

APPENDIX 1

Action Plan: Moving to Mainstream

No	Recommendation	Responsible Officer	Community Services Management Response	Update 31 October 2003
	Planning for inclusion of pupils with SEN			
1	Councils and NHS bodies should jointly develop a strategy for inclusion that sets out their policy and proposed actions to meet the mainstreaming presumption. This should reflect a careful appraisal of likely effectiveness of different mainstreaming options and the costs, and should be subject to consultation with parents, head teachers and voluntary sector.	Head of Secondary Education & Pupil Support	The strategy for mainstreaming is well established in Argyll & Bute. Clear arrangements are in place for identifying children with SEN at an early stage through PRESCAT. This multi-agency forum includes parents and NHS staff who jointly assess needs and agree placements.	In place
2	Councils should provide strategic guidance to schools on their expectations of them over the long term in respect of inclusion and mainstreaming	Head of Secondary Education and Pupil Support	The Council has revised and updated a substantial file of policy and practice advice – Supporting Children: Supporting Effective Learning.	In place
3	Councils, schools and the NHS should consider ways of improving arrangements to ease the transition of pupils particularly from the primary stage to the secondary stage, including ensuring continuity of therapy and other support services.	Head of Secondary Education and Pupil Support/ Quality Improvement Officer in SEN	Area Network teams of specialist support staff work across the sectors and this explicitly addresses the management of transition. Joint guidance on providing speech and language therapy services has been agreed within the policy and practice file.	Processes agreed

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	Building capacity for inclusion.			
4	Councils should ensure that the needs of pupils with a wide range of SEN and disabilities are considered when designing new or refurbished schools. NPDO to be considered.	Head of Planning & Performance/ Project Director NPDO	A survey by specialist surveyors has been carried out to inform the design requirements for the NPDO project and the adaptations necessary in the schools estate.	Actioned
5	Councils should ensure that schools' physical environments are adapted to meet the needs of pupils with SEN, and that essential adaptations are made before pupils are admitted. NPDO to be considered.	Head of Planning & Performance/ Disability Access Co-ordinator	As above. The early identification of children with physical disabilities by educational psychologists allows information on needs to be built into plans for adaptation and refurbishment.	Ongoing
6	Councils should ensure that senior managers in schools have sufficient time for leading and managing provision for pupils with SEN.	Head of Secondary Education and Pupil Support	The National Agreement provides for planning and preparation time beyond the amount of time allocated to class teaching. Specialist staff is involved in supporting planning.	Underway
7	Councils should keep under review the demands on each school and ensure that it has the capacity to function effectively without excessive demands on the head teacher and other members of staff	Head of Secondary Education and Pupil Support/ Quality Improvement Officer in SEN.	The need for support staff is reviewed annually on the basis of an audit of need. Staffing is supplemented as necessary to meet needs effectively.	Ongoing

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	Staff Development & Training			
8	Councils and schools should ensure that there is training on inclusion for class and subject teachers and special needs auxiliaries (SNA's), and, in particular, that there is effective development and training to meet the needs of pupils with social, emotional and behavioural difficulties.	Quality Improvement Officer in SEN.	The Quality Improvement Officer for SEN undertakes an annual analysis of staff development and training needs. Programmes of training are provided to address these funded by SEN Specific Grant. Some courses are award bearing. Some involve staff from partner services and parents. The Education service has approved trainer status from SQA for SNAs/CAs.	Annual plan in place
	Quality & Attainment			
9	Councils and schools should ensure that they have rigorous approaches to monitoring and evaluating the quality of inclusive provision for pupils with SEN.	Head of Secondary Education and Pupil Support	The Individual Education Plans for children with SEN are reviewed annually. This involves staff from education and other relevant agencies as well as parents. For pupils in special schools, the appropriateness of transfer to mainstream is explicitly considered at reviews.	Ongoing

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	Other Matters			
10	SEN budgets are likely to increase by 15% - 40%	Head of Secondary Education and Pupil Support	The practice of identifying needs early and taking account of these incrementally in the budget process is well established. As more children with significant needs are able to be included in local schools there will be a need for funding for additional staffing and equipment support. Currently some additional funds are provided through the NPAF Inclusion budget from SEED. There is clearly rising pressure on resources	Kept under review
11	The Council will need a strategy to respond to the requirements resulting from legislation coming into effect in August.	Head of Secondary Education and Pupil Support/ Head of Planning & Performance.	A Disability Access Co-ordinator has been appointed to support and ensure compliance with the revised legislation. The relevant access strategy has been approved by SPC and submitted to the SE.	First three year strategy agreed and submitted to SE