



# OMHAIRLE NAN EILEAN SIAR

Roinn an Fhoghlaim is Seirbheisean Chloinne  
Department of Education and Children's Services

## MEETING NEEDS, SUPPORTING LEARNERS

### A HANDBOOK FOR PROFESSIONALS

**'Ag Amas air Adhartas - Aiming for Advancement'**

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## INTRODUCTION

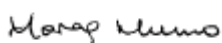
In light of our current practice, it has become evident that we need to substantially revise our Additional Support Needs Handbook to take account of our experience and to provide a more comprehensive resource to practitioners. It is hoped that this revised publication, *Meeting Needs, Supporting Learners*, will provide staff with a more practical and effective resource for meeting the broad range of additional support needs. **Please note that this handbook is intended to be used in conjunction with *Supporting children's learning: code of practice* (SEED, 2005).**

The Education and Children's Services Department is committed to ensuring that all our children are successful learners, confident individuals, responsible citizens and effective contributors to society and work. We all have responsibilities to 'Get it Right for Every Child' and to ensure that they are safe, nurtured, healthy, achieving, active, respected, responsible and included. This handbook is designed to help you to assess needs and access support to help children learn and achieve their potential in school, family and community settings.

The Education (Additional Support for Learning) (Scotland) Act 2004 ('the Act') was designed and implemented with the aim of creating a stronger and better system for supporting children's learning. However, as with all legislation, it is only effective when we work together to put in place robust processes and plans to meet the needs of children, young people and families.

The Act also gives parents and children additional rights and responsibilities which we must respect and take account of when we engage with them.

Schools on their own can not deliver what all children and young people need to make the most of their education. Other agencies may also need to be involved and they too have a critical contribution to make in meeting the needs of children and families. To ensure that we meet fully the aspirations of *For Scotland's Children*, an integrated approach through Learning Communities has been established in all areas of the Western Isles to improve and unify the support systems for children. The unit of service delivery is the child, the child in the family, the child in the family in the community.



Morag Munro  
Chair of Education and Children's Services



Joan Mackinnon  
Director of Education and Children's Services

## **Section 1      Inclusion and Equality**

Being inclusive means taking action to build a fair and equal society. All our policies, procedures and practices are informed by the principles of Inclusion and Equality, and underpinned by the following values:

- Openness, honesty and integrity
- Fairness, understanding and compassion
- Mutual trust, tolerance and respect

Everyone has a responsibility to promote equality and implement inclusive practices, and to ensure that all legislative duties are fully implemented.

Being inclusive means planning to take account of the circumstances of all individuals, groups and communities in order to maximise opportunities for participation. This applies to universal services as well as services and resources that may be targeted according to identified need.

Any barriers which isolate, marginalise or otherwise disadvantage individuals, groups and communities must be identified and appropriate action taken to overcome them. In this way we ensure that all people are enabled to participate and contribute. Equality of opportunity must take account of the range and diversity of needs, individuals, groups and communities. Services must respond to these needs in a range of ways to ensure that everyone is included, and that these opportunities are distributed in a fair manner.

Information and knowledge provide opportunities for participation. Therefore, communications must be clear and in forms that all people can access. The full range of media, together with the range of languages, must be an integral part of the work of services. Partnership working and integrated service delivery are the means to making this a reality. It is our responsibility to ensure that individuals, groups and communities are not excluded and marginalised from services and provision of opportunities. We have to ensure that participation is possible for marginalised individuals, groups and communities. This would include young carers, gypsy travellers and people with a range of identified learning, cultural, social and mental health needs.

### **Inclusion and Equality Responsibilities**

It is the responsibility of individuals and groups at all levels within Education and Children's Services to ensure that this policy is implemented effectively.

Employees will:

- have an understanding of their legal duties and related policy guidance on Equalities and Inclusion
- promote equality of opportunity and good relations between individuals and groups
- participate in a dynamic process of planning, reflection, monitoring and evaluation to meet the diverse range of needs
- participate in integrated service delivery and partnership working

Leaders and Managers will:

- lead a dynamic process of planning, review, monitoring and evaluation
- optimise resources through priority based planning
- gather and analyse data to ensure effective responses are taken in support of inclusion and equality of opportunity
- monitor service provision at a range of levels - planning, employment, consultation, providing information, incident reporting
- ensure appropriate employee development and training
- actively promote integrated service delivery and partnerships
- implement appropriate policy guidance and legal duties
- promote equality of opportunity and good relations between individuals and groups

## Legal Framework

In November 2005, the system of assessing and recording of children and young people with special educational needs was replaced by a framework based on the concept of additional support needs. The Education (Additional Support for Learning) (Scotland) Act 2004 ('the Act') defines additional support needs in much broader terms than special educational needs. The Act aims to ensure that **all** children and young people are provided with the necessary support to help them work towards achieving their full potential. It promotes collaborative working among all professionals supporting children and young people and, in so doing, it incorporates a wide range of policies designed to improve the quality of provision for young people.

The Act introduced a single structure for meeting the needs of children who require additional support to ensure they can make the most of their education. This means that **any** child who needs additional or different support to that which is normally provided in school or pre-school is said to have 'additional support needs'. It is not possible to list all the factors affecting a child's education. What is important is to recognise that any number of different circumstances can affect a child's ability to learn. Consequently, professionals with different areas of expertise are required to work together effectively within the Learning Community to make sure that the support children receive is tailored to their individual needs.

## **Learning Communities**

The Education and Children's Services Department has established Learning Communities as a model for delivering services to children which:

- Focuses on the needs of the child
- Views the child in the family as the focus of service delivery
- Promotes children's rights
- Utilises the school as the central point of service delivery
- Integrates planning based on robust evidence at a community level
- Ensures inclusive access to all services
- Provides targeted services based on agreed criteria

The key principles underlying Learning Communities are:

- A multi-agency approach to planning and delivery of services to all children (0 – 18 years)
- Joint training and working, leading to the promotion of social inclusion
- Planning to improve attendance, achievement and attainment
- Family support through engagement with parents and carers
- An emphasis on pastoral care, emotional and social development and citizenship
- Establishment of health-promoting schools
- Engagement with the wider community and the promotion of the Gaelic language and culture

## Section 2 Additional Support Needs

### What are additional support needs?

Legal definition of additional support needs and additional support:

*“A child or young person has additional support needs for the purposes of this Act where, for whatever reason, the child or young person is, or is likely to be, unable without the provision of additional support to benefit from school education provided or to be provided for the child or young person.”*

The law says that a child or a young person may have additional support needs if they are unable to benefit from their school education without help beyond that which is normally given to children or young people of the same age. Such education should be directed to the development of the personality, talents, mental and physical abilities of the child or young person to their fullest potential. Consequently, children may need additional support at any time during their school life from the age of three when they start their pre-school education. They may also need additional support to help them prepare for pre-school or school.

(Adapted from *A Parents' Guide to support for learning*, Enquire, 2006, p.8)

Those factors which may inhibit a child or young person's capacity to benefit from education are generally related to four themes:

- The learning environment
- Family circumstances
- Disability and health
- Social, emotional factors

For some children and young people their additional support needs arise from a range of factors related to more than one of the above themes. Each child or young person is unique and requires a system of identification, assessment and provision that is capable of responding to their individual profile of needs, strengths and circumstances.

*Supporting children's learning: code of practice* provides helpful illustrations of the above themes and this broader concept of additional support needs.

All children and young people need support to help them learn. The main sources of support in school provision are the staff who, through their normal practice, are able to meet a diverse range of needs. However, the needs of some children and young people are such that, in order to help them benefit from school education, they require support which “is additional to, or otherwise different from” the education provision that is generally provided to their peers. This support may be long or short term and may involve other services such as health or social work.

Given that the definition of additional support provided in the Act is a wide one, it is not possible to provide an exhaustive list of possible forms it might take. What is essential is to ensure that the form(s) of support provided has been identified as an additional provision required to take account of the particular needs and circumstances of an individual child or young person to ensure that they benefit from school education.

Additional support for children and young people may include:

- A particular approach to teaching
- Differentiation
- Access to counselling or therapy
- Additional time
- The deployment of personnel from within the school and education authority as well as other agencies
- Provision of particular resources

**Reference**

*Supporting children's learning: code of practice*  
*A Parents' Guide to support for learning*

SEED, Edinburgh, 2005  
Enquire, Edinburgh, 2006

## **Section 3 Additional Support for Learning**

The Education (Additional Support for Learning) (Scotland) Act 2004 ('the Act') requires education authorities to make appropriate arrangements for identifying the additional support needs of any child or young person for whom they have educational responsibility. It further requires them to ensure that all those identified are provided with appropriate additional support to meet their individual needs.

### **Eligibility for additional support**

- **School-age children**

The additional support needs of children and young people of school age are identified through the arrangements for assessment for learning and for monitoring the learning process. The support provided, therefore, must be 'adequate and efficient', tailored to meet individual needs and integrated into everyday classroom practice to ensure that the child is not singled out as 'different'.

For some children and young people the nature and/or complexity of their individual needs may mean that they will require support from other agencies, e.g. social work or health. In such cases the education authority is required to work with these other agencies to identify the needs of and plan the additional support that is necessary for the child or young person.

- **Pre-school children**

The Education and Children's Services Department must identify whether children have additional support needs and provide them with the appropriate support if they:

- attend a local authority nursery
- attend a nursery class in a primary school
- attend an independent/private nursery that is working in partnership with the local authority
- attend an independent/private nursery where the local authority is meeting the fees

*(A Parents' Guide to support for learning, Enquire, 2006, p11)*

- **Children up to the age of three**

The Education and Children's Services Department has a duty to provide appropriate additional support where a child has additional support needs due to disability as defined in the Disability Discrimination Act 1995. In such cases referral to the education authority must be made by NHS professionals.

The education authority may also provide additional support for children under three who have not been diagnosed with a disability but who may benefit from such early support. This is not, however, a legal obligation.

The Education and Children's Services Department might *not* provide a certain type of support to pre-school or school-age children if it cannot because it is outwith its powers, or if the cost of the support is considered to be unreasonably high. This might be the case if:

- the cost of providing the support completely outweighs the benefits to the child
- suitable alternative support is available at a significantly lower cost
- the cost of providing the support, such as building new facilities, would completely outweigh the benefits to the wider community

*(A Parents' Guide to support for learning, Enquire, 2006, p11)*

## **Related processes and procedures**

Within the Western Isles, audit systems and staged assessment and intervention are used to identify, assess and meet the additional support needs of all children within the context of the school and Learning Community. This approach seeks to integrate best practice in the classroom with *Assessment is for Learning* pedagogy and the *Getting it Right for Every Child* integrated assessment framework.

## **The rights of parents and children**

Within these processes it must be remembered that parents and children have specific rights:

- Parents have a right to ask the Education and Children's Services Department at any time to find out whether their child has additional support needs
- Children aged sixteen or over have the right to request an assessment to establish whether they have additional support needs
- The Education and Children's Services Department must comply with the above requests and establish whether children have additional support needs

(For more detailed information on the eligibility of support see: *A Parents' Guide to support for learning*, Enquire, 2006, pp. 11 -17 and *Supporting children's learning: code of practice*, SEED, 2005, chapters 2 and 3)

## Staged assessment and intervention

### Introduction

Staged assessment and intervention is a process implemented by the education authority to support the learning and general progress of children and young people. It provides schools and educational establishments, parents, children and young people, support services and other agencies with a structured system for identification, assessment, planning, review and record keeping for individual children and young people who require additional support of any kind.

[Appendix 3.1](#) outlines the processes to be followed by each Learning Community and by the education authority to meet the requirements of the Education (Additional Support for Learning) (Scotland) Act 2004 ('the Act').

The Additional Support Needs Audit has been used in all Western Isles schools since 2005. The audit has been revised and updated in the light of the Act, and is fully compatible with the legal requirements. A system of staged assessment and intervention is now in place to clarify criteria and to further develop the effectiveness of the audit process.

**Staged assessment and intervention is used in all Learning Communities and is subject to regulation and quality assurance by the authority. In keeping with the *Supporting children's learning: code of practice*, this process seeks to resolve disagreements as early as possible and with the least intrusive course of action (see [Section 7](#) on Resolving Disagreements).**

The pertinent features of this process in the current context are:

- Ownership and management by the establishment of the identification, assessment, planning, review and monitoring of children and young people in their own home, school and community, where appropriate
- Early and meaningful involvement and participation of the child and parents in the process
- Intervention at the most effective and least intrusive level
- Ease of movement, both upwards and downwards, between stages of intervention
- Appropriate involvement of support services and other agencies for consultation, intervention and review for schools and individual young people
- Effective, efficient and equitable targeting of resources
- Adequate and appropriate documentation to describe the additional support needs, to justify decisions to move between stages and to support decisions regarding the allocation of additional resources

## Stage 1

All children and young people in educational establishments need a consistent, stable learning environment and competent teaching in order to learn effectively. In Comhairle nan Eilean Siar there is a strong expectation that those engaged with children and young people in the learning process will be using good, inclusive educational practices and resources to facilitate learning.

Stage 1 monitoring and intervention takes place as a natural part of good practice, whereby low-level support for individuals will be an element of forward planning, in the form of differentiation, grouping, pacing and classroom management. Interventions are short-term, low key and minimally intrusive. The teacher or pre-school worker will engage in these strategies many times per day in many contexts, resolving minor difficulties in the process.

At any point in time some 10-15% of the establishment population might be monitored under Stage 1 and, in many cases, the learning need will be adequately addressed in this way. A Stage 1 list or ASN register will be maintained of those children or young people being monitored. Formats for a Stage 1 list and ASN register are shown at Appendices [3.2a](#) and [3.2b](#).

The pre-school worker or teacher must discuss the strategies and outcomes with colleagues or the learning support teacher, and a behavioural environmental checklist or classroom audit is completed if appropriate (Appendix [3.3a](#) and [3.3b](#)). The pre-school worker or teacher will also keep a record of observations, plans, interventions, strategies and their effectiveness. **The child/young person must be included on the education authority's Children's Services Database.**

Although the minor difficulties encountered at this stage do not amount to additional support needs as depicted in the Act, the monitoring and record-keeping aspects are vital in establishing and quantifying the evidence which would be required if it is necessary to consider any intervention beyond Stage 1.

Column 2 of the Staged Assessment and Intervention Overview ([Appendix 3.4](#)) gives clear examples of the learning, health, social or family circumstances which might be involved.

Whilst the low-level nature of the intervention does not indicate the need for a formal meeting with parents, good practice and the occasional need for further intervention would require that parents be informed verbally about the concern and the measures being taken (for example at parents evenings) on at least an annual basis. It is good practice also to involve the child in these decisions.

If, as in many cases, the intervention at Stage 1 is successful in addressing the difficulty, the monitoring should be discontinued, and this information should be noted on the education authority's Children's Services Database. The name of the child or young person should be removed from the Stage 1 list and the parent(s) and child should be informed.

## Stage 2

If there is, over a reasonable period, **insufficient evidence of progress** in addressing the perceived difficulty, in discussion with the learning support teacher, a move to Stage 2 should be considered at a School Action Team (SAT) meeting. A SAT meeting is a group meeting that is called by schools to address any support needs or concerns for an individual young person that has been identified by the school, parent or other agency, as needing support. This would involve informing the parents by letter and seeking their views (Appendices [3.5a](#), [3.5b](#), and [3.5c](#)). **Guidance on chairing meetings, minute taking and the Education and Children's Services minute template are provided at Appendices [3.6a](#), [3.6b](#) and [3.6c](#).**

As this would entail assessment and a decision about whether the child or young person requires additional support for learning, as defined by the Act, the formal communication process would be undertaken by the head teacher.

From Stage 2 onwards, the learning support teacher is required to maintain an official register of all children and young people with additional support needs. This can be done by ensuring the entries for children and young people at Stage 2 onwards are updated on education authority's Children's Services Database.

The decisive factor for moving between stages is the **impact on learning**. Whilst all children at Stage 2 will be in mainstream establishments, as will be seen from column 3 of the Staged Assessment and Intervention Overview ([Appendix 3.4](#)), regular consultation within the establishment, minor curricular adaptations and short-term individual or group interventions are a feature of this stage. An Action Plan ([Appendix 3.7](#)) for each child or young person is required as part of the Stage 2 paperwork. Positive, pro-active involvement of parent(s) and the child or young person is necessary to achieve effective outcomes. **Parents must be informed of their right to seek assessments and to engage in dispute resolution processes.**

Clearly, the need to deal sympathetically with parental concerns is paramount. The confidence which has been built up in parents and young people by the staged assessment and intervention process should be a positive benefit in this context.

The Stage 2 Action Plan might detail a range of interventions to support learning. The evaluation of these interventions may happen at different points in the year; some children or young people might, because of individual circumstances, have a series of SAT meetings throughout the year. In normal circumstances, the Stage 2 Action Plan would be reviewed annually.

Further detailed illustrations, for example relating to factors such as learning environment, family circumstances, disability/health issues and social/emotional difficulties are given in the Staged Assessment and Intervention Overview ([Appendix 3.4](#)).

Progress is monitored through revisions of the Action Plan. If the intervention requires to be maintained, the child or young person will remain on the education authority's Children's Services Database at Stage 2. If the intervention has been successfully concluded, the pupil should be removed from the ASN Audit and the pupil information must be updated on the Children's Services Database; monitoring could be continued at Stage 1 or discontinued completely.

### Stage 3

Any move to Stage 3 of staged assessment and intervention would be dependent on a number of factors:

- the availability of **sound documented evidence** from the action planning and review processes at Stage 2
- the range of **interventions undertaken, over time, proved insufficient** to meet the additional support needs
- **agreement amongst all those working directly with the child or young person**

Characteristics of a planned move to Stage 3 of staged assessment and intervention would include:

- a perceived need to seek individualisation of significant aspects of the child's or young person's curriculum
- a need to involve in a more direct role one or more of the services or agencies supporting the progress of the child or young person

Again, whilst the vast majority of Stage 3 interventions will remain in the mainstream setting, some strictly time-limited access to off-site provision may be considered.

An **essential element** of Stage 3 provision will therefore be an **Individualised Education Programme (IEP)** which will include short-term and long-term targets within specified areas of the modified curriculum (see Appendices [3.8a](#), [3.8b](#) and [5.1](#)).

An IEP might also be targeted at social/emotional factors. Specialist staff or other professionals may have regular involvement with the child and young person, and may indeed take a lead role in co-ordinating inputs; for example, a social worker may lead on interventions relating to family circumstances.

Similarly, it may be a health or disability issue which is impacting significantly on the learning of the child or young person; in this instance it is appropriate for a professional allied to health to have a lead role in co-ordinating the range of Stage 3 interventions.

Under the new legislation, the need for parents and young people to be integrally involved in meetings and in all decision-making involving their children is mandatory. Their rights to request assessments and to dispute resolution are as in Stage 2. A supporter or advocate can also accompany them to meetings. Children themselves also have rights to participate in decisions and have their views taken into account.

The Staged Assessment and Intervention Overview ([Appendix 3.4](#)) gives further illustrations of all aspects of the Stage 3 interventions.

Documentation required at Stage 3:

- details of (SATs) staged assessment and intervention meetings, minutes, reviews and action plan
- details of assessment information/plans/proposals/targets and recommendations including involvement of other professionals and support services
- an IEP

Long-term targets will be evaluated annually. Short-term targets will generally be evaluated termly with parents and the child/young person. There will be individual variation depending on circumstances.

As with the earlier stages, **it is reasonable to expect that in a proportion of cases, the range of interventions undertaken will result in successful resolution of the difficulty, to the extent that some supports may be withdrawn and the situation may revert to Stage 2 monitoring**, thus releasing resources for re-distribution. Some children and young people, however, may require Stage 3 supports to be maintained on a longer term basis. The education authority's Children's Services Database should be updated.

## **Stage 4 Children with Severe and Complex Additional Support Needs**

The intention within Comhairle nan Eilean Siar is to use Stage 4 of the staged assessment and intervention process to target more specialised resources for the 1% of children and young people with the most severe and complex learning needs.

There is a need for movement to Stage 4 to be a robust, transparent process with clear accountability.

For any child or young person at Stage 3 there will be a regular review at SAT meetings and a monitoring process in place in order to consider adjustments to the IEP and to co-ordinate the contributions of the range of professionals involved, in consultation with the parent.

If there is a consensus among these parties that significant inputs and resourcing beyond Stage 3 is likely to be required, **documentation will require to be collated by the learning support teacher for consideration by the Learning Community Management Team** for referral to a Community Action Team (CAT) Meeting. A CAT meeting is a meeting called by the Education and Children's Services Department if supports from the SAT meeting are not successfully addressing the identified young person's needs and additional resources not currently available and supports can be put in place to support the young person.

The documentation to be submitted to the Learning Community Management Team could include:

- A copy of the most recent Individualised Educational Programme (IEP)
- A copy of the most recent IEP Review
- Co-ordinated Support Plan (CSP), if appropriate
- Any relevant reports from those professionals engaged in supporting the child or young person, e.g. LAAC, Child Protection Reports, etc

Long-term targets will be evaluated annually. Short-term targets will generally be evaluated termly with parents and the child/young person. There will be individual variation depending on circumstances. Pupils with a CSP will be reviewed annually.

As with other stages, under the provisions of the Education (Additional Support for Learning) (Scotland) Act 2004, parents and young people will have rights to dispute resolution. Additionally, if the Learning Community Management Team does not agree that movement to Stage 4 is necessary, similar rights of appeal will apply.

### **Co-ordinated Support Plans**

A multi-agency meeting will consider whether pupils at Stage 4 meet the criteria for opening a Co-ordinated Support Plan (CSP) (a decision tree for determining whether a CSP is required is given at [Appendix 3.9a](#) and the process and timescales for CSP planning are given at [Appendix 3.9b](#); more detailed information on CSPs is given in [Section 5](#)).

Also, under the Education (Additional Support for Learning) (Scotland) Act 2004, parents have a right to ask the establishment or the authority to assess whether a CSP is needed. Principal teachers of learning support will offer support to educational establishments in cases where parents or young people have made this request. It should be noted that, as well as having recourse to mediation and independent adjudication regarding Coordinated Support Plans, the parent can also make a referral to the Additional Support Needs Tribunal if they are unhappy about any aspect of the process. In the Western Isles, parents and children/young people may also access representation through Advocacy Western Isles. Further information on resolving disagreements can be found in [Section 7](#).

The procedures and guidance that must be followed in relation to coordinated support plans in the Western Isles, including the co-ordinated support plan template, are included in [Section 5](#).

### **References**

*Supporting Children's Learning: code of practice* SEED, Edinburgh, 2005  
*A Parents' Guide to support for learning* Enquire, Edinburgh, 2006

In the context of the Act, Stage 1 intervention will continue to be used for a wide spectrum of in-class supports and strategies often of a temporary nature. Interventions at Stages 2, 3 and 4 would constitute **additional support for learning**.

<b>Staged Assessment and Intervention Processes</b>					
<b>Stage</b>	<b>* Referrer</b>	<b>Referred to</b>	<b>Action</b>	<b>Responsibility</b>	<b>Procedure</b>
<b>1</b>	Class/subject teacher Pre-school teacher	Head teacher and/or LS teacher	Monitoring within class, enhanced differentiation	Class/subject Teacher Pre-school teacher	Stage 1 List or ASN Register (Appendix <a href="#">3.2a</a> and <a href="#">3.2b</a> ); include on ASN Audit & Children's Services database
<b>2</b>	Class/subject teacher Pre-school teacher	Head teacher and/or LS teacher	Internal to school, enhanced differentiation or support, tracking of learning targets	Head teacher	School Action Team, Action Plan ( <a href="#">Appendix 3.7</a> ); include on ASN Audit & Children's Services database
<b>3</b>	Head teacher Health/Police/Social Work Children's Reporter	Head teacher and/or LS teacher; Area Inclusion Team (PTLS & Inclusion Manager)	Internal to school, enhanced differentiation or support, school-based Learning Community resource, Improvement Action Plans, Individualised Education Plans, possible involvement of other agencies	Head teacher  Learning Community Principal	SAT IEP/Health Plan include on ASN Audit & Children's Services database
<b>4</b>	Head teacher Pre-school teacher Health/Police/Social Work Children's Reporter Looked After/Child Protection Register Severe and complex teacher	Area Inclusion Team	Multi-agency Action Plan co-ordinated through SAT, IEP, CSP or other statutory meetings	Head teacher  Learning Community Principal	CAT LAAC IEP/Health Plan CSP include on ASN Audit & Children's Services database

\* Parent or child may approach the school at any time with their concerns.







## FRAMEWORK FOR INTERVENTION: BEHAVIOURAL ENVIRONMENT CHECKLIST

### **Notes for Guidance:**

- *This checklist is not focused upon individual pupils.*
- *It is designed to help you to identify the areas within the environment(s) in which the problem is happening (e.g. classroom, playground etc).*
- *It is best to complete this checklist with a colleague.*
- *You may find observation by a colleague helpful.*
- *Do not feel obliged to consider every statement – some may not apply to your situation.*
- *Indicate where there are problems even if it seems that change is unlikely or impractical.*
- *Once the checklist is completed, it can give the basis for a Behavioural Environment Plan.*
- *Key 5 = Strongly Agree – no real room for improvement.*
- *Key 1 = Disagree – very significant need for action.*

<b>SECTION A</b>		<b>Whole School Policies</b>				
<b>Rules and Implications:</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>1</b>	A behaviour policy exists and is effective					
<b>2</b>	Staff have clear understanding of the policy					
<b>3</b>	Rules are communicated frequently and effectively					
<b>4</b>	Staff have a clear idea of the range of rewards available to pupils					
<b>5</b>	Staff have a clear idea of the range of sanctions that can and cannot be used					
<b>6</b>	Staff are aware of a good range of techniques that can be used to deal with behaviour problems					
<b>7</b>	Pupils, as far as they are able, know the reasons behind the rules in school					
<b>8</b>	Behaviour problems are dealt with effectively in the light of equal opportunity issues					

<b>Support for Staff:</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>9</b>	There is collective responsibility for behaviour management in school					
<b>10</b>	Staff feel confident to acknowledge difficulties					
<b>11</b>	Staff have clear means of gaining help					
<b>12</b>	Staff have effective guidance on dealing with conflict					
<b>13</b>	Behaviour problems are recorded fairly efficiently					
<b>14</b>	Staff roles are clearly defined					
<b>15</b>	Support services are used systematically, efficiently and effectively					
<b>Parents and Parent Council:</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>16</b>	Parents are involved to best effect in helping with problems					
<b>17</b>	Parents are routinely told of pupil's good behaviour					
<b>18</b>	Parent Council Members have agreed written principles					
<b>19</b>	Parent Council Members are appropriately involved in issues relating to behaviour					

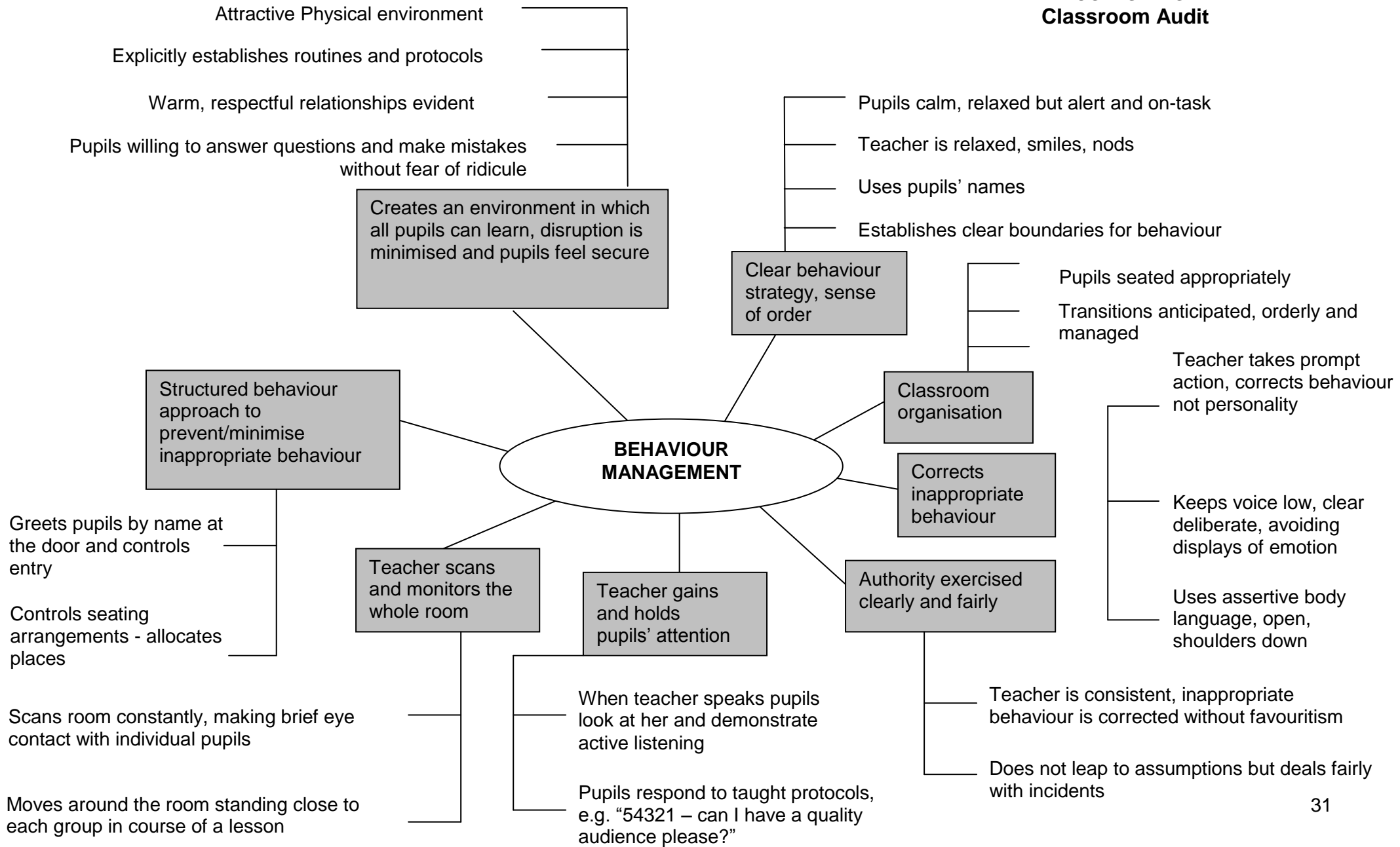
<b>SECTION B</b>		<b>Classroom Organisation</b>				
		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>20</b>	Equipment is easily accessible					
<b>21</b>	Furniture arranged to best effect					
<b>22</b>	Appropriate ambient temperature					
<b>23</b>	Sufficient ventilation					
<b>24</b>	Lighting sufficient					
<b>25</b>	No glare					
<b>26</b>	Materials well labelled and located					
<b>27</b>	Ease of movement in room					
<b>28</b>	Appropriate storage of pupils' belongings					
<b>29</b>	Pupils are grouped appropriately					
<b>30</b>	Pupils are placed reflecting social relationships					
<b>31</b>	Room organisation meets differing curriculum demands					
<b>32</b>	Chalk board / white board etc easily seen					
<b>33</b>	Furniture suitable					
<b>34</b>	Classroom looks like a good work environment					
<b>35</b>	Sufficient space					
<b>36</b>	Quiet external environment					

<b>SECTION C</b>		<b>Classroom Management</b>				
		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>37</b>	Teacher arrives at lesson/classroom before pupils					
<b>38</b>	Teacher's voice is clear					
<b>39</b>	Instructions are clear					
<b>40</b>	Good behaviour is noticed and acknowledged					
<b>41</b>	Small achievements recognised					
<b>42</b>	A pupil's good behaviour is 'named' and reflected back					
<b>43</b>	The teacher acts as a role model for desired behaviour					
<b>44</b>	Materials and equipment are prepared					
<b>45</b>	Pupils bring correct equipment					
<b>46</b>	Lessons well prepared					
<b>47</b>	Curriculum delivery is varied					
<b>48</b>	Curriculum is appropriate and delivery is differentiated					
<b>49</b>	Timetable is arranged to best effect					
<b>50</b>	Peer support is used to best effect					
<b>51</b>	Adult support is used to best effect					

<b>SECTION D Classroom Rules and Routines</b>						
<b>Rules:</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>52</b>	Are few in number and clearly phrased					
<b>53</b>	Are negotiated with, and understood, by pupils					
<b>54</b>	Are regularly referred to and reinforced					
<b>55</b>	Are positively framed					
<b>56</b>	Are clearly displayed in the classroom					
<b>57</b>	Behaviour to meet rules is taught					
<b>Rewards:</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>58</b>	Are valued by pupils					
<b>59</b>	Are awarded fairly and consistently					
<b>60</b>	Are clearly related to positive behaviour					
<b>61</b>	Are small and readily achievable					
<b>62</b>	Link with school reward system					
<b>Sanctions:</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>63</b>	Are related to behaviour					
<b>64</b>	Are administered fairly and consistently					
<b>65</b>	Are understood by pupils					
<b>66</b>	Are understood by parents and carers					
<b>67</b>	Are within a clear hierarchy or severity					
<b>Routines are established for:</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>68</b>	Entering or leaving the room/lining up					
<b>69</b>	Distribution and collection of materials/equipment					
<b>70</b>	Gaining teacher's attention and help					
<b>71</b>	Changing activities					
<b>72</b>	Gaining quiet/silence/attention					
<b>73</b>	Clearing up					

<b>SECTION E</b>		<b>Out of Classroom</b>				
		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>74</b>	Routines for movement around school site clear					
<b>75</b>	Short break time rules understood by pupils					
<b>76</b>	Short break time systems adopted by all staff					
<b>77</b>	Lunchtime rules understood by pupils					
<b>78</b>	Lunchtime systems adopted by all staff					
<b>79</b>	Break times rewards/sanctions system clear					
<b>80</b>	Behaviour policy adopted by support staff					
<b>81</b>	Corridors and social areas (including playgrounds) are well designed and monitored					
<b>82</b>	Problem site areas identified and overcome					
<b>83</b>	Suitable activities/equipment available for break times					
<b>84</b>	There is an effective system for resolution of pupil conflicts					

**BILL ROGERS DIAGRAM:  
Classroom Audit**





## Comhairle nan Eilean Siar: Staged assessment and intervention Overview

	STAGE 1	STAGE 2	STAGE 3	STAGE 4
<b>STAGE OF INTERVENTION</b>	List kept & updated regularly Note of concern & intervention planned after environmental /classroom audit. Child entered on CNES database.	As stage 1 plus ASN identified. Impact on learning requiring Action Plan to meet needs. Stage 2 paperwork. CNES Database updated	As Stage 2 plus impact on learning requiring some area of the mainstream curriculum / PSD to be individualised – IEP required. Stage 3 paperwork. CNES Database updated.	As Stage 3 plus significant impact on learning requiring high level of individualisation/adaptation and/or enhancement of curriculum/ environment – IEP required. Stage 4 paperwork. Enhanced transition process required. CNES Database updated. Consideration for CSP.
<b>EDUCATIONAL SETTING</b>	Mainstream – support mainly provided by Pre-school worker/teacher. Occasional additional support from colleagues/management.	Mainstream with minor adaptation/enhancement. Planned regular contact with other staff e.g. Inclusion/ Support for Learning /LS Auxiliaries. Enhanced transition planning if required.	Mainstream with increased adaptation – may include short-term access to off-site support/own ASN facility. Key person/teacher identified. Ongoing support from Inclusion/Support for Learning/ LS Auxiliary. Enhanced transition planning if required.	Significant support from specialist/outreach staff to access mainstream, or ongoing access to specialist authority provision full/ part time or out of authority day or residential placement. Consideration for CSP. Enhanced Transition Planning.
<b>THEMES</b>				
➤ Learning need/environment	Further differentiation of resources.	Some regular, time-limited, targeted in-class and/or tutorial support. Flexible exam arrangements may be required.	IEP with targets in at least one curricular area. May require flexible curriculum arrangements.	IEP with high level of individualised planning involving specialist staff and significantly individualised curriculum. Possible CSP.
➤ Social/Emotional	Additional/alternative positive behaviour management strategies by Pre-school worker/teacher to further develop self-esteem /self-management/social skills development.	Short-term 1:1 or group work intervention / behaviour monitoring strategies /timetable. Occasional 'time out'.	IEP with behaviour /PSD targets as minimum. May require flexible curriculum arrangements. Ongoing / significant need for 'timeout'.	IEP with high level of individualised planning involving specialist staff. Programme includes flexible/ alternative curriculum elements. Possible CSP.
➤ Disability/Health	Alterations may be required to resources, equipment, setting, room layout or environment.	Advice from other agencies/services to support mainstream curriculum. Group programmes for language / movement devised by specialists & delivered by LS Auxiliary/Pre-School worker /teacher.	Integrated assessment with strategies & resources required reflecting highly individualised programme with regular direct input from health & allied professionals to support educational progress. Health Care Plan required.	Integrated assessment identifying significant adaptation to resources, materials, equipment required to maintain placement. Continuing high level of co-ordination required. CSP a possibility.
➤ Family Circumstances (inc. being LAC, Attendance issues)	Planning takes account of known adverse family circumstances & sensitivity applied. Internal procedures deal with attendance issues.	Regular pro-active contact with parents/carers. Possible involvement of other agencies /services to support placement. Possible short-term home-school link work. Short-term intervention to support attendance.	Integrated assessment required. Regular multi-agency meetings & interventions required to support the family/carer to maintain the educational placement. Ongoing support for attendance. Flexible curriculum arrangements.	Integrated assessment required. Supervision order required to enable the family/carer to maintain the educational placement. CSP a possibility.

	STAGE 1	STAGE 2	STAGE 3	STAGE 4
<b>INVOLVEMENT OF OTHERS</b>				
➤ Child/ Young Person	Discussion with child/young person about area of concern / difficulties. Staged assessment and intervention process explained as appropriate to age & stage.	Duty to seek & take account of child / young person's views & facilitate attendance at Staged assessment and intervention meetings where possible. Access to advocacy, mediation & dispute resolution services as appropriate to age & stage.	Contribution to Staged assessment and intervention & IEP process facilitated and recorded using alternative formats & access to specialist help to facilitate consultation. Access to advocacy, mediation & dispute resolution as appropriate to age & stage.	Contribution to IEP /CSP process facilitated & recorded – alternative formats / access to specialist help to facilitate consultation. Access to advocacy, mediation & dispute resolution services as appropriate to age & stage.
➤ Parent/Carer	Inform parents/carers of concern. Put child/young person on Staged assessment and intervention. Update on at least annual through reports & parent's evenings.	Duty to seek & take account of parent/carers views. Minimum one SI meeting per year – parents/carers should be facilitated to participate, access to advocacy, mediation & dispute resolution as required.	Contribution to IEP process facilitated. SI meetings annually. Access to advocacy, mediation & dispute resolution services as required.	Contribution to IEP /CSP process – facilitated. Involvement in enhanced transition processes. SI meetings annually. Access to advocacy, mediation & dispute resolution services as required.
➤ Service/Agencies	Informal contact, e.g. for additional information/advice. Possible one-off visit by specialist.	Provision of advice to support mainstream curriculum. Time limited input from other agencies.	As required - support as detailed in IEP. Possible involvement in enhanced transition process.	Key agency identified. Substantial direct & continuing support & intervention. Management of IEP targets/CSP educational objectives. Involvement in transition process.
<b>MONITORING / EVALUATION</b>	Pre-school worker/teacher reviews termly. Internal evaluation reflected in forward plans. Learning Support oversees. Reported to child/young person & parents/carers. Stage 1 list regularly updated.	Ongoing monitoring reflected in forward plans. Formal evaluation of Stage 2 Action Plan involving child/young person & parents/carers. Database updated after Stage 2 meetings.	Evaluation of short-term targets termly, long term targets annually. Stage 3 Review involving child/young person & parents/carers. CNES Database updated after Stage 3 meeting. May combine with other meetings as appropriate.	Stage 4 review – may combine other meetings as appropriate e.g. Child Care Review /Health Care Plan /CSP involving child/young person & parents/carers. CNES Database updated after Stage 4 meeting.

## **Additional Support for Learning: Staged Assessment and Intervention Process**

**[NAME OF SCHOOL/ESTABLISHMENT]  
[ADDRESS OF SCHOOL/ESTABLISHMENT]  
[DATE OF LETTER]**

Dear [parent name],

As you will know, we have been looking at [name of child/young person]'s progress and would like to have a meeting with you to discuss whether [he/she] requires some additional support for [his/her] learning.

You are invited to attend a staged assessment and intervention meeting on [date] at [time] to discuss this. If this time is not convenient, please contact me on [school telephone no] to re-arrange.

[name of child/young person (if child is attending the meeting)] can also come to the meeting. You may also bring someone along with you if you wish.

[Name of HT or other chair] will be chairing the meeting.

[School staff name(s)] and [name(s) of appropriate agencies] will also attend. They will provide information on how [name of child/young person] is progressing, what supports [he/she] will continue to need and help to agree where [he/she] will be placed on the staged assessment and intervention process.

If there are any reports, you will be sent copies of these before the meeting whenever possible. You are welcome to discuss these before the meeting as well as at the meeting.

Your own views are very important. You will be asked about them at the meeting. If you wish, you can use the attached *Parents' Views* sheet to note your views. However you do not need to use this or to put your views in writing.

If you wish to discuss anything about these arrangements please contact me.

I look forward to seeing you at the meeting

Yours sincerely

Enc (*Parents' Views* sheet)



## Staged assessment and intervention Process - Parents' Views Sheet

Dear Parent/Carer,

We would value your contribution to the staged assessment and intervention process. Below are some suggested questions for you to consider before the meeting:

- Is your child happy in school?
- What experiences has your child enjoyed during the year?
- In which area(s) do you feel your child has made most progress?
- Are there any experiences your child did not enjoy?
- Are there any areas of particular concern to you?
- Do you feel that your child receives appropriate support?
- Are there any issues you would like to bring to our attention?

**Additional Support for Learning: Staged Assessment and Intervention Process**

**[NAME OF SCHOOL/ESTABLISHMENT]  
[ADDRESS OF SCHOOL/ESTABLISHMENT]  
[DATE OF LETTER]**

Dear [parent name],

As you will know, we keep [name of child/young person]'s progress under review and would like to have a meeting with you to discuss the additional support for [his/her] learning.

You are invited to attend a staged assessment and intervention meeting on [date] at [time]. If this time is not convenient, please contact me on [school telephone no] to re-arrange.

[name of child/young person (if child is attending the meeting)] can also come to the meeting. You may also bring someone along with you if you wish.

[Name of Head Teacher or other chair] will be chairing the meeting.

[School staff name(s)] and [name(s) of appropriate agencies] will also attend. They will provide information on how your child is progressing, what supports [he/she] will continue to need and help to agree where [he/she] will be placed on the staged assessment and intervention process.

If there are any reports, you will be sent copies of these before the meeting whenever possible. You are welcome to discuss these before the meeting as well as at the meeting.

Your own views are very important. You will be asked about them at the meeting.

If you wish to discuss anything about these arrangements please contact me.

I look forward to seeing you at the meeting.

Yours sincerely

**Additional Support for Learning: Staged assessment and intervention Process**

**[NAME OF SCHOOL/ESTABLISHMENT]  
[ADDRESS OF SCHOOL/ESTABLISHMENT]  
[DATE OF LETTER]**

Dear [parent name],

As you will know we keep [name of child/young person]'s progress under review and would like to have a meeting with you to discuss the additional support for [his/her] learning.

You are invited to attend a staged assessment and intervention meeting on [date] at [time]. If this time is not convenient, please contact me on [school telephone no] to re-arrange.

[name of child/young person (if child is attending the meeting)] can also come to the meeting. You may also bring someone along with you if you wish.

[Name of Head Teacher or other chair] will be chairing the meeting.

[School staff name(s)] and [name(s) of appropriate agencies] will also attend. They will provide information on how your child is progressing, what supports [he/she] will continue to need and help to agree where [he/she] will be placed on the staged assessment and intervention process.

If there are any reports, you will be sent copies of these before the meeting whenever possible. You are welcome to discuss these before the meeting as well as at the meeting.

This review may result in a proposal for [name of child/young person] to move to Stage 4 of staged assessment and intervention. If this is the case, we will discuss at the meeting what this involves.

Your own views are very important. You will be asked about them at the meeting.

If you wish to discuss anything about these arrangements please contact me.

I look forward to seeing you at the meeting

Yours sincerely

## Chairing a Meeting

The role of chairperson is to ensure:

- A minute-taker is identified
- Meeting is kept to purpose
- Meeting runs to time
- Everyone is listened to and all views are heard
- Active participation
- Order is maintained
- Action points and responsibilities are clear and agreed
- Meeting is summed up
- Date for next meeting agreed

The chairperson should:

- Be formal; welcome and introduce everyone present
- Have all the relevant information available for distribution (e.g. previous minutes, reports, assessments, etc)
- Clearly state the purpose of the meeting
- Ask for review of progress
- Manage discussion
- Summarise main points and agree actions, responsibilities and timescales
- Agree review date and close meeting

## Taking Minutes

### Why is it necessary to take minutes?

Minutes provide a written record of a meeting, what you've decided to do and who is going to do it. Minutes keep members of the group who weren't able to attend a meeting informed about what went on.

### What tasks are involved in taking minutes?

The basic tasks for the minute-taker are:

- Take **rough notes** during a meeting; If it is not clear what decision has been made, ask the Chair to clarify this;
- **Type the minutes** up using the Education and Children's Services minute format ([Appendix 3.6c](#)); try to do this as soon after the meeting as possible, so that it is still fresh in your mind;
- **Copy and distribute** the minutes to relevant people (always obtain approval from chair/Head Teacher prior to doing so);
- **Ensure copies of all minutes are filed** for future reference.

### What should you write down?

One of the most difficult things about taking minutes is knowing what to write down and what to leave out. Keep these central points in mind:

- It is good practice to explain the purpose of the meeting within the minute;
- **SUMMARISE** - don't try to write everything down word for word: it's not possible and not useful;
- Concentrate on **WHAT** has been decided and **WHO** is going to do it. These are the most important things to have records of;
- If a date for a further meeting has been agreed, this should be noted at the end of the minute;
- Use **DISCRETION** when producing minutes; try to be tactful in your wording, and be aware that, in some instances, it may not be appropriate to minute exactly what someone has said.

**BY USING THE EDUCATION AND CHILDREN'S SERVICES MINUTE FORMAT ([APPENDIX 3.6C](#)) YOU WILL ENSURE THAT ITEMS ARE SEPARATED. THE 'WHO' AND 'WHEN' COLUMNS WILL IDENTIFY THE PERSON RESPONSIBLE FOR THE ACTION AND THE TIMESCALE IN WHICH THIS MUST BE ACHIEVED.**

**COMHAIRLE NAN EILEAN SIAR**  
 Department of Education & Children’s Services  
**Minute/Note of Meeting**

**TITLE :**  
**DATE :**  
**VENUE :**  
**DISTRIBUTION :**

**TIME :**

**Present:**  
**Apologies:**

Item	Summary and Action	Who?	When?
1			
2			
3			
4			
5			



## CNES STAGED ASSESSMENT AND INTERVENTION

## Action Plan

School/Establishment: \_\_\_\_\_

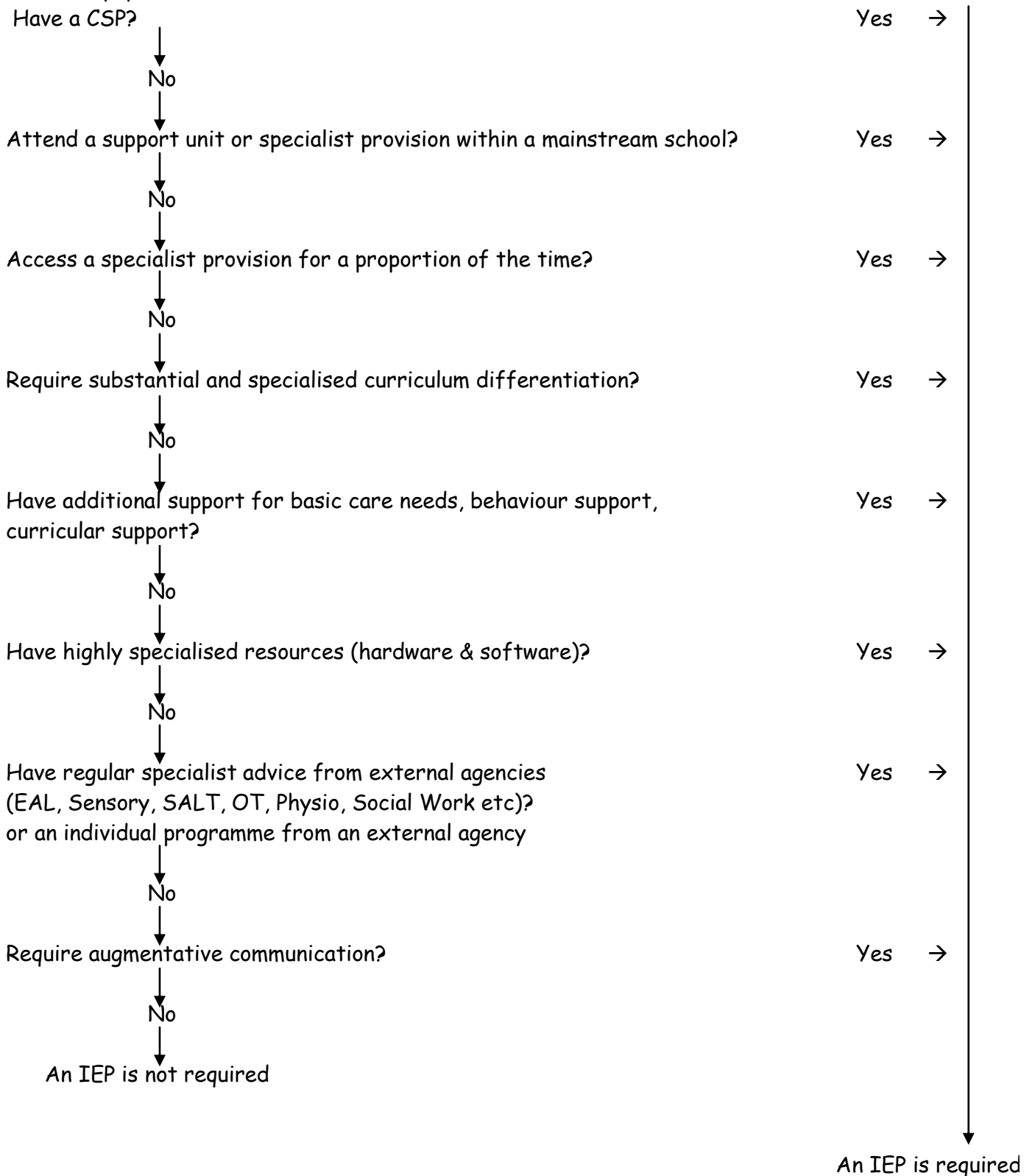
<b>Stage:</b>	<b>Session:</b>	<b>Date:</b>
<b>Name:</b>	<b>DOB:</b>	<b>Class/Group:</b>
<b>Pre-School Worker/Teacher:</b>		
<b>Summary of Concern:</b>		

	<b>Who?</b>	<b>When?</b>	<b>How?</b>
<b>School Action</b>			
<b>Parent Action</b>			
<b>Pupil Action</b>			

Who should have an IEP?

**IEPs will be required for those pupils with additional support needs who require significant, planned, individualised intervention to support their progress within an educational context.**

Does the pupil:



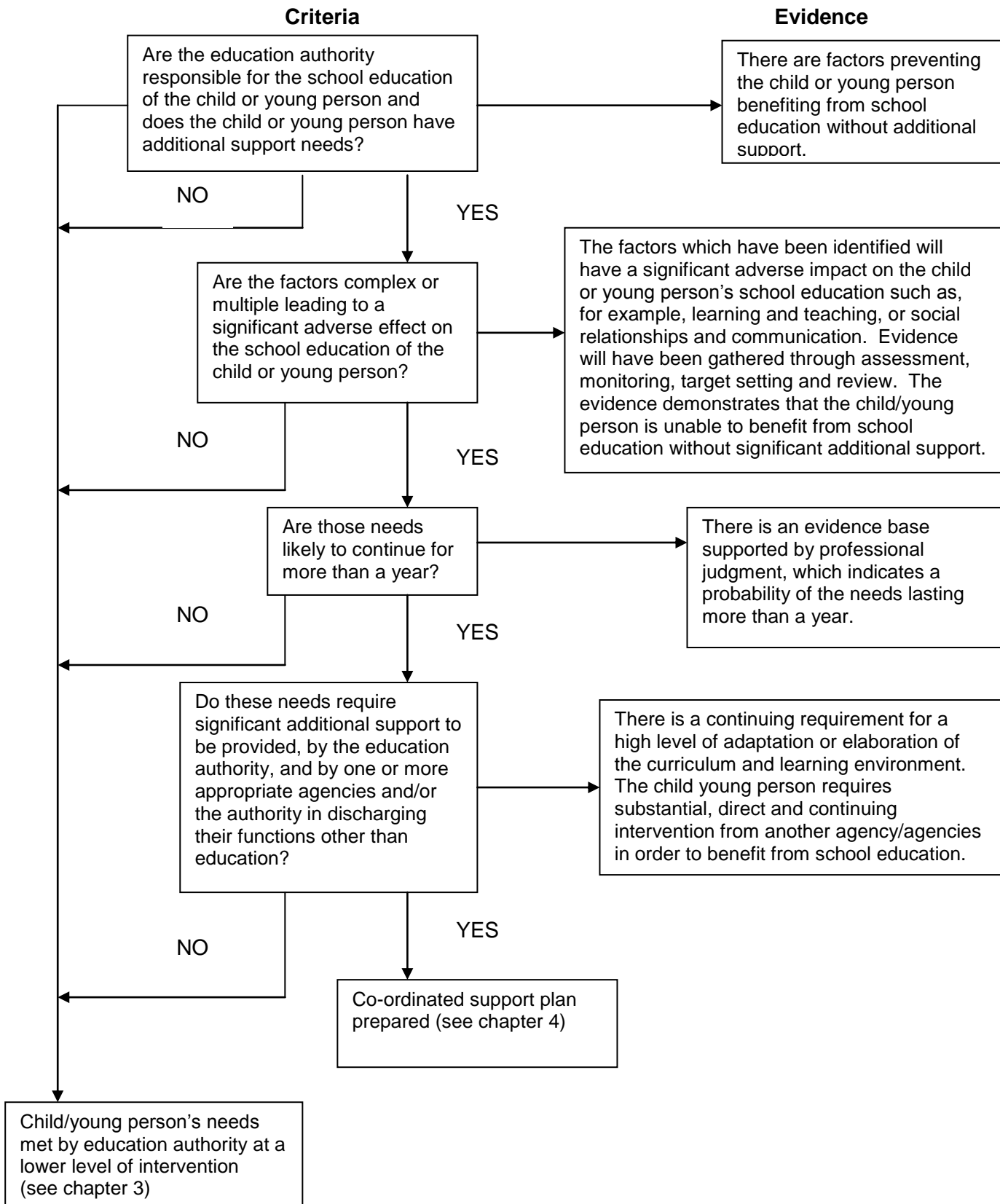
Taking account of individual circumstances, a pupil might require an IEP in one school or class because individual differentiation is required, but not require an IEP in a school or class where many other pupils also have similar needs.

## Checklist for compiling an IEP

<b>Gathering Information</b>	Consult parents/child, young person	<input type="checkbox"/>
	Other staff	<input type="checkbox"/>
	Other agencies (Health, Social Work)	<input type="checkbox"/>
	Observations	<input type="checkbox"/>
	Assessment evidence (CAT scores, NT results, LS assessment data etc)	<input type="checkbox"/>
<b>Profile of Child</b>	Strengths	<input type="checkbox"/>
	Development Needs	<input type="checkbox"/>
	Additional Support Needs	<input type="checkbox"/>
<b>Looking at the Curriculum</b>	Identify areas of the curriculum where targets are required	<input type="checkbox"/>
<b>Individual Targets</b>	Set Long term and Short term targets	<input type="checkbox"/>
	Are they SMART?	<input type="checkbox"/>
	Identify learning /teaching strategies	<input type="checkbox"/>
	Identify resources	<input type="checkbox"/>
<b>Draft IEP circulated to</b>	Parents, child/young person, staff	<input type="checkbox"/>
<b>Final IEP produced</b>	Child signed	<input type="checkbox"/>
	Parent signed	<input type="checkbox"/>
<b>IEP distributed to all involved with the child</b>		<input type="checkbox"/>
<b>Ensure child aware of targets e.g. taped on table, stuck in organiser, diary etc</b>		<input type="checkbox"/>
<b>Ensure staff working with child aware of targets</b>		<input type="checkbox"/>
<b>Short term targets reviewed regularly</b>		<input type="checkbox"/>
<b>Annual Review of IEP</b>		<input type="checkbox"/>
<b>Review sheet or Minute completed</b>		<input type="checkbox"/>

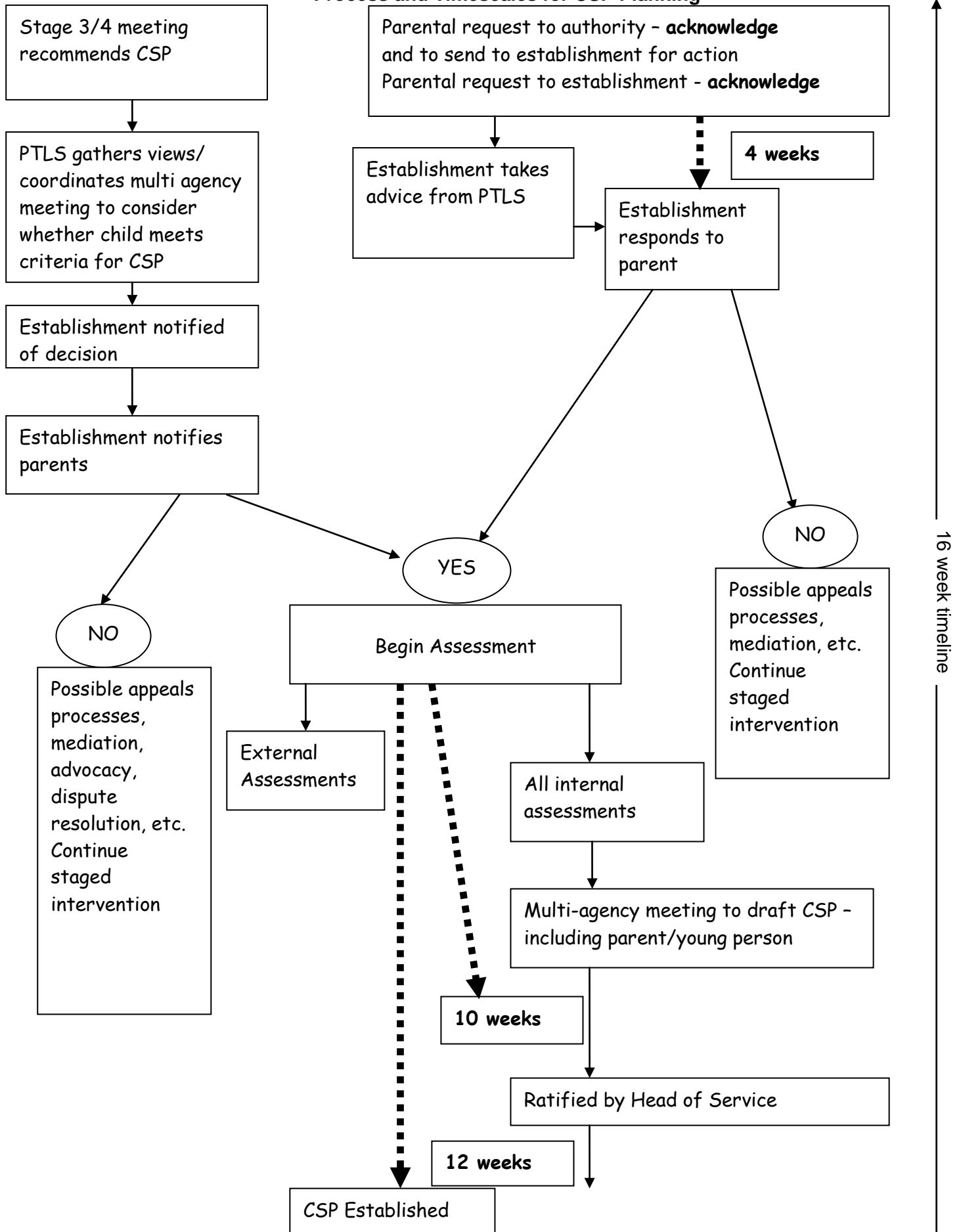
*NB: For guidelines for Transitions see [Section 8](#)  
ASL Act states that transition should begin at least 12 months prior to transfer.*

The decision tree for establishing a Coordinated Support Plan is reproduced below from *Supporting children's learning: code of practice* (SEED, 2005, Ch4 p.53).



**NB** The chapters referred to in the decision tree can be found in *Supporting children's learning: code of practice* (SEED, 2005, Ch4 p.53).

**Process and Timescales for CSP Planning**



## Section 4 Assessment

### The Assessment Process

Assessment is an ongoing process which involves the gathering of information/evidence about how a child or young person is doing in their learning and how they are feeling.

Information/evidence should be gathered:

- from a variety of sources
- in a range of settings
- over a period of time

This process involves the child/young person, their parents/carers, teachers, and any other professionals concerned.

The purpose of assessment is to inform future intervention.

It encompasses cognitive, emotional & social factors.

Effective assessment aims to limit barriers to learning and to promote the inclusion of the child/young person.

Assessment plays an important part in the teaching-learning process at all levels of education and helps to build up a picture of a child's strengths and areas where there may be difficulties. It is a continuous process rather than a discrete activity. It occurs as good practice for ALL children, but it is particularly important when addressing pupils' additional support needs and as part of the process of [Staged Assessment and Intervention](#).

Assessment is not separate from intervention; it is part of the ongoing cycle of planning, action and review.

Assessment can take many forms:

- Continuous classroom monitoring
- Curriculum for Excellence Outcomes
- Observation - much can be gained from observing a child interacting with their peers and looking at how they approach and work through an activity
- Timed observations (see [Appendix 4.1](#))
- ABC monitoring forms (see [Appendix 4.2](#))
- Checklists (e.g. Behaviour Checklist at [Appendix 4.3](#))
- Standardised Tests which are available in each Learning Community Area

- Social Communication Assessment
- Specialist assessments, e.g. Psychological Testing, Speech and Language Therapy assessment, etc
- CAT Tests
- Tracking systems operating in schools
- IEPs, Action Plans, SMART targets
- Special achievements

When deciding to carry out assessment for a particular pupil it is important to consider the purpose of the assessment, what information you hope to obtain and how it will be used.

Assessment must inform future teaching and learning support measures to promote well being and progress in education for the child or young person.

Assessment data must be collated and fed back to the child/young person and parents, and an action plan drawn up where applicable.

**Timed Observation – Format A**

**Pupil Name:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Class/Year:** \_\_\_\_\_ **Lesson/Task:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Worker:** \_\_\_\_\_

<b>Time</b>	<b>Behaviour</b>





ABC Form to Record Challenging Behaviours.

Pupil: \_\_\_\_\_

Please give details of date, time, staff, pupils involved, location as appropriate.	<b>Antecedent</b> Describe what happened immediately before the behaviour.	<b>Behaviour</b> Describe the behaviour.	<b>Consequence</b> Describe what the consequence of the behaviour was for the pupil.

## BEHAVIOUR CHECKLIST

CLASSROOM CONFORMITY							
No.	Description of Behaviour	✓	Frequency of Behaviour				Comments
1	Does not stay in seat						
2	Does not sit appropriately in seat						
3	Does not stay in class						
4	Does not stay in school						
5	Late to lessons						
6	Does not attend required lessons						
7	Does not enter classroom appropriately						
8	Does not leave classroom appropriately						
9	Does not have required materials						
10	Takes belongings of others						
11	Abuses school / equipment						
12	Tries to copy work of others						
13	Does not raise hand when requiring help						
14	Disrupts class if has to wait						
15	Needs constant supervision						
16	Talks inappropriately in class						
17	Interrupts teacher when talking						
18	Verbally inappropriate to teacher						
19	Physically inappropriate to teacher						
20	Does not accept changes in routine						
21	Over-active in class						
22	Throws / flicks objects in class						
23	Lethargic and tired in class						
24	Seeks attention / approval of teacher inappropriately						
25							
26							

TASK ORIENTATION							
No.	Description of Behaviour	✓	Frequency of Behaviour				Comments
1	Does not start on time						
2	Does not complete task in given time						
3	Unacceptable level of error						
4	Badly presented / organised work						
5	Badly organised desk / materials						
6	Easily distracted by internal events						
7	Easily distracted by external events						
8	Lack of interest / motivation toward task						
9	Lacks confidence task-wise						
10	Does not cope with task frustration						
11	Refuses to work						
12	Not willing to try new work						
13	Requires too much help						
14	Does not accept help from teacher						
15	Does not ask for help						
16	Does not correct work when asked						
17	Avoids work by loss / abuse of task materials						
18	Begins task impulsively without understanding						
19							

EMOTIONAL CONTROL							
No.	Description of Behaviour	✓	Frequency of Behaviour				Comments
1	Easily reduced to tears						
2	Not willing to try new situations						
3	Cannot express feelings appropriately						
4	Cannot protect rights appropriately						
5	Cannot cope with social frustration						
6	Physical self abuse						
7	Abuses own property						
8							

ACCEPTANCE OF AUTHORITY							
No.	Description of Behaviour	✓	Frequency of Behaviour				Comments
1	Physical abuse of teacher						
2	Verbal abuse of teacher						
3	Lies to teacher						
4	Deliberately provokes / irritates teacher						
5	Argues with teacher						
6	Does not follow teacher directions						
7	Tries to manipulate teacher						
8	Non trusting of teacher						
9	Does not follow school rules						
10	Does not accept punishment						
11	Remains resentful of punishment						
12	Refuses to discuss problems						
13							
14							

SELF-WORTH								
No.	Description of Behaviour	✓	Frequency of Behaviour					Comments
1	Lacks confidence in social situations							
2	Negative about self							
3	Unaware of own strengths							
4	Cannot accept peer criticism							
5	Cannot accept teacher criticism							
6	Cannot accept peer praise							
7	Cannot accept teacher praise							
8	Shows no pride in achievements							
9								
10								

PEER RELATIONSHIPS							
No.	Description of Behaviour	✓	Frequency of Behaviour				Comments
1	Physical abuse of peers						
2	Verbal abuse of peers						
3	Provokes peer conflict physically						
4	Provoke peer conflict verbally						
5	Fights with peers						
6	Spits at peers						
7	Abuses peers property						
8	Tries to dominate peers						
9	Does not handle peer disputes appropriately						
10	Rejected by peers						
11	Non trusting of peers						
12	Not willing to share						
13	Does not borrow appropriately						
14	Does not forget peer dispute						
15	Manipulates peers						
16	Does not resist peer pressure to behave						
17	Does not cooperate with peers in play situation						
18	Does not help peers						
19	Does not accept help from peers						
20	Does not relate to peers when no adult present						
21	Does not consider feelings of peers						
22	Does not consider effect of behaviour on peers						
23	Does not make allowances for peers						
24	Does not protect peers when able						
25	Lies to peers						
26	Inappropriate sexual behaviour						
27	Seeks attention / approval of peers inappropriately						

PEER RELATIONSHIPS							
28							
29							

SELF RESPONSIBILITY / PROBLEM SOLVING							
No.	Description of Behaviour	✓	Frequency of Behaviour				Comments
1	Does not accept responsibility for own						
2	Does not anticipate consequences of behaviour						
3	Does not accept consequences of behaviour						
4	Does not describe his problems / feelings						
5	Does not attempt to deal approp. with own problems						
6	Does not participate in strategy decisions						
7	Does not carry out agreed commitments / contracts						
8	Does not try new behaviours						
9	Does not learn from experience						
10	Not aware of acceptable behaviour						
11	Does not cope with less structured situations						
12	Does not get self to school regularly						
13	Does not offer help to adults						
14	Does not control use of bad language						

OTHER DESCRIPTIONS							
No.	Description of Behaviour	✓	Frequency of Behaviour				Comments
1							
2							
3							
4							
5							
6							
7							
8							

## Section 5 Planning additional support

### Types of support available

In planning to meet the individual needs of a child or young person different levels and kinds of support may need to be provided, ranging from adaptations to the curriculum and teaching and learning approaches to more formal interventions by a team of professionals from across a range of disciplines.

### Overview of support plans

It is important to identify accurately what the additional support needs of the child or young person are and to recognise that different levels of planning may be required to ensure that these identified needs are met. Table 5.1 (below and overleaf) gives an overview of the main forms of planning that may be used by schools and the education authority to meet the additional support needs of a child or young person.

**Table 5.1 Main Forms of Planning**

Formative Assessment Procedures	Objectives				
	Framework	Independent Learning	Self Evaluation	Continuity	Partnership
In an AiFL school everyone is learning together, and assessment is part of learning and teaching.	Pupils understand clearly what the goals are. They have a part in identifying learning <b>criteria</b> for assessing progress.	Pupils and staff together look at the <b>evidence</b> of their <b>achievements</b> and set their <b>next steps</b> in learning.	Using dialogue with teacher, self and peer assessment, learners become more aware of: <b>what</b> they learn, <b>how</b> they learn, and <b>what helps</b> them learn.	<b>Assessment</b> information is used to monitor <b>provision</b> and <b>progress</b> . In this way they plan for future support and improvement.	It ensures that pupils, parents, teachers and other professionals have <b>feedback</b> on learning and development needs.
Personal Learning Planning	Objectives				
	Framework	Independent Learning	Self Evaluation	Continuity	Partnership
Tailors provision to the needs and characteristics of the individual. For many children with ASNs, Personal Learning Planning will be sufficient to address their additional support needs.	Allows pupils to <b>endorse</b> and design a format for their own learning. Uses <b>personal information</b> to encourage <b>ownership</b> of their progress.	Makes the learner and the teacher aware of the learners preferred learning styles. Gives the pupils a greater insight into <b>learning</b> and <b>personal skills</b> development through sharing and discussion.	Encourages the use of <b>self evaluation</b> as a key <b>life skill</b> . Pupils will select and maintain a <b>folio</b> of work to support their PLPs.	Planning formats are agreed within the school. Could make use of format from AiFL website- Assessment as Learning – <b>Progress File/</b> or Software such as <b>Picasso</b> is available.	Encourages <b>communication</b> between pupils, teachers, parents and carers, so that all pupils are supported in their own learning.

Individualised Educational Programme	Objectives				
	Framework	Independent Learning	Self Evaluation	Continuity	Partnership
IEPs detail provision <b>additional to or different from</b> those generally available for all pupils. An IEP describes in detail the nature of a pupil's ASNs, the way these are to be met, the learning outcomes to be achieved and specifies what additional support is required.	There is an authority based framework using <b>SMART</b> targets. It must be used as a working document and be reviewed at least annually with parents and pupils.	Pupils are involved in setting targets and in monitoring their own progress, using and understanding targets that are <b>Specific Measurable Achievable Relevant Timed</b> .	Pupils <b>own</b> their targets and discuss ways to achieve them with everyone involved.	<b>Long term</b> targets are set and <b>short term</b> targets detail the small steps to their achievement. Setting and sharing <b>SMART</b> targets ensures continuity in provision and progression.	Pupils, parents and teachers <b>working together</b> is crucial to successful outcomes.
Co-ordinated Support Plan	Objectives				
	Framework	Independent Learning	Self Evaluation	Continuity	Partnership
For pupils that have support needs as a result of <b>complex or multiple factors</b> . These have a significant adverse effect on their school education and will <b>continue for more than 1 year</b> .	There is an authority framework based on the <b>ASN legislation</b> .	The CSP highlights <b>educational objectives</b> informed by IEPs and PLPs. The objectives should be described in terms that are specific. These enable the education authority and the other agencies involved in supporting the child or young person, to <b>monitor and review progress</b> over time.	As detailed <b>IEPs</b> and <b>PLPs</b> .	The CSP document must be <b>formally reviewed</b> at least every <b>12 months</b> . ( <i>See the CSP Guidelines for Schools</i> )	At all times Education Authorities <b>must seek and take account</b> of the <b>views of children</b> and their parents and relevant advice and information (including assessments) from <b>appropriate agencies</b> E.g. Health, Social Work, etc

For most children and young people requiring additional support their learning needs will be capable of being met through the normal day to day processes of planning and provision within the school. Table 5.2 (below) provides examples of some the most common forms of ‘in-school’ support. One or several of these methods may be used to support a child.

**Table 5.2 Types of Support Available**

<b>Adapting the curriculum</b>	Example: a very able child in the later stages of primary school gets access to the secondary school mathematics curriculum
<b>Individual or small group teaching</b>	Example: one-to-one or small-group tutorial will be given by the school’s support for learning teacher to help with a reading difficulty.
<b>Group work support in the school</b>	Example: a group of children working together at the same reading level or a particular project to develop social interaction.
<b>Specific support from a classroom assistant, additional support needs assistant or behaviour co-ordinator</b>	Example: helping a child understand a task and keeping them on track.
<b>Support from a visiting teacher</b>	Example: support is provided by a visiting English as an Additional Language (EAL) teacher for a child whose first language is not English.
<b>Differentiation of the curriculum, including resources and materials</b>	Example: particular resources such as computers are made available to enable children to access curriculum materials in a more suitable format. Breaking down work into smaller chunks can enable children with attention deficit hyperactivity disorder (ADHD) to perform a variety of tasks.
<b>Adaptations to school buildings</b>	Example: a school may make certain adjustments, such as better signage to help children with visual impairment find their way around. See page 90 for further information about the rights of children with disabilities.
<b>Peer-support arrangements such as buddies, paired reading and circle time</b>	Example: children with social and emotional difficulties are set up with a network of older pupils who buddy up with them at lunchtime and playtimes to help them join in with their peer group and socialise.
<b>Therapist within school</b>	Example: a speech and language therapist devises a series of exercises that the teacher can use in the classroom when working with a child who has a particular language disorder.

Source: *The Parent’s Guide to Additional Support for Learning*, Enquire, 2006, p.30

## **Personal learning planning (PLP)**

*“All children with additional support needs should be engaged in personal learning planning and for many this process will be sufficient to address their additional support needs.”*

*(Supporting children’s learning: code of practice, SEED, 2005, p.41)*

Personal learning planning is a process which seeks to engage the child or young person in planning their own learning. Assessment is for Learning (AifL) teaching methods are particularly valuable in this respect, as they involve learners in setting targets for their own learning. The aims and goals that are set should relate to the child or young person’s own circumstances. The learning goals must be manageable and realistic and reflect the individual’s strengths as well as their development needs. In order to ensure a continuing sense of ownership, the child or young person should be enabled to regularly discuss their progress towards achieving goals with the class teacher and, if possible, should take notes of what has been discussed and decided at these meetings, with the help of staff where necessary. If a particular type of support is not helping them achieve their aims and goals, an alternative approach should be explored.

Parents and children should be fully involved in all aspects of the personal learning process, including setting aims and goals and monitoring progress. Parents should also be encouraged to discuss their child’s progress during meetings or informal conversations with their teacher or other staff.

*(Adapted from A Parents’ Guide to support for learning, Enquire, 2006, p 32)*

For many children, the personalised learning planning process will be sufficient to plan effectively to meet their individual learning needs. However, if required, this process can be supported by an individualised educational programme.

## **Individualised educational programmes (IEPs)**

Where more detailed planning is required an individualised educational programme will be required (see also Appendices [3.8a](#), [3.8b](#) and [5.1](#)). This is a specific and dynamic response to a child’s additional support needs and the type of support they require, but which is rooted in the planning for all the pupils within the class. The IEP is a working document which will give specific guidance on curriculum approaches, resources and teaching and learning strategies. It may include significant adaptation of the curriculum, and/or some support from health or social work professionals, voluntary organisations or other agencies. Where this is the case, the relevant agencies should be involved in developing the child’s IEP so that the work is properly co-ordinated.

An IEP will contain more specific, short-term and long-term aims and goals for a child than personal learning planning, in the form of SMART targets (see [Table 5.1](#)). It will enable staff to monitor and plan for progression and to evaluate the effectiveness of the learning and teaching. Both the child and the parent must be fully involved in the process of developing the IEP and monitoring its progress. In addition, parents should be given the opportunity to discuss their child's progress during formal and informal meetings with the teacher and/or other staff.

[Appendix 5.1](#) provides an illustrative example of an IEP template. An authority template and guidance is being developed and will be circulated once complete.

### **Co-ordinated support plans**

**Chapter 4 of *Supporting children's learning: code of practice* provides detailed information on all aspects of the coordinated support plan process and should be read in conjunction with this section.**

For most children and young people the processes of personal learning planning, an IEP and/or care plan will be sufficient to meet their needs. However, for a small number of children it will be necessary to put in place a coordinated support plan (see also [Appendix 3.9a](#)).

A child might need a co-ordinated support plan to organise their support if:

- they have support needs as a result of complex or multiple factors that have a significant adverse effect on their school education
- supporting them requires high levels of involvement from one or more appropriate agencies such as health, social work services or the education authority, and
- their support needs will last more than one year

*(A Parents' Guide to support for learning, Enquire, 2006, p.33)*

### **Co-ordinated Support Plans**

Unlike personal learning planning or an IEP, the coordinated support plan is a statutory document which should be subject to regular monitoring and review. Its purpose is to ensure the effective coordination of support where input is required from at least one service outwith education, e.g. health, Action for Children, etc. It aims to ensure that the different professionals involved in providing support all work together and it is an action plan for everyone involved, including the parent and child.

## Seeking and taking account of views/providing information

When considering whether a coordinated support plan may be required, and in its preparation, an education authority **must seek and take account of** relevant advice, information and assessments from appropriate professionals and agencies such as health, social work, children's reporter, etc (see [Appendix 5.3](#)). **It must also, at all times, seek and take account of the views of parents** (see [Appendix 5.2](#)) **and the child or young person themselves**. The views of a child or young person can be obtained using Viewpoint (see [Appendix 6.1](#)).

Where the parents disagree that a coordinated support plan is required, the 2004 Act empowers them to refer the authority's decision to a tribunal. (See [Section 7](#) and *A Parents' Guide to support for learning*, Enquire, 2006, pp. 37-47 for further information.)

## Timeline

An education authority will have **16 weeks** within which to produce a completed coordinated support plan. **The 16 week period begins on the date that the parent/young person is informed of the proposal to establish whether a coordinated support plan is required, i.e. the date on which the information is sent** (see [Appendix 5.2](#)). For further information on the decision-making and planning processes necessary to create a coordinated support plan see Appendices [3.9a](#) and [3.9b](#) of this Handbook, the *Coordinated Support Plan Timeline* at [Appendix 5.6](#) and Chapter 4 of *Supporting children's learning: code of practice*.

## The Plan

The coordinated support plan should be a clear and succinct statement of any needs that will, or are likely to, continue for more than a year. Short-term objectives should be contained within personal learning planning, IEP or other plan and care should be taken to avoid duplication of the content of plans unless there is a statutory requirement.

[Appendix 5.5](#) provides a checklist, guidance and template for the completion of co-ordinated support plans.

## Educational Objectives

The 2004 Act defines education in its broadest sense as comprising all aspects of a child's physical intellectual and emotional development. The educational objectives set within the coordinated support plan should:

- ensure that the child or young person benefits from the school education provided or to be provided
- be specific to the child or young person and their additional support needs
- be viewed in the widest sense as encompassing a holistic view of the child or young person, including personal and social development.
- detail the nature of the required **co-ordinated** support from various agencies
- be described in terms that are **specific** enough to enable the education authority, and the other agencies involved in supporting the child or young person, to monitor and review progress over time.

## Additional Support

The statement of support to be provided should be clear and specific and quantified, covering teaching and other staffing arrangements, resources and approaches to teaching and learning. It must also state the 'persons' who should be providing the support, e.g. social worker, speech therapist etc.

*(Supporting children's learning: code of practice, SEED, 2005, chapter 4, p.64)*

## Coordinator

The plan will be coordinated by the most appropriate person, as identified and nominated by the education authority. This person may come from any agency and not necessarily education. Further details of the role of the coordinator and the process of coordination can be found in *Supporting children's learning: code of practice* (SEED, 2005, chapter 4, pp. 65 – 67).

## Copies of the coordinated support plan

**The intention of the coordinated support plan is that it should inform practice; it is a strategic planning document that should be used and referred to on a regular basis.**

Copies of the plan will be held by:

- **the education authority**
- **the school**
- **the parent(s)/carer(s)**

The education authority will keep the original, signed copy of the coordinated support plan in the Education and Children's Services Department. A copy will also be held by the school and can be accessed by staff involved. A further copy will be given to the parents. If necessary, other copies or extracts from the document may be made available to other agencies at the discretion of the coordinator.

## Review of coordinated support plans

The Act requires that the adequacy of each coordinated support plan be kept under consideration and that a formal review of each plan is undertaken at least every 12 months with appropriate amendments being made as necessary. The review must be completed within 12 weeks of the plan's expiry date (the anniversary of the date on which the previous plan was prepared).

A review may be carried out earlier than 12 months if this is deemed necessary or expedient because of a significant change in the child or young person's circumstances, or in response to a request from child or young person or their parents, providing that the request is not an unreasonable one.

Before proceeding with a review, the child's parents or the young person must be notified of the proposal to review the plan and their views sought. They must also be advised of what is likely to happen during the review [see [Appendix 5.7](#)]. Appropriate agencies and the parents or young person must be given sufficient advance notice of review meetings as appropriate.

*(Supporting children's learning: code of practice, SEED, Edinburgh, 2005)*

## Receiving a child with a coordinated support plan

If a school receives a child or young person with a coordinated support plan it is **essential that a review is initiated**, as its legal status will continue to apply.

Transfer of the coordinated support plan between education authorities must take place within 4 weeks of the date of the departure of the child or young person

## **Discontinuing the coordinated support plan**

Parents must be given a 2 month period in which to appeal against the discontinuance of a coordinated support plan following a review meeting, and a discontinued plan must be retained by the education authority for 5 years. A letter template regarding the closure of a coordinated support plan is given at [Appendix 5.8](#).

## **How education plans fit in with other plans**

It may be the case, for some children, that they have more than one plan. For example, as well as an education plan they may also have a health or care plan. It is very important that professionals setting targets in one plan should take into account information contained in another plan. They should also ensure articulation of aims and goals across multiple plans and seek to avoid unnecessary duplication.

The Scottish Government is working towards having just one record for each child which will contain an electronic record of all the different information about a child that different professionals need to know. When this happens each professional will have access to relevant information on that record and it should prevent parents and young people having to repeat the same information to different professionals at different meetings.

The additional support needs assessment process is an attempt to co-ordinate multiple action plans for children into unitary plans, pending final guidance from the Scottish Government.

## **Monitoring and reviewing support**

Every child's support needs must be kept under regular review by monitoring their progress in achieving the aims, goals and targets that have been set through personal learning planning, an individualised programme or a coordinated support plan. Other professionals (such as health professionals or social workers) or voluntary organisations may also be involved in monitoring the child's progress if they are providing support.

In addition to the ongoing monitoring of goals and targets there should be an annual formal review of progress for each child or young person with additional support needs. It should be emphasised, however, that this is the minimum requirement and for many children and young people, particularly those with severe or complex needs, more frequent formal reviews of progress may be required.

#### **References**

*Supporting Children's Learning: code of practice*  
*A Parents' Guide to support for learning*

SEED, Edinburgh, 2005  
Enquire, Edinburgh, 2006

**School: \_\_\_\_\_ Individualised Educational Programme (IEP)**

Name: _____		Date of Birth: _____		Class: _____		Class Teacher: _____	
IEP start date: _____				IEP review date: _____			
Strengths:				Areas to be developed:			
Long term Target:							
Short Term Targets towards long term targets		Success Criteria		Methods, strategies, when, where?		Responsibility of, resources required	Achieved/Next steps
1.							
2.							
3.							
Parent/carer involvement:				Pupil's view:			
Additional Information:				Evaluation and future action:			

**Additional Support for Learning: Staged assessment and intervention Process**

[NAME OF SCHOOL/ESTABLISHMENT]  
[ADDRESS OF SCHOOL/ESTABLISHMENT]  
[DATE OF LETTER]

Dear [parent name],

**PROPOSAL TO ESTABLISH WHETHER A COORDINATED SUPPORT PLAN IS REQUIRED**

The Western Isles Education and Children's Services Department is considering whether [name of child/young person] meets the criteria for a co-ordinated support plan as described in the Education (Additional Support for Learning) (Scotland) Act 2004.

As part of this process we are required to seek and take account of:

- your views;
- [name of child/young person]'s views.

We also propose to seek views, advice and information from other agencies involved with [name of child/young person]. These will include [list agencies here].

[If any assessments or examinations are proposed, please detail these here; otherwise, delete this sentence]. If you wish to do so, you and/or [name of child/young person] have the right to request assessment(s) relevant to the above proposal.

You will shortly be invited to attend a multi-agency meeting where views will be discussed and the decision taken as to whether a co-ordinated support plan should be established. In accordance with the provisions of the Education (Additional Support for Learning) (Scotland) Act 2004, you will receive formal notification of this decision within 4 weeks of the date of this letter.

I have enclosed an *Enquire* factsheet which gives further information about coordinated support plans and please feel free to contact me if you wish to discuss this further.

Yours sincerely

Enc (Enquire factsheet)

## Co-ordinated Support Plans (CSPs)

Enquire factsheet 15

### What is a Co-ordinated Support Plan (CSP)?

A CSP:

- is an action plan for some children and young people who need significant additional support with their education
- is monitored and reviewed regularly
- supports professionals to work together to help children and young people achieve educational targets
- ensures this support is properly co-ordinated
- is for everyone involved: the child or young person, you as the parent, teachers, therapists, educational psychologists, social workers and so on.

Other written plans that are used to make sure all children and young people learn effectively include Personal Learning Plans and Individualised Educational Plans (IEPs). However, the CSP is the only legal planning document in education.

A CSP is prepared for children or young people who:

- need support due to complex or multiple factors that adversely and significantly affect their school education

- will need support for more than a year, and
- need significant additional support from the education authority and another department of the local authority (such as social work services), or another agency (such as health boards, career services, colleges or universities), or both.

For more information about what we mean by these terms, please contact us (see the end of this factsheet).

A CSP contains information about:

- the additional support needs of the child or young person
- the factors leading to these needs
- the educational objectives for the child or young person
- the additional support needed
- who will provide the support
- who will co-ordinate the support
- a contact person from Education and Children's Services, who can provide particular advice and information on the plan.

Enquire is the Scottish advice service for additional support for learning. We provide independent and impartial advice to parents and carers, to practitioners in education, social work and health services, and to children and young people themselves.

This factsheet has been awarded the Clear English Standard.



## Who should consider whether a child needs a CSP?

Education authorities should have arrangements to identify children and young people who need additional support and may need a CSP. A teacher, social worker or therapist may also tell an education authority about a child who they think needs a CSP. You also have the right to ask the authority to find out whether your child needs a CSP (or to review an existing plan).

Parents, carers and young people can have an advocate present to support them in any discussions with the school and education authority. An advocate working with you or your child can help you ask for this. If they do, you or your child (if they are 16 or over) should sign the letter or request.

### Under-threes

Children under the age of entitlement to pre-school education, normally three, aren't eligible for a CSP. But the education authority has a duty to give a child under three additional support if they have, or appear to have, needs for support due to a disability. If the authority believes that a child will need a CSP, it shouldn't wait until the child is three to start assessing their need for this.

## Who do I ask to consider my child for a CSP?

You can ask your education authority directly, or go through your child's school. You can also ask us for contact details.

We suggest you talk to your child's school first, and to any social work staff and health professionals who support your child. This may help to make your next steps clearer.

## How do I ask?

When you ask for your child to be considered for a CSP, your request must be in a form that can be kept for future reference. This could be a letter, e-mail, CD, tape or video recording, or even in the note of a meeting with the education authority.

## What information should my request include?

You should include:

- your name and address, relationship to the child or young person, and a contact telephone number
- your child's name, address, date of birth, and pre-school or school
- a note of your preferred language and form of communication (such as phone, email or letter)
- a statement that you are formally asking whether your child needs a CSP
- the reasons for your request and why you feel your child needs a CSP.

This last point is essential. We suggest you include things like the following, depending on your child's situation:

- a brief description of your child's difficulties, including any diagnoses, and how these affect their education – for example if they struggle to concentrate, have difficulty communicating, or are falling behind
- a summary of the educational support your child gets already
- a short note of the support your child gets from other agencies, such as social workers and health professionals
- the names of any professionals working with your child.

## What happens next if the education authority accepts my request?

If the authority decides to prepare a CSP for your child, you are expected to join in. The steps in preparing a CSP are outlined in our **Parents' Guide to Additional Support for Learning** (pages 42–44).

The Scottish Executive has included an example of a CSP in **Supporting Children's Learning: Code of Practice** to show education authorities what one should look like. You can see this on its website or ask us for more information.

## Seeking and taking account of information

In preparing a CSP, the education authority must seek and take account of relevant advice and information from appropriate agencies, such as health, social work and voluntary organisations.

Voluntary organisations aren't under the same time limits as others to give these details.

## Making an 'assessment request'

At this time, you also have the right to make an 'assessment request'. This means asking the education authority for a particular type of assessment or examination to be done, if you feel your child needs one. It could be a psychological, medical or educational assessment or examination. If you decide to make an assessment request, you should state:

- that you are formally asking for a specific assessment or examination
- the type of assessment or examination you think your child needs
- briefly why you are asking for this.

The authority should comply with your request unless it considers it unreasonable. In this case, it must write to tell you why it has decided this. The authority always decides who will assess or examine your child. But if you show the authority a private assessment or report, it must take this into account.

## What if the education authority refuses my request for a CSP?

If the authority refuses your request, it must write to tell you why. It must also tell you about your right of appeal to the Additional Support Needs Tribunals.

You can also appeal to this tribunal if you are unhappy with how long it takes to decide whether your child needs a plan, or to prepare a plan. You can get more information about this from the Additional Support Needs Tribunals or from us. Contact details are at the end of this factsheet. We publish another factsheet, **Factsheet 5: Resolving disagreements** that has more information about tribunals.

## How long will each step take?

If you ask the education authority to consider your child for a CSP, it should reply to you within four weeks saying whether it will consider this.

The authority then has 16 weeks (from the date of informing you) to decide whether your child needs a CSP, and, if so, to prepare one.

The authority will usually tell you whether your child needs a CSP within four weeks. It would then have 12 weeks to prepare one if needed. But the authority may take the full 16 weeks before it tells you that your child doesn't need a CSP.

If the authority decides to prepare a CSP, it can extend this 16-week time limit if specific things happen. For example, if the authority asks your child's school for information during the summer term and then the school breaks up for the summer holiday, the CSP wouldn't have to be prepared within the 16-week time limit. You can see a list of all the permitted exceptions in **The (Education) Co-ordinated Support Plan Regulations**.

The authority can extend the time limit only up to 24 weeks, and it must tell you if it is doing so. If the authority fails to meet its time limit, you can appeal to the Additional Support Needs Tribunals, as mentioned above.

## Appointing a co-ordinator

The education authority chooses and appoints a co-ordinator, who is responsible for co-ordinating services for the child or young person. The authority should seek and take account of your and your child's views when choosing the co-ordinator.

## Information in the CSP

You should make sure you are satisfied with the education authority's conclusions in the CSP. If you aren't satisfied, you can appeal to the Additional Support Needs Tribunals.

## Who gets a copy of the CSP?

The education authority will send you the final plan when it has agreed and signed it. Your child's school and the authority will hold copies. A copy will also be sent to your child if they are 16 or over.

## Reviewing the support provided

The education authority must:

- check that the CSP remains adequate
- review the CSP every 12 months.

If the authority fails to review the CSP or to complete the review in the time allowed, you can appeal to the Additional Support Needs Tribunals.

If the authority fails to give your child the support agreed in the CSP, you may be able to refer the problem to dispute resolution. An independent adjudicator will consider the problem and recommend how it can be resolved. We can give you more information on this. See **Enquire factsheet 13: Dispute resolution**.

## What happens when a CSP is discontinued?

An education authority may discontinue a CSP after a review or if it is no longer responsible for your child's education. The authority must keep discontinued CSPs for five years.

If an authority decides at a review to discontinue the CSP, it must:

- tell you
- wait two months before discontinuing the CSP, because you or your child (if they are 16 or over) has two months to appeal to the Additional Support Needs Tribunals.

## More information

### Your local authority (local council)

Your local authority should be able to give you information about CSPs. Contact your local authority or ask us for details.

### Enquire

For more information on CSPs, see our **Parents' Guide to Additional Support for Learning** (pages 37–47).

Helpline: 0845 123 2303

Email: [info@enquire.org.uk](mailto:info@enquire.org.uk)

Website: [www.enquire.org.uk](http://www.enquire.org.uk)

Textphone: 0131 222 2439

Address: Princes House  
5 Shandwick Place  
Edinburgh EH2 4RG

## Scottish Government

For statutory guidance on the **Education (Additional Support for Learning) (Scotland) Act 2004**, see the Scottish Government website. Chapter 4 of **Supporting Children's Learning: Code of Practice** is about CSPs.

[www.scotland.gov.uk/Publications/2005/08/15105817/58187](http://www.scotland.gov.uk/Publications/2005/08/15105817/58187)

### Additional Support Needs Tribunals for Scotland

Telephone: 0845 120 2906

Email: [inquiries@asntscotland.gov.uk](mailto:inquiries@asntscotland.gov.uk)

Website: [www.asntscotland.gov.uk](http://www.asntscotland.gov.uk)

Address: Europa Building  
450 Argyle Street  
Glasgow G2 8LG

### For further information contact:

Enquire, Children in Scotland, Princes House,  
5 Shandwick Place, Edinburgh EH2 4RG

Helpline: 0845 123 2303 Office: 0131 222 2425 Fax: 0131 228 9852  
email: [info@enquire.org.uk](mailto:info@enquire.org.uk) web: [www.enquire.org.uk](http://www.enquire.org.uk)

**Enquire factsheet 15 © Enquire May 2009**

**Additional Support for Learning: Staged assessment and intervention Process**

**[NAME OF SCHOOL/ESTABLISHMENT]  
[ADDRESS OF SCHOOL/ESTABLISHMENT]  
[DATE OF LETTER]**

Dear [name of professional from appropriate agency],

**[NAME AND ADDRESS OF CHILD/YOUNG PERSON]**

The Western Isles Education and Children's Services Department are currently assessing whether the above child/young person requires a co-ordinated support plan as described in the Education (Additional Support for Learning) (Scotland) Act 2004.

I understand that your service supports this child/young person and I am writing to request a report regarding your involvement and any educational implications of this. In particular, I would be grateful for your views of any multiple or complex factors which may impact on learning. I have permission from the child/young person and their parent(s) to make this request.

I enclose a *Gathering Information for a CSP* sheet to record your views.

Thank you in advance for your response to this request, which should be received by me at the above address within 3 weeks.

Please feel free to contact me if you wish to discuss further.

Yours sincerely

Enc (*Gathering Information for a CSP* sheet)

### Gathering Information for a CSP Inter Agency Report Format

Name of pupil		DoB		School	
<b>Health</b>		<b>Social Work</b>		<b>Education</b>	
SALT		Social Worker		Class Teacher	
Occupational Therapy		NCH		Learning Support Teacher (IEP)	
Physiotherapy Therapy				Psychologist	
Paediatrician/GP/Community Nurse				Inclusion Manager	

<b>Summary of Child's Difficulties and Needs</b> (with educational implications):
<b>Support provided:</b>
How often do you see the child?
Do you directly work with the child?
Is the child following a programme of intervention? If so, what areas are you specifically working on?
Who delivers the programme? Do school staff carry out the programme when you are not there?
Is your programme part of the IEP for this child?
<b>Any other relevant information.</b>
<b>Any unmet needs?</b>
<b>Recommendations/targets for Educational Objectives</b> (see ASN handbook)

**Additional Support for Learning: Staged assessment and intervention Process**

[NAME OF SCHOOL/ESTABLISHMENT]  
[ADDRESS OF SCHOOL/ESTABLISHMENT]  
[DATE OF LETTER]

Dear [parent name],

**COORDINATED SUPPORT PLAN**

Following assessment Western Isles Education and Children's Services Department has decided that [name of child] meets the criteria for a coordinated support plan as described in the Education (Additional Support for Learning) (Scotland) Act 2004.

A coordinated support plan meeting will now be held on [date/time] at [venue] at which the educational objectives for the plan will be discussed and agreed. If, for any reason, you are not able to attend this meeting, please let me know as soon as possible.

If you are unhappy with any decision that the education authority has made about your child's coordinated support plan, you can use free mediation services (information leaflets enclosed) to try to resolve the matter. However, if the disagreement cannot be resolved in this way you, or your child if they are aged 16 or over, have the right to appeal to the Additional Support Needs Tribunal for Scotland.

Please feel free to contact me if you wish to discuss this further.

Yours sincerely

Enc ([mediation leaflet](#))

**Additional Support for Learning: Staged assessment and intervention Process**

[NAME OF SCHOOL/ESTABLISHMENT]  
[ADDRESS OF SCHOOL/ESTABLISHMENT]  
[DATE OF LETTER]

Dear [parent name],

**COORDINATED SUPPORT PLAN**

Following assessment Western Isles Education and Children's Services Department has decided that [name of child] **does not** meet the criteria for a coordinated support plan as described in the Education (Additional Support for Learning) (Scotland) Act 2004.

If you are unhappy with any decision that the education authority has made about your child's coordinated support plan, you can use free mediation services (information leaflets enclosed) to try to resolve the matter. However, if the disagreement cannot be resolved in this way you, or your child if they are aged 16 or over, have the right to appeal to the Additional Support Needs Tribunal for Scotland.

Please feel free to contact me if you wish to discuss this further.

Yours sincerely

Enc ([mediation leaflet](#))



## Coordinated Support Plan Checklist and Guidance

Action	Date	Remarks
Letter sent to parent(s)/young person advising of proposal to establish whether CSP is required (App <a href="#">5.2</a> )		◀ <b>16 week timeline begins here</b>
Letter seeking views of appropriate agencies sent (App <a href="#">5.3</a> )		
Letter advising parents of outcome and right to mediation/refer to tribunal (App <a href="#">5.4</a> )		<b>(No later than 4 weeks from date timeline began)</b>
If CSP required:		
Multi-agency meeting convened with appropriate agencies and parent/young person to agree educational objectives		<b>Minute of multi-agency meeting to be taken and copy of agreed educational objectives sent to each agency.</b>
Draft plan circulated for comments		<b>Parent(s)/carers should sign draft plan; should mark “no comment” if they do not wish to comment.</b>
Finalised draft plan forwarded to authority for signature (see below)		<b>(No later than 15 weeks from timeline began)</b>
Plan signed on behalf of authority; copy sent to parent and to school		◀ <b>Timeline ends on this date</b>

Once a Co-ordinated Support Plan has been completed it should immediately be forwarded, with a covering note, to:

**Senior Administrative Assistant – Central Admin Team  
 Department of Education and Children’s Services  
 Comhairle nan Eilean Siar  
 Sandwich Road  
 Stornoway  
 Isle of Lewis  
 HS1 2BW**

If approved, the plan will be signed on behalf of the education authority by the Head of Children’s Services. The original signed copy of the plan will then be retained in the child/young person’s central file in the Department of Education and Children’s Services. A copy of the signed plan, with the appropriate covering letter, will be sent to the parent(s) by the Education and Children’s Services Department administrative team and a further copy to the school. Please note that this applies not only to new Co-ordinated Support Plans but to all subsequent versions of plans.

Copies of all documentation relating to Co-ordinated Support Plans should also be forwarded (with a covering note) to the Senior Administrative Assistant – Central Admin Team for inclusion in the child/young person’s file. This should include:

- Letters to parent(s) advising that a Co-ordinated Support Plan is being considered
- Letters seeking the views of parent(s)/professional(s) in respect of a Co-ordinated Support Plan
- Letters to professional(s) requesting information/assessment in relation to a Co-ordinated Support Plan
- Reports/written submissions provided by health, social work or other professionals in relation to Co-ordinated Support Plans
- Letters of invitation to parent(s)/professional(s) for Co-ordinated Support Plan meetings
- Letters to parent(s) confirming decision to open/not open/review/discontinue a Co-ordinated Support Plan



## SCHEDULE

### CONFIDENTIAL

# COMHAIRLE NAN EILEAN SIAR CO-ORDINATED SUPPORT PLAN

Official Use:

UPI:

Date of first CSP/  
subsequent amended  
versions

**For:** [insert forename(s) and family name of child/young person]

**Home Address:**

(The address where the child resides the majority of the time and where a parent or recognised carer for the child also lives)

**Contact Telephone Number:**

**Date of Birth:**

**Gender:**

**Preferred language/communication method:**

(The child's language of preference/method of communication used to make themselves understood, i.e. signing, lip-speaking, by using communication aids or symbols, audio equipment, Braille)

**School currently attended:**

**Date of Entry to Current School:**

**Parental Details:**

(Details of the child's parent(s) and/or those adults who have or share responsibility for their care, such as foster carers, a relative or social work services should be recorded here. Additional boxes can be added to as required)

**Surname:**

**Forenames:**

**Relationship to child/young person:**

**Address** (if different from child's/young person's):

**Contact Telephone Number:**

**Preferred language/communication method:**

**Surname:**

**Forenames:**

**Relationship to child/young person:**

**Address** (if different from child's/young person's):

**Contact Telephone Number:**

**Preferred language/communication method:**

**Profile**

(here set out a summary of the child's/young person's skills and capabilities and any other relevant information)

**Factors giving rise to additional support needs**

(here set out the factors which give rise to the child's/young person's additional support needs)

<b>Educational Objectives:</b> (here set out the educational objectives that require co-ordination of support for the child/young person, taking account of the factors giving rise to additional support needs)	<b>Additional support required</b> (here set out the additional support required by the child/young person to achieve each of the educational objectives)	<b>Persons providing the additional support</b> (here specify the persons by whom the additional support shall be provided)

**Nominated School**

Name of School:

Address:

Telephone Number:

Head Teacher:

Nature of Placement:

(part-time, day, residential, base, joint-placement)

**Parental Comment**

(here set out the views of the parent on the Plan)

**Child's/Young Person's Comments**

(here set out the views of the child or young person on the Plan)

**Co-ordinated Support Plan Review Timetable**

Date co-ordinated support plan made/amended:

(delete as applicable)

Date by which review must begin:

(on the expiry of 12 months from the date the Plan was made/amended)

Date by which review must be completed:

(within 12 weeks of the date on which the review began)

**Education Authority Contact Points****Additional Support Provision Co-ordinator**

This person is responsible, on behalf of the education authority, for co-ordinating the additional support required by the child/young person as detailed in this co-ordinated support plan.

Surname:

Forename(s):

Contact Address:

Contact Tel No.:

Work Position/Title:

**Parental Advice and Information on the co-ordinated support plan**

The parent of a child with a co-ordinated support plan or a young person with a co-ordinated support plan may obtain advice and further information from the following person:

Surname:

Forename(s):

Contact Address:

Contact Tel No.:

Work Position/Title:

In accordance with Section 11 of the Education (Additional Support for Learning) (Scotland) Act 2004 ("the Act") and the Education (Co-ordinated Support Plan) (Scotland) Regulations 2005 ("the Regulations"), this Co-ordinated Support Plan is made/amended (delete as applicable) by Comhairle nan Eilean Siar on [insert date] in respect of [insert name of child or young person].

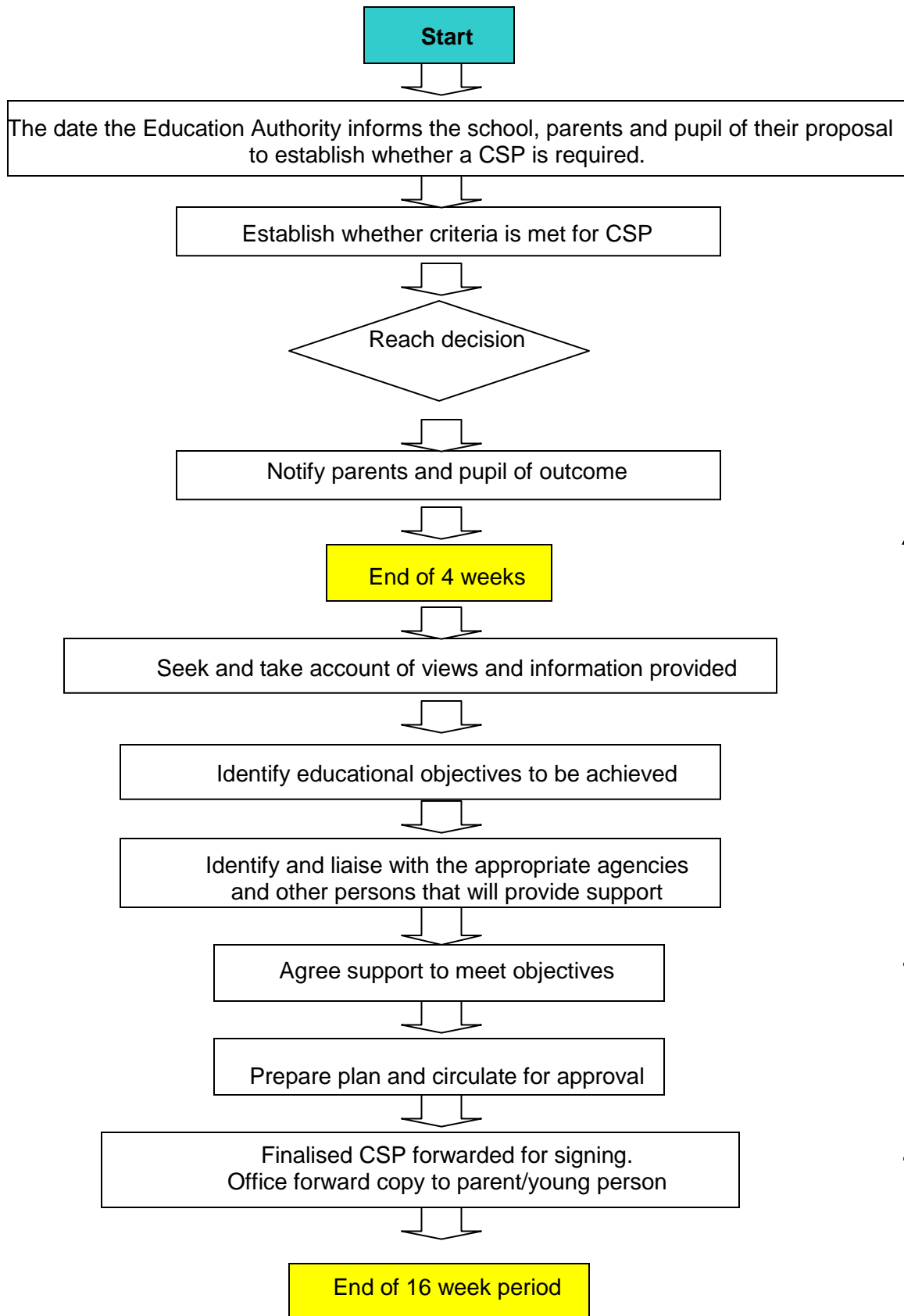
Name:

Work

Position/Title:

Signed (authorised officer of the authority) \_\_\_\_\_

### Co-ordinated Support Plan Timeline



**Additional Support for Learning: Staged assessment and intervention Process**

[NAME OF SCHOOL/ESTABLISHMENT]  
[ADDRESS OF SCHOOL/ESTABLISHMENT]  
[DATE OF LETTER]

Dear <<parent name(s) or name of young person>>,

**COORDINATED SUPPORT PLAN REVIEW MEETING**

I would like to invite you to a coordinated support plan review meeting for <<child/young person's name>> on <<date>> at <<time>> in <<venue>>. This meeting will consider:

- How far the educational objectives have been met
- <<child/young person's name>>'s additional support needs
- The setting of new educational objectives, the support required and the agencies responsible for providing it.

You will be invited to share your views on these issues at the meeting.

If you have any queries or concerns regarding the meeting, or if you are not able to attend for any reason, please contact me as soon as possible.

Yours sincerely

**Additional Support for Learning: Staged assessment and intervention Process**

**[NAME OF SCHOOL/ESTABLISHMENT]  
[ADDRESS OF SCHOOL/ESTABLISHMENT]  
[DATE OF LETTER]**

Dear <<parent name(s) or name of young person>>,

**CLOSURE OF COORDINATED SUPPORT PLAN**

Following the decision taken during the Coordinated Support Plan (CSP) review for [child/young person's name], I write to confirm that the CSP is to be discontinued as he/she no longer meets the criteria as set out in the Education (Additional Support for Learning) (Scotland) Act 2004.

In line with current legal requirements, a parent/young person can appeal against the decision to discontinue a CSP and has two months to do so. The CSP will be retained by the authority for a period of 5 years and will thereafter be destroyed.

If you have any questions or concerns about any of the above or indeed if you wish to appeal against the decision – please do not hesitate to contact me.

Yours sincerely

(Head Teacher)

## **Section 6 Supporting Children and Families involvement in making decisions**

The Education (Additional Support for Learning) (Scotland) Act 2004 ('the Act') introduced a range of new rights for parents and young people and strengthened their involvement in the decision-making processes, placing it at the heart of effective practice. **The content of this section is drawn from Chapter 6 of *Supporting children's learning: code of practice* (SEED, 2005) and *A Parents' Guide to support for learning* (Enquire, 2006, p65 – 77). They should be used in conjunction with this section.**

### **Listening to children, young people and their parents**

**“All children and young people should have the opportunity to make their views known about decisions which affect them. They should have the opportunity to express their opinions and have these opinions taken seriously. They should be encouraged to contribute to decision-making processes, the setting of educational objectives, the preparation of learning plans, reviews and transition planning.”**

***(Supporting children's learning: code of practice, SEED, 2005, Para. 6.2)***

Children and young people must be enabled and empowered in decision-making processes, and they need to know that what they have to say will be respected, listened to and, where appropriate, acted upon. We must, therefore, seek to address any barriers or potential barriers to their participation in decision making.

Parents must also have the opportunity and be enabled to be involved fully in discussions and decisions regarding their child's learning. This is crucial to understanding their child's additional support needs. Parents have unique knowledge and experience to contribute and a key role to play in their child's education. Account should therefore be taken of their wishes and the perspectives they bring. In seeking to meet the needs of children and young people partnership with parents is vital and we must seek to address any barriers to their participation in discussion and decision making.

The Act requires that we seek and take account of the views of the child or young person. In the Western Isles, Viewpoint is available for this purpose (see [Appendix 6.1](#)). Viewpoint is a web-based system which enables professionals to gather the views of children and young people on various topics through the completion of on-line questionnaires.

The Act also requires that we seek, note and take account of the views of parents. In addition, the Act strengthens further the involvement of children, young people, and their parents in working with professionals and authorities to reach decisions which are best for children's and young people's learning.

In order to express views, children and young people need to have experience of being asked for their views, being listened to, making choices and having some influence over what they do and what is provided for them. It is important that schools and early years settings create a climate where seeking children's views and encouraging participation in decision-making are part of everyday activities.

While some children and young people with additional support needs will be able to express themselves clearly, others may need support with communication or confidence to express their views. For example, specific arrangements will have to be made to seek out the views of children with complex communication support needs; those who require an interpreter; or whose first language is not English; or who have behavioural difficulties and find it difficult to co-operate.

A range of approaches will need to be used to determine their views, including the use of alternative or augmentative communication systems, or engaging the views of others such as family members, foster carers, social workers and other professionals who know the child or young person.

It must be stressed that no matter how complex the needs it is just as important and relevant for these children and young people to have their views listened to as it is for those who can more easily express views.

Once the child's or young person's views have been sought and recorded, the education authority has to consider what weight to give to them with consideration of the following:

- the child's ability to understand the information on which their views were based
- the ability of the child or young person to express his or her own views
- the child's or young person's understanding of alternatives and a range of options
- how well those recording and interpreting the views of the child or young person know them

It is important to consider what is realistic and appropriate to provide and to balance this against what a child or young person may want. However, where an education authority is unable to act on a child's or young person's views, reasons for this should be explained to them. **The views of children and young people should never be disregarded without due consideration.**

### **Good practice in communicating with children and young people**

A child or young person may benefit from:

- being given enough time to prepare and to go over the ideas and material to be discussed
- being given information in a form which is readily understood
- a teacher or other helper to help understand the meaning of key terms and concepts
- a supportive communication facilitator to tease out the full meaning of all of the issues
- specialised or new vocabulary (perhaps in sign or symbol form) in order to discuss a particular topic
- support to go over ideas, perhaps on several occasions
- help to understand outcomes and agreements

Issues related to language:

- if spoken English is not the child's or young person's first language, consider using an interpreter
- consider using a facilitator for those with language or speech difficulties
- use appropriate alternative or augmentative communication systems such as visual aids and/or sign language for deaf and/or communication impaired children or young people
- take account of any cultural preferences
- take time to explain what decision has to be made, why it is important and how the child or young person can influence it

*(Supporting children's learning: code of practice, SEED, 2005, chapter 6)*

## Good practice in communicating with parents

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

***(Supporting children’s learning: code of practice, SEED, 2005, Para.6.22)***

In establishing good practice, the education authority and other agencies must:

- ensure that parents are fully aware of the processes for assessing, planning and providing for children’s needs
- ensure that parents are familiar with the support services available from the school, the education authority and from other agencies, including voluntary organisations
- extend the partnership approach to include older children and young people
- provide a named contact person who can provide information about local arrangements to parents and young people with additional support needs

When working with parents professionals must:

- 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; jargon should be avoided
- provided easily in accessible formats
- readily available and provided automatically without charge and without 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

### **Supporters and Advocates**

The Act also provides parents and young people with the right to a Supporter and/or Advocate who can help ensure that a parent's or young person's view is understood, put across and taken account of in discussions where parents or young people feel lacking in confidence or unable to do so themselves.

The education authority is not duty bound to do so, but should, as a matter of good practice, make parents and young people aware of this right and provide information on how to access such services.

A supporter can be anyone the parent or young person wants to nominate; for example, a relative, friend, befriender or voluntary organisation worker. The supporter can be a professional provided there is not conflict with their role as an employee of the authority.

The role of the supporter is to help the family understand policies and procedures, make decisions and give their views by attending discussions with the parent or young person. The supporter may assist in a number of different ways, including:

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

## **The role of the Advocate**

The role of the advocate is similar to that of the supporter in that they will represent the interests of the family. However, in addition, they will be trained in advocacy and have a sound understanding of Scottish education legislation and other relevant laws. [Section 7](#) contains further relevant information.

As with the supporter, the education authority should, as a matter of good practice, make parents and young people aware of this right and provide information on how to access such services.

### **References**

*Supporting Children's Learning: code of practice*  
*A Parents' Guide to support for learning*

SEED, Edinburgh, 2005  
Enquire, Edinburgh, 2006

## Management Benefits



# ViewPOINT

### Helping young people to participate

- Viewpoint Interactive provides managers and practitioners with a method to help young people effectively record their views, wishes and experiences to inform assessment, decision-making and planning
- Young people are engaged through the provision of the latest, easy to use, computer technology.

### Organisation-wide application

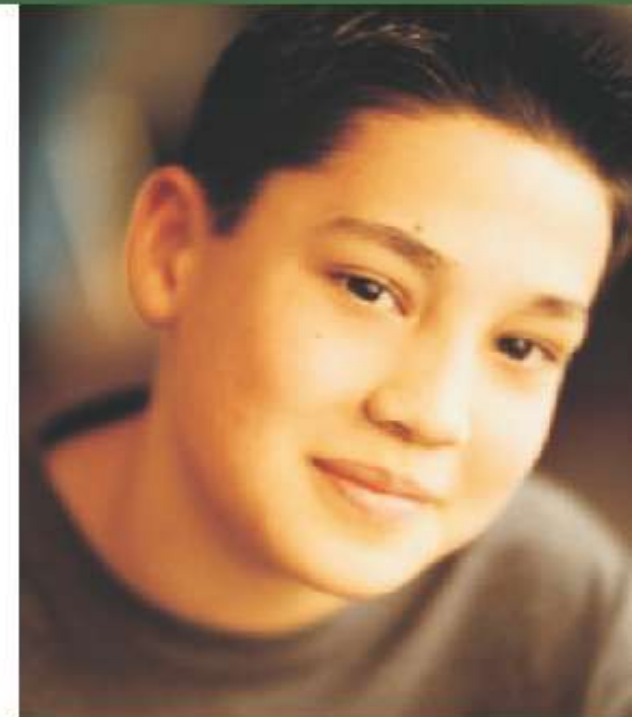
- Managers can have information about the different services they are responsible for
- Organisation-wide strategies for involving young people can be planned and implemented

### Management Information

- Information from young people is immediately available for analysis and reporting.
- Managers can easily monitor which young people are participating, their circumstances and their location
- Standard reports can be set up so that key information is easily accessed to:
  - monitor performance against key targets;
  - monitor the quality of care and other services provided;
  - compare young people in different circumstances;
  - be informed about any concerns;
- Managers have information on which to base service improvement plans, set targets and monitor performance over specified time periods.

### The Viewpoint Organisation

- Specialises in systems for collecting, reporting and analysing the views of young people and has extensive experience working with children, young people, carers and professionals in Children's Services, Education, Health and Youth Justice.
- Works with organisations to plan the implementation of the Viewpoint System and to support the monitoring process.
- Provides training for staff in the use of Viewpoint Interactive directly with young people, in managing and administering the system and in analysing data and creating reports.
- Provides a telephone helpline and email service to support the implementation of the system.



**The Viewpoint Organisation Ltd**  
 Riverside Mills  
 Saddleworth Road  
 Eland  
 HX5 0RY  
 Tel: 01422 315 410  
 Fax: 01422 375 402  
 Email: [services@vptorg.co.uk](mailto:services@vptorg.co.uk)  
 Web: [www.vptorg.co.uk](http://www.vptorg.co.uk)

**An interactive online approach  
 that encourages young people  
 to give their views**

# Viewpoint Interactive

# Viewpoint Analysis



Viewpoint Interactive is an engaging and absorbing approach for consulting young people with the aid of computers.

It effectively helps young people communicate their views and allows them to express these views independently. Any answers young people give to questions are immediately encrypted and transmitted to a secure server.

Different response options are available: multiple choice; multi-select; sliding scales; open text and a notepad for additional comments.



Viewpoint Interactive is a web-based application. Many young people are already familiar with the internet environment, this will making using Viewpoint Online even easier!



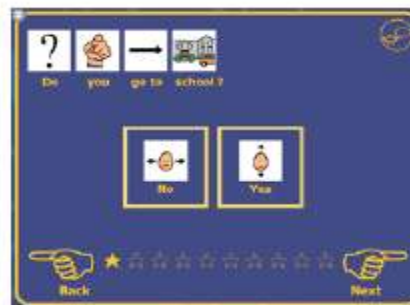
*'Using a computer can be easier than talking directly to someone ..... you can say what you mean without having to explain yourself ..... you don't have to bend the story all the time.'*

Viewpoint Interactive makes use of multimedia with graphics, speech, interactivity and animated assistants making it accessible to children and young people with a wide range of age and ability. Game breaks occur to maintain interest.



## Viewpoint supports children with learning difficulties

Viewpoint Accessibility has been developed to support young people with learning difficulties. It is a simplified version of Viewpoint Online incorporating a less complicated interface and makes use of symbols within the questionnaires.



Data collected from questionnaires is immediately available for use. It can be presented in different formats for young people and for professionals.

Graphical displays of data, such as targets, are also available providing a visual presentation of questionnaire responses with which to engage young people.

All individual responses can be aggregated for statistical analysis. The Viewpoint Analysis function allows a range of frequency reports, cross tabulations, text analysis reports and charts to be produced in easy to use formats.



## **Section 7     Resolving Disagreements**

The new rights afforded to parents, children and young people, and their increased involvement in decision-making processes, increases the potential for misunderstandings and disagreements due to the sometimes competing interests of education authorities, professionals and families. It is the responsibility of the education authority, other appropriate agencies and professionals to develop effective collaborative practice with children and their families. Where the “team around the child” is strong and working effectively, there is less likelihood of disagreement, and those that do occur can often be resolved more quickly.

Where disagreements arise it is expected that most will be able to be resolved at school or education authority level. Where more formal review procedures are necessary, the Education (Additional Support for Learning) (Scotland) Act 2004 (‘the Act’) makes specific provision, as detailed in chapter 7 of *Supporting Children’s Learning: code of practice* (SEED, Edinburgh, 2005) and outlined below and in [Figure 7.1](#) on page 93.

### **Mediation**

Under the terms of the Act every education authority must have mediation services in place to help resolve disagreements arising from the implementation of the Act and its impact on children or young people and their families. Where a dispute cannot be resolved at school level or through the education authority’s staged procedures, the next step could be mediation.

#### **What is mediation?**

Mediation is a non-judgemental process which seeks to resolve disagreements or misunderstandings in the early stages to prevent them escalating. It is voluntary and will not affect parents’ rights if they wish to take the matter further at a later date.

Mediation is private and confidential. A trained and impartial mediator will help both parties to find a shared agreement that resolves the problem. They do not act on behalf of either party and are independent from the education authority. Parents can discuss the issues and ideas for resolving the disagreement without fear of them being used against them in the future if no agreement is reached.

**When can mediation be used?**

Mediation can be used at any time during a disagreement between the education authority and parents. It may also be used more than once; for example, for resolving different parts of a disagreement.

**Who provides this service?**

In the Western Isles, this service is provided by Resolve ([Appendix 7.1](#)). Parents also have the right to have an advocate present at mediation sessions and this service is available through Advocacy Western Isles ([Appendix 7.2](#)).

## **Independent Adjudication**

The Act requires education authorities to put in place procedures to resolve disputes arising from the implementation of the Act and its impact on children or young people and their families. These should be free of charge and parents and young people should not feel compelled to use them. Also, the use of such procedures does not affect their entitlement to access a tribunal or other statutory mechanism, where appropriate.

(Adapted from *Supporting children's learning: code of practice*, SEED 2005 p.95)

### **What is independent adjudication?**

Independent adjudication involves a formal review of the case by an independent third party who is external to the local authority. The adjudicator will normally consider written evidence submitted by both parties about the circumstances leading to the disagreement. It may also be necessary, however, to ask for further clarification or information if required. The adjudicator will then reach a decision and make recommendations to everyone involved. Although there is no legal requirement for the recommendations to be acted upon, both parties are expected to accept the outcome unless there are exceptional circumstances. In general, this process of review should not take more than 40 working days, and 60 close to or during school holidays.

(Adapted from *Supporting children's learning: code of practice*, SEED, pp.95-97 & *A Parents' Guide to support for learning*, Enquire, 2006, p.82)

Parents and young people, if they are aged, 16 or over have the right to request independent adjudication.

### **When can independent adjudication be used?**

In cases where a child or young person **does not** have a co-ordinated support plan, independent adjudication can be used when concerns are raised regarding:

- the assessment of the child's additional support needs
- the level of additional support the child is receiving
- the failure to provide, or make arrangements for, the additional support required

Where there is a co-ordinated support plan, independent adjudication can be used in cases where the parent or young person feels that the content of the co-ordinated support plan is not being met.

*(A Parents' Guide to support for learning, Enquire, 2006, p.82)*

**Who provides this service?**

Scottish Ministers appoint an independent adjudicator from a panel of people experienced in additional support needs.

## **Additional Support Needs Tribunals**

### **What is the Additional Support Needs Tribunal for Scotland?**

This is an independent body set up by the Scottish Government to deal with disagreements between parents or young people and education authorities in relation to co-ordinated support plans. The decision process should not take more than 3 to 4 months from the date of receipt of the reference to the Tribunal (4 to 5 months if July is included).

### **When can the Additional Support Needs Tribunals for Scotland be used?**

Parents and young people can refer to the Additional Support Needs Tribunals for Scotland if they disagree with the decision that the education authority has taken:

- to prepare a co-ordinated support plan
- not to prepare a coordinated support plan
- to continue a coordinated support plan following a review
- to discontinue a coordinated support plan following a review
- not to comply with a request to establish whether a child or young person requires a coordinated support plan
- or if timescales for coordinated support plans are not met

Where a child already has a coordinated support plan, parents or young people can refer to the Additional Support Needs Tribunal for Scotland on:

- the information contained in a coordinated support plan
- failure of the Authority to review a coordinated support plan at the end of 12 months
- the decision from the Authority to refuse a request from a parent or young person to review the coordinated support plan
- the decision of the Authority to refuse a placing request. (This also applies if a coordinated support plan is not yet prepared but there is intention to do so)

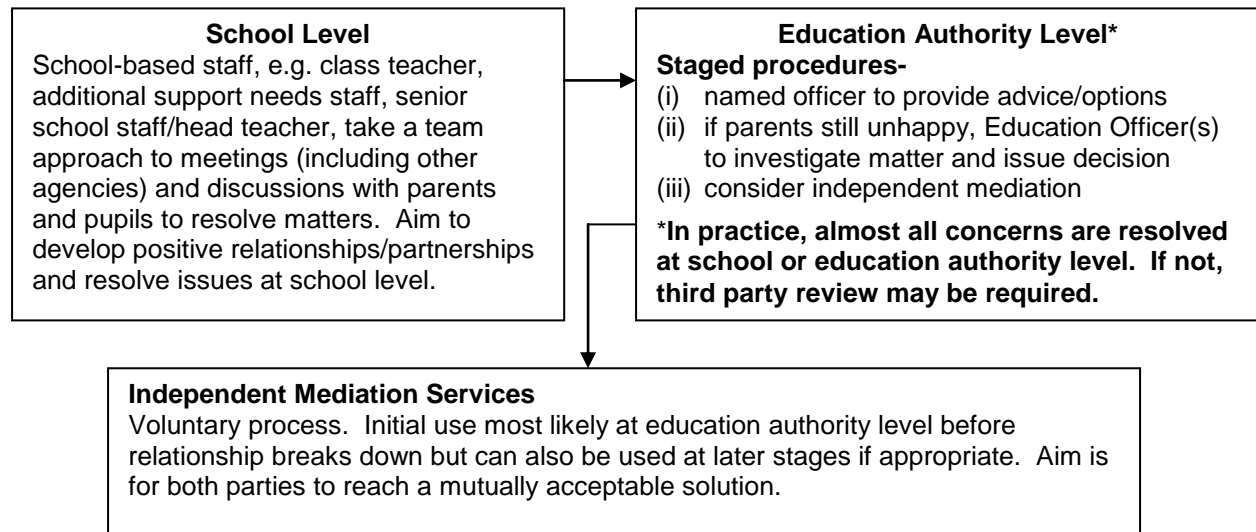
There is a two month time limit for making a reference, starting on the date when the education authority gives the parent its final written decision. As part of this decision, the parent should be informed of their right to appeal to a Tribunal by education authority (see [Appendix 5.8](#) for letter template). If the authority fails to give the parent its decision on whether a child needs a coordinated support plan, this is treated as a refusal to assess and parents can make a reference about this. Parents can continue talking to the education authority to try to sort matters out even after making a reference.

**Who provides this service?**

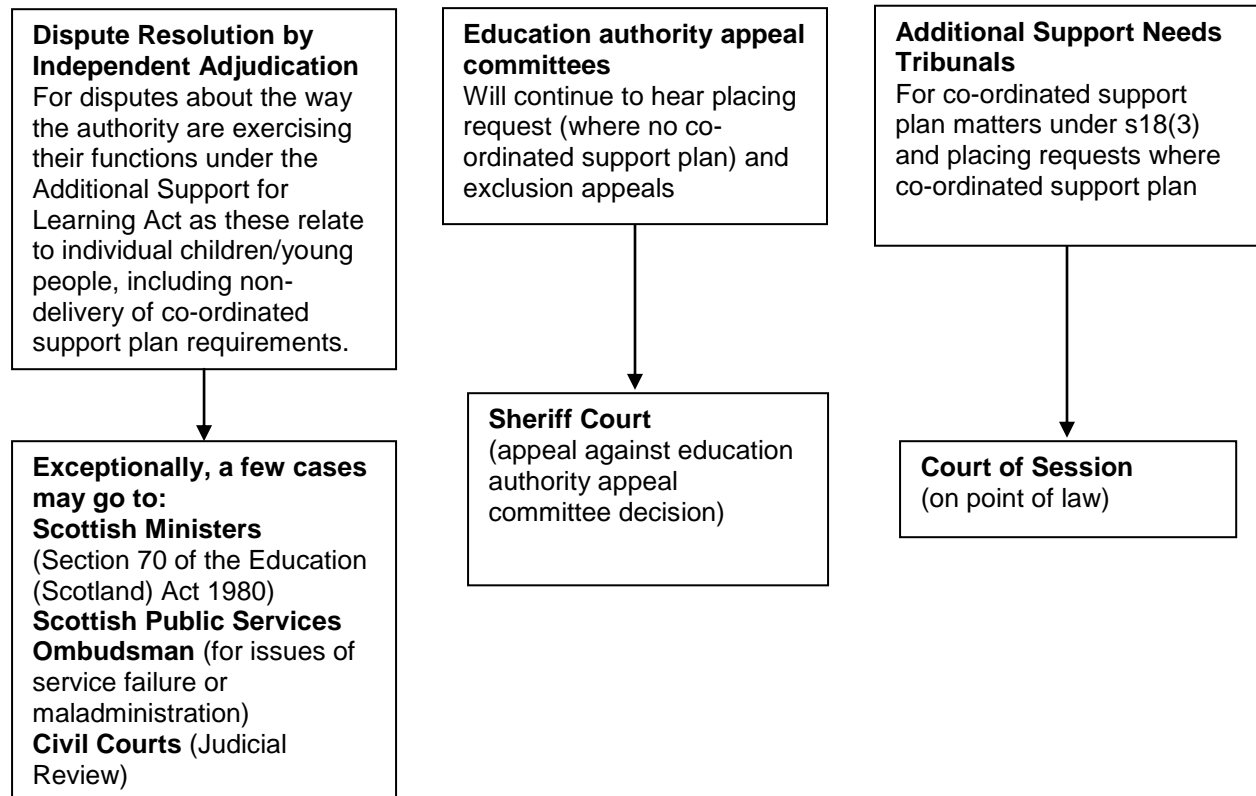
The Additional Support Needs Tribunals for Scotland are made up of a convener, who is a lawyer, and two members who have extensive skills and experience in the area of additional support needs. The Tribunals are independent and aim to be user friendly, informal and easy for parents to use rather than being in a court setting.

**Figure 7.1 Framework for resolving disagreements**  
 Source: *Supporting children's learning: code of practice*, Ch.7 p.102

**PARTIES REACH AGREED OUTCOME AT LOCAL LEVEL**



**THIRD PARTY REVIEW AND RECOMMENDATION**



Further detail of all the dispute resolution processes can be found in chapter 7 of *Supporting Children's Learning: code of practice* (SEED, 2005) and in pp.79 -88 of *A Parents' Guide to support for learning* (Enquire, 2006).

**References**

*Supporting Children's Learning: code of practice*  
*A Parents' Guide to support for learning*

SEED, Edinburgh, 2005  
Enquire, Edinburgh, 2006

## RESOLVE:ASL

RESOLVE:ASL is a new and independent mediation service now available in Scotland to help resolve disputes in relation to the Additional Support for Learning Act.

A RESOLVE:ASL mediator is a trained independent and neutral third party who will:

- work with services and families to resolve disputes
- assist in communication and encourage mutual understanding
- assist the parties to arrive at the outcomes/agreements themselves
- establish a basis for effective parent/professional partnerships.

A RESOLVE:ASL mediator does not make decisions or recommend solutions.

RESOLVE:ASL can approach parties in dispute and offer this service. However, participation for parents in mediation is a voluntary process.

There is no cost to parents/carers and young people who are involved in mediation.

## RESOLVE:ASL



If you need more information or feel mediation would benefit your child or circumstances you can speak to:

Inclusion Department  
Comhairle nan Eilean Siar  
Education Offices  
Sandwick Road  
Stornoway  
Isle of Lewis  
HS1 2BW

Tel: 01851 709437

You can also get more information about mediation online at:  
[www.resolveasl.org.uk](http://www.resolveasl.org.uk)



## Mediation Service

Information for  
parents and carers

in partnership with

## RESOLVE:ASL



## RESOLVE:ASL

### What is mediation?

Mediation is a voluntary process during which a neutral third person (a mediator) assists those involved in a disagreement or dispute to work towards finding a mutually acceptable solution.

### New arrangements for mediation

The Education (Additional Support for Learning)(Scotland) Act 2004 places new duties on local authorities to provide access to independent mediation for resolving disputes with parents and carers of children and young people with additional support needs. While parents and carers are not obliged to use mediation, local authorities must enter into mediation where a parent/carer/young person wishes to do so.

### How can mediation help you?

The mediation process encourages communication, identifies issues, explores options and assists mutual problem solving. This promotes positive relationships and increases participation between parents, carers, school and local authority education departments.

Mediation increases involvement and understanding among the participants in the decision making process. Building trust and improving the quality of relationships can successfully address conflict and disagreement.

## RESOLVE:ASL

### What do you need to do to take part in mediation?

You need to be able to openly discuss the issues concerning your child's education by bringing any information that is felt to be important/relevant to the process. You should also be prepared to listen to the views of the other parties involved. Remember you can bring a supporter or advocate with you to mediation.

### What takes place in mediation?

The purpose of mediation will be to reach agreement on the most appropriate plan for the child.

Each person will have the opportunity to express his/her concerns and talk about the needs of your child. Past, current and future plans will be discussed.

Mediation can also be an opportunity for your child's view to be independently heard.

Some issues suitable for mediation include:

- school placement
- level of provision for a child with additional support needs
- transition of Record of Needs (RoNs to Co-ordinated Support Plans (CSPs)
- Assisting parents and local authority staff to communicate more effectively

## RESOLVE:ASL

RESOLVE:ASL has been set up by Children in Scotland to assist local authorities to meet the mediation requirements in the new Education (Additional Support for Learning) (Scotland) Act 2004. It is based on the successful and effective Enquire mediation pilot project.

Children in Scotland is the national agency for voluntary, statutory and professional organisations and individuals working with children and their families in Scotland.

Children in Scotland exists to identify and promote the interests of children, young people and their families and to enable them to contribute to the development of policies and services which are of the highest possible quality and able to meet the needs of a diverse society. It does this with, through and for its members. Children in Scotland facilitates the Additional Support Needs network and hosts Enquire, the national advice service for additional support needs in Scotland.

Further information can be gained from [www.childreninscotland.org.uk](http://www.childreninscotland.org.uk)

If you would like any further information  
please contact the Advocacy Western  
Isles co-ordinator:

Advocacy Western Isles  
Lamont Lane  
Bayhead  
Stornoway  
Isle of Lewis  
HS1 2EB

Tel/fax: 01851 701755  
e-mail: [office@advocacywi.co.uk](mailto:office@advocacywi.co.uk)

Advocacy Western Isles  
(Uist & Barra)  
East Camp  
Balivanich  
Isle of Benbecula

Tel/ fax: 01870 603891  
e-mail: [uistandbarra@advocacywi.co.uk](mailto:uistandbarra@advocacywi.co.uk)

All calls are confidential.

We are on  
Your  
Side!

Comments and suggestions welcomed

In order to provide the best possible  
service, we need your help. If you are  
unhappy about any aspect of our  
service, please contact the  
Co-ordinator.

Advocacy  
Western Isles  
Is funded by:



Comhairle nan Eilean Siar



Advocacy is about being supported to  
speak up for yourself, defending your  
rights, promoting your interests and  
ensuring that your voice is heard.

Advocacy Western Isles is a member of  
the Scottish Independent Advocacy  
Alliance.

**Is nobody listening?**

Do you feel your views are not taken seriously?

.

Are you unhappy about a service you are receiving?

.

Would you like to be more fully involved in the planning for your future?

.

Do you need someone to help you stand up for your rights?

.

**Advocacy Western Isles is here to make your voice heard!**

**How the service works:**

Advocacy Western Isles provides an independent and confidential service throughout the Western Isles.

The service is available to adults, individuals with learning difficulties, those experiencing mental health issues and children and young people.

We can link you to a trained advocacy worker who can support you in practical ways.

For example:

Attending meetings,  
help in writing letters,  
making sure decisions are clearly explained and to be your voice.

**An advocacy worker's only loyalty is to the person they are supporting.**

**What will it cost?**

Nothing.  
Advocacy Western Isles provides a free service.

**How do I get help?**

Please contact Advocacy Western Isles to make an appointment. This will give you a chance to gain some information about the service.

.

**Why is advocacy needed?**

Advocacy is needed because many people who are vulnerable or isolated find it difficult to speak up for themselves.

.

**Advocacy Western Isles has a number of Advocacy Workers available, both staff and volunteers.**

## Section 8 Transitions

### Planning Transitions

The keys to successful transition are effective communication and a shared understanding of needs among children, parents and professionals. It is particularly important for a child or young person with additional support needs that any transition is as smooth as possible.

Key principles governing effective transitions are:

- early identification/start
- seeking and taking account of the child's views
- improved partnerships, close collaboration between sending and receiving establishments
- consistency of approach and sharing of good practice
- flexible planning to meet individual needs, e.g. phased entry
- support structures and resources in place prior to date of transition
- robust assessment evidence and shared enhanced intelligence and targeting

Careful planning within set timescales should consider:

- the child or young person's additional support needs
- what provision for those additional support needs is required in the new setting

<b>Age/Stage</b>	<b>Timescale for transition planning meeting no later than:</b>	<b>Appropriate other agencies who may be involved in meeting.</b>
0-3 years	3 months	health
Pre-school – P1	6 months	social work Action for Children
P7-S1	12 months	receiving school representative
Leaving school/preparing for adulthood	two meetings, 12 months before leaving age and 6 months before actual leaving date	Careers Scotland further or higher education other local authorities

## Leaving School, Preparing for Adulthood

Additional factors have to be taken into account at this stage. No later than six months prior to the anticipated school leaving date, the school must inform all of the appropriate agencies of:

- the young person's anticipated school leaving date
- any other appropriate information regarding the young person and their additional support needs.

(adapted from *Supporting Children's Learning: code of practice*, SEED, 2005, chapter 5)

At the same stage the school must also consider what provision is likely to be needed once the child or young person has left school. In so doing, it must take into account the notification to any relevant appropriate agencies as listed above. This requirement essentially means that other local authority departments, such as Social Work (Adult Services), are treated as appropriate agencies in this context.

Once the young person has actually left school, confirmation must be provided to appropriate agencies. **Information must not be provided to relevant agencies without consent of the young person or parent.**

In some cases this will be a simple process, requiring little more than a perusal of a few college or university prospectuses. In other cases it will be a more complex, multi-disciplinary exercise involving representatives from education and children's services, health and further education institutions.

The Act also requires the exchange of certain information by relevant agencies whenever a child or young person with additional support needs is approaching the date on which they plan to leave school. Twelve months prior to a child's or young person's anticipated leaving date (or as soon as possible after the date is known) the school must seek information from any relevant appropriate agency regarding provision which is likely to be available to the young person from that agency upon their leaving school. The views of the parent or young person must also be sought (see [Section 6](#) for relevant guidance). This information and these views, together with any relevant information from the authority's non-education functions, must then be taken into account in considering the adequacy of the additional support to be provided to the child or young person prior to them leaving school.

### Reference

*Supporting Children's Learning: code of practice*

SEED, Edinburgh, 2005

## Section 9

## Useful Resources

### Web Resources

Additional Support Needs Tribunals for Scotland	<a href="http://www.asntscotland.gov.uk/">http://www.asntscotland.gov.uk/</a>
Advocacy Western Isles	<a href="http://www.advocacywi.co.uk/">http://www.advocacywi.co.uk/</a>
AifL - Assessment is for Learning	<a href="http://www.ltscotland.org.uk/assess/">http://www.ltscotland.org.uk/assess/</a>
A Parents' Guide to Additional Support for Learning	<a href="http://www.enquire.org.uk/pcp/pub/pcpguides.php">http://www.enquire.org.uk/pcp/pub/pcpguides.php</a>
CALL (Communication Aids for Language and Learning) Scotland	<a href="http://www.callscotland.org.uk/">http://www.callscotland.org.uk/</a>
Capability Scotland	<a href="http://www.capability-scotland.org.uk/">http://www.capability-scotland.org.uk/</a>
Careers Scotland	<a href="http://www.careers-scotland.org.uk/">http://www.careers-scotland.org.uk/</a>
Centre for Inclusion and Equity (CIE)	<a href="http://www.cie-learning.com/">http://www.cie-learning.com/</a>
Children's Hearings	<a href="http://www.childrens-hearings.co.uk/">http://www.childrens-hearings.co.uk/</a>
Children in Scotland	<a href="http://www.childreninscotland.org.uk/">http://www.childreninscotland.org.uk/</a>
Down's Syndrome Scotland	<a href="http://www.dsscotland.org.uk/">http://www.dsscotland.org.uk/</a>
Dyslexia Scotland	<a href="http://www.dyslexiascotland.org.uk/">http://www.dyslexiascotland.org.uk/</a>
Dyspraxia Foundation	<a href="http://www.dyspraxiafoundation.org.uk/">http://www.dyspraxiafoundation.org.uk/</a>
The Education (Additional Support for Learning) (Scotland) Act 2004	<a href="http://www.uk-legislation.hmso.gov.uk/legislation/scotland/acts2004/asp_20040004_en_1">http://www.uk-legislation.hmso.gov.uk/legislation/scotland/acts2004/asp_20040004_en_1</a>
Enable Scotland	<a href="http://www.enable.org.uk/">http://www.enable.org.uk/</a>
Enquire	<a href="http://www.enquire.org.uk/">http://www.enquire.org.uk/</a>
Epilepsy Scotland	<a href="http://www.epilepsyscotland.org.uk/">http://www.epilepsyscotland.org.uk/</a>
Equality and Human Rights Commission	<a href="http://www.equalityhumanrights.com/">http://www.equalityhumanrights.com/</a>
Inclusion and Equality	<a href="http://www.ltscotland.org.uk/inclusionandequality/index.asp">http://www.ltscotland.org.uk/inclusionandequality/index.asp</a>
Learning and Teaching Scotland	<a href="http://www.ltscotland.org.uk/">http://www.ltscotland.org.uk/</a>
National Autistic Society Scotland	<a href="http://www.nas.org.uk/">http://www.nas.org.uk/</a>
National Deaf Children Society Scotland	<a href="http://www.ndcs.org.uk">http://www.ndcs.org.uk</a>
NHS Scotland e-library	<a href="http://www.elib.scot.nhs.uk/portal/ig/pages/index.aspx/">http://www.elib.scot.nhs.uk/portal/ig/pages/index.aspx/</a>

OAASIS (Office for Advice, Assistance, Support and Information on Special Needs)	<a href="http://www.oaasis.co.uk">www.oaasis.co.uk</a>
Parentzone	<a href="http://www.parentzonescotland.gov.uk/">http://www.parentzonescotland.gov.uk/</a>
Resolve: ASL	<a href="http://www.resolveasl.org.uk">http://www.resolveasl.org.uk</a>
Royal National Institute for the Blind (RNIB)	<a href="http://rnib.org.uk">http://rnib.org.uk</a>
Royal National Institute for the Deaf (RNID)	<a href="http://rnid.org.uk">http://rnid.org.uk</a>
Scottish Association for Mental Health	<a href="http://www.samh.org.uk/">http://www.samh.org.uk/</a>
Scottish Network for Able Pupils (SNAP)	<a href="http://www.ablepupils.com">www.ablepupils.com</a>
Scottish Sensory Centre	<a href="http://www.ssc.education.ed.ac.uk/">http://www.ssc.education.ed.ac.uk/</a>
Scottish Society for Autism	<a href="http://www.autism-in-scotland.org.uk/">http://www.autism-in-scotland.org.uk/</a>
Scottish Traveller Education Programme	<a href="http://www.scottishtravellered.net/">http://www.scottishtravellered.net/</a>
Sense Scotland	<a href="http://www.sensescotland.org.uk/">http://www.sensescotland.org.uk/</a>
Skill (National Bureau for Students with Disabilities)	<a href="http://www.skill.org.uk/">http://www.skill.org.uk/</a>
Supporting children's learning: code of practice	<a href="http://www.scotland.gov.uk/Publications/2005/08/15105817/58187">http://www.scotland.gov.uk/Publications/2005/08/15105817/58187</a>
Toolkit for data sharing	<a href="http://www.dca.gov.uk/foi/sharing/toolkit/index.htm">http://www.dca.gov.uk/foi/sharing/toolkit/index.htm</a>

## Area Resources

The following resources are held in each Learning Community Area and are available to borrow from your Area Principal Teacher of Learning Support.

<b>Able Learners</b>	
<b>Resource</b>	<b>Publisher/Author</b>
Gifted & Talented Coordinator's Handbook	Optimus Education

<b>Autistic Spectrum Disorders</b>	
<b>Resource</b>	<b>Publisher/Author</b>
Supporting Children with ASD	Hull Learning Services
Somebody Somewhere	Donna Williams
Autism An Inside-Out Approach	Donna Williams

<b>Behaviour</b>	
<b>Resource</b>	<b>Publisher/Author</b>
The Emotional Literacy HANDBOOK Promoting whole school strategies	Antidote
Anger Management - A Practical Guide	Faupel, Herrick, Sharp
Adolescent Problems - A guide for Teachers, Parents and Counsellors	Nicolson and Ayers
Supporting Children with Behaviour Difficulties	
Cognitive/Behavioural Strategies – A Journal for Practitioners	
Practical Strategies for Individual Behaviour Difficulties	Geraldine Mitchell
SNAP B (Special Needs Assessment Profile-Behaviour)	
Chosen with Care? Responses to Disturbing and Disruptive Behaviour	Lloyd

<b>Dyspraxia</b>	
<b>Resource</b>	<b>Publisher/Author</b>
Dyspraxia 5-11 A Practical Guide	C Macintyre
Supporting Children with Co-ordination Difficulties	Hull Learning Services
Understanding and Supporting Children affected by Dyspraxia DCD in Early Years - Guidance for Teachers	
Developmental Dyspraxia: Identification and Intervention - A Manual for Parents and Professionals	M Portwood

<b>Inclusive Practices</b>	
<b>Resource</b>	<b>Publisher/Author</b>
Closing the Inclusion Gap	Rita Cheminais
How to Create the Inclusive Classroom	Rita Cheminais
Inclusion and How to Do It (Primary)	Sue Briggs
Inclusion and How to Do It (Secondary)	Sue Briggs
Inclusive Teaching, Inclusive Learning	Pilla A. Pickles
Classroom Responses to Learning Difficulties- Special Needs in Mainstream Schools	
Commonsense Methods – For Children with Special Education Needs	Peter Westwood

<b>Specific Learning Difficulties</b>	
<b>Resource</b>	<b>Publisher/Author</b>
SNAP Version 2 (Special Needs Assessment Profile)	Computer-aided diagnostic assessment and profiling 5-14

<b>Dyslexia</b>	
<b>Resource</b>	<b>Publisher/Author</b>
The Dyslexia Institute 'Understanding Dyslexia'	
Specific Learning Difficulties (Dyslexia) Challenges and Responses	Peter D. Pumfrey and Rea Reason
Dyslexia a hundred years on	TR Miles and E. Miles
Specific Learning Difficulties (Dyslexia) Perspectives on Practice	Gavin Reid
Dyslexia – Successful Inclusion in the Secondary School	Lindsay Peer and Gavin Reid
Dimensions of Dyslexia Volume 1 Assessment, Teaching and the Curriculum Volume 2 Literacy, Language and Learning	Gavin Reid
Dyslexia A Practitioner's Handbook	Gavin Reid
Supporting Children with Dyslexia	Hull Learning Services
Dyslexia A Practical Guide for Teachers and Parents	Riddick, Wolfe and Lumsden
Dyslexia and ICT A Guide for Teachers and Parents	A Keates
DYSLEXIA A Teaching Handbook	Thomson and Watkins
CELT Project Report Addressing Specific Learning Difficulties (Dyslexia)	Jean MacGregor
Beat Dyslexia Activity Packs Books 1-6	Stone, Franks and Nicolson
Teaching the Non-Reading Dyslexic Child	Gill Cotterell
Alpha to Omega – The A – Z of Teaching Reading, Writing and Spelling	

<b>Phonics</b>	
<b>Resource</b>	<b>Publisher/Author</b>
Sound Practice – Phonological Awareness in the Classroom	Layton, Deeny, Upton
Sound Beginnings The LDA phonological awareness training pack	Gross and Garnett
PHONICS a resource bank and teacher's guide	J Gregory
Dancing Bear Series	Hilary and Tom Burkard

<b>Literacy</b>	
<b>Resource</b>	<b>Publisher/Author</b>
Literacy Assessment Levels A/E	Scholastic

<b>Spelling</b>	
<b>Resource</b>	<b>Publisher/Author</b>
Spelling Made Easy Introductory, Level 1 and Level 2	
Helping Hands – Supporting Spelling	Sylvia Edwards
Teaching Spelling	Edmund Henderson
Spotlight on Spelling	Hugh O'Connell

<b>Language Development</b>	
<b>Resource</b>	<b>Publisher/Author</b>
Guidelines for a Speech and Language Friendly School	
Developing Language in the Primary Classroom <b>Literacy</b>	S Tann
Literacy Assessment Levels A/E	Scholastic
Through Writing to Reading- Classroom strategies for supporting literacy	Brigid Smith
Primary Comprehension	
Helping Hands Supporting Reading	
Helping Hands Supporting Writing	
Bright Ideas Inspirations	
Constructing Narratives - Top tips for writing stories	Susie Brown

<b>Maths</b>	
<b>Resource</b>	<b>Publisher/Author</b>
Bright Ideas – Inspirations for Maths	
Specific Learning Difficulties in Mathematics	Charles Weedon
Rapid Recall Tests 3,4,5	Folens
One-a-week Maths Tests book 2 and 3	Folens
Effective Teaching of Numeracy	Valsa Koshy
Dyslexia and Mathematics	TR and E Miles

<b>Language Development</b>	
<b>Resource</b>	<b>Publisher/Author</b>
Guidelines for a Speech and Language Friendly School	
Helping Hands - Supporting Speaking and Listening Angela Wilson	
Working with Communication Difficulties	Judith Watson
Call Centre Personal Communication Passports Guidelines for Good Practice	Sally Millar with Stuart Aitken
Supporting Children with Speech and Language Difficulties	Hull Learning Services

<b>Teaching and Learning</b>	
<b>Resource</b>	<b>Publisher/Author</b>
The Teaching Assistant's Handbook	Louise Burnham
Study Skills A Pupil's Survival Guide	C Ostler
Learning Styles - A Guide for Teachers and Parents	Barbara Given and Gavin Reid
Learning Process Skills	Stanley Riley
Missiles to Learning - Beyond the Left-Right Brain	B Casebeer
Learning Process Skills	S. Riley
Before Alpha – Learning Games for under 5's	Beve Hornsby

OAASIS (Office for Advice, Assistance, Support and Information on Special Needs)

First Guides to-

- Dyslexia
- AD/HD
- Autism
- Aspergers
- Dyspraxia
- Complex and Severe
- Attachment Disorder

## Physical Disabilities

<b>Down's Syndrome</b>
<b>Resource</b>
Children with Down's Syndrome – A Guide for Teachers and Learning Support Assistants in Mainstream Primary and Secondary Schools
Classroom Language Skills for Children with Down Syndrome – A Guide for Parents and Teachers
Down's Syndrome SCOTLAND Publications

<b>Asthma</b>	
<b>Resource</b>	<b>Publisher/Author</b>
Supporting Children with Asthma	Hull Learning Services

<b>Epilepsy</b>	
<b>Resource</b>	<b>Publisher/Author</b>
Supporting Children with Epilepsy	Hull Learning Services

## Glossary of terms

**“the Act”\*** - the Education (Additional Support for Learning) (Scotland) Act 2004

**Action plan\*** - a structured plan which sets out timescales, responsibilities and services required to meet a child's or young person's assessed needs.

**Additional support\*** - provision which is additional to, or otherwise different from, the educational provision made generally by an education authority for children and young people of the same age in schools (other than special schools) under the management of the education authority.

**Appropriate agency\*** - an agency, or any person, specified in the Act, or by regulation, as having duties under the Act. Other agencies, whether statutory or voluntary, may work with local authorities to support a child's or young person's learning without being under a statutory duty.

**Assessment\*** - an ongoing process of gathering, structuring and making sense of information about a child or young person, and their circumstances, in order to inform decisions about the actions necessary to maximise their potential.

**AifL** - Assessment is for Learning

**ASN** - additional support needs

**Advocate\*** - someone chosen by a parent, or young person, to conduct discussions on their behalf with an education authority or to make representations to the authority, or the tribunal.

**Carer\*** - includes parents and other people with parental responsibilities, for example, public foster carers, relatives and friends who are caring for children and young people under supervision requirements, and close relatives, such as siblings or grandparents caring for children who are not looked after or are under home supervision requirements (see also parent).

**Co-ordinator\*** - person responsible for ensuring, so far as possible, that the services required to deliver the additional support identified in a co-ordinated support plan are in place for the child or young person and for taking action to secure services when necessary.

**Complex factor\*** - in the context of a co-ordinated support plan is a factor which has or is likely to have a significant adverse effect on the school education of the child or young person.

**Co-ordinated support plan (CSP)\*** - a statutory strategic planning document to co-ordinate the provision of services for those children and young people, who meet the criteria, to help them work towards their agreed long-term educational objectives.

**Dispute resolution\*** - the involvement, under regulations supporting the Act, of an independent adjudicator to review a disagreement between parents, or a young person, and an education authority, over the exercise by the authority of any of its duties or functions under the Act, and to make recommendations for parties aimed at resolving the dispute.

**Disability\*** - the code uses the definition of disability, set out in the Disability Discrimination Act 1995, as being a physical or mental impairment, which has a substantial and long term adverse effect on a person's ability to carry out normal day-to-day activities.

**Duty\*** - where the law requires an education authority or appropriate agency to do something (see **power**).

**Education authority\*** - in legal terms, education authority and local authority are both defined as a council constituted under section 2 of the Local Government etc (Scotland) Act 1994. The code refers to an education authority when considering a local authority's educational functions; and to a local authority when referring to functions other than educational ones, such as social work services.

**Holistic\*** - a holistic view is one which addresses the whole child and his/her circumstances rather than focusing on specific isolated aspects.

**Individualised Educational Programme (IEP)\*** - a written document which outlines the steps to be taken to help children and young people who have additional support needs to achieve specified learning outcomes.

**Integrated Assessment Framework\*** - a common means for all agencies and professionals to assess children's and young people's needs and to share information about them in order to ensure that interventions at any level lead to improvements in the child's or young person's life.

**Looked after child or young person\*** - the Children (Scotland) Act 1995 has a statutory definition of a looked after child. These are children or young people who are accommodated by the local authority; or are subject to one of the specified orders, including a child protection order; a parental responsibilities order; or are subject to a supervision requirement whilst living at home.

**Looked after care plan\*** - a written care plan for a child or young person looked after by a local authority. It includes consideration of the child or young person's family contact arrangements as well as education, health and future care arrangements.

**Mediation\*** - a voluntary process whereby an independent third party seeks to enable parties to a disagreement to reach an agreed resolution of their differences.

**Multi-disciplinary\*** - where more than one professional from different disciplines within the same agency work together (e.g. speech therapist and health visitor).

**Multi-agency\*** - where professionals from different agencies work together (e.g. teachers and health or social workers).

**Multiple factors\*** - in the context of a co-ordinated support plan, these are factors which are not by themselves complex but which, when taken together, have or are likely to have a significant adverse effect on a child's or young person's school education.

**Parent\*** - has the same meaning as section 135(1) of the Education (Scotland) Act 1980, as amended, and includes guardian and any person who is liable to maintain or has parental responsibilities (within the meaning of section 1(3) of the Children (Scotland) Act 1995) in relation to, or has care of, a child or young person (see also **carer**).

**Personal learning planning (PLP)\*** - process by which children, young people and parents are involved in discussions with the school about the goals of learning, including those for personal development. Its focus is on supporting dialogue and ultimately about engaging children and young people in their own learning.

**Power\*** - where the law allows an education authority to do something, but there is no duty to do so.

**Pre-school provision\*** - the Act refers to pre-school provision (generally for 3 and 4 year olds (as within the categories of prescribed pre-school children) under the management of an education authority. It also covers circumstances where the education authority have an arrangement for the purposes of section 35 of the 2000 Act with a private provider, normally referred to as partnership nurseries. In certain circumstances, an education authority has a duty under the Act to make provision for disabled children under the age of 3 years.

**Prescribed pre-school child\*** - a child eligible for pre-school provision from the start of the school term following their 3rd birthday until the end of the school term before they are first eligible to attend primary school (generally between the ages of 3 and 5).

**School\*** - within the Act the term 'school' has the same meaning as in the 1980 Act and means a primary, secondary or special school, and includes nursery schools and independent and grant-aided schools.

**School age\*** - generally from the age of 5 to 16 years.

**SMART targets** - **S**pecific, **M**easureable, **A**chievable, **R**elevant and **T**imed

**Special school\*** - a school or any class or other unit forming part of a public school which is not itself a special school, the sole or main purpose of which is to provide education specially suited to the additional support needs of children or young people selected for attendance at the school, class or (as the case may be) unit by reason of those needs.

**Supporter\*** - someone chosen by the parent or young person to be present at any discussions with the authority or at the tribunal for the purpose of supporting them in the course of those discussions.

**Targeted services\*** - services which are designed to help specific children and young people for particular needs, e.g. social work, the Reporter, police, a whole range of voluntary sector provision.

**Transitions\*** - refers to changes in education, for example, starting nursery school, moving from primary to secondary school, transferring schools within or outwith an education authority's area.

**Universal services\*** - services which all children and young people have access to throughout their childhood, e.g. health and education provision.

**Young carer\*** - children and young people who provide care to a family member.

**Young people\*** - the code uses this term to refer to those young persons over school age (generally over 16 years) who are not yet 18 years of age, as per the definition in the 1980 Act.

\* Definition taken from *Supporting children's learning: code of practice*, SEED, Edinburgh, 2005