Inverclyde council

AGENDA ITEM NO. 11

Report To:	**Education & Communities Committee**	**Date: 5 November 2013**
Report By:	**Corporate Director Education, Communities & Organisational Development**	**Report No: EDUCOM/80/13/AE**
Contact Officer:	**Angela Edwards, Head of Inclusive Education, Culture & Corporate Policy**	**Contact No: 01475 712828**
Subject:	**ASN Monitoring Forum**	

1.0 PURPOSE

1.1 The purpose of the report is to provide Members with an update on the progress of the ASN Monitoring Forum in relation to the trends in terms of needs and allocation of Council resources to support children and young people with additional support needs

2.0 SUMMARY

2.1 The ASN Monitoring Forum was established in January 2011. It is a multi-agency Forum and its role is to consider the assessments of pupils with additional support needs, both those attending Inverclyde Council's mainstream schools and early years' provision, as well as those transferring into the Authority. The Forum makes recommendations about meeting these needs to the Head of Service for Inclusive Education, Culture and Corporate Policy.

2.2 The aim is to ensure that provision to meet the additional support needs of children and young people arising from these factors is within the least restrictive environment possible and promotes inclusive education.

2.3 Data from the Forum tracks number of referrals by age, sector, type of provision and recommendations made.

2.4 The main findings are that the Forum is consistently making recommendations which align with the aim to educate and support children and young people within Inverclyde resources in the most inclusive manner which meets their needs

3.0 RECOMMENDATION

3.1 That the Committee note the contents of this report, which narrate the statistics presented in the appendices.

4.0 BACKGROUND

4.1 The ASN Monitoring Forum was established in January 2011. The role of the ASN Monitoring Forum is to consider the assessments of pupils with additional support needs, both those attending Inverclyde Council's mainstream schools and early years' provision, as well as those transferring into the Authority. This multi-agency forum makes recommendations about meeting these needs to the Head of Service for Inclusive Education, Culture and Corporate Policy.

4.2 There is a wide range of factors which may lead to some children and young people having an additional support need, and these fall broadly into four overlapping themes: learning environment, family circumstances, disability or health need, and social and emotional factors.

4.3 The ASN Monitoring Forum seeks to ensure that provision to meet the additional support needs of children and young people arising from these factors is within the least restrictive environment possible and promotes inclusive education.

4.4 Since the commencement of the Forum in January 2011 to June 2013 there have been 524 Inverclyde children and young people discussed (409 males and 105 females). Therefore there are almost 4 times as many boys highlighted in terms of needs than girls.

4.5 The breakdown by age group of referrals is 190 (36%) early years (0- 5 years), 232 (44%) primary aged and 102 (19%) secondary aged. It would be expected that in terms of early intervention, early years establishments and primaries are highlighting the needs to be addressed so that forward planning can be taking place effectively. Thus the figures are in line with our expectation. It does indicate the importance of targeting of support and aligning our services effectively to meet needs.

4.6 Recommendations regarding placements indicate that of the 179 children and young people who were referred to consider their needs in relation to placement, 41 were recommended for mainstream, 84 to attend Inverclyde specialist ASN provision, 45 were recommended to attend a joint placement between mainstream and specialist provision, and only 9 children and young people were recommended for Out of Authority specialist provision. This data would indicate that the policy of least restrictive environment as well as an emphasis upon ensuring where possible Inverclyde children and young people are educated in Inverclyde is being actively pursued.

5.0 IMPLICATIONS

5.1 Finance: There are no known financial issues

5.2 Human Resources: There are no known HR issues

5.3 Legal: There are no known legal issues

5.4 Equalities: There are no known equality issues

6.0 Legislation/guidance Policy link

Standards in Scotland's Schools etc.
ACT 2000
This Act is based on a 'presumption of mainstream'. This principle is supported throughout the Forum procedures and processes by ensuring almost all of our pupils maintain mainstream placements.

Additional Support for Learning Act 2004 and the
2009 Act
Challenging behaviour may arise from any of the 4 identified barriers to learning in the Act: learning environment, health and disability, family circumstances and social and emotional.

Getting it Right for Every Child (GIRFEC) The ultimate aim of the provision of support for is that it enables learners to be safe, healthy achieving nurtured, active, respected and responsible and included. This is embedded in both the development and delivery of the ASN Monitoring Forum partnership working

Appendices
1ASN Monitoring Forum Guidelines 2013
2ASN Monitoring Forum Summary Meeting 2013 - 2014

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Education, Communities and Organisational Development

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ASN Monitoring Forum Guidelines

2013 - 2014

Introduction

In line with Inverclyde Council's Policy on Inclusion the majority of pupils in Inverclyde are supported in their mainstream establishments.

The legislative background related to our policy on inclusion is stated below:
Education (Scotland) Act 1980
Education authorities must provide adequate and efficient school education for children of school age within their area.

Children (Scotland) Act 1995
Under Scottish law, children's views must be sought and taken into account of in key decisions that affect them.

Education (Additional support for Learning) (Scotland) Act 2004 and 'the 2009 Act'
The Education (Additional support for Learning) (Scotland) Act 2004 and the 2009 Act aim to ensure that all children and young people receive the additional support they need to meet their individual needs and to help them make the most of their education. The Act and the amended 2009 Act describe the concept of additional support needs, which applies to children and young people who, for whatever reason, require additional support, long or short term, in order for them to make the most of their school education.

Standards in Scotland's Schools etc Act 2000
Section 15 of the Standards in Scotland's Schools etc Act 2000 states that "an education authority, in carrying out its duty to provide school education to a child of school age, shall provide that education in a school other than a special school unless one of a number of circumstances arise."

- Where education in a school other than a special school would not be suited to the ability or aptitude of the child.
- Would be incompatible with the provision of efficient education for the children where the child would be educated.
- Would result in unreasonable public expenditure.
- If one of the circumstances mentioned in subsection (3) above arises, the authority may provide education for the child in question in a school other than a special school; but they shall not do so without taking into account the views of the child and of the child's parents in that regard

Inverclyde Council is committed to the 'presumption of mainstream' as detailed in the '**Standards in Scotland's Schools etc. Act 2000'**

Getting it Right for Every Child (GIRFEC)
GIRFEC aims to improve outcomes for all children and young people and to ensure that all agencies respond appropriately and, when required, work together to address the needs for children and young people by identifying and addressing potential risks.

It provides mechanisms for identifying and planning how we help children and young people grow and develop. It seeks to improve services and measures the impact services have on a young person's well-being and development. Effective self-evaluation forms a key part of education's implementation and delivery of GIRFEC.

Inverclyde Council education resources
As well as the regular support from Educational Psychology Service to educational establishments to advise on the needs of children and young people Inverclyde Council also has specialist resources and educational establishments, for children and young people who have additional needs that are not able to be supported in full-time mainstream education.

In Early Years (0 – 5):

- Early Years Language Centre EYLC
- EAL teaching support
- Hillend Children's Centre
- Looked After teaching support
- Early Years Outreach Team (EYOT)
- Home Visiting Teaching

In the Primary sector:

- All Saints Communication and Language Base
- EAL teaching support
- Moorfoot Primary School (Garvel Deaf Centre)
- Craigmarloch
- Looked After teaching support
- Outreach support services for children with Autism Spectrum Disorders, Primary Language Impairment, Hearing Impairment, Visual Impairment
- School Aged Language Base

In the Secondary sector and senior phase:

- EAL teaching support
- Craigmarloch
- Gourock High School Deaf Education Department
- Looked After teaching support
- Lomond View Academy
- MCMC service provision
- Notre Dame Communication and Language Base
- Outreach support services for young people with Autism Spectrum Disorders, Hearing Impairment, Visual Impairment

Role of the ASN Monitoring Forum

The role of the ASN Monitoring Forum is to consider the assessments of pupils with additional support needs, both those attending Inverclyde Council's mainstream schools and early years' provision, as well as those transferring into the Authority. The Forum will make recommendations about meeting these needs to the Head of Service.

Guiding Principle

There is a wide range of factors which may lead to some children and young people having an additional support need, and these fall broadly into four overlapping themes: learning environment, family circumstances, disability or health need, and social and emotional factors.

The ASN Monitoring Forum will seek to ensure that provision to meet the additional support needs of children and young people arising from these factors is within the least restrictive environment possible and promotes inclusive education

Objectives

The ASN Monitoring Forum will: should this now be continuum of support

- Consider the child's support plan, as outlined in Inverclyde Council's Education Services Staged Assessment and Intervention.
- Explore and suggest other possibilities if required.
- Access additional support if required.
- If access to specialist provision within Inverclyde is in the child's best interests, consider which environment, curriculum and peer group would best overcome barriers to the child's learning.

Forum Membership

Core Membership of the Forum

The Chair of the ASN Monitoring Forum is shared by Quality Improvement Officer and Principal Educational Psychologist

Administrative Assistant (Co-ordinator – Educational Psychology Service)
Administrative Assistant (Education Head Quarters)
MCMC Development Officer
Specialist sector representation
Secondary Senior Management representation
Primary Senior Management representation
CHCP representation

Timings & Frequency of Meetings

Monthly basis beginning September with the final Forum in February to allow for transitions and appropriate time for decisions regarding ASN support allocation to be implemented.

Operational Procedures
(Appendix 1: ASN Monitoring Forum Flow Chart)

1. It some instances it will be helpful for the representative of the educational establishment to clarify whether a case requires consideration by the ASN Monitoring Forum. The educational psychologist linked to the educational establishment is in a position to advise, and on these occasions their opinion may be sought. In almost all cases a decision will be made at a multi-agency review to approach the ASN Monitoring Forum for advice. This would not be an indicator that a specialist placement would be necessary, but could explore possible consultation or strategic advice from specialist resources.
   Parents/carers, young people and all agencies involved must be fully consulted and their views represented. The educational establishment SMT representative must ensure that they have discussed with parents or carers the purpose of the ASN Monitoring Forum, the personnel involved and sought their consent before approaching the ASN Monitoring Forum

2. **Documentation**.

The documentation required for submission to the ASN Monitoring Forum, where the request is for consideration of a specialist placement, is the following:

- the Inverclyde Council Staged Assessment and Intervention paperwork evidencing the strategies implemented and progress to date
- minute of review meetings which have taken place in the last year, in particular the multi- agency review
- educational psychologist report where appropriate and any other relevant agency reports where involved
- This documentation may also include a Coordinated Support Plan.

It is the responsibility of the educational establishment to ensure that parents/carers receive from the authors a copy of each report/document in advance of their submission to the ASN Monitoring Forum. Documentation should be sent electronically to the administrative coordinator for the ASN Monitoring Forum.

Personal Learning Pathways (previously known as Flexible Learning Packages)
You are not required to submit Personal Learning Pathways to the ASN MF. The current model is to liaise with your MCMC school contact and send the appropriate pro-forma from Standard Circular 2.13a.

PLP reviews are regularly reported to the ASN MF by the MCMC Development Officer as a business item for the purposes of quality assurance by the MCMC Development officer.

3. **Timescale for submission.** The Forum will no longer be operating a waiting list system. An appointment will only be given after submission of the appropriate paperwork. The information needs to be sent electronically so that it can be passed efficiently and timeously to the representatives on the Forum. In the event that information is not currently in electronic format it must be scanned and sent by email to the following address **Psychological.Service@inverclyde.gov.uk.**

4. The paperwork submitted will thereafter be distributed to members of the Forum relevant to the child or young person's specific sector e.g. Early Years, Primary, Secondary, Senior Phase etc.

5. The Administrative Coordinator will allocate time slots by sector so that members of the Forum need only attend when it is relevant to do so e.g. Early Years, Primary, Secondary, Senior Phase etc. **This will obviate the necessity for a screening group and allow a sharing of information in every case.**

6. The ASN Monitoring Forum will convene in Education Head Quarters. A representative of the senior management from the host school/early years establishment and on occasion the case psychologist will be required to attend the ASN Monitoring Forum. Other relevant professionals may attend if appropriate. Each case will be allocated a slot for discussion. **The agenda and documentation will be circulated a week before the date of the meeting.**

7. Once all submissions on that day have been discussed the recommendations of the ASN Monitoring Forum will be discussed in full with the Head of Service by the Forum or Chair.

   The Head of Service will then make a decision on the written recommendations from the ASN MF. Thereafter Head of Service will send a letter to the Head of the Educational establishment with a summary of the recommendations. This recommendation summary will also be sent to any of the other services or educational establishments named in the recommendation (e.g EYLC, ASD Outreach, Heads of CLB bases etc).

This process will normally be completed within two weeks, and that heads of educational establishments and their staff will help in the process of managing parental expectations regarding the timescales by explaining the process.

Feedback The educational establishment SMT representative will then convene a multi-agency review to feed back and distribute the recommendations of the ASNMF as soon as possible after receiving the outcome of the ASN Monitoring Forum. The educational establishment SMT representative will then implement the actions required from the recommendation. For example, if the outcome has been that a specialist resource or specialist educational establishment is considered appropriate a Transition Planning Process will then be progressed by the child's current placement. A Post Placement Review (PPR) date will be set. The referring educational establishment is required to report back the findings of the PPR to the ASN Monitoring Forum for confirmation or resubmission.

Managing disagreements On occasion the parents or carers may not be in agreement with the recommendation. In these instances the educational establishment representative may make a referral back to the ASN Monitoring Forum with a detailed description regarding the concerns of the parents regarding the recommended action and minutes of the review meeting and it will be considered as a business item. It is hoped, however, that the educational establishment will have been able to reassure parents that their child's needs have been represented fully to the Forum and that the recommendation of the Forum is deemed at all times to be in the best interests of their child.

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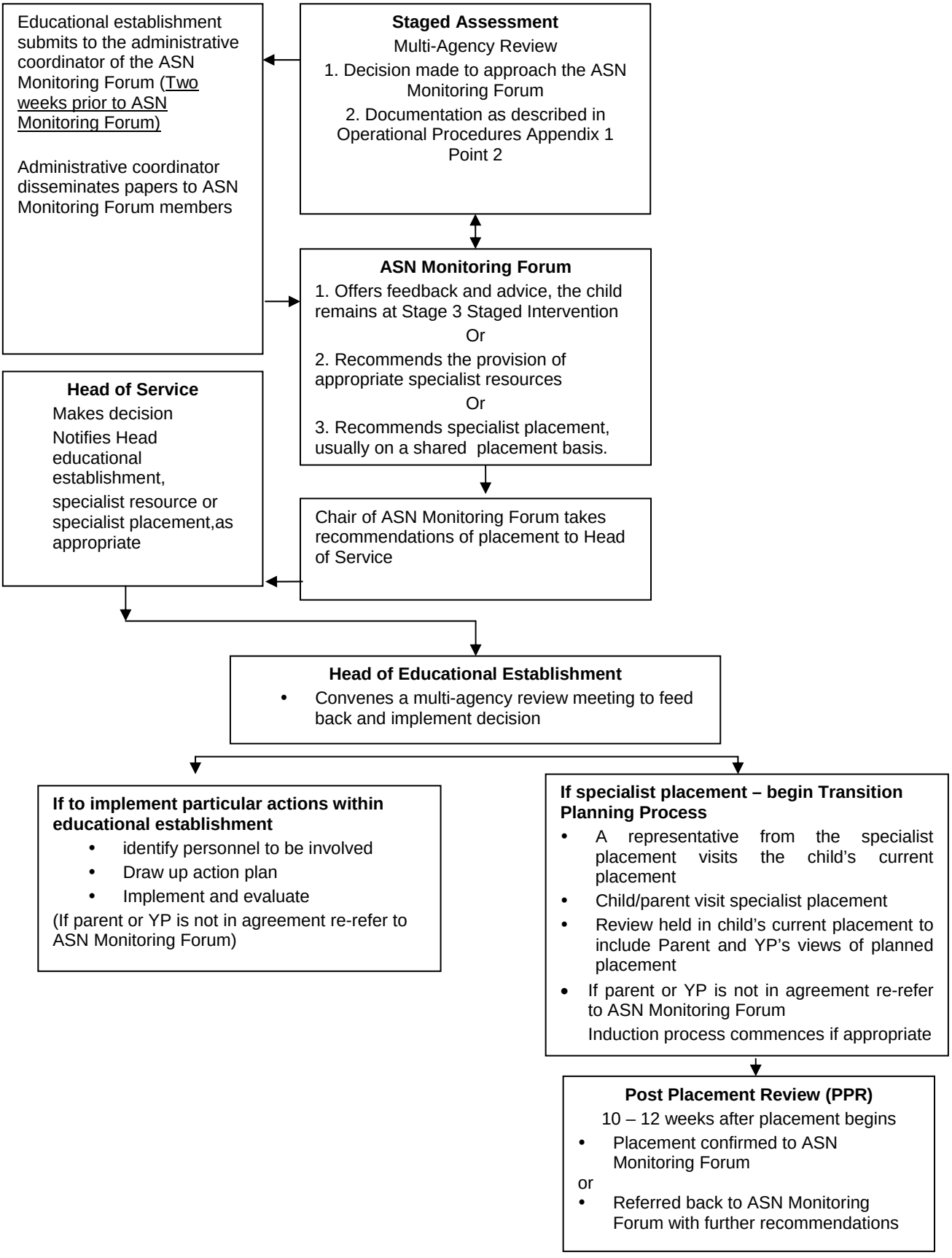
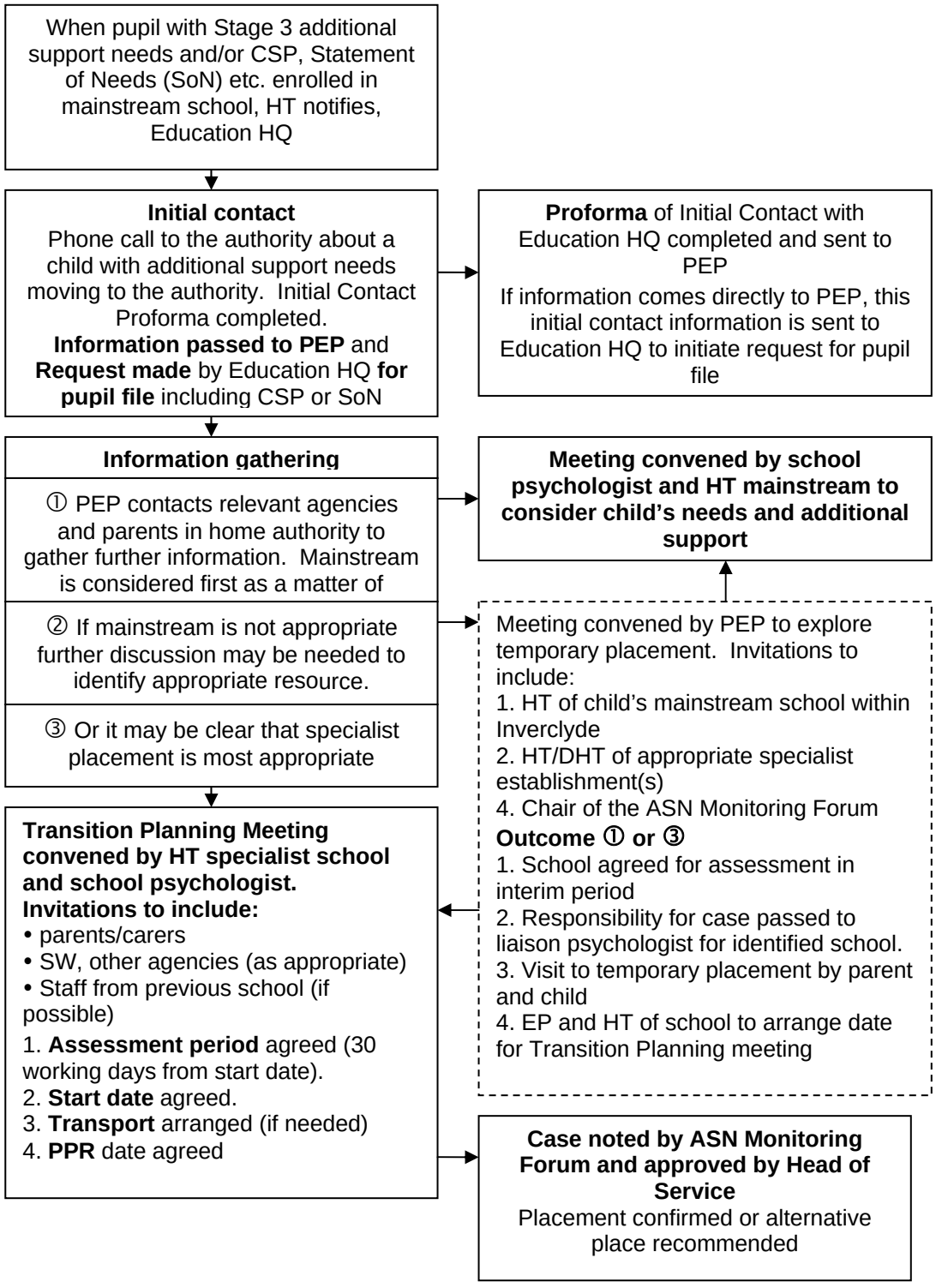
Appendix 1 – ASN Monitoring Forum Flow Chart

School staff must ensure that prior to presentation at the ASN Monitoring Forum they can demonstrate the implementation and evaluation of the level of success of detailed plans over an appropriate period of time



Education Services

Appendix 2 – Procedures for the placement of pupil with additional support needs transferring to Inverclyde from another authority



Appendix 3

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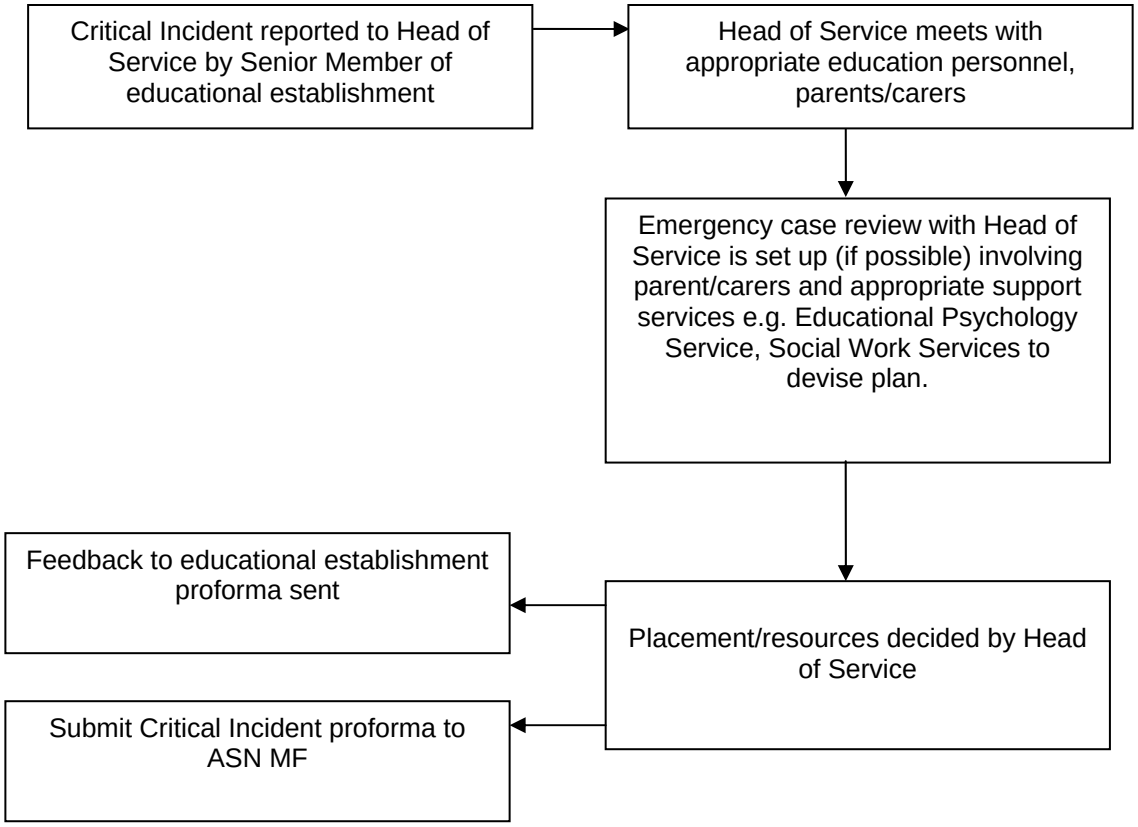
Procedures for managing Critical Incident/Emergency situations



ASN Monitoring Forum From January 2011 to June 2013

Count Sheet

Number of ASN MF Meetings

	Jan 2011 - Jun 2011	Jul 2011 - Jun 2012	Jul 2012 - Jun 2013	Jul 2013 - Jun 2014	Total
No.	9	13	13	0	**35**
App. Hrs	43	40	40.5	0	**123.5**

Number of Cases/Gender

	Jan 2011-Jun 2011		Jul 2011 - Jun 2012		Jul 2012 - Jun 2013		Jul 2013 - Jun 2014		Totals	
	#	%	#	%	#	%	#	%	#	%
No.	131		197		196		0		**524**	
Male	101	*198*	145	*74*	163	*83*	0		**409**	***78***
Female	30	*59*	52	*26*	33	*17*	0		**115**	***22***

Agenda

	Jan 2011-Jun 2011		Jul 2011 - Jun 2012		Jul 2012 - Jun 2013		Jul 2013 - Jun 2014		Totals	
	#	%	#	%	#	%	#	%	#	%
On Agenda -Discussed	124	*243*	187	*95*	175	*89*	0		**486**	
On Agenda -Not Discussed	3	*6*	0	*0*	0	*0*	0		**6**	***1***
Discussed -Not on Agenda	8	*16*	10	*5*	7	*4*	0		**25**	***5***
Re-referrals *	6	*12*	80	*41*	101	*52*	0		**187**	***36***
Business Items	2		17		37		0		**56**	

*Re-referrals

	Jan 2011-Jun 2011		Jul 2011 - Jun 2012		Jul 2012 - Jun 2013		Jul 2013 - Jun 2014		Totals	
	#	%	#	%	#	%	#	%	#	%
2nd	6	*100*	62	*78*	60	*60*	*0*		**128**	*70*
3rd	0	*0*	17	*21*	26	*26*	*0*		**43**	*23*
4th	0	*0*	1	*1*	12	*12*	*0*		**13**	*7*
5th	0	*0*	0	*0*	2	*2*	*0*		**2**	*1*
TOTAL	**6**		**80**		**100**		**0**		**184**	

Referrals by Type of Placement

	Jan 2011-Jun 2011		Jul 2011 - Jun 2012		Jul 2012 - Jun 2013		Jul 2013 - Jun 2014		Totals	
	#	%	#	%	#	%	#	%	#	%
Mainstream										
EY	59	*66*	44	*31*	41	*27*	0		**144**	*38*
PS	18	*20*	73	*52*	89	*58*	0		**180**	*47*
SS	12	*13*	24	*17*	24	*16*	0		**60**	*16*
ASN										
EY	19	*58*	14	*32*	10	*42*	0		**43**	*43*
PS	13	*39*	22	*50*	6	*25*	0		**41**	*41*
SS	1	*3*	8	*18*	8	*33*	0		**17**	*17*
Shared (MS/ASN)										
EY	2	*40*	0	*0*	1	*50*	0		**3**	*33*
PS	3	*60*	0	*0*	1	*50*	0		**5**	*56*
SS	0	*0*	1	*100*	0	*0*	0		**1**	*11*
Out of Authority										
EY	0	*0*	0	*0*	0	*0*	0		**0**	*0*
PS	1	*25*	2	*18*	3	*20*	0		**6**	*20*
SS	3	*75*	9	*82*	12	*80*	0		**24**	*80*
TOTAL	**131**		**197**		**195**		**0**		**524**	

Percentage of Referrals by Age Group

	Jan 2011-Jun 2011		Jul 2011 - Jun 2012		Jul 2012 - Jun 2013		Jul 2013 - Jun 2014		Totals	
	#	%	#	%	#	%	#	%	#	%
Early Years	80	*61*	58	*29*	52	*27*	0		**190**	***36***
Primary Age	35	*27*	97	*49*	99	*51*	0		**232**	***44***
Secondary Age	16	*12*	42	*21*	44	*23*	0		**102**	***19***
TOTAL	**131**		**197**		**195**		**0**		**524**	

Recommendations to Educational Establishment

		Jan 2011-Jun 2011		Jul 2011 - Jun 2012		Jul 2012 - Jun 2013		Jul 2013 - Jun 2014		Totals	
		#	%	#	%	#	%	#	%	#	%
Placement ** see below for more details*		56	22	103	26	75	18	0		179	18
Maintain Current		12	21	20	19	23	31	0		55	31
Mainstream		9	16	24	23	8	11	0		41	23
	EY	1	11	2	8	0	0	0		3	7
	PS	6	67	11	46	5	63	0		22	54
	SS	2	22	11	46	3	38	0		16	39
ASN		18	32	40	39	26	35	0		84	47
	EY	3	17	8	20	8	31	0		19	23
	PS	9	50	14	35	10	38	0		33	39
	SS	6	33	18	45	8	31	0		32	38
Shared (MS/ASN)		11	20	17	17	17	23	0		45	25
	EY	1	9	3	18	4	24	0		8	18
	PS	8	73	13	76	7	41	0		28	62
	SS	2	18	1	6	6	35	0		9	20
Out of Authority		6	11	2	2	1	1	0		9	5
	EY	0	0	0	0	0	0	0		0	0
	PS	0	0	0	0	0	0	0		0	0
	SS	6	100	2	100	1	100	0		9	100
Transition Planning		55	21	39	10	34	8	0		128	13
Deferred Entry		9	4	2	1	15	4	0		26	3
Outreach/Referral		51	20	73	18	94	23	0		218	22
Support Plans		12	5	4	1	23	6	0		39	4
CSP		3	25	0	0	9	39	0		12	31
IEP		3	25	0	0	8	35	0		11	28
IBP		1	8	1	25	4	17	0		6	15
IAF		5	42	3	75	2	9	0		10	26
Staff Training\Input		7	3	8	2	8	2	0		23	2
ASN(A)		6	2	18	5	30	7	0		54	5
Health & Safety/DDA Assess		3	1	12	3	4	1	0		19	2
Transport		4	2	13	3	8	2	0		25	2
FLPs/PLPs		11	4	41	10	15	4	0		67	7
Further information/actions req		36	14	52	13	73	18	0		161	16
Refer back to future ASN MF		7	3	32	8	27	7	0		66	7
		257	**100**	**397**	**100**	**406**	**100**	**0**		1005	100

* You will find more detailed information on page 4

* You will find more detailed information on Outreach/ Referral on page 5

Placement recommendations

	ASN				Shared				Total				
	Jan 2011 - Jun 2011	Jul 2011 - Jun 2012	Jul 2012 - Jun 2013	Jul 2013 - Jun 2014	Jan 2011 - Jun 2011	Jul 2011 - Jun 2012	Jul 2012 - Jun 2013	Jul 2013 - Jun 2014	Jan 2011 - Jun 2011	Jul 2011 - Jun 2012	Jul 2012 - Jun 2013	Jul 2013 - Jun 2014	TOTAL
EY													
EYLC	0	2	3	0	1	3	1	0	**1**	**5**	**4**	**0**	**10**
Hillend CC	3	7	1	0	0	0	0	0	**3**	**7**	**1**	**0**	**11**
PS													
All Saint CLB	2	5	3	0	5	7	2	0	**7**	**12**	**5**	**0**	**24**
Garvel Deaf Centre	1	0	1	0	0	0	0	0	**1**	**0**	**1**	**0**	***2***
Craigmarloch	0	0	10	0	0	0	0	0	**0**	**0**	**10**	**0**	**10**
Glenburn School	4	0	4	0	0	0	0	0	**4**	**0**	**4**	**0**	***8***
Lilybank School	2	7	0	0	0	3	0	0	**2**	**10**	**0**	**0**	**12**
Lomond View Ac	0	0	1	0	0	0	0	0	**0**	**0**	**1**	**0**	**1**
Mearns Centre	0	2	0	0	0	0	0	0	**0**	**2**	**0**	**0**	***2***
SALU	0	0	0	0	1	0	0	0	**1**	**0**	**0**	**0**	**1**
SS													
Craigmarloch	0	0	0	0	0	0	0	0	**0**	**0**	**0**	**0**	***0***
Glenburn School	3	5	0	0	0	0	0	0	**3**	**5**	**0**	**0**	***8***
Lomond View Ac	0	0	4	0	0	0	1	0	**0**	**0**	**5**	**0**	***5***
Mearns Centre	0	9	4	0	2	0	0	0	**2**	**9**	**4**	**0**	***15***
Stella Maris Base	3	7	2	0	0	0	1	0	**3**	**7**	**3**	**0**	**13**
TOTAL	**18**	**44**	**33**	**0**	**9**	**13**	**5**	**0**	**27**	**57**	**38**	**0**	**122**

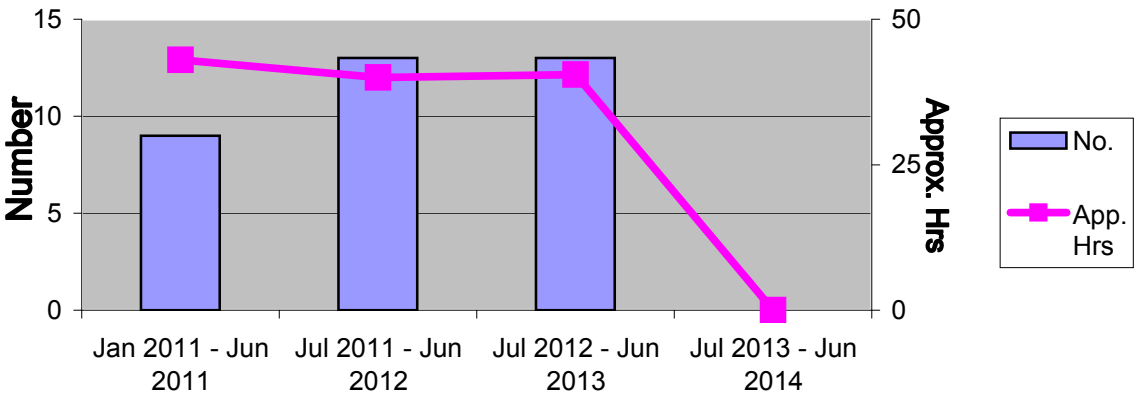
Out of Authority	Jan 2011 - Jun 2011	Jul 2011 - Jun 2012	Jul 2012 - Jun 2013	Jul 2013 - Jun 2014	TOTAL
Countryview	0	1	0	0	**1**
Curo Salus	1	1	0	0	**2**
Kibble	1	0	0	0	**1**
Mary Russell	1	0	0	0	**1**
Parklea	1	0	1	0	**2**
Spark of Genius	2	0	0	0	**2**
TOTAL	**6**	**2**	**1**	**0**	**9**

Outreach/Referral

			Jan 2011-Jun 2011		Jul 2011 - Jun 2012		Jul 2012 - Jun 2013		Jul 2013 - Jun 2014		Totals	
			#	%	#	%	#	%	#	%	#	%
SALU			8	*16*	9	*12*	7	*7*	0		**24**	***11***
ICOS	*EY*	*(EYOT)*	3	*6*	3	*4*	2	*2*	0		**8**	***4***
	PS	*(ASD)*	9	*18*	18	*25*	11	*12*	0		**38**	***17***
	SS	*(ASD)*	1	*1*	7	*5*	3	*3*	0		**11**	***5***
EYLC			3	*6*	8	*11*	6	*6*	0		**17**	***8***
Lomond View Ac							0	*0*	0		**0**	***0***
Mearns Centre			5	*10*	1	*1*	3	*3*	0		**9**	***4***
Teachers	V/HI		2	*4*	4	*5*	8	*9*	0		**14**	***6***
	Home Tuition		1	*2*	4	*5*	4	*4*	0		**9**	***4***
	EHVT		0	*0*	1	*1*	2	*2*	0		**3**	***1***
	Home Link		0	*0*	0	*0*	5	*5*	0		**5**	***2***
	LAAC		1	*2*	1	*1*	0	*0*	0		**2**	***1***
	EAL		0	*0*	0	*0*	1	*1*	0		**1**	***0***
SLT			5	*10*	1	*1*	8	*9*	0		**14**	***6***
CALL Centre			0	*0*	4	*2*	0	*0*	0		**4**	***2***
CAMHS			2	*4*	0	*0*	1	*1*	0		**3**	***1***
Larkfield CFC			0	*0*	0	*0*	0	*0*	0		**0**	***0***
ASN Nurse			0	*0*	0	*0*	1	*1*	0		**1**	***0***
ENT			1	*2*	0	*0*	1	*1*	0		**2**	***1***
School Nurse			1	*2*	0	*0*	0	*0*	0		**1**	***0***
MOVE			2	*4*	0	*0*	0	*0*	0		**2**	***1***
OT			1	*2*	2	*3*	4	*4*	0		**7**	***3***
Educational Audiologist			0	*0*	0	*0*	4	*4*	0		**4**	***2***
ENABLE			0	*0*	0	*0*	1	*1*	0		**1**	***0***
Sleep Scotland			0	*0*	1	*1*	2	*2*	0		**3**	***1***
Allied Health Care			0	*0*	1	*1*	0	*0*	0		**1**	***0***
Other Health			0	*0*	0	*0*	3	*3*	0		**3**	***1***
SWS			2	*4*	2	*3*	3	*3*	0		**7**	***3***
EPS			4	*8*	3	*4*	9	*10*	0		**16**	***7***
Barnardos			0	*0*	0	*0*	1	*1*	0		**1**	***0***
Youth Support Team			0	*0*	0	*0*	1	*1*	0		**1**	***0***
SDS			0	*0*	2	*3*	0	*0*	0		**2**	***1***
Early Bird Training			0	*0*	1	*1*	3	*3*	0		**4**	***2***
TOTAL			**51**	***23***	**73**	***33***	**94**	***43***	**0**		**218**	***100***

Graphs

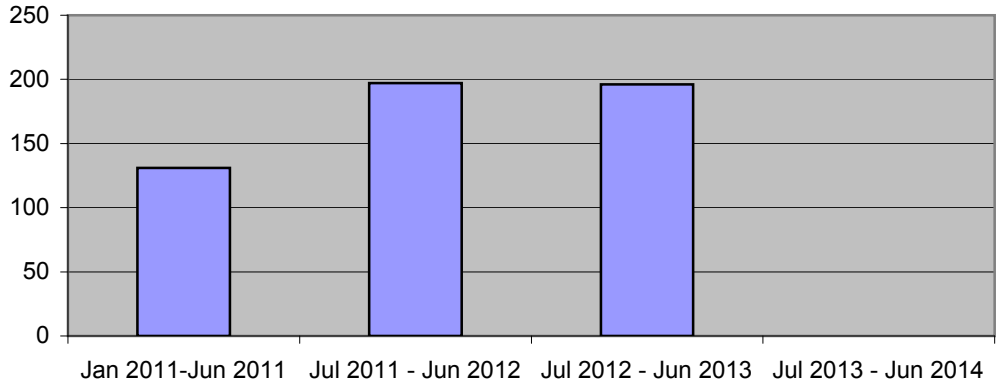
Number of forums held



OVERALL TOTALS

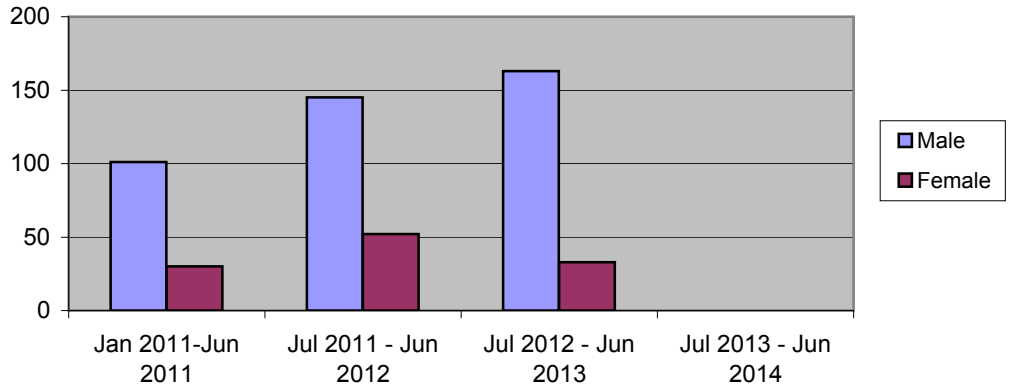
Number	35
Approx. Hours	123.5

Number of cases



Number of cases	524

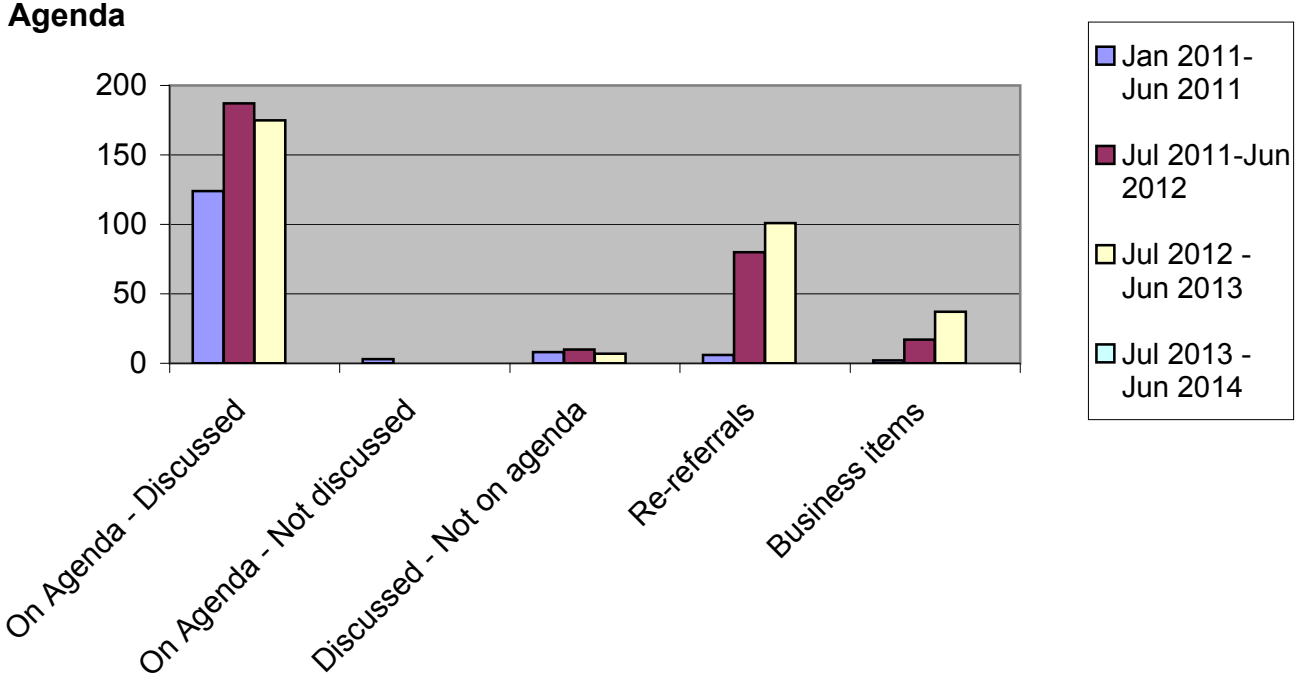
Number of cases by gender



OVERALL TOTALS

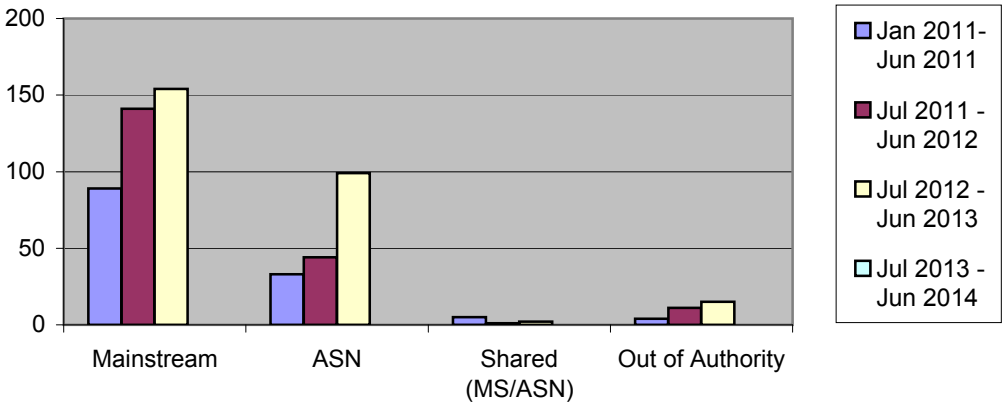
Male	**409**
Female	**115**

Agenda



On Agenda - Discussed	**486**
On Agenda - Not Discussed	**6**
Discussed - Not on Agenda	**25**
Re-referrals	**187**
Business items	**56**

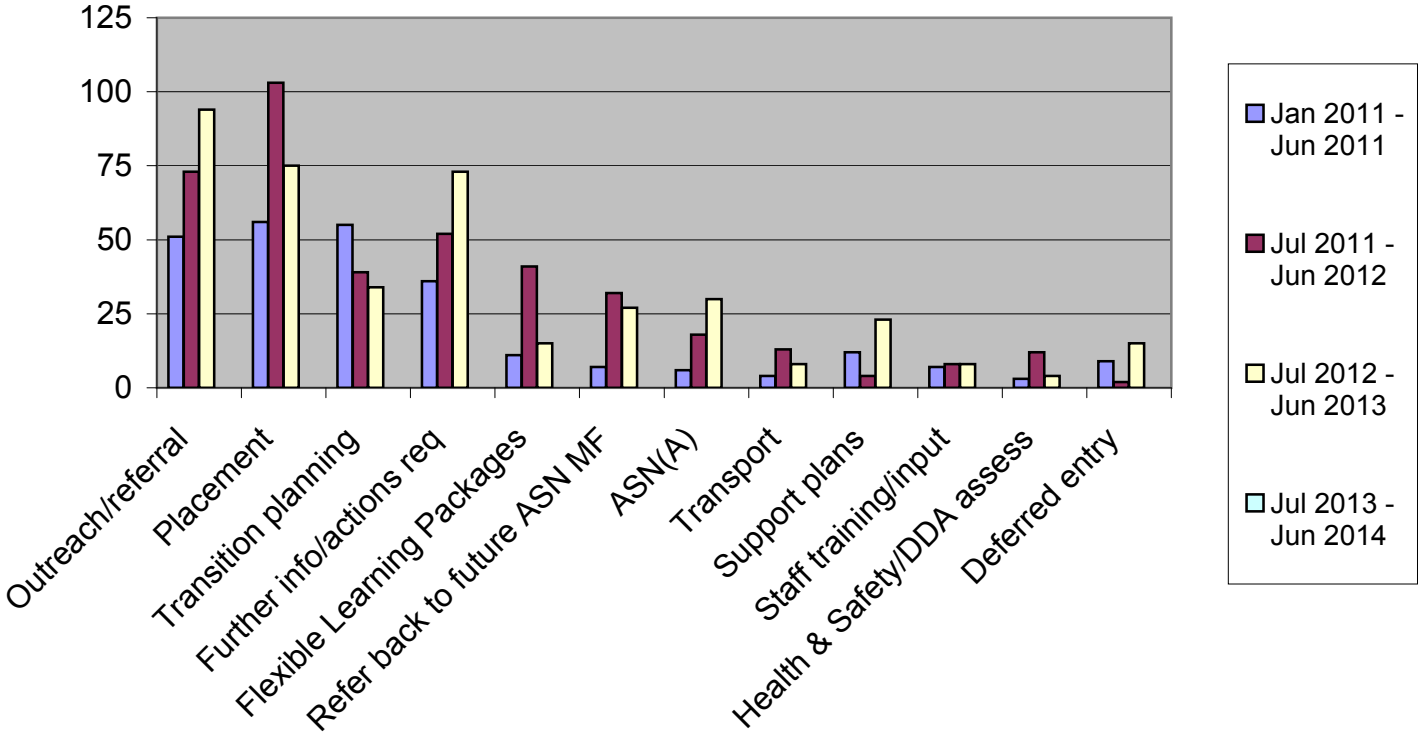
Number of referral by current referral placement



OVERALL TOTALS

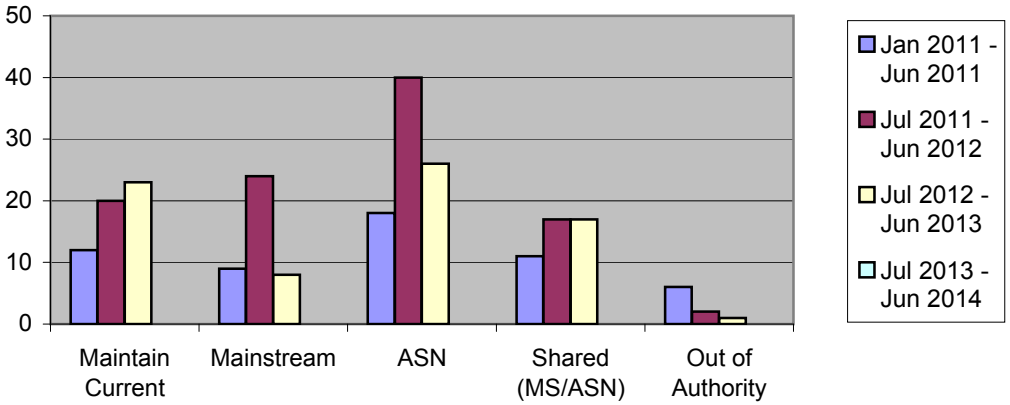
Mainstream	**384**
ASN	**101**
Shared (MS/ASN)	**9**
Out of Authority	**30**

Recommendations to educational establishment



Outreach/referral	**218**
Placement	**179**
Transition planning	**128**
Further info/actions req	**161**
Flexible Learning Packages	**67**
Refer back to future ASN MF	**66**
ASN(A)	**54**
Transport	**25**
Support Plans	**39**
Straff training/input	**23**
Health & Safety/DDA	**19**
Deferred Entry	**26**

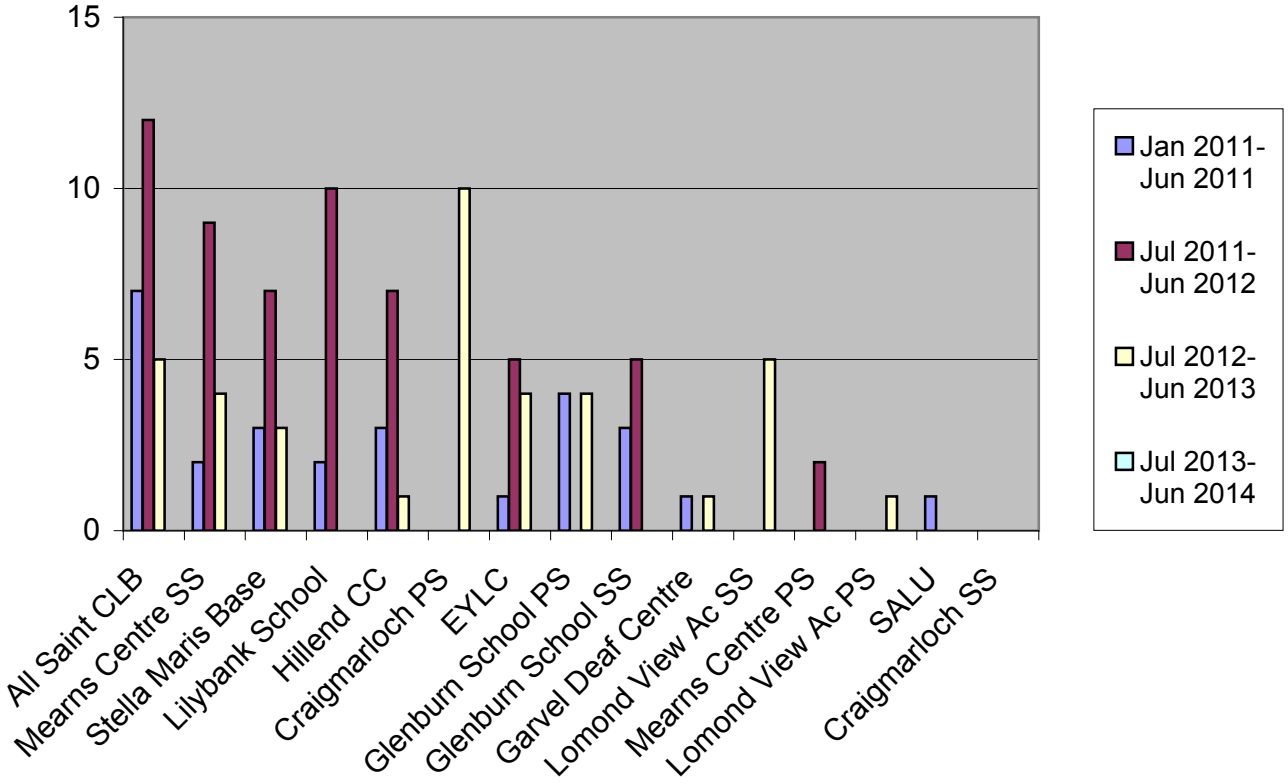
Recommendations - Placement



OVERALL TOTALS

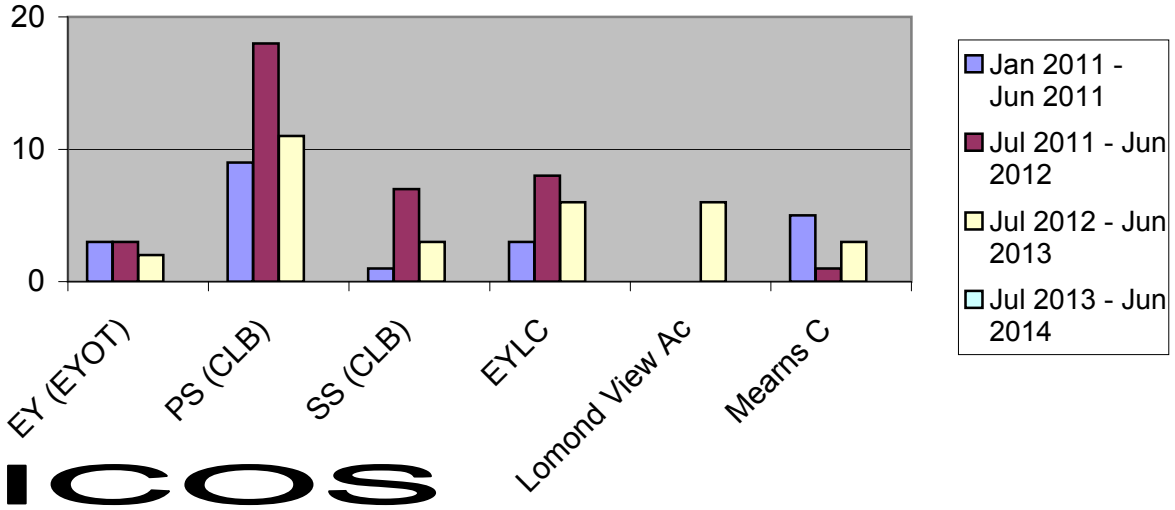
Maintain Current	55
Mainstream	41
ASN	84
Shared (MS/ASN)	45
Out of Authority	9

Recommended establishment



All Saint CLB	24
Mearns Centre SS	15
Stella Maris Base	13
Lilybank School	12
Hillend CC	11
Craigmarloch PS	10
EYLC	10
Glenburn School PS	8
Glenburn School SS	8
Lomond View SS	5
Garvel Deaf Centre	2
Mearns Centre PS	2
Lomond View PS	1
SALU	1
Craigmarloch SS	0

Outreach/Referral

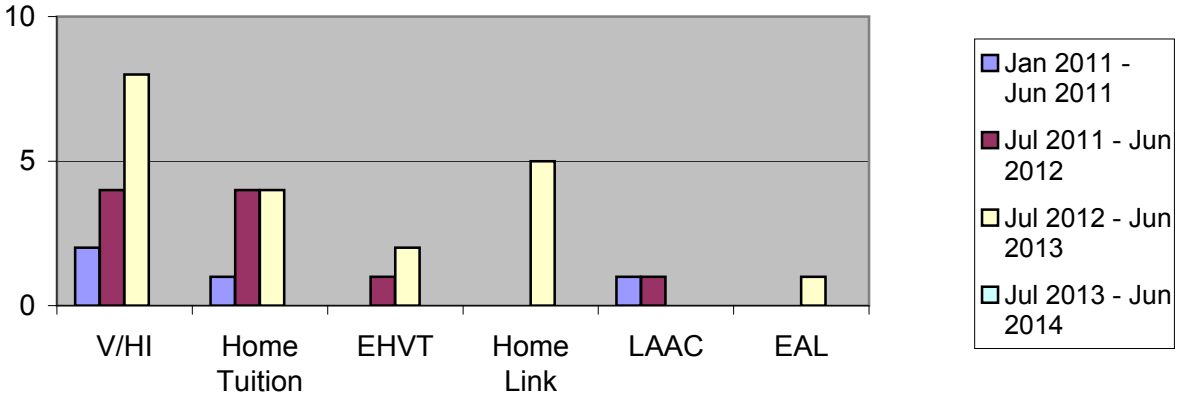


ICOS

OVERALL TOTALS

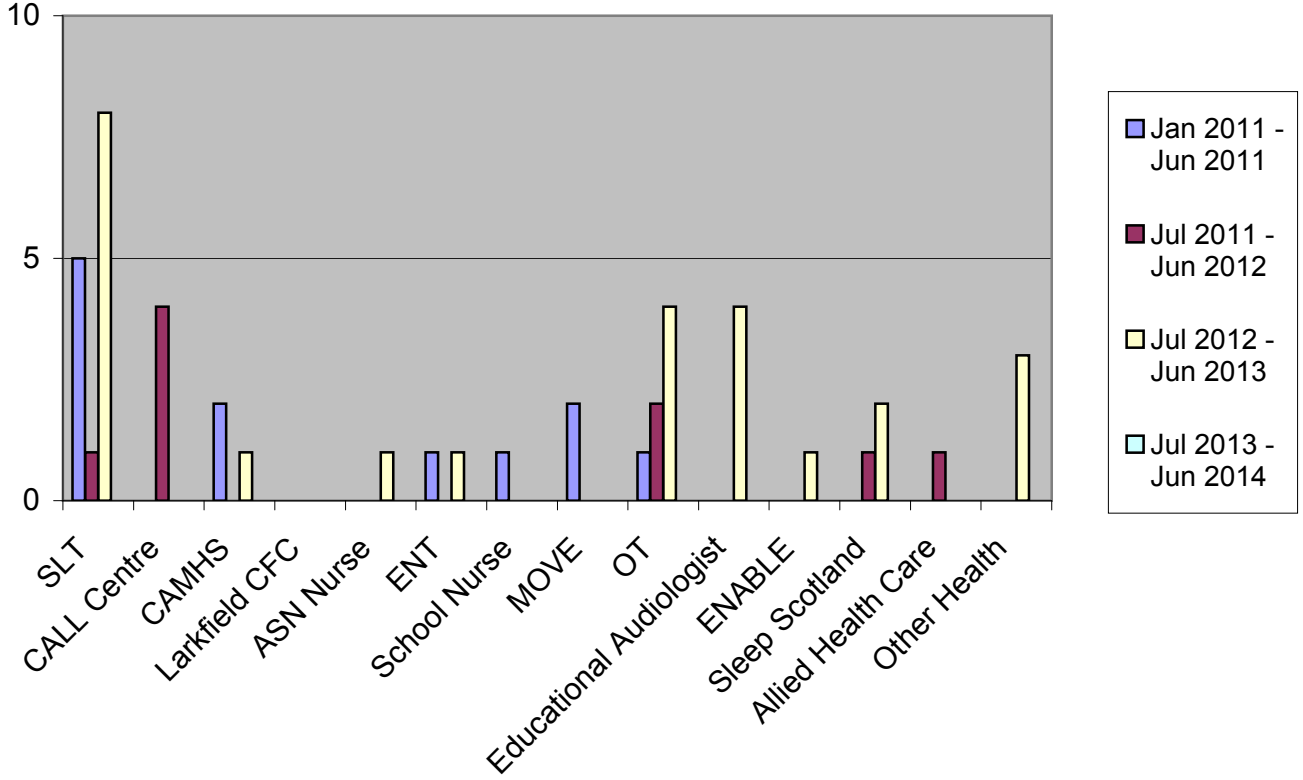
ICOS (ASD)	*EY*	EYOT	8
	PS	CLB	38
	SS	CLB	11
		EYLC	17
		Lomond View Ac	0
		Mearns Centre	9

Outreach/Referrals - Teachers



V/HI	14
Home Tuition	9
EHVT	3
Home Link	5
LAAC	2
EAL	1

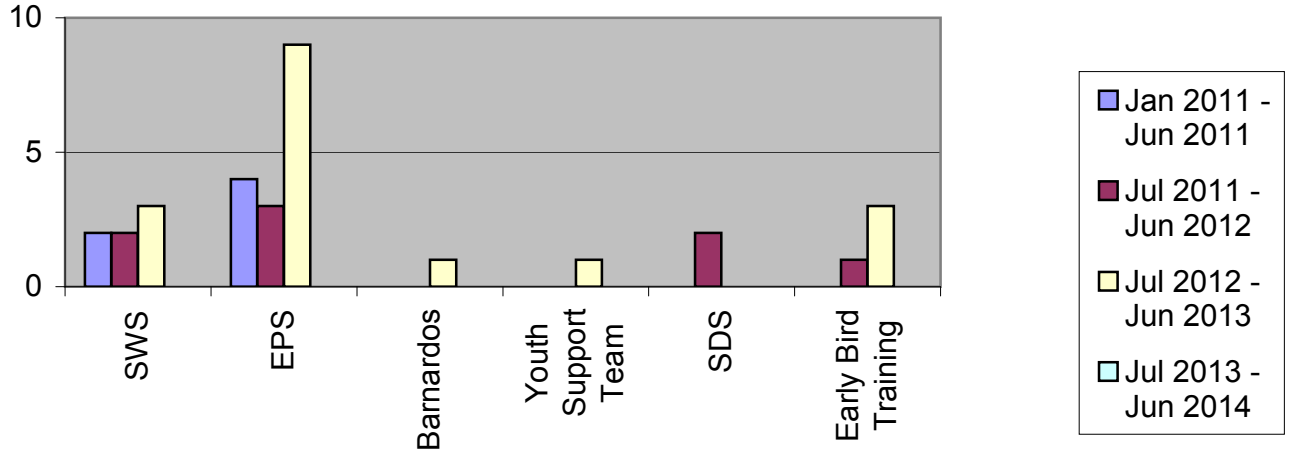
Outreach/Referral - Health



OVERALL TOTALS

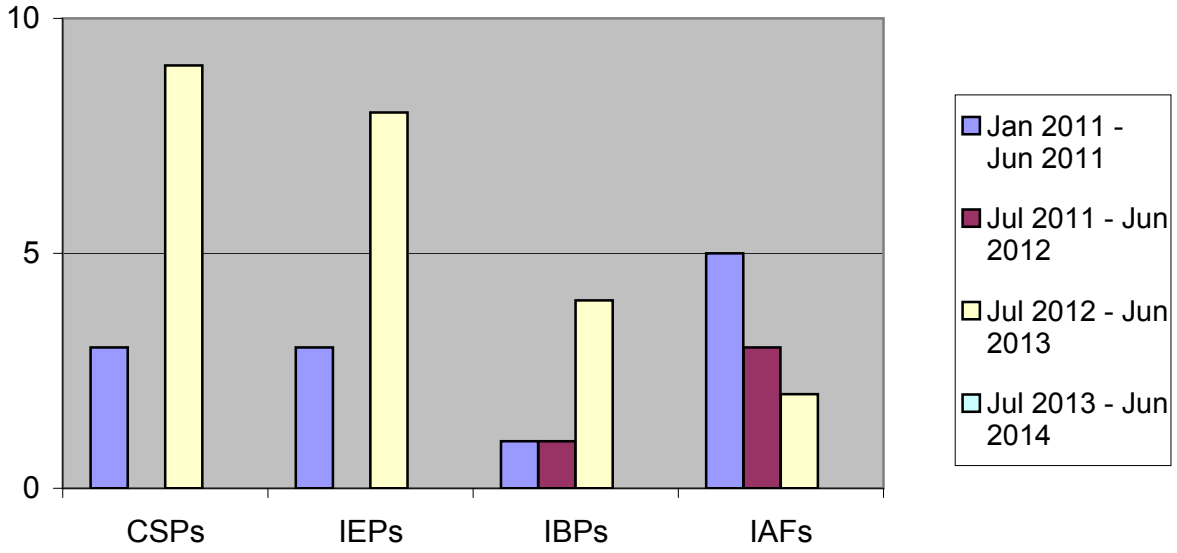
SLT	14
CALL Centre	4
CAMHS	3
Larkfield CFC	0
ASN Nurse	1
ENT	2
School Nurse	1
MOVE	2
OT	7
Educational Audiologist	4
ENABLE	1
Sleep Scotland	3
Allied Health Care	1
Other Health	3

Outreach/Referrals



SWS	7
EPS	16
Barnardos	1
Youth Support Team	1
SDS	2
Early Bird Training	4

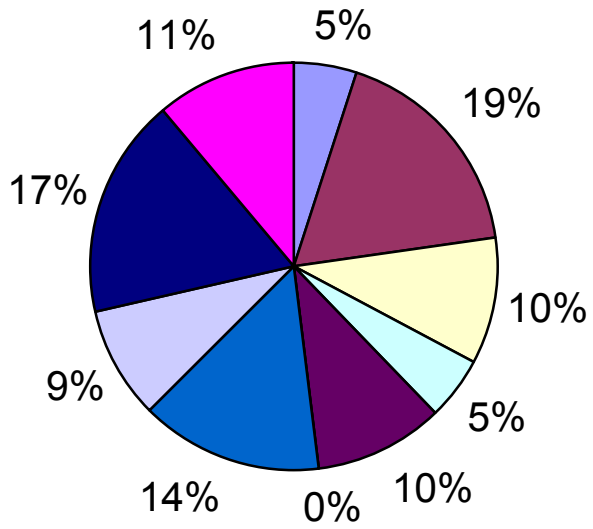
Support Plans



OVERALL TOTALS

CSPs	**12**
IEPs	**11**
IBPs	**6**
IAFs	**10**

Percentage of School Roll - Early Years

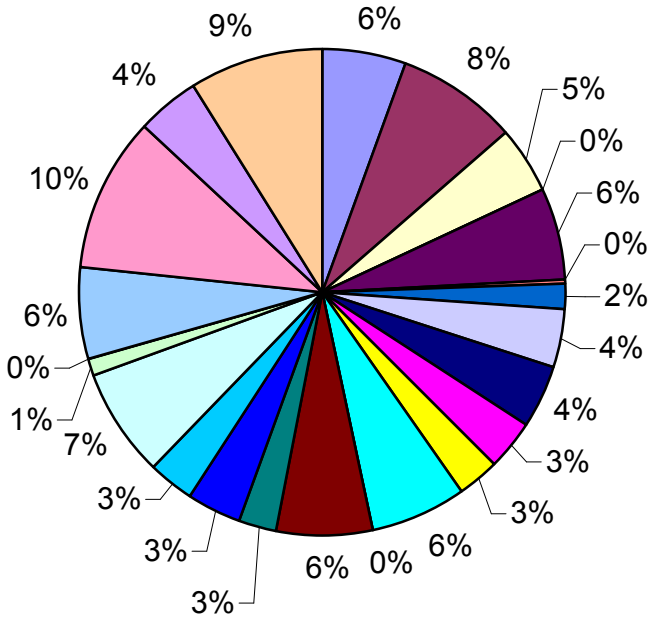


- Binnie St Ns
- Blairmore Nursery
- Bluebird Family Centre
- Gibshill Family Centre
- Glenbrae Children's Centre
- Gourock Pre-5 Centre
- Kelly Street Children's Centre
- Larkfield Children's Centre
- Rainbow Family Centre
- Wellpark Children's Centre

OVERALL TOTALS

	%
Binnie St Ns	2.2
Blairmore Nursery	7.8
Bluebird Family Centre	4.3
Gibshill Family Centre	2.2
Glenbrae Children's Centre	4.5
Gourock Pre-5 Centre	0.0
Kelly Street Children's Centre	6.3
Larkfield Children's Centre	4.0
Rainbow Family Centre	7.6
Wellpark Children's Centre	4.9

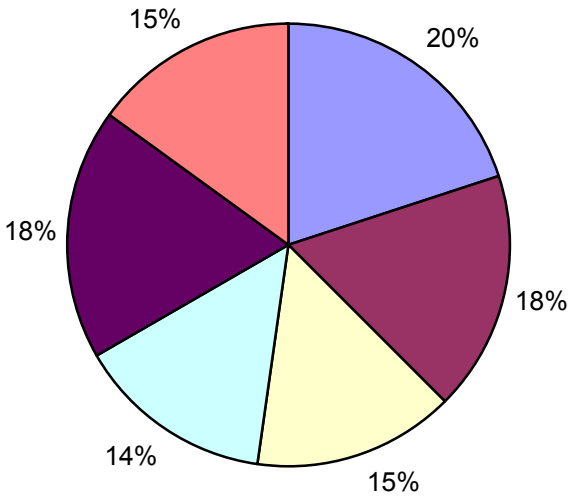
Percentage of School Roll - Primary School

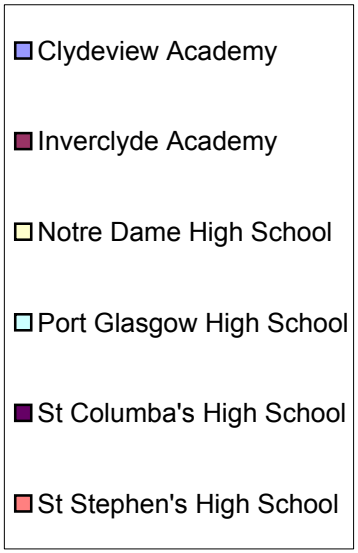


- Aileymill Primary School
- All Saint's Primary School
- Ardgowan Primary School
- Gourock Primary School
- Inverkip Primary School
- Kilmacolm Primary School
- King's Oak Primary School
- Lady Alice Primary School
- Moorfoot Primary School
- Newark Primary School
- St Andrew's Primary School
- St Gabriel's Primary School
- Sacred Heart Primary School
- St Francis Primary School
- St John's Primary School
- St Joseph's Primary School
- St Mary's Primary School
- St Michael's Primary School
- St Ninian's Primary School
- St Patrick's Primary School
- Wemyss Bay Primary School
- Whinhill Primary School
- Highlander's Academy
- Overton Primary School

Aileymill Primary School	2.0
All Saint's Primary School	2.8
Ardgowan Primary School	1.6
Gourock Primary School	0.0
Inverkip Primary School	2.0
Kilmacolm Primary School	0.2
King's Oak Primary School	0.5
Lady Alice Primary School	1.4
Moorfoot Primary School	1.4
Newark Primary School	1.1
St Andrew's Primary School	1.0
St Gabriel's Primary School	2.2
Sacred Heart Primary School	0.0
St Francis Primary School	2.2
St John's Primary School	0.9
St Joseph's Primary School	1.2
St Mary's Primary School	1.1
St Michael's Primary School	2.4
St Ninian's Primary School	0.4
St Patrick's Primary School	0.0
Wemyss Bay Primary School	2.1
Whinhill Primary School	3.5
Highlander's Academy	1.4
Overton Primary School	3.1

Percentage of School Roll - Secondary

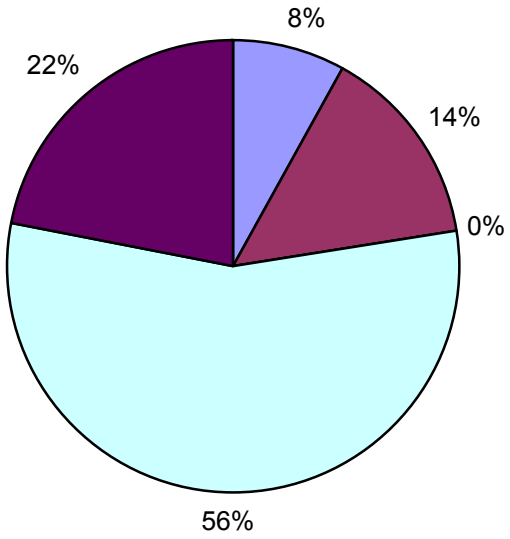


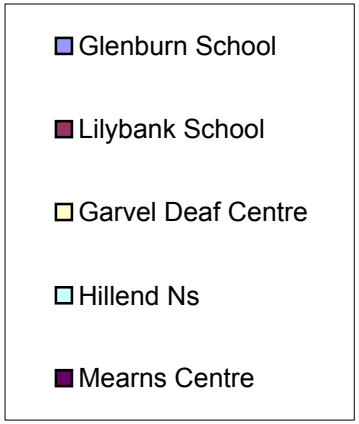


OVERALL TOTALS

	%
Clydeview Academy	0.6
Inverclyde Academy	0.5
Notre Dame High School	0.4
Port Glasgow High School	0.4
St Columba's High School	0.5
St Stephen's High School	0.4

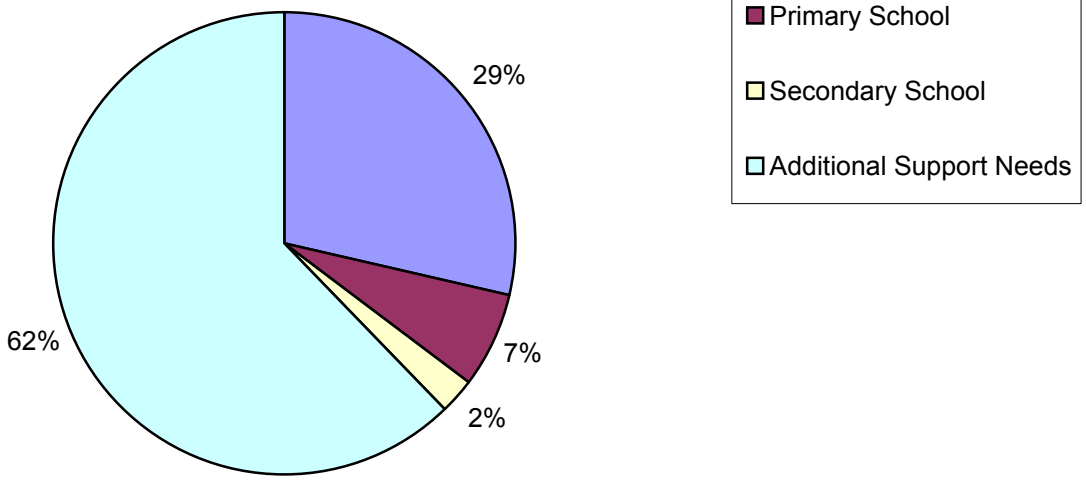
Percentage of School Roll - ASN





Glenburn School	4.9
Lilybank School	8.7
Garvel Deaf Centre	0.0
Hillend Ns	33.6
Mearns Centre	13.2

Percentage of School Roll



OVERALL TOTALS

	%
Early Years	**5.7**
Primary School	**1.3**
Secondary School	**0.5**
Additional Support Needs	**12.3**