

# **Midlothian Council Learning Estate ASN Investment Plan**

## 1. Introduction

It is the duty of the education service to ensure that the education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential (Standards in Schools Scotland Act 2000).

This report takes account of both national legislation/policy frameworks and local strategic plans relevant to supporting children, young people and families.

Midlothian Council's vision *"All children, young people, adults and communities in Midlothian are supported to be the best they can be. This will be achieved through a nurturing, respectful and collaborative approach that promotes wellbeing, equity, inclusion and lifelong learning."*

Within education we need to be ambitious and strive for inclusion to be at the root of our ethos. We need to ensure that the support for children and young people with additional support needs is flexible within our learning estate, with aligned decision making processes and resources. We need to ensure we have strong training pathways to upskill all of our staff within learning and practice development, which incorporates time for coaching, mentoring, reflection and embedding into practice.

Complex additional support needs may arise as a result of:

- The severity of one or more factors resulting in need, and/or
- The combined impact of a number of separate factors, one or more of which may be severe

## 2. ASN provisions

Midlothian's ASN learning estate has provisions that support a wide of additional support needs. The categories of the nature of need are:

### **Complex Needs**

The needs of learners are associated with a level and pace of learning significantly below that of their peers (across most areas of the curriculum). In addition they may have other needs that impact on their communication, relationships and engagement in learning. This may include autism, physical and/or mental health needs, sensory needs and/or behaviour support needs. These needs require a highly individualised and highly adapted approach to teaching and learning and access to specialist resources and facilities.

### **Social Complex Needs**

The needs of learners are primarily associated with a level and pace of learning significantly below that of their peers (across all areas of the curriculum), and emotional and behavioural support needs. In addition they may have other needs that impact on their communication, relationships and engagement in learning. This may include autism, physical and/or mental health needs and/or sensory needs. These needs require a highly individualised and highly adapted approach to teaching and learning and access to specialist resources and facilities.

### **Inclusion and Wellbeing**

The needs of learners are primarily associated with emotional and behavioural support needs. In addition they may have other needs that impact on their communication, relationships and engagement in learning. This may include autism, physical and/or mental health needs and/or sensory needs. These needs require a highly individualised and highly adapted approach to teaching and learning and access to specialist resources and facilities.

### **Speech, Language and Communication**

The needs of learners are primarily associated with speech, language and communication needs. In addition they may have other needs that impact on their communication, relationships and engagement in learning. This may include autism, physical and/or mental health needs, sensory needs and/or behaviour support needs.

### **Severe, Complex and Profound**

The needs of these learners are associated with a level and pace of learning significantly below that of their peers (across all areas of the curriculum). In addition they may have other needs that impact on their communication, relationships and engagement in learning. This may include autism, physical and/or mental health needs, sensory needs and/or behaviour support needs. These needs are significantly and/or medically complex and require a highly individualised and highly adapted approach to teaching and learning; and access to specialist resources, facilities and technology not ordinarily available in a mainstream learning environment.

Our provisions are split into primary and secondary as stated below. We also have one all- through special school; Saltersgate.

#### **Primary**

Burnbrae Primary School Complex Needs Provision  
 Cuiken Primary School Inclusion and Wellbeing Provision  
 Gore Glen Primary School Complex Needs Provision  
 Loanhead Primary School Inclusion and Wellbeing Provision  
 Mayfield Speech, Language and Communication Provision  
 St Andrew's Primary School Complex Needs Provision

#### **Secondary**

Beeslack Annex Social and Complex Needs Provision  
 Lasswade High School Complex Needs Provision  
 Dalkeith High School Complex Needs Provision  
 St David's High School Complex Needs Provisions

Saltersgate School for children and young people from P1-S6 with severe, complex and profound additional support needs.

Within 12 of our schools we currently have an enhanced resource to support these schools to meet the need of their learners locally. The enhanced resource is given to the school to support specific needs within the school community. For some of our schools, this has

supported learners from within a provision to return to their mainstream, supported by this enhanced support.

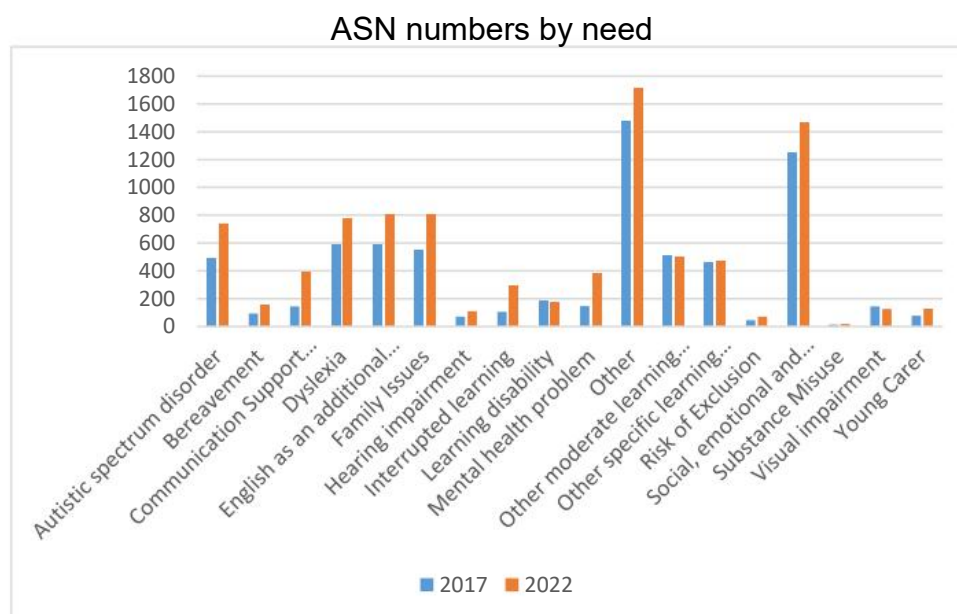
### 3. ASN Data and Capacity within Provisions

In 2017 the percentage of children with additional support needs in Midlothian was 27.87% and has increased by 11.76% over the last few years with our most recent data indicating that 39.63% of our children and young people have an additional support need(s).

It is important to highlight that the level of need within Midlothian continues to be higher than the National Average.

	ASN Pupils	School Roll	% of Roll ASN	National ASN %
2017	3601	12919	27.87%	26.6%
2018	3629	13147	27.6%	28.7%
2019	4390	13356	32.8%	30.9%
2020	4664	13736	33.95%	32.3%
2021	6006	14089	42.63%	33%
2022	5533	13962	39.63%	

(Between 2021 and 2022, new Stages of Intervention were implemented. This was then quality assured in 2022 which is why there is a slight anomaly in the data)



	Referrals to Panel	Stage 3 allocated (Provisions)	Stage 4 allocated (Saltersgate)
2017	191	70	21
2018	160	81	5
2019	166	70	9
2020	162	68	12
2021	204	65	9

2022 Aug-Nov	136	30	4
-----------------	-----	----	---

(Please note that 2022 includes the P7-S1 provision allocation for Aug 2023)

Based on this trend, the increase in referrals to our placement panel, and the continuing growth in Midlothian the education service carried out an independent review of our specialist provisions.

The outcome of the independent report made 8 recommendations to be considered by the education service. Of these 8 recommendations, 2 relate specifically to the learning estate and the associated resources.

*“In order to rationalise current provision, or for future developments, the council should consider having local ‘enhanced’ provision for ASN within mainstream schools rather than various categories of provision.”*

Over the last 5 years there has been an increase in referrals to the ASN pupil placement panel. The table below provides the number of applications received and the number of children and young people placed in our ASN provisions.

	Referrals	Stage 3 allocated (Provisions)	Stage 4 allocated (Saltersgate)	Outwith
2017	191	70	21	
2018	160	81	*	
2019	166	70	*	
2020	162	68	12	
2021	204	65	*	
2022 so far	136	30	*	*

(2022 data includes the P7 children and young people who require a place for S1 in August 2023; \* indicates less than 10 children)

There are currently 27 children and young people from P1-S6 who are currently waiting to receive a place in a specialist provision.

School	Capacity	Provision Spaces for 2023-24
Saltersgate (P1-S6)	100	0
Beeslack SCN	8	1
Beeslack CN	12	2
Dalkeith	10	0
Lasswade	20	0
St David's	28	0
Penicuik	0	0
Newbattle	0	0
<b>Total</b>	<b>178</b>	<b>3</b>

Known projections for P1 August 2023 (NB these are only the children who are known to the Early Years ASN team and so therefore are not entirely accurate until the P1 placement panel in January 2023)

	Predicted Provision Spaces for 2023-2024	Projected Spaces required at Stage 3 and 4
P1 August 2023	11	39

#### **Total projections for August 2023 including P1 and S1 placement and those on the wait list**

	Predicted Provision Spaces for 2023-2024	Projected Spaces required at Stage 3 and 4
August 2023	14	89

Due to the growth in population and the increasing ASN need the local authority needs to urgently address capacity needs to support the children and young people who require specialist support.

If we are unable to support the children and young people with additional support needs within Midlothian, we then need to seek placements out with the authority. The education authority also has a duty to provide home to school transport for children attending outwith placements which can cost in excess of £57,000 p/a per child. The table below shows the average cost of out with authority placements.

Inclusion Day Placement	£78,960
Complex Needs	
Secondary	£42,000.00
Complex Needs Primary	£38,000
Residential Placement	£245,785
Specialist VI	£52,000
Specialist HI	£37,102

#### **4. Proposed ASN Estate**

In Midlothian we are fully committed to our responsibilities outlined in the Children and Young People (Scotland) Act and therefore committed to ensuring young people claim their right to an education which develops their personality, talents and abilities to their fullest potential.

In 2022, the education service added an enhanced resource to 12 primary schools, this allowed them to support transition back to mainstream for some of their children which in turn increased capacity within our provisions for other children requiring this nurturing environment. Schools with this enhanced resource also made fewer referrals to the education resource placement group Aug-Nov than those schools who are not currently benefiting from this resource.

The education service propose that all schools have an enhanced resource to support the presumption of mainstream and the level of need within their school. Further detail on how this can be achieved and the financial implications are set out below.

In line with the original intent set out in the 2017-2047 Learning Estate Strategy, the education service proposes that all of our secondary schools have the provision to support young people with complex needs. This will support all of our young people to access mainstream school education where appropriate within an environment that enables a 1:2.5 adult ratio. This will reduce the cost of transporting pupils across the authority and ensure our children and young people remain within their local community and their peers.

It is proposed that each Secondary school has an Inclusion Hub to ensure learners receive targeted support to enable them to engage in learning in their local catchment school. This is in line with the concept of staged intervention which allows for less intrusive and more efficient support. The tailored interventions support young people to strengthen their Health and Wellbeing, build positive relationships with their peers, thrive in mainstream settings, equip them with skills for life and qualifications to prepare them for the world of work.

Secondary Schools will be responsible for the placement into inclusion hubs and may work with their feeder primary schools to support an enhanced transition from P6. The following criteria is subject to consultation with relevant stakeholders:

- Pupil is not able to access specific classes due to anxiety/social difficulties
- Pupil is experiencing emotionally-based school non-attendance
- Pupil is transitioning into school with support of CLLE as part of a phased integration
- Pupil is on a flexible time/alternative timetable/ build up timetable
- Pupil is at risk of exclusion - as evidenced through discussion at Wellbeing Meetings

This proposal will increase capacity across our estate, support our vision to ensure our children and young people are educated within their locality or as close to as is reasonable. It ensures that all of our children and young people will benefit from high quality learning environments that meet their need.





## 5. ASN Learning Estate Proposal

	LC1		LC 2		LC3		LC4	
	Dalkeith HS	St David's HS	Lasswade HS	Beeslack HS	Penicuik HS	Newbattle HS	Shawfair	Gorebridge
Stage 1 - Universal Nurture/Support for Learning	All schools and all classrooms are nurturing and respond to need – Learning Assistant and Support for Learning allocation for all schools							
Stage 2 Primary Enhanced Support for Learning and/or targeted Nurture and/or complex needs  This may look like an enhanced class to support children and young people with complex needs within their catchment school.	King's Park Woodburn Tynewater	St Matthew's Sacred Heart St Andrew's St David's St Luke's St Mary's	Paradykes Hawthornden Burnbrae Bonnyrigg HS12 Loanhead Rosewell Lasswade	Bilston Mauricewood Roslin	Cuiken Strathesk Cornbank	Mayfield Stobhill Newtongrange Lawfield Moorfoot Easthouses	Danderhall Shawfair	Gore Glen Gorebridge Redhaugh
Stage 2 Secondary Enhanced Support for Learning and/or targeted Nurture	Dalkeith HS	St David's HS	Lasswade HS	Beeslack HS	Penicuik HS	Newbattle	Shawfair HS	Gorebridge HS
Stage 3 Primary ASN needs inc complex needs  This may look like, children and young people who are unable to access the curriculum within their catchment mainstream		Burnbrae	Hawthornden Loanhead			Easthouses		Gore Glen
Stage 3 Secondary Complex Needs	Dalkeith HS	St Davids	Lasswade	Beeslack	Penicuik	Newbattle	Shawfair	Gorebridge
	Inclusion Hub		Inclusion Hub	Inclusion Hub		Inclusion Hub	Inclusion Hub	Inclusion Hub
Stage 4 Primary Specialist	Mayfield			Beeslack Medical			Shawfair HI	Redhaugh
Stage 4 Secondary Specialist	Saltersgate			Beeslack Medical			Shawfair HI	

