

**COMHAIRLE NAN EILEAN SIAR**

**MOVING FORWARD**

**DRAFT**

**Inclusion –  
A Policy For All**

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## Foreword

Comhairle nan Eilean Siar is committed to providing an excellent education service for all children. In order to do this we have been required to undertake a fundamental review of our special needs and support for learning provision, within the context of an integrated education and children's services structure.

Education is continually striving to raise attainment, promote inclusion and celebrate achievement. This is no longer a responsibility only of schools and parents. It requires communities, other agencies, the voluntary sector, the private sector and young people to work together to design, implement and make effective a system that works for our community.

Given the nature of our geography, economy and demography, we have to create a system that is particularly efficient, effective and economic. To do this we require to:

- ▶ put the needs of young people at the centre of our planning and service delivery;
- ▶ continue to maintain and train our workforce so they are enabled to meet the needs of young people;
- ▶ devolve decision-making and resources as far as possible to a community level; and
- ▶ delegate authority to staff to allow them to work with schools, parents, young people and others to promote attainment and inclusion through the implementation of best practice policy and procedures.

This policy will outline how the Department of Education intends to meet these objectives and will detail a comprehensive agenda for change in order to promote inclusion.

The Policy is based on legislative requirements, national guidance, best practice and effective local strategies. The Department of Education will use it as a basis for consultation and in order to facilitate a dialogue for change and encourage staff and agencies to adopt a much more open and reflective approach to their work and service delivery.

## 1 **Statement of Intent**

### ▶ **Value Diversity**

All children are educable and are the responsibility of the Education service. They should be equally valued whether or not they have special or additional educational needs. Inclusion is most likely to be achieved when this diversity is recognised and regarded positively.

### ▶ **Entitlement**

Children are entitled to receive, with a suitable peer group, a broad, balanced, and relevant curriculum; in the least restrictive environment. Wherever possible this should be in a mainstream school, recognising that appropriate support, advice and resources may be necessary to achieve this.

Parents and young people are entitled to express a preference for where that education should take place.

### ▶ **Participation**

All children and their parents are entitled to be treated with respect and should be actively encouraged to make their views known so that they can be taken into account. All arrangements should protect and enhance the dignity of those involved.

### ▶ **Individual Needs**

The development of inclusive practice should not create situations within which the needs of individual children are left unmet. A range of flexible responses should be available to meet such needs and to take account of their diversity.

### ▶ **Planning**

All educational and inter-agency planning should be based on inclusive principles. Inclusion requires ongoing strategic planning at both organisational and individual pupil planning level.

### ▶ **Collective Responsibility**

Inclusion is an issue for all staff rather than the exclusive responsibility of a particular group of individuals.

### ▶ **Professional Development**

Inclusion requires both extension of the application of existing skills and the development of new ones. All staff must be supported through this process and have access to a range of appropriate courses, advice and resources.

▶ **Equal Opportunities**

In order to do this, the Department of Education will:

- ensure that inclusion underpins all local developments;
- encourage and develop shared local responsibility and commitment to educating and providing for all children in its area;
- work with schools to develop inclusive policies and practices; and
- monitor progress towards inclusive practice.

In support of these statements of intent, the Government has provided the following vision statement in regard to inclusion:

***'We wish to see an education system that is inclusive, welcomes diversity and provides an equal opportunity for all children to develop their personality, skills and abilities to their fullest potential'.***

In order to do this, they have outlined five key principles defining inclusion:

- ▶ Education must be child-centred, yet take a holistic approach to the needs of the child and his or her family.
- ▶ Schools should demonstrate a commitment to inclusiveness.
- ▶ The rights and views of children, young people and their parents should be respected and listened to.
- ▶ National and local policies for improving standards should include all children.
- ▶ Allocation of resources by schools, local authorities and their partners, should demonstrate a commitment to inclusiveness and delivery of integrated services and take account of the diversity of local pupil populations.

(Appendix 1 – Rights of Children)

## 2 Introduction

Appendix 2 details the key legislative changes current in Scotland today which promote inclusion and underpins this policy and all Comhairle nan Eilean Siar's procedures in relation to Children's Services. However, in spite of significant progress in a wide range of areas, it is clear that we have a lot still to do if we are going to maximise the potential for attainment, inclusion and achievement for all our young people.

Targets have been set by schools, service providers and the Authority to promote attainment, achievement and inclusion. However, although our population is reducing and our staff to pupil ratio remains better than the national average. The attainment is at or below the national averages in some indicators.

The Education Authority and schools make the greatest impact on children in areas of learning and teaching. Learning and teaching is a constituent part of the cycle of assessment and should be based on the Aspire model.

- Assessment
- Specification
- Planning
- Implementation
- Review
- Evaluation

Hence it is important that we work to ensure all learners not only want to succeed, but believe they can. The emphasis should be on success and potential rather than failings and shortcomings.

However, achievement is not obtained simply by telling learners that they should believe in themselves. All learners need to achieve real success on a regular basis and their success should be highlighted and celebrated. In order to do this, teachers, no matter where they teach, need to have high but realistic expectations of all learners, and conditions created within which learners can reach their potential.

Consequently, when seeking explanations for lack of achievement we need to be prepared to consider inadequacies in these conditions for learning rather than inadequacies in learners themselves.

Schools need to consider the extent to which their policies and practices support learning and teaching.

### ► Learning

- Make sure the curriculum values all kinds of abilities.
- Educate the whole person inclusive of their physical and emotional well-being.
- Value young people as people and not simply as learners – focus on esteem, motivation.

- Ensure learning involves young people in making sense of new information by using existing knowledge to modify, up-date and re-think their ideas in a range of situations.
- Teachers need to be able to provide different options and inputs by adapting content, structures and context.
- Students need to work together.
- Students need to have the opportunity to reflect on their own emotions and thought processes from an early age.
- Students should be encouraged to see learning as something which will take place throughout their lives.

► **Teaching**

- Teachers play a key role in motivating learners.
- Teachers need to adopt a range of roles, styles and methodologies.
- Teachers need to develop good relationships with learners.
- Teachers need to know their students as learners.
- Teachers need to give learners the opportunity to formulate their own questions, express their own thoughts and to make their own meanings. Consequently, effective teaching involves using language to help make things happen, and to enable learners to understand.
- In the classroom the way teachers behave determines the way learners behave. There is a need, however, for standards of behaviour to be agreed and applied consistently throughout the school and for teachers to have positive expectations that they will be met.
- Teachers need to manage the curriculum: they plan the content, process and context to maximise learning. Teachers also need to organise their classroom and manage their time to allow learners to learn.
- Teachers are more likely to be able to motivate learners when they show a genuine interest in, even enthusiasm for what they are teaching.

**(Teaching for Effective Learning 1996)**

## ► Resilience

There is now increasing evidence to demonstrate that effective teaching and learning can 'minimise' those at risk of exclusion from under-achievement.

**Educational resilience is defined as the '*heightened likelihood of educational success despite vulnerabilities and adversities brought about by environmental conditions*'.**

A key underlying premise is that educational resilience can be fostered through interventions that enhance children's learning, develop their talents and competences, and protect and buffer them against environmental adversities.

If education is to promote attainment, achievement and inclusion, then it must ensure that it focuses its resources on learning and teaching where they make the greatest impact.

The following represents the most effective educational inputs we can make:

### ● Turnaround Teachers

Teachers who demonstrate concern, have high expectations and are effective role models, provide protective factors that mitigate against academic failure.

They help students develop the values and attitudes needed to persevere in their schoolwork, to monitor new experiences, believe in their own efficiency, and take responsibility for their own learning.

- Teacher-student relationships characterised by listening, validating feelings, demonstrating kindness, compassion and respect are critical. These staff refrain from judging and do not take students' behaviour personally. They meet students' needs for survival through appropriate referral to Social Work and other support agencies.
- Teachers need to use the students' strengths, interests, goals and dreams as the beginning point for learning.
- Teachers use interaction within the classroom as the medium within which relationships are developed.
- Teachers need to provide effective classroom management, instruction and academic interaction.
- The key strategies that have consistently produced achievement advantages are: maximising learning time; setting high expectations; providing ample opportunity for teacher-student interaction; monitoring a high degree of classroom engagement; tailoring instruction to meet the needs of individual students; engaging students in setting goals, making learning decisions; and participation in group learning activities.

- **Home and Community**

The second most important resilience factor relates to home and community. The key factors protecting against adversity include: a positive parent-child relationship; family cohesion; warmth; assigned chores; responsibilities for the family's wellbeing; an absence of discord; other secure childhood attachments.

Family attributes associated with school attendance and achievement among at-risk students include TV monitoring; reading to young children on a daily basis; experiencing high expectations for academic success; and helping with homework.

Overall, active engagement of family members is associated with improved student inclusion and attainment.

The love, interest and support of a single family member can mitigate against adversities and promote children's educational resilience.

Communities with well-developed and integrated networks of social organisation also assist youths to overcome adversity and facilitate resilience.

- **Curriculum Design and Delivery**

The third resilience factor is curriculum design and delivery. Providing all students with the opportunity to learn advanced subject matter is a key resilience promoting strategy, particularly for those students identified for remedial, special or alternative educational programmes.

Such curricula enhance student motivation and serve as a protective factor that promotes resilience. The Manual of Good Practice in SEN sets standards in areas of working together, effective management and deployment of staff which all schools are expected to meet.

In general school-wide practices associated with student achievement and psychological benefits include: a school with a culture that reinforces student academic accomplishments; public recognition and incentives associated with school level achievement; smaller organisational units within the school; an emphasis on student involvement and belonging; effective and responsive educational programmes; student engagement in school life; positive and social interaction among peers and with adults.

Key characteristics of classroom and schools that promote educational resilience are:

- strong leadership by the Head Teacher;
- shared decision-making;

- esprit de corps among staff;
- well managed classrooms;
- challenging instruction;
- student choice in selecting instructional activities;
- strong parental involvement programmes;
- attractive physical facilities.

Students in these more effective schools spend more time working independently; teachers spend more time interacting with the students; students experience more positive perception about their school overall; students are more satisfied with their school work and peer relations; students feel classroom rules are made clear to them; feel more involved in the school; perceive parents as more involved in their homework; and believe their teachers to be more supportive and with higher expectations of them.

Consequently, resilience promoting schools devote a high percentage of time to academically focussed tasks.

Effective education and social inclusion remain an intimately linked but targeted resource. However, it is a resource that dissipates its energy when it:

- fragments the problem;
- attempts to be all things to all men;
- develops systems of communication, planning and sharing of information in opposition to intervention;
- maintains organisational structures and systems that are neither focussed, efficient or effective in meeting the expectation placed upon them.

In basic terms, education, learning and teaching is a full-time occupation that, through schools, provides the most significant immunisation against adversity that we know. Teachers can and do make a difference. However, social workers, psychologists, community education, leisure resources, voluntary organisations, health services and others are trained, resourced and committed to meeting the wide range of social, emotional and physical needs of individuals within community settings.

### 3 Organisation of Provision

'For Scotland's Children' is an exhaustive publication designed to promote and support strategic planning of children's services in Scotland. Clearly, no one model is held out as the ideal and meeting all needs. However, the key principles underpinning the ideal are well understood:

- focus on the needs of children;
- view the child in the family as an active agent in their world and make a commitment to improvement in any change or recovery programme;
- provide children's rights;
- utilise the school as the unit of service delivery;
- integrate planning based on robust evidence at a community level;
- ensure inclusive access to universal services;
- ensure targeted services are efficient, economic and effective; and
- focus on strength in delivery and effectiveness in partnership.

#### ► Model of Service Delivery

The Manual of Good Practice details key characteristics of the effective management of SEN provision. The Government emphasis on inclusion, joined-up working and added value has created a climate within which the majority of local authorities in Scotland have revised their structures and operational functions.

A number of models have evolved throughout Scotland and appear to share the following characteristics:

- integration of children's services;
- revised local authority committee structure;
- increased levels of consultation; and
- enhanced partnership agreements.

The framework currently being put in place in the Western Isles has established an Education and Children's Services Committee which will oversee and develop policy in relation to the Education and Social Work function relating to children's services.

A decision has been made that the committee name will specifically identify Education and Children's Services as two distinct but related functions of a unified approach to an inclusive service. This is entirely consistent with a focus in Education of building resilience and in Social Work of meeting the community needs of children within families.

The Department of Education is committed to raising its performance in this regard by concentrating their efforts on learning and teaching in relation to the national priorities and by raising the attainment and achievement of all our young people.

Government initiatives and McCrone developments will be used to ensure the maximum teacher to pupil contact in an inclusive school and classroom environment.

Education will work in partnership with other agencies to ensure effective plans are put in place to support young people and their families where this is required.

The current system of service delivery in relation to Children's Services within the Western Isles has evolved in response to traditional department structures, government initiatives and funding opportunities. On this basis it has evolved to become:

- **Fragmented:** A significant number of participants operate in parallel to each other for the same client group. Where they do work together it appears that the meetings and co-ordination function are disproportionate to client inputs.
- **Unco-ordinated:** Parallel structures, strategies, referral procedures and the nature of existing provision makes it particularly difficult to ensure a co-ordinated plan is put in place in response to systems or individuals' needs within an appropriate timescale.
- **Inefficient:** The number of projects, programmes and agencies result in significant levels of duplication and a lack of workforce planning.
- **Ineffective:** Young people with the most significant needs are often excluded.

Services have evolved in many ways to reflect a medical, child deficit model where the system or processes are not assessed and therefore systemic organisational changes are not integrated with those required by our clients. Consequently, we haemorrhage resources and reduce effectiveness at all levels of our service delivery.

In order to deliver a more effective, efficient and economic service from an educational perspective it is critical we complement the Authority restructuring of the Department with fundamental change in the way we support change from the centre.

#### ► **Define a Unit of Service Delivery**

At this stage the way forward may be a support system based on an area support team model. The seven two-year secondary schools, four presenting centres, their associated primary schools and pre-school provision, effectively define eleven community areas and provide a nucleus resource where young people spend up to - and in some cases beyond - eight hours per day.

- Back
- Bayble
- Castlebay
- Daliburgh
- Lionel
- Nicolson Institute
- Paible
- Shawbost
- Sgoil Lionacleit
- Sgoil nan Loch
- Sir E Scott

Based on this unit of service delivery and individual schools, we will be evaluated on our ability to:

- raise attainment;
- raise achievement;
- promote inclusion; and
- provide effective school plans and individual student plans to ensure that all young people achieve their potential.

From an educational perspective, this requires us to:

- improve our learning and teaching;
- access added value strategies;
- develop effective performance management procedures.

On this basis, Education is responsible for providing an 'excellent' universal service supported by targeted inputs for specific needs.

► **Appointment of Link Officers**

Every area (ie unit of service delivery) should have a Link Officer appointed in order to work with the Head Teachers and others to develop school and area development plans that are outcome-focussed.

Link Officers will work from baseline data to develop realistic targets and assist the school management to put in place effective policies and practices to raise attainment and promote inclusion.

Three-year development planning models will be encouraged.

► **Annual Staffing Review**

In order to monitor staff and resource allocation an annual staffing review should be undertaken.

Formula currently exists for the allocation of mainstream resources.

Special needs and learning support have historically been allocated on a formula and need basis. However, this has been on an ad hoc basis with no monitoring of need or comparison of allocation. In recent years the situation has been compounded by significant levels of external funding. A system of creeping incrementalisation has led to a situation of expanding resources being poorly targeted on needs and not required to meet any outcomes or timescales.

On this basis, it is important to recognise that recording and learning support demands have increased significantly in comparison to national data. An unintended consequence is to have lowered recording thresholds and increased the number of young people targeted for learning support in many cases based on traditional models of remediation and extraction.

In order to address these issues, the RON and learning support element of the current formula should be removed and an audit undertaken of student potential, attainment and special educational needs.

SEN, learning support and support assistant resources should then be re-allocated on an area basis and managed by an area management group in the best interests of pupils and schools.

The current anomalies in staffing could then be addressed through McCrone support funding and allocated in agreement with Head Teachers.

Existing targeted budgets and short term funding could then be managed centrally and targeted on the projects that had specific outcomes and timescales.

Staff allocation on this basis determined by existing budgets would provide staff permanent contracts and allow for the transfer of the operational management to the area management group.

► **Area Staff Allocation**

Each unit of service delivery or area resource base would have allocated a number of support staff and resources made up of the following staff:

- psychologist
- learning support staff
- support assistants
- New Community Schools.

These together with Head Teachers, Link Officers and advisory staff, are responsible for raising attainment and providing educational inclusion.

In order to support inclusion and complement School Action Plans, educational staff will be required to work with others to promote community inclusion:

- Social Work
- Voluntary sector
- Health.

If this model was adopted, it is clear that an area resource base would become a viable unit of service delivery.

This model would require Social Work and Education to take a lead role in service delivery and to provide the support and co-ordinating function at an area level.

Budgets and staffing could be integrated to provide a more efficient service, and a training needs analysis based on an audit of referrals would allow training and resourcing to be matched to requirements and give greater ownership to operational staff.

Matrix management models could then be used to manage multi-disciplinary/agency teams at a local level and a greater emphasis given to intervention and outcomes.

#### ► **Process Model**

Currently best practice nationally and new Government legislation and guidance is putting in place a staged model of intervention that emphasises:

- **Early identification**

It is critical we identify young people who may experience difficulties as soon as possible and ensure that systems and supports are put in place.

In order to do this, Education will work with Health Service personnel to identify young people in their pre-school years (age 1 – 3) and develop a pre-school system throughout the Western Isles. In pre-school and school, pupil profiling and staff monitoring procedures will trigger a staged programme of intervention and support.

- **Pupil Profiling**

Pupil profiles will be established based on 3 – 14 and elaborated curriculum guidelines in order to ensure continuity and consistency in communication and programme planning. This will be supplemented with Personal Learning Plans (PLP) for all pupils and, where necessary, Individual Educational Plans (IEP) and Co-ordinated Support Plans (CSP).

- **Screening Systems**

Early identification and pupil profiling will be supplemented by an authority-wide data gathering system, designed to monitor pupil and educational progress against comparative authorities and national indicators.

This information will then be used to set realistic targets that can be shared with young people, parents and staff.

- **Staged Model of Intervention** (Appendix 4)

Comhairle nan Eilean Siar supports a staged system of intervention designed to provide indicators that trigger responses in a linear progression moving from universal to targeted services, from a teacher to an Authority response.

This is designed to ensure young people get the appropriate support with the least possible intervention.

In order to support this, the Department of Education will resource area resource bases and provide a maximum of devolved resources and delegated responsibility to approve action at the point of need when it is required.

- **Community Planning**

Where young people, particularly those with complex social and emotional needs, require significant support outwith school and for targeted services, it is assumed Social Work will take the lead role through Looked After and Accommodated Care planning. On this basis, it is assumed that senior Social Work staff will be allocated on an area basis to chair Community Action Plan meetings.

The aims of a whole school approach to providing an inclusive service for children and young people are:

- to ensure the entitlement of the individual pupil along with the duty to make effective and efficient provision for all pupils within finite resources;
- to acknowledge a spectrum of educational needs across the pupil population which requires a well managed and flexible range of provision;
- to confirm the importance of positive action and early intervention;
- to adopt an inclusive approach to the areas of learning support, behaviour support, guidance and mainstream education;

- to recognise class and subject teachers as the fundamental providers of support for learning and identify procedures for additional support where necessary;
- to promote an active partnership between schools, other agencies, parents and communities in which young people have a central place; and
- to design a system of provision which will evolve continuously.

#### ► **Organisation of Provision**

Practice in the Western Isles is guided by legislation and best practice. This identifies ten features of effective provision which will be reflected in support for children and young people. As systems are developed nationally and further guidance is produced and refined, Comhairle nan Eilean Siar's service will be reviewed and developed. In this way, provision for Comhairle nan Eilean Siar's children should match or exceed national standards and expectations as detailed in the Manual of Good Practice.

- **Understanding Special Educational Needs**

Those planning and making the provision have thought through and share an understanding of the continuum of special educational needs.

- **Effective Identification and Assessment Procedures**

Effective and efficient procedures for the identification and assessment of the special educational needs of children and young people are recognised as essential first steps in making good provision for them.

- **An Appropriate Curriculum**

The special educational needs of children and young people are met through provision of an appropriate curriculum.

- **Forms of Provision Suited to Need**

Children and young people are more likely to make good progress through schools, units, and colleges which ensure provision is most suited to their special educational needs.

- **Effective Approaches to Learning and Teaching**

Varied and efficient strategies for learning and teaching include specific techniques to meet the special educational needs of children and young people.

- **Attainment of Educational Goals**

Provision ensures that children and young people have every opportunity to progress and to achieve educational goals in line with their aptitude and abilities.

- **Parental Involvement**

The rights and responsibilities of parents are respected and they are actively encouraged to be involved in making decisions about the approaches taken to meet their children's special educational needs.

- **Inter-Professional Co-operation**

Teachers enhance their effectiveness by working co-operatively with colleagues in schools and other educational services, and, when required, with other professionals from Health Services, Social Work Departments and voluntary agencies.

- **Effective Management of Provision**

Provision of special educational need is planned, well managed and regularly reviewed.

- **Full Involvement of the Child or Young Person**

The views and aspirations of the individual child or young person with special educational needs are central in making all forms of provision.

▶ **Identification and Assessment**

To support a child in a way that reflects individual needs it is essential to have effective identification and assessment procedures.

In order to ensure this is effective, the following action is proposed:

- **Pre-Scat**

A multi-agency pre-school assessment process will be established in each of the nine area bases.

- **Pupil Profiling**

Continuous assessment of the development of children aged 3 – 5 in pre-school resources will be monitored through a Skills Profile.

- **At Risk**

Pre-Scat and Skills Profiling will identify children who might be educationally at risk on entry to primary school.

- **Pupil Progress Monitoring**

All pupils' progress will be monitored in relation to 5 – 14. In addition to individual profiles, CAT scores, 5 – 14 attainment and SQA analysis will be used to monitor school effectiveness.

- **Staged Model of Assessment and Intervention**

Staged Model of Assessment and Intervention in line with effective provision for Special Educational Needs will be implemented in all schools.

- **Action Planning Forum**

School Resource Teams and Community Resource Teams will be established in each of the 11 area bases in order to co-ordinate inputs for young people and their families, and to ensure effective planning is put in place at key transition points.

- **Additional Support for Learning**

Revised procedures in line with proposed new legislation will be established and used to agree an appropriate level of planning, intervention and target setting.

(Appendix 5 – A Parent's Checklist)

- ▶ **Co-ordinated Approach**

In order to provide education and support for all pupils, based on the principle of inclusion and appropriate placement, an integrated strategy and procedure involving the following services will be necessary:

- Psychological Services;
- New Community Schools;
- educational development support;
- itinerant educational support services;
- Social Work;
- Health; and
- early years services.

In order to do this within the Western Isles, it is proposed that we should:

- **Target Intervention**

The needs of the majority of pupils experiencing difficulties ought to be temporary and should be addressed by class teachers.

Approximately 20% pupils will have learning needs which can be addressed by curriculum adaptation with assistance from learning support.

1 – 2% will have significant difficulties, which will exist in the long term and will require intensive support.

- **Area Resource Bases**

Learning support staff and resources will be allocated on an area basis. Area staff will have access to a library resource and work base in which they can work together to prepare materials and plan interventions for the classroom, or to undertake interventions with students.

- **Learning Support Staff**

Learning support staff are a flexible resource and should be used by schools in order to support inclusion through consultancy, teaching and tuition, co-operative teaching, specialist services and staff development.

- **Area Team (School)**

Support staff (learning support, support assistants, psychological services and others) will be allocated on an area basis.

Each area will have a nominated Learning Support Co-ordinator. The Learning Support Co-ordinator, Psychologist, School Link Officer and Head Teacher(s) will be responsible for auditing need and allocating staff on an area basis as required.

This team will be known as the School Resource Team and will operate to deliver universal services on an area basis.

- **Area Team (Community)**

Each area or combination of areas will have a nominated Community Resource Team which will provide school resource teams the means of accessing targeted services and other community resources.

#### 4 **Conclusion**

This document is designed to provide a consultation framework within which key participants will be enabled to shape, direct and implement more effective practices in supporting young people and the staff who work with them.

***APPENDICES***

- Appendix 1      The Rights of Children
- Appendix 2      Developments to Date
- Appendix 3      Additional Support Needs Audit
- Appendix 4      A Tiered pattern of Intervention to Address the Needs of Children  
and Young People in Our Schools and Communities
- Appendix 5      A Parent's Checklist

## Appendix 1 – The Rights of Children.

### 1.1 Summary of Background on Rights

- ▶ There has been a growing international movement calling for inclusive support based on the **Declaration of Rights (1948)**, the **UN Convention (1989)** and **The Salamanca Statement and Framework (1994)**.
- ▶ Article 2 of the **United Nations Convention on the Rights of the Child** directs that all states should adopt a policy of ensuring that the rights of children are upheld. It emphasises that all rights apply to all children, without exception. It is the state's obligation to protect children from any form of discrimination and to take positive action to promote their rights. This includes all children with special needs. Their rights include social inclusion, non-discrimination and equality of access to education. Similarly, article 23 states that a disabled child has the right to special care, education and training to help achieve the greatest degree of independence and social inclusion possible.
- ▶ Considering the rights of all children and young people in this way it is necessary to take a broad view of what constitutes a special need. **The Warnock Report (1978)** identified a needs model which has developed to a rights model through legislation and guidance.
- ▶ **The Human Rights Act (1998)** gives further effect in the UK to all fundamental rights and freedoms in the **European Convention of Human Rights**. In particular, it reinforces the rights debate in Article 14 Prohibition of Discrimination, and Article 2 of protocol 1 – Right to Education.
- ▶ In the publication “**A Scotland Where Everyone Matters**” 6 out of 10 long term targets relate to children/young people, families and their rights.
- ▶ **The Standards in Scotland's Schools etc Act 2000** further develops inclusive rights of children and young people. Section 1 explains a child's and young person's right to school education. Section 2 explains the duty of the local Authority in providing school education and section 14 provides guidelines on right of appeal to exclusions.
- ▶ In May 2000, the Scottish Executive published “**The Same As You? A Review of Services for People with Learning Disabilities.**”
- ▶ **National Priority 3** aims to “promote equality and help every pupil benefit from education, with particular regard paid to pupils with disabilities and special education needs”. Some of the measures related to these objectives are:
  - Placements of pupils with special educational needs
  - Effectiveness of Learning Support Systems
  - Implementation of relevant legislation.

- ▶ **The Children's (Scotland) Act 1995** placed responsibility on Scottish local Authorities to publish Children's Service Plans stating how services for children and young people would promote the health, development and welfare of children and young people, incorporating principles in line with an inclusive service, namely:
  - the welfare of the child is paramount;
  - the view of the child should be listened to and fully taken into account;
  - to sustain the child in the community; and
  - the enhancement of practice concerning children and young people's rights.
  
- ▶ Comhairle nan Eilean Siar intends to develop its own Children and Young People's "Charter of Rights" which will be based on the main articles of the UN Convention of the Right of the Child. It would seek to safeguard personal citizenship rights for all children and young people, guaranteed by the Children (Scotland) Act (1995), The Human Rights Act (1998) and the European Convention on Human Rights. The Charter will be developed from discussions with children and young people and will help develop the Comhairle's vision of a socially inclusive community.
  
- ▶ It is in this context that Comhairle nan Eilean Siar's Department of Education sets this policy paper on support for children and young people. In locating educational provision within the framework of rights, it is important to ensure that all children have access to the broadest possible educational and social opportunities. In considering appropriate provision, attention should be given to access the most inclusive environment possible. Children also have a right to provision and resources necessary to make their experience educationally and socially appropriate.

## Appendix 2 – Developments to date.

### 2.1 Developments in Social Policy and Legislation

Changing perceptions of educational inclusion in Scotland partly reflect the development of social policy and concepts of social justice.

- ▶ **The Social Justice** strategy ranges across all aspects of social policy inclusive of health, housing and employment. Education is seen as having a very important role within this overall approach.
- ▶ The **Standards in Scotland's Schools etc Act 2000** sets out expectations for schools and Education Authorities in relation to an individual child's right to education and their role in providing for it. The Act reflects a more inclusive philosophy of education by setting out the right of every child to an education that is aimed at developing the personality, talents, mental and physical abilities of the individual to their fullest potential. In addition, the Act emphasises the importance of working in partnership and fully consulting parents and pupils on matters affecting their daily lives. It has also established a presumption that the education of all pupils will normally be provided in mainstream schools unless exceptional circumstances apply.
- ▶ **The Human Rights Act 2000** brings the European Convention of Human Rights within the legislative framework of Scotland.
- ▶ **The Race Relations Act 1976** and the **Race Relations Amendment Act 2000** make race discrimination illegal.
- ▶ **The United Nations Convention on the Rights of the Child 1989** is supported by the United Kingdom.
- ▶ **The Special Educational Needs and Disability Act 2001** makes it unlawful to discriminate against disabled pupils and prospective pupils in relation to admissions, the provision of education, and exclusion.
- ▶ **The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002**, brings in a requirement for bodies responsible for schools to prepare and implement an accessibility strategy to increase access to education for pupils with disabilities.

These legislative commitments, along with the national priorities for education, have very significant implications for the development of educational provision within the Western Isles.

- ▶ The **National Priorities - Priority 3: Inclusion and Equality**, states that priority should be given to 'promote equality and help every pupil benefit from education, with particular regard paid to pupils with disabilities and special educational needs, and to Gaelic and other lesser used languages'.

- ▶ **For Scotland's Children 2001** set out a national agenda for improving the co-ordination of children's services in Scotland. The aim is to avoid the potential exclusion of vulnerable children from support. The recommendations from the report focus on making better use of existing resources, ensuring more effective communication among key agencies and improving access to universal children's services.
- ▶ The **Community Planning** initiative is providing a new framework for local authorities and other organisations to come together in partnership to plan, provide and promote the wellbeing of their communities.
- ▶ The **Children's Services** planning process with local authorities has initiated the co-ordinated planning of services for children of all ages across Social Work, Education, Health and other services. The process applies the principles of co-ordinated planning to the work of all agencies professionally involved with children and young people.
- ▶ **Learning with Care 2001** highlighted the need for better co-ordination of education and care for children who were looked after and away from home by local authorities.
- ▶ **Childcare Partnerships** are promoting a more co-ordinated strategy for expanding and improving childcare services by drawing together a range of providers.

## 2.2 Specific National Initiatives

- ▶ From 1998 to 2001 the **Excellence Fund** provided a core programme of national funding intended to support targeted action at local level. This funding was used to support a range of developments in specific areas including: alternatives to exclusion and multi-agency support for pupils with social, emotional and behavioural difficulties; support to include pupils with special educational needs in mainstream schools; the introduction of study support schemes including homework clubs, breakfast, lunch and evening clubs, etc; and measures to support parents.
- ▶ The **National Grid for Learning** and the **New Opportunities Fund** supported the development of information and communication technology in schools as well as providing hardware and staff development. These funds also supported the development of online learning, out-of-school learning and the encouragement of community access to school facilities.
- ▶ **Scotland's National Cultural Strategy 2000** also led on a range of initiatives with the explicit intention of promoting inclusion.
- ▶ The **Early Intervention Report 2001** detailed a range of innovations supported by the programme.

- ▶ **New Community Schools Programme 1998** is specifically designed to promote inclusion and raise educational standards.
- ▶ **SureStart** programme is providing a significant service of funding for local authorities to develop a range of inter-agency support for vulnerable families.

### 2.3 **Policy and Guidance on Meeting Special Educational Needs**

- ▶ **The Manual of Good Practice 1998** presented detailed guidance on developing inclusive approaches.
- ▶ **The Riddell Committee 1999** focussed on supporting individuals with low-incidence disabilities.
- ▶ **The Beattie Committee 1999** identified issues that had to be addressed if we were going to improve the transition from school to further education and training.
- ▶ **Assessing Our Children's Needs 2001** will introduce a new framework for defining and addressing special needs.

### 2.4 **Promoting Positive Behaviour**

- ▶ **Better Behaviour, Better Learning 2001** made a comprehensive set of recommendations designed to improve discipline, and therefore learning conditions, for all children and young people in schools. It recommended that policies on teaching and learning, and support for pupils should be integrated into a single framework of effective inclusive practice. It emphasised curricular flexibility as a positive means of providing access to an appropriate curriculum for pupils who are currently disaffected.
- ▶ **Alternatives to School Education 2001**. This report reviewed a set of pilot projects initiated in 1997 aimed at developing effective provision for addressing the needs of pupils exhibiting severe social, emotional and behavioural difficulties.

### 2.5 **Health Promotion and Health Education Agenda**

Increased incidence of poor health amongst children and adults is known to relate strongly to social disadvantage and lower achievement. In an attempt to break this cycle, there is an increasingly strong focus on the role of schools in health promotion, for example health promoting schools initiatives, school meal initiatives, 5-14 Health Education guidelines, drug education training, extension of mental health services, etc.

## 2.6 Improving School Effectiveness

- ▶ **A Route to Equality and Fairness 1999** provided schools with approaches to evaluating their practice in combating discrimination and achieving equality of opportunity for success.
- ▶ **A Route to Health Promotion** has also been published.
- ▶ **How Good is Our School 2002** provided an up-dated framework of quality indicators for use in self-evaluation by schools and in the inspection of schools by HMIE.

## 2.7 Future Development

- ▶ **Education for Citizenship in Scotland 2002** relates directly to educational inclusion in that it encourages schools to encourage young people to participate in political, economic, social and cultural life.

It is critical that all staff in education read and understand the part that they each can play in promoting attainment, achievement and inclusion.

## Appendix 3 – Additional Support Needs Audit

### Aims

- ▶ Rationalisation of documentation
- ▶ Four main levels
- ▶ Clarity of term definition
- ▶ Clarity of level criteria
- ▶ Standardisation of evidence required
- ▶ Clarification of criteria for Support Assistant audit

### Audit Process

- ▶ Training provided for all Head Teachers and LS Teachers
- ▶ Letters and audit papers sent to Head Teachers
- ▶ Returns (including nil returns) sent in
- ▶ Moderation sample requested from schools (%age of Level 4 and Level 4+)
- ▶ School's return standardised information form per child with evidence (school to keep master copy of evidence and send copy only)
- ▶ Moderation carried out
- ▶ Allocations made

### Four Main Levels

In line with our tiered pattern of intervention, four main levels will be set in each of the following three groups:

- ▶ Emotional / Behavioural Needs ) Including
- ▶ Learning Needs ) Autism &
- ▶ Physical / Sensory Needs to include ) Aspergers.
- significant motor difficulties ) These are the
- significant health/medical/personal care needs ) only pupils who
- significant visual/hearing impairment ) would be included.

Pupils who are regarded as being in Level 4, having matched all criteria, and whose needs are assessed by SAT as being so severe that the pupil could not access mainstream education without intensive and multi-agency support will be referred to as Level 4+ throughout the documentation.

Levels 1 – 4 will be as follows:

Level 1	Class teacher Differentiation			
Level 2	Class teacher Differentiation	Advice/ consultation sought with LS and SMT		
Level 3	Class teacher Differentiation	Advice/ consultation sought with LS and SMT	1) Intervention of LS/SMT/ CAs within school's allocated resources; 2) Ed Psych's advice sought; 3) Possible use of Group EPs	
	Class teacher Differentiation	Advice/ consultation sought with LS and SMT	1) Intervention of LS/SMT/ CAs within school's allocated resources; 2) Ed Psych's advice sought; 3) Possible use of Group EPs	IEP (must have been in place at least 10 – 12 months); Multi Agency involvement; SAT
4+	All of the above with SAT acknowledging: - the need for intensive outside agency support for pupil to remain within/ access mainstream education.  Referral to CAT.			

**Terminology:**

- IEP** Individualised Education Programme  
**SAT** School Action Team  
**CAT** Community Action Team  
**IRG** Inclusion Resource Group  
**CSP** Co-ordinated Support Plan  
**ISS** Inclusion Support Service

## Criteria for Levels 1-4 (inc. 4+)

### AUDIT OF NEEDS INDICATORS OF BARRIERS TO INCLUSION (LEARNING NEEDS)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 4+
<b>Class Teacher/ Differentiated approach</b>	As Level 1 plus <b>advice/ consultation with LS Teacher/ SMT</b>	As Levels 1 & 2 <u>plus</u> <b>direct intervention/support from additional in-school resources</b> , eg LS Teacher/ Classroom Assistant & SMT	As with Level 1, 2 & 3 <u>plus</u> <b>intervention/support from outwith school resouces/multi- agency/SAT</b>	As with Levels 1, 2, 3 & 4 but also ongoing multi-agency input
<ul style="list-style-type: none"> <li>• Pupil requires greater than normal class teacher support, in one or more area of the curriculum</li> <li>• A degree of curriculum differentiation is required</li> <li>• Parents/carers will have been informed of concerns, eg home, diary, informal discussions, parents' evenings</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil has increasing difficulty requiring regular/frequent support in one or more area of the curriculum</li> <li>• Pupil may have limited support from within school staffing complement, eg Learning Support, SMT, Classroom Assistant</li> <li>• Parents/carers have been made aware that this support is available to the pupil</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil has considerable difficulty requiring significant support in one or more area of the curriculum</li> <li>• An adapted programme of work and planned differentiation across relevant areas of the curriculum may be in place</li> <li>• Parents/carers will have agreed to informal discussion with Educational Psychologist and/or other specialists</li> <li>• Parents/carers will be fully aware of child's needs/ existing supports/strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil has major difficulties requiring intensive ongoing support in one or more area of the curriculum</li> <li>• An individualised educational programme (IEP) will be in place</li> <li>• Consultation/input from other agencies is required</li> <li>• Pupils work will be significantly differentiated across relevant areas of the curriculum</li> <li>• For some of the pupils, there may be additional identified needs which require specialised support eg difficulties with: visual impairment* hearing impairment* motor skills* health / medical / personal care* language &amp; communication social interaction attention/concentration dyslexia personal organisational difficulties</li> </ul> <p>Many of these pupils will be part of the SEN Target Setting Initiative</p>	<ul style="list-style-type: none"> <li>• Pupils will have been referred to IRG</li> <li>• An extended support plan to include an IEP will be in place</li> <li>• All areas of the curriculum are significantly and substantially differentiated for the pupil, eg elaborated curriculum</li> <li>• Pupil requires intensive multi-agency support in order to access the curriculum, eg Educational Psychology/Inclusion Support Service / Therapy Staff support.</li> <li>• Pupil requires an enhanced level of adult support/smaller group setting in order to remain in mainstream school</li> <li>• For many pupils, there will be additional identified needs for which they require <b>significant specialist support</b>, eg difficulties with: visual impairment* hearing impairment* motor skills* health / medical / personal care* language &amp; communication social interaction attention/concentration dyslexia personal organisational difficulties</li> </ul> <p><b>All</b> of these pupils will be part of the SEN target setting initiative</p>

\* indicates may meet the criteria for the physical / sensory audit

**AUDIT OF NEEDS**  
**INDICATORS OF BARRIERS TO INCLUSION (SOCIAL, EMOTIONAL AND BEHAVIOURAL NEEDS)**

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 4+
<b>Class Teacher/Differentiated approach</b>	<b>As Level 1 plus advice/consultation with LS Teacher/ SMT</b>	<b>As Levels 1 &amp; 2 plus direct intervention/support from additional in-school resources, eg LS Teacher, Classroom Assistant &amp; SMT</b>	<b>As with Level 1, 2 &amp; 3 but also intervention/support from outwith school resources / multi-agency /JAT</b>	<b>As with Levels 1, 2, 3 &amp; 4 but also intensive multi-agency support essential to maintain mainstream setting</b>
<ul style="list-style-type: none"> <li>● Pupil requires greater than normal adult support when:               <ul style="list-style-type: none"> <li>- settling to task</li> <li>- working or playing independently</li> <li>- endeavouring to mix well with peers and actively participating in groups</li> </ul> </li> <li>● Parents/ carers will have been informed of concerns, eg home diary, parents' evenings, informal discussions</li> </ul>	<ul style="list-style-type: none"> <li>● School finds it necessary to provide additional support from within school resources, eg advice/consultation with LS teacher/ Guidance</li> <li>● Despite tasks being differentiated appropriately pupil is unable to remain on task until completion</li> <li>● Pupil shows decreasing application to and pride in work or other school activities including play</li> <li>● Regular and frequent monitoring is in place, eg behaviour chart</li> <li>● There is increasing and regular involvement of parent/carers</li> </ul>	<ul style="list-style-type: none"> <li>● School finds it necessary to provide additional support on a regular basis from within school staffing complement.</li> <li>● Despite interventions at Level 1 &amp; 2, difficulties are persisting</li> <li>● There is close monitoring by SMT</li> <li>● Parents/carers will now have been formally informed of difficulties and the possible involvement of other agencies</li> <li>● Advice/consultation has been sought from educational psychologist and/or multi-agency colleagues as appropriate</li> <li>● Pupil may be a member of a group for whom specific targets have been identified, relative to encouraging positive behaviours</li> </ul>	<ul style="list-style-type: none"> <li>● Pupil has an IEP</li> <li>● There is a need to extend the support strategies beyond those available within the school setting ie multi-agency action/ support</li> <li>● Pupil requires some enhanced adult support in order to maintain mainstream setting</li> <li>● Pupil has been referred to and has ongoing involvement with outside agencies</li> <li>● Pupil may have been referred to inclusion Support service SEBN</li> <li>● Pupil may have additional identified needs, eg difficulties with:               <ul style="list-style-type: none"> <li>- language &amp; communication</li> <li>- social interaction</li> <li>- attention/concentration</li> </ul> </li> </ul> <p>Many of these pupils will be part of the SEN target setting initiative.</p>	<ul style="list-style-type: none"> <li>● Pupils will have been referred to Inclusion Resource Group (IRG)</li> <li>● In-school alternative curriculum is in place</li> <li>● Pupil will have been referred to inclusion Support service SEBN</li> <li>● Pupil has major difficulties requiring intensive support across virtually all areas of the curriculum</li> <li>● Pupil will have a history of ongoing multi-agency, involvement, educational psychology, social work and/or health</li> <li>● Pupil requires a significant level of additional adult support in order to maintain mainstream setting</li> <li>● Pupil will have an extended IEP which will include strategies related to the intensive input from other agencies (similar to the future CSP)</li> <li>● Pupils may also have additional identified needs which significantly inhibit learning, eg difficulties with:               <ul style="list-style-type: none"> <li>- language &amp; communication</li> <li>- social interaction</li> <li>- attention/concentration</li> </ul> </li> </ul> <p>All of these pupils will be part of the SEN Target Setting Initiative.            Pupils may be considered by IRG for:            Intensive in-school support from Inclusion Support Service; additional resourcing funded by Centre; shared placements eg part-time mainstream / part-time specialist provision (intensive input / joint support plan); longer term specialist provision; Alternative Curriculum Education programme.</p>

## **Evidence required**

Evidence will only be required for submission at the Moderation stage of the Audit at levels 4 & 4+.

For each named child, for whom evidence is requested, an information pack must be filled in. This pack can be filled in on line or down loaded and filled in by hand. It requests pupil details along with information on

- Parental contact,
- 5-14 levels,
- Levels of additional support,
- Brief explanations of child's level of difficulties
- Emotional/ behaviour profile
- Pupil generated evidence
- Professional evidence

The requested evidence should be copied and attached to the appropriate pupil information pack. Any evidence required should already be available as part of the on going process of supporting the child.

Name of school:

Name of child:

D.O.B    /    /

Age:    yrs    mths

Year Group: P1      P2      P3      P4  
                         P5      P6      P7  
Please put a zero beside any repeated year

Class

Attendance: Actual      Possible      % Absence

Looked after child?  
Yes    No

Audit level ascribed by school:  
Learning    4                    4+  
SEBN        4                    4+

For use of Moderation Panel Only

Evidence supplied:

Completed proforma

IEP

Outside agency reports

School Strategies info.

Man. Monitoring .info.

Pupil hard copy

AUDIT LEVEL AGREED					
L	1	2	3	4	4+
EB	1	2	3	4	4+

Place cursor on shaded area required and type

Head teacher's signature

date:

## PARENTAL/ CARER CONTACT

1. Regularly attends parent consultations.

Yes

No

2. Shares information/ concerns with school.

Never

Sometimes

Regularly

3. Responds to school information/ contact.

Never

Sometimes

Regularly

4. Pupil homework is supported by parent/ carer.

Never

Sometimes

Regularly

## 5-14 National Test Levels

Level

Date of Test

CAT/NFER

**Reading**

**Writing**

**Mathematics**

Current Level of Additional Support Allocated (weekly)

	<b>As part of group</b>		<b>Individually</b>	
	<b>hrs</b>	<b>mins</b>	<b>hrs</b>	<b>mins</b>
<b>Learning support</b>				
<b>Support Assistant</b> From Support Assistant Allocation				
<b>Support Assistant</b> From funds vired from school budget				
<b>Outreach Teacher</b>				

**Tick where already in place**

5-14 curriculum area	Differ-entiation	CT Support	LST support	Support Assistant	SMT Involved	Indepen-dent	Additional comment if required
Reading							
Writing							
Talking							
Listening							
Mathematics							
Environmental Studies							
Science							
RME							
Health Education							
Art & design							
Physical Education							
Drama							
Music							
Personal & Social Dev							
ICT							
Modern languages							
Field trips/ Residential/ After school clubs							

**Amplification of Need:** This section must be completed for each curricular area in which the child receives additional support.

**Language**

**Expressive Arts**

**Es/ RME/ Health/ ICT**

**Personal & Social Development**

**Mathematics**

Place cursor on shaded area required and type dates

**Date IEP initiated**

**Please enter the following meeting dates:**

- 1) for setting next long-term targets**
- 2) for setting next short-term targets**

**Behaviour/ Social /Emotional Profile**

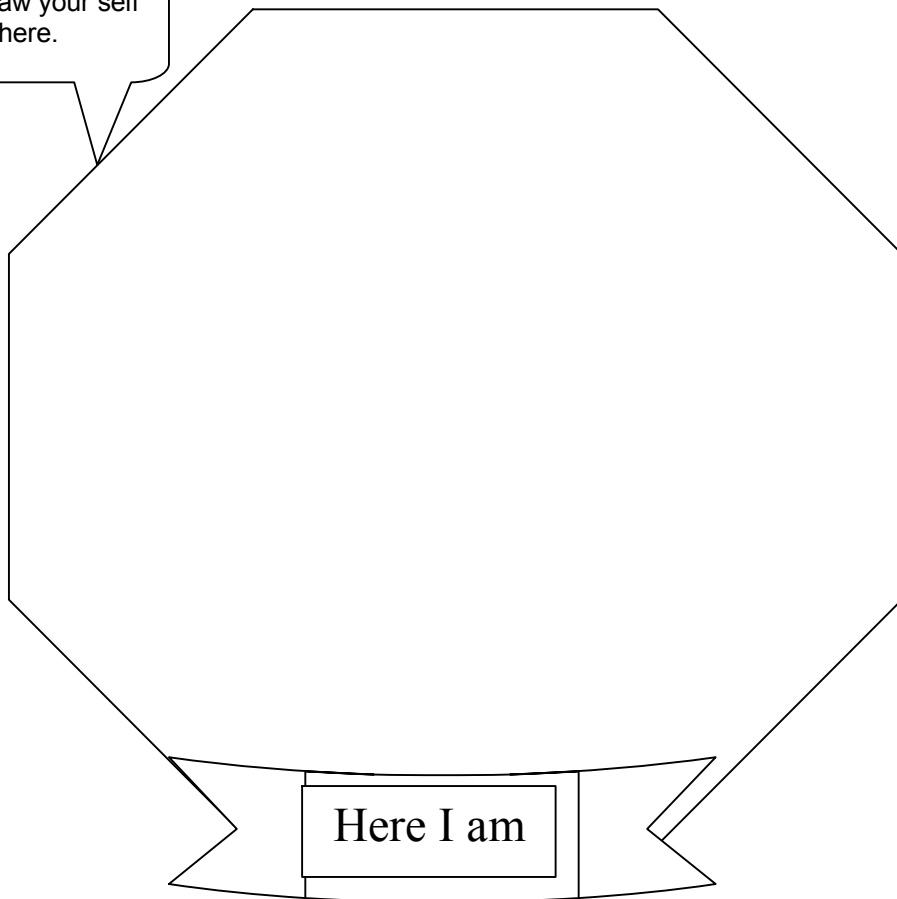
<i>Tick the most appropriate box for each descriptor</i>	<b>Definitely Like the child</b>	<b>Quite like the child</b>	<b>A bit like the child</b>	<b>Not at all like the child</b>
<b>Relates well to teacher / other adults</b>				
<b>Confident in seeking help</b>				
<b>Seeks constant reassurance</b>				
<b>Exhibits attention seeking behaviours</b>				
<b>Considerate of others</b>				
<b>Is defiant/ disobedient/ disruptive in playground/ wider school</b>				
<b>Is popular with other children</b>				
<b>Finds it hard to mix/ is very shy with other children</b>				
<b>Shows irritability/ has temper tantrums</b>				
<b>Makes/ keeps friends</b>				
<b>Works and plays well with others</b>				
<b>Gets into fights, is aggressive</b>				
<b>Bullies other children</b>				
<b>Is frequently bullied</b>				
<b>Other:</b>				

**Behavioural/ Social/ Emotional Profile continued**

<i>Tick the most appropriate box for each descriptor</i>	<b>Definitely like the child</b>	<b>Quite like the child</b>	<b>A bit like the child</b>	<b>Not at all like the child</b>
<b>Concentrates well.</b>				
<b>Rushes work</b>				
<b>Has difficulty settling to work</b>				
<b>Is restless or fidgety</b>				
<b>Has difficulty staying on task</b>				
<b>Often appears worried or anxious</b>				
<b>Regularly absent</b>				
<b>Sometimes soils or wets (do not tick if part of medical condition)</b>				
<b>Tries to use aches and pains as avoidance strategy</b>				
<b>Often appears tired</b>				
<b>A happy child</b>				
<b>Exhibits feelings of misery / sadness</b>				
<b>Deliberately injures/ damages self/ clothing</b>				
<b>Exhibits anti-social behaviours eg. Stealing, swearing, spitting</b>				
<b>Has fears of particular things eg. Open spaces, school, being alone</b>				
<b>Other:</b>				

**This is about me! My name is \_\_\_\_\_ and I am \_\_\_\_\_ years old.**

Draw your self  
in here.



Write your  
hobbies in  
here.

**My Hobbies Are...**

**After school I like to:-**

(write down what you like to do after school  
and at home)

**My friends are:-**

(write down the names of your best friends at  
school and at home)

**I have put a ring round the things I enjoy about school.**

Reading    Outings    **GOLDEN TIME**    Writing

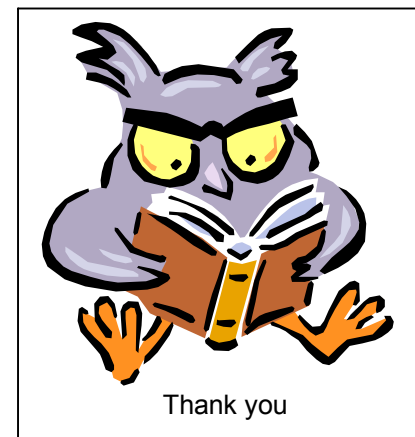
**Maths**    School dinners    **Gym**    **Playtime**

Environmental studies    Art    **SPORT**

Drama    Assembly    **PE**    **Science**    **Computer**

Television    **School camp**    Library    Music

Draw a ring  
round the  
things you  
like best.



Produced scribed     unscribed     (Please tick one)

## Evidence-

It is recognized that not all evidence sources below apply to all pupils. However, schools must supply appropriate evidence (of the type listed below) of inclusion strategies used and involvement by any other agencies.

Source	X for Included
Individualised Educational Programme	
Timetable of any additional support provided	
Educational Psychologist Report	
Minutes of Professional Meetings eg. SAT; reviews	
Children's Reporter	
Speech & Language Therapist Report	
Clinical Psychologist Report	
Occupational Therapy report	
Outreach Teacher Report	
Peripatetic Teacher(s) (Hearing/Visual Impaired)	
Physiotherapy Report	
School doctor/ Medical Report	
Social Services report	
Record of Parent/ Carer Communication	
Other Support Strategies in place for the child <i>eg support circle; school club; breakfast club etc.</i>	
Photocopy(ies) of pupil work	

## **LEARNING SUPPORT (INCLUSION) AUDIT FOR LEVELS 4 & 4+ INFORMATION SHEET & INSTRUCTIONS**

Please fill in one pack per pupil for whom moderation evidence is requested.

Filling In	This form may be filled in on the computer using the instructions given in each section. The document should then be saved under a different title (pupil's name). This can then be printed off. Alternatively print off the document as a hard copy. Photocopy the required number. Fill in by hand using the instructions given at each section.
Page 1	Basic information about child. Please fill in all sections. Please do not write in box marked "For use of Moderation Panel only". <b>Do not forget to sign at bottom right hand side.</b>
Page 2	Parental contact sheet. Tick appropriate boxes. 5-14 levels. Insert current level and date of test level.
Page 3	Level of additional support currently provided.
Page 4	Areas where support currently given, tick as appropriate.
Page 5	A more detailed explanation of child's level of difficulty in each of the designated areas must be given on this sheet. Progress box. Tick as appropriate.
Page 6 & 7	Behaviour/ social/ emotional profile tick as appropriate
Page 8 & 9	About the child to be completed by the child. Help should be given where required. Teacher to tick correct box at bottom of page 8
Page 10	List of evidence sources Please tick to show if included. Not all will be appropriate to every child. Evidence supplied should be comprehensive.
Page 11	Index and instructions for completion.

## **Pro-forma Letter re Learning and Behaviour Audit**

To: Head Teachers of Primary Schools

Dear Colleague

Thank you for attending the Audit information-sharing session on [DATE].

If you attended, you would have collected your audit pack. Attached is a copy of the pack should you wish to fill in the information on computer.

It would be helpful if you could submit the names and stages of pupils assessed by you as being level 4 or level 4+ for Learning/Behavioural Needs to the Head of Inclusion and Early Education, Department of Education, Sandwick Road, Stornoway by [DATE]. Please mark the envelope clearly:

### **Learning & Behaviour Audit for the attention of Moderation Panel**

Please refer to the criteria in your pack when assessing each pupil's level of need. Please submit a separate sheet for every year group (attached).

Thereafter, the moderation panel will contact your school requesting information/evidence for named pupils randomly selected from those put forward. At that point, a deadline will be given for the submission of the evidence.

Thank you for your co-operation with this matter.

Yours sincerely

## Primary Audit 2003/04 Level 4 & 4+

School:

Year Group:

Please fill in one sheet per year group listing all pupils in that year group who match the criteria for level 4 or 4+. Please tick the appropriate level.

Thank you.

<div style="border: 1px solid black; padding: 2px; display: inline-block;">                     Sp. Cl. = Special Class LAC = Looked after child                 </div>			<b>Needs</b>			
			<b>Learning</b>		<b>Social/ Emotional/ Behavioural</b>	
			<b>level</b>		<b>level</b>	
<b>Names</b>	<b>Sp.Cl</b>	<b>LAC</b>	<b>4</b>	<b>4+</b>	<b>4</b>	<b>4+</b>
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

## Appendix 4

### A Tiered Pattern of Intervention to Address the Needs of Children and Young People in Our Schools and Communities

#### Meeting the Needs of Individuals

##### 9.1 Rationale

Section 1 of the 1980 Education (Scotland) Act places a duty on the Local Authority to '*secure the adequate and efficient provision of school education for their area*'. This must and does include adequate and sufficient provision for Special Educational Needs.

The Children (Scotland) Act 1995 details the following key principles and requirements that should underpin all our decision making processes in relation to young people.

- The welfare of the child is paramount in all decision making;
- The views of the child must be taken into account;
- Statutory Orders should only be made if there is no better alternative available;
- Local Authorities must provide for children in need;
- Parents have specific responsibilities towards their children;
- The bringing up of children by their own parents is to be promoted and supported;
- Local Authorities must publish plans for services to children in their areas; and
- Local Authorities have specific duties for children Looked After by them.

Consequently, the primary function of all decision making forums should be to:

- Co-ordinate assessment;
- Define needs;
- Identify appropriate resources;
- Co-ordinate intervention; and
- Evaluate outcomes.

In an effort to promote inclusion and attainment, Comhairle nan Eilean Siar has decided that the barriers to inclusion are a shared responsibility between the following participants:

- The parent;

- The child;
- The school; and
- The Social Policy Service

Comhairle nan Eilean Siar has made a decision to target inclusion by developing multi-agency/disciplinary teams on an area basis in order to supplement the learning and teaching function of schools, and thereby provide a wraparound care service.

This model is based on a theoretical and philosophical argument that, while ultimately related, these are better delivered as focused and distinct services.

Education will promote inclusion through a focus on learning/teaching, attainment, achievement and the promotion of resilience in young people.

Area Support Teams support this approach by ensuring that the child in the family is seen as the unit of intervention and that they integrate their resources to target the health, economic, safety, social and emotional needs of the family.

Consequently, unlike previous models, it is imperative that these distinctions are reflected in the process.

## 9.2 Stages of Intervention

Annex 1 provides a schematic representation of the process proposed.

This model is based on the school (primary/secondary) as the unit of service delivery and assumes that the school, parent, child and area Social Inclusion Team form a partnership in order to assess and meet needs. It is a model that is also firmly based on clear lines of referral, determined by clearly understood thresholds and responsibilities.

This model promotes a partnership which will exist between the Area Social Inclusion Team and school providers such that the needs of the family and young person can be met at the level of least possible intervention. The model is therefore hierarchical in that it assumes, from a school context, that the child's needs should be met at the lowest level possible. In order for this to happen, it is critical that all staff have a clear understanding of their role and function.

Annex 2 illustrates this process.

The referral route is clearly marked by a series of thresholds which exist between each stage where, potentially, additional support can be brought to bear. The decision is always based upon a discussion of the existing situation by at least 2 adults who will professionally assess whether all resources at the lowest level have been allocated and have brought about no improvement.

### 9.3 Implications for Current Structure

The McCrone philosophy and the revised school structures that have been devised can support this model in every detail.

Curriculum Leaders/Pupil Support Managers when appointed will work with Senior Management to ensure that the school has done and is doing everything possible to support inclusion at the:

- Curriculum level;
- Pastoral level;
- Individual level; and
- System level.

### 9.4 School Action Team (SAT)

Annex 3 provides revised guidance on how these groups will articulate with universally applied school resources and the targeted resources of subsequent stages. The allocation of resources to the School Action Team (SAT) will be administered via a Service Level Agreement to ensure consistency, uniformity and appropriate evaluation. The pathways of support components provide a tiered intervention strategy consistent with the aim to have concerns dealt with at the lowest possible level. It identifies the importance of collecting evidence as the process is undertaken with an Individualised Education Plan (IEP) being created at the school level and prior to referral to the SAT. This will be enhanced by the SAT to form an IEP based action plan with detailed objectives related to intended intervention strategies. Where appropriate, an Individual Care Plan will also have to be developed.

Members of the SAT are responsible for the provision of appropriate intervention and monitoring strategies which will meet the most common needs emerging in schools. All agencies involved will agree to provide the resources detailed within the Service Level Agreement and will accept full responsibility for the monitoring and evaluation of any referred case.

Annex 4 provides a full suggested list of strategies which should be made available at each SAT. The SAT should meet as and when required but would normally meet at least twice per term.

To be consistent with the maintenance of the referral process as threshold based, the criteria for referral require to be consistently applied and the SAT should only consider referrals for young people who meet the following criteria:

- Attendance – greater than 50% non-attendance;
- Behaviour – consistent and persistent removal from 50% of subject classes;
- Family concerns – expressed as greater than 50% condoned absence, clear failure to recognise under-achievement or to acknowledge persistent misbehaviour, or address concerns over children who present

significant signs of vulnerability (eg under-nourishment, drug and alcohol abuse background).

In monitoring and evaluating of cases it is important that the SAT will impose a clear timeline for any applied strategy. This must be done to ensure that the difficulties being presented by the young person are addressed as quickly as is possible without further significant disruption to educational progress.

### 9.5 **Community Action Team (CAT)**

Where SAT Action Plans have been unable to meet success criteria and referral is required to target Authority-based resources, the SAT may refer to the Community Action Team (CAT). The CAT has access to community-based targeted resources other than segregated provisions. It is principally an inclusion forum where the needs of the child in the family are greater than the resources which the school-level SAT can deliver.

Membership of the CAT will be limited. It will consist of a representative at a senior management level who is responsible for the line management of the allocated Integration Officer, and a school representative normally a Head Teacher or Pupil Support Manager. They will be joined wherever possible by the child and parent when a specific case is being discussed.

The function of the Integration Officer will be to ensure that the allocated resource is made operational and that agreed monitoring and evaluating techniques are enacted.

The criteria which will be used to assess the appropriateness of CAT involvement are exactly the same as those which apply to the School Action Team, ie:

- Attendance – greater than 50% non-attendance;
- Behaviour – consistent and persistent removal from 50% of subject classes;
- Family concerns – expressed as greater than 50% condoned absence, clear failure to recognise under-achievement or to acknowledge persistent misbehaviour.

This will mean that the CAT is recognising that the resources brought to bear by the school and by the SAT have made no significant difference in the attendance, behaviour, learning or family situation related to a child.

The range of strategies available to the CAT will include targeting specific resources - Annex 5 lists these. In addition a CAT will be the gateway to the PAG groups and may decide upon a referral to segregated provision.

### 9.6 **Inclusion Resource Group (IRG)**

In their operation, IRGs must take account of the following:

- Children's Act implications;
- Human Rights regulations;

- Legal access to any correspondence;
- Bureaucracy; and
- Current context.

The IRG is, in effect, an admission panel to segregated provision. Best practice would suggest that:

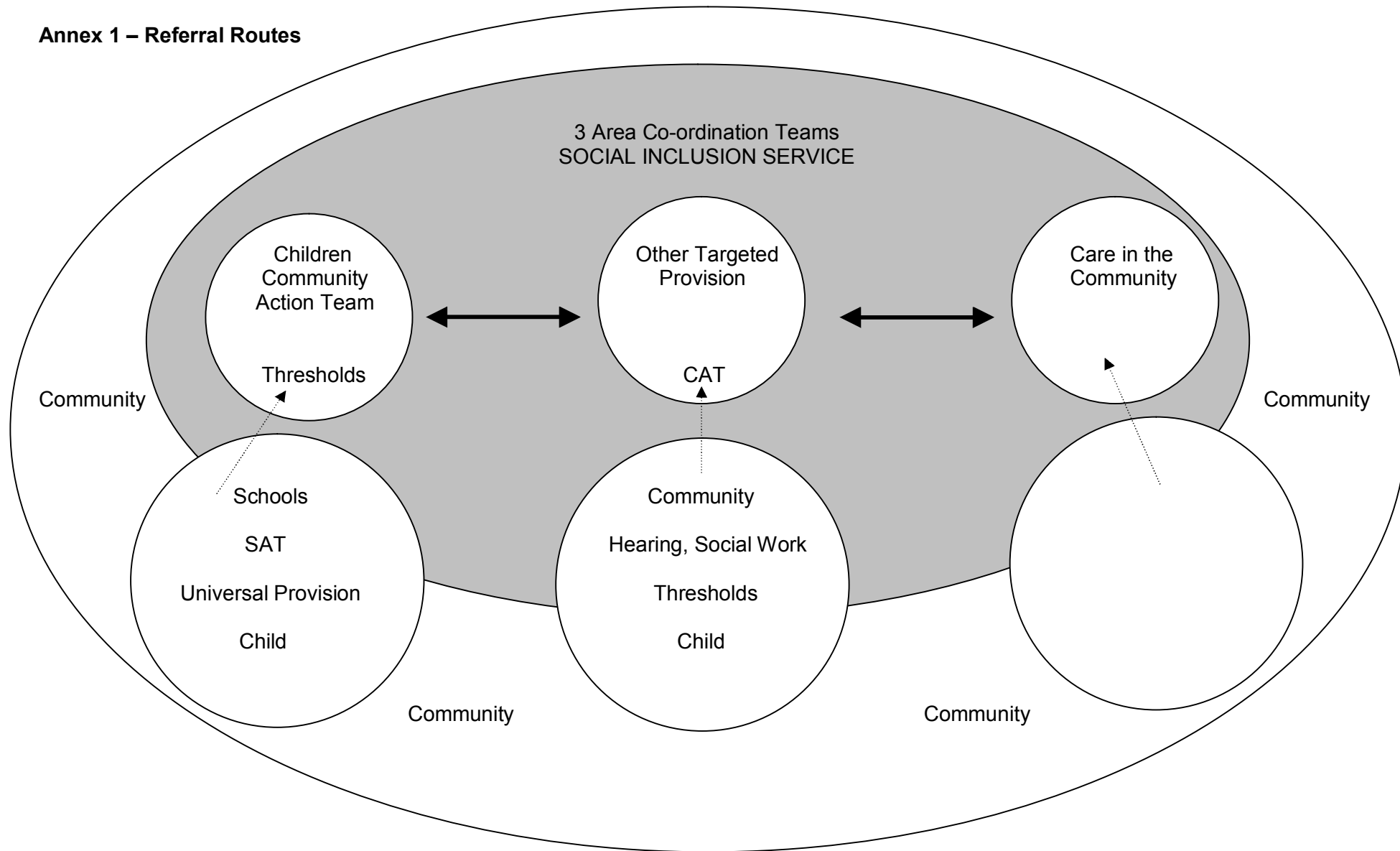
- Parent and child should be present, have a representative present and/or have their views fully represented;
- The Chair should have the authority to make decisions;
- Professional staff should be present to allow the opportunity to interact with the decision-makers, eg Social Work, Health; and
- Recommendations and decisions made will be based upon the needs of the child and the availability of provision.

An initial meeting of the IRG should take place before the beginning of each session to ensure that placements can be made timeously in many cases. Thereafter the IRG should meet on a termly or on a needs basis and should fulfil the function of an admission group to special segregated provision.

It is essential that the authority budget holder, or their nominee, should be authorised to chair and process recommendations.


It is essential that this group remains a small group which is able to make decisions.

**Annex 1 – Referral Routes**



## ANNEX 2 – A Practical Interpretation of Thresholds and Referral Routes

CLASSROOM ACTIVITIES	SCHOOL SUPPORT	SCHOOL ACTION TEAM (SAT)	COMMUNITY ACTION TEAM (CAT)
<p>Self and supported analysis of teaching and learning strategies (eg LS in secondary)</p> <p><b>Classroom plan established</b></p> <p><b>Possible action:</b></p> <ul style="list-style-type: none"> <li>▶ Appropriate selection of teaching strategies, eg differentiation, evaluation of pupil work/ assessments, incorporation of advice</li> <li>▶ Positive teaching strategies</li> <li>▶ Positive discipline procedures</li> <li>▶ Classroom sanctions</li> <li>▶ Local referral/ safe room</li> <li>▶ Classroom support</li> <li>▶ Request for initial input from Education Psychologist (school referral process)</li> </ul> <p><b>Monitoring/assessment:</b></p> <p>Classroom referral via PT (Curr. Leader)</p>	<p>PT (Curr. Leader/Pupil Support Manager/DHT)</p> <p><b>School plan established (IEP)</b></p> <p>Focused involvement of LS or support auxiliary</p> <p><b>Possible action:</b></p> <ul style="list-style-type: none"> <li>▶ Parental involvement</li> <li>▶ Target setting</li> <li>▶ Monitoring cards or charts</li> <li>▶ Attendance improvement</li> <li>▶ Assign positive duties</li> <li>▶ Removal of privileges</li> <li>▶ School sanctions</li> <li>▶ Pupil support base (secondaries)</li> <li>▶ Initial school contact with other agencies (DHT oversees)</li> <li>▶ Curricular flexibility, etc</li> </ul> <p><b>Monitoring/assessment:</b></p> <p>School referral via DHT/Pupil Support Manager</p>	<p>School multi-disciplinary team review of strategies</p> <p><b>JAG plan established (including IEP)</b></p> <p><b>Possible action:</b></p> <ul style="list-style-type: none"> <li>▶ One-to-one involvement</li> <li>▶ Group work</li> <li>▶ Family work</li> <li>▶ Medical services</li> <li>▶ Educational Psychologist</li> <li>▶ Social Work Dept</li> <li>▶ Community Police</li> <li>▶ Community Education</li> <li>▶ Specialist agencies</li> <li>▶ Parent Support Worker</li> </ul> <p><b>Monitoring/assessment:</b></p> <p>SAT referral via Chair and countersigned by Head Teacher</p>	<p>Cluster inter-disciplinary team</p> <p>Individual Community Plan (ICP) established</p> <p><b>Possible action:</b></p> <ul style="list-style-type: none"> <li>▶ Specialist integrated action and access to enhanced targeted resources either in group or one-to-one</li> <li>▶ Refer back with resource identified and allocated, eg curricular/other packages</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>▶ Referral to additional specialist services via specialist budget holder</li> </ul> <p><b>Monitoring/assessment:</b></p> <p>CAT referral</p>

Increasing concern 

**Notes on the above pattern:**

- This pattern would be applicable to young people who were causing concern in either the learning or behavioural context.
- The evidence for the reasons a young person is causing concern will be accumulated naturally with the creation, monitoring and evaluation of a plan at each stage.
- At each stage there must be a clear identification of:
  - a) criteria to be met for the move;
  - b) a menu of appropriate strategies available; and
  - c) an allocation of necessary resources.
- At each stage, monitoring and assessment should consider all appropriate strategies and evaluate outcomes of those utilized, or justify any decision not to apply others. This will underpin the requirement for uniformity of approach to ensure appropriate action across schools.
- Up to the involvement of the Joint Action Group, emphasis will be on optimising attainment potential in as wide a curriculum as is possible. If a case is as serious as to pass to the Community Response Team then attainment appropriate to the social/disability/ situation will be discussed and agreed.
- The pattern proposes the abandonment of the current IRG, CAT process and the function of these groups will be subsumed into the work of the CAT with any requests for additional specialist resources being taken to budget holders in the appropriate areas, eg SEN, EBD, SWD. It is proposed that this pattern will be an effective replacement offering greater uniformity based upon agreed areas of evidence and greater transparency within requests.

## **Appendix 5 – A Parent’s Checklist**

### **4.1 Booklet ‘Top Marks for Good Practice; Getting the Most for Your Child’s Schooling – A Checklist for Parents’ – Scottish Consortium for Learning Disability**

### **4.2 Guidance on School Support for Learning Policy**

#### **4.2.1 Aims**

Include summative statements on the following:

- the collective school responsibility for the education of children with additional support needs;
- the ways in which the school ensures that pupils with a disability are not discriminated against;
- the ways in which the school identifies and meets the additional support needs of pupils;
- how pupils and parents are involved in the decision making process;
- the ways in which the staff work together; and
- the ways in which the school involves other services and other agencies.

#### **4.2.2 Rationale**

A statement which elaborates on the key principles, statutory requirements, national and Education Authority policies, guidelines and other relevant influences on which the policy is based. Reference should be made to the school’s commitment to the principle of inclusion in line with council policy.

#### **4.2.3 Those to whom the policy is addressed**

List of those for whom the policy is intended including:

- all staff based in or working with the school, including staff who are employed by other services within the council;
- specialist peripatetic support staff;
- Educational Psychologist;
- classroom assistant;
- home/school worker;
- other agencies – Social Work, Health Services, etc;
- voluntary support agencies;

- pupils; and
- parents.

#### 4.2.4 **Other policies to which this relates**

Identify related policies and guidelines particularly with reference to curriculum, guidance, and learning and teaching and those related to matters concerning children with additional needs.

#### 4.2.5 **Whole School approaches to support for learning**

4.2.5.1 Information detailing the systems within the school which contribute towards the planning and provision of support for pupils with additional needs, including:

- a clear statement about the responsibility of all staff to support the learning of children with additional support needs;
- arrangements for school liaison group – remit, membership;
- system for informing staff of the individual needs of pupils;
- cross-curricular links;
- procedures for holding case conferences to discuss specific pupils;
- strategies to provide access to the curriculum for children with additional support needs such as: differentiated resources, access to technology, co-operative teaching, team teaching, etc;
- school initiatives such as: paired reading, senior pupil helpers, buddy system, mentoring system, lunch-time clubs, award systems, school monitors, etc;
- liaison arrangements for staff: guidance/support for learning/class teachers; and
- staff development plan to increase knowledge and skills in meeting additional support needs.

#### 4.2.5.2 **Inclusion of Children with a Disability**

A statement to demonstrate that no pupil is discriminated against in terms of his/her disability will require to be included to reflect the SEN Disability Act which will be enacted from August 2002. This should include references to access to the building, to the curriculum, to out of school activities and to information about the school.

#### **4.2.6 Identification and assessment of support needs including the names and remits of those responsible for implementing policies**

##### **4.2.6.1 Assessment and Planning**

Reference should be made to the school's procedure for the identification, assessment, planning, monitoring and evaluation of the pupils with additional support needs. The name of the member of the senior management team who has the overall responsibility for the support for learning remit should be noted. Specific reference should be made under each section detailing the process of involving pupils and parents in the decision making process. A description of how the school will implement a coherent approach to guidance, learning support and behaviour management as described in the recommendations of the Discipline Task Group should be included.

##### **4.2.6.2 Monitoring Procedures**

Include information on the school monitoring procedures. This will include the lines of responsibility from class teachers to the next level of referral for further advice and support through the different stages which may eventually lead to a Record of Needs. This is referred to as the stepped process and detail is contained in standard circular 42. The method and frequency for reviewing progress will be included. The procedure should indicate the arrangements for the involvement of the pupil and the parent. Detailed guidance on this is contained in the guidelines on monitoring progress.

##### **4.2.6.3 Individualised Educational Programmes**

Information pertaining to the management of Individualised Educational Programmes should be detailed including:

- planning the annual review of long-term targets
- the evaluation cycle of progress towards short-term targets
- collation and reporting on overall school progress of pupil's achievement of long-term targets
- identification of a member of the senior management team with responsibility for management of Individualised Educational Programmes.

Procedures established for liaison within the school should be noted along with the method of involving pupils and parents in the planning and reviewing of targets. Proformas used in the monitoring process could be added as appendices.

Detailed guidance on this is contained in the guidelines on Individualised Educational Programmes.

#### **4.2.6.4 Joint Assessment Team**

Explain the function of the Joint Assessment Team (JAT) and list the members of the team. Detail the referral procedure for staff. Identify the procedures involved in assessing, planning and monitoring and evaluating the progress of pupils referred to the JAT.

#### **4.2.6.5 Statutory Procedures**

Outline the school procedures in relation to Record of Needs. This should include the procedures for dissemination of information to staff (including temporary staff), review procedures and, where appropriate, the future needs assessment review. Indicate the steps taken to involve parents and pupils.

### **4.2.7 Working Together**

4.2.7.1 Arrangements for working with specialist peripatetic service staff should be included, detailing the arrangements for discussing the agreed plan, and liaising with staff to evaluate progress and plan next steps.

4.2.7.2 Agreed arrangements for working with the Psychological Services, family support teams, Social Work and Health Services staff should also be detailed.

4.2.7.3 The procedures for all members of staff regarding record keeping for pupils with additional support needs should be included as should the procedure for informing and involving the member of the Senior Management Team with the key responsibility where concern over a particular pupil exists.

4.2.7.4 Where pupils are transferring at any stage of their education, information on arrangements for the transfer of information, arrangements for liaison visits and, where appropriate, induction days for pupils should be included.

### **4.2.8 Staff Development**

The successful implementation of this policy will require appropriate staff development and training. Staff must be assisted in identifying their own development needs in relation to the school policy. This process will inform in-service provision at school and authority level and service-wide staff development will be available for all staff.