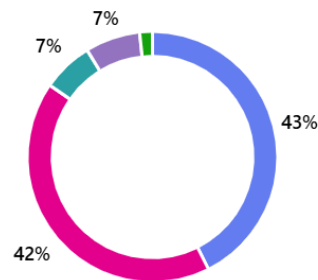


SLS ASN Form

1 What Role do you have within your school

HT	78
DHT	77
PT/FH Curriculum	12
PT/FH Pupil Support	13
Business Manager	3



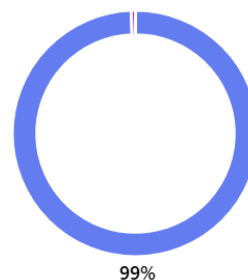
2) Which Council do you currently work for?

	Replies		
Aberdeen City	7	Independent	3
Aberdeenshire	6	Inverclyde	1
Angus	4	Midlothian	4
Argyll and Bute	2	Moray	4
Clackmannanshire	1	North Ayrshire	5
Comhairle nan Eilean Siar	2	North Lanarkshire	13
Dumfries and Galloway	13	Orkney Islands	1
Dundee city	2	Perth and Kinross	6
East Ayrshire	5	Renfrewshire	1
East Dunbartonshire	5	Scottish Borders	2
East Lothian	12	Shetland Islands	3
East Renfrewshire	5	South Ayrshire	4
Edinburgh	17	South Lanarkshire	5
Falkirk	8	Stirling	5
Fife	7	West Dunbartonshire	2
Glasgow	14	West Lothian	3
Highland	9		

3) Have you noticed an increase of young people with Additional Support Needs with you school

Yes: 180

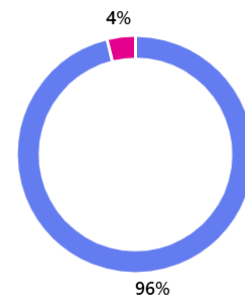
No: 1



4) Have you noticed an increase in the level of dysregulation in pupils in your school

Yes: 175

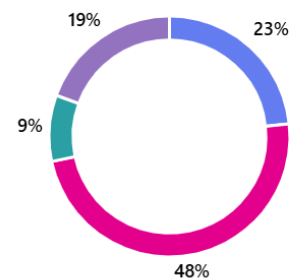
No: 7



5.

Have you made an application in the past 3 years for a place in specialised provision?

Yes, place allocated	42
Yes, place not allocated	87
No, there is no process to do this	16
No	35

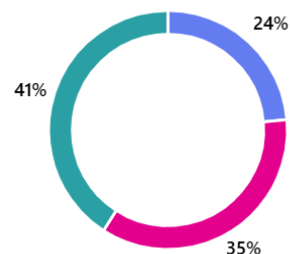


Survey didn't allow multiple answers: some schools have had both successful and unsuccessful applications

6.

If you said yes, which school year was this in?

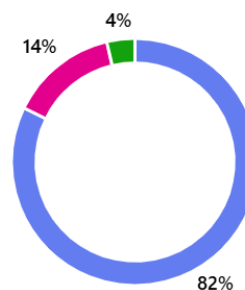
22-23	52
23-24	78
24-25	90



7.

Have you seen a change in thresholds for applications?

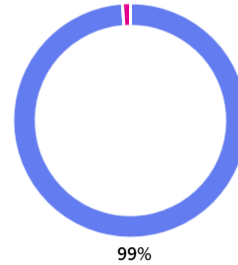
Yes: much harder to get a place in specialised provision	134
Yes: slightly harder to get a place in specialised provision	23
Yes: slightly easier to get a place in specialised provision	0
Yes: much easier to get a place in specialised provision	0
No change in thresholds for specialised provision	6



8.

Are you spending more of your time in school supporting young people and their families due to their additional support needs?

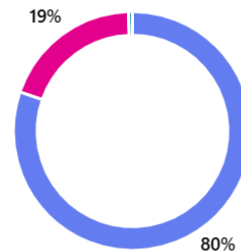
Yes	179
No	2



9.

Has there been a change to your workload, or the workload of staff within your school surrounding additional support needs?

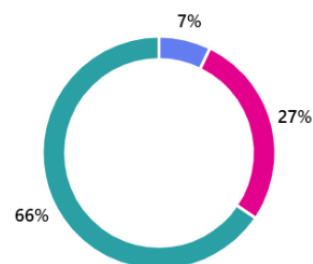
Greatly increased workload	147
Increased workload	35
Same workload	1
Decreased workload	0
Greatly decreased workload	0



10.

Within your council has there been a change to level of additional support available within mainstream education (for example the number of additional support needs assistants)

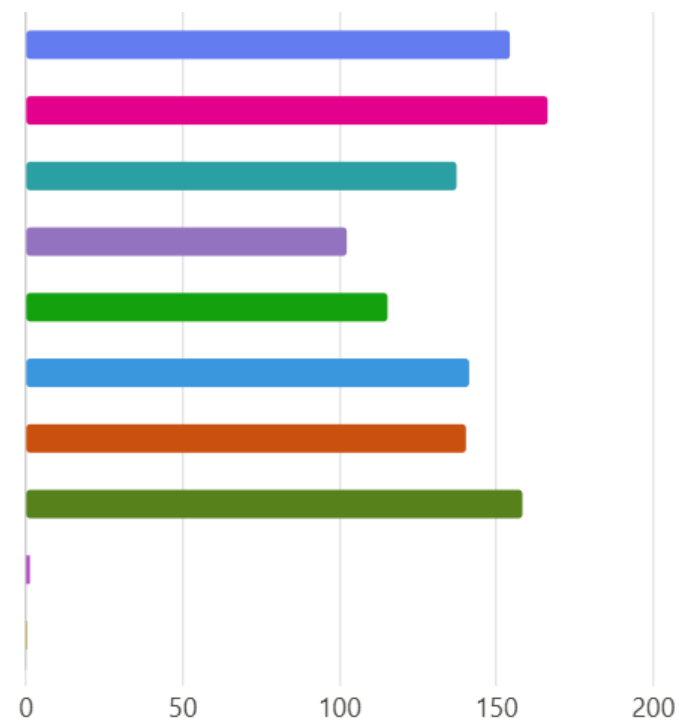
Increased level of support	13
Same level of support	49
Decreased level of support	118



11.

What has been the negative impact to changes to level of support? Select all that apply

More dysregulation	154
Increase in staff stress	166
Increase in number of incidents	137
Increase in severity of incidents	102
Overall behaviour across school more challenging	115
Impact on PT/FH time dealing with incidents	141
Impact on PTPS time with increased meetings with pupils and/or parents	140
Impact on SLT time dealing with incidents	158
No negative impact	1
Impact has been positive	0



12.

Has there been any other impact (negative or positive) you wish to comment on?(85 comments)

Positive Comments

Pupils

Pupils gain a better understanding of need and the supports in place are able to help young people who could have become socially isolated

Staff

Staff doing their best, with a willingness to adapt and change practice to support young people

Staff training to understand needs is having a positive impact

Positive focus on the inclusive classroom: real desire to be inclusive

SLT

SLT generally supportive on class teachers

New behaviour policies put in place

Schools have created internal provision from existing funding

Negative Comments

Pupils

Violent Incidents towards other pupils and staff: pupils and staff feeling unsafe and threatened at work: more police charges happening

Pupils not able to get the support they need leading to further dysregulation and/or attendance issues

Wider impact on all pupils as teacher/support time diverted to managing dysregulation: impact on attainment, impact on attendance

Families

Lack of provision a concern for young people and their families. Families can have unrealistic expectations around what supports can be put in place: this leads to further conflict for schools

Parents not fully part of decision making process and schools having to placate parents

Parents aware of rights, schools struggling to be able to do everything they want to due to budget, time, staffing constraints

Teachers

Absence rates of staff going up: impact on SLT covering classes

Staff morale going down as don't feel they are doing enough

Rise in violence towards staff, with related impact on stress and anxiety

SLT

Dysregulated pupils taking up more time in school day, leading to more work having to be done outside of the school day. Knock on effect on time with RfAs, meetings, more complex planning (and the time to create meaningful plans for complex situations)

Planning becoming unmanageable as in some schools there is 50% ASN

Need to create provision to cater for pupils unable to attend classes

Support from partner agency is hard to access as thresholds are high and these agencies are struggling with the demand. Education becomes the one stop shop for all supports

Budget/Resources

Budgets reducing: but costs of supporting young people with ASN going up

Costs due to dysregulated behaviour causing damage to property

Increase in need. Some pupils not prepared for Secondary as they have been withdrawn from class in Primary: lack of resource in Secondary to cope with this need

Due to strained resourcing, difficulty being preventative: only able to be reactionary and fire fight

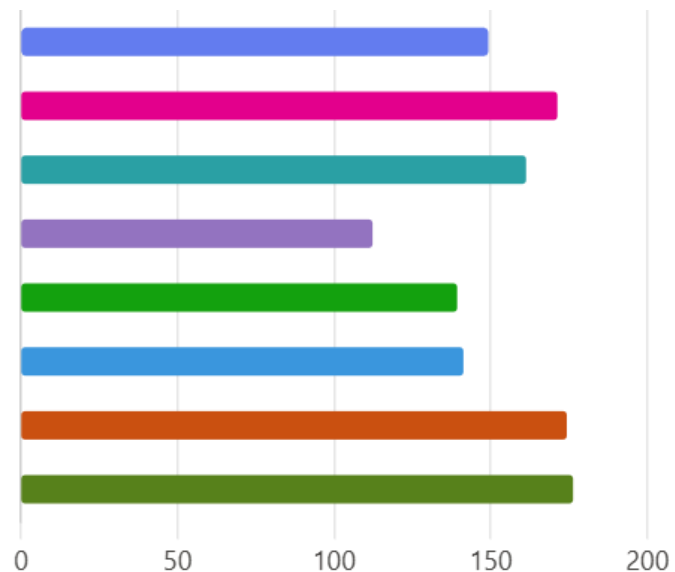
AAA increase: accommodation and supports becoming harder to arrange

Pupils meeting threshold for specialist provision being placed in mainstream as there is no place left for them

13.

Have you tried any of the following strategies to support these changes? Tick all that apply

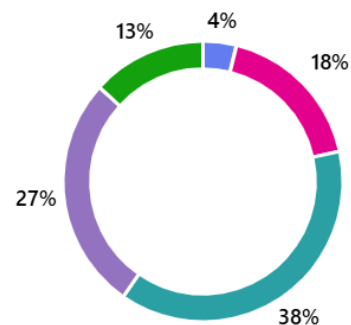
Small class for targeted pupils	149
Different curriculum offering for specific young people	171
Use of PEF funding to target support	161
Use of additional teaching staff	112
Change to use of support staff	139
Use of 3rd sector interventions	141
Bespoke timetables	174
Part time timetables	176



14.

Have these strategies had a positive impact

For almost all	7
For most	32
For the majority	69
For less than half	49
For few	24



15.

If your school has attempted other strategies, could you detail what they are below. (67 responses)

Staffing

Nurture and Family support Worker

Change pastoral remits

Cluster Support

Primary school teachers in Secondary

Local partners/3rd sector

Training for staff

Interventions

Visual timetable

Nurture/sensory room

Alternative accommodation: out side of school

Mentoring

Outreach provision: in community

Emotional School Based Avoidance group programme

Team around the Child meetings

Virtual school : supports for care experienced

Soft finish

Family first Model

Forest schools

Counselling

Safe spaces: fobbed doors, tents,

Counselling

Parenting classes

Pulling resources across other local schools

16.

Please detail any comments on the impact of any of the strategies your school has tried (76 responses)

Postive Impact

Calmer school

Sense of belonging

Improved S4 outcomes

Better engagement

Reduction in incidents of dysregulation from every period to some

Staff stress reduced in some places

Reduction in number of violent incidents, reduction in exclusions

Some pupils achieving qualifications that they wouldn't have without the interventions

Virtual school for care experienced young people having a real impact: but not every young person is eligible

Outdoor learning has big impact

Mixed impact

Takes trying a range of interventions to get one to have a positive impact

Varied impact depending on pupil/parent support

Part Time timetables have mixed impact: can lead to lower attendance and attainment

Impact can start of really positively however over time becomes difficult to maintain

Negative Impact

Frustration that where results are limited, the young person should be seen as needing collective support, not just school support: change from x school's young person, to OUR young person

Wider impact as others who need further support miss out, and time and resources diverted means general mainstream has less provision

If school is 'good' at inclusion leads to more challenging cases enrolling (generally placing request)

Impact of some interventions can be positive in terms of school but have negative impact at home

Cost impact: impact of interventions varied however costs not always sustainable

Some staff feel they are in a "culture of fear" if they miss something

Increased number of pupils out of class

17. Any further comments (48 responses)

System not fit for purpose and is unsustainable.

No overall strategic plan in place to support ASN across Scotland: National Discussion should be about ASN provision and resourcing rather than behaviour

Teaching has changed exponentially in very short period of time. More demands being put on teachers, increasing workload.

Dysregulation and violent incidents (including assaults on staff) leading to stress which is leading to higher teacher absences: creating a vicious cycle.

More demands on resources at time when budgets are cut

More is being asked of schools with reduction in budgets: when more resourcing is needed for the challenges

Most impactful strategies require more intensive staffing and/or are most costly

Disempowerment of Schools who are exhausting all avenues and still not having the desired impact on young person

Feeling that our schools are 'failing' the young people because of the system

Feeling that families with more agency are more likely to gain placements (through lawyer/elected representative support) this is creating additional inequity in education