

**Recording Information about Learners:
Ensuring Compliance with the Equality Act 2010
and the Education
(Additional Support for Learning) (Scotland) Act 2009**

**CEC Guidance on information to be collected and recorded in SEEMIS
about aspects of ASL for all learners**

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- 2. Arrangements for Recording in SEEMIS**
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 - **Children whose parents are in the Armed Forces**
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1. Introduction: Legal Context and Requirements

This guidance sets out important changes to recording in SEEMIS to comply with recent legislation as well as requirements by Scottish Government, HMle and the City of Edinburgh Council.

The Equality Act 2010 requires schools to take active steps to avoid discrimination. This means that pupil data on ethnicity, disability, gender, faith, young carer status and age must be accurate and reviewed annually. Additionally, the Children and Families Department is requiring schools to record the number of children whose parents are in the Armed Forces, ahead of a Scottish Government requirement to do this.

The Education (Additional Support for Learning) (Scotland) Act 2009 requires local authorities to collect data on learners with additional support needs, including details about the nature of such needs. The Act also introduces new provisions in respect of learners who are looked after.

In brief: **Education authorities must ... presume that all looked after children and young people have additional support needs unless the authority determine that they do not require additional support to enable them to benefit from school education.** (Supporting Children's Learning, Chapter 1, paragraph 4)

The HMle report, 'Review of the Additional Support for Learning Act: *Adding Benefits for Learners*', November 2010, has also highlighted the fact that **"the lack of clarity and consistency in collecting and collating appropriate data is hampering effective monitoring and interventions for the more vulnerable groups"**. In particular, HMle emphasised the need for improvements in data collection for the following specific groups of learners:

- children and young people with mental health problems
- those who are young carers
- those who are looked after

The report states, **"In order to ensure that children and young people are benefiting from the support provided, schools and authorities should have effective approaches to collecting, analysing and using relevant information. The information and data collected should be used to monitor children's achievements and to target support and resources accordingly"**.

2. Recording in SEEMIS

It is extremely important that information recorded in SEEMIS is as accurate as possible as it is this information which is collected during the ScotXed census every September. It also allows the Local Authority to form an understanding of the specific resource needs of individual establishments. Schools need this information to inform decisions about the targeting of additional support and the process of self-evaluation.

Guidance has previously been circulated by SEEMIS staff on how to record some of this information, but much of the data is still not accurate. The Scottish Government is aware of this and has, in response to the recent changes in ASL legislation, further developed the SEEMIS system to help schools address this.

ASL team leaders in all establishments should consult with staff from ASL Services e.g. EAL, Psychologist Services, HOTS, Supporting Learning Services and VTSS and work with their school administrator or business manager to gather and enter the information as follows to ensure that the information is accurate and relevant.

Learners with additional support needs and/or a disability

Recording the information

From Click and Go, follow this pathway to the correct screen:

Applications > Records > Edit > Select Pupil's Name > Personal Tab

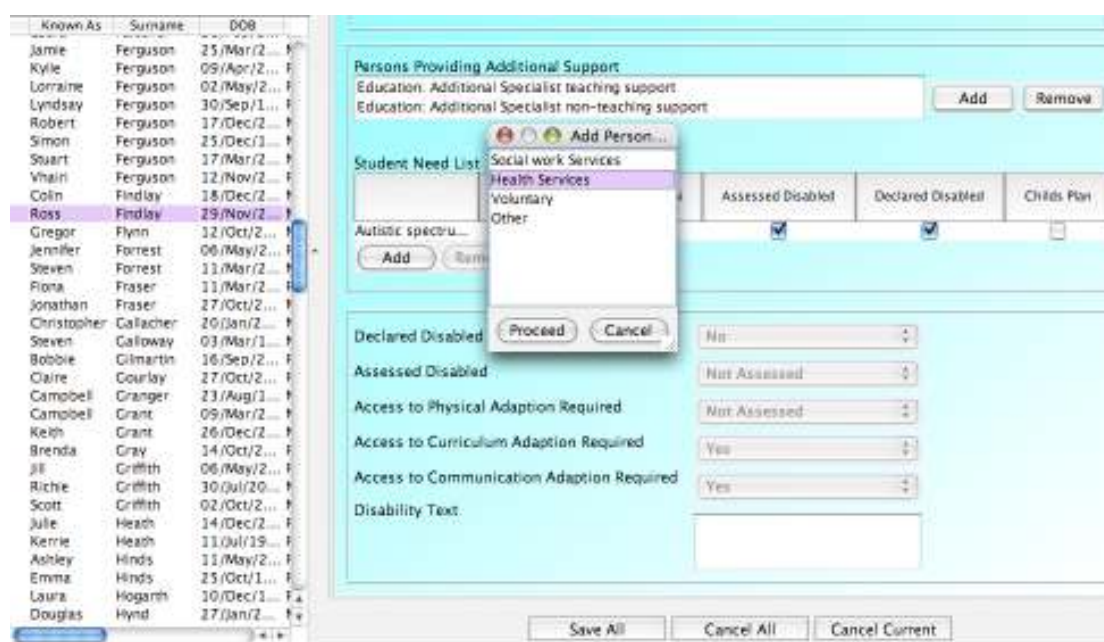
Known As	Surname	DOB
Jamie	Ferguson	25/Mar/2...
Kyle	Ferguson	09/Apr/2...
Lorraine	Ferguson	02/May/2...
Lyndsay	Ferguson	30/Sep/1...
Robert	Ferguson	17/Dec/2...
Simon	Ferguson	25/Dec/1...
Stuart	Ferguson	17/Mar/2...
Whairi	Ferguson	12/Nov/2...
Colin	Findlay	18/Dec/2...
Ross	Findlay	29/Nov/2...
Gregor	Flynn	12/Oct/2...
Jennifer	Forrest	06/May/2...
Seven	Forrest	11/Mar/2...
Fiona	Fraser	11/Mar/2...
Jonathan	Fraser	27/Oct/2...
Christopher	Gallacher	20/Jan/2...
Seven	Galloway	03/Mar/1...
Bobbie	Gilmartin	16/Sep/2...
Claire	Gourlay	27/Oct/2...
Campbell	Granger	23/Aug/1...
Campbell	Grant	09/Mar/2...
Keith	Grant	26/Dec/2...
Brenda	Gray	14/Oct/2...
Jill	Griffith	06/May/2...
Richie	Griffith	30/Jul/20...
Scott	Griffith	02/Oct/2...
Julie	Heath	14/Dec/2...
Kerrie	Heath	11/Jul/19...
Ashley	Hinds	11/May/2...
Emma	Hinds	25/Oct/1...
Laura	Hogarth	10/Dec/1...
Douglas	Hynd	27/Jan/2...

On this page, the following information can now be entered:

1. Persons Providing Additional Support
2. Student Need List
3. Individual Planning
4. Other ASN
5. Assessed Disabled
6. Declared Disabled
7. Childs Plan
8. Adaptations
9. Disability Text

How to record each of these is as follows:

1. Persons Providing Additional Support



Record **Persons Providing Additional Support** by clicking **Add**, choosing from the following options, clicking on it to highlight, and clicking **Proceed**:

Education: Additional Specialist non-teaching support

For example:

- a Learning Assistant allocated from within the school or from the Integration Support Audit
- a Nursery Nurse working within a specialist provision or provided from an ASL Service such as VTSS
- a Bilingual Support Assistant provided by the EAL Service
- an Educational Psychologist
- an Education Welfare Officer

Education: Additional Specialist teaching support

For example:

- a Support for Learning teacher
- a Support for Pupils teacher
- a teacher allocated from an ASL service such as EAL, HOTS, VTSS etc
- a placement in a special school or specialist provision

Social Work Services

For example:

- Social worker
- Social work assistant
- Early Intervention worker

Health

For example:

- Speech and Language Therapist
- Occupational Therapist
- Physiotherapist
- Community Paediatrician
- School nurse

Voluntary

For example:

- Befriender
- Action Group
- Epilepsy Scotland
- Edinburgh Young Carers

Other

Any person providing additional support who does not fit into any of the above categories

As many options as required can be chosen by repeating this process. However, if there is more than one person from a single category, e.g. a school Learning Assistant and a VTSS Nursery Nurse, you should only include it once.

2. Student Need List

Record **Student Need List** by clicking **Add** and going through the same process as described above. There are eighteen possible options:

- Learning disability
- Dyslexia
- Other specific learning difficulty (e.g. numeric)
- Other moderate learning difficulty *
- Visual impairment
- Hearing impairment
- Deaf blind
- Physical or motor impairment
- Language or speech disorder
- Autistic spectrum disorder
- Social, emotional and behavioural difficulty
- Physical health problem
- Mental health problem
- Interrupted learning
- English as an additional language
- Looked after
- More able pupil
- Other **

*CEC recommends that this option should not be used, as it is terminology that is no longer recognised

** It is likely that this list will be updated by the Scottish Government in the near future. Until then, the category 'Other' should be used for Young Carer and any other need which is not covered in the list above.

Choose the main two or three categories relevant to the learner. This must be done for all learners who have been identified as having additional support needs, whether their needs are being met through Pathway to Support 1 or any other, through to Pathway 5 and whether or not they have an individualised plan such as a CSP, IEP or ASP.

3. Individual Planning



Record information on **Individual Planning**, if the learner has a CSP or an IEP, by ticking the box underneath the relevant heading. This must be done for each category of need.

4. Other ASN

Other ASN is for recording all other learners who have additional support needs but do not have a CSP or an IEP. They may have an ASP, an EAL Profile of Competence if their needs arise from emerging bilingualism or a Supporting Learning Profile if they have therapy needs requiring advice or support from a Speech and Language Therapist, an Occupational Therapist or a Physiotherapist.

Learners who have additional support needs but do not require individualised documentation should also be recorded here. Indicating the identification of additional support needs in this field will ensure information on all learners with such needs is captured.

5. Assessed Disabled



In law, the **definition of disability** is contained in the Equality Act 2010. Part 2, Chapter 1, Section 6 states:

“A person (P) has a disability if –

- (a) P has a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.”

Assessed Disabled means that an assessment has been made by a professional e.g. teacher, Community Paediatrician, Speech and Language Therapist, etc. Record information on whether the learner has been **Assessed Disabled** by ticking a box underneath this heading. A tick should be placed against every Student Need which may give rise to a disability.

To support making such an assessment, a Disability Quiz has been developed for use with staff. This is available on the ASL website on EGfL and can be accessed using the following link:

http://egfl.net/ASL/PandG_folder/ASLpandgA.html

The following needs within the sixteen categories should automatically be deemed to be a disability:

- Learning disability
- Autistic spectrum disorder, if the learner has a diagnosis
- visual impairment, unless it is corrected by glasses
- hearing impairment
- deaf blind

NB: As this can be a sensitive issue, staff may wish to have a discussion with the parent/carer before ticking this box. However, as the legal duty falls on the service provider, in this case the school, it must be ticked whether or not the parent/carer agrees.

6. Declared Disabled



Declared Disabled means a parent/carer has said that they believe their child to be disabled, whether or not you agree with this. This also applies to a young person aged 16 or over who tells the school that they are disabled. Record information if the learner has been **Declared Disabled** by ticking a box underneath this heading

NB: When the issue of assessed disability has been discussed with the parent/carer and they have agreed with the assessment, the Declared Disabled box can also be ticked.

7. Childs Plan

This section has only recently been added to Click and Go but schools should not enter any information here until asked to do so.

8. Adaptations

By clicking **Save All** once all other information has been recorded, it will be possible to record information on **Adaptations**. Parts of the greyed out area at the bottom of the page will appear for completion as follows:

Access to Physical Adaptation Required

Not Assessed/No/Yes

For example:

- accessible toilet facilities/shower
- ramps
- hoists
- stair climbers
- handrails
- acoustic treatment of floors, desktops, etc.
- blinds

Access to Curriculum Adaption Required

Not Assessed/No/Yes

For example:

- differentiated materials
- assessment arrangements e.g. extra time, reader, scribe, digital exam
- modified timetable
- personalisation of curricular areas

Access to Communication Adaption Required

Not Assessed/ No/Yes

For example use of:

- visual timetables
- Picture Exchange Communication System (PECS)
- IT equipment
- British Sign Language (BSL)
- Signalong

If the learner has not been assessed as requiring any adaptation then you should choose **Not Assessed**.

If they have been assessed but do not require it, choose **No**.

If they have been assessed and adaptations are in place, choose **Yes**.

9. Disability Text

The screenshot shows a software interface for managing student needs. On the left is a list of students with columns for name, surname, and date. The student 'Ross, Finlay' is highlighted. On the right is a 'Student Need List' form. At the top, there are checkboxes for 'CSP', 'IEP', 'Other ASN', 'Assessed Disabled', 'Declared Disabled', and 'Childs Plan'. Below these are 'Add' and 'Remove' buttons. The form contains several dropdown menus: 'Declared Disabled' (set to 'No'), 'Assessed Disabled' (set to 'Not Assessed'), 'Access to Physical Adaption Required' (set to 'Not Assessed'), 'Access to Curriculum Adaption Required' (set to 'Yes'), and 'Access to Communication Adaption Required' (set to 'Yes'). A 'Disability Text' field contains the text 'Use of PECS, visual timetable and teacher baskets.' At the bottom are 'Save All', 'Cancel All', and 'Cancel Current' buttons.

Record any other information that you wish to record in **Disability Text**. This is a free text box in which you might want to record further information about the learner's needs or the adaptations that are in place to support them.

Please note that this information is not passed on to the Scottish Government at census time but it will be part of the learner's record and will be passed on at any period of transition.

Click **Save All** to save the data. Much of this information will appear at the beginning of the learner's IEP, if they have one.

NB Although information from this screen is transferred to the IEP, please be aware that information entered into the IEP is not automatically transferred back to this screen and must be kept up to date separately.

Two areas, Declared Disabled and Assessed Disabled will remain greyed out after clicking **Save All**. These show the information which was recorded for these categories in 2008/2009, prior to the changes made in SEEMIS, and can be reported on via Custom Reports. This may be helpful to schools to ensure that the information currently recorded is accurate.

Young Carers

Recent studies have estimated that there are over 100,000 young carers in Scotland, which is 1 in 10 of the school population. Providing care for a relative with a disability, illness or substance misuse problem can put demands on a young carer which may affect their education and give rise to additional support needs.

A Young Carers' Steering Group, a sub-group of the Strategic Planning Group for Carers, has recently been established and information on a 'Young Carers Awareness Raising Campaign in Schools' will shortly be circulated to schools. Both of these will support schools in the identification of learners who are young carers and ensure they have their needs met.

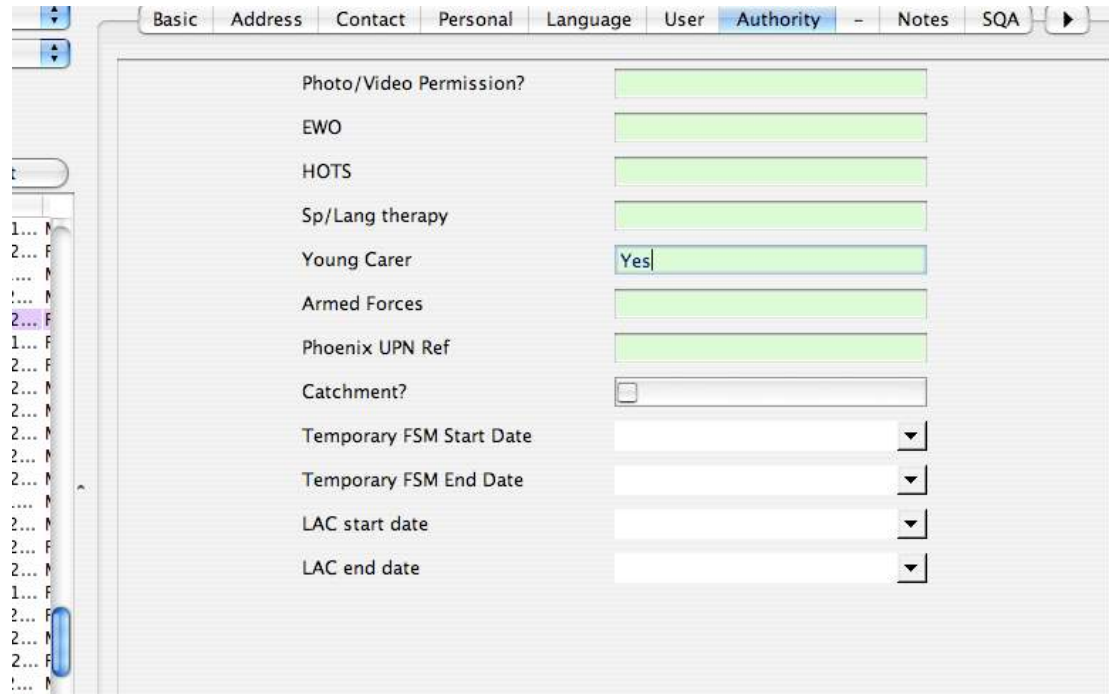
Through ScotXed, the Scottish Government intends to introduce a classification of 'Young Carer' for the 2011 school census which will report on the number of young carers who have been identified by schools. This will provide a baseline number and raise awareness of young carers, resulting in more being identified and supported.

In the meantime, to begin the collection of this information, there is a field in SEEMIS where learners who have been identified as being young carers should be recorded.

Recording the information

From Click and Go, follow this pathway to get to the correct screen:

Applications > Records > Edit > Select Pupil's Name > Authority Tab



The screenshot shows a software interface with a tabbed menu at the top: Basic, Address, Contact, Personal, Language, User, Authority (selected), Notes, SQA. The main area contains a list of fields for recording information:

Photo/Video Permission?	<input type="text"/>
EWO	<input type="text"/>
HOTS	<input type="text"/>
Sp/Lang therapy	<input type="text"/>
Young Carer	<input type="text" value="Yes"/>
Armed Forces	<input type="text"/>
Phoenix UPN Ref	<input type="text"/>
Catchment?	<input type="checkbox"/>
Temporary FSM Start Date	<input type="text"/>
Temporary FSM End Date	<input type="text"/>
LAC start date	<input type="text"/>
LAC end date	<input type="text"/>

Type the word YES into the field for 'Young Carer'. If this status changes, then YES should be deleted from the field.

If the learner has additional support needs, this should also be recorded as described in the previous section and by choosing any relevant categories from the drop down menu in the Student Need section.

Children whose parents are in the Armed Forces

Children whose parents are in the Armed Forces may have additional support needs as they

- are often adversely affected by regular periods of separation
- experience anxiety as a consequence of potential or actual military action
- are regularly required to move school
- often suffer from feelings of loss and disruption in their social friendships.

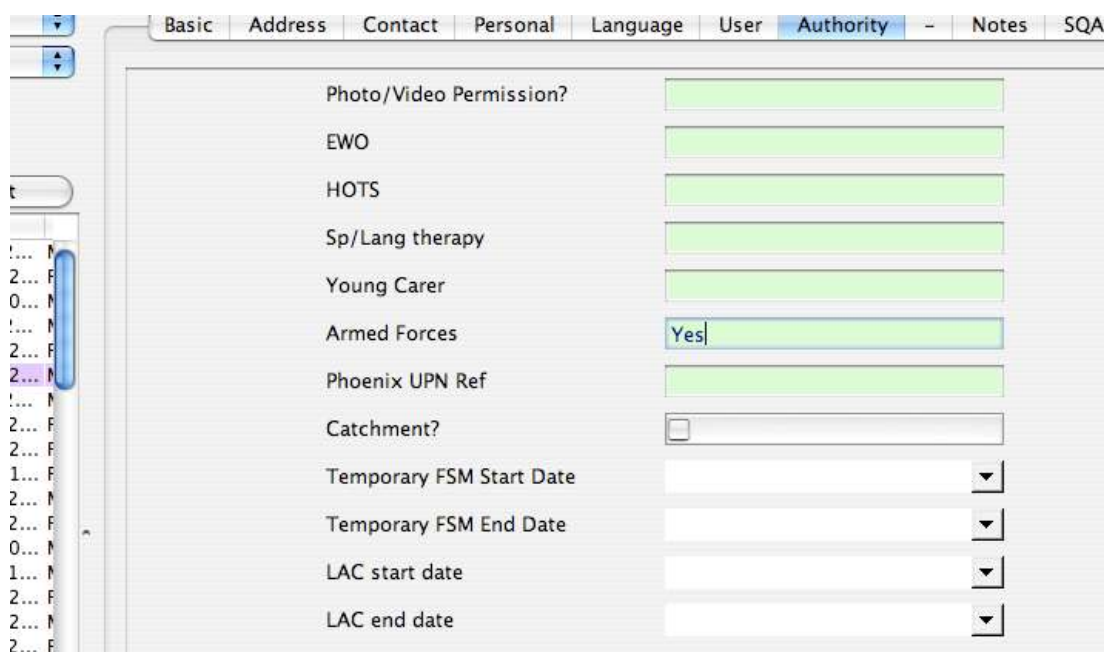
While there is a national agreement to identify learners whose parents are in the Armed Forces, this has not yet been included in SEEMIS by the Scottish Government. The Children and Families Department has created a new field to enable City of Edinburgh schools to record learners whose parents are in the Armed Forces.

Some schools may already record information on the parents' Regiment, using their own User Defined field created for this purpose. However, this information does not transfer with the learner at periods of transition to other schools. Thus, a similar field has been created which will allow any information recorded to be passed to another school in the authority when the learner moves on.

Recording the information

From Click and Go, follow this pathway to get to the correct screen:

Applications > Records > Edit > Select Pupil's Name > Authority Tab



The screenshot shows the SEEMIS Authority tab interface. The 'Armed Forces' field is highlighted with a blue border and contains the text 'Yes'. Other fields include Photo/Video Permission?, EWO, HOTS, Sp/Lang therapy, Young Carer, Phoenix UPN Ref, Catchment?, Temporary FSM Start Date, Temporary FSM End Date, LAC start date, and LAC end date. The interface includes a navigation pane on the left and a tabbed menu at the top.

Type the word YES into the field for 'Armed Forces'. If this occupation changes, then YES should be deleted from the field.

An ASL team leader can run a report to show which learners have a parent in the Armed forces. This report can also be run centrally for all schools saving individual schools time providing this information.

Schools may still wish to retain and maintain their own user-defined field, recording the regiment. However, only information from the Authority defined field will be collected centrally.

If the learner has additional support needs, this should also be recorded as described in the previous section and by choosing any relevant categories from the drop down menu in the Student Need section. This should include 'Interrupted Learner'.

Bilingual Learners

In addition to the information of an additional support need recorded under the 'Personal' tab, information about the learner's main home language, other languages spoken and their competency in English should be recorded in SEEMIS under the 'Language' tab.

Information about a learner's main home language and other languages spoken is provided by parents/carers at enrolment and in the annual ScotXed census return.

Information about a child's competency in English, if their main home language is other than English, should be based on the professional judgement of a teacher or EAL teacher using the descriptors associated with the Stages of English (EAL) 1-5. Detailed guidance on these, along with information about CPD on their use, can be found on the EAL Service website (<http://www.ealedinburgh.org.uk/cms/stagesenglish.php>). ASL team leaders should seek information about learners who receive EAL support from their visiting EAL teacher to ensure that information entered into SEEMIS is accurate and up to date. This should occur at enrolment and annually for all learners from P1 onwards. This information is not required for children in pre-5 establishments.

Recording the information

From Click and Go, follow this pathway to get to the correct screen:

Applications > Records > Edit > Select Pupil's Name > Language Tab



Languages Spoken and Main Language (all learners)

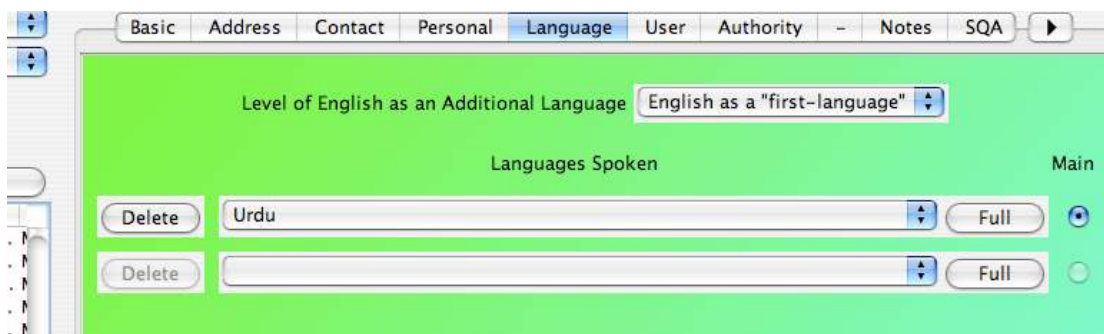
Select all relevant languages from the dropdown list (click on 'Full' for a longer list) so that each language appears as a separate entry. If the language does not appear on the list, select 'Other'. Select 'Main' for the main language spoken.

Level of English as an Additional Language (learners in P1 onwards)

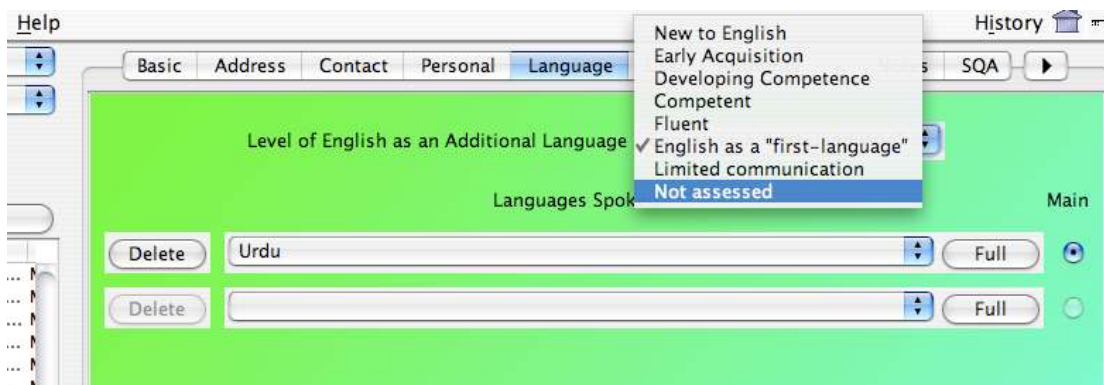
The SEEMIS system is set up in such a way that potentially conflicting information may be recorded and care must be taken to avoid this. The default setting for Level of English as an Additional Language is 'English as a first language'. When the main home language is other than English, the default setting for learners in P1-S6 needs to be changed to one of the following (select from the dropdown list):

- New to English
- Early Acquisition
- Developing Competence
- Competent
- Fluent
- Not Assessed (used only until the learner has been assessed)
- Limited Communication (used only for bilingual learners who have significant communication difficulties across all languages)

For example: The screenshot below shows a learner whose Main Language is Urdu but the default position of 'English as a "first-language"' is still recorded.



In this case, the default setting should be changed by using the drop down list to show the learner's level of competence or "Not Assessed", if no assessment has been done.



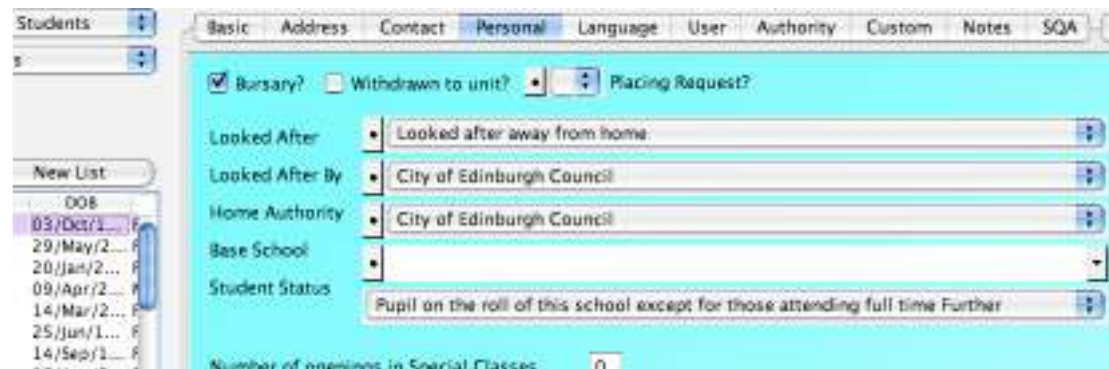
3. Looked After Children and the Presumption of Additional Support Needs

There is considerable evidence to show that learners who are looked after, both at home and away from home, face significant cultural and institutional barriers which impede their success at school and that they often require individually tailored support to get the best from their time there. Providing this support is an important function of the corporate parent responsibilities of local authorities and their partner services and agencies.

Learners who are already looked after

Recording Centrally in SEEMIS

Information on which learners are looked after is now updated centrally on SEEMIS via Psychological Services using the most up-to-date Social Work records and it should not be changed at school level.



The screenshot displays the SEEMIS system interface. On the left, there is a 'Students' list with a search bar and a 'New List' button. The main area shows a form for a student record with tabs for 'Basic', 'Address', 'Contact', 'Personal', 'Language', 'User', 'Authority', 'Custom', 'Notes', and 'SQA'. The 'Personal' tab is active, showing fields for 'Bursary?' (checked), 'Withdrawn to unit?' (unchecked), and 'Placing Request?'. Below these are dropdown menus for 'Looked After' (set to 'Looked after away from home'), 'Looked After By' (set to 'City of Edinburgh Council'), 'Home Authority' (set to 'City of Edinburgh Council'), 'Base School' (empty), and 'Student Status' (set to 'Pupil on the roll of this school except for those attending full time Further'). At the bottom, there is a field for 'Number of openings in Social Classes' with the value '0'.

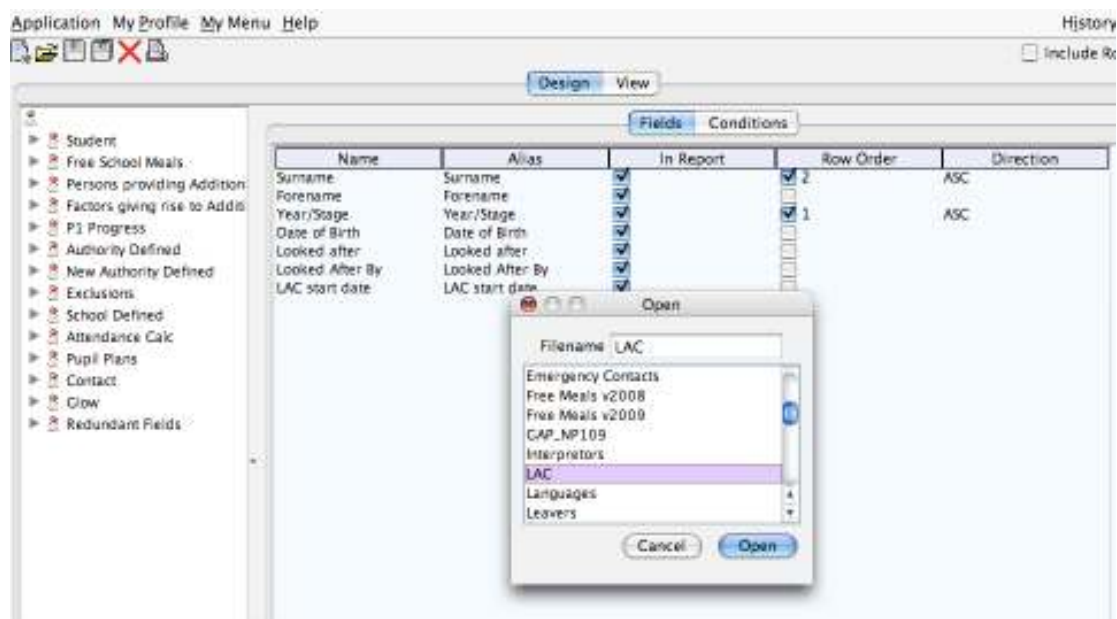
All learners in City of Edinburgh Council educational establishments who are currently looked after will be deemed to have additional support needs unless it can be shown that they do not.

In school

ASL team leaders should access a custom report in SEEMIS to find the names of those learners who are currently looked after.

From Click and Go, follow this pathway to get to the correct screen:

Applications > Reports > Custom Report > Yellow Folder in top left hand corner > LAC > Open > View



It will then be possible to determine whether these learners are already receiving additional support for their learning needs. If this is not the case, the ASL team should carry out an assessment of the learner's needs and decide whether or not additional support is required. This assessment should be done in collaboration with the learner's Social Worker and their carer. If a learner is deemed not to have additional support needs, the ASL team must be able to evidence this decision. Guidance on carrying out an appropriate assessment can be found in 'In on the Act', Chapter 3, Section B, pp3.17-3.19.

If the learner has additional support needs, this must be recorded in SEEMIS and Section 2 in this document gives further information on how to do this.

For learners who are looked after and have additional support needs, if an ASL plan is required, an Additional Support Plan (ASP) is the most appropriate planning document, unless an Individualised Educational Programme (IEP) is deemed more appropriate. Where a learner has an IEP, consideration should then be given to whether they require a CSP in the normal way, following the guidance in 'In on the Act', chapter 3, Section C, pp3.21-3.25.

All ASL plans are developed by the ASL team but plans for looked after learners should be done in collaboration with the learner's Social Worker, parent/carer and staff from relevant partner services and agencies, including residential care staff or long term foster parents, as appropriate.

Learners who become looked after

When a learner becomes looked after, this will be recorded in SEEMIS by central staff. If the learner has not already been identified as having additional support needs, the ASL team should carry out an assessment. Guidance on assessment can be found in 'In on the Act', Chapter 3, Section B, pp 3.7-3.9.

Reviewing a learner's additional support needs

Children and young people who are looked after away from home are subject to a statutory review process and appropriate school staff should always be invited and asked to contribute to this review. After the initial one, these reviews then take place every six months. The reviewers should be aware of the additional support needs of the learner, if any, and this would be the appropriate forum to review any ASL plan on an annual basis. Taking account of the individual needs of each learner, consideration should be given to holding review meetings in school to allow the appropriate school staff to attend.

Where learners are looked after at home, a Supervising Placement Agreement Meeting will take place 15 days following the Children's Hearing, followed by six monthly reviews. As described above, any ASL plan in place could be reviewed annually within this meeting. Unless there are exceptional circumstances, it would be helpful to offer to host this annual meeting in school to facilitate the appropriate school staff to attend.

Monitoring arrangements

As the education authority has statutory responsibilities to report on the number of learners who are looked after and who have additional support needs, the Children and Families Department will implement systems to monitor that schools have worked through the process of identification and assessment, planning and recording. This will be done by running a report on SEEMIS to check these numbers and to ensure consistency across schools.

If a learner is no longer looked after and they have been assessed as having additional support needs, they are likely to continue to have these needs and this should be reviewed on a regular basis. Similarly, learners who are not looked after but are at risk of becoming so, should be actively monitored and reviewed with a view to making timely provision for any possible additional support needs.

For further information and advice on supporting looked after learners, contact Colin Robb: email Colin.Robb@ea.edin.sch.uk; telephone number, 469 2859

Any other queries about this guidance should be directed in the first instance, to Iona McLeod, ASL Coordinator:
email iona.McLeod@ea.edin.sch.uk; telephone number, 469 2850