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This service can also provide an interpreter if English is not your first language and you would like to speak to someone in another language.

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If you want further information about any of the content in this information, please contact:

The Additional Support for Learning Helpline on telephone 0131 536 0583 or e-mail snip@btinternet.com – this is being provided on our behalf by the parent-led voluntary organisation, SNIP.

or:

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Advice is also available from:

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Introduction

On 14 November 2005, the Additional Support for Learning Act replaced the law on what had been previously described as special educational needs. The Act introduced a legal framework for what it describes as additional support needs which require additional support for learning.

The Act requires each Education Authority to publish information about the Act. This is the information produced by the Children and Families Department of the City of Edinburgh Council.

We hope this information will be of particular use to the parents and relatives of children with additional support needs and to older children with additional support needs. We will circulate this and other forms of information throughout the community of the City of Edinburgh.

Throughout this information, we refer to children and to young people. Young people are children over the age of 16 and they have some legal rights which are separate from the rights of their parent(s) and additional to the rights of children below the age of 16. Throughout this information, we mainly refer to children which means all children including those over the age of 16. We only refer to young people when we are describing something to do with their additional legal rights.

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What are additional support needs?

As all children are individuals, we believe it is important to provide education services where the widest range of individual needs can be met as a natural part of what we do on a day-to-day basis.

Every part of our service works within recognised frameworks and guidelines that set quality standards. You can expect services where there are effective arrangements for:

- planning which reflects children’s needs
- teaching and learning taking into account a range of needs and learning styles
- collaborative working
- keeping track of how children are getting on
- helping children with any difficulties that arise
- keeping parents informed
- supporting transitions
- identifying any barriers to learning
- identifying areas for development and putting improvements into place

These arrangements enable us to meet the needs of most children from the resources generally available at their school.

But there will be some children who need something extra or different from most other children of the same age to overcome anything which is a barrier to their learning. These children have additional support needs and they are entitled to additional support for learning to help them learn and achieve their potential in life.

Chapter 1 – Our policy for additional support needs

The Act says that every Education Authority must have a policy for additional support needs. A policy is a statement of our most important beliefs which guide all of our actions.

The City of Edinburgh Council's Policy for Additional Support Needs

Our objectives are guided by three key principles:

- 1 Children come first
– ***Every child has unique potential to achieve and is entitled to a school education which:***
 - responds appropriately to needs in the right way, at the right time
 - offers breadth of opportunity and high expectations of achievement
 - encourages high self-esteem, independence and active citizenship
 - avoids exaggerating difference or unnecessarily restricting opportunity
 - reflects a commitment to lifelong learning and partnership with other agencies to provide opportunities and support out of school and beyond

- 2 Partnership
– ***Needs will be met in ways which take into account children's views and the contribution of their families and community***

Our approach will:

- respect children's views and rights
- recognise the important role of parents and carers in a child's education
- take parents' views into account and encourage their active support
- ensure children and young people are supported within their own family and community as far as possible
- take care to communicate fully, clearly and accurately
- encourage parents and their representatives to participate in developing and monitoring our policies, practices and performance

- 3 Quality for all
– ***We will promote fairness and equality, preventing and removing barriers to learning, opportunity and participation***

We want our services to:

- recognise and support the contributions of all children, parents and staff in developing schools and communities where everyone is valued
- demonstrate how diversity and equal opportunity enrich our community
- deliver the widest possible benefits to children and young people
- show that responsiveness to need is a keynote of quality
- value well trained and well supported staff and the effective use of resources
- be informed by review, research and best practice, to inform improvement

Chapter 2 – Identifying and assessing children who may have additional support needs

We usually notice a child has additional support needs because they are having difficulties in learning. The following people are most likely to notice that a child is having difficulties and may need additional help:

- the child themselves
- parents
- grandparents or other relatives
- friends of the family
- a teacher
- a learning assistant
- playgroup or nursery staff
- family doctor
- health visitor
- hospital doctor if the child attends clinics
- school doctor or nurse
- social worker or family support worker

It is important to identify additional support needs as early as possible because early action is helpful in its own right and can help to prevent further difficulties developing later. Depending on the needs of the child, this may be done from birth onwards.

The Education Authority is responsible for making arrangements to identify additional support needs. We do this working in close cooperation with parents and other services in contact with a child.

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Children up to the age of three

We work closely with people from other services who have contact with children in the first years of life – the most common examples would be a family or hospital doctor, a health visitor or a social worker.

When these people tell us about a child who may have additional support needs, we will arrange for an educational psychologist, or a social worker, or a member of our early years visiting teaching and support service to visit the family at home to assess the child. We always ask the permission of parents to do this.

Staff from health services may also assess a child they think may have additional support needs – this will usually take place in the family home or at a local health centre.

If the health services decide that the child is disabled, in addition to believing that the child may have additional support needs, then the health services may specifically request the Education Authority to assess the child and we will always do this unless the parent objects or the child is too unwell to be assessed at that particular time. Disability in this situation means a physical or mental impairment which has a substantial and long-term adverse effect on the child’s ability to carry out normal day-to-day activities.

The Education Authority will also circulate information in the community about the need to identify additional support needs as early as possible in life and how parents can contact us for help.

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Children over the age of three

Between the age of three and four years, children become entitled to a place in nursery education. Most children over the age of three will be attending a nursery or child and family centre run by the Education Authority or a nursery run by one of our partner providers. These all have staff who are trained to recognise a child who may have additional support needs and they have access to advice from a wide range of specialist services. These staff will also welcome advice from the parent(s) about their child's needs and the opportunity to discuss any concerns or questions parents may have.

If one of these staff believes that a child may have additional support needs, they will discuss this with the parent(s). They may then carry out some further assessment. They may also seek advice from colleagues and this may include an educational psychologist but they will always ask the permission of the parent(s) to do this. They may then discuss their concerns with the educational psychologist and the parent(s) usually take part in these discussions.

The educational psychologist may then go on to observe the child or do some direct assessment work with them. This will usually take place in the family home or at the child's educational establishment. The educational psychologist will always ask the permission of the parent(s) to do this.

If a parent thinks their child may have additional support needs, we suggest they speak to the staff working with their child – for example, a class teacher. Staff will listen carefully and note what the parent says and they will be able to give advice and to take the necessary action which might include seeking advice from colleagues and other services.

For children who are educated by their parent(s) at home or in an independent nursery or school funded by their parent(s), it is likely that the parent(s) or the nursery/school staff will identify that the child may have additional support needs.

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All children

If we decide that a child should be assessed because they may have additional support needs, we will obtain assessments from any person or agency who we believe may be needed to provide support for those needs.

A parent or a young person can request us to identify whether the child or young person has additional support needs.

A parent or young person can also request us to arrange a specific type of assessment.

If the child or young person is attending one of our own educational establishments or an independent nursery or school funded by us, we encourage the parent or young person to discuss their request first with the staff there – for example, the class teacher. But they don't have to. They can, if they wish, make their request directly to our Parent and Pupil Support Manager whose contact details are given on Page 1.

For children and young people who are educated by their parent(s) at home or in an independent nursery or school funded by their parent(s), a parent or young person or nursery/school staff can make their request by contacting the Parent and Pupil Support Manager above.

For children and young people who we have agreed to place at a nursery or school in another Education Authority, a parent or young person can make their request by contacting the Parent and Pupil Support Manager above. But if the parent has chosen to send the child there despite us offering a place in one of our own nurseries or schools, then it is the other Education Authority that is responsible and the parent or young person must make their request to that other Education Authority.

If we decide either type of request is unreasonable, we must give clear reasons for this decision and the parent or young person can appeal against this decision – this is described in Chapter 8.

If we agree to either type of request, we are still responsible for deciding which professional should carry out assessments. A parent or young person can request that it be carried out by a particular professional but we do not have to agree to this. However, the parent or young person could take action themselves to obtain an assessment from a particular professional and then pass this assessment onto us – which we would then have to take account of although we may decide that we disagree with it.

Any request that is made to our Parent and Pupil Support Manager must include a reason or reasons for making the request and it must be made in writing or some other form that can be kept and referred to later – for example an audio or videotape.

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The type of assessments will vary from child to child but the assessment process as a whole will:

- look at the whole child – their areas of strength as well as their difficulties – and their circumstances including their life at home and in the wider community
- seek out and take account of the views of children and parents
- consider information from any previous assessments
- seek out and consider advice from any professionals who we think may be needed to give support

We see assessments as a process of gathering and making sense of information to help us identify what children need and what we should do to help them learn. Different professionals will do this in different ways but individual assessments could involve:

- collecting information from people who know the child well
- observing the child in class, around school or at home – looking at what the child does and how other people respond to them
- discussion with the child to collect their views
- tasks or tests that the child might be asked to do
- looking at what has been tried in the past and how the child responded to that

But there are also specific types of assessment which parents and young people can request in some circumstances. The most common specific types of assessment are described next in more detail.

Educational assessment

This will normally be carried out by a member of staff working in the educational establishment attended by the child – for example a class teacher.

Sometimes it will be carried out by a specialist service working with the child – for example a visiting teacher for children with visual difficulties.

It will often involve reviewing the child's progress against educational targets and formal tests of ability – for example in reading or spelling.

Psychological assessment

We employ educational psychologists within our Educational Psychological Service to carry out these assessments.

Assessment may involve, for example:

- discussion with parents, teachers and others who know the child well
- observing the child in the classroom and playground
- asking the child to do tasks or standardised tests

Our educational psychologists make regular visits to educational establishments to offer support, advice and consultation for children who have additional support needs. This is an important way of identifying and assessing children with additional support needs on an everyday basis.

In some cases, the educational psychologist may need to get advice from other psychologists with different expertise – for example a clinical psychologist.

The aim, as with any assessment, is to identify children's needs and to suggest ways in which these needs could be met effectively.

Health assessment

Depending on a child's needs, a great range of health service professionals may carry out an assessment. These assessments can include any aspect of physical health or development and its effect on education such as concerns about movement, growth, posture, speech and language skills or mental health.

The most common assessments would be carried out by a health visitor, a school nurse, a community paediatrician, a clinical psychologist, a practitioner in child and family mental health, a speech and language therapist, an occupational therapist or a physiotherapist. Where appropriate, these health service professionals can give advice to educational establishment staff, children and parents.

All of these health professionals are employed by the local health board, NHS Lothian whose contact details are given at Appendix 2.

Social work

Most assessments of this type will be carried out by a social worker employed by the Social Work Authority of the City of Edinburgh Council.

Children may benefit from this type of assessment if they have problems at home or in the community – for example, if they are living with parents with mental health problems or if they are a young carer for a disabled relative.

Where appropriate a voluntary organisation may be requested to provide a social work assessment.

The contact details for the Social Work Authority are given at Appendix 2.

Careers adviser and accessibility officer for a college or university

For young people with additional support needs about to leave school, it may be necessary to seek advice about how to meet their continuing needs at work or in further or higher education.

The careers service, Careers Scotland and colleges and universities can offer specialist advice for this.

The person employed to do this in a college or university will generally be found within student support services, although specific arrangements may vary between the different colleges and universities. If the young person is disabled, the college or university will have additional responsibilities to help the young person under the terms of the 2001 Special Educational Needs and Disability Act.

The contact details for Careers Scotland and for the colleges and universities with which we are most likely to have contact are given at Appendix 2.

Chapter 3 – Meeting additional support needs

Children under the age of three

Here are some examples of the support that may be provided:

- support from a pre-school home visiting teacher who will visit the family home to work with the parent(s) and their child
- the professionals working with the child may prepare a joint care plan – in more complex cases, this will take the form of a more structured care coordination programme where a key worker will act as the main point of contact for parents in coordinating the work of all the professionals
- a place in a child and family centre for children under three years of age who require very early intervention to meet their needs
- outreach services from a child and family centre to provide support to the family and child at home and in the community

Children over the age of three and below school age

All three and four year olds are entitled to a part-time nursery place in a nursery or child and family centre run by the Education Authority or run by one of our partner providers but funded by us.

But we also have some full-time places available for some children with additional support needs.

If a child with additional support needs is attending a nursery or child and family centre which is run by us, or if they are attending an independent nursery funded by us, then we will meet those needs.

Here are some examples of the support provided in these nurseries and child and family centres:

- support from a learning assistant who works alongside the nursery teacher and the child
- support from a member of the Visiting Teaching and Support Service who has special training and experience in helping children with a visual, hearing or communication difficulty
- support from the Keycomm service, which provides special technological equipment to help children with communication problems

Children of school age

The Education Authority must make sure that all the children within its geographical area receive an adequate and efficient education – these words come from the 1980 Education (Scotland) Act.

All children of school age have a right to attend a school under arrangements made by the Education Authority and the education provided at school must include education which is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential – these words come from the 2000 Standards In Scotland’s Schools Act.

In order to do this, the Education Authority will provide support for children with additional support needs who attend schools run by us or who attend an independent school funded by us.

Most children with additional support needs attend mainstream schools run by us. The 2000 Standards In Scotland's Schools Act says that children should attend mainstream schools unless there are exceptional circumstances that prevent this. This is because most children with additional support needs benefit from having access to the full range of opportunities available in mainstream schools including contact with children with a wide range of abilities and needs.

Here are some examples of the support provided in our mainstream schools:

- accelerated learning programmes for gifted and talented pupils
- support from the English as an Additional Language Service for schools working with bilingual pupils
- support from a teacher who has special training and experience in helping children with learning difficulties
- support from a learning assistant who works alongside the class teacher and the child
- study support and homework clubs
- support from a visiting teacher who has special training and experience in helping children with a visual, hearing or communication difficulty
- support from our services providing advice and special technological equipment to help children with communication problems – for example a laptop computer
- extra time and scribing for tests and examinations
- adapting the building physically to make it easier to get into and move around in – for example a wheelchair ramp and additional signs on school corridors

Some children are educated in mainstream schools run by us but they also need support from other agencies. Here are some examples of this support:

- support from a speech and language therapist – for example to train a teacher to use special communication techniques
- support from a voluntary organisation – for example to provide an extracurricular activity which the child's family could not provide themselves
- support from a clinical psychologist for a child with mental health problems
- support from a social worker to help a child cope with a family problem which is affecting their behaviour in school – for example the death of a family member

But some children cannot be educated in mainstream schools because their needs are too complex or severe. Here are some examples of the support provided for these children:

- a place in a special class attached to a mainstream school – for example a special class for children with autism where the children also have opportunities to attend mainstream classes
- a place in a special school for children whose needs require a different learning environment

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Young people

Young people still at school may receive any of the support described in the previous section.

But they may also receive support to help them prepare for working life or for college or university. Here are some examples of the support provided for these young people:

- advice from a careers adviser about opportunities for work, on-the-job training and further and higher education
- link or transition courses to help prepare the young person for transferring from school to college or university
- meetings and discussions with the accessibility officer of a college or university
- meetings with other young people with additional support needs who are already at college or university
- work placements
- an alternative curricular programme such as personal and social development or outdoor education

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All children

Whatever support is provided, it needs to be carefully planned.

All forms of support are planned within what we call a framework for support – this is a plan for meeting needs as early as possible and stage by stage. This will take place against a background of personal learning planning which is being introduced for all children including those with additional support needs. The child or young person will be encouraged to make a big contribution to setting the targets for these plans.

But there are other types of plans which may be needed for children with additional support needs:

1 Additional support plans:

This is for children with additional support needs which can be met all or most of the time from support provided in a mainstream class.

It provides a simple summary of the additional support and the child's progress.

The plan is made by school staff or staff from a visiting support service.

2 Individualised educational programmes:

This is for children with more complex needs that require extensive modifications to the curriculum.

This is a plan which details:

- the additional support needs and the support that will be provided to meet those needs
- educational targets
- adaptations to the school curriculum to help the child achieve those targets

The plan includes both short-term and long-term targets.

The short-term targets will normally be reviewed each school term.

The long-term targets will be reviewed at least once a year at a meeting of the various people providing support. The child will be asked to give their views and they may be invited to the meeting. The parent(s) will always be invited to the meeting.

3 Coordinated support plans:

This is for children who require significant levels of additional support from the Education Authority, and from at least one other agency – for example the health service.

So these children need a plan which coordinates the support provided by all the people providing support.

The coordinated support plan is a legal document. There are very detailed rules about what they must contain, what the Education Authority must do to keep them up to date, and the rights of parents and young people to request a plan and say what it should contain. These rules are described in Chapter 5.

4 Care plan for looked after children:

This is for children who are looked after by the Social Work Authority of the City of Edinburgh Council.

5 Care coordination plan:

This is for children with complex needs arising from a disability or a medical condition that requires the coordination of a number of services.

If the child or young person is attending one of our own educational establishments or an independent nursery or school funded by us, a parent or young person can request us to provide support. We encourage the parent or young person to discuss their request first with the staff there – for example, the class teacher. But they don't have to. They can, if they wish, make their request directly to our Parent and Pupil Support Manager whose contact details are given on Page 1.

For children and young people who are educated by their parent(s) at home or in an independent nursery or school funded by their parent(s), a parent or young person or nursery/school staff can request us to provide support by contacting our Parent and Pupil Support Manager above. However it is our general policy to provide advice but no other form of support because we can provide support more efficiently in a placement which is managed and funded by ourselves. This advice will include information about our own placements and it may also include some assessment of needs in order to identify the appropriate placement.

For children who we have agreed to place at a nursery or school in another Education Authority, a parent or young person can make their request by contacting our Parent and Pupil Support Manager above. But if the parent has chosen to send the child there despite us offering a place in one of our own nurseries or schools, then it is the other Education Authority that is responsible and the parent or young person must make their request to that other Education Authority.

If we decide that a request is unreasonable, we must give clear reasons for this decision and the parent or young person can appeal against this decision – this is described in Chapter 8.

Any request that is made to our Parent and Pupil Support Manager must include a reason or reasons for making the request and it must be made in writing or some other form that can be kept and referred to later – for example an audio or videotape.

Chapter 4 – Placing requests

The parents of children with additional support needs and young people with additional support needs have the same rights to make a placing request for a school, including a special school, as for those without additional support needs. These rights are described in other information provided by the Education Authority which is available from the Additional Support for Learning Helpline or the Parent and Pupil Support Manager whose details are given at Page 1.

But the parents of children with additional support needs and young people with additional support needs also have the right to:

- make a placing request for a nursery managed or funded by the Education Authority
- make a placing request for an independent special school or nursery located in Edinburgh or anywhere else in the United Kingdom – independent means not managed by us – special means providing wholly or mainly for children with additional support needs

Placing requests must name the nursery or school requested and it must be made in writing or some other form that can be kept and referred to later – for example an audio or videotape. It does not have to give reasons for the request but if the parent or young person cannot provide reasons by some other means, this will make it harder for us to understand the request and give it proper consideration. The request should be made to the Parent and Pupil Support Manager above.

If the request is refused, the parent or young person has a right of appeal. Where they appeal to depends on matters to do with the coordinated support plan.

They may appeal to the Additional Support Needs Tribunal if:

- a plan has already been opened
- we have decided a plan is needed but it is not yet opened
- the parent or young person is disagreeing with a decision not to open a plan or not to assess a child to find out if they need a plan

In all other cases, the child or young person may appeal to the Appeal Committee of the City of Edinburgh Council.

The Tribunal and the Appeal Committee are described in Chapter 8.

The Education Authority must grant the placing request unless certain conditions apply – these conditions are given in Appendix 1.

Chapter 5 – Coordinated support plans

In the most general terms, these plans are for children who require significant levels of additional support from the Education Authority, and from other agencies – for example the health service.

The relationship between coordinated support plans and other types of plans was described in Chapter 3. This chapter describes coordinated support plans in detail.

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Pre-conditions for opening a coordinated support plan

There are two pre-conditions that must exist before we can even consider opening a plan. These are:

- 1 The child must be over three years of age.
 - Children below three years of age may have an action plan. This will usually be in the form of an integrated care plan which was described in Chapter 3.
 - The action plan will help the Education Authority to decide whether or not the child requires a coordinated support plan as soon as possible after the child starts nursery or school.
 - In some cases, preparation for opening a coordinated support plan can begin before the child reaches three years of age.

 - 2 The Education Authority must be responsible for providing the child’s education.
 - A plan cannot be opened for children educated at home or in an independent nursery or school funded by their parent(s). However, a parent, young person or nursery/school staff could request the Education Authority to assess the child or young person to decide whether they would require a coordinated support plan and what it would contain if we were providing their education. The rules about making a request for assessment are the same as those described in Chapter 2 for this group of children.
 - If a parent has chosen to send the child to a nursery or school in another local authority despite us offering a place in one of our own nurseries or schools, then it is the other Education Authority that is responsible for opening a coordinated support plan.
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Reasons for opening a coordinated support plan

If a child meets the pre-conditions, then there are three reasons why a child would need a coordinated support plan and all three of the reasons must exist at the same time:

- 1 The child has needs caused by complex or multiple factors.
- 2 These needs are likely to last for more than one year.
- 3 These needs require a high level of support from the Education Authority and from one or more appropriate agencies.

To find out if these reasons exist, we carry out the assessment process described in Chapter 2.

The terms contained in these three reasons are now described in more detail.

Complex factors:

- A complex factor is one that has, or is likely to have, a significant adverse effect on the school education of the child or young person.
- A complex factor could arise from severe learning difficulties, a sensory impairment such as blindness, or a physical disability such as cerebral palsy.
- But these examples wouldn't require a coordinated support plan in all cases. It is the impact on the child's learning that is important. Something that has a significant and adverse impact on one child's school education could have no, or very little, impact for another child.

Multiple factors:

- Multiple factors are factors which are not by themselves complex factors but, taken together, have or are likely to have, a significant adverse effect on the school education of the child.
- One example might be a child who is experiencing problems at school due to the combined effects of a mild sensory impairment and the pressures of being a young carer at home. The joint impact of these factors may have a significant adverse effect on their education.

Likely to last for more than one year:

- The professionals who do the assessments will have to make a judgement whether the additional support needs are likely to continue for more than one year.
- One example may be a child with a long-term debilitating illness such as muscular dystrophy.

Require a high level of support from the Education Authority and one or more appropriate agencies:

- The Act specifies that certain agencies including the local health board and social work authority are appropriate agencies that may be needed to give support.
- But we will consider any other agencies that may also be appropriate – for example voluntary organisations which provide befriending services.
- Appendix 2 contains a list of the agencies specified by the Act; and Appendix 4 contains a list of other agencies which may provide us with support depending on individual circumstances.
- The Act does not specify what is meant by a high level of support. To decide whether this is required, the various professionals already working with the child will consider how often a certain type of support is required and how intensive it needs to be.

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The contents of the coordinated support plan are now described in detail.

The child's strengths:

- This section will provide a picture of the child taking account of their skills, capabilities and favourite activities at school, at home and in the community.
- This is consistent with the need to look at the whole child during the assessment process described in Chapter 2.

Why the child has additional support needs:

- This section will give a description of the factors causing the additional support needs and how they affect the ability to learn.
- It may include medical or other technical terms. The person who carried out the assessment should have discussed such terms in advance with the parent(s), and with the child depending on their level of understanding.

The child's educational objectives:

- The objectives will be those things that need support from the various professionals. The child will have other educational objectives which don't require support from professionals from outside the Education Authority and therefore won't be in the plan.
- The plan refers to needs that are likely to last for more than one year. So the objectives will be achieved over a longer period of time than the objectives contained in additional support plans and individualised educational programmes described in Chapter 3.
- The objectives will be specific and realistic – for example reaching a specified level of the 5–14 curriculum in maths. The objectives may include things outside of school – for example learning to travel or put on clothes without an adult helping.

What support is needed to help achieve the objectives:

- The types of support provided for children with additional support needs were described in Chapter 3.
- Just as with the objectives, the support described in the plan will be for those needs which require the help of various professionals. The child will have other support which is not provided from professionals from outside the Education Authority and therefore won't be in the plan.
- The description will be clear and specific and where appropriate the quantity of support must be stated.

Who will provide the support:

- This section will detail all the various professionals needed to provide support.
- It will name them by their profession – for example learning support teacher and speech and language therapist.
- It will not name them as individuals, to allow for changes in staffing that may happen from time to time.

Details of the person responsible for coordinating the plan:

- The Education Authority must appoint a coordinator to work with the child, the parent(s) and all the professionals providing support.
- The coordinator will be one of the professionals providing support who is in a position to monitor the provision for the child on a day to day basis.
- Parent(s) and children will be consulted about who the coordinator should be and, where possible, it will be someone who is well-known to them.
- The appointment will be reviewed over time and may be changed – for example to meet a change in the needs of the child.

Additional information:

- The name of the educational establishment at which the Education Authority is or will be providing education.

- The name, address and telephone number of the coordinator for the plan.
 - The name, address and telephone number of the contact person for the Education Authority responsible for providing advice and further information – this is the Parent and Pupil Support Manager whose contact details are given at Page 1.
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Keeping the plan

The coordinated support plan will contain personal information about the child. So, as a general rule, it can only be given to specific people and those people will not give it to anyone else unless they have the agreement of the parent(s) or young person to do this. The specific people who will get the plan are the various professionals providing support for the child, the parent(s), the young person and our contact person.

There may however be times when the Education Authority decides it must give the plan to someone else – but only if it is in the best interests of the child – for example a highly specialist doctor who does not work with the child on a regular basis but whose advice is needed about something which the local professionals don't have experience of.

And if there is a disagreement between the Education Authority and the parent(s) or young person, the plan may be given to a mediator or a person who is considering an appeal by the parent(s) or young person – resolving disagreements is described in Chapter 8.

And there are very rare circumstances when someone else can require us to give them the plan – for example the Principal Reporter of the Children's Hearing System where it is needed for a Children's Hearing.

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Process and timescales

The Education Authority is responsible for preparing and opening coordinated support plans and for managing the process of doing this, including obtaining assessments from all the agencies that may be required to provide support.

Consultation with parents and children is a vital part of the process and this is described in Chapter 7.

A parent or young person can request us to assess the child or young person for a coordinated support plan. The rules about making a request for assessment are the same as those described in Chapter 2 – except there is one additional rule in this case – the Education Authority should make a decision on this request within 4 weeks – this is a decision on whether or not to assess the child – not a decision on whether or not a coordinated support plan is actually needed.

If the Education Authority decides to assess a child to find out whether or not a coordinated support plan is needed, it should take no more than 16 weeks to complete the assessment process and to:

- decide that a coordinated support plan is not needed; or
- decide that a coordinated support plan is needed and to open the plan.

If the Education Authority fails to meet the timescales, the parent(s) or young person can appeal against this failure – this is described in Chapter 8. However, there are some circumstances in which we are permitted to take longer – the most likely circumstances are:

- when a parent or young person requests a specific type of assessment which is in some way unusual and this causes a delay
- when the Education Authority has asked another agency, such as the health service, for help and the agency has not responded in time
- when information is required from a school but this information cannot be obtained in time because the school is shut for the summer holidays.

If there is a delay, we will tell the parent or young person and we will then set a new date. It should not take more than 24 weeks, for whatever reason.

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Monitoring and reviewing a coordinated support plan

The plan is reviewed at least once a year at a meeting of the various professionals providing support together with the parent(s) and, in some cases, the child. Arrangements for this type of meeting and all meetings to do with additional support needs are described in more detail in Chapter 7.

The review will consider:

- if the aims and goals set out in the plan have been achieved
- if there are any new aims and goals that need to be set and what support will be needed to achieve them
- whether there has been any change in the needs of the child

The Education Authority can review the plan sooner than one year after the last review, if we believe there has been a significant change in the child's needs.

Or a parent or young person may request this for the same reason – this is equivalent to requesting an assessment and the rules about making such a request are the same as those described in Chapter 2.

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Children with a record of needs

At the time that the Additional Support for Learning Act came into force on 14 November 2005, there were approximately 1200 children with an operational record of needs created by the City of Edinburgh Council under the terms of the previous law.

No new records of needs will be created; and there will be no reviews of the existing records of needs as used to be required under the terms of the previous law.

But the new Act creates four very important rules about children who already have records of needs:

- We will assess these children to determine whether or not they require a coordinated support plan.
- Until we have done this, the support we provide must be no less than that specified in the record of needs.

- If we decide the child does require a coordinated support plan, we will open the plan by no later than 14 November 2007.
- If we decide the child does not require a coordinated support plan, we will continue to provide support which is no less than the support specified in the record of needs for at least two years from the date of our decision.

For this group of children, parents and young people have exactly the same rights to request assessments for a coordinated support plan as were described earlier in this chapter.

Chapter 6 – Starting school, changing schools and leaving school

This section explains what happens when children with additional support needs enter a child and family centre or nursery, move on into primary or secondary school or finally leave school as a young person.

It also refers to changes that occur for some other reason – for example moving to another school because of a change of address or a change in the support the child needs.

The Education Authority often uses the word transition to describe the arrangements for these times.

Change can be unsettling and this is particularly true for children and young people with additional support needs. The transfer of information will be key to ensuring there is no disruption in the support they are receiving.

There are two particular things that the Act requires us to do:

- Seek the views of parents and children; and ask the permission of parents and young people to obtain advice from any other agencies that may be of help.
- Obtain advice from those other agencies and seek the permission of parents or young people to pass this on to wherever the child or young person is moving to and to whatever other agencies that may provide support.

And the Act sets down time limits for doing these two things:

- For children due to start attending a child and family centre or nursery, we have to start gathering the views and advice at least six months before the child starts and we have to pass it on at least three months before the child starts.
- For children due to move from a child and family centre or nursery to primary, or from primary to secondary, we have to start gathering the views and advice at least twelve months before the child moves and we have to pass it on at least six months before the child moves.
- For young people due to leave school, we have to start gathering the views and advice at least twelve months before the young person leaves and we have to pass it on at least six months before the child leaves.

All of our child and family centres, nurseries, primary and secondary schools have a member of staff responsible for coordinating moves and working with parents, children and other agencies to ensure this happens smoothly.

For children and young people who are educated by their parent(s) at home or in an independent nursery or school funded by their parent(s), we do not have to do any of the things described in this section.

For children who we have agreed to place at a nursery or school in another Education Authority, we are responsible for doing the things described in this section. But if the parent has chosen to send the child there despite us offering a place in one of our own nurseries or schools, then it is the other Education Authority which is responsible.

Parents and young people can request advice and support at these times of change in exactly the same way as was explained previously in Chapters 2 and 3.

Chapter 7 – Working with children and parents

Throughout this information so far, we have referred several times to the need to seek the views of children and parents.

This chapter describes the rules and principles about how we do this.

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All children

Wherever possible, the Education Authority will seek and take account of the views of children in decisions that affect their education. This is a duty on us from the 2000 Standards in Scotland’s Schools Act.

In trying to do this, we have to take account of how much the child understands about the decisions. As a general rule:

- Children aged 12 or over will be considered to have enough understanding to express views which must be taken account of.
- Young people have the right to express views and make some decisions separately from their parent(s) – for example what college or university they want to go to.

But we have to consider special circumstances. Some younger children will be able to express views. And some older children may be unable to – for example because of a learning difficulty.

In any case, we have to make reasonable efforts to help a child express their views if we think they have enough understanding – for example:

- A child may need a special piece of equipment to communicate their views – for example a child with muscular dystrophy may use a laptop to communicate.
- A deaf child may use British Sign Language.
- A child whose first language is not English may require an interpreter.
- A child may require some other form of interpretation – for example someone who is familiar with the facial expressions or body posture of the child.
- A child may have come to rely upon a particular professional to help them express their views – for example a particular class teacher – in which case a child may request this person to come to a meeting with them as a supporter or advocate – this is described in more detail later in this chapter.
- A child may need their views to be recorded in a particular way – for example by video or a tape recording.

In most cases children will express their views in a fairly informal way, by taking part in developing their personal learning plan. Much of this will happen during the course of a normal school day. This will also apply to children with an individualised educational programme.

We have to consider what weight to give to the views of the child. We don’t have to agree with everything they ask for and we have to take account of the degree of their understanding. But we have to try and explain to the child why we make the final decision.

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Parents and young people

We recognise that parents have unique personal knowledge of their children and we need to make use of this knowledge by seeking the views of parents.

Additional support needs are often complicated and sometimes stressful for parents and young people. They may want help to express their views and make decisions. Any of the various professionals providing support for the child or young person will be able and willing to offer this help.

But the Act also enables a parent or young person to ask for a particular kind of help – from a supporter or an advocate.

Supporter

- A supporter is most often a friend, relative, befriender or worker from a voluntary organisation.
- But they could also be one of the various professionals already working with the child.
- A supporter may speak for the parent or young person but is more likely to give them private advice and support which they use to help them speak for themselves.

Advocate

- An advocate will speak for the parent or young person, particularly at meetings with the Education Authority and any meetings or hearings to do with resolving disagreements.
- It is for the parent or young person to choose any person they want to be their advocate. Advocates are often people who are trained in advocacy and have a good understanding of Scottish education law and other legislation.
- They may be a professional lawyer in which case it is likely they would require some payment. In this case, it is particularly important to bear in mind that we are not responsible for finding an advocate and we will not make any payment for employing one.

As a general rule, we will always agree to the parent or young person bringing a supporter or advocate to a meeting or other form of discussion. However, there may be situations where we do not have to agree to this because it would be unreasonable – for example if we believe the advocate lacks understanding of the need for confidentiality or is very aggressive in their attitude. If we do not agree, we must give a clear reason for our decision.

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Coordinated support plans

Seeking and taking account of the views of children and parents is a part of the everyday work of the various professionals providing additional support and much of this takes place informally, as described earlier.

However the Act sets out more formal measures for seeking and taking account of views in four particular situations:

- assessing whether the child needs a coordinated support plan
- preparing a coordinated support plan
- reviewing an existing coordinated support plan
- reviewing whether the child still needs a coordinated support plan

These measures include:

- giving parents advance notice of our intention to prepare or review a plan and therefore to carry out assessments
 - informing parents of their right to request specific types of assessments
 - arranging for the various professionals providing support to meet with parents, and with children depending on the degree of their understanding, to discuss the new or reviewed plan
 - sending a draft of the proposed new or reviewed plan to parents, and to children depending on the degree of their understanding, so they can make comments and suggest amendments
 - informing parents and young people of their rights of appeal if they disagree with the final new or reviewed plan or with a decision to discontinue a plan
-

Communicating with children and parents

The Act comes with a Code of Practice from the Scottish Parliament which sets out the following principles of good practice which we support and follow:

Professionals should:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- consider the child's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support and are given documents to be discussed well in advance of meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- cater for the differing needs parents may have, such as those arising from a disability, or communication and linguistic barriers

Information should be:

- clear and understandable and avoid jargon
- provided easily in accessible formats
- readily available and provided automatically without a charge and without a fuss

Communication works well when:

- people have the interpreters they need
- someone in authority takes responsibility for keeping parents up-to-date
- people are told what has been happening between meetings
- any information provided by parents is acknowledged
- formal references to statutory procedures are avoided

Effective working relationships develop when:

- contact with parents is sensitive, positive, helpful and regular
- parents feel included and are encouraged to contribute to discussions
- positive, clear and easily understood language is used

- parents are involved and processes and roles are explained from the beginning
- parents are told what to expect and the next steps
- times of meetings take account of parents' availability

Meetings work best when:

- parents are asked what times and places suit them best, taking account of any access need or family responsibilities
- notes from meetings and any other papers to be considered are sent out in good time
- parents are invited to add points to the agenda at the same time as everyone else
- people attending are aware of their roles and the roles of others and they understand the child's or young person's additional support needs
- there are no hidden issues and no last-minute surprises
- decisions are made when the parents are at the meeting or agreed with them before the meeting takes place – not after the meeting has closed unless further consultation takes place with them
- ample time is given to allow people to raise concerns so that decisions are not rushed

Identifying the way forward works well when:

- all views are taken on board – including those of the child or young person
- people are interested in learning from each other
- people show an interest in general family priorities and take them on board
- services are identified in agreement with the family and are responsive to individual needs

Accountability and involvement:

- Roles and responsibilities are clearly defined and understood.
- Parents' concerns are responded to quickly.
- Decisions are open to scrutiny.
- Parents have a clear point of contact who can answer questions, make decisions and ensure that agreed actions are taken.
- People do what they agreed within the timescale committed to – if a decision is likely to take time, parents are told and given some idea of when a decision is likely.

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We have already described the Additional Support for Learning Helpline and the Parent and Pupil Support Manager/contact person who provide information about additional support needs including information specifically about coordinated support plans. Their contact details are given at Page 1.

There are many other sources of information and advice – a list of the ones we think might be of most help is given in Appendix 2 and Appendix 4.

On an everyday basis, most communication and exchange of information will take place between children, young people, parents and the various professionals working with the child at the ground level.

Chapter 8 – Resolving disagreements

We described in the previous chapter how we seek to work in partnership with children, young people and parents. In this way, we intend to come to an agreement on what is best for the child.

This chapter describes various ways of dealing with disagreements.

There are some additional rules that apply to children for whom we are not responsible for providing education – these rules are explained at the end of this chapter – so for information about these children, it is important to read the whole of this chapter.

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Early intervention

If a disagreement begins, we want to try and deal with it as early as possible and as close to the ground level as possible. This is consistent with how we try and meet additional support needs in the first place, as described in Chapters 2 and 3.

We encourage children and parents to discuss any concerns that may lead to a disagreement with one of the various professionals providing support at the ground level – for example a class teacher or the coordinator of a coordinated support plan.

Around this time, the child or parent might want to seek information and advice – for example to help them organise their thoughts before speaking to one of the local professionals about their concerns.

Information and advice is available from our Additional Support for Learning Helpline and our Pupil and Parent Support Manager whose contact details are given at Page 1.

And there are many other sources of information and advice – a list of the ones we think might be of most help is given in Appendix 2 and Appendix 4.

If agreement cannot be found at the ground level, we provide a complaints procedure which can deal with many types of complaints to do with additional support needs. This complaints procedure is accessed by contacting our Advice, Complaints and Conciliation Service whose contact details are given at Page 1.

However, children and parents are under no obligation to use early intervention. If they choose not to, this cannot be held against them at a later time. If they wish, a parent or young person can make use of more formal methods of resolving disagreements which are described next.

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Ways of resolving disagreement provided by the Additional Support for Learning Act

If a parent or young person disagrees with certain types of decisions made by the Education Authority including any of our staff, they have various rights under the Act to put their views to a person who is independent from the person making the decision which is the subject of the disagreement.

There are three ways to do this under the Act:

- Mediation
- Dispute Resolution
- Tribunal

Generally, these ways will enable better understanding and agreement to be reached. In some circumstances, this independent person can provide formal advice or a judgement that changes a previous decision of the Education Authority.

.....

Mediation

The purpose of mediation is to help both sides to understand each other’s point of view in order to prevent a disagreement from becoming more serious and to give another chance to reach agreement.

The mediator has no responsibilities or other involvement in anything to do with the support provided by the Education Authority for the child.

If a disagreement occurs, the Education Authority will offer mediation to the parent or young person. However, they are under no obligation to accept this offer. If they choose not to, this cannot be held against them at any later time including any later dispute resolution or tribunal. But it is also the case that mediation can be used at any time, including during dispute resolution and tribunal.

The parent or young person can request mediation before it is offered by contacting the mediator directly. This can be done by contacting our Advice, Complaints and Conciliation Service whose contact details are given at Page 1.

Compared to dispute resolution and tribunal, mediation is faster and has very few formalities.

It will usually take the form of a meeting between the mediator and the parent or young person; followed by a meeting between the mediator and the representative of the Education Authority; followed by a meeting between the mediator, the parent or young person and the representative of the Education Authority altogether.

The rules about supporters and advocates were explained in Chapter 7. However it is important to note that the Scottish Parliament recommends that the parent or young person should not bring a lawyer with them to mediation.

The meeting is confidential and it is likely to take place somewhere convenient for the parent or young person and somewhere they feel comfortable – for example the school attended by the child or young person.

The mediator will not offer advice to either side but will help them to express their views and understand each other’s perspectives to try and find a positive way forward.

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Dispute resolution

The main features of dispute resolution are that the disagreement will be considered by a person with experience of additional support needs who is nominated by the First Minister of the Scottish Executive and who will be able to make a recommendation for what the Education Authority should do.

Just like mediation, if the parent or young person chooses not to use dispute resolution, this cannot be held against them at any later time including at the time of any tribunal.

A parent or young person can use dispute resolution for disagreements about:

- the assessment of the nature of the difficulties causing the additional support needs
- the amount or kind of additional support which we or another agency plan to provide
- the amount or kind of additional support which we or another agency are actually providing

To request dispute resolution, the parent or young person must contact our Parent and Pupil Support Manager whose contact details are given at Page 1. A member of the Parent and Pupil Support Team will then explain in more detail how dispute resolution works and pass the request to the First Minister of the Scottish Executive.

The rules about supporters and advocates were explained in Chapter 7 and particular mention was made of their role in helping the parent or young person in meetings. In dispute resolution, the adjudicator will normally reach a decision based on reports and papers provided by the parent or young person and the Education Authority. The adjudicator will decide if there is also a need for a meeting.

It should take no longer than 8 weeks from the time that the parent or young person makes their request to the Parent and Pupil Support Manager to the time that the independent adjudicator makes any recommendation.

The Scottish Parliament expects that both sides will accept any recommendation made by the independent adjudicator, although neither side have to do this. We intend to accept all recommendations – unless there are exceptional circumstances which at this time we are unable to predict.

Dispute resolution does not cover:

- Disagreements relating to a coordinated support plan. These can be taken to the Additional Support Needs Tribunal.
- Disagreements relating to the refusal of a placing request for a particular nursery or school. These can be taken to the Appeals Committee of the City of Edinburgh Council, or to an Additional Support Needs Tribunal if a coordinated support plan is involved.
- Disagreements relating to exclusions. These can be taken to the Appeals Committee of the City of Edinburgh Council.
- Disagreements about the general conduct of the Education Authority which go beyond additional support needs – for example allegations of failing to meet all of a child's educational needs including those which have nothing to do with their need for additional support; or allegations of incompetence against a member of our staff. Some disagreements of this kind can be taken to the First Minister of the Scottish Executive or to the Scottish Public Services Ombudsman.

More information about the Additional Support Needs Tribunal is given next. Contact details for the Appeals Committee of the City of Edinburgh Council, the First Minister of the Scottish Executive and the Scottish Public Services Ombudsman are given in Appendix 3 and more information about them can also be obtained from our Additional Support Needs Helpline or our Parent and Pupil Support Manager whose contact details are given on Page 1.

Additional support needs tribunals

The tribunals are a completely new body created by the Act. There are several tribunals, each covering a different part of Scotland.

The main features of every tribunal are:

- It is made up of three people – one is the Chairperson who has legal training – the other two people have expertise in additional support needs.
- It will take evidence on everything to do with the disagreement.
- There will be a hearing where the Education Authority and the parent or young person get to speak to the tribunal and explain their views.
- The tribunal will make a decision which both sides must accept.
- The decision of the tribunal is final – except that the parent or young person can appeal to the Court of Session if they believe that the tribunal has made a mistake in interpreting the law – there cannot be any appeal against the tribunal's decision on what the facts of the case are.

A parent or young person can use the tribunal for disagreements about the following things which are all to do with coordinated support plans:

- a decision that a plan is needed
- a decision that a plan is not needed
- a decision to continue a plan following a review
- a decision to stop a plan following a review
- a decision to refuse a request to assess a child to find out if they need a plan
- a decision to refuse a request to review a plan
- the information contained in the plan
- the length of time taken to decide whether or not to carry out assessments to find out if a plan is needed
- the length of time taken to complete the assessment process and to make a decision on whether or not a plan is needed
- the length of time taken to open a plan following a decision that a plan is needed
- the length of time taken to review a plan

A parent or young person can also use the tribunal when we have refused a placing request for a particular school in cases where:

- a plan has already been opened
- we have decided a plan is needed but it is not yet opened
- the parent or young person is disagreeing with a decision not to open a plan or not to assess a child to find out if they need a plan

The rules about supporters and advocates were explained in the previous section and particular mention was made of their role in helping the parent or young person in meetings. This would include tribunal hearings.

A parent or young person who wants to resolve a disagreement at the tribunal can request this by contacting our Parent and Pupil Support Manager whose contact details are given at Page 1 of this information; or by contacting the tribunal directly.

The contact details for the tribunal are:

Tribunal Secretary
Additional Support Needs Tribunal
450 Argyle Street
GLASGOW G2 8LG
Telephone: 0141 242 0370
Fax: 0141 242 0360
E-mail: inquiries@asntscotland.gov.uk
Website: asntscotland.gov.uk

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Children for whom we are not responsible for providing education

There are some additional rules that apply to these children.

For children and young people who are educated by their parent(s) at home or in an independent nursery or school funded by their parent(s), the parent or young person:

- cannot make use of the tribunal for the reason that the child or young person cannot have a coordinated support plan
- cannot make use of dispute resolution in the case of the Education Authority refusing a request to assess the child or young person to find out if they have additional support needs
- can make use of dispute resolution for any other matters already described in the section on dispute resolution if the Education Authority agrees to assess the child or young person to find out if they have additional support needs
- can make use of mediation
- can make use of our complaints procedure

For children attending a nursery or school in another Education Authority by parental choice, despite us offering a place in one of our own nurseries or schools, we are nonetheless responsible for providing mediation and dispute resolution. However, the other Education Authority should consider making available their own mediation and dispute resolution procedures as well – but they are under no obligation to do so.

Appendix 1 – Conditions for refusing a placing request

- 1 Where placing the child in the specified school would make it necessary for the Education Authority to take an additional teacher into employment.
- 2 Where placing the child in the specified school would give rise to significant expenditure on extending or otherwise altering the accommodation or facilities provided there.
- 3 Where placing the child in the specified school would be seriously detrimental to the continuity of the child's education.
- 4 Where placing the child in the specified school would be likely to be seriously detrimental to order and discipline in the school.
- 5 Where placing the child in the specified school would be likely to be seriously detrimental to the educational well-being of pupils attending the school.
- 6 Where the education normally provided at the specified school is not suited to the age, ability or aptitude of the child.
- 7 Where the Education Authority have already required the child to discontinue attendance at the specified school.
- 8 In a case of a special school, where the child does not have additional support needs requiring the education or special facilities normally provided there.
- 9 In a case where the specified school is a single sex school, where the child is not of the sex admitted there.
- 10 Where, assuming that pupil numbers remain constant, placing the child in the specified school would make it necessary at the commencement of a future stage of the child's primary education for the authority to elect either to create an additional class (or an additional composite class) in the specified school or to take an additional teacher into employment at that school.
- 11 Where, although neither 1 or 2 above apply, the capacity of the school would be exceeded in terms of pupil numbers.
- 12 In a case where:
 - i the specified school is not a public school;
 - ii the authority are able to make provision for the additional support needs of the child in a school (whether or not a school under their management) other than the specified school;
 - iii it is not reasonable, having regard both to the respective suitability and to the respective cost (including necessary incidental expenses) of the provision for the additional support needs of the child in the specified school and in the school referred to in paragraph ii to place the child in the specified school; and
 - iv the authority have offered to place the child in the school referred to in paragraph ii.

13 In a case where the specified school is a public school and placing the child in the school would breach the requirement in section 15(1) of the Standards in Scotland's Schools etc Act 2000 to provide education in a mainstream school unless there are the following exceptional circumstances:

- i placing the child in a mainstream school would not be suited to the ability or aptitude of the child.
- ii placing the child in a mainstream school would be incompatible with the provision of efficient education for the children with whom the child would be educated.
- iii placing the child in the mainstream school would result in unreasonable public expenditure being incurred which would not ordinarily be incurred.

Appendix 2 – Appropriate agencies

This is not a definitive list. It includes agencies which the Act specifies and agencies that we most frequently ask for support to help us meet additional support needs.

Some of the organisations listed in Appendix 4 may also be appropriate agencies because they may also provide us with support depending on individual circumstances.

NHS Lothian
Deaconess House
148 Pleasance
EDINBURGH EH8 9RS
Telephone: 0131 536 9000
Fax: 0131 536 9164
E-mail: webmaster@lhb.scot.nhs.uk
Website: www.nhslothian.scot.nhs.uk

Careers Scotland
Cairncross House
Union Street
EDINBURGH EH1 3LR
Telephone: 0131 556 4110
Fax: 0131 557 6736
E-mail: cairncrosshouse@careers-scotland.org.uk
Website: www.careers-scotland.org.uk

Scottish Agricultural College
West Mains Road
EDINBURGH EH9 3JG
Telephone: 0131 535 4000
Fax: 0131 535 4246
E-mail: information@sac.co.uk
Website: www.sac.ac.uk

Stevenson College Edinburgh
Bankhead Avenue
EDINBURGH EH6 8HW
Telephone: 0131 535 4600
Fax: 0131 535 4666
E-mail: info@stevenson.ac.uk
Website: www.stevenson.ac.uk

The Social Work Authority of the City of
Edinburgh Council
Children and Families Department
Wellington Court
10 Waterloo Place
EDINBURGH EH1 3EG
Telephone: 0131 469 3388
Fax: 0131 469 3320
Website: www.edinburgh.gov.uk

Community Child Health Service
10 Chalmers Crescent
EDINBURGH EH9 1TS
Telephone: 0131 536 0000
Fax: 0131 536 0001

Edinburgh's Telford College
Crewe Toll
EDINBURGH EH4 2NZ
Telephone: 0131 332 2491
Fax: 0131 343 1218
E-mail: mail@ed-coll.ac.uk
Website: www.ed-coll.ac.uk

Jewel and Esk Valley College
24 Milton Road East
EDINBURGH EH15 2PP
Telephone: 0845 850 0060
Fax: 0131 663 0271
E-mail: info@jevc.ac.uk
Website: www.jevc.ac.uk

The University of Edinburgh
Old College
South Bridge
EDINBURGH EH8 9YL
Telephone: 0131 650 1000
Fax: 0131 650 2147
E-mail: communications.office@ed.ac.uk
Website: www.ed.ac.uk

Heriot-Watt University
EDINBURGH EH14 4AS
Telephone: 0131 535 4600
Fax: 0131 535 4666
E-mail: info@stevenson.ac.uk
Website: www.stevenson.ac.uk

Napier University
Craiglockhart Campus
EDINBURGH EH14 1DJ
Telephone: 0500 35 35 70
E-mail: info@napier.ac.uk
Website: www.napier.ac.uk

Appendix 3 – Other ways of resolving disagreements

In Chapter 8 it was explained that some disagreements can be referred to the Appeals Committee of the City of Edinburgh Council, the First Minister of the Scottish Executive or the Scottish Public Services Ombudsman. Their contact details are:

Appeals Committee of the City of Edinburgh Council
Council Secretary's Office
City Chambers
High Street
EDINBURGH EH1 1YJ
Telephone: 0131 529 4264

First Minister of the Scottish Executive
Scottish Executive Education Department
Victoria Quay
EDINBURGH EH6 6QQ
Telephone: 0131 556 8400
Fax: 0131 244 8240
E-mail: ceu@scotland.gov.uk
Website: www.scotland.gov.uk

Scottish Public Services Ombudsman
4 Melville Street
EDINBURGH EH3 7NS
Telephone: 0870 011 5378
Fax: 0870 011 5379
E-mail: enquiries@scottishombudsman.org.uk
Website: www.scottishombudsman.org.uk

Appendix 4 – Other sources of information and advice

General information and advice:

Enquire

Children in Scotland

5 Shandwick Place

Edinburgh EH2 4RG

Telephone helpline: 0845 123 2303 (lo-call number)

Textphone: 0131 222 2439

Office telephone: 0131 222 2425

Fax: 0131 228 9852

E-mail: info@enquire.org.uk

Website: www.enquire.org.uk

Enquire is the Scottish advice service for additional support for learning. It is funded by the Scottish Executive and managed by Children in Scotland. The service is available to parents, carers of children and young people with additional support needs, to the children and young people themselves and to professionals working with them. The service offers advice and information by way of a telephone helpline, a website, publications and training.

Family Advice and Information Resource – FAIR

c/o Enable Building

95 Causewayside

Edinburgh EH9 1QG

Telephone: 0131 662 1962

Fax: 0131 662 9486

E-mail: fair@fairadvice.org.uk

Website: www.fairadvice.org.uk

FAIR gives information and advice on a wide variety of topics to families of children and young people with learning disabilities. They also produce a range of easy to read leaflets/booklets and interactive CD Roms.

The Action Group

Norton Park

57 Albion Road

Edinburgh EH7 5QY

Telephone: 0131 475 2315

Fax: 0131 475 2316

E-mail: advice@actgroup.demon.co

Website: www.actgroup.demon.co.uk

As well as providing an information service, The Action Group runs a wide range of support services for children with additional support needs and their families, including holiday playschemes, sitter services, welfare rights advice, etc.

Extra Strands
Care of Jill Reid or FAIR above.

Extra Strands is a support group for families of children with any additional support needs in mainstream schools. The group meets once a school term. Its aims are to provide mutual support and to influence policy at a local level through its involvement with the City of Edinburgh Council Additional Support Needs Forum.

Vocal – Voice of Carers Across Lothian
The Princess Royal Trust Vocal Carers Centre
8 Johnston Terrace
Edinburgh EH1 2PW
Telephone: 0131 622 6666
Fax: 0131 622 7621
E-mail: info@vocal.carers.net
Website: www.carers.net

Vocal provides support to carers in many ways including information and advice, advocacy, support groups, training courses for carers and counselling with trained volunteer counsellors free of charge.

Contact a Family
209–211 City Road
London EC1V 1JN
Freephone helpline: 0808 808 3555 or textphone: 0808 808 3556
Telephone: 020 7608 8700
Fax: 020 7608 8701
E-mail: info@cafamily.org.uk
Website: www.cafamily.org.uk

Contact a Family is a UK-wide charity providing support, advice and information for families with disabled children. It publishes a Directory of Specific Conditions and Rare Disorders and provides developmental advice to local and national family support groups.

Capability Scotland
11 Ellersley Road
Edinburgh EH12 6HY
Telephone: 0131 313 5510
Fax: 0131 346 1681
E-mail: ascs@capability-scotland.org.uk
Website: www.capability-scotland.org.uk

Capability Scotland is a large disability organisation offering a range of services and supports for those with physical disabilities.

Barnardo's Scotland
235 Corstorphine Road
Edinburgh EH12 7AR
Telephone: 0131 334 9893
Fax: 0131 316 4008
Website: www.barnardos.org.uk

Barnardo's works to give disadvantaged children help to build their future. It runs local projects including those for families of children with additional support needs.

Childline Scotland
18 Albion Street
Glasgow G1 1LH
Helpline: 0800 1111
Telephone: 0870 336 2910
Fax: 0870 336 2911
Website: www.childline.org.uk

This helpline offers children and young people confidential advice on matters concerning them.

Commission for Racial Equality (Scotland)
The Tun
12 Jackson's Entry
Edinburgh EH8 8PJ
Telephone: 0131 524 2000
Textphone: 0131 524 2018
Fax: 0131 524 2001
E-mail: Scotland@cre.gov.uk
Website: www.cre.gov.uk

NHS Helpline Scotland
Network Scotland
Ruthven Lane
The Mews
Glasgow G12 8NT
Helpline: 0800 224488
Fax: 0141 334 0299

This helpline offers information on health services, practices and procedures.

Parentline Scotland
83 Whitehouse Loan
Edinburgh EH9 1AT
Helpline: 0808 800 2222
Telephone: 0131 446 2300
Fax: 0131 446 2339
Website: www.children1st.org.uk/parentline

Parentline is a confidential telephone helpline providing support to parents and carers in talking through any concerns about parenting.

Schoolhouse Home Education Association
PO Box 18044
Glenrothes
Fife KY7 9AD
Telephone: 01307 463 120
E-mail: enquiries@schoolhouse.org.uk
Website: www.schoolhouse.org.uk

Schoolhouse offers information and support related to home-based education.

Scottish Child Law Centre
54 East Crosscauseway
Edinburgh EH8 9HD
Freephone no for under-18s: 0800 328 8970
Telephone: 0131 667 6333
Fax: 0131 667 1713
E-mail: enquiries@sclc.org.uk
Website: www.sclc.org.uk

SKILL Scotland
Norton Park
57 Albion Road
Edinburgh EH7 5QY
Helpline: 0800 328 5050
Telephone: 0131 475 2348
Fax: 0131 475 2397
E-mail: admin@skillscotland.org.uk
Website: www.skill.org.uk

This service promotes opportunities for young people and adults with any kind of disability in post-16 education, training and employment across the UK.

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Information and advice for particular types of additional support needs:

Attention Deficit Hyperactivity Disorder
Ecosse ADDers
31 Easton Drive
Falkirk FK1 2DR
Telephone: 07837 573260
E-mail: ecosseadders@blueyonder.co.uk
Website: www.adders.org

Autism/Asperger's
Lothian Autistic Society
66A Newhaven Road
Edinburgh EH6 5QB
Telephone/fax: 0131 554 9362
E-mail: office@lothianautistic.org
Website: www.lothianautistic.org

Blindness/Visual Impairment
Royal National Institute for the Blind
Education Service
25 Ravelston Terrace
Edinburgh EH4 3TP
Helpline: 08457 66 99 99
Telephone: 0131 311 8500
Fax: 0131 311 8529
E-mail: rnibscotland@rnib.org.uk
Website: www.rnib.org.uk

Cerebral Palsy
Capability Scotland
11 Ellersly Road
Edinburgh EH12 6HY
Telephone: 0131 337 9876
Fax: 0131 337 7864

Cystic Fibrosis
Cystic Fibrosis Trust
11 London Road
Bromley
Kent BR1 1BY
Helpline: 0845 8591000

Deafness/Hearing Impairment

The National Deaf Children's Society
187–189 Central Chambers
93 Hope Street
Glasgow G2 6LD
Telephone: 0141 248 4457
Fax: 0141 248 2597
Minicom: 0141 222 4476
E-mail: ndcs.Scotland@ndcs.org.uk
Website: www.ndcs.org.uk

Royal National Institute for the Deaf
Crowngate Business Centre
Brook Street
Glasgow G40 3AP
Telephone: 0141 554 0053
Fax: 0141 554 5837
E-mail: rnidscotland@rnid.org.uk
Website: www.rnid.org.uk

Down's Syndrome
Scottish Down's Syndrome Association
158/160 Balgreen Road
Edinburgh EH11 3AU
Telephone: 0131 313 4225
Fax: 0131 313 4285
E-mail: info@dsscotland.org.uk
Website: www.dsscotland.org.uk

Dyslexia
Dyslexia Scotland
Unit 3
Stirling Business Centre
Wellgreen
Stirling FK8 2DZ
Helpline: 0844 800 8484
Telephone: 01786 446 650
Fax: 01786 471 235
E-mail: info@dyslexiascotland.org.uk
Website: www.dyslexiascotland.org.uk

Dyspraxia
Dyspraxia Foundation
8 West Alley
Hitchin
Hertfordshire SG5 1EG
Helpline: 01462 454 986
Telephone: 01462 455 016
Fax: 01462 455 052
E-mail: dyspraxiafoundation@hotmail.com
Website: www.dyspraxiafoundation.org.uk

Epilepsy

Epilepsy Scotland
48 Govan Road
Glasgow G51 1JL
Helpline: 0808 800 2200
Telephone: 0141 427 4911
Fax: 0141 419 1709
E-mail: enquiries@epilepsyscotland.org.uk
Website: www.epilepsyscotland.org.uk

Gifted/Talented

Scottish Network for Able Pupils
Room 556
St Andrew's Building
University of Glasgow
11 Eldon Street
Glasgow G3 6NH
Telephone: 0141 330 3071
E-mail: snap@educ.gla.ac.uk
Website: www.ablepupils.com

Learning Disability

Enable
6th Floor
7 Buchanan Street
Glasgow G1 3HL
Telephone: 0141 226 4541
Fax: 0141 204 4398
E-mail: enable@enable.org.uk
Website: www.enable.org.uk

Mental Health

Scottish Association for Mental Health (SAMH)
Cumbrae House
15 Carlton Court
Glasgow G5 9JP
Telephone: 0141 568 700
Fax: 0141 568 7001
E-mail: enquire@samh.org.uk
Website: www.samh.org.uk

Child Psychotherapy Trust in Scotland
5 La Belle Place
Glasgow G3 7LH
Telephone: 0141 353 3399
Fax: 0141 353 3399

Metabolic Conditions

Children Living with Inherited Metabolic Diseases (CLIMB)

176 Nantwich Road

Crewe CW2 6BG

Telephone: 01270 589203

Fax: 0870 7700327

Muscular Dystrophy

Muscular Dystrophy Group – Edinburgh contact

Yvonne Robb, Muscular Dystrophy Adviser

Genetics Department

Western General Hospital

Edinburgh EH4 2XU

Telephone: 0131 651 1018

Fax: 0131 651 1013

Speech and Language Difficulties

Afasic Scotland

1 Prospect 3

Gemini Crescent

Dundee Technology Park

Dundee DD2 1TY

Helpline: 08453 555577

Telephone: 01382 561891

Fax: 01382 568391

Minicom: 020 7841 8902

E-mail: afasicscot@aol.com

Website: www.afasic.org.uk