1 PURPOSE

1.1 This paper outlines the structure of Additional Support for Learning in Scottish Borders Council and provides information relating to the LNCT agreement process.

2 BACKGROUND

2.1 Delivery of Additional Support for Learning outwith mainstream school provision is a function of Integrated Children’s Services (ICS), implemented in 2009 as per the recommendations of the 2008 Transforming Children’s Services report. While it is acknowledged that all educational (and other) staff working with children and young people have a responsibility for ensuring that children derive the maximum benefit from their education, the specific resources for Additional Support for Learning beyond mainstream education and the management of these resources is primarily the remit of ICS.

2.2 The services provided by ICS include:

- Educational Psychology
- Additional Needs Assistants (in schools and support centres)
- Learning Support Teachers (in schools and support centres)
- Behavioural Support Teachers (peripatetic)
- The Alternative to Exclusions team (outreach)
- Spectrum Support (support centre/s and outreach)
- English as an Additional Language service (outreach)
- Art Therapy (outreach)
- Music Therapy (outreach)
- Sensory service (outreach)
- Specialist PE (outreach)
- Howdenburn 16+ provision
- Pre School Home Visiting service for children 0-3 with complex needs (outreach)
- Home School Link Workers (in 2011)

2.3 ICS also manage and staff specialist support centres, including:

- Speech and Language Centres (Philiphaugh, Coldstream, Halyrude)
- Complex Needs Centres (Chirnside, Langlee, Halyrude, Wilton)
- Social, Emotional and Behavioural Needs (Wilton Centre)

2.4 Further information on each of these and other ICS services is available through the ICS Practitioners’ Directory, which can be found on the SBC Intranet at:

2.5 Management of these services is the responsibility of the ICS management team (structure chart at Appendix 1). These are specific managerial posts and do not include any teaching responsibilities, etc.

2.6 Teaching posts retained their teaching terms and conditions in the move to Integrated Children’s Services and remain under the auspices of the LNCT.

2.7 A series of Operating Arrangements have been drawn up to govern ICS Additional Support for Learning staff based in schools. The Operating Arrangements cover the responsibilities of the Headteacher and the ICS Locality Manager (or their delegates) in managing and supporting staff based in schools. There are separate Operating Arrangements for teaching staff and support staff to reflect their different conditions of service.

2.8 Broadly, while ICS is responsible for the allocation and deployment of Additional Support for Learning staff into schools, Headteachers are responsible for the day-to-day management of these staff. Training is shared between schools and ICS. For example, one INSET day per year is allocated to ICS, who have responsibility for planning and delivering training to ASfL staff.

2.9 Copies of the Operating Arrangements are available on request from the Education & Lifelong Learning department’s Policy, Planning & Performance team. Key aspects of the Operating Arrangements for LNCT’s purposes are:

**Headteachers’ Duties and Responsibilities:**

*Policy and Planning*
- All aspects of Teaching and Learning
- Curriculum development at school and department level including delivery of Curriculum for Excellence (CfE)
- Day to day responsibility for Additional Support for Learning as determined by the 2004 Act
- School improvement planning
- Implementation and review of Coordinated Support Plans (CSPs)

*In-Service Days and Staff Development*
- Planning and delivery of activity on school-based In-service Days (2)
- Planning and delivery of activity on Learning Community In-service Days (2)
- Planning and delivery of CfE In-service Day (1)
- Training and Development opportunities in consultation with SBC Workforce Development and Continued Professional Development

*Line Management and Personnel Issues*
- Consultation with staff (ICS) working in school on FTE basis, liaising with ICS on:
  - absence management
  - performance issues including self-evaluation and quality assurance
  - time-keeping
  - grievances and disciplinary issues (see 2.11)
  - Health and Safety
- Liaison with ICS Locality Team over additional personnel issues, eg, dealing with parental complaints
• Management of requests to Education Team Leaders for supply teachers or ANAs
• Advisory role in recruitment and selection of staff (NB: Additional Needs Assistants are currently recruited centrally.)

Liaison
• Liaison with ICS Locality and Central Services
• Liaison with partner agencies
• Pupil issues including Coordinated Support Plans, Meetings Around the Child, reviews, discipline, and all relevant pupil plans

ICS Locality Managers’ Duties and Responsibilities:

Policy and Planning
• Strategic oversight for policy on Additional Support for Learning including compliance with legislation
• Responsibility for cascading Curriculum for Excellence developments with regard to Additional Needs at authority level in consultation with ELL CfE Team
• Specialist advice from central services with regard to planning for individual children and young people
• Quality assurance of CSPs

In-Service Days and Staff Development
• Plan activity for Locality-based In-service Days in liaison with Headteachers
• Overview of training and development opportunities in consultation with SBC Workforce Development and Continued Professional Development
• Organisation and chairing of Learning Support and Behaviour Support meetings

Line Management and Personnel Issues
• Strategic principles for deployment of ICS staffing within and between Localities
• Allocation and deployment of Learning and Behaviour Support Teachers and Behaviour Support ANAs
• Movement of LS and BS staff in consultation with Headteachers between schools and localities to cover contingencies or absences
• Management of requests from Headteachers for supply teachers or ANAs
• Recruitment and selection of staff
• Performance Review and Development and Continuous Professional Development for teaching staff and associated budgets
• PPDPP for non-teaching staff
• Monitoring the timetabling and efficient travel arrangements of peripatetic staff
• Additional personnel issues, eg, dealing with parental complaints in liaison with school, if appropriate

Liaison
• School liaison via Locality Managers, Learning Community Boards, Locality Support Forums and Central Support Forums
• Grievances which are non-school specific, eg, around pay and conditions (see 2.11)
• Input into Learning Community School Review Programmes
• Overview of specialist equipment, training needs, etc, including ICT developments (Accessibility Officer)
• Overview of liaison with Health and other partner agencies
2.10 The Operating Arrangements make provision for the make-up of recruitment panels in specific circumstances. For example, an ICS representative should take an advisory role in the recruitment of main grade staff and a participatory role in managerial appointments.

2.11 ICS and ELL recognise the LNCT’s responsibility for the development of policies for grievance and discipline, and will ensure the Operating Arrangements reflect any agreed changes to these policies.

2.12 The role of Educational Psychologists in schools falls within the remit of the LNCT. The Educational Psychology service in Scottish Borders Council sits within Integrated Children’s Services, with the Principal Educational Psychologist forming part of the senior management team and an EP linked to each locality office. The Educational Psychology service operates the five core functions of Educational Psychology, ie, consultation, assessment, intervention, training and research.

2.13 Considerable work was carried out on job descriptions and person specifications as part of the Transforming Children’s Services project. Any additional development of the job description and person specifications required for recruitment to ICS services is carried out by the relevant manager and agreed by the Senior Management Team, with reference to Education and Lifelong Learning management structures as appropriate.

2.14 The recruitment and selection of staff to main grade and managerial posts within Additional Support for Learning services is governed by the Council’s normal HR procedures, including redeployment.

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