

REPORT TO: EDUCATION COMMITTEE – 24 NOVEMBER 2014

REPORT ON: KINGSPARK SCHOOL INDEPENDENT REVIEW - ACTION PLAN

REPORT BY: DIRECTOR OF EDUCATION

REPORT NO: 437-2014

1.0 PURPOSE OF REPORT

- 1.1 The purpose of this report is to provide the Education Committee with an update of the core action plan and governance arrangements following the independent review of Kingspark School.

2.0 RECOMMENDATIONS

- 2.1 The Education Committee is recommended to:
- note the contents of the report and;
 - remit the Director of Education to regularly updated elected members and to bring back to committee a further update on progress after the Education Scotland follow-through visit to the school in August 2015.

3.0 FINANCIAL IMPLICATIONS

- 3.1 There are no financial implications.

4.0 MAIN TEXT

- 4.1 As a result of concerns from a small number of families at Kingspark School, the Dundee Childcare and Protection Committee (DCCPC) commissioned an independent review of agency and inter-agency decision-making and actions taken in relation to concern expressed about the care and protection provided to specific children at Kingspark School. The Executive Summary of the report is attached as Appendix A.
- 4.2 The report set out 12 recommendations for action. Given that a number of the actions were related specifically to the Education Department and the school, an Action Plan Group was formed to take forward the recommendations. The updated action plan with timescales is attached as Appendix B along with the membership of the group.
- 4.3 To reinforce the importance of partnership working, and the multi agency nature of Kingspark School, the Action Plan Group comprises multi agency officers, parents, school staff and representatives from the voluntary sector.
- 4.4 To ensure clear governance is in place the Action Plan Group has met approximately every 6-8 weeks, allowing for school holidays. The chair of the group has reported twice to the Dundee Child Care and Protection Committee who are responsible for ensuring that all 12 recommendations are fully implemented.
- 4.5 Overall, parents of children at the school report that they continue to be happy with the way in which the school communicates with them. Of the small group of parents whose concerns led to the independent review, and whose children attend the school, meetings have taken place with most of the families and school staff, facilitated by the Education Support Officer (ASN). PAMIS have reported that these meetings went well. Additional activities included:
- Joint Child Protection training between school staff and NHS staff and further planned

joint training in relation to challenging behaviour.

- The introduction of a new system for data recording and analysis of incidents. This has improved identification of patterns and helps to inform targeted responses at individual, class and departmental levels.

4.6 Areas which require continued action: 'an audit of the 'Children with Disability Toolkit' in relation to inter-agency practice will identify specific areas for action, in particular the barriers and enablers to communication for vulnerable children.

- Implementation of the new staged intervention framework for ASN provision has started and requires monitoring over time in relation to placement of pupils at Kingspark School.

4.7 Members of the Education Committee have been invited to visit Kingspark School to find out more about the every-day practice at the school and the learning experiences of children and young people.

5.0 POLICY IMPLICATIONS

5.1 This report has been screened for any policy implications in respect of sustainability, strategic environment assessment, anti-poverty, equality impact assessment and risk management. There are no major issues.

6.0 CONSULTATION

6.1 The Chief Executive, Director of Corporate Services, Head of Democratic and Legal Services and Chair of the Child Protection Committee have been consulted in the preparation of this report.

7.0 BACKGROUND PAPERS

7.1 Report by Alistair Marquis.

Michael Wood
Director of Education
November 2014

EXECUTIVE SUMMARY

REPORT OF AN INDEPENDENT REVIEW OF AGENCY AND INTER-AGENCY DECISION MAKING AND ACTIONS TAKEN IN RELATION TO CONCERNS EXPRESSED ABOUT THE CARE AND PROTECTION PROVIDED TO SPECIFIC CHILDREN AT KINGSPARK SCHOOL, DUNDEE CITY COUNCIL

EXECUTIVE SUMMARY

1 Background

- 1.1 This independent review was commissioned by the Dundee Child Care and Protection Committee (DCCPC) and was triggered by concerns raised in the period 01 March 2013 to 30 September 2013 about specific children attending Kingspark School, Dundee. The review should be understood as a process for learning and improving services and of recognising good practice where this is identified.
- 1.2 Kingspark School makes provision for pupils with a wide range of additional support needs. With a pupil roll of approximately 175 pupils it is one of the largest special schools in Scotland.
- 1.3 The independent review was completed by Alastair Marquis, Independent Education Consultant between December 2013 and March 2014. The reviewer's background includes significant relevant operational experience in Additional Support Needs, previous Chief Inspector in Her Majesty's Inspectorate of Education and a recognised National Specialist for Child Protection.
- 1.4 The reviewer conducted interviews with staff members across all agencies, visited Kingspark School and reviewed relevant documents. A small number of parents of pupils at the School also provided information to inform the review process.
- 1.5 The objectives of the review were to:
 - a) establish whether there are lessons to be learned about how better to protect children and young people at Kingspark and identify any gaps in actions taken; and
 - b) make recommendations for action as necessary.

2 Summary of Findings

Broadly, the review findings concluded that:

- 2.1 Decisions taken in response to the concerns raised about the seven children who are the focus of this review were appropriate.
- 2.2 Policy and procedures relating to the care and protection of children in Dundee are robust and are implemented promptly and consistently including very appropriate co-ordinated multi-agency involvement in considering any potential child care and protection cases. Staff involved with the care and protection of children are committed to applying child protection procedures rigorously in all cases.
- 2.3 Not all concerns raised about pupils at Kingspark School were reported using locally agreed child protection procedures; this led to delayed implementation of agreed procedures and resulted in potential evidence being unavailable.

EXECUTIVE SUMMARY

- 2.4 There is improvement required in relation to consistency of home-school communications and relationships, aspects of dealing with challenging behaviour and mechanisms for supporting parents and others to raise any concerns.

3 Summary of Recommendations

The independent review includes the following recommendations:

- 3.1 The system for receiving, acknowledging and responding to complaints or enquiries raised by parents should be reviewed.
- 3.2 A review of all practices, school aims and documentation should be conducted and action taken to address any shortcomings. Issues of school-home communication, communication links between Kingspark School and relevant respite provisions and the pupil records system within the School should be included in such a review.
- 3.3 The School should review processes and ensure it is easy for both visitors to the school and staff to raise concerns regarding children's welfare. The process should be clearly advertised and accessible to all.
- 3.4 The School should review how it manages students' challenging behaviour and ensure robust recording processes.
- 3.5 Child protection training for all Kingspark staff should be reviewed to include enhanced recognition of the impact of staff behaviours and attitudes on children. Respite care staff in Dundee City and Angus Councils, as well as relevant NHS Tayside staff should be involved in regular joint update child protection training with Kingspark staff.
- 3.6 Agencies should ensure that appropriate staff have the skills and confidence to interview children or young people with additional support needs where this is appropriate.
- 3.7 Procedures for reporting incidents involving pupils at Kingspark School should be reviewed and include a system for regular review by senior leaders within and external to the school. Procedures should include specific provision for the notification of Councils purchasing places at Kingspark School of any serious incident at the school involving one of their residents.
- 3.8 A planned Education Department review of the nature of the Additional Support Needs that Kingspark School makes provision for and the age range it caters for should be progressed.
- 3.9 Dundee City Council should continue working toward implementation of integrated documentation and systems relating to children and young people under the implementation of the Getting it Right for Every Child (GIRFEC) national agenda.

Alistair F Marquis, MBE, BA, MEd, DipCollEd, FColIP
Independent Education Consultant

05 May 2014

Kingspark Action Plan (with review of actions)

Appendix B

The group responsible for implementing this action plan reports back to the Dundee Child Care and Protection Committee. The group is chaired by Jennifer King, Education Manager (ASN, Educational Psychology & Inclusion).

Group membership: Kingspark staff (Laura Smith, Head Teacher; Laura Hart, PT; Katie Timney, PT); Kingspark Parent Council (Pamela Morris and Pronita Banarjee); DCC Education Department (Jennifer King, Education Manager); DCC Social Work (Alison Leuchars & Susan Morrison,); NHS Tayside (Christina Kiddie, AHP, and Sarah McLauchlan, Head of Nursing); Angus Council (Kim Walker); Voluntary Sector (Moira Bisset, Parent-to-Parent; Marina Sinclair, Barnardos); Workforce Development (Frances Greig).

Dates of meetings: **11.06.14; 04.09.14; 31.10.14**

The 12 recommendations arising from the Independent Review have been clustered under key areas in order for them to be addressed coherently.

Key area	Independent Review recommendation/ref	Improvement outcome	Action already taken	Action required	By whom	By when
Communication with parents (5.1; 5.2)	<i>5.1: Raising concerns/complaints</i>	All parents know and understand how they can raise concerns and have them addressed by the school.	The school handbook and parental letters have been updated to provide easily accessible advice on how to raise concerns. Clear signage is in place at key points across the school (eg entrance area) and on visitors' badges.	- School and council monitoring of actions taken are analysed and reported on in the school's improvement plan and standards & quality report. - A termly update is issued to all parents/carers and staff.	Senior Managers Kingspark staff and key Angus staff. Parent representatives.	June 2015 Allows time for feedback to be gathered, analysed and reported on
	<i>5.2: Home-school communication & documentation</i>	All parents will experience a consistently high standard of communication	A Family Support Worker has been allocated to the school to provide targeted support for specific	Continued review of practice in relation to home-school documentation and practice.	Parent representative; teaching and support staff reps; senior	October 2014

Key area	Independent Review recommendation/ref	Improvement outcome	Action already taken	Action required	By whom	By when
		between home and school, as reported in feedback to the school.	families. PTs have a planned programme for the autumn term where staff training on the completion of home school communication will take place for all staff.	- All documentation will be written in 'Plain English'. - Key documentation will be available in written and spoken format.	management team representatives.	
Review of Action 5.1 Raising concerns/ complaints	- Both complaints and compliments are logged by the school. Actions from complaints are followed up by senior staff where these are raised directly with the school. Where there are concerns which are not reported directly to the school, parents are encouraged and reminded through home-school communication and the handbook of how they can raise concerns with the school. See 5.3 for other possible means of raising/recording concerns/compliments. - The school's Standards & Quality Report and School Improvement Plan will report on analysis over time. - Overall, parents of children at the school report that they continue to be happy with the way in which the school communicates with them. There have been several more compliments than complaints (6:1) in the first 8 weeks of term. - Of the small group of parents whose concerns led to the independent review, and whose children attend the school, meetings have taken place with 4 of the families and school staff, facilitated by the Education Support Officer (ASN). PAMIS have reported that these meetings went well.					
5.2 Home-School Communication	- All staff have had initial training this term from the Principal Teachers regarding the home-school books. Scenarios were used for different pupils' needs/age and type of day. The aim is to achieve greater consistency in recording. This will be revisited with staff to monitor and review home-school communication. The parent council reps report some differences in reporting when young people are in the senior phase and are in different classes during the day. - A 'Classroom News' termly information sheet is going home to parents about curriculum and forward planning. - The Parent Forum organised a Curriculum for Excellence afternoon for parents and staff based on 'Healthy Tasting' which was well					

Key area	Independent Review recommendation/ref	Improvement outcome	Action already taken	Action required	By whom	By when
	attended. Allied Health Professional offered SLT involvement and will arrange for a rep to attend the planning meeting on 09.09.14. The Family Support Worker is in post and has met with parents at the Parent Group, 'Meet the Team' events and during P1 induction. School documentation (including home-school books) are written in plain English and translation is provided for Bilingual parents. Staff talk through written plans/reports of pupils and if necessary symbolised versions of 'wellbeing indicators' are available.					
Partnership working (5.3; 5.6)	<i>5.3: Raising concerns</i>	Visitors and partners to the school know and understand how they should raise concerns and have them addressed by the school.	The headteacher regularly reminds partners and visitors to the school of how they can should concerns. The first focus group with partners has taken place this session. 'Meet the Team' events are already organised for all parents and partner agencies on 27 August in order to allow all stakeholders to meet the new Promoted staff Team.	- Regular focus group discussion with the Partnership forum for the school. - Information/guidance is displayed and shared with all partners/visitors. - School and council monitoring of actions taken are analysed and reported on in the school's improvement plan and standards & quality report.	Partnership forum representatives	October 2014
	<i>5.6: Thresholds for intervention, recording & reporting</i>	Staff across different settings will have a shared and consistent approach, with agreed thresholds to intervention.	Communication links between school and council care staff have been reviewed and the development of agreed protocols for recording	A joint training programme will be planned, delivered and reviewed with a focus on consistent approaches to	Kingspark staff DCC & Angus council staff NHS staff DCC workforce development rep	- August 2014 start date - Work completed by February

Key area	Independent Review recommendation/ref	Improvement outcome	Action already taken	Action required	By whom	By when
	<i>5.6: Communication with respite care staff</i>	School and respite care staff have agreed protocols for reporting and recording incidents involving children and young people.	and reporting all incidents. The school CP officers communicate frequently with Dundee respite care staff to discuss strategies and concerns. Twice yearly meetings also take place.	intervention. • An annual questionnaire will be developed and issued to staff across all settings to ascertain their views on the appropriateness of intervention thresholds and their understanding of reporting protocols.	Kingspark staff DCC & Angus staff	2015 • Initial review in June 2015
Review of Action 5.3 Raising concerns	• The 'Meet the Team' events took place on 27 August and went well with partners and parents attending. • A Depute Head Teacher joins the monthly meeting with NHS staff to share updates and review actions regarding any concerns which have been raised. • The Head Teacher has met with NHS staff (nursing & AHP) on 12 September to share CALM theory and practice and how it relates to individual pupil behaviour care plans. • The Angus-Kingspark partners meeting took place on 26 August to review the Partnership Agreement. Dates for the Partnership Forum have been set for the year and invitations gone out. They are: Wednesday 8 October 2014 @ 1315; Wednesday 11 February 2015 @ 1315; Wednesday 6 May 2015 @ 1315 • There have been no concerns raised by partners other than constructive feedback at the Partners' Forum which took place in October. All visitors to the school have a prompt card (on the visitor badge) about how they can raise concerns. A compliments box is located in the main entrance area.					

Key area	Independent Review recommendation/ref	Improvement outcome	Action already taken	Action required	By whom	By when
5.6 Thresholds for intervention 5.6 Communication with respite care staff	• A sub-group has been formed to plan a joint training programme between NHS, Angus and Respite staff. Meanwhile, all staff are invited to the range of CPD which takes place at Kingspark. • A termly meeting continues between Angus education & social work/respite staff. Respite reviews are now included within the child's annual review. Angus staff are progressing plans for some review meetings to be held in Angus which Kingspark staff will attend. Angus staff report that they are pleased with the partnership working with the school. • Gillburn Road staff and Kingspark staff meet twice a year to formally review information sharing processes. In between there is frequent and regular 2-way phone contact between staff. The next meeting will review the information-sharing process (inc 'yellow' book). The group will develop a questionnaire for issuing to staff across different settings for their views on reporting and thresholds.					
Challenging behaviour (5.4; 5.6)	<i>5.4: Promoting proactive approaches</i>	The school's approaches to promoting positive behaviour and 'Helping pupils without making them helpless' are shared more widely and understood by parents, partners and the wider community.	A presentation for parents took place in November 2013 prior to a Parents' Evening.	• A comprehensive review of the school's approaches to promoting positive behaviour. • An analysis and review of the CALM process and the impact of CALM training to ensure that CALM techniques are used as the final resort.	Kingspark staff Vol sector reps Parent reps	• September 2014 start date. • Initial review June 2015
	<i>5.4: Monitoring use of physical intervention (ref 5.8)</i>	There is a simplified/unified system for recording, analysing and responding to incidents which	A council working group is addressing this for longer term re-design of an electronic system. Kingspark are piloting a simplified/unified	• The new system will be implemented from August 2014. • It will be reviewed in January 2015 with a view to incorporating	Kingspark staff Education department staff and key Angus staff.	• August 2014 • Review in January 2015 • Monitoring

Key area	Independent Review recommendation/ref	Improvement outcome	Action already taken	Action required	By whom	By when
		involve physical intervention; accidents; and violence experienced by staff	proforma which will inform the new council system.	further improvements. Central staff will monitor the number of incidents involving physical interventions, the number of pupils involved and the nature of incidents. These will be discussed with the senior management of the school on a termly basis and action taken as required.		to begin in October 2014.
	<i>5.6: Joint training with partners on challenging behaviour</i>	Staff across different settings will have a shared and consistent approach to responding to challenging behaviour by placing increased emphasis on ways to promote positive behaviour.	Early discussions have taken place with Angus, DCC and NHS reps	- A joint training programme will be developed to include all relevant staff and partners. - An ongoing training programme will be developed and delivered on a termly basis for existing and new staff.	Kingspark staff DCC & Angus Council staff NHS staff DCC workforce development rep	- October 2014 start date - Work completed May 2015 - Review August 2015
Review of Action	'Helping pupils without making them helpless' continues this school session, using video as a tool for reflection on staff-pupil					

Key area	Independent Review recommendation/ref	Improvement outcome	Action already taken	Action required	By whom	By when
5.4 Promoting positive approaches	interaction. Video clips based on the school's approach to 'Helping Pupils' have been shared with the action plan group as a basis for raising awareness of the proactive & reflective approach taken in the school. Wider use of video clips in pupils' review meetings is being considered, once consent issues have been addressed. • Analysis and review of CALM and its impact on pupils' self-regulation has been reviewed with the data in October. At present, recorded use of CALM techniques indicates very limited use with a small number of pupils. • A CALM theory training programme is being planned for Angus staff. A day is planned for Kingspark staff in November which other partners are invited to attend. NHS staff are attending the day. The principles and practice in 'Helping Pupils..' will be looked at alongside CALM theory. • Gilburn Road staff are reviewing the use of CALM to consider alternatives which will be shared at the joint meeting with Kingspark staff. Consistent approaches between settings for pupils is a priority and is reflected in care plans. The use of video clips from 'Helping Pupils...' can be used for sharing practice. • Defensible and ethical recording training is being planned with Learning & Workforce Development staff and other Education staff, including Kingspark, following an initial meeting on 15 September 2014.					
5.4 Monitoring use of physical intervention	• The pilot system for recording and analysing use of physical intervention is now in place at Kingspark. Its implementation/utility has been reviewed in the first term, along with data analysis between senior staff and Education managers. Analysis and review of CALM and its impact on pupils' self-regulation indicates very limited use with a few pupils (as agreed in their care plans). The new system allows for patterns and trends over time; location; stage; and pupils or staff. • Individual incidents are responded to timeously in order to make changes to strategies or actions • Whole school data will be shared with the whole staff group over agreed time periods to allow for patterns and trends to be addressed at departmental level.					
5.6 Joint training with partners	• A sub-group will be formed to plan a joint training programme between NHS, Angus and Respite staff. A sub-group has been formed to plan a joint training programme (focusing on staff development needs in relation to pupil development) between Kingspark, NHS, Angus and Respite staff.					
Child Protection (5.5)	5.5 Review of Child Protection training	All staff have a shared understanding in recognising the impact	Kingspark staff have an initial child protection training session planned	• The new Child Protection and Disability Toolkit will be	Kingspark staff DCC & Angus Council staff	• August 2014 start • Review

Key area	Independent Review recommendation/ref	Improvement outcome	Action already taken	Action required	By whom	By when
	<i>5.5. Staff approaches to communicating with and about children/young people</i>	of their behaviour and attitudes on children and adults.	for August 2014, based on updated guidance and case scenarios.	used for training purposes. - The Learning & Workforce Development service will examine existing staff development programmes and develop one on communication. - A comprehensive analysis of CPD packages on communication will take place to identify relevant training material and resources.	NHS staff DCC workforce development rep	June 2015
Review of Action 5.5	- The CCPC have agreed on implementation of the 'Children with Disability' toolkit by updating the relevant sections of the local inter-agency child protection procedures. Plans for implementation of the toolkit have been discussed with the CCPC once the rewrite of the inter-agency guidelines has been circulated in November. The 'Additional notes for Practitioners' has been shared with the Action plan group for further consideration of implementation at school level. Areas for particular focus include: awareness of risk factors for disabled children; barriers and enablers to communication; features of abuse; reporting concerns. - Learning & Workforce Development are assessing the toolkit against existing learning/training activity and will incorporate the toolkit in to its existing programmes. - Scenario-based Child Protection training took place at the start of term for all Kingspark staff and NHS nursing staff. Staff reported					

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	positive feedback on the approach and its relevance to the special school context. There is a plan to continue the approach through the school year. Tayside Contracts staff have been approached regarding their participation in CP training alongside school staff. LWD reported that CPOs in School Community Support Service should take this forward. Defensible and ethical recording is to be included in the staff development plan with LWD and protocols/ thresholds for how information is shared between NHS and Kingspark staff. Advice on thresholds has been implemented in the new recording system. A group of Education staff, including Kingspark reps, will develop guidance for all education staff on ethical and defensible recording.					
Data management (5.8; 5.10; 5.11; 5.12)	<i>5.8: Review of procedures for recording/reporting individual pupil incidents</i>	There is a simplified/unified system for recording, analysing and responding to incidents which involve physical intervention; accidents; and violence experienced by staff.	A council working group is addressing this for longer term re-design of an electronic system. Kingspark are piloting a simplified/unified proforma which will inform the new council system.	The new system will be implemented and reviewed from August 2014. This will ensure that information is more easily accessible and that the current use of several recording formats is reduced.	Kingspark staff Education department staff and key Angus staff.	From August 2014
	<i>5.10: Review of recording and access to information/chronologies for pupils; classes; year groups</i>	Information about pupils in relation to incidents/ events is available in an easily accessible format, allowing trends and patterns to be identified and	Kingspark management team have audited and identified a reorganised structure for pupil information/recording.	Actions in 5.8 will inform and address recording in this area.	Kingspark staff Education department staff and key Angus staff	- June 2014 start - Review January 2015 - Monitoring ongoing

Key area	Independent Review recommendation/ref	Improvement outcome	Action already taken	Action required	By whom	By when
		responded to				
	<i>5.11: Overview of recording & monitoring of complaints/allegations</i>	A running log of complaints is reviewed regularly to identify any patterns and actions followed up by school and education managers	Kingspark management team have audited and identified a reorganised structure for recording and monitoring of complaints/allegations.	There will be a termly review & follow up of impact which actions have had between Kingspark SMT & Education Manager of complaints/allegations	Kingspark SMT Education Manager (ASN, Educational Psychology and Inclusion)	October 2014 Termly thereafter.
	<i>5.12: Integration of planning & documentation across DCC and NHS Tayside</i>	A single planning system, consistent with GIRFEC, will be shared across agencies/authorities. This will be used for every Annual Review, CSP review and post 16 school planning meeting in session 2014-2015.	Kingspark staff have contributed to the design of the Single Child's Plan for DCC Training for all promoted staff took place on 18 August 2014. In session 2015-2016 the Single Child's Plan will replace all ASPs in the school and will become the planning and recording tool for all pupils. CSPs will remain for those pupils who meet the criteria.	A review of the impact of August training for Kingspark staff in using the Single Child's Plan in December 2014.	Kingspark staff Manager (ASN, Educational Psychology and Inclusion)	August 2014

Key area	Independent Review recommendation/ref	Improvement outcome	Action already taken	Action required	By whom	By when
Review of Action 5.8 Review of procedures	The pilot system for recording and analysing use of physical intervention is now in place at Kingspark. Its implementation/utility will be reviewed along with data analysis at termly meetings between senior staff and Education managers. (see 5.4)					
5.10 Review of recording and access to information	The new process allows for chronological recording and analysis of trends at different levels. See 5.4 and 5.11.					
5.11 Overview of recording and monitoring of complaints	Kingspark has a running log of both complaints/concerns and compliments. Education management and school SMT reviewed actions in October to identify where any follow-up was still required. This will also be shared with Angus staff.					
5.12 Integration of planning	Training for all promoted staff on the use of a single planning system (and Child's Plan) took place on 18 August with a follow-up session being arranged. All plans for Kingspark pupils will be reviewed over the year in the Child's Plan format. This is the same stage of implementation for all schools in Dundee.					
Review of ASN provision (5.9)	<i>5.9: Benchmarking of ASN; age range; staffing</i>	The capacity of Kingspark is informed and quality assured by comparative national data	Initial benchmarking has taken place with one other LA.	Progress full benchmarking with national networks, e.g. ADES/ASLO	School SMT Manager (ASN, Educational Psychology and Inclusion)	October 2014 – May 2015
	<i>5.9 Education dept reference group to progress priorities in ASN audit and review</i>	Placement of pupils with complex ASN in specialist provision in Dundee is based upon rigorous staged intervention processes	Kingspark HT & Education Manager are leading on the reference group taking forward a management review of Additional Support	Complex ASN and Local Management groups will be implemented from October 2014	Education Department reference group. School staff. Multi-agency staff.	May 2014 – August 2015

Key area	Independent Review recommendation/ref	Improvement outcome	Action already taken	Action required	By whom	By when
		and criteria	Needs in relation to the placement of pupils with complex needs.		Angus staff.	
Review of Action 5.9	• Education Management has met with Education reps from 2 neighbouring authorities to begin local benchmarking of performance outcomes. A further meeting is planned with Head Teachers in November to begin to share practice in relation to outcomes and evaluation of special school provision • Implementation of Local Community Management Groups and Complex ASN groups will begin this term. Clear criteria for complex ASN has been shared with schools and partners in order to help moderate assessment of children's needs in relation to the range of DCC school provision, including Kingspark. Education Management is consulting with the Parental Engagement Officer regarding communication with parents (city-wide) about changes to the process. A FAQ leaflet is being prepared for use at transition planning meetings.					