

The City of Edinburgh Council

## **IN ON THE ACT**

### **Guidance on the Education (Additional Support for Learning) (Scotland) Act 2004**



CHILDREN AND FAMILIES



## Preface

The Education (Additional Support for Learning) (Scotland) Act 2004 sets out a framework for the provision of school education for children and young people with additional support needs.

The Act defines the duties and responsibilities of various agencies in very particular ways:

- the local authority as an education authority
- the local authority in respect of its other functions (eg for social work under the Children (Scotland) Act 1995 or the Community Care Act 1990)
- other agencies such as the NHS, Careers Scotland and Further Education Colleges

Within the City of Edinburgh, the Children and Families Department has responsibility for delivering the functions of education and social work to children and their families.

For practical purposes the education authority should be taken to include:

- all Council establishments providing school education including child and family centres and Council-funded placements in partner provider nurseries
- services providing support for learning to educational establishments, for example, English as an Additional Language, Psychological Services, Visiting Teaching and Support Services, Hospital and Outreach Teaching Services
- other services responsible for education authority functions, for example, Quality Improvement, Pupil Placement, etc

All employees in these establishments and services are required to have regard to *Supporting Children's Learning: a Code of Practice for Additional Support for Learning* and these Guidelines.

Staff employed by the Council (or by organisations working on its behalf) with regard to its other functions are also required to have regard to the *Code of Practice*. This includes those staff within the Children and Families Department responsible for functions arising from the Children (Scotland) Act 1995 and other social work legislation. It also includes staff employed within the Health and Social Care Department and other Council departments and services.

These distinctions will generally only be of significance where a learner may require a coordinated support plan.

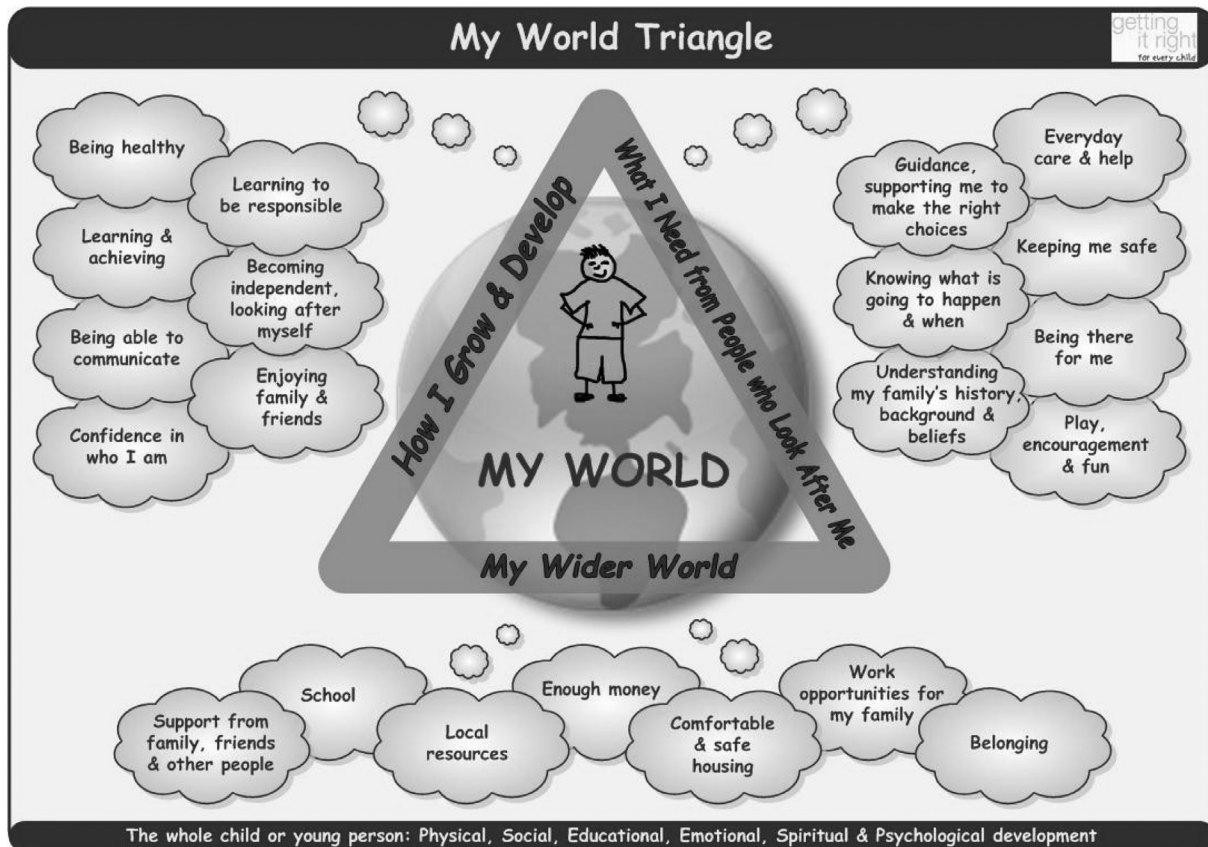
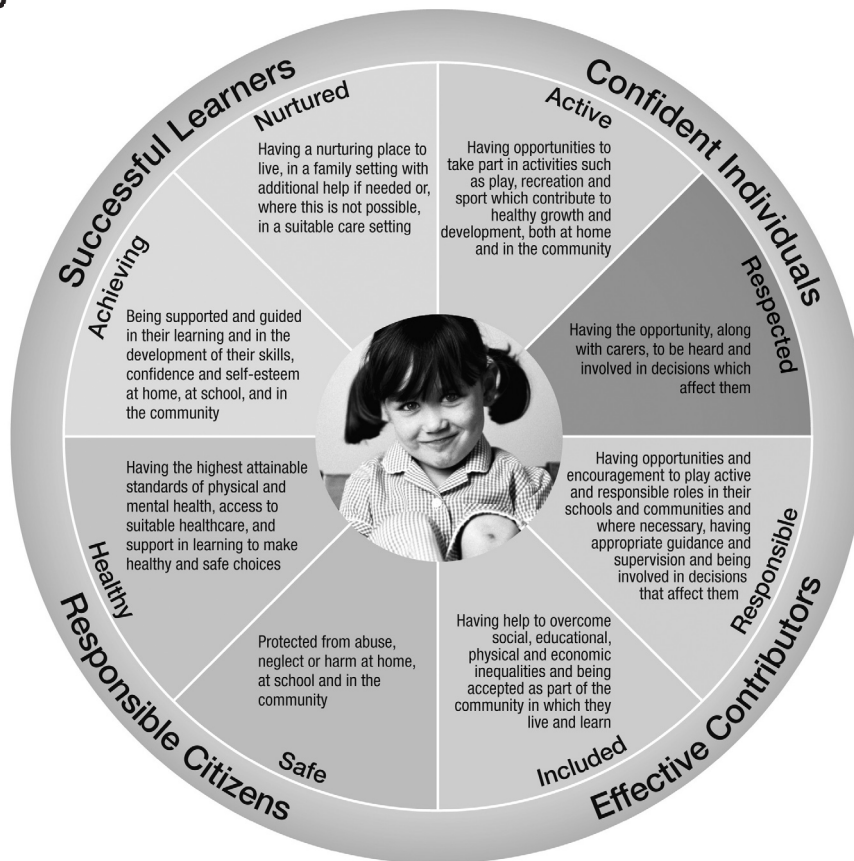
## ***Getting it right for every child in Edinburgh***

*Getting it right for every child in Edinburgh* threads through all existing policy, practice, strategy and legislation affecting children, young people and families. The purpose of *Getting it right for every child in Edinburgh* is to support a common coordinated approach across all agencies. This is to enable the delivery of appropriate, proportionate and timely help to any child or young person, as and when they need it.

Children and young people may require additional support at any stage in their lives, at any time, dependent on circumstances. *Getting it right for every child in Edinburgh* integrates with the established pathways to support which are already familiar to education staff. It supports the entitlement of learners to a planned and progressive educational experience, enabling them to be effective contributors, successful learners, responsible citizens and confident individuals.

The *Getting it right for every child in Edinburgh* practitioners' toolkit includes a practice model and tools which can be used in a single- or multi-agency context. The Well-being Wheel and the My World Triangle, illustrated below, will be increasingly used by all staff as the developments within *Getting it right for every child in Edinburgh* progress.

# Well-being Wheel



# Contents

Guidance on the Education (Additional Support for Learning) (Scotland) Act 2004	i
Preface	iii
Contents	vi
Acronyms used in text	viii
<b>Chapter 1 Setting the Scene</b>	<b>1.1</b>
The Guidelines	1.1
Legislative Background	1.1
The right to a school education	1.1
School education	1.1
Disability and Accessibility	1.2
Additional Support Needs	1.2
<b>Chapter 2 A Common Approach for the City of Edinburgh</b>	<b>2.1</b>
Abbreviations	2.1
The Additional Support for Learning Team	2.1
Roles and Responsibilities	2.2
Named Person	2.2
Lead Professional	2.2
Tables 1–3 Additional Support for Learning Team Models	2.4
Tables 4–6 Additional Support for Learning Team Models	2.5
Learners with a disability	2.6
<b>Chapter 3 Framework for Support</b>	<b>3.1</b>
Section A: The Pathways to Support	3.1
Section B: Planning to meet the individual needs of learners requiring additional support	3.7
1 Gathering information	3.7
2 Structuring and making sense of the information	3.8
3 Identifying actions to maximise development and learning	3.10
Section C: Individual plans to support learners with additional support needs	3.11
Overview	3.11
ASL and the Child's Plan	3.13
<i>Getting it right for every child in Edinburgh</i> – planning for needs outside school	3.13
ASL planning formats – taking a closer look	3.14
Planning initiated by schools and centres	3.15
Additional support plans	3.15
Individualised educational programmes	3.16
Table 7: The components in the ASL profile of an IEP	3.17
Table 8: The components in the learning outcome section in the IEP	3.18
Coordinated support plans	3.21
The CSP process: initiated by a school or centre: step by step process	3.24
The CSP process: Reviewing the coordinated support plan	3.27
Planning initiated by partner services and agencies	3.30
English as an Additional Language (EAL) profile of competence	3.30

Supporting learning profiles	3.31
School health care plans	3.32
Care plans	3.33
Care Coordination	3.35
<b>Chapter 4 Partnerships</b>	4.1
Parents as partners	4.1
Access to information	4.2
Supporters and advocates	4.3
Requests for assessment	4.3
Resolving disagreements	4.4
Partnership with children and young people	4.4
Partnership with other agencies	4.5
<b>Chapter 5 Early Years – Children aged 0–5</b>	5.1
Children under the age of 3 years	5.1
Children 3–5	5.2
<b>Chapter 6 Transitions: Managing Continuity and Progress in Learning</b>	6.1
Planning for transitions – additional support needs	6.1
Timescales	6.1
Ensuring a successful transition	6.1
Planning for transitions for learners who have a coordinated support plan	6.1
Specific transitions	6.2

There are no Appendices in this revised version. All additional information can be found on the ASL website on egfl:  
<http://egfl.net/ASL/index.html>

This information will be updated as necessary on a regular basis.

## **Acronyms used in text**

ADHD: Attention Deficit Hyperactivity Disorder  
ASL: Additional Support for Learning  
ASP: Additional Support Plan  
BeCo: Behaviour Coordinator  
CAMHS: Child and Adolescent Mental Health Services  
CSP: Coordinated Support Plan  
DSM: Devolved School Management  
EAL: English as an Additional Language  
EWO: Education Welfare Officer  
GIRFEC: Getting it right for every child  
HOTS: Hospital and Outreach Teaching Service  
HT: Head Teacher  
IEP: Individualised Educational Programme  
LAC: Looked After Child(ren)  
PSG: Pupil Support Group  
PT: Principal Teacher  
SfL: Support for Learning  
VTSS: Visiting Teaching and Support Services

# Chapter 1 Setting the Scene

## The Guidelines

These Guidelines have been prepared for staff in all establishments, services and agencies working with children and young people in the City of Edinburgh to ensure the effective implementation of The Education (Additional Support for Learning) (Scotland) Act 2004 (the ASL Act). They describe how children and young people with additional support needs will be identified and the roles of key staff in planning, coordinating and reviewing additional support. The Guidelines should be used alongside *Supporting Children's Learning: a Code of Practice*, produced by the Scottish Executive in 2005, and the *Getting it right for every child in Edinburgh* practitioners' toolkit.

The ASL Act provides education authorities and other services with a common framework for joint working to address children's learning needs. It enables provision to be made to prevent, remove or alleviate the effects of barriers within the learning environment.

The implementation of the ASL Act is supported by the quality framework for children's services, integrated inspection and quality indicators for equality, fairness and inclusion.

## Legislative Background

### The right to a school education

The Standards in Scotland's Schools etc. Act 2000 Act and the Education (Additional Support for Learning) (Scotland) Act 2004 set out key principles reflecting the United Nations Convention on the Rights of the Child. Every learner has the right to:

- a school education via provision made by the education authority directed to the development of their personality, talents and mental and physical abilities to their fullest potential
- have due regard, so far as is reasonably practicable, to their views (if there is a wish to express them) in decisions that significantly affect that child or young person, taking account of the child or young person's age and maturity
- adequate and efficient provision for additional support as is required and for those needs and the adequacy of that provision to be kept under consideration

In association with the rights of the child, the Act reinforces parental involvement and rights in decision-making.

### School education

School education refers to activities in schools and classes which is 'progressive education appropriate to the requirements of pupils, regard being had to the age, ability and aptitude of such pupils' Education (Scotland) Act 1980 (S 1. 5(a)).

The ASL Act elaborates this, stating that school 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. (1(2))*

School education includes nursery education and, in the case of children with a disability, appropriate educational provision from birth onward. The authority has a duty to make this provision for all learners up to the statutory school leaving age and discretion to extend this into S5 and S6 where appropriate.

Further guidance on school education is provided in the national curricular guidelines for the 3–18 Curriculum based on the following principles:

- challenge and enjoyment
- breadth
- progression
- depth
- personalisation and choice
- coherence
- relevance

## **Disability and Accessibility**

The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002 sets out the scope and purpose of the City of Edinburgh Council's Accessibility Strategy. This law relates quite specifically to pupils and prospective pupils with disabilities. There are three duties that the Strategy must cover under the 2002 Act:

- increase participation by learners with disabilities in the school's curriculum
- improve the physical environment of the school
- improve the delivery of information to, and communication with, learners with disabilities

The Accessibility Strategy provides a framework for improving the educational opportunities for all learners who meet the legal definition of disability. The strategy assists the Council in meeting its general and specific duties to promote the equality of its disabled learners. A person has a disability according to the Disability Discrimination Act 1995, as amended if:

- he or she has a mental or physical impairment which had a substantial and long term adverse effect in his or her ability to carry out normal day-to-day activities.

The ASL Act entitles any learner to additional support to allow them to benefit from school education.

## **Additional Support Needs**

The ASL Act states that additional support needs occur:

- *where, for whatever reason, the child or young person is, or is likely to be, unable without the provision of additional support to benefit from school education provided or to be provided for the child or young person. (S1(1))*

The factors that may give rise to additional support needs fall broadly into four overlapping themes:

- the learning environment
- family circumstances
- a disability or health need
- social and emotional factors

*(Supporting Children's Learning: a Code of Practice, Chapter 2, paragraphs 11–15)*

It cannot be assumed that a child or young person affected by one of these factors will automatically have additional support needs. It will depend on whether the child or young person's learning is affected and whether such needs can be met within the provision generally available.

The Act recognises that generally school education accommodates a spectrum of learning needs, for example different learning groups or classes following courses at different levels. Equally, provision may vary between schools within an education authority according to local circumstances and need. Additional support needs only arise where a learner requires:

- *provision which is additional to, or otherwise different from, the educational provision made generally for children or, as the case may be, young persons of the same age in schools (other than special schools) under the management of the education authority for the area to which the child or young person belongs. 1(3)(a)*

## Chapter 2 A Common Approach for the City of Edinburgh

There is no fixed definition of additional support needs. They arise from the interaction between the provision available and the personal characteristics, needs and circumstances of the individual learner at a given point in time. Each authority is required to establish its own terms for implementing the legislation taking in to account its own circumstances.

In Edinburgh the education made in schools generally includes:

- staffing levels designed to meet the needs of learners within national standards
- curricular planning that reflects the learning needs across the school population, taking into account national and authority guidelines
- teaching and learning models which take into account the general range of ability and diversity of aptitudes and learning styles within the school
- monitoring, assessment, recording and communication of individual learner progress
- support for learning directed towards general advice and consultancy, cooperative teaching and staff development appropriate to the school population
- support for pupil welfare, ensuring that pupils are cared for and that diversity is respected and valued
- self-evaluation and improvement planning, including consideration of the accessibility of the learning environment taking into account the cultural, linguistic and social profiles of the school and the need to avoid all discrimination
- continuing professional development for school staff and for others who work with learners who have additional support needs
- collaborative working arrangements with partner service and agencies

The authority's framework for Devolved School Management (DSM) sets out the arrangements for ensuring that establishments have capacity to make effective provision for a wide range of individual needs. Learners will not have additional support needs as long as their individual needs can be met within this general level of provision. These guidelines complement the DSM framework setting out the arrangement required to fulfil the terms of the legislation and the authority's policies.

### Abbreviations

The concept of additional support needs will represent a diverse and changing population of children. Under the terms of the ASL Act, each learner must be considered as an individual as a matter of good practice. Therefore, it is the authority's policy to avoid abbreviating additional support needs when referring to learners (for example, the phrase 'ASN Children' is to be avoided).

The use of the abbreviation ASL for additional support for learning will be adopted where it refers to a service rather than learners (as in ASL Team).

### The Additional Support for Learning Team

These guidelines have been prepared on the basis that in normal circumstances the principal point of contact will be the learner's educational establishment. To ensure consistency and clarity, all

establishments will have an Additional Support for Learning (ASL) team. The school ASL team will include:

- support for learning: school staff carrying out specific roles to meet learning needs
- support for pupils: school staff carrying out specific roles to meet the guidance and pastoral needs of learners and to support behaviour
- partner services and agencies: staff, as appropriate, from:
  - a central education service, for example Psychological Services or English as an Additional Language (EAL)
  - NHS staff
  - social work services provided by the Children and Families Department or the Health and Social Care Department
  - voluntary organisations

Models for ASL teams in different establishments are provided in Tables 1–6 on pages 2.4–2.5 below.

## Roles and Responsibilities

### Named Person

It is envisaged that every child or young person in Edinburgh will have a Named Person from a universal service. The child's Named Person will be an NHS professional until they enter P1 when this role will transfer to the Head Teacher. The Named Person is responsible for making sure the child or young person has access to the right help to support their development and well-being. Where there is a concern about the child or young person's progress or well-being, the Named Person will be responsible for initiating the pathways to support and will coordinate provision.

### Lead Professional

Within Pathways to Support 3–5, when support may become multi-agency and more complex, the *Getting it right for every child in Edinburgh* model recommends that a Lead Professional be appointed to coordinate planning and provision.

All establishments will have a policy for additional support for learning which outlines the roles and responsibilities of all staff to ensure that additional support needs are identified, assessed and met within the school or centre. The policy will refer to procedures for managing the educational, social welfare and behavioural needs of learners within class and within the wider establishment, as appropriate. The policy will also take into account the authority's Accessibility Strategy and incorporate the establishment's contribution to fulfilling its aims.

As part of the process of continuing improvement, establishments will identify barriers to learning and address them through a combination of organisational, environmental, pedagogical and professional development programmes.

All members of the class team have responsibility for identifying and meeting needs within the class.

In each establishment the Head Teacher/Centre Manager has overall responsibility for ensuring that the additional support needs of all learners are met. In addition, the ASL team will have a particular role in supporting staff in meeting the additional support needs of learners and will identify those who have a disability.

The Head Teacher/Centre Manager may act as ASL team leader or may delegate this role to another manager within the senior management team. The ASL team leader will be responsible for coordinating the ASL team and the infrastructure for meeting additional support needs within the school.

The size and composition of the ASL team will reflect the needs of the school population. It may be appropriate to include staff from partner services and agencies who perform a significant support role in the school on a regular basis, such as Psychological Services, Visiting Teaching and Support Services (VTSS), Hospital and Outreach Teaching Services (HOTS) and English as an Additional Language (EAL) Service. Examples of ASL teams are shown in Tables 1–6 below.

**Table 1 Additional Support for Learning Teams – Early Years Model**

Core team		Duties, roles and responsibilities
<ul style="list-style-type: none"> <li>ASL Team Leader (HT/Senior Manager)</li> </ul>	<ul style="list-style-type: none"> <li>Class Teacher</li> <li>Nursery Nurses</li> <li>Learning Assistants</li> </ul>	<ul style="list-style-type: none"> <li>Named Person</li> <li>Lead Professional</li> <li>Looked After Children Coordinator</li> <li>Child Protection Coordinator</li> </ul>
<p>Core team may be extended as appropriate if school population requires significant regular input from partner services and agencies, for example EAL (Teacher or Bilingual Support Assistant), School Nursing Team</p>		

**Table 2 Additional Support for Learning Teams – Primary School *within* School Model**

Core team		Duties, roles and responsibilities
<ul style="list-style-type: none"> <li>ASL Team Leader (HT/Senior Manager)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Support for Learning</li> <li>Teacher Support for Pupils</li> <li>Behaviour Coordinator (BeCo)</li> <li>Learning Assistants</li> </ul>	<ul style="list-style-type: none"> <li>Named Person</li> <li>Lead Professional</li> <li>Looked After Children Coordinator</li> <li>Child Protection Coordinator</li> </ul>
<p>Core team may be extended as appropriate if school population requires significant regular input from partner services and agencies, for example EAL (Teacher or Bilingual Support Assistant), School Nursing Team</p>		

**Table 3 Additional Support for Learning Teams – Primary School *within* School Model *and* Partner Services and Agencies Model**

Core team		Duties, roles and responsibilities	Partner Services and Agencies
<ul style="list-style-type: none"> <li>ASL Team Leader (HT/Senior Manager)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Support for Learning</li> <li>Teacher Support for Pupils</li> <li>Behaviour Coordinator (BeCo)</li> <li>Learning Assistants</li> </ul>	<ul style="list-style-type: none"> <li>Named Person</li> <li>Lead Professional</li> <li>Looked After Children Coordinator</li> <li>Child Protection Coordinator</li> </ul>	<p>Such as:</p> <ul style="list-style-type: none"> <li>VTSS</li> <li>HOTS</li> <li>EAL</li> <li>Psychological Services</li> <li>Therapies</li> <li>CAMHS</li> </ul>
<p>Core team may be extended as appropriate if school population requires significant regular input from partner services and agencies, for example EAL (Teacher or Bilingual Support Assistant), School Nursing Team</p>			

**Table 4 Additional Support for Learning Teams – Secondary School *within School Model***

Core team		Duties, roles and responsibilities
<ul style="list-style-type: none"> <li>ASL Team Leader (HT/Senior Manager)</li> </ul>	<ul style="list-style-type: none"> <li>PT Support for Learning</li> <li>PT Support for Pupils</li> <li>Support for Pupils staff</li> <li>Teacher Support for Learning</li> <li>Learning Assistants</li> </ul>	<ul style="list-style-type: none"> <li>Named Person</li> <li>Lead Professional</li> <li>Looked After Children Coordinator</li> <li>Child Protection Coordinator</li> </ul>
<p>Core team may be extended as appropriate if school population requires significant regular input from partner services and agencies, for example EAL (Teacher or Bilingual Support Assistant), School Nursing Team</p>		

**Table 5 Additional Support for Learning Teams – Secondary School *within School and Partner Services and Agencies Model***

Core team		Duties, roles and responsibilities	Partner Services and Agencies
<ul style="list-style-type: none"> <li>ASL Team Leader (HT/Senior Manager)</li> </ul>	<ul style="list-style-type: none"> <li>PT Support for Learning</li> <li>PT Support for Pupils</li> <li>Support for Pupils staff</li> <li>Teacher Support for Learning</li> <li>Learning Assistants</li> </ul>	<ul style="list-style-type: none"> <li>Named Person</li> <li>Lead Professional</li> <li>Looked After Children Coordinator</li> <li>Child Protection Coordinator</li> </ul>	<p>Such as:</p> <ul style="list-style-type: none"> <li>VTSS</li> <li>HOTS</li> <li>EAL</li> <li>Psychological Services</li> <li>Therapies</li> <li>CAMHS</li> </ul>
<p>Core team may be extended as appropriate if school population requires significant regular input from partner services and agencies, for example EAL (Teacher or Bilingual Support Assistant), School Nursing Team</p>			

**Table 6 Additional Support for Learning Teams – Special School Model**

Core team		Duties, roles and responsibilities	Partner Services and Agencies
<ul style="list-style-type: none"> <li>ASL Team Leader (HT/Senior Manager)</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Nursery Nurses</li> <li>Learning Assistants</li> <li>School Health Team</li> <li>Therapists</li> </ul>	<ul style="list-style-type: none"> <li>Named Person</li> <li>Lead Professional</li> <li>Looked After Children Coordinator</li> <li>Child Protection Coordinator</li> </ul>	<p>Such as:</p> <ul style="list-style-type: none"> <li>VTSS</li> <li>HOTS</li> <li>EAL</li> <li>Psychological Services</li> <li>Social Work</li> <li>CAMHS</li> </ul>
<p>Core team may be extended as appropriate if school population requires significant regular input from partner services and agencies, for example EAL, (Teacher or Bilingual Support Assistant) School Nursing Team</p>			

## Learners with a disability

All staff have a responsibility for identifying and meeting needs within the class. In addition, the ASL team will have a particular role in supporting staff to meet the additional support needs of learners and will identify those who have a disability. Most, but not all, learners who are disabled also require additional support to learn. Some learners may have a disability, but may not require additional support for learning, for example learners with conditions such as diabetes or chronic asthma. Some learners with social, emotional or behavioural difficulties are disabled, for example learners with ADHD or depression.

The ASL team leader will ensure that:

- all disabled learners are identified as declared or assessed disabled in the pupil profile of their educational record and on the authority information management system (SEEMIS)
- the school makes any reasonable adjustments that may be required in accordance with the head teacher guidelines
- the additional support provided to disabled learners takes into account additional support needs arising from the disability

To support staff in identifying learners with a disability, a Disability Quiz is available on the Policies, Guidelines and Resources/Authority page of the ASL website.

## Chapter 3 Framework for Support

### Section A: The Pathways to Support

Schools are required to monitor every learner's needs and progress with reference to learning outcomes which are drawn from national curricular guidelines. This in turn informs class, group and individual learning programmes that take account of learners' needs and learning styles.

Over and above the provision generally made, some learners will require additional support in order to benefit from education.

The City of Edinburgh Council has adopted a structured framework for support to identify, assess and meet learners' additional support needs through five Pathways to Support:

- Pathway 1: Additional support provided within class
- Pathway 2: Additional support provided within school
- Pathway 3: Additional support provided within school, with support from partner services and agencies
- Pathway 4: Additional support provided through alternative provision from a partner service
- Pathway 5: Additional support provided through placement in a specialist setting

The pathways describe how the ASL team can selectively draw in advice and support from partner services and agencies, as appropriate. They provide a means of:

- responding to individual needs progressively and proportionately, enabling timely intervention
- improving the accessibility of learning environments
- providing inclusive learning opportunities across the school day
- maintaining high expectations for all learners
- supporting the meaningful participation of learners and their parents
- enabling partnerships between establishments and other services and agencies

The framework of support allows for flexibility. As circumstances change, the needs of the learner may change and a review may conclude that a learner no longer requires additional support or that their additional support needs should be met through a different pathway.

## Pathway to Support 1: Additional support provided *within* class

### Triggers

Evidence suggests that the learner needs additional support to make progress appropriate to age and ability in learning. This may be for any reason such as: learning environment, social/emotional, behaviour, medical/health, gifted and talented, attendance, EAL.

Gathering information to identify needs	Action to improve progress in learning	Recording and reviewing progress
<p>Sources of information may include one or more of the following:</p> <ul style="list-style-type: none"> <li>• observations</li> <li>• information from learner, parent</li> <li>• formative and summative assessments: curricular, criterion-referenced, standardised assessments</li> <li>• records/reports/profiles</li> <li>• information from support for learning</li> <li>• information from support for pupils</li> <li>• review of learning environment</li> </ul>	<p>May involve, for example:</p> <ul style="list-style-type: none"> <li>• changing the learning environment, for example layout</li> <li>• differentiation of the curriculum</li> <li>• individual/small group teaching</li> <li>• peer support, buddying, paired reading</li> <li>• support from another adult</li> <li>• personal learning planning</li> <li>• a consultancy approach involving, for example support for learning, support for pupils, partner services and agencies</li> <li>• identifying and meeting staff development needs</li> </ul>	<p>May be achieved through:</p> <ul style="list-style-type: none"> <li>• documenting the need</li> <li>• impact on learning</li> <li>• approaches used</li> <li>• evaluation of progress</li> <li>• individual tracking, planning and reports</li> <li>• communication with learner, parents, support for learning, support for pupils, other relevant staff, partner services and agencies</li> </ul>
<p><b>Responsibility:</b> Class or subject teacher is responsible for carrying out the agreed action</p>		
<p><b>Involving the right people</b></p> <ul style="list-style-type: none"> <li>• class or subject teacher</li> <li>• learner</li> <li>• parents</li> </ul>	<ul style="list-style-type: none"> <li>• support for learning staff</li> <li>• support for pupils staff</li> <li>• other school staff</li> <li>• partner services and agencies</li> </ul>	

## Pathway to Support 2: Additional support provided *within* school

### Triggers

Evidence of continuing concern about the learning expected for learner's age and ability, for example from:

- enrolment, transition or learning history
- learner, class or subject teacher, other staff, parent or partner service or agency
- actions taken, and reviewed in Pathway 1

Gathering information to identify needs	Action to improve progress in learning	Recording and reviewing progress
<p>Sources of information may include one or more of the following:</p> <ul style="list-style-type: none"> <li>• review of learning environment</li> <li>• observations</li> <li>• information from learner, parent</li> <li>• formative and summative assessments</li> <li>• records/reports/profiles</li> <li>• information from support for learning</li> <li>• information from support for pupils</li> <li>• information from partner services/agencies</li> </ul>	<p>May involve, for example:</p> <ul style="list-style-type: none"> <li>• review of support and strategies</li> <li>• discussion within the school's ASL team</li> <li>• changing the learning environment</li> <li>• curriculum differentiation</li> <li>• individual/small group teaching: in class/withdrawal</li> <li>• support from another adult</li> <li>• specific advice and/or support from support for learning and/or support for pupils team</li> <li>• assessment arrangements</li> <li>• planned parental contact</li> <li>• seeking information from partner services and agencies</li> <li>• individual planning: additional support plan (ASP), individualised educational programme (IEP), moving and handling plan</li> <li>• identifying and meeting staff development needs</li> </ul>	<p>May be achieved through:</p> <ul style="list-style-type: none"> <li>• individualised planning</li> <li>• communication with learner, parents, school staff and partner services and agencies with appropriate documentation</li> </ul>
<p><b>Responsibility:</b> Appropriate person from the establishment's ASL team</p>		
<p><b>Involving the right people</b></p> <ul style="list-style-type: none"> <li>• class or subject teacher</li> <li>• learner</li> <li>• parents</li> </ul>	<ul style="list-style-type: none"> <li>• support for learning staff</li> <li>• support for pupils staff</li> <li>• other school staff</li> <li>• partner services and agencies</li> </ul>	

## Pathway to Support 3: Additional support provided *within* school, with support from partner services and agencies

### Triggers

Evidence to suggest that support from partner services and agencies is required to enable appropriate progress in learning.

There is likely to be documented evidence that demonstrates significant shortfall in progress has been made despite appropriate learning outcomes and support.

Gathering information to identify needs	Action to improve progress in learning	Recording and reviewing progress
<p>Sources of information may include one or more of the following:</p> <ul style="list-style-type: none"> <li>• review of learning environment</li> <li>• observations</li> <li>• information from learner, parent</li> <li>• formative and summative assessments</li> <li>• records/reports/profiles</li> <li>• information from support for learning</li> <li>• information from support for pupils</li> <li>• information from partner services and agencies, including assessments and individualised planning</li> </ul>	<p>May involve, for example:</p> <ul style="list-style-type: none"> <li>• actions listed in Pathway 2 and discussions with partner services and agencies</li> <li>• child's planning meeting or pupil support group meeting</li> <li>• individualised and coordinated planning, ie ASP, IEP, CSP</li> <li>• identifying and meeting staff development needs</li> </ul>	<p>May be achieved through plans which detail:</p> <ul style="list-style-type: none"> <li>• the arrangements for supporting, recording, monitoring and reviewing progress</li> <li>• timescales for reviewing progress</li> <li>• roles and responsibilities of the people involved including learners, parents, teaching staff, other school staff and partner services and agencies</li> </ul>
<p><b>Responsibility:</b> ASL team leader</p>		
<p><b>Involving the right people</b></p> <ul style="list-style-type: none"> <li>• class or subject teacher</li> <li>• learner</li> <li>• parents</li> </ul>	<ul style="list-style-type: none"> <li>• support for learning staff</li> <li>• support for pupils staff</li> <li>• other school staff</li> <li>• partner services and agencies</li> </ul>	

## Pathway to Support 4: Additional support provided through alternative provision from a partner service

### Triggers

The learner is not attending school as a result, for example, of long term ill health or exclusion from school.

Gathering information to identify needs	Action to improve progress in learning	Recording and reviewing progress
<p>Sources of information may include one or more of the following:</p> <ul style="list-style-type: none"> <li>• medical condition and how it might impact on ability to learn</li> <li>• behaviour, educational progress and strategies already employed</li> </ul>	<p>May involve, for example:</p> <ul style="list-style-type: none"> <li>• child's planning meeting or PSG arranged by ASL team leader</li> <li>• referral to appropriate partner service or agency</li> <li>• setting short term educational and/or behaviour learning outcomes</li> <li>• inviting partner service or agency staff to future child's planning or PSG meetings where learning outcomes are reviewed and a new plan is drawn up</li> <li>• identifying and meeting staff development needs</li> </ul>	<p>May be achieved through planning which details:</p> <ul style="list-style-type: none"> <li>• the arrangements for supporting, recording, monitoring and reviewing progress</li> <li>• timescales for reviewing progress</li> <li>• roles and responsibilities of the people involved, including learners, their parents, teaching staff, other school staff and partner services and agencies</li> </ul>
<p><b>Responsibility:</b> ASL team leader</p>		
<p><b>Involving the right people</b></p> <ul style="list-style-type: none"> <li>• class or subject teacher</li> <li>• learner</li> <li>• parents</li> <li>• support for learning staff</li> </ul>	<ul style="list-style-type: none"> <li>• support for pupils staff</li> <li>• other school staff</li> <li>• HOTS (Hospital and Outreach Teaching Service)</li> <li>• other partner services and agencies</li> </ul>	

## Pathway to Support 5: Additional support provided through placement in a specialist setting

### Triggers

Evidence to suggest the learner has additional support needs which require a specialised learning environment in order to access the curriculum.

Gathering information to identify needs	Action to improve progress in learning	Recording and reviewing progress
<p>Information about the learner, provided through the assessment and placement process:</p> <ul style="list-style-type: none"> <li>• factors giving rise to needs</li> <li>• a profile of the learner</li> <li>• approaches and strategies used</li> <li>• formative and summative assessments.</li> <li>• medical, and/or family information as appropriate.</li> <li>• previous IEP</li> </ul> <p>Staff may then:</p> <ul style="list-style-type: none"> <li>• observe the learner in the new setting</li> <li>• review the learning environment</li> <li>• seek further information from learner, parent</li> <li>• carry out further formative and summative assessments</li> <li>• consult records and reports, and seek additional information, as necessary, from partner services and agencies</li> </ul>	<p>Involves, for example, identifying the priority areas for development:</p> <ul style="list-style-type: none"> <li>• communication – literacy</li> <li>• numeracy</li> <li>• health and well-being</li> <li>• individualised and coordinated planning, for example IEP, CSP</li> <li>• identifying and meeting staff development needs</li> </ul>	<p>Will be achieved through planning which details:</p> <ul style="list-style-type: none"> <li>• arrangements for supporting, recording, monitoring and reviewing progress</li> <li>• timescales for reviewing progress</li> <li>• roles and responsibilities of the people involved, parents, teaching staff, other school staff and partner services and agencies</li> </ul>
<p><b>Responsibility:</b> ASL team leader</p>		
<p><b>Involving the right people</b></p> <ul style="list-style-type: none"> <li>• class or subject teacher</li> <li>• learner</li> <li>• parents</li> <li>• support for learning staff</li> </ul>	<ul style="list-style-type: none"> <li>• support for pupils staff</li> <li>• other school staff</li> <li>• partner services and agencies</li> </ul>	

## Section B: Planning to meet the individual needs of learners requiring additional support

Assessment is an essential part of effective teaching and learning. The information gathered in the assessment process will be used to adapt the teaching and/or learning to meet the needs of the learner. *Supporting Children's Learning: a Code of Practice* describes assessment as a continuing process, which includes three key steps:

- gathering information about a learner and their circumstances
- structuring and making sense of the information
- identifying actions required to optimise development and learning

These steps are elaborated in the sections that follow.

### 1 Gathering information

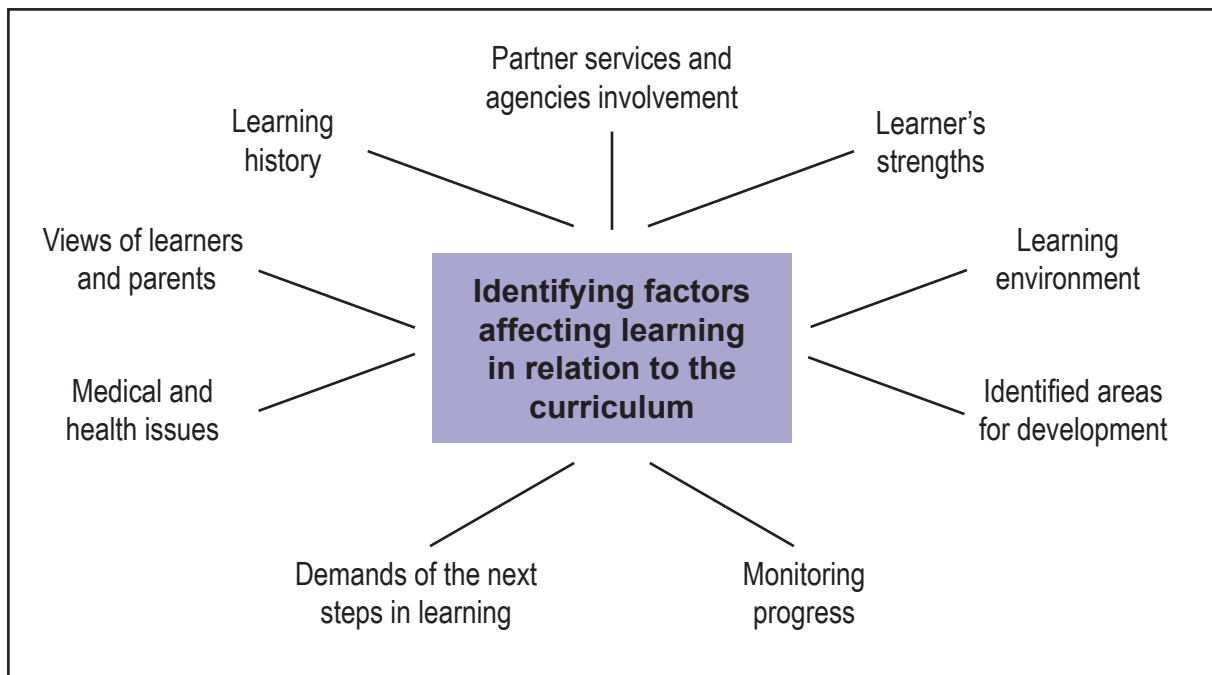
Information gathering should be planned to take into account all relevant factors and consider:

- What is the purpose of this assessment?
- What information is needed to achieve this purpose?
- Who may already have this information?
- What other information will be required, and how can it be gathered?
- What is the timescale for the assessment?

Planning ahead should ensure the information gathering is properly focused, minimally intrusive, avoids duplication, and achieves its intended purpose.

The following diagram illustrates the range of factors which assessment should take into account. In this way the assessment will take a view of the whole child. The information required will vary from case to case and in most instances much of it will already be available to schools, for example:

- school records, staff discussion and reflection
- observation, tasks and tests
- information from the learner and their parents
- information from partner services and agencies, for example a supporting learning profile



## 2 Structuring and making sense of the information

Gathering information is the first stage in assessment. The next stage is to structure and make sense of this information: to clarify the issues, and to consider approaches that might be helpful. The following questions may help to guide this process.

### ***Clarifying the issues***

What is it that the learner can do, or cannot do?

What impact do these have on the learner's access to and engagement in the school curriculum?

If it is determined that the learner does have additional support needs, what will the approaches be?

### ***Considering approaches***

Has assessment identified any factors that might explain why the learner has additional support for learning needs? Can these factors be addressed directly? If not, they should be acknowledged and strategies developed.

Does the learner have additional support needs in all areas of the curriculum and/or in school life? Are there exceptions? And what conclusions can be drawn from this?

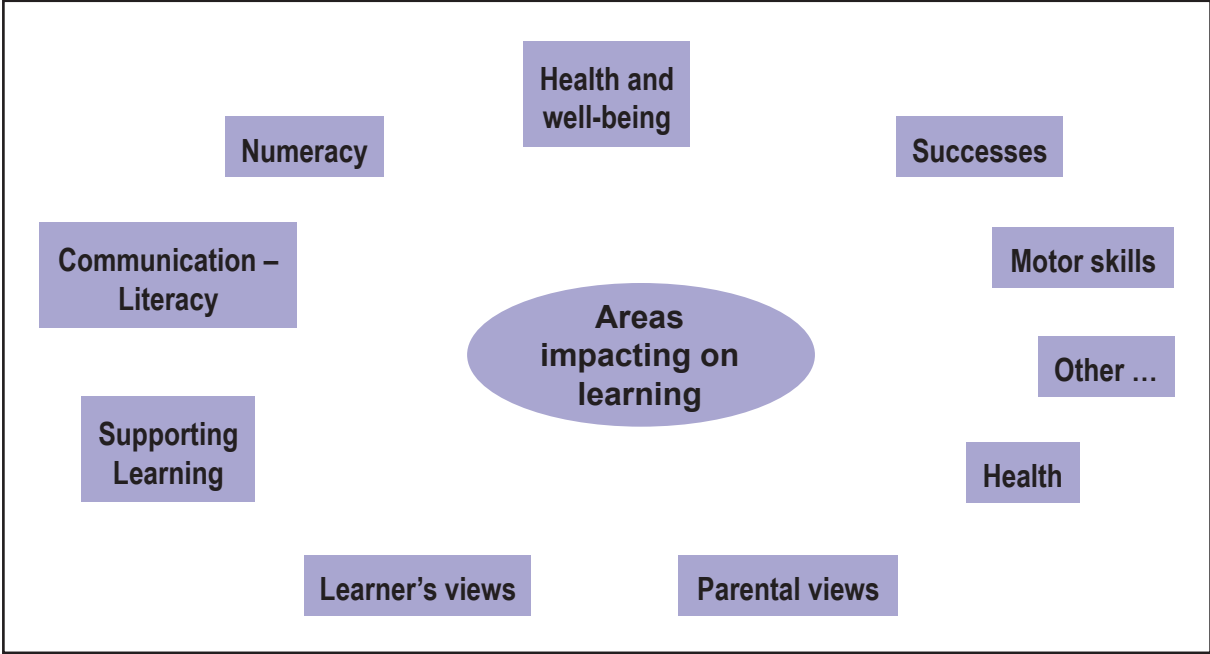
What sources of support have been tried already? What has worked in the past, and what might be tried again? What other sources of support should be considered?

Can the learner and their parents be more involved in supporting the work being done in school?

Has information come to light about needs in other aspects of life that may benefit from the involvement of another agency to protect and promote interests of the learner?

Are we ready to go to the next stage of identifying actions or is further information gathering required?

A useful way to structure the information gathered is shown below:



A fuller version of this diagram, to record information about individual children, can be downloaded from the Planning page of the ASL website.

### 3 Identifying actions to maximise development and learning

According to the *Code of Practice*, the purpose of assessment is to identify the actions required to maximise development and learning. The following questions will help guide this process:

- What are the priorities and the next steps in learning?
- What resources/approaches will be required to support these?
- Who will be involved in this?
- Where will this happen?

This is illustrated in the diagram below.



The priorities and next steps in learning should address the key areas within Curriculum for Excellence to specify where the learner may require additional support:

- communication – literacy
- numeracy
- health and well-being

Planning to meet the needs of individual learners should be progressive and proportionate. It will vary in complexity and detail so as to be sufficient to allow needs to be met in ways that achieve outcomes and promote the learner's independence and inclusion in school life.

For some learners the actions may not require to be set out in a formal plan. Other learners will require formal detailed planning. This would be the case where the assessment process identifies needs which may require higher levels of individualisation and coordination or approaches that may be unfamiliar to the school.

There are different planning formats available to schools for use according to a learner's needs and circumstances. These include an additional support plan (ASP), an individualised educational programme (IEP), a coordinated support plan (CSP) and the EAL profile of competence.

As the *Getting it right for every child in Edinburgh* approach is introduced, it is intended that these plans will be included as part of any child's plan.

## Section C: Individual plans to support learners with additional support needs

### Overview

An appropriate planning format should be used to reflect the needs and circumstances of individual learners. The plans below provide a common framework which enables a consistency of approach to planning and recording:

- additional support plan (ASP)
- individualised educational programme (IEP)
- coordinated support plan (CSP)

The EAL profile of competence should be used to support assessment and planning to meet the language support needs of bilingual learners whose additional support for learning needs arise from their developing bilingualism.

Arrangements for planning for additional support needs at establishment level should:

- incorporate relevant information and advice from partner services, such as Psychological Services, Visiting Teaching and Support Services (VTSS), English as an Additional Language (EAL) and Hospital and Outreach Teaching Services (HOTS)
- take into account reporting and planning mechanisms of partner agencies, for example care plans where these have a bearing on learning
- enable school staff to contribute to an integrated planning framework where a learner may benefit from support from other agencies in relation to needs in their life outside school

The content of the planning formats is summarised in the table below. This highlights common elements, namely:

- a profile of the learner
- a summary of the factors that give rise to their additional support needs and
- arrangements for monitoring and review

The content of an individualised educational programme is based upon national guidance. The terms of the coordinated support plan are laid out in legislation. This framework has been designed to provide a common approach to the learner's profile and the identification of factors across all three planning formats. Thereafter, the formats reflect the nature of the support required to meet the learner's additional support needs.

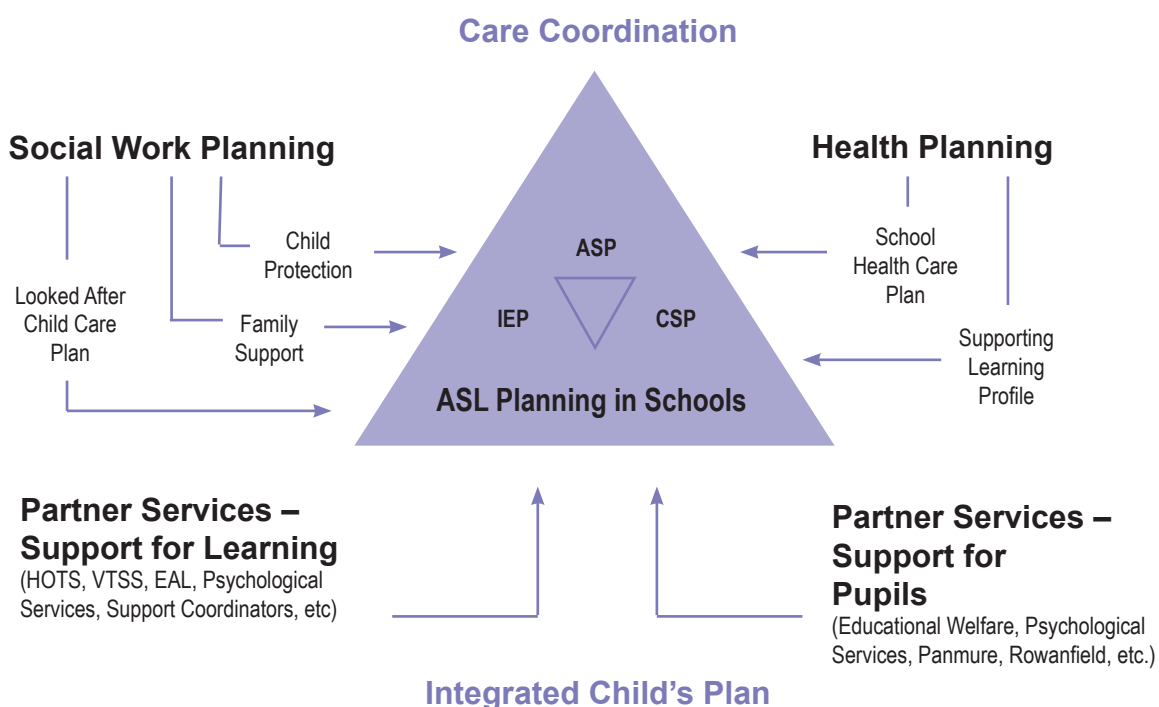
<b>City of Edinburgh Council – Individual Planning Formats to Support Additional Support Needs</b>			
<b>Common content</b>		Tailored content and format	
<b>Profile →</b>	<b>Factors →</b>	<b>What → Who → Where → When → How →</b>	
Summarising strengths, aptitude, needs and circumstances, including reference to plans held by other services and agencies, for example a care plan for a looked after and accommodated child, Care Coordination, health care plan, etc	For example: <b>bilingual, interrupted education, disability, gifted and talented, etc</b>	<b>→ Purpose of support</b> Management of learning environment, high levels of coordination, consistency between practitioners within school and/or partners	<b>→ Format</b> Additional Support Plan
		<b>→ Content</b> According to need, for example, may include: <ul style="list-style-type: none"> <li>• management of the learning environment</li> <li>• school health care plan</li> <li>• moving and handling plan</li> <li>• behaviour management plan</li> <li>• staff roles and supports for other services</li> </ul>	<b>Indicators/ learning outcomes/ success criteria/ timescales</b>
		<b>→ Purpose of support</b> Significant changes to the curriculum	<b>→ Format</b> Individualised Educational Programme
		<b>→ Purpose of support</b> Where IEP requires significant support from another agency	<b>→ Format</b> Coordinated Support Plan
		<b>→ Content</b> Individualised curriculum learning outcomes: <ul style="list-style-type: none"> <li>• communication – literacy</li> <li>• numeracy</li> <li>• health and well-being</li> </ul> Individualised curriculum learning outcomes within the IEP cannot be achieved without significant support from another agency.	<b>Indicators/ learning outcomes/ success criteria/ timescales</b>
<b>The final plans should be shared and agreed with all contributors to the planning process.</b>			

Partner services and agencies providing specialist support for learning will contribute to this planning framework, for example:

- an IEP produced by the VTSS for a child in their early years will adopt the same format
- a supporting learning profile prepared by therapists will assist in the preparation of the learner's profile, specifying factors and measures to meet the learner's needs
- an EAL profile of competence will inform planning for learners who are between Stages 1 and 4 in their acquisition of English language

The following diagram illustrates the links between the core planning in educational establishments and planning by partner services and agencies.

## ASL and the Child's Plan



## Getting it right for every child in Edinburgh – planning for needs outside school

In some cases, another agency may prepare a plan which is addressed principally to needs outwith school, such as a statutory care plan for a looked after child, a family support plan, or a plan to ensure the protection of a child. Although the purpose of the plan may not be primarily to support learning, these plans will need to be considered by the school in order to identify:

- any implications they may have for the learner's progress
- ways in which the school can assist another agency in securing the best interests of the learner

Where a learner requires detailed planning for different statutory or procedural purposes, active consideration should be given to the benefits of setting these within an integrated child's plan.

Planning should therefore involve collaboration with all appropriate establishment staff and staff from partner services and agencies. All contributors to the planning process should receive a final draft copy of the plan and be asked for comments before the final copy is distributed.

### **ASL planning formats – taking a closer look**

The following planning formats are illustrated in more detail in this section:

- additional support plans
- individualised educational programmes
- coordinated support plans
- EAL profile of competence
- supporting learning profiles
- school health care plans
- care plans
- Care Coordination

## Planning initiated by schools and centres

### Additional support plans

#### ***What is an additional support plan?***

An additional support plan (ASP) can be used by a number of staff to ensure consistency of approach in meeting the needs of individual learners. Where appropriate, the information from a supporting learning profile or school health care plan can inform and complement the information which is included in the additional support plan. An additional support plan outlines the factors giving rise to additional support needs, the impact on learning, the approaches to be used and the learning outcomes to be achieved.

An example of an additional support plan can be found on the Planning page of the ASL website.

#### ***When is an additional support plan appropriate?***

An additional support plan records the requirements of a learner that are additional to or otherwise different from their peers. These will be met, on the whole, within the class. However, for some learners an additional support plan will also specify group work or individual work appropriate to their needs.

The learner with an additional support plan will not require detailed individualised learning outcomes to be set, such as in an IEP. The learning outcomes to be achieved will be within an agreed timescale and specific approaches to support in the achievement of the stated learning outcomes will be detailed in the plan.

#### ***Developing an additional support plan***

The process of developing an ASP should include the stages listed below:

- 1 Gather information to identify additional support needs. This information will be used to complete the following sections in the ASP:
  - profile (optional)
  - factors giving rise to additional support needs
  - impact on learning
  - approaches
  - learning outcomes
  - timescales
  - assessment information
  - achievements
  - staff/pupil/parent comment
- 2 Identify the priority areas of development and next steps in learning with staff, parents and the learner.
- 3 Identify and set the learning outcomes and the approaches to be used to support the achievement of the learning outcomes.
- 4 Set a date for reviewing progress. This should fit in with the procedures in place within the school for reporting on progress of all learners, and should occur at least annually.

## Individualised educational programmes

### ***What is an individualised educational programme?***

An individualised educational programme (IEP) is a planning document to support learners who require more individualised learning outcomes. It details the learner's needs, the approaches to be used to address these needs and the individualised learning outcomes to be achieved in the short and long term.

### ***When is an individualised educational programme appropriate?***

In special schools and specialist provision all learners have individualised learning outcomes and so will have an IEP.

In mainstream schools, once an assessment of the learner's needs has taken place, staff should identify the priorities and next steps in learning. This will include who will be involved in supporting the learning, what resources and approaches should be used and where will the learning take place. Where the assessment process identifies high levels of individualisation then an IEP is required.

### ***What should an IEP contain?***

The following tables set out the components of an IEP. Table 7 illustrates the components of the profile section and Table 8 illustrates the components of the learning outcome section.

**Table 7: The components in the ASL profile of an IEP**

ASL Profile	Guidance
<b>Profile</b>	<p>This is a pen portrait of strengths and areas of need and should include:</p> <ul style="list-style-type: none"> <li>• positive comments</li> <li>• curricular achievements</li> <li>• how the factors identified affect learning</li> </ul>
<b>Factors giving rise to additional support needs</b>	<p>The factors would arise from one or more of the following themes:</p> <ul style="list-style-type: none"> <li>• learning environment</li> <li>• social and emotional difficulties</li> <li>• health or disability</li> <li>• family circumstances</li> </ul> <p>This could be a bulleted list. Factors such as autism spectrum disorder, developmental coordination disorder and attention deficit disorder should only be included if there has been a medical diagnosis.</p>
<b>Approaches</b>	<p>The approaches should address the identified factors and how they affect learning.</p> <p>This could be a bulleted list.</p>
<b>Key school personnel and partner services and agencies</b>	<p>They should be currently involved in supporting the learner, with a named person for each one listed.</p>
<b>Assessment Information</b>	<p>This should include curricular assessment and any other appropriate assessments, including medical diagnoses, with dates.</p>
<b>Achievement</b>	<p>This should include extracurricular achievements and the date on which they were achieved.</p>
<b>View of parent(s)</b>	<p>The comment should include the view of the parent(s) about the plan and how they expect to be involved.</p>
<b>View of learner</b>	<p>As appropriate to the age and ability.</p>

**Table 8: The components in the learning outcome section in the IEP**

Learning Outcomes	Guidance
<b>Long term learning outcomes with success criteria</b>	<p>Learning outcomes should cover the areas of communication – literacy, numeracy and health and well-being, as appropriate.</p> <p>They should aim to be SMART* and should demonstrate a clear and coherent link with the factors, profile and approaches to be used.</p> <p>They should not focus on a resource or be a target for the staff but should be a <b>learning</b> outcome for the learner.</p> <p>Long term learning outcomes should be easily understood by all staff, any others who are involved in supporting the learner, the learner and their parents.</p> <p>All subject teachers should be aware of the long term learning outcomes and take account of them in their planning to meet individual needs in the subject.</p> <p>Curricular learning outcomes are not appropriate unless they are readily understood by all involved or are exemplified.</p> <p><i>*specific, measurable, achievable, relevant and timed</i></p>
<b>Evaluation/next steps</b>	<p>An evaluation of each long term learning outcome should be carried out and the next steps identified. The next steps will form the basis of the next long term learning outcome.</p>
<b>A short term learning outcome and success criteria for each long term learning outcome</b>	<p>Each long term learning outcome must have at least one short term learning outcome per term.</p> <p>The short term learning outcomes must lead to the achievement of the long term learning outcome.</p> <p>They should not focus on a resource or be a target for the staff but should be <b>learning</b> outcomes for the learner.</p> <p>Curricular learning outcomes are not appropriate unless they are readily understood by all involved or are exemplified.</p>
<b>The short term learning outcomes should contain:</b>	
<b>Who/What/How?</b>	<p>It is important that detail of personnel, resources and approaches is included in this section, including what has been agreed with parents. Links between SfL and class or subject work should be shown here. The contribution of partner services and agencies should be clearly indicated.</p>
<b>Evaluation/next steps</b>	<p>An evaluation of each short term learning outcome should be carried out at the end of each term and the next short term learning outcome identified.</p>

## Developing an individualised educational programme

The process of developing an IEP should include the stages listed below:

- 1 Gather information to identify additional support needs. This information will be used to complete the following sections in the IEP:
  - profile
  - factors giving rise to additional support needs
  - approaches
  - assessment
  - key school personnel and partner services and agencies involved
- 2 Identify priority areas of development and next steps in learning with staff, parents and learner.
- 3 Develop SMART learning outcomes. The number of long term learning outcomes and the areas in which they should be set depends on the needs of the individual learner. It may be that one learner requires one learning outcome within a particular curricular area, whilst for another learner several learning outcomes could be set across all curricular areas.
- 4 Each term the progress and achievement of short term learning outcomes should be discussed and new short term learning outcomes set. The learner, as appropriate, and their parents should be involved in the planning and the process of review.
- 5 An IEP should involve collaboration with all appropriate establishment staff. There should also be collaboration with staff from partner services and agencies, where applicable, and account taken of other planning documents, for example, a supporting learning profile or a school health care plan. To facilitate this, a meeting should be arranged, at an appropriate time, to set up or review an IEP. All those involved in working with the learner should be invited to attend, including parents and the learner, depending on age and stage of ability. At least four weeks' notice should be given to ensure best possible attendance. Following the meeting, a draft copy of the IEP should be sent out to all involved, including anyone who had been unable to attend, asking for comments prior to the IEP being finalised.

Annually, the ASL team should discuss all learners with an IEP, prior to the review of their IEPs, to determine any cases where a CSP may be required. The following steps should be followed:

- a) Consider whether the pupil meets the first four criteria for a CSP (Chapter 3, page 3.20). If there are queries about any of these four criteria, seek advice from the City of Edinburgh ASL coordinator.
- b) If any of the first four criteria are not met, a CSP is not required.
- c) The fifth criterion (Chapter 3, page 3.20) should be considered only when the ASL team leader is confident that the first four criteria apply.
- d) The ASL team leader may conclude in many cases that the fifth criterion does not apply. However, if there is any doubt, the CSP process as detailed in Chapter 3, page 3.23, should be followed.
- e) If the criteria for a CSP are not met, the IEP should be reviewed using the following procedure.

The annual review should focus on the progress and achievement of long term learning outcomes. While it will look back over the year just past, the main purpose of the meeting is to:

- review progress against the long term learning outcomes in the IEP
- set new long and short term learning outcomes
- identify the additional support that will be provided
- identify approaches and resources to be used
- identify who will provide the support

## Coordinated support plans

### What is a coordinated support plan?

The coordinated support plan (CSP) is a statutory document that supports the planning, monitoring and review of provision in particular circumstances that may apply for a small number of children and young people who have additional support needs. A coordinated support plan is needed where a learner's school education requires significant additional support from one or more agencies.

Education authorities, schools and other agencies are required to have regard to the *Code of Practice*. This is particularly important when considering and drawing up a coordinated support plan.

In this section, the term 'education authority' is used instead of Children and Families Department. This is to distinguish between those functions of the Children and Families Department that are educational and those functions that are social work.

### When is a coordinated support plan appropriate?

A coordinated support plan is appropriate for learners aged three or over. However, if staff, normally those in a Child and Family Centre, are aware of a child under the age of three who may meet the criteria outlined below, the process for drawing up the plan can be started before the child reaches their third birthday, with a view to it being opened at that point, or soon after.

There are five criteria that must be met before a coordinated support plan can be drawn up. These are as follows:

- the education authority is responsible for the pupil's school education
- the pupil has additional support needs which arise from one or more complex factors or from multiple factors
- these needs are likely to continue for more than a year
- the pupil requires significant additional support from the education authority in order to benefit from school education
- the pupil's school education also requires significant additional support from the education authority exercising any of their other functions (for example social work); or from another appropriate agency (for example health).

The Act gives education authorities no discretion. If all of the conditions are met, then the pupil must have a coordinated support plan; and if any of the conditions are not met, then they must not.

These criteria are therefore central to the decision on whether or not to proceed to draw up a coordinated support plan and the sections that follow expand and explain some of them.

The individual circumstances of the pupil should be taken into account in assessing whether a coordinated support plan should be opened. The *Code of Practice* provides a decision tree (page 53) to assist in assessing whether a coordinated support plan should be opened. Schools and services should not submit a case for consideration unless there is good reason to believe that all five criteria can be met.

## What are complex and multiple factors?

A complex factor is one which:

- *has a significant adverse effect on the school education of the child or young person (and) it is likely that it will affect most aspects of learning.*

*(Supporting Children's Learning: a Code of Practice, Chapter 4, paragraph 11)*

This might be the result of some feature of the learning environment; it might arise from family circumstances, from a disability or health issue, or from social and emotional factors. The learner does not need to have a diagnostic label in order to meet this criterion.

- It is the effect of the factor(s) on school education that is important, not any diagnostic label alone.

*(Supporting Children's Learning: a Code of Practice, Chapter 4, paragraph 13)*

Multiple factors are described as being:

- not in themselves complex but, taken together, have or are likely to have a significant adverse effect on the school education of the child or young person.

*(Supporting Children's Learning: a Code of Practice, Chapter 4, paragraph 12)*

In each case, the code stresses that these factors, whether complex or multiple, must have a significant adverse effect on the pupil's school education and must be likely to endure for more than 12 months.

## What is significant additional support?

The need for significant additional support is a key factor in determining whether a pupil requires a coordinated support plan. The ASL Act does not define what significant additional support means and nor does the *Code of Practice*. The authority has to make this judgement on the basis of all of the relevant evidence.

- *Judgements about significance have to be made taking account of the frequency, nature and intensity of the support, and the extent to which that support is necessary for the achievement of the educational objectives that will be included in the plan.*

*(Supporting Children's Learning: a Code of Practice, Chapter 4, paragraph 16)*

The authority has to have regard to the *Code of Practice* when reaching its judgement and the code offers some examples by way of guidance. These examples set a high threshold in terms of the levels of support that may be required before a coordinated support plan will be needed.

## Significant additional support provided by the education authority

In terms of the support provided by an education authority exercising its functions in relation to education, the code expects there to be evidence for:

- *a continuing requirement for a high level of adaptation or elaboration of the curriculum and learning environment.*

*(Supporting Children's Learning: a Code of Practice, Chapter 4, page 53)*

The Code goes on to suggest that this condition would be met where a child requires a special placement or full-time additional adult support in a mainstream school.

- *Full-time placement in a special school or unit would count as significant additional support, as would provision of personnel full-time to support a child or young person in a mainstream school, and provision of specialist aids to communication.*

*(Supporting Children's Learning: a Code of Practice, Chapter 4, paragraph 16)*

### **Significant additional support provided by another agency**

As far as other agencies are concerned, the *Code of Practice* says that the criterion of significant additional support would be met where the child or young person:

- *requires substantial, direct and continuing intervention from another agency/agencies in order to benefit from school education.*

*(Supporting Children's Learning: a Code of Practice, Chapter 4, page 53)*

In terms of the amount of support that might count as significant, the Code again sets a high threshold. In a health context the Code says:

- *Where, for example, a physiotherapist provides individual therapy to a child twice a week and the child also receives therapy from a speech and language therapist on a weekly basis, with, in both cases, therapists advising teacher(s) and parents as required, then that support is likely to be significant.*

*(Supporting Children's Learning: a Code of Practice, Chapter 4, paragraph 17)*

In relation to social work services, the Code says:

- *Where a child or young person is living in a residential care home then the support provided there through social work services is likely to be significant.*

*(Supporting Children's Learning: a Code of Practice, Chapter 4, paragraph 17)*

In order to meet this criterion, the additional support which the child or young person receives must be necessary for the achievement of educational outcomes. This will have been established through a process of evidence gathering:

*Evidence will have been generated through assessment, monitoring, target setting and review. The evidence demonstrates that the child/young person is unable to benefit from school education without significant additional support.*

*(Supporting Children's Learning: a Code of Practice, Chapter 4, page 53)*

The *Code of Practice*, therefore, recognises that there are children and young people who receive considerable support from other agencies that has little or no impact on their education. These pupils would not, therefore, require a coordinated support plan.

## **The CSP process: initiated by a school or centre: step by step process**

Most coordinated support plans are likely to be initiated by schools and centres, as part of a review of a learner's progress. Using the guidance in the section on individualised educational programmes, (Chapter 3, page 3.19), ASL team leaders will consider in advance of a review whether a CSP is likely to be required.

If the ASL team leader concludes that the first four criteria have been met, and that the fifth criterion may also be met, he or she should go to Step 1.

### **Step 1**

In preparing for the review meeting, the ASL team leader will:

- Set the date for the meeting, at least 8 weeks ahead.
- Send Letter CSP1 to the parent, or young person if they are 16 or over and have capacity. Enclose Form CSP1 asking them to sign and return it.
- Identify all professionals from partner agencies (health and social work) who support the learner.
- Once Form CSP1 has been signed and returned, send copies to the professionals already identified from partner agencies to invite them to the meeting. Aim to do this at least 6 weeks in advance of the review meeting.
- Identify all professionals from partner services who support the learner and invite them to the meeting using Form CSP1(j).
- Send a copy of Letter CSP1 to the Parent and Pupil Support Manager who will monitor progress against statutory timescales.

Expect to receive completed Forms CSP1A at least 10 working days in advance of the meeting. If the forms are not returned in this timescale, contact the relevant professionals.

Circulate relevant reports and Forms CSP1A to all those invited at least 5 working days in advance of the review meeting.

Consult with the learner about attending the meeting, depending on age and stage of ability.

### **Step 2**

At the review meeting, as chair, the ASL team leader will ask those involved to:

- review the learning outcomes in the IEP
- set new learning outcomes, if required, in accordance with the learner's needs
- consider, in turn, each criterion that the learner must meet in order to have a coordinated support plan, using and completing Form CSP2A

If it is considered that the learner is likely to meet the criteria, those involved should discuss the following information:

- the learning outcomes from the IEP which may form the educational objectives which require coordination
- the additional support which education and each partner service or agency will provide to meet the educational objectives

- the personnel required to provide this support
- the person who will be the coordinator for the CSP

### **Step 3**

After the review meeting, the ASL team leader will send the Parent and Pupil Support Manager:

- the completed Form CSP2A
- Form(s) CSP1A. The ASL team leader should not return any paperwork to the Parent and Pupil Support Manager until all the Form(s) CSP1A have been received by the ASL team leader
- long term learning outcomes for the IEP, as agreed at the review meeting

The ASL team leader, or other appropriate person, should also meet with the learner, depending on age and stage of ability, to discuss the meeting and its outcome if they have not attended the meeting.

### **Step 4**

On receipt of this information, the Parent and Pupil Support Manager will check that the criteria for a CSP have been met.

If the criteria have been met, the Parent and Pupil Support Manager will ask the ASL team leader to complete and return Form CSP3.

In most cases, the information required for Form CSP3 will have been obtained at Step 2. In a small number of cases, the ASL team leader may wish to set up another meeting to complete this form.

### **Step 5**

On receipt of Form CSP3, the Parent and Pupil Support Manager will:

- prepare a draft coordinated support plan and circulate this to the parent or young person, to the ASL team leader and to those who will provide additional support
- discuss with the ASL team leader any amendments requested by the parent or young person and/or those who are to provide additional support
- finalise the coordinated support plan, having regard to any comments received
- open the coordinated support plan by issuing it to the parent or young person, to the person responsible for coordinating the plan and to all those named in the plan as providing support

Steps 1 to 5 have to be completed within 16 weeks. If this deadline is not met, the parent or young person may appeal to the Additional Support Needs Tribunal.

On receipt of the coordinated support plan, the ASL team leader will ensure that a copy is circulated to all relevant staff in the establishment. A copy should also be retained in the learner's Educational Record.

## **The CSP process: Initiated by a parent or young person**

The ASL Act allows parents to ask the education authority to consider opening a coordinated support plan for their child and they can do so:

- if their child is aged between 3 and 16 or
- if their child is over the age of 16 and is therefore a young person, but lacks the legal capacity to make the request themselves. There is further information on capacity in Chapter 4

If a young person has capacity, then their parent cannot make the request for them. The young person must make the request himself or herself.

If a parent or a young person approaches school staff for advice about making a request, the ASL team leader should:

- explain the five criteria that must be met before a CSP is required
- advise them that their request must be made in writing, or in some other permanent form (for example video, audio-tape) – a written request may be composed by another person on their behalf, but the parent must sign any such request
- provide them with a copy of Form CSP2B. If they do not wish to use this form, they can make their request in some other way. It would be helpful, however, if their request provides the same information as Form CSP2B
- advise them to send their request directly to the Parent and Pupil Support Manager. If they disregard this advice and send their request to any other person, that person must forward the request to the Parent and Pupil Support Manager as soon as possible
- advise them that independent information, advice and support is available from SNIP

The Parent and Pupil Support Manager will reply to the parent or young person using Letter CSP2.

In most cases, it will be appropriate to commence the Step-by-Step process to determine whether or not a CSP is required. However, under the law, the Parent and Pupil Support Manager has to decide whether this request is reasonable. They may need to seek advice from the ASL team leader before deciding this and will then advise the parent.

If the decision is to commence the assessment process, the Parent and Pupil Support Manager will request the ASL team leader to commence Step 1 above. This decision is separate from and preliminary to whether or not a CSP is required.

## **The CSP Process: Initiated by another agency**

Professionals working for a partner agency, for example a social worker or therapist, may come to the view that a learner known to them may require a coordinated support plan.

They should discuss this in the first instance with the ASL team leader who will go through the steps outlined previously (Chapter 3, Section C, page 3.19).

If the ASL team leader believes that the five criteria are likely to be met, they should move to Step 1.

If the ASL team leader believes that the five criteria are not likely to be met, the professional who has raised the question may contact the Parent and Pupil Support Manager directly using Form CSP2C.

The Parent and Pupil Support Manager will then review the available evidence and decide on the appropriate action to take.

### **The CSP process: If the criteria for a coordinated support plan are not met**

If the Parent and Pupil Support Manager decides that the criteria for a coordinated support plan have not been met, s/he will:

- write to the person who initiated the process informing them of the decision not to open a coordinated support plan and giving the reasons for this decision
- write to the parent or young person to explain the decision and to inform them of their rights of appeal
- advise the ASL team leader, who should then consider whether the learner's needs are addressed appropriately through another planning framework

### **The CSP process: Reviewing the coordinated support plan**

The timescales for reviewing the coordinated support plan are detailed in the original plan, normally a year after it has been opened. However, an earlier review may be required if there is a significant change in the circumstances of the learner or to bring the CSP review into line with the timescales for normal review cycles. It is likely in most cases that the ASL team leader will identify the need for an earlier review.

Parents or young people may request an earlier review. The ASL team leader will ask the parent or young person to make their request in writing to the Parent and Pupil Support Manager who will then decide whether or not the request is reasonable, in consultation with the ASL team leader.

Wherever possible, the CSP should be reviewed at the same time as the IEP and other plans. Prior to the review meeting, the ASL team leader should review the CSP and consider whether it is likely to change in any significant way. This may require discussions with professionals who are working with the learner. If major changes may be required and, in particular, if a CSP may no longer be appropriate, the ASL team leader should arrange to speak to the parent or young person prior to the review meeting to explain this.

These are the steps to be followed in reviewing the coordinated support plan:

#### **Step 1**

The ASL team leader will set a date for the review meeting at least 8 weeks in advance of the annual review and will invite all those involved in supporting the learner, including parents and those named in the current CSP as providing additional support. Letters CSP3 and CSP3A should be used to do this.

The ASL team leader, or another appropriate adult, will consult with the learner about attending the meeting, depending on age and stage of ability.

At least 5 working days in advance of the review meeting, the ASL team leader should circulate relevant reports to all those invited.

### **Step 2**

At the review meeting, the ASL team leader, as chair, will ask those present to review the content of the current CSP and consider whether there have been changes in the learner's circumstances which would require the CSP to be amended or discontinued. These could include changes to the profile and factors as well as the educational objectives, the additional support required and those providing the additional support.

If amendments are required:

- are these minor amendments which could be agreed at the meeting?

OR

- are these major amendments that significantly increase or decrease the level of input from an individual agency and would require new CSP1A forms to be completed and a further meeting arranged?

It is anticipated that, in the majority of cases, it will be possible to agree at the meeting whether or not a CSP continues to be required and any amendments that need to be made.

However, if agreement cannot be reached on the amendments or whether or not a CSP is required, those professionals providing the additional support should be asked to complete Form(s) CSP1A. A second meeting will then need to be arranged to take this forward.

### **Step 3: After the review meeting**

If the continuation of the CSP and any amendments to the CSP are agreed at the meeting, the ASL team leader will notify the Parent and Pupil Support Manager of this, along with details of the amendments.

If there are major changes required to the CSP or if no agreement can be reached as to whether or not a CSP continues to be required, the ASL team leader will:

- notify the Parent and Pupil Support Manager of this
- obtain Form(s) CSP1A from the Person(s) Providing Additional Support
- complete Form CSP2A and send this to the Parent and Pupil Support Manager with the Form(s) CSP1A.

In either situation, the ASL team leader, or another appropriate person, will meet with the learner, depending on age and stage of ability, to discuss the meeting and its outcome, if they have not attended the meeting.

### **Step 4: Continuing the CSP – or not**

If the decision is that a CSP continues to be required and there are no amendments to it, the Parent and Pupil Support Manager will amend the review dates on the original of the CSP and formally advise the parent or young person of the outcome of the review.

If the decision is that a CSP requires to be amended, the Parent and Pupil Support Manager will amend the CSP and send a copy of the amended CSP to the parent or the young person, the ASL team leader, the Educational Psychologist and to all those providing additional support.

If the decision is that a CSP is no longer required, the Parent and Pupil Support Manager will formally advise the parent or young person of this.

In the case of all these decisions, the Parent and Pupil Support Manager will advise the parent or young person of their rights of appeal to the Additional Support Needs Tribunal.

Steps 1 to 4 must be completed within 12 weeks. If this deadline is not met, the parent may appeal to the Additional Support Needs Tribunal.

All letters and forms referred to in this section on coordinated support plans can be downloaded from the Planning page of the ASL website.

## Planning initiated by partner services and agencies

### English as an Additional Language (EAL) profile of competence

The English language skills of bilingual learners are assessed and described using the EAL Stages of English 1–5 as outlined in ScotXed. Stage 1 is used to describe a learner who is new to English, while Stage 5 is used to describe a bilingual learner who has achieved social and academic fluency in English.

#### ***What is an EAL profile of competence?***

The EAL profile of competence has been developed as an approach to assessment and planning to meet the language support needs of bilingual learners whose additional support for learning needs arise from their developing bilingualism.

The purpose of the EAL profile of competence is to enable school staff to support a bilingual learner with additional support for learning needs within their own classroom. It includes information on:

- the English language skills, listening and talking, reading and writing, that a learner currently has
- the next steps in language acquisition
- strategies for class and subject teachers to use
- broad timescales for progress to help ensure staff expectations are appropriately high and realistic

#### ***When is a profile of competence appropriate?***

An EAL profile of competence may be helpful for learners who are between Stages 1 and 4 in their language acquisition, for example:

- to assess the skills or competencies that the learner currently has in English
- to identify the next steps in language acquisition
- to plan support to ensure progress is made
- to help identify appropriate strategies to facilitate access to the curriculum

An EAL profile of competence may be established following discussion between school and EAL teachers. EAL teachers will offer advice and support to schools in their use of EAL profiles of competence and, where appropriate, contribute to other forms of planning.

The profile will inform discussion with parents about their child's progress in English language acquisition and should be readily accessible on a confidential basis to all staff working with the learner.

## Supporting learning profiles

### ***What is a supporting learning profile?***

The supporting learning profile is an approach to sharing child-related information between therapy and school or centre staff in an accessible and user-friendly form that is tailored to the individual learner in the school setting.

The supporting learning profile provides guidance on the following:

- what the child can do
- implications for the classroom
- areas for development
- suggested support strategies

The purpose of the support strategies outlined within the supporting learning profile is to enable school and centre staff to support a learner with additional support needs within their own classroom. The supporting learning profile may identify outcomes for the learner that link with other planning. In this case, the outcomes will be:

- SMART
- related to the curriculum
- related to the developmental level expected of the child
- manageable within the school setting

### ***When is a supporting learning profile appropriate?***

Following discussion with school or centre staff, therapists will use their clinical judgement to decide whether a supporting learning profile might be helpful for a learner, for example:

- where the learner's difficulties or disabilities impact on their education and school or centre staff require strategies to facilitate access to the curriculum
- where a therapist considers a learner would benefit from strategies carried out regularly by school staff

The supporting learning profile will have been discussed and agreed with the learner's parents and the learner themselves, as appropriate.

The supporting learning profile will be readily accessible, on a confidential basis, to all staff working with the learner.

Therapists will provide copies of the profile for school staff and parents.

Examples of Supporting Learning Profiles can be found on the Planning page of the ASL website.

## School health care plans

### ***What is a school health care plan?***

School health care plans have been developed as an approach to assessment and planning to meet the needs of learners who have health care needs. They aim to share learner-related information between health professionals and school or centre staff in an accessible and user-friendly form.

School health care plans include information on:

- the medical condition that a learner currently has
- any medication that the learner takes to school
- emergency care procedures
- what the learner can/can't do
- implications for the classroom
- suggested support strategies

The support strategies outlined in the health care plans should enable school staff to support a learner with health care needs within their own classroom and school setting.

### ***When is a school health care plan appropriate?***

A school health care plan is appropriate for learners who have health care needs that:

- may require emergency care
- require complex care
- require appropriate strategies to facilitate access to the curriculum

A school health care plan should be compiled following the guidelines in *The Handbook of Procedures for the Management of Pupils with Health Care Needs in Educational Establishments*. This should include discussion between school staff, parents and the school nursing team. The school nursing team will offer advice and support to schools in their use of school health care plans.

School health care plans should be readily accessible to all staff working with the learner.

Further information on Health Care Plans can be found in *The Handbook of Procedures for the Management of Health Care Needs in Educational Establishments* which is available in all establishments.

## Care plans

### ***Children who are looked after and looked after and accommodated***

Children and young people normally become looked after because of difficulties in their home circumstances. A significant majority will have been referred to a Children's Hearing because of a lack of parental care and, in particular, because of physical abuse, emotional abuse and neglect.

Learners who are looked after face many barriers to success in education. This may be the result of abuse and neglect in the past, while placement breakdown in the present can lead to frequent changes of home and school with an inevitable impact on their education. While some do well in school despite difficulties in other aspects of their lives, learners who are looked after are much more likely to fall behind, to leave school earlier and with fewer qualifications. They are at a greater risk of being excluded from school and are significantly disadvantaged in their later lives.

Schools should monitor the educational outcomes for looked after children as a matter of routine, and compare their outcomes (for example in terms of attendance, exclusions, attainment and achievement) with the outcomes for other learners who are not looked after.

### ***What is a care plan?***

A care plan is a written plan for all learners who are looked after or looked after and accommodated. The plan takes into account all the issues relating to the learner's ongoing care.

For learners who are looked after either at home or in a kinship care placement with relatives or friends, the care plan is not detailed or reviewed on a formal basis. It is written for the Children's Hearing where the learner becomes looked after and forms the basis of the work undertaken by the learner's social worker for the duration of the period of the supervision order – no more than a year.

For learners who are accommodated, the care plan will be a detailed document and the basis of regular meetings of key people – social worker, residential worker, school staff, foster carer, parents and the learner. The frequency of the care plan meetings varies depending on the kind of placement and the stage of the placement. When a learner is in a short term placement in a secure unit, the meetings will be weekly to allow planned progression of the placement. In other residential settings, they will take place every 2–3 weeks. In a settled foster care placement, they will be much less frequent unless there are significant issues to be dealt with.

The care plan for accommodated learners will be reviewed at a looked after review meeting which takes place every 6 months. The review is chaired by an independent person and is attended by the social worker, carer or residential worker, school staff, other key professionals working with the learner, the learner, if old enough, and the parents.

The care plan should contain information about the learner's education and learning outcomes for the duration of the care plan. Where a looked after child has additional support needs in school, the care plan should be supplemented by a plan which has been developed by teaching staff, as outlined above in Planning Initiated by Schools and Centres. Through *Getting it right for every child in Edinburgh*, a care plan meeting should be part of the child's planning meeting or pupil support group.

### ***When is a care plan appropriate?***

Under the Children (Scotland) Act of 1995, the Council is required to:

- draw up a care plan for every learner who is looked after. These plans are drawn up by the social worker in consultation with the learner, their parents and/or their carers, school staff and others who are significant in the learner's life.
- carry out reviews on children and young people who are looked after to ensure that planning and provision is suited to their needs. These reviews are initiated by the social worker and should happen initially at 6 weeks, at 3 months, and then every 6 months thereafter.

In addition to duties under the Children (Scotland) Act:

- Social workers should inform schools, through their Designated Teacher with responsibility for looked after children, whenever a learner becomes (or ceases to be) looked after. This will allow school staff to take a full part in the care planning process.
- School staff should then consider whether the learner has additional support needs at school that require an additional support plan or an individualised educational programme or a coordinated support plan.

It is best practice for all looked after children to be considered routinely by the school's ASL team. Given the high proportion of looked after children who have additional support needs, school staff may wish to start from the default position that all looked after children are likely to require an additional support plan. Some, on further consideration, will not, but this should be under review.

Other looked after children will require the more detailed level of planning which is available through an individualised educational programme. This would be drawn up in the usual way involving the learner, their parents or carers and where possible, their social worker. A small number of learners will also require a coordinated support plan.

The relevant plan should then be incorporated, as an appendix, into the learner's care plan. This meets the recommendation from *Learning with Care*, that children's care plans should contain their education targets. It provides a mechanism through which schools, carers and social work colleagues can work together to support the learner in education. It also ensures that the plan is shared and kept under regular review.

School staff should also consider whether learners who are looked after require enhanced transition procedures when, for example, they come to enter school, change school or leave school.

For learners entering school, changing schools or moving from primary to secondary school, it is good practice to carry out a review shortly after transition. This allows school staff to adjust planning or provision if necessary.

## Care Coordination

### ***What is Care Coordination?***

Care Coordination is part of the *Getting it right for every child in Edinburgh* approach which offers support to children and young people with complex needs, and their families, from birth through various stages of transition until adulthood.

At the heart of Care Coordination is the streamlining of support provided to families and the reduction in the number of meetings that they are required to attend.

When referred to Care Coordination, a child or young person is allocated a key worker who takes on the role of coordinating the care and support required for that individual and their family.

The key worker:

- is the first point of contact for other professionals involved in supporting the child or young person and their family
- ensures the gathering and dissemination of information from and to other agencies
- provides a variety of supports to the child or young person and their family including emotional support, advocacy, work pertinent to their own 'home agency' and support within an educational setting
- is not responsible for carrying out all the tasks detailed in a child or young person's plan

### ***When is Care Coordination appropriate?***

The criteria for referral into Care Coordination is that 'the child or young person has complex needs which significantly affect their functioning and are expected to be ongoing for six months or more, requiring support/resources from two or more agencies other than universal services'.

There is further information on Care Coordination in Chapter 5 of this guidance and on the Planning page of the ASL website.

## Chapter 4 Partnerships

The Children and Families Department aims to place children, young people and families at the heart of all its services. Effective partnership working will help to foster trust, common purpose and collaboration. To support this, an infrastructure has been developed which includes these guidelines, information sessions and a range of other supports for parents and young people. Within the terms of the ASL Act, young people over the age of 16 have the same rights as parents and this should be taken into account with regard to all matters concerning additional support needs.

### Parents as partners

For the purposes of a child's school education the definition of a parent is broadly conceived. A 'parent' can be:

- any person who has parental responsibilities under Section 1 of the Children (Scotland) Act 1995
- the child's guardian, for example someone who has been given parental responsibilities and rights by a court
- any person who is liable to maintain the child, for example an unmarried father or an absent mother or father (NB: this person is a 'parent' for education purposes whether or not they actually maintain the child) or
- any person who has care of the child, for example a relative with whom the child lives for the majority of the time.

The ASL Act gives parents the rights to:

- request the education authority to establish whether their child has additional support needs or requires a coordinated support plan
- receive advice and information about their child's additional support needs
- request a specific type of assessment and/or examination when the education authority propose to establish whether a learner has additional support needs or requires a coordinated support plan (or where a plan is being reviewed)
- request the use of mediation services
- make use of dispute resolution arrangements for matters about additional support needs that are specified in regulations – generally matters not eligible to be considered by the Additional Support Needs Tribunal for Scotland
- make a placing request to an education authority requiring them to place the learner in a specified school which can include an independent special school if their child has additional support needs
- be informed of the outcome of requests under the Act, reasons why a request is refused and any applicable rights to have a decision reviewed, for example, through mediation or dispute resolution by independent adjudication, or referred to a tribunal or an education authority appeal committee where it concerns a placing request where there is no related coordinated support plan matter
- request the education authority to establish whether their child needs a coordinated support plan or to review an existing plan
- receive a copy of the coordinated support plan, and any amended plan
- be asked for their views and have them taken into account and noted in the coordinated support plan
- refer to the tribunal specified matters relating to coordinated support plans and related placing requests

- have a supporter with them or an advocate to present their case at any meeting with the school or education authority, in connection with the exercise of the education authority's functions under the Act and at tribunal hearings

*(Supporting Children's Learning: a Code of Practice, Chapter 1, paragraph 12)*

The *Code of Practice* recognises the importance of partnership with parents in the provision of effective school education:

*All professionals, schools, education authorities and other appropriate agencies should seek actively to involve parents in their work with children. They should value parents' contribution and regard them as partners in their children's learning.*

*(Supporting Children's Learning: a Code of Practice, Chapter 6, paragraph 23)*

## **Access to information**

It is important that parents have access to good sources of information, advice and support. Parents need to be fully aware of the processes for assessing and providing for the needs of children and young people. They also need to be familiar with the support services available from the school, the Children and Families Department and other agencies, including the voluntary sector. Staff within and across services have a role in providing up-to-date information.

The Children and Families Department provides information and support through:

- information leaflets and publications
- the ASL Coordinator
- the Parent and Pupil Support Manager
- the ASL Helpline at SNIP
- the Advice and Conciliation Service of the City of Edinburgh Council
- the Interpretation and Translation Service

Further information and contact details are available on the ASL website (see information on Contents page).

It is important to ensure that information is provided in a manner sensitive to the needs of parents, for example those whose first language is not English, who may have difficulties with literacy or learning, or who come from different cultural contexts. This may involve an interpreter and/or someone who can help to promote understanding.

## Supporters and advocates

As partners in their child's learning, parents should always be invited to formal meetings where their child's progress is to be reviewed. To assist them in this process, the ASL Act provides for parents and young people to be given help from either a supporter or an advocate.

### Supporters

A supporter can be anyone the parent or young person wants to nominate such as a relative, friend, befriender, voluntary organisation worker, or other person. The supporter could also be a professional working with the family, provided that there is no conflict of interest with the professional's duty under the Act or his/her responsibilities as an employee. A supporter can attend discussions with the parent or young person. The supporter may assist in a number of different ways, including:

- acting as a sounding board for the parent in preparing for the meeting
- taking notes so that the parent or young person can participate more fully in the discussions
- suggesting points for further clarification or questions to ask or giving advice to the parent during the meeting

### Advocates

The Act allows for a parent or young person to appoint a person to conduct all or part of any discussion with the education authority or make written or other representation to the authority on their behalf. This person, known as an advocate, can come from a range of backgrounds, including:

- someone who has acted, or is already acting, as a supporter to the parent or young person – the parent or young person may wish the supporter to speak on his or her behalf
- a person not trained in advocacy but who is aware of education and other legislation and/or the needs of the learner who has additional support needs
- a voluntary organisation which need not be an advocacy organisation
- a formal advocacy service or agency, with trained advocates, possibly operating to its own guidelines or code of practice

The advocate should speak up on behalf of the parent or young person and represent them at discussions.

The ASL team leader should ensure that, wherever appropriate, parents are advised that further information and access to supporters and advocates is available via SNIP.

## Requests for assessment

The ASL Act gives parents and young people the right, under certain circumstances, to request a particular type of assessment. This could be an educational, psychological, or medical assessment or examination. The education authority must agree to these requests unless they are considered to be unreasonable.

These rights apply only when the authority is proposing to establish whether a learner has additional support needs or requires a coordinated support plan, or the authority proposes to review an existing plan (*Supporting Children's Learning: a Code of Practice*, Chapter 3, paragraph 36). Schools and other agencies should respond sensitively to any reasonable request that parents or young people make.

These rights are exercised within the day-to-day school procedures. For example, parents routinely ask schools for information about their children's progress. Ongoing formative assessment is part of good teaching and schools use observation and set tasks or tests which can provide the basis for discussion with parents about their children's needs.

Parents and young people can ask educational psychologists to be involved. In these cases the educational psychologist will seek consent to discuss the issues with the school. This will allow the psychologist to decide whether the request is reasonable.

The Act does not allow parents or young people to specify what form an assessment will take. This will be a matter for the teacher, psychologist, or medical adviser to decide. Nor does it allow parents to specify who will do the assessment.

Where the City of Edinburgh Council is not responsible for a learner's school education (for example, where children are being home educated or attending independent schools) different arrangements will apply.

## **Resolving disagreements**

It is best to try to deal with disagreements as early as possible and staff should encourage parents and learners to discuss any concerns with them directly. Beyond this, the Act provides a number of procedures to support parents and authorities in resolving disagreements. These are:

- mediation
- dispute resolution
- Additional Support Needs Tribunals

Information about these can be found on the Resolving Disagreements page of the ASL website.

## **Partnership with children and young people**

### **Involving learners in decision making**

The legislation places a duty on staff to seek and take account of the views of learners, for example, in establishing whether they have additional support needs and in determining what additional support they may require. All establishments should create a process where the views of learners are sought and they are encouraged to participate in decision making as part of their everyday activities.

Staff should therefore provide opportunities from the early years onwards for learners to express their opinions and to contribute to decision-making through:

- involvement in personal learning planning
- discussing their learning outcomes
- contributing to transition planning
- attending reviews

Many learners can express themselves clearly and directly but there will be some for whom specific arrangements must be made. These may include a learner:

- with a learning difficulty
- with behavioural difficulties which create a barrier to engagement
- who requires an interpreter
- who uses alternative or augmentative communication systems

In some cases, family members or professionals working closely with the learner may be able to advise on appropriate approaches to support communication or to enable the learner's views to be interpreted.

As with parents, the Act provides young people (over 16) with the right to have a supporter or advocate present at any discussion or meetings. Staff should ensure that young people are made aware of this right and how to access such services through information leaflets or through the ASL helpline. A child (under 16) can ask to have a supporter or advocate present at a meeting and this would normally be allowed.

The ASL team leader should ensure that, wherever appropriate, young people are advised that further information and access to supporters and advocates is available via SNIP.

## **Capacity to exercise rights**

Young people, defined here as learners who are over the age of 16, have the same rights as parents under the Act unless they are considered to lack capacity to exercise their rights. In this case, a parent can speak and act for them.

Some learners may lack capacity to do something, for example where they are incapable of doing something by reason of mental ill health, a developmental disorder, a learning disability, or are unable to communicate because of a physical disability. The Act allows for parents to speak and act for their child where the child lacks capacity to express a view, but it is also important to support the child's participation in decision-making at an appropriate level.

The question of whether a learner has capacity is not an all or nothing matter but depends on the nature of the decision to be made. The ASL team will satisfy itself that a young person lacks capacity to exercise their right at the particular time and in relation to the particular issue. This will be done in discussion with those who know the young person best, including parents and professionals.

The Act also makes clear that learners must not be treated as lacking capacity by reason only of poor or limited verbal communication skills. Where an alternative means of communication or interpretation would assist a young person to make their views known, this should be used.

## Partnership with other agencies

The Act requires integrated working across appropriate agencies in terms of:

- assessment
- intervention
- planning
- provision
- review

There are many examples of existing practice which demonstrate the value of working together, for example supporting learning profiles, pupil support groups, Care Coordination, child protection procedures, the transition team for young people with learning disabilities and *Getting it right for every child in Edinburgh*.

## **Chapter 5 Early Years – Children aged 0–5**

### **Children under the age of 3 years**

#### **Disability**

The Children and Families Department has a duty to provide appropriate additional support for disabled pre-school children (generally children under the age of 3) belonging to their area who have been referred by NHS Lothian. A community paediatrician would refer a baby diagnosed at birth directly to the department's Visiting Teaching and Support Services (VTSS).

A child who is not meeting their developmental milestones, or where a disability becomes apparent in early childhood, could be brought to the attention of the department by letter or other permanent format by a community paediatrician or another health professional. A referral can then be made to VTSS and the assessment will be made as to whether the child has additional support needs.

Where appropriate, support would then be provided to the family either by VTSS or/and they may refer on to another service, as appropriate, including Child and Family Centre services.

Further information on these services and referral forms can be found on the Partner Services and Agencies page of the ASL website.

#### **Provision for children under 3 in the City of Edinburgh**

##### ***Visiting Teaching and Support Services (VTSS)***

The VTSS provide a range of support to children under 3 and their families. This includes educational home visiting, informal parent and child groups, hospital visiting, assessments, advice and support. This is also provided within Child and Family Centres and other childcare settings.

Staff work with families on agreed areas of focus. Targets may be set that form a 'family plan' for support. Some families prefer to have a less formal approach, but there remains an agreed framework for support.

### **Care Coordination**

In Edinburgh, children and young people can be referred into Care Coordination if they meet the following criteria:

- have a complex health need or multiple disabilities which are significant and ongoing for at least six months *and*
- require resources from two or more service providers or agencies (excluding universal services – GP, teacher, etc)

Care Coordination, as part of the *Getting it right for every child in Edinburgh* approach, allows education and other services to children under 3 to be delivered in an integrated and effective way. Given the potential complexity of some babies' and children's needs, the department recommends that any baby or child under 3 who meets these criteria is referred to Care Coordination at the earliest opportunity.

Information on Care Coordination and referral forms can be found on the Planning page of the ASL website.

### **Children 3–5**

The ASL Act requires the Children and Families Department to make appropriate arrangements for identifying those children who may have additional support needs who are in:

- a department pre-school provision or
- a partner provider centre under arrangements with the Council

Some of these children may already have been identified as having additional support needs prior to entering a pre-school provision. Others will not have their needs identified until they are there, or later. The staff in these settings have a key role to play in identifying children who may require additional support.

The procedures for identifying and assessing the additional support needs of these children will be the same as those set out in Chapter 3 Framework for Support.

## Chapter 6 Transitions: Managing Continuity and Progress in Learning

### Planning for transitions – additional support needs

Transition is a key part of school education and offers the opportunity for new learning, growth and progression. The transition for learners who have additional support needs will require planning, and this should be done in good time. Planning should also anticipate new needs arising as a consequence of transition itself if, for example, the new environment is less accessible.

It is anticipated that *Getting it right for every child in Edinburgh* will be operating in all establishments by 2011. If a learner who has a Lead Professional is moving from one establishment to another or is leaving school, it will be expected that their child's planning meeting will focus on transition and ensure a Transition Plan is developed as a key component of the overall Child's Plan.

In some circumstances, it may not be possible to plan for a transition, for example when a learner becomes ill or is excluded. When this happens, appropriate steps should be taken to ensure continuity and progression in learning. This section covers moves within and between establishments and periods of interrupted education.

### Timescales

Where another agency is required to provide support for learners, schools should seek and take account of relevant advice and information no later than 12 months before a child who has additional support needs is expected to have a change in school education. In the case of a pre-school child the timescale is six months.

### Ensuring a successful transition

Effective practice to ensure a learner with additional support needs makes a successful transition will include:

- seeking and taking account of the learner's views when planning for changes in their school education
- parents being part of the planning process, having their views sought and taken into account and supported, as required, during the transition process
- early consultation with the school or post-school provision which the learner will be attending
- ensuring that the necessary supports are in place to support the transition process
- other agencies being included, as necessary.

### Planning for transitions for learners who have a coordinated support plan

Where a learner has a CSP, the plan will be transferred to the new establishment. In most cases this will lead to a change in the coordinator named in the CSP, and this should be discussed with the learner and their parents, as far in advance as possible.

As soon as possible following a move to new establishment the CSP should be reviewed and amendments made as appropriate. Wherever possible, this should be undertaken as part of a planned transition process involving staff from both establishments and all relevant partner services agencies with the learner and parents.

Where a learner with a CSP moves to another authority, the CSP must be transferred to the new authority within 4 weeks either:

- of the date of departure notified on which the learner will be moving *or*
- from the date this authority becomes aware that a move has taken place.

The ASL team leader is responsible for advising the Children and Families Department's Parent and Pupil Support Manager of any such change at the earliest opportunity, to allow the transfer of the CSP in good time.

## **Specific transitions**

### **a) Changes of school**

#### ***Looked after children – care placements***

When a learner is accommodated, every effort should be made to ensure continuity in their educational placement, unless there are exceptional circumstances where a planned change in school is in the learner's best interests. The social worker should notify the school of the learner's accommodation through Form Regulation 7 and arrange transport from the care placement to school.

Where the learner has changed their care placement and likely to remain there on a long term basis, it may be appropriate to consider a move to a more local school. This decision should only be taken after the learner's social worker has consulted with key education professionals and any additional support needs the learner has should be taken into account.

When the learner does move to another school, the receiving school should arrange a child's planning meeting involving the social worker, carer and staff with responsibility for additional support in both schools. The designated teacher for looked after children in the receiving school should convene this meeting.

#### ***Across authorities***

The ASL Act states that where a learner is attending a school under the management of an education authority outside the child's home area, it is the host education authority that is responsible for their school education. In terms of additional support, the host education authority can request help from the learner's home authority.

Where a learner is accommodated in a placement in another local authority and it is not practical to travel to school in Edinburgh, the social worker should convene an early child's planning meeting involving the child's carer and key education staff from both schools and relevant support services. Where the learner receives or may require additional support that cannot be provided by the host education authority, the relevant Neighbourhood Support Coordinator should be invited to the meeting.

## **b) From school to post-school provision**

Leaving school and moving on can be a difficult time for any learner, and especially so for those who have additional support needs. The move to post-school provision can require careful discussions with the learner and their parents.

Where the learner requires individualised support, the process needs to be planned in some detail and other agencies may need to provide information and support.

A Transition Toolkit has been produced to help schools through this planning process. It has been designed for use with learners who require enhanced planning for leaving school – and should be used in every case where a learner has a CSP or IEP, or where there is reason to believe that the young person needs support to move into a positive destination after school. All secondary and special schools must use the Toolkit to ensure they are meeting their duties on transition under the ASL Act, unless they can demonstrate that their own arrangements also meet these duties.

The Transition Toolkit is available in the Planning page of the ASL website.

### **At a glance – Post-school Transition Planning**

**S2** – Transition planning is built into the annual school review for those who require it. Learner and parental permission is requested to contact relevant agencies. A referral is made to the Transition Team if deemed appropriate at this meeting.

**S3** – The first transition meeting is held. Detailed transition planning is incorporated into the agenda of the meeting. Partnership services and agencies are invited and minutes circulated with learner and parent/carer permission.

**S4 and onwards** – The plan is updated at this and all subsequent meetings. Six months before the learner's actual leaving date the plan is signed by the learner and parent/carer (if learner is under 16 or lacking capacity) and sent as a Transition Form to post-school providers.

## **c) Learners who are looked after or looked after and accommodated**

### ***Transition from school to post-school provision: Throughcare and Aftercare***

The City of Edinburgh Council's Throughcare and Aftercare Service is the lead partner for supporting learners who are looked after or looked after and accommodated through the transition from school to post-school provision.

Throughcare involves the planning process for learners who are looked after and accommodated leading up to the time when they will cease to be looked after.

Aftercare is the provision of advice, guidance and assistance when a young person ceases to be looked after. Support should be given to enable learners to develop their abilities to the full, including being encouraged to stay in education or training beyond the minimum leaving age. Good links between social workers and school staff will allow learners' progress and attainments to be monitored and encouraged. Use of the Transition Toolkit will support this process.

## **d) When a learner is unable to attend school due to prolonged ill-health**

### ***Sick learners at home***

After 15 working days of continuous absence or 20 working days of intermittent absence, schools should make a referral to the Hospital and Outreach Teaching Service (HOTS) for education outwith school. Where absence for verifiable medical reasons is known in advance and is likely to extend to or beyond 15 to 20 working days, referral to HOTS should proceed immediately.

The learner's absence must be for 'verifiable medical reasons'. Accordingly, all referrals received by HOTS are screened with the Community Child Health Services link paediatrician.

With a few exceptions, learners who are absent from school due to ill-health return to the school in which they are enrolled. Learners should remain on the school roll and schools will retain management responsibility for the learner's education even when delivery is undertaken by outreach services.

### ***Sick learners in hospital***

Hospital staff should ensure that referrals are made to the teaching service 5 working days after admission or as soon as the learner's state of health makes this possible. If a learner's length of stay is known in advance and is likely to extend to or beyond 5 working days, a referral should proceed immediately. This is particularly important where a learner has frequent admissions.

### ***Discharge from hospital***

Children who have received education in hospital and are discharged to home will transfer automatically to home teaching if the total period of absence is likely to extend beyond 15 working days. Medical staff will take the responsibility for ensuring that HOTS receives the referral without undue delay.

Some children are treated in hospital for a short length of time and do not receive input from HOTS. If these children are discharged home to continue treatment or recuperate, and their expected length of absence is 15 working days or more, they should be referred by hospital staff for home tuition.

### ***Reintegration to school***

For many learners, absence entails social dislocation from school. Even where contact has been maintained, very real fears about returning to school can remain. The ASL team should plan with other learners, parents, partner services, NHS staff and the learner themselves for flexible and progressive arrangements to ensure successful reintegration. This would include class and group placements for learners returning after absence being the same as before, wherever possible.

## **e) When a learner has been excluded from school**

Where a learner is excluded from school and it has not been possible to agree terms for a readmission, there may be a delay before an alternative school place is identified. The needs of the excluded learner should be discussed at the child's planning meeting or Pupil Support Group, with a view to progressing transition to an appropriate alternative education placement, either in another mainstream school or in a special school setting. Parents and the learner should be involved in these discussions.

Until a learner is enrolled in a new school, the excluding school continues to have responsibility for their education and welfare. This includes providing alternative education, for example homework, involvement of HOTS, EWO, Early Intervention. The excluding school should keep the learner under regular review until they are enrolled in a new school.

Where the excluded learner has been identified as having additional support needs, the professionals involved in providing and reviewing these additional needs should meet as soon as possible to identify the most appropriate educational setting for the learner and the level of support which will need to be provided to sustain this.

The ASL team leader is responsible for ensuring that:

- contact with the learner and family is maintained
- outreach teaching is applied for and school work provided
- links are maintained with all partner services and agencies that continue to be involved with the learner, for example educational psychologist, Early Intervention Team, EWO, as appropriate, to progress an alternative educational placement. Links should also be made with Support to Children and Young People and the Exclusions Manager who can facilitate the onward move
- there is liaison with the new school once it is identified and the transition process is facilitated

## **f) When a learner is a gypsy/traveller or occupational traveller**

Learners whose families are gypsies/travellers or occupational travellers may change school frequently, briefly attend several schools in several different education authorities, and may experience periods of interrupted education.

This group of learners may therefore have additional support needs with regard to missed learning, especially in the areas of literacy and numeracy, and require support to settle into school and develop peer relationships.

Effective practice in meeting these needs should take into account the benefits of:

- staff trained and allocated to supporting these learners and their parents
- providing mentors or buddies
- strongly demonstrated anti-racist and anti-bullying approaches throughout every aspect of the school
- negotiated and individualised curricula, on a part-time basis if necessary
- a differentiated curriculum, including individual and small group support for basic literacy and numeracy, if required
- offering resources to support learning out of school
- collaboration with HOTS

Gypsy/traveller and occupational traveller learners may receive support from the HOTS if they are starting school for the first time, or returning to school after a period of travelling or absence. They can also receive support if they are visiting Edinburgh for a short period: in these circumstances, teaching can be arranged in a host school or on site.

HOTS can also prepare travel packs for learners who are about to go travelling, and can liaise with other traveller teaching services to provide continuity in their education.

In addition, HOTS can provide support when learners are experiencing significant difficulties with school. This might help to overcome barriers that prevent them from attending school or difficulties caused by interrupted learning, and HOTS can work with schools to promote understanding of the traveller culture and lifestyle.