

PE1709/B

NASUWT Scotland submission of 20 December 2018

1. The NASUWT welcomes the opportunity to submit evidence to the Public Petitions Committee of the Scottish Parliament further to Petition PE1709, considering the installation of CCTV cameras and the provision of full-time social work support in all additional support needs schools. Whilst the focus of the consultation is on CCTV and social work placements in schools, the NASUWT has taken the opportunity to share its research highlighting the context in which this consultation is being conducted.
2. The NASUWT is the largest union in the UK representing exclusively teachers and headteachers and is the fastest growing union in Scotland.

GENERAL COMMENTS

3. The NASUWT supports the ambition contained within Getting it Right for Every Child (GRIFEC) for all children with Additional Support Needs (ASN) to receive a high-quality education. However, the educational setting must be appropriate and the placement properly resourced to meet the needs of each child.
4. The Union is uniquely placed to provide an evidence-based contribution to this debate. The NASUWT surveyed members on teachers' and school leaders' experiences of ASN policy and practice in 2017. Furthermore, the NASUWT published in June 2018 the final report of the Teacher Workforce Survey in Scotland, which was an NASUWT/University of Stirling collaboration, to obtain a current picture of teachers' professional working across Scotland. The outcomes of both reports, as outlined in brief below, are very pertinent to the committee's current inquiry.

Special Educational Needs (SEN), Additional Learning Needs (ALN) and Additional Support Needs (ASN): NASUWT Survey Report

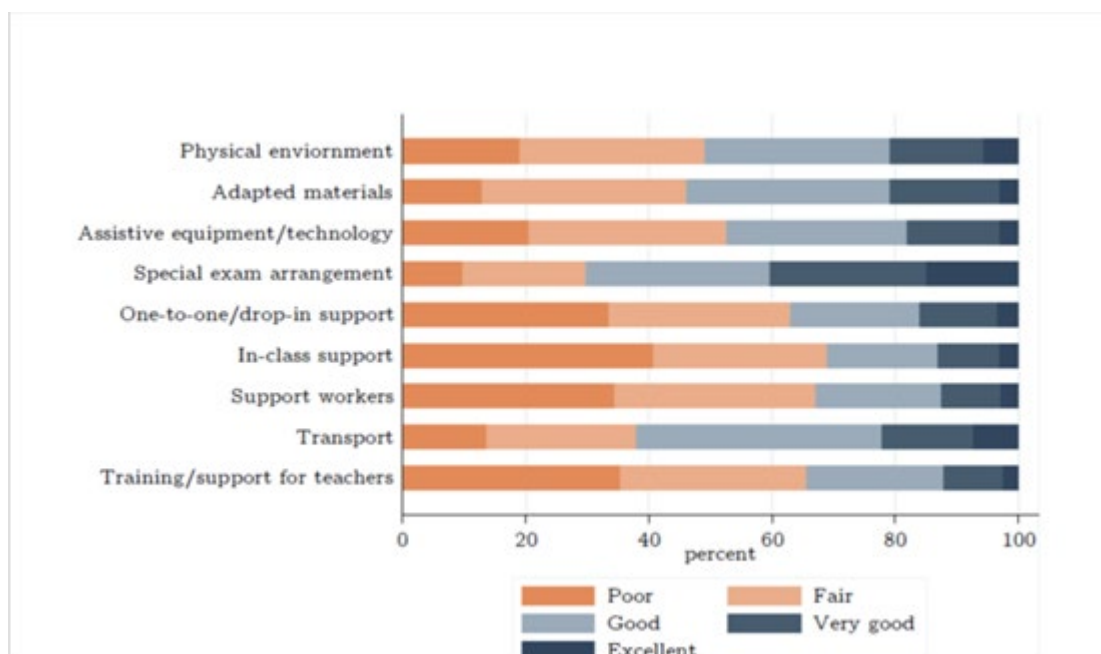
5. Evidence from the NASUWT's survey of ASN and special educational needs (SEN) reveals that the workload of teachers has increased as a result of cuts to local authority services and cuts to school staff. Over 90% of respondents reported that the work of teachers and school leaders had increased in the last five years as a result of cuts to local authority services. Over half of respondents (58%) reported that specialist teacher posts had been cut in their school; two thirds (67%) reported that specialist support staff posts had been cut; and three quarters (75%) said that other support staff posts had been cut over the same period. The survey found that many teachers were not receiving the support that they needed to meet the needs of pupils with ASN effectively.
6. Evidence from the NASUWT's survey of ASN also reveals that co-ordinators are encountering considerable difficulties accessing specialist external support. Some services have closed and some have adopted strategies to ration or limit the number of children and young people who

can access support. Co-ordinators also report considerable burdens associated with multi-agency working.

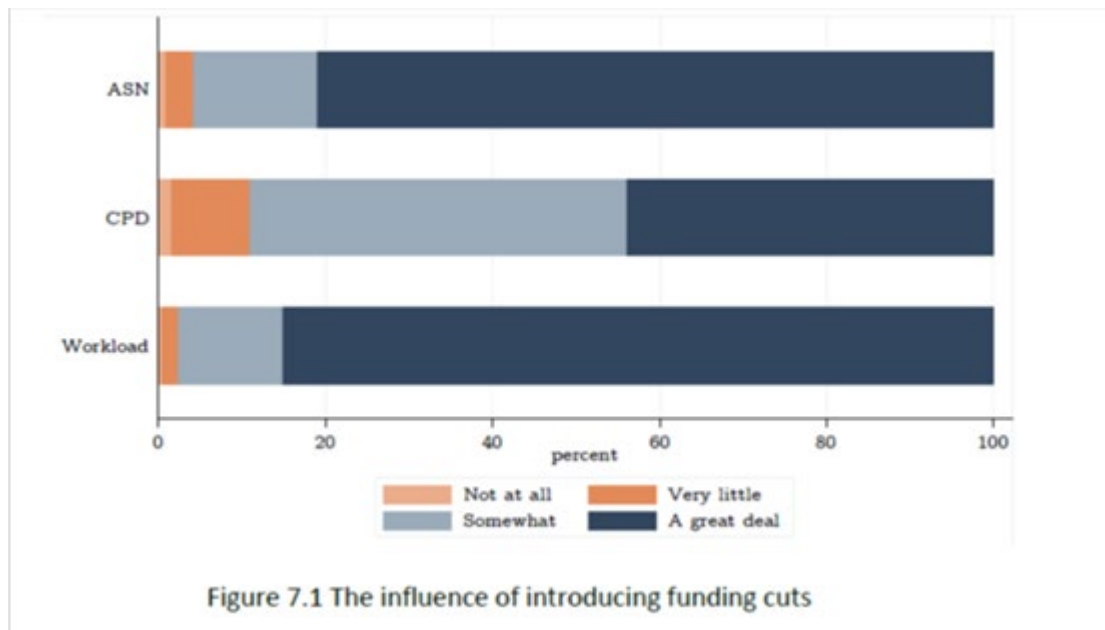
7. Almost half of teachers (44%) who responded to the NASUWT'S ASN survey said that they had not received ASN-related training or professional development in the last two years. Those teachers who had received training or participated in ASN-related professional learning raised concerns about the effectiveness of the training/professional development they had received. For example, more than one third (38%) identified training to make the curriculum inclusive as ineffective; more than half (53%) identified training on the effective use of support staff as ineffective; and almost half (43%) identified training on local authority ASN policies and practices as ineffective.
8. While international research finds that effective training and professional learning is sustained, usually lasting two terms or more, almost two thirds of respondents from Scotland (60%) reported that the total ASN-related training/professional learning that they had received amounted to one day or less.

Teacher Workforce Survey in Scotland

9. The graph below sets out teacher' views about how well different kinds of support are being provided in practice. In the view of teachers, a lot still needs to be done in personnel-related types of support, such as additional support workers and training for teachers to support students with ASN.



10. Since 2010, there have been substantial cuts in education spending in Scotland, and as part of the survey teachers were asked how the cuts influence the ASN provision at their school, their CPD and workload. As shown in the diagram below, over 80% of teachers reported that this had influenced the ASN provision and teachers' workload to a great extent.



SPECIFIC COMMENTS

11. In light of the evidence from both surveys, as outlined above, the NASUWT considers that there are more profound issues that need to be addressed in all ASN schools than simply installing CCTV cameras and providing full-time social work support. Teachers and schools will always strive to do their best for every child they teach, but it is unacceptable for them to be expected to meet the needs of pupils without the necessary resources.

12. Installation of CCTV is an extremely sensitive issue. As with all technology it can be helpful but it is also open to abuse. The installation of CCTV would require a significant financial investment and therefore a cost benefit analysis would need to be carried out. If CCTV is installed then its purpose and use must be clear and there must be an agreed written protocol about how it will be used and it must clearly set out the rights and entitlements are of staff, pupils and parents about when it is used, where it is used and agreed with the NASUWT and other unions: The NASUWT has significant experience of the use of CCTV in school settings. It is our experience that CCTV serves little useful purpose in the vast majority of circumstances. It can be helpful in grounds and building monitoring for security purposes but only if it is being monitored by appropriate staff and if staff are able to respond if an incident occurs. Simply installing CCTV and reviewing tapes afterwards is a limited value. It is of even more limited if any value in classrooms. Indeed there have been many occasions when it has in fact been detrimental in addressing a particular issue because it has for example been at a fixed angle distorting the view and/or has no or poor quality sound. Furthermore, as a result of General Data Protection Regulations (GDPR), where CCTV is intended to be used in a school, it must be clearly set out to employees and users what it will and will not be used for otherwise this could breach the legislation. The NASUWT believes that at a time when resources in schools are at a premium

expenditure on expensive CCTV should not be a priority given its limited value. The NASUWT can provide more detailed examples of the use and abuse of CCTV if the Committee would find that helpful.

Social Worker placement

13. In the interests of vulnerable pupils it is always helpful when agencies work together and the involvement of social workers in schools could be beneficial. It is therefore not clear why a focus has been placed on social work, as potentially many other agencies would be more appropriate, such as counsellors or mental health specialists. A shared understanding of the role of social worker in a school environment is necessary. While potentially positive, the broader needs of the sector must be considered in identifying the best way to support ASN provision.
14. The Education (Additional Support for Learning) (Scotland) Act 2004 provides the legal framework for identifying and addressing the additional support needs of children and young people who face a barrier, or barriers, to learning. While the Act aims to ensure that all children and young people are provided with the necessary support to help them work towards achieving their full potential, the experience of our members is that it is not being applied in practice. Where local authorities fail to provide resourced support for individual pupils, do not adhere to Pupil Support Plans and Risk Assessment procedures and do not involve staff in the development of these documents, then pupil opportunities and outcomes suffer. The Government has a responsibility to set up a process to ensure that all statutory provisions are being adhered to by local authorities in the interests of learners and staff.
15. Supporting children and young people with ASN requires renewed investment in tailored services and education settings to ensure there is equality of opportunity and choice for all. Greater support for schools from the centre is also required. Austerity resulted in a substantial reduction in the numbers of Education Officers and Quality Improvement Officers at local level. While the creation of the Regional Improvement Collaboratives was mooted as an opportunity to bridge that gap, they have not as yet effected any noticeable change for teachers on the ground.
16. In addition, the reduction in the numbers of support staff in schools, which the Government's figures show as falling by 18% since 2007, do not only jeopardise educational standards, but also result in teachers being diverted away from their professional pedagogical role into support-staff duties and activities, such as supervisory functions and clerical and administrative tasks. The reduction in the number of support staff in schools militates against excellence and also contributes to high teacher workload, one of the key drivers of teachers wanting to leave the profession.
17. The entitlement of pupils with ASN to have all their barriers to educational progress removed must never be compromised. Every child, irrespective of needs, background or circumstances, deserves an education that

enables them to reach their full potential. Teachers report that the failures of the school system in providing adequately for vulnerable children and young people, and worsening provision for pupils with ASN, are stoking up problems for society in the future, when these children and young people will become adults. Provision for violent, autistic or mentally ill pupils is at crisis point.