

Summary of the Figures as of December 2011

Number of ASN Forum Meetings held (January 2011 to December 2011)	13
Total number of children and young people discussed(excluding Flexible Learning Packages)	200
No of cases from early years	93 (47%)
No of cases from primary	81 (41%)
No of cases from secondary	26 (13%)
No of cases re-referred to Forum	30 (15%)
No of Flexible Learning Packages endorsed by ASNMF	37

4.2 It is important that the Forum has accurate information about a child or young person's needs when their case comes to the meeting. In most instances education staff provide information of the following type: the child's support plan, (as outlined in Staged Assessment and Intervention) and/or an Integrated Assessment Framework (IAF) (when this has been appropriate) a detailed trail of written evidence of the assessment of the additional support needs; evidence of a detailed planning and evaluation of success. This information generally enables the Forum to make informed recommendations. On some occasions further information is required.

4.2 As detailed in the table below the Forum makes a range of recommendations which are then discussed at a full review with parents, the child, as appropriate, and relevant agencies.

4.2 Summary of Recommendations made by the Forum at December 2011:

Type of Recommendation	Frequency	Percentage %
Enhanced level of Transition Planning	73	19
Referral for or continued provision of outreach support	81	21
Further information or actions required	75	20
Training required	12	3
Deferred school entry	8	2
Placement recommendations	111	29
<i>split/part-time</i>	19	16
<i>Alternative (within Authority)</i>	57	49
<i>Alternative (outwith Authority)</i>	6	5
<i>Continue current/maintain mainstream</i>	35	30
Individualised Education Plan	5	1
Coordinated Support Plan	3	1
Integrated Assessment Framework (IAF)	3	1
ASN Support	13	3
TOTAL	381	100

4.3 Key Changes/Developments

Since the Forum commenced the following changes have been adopted as a result of feedback by professionals/carers as well as a result of observations of Forum members to improve efficiency and effectiveness.

- Educational establishments are aware that they have the lead role in both the processes of referral to and feedback from the Forum
- Feedback to parents and carers regarding recommendations from the Forum is provided by educational establishment staff at a review meeting held promptly on receipt of the outcome
- Staff from educational establishments recognise the important part they play in supporting parents to understand that there are a range of approaches, resources and placements which may be available to meet needs. Their role is thus to provide as clear a description of needs as possible to help the Forum to come to an informed recommendation
- Educational establishment staff are clear in their emphasis that the outcomes from the Forum are recommendations. Based upon additional information and/or parental views the recommendations can be reconsidered and changed if appropriate.
- There is now in place a more rigorous process for monitoring Flexible Learning Packages and the allocation of finite education resources
- The Forum has representation from all sectors as appropriate

4.4 Since August 2011 all information regarding the ASN Monitoring Forum is available for staff on GLOW.

4.5 Additional improvements in service delivery have resulted from the evaluative work which occurs as a result of Forum meetings. This includes:

- Training for staff in documenting plans
- The forming of an ASN support staff bank
- Intense work with guidance staff on improving attendance
- Forming of a Parents' Reference Group with a focus on ASN.

4.6 The majority of recommendations are agreed at the review stage but occasionally these are altered, or a parent may wish to discuss their child more fully with the Head of Service. Meetings are set up to discuss any concerns parents or carers may have.

5.0 IMPLICATIONS

5.1 Financial: There are no financial implications

5.2 Human Resources: There are no human resource implications.

6.0 CONCLUSION

6.1 We are confident that the Forum is achieving its aim to ensure that provision to meet the additional support needs of children and young people arising from a range of factors is within the least restrictive environment possible, is proportionate to the need identified, and promotes inclusive education.