

**REPORT TO: DUNDEE CITY COUNCIL EDUCATION COMMITTEE –
19th NOVEMBER 2001**

**REPORT ON: SUPPORTING PUPILS WITH SOCIAL, EMOTIONAL AND
BEHAVIOURAL DIFFICULTIES**

REPORT BY: DIRECTOR OF EDUCATION

REPORT NO.: 731-2001

1.0 Purpose of Report

1.1 This report outlines the measures to be adopted by the Education Department to support youngsters in nursery, primary and secondary schools who have social, emotional and behavioural difficulties (SEBD), and the staff who work with them. It introduces a policy document and set of operational guidelines to be followed by schools, which together will ensure that support is both effective and consistent. A copy of the policy document and operational guidelines have been passed to each of the Group Secretaries. In addition copies have been placed in the members' lounge.

2.0 Recommendation

2.1 The Education Committee is recommended to:

- i) approve the policy document and operational guidelines on supporting pupils with SEBD
- ii) approve the measures taken to provide appropriate levels of staffing to support such pupils
- iii) instruct the Director of Education to monitor the implementation of this policy and conduct a full evaluation of its effectiveness no later than one year after its introduction

3.0 Financial Implications

3.1 The increase in staffing - 19.3 full-time equivalent (FTE) - envisaged in these proposals will be catered for by redeployment of staff or new appointments. The cost of the latter will be met in the first three years from Scottish Executive monies awarded to support young people, and thereafter will have to be considered for inclusion in the Education Department's Revenue Budget.

4.0 Local Agenda 21 Implications

- 4.1 These proposals are designed to ensure that all children have the same access to skills, knowledge and information, and the same entitlements to an effective educational service.

5.0 Equal Opportunities Implications

- 5.1 This policy reinforces the Council's support for the concept of social inclusion, and will ensure equality of access to educational opportunity for all pupils.

6.0 Background

- 6.1 The policy document offers a definition of SEBD. This refers to children:
- *whose behaviour challenges the school's authority system, and for whom the measures of pupil management ordinarily available over an extended period prove insufficient to bring about patterns of behaviour acceptable to the school; and*
 - *whose emotional welfare gives rise to concern, and for whom the measures of support and pastoral care ordinarily available over an extended period prove insufficient to reduce that concern to manageable levels*
- 6.2 How the Education Department and schools support children with SEBD has been the subject of audit and review since March 2000. The audit established that at that time some 9.9% of the secondary population had SEBD.
- 6.3 There is evidence, both anecdotal and statistical, which indicates that this number will continue to grow, and will do so within the nursery and primary, as well as the secondary, sectors. Sadly this is a national trend, caused by a range of factors including the disruptive background of some children, and the increasing numbers suffering from diagnosed disorders such as Attention Deficit Hyperactivity Disorder.

7.0 The Current Situation

- 7.1 A range of strategies is currently employed to support primary and secondary youngsters in Dundee with SEBD. These strategies in general are used in mainstream classes and schools, and include input from school staff, specialist support from Learning Support or Special Educational Needs teachers, input from Behaviour Support staff, and support from services such as Dundee Educational Psychology Service and the Home School Support Service.
- 7.2 Primary-aged pupils with SEBD may be referred to one of three Resourced Bases, at Ardler, Mid Craigie or St Clement's primary schools, where they receive intensive small-group tuition with a view to being re-integrated into their mainstream school.
- 7.3 Secondary-aged children are supported where possible in their own schools. However there are four Resourced Locations, at Baldrigon Academy, Craigie High School, Menzieshill High School and St. John's High School. These were established for pupils with severe learning difficulties rather than SEBD. Some children do have both learning and behavioural difficulties, and the ability of these locations to offer small-group tuition has helped staff to offer appropriate support.
- 7.4 For children who in the short or longer terms cannot operate within any mainstream environment, offsite education is available at Castlepark (P6 to S2), Balerno and Connect 5 (both S3 and S4) establishments. There are usually around 60 pupils placed offsite.
- 7.5 Teaching staff who work with pupils with educational difficulties, including SEBD, are currently designated either Learning Support teachers, or Special Educational Needs teachers, or Behaviour Support teachers. Those in the first category are managed by their Head Teachers in schools, and the remainder by the appropriate Education Services Manager.

8.0 The Proposals

- 8.1 The policy promotes effective learning and teaching for all pupils with SEBD through improved assessment and intervention. The policy also reinforces the notion of a continuum of provision, in which relevant support will be offered to youngsters displaying differing degrees of difficulty

- 8.2 The policy proposes that henceforth children of all ages with SEBD will be supported in their mainstream school wherever possible. They will be likely to make the most progress and ultimately fulfil their potential if they are educated in their community alongside their peers.
- 8.3 Such a strategy will only succeed if adequate resources are made available to schools, and the policy therefore envisages additional staffing in both the primary and secondary sectors, allocated to schools according to the three criteria of school roll, deprivation (measured by reference to the percentage of children in receipt of a clothing grant) and need (indicated by the numbers identified as having learning and/or behavioural difficulties). In the current session this additional staffing will amount to 19.3 FTE, 11.1 in primary schools and 8.2 in secondary schools.
- 8.4 The strategy of referring primary-aged children to Resourced Bases will cease, since primary schools will have sufficient support staff to manage their own children with SEBD.
- 8.5 Every secondary school will be encouraged and assisted to develop onsite support strategies where individual children will pursue appropriate programmes of work, accessing mainstream classes where possible. These onsite programmes will benefit from multi-agency input, including staff from Social Work and Neighbourhood Resources and Development.
- 8.6 The policy accepts without reservation that there are some children for whom mainstream education will continue to be inappropriate. This is already the position of Dundee City Council, stated in Report No. 775-2000: Response to Scottish Executive Discussion Document/ "Standards in Scotland's Schools etc. Act 2000: Guidance on Section 15 – Requirement That Education Be Provided In Mainstream Schools". The intention therefore is to retain offsite educational establishments. Castlepark and Balerno will be refocused to take respectively P4 to P7, and S1/S2, pupils, and will aim to re-integrate pupils referred to them into mainstream schools as appropriate. Connect 5 will continue its proven successful work with S3/S4 pupils.
- 8.7 The success of this policy will depend in large measure upon the implementation and maintenance of a comprehensive staff training and development programme, allowing teaching and support staff to access programmes in areas such as managing challenging behaviour, the management of specific child disorders, and physical intervention.

8.8 Henceforth, in order to remove restrictions from schools and optimize the deployment of staff, all staff currently labeled Learning Support, or Special Educational Needs, or Behaviour Support, will be designated Support for Learning teachers, and all who work in mainstream schools will be managed by the Head Teacher.

9.0 Consultation

9.1 This report has been the subject of extensive consultation with teaching unions, Head Teachers, other promoted and unpromoted teachers, all educational support services and parents, and with the Directors of Social Work, Neighbourhood Resources and Development, Support Services and Finance.

10.0 Background papers

10.1 No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to any material extent in preparing the above report.

Anne Wilson _____ Date _____

Director of Education