

COMHAIRLE NAN EILEAN SIAR



Inclusion –
A Policy For All

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

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1 FOREWORD

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

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

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

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

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

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

2 STATEMENT OF INTENT

▶ **Value Diversity**

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

▶ **Entitlement**

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

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

▶ **Participation**

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

▶ **Individual Needs**

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

▶ **Planning**

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

▶ **Collective Responsibility**

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

▶ **Professional Development**

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

▶ **Equal Opportunities**

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

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

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

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

In order to do this, the Government has outlined five key principles defining inclusion:

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

3 **CONTEXT**

For a number of years, the Scottish Executive has been promoting the idea of 'joined up working' in the best interests of those for whom we provide a service.

In late 2000 the Scottish Executive established a team to look at how services for children and young people could be improved through more integrated working. This work resulted in the publication of the report 'For Scotland's Children' in 2001, which included critical analysis of the current position across Scotland and made recommendations in the shape of an Action Plan for the future.

A summary of the Action Plan is as follows:

▶ **Consider Children's Services as a single service system**

- led by the Chair of Children's Services and a senior figure from the NHS;
- agree the Planning Area;
- Children's Services to be given the highest priority.

▶ **Establish a Joint Children's Services Plan**

- seen as a joint production of the NHS Board and local Authority;
- children, parents and voluntary organizations involved as full partners;
- multi-disciplinary approach to workforce planning;
- financial transparency with cost sharing and pooled budgets;
- range of staff who are skilled and experienced in working with families;
- joint post-qualifying events / induction;
- identify existing 'informal' services;
- involve minority groups;

- co-terminosity in service boundaries;
- link to Drug Action Team and Community Care Plan and set within the framework of the Community Plan;
- detail arrangements for access, assessment and service co-ordination.

▶ **Ensure Inclusive Access to Universal Services**

- avoid physical eviction from housing;
- ensure access to GP and Primary Care Team supports;
- ensure full-time education for excluded pupils;
- needs to be met from within universal services wherever possible;
- transition from pre-school to Primary is carefully managed;
- single point of entry to services / co-location whenever possible.

▶ **Co-ordinate Needs Assessment**

- co-ordination responsibilities to be made explicit;
- every child to have a named individual who is the main point of information / reference for the child and who can consider the need for more specialist services;
- work towards a single modular assessment format;
- staged model of intervention.

▶ **Co-ordinate Intervention**

- named co-ordinator where intensive / complex / long-term support is required;
- consider an administrator to help identify all children who need a co-ordinator;
- avoid the accident of entry point determining the service provided;
- good understanding of the remits and responsibilities of all agencies with clear and accessible information.

▶ **Target Services**

- set out how to provide excellent universal services and targeted additional services;
- common understanding of children in need;
- manage the transition out of children's services;

- attention to emergency issues, eg drugs, psychiatric diagnosis and high dependency needs;
- active preventative work with children who are predicted to require services;
- identify informal services and clear information for users.

However, what the Action Team found did not reflect their aspirations.

Service users reported that:

- agencies are bad at information sharing and communication;
- families are excluded from services;
- waiting times for services are long;
- professionals failed to deliver;
- professionals disagreed;
- poverty and limited aspirations meant that families often felt there was no way out of their situation, that they did not expect anyone to help;
- drugs and alcohol made family life and relationships with service providers difficult to manage;
- young people felt that there was generally a negative view of them, that the statutory sector services were particularly disrespectful or uninterested.

Service providers reported that:

- there are too many initiatives, plans and ring-fenced funding streams;
- different agencies fail to develop agreed outcomes or targets in work;
- there was a lack of clarity regarding which children fall into the category of children in need;
- agencies struggled to develop shared assessment mechanisms and so were unable to develop appropriate, staged, measured multi-agency responses to need;
- the most glaring resource shortfall identified was the under-funding of local authority Social Work Children and Families services;
- there were particular staffing shortages in Social Work staff, Child and Adolescent Psychiatry, Health Visitors and Psychologists;
- services were fed up with reorganization and constant upheaval;
- there were concerns over sustaining initiatives;
- there were concerns about unintended outcomes or not thinking through the consequences of developments in one service area or another;

- there was concern and frustration from the voluntary sector about the tendering and contracting culture which was increasingly determining the relationship that they had with local authorities;
- there was an issue over predictability, ie: why are service providers saying that they can often predict which children or families will come to their attention, yet we are doing nothing until there is a crisis?

In terms of action, therefore, it is expected that the local Authority Education Service would:

- have a direct responsibility for producing an Education Service Plan, an Educational Improvements Objective Statement and School Plans;
- take a lead role in producing the Children's Services Plan, Early Education, Childcare and Sure Start Plans;
- provide input to the Community Plan, Council Corporate Plan, Local NHS Plan, Community Care Plans, Community Safety Plan, Criminal Justice Plan and Youth Crime Plan;
- provide feedback on the use of Pre-School Grant, Excellence Fund and Early Intervention Fund;
- participate in the Childcare Partnership, Community Safety Partnership and Community Learning Partnership.

Local authorities, NHS Boards and other planning partners (eg: Police, Scottish Children's Reporter Administration, not-for-profit organizations) are now being asked to draw together their existing separate plans for school education, children's Social Work, Child Health and Youth Justice, into Integrated Children's Services Plans, the first of these to cover the period 2005 – 2008. This work is underway and a draft Plan will be prepared for consultation in April 2005.

The main issue and critical purpose in all of this work is not only best value, but also recognition that failure to develop better integrated service responses undermines our aspirations for better outcomes for children.

"Whether necessary or not, a function of fragmented organizational structures is often competition and protectionism in the allocation and use of resources that contradicts concerns with best value. A Head Teacher's unwillingness to invest £40 per week in a classroom assistant leads the Social Work Department in the same council to spend £400 per week on an excluded child. Equally, it does not occur to the Social Work managers to allocate £40 per week from their budgets to the Head Teacher. Best value has a longitudinal dimension: controlling costs now that result in far higher unnecessary expenditure later is equally not best value. The Head Teacher's £40 saving becomes thousands of pounds expenditure in the criminal justice system as the impact of exclusion, labeling and alienation kick in. Put simply, 'best value' is an holistic concept incompatible with agency-specific and time-specific budget management interests."

Colin Mair, Director, Scottish Local Authority Management Centre

A Best Value Review of Children's Services is currently being undertaken by the Comhairle's Corporate Services and will be available for publication later in the year.

4 **ROLE OF EDUCATION AND SCHOOLS**

In spite of significant progress in a wide range of areas, it is clear that we have a great deal still to do if we are going to maximize the potential for attainment, inclusion and achievement for all our young people.

Targets have been set in these areas. However, although our population is reducing and our resources and staff-to-pupil ratios remain better than the national average, our performance could be better.

The Department of Education and schools make the greatest impact on children in areas of learning and teaching. Hence it is important that we work to ensure that all learners not only want to succeed, but believe they can. The emphasis should be on success and potential rather than on failing and perceived shortcomings.

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

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

Role of Schools

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

► Learning

- Make sure the curriculum values all kinds of abilities.
- Educate the whole person inclusive of their physical and emotional well-being.
- Value young people as people and not simply as learners – focus on esteem, motivation.
- Ensure learning involves young people in making sense of new information by using existing knowledge to modify, up-date and re-think their ideas in a range of situations.
- Teachers need to be able to provide different options and inputs by adapting content, structures and context.
- Students need to work together.
- Students need to have the opportunity to reflect on their own emotions and thought processes from an early age.

- Students should be encouraged to see learning as something which will take place throughout their lives.

► Teaching

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

(Teaching for Effective Learning 1996)

5 RESILIENCE

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

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

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

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

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

► **Teachers**

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

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

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

► **Home and Community**

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

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

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

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

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

► Curriculum Design and Delivery

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

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

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

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

- strong leadership by the Head Teacher;
- shared decision-making;
- *esprit de corps* among staff;
- well-managed classrooms;
- challenging instruction;
- student choice in selecting instructional activities;
- strong parental involvement programmes;
- attractive physical facilities.

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

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

In basic terms, education, learning and teaching is a full-time occupation that, through schools, provides the most significant immunisation against adversity that we know. Teachers can and do make a difference. However, Social Workers,

Psychologists, Community Education, leisure resources, voluntary organisations, Health services and others are trained, resourced and committed to meeting a wide range of social, emotional and physical needs of individuals within community settings. These agencies need to participate as partners within schools to meet the needs of all children.

6 **QUALITY ASSURANCE**

The Department of Education revised its Quality Assurance policy and procedures in February 2004, in order to

- promote greater partnership with schools;
- implement more robust quality control and assurance systems to education;
- raise attainment, promote inclusion and celebrate achievement.

The system in place now ensures that

- all schools have a nominated Quality Improvement Officer who visits and reviews progress on a regular basis;
- How Good Is Our School (HGIOS) audits are undertaken annually and evidence monitored regularly;
- School Development Plans target appropriate areas;
- attainment tracking systems are in place for all pupils;
- teaching practice is appropriately monitored, best practice shared, and continuing professional development opportunities provided to all staff.

The Quality Improvement Team, working with the Head Teacher, are organised to meet the needs of students and staff, and the Authority has put in place a highly effective system of support and challenge to schools.

An effective partnership is developing which, we believe, provides the basis for a fundamental review of the nature of our partnership with schools and other agencies in terms of the nature of our service delivery.

7 **ORGANISATION OF PROVISION**

No single model is held out as the ideal and capable of meeting all needs. However, the key principles underpinning the ideal are well understood:

- focus on the needs of children;
- view the child in the family as an active agent in their world and make a commitment to improvement in any change or recovery programme;
- promote children's rights;
- utilise the school as the unit of service delivery;

- integrate planning based on robust evidence at a community level;
- ensure inclusive access to universal services;
- ensure targeted services are efficient, economic and effective; and
- focus on strength in delivery and effectiveness in partnership.

► **Model of Service Delivery**

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

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

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

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

The committee specifically identifies Education and Children's Services as two distinct but related functions of a unified approach to an inclusive service. This is entirely consistent with a focus in Education of building resilience and in Social Work of meeting the community needs of children within families.

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

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

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

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

On this basis it has become:

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

► **Learning Communities**

A Learning Community initiative seeks to build on experience gained through inter-agency working and the Integrated Community Schools' programme, with the central aim of promoting inclusion, raising attainment and celebrating achievement.

The key principles underlying established learning communities elsewhere in Scotland are:

- a **multi-agency approach** to planning and delivery of services for all children (0 – 18 years);
- **joint training and working** leading to the promotion of social inclusion;
- **planning** to improve inclusion, attainment and achievement;
- **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**.

It is proposed that we will develop five Learning Communities based on community and / or school catchment areas (Appendix 1).

Each Learning Community will have a management team to deal with strategic issues, service delivery, planning and the management of devolved resources and staffing within the Learning Community area.

The management team will include the following staff:

- **Principal of the Learning Community:** This will be a Head Teacher seconded for a period of time (3 – 5 years). This will be neither a new appointment nor a full-time post.
- **Head Teacher:** This will be a Head Teacher from one of the other area schools and will change on an annual basis.
- **Principal Teacher Learning Support:** Each area will have a member of Learning Support staff appointed as a Principal Teacher (itinerant). This person will direct / co-ordinate all Learning Support inputs and manage all other Learning Support staff and Auxiliary support across the Learning Community.
- **Quality Improvement Officer:** Each Learning Community will have a nominated Quality Improvement Officer.
- **Inclusion Team Leader:** Each Learning Community will have an Inclusion Team Leader appointed who has a Social Work qualification and who will be responsible for directing / co-ordinating all Social Work inputs and managing Inclusion Support Workers and resources.
- **Pre-School Link Officer:** Each Learning Community will have a nominated pre-school link officer responsible for Quality Assurance regarding pre-school provision and to provide support to pre-school groups in the area.
- **Community Connection Officer:** Each Learning Community will have a Community Connection Officer responsible for co-ordinating after-school support, family support and the development of the achievement strand of the creative and physical activities agenda.
- **Business Support Officer / Administrative Manager:** Each Learning Community will have a Business Support Officer / Administrative Manager.
- **Other Representation:** Each Learning Community's Management Team will be complemented on a partnership basis by Health representatives, Community Support Officers, Community Education, etc.

In this model each Learning Community is defined as a unit of service delivery responsible for the provision of services, allocation of resources and performance accountability.

The Learning Community is therefore responsible for putting in place a staged model of intervention on the basis of:

- **Early Identification:** Children and young people experiencing difficulties will be identified as early as possible and assessments and intervention systems put in place.

In order to do this, Education, Health and Social Work will work together to identify young people in their pre-school stage (0 – 3) and / or through a screening system that is designed to identify vulnerable young people or families.

- **Pupil Profiling:** Pupil profiles will be established based on the 3 – 18 curriculum and the elaborated curriculum in order to ensure continuity and consistency in communication and programme planning. This will be supplemented by Personal

Learning Plans (PLP), Individual Education Plans (IEP), and, where necessary, Co-ordinated Support Plans (CSP).

These school-based systems, focussing on educational attainment, will be supplemented where necessary with other statutory planning processes, for example Looked After and Accommodated Reviews, and Child Protection Case Conferences, etc.

- **Screening Systems:** Early identification and pupil profiling will be supplemented by an Authority-wide data gathering system designed to monitor pupils' educational, inclusion and achievement performance against comparative and national indicators.

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

- **Staged model of intervention:** The Learning Community will operate a staged model of intervention designed to provide indicators that will trigger responses appropriate to need, moving from universal to targeted services, from teacher to an Authority response.

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

In order to support this, the Department of Education will provide a maximum of devolved resources and delegated responsibility in order for Learning Communities to authorize action at the point of need when it is required.

On this basis, Learning Communities are designed to provide an integrated service to families.

► **Resource Allocation**

In order to ensure staff resources are equally distributed according to need, each Learning Community area will be monitored on an annual basis in relation to:

- **Population:** Number of young people – under 5 years, between 5 to 16 years, and between 16 to 18 years – will be recorded and assessments of need used to allocate staff and resources for deployment by the Learning Community Management Team.
- **Needs:** The needs of young people will be determined by an annual audit (Appendix 2). This will use a level 1 to 4 categorisation system that will seek to measure needs and thereby provide a more transparent, equitable and fair system for allocating the following staff to Learning Community areas:
 - Learning Support staff;
 - Inclusion Support Workers;
 - Learning Support Workers;
 - Auxiliaries.

The audit process will be designed to give information about the range of support required to meet the needs of individual children and young people. Additional information about the specific needs of young people will be provided by Educational Psychologists, Social Work and other services.

Factors which influence a higher level of support include:

- if intimate care is required;
- if a child or young person is non-verbal;
- if a child or young person has mobility needs;
- the level of developmental delay;
- complex social, emotional or behavioural needs.

Once all audit forms are collated and information analysed, an allocation will be made to each school / Learning Community.

A Moderation Group, comprising personnel from throughout the Western Isles, will be formed in order to adjudicate where disputes in resource allocation occur, and to ensure the needs described in one area are consistent with those in another.

All other resources in relation to pupil support - such as IT, physical resources, equipment and materials - will be allocated on a fair and equitable basis across the Learning Communities and greater flexibility given to Learning Community Management Teams to locate resources according to need.

In addition we have investigated the allocations of information technology in order to support the monitoring of young people, educational planning and curriculum applications. On this basis, we are recommending that:

- interactive whiteboards are available in all schools in the Western Isles;
- a referral database is commissioned in order to monitor and track the needs of vulnerable young people; and
- curriculum planning software systems are available to all schools.

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

► Meeting the Needs of Individuals

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

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

- The welfare of the child is paramount in all decision making.
- The views of the child must be taken into account.
- Statutory Orders should only be made if there is no better alternative available.
- Local Authorities must provide for children in need.
- Parents have specific responsibilities towards their children.

- The bringing up of children by their own parents is to be promoted and supported.
- Local Authorities must publish plans for services to children in their areas.
- Local Authorities have specific duties for children Looked After by them.

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

- co-ordinate assessment;
- define needs;
- identify appropriate resources;
- co-ordinate intervention; and
- evaluate outcomes.

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

- the parent;
- the child;
- the school; and
- the Community.

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

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

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

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

Consequently it is imperative that these distinctions are reflected in the process.

► **Stages of Intervention**

This model is based on the school (primary/secondary) within the Learning Community as the unit of service delivery, and assumes that the school, parent, child and Learning Community Management Team form a partnership in order to assess and meet needs.

It is a model that is also firmly based on clear lines of referral, determined by clearly understood thresholds and responsibilities.

The model promotes a partnership which will exist between the Learning Community Management Team and school providers such that the needs of the family and young person can be met at the level of least possible intervention.

The model is therefore hierarchical in that it assumes, from a school context, that the child's needs should be met at the lowest level possible. In order for this to happen, it is critical that all staff have a clear understanding of their role and function.

The referral route is clearly marked by a series of thresholds which exist between each stage where, potentially, additional support can be brought to bear.

► **School Action Team**

A School Action Team (SAT) is chaired by a member of the school's Senior Management Team and comprises other staff who may have a direct involvement with the child / young person and family - for example: the Educational Psychologist, Social Worker, Guidance Teacher, Learning Support Teacher - and will always include the parent and child.

Members of the SAT are responsible for the provision of appropriate interventions and monitoring strategies which will meet the most common needs emerging in schools.

All agencies involved will undertake to provide the inputs agreed and will accept full responsibility for the monitoring and evaluation of any referrals.

SATs would meet as required.

In monitoring and evaluating cases it is important that the SAT sets clear timelines for any interventions.

► **Community Action Team**

Where SAT Action Plans have been unable to meet success criteria and referral is required to target Authority-based resources, the SAT may refer to the Community Action Team (CAT).

The CAT has access to community based targeted resources, for example, the ACE Project, residential services, etc.

Member ship of the CAT will be limited. It will consist of a representative at Directorate level, a school representative, other agencies appropriate to the case, and the parents / carers and child / young person.

8 **CONSULTATIONS**

A comprehensive consultation has been undertaken with principal stakeholders in order to develop these proposals. However, in order that this is not seen as tokenistic, it is proposed that a statutory forum for user groups would be established in each learning community area in order that policy implementation, development and reviews of service delivery are seen as an ongoing process.

9 TRAINING

Any such significant change requires to be underpinned by a comprehensive training programme which targets not only skills development but the underpinning values and principles which establishes a shared language and effective communication systems.

In order to address this all staff are subject to annual performance and review systems designed to identify continuing professional development needs in addition to which, for key staff in all schools we have implemented a one day per month training programme in inclusive education co-ordinated by Professor Donnie M Macleod of the Centre for Inclusion and Equity in Education. This is designed to bring together staff from Health, Education and Social Work in a common programme of training in preparation for future joint working (Appendix 3).

10 EQUAL OPPORTUNITIES

The Education Department works to create educational opportunities and children's services that are fair and equitable to all, while recognising the needs of all parts of the community we serve and building upon their strengths.

To achieve this we will:

- Set up procedures to monitor racial incidents within the Education community and provide support as necessary;
- Offer equality training to enhance the knowledge and awareness of personnel within the Education service;
- As part of the Social Inclusion agenda, establish effective partnership working structures with other Comhairle departments, voluntary sector organisations and community groups to aid specific areas of education work;
- Regularly monitor and review the Racial Equality Policy to assess the impact of its effectiveness and bring it in line with any governmental changes in education and/or race relations.
- Develop equality policies and procedures in line with national guidance on Equality issues in the curriculum;
- Set up procedures for reporting and monitoring racial incidents;
- Undertake ethnic monitoring of pupils in schools and carry out data analysis of pupil attainment levels and rates of exclusions;
- Provide targeted support to ethnic minority pupils with additional support needs.

11 ACCESS

Our draft Access policy, approved in June 2003, has been used to promote access to the curriculum, improve the physical environment and enhance communication to service users.

The planning group will continue to work to identify priorities and work with Learning Communities to ensure that implementation provides a universal and targeted service that is fair and equitable through the Western Isles.

12 INFORMATION AND AUDITS

The Education and Social Work departments have co-operated to develop a shared database designed to track every young person referred to the Authority to ensure that the appropriate assessments, interventions, reviews and evaluation have been undertaken within prescribed timescales.

The database identifies children and young people by referral category, their key workers and review dates.

The database is updated on a weekly basis and is available to the key workers, Head Teachers, Principal Psychologist and Children's Services Manager.

How Good Is Our School (HGIOS) audits are undertaken on an annual basis in all schools and are used to support school development planning and staged intervention.

13 GUIDANCE AND PUPIL SUPPORT

13.1 Rationale

Guidance has an important role to play in achieving the overall school aims and is an essential element of the Department of Education vision statement "Ag Amas air Adhartas." Schools have to ensure that at all young people in their care are fully supported in ways which allow them to benefit fully from their education. There is a clear recognition that all schools have a responsibility not only for the delivery of a formal academic education but also for the care and welfare of all young people in their charge. The document "A Teaching Profession for the 21st Century" makes clear that all teachers have an increased contractual responsibility for the overall support of pupils. This document formalises the pastoral responsibilities of all teachers and makes it clear that pastoral care is a process in which every teacher is involved and has responsibility. The duties of every teacher in primary and secondary school include:

- promoting and safeguarding the health, welfare and safety of pupils;
- working in partnership with parents, support staff and other professionals;
- providing advice and guidance to pupils on issues related to their education;
- contributing towards good order and the wider needs of the school.

Therefore, this extended role of all teachers as outlined places a prime responsibility on each individual teacher for the care and welfare of all pupils in their charge. It is therefore envisaged that all teachers will take a proactive role in the provision of advice and support for pupils under the terms of the agreement.

13.2 Context

This policy is set in the context of key publications and reports which impact on guidance and pupil support. These are:

- Personal and Social Development 5 - 14 (SOED 1993)

- Educating the Whole Child (HMIE 2000)
- More than Feelings of Concern (SCCC 1986)
- Effective Learning and Teaching in Scottish Secondary Schools: Guidance (HMIE 1991) Making the Difference (GTC 1998)
- Standards in Scotland's Schools etc Act 2001.
- National Priorities for Education.
- Better Behaviour - Better Learning (SEED 2001)
- A Teaching Profession for the 21st Century.
- How Good is our School (HMIE 2002)
- Taking a Closer Look at Guidance (HMIE 2002), Careers Education Scotland - A National Framework (LTS 2001)
- The Structure and Balance of the Curriculum 5 - 14 (L TS 2000)
- Count us in - Achieving Inclusion in Scottish Schools (HMIE 2002)
- Protecting Children and Young People: The Charter (Scottish Executive 2004)
- Quality Indicators in Enterprise in Education (Scottish Executive 2004)
- Determined to Succeed (Scottish Executive 2002)
- Draft Inclusion Policy and Practice on Inclusion (CNES 2004)
- Promoted Post Structures in Schools (CNES - LNC 2004)
- The Sum of its Parts - The Development of Integrated Community Schools in Scotland (Scottish Executive 2004)
- Additional Support Needs Legislation (implications for staged intervention, record of needs and other existing processes)
- A Curriculum for Excellence. (Scottish Executive 2004)
- Happy, Safe and Achieving their Potential: the report of the National Council of Guidance, 2004
- Personal Support for Pupils in Scottish Schools, 2004

13.3 Broad Aims of Guidance in Western Isles Schools

- To ensure that each pupil knows and is known personally by at least one member of staff. To provide personal support appropriate to the needs of the individual;
- To provide curricular support and guidance specific to the needs of the individual;
- To provide careers advice for every pupil;
- To deliver an appropriate programme of Personal Social Health Education;
- To promote pupil achievement in all areas of school life;
- To support and improve pupil attainment;
- To foster feelings of identity which contribute towards a positive and inclusive school ethos.
- To provide a management structure which ensures that the information on every student is co-ordinated and channelled to provide the most effective support.
- To support/direct the work of teachers in their role as first level support staff

13.4 Guiding Principles

The Department is committed to ensuring that pupils in Western Isles schools will receive:

- guidance and support appropriate to their individual needs on personal, curricular and careers matters.
- a progressive and appropriate PSHE programme.
- a positive and inclusive school ethos which promotes self esteem.
- access to the support of a designated member of staff who takes an active interest in

their welfare.

13.5 Pastoral Support for Pupils

- The school's aims, values, policies and practices should support the personal care and development of each pupil and ensure their safety and security.
- In the larger Secondary Schools a member of the SMT should co-ordinate the work of Guidance, Learning Support and Behaviour Support. Each school should make its own decision about the size and nature of pastoral groups.
- Schools should have in place an appropriate folio of Care and Welfare Policies and policies to promote personal relationships, all based on department models. (Anti Bullying, Health Education, Substance Misuse etc)
- The authority policy on Child Protection requires schools to have a senior member of staff acting as Child Protection Co-ordinator.
- Schools should have in place effective arrangements for monitoring the attendance and punctuality of pupils, which should leave teachers time to meet the personal needs of individuals.
- Pupils should be able to identify a key teacher whom they can approach for assistance in personal matters. In Primary School class teachers have carried out this role. These class teachers should have a specific member of the school management to refer to for advice. The reduction in teachers' hours and contact with pupils means that pupils are faced even in primary with more teachers and support staff. Therefore, effective joint planning and sharing of information is imperative. Primary schools are encouraged to make full use of the potential of classroom assistants, auxiliaries and staff from other services in providing aspects of personal support to children. New PT posts in some Primary Schools may include a remit for pupil support in their job description.
- In Secondary, schools should establish clearly the register teacher's role in providing first line support to pupils and how this relates to other members of staff who have enhanced roles for personal support (guidance). A range of tasks that can be carried out by register teachers is available in the Local Negotiating Committee (LNC) circular on exemplification of Register Teacher Duties.
- Each young person should be entitled to at least one planned one to one interview with his / her designated teacher each year.
- Each school should ensure that there are effective systems for recordkeeping which support teachers in monitoring the progress of individual pupils for whom they are responsible and provide a sound basis for recognizing their achievements and setting targets for further progress. The appropriate staff should have effective relationships and communication with parents and carers, particularly at key stages of transition. Procedures for contacting and consulting parents should be open and clear. There should also be strong relationships with support staff from other agencies and services including health and social work. However, there should be clarity about whose responsibility it is to deliver the support taking the expertise of the staff and relationships with the pupil into account.
- The school should have effective arrangements for supporting the health needs of pupils, including the administration of medicines.
- The school should have appropriate procedures for maintaining good discipline. Where pupils display behaviour which significantly affects their learning and the learning of others, identified members of staff should be able to work with personnel from a range of support services to provide an integrated approach to supporting the pupils. Schools should set out their approaches to promote good discipline and attendance in a policy statement.

- Schools should have in place well designed referral and assessment systems, with clearly staged processes to access different levels of intervention from specialist professionals.
- All teachers have responsibility to identify pupils they consider to be vulnerable or "at risk" and to take steps to refer pupils for further support to promoted staff. Guidance staff in Secondary should be prepared to give advice to their colleagues on how to respond to pupils' needs in these respects.
- There will be a designated member of staff in each school to co-ordinate provision for looked after children. Children who are "looked after" are particularly vulnerable and tend not to do as well educationally as their peers.
- Guidance duties in respect of pupils with complex needs and/or those who display challenging behaviour will be undertaken by staff with particular responsibilities for such pupils. In these cases, schools should seek advice and support through a multi-agency approach.

13.6 Curricular Guidance

- All teachers have an important role in ensuring that pupils have appropriate support and guidance in all areas of the curriculum. This will be particularly crucial at the transition points across all sectors
- In primary, pupils rarely have to make a choice of subjects to study. However, they can exercise choice in relation to selecting topics. Where primary children are confronted with a range of options in the curriculum (eg in Expressive Arts), the school will need to consider how to ensure that pupils and their parents/carers have adequate advice and support in making decisions. Induction procedures should be in place to allow pre- school children and their parents to visit the primary school before starting and for primary and nursery staff to liaise.
- The pre-school transition record should give PI teachers the basis for building on each pupil's prior knowledge, skills and understanding at the point of transition.
- The Transition record should be continuous until the end of PI, thereby linking the pre school curriculum with the primary 5 to 14 curriculum.
- There should also be effective liaison with the Secondary School to improve the coherence and progression in pupils' learning between P7 and S1. These could take the form of pupil visits, teacher visits, joint project work.
- In Secondary, in relation to the curriculum, each young person should be entitled to :
 - have regular opportunities to discuss their progress and their intention for the future;
 - have their overall progress monitored with a view to recognizing success and addressing underachievement;
 - receive support in setting targets and planning progression;
 - receive effective curricular support at the main transition stages;
 - receive advice from guidance staff, other staff in the school and Careers Scotland staff;
 - receive written reports on their progress at regular intervals.

13.7 Vocational Guidance

- Primary school pupils should be made aware of early, relevant forms of careers education to make pupils and parents / carers aware of opportunities in the future.
- Primary schools should also prepare pupils for the world of work encouraging

enterprise. Within these enterprise activities pupils should be given an understanding of issues relating to money management

- In the Secondary School, vocational guidance should be well organized within a Careers Education Programme. Careers Guidance should be an integral part of the whole guidance programme.
- A structured careers programme should start from the earliest stages, usually as part of the Personal and Social Education (PSE) programme in S1 and S2.
- Pupils should have access relating to curricular and vocational guidance through ICT. Pupils should be trained in the use of specific programmes. Admission forms for university entrance will be completed electronically.
- Pupils should have access to a well resourced, regularly updated careers library.
- Work experience programmes in Secondary should allow pupils the opportunity to gain within the NQ framework a core skills certification of working with others.
- Secondary pupils should also experience a coherent and progressive programme in enterprise education.
- The greater use of flexibility within and around curricular guidelines demands that good quality advice is available for pupils. This is particularly true of alternative programmes for alienated or disaffected pupils.

13.8 Personal and Social Education

- Schools in every sector must have a planned programme of PSE in place which meets the needs of all pupils
- This programme must be effectively managed and adequately resourced in the same way as every other curricular area of the school.
- The PSE programme can be delivered by teachers, promoted pupil support staff and through contributions from partner and other agencies.
- There is no expectation that the PSE course should be certificated.
- To ensure the effectiveness of the programme, adequate training should be made available to staff. Schools should ensure as part of CPD that staff who are delivering PSE courses are appropriately skilled and prepared through effective staff development. This is particularly so when subject teachers are contributing to the teaching of PSE.
- The emphasis in these courses should be on promoting the pupil's self awareness, self esteem, relationships with others, independence and social responsibilities.
- School PSE courses should be a blend of three approaches - whole school, cross curricular, special focus. Using this approach, there should be enough flexibility within the programme to respond to events in the school, the local and wider community and the lives of individual pupils. The formulation of The PSE curriculum is devolved to schools. However, the authority has produced guidelines for the formulation of the curriculum e.g Health Education, Drugs Education, Sex Education
- Circle Time should be used in both primary and early secondary to encourage pupils to address sensitive issues and find solutions through class discussions.
- Programmes of study should be reviewed and updated on a regular basis and links with other curricular areas should be explicit.
- Parents / carers should be made aware of the programmes of study and should be reminded at the start of each session about what their children should be studying This is particularly important in the case of any potentially sensitive issues that may be covered, including personal relationships, aspects of personal safety and drugs education. Parents / carers should be given opportunities to discuss the programme content with the relevant staff and to review the resources being used to support teaching and learning.

- Schools should provide a broad range of well planned topics with clear learning outcomes and helpful advice to teachers on how to deliver the programme effectively.
- Pupils should have the opportunity to influence the content of the programme particularly in S5/6.
- High quality links with other schools, agencies, employers and the community should be established to improve pupils' personal and social development.

13.9 Monitoring and Evaluation

- Senior promoted staff should be involved in reviewing, monitoring and supporting pupil support or guidance within the school.
- Head Teacher should ensure that the roles of staff in providing personal support are clearly defined and those with responsibility have sufficient time and resources for undertaking their remits. Rigorous and systematic use should be made of the quality indicators in publications such as 'How Good is our School?' and 'Taking a closer look at Guidance'.
- The large secondary schools should have a well structured guidance development plan and handbook. Other schools should have some input to the main school development plan.
- Schools should have structured referral systems in place to ensure that any teacher or classroom assistant / auxiliary can alert promoted staff about concerns relating to individual pupils. Schools should also encourage staff to report the achievements of individuals as part of a whole school system of promoting behaviour through celebrating success.
- Class teachers in primary schools should monitor the progress and achievements of individual pupils and provide them with feedback to assist them in making further progress.
- In the Secondary School, guidance staff should play an important role in supporting and monitoring the academic progress of individual pupils as part of a whole school approach to raising standards. They should work closely with subject teachers and the SM team to monitor progress and set challenging but achievable targets for improving pupils' attainment.
- Pupils should be involved in setting their own targets including those in PSD. Targets with a clear focus should be set for all pupils. Clear focussed targets will ensure that pupils can monitor their own progress more effectively.
- Progress towards targets should be discussed with pupils at regular intervals.
- IEPs should always include PSD targets for pupils. These IEPs should be subject to annual review. The contents of the IEP should be shared with pupils to support involvement in their own learning. Pupils should be encouraged to keep their own progress log of assessments in the NQs they are studying.
- Where senior pupils attend college for part of their course, their progress should be monitored very carefully.
- Reports to parents should contain some specific account of pupils' personal and social development in relation to their behaviour and achievements. Schools should have in place well developed systems for reporting to parents/carers during which the pupil's academic progress can be discussed but also any concern about the personal and social development of the child.

13.10 Standards for Personal Support In Schools

- Makes opportunities for developing the knowledge, skills and attitudes children and young people need to enable them to seek information and support through life.
- Provides access to information to help children and young people make informed decisions and choices.
- Makes opportunities for children's citizenship and participation, through involvement in their school community, their neighbourhoods and in democratic society.
- Provides regular review of progress in learning, and personal and social development.
- Helps with transitions between stages in education and between different providers of education and personal development opportunities.
- Helps to plan for the future.
- Provides access to staff by children and parents who need support.
- Co-ordinates support between agencies and schools, wherever learning takes place.
- Respects confidentiality.
- Ensures time and space to seek help.

13.11 The Role of Teachers

- Teachers require a range of skills and qualities that should be a focus in the training and support of new teachers and the continuing professional development of the whole school community. Teachers should:
- Build positive relationships with individual children and young people and understand the importance of this in their lives.
- Encourage and support pupils to take responsibility for their own learning and progress and plan their own next steps in learning.
- Be an open and accessible source of information and support, provide confidentially, and ensure children and young people know they are willing to listen.
- Be able to identify needs and concerns regarding children's and young people's welfare and personal development, as well as their academic progress.
- Understand the role of specialist staff in schools and other agencies and have the ability to support children and young people to approach specialist staff and refer to them appropriately.
- Be able to communicate effectively with parents and other professionals, with and on behalf of the child or young person, sharing information on progress as well as problem solving.
- Be accountable for the identification of children's and young people's needs, and subsequent responses and actions, in partnership with others in the school community and other services as required.

13.12 The Role of Senior Managers and Head Teachers

Senior Managers in schools must develop the vision of the school as a caring community, and provide leadership to staff ensuring all fulfil their role. They should:

- Communicate and model respect and a sense of equality, creating a climate of co-operation and collaboration amongst staff, as a necessary pre-requisite for promoting this amongst children and young people.
- Plan to improve support to children and young people and evaluate progress

against clear objectives, integrating these with developments in their implementation and development of Integrated Community Schools and Health Promoting Schools where appropriate.

- Ensure that the school follows a framework of appropriate stages of intervention, in conjunction with multi-agency and authority level structures.
- Drive the development of partnerships to maximise support to the schools and to pupils, ensuring effective collaboration in Co-ordinated Support Planning and integration of support for the whole school.
- Ensure that staff development leads to enhanced support to children and young people, and that there are opportunities for reflection and challenge for staff.
- Be responsible for excellent in supporting pupils.

13.13 The Role of the Authority

Authorities must add value to school level development by providing appropriate support and challenge. They should:

- Ensure staff understand the allocation of support to schools and how schools can access central specialist staff.
- Draw together strands of integration, through Integrated Community Schools and integrated children's services planning;
- Engage fully in Community Planning and ensure its potential to strengthen partnership working.
- Engage effectively with key agencies involved in identifying and responding to the needs of children and young people who are vulnerable or in trouble, such as Child Protection Committees, the Reporter to the Children's Panel and the Social Work Department.

14 FLEXIBILITY IN THE CURRICULUM

Curriculum Flexibility is an essential element of the Education Department's vision of "Aiming for Advancement". Its purpose is to promote flexibility by offering pupils a curriculum that meets their needs and allows them to achieve their potential, within an overall context that reflects the educational, economic and cultural environment.

Key publications and reports which impact on the curriculum include:

- Curriculum Design for the Secondary Stages (SCCC 1999)
- Organising the Secondary Curriculum :Principles into Practice (SCCC 1999)
- Achievement for All (HMI 1998)
- Achieving Success in S1-S2 (HMI 1998)
- Scottish Executive Circular 3/2001 : Guidance on Flexibility in the Curriculum
- Citizens of a Multilingual World (SE 2000)
- Better Behaviour – Better Learning (SE 2001)
- Count us in :Achieving Inclusion in Scottish schools (HMIE 2002)
- Determined to Succeed: Enterprise in Education (SE 2003).
- Educating for Excellence : Choice and Opportunity (SE 2003)
- Flexibility in the Secondary Curriculum : Emerging Practice (LTS 2003)

The curriculum offered in schools must allow achievement of the outcomes identified in the Standards in Scotland's Schools etc Act 2000. This act lays a duty on education authorities to ensure that children and young people:

- are confident, well-motivated and fully rounded;
- are literate and numerate to a level at or above that of their peers in the rest of the world;
- fully understand and are able to play their parts as citizens of a modern democratic society;
- seize opportunities open to them regardless of their background;
- have the skills, attitudes and competencies to work flexibly and to embrace change throughout their future lives.

These outcomes are incorporated in the National Priorities, which have been adopted by Comhairle nan Eilean Siar as service objectives within the Education Department's Business Plan.

Service Objective 1 To raise standards of educational attainment in all schools, especially in the core skills of literacy and numeracy and to achieve better levels in national measures of attainment including examination results.

Service Objective 2 To support and develop the skills of teachers, self-discipline of pupils and to enhance school environments so that they are conducive to learning and teaching.

Service Objective 3 To promote equality and help every pupil to benefit from education, with particular regard paid to pupils with disabilities and special educational needs, and to Gaelic and other lesser-used languages.

Service Objective 4 To work with parents to teach pupils respect for self and one another and their interdependence with other members of their neighbourhood and society and to teach them the duties and responsibilities of citizenship in a democratic society.

Service Objective 4 To equip pupils with the foundation skills, attitudes and expectations necessary to prosper in a changing society and to encourage creativity and ambition.

The Education Department works with schools in building on the established flexible approach to the curriculum, in order to implement national and local priorities, and to ensure a positive experience for all pupils.

Guiding Principles

The following principles, related to educational gain, underpin the formulation of these guidelines:

- Responsiveness to needs
- Pupil needs at the centre
- Targeted provision
- Focus on achievement
- Opportunity for all
- Pre-vocational entitlement for all
- Enterprise in Education
- Language entitlement
- The bilingual dimension
- Partnerships

- Consultation
- Emphasis on outcomes.
- Continuity and progression

The inclusion of these principles in overall curriculum design is important in ensuring that the programmes of study offered to pupils are effective in delivering outcomes within an education system that actively promotes continuous improvement.

Sector/Stage Descriptions

Pre School Sector

Pre-school education is required to follow a programme of work within the 3 – 5 curriculum framework.

The promotion of Gaelic, inclusion, health education, ICT, independence and citizenship is underpinned by an equal opportunity policy that allows for the promotion of a multi-cultural perspective.

Primary Schools

Primary schools are required to follow programmes of work within the five curriculum areas, and their associated time allocations, as described in the guidelines for the 5-14 curriculum. These curriculum areas account for 80% of the available time, giving 20% flexibility, which is used to meet local priorities and needs.

The Comhairle's Bilingual Policy, which aims to promote Gaelic at all levels, is implemented in schools in the Western Isles in the context of this flexibility.

Pupils in Gaelic Medium units will be taught through the medium of Gaelic for the first two years, with English introduced incrementally thereafter, leading to a fully bilingual approach in P7. Fuller details are available in the Bilingual Policy implementation guidelines.

The authority expects non-Gaelic medium pupils to have some experience of Gaelic throughout primary education. Teachers who are not fluent in Gaelic are afforded the opportunity to enhance their skills in Gaelic through the Gaelic Language in the Primary School initiative. Suitable materials are available to all schools.

French is generally introduced in schools at the P6-7 stage. The maintenance of the programme is very much dependent on availability of trained staff to deliver the programme. There may be instances where it is not possible to make this provision, either short or long-term. In terms of the recommendations of *Citizens of a Multilingual World*, the language entitlement to four years experience of one language for pupils between P6-S4 can be met by offering Gaelic, as both Gaelic and French are available in all secondary schools.

In addition to language input, schools can allocate any additional time to, for example:

- Raising levels of attainment in language and Mathematics;
- Developing ICT skills;
- Promoting health education;
- Promoting Enterprise in Education and citizenship.

Secondary Schools

► S1-2

Advice to schools on curriculum areas and time allocations is found in “Curriculum Design for the Secondary Stages”, which complements the 5-14 Guidelines. The 20% flexibility incorporated in curriculum design can be used to meet local priorities and needs.

This flexibility allows all secondary schools in the Western Isles to offer the study of three languages at the S1-2 stage. All schools are required to offer pupils English and Gaidhlig or Gaelic Learners and another language. French is available in all schools. The staffing position in the two larger schools allows these schools to offer a choice between French/German or French/Latin. Schools should not offer a language provision which is not sustainable through S1-S6.

Schools which receive pupils who have been educated through the medium of Gaelic in Primary Schools should ensure that pupils have a bilingual experience in secondary school, in addition to the study of Gaidhlig as a language. The educational advantage in terms of Gaelic fluency in continuing to use Gaelic in a range of curricular contexts should be promoted at the transition stage.

In addition to language input, schools can allocate any additional time to, for example:

- Raising levels of attainment in language and Mathematics;
- Developing ICT skills;
- Promoting health education;
- Promoting enterprise in education and citizenship.

Schools are invited to consider innovative ways to deliver a broad and balanced curriculum, in line with the recommendations of Achieving Success at S1-2, provided the approach taken can be demonstrated to deliver the desired educational outcomes.

► S3-4

Curriculum Design for the Secondary Stages is also applicable to the structure of the curriculum at S3-S4. This structure is based on 8 curricular modes, together with assigned time allocations for these modes.

Schools should consult with individual pupils to negotiate curricular programmes appropriate to their level of progress, interests, and career aspirations. The curriculum offered should have due regard to the progression routes that are feasible beyond S4, in terms of staffing and accommodation implications.

The size and location of schools have an inevitable effect on the curriculum offered. Larger schools will be able to offer a wider choice of subjects than smaller schools.

National Qualifications

Schools are encouraged to provide the most appropriate courses for their pupils within the framework of national qualifications.

Schools can afford pupils the opportunity either to follow eight Standard Grade courses within the 8 modes, or to choose to meet the full range of modal expectations by taking Units at

Intermediate 1, 2 or Higher in addition to seven Standard Grade courses. Access courses can be offered to pupils with special educational needs.

Secondary schools offer a minimum of two languages, in addition to English, at S3-4. Choice forms should be designed to allow all pupils to take at least one language in addition to English. All schools offer Gaelic and French.

Schools may replace Standard Grade courses with courses at Access, Intermediate 1 or 2 or Scottish Progression Awards if these are considered to offer a more appropriate provision for pupils, in some or all subjects.

Schools are free to consider an accelerated route to Standard Grade if it is deemed appropriate for pupils. Pupils who achieve Standard Grade in S3 can progress in S4 to the level beyond that achieved in S3.

Pre-Vocational Education and Transition

In order to enhance the vocational experience of pupils, schools are encouraged to consider the Determined to Succeed pupil entitlement of work related learning (leading to a relevant qualification) as an alternative to one Standard Grade course or to the short course provision described above. The nature of such input will be dependent on what can be offered by the various sectors/providers in the locality of the school, but may incorporate school based, workplace based, training centre/FE/HE based and distance learning provision

Schools will work with the Education Department in the planning and development of such provision.

► S5-S6

The S5-6 curriculum, also based on Curriculum Design for the Secondary Stages, offers pupils the opportunity to build on their achievements in the earlier years of secondary school. It is expected that individual programmes of study will be negotiated, within the national qualifications framework, with due regard to pupil progress, interests and career aspirations.

Pupils should follow courses consisting mainly of 5 subjects at Intermediate 1, Intermediate 2, Higher or Advanced Higher level. The programmes for pupils should include provision for the pastoral dimension as relevant to this cohort.

The high staying on rate in schools makes it imperative for schools to review the range of options available to pupils. As with S3-4, the Determined to Succeed work related entitlement and some Further or Continuing Education input is recommended within the constraints of availability in the locality of the school, and following consultation with the Education Department.

The Heriot Watt University Scholar programme can have a significant impact on achievement at Higher and Advanced Higher. Schools are urged to allow pupils access to this source of high quality on-line learning materials for study in school or at home.

Specialist Elements

- *ACE*

An alternative curriculum education is in place for pupils who have become disaffected with the school, and who, in the absence of this provision, would possibly require a residential

mainland placement. This curriculum combines appropriate practical experience, combined with core subjects.

An intermediate approach is currently under discussion to cater for pupils who are showing signs of disaffection.

- *Enterprise in Education*

As a 'Pathfinder Authority' for Enterprise in Education, an Enterprise in Education plan for the Western Isles has been agreed with the Scottish Executive with the aim of contributing to all 5 National Priorities through planned progress towards:

- Enterprise provision for all pupils
- Work related learning provision for pupils S3 – S6
- Business engagement

- *Inclusion*

The Inclusion Policy provides schools with the opportunity to work with others to develop learning support, vocational / enterprise flexibility and the management of resources to support flexibility in the curriculum based on individual need, or that of a group or area.

- *Achievement*

All schools work to support the achievement of young people across a wide range of cultural, music, sport and other activities.

Achievement activities include in-school, before school, after-school and holiday activities.

Together with inclusive education strategies, these activities provide a significant amount of flexibility for Head Teachers to work with parents and others to extend the educational resources and provision available for all children, individual children or those who may have common interests or needs.

Introducing flexibility in the curriculum may be initiated by the Education Department or by schools, in response to local and national priorities and initiatives, or in relation to specific identified needs. Within schools the impetus for change can come from a department or from school management.

Change should only be introduced following consultation:

- between the school and the Education Department
- with school staff and pupils
- with parents.
- With any external providers or supporters.

There must be a clear rationale for change and proposals must incorporate details on:

- ◆ The desired outcomes, in terms of educational gain;
- ◆ Link with Department of Education Service Objectives
- ◆ Procedures for monitoring and evaluation;
- ◆ Resource implications;
- ◆ Any staff development required

15 DETERMINED TO SUCCEED

Comhairle nan Eilean Siar is recognized by the Scottish Executive as a 'Pathfinder Authority' for 'Determined to Succeed' (DtS) which is the national strategy for Enterprise in Education.

The purpose of Enterprise in Education is to enable Scotland's young people to develop self-confidence, self-reliance and ambition to achieve their goals - in work and in life.

In 2004-2005 the Education Department and its schools are currently on target to meet the three main aims of the 'Determined to Succeed' Plan

An enterprise entitlement for all pupils P1 – S6

In the year ending March 2005 there were 3744 pupil enterprise experiences (up from 1144 in 2003-4).

Opportunity for work related learning for all pupils aged 14+

New (standard grade or equivalent) vocational courses for 2005-6 include Roof Slating & Tiling, Painting and Decorating, Construction 'Skills for Work', Hydroponics, Traditional Small Boat Building and Restoration, Media, PC Passport.

Schools' engagement with business

In the year ending March 2005 there were 126 additional school engagements with Western Isles and national businesses (up from 330 in 2003-4).

The Education Department has also worked with the HMIE to produce Quality Indicators for Enterprise in Education to ensure a continuous improvement in the service to pupils.

16 ADDITIONAL SUPPORT NEEDS (ASN)

The Education (Additional Support for Learning) (Scotland) Act 2004 introduces a new framework for providing support for children and young people who require some additional help with their learning. 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 also promotes collaborative working among all those supporting children.

This policy statement is set in the context of key publications and reports which impact on pupil support. These are:

- Section 1 and 2(2), Standards in Scotland's Schools Act 2000
- Legal Capacity Act 1991
- Education (Scotland) Act 1980
- Children Scotland Act 1995
- Section 1(1), Education (Scotland) Act 1980
- Section 14(1)(b) and Section 40, 2000 Act
- Disability Discrimination Act 1995, Point 4
- Education (Disability Strategies and Pupils Educational Records) (Scotland) Act 2002
- Section 23, Children (Scotland) Act 1995
- NHS Reform (Scotland) Act 2000
- Mental Health (Care and Treatment) (Scotland) Act 2003

- Protection of Children (Scotland) Act 2003
- Further and Higher Education (Scotland) Act 1992
- For Scotland's Children
- Integrated Assessment Framework
- Children Hearing System Review
- Children Charter and Framework for Standards
- National Periodic
- Integrated Community Schools
- Integrated Early Years Strategy
- Better Behaviour, Better Learning
- Review of Speech and Language Therapy
- A Service Framework for Children and Young People's Mental Health in Scotland
- Health For All Children
- The Same As You
- It's Everyone's Job to Make Sure I'm Alright
- Learning With Care
- Partnership Matters
- Beattie Committee

A summary of these is attached at Appendix 4.

The Framework

The new concept of additional support needs refers to any child or young person who, for whatever reason, requires additional support for learning. Consequently, additional support needs can arise from any factor which causes a barrier to learning, whether that factor relates to social, emotional, cognitive, linguistic, disability, or family and care circumstances, and some needs will be long term while others will be short term.

The aim is to ensure that all children 'benefit' from education:

- through accessing a curriculum which supports their learning and personal development;
- where teaching and support from others meets their needs;
- where they can learn with, and from, their peers;
- where their learning is supported in the home and wider community.

School education is therefore education 'dedicated to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential'

New duties on education authorities and others with regard to ASN

Education authorities must

- make adequate and efficient provision for **each** child or young person with additional support needs, for whose education they are responsible
- keep under consideration the needs and the adequacy of support for each child or young person with additional support needs
- take account of additional support needs of children in providing school education generally
- provide appropriate additional support for disabled children under 3 (or under 5 if not in a public or partnership nursery), where the child has been referred by a health authority and has additional support needs

- put in place arrangements to identify additional support needs and to consider if a child requires a Co-ordinated Support Plan (CSP)
- meet requests from parents and act on referrals from others (unless unreasonable) to identify a child's additional support needs or establish if they require a CSP
- prepare a CSP if it is established that a child or young person requires one
- when preparing or reviewing a CSP, tell parents about this, inform them of the outcome and of their rights of appeal, and provide them with a copy of the Plan
- seek and take account of advice and information (including formal assessments) from other agencies (eg health, social work services)
- seek and take account of views of the child and their parents, and any information they may provide, such as an independent assessment report
- keep under consideration the adequacy of each CSP and formally review each CSP at least every 12 months, making appropriate adjustments
- review a CSP earlier than 12 months if there has been a significant change in the child's circumstances or if parents request this (unless the request is unreasonable)
- publish their policy and arrangements for identifying and addressing additional support needs, what the role and rights of parents and children are and whom parents should contact to obtain information and advice
- provide independent mediation services for all parents of children with additional support needs and publish information on these services
- request, and take account of, information and advice from agencies likely to support the child when he or she leaves school in providing adequate additional support in the period up to leaving school. This must all be done at least 12 months prior to the expected school leaving date
- provide information to whichever agencies will be responsible for supporting the young person once they leave school, including FE Colleges, if the young person agrees. This must be at least 6 months before the young person leaves school to allow preparation and planning with other agencies for a continuum of support
- ensure that the provision made for those with a Record of Needs is not reduced before consideration for a Co-ordinated Support Plan has taken place (unless there is a significant change in the needs of the child or young person).

Other provisions

- Other agencies have duties to help each education authority discharge its duties under this Act **unless** the request for help is incompatible with the agency's duties or unduly prejudices the agency in its discharge of its own functions. For the purposes of the Act other agencies include any other local authority, any Health Board or any other agency specified by the Scottish Ministers, which may include, for example, Careers Scotland and FE Colleges. Each local authority's social work services are considered to be another agency for the purposes of the Act
- In addition, education authorities will have **power** to help children with additional support needs who are not in the public education system (other than disabled children under 5 referred to them - there is a duty towards those children). For children not yet old enough for school or nursery, this will be whatever type of learning support and advice is appropriate for that child
- Scottish Ministers are enabled to oblige education authorities to put in place dispute resolution arrangements to be specified in Regulations
- Ministers will make provisions (by Regulations) for when there are transitions between schools, to ensure that information about children with additional support needs is forwarded in good time to the next school.

New rights for parents

Parents will have new rights to:

- request the education authority to find out whether their child has additional support needs
- request the education authority to find out whether their child needs a Co-ordinated Support Plan or to review an existing plan
- request a specific type of assessment and/or examination
- request the use of mediation services
- make a placing request to an independent special school if their child has additional support needs (at present only those with a Record of Needs can do this)
- be informed of the outcome of these requests and any applicable rights of appeal
- receive a copy of the Co-ordinated Support Plan or, if not eligible for a Plan, receive advice and information about their child's additional support needs
- have their views taken into account and noted in the Co-ordinated Support Plan
- appeal to new independent Tribunals on decisions by the education authority to prepare or not to prepare a Co-ordinated Support Plan, the time being taken to prepare or review a Plan, the information in the Plan, including the support to be provided, and a refusal to review a Plan
- make use of dispute resolution arrangements for matters about additional support needs that are not eligible for formal appeal
- have a supporter or representative with them at any meeting with the school or education authority and at hearings of the Tribunals.

Young people (16 and 17 years old who are still at school) will have all the same rights as parents.

A new independent mediation service

All education authorities will have to provide an independent mediation service free of charge to parents of children and young people with additional support needs in their area. Education authorities will have the flexibility to purchase services from national or UK organisations or local voluntary sector organisations or to provide the service directly. Mediators employed by the education authority cannot be involved in any way in providing education services or in decisions relating to education provision.

The aim of mediation is to facilitate more constructive dialogue between parents and the school or education authority to help reach agreement. This will be an optional service for parents. It is voluntary and will not affect their right to appeal, nor the outcome of that appeal.

A new dispute resolution service

The Act enables Scottish Ministers to require education authorities to provide dispute resolution, as well as mediation, to further facilitate resolution for parents on matters other than those involving the formal appeal routes. The details of dispute resolution are being developed but it will aim to address concerns of parents whose child does not have a Co-ordinated Support Plan, but who does have additional support needs.

A new Code of Practice

Rather than guidance, a Code of Practice will be issued. The Act sets out the key topics to be included in the Code. The Code of Practice will be developed in collaboration with service users

and providers. It will set minimum standards and will aim to promote more and better joint-planning and partnership working among agencies, and consistency across Scotland. Preparations for the development of the Code of Practice are already underway. We have set up an Additional Support Needs Advisory Group with representatives from parents, education, health and social work agencies, the voluntary sector, post-school and training providers and racial equality interests.

Better planning and preparation for post-school

Instead of the formal Future Needs Assessment process, currently for those young people with a Record of Needs, there will be a more person-centred system to provide for all the young people who may need extra support on leaving school. The aim is to provide for a continuum of support that ensures the young person's interests are given greater consideration.

Planning and preparing a young person for post-school life will involve any agency that will become responsible for supporting the young person once he or she leaves school. This could be input from a social worker, an occupational therapist or from Careers Scotland or a Further Education college, for example. The education authority must also obtain information about the provision other agencies plan to make for the needs of the young person once they have left school, and plan accordingly to prepare the young person and to support the transition to these other services. The emphasis is on co-operation among all parties concerned, to ensure these transitions are as smooth as possible. This must all be done at least 12 months before the young person is expected to leave school.

In addition, education authorities must provide information to whichever agencies will be responsible for supporting the young person once they leave school, including Further Education Colleges, if the young person agrees. This must be at least 6 months before the young person leaves school to allow preparation and planning with other agencies for a continuum of support.

The new Co-ordinated Support Plan

This will be a statutory planning document for children and young people with enduring complex or multiple barriers to learning who need a range of additional support from different services. Co-ordination of the services is required where the education authority needs help from others both within the authority itself, such as social work, or from outside agencies, such as health. It will plan long term and strategically for the achievement of learning outcomes, rather than focusing on deficits and weaknesses, as the Record of Needs does.

- The Co-ordinated Support Plan must contain:
 - the reasons for the individual's additional support needs
 - details of the educational objectives
 - details of the additional support required to achieve the objectives and who will provide it
 - details of the person responsible for co-ordinating the Plan
 - details of the person parents can contact for information and advice
 - the name of the child's or young person's school.

Everyone involved in supporting the child's or young person's learning needs will have the opportunity to be involved in drawing up the Plan, reviewing it and making provision. The education authority will have responsibility for the Co-ordinated Support Plan and for ensuring the co-ordination of the support detailed in it. However, the co-ordinator role (the person who will manage the day-to-day implementation) can be delegated to an individual outside education if he

or she is more appropriate for the child or young person, such as a health worker or social worker who may have involvement with the wider family.

New Additional Support Needs Tribunals

The new Tribunals will be independent and will have an expertise that will equip them to hear appeals relating to children and young people who have complex needs. The Tribunals will be designed to operate in a user-friendly way and will aim to be less intimidating for parents and children than a more traditional court setting. Legal aid will be available, to those who qualify, for legal advice before and after a Tribunal hearing but not during a hearing. The Tribunals will be able to consider aspects relating to Co-ordinated Support Plans, including provision, and will be able to direct education authorities to take action to prepare, review or close a Co-ordinated Support Plan or to amend the contents. Ultimate responsibility for the Co-ordinated Support Plan lies with education authorities. Where a Tribunal has directed an education authority to amend the content of a plan, other agencies will have a duty to assist education authorities in implementing the changed plan.

In order to meet the challenges of implementing the ASN legislation, the Education Department, in partnership with others, will work within an Authority policy framework, the learning community model of service delivery, and policy systems and procedures to meet these requirements, through:

- effective identification, assessment and audit procedures
- a planned system of review for all children requiring additional support
- appropriate curriculum planning
- a system of staged intervention
- revised referral system
- completing Co-ordinated Support Plans, Individualised Education Plans or Personal Learning Plans as required by the needs of the child or young person
- developing, in communication with parents, policies and procedures that guide them through the process
- partnerships with other agencies
- seeking and taking account of the views of the child or young person
- publishing our policies and arrangements for identifying and addressing additional support needs
- providing independent mediation services for all parents of children with support needs
- working with others one year before the child or young person leaves school to prepare adequate post-school provisions

On this basis, it is important to remember that:

- the concept of ASN is in line with the breadth of what schools and education services already do;
- the Act involves no change to good current practice;
- a continuum of assessment / intervention based on the principles of least intrusive intervention, is fully consistent with the Act;

Consequently, in order to evaluate our effectiveness we will require to:

- evaluate pupil achievement and attainment;
- evaluate pupil and parent satisfaction;
- monitor the distribution of pupils on the continuum;
- audit staff and systems' effectiveness.

How Will We Respond?

- **Identification**

We will work with partners in Health and Social Work to identify as early as possible those children and young people who may require support

- **Assessment**

The Psychological Service has developed a comprehensive assessment framework shared with all agencies and schools, and work is planned to move towards a shared referral and integrated assessment framework.

All learning support teachers are being provided with a comprehensive range of assessment tools and we are currently working with colleagues in Health and Social Work to undertake a comprehensive programme of training in inclusive education.

This work will be replicated for parents and run throughout the year.

Identification and assessment processes emphasize a partnership approach inclusive of parents and young people and has at its centre the development of a single shared assessment approach and the concept of the child at the centre. This means that all planning and intervention is determined by the needs of the child.

- **Intervention**

All intervention subsequent to assessment and action planning forums will be co-ordinated by an identified key worker. All assessments will be needs based and all interventions, whether individual, systemic or organisational, will be focussed on needs and subject to regular review. All of our information will be recorded on the client database and updated weekly.

- **Evaluation**

All intervention will be subject to evaluation in terms of impact and information obtained, used to refine service delivery, training and resource allocation.

- **Professional Planning Management Group**

Staged intervention, referral, assessment, needs analysis and intervention will take place within a staged intervention framework supported by inclusive principles and practices. This means minimum intervention in the least restricted environment. However, exceptions will occur and where this happens a Professional Planning Management Group, comprising education, social work and health staff will meet to review all assessments and recommendations. This group will therefore have an overview of our most complex needs

assessment and will be able to provide independent monitoring for our workers and provide a mechanism for identifying resource deficits for the Authority.

- **Post School Transition**

As with the current RON process, ASN require post-school transition to be planned early for all young people leaving school.

In order to achieve this education staff will co-ordinate meetings with social work, Health and Careers at least 1 year before the young person's 16th birthday. In addition, the Beattie support worker will be informed of all these youngsters and invited to Action Planning Forums.

17 LOOKED AFTER AND ACCOMMODATED CHILDREN AND YOUNG PEOPLE

The Education Department will:

- Nominate the Head of Inclusion and Early Education who will link with the Children and Families Manager and the Child Protection Officer, Social Work Department, to share strategic responsibility for co-ordinating inputs for all looked after / looked after and accommodated children to ensure compliance with care plan legislation.
- Prioritise the education of looked after / looked after and accommodated children.
- Communicate guidance to schools, including the requirement of schools' designated teachers to maintain an overview of looked after children's progress and to take responsibility for ensuring that appropriate measures are in place for supporting the education of these children.
- Identify, record, and up-date on a weekly basis (via a centrally-held database), key information related to children who are looked after / looked after away from home.
- Inform Head Teachers / designated teachers immediately a child is identified as looked after / looked after and accommodated.
- Require designated teachers to return a weekly pro-forma indicating changes to information regarding looked after / looked after away from home children. Nil-change returns are also required.
- Arrange an initial planning meeting within 3 working days of children being looked after away from home.
- Schedule looked after reviews within 6 weeks of the initial planning meeting.
- Educational input to all reviews for looked after children will be made available by the attendance of relevant staff, or by written information as applicable.
- Take into account the views of the children in arranging for educational representation at reviews.
- Ensure that all looked after children have access to permanent full-time education. All Quality Improvement Officers and the Inclusion Manager will monitor and ensure

that any looked after child who is excluded has access to a full inter-disciplinary review within 7 working days of that exclusion.

- Support and monitor the work of school learning / pupil support teams in their inputs with looked after / looked after and accommodated children.
- Advise upon, audit and allocate resources and facilities to promote educational attainment.
- Provide training for all relevant staff.
- Ensure care plans determine level and frequency of school / education reporting to parents/carers.
- Schedule an annual progress review meeting with Education, Social Work and NCH for all looked after / looked after and accommodated children.
- Explicit and targeted priorities will be identified in the Children's Services Plan for looked after / looked after and accommodated children.
- Ensure that all relevant statistics and data are maintained and shared with appropriate staff and agencies at all reviews, and periodically analysed to evaluate the impact of inputs regarding inclusion, attainment and achievement of looked after / looked after and accommodated children.

All Schools will:

- Have a Designated Teacher to maintain an overview of looked after children's progress and take responsibility for ensuring that appropriate measures are in place for supporting their education. The responsibilities of Designated Teachers are listed at C. The designated teacher in Primary and S1/S2 Schools will be the Head Teacher, and for Secondary Schools are listed at C.
- Ensure that appropriate input by attendance or report, is available to all reviews.
- Establish and disseminate to all staff a whole school policy concerning Meeting the Educational Needs of Looked After Children and Looked After and Accommodated Children.
- Identify the learning needs of all looked after children, set challenging but realistic educational targets and systematically monitor the progress made.
- Up-date the jointly managed information system for looked after children and young people in relation to all relevant fields including attendance and attainment data weekly – if no changes occur a Nil return is required.
- Provide an ethos of acceptance and challenge negative stereotypes, embracing the concept of social inclusion and meeting the needs of all children.
- Celebrate the achievements of looked after children, and notify these achievements to the Head of Service, Inclusion and Early Education.

- Resort to exclusion measures only *in extremis*, and only once the Education Department has been notified and the Authority's exclusion procedures followed (see Schools' Administration Handbook Section J).
- Ensure that all targets set for looked after / looked after and accommodated children are aspirational and reflect their potential.
- Consult with and involve looked after children in decision making which affects them.
- Be aware that for many of these children bullying is an issue. An anti-bullying policy should be evidently in operation.
- Ensure that teachers are sensitive to the background of looked after children. Within limits of confidentiality, work set or discussions led should deal carefully with issues that might affect these children. For example, in relation to looked after and accommodated children, work around families or family trees would need to be dealt with sensitively.
- Ensure that looked after children can participate fully in the curriculum and take part in extra-curricular events and activities.
- Respect confidentiality and ensure that information is shared on a 'need to know' basis.
- Encourage regular contact between school and Social Work staff – through the Designated Teacher. Regular liaison and consultation with Social Work staff, carers and other professionals involved should also be encouraged. Home-school agreements should be considered as potentially useful.
- If patterns of interrupted learning become apparent they must be identified and addressed speedily. Where appropriate, learning support / pupil support team should be involved and appropriate resources sought to support children's learning. Equally, appropriate mechanisms for inter-disciplinary action should be involved as soon as any problems to do with school attendance or behaviour arise. The Head of Inclusion and Early Education should be alerted if there are attendance concerns.

Responsibilities of Designated Teachers

- Maintain a confidential list of the looked after / looked after and accommodated children in the school with contact names and telephone numbers.
- Ensure that all relevant details are entered into Phoenix. Changes in this information should always be reported to the Head of Inclusion immediately for amendment of the Authority's jointly managed (Education and Social work) database via weekly monitoring up-date.
- Hold a co-ordinating brief for staff involved with all children looked after / looked after and accommodated in the school.
- Ensure that staff tailor curricular materials to take account of areas of sensitivity for looked after / looked after and accommodated children in their class.

- Act as advisor to other staff in school in respect of looked after / looked after and accommodated children.
- Ensure a smooth transition and welcoming induction to school on the occasion of a looked after / looked after and accommodated child's transition.
- Ensure the speedy transfer of educational information to relevant agencies and between schools where looked after / looked after and accommodated children are changing schools.
- Ensure that every looked after / looked after and accommodated child has a member of school staff with whom they feel able to communicate. This need not be the Designated Teacher, but could be a member of staff the child has identified as being someone they can talk to.
- Consult with looked after / looked after and accommodated children on what information they wish to be shared with other staff, and be aware that some of these children may not wish certain members of staff to attend parts of meetings, and therefore make appropriate arrangements.
- Advocate for looked after / looked after and accommodated children in the school where necessary.
- Act on behalf of looked after / looked after and accommodated children at planning meetings.
- Attend relevant training, and ensure that other school staff have information and training on issues to do with looked after / looked after and accommodated children.
- Be aware of the deleterious effects of bullying and stigma for looked after / looked after and accommodated children, and promote positive inclusive strategies to combat these.
- Encourage carers and Social Workers to give priority to the **educational** needs of looked after / looked after and accommodated children.
- Act as the point of contact for enquiries from other agencies and arrange for appropriate school representation at planning meetings and reviews.
- Ensure that Social Workers receive copies of all correspondence concerning looked after children. The list of looked after / looked after and accommodated children should include the name of their Social Worker.
- Be aware of those children within the looked after group whose birth parents have continued rights of access to information (eg school reports) and ensure such information is distributed accordingly.

Responsibility of Educational Psychologists

- Prioritise work with children who are looked after / looked after away from home.
- Attend planning meetings as required.

- Attend / write reports for review meetings as agreed.
- Work collaboratively with schools, carers and Social Workers to help maximise support for looked after / looked after away from home children.
- As the point of contact in schools for matters delegated by the Head of Service, Educational Psychologists will advise schools, carers and Social Workers, where applicable, of the Department of Education's position in relation to particular issues that may arise.
- Work with Quality Improvement Officers to monitor and evaluate attainment and achievement of looked after / looked after away from home children.
- Advocate for looked after / looked after away from home children as required.
- Advise schools, carers, Education and Social Work of the needs of looked after / looked after away from home children who are existing clients of the Psychological Service.
- Assess and advise upon the suitability of residential school placements for individual clients if required.

18 SERVICES

Inclusion

Within this section are included educational psychologists, learning support staff, ASN auxiliaries, inclusion support workers and specialist peripatetic services inclusive of sensory impairment, English as an additional language, home education and hospital education.

Quality Improvement

Within this section are all Quality Improvement Officers who are responsible for all Integrated Children Services quality control and assurance, together with specialised responsibilities in areas of attainment, curriculum development and learning and teaching.

Community Connections

Within this section are staff responsible for promoting out of school education supports, parent involvement, cultural and sport activities.

All of the above supports, promote and develop services for the following target groups:

Mainland Placements: Not all young people will have their needs met within the local authority area. Consequently, the Community Action Team will still have to consider off-island specialist residential placement.

Developmental Delay: Most children with developmental delay are educated in their mainstream schools with support from Learning Support teachers and Support for Learning auxiliaries. Many of these children require an Individual Education Programme and close links are developed with allied health professionals, Occupational Therapists, Speech and Language Therapists and Physiotherapists. A small number of children with more severe delays can be educated in a support class, although the aim would be to return the majority of these pupils to a mainstream class, in accord with the authority's policy of the highest level of integration for all pupils.

Sensory Impairment: The Department of Education supports pupils with sensory impairments: the Authority offers a service to pupils with visual and auditory impairments. The peripatetic teacher monitors all pupils with sensory impairments and provides training for staff working with them. This service is responsible for checking equipment and ensuring that schools are sensitive to their needs, and works with mainstream and Learning Support staff to draw up and monitor Individual Education Plans.

Autistic Spectrum Disorder Provision: Children with autistic spectrum disorders are provided for within the continuum of provision currently available within the islands. Health education staff and educational psychologists have developed specialist interest and skills in this area and have contributed to awareness training and skill development across disciplines.

It is currently proposed to develop an assessment provision within the islands through a multi disciplinary forum and it is hoped that this will result in:

- Less disruption to families regarding travel to the mainland for assessment;
- Skills and experience in assessment and diagnoses developed within local professionals.
- Increased support to families at the time of assessment and diagnosis.
- Increased coordination amongst professionals resulting in less opportunity for disagreement regarding diagnosis.

Attention Deficit / Hyperactive Disorder (ADHD): The Authority provides support for schools where there are children with ADHD. Extra teaching and auxiliary supports can be provided and programmes are devised by the Psychological Service to assist with the management of these children. Close liaison with families is encouraged and joint working with other services, eg Social Work, Child Psychiatrist is prioritised. Children on medication are reviewed regularly by the appropriate health agency.

Hospital Education: The Authority provides an outreach service for children who are in hospital for lengthy periods. In Lewis and Uist, this service is provided by local teachers; in mainland hospitals local services generally fulfill this function. In some cases a home visiting teacher will liaise with the pupil's work and work with him/her at home until the pupils is fit enough to return to school.

Learning Difficulties: Under the Authority's staged intervention procedure, the majority of children are taught in mainstream classes in their own schools. Those with more serious difficulties receive help from Learning Support teachers and Support for Learning auxiliaries. The Authority encourages full integration for all pupils and most of this support is carried out in the classroom.

Language and Communication: The Authority has a contract with the Speech and Language Therapy service for the provision of their services to pre-school centres and schools. Speech and Language Therapists work closely with Learning Support teachers and other staff on designing targeted Individual Education Plans for children with severe language and

communication disorders. A very small number of children with communication disorders can access ICT communication aids.

Home Education: A small number of children are educated at home by their parents. The Authority is required to monitor this provision, although there is no requirement on the Authority to provide resources. The monitoring is carried out by Educational Psychology and Quality Improvement Officers, and is generally done on an annual basis. If there are concerns about the nature of the home education, visits are arranged on a more frequent basis.

Health: Children with significant health difficulties require an individualised health plan, outlining: the nature of the child's difficulties; the steps being taken to deal with these difficulties; any medical interventions; contacts in case of emergency; names of GP, specialist, etc. Training is offered to staff in, for example, the use of epipen for children with epilepsy and for other medical interventions which impact on schools.

Travelling Families: The Authority adheres to Scottish Executive guidelines with regard to Education of the children of travelling families.

ACE (Alternative Curriculum Education): Some young people who have severe and complex social, emotional and behaviour difficulties require an alternative curriculum. This is provided through a targeted resource in Stornoway and as an outreach basis at the Nicolson Institute, Stornoway Primary and Lionacleit.

19 GAELIC MEDIUM EDUCATION

General Aim

The Comhairle's provision of bilingual education is a key feature in the Comhairle's Gaelic policy. It will be the element that makes the greatest demands on the Comhairle's resources, both finance and manpower, and which makes the greatest impact. The aims of formal education are to enable children who go through Gaelic Medium Education to become equally fluent and literate in the use of Gaelic and English and to make provision for all other children to have access to Gaelic in the curriculum. The Comhairle also aims to enhance young people's awareness of the heritage and culture of their community through the formal and informal curriculum. The Comhairle should aspire to provide Gaelic Medium Education as the principal means of tuition in the first two years of primary school whilst maintaining a capacity for English Medium Education on an area basis.

Pre-School Education

The Comhairle, in partnership with the voluntary sector will promote and support provision of Gaelic pre-school education.

The Comhairle will actively promote the uptake of Gaelic Medium Education to parents of pre-school children.

Primary Education

Gaelic Education Medium

The specific aim of the Comhairle is that children who go through Gaelic Medium Education will be as literate and fluent in Gaelic as in English when transferring from primary to secondary education. These children will acquire language skills in both Gaelic and English through both languages being used as a means of learning. There will be an initial immersion phase in Gaelic with the gradual introduction of English.

Classes in Non-Gaelic Medium Classes

In the case of children who are not in Gaelic Medium classes, it is the aim of the Comhairle to make provision throughout primary school to engage in activities that are related to Gaidhlig or Gaelic learners' curriculum.

Secondary Education

The Comhairle's policy is that:

Gaidhlig and Gaelic learners' courses will be made available in the first two years of secondary education and thereafter schools should enable and encourage pupils to continue with the study of Gaelic in their ensuing years of secondary education as part of their language entitlement. The use of Gaelic as a means of instruction in secondary schools will be encouraged in a range of subjects.

20 **ACTION PLAN**

Target	Strategy	Success Criteria	Timescale
1. Establish five Learning Community areas	Approve staffing and organize a management team	Integrate delivery at community level	Aug 2005
2. Introduce staged model of intervention	Introduce system to all learning community areas	Operate in all schools	Aug 2005
3. Introduce resource audit and allocation system	Audit needs and allocate resources on area and Learning Support basis	All staff allocated on the basis of the audit	June 2005
4. Review consultation outcome with Principal stakeholders and refine	Implement on Learning Community basis and establish on annual basis	Operate all learning community areas and provide standing forum	Oct 2005
5. Implement Inclusion Training and expand to provide comprehensive framework that is based on needs and partnership working	Audit Needs and conduct staff CPD interviews	Training plan in place across Learning Communities	In place
6. Access audit completed in three target areas and implementation strategy put in place	Organisation of working group	Prioritise, establish and recommend	Aug 2005
7. Complete client needs assessment and develop database	Operational group	All needs identified, database operational and procedures for maintenance in place	June 2005

8. Implement revised Guidance systems	Operational Working Group	Operating in all schools	Oct 2005
9. Implement revised ASN policy and procedure	Operational Working Group	Operating in all schools	Oct 2005
10. Pre-SCAT in all Learning Community Areas	Implement by Learning Community Management Group	Operational in all Learning Community Areas	Oct 2005
11. Introduce comprehensive assessment framework in shared assessment arrangements	Operational Working Group	Operational in all Learning Community Areas	Oct 2005

Appendix 1 – Learning Community Areas

Appendix 2 – Audit of Needs

Appendix 3 – Training Programme

Appendix 4 – Summary of Legislation

LEGISLATION
Rights to education
<p>Sections 1 and 2 (2) Standards in Scotland's Schools etc. Act 2000 ('the 2000 Act') All children of school age have the right to be provided with school education by, or through arrangements made by, an education authority. In providing that education, education authorities must have regard to the views of children or young people in decisions that affect them.</p>
<p>Age of Legal Capacity Act 1991 s2 The Act gives rights to parents and young people and not to children in their own right. However, the Act is consistent with legislation that recognises that children with legal capacity are able to make some decisions on their own behalf. For example, children over 12 may consent to any medical procedure or treatment and instruct a solicitor in relation to civil matters so long as they are considered capable of understanding the nature and possible consequences of their actions.</p>
Young people
<p>1980 Act Young people (young persons in legislation) have similar rights to parents regarding school education. They may also express their views on, and take decisions about, their school education.</p>
Parents
<p>Education (Scotland) Act 1980 Parents are defined under the 1980 Act as including a guardian or any person who is liable to maintain or has the actual custody of a child or young person. This definition is also used in relation to the 2000 Act and the Education (Additional Support for Learning) (Scotland) Act 2004.</p>
<p>Under the 1980 Act, parents must ensure that their children of school age receive education, either by sending their child to a school managed by the education authority, or by other means, for example an independent school or home education.</p>
<p>Children (Scotland) Act 1995 Parents must, where it is the interests of the child and is practicable, safeguard and promote their child's health, development and welfare. This also applies to anyone over 16 who has care or control of a child under the age of 16. In addition, parents must provide their children who are under 18 years of age, with appropriate direction and guidance. They should maintain personal relations and direct contact with their son or daughter on a regular basis, if they do not live with their child. Parents must also act as their child's legal representative. Where a person takes a major decision in fulfilling a parental responsibility or right under the 1995 Act they must have regard to the views of the child, taking account of the child's age and maturity and whether the child wishes to express a view.</p>
Education authorities
<p>Education (Scotland) Act 1980 s1 (1) Under the 1980 Act education authorities must provide adequate and efficient school education within their area.</p>
<p>s40 2000 Act s14 (1) (b) 2000 Act The 2000 Act places education authorities under a duty to secure that the education provided is directed towards the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential. Education authorities should provide education to school age pupils in a mainstream setting unless certain exceptions apply. Education authorities must make special arrangements for pupils who are unable, or where it would be unreasonable to expect them, to attend school through prolonged ill-health.</p>

<p><i>Disability Discrimination Act 1995 Part 4 Chapter 1 as amended</i> <i>Education (Disability Strategies and Pupils' Educational Records (Scotland) Act 2002</i> It is unlawful for an education authority to discriminate against disabled pupils. They should ensure that disabled pupils are not treated less favourably; and make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage. They must also have accessibility strategies in place to improve access to the curriculum, to school buildings and school information for pupils with disabilities.</p>
<p><i>s23 Children (Scotland) Act 1995</i> The Additional Support for Learning Act complements other legislation in relation to children with disabilities. For example Section 23 of the Children (Scotland) Act 1995 requires local authorities to provide services designed to minimise the impact of disabilities on children and to allow them to lead their lives as normally as possible.</p>
<p>The Act builds on all of these and introduces new rights and duties in respect of additional support for learning. These are explained in Section 2 — Additional Support Needs — The Framework.</p>
<p>Other agencies</p>
<p><i>NHS Reform (Scotland) Act 2004</i> The NHS Reform (Scotland) Act 2004 will provide the legislative framework for the development of Community Health Partnerships which lays strong emphasis on partnership, integration and design.</p>
<p><i>Adults with Incapacity (Scotland) Act 2000</i> The law provides for decisions to be made on behalf of adults who lack legal capacity to do so themselves because of mental disorder or inability to communicate. Adults are defined as being over 16 years of age. The decisions concerned may be about the adult's property or financial affairs, or about their personal welfare, including medical treatment. Professionals carrying out functions under the Additional Support for Learning Act should have due regard to the provisions within the Adults with Incapacity Act.</p>
<p><i>Mental Health (Care and Treatment) (Scotland) Act 2003</i> Professionals carrying out functions under the Mental Health Act should have due regard to the provisions under the Act. As there may be instances where there is some cross over between them.</p>
<p><i>Protection of Children (Scotland) Act 2003</i> The Protection of Children (Scotland) Act 2003 is not yet in force. However, when it comes into force professionals carrying out functions under it should have due regard to the legislation on additional support for learning.</p>
<p><i>Further and Higher Education (Scotland) Act 1992</i> The Further and Higher Education (Scotland) Act 1992 requires that adequate and efficient provision of further and higher education is made in Scotland. Due regard should be given to the requirements of those over school age who have a learning difficulty or disability which may affect their education. In preparing young people for leaving school, teachers should be aware of legislation covering further and higher education. Under proposals in the draft Further and Higher Education (Scotland) Bill, the educational and related needs of students and prospective students of further education colleges and higher education institutions must be regarded.</p>
<p>POLICY</p>
<p>The Scottish Executive has a wide range of policies which supports the development and well-being of Scotland's children and young people. The broad definition of additional support needs means that application of the Act's provisions requires effective interaction across policies in a number of areas. Appendix 1 provides a fuller list of policy areas. The following paragraphs describe some of the main policy areas on which the Act has a bearing.</p>
<p>Integrated Children's Services</p>

For Scotland's Children

The Scottish Executive report, *For Scotland's Children*, highlights the importance of an integrated approach to service delivery. An effective integrated approach is essential.

Local authorities, NHS Boards and other appropriate agencies are expected to work together to ensure effective integrated children's services. In doing so, they require to draw together core statutory and other planning requirements into a single statutory plan. These include Children's Services Plans, Statements of Education Improvement Objectives and Records of Achievement, child health elements of Local Health Plans, Joint Health Improvement Plans and Child Health Strategies, and Youth Justice Strategies. Integrated Children's Services Plans must include reference to services for vulnerable children and children in need, including arrangements for early intervention and support within universal services and targeted additional support where required. Given the broad concept of additional support needs there is a need to integrate policies to ensure that factors affecting vulnerable children and children in need do not lead to an adverse effect on their learning.

Integrated Assessment Framework

The Scottish Executive is developing a policy on an Integrated Assessment Framework which will support agencies to work together. The development of integrated planning and assessment and information sharing arrangements across local authority, health and other agencies can ensure policies for additional support needs are compatible with those for vulnerable children and children in need. The duties on other agencies to assist education authorities meet their duties under the Act can help the development of an integrated approach to the provision of school education, family support and health services.

Children's Hearings System

The Children's Hearings System is currently being reviewed. The review is drawing on, and feeding into, other Executive initiatives, including work on integrated children's services, a common integrated assessment framework, and the review of social work and the child protection reform programme.

Children's Charter

Framework for Standards

A *Children's Charter* sets out the support that the most vulnerable children have the right to expect. The *Framework for Standards* for child protection sets out what children in Scotland can expect from professionals and agencies to ensure that they are adequately protected and their needs are met. The child protection reform programme is underpinned by a range of work across the Executive on integrated children's services and early intervention strategies.

Education

Five national priorities in education

The Standards in Scotland's Schools etc. Act 2000 requires that Scottish Ministers should set national priorities in education. The five National Priorities in Education underpin the Scottish Executive's education policies. These are:

Achievement and Attainment: To raise standards of educational attainment for all in schools, especially in the core skills of literacy and numeracy, and to achieve better levels in national measures of achievement including examination results.

Framework for Learning: To support and develop the skills of teachers, the self discipline of pupils and to enhance school environments so that they are conducive to teaching and learning

Inclusion and Equality: To promote equality and help every pupil benefit from education, with particular regard paid to pupils with disabilities and special educational needs, and to Gaelic and other lesser used languages.

Values and Citizenship: To work with parents to teach pupils respect for self and one another and their interdependence with other members of their neighbourhood and society, and to teach them the duties and responsibilities of citizenship in a democratic society

Learning for Life: To equip pupils with the foundation skills, attitudes and expectations necessary to prosper in a changing society, and to encourage creativity and ambition.

All of these priorities are relevant to ensuring that children and young people with additional support needs receive the help they require. The priorities are delivered in a range of educational settings, but the overarching context is one of schools developing their capacity to provide for the full range of children and young people within education.

Integrated Community Schools

Integrated Community Schools have the twin aims of promoting social inclusion and raising educational standards in Scotland. They require teachers, social workers, family workers and health personnel to work together to develop common objectives and goals centred on the needs of children at school and on their families. This approach is essential to secure good outcomes, not only for children’s education, but also for their social welfare, their health and the well being of the community where they live.

Integrated Early Years Strategy

The Scottish Executive’s Integrated Early Years Strategy is aimed at giving young children, up to the age of six, the best possible start in life. It sets out a framework for the effective provision of universal and targeted services for children and their families and provides a vision of integrated early years services based on partnerships at all levels. Building on existing provision, Scottish Ministers want to see the development of multi-faceted services, bringing together childcare, pre-school education and some healthcare services focused on young children.

Better Behaviour — Better Learning

Better Behaviour—Better Learning provides recommendations for schools and education authorities to develop a policy framework and appropriate practices to promote positive behaviour in schools. These policies and practices should enable school staff to ensure that learning and teaching takes place with the minimum of disruption through good classroom and school management, and through a clear understanding of all staff and pupils of expectations for behaviour. *Better Behaviour — Better Learning* recognises the importance of early intervention and of co-ordinating support to pupils with behavioural difficulties.

A wide range of other service policies across health, social work and further education supports the additional support needs framework and the development of integrated children’s services and partnership working across agencies:

- Review of Speech and Language Therapy, Physiotherapy and Occupational Therapy for Children (2003)
- A Service Framework for Children and Young People’s Mental Health in Scotland.
- Health for All Children (Hall4).
- A Scottish Framework for Nursing in Schools.
- The same as you?

It’s everyone’s job to make sure I’m alright

The Scottish Executive has embarked upon a programme to reform child protection services, following the Audit and Review of Child Protection *It’s everyone’s job to make sure I’m alright*. This programme includes establishing clear practice standards, and the development of a Children’s Charter, which has implications for all services.

Learning with care

The additional support needs framework may be relevant for some children who are looked after. *Learning With Care*, the report on the education of children looked after away from home by local authorities, includes specific recommendations for social work and educational services provided by local authorities.

The Scottish Executive is committed to ensuring that everyone has the chance to learn throughout their life regardless of their background or current personal circumstances. For some people, this will

mean accessing provision delivered in a further education college or university, for others, community based or other provision may be more appropriate.

Partnership Matters

In some circumstances, further education colleges may be primarily responsible for the provision of education, and making adjustments where necessary to meet learning needs. It is recognised therefore that in some cases, the needs of students cannot be met by the further education provider alone. In order to ensure that the most appropriate support is provided for the learner, the further education provider will liaise and work with a range of partners, such as local authorities and NHS Boards. Guidance on these arrangements, *Partnership Matters* was published in November 2004.

Beattie Committee Implementing Inclusiveness: Realising Potential (1999)

Following the report of the Beattie Committee *Implementing Inclusiveness: Realising Potential* (1999) the Executive endorsed the principle that Inclusiveness should underpin all post-school education. Inclusiveness is about providing learning opportunities that give the best match to the needs of the individual. All further education colleges in Scotland continue to develop inclusive, learner centred policies.