

Education Services
Procedures and Guidelines

The Framework for Support

Additional Support for Learning

2014



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1 Introduction

The *Support Manual*, launched in April 2013, aims to promote excellent practice in order that schools and their partners can fulfil the requirements of current Scottish legislation and effectively meet the additional support needs of children and young people. It has also taken account of the values and principles of *Getting it right for every child*.

The Manual is promoted as the main reference point for education, health and social services practitioners to ensure a shared understanding of roles, responsibilities, expectations and quality in relation to identifying and meeting additional needs whether in school, the community or the home.

The Manual can be used in a variety of ways which includes:

- informing and improving practice;
- promoting effective partnership working;
- strengthening the process of self-evaluation in relation to meeting additional support needs, and identifying what needs to be improved;
- identifying Continuous Professional Development (CPD);
- supporting strategic planning.

Getting it right for every child- Practice Guidance, also launched this year, is an equally important resource in emphasising the need for a 'shared' language and framework of understanding. This makes it easier for children and their families to understand what support they are being offered, why it is being offered and what everyone is doing to help. It is only through planned joint working that there can be an effective contribution to the health and well-being of children and young people.

The *Framework for Support* has been revised with reference to the *Support Manual* and *Getting it right for every child- Practice Guidance*. Essentially that revision seeks to ensure that there is now a common understanding of education procedures and the associated core documentation relating to the identification, assessment and review of additional support needs. The guidelines in the *Framework for Support* reflect the need for:

- consistency of approach across the authority;
- procedures to be streamlined;
- exploiting the potential of SEEMiS so that there is instant access to templates for core documentation, recording, reporting and electronic filing;
- a child's record to be up to date with regard to additional support for learning so that information can be quickly accessed when a child /young person changes school;
- ensuring no additional work in terms of recording and reporting is being asked of staff supporting children with additional needs.

A new section has been added to the *Framework for Support* outlining the new Process and Procedures for the allocation of Additional Support for Learning staff in schools. This too relies heavily on the use of SEEMiS for information to be recorded so that it can also be accessed centrally. It is worth stressing from the outset that, if these procedures are not followed, it could

result in a school not being allocated adequate resources to meet the additional needs of children in that school.

Taking into account the best practice in the region, two Supporting Learners working groups, consisting of education officers, educational psychologists, Headteachers and additional support for learning staff, defined the procedures and produced the templates now available on SEEMiS. These should not be customised nor is there a need to add to the documentation described here.

You are strongly encouraged to make the *Support Manual* and the *Framework for Support* your own by giving us your feedback, so that both these documents are current and provide you with the best information and support you need, to effectively identify and meet the needs of children and young people.

- Throughout this document the term “parent” should be taken to mean a child or young person’s parent, guardian or carer.

Andrew M Pattie
Head of Supporting Learners, Education Services
Update: February 2014

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2. Identification, Assessment and Provision in Early Years Settings

2.1 Introduction

Early Years Development and Child Care Partnerships bring together the following in the planning and provision of services in the early education sector:

- Private, voluntary and independent providers in receipt of Government funding;
- Local authority establishments;
- Social Services;
- Health services;
- Parent representatives.

All early education settings, in receipt of government funding, are required to have regard to the *Supporting Children's Learning, Code of Practice (Revised Edition) 2010*.

The 2009 Act requires the Education Service to provide additional support to certain disabled pre-school children in their area, normally those who are under 3 years of age. This duty applies where such children have been brought to the attention of the Education Service as having, or appearing to have, additional support needs arising from a disability within the meaning of the *Disability Discrimination Act 1995*, and it is established by the Education Service that they do have such needs. For example, if the parent has brought the child to the attention of the Education Service, then they must establish whether the child has additional support needs arising from a disability according to the authority arrangements for identifying and providing for children with additional support needs.

When the Education Service does determine that the child has additional support needs arising from a disability, then they must provide such additional support as is appropriate for the child, provided the child's parent consents. That support is not confined to educational support but could include support from health, social work or voluntary agencies. However, the support must have educational aims.

Where the Education Service decides that there are no additional support needs arising from a disability they should inform the parents in writing of the decision and the reasons for it.

2.2 Taking account of additional support for learning needs

Additional Support for Learning needs arise from difficulties in learning or barriers to learning. However, it is important to remember that many of the difficulties young children experience are temporary and will be resolved as they develop and learn. Careful consideration should be given as to when advice and expertise is required from external agencies, particularly when support may be important to parents. Where additional support is needed to help children progress, careful observation and assessment will be essential in finding out different ways in which the child learns successfully and in identifying particular needs.

Personal learning planning should be used to indicate a range of approaches that will build on the child's strengths as a learner and tackle barriers to learning. Additional support such as individual attention, teaching and special resources can be planned. There should be regular reviews of the child's progress and targets agreed for future action. All children with additional support for

learning needs should be engaged in personal learning planning and for many this process will be sufficient to address their additional support needs. Further information about personal learning planning can be obtained from the *Assessment is for Learning website* <http://www.itscotland.org.uk/assess/texthome.asp> and pre-school development officers.

2.3 Graduated response to additional support for learning needs

Monitoring of individual children's progress throughout the pre-school stage is essential. Where a child appears not to be making progress either generally or in a specific aspect of learning, then it may be necessary to present different opportunities or use alternative approaches to learning.

The key test for action is evidence that the child's current rate of progress is causing concern. There should not be an assumption that all children will progress at the same rate. A judgement has to be made in each case as to what it is reasonable to expect that particular child to achieve. Where progress is causing concern, it will be necessary to take some additional or different action to enable the child to learn more effectively.

The triggers for intervention could be practitioners' or parents' concerns about a child who despite receiving appropriate early education experiences:

- makes little or no progress even when teaching approaches are targeted to improve the child's identified area of weakness;
- continues working at levels significantly below those expected for children of a similar age in certain areas;
- presents persistent emotional and/or behavioural difficulties, which are not helped by behaviour management techniques usually employed in the setting;
- has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment;
- has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning.

Support Manual: Section 13 - Identification and Assessment of Additional Support Needs Pages 118-119 at www.supportmanual.co.uk may also prove helpful at this stage.

If practitioners in consultation with parents conclude that a child may need further support to help them progress, staff should initially seek help from an educational visitor or health visitor. See contact details at the end of this section.

Further information is also available in:

- *Section 7 Appendix B - The Early Years Role of Additional Support for Learning Teacher*
- *Support Manual: Section 11- Effective Partnership Roles and Responsibilities, Page 67* at www.supportmanual.co.uk which will also have a link to *Educational Visitor Guidelines*

2.4 Working together with home and families.

Parents are children's prime educators in their earliest years and they continue to play a major role in their young child's learning when they enter the early years setting. In order to plan learning experiences that will meet each individual child's needs it is important to find out as much as possible about the child and build on this by:

- working together with home and families;
- taking account of additional support for learning needs;
- fostering equal opportunities;
- collaborating with other agencies;
- supporting transitions.

Parents must have the opportunity to be fully involved in discussions and decisions about their child's learning. Professionals need to involve parents and take account of their views on their child's development and education. Partnership with parents is therefore central to ensuring that a child with additional support for learning needs benefits fully from education in terms of their personal, emotional and physical development.

See also *Section 3.4 for Good Practice in Communication with Parents* which comes from *Supporting Children's Learning, Code of Practice (Revised Edition) 2010*.

2.5 Early years action

Please note the necessary documentation for each step outlined below is explained in *Section 3*.

Step 1

- An early years practitioner identifies a child with additional support for learning needs and devises interventions that are additional to or different from those provided as part of the usual curriculum and strategies for that setting.
- This would be documented in the format normally used by the early years setting and the additional support would be provided by the existing structures within the setting.
- All known information about the child should be collected and additional information sought from the parents. In some cases other professionals may already be involved and it is good practice for them to liaise with the early education settings and keep them informed of the work in progress.
- Parents are the prime source of information in many cases. The information collected can be maintained as part of the child's individual record that will also include previous observations and ongoing regular assessments.
- Settings should ensure that parents are as fully involved as possible with their child's education and should always be kept fully informed about how the setting seeks to meet the child's needs.

Step 2

- An identification of concern form is completed by members of staff who know the child and this form is shared with parents. In consultation with parents and the staff, decisions will be made as to the most appropriate way to help the child to progress.

The resources might be:

- extra adult time in devising the nature of planned intervention and monitoring its effectiveness;
- the provision of different learning materials or special equipment;
- some individual or group support;
- staff development and training to introduce more effective strategies;
- advice from pre-school development officer, educational visitor, or health visitor.
- Personal learning planning should record child's goals and targets and should be reviewed regularly at least twice annually;
- Reviews should not be unduly formal, but parents' views on the child's progress should be sought, and they should be consulted as part of the review process.

Step 3

- A review meeting should consider:
 - Has progress been made?
 - What are the parent's views?
 - Is there a need for more information or advice about the child?
 - What are the child's specific additional support for learning needs within the setting?
- Advice should be requested from other agencies if the child:
 - continues to make little or no progress in specific areas over a long period;
 - continues working at an early years curriculum substantially below that expected of children of a similar age;
 - has emotional or behavioural needs which substantially and regularly interfere with the child's own learning or that of the group, despite having used behaviour management strategies in their personal learning plan;
 - has sensory or physical needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service;
 - has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Where an early education setting seeks the advice of external support agencies informally, they will need to provide information on the child anonymously to maintain confidentiality, including strategies already tried and what has been successful or not. The agencies can advise what to try next or recommend referral for more formal help and support.
- **Parents must be consulted** before formal referral for help from other agencies and their written permission obtained to go ahead and request further help.
- Support services will need to see the child's records, evidence of strategies already used and targets that have been set or achieved. They will then usually observe the child, in their educational setting, if that is appropriate and practical, so that they can advise on new and appropriate targets with accompanying strategies.
- Appropriate strategies and differentiation of approaches are implemented through personal learning planning to assist the child. Progress is monitored and reviewed.

Step 4

- Identify support or planning needed from other educational services.
- Collect information from previous steps, what strategies have already been used and evidence of achievement.

- Consult with the parents and child on next step to request assistance from other professionals. Parental consent and signature may be required for some services.
- Complete *Request for Assistance Form* from *Getting it right for every child Practice Guidance* and submit to educational pupil support service or appropriate agency.
- Consider increasing differentiation of the curriculum and different materials to support child.
- Support service or agency will respond within 10 weeks (maximum) and will usually observe the child in their early years setting and advise on new appropriate targets for the child's Individualised Education Plan (IEP) and accompanying strategies.
- Further assessment can be agreed between the support service or agency and the early years setting. A referral to a health service may also be recommended.
- Parents or professionals can make a request to the designated education officer for a multi-disciplinary assessment to determine whether a Co-ordinated Support Plan (CSP) is needed.
- A consultation meeting to decide whether a CSP is required can be held. This would involve parents, the child (as appropriate) and all relevant professionals.
- Complete *Request for a Co-ordinated Support Plan* and **submit** to designated education officer.

Step 5

- If the child meets the criteria for a CSP the process follows the steps as outlined in *Section 3.4: Guidance on Co-ordinated Support Planning*.

2.6 Confidentiality and information sharing

It is important that information given to staff about children and their families, whether this is verbal, written or in electronic form, is treated as confidential and that everyone using the service or working in it can be confident that their rights will be respected. All staff must adhere to this principle of confidentiality both within their place of work, at home and in public areas. Discussion between members of staff will be restricted to matters that are directly relevant to the education or well-being of the child.

See *Getting it right for every child: Dumfries and Galloway Practice Guidance* for further advice on sharing information and informed consent.

2.7 Moving to primary school

Some children under the age of five may have received considerable support without the necessity of creating a co-ordinated support plan. Any record drawn up by an early education setting for a child with possible additional support for learning needs should be passed on with parental consent to the receiving school. The importance and benefits to their child of providing these records to schools should be carefully explained to parents. Detailed consideration of the kinds of provision that may be appropriate at the primary education phase should be undertaken as part of the transitional review process.

Here is a list of good practice from across the region which demonstrates the range of solutions that can be found to make sure children with additional support needs make a successful transition:

- Parental involvement in enhanced individualised transitional planning on an ongoing basis.

- The opportunity for parents to visit both the catchment school and possible alternatives
- Planning meetings with targets and timescale set.
- Information from other agencies to be shared.
- Child offered opportunity to share information through PLP.
- Outside agency (Therapists etc) information and advice.
- Supported visits planned and extended.
- Risk assessments, equipment, care plans put in place.
- Communication Passports/ It helps me when.... Prepared and shared.
- Visits to specialist provision (Learning Centre) within school.
- Home link worker visits.
- List of possible personnel drawn up.
- Identifying key person.
- Relevant training organised.
- Specific 'I am going to school' booklet drawn up.
- School ASfL staff involved.
- Child's access assessed and identified. Home link worker to make joint home visit with EV when appropriate.
- Receiving school's 'Rising Fives' group e.g. planned activities in school hall.
- Access to relevant group work to work on key skills for P1
- Awareness and understanding of the child's previous experiences which are likely to come to the fore when the environment is less familiar.
- Social stories e.g. about going to school or about a specific routine e.g. lunch time or using the toilets.
- Experience of specialist activities such as hydrotherapy and sensory rooms.
- Systems and supports identified and put in place.
- Transition planning embedded in holistic planning and put in place according to individual circumstances.
- Key person for parent link to school to be identified in time for the parent to build up a relationship/trust.
- System for sharing information to and from home/school to be set up and agreed

2.8 Contact details

Educational Visitors

Education Officer, Additional Support for Learning (East) 01387 273950

Education Officer, Additional Support for Learning (West) 01671 40345

Early Years Team

St Teresa's Education Centre, Lochside Road, Dumfries 01387 273950

Aird Education Centre, Cairnryan Road, Stranraer 01776 702437

Health Visitors

Relevant GP

3. Identification and Assessment of Additional Support Needs

This section outlines the following:

- 3.1 Steps in identifying and assessing additional support needs
- 3.2 Additional Support for Learning documentation
- 3.3 Guidance on individualised educational planning
- 3.4 Guidance on co-ordinated support planning
- 3.5 Guidance on Additional Support for Learning Meetings
- 3.6 Good practice in communication with parents

Additional information can also be found in the *Support Manual*
Section 13: Identification and Assessment of Additional Support Needs
Section 14: Planning Learning and Teaching within the Curriculum for Excellence at
www.supportmanual.co.uk

3.1 Steps in identifying and assessing additional support needs

The table that follows outlines a stepped intervention of support in terms of action and the essential documentation that needs to be in place when identifying and assessing needs and reviewing the support for learning that is put in place. It also indicates how these steps align with the levels of the integrated framework of support shared by all agencies as outlined in *Getting it right for every child*

Universal	Internal support available within all schools/nurseries
Targeted/long term Single Agency plan	Internal and external support delivered by school staff, including specialist school staff and their partners, within Education Services
Specialist/long term Multi-Agency plan	Internal, external and multi-agency support from schools/specialist provisions with possible additional support provided from central resources, and their partners outwith education, all of which requires significant co-ordination. Support at this level can be delivered in mainstream schools, in shared locations or in specialist environments.

These levels have also been used when drawing up the new Additional Support Needs (ASN) Matrix which in turn will help inform the decision making process with regard to the allocation of ASL staff to schools. Keeping up to date documentation as advised in this section will provide the necessary evidence for completing the Matrix. Advice on all documentation referred to in this table follows in 3.2

Universal Support

Step 1	Action	Documentation
Support from the nursery/class teacher	- Teacher, nursery staff and/or other agencies in consultation with parents identify the child or young person needing support - Plan ways to meet identified needs which can be met within the existing support strategies in the classroom/nursery - Teacher puts strategies into action - Monitor, review and record outcomes - Seeking informal advice from Additional Support for Learning Teacher ASfL/Principal Teacher (PT) may be appropriate - Discuss with parent at parent consultation evening if not already alerted to the concern by the parent/carer - If concern is ongoing consider repeating Step 1 or recognise formally the concern and provide parent/carer with a copy	If Step 2 is being considered the following documentation must be in place: ✓ Personal learning planning reflecting the adjustment thought necessary. ✓ Completed Identification of Concern form ✓ Entry on SEEMiS Pastoral Notes

Criteria for moving on to Step 2

- Continued level of concern regarding progress despite careful planning and assessment by nursery/class/subject teacher;
- Child/young person finds a range of concepts difficult;
- Child young person consistently needs work set at a different level from others in the class;
- Behaviour which causes concern e.g. aggression, attention seeking, withdrawn, erratic attendance, frequent time-wasting or deliberately disruptive with other children;
- Poor social skills; peer relationships;
- Child /young person has significant difficulty with more than one area of the curriculum;
- The need for further information/investigation in order to plan an appropriate curriculum;
- Concern about 3-18 Curriculum Levels;
- The need to involve parents more than usual;
- The need for regular advice and/or meetings with pupil support to update teaching plans;

Step 2	Action	Documentation
Support from the nursery/class teacher Advice from Additional Support for Learning teacher with possibly small group work being offered	• Collate information • Parents/carers and child/young person consulted and views noted • Seek help from support staff already in nursery/school • Consider further assessment/investigation to inform planning • Hold consultation meeting with ASfLT/PT • Differentiate tasks and activities and set timescale • Class/nursery teacher plan small group work with ASfLT/PT • Review progress • Monitor and review effectiveness of support strategies • Ensure annual review of the additional support needs at parents' consultation evening • Consider whether it is necessary to repeat Step 2	If Step 3 is being considered the following documentation must be in place: ✓ Personal learning planning where learning needs are clearly identified ✓ Completed Identification of Concern form ✓ Consultation record ✓ Additional Support for Learning Plan ✓ Assessment chronology ✓ Entry on SEEMiS Pastoral Notes

Criteria for moving on to Step 3

- Continued concern despite well-constructed personal learning planning, differentiation and careful teaching input;
- Perceived need for continued, possibly long-term advice;
- Need for regular meetings to evaluate and update teaching plan;
- Need for greater than normal involvement with parents;
- Consultation or advice from an educational psychologist (often access to other services would depend on their advice and onward referral e.g. Child Development Centre, Child and Family Psychiatry);
- Need for specific behaviour advice e.g. Young People Support Services (YPSS), Aberlour Futures (formerly Crannog);
- Need for advice from Children and Adolescent Mental Health Services (CAMHS)/clinical Psychology;
- Need for specialist teaching;
- Advice from other agencies e.g. educational visitor, hearing or visual impairment staff, specific learning difficulties (dyslexia), behaviour or language and communication;
- Need for specific medical advice e.g. occupational therapist, physiotherapist, speech and

language therapist, school nurse or paediatrician;

- Need for advice from social work;

Targeted Support (Single Agency)

Step 3	Action	Documentation
Support from the nursery/class teacher Advice and input from Additional Support for Learning teacher with small group work being offered Advice from education services Advice from an appropriate agency (Health, Social Services)	• Further differentiation of tasks and activities • Personal/group learning plan is enhanced further and recorded on SEEMIS as Additional Support for Learning Plan. • Consider seeking specialist advice from Hearing Impaired, Visually Impaired, Education Visitor, SEBN service • Consider seeking Health specialist advice • Maintain regular communication and liaison with parent/carer and child/young person. • Hold annual parent consultation meeting with parent/carer, child/young person and any professional involved to consider the following: ✓ The effectiveness of current support and progress being made ✓ Identify any need for further assessment and/or support ✓ Referral to an appropriate agency (SEBN, Psychological Services, Health Sensory Impairment)	If Step 4 is being considered the following documentation must be in place: ✓ Consultation Record ✓ Additional Support for Learning Plan or Individualised Educational Plan ✓ Assessment Chronology ✓ Entries on SEEMiS ✓ Pastoral Notes ✓ Completed referral form /s to appropriate agencies

Criteria for moving on to Step 4/Step 5

Considerations at this point should address questions such as the following:

- Is the level and/or nature of support required such that a learning centre or other more specialised provision is more appropriate?;
- Are highly specialised resources, facilities, technology or input needed?;
- Is significant individualised support needed to access areas of the curriculum?

Specialist Support (Multi-Agency)

Step 4	Action	Documentation
Support from the nursery/class teacher. Advice and input from Additional Support for Learning teacher providing 1:1 and small group support part-time in a Learning Centre Support from educational services and/or advice from appropriate agency	• Agree targets for IEP in consultation with all concerned including parents/carers and child/young person and record on SEEMIS • Devise IEP and incorporate into personal learning planning • Ongoing monitoring of progress and review of effectiveness of targets • IEP review schedule agreed • Minimum of two IEP reviews annually involving child/young person and parents/carers	If Step 5 is being considered the following documentation must be in place: ✓ Consultation Records ✓ Individualised Educational Plan ✓ Assessment Chronology ✓ Entries on SEEMiS - Pastoral Notes
Step 5	Action	Documentation
Support in preschool/school mainly in Learning Centre with input from education services and significant external agency support	• Request for CSP sent to designated education officer • Multi Agency Standing Group (MASG) establish • criteria are met and consider • reports to decide if CSP is needed • Request sent to parents, pre-school/school and other agencies for their views/reports on CSP • recommendation • Reports and educational objectives sent to designated education officer • Draft CSP meeting agrees • content of CSP with other	✓ Consultation Records ✓ Assessment Chronology ✓ Entries on SEEMiS - Pastoral Notes ✓ Individualised Educational Plan ✓ Co-ordinated Support Plan

	• agencies, pre-school/school, • parents/carers and child/young person • Draft CSP approved by a senior education officer • CSP co-ordinator appointed to monitor and review progress • Final CSP circulated and reviewed annually in school	
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3.2 Additional Support for Learning (ASL) Documentation

The explanations and exemplification that follow, with regard to Additional Support for Learning documentation, has been developed with the clear intention of standardising processes and procedures across the authority. It reflects the role of Headteachers, nursery/class teachers and the 5 roles of the Additional Support for Learning teacher in identifying, assessing, supporting and reviewing additional support needs.

See *Support Manual: Section 11 Effective Partnership (Roles and Responsibilities)* at www.supportmanual.co.uk.

The documentation has been produced by a working group comprising Headteachers, additional support for learning practitioners, education officers and education psychologists. Much discussion has gone into the refining of these to ensure they are easy to access and to give direction as to the essential information that needs to be recorded in compliance with Additional Support for Learning legislation. There should be no customisation of these and no additional documentation is required of Additional Support for Learning staff.

Central to the success of following through this advice is the use SEEMiS which has proved crucial in streamlining and standardising procedures. This should result in a child or young person with additional needs having recorded on their SEEMiS Pupil Profile a record of:

- parental and pupil consultations;
- additional support needs meetings;
- school based assessments and strategies tried to date and evidence of their effectiveness in identifying and meeting additional support for learning needs;
- learning planning such as an ASL plan or an IEP.

This ensures that information can be passed on quickly when a child/young person starts or changes school. It also means information on Additional Support Needs can be accessed centrally and will be key to informing the decision making process for the allocation of Additional Support for Learning staff to schools. It has to be stressed that failure to comply with the required documentation, which in turn provides evidence for the Additional Support Needs Matrix, could

mean that a school will not be allocated the level of staffing to meet the additional support needs in that school.

Further help with accessing and using all the templates explained here is available by contacting MISS Team on 01387 722166; 60505 Internal or by email to EducationSoftwareSupport@dumgal.gov.uk

Matrix of Need (MNF)				
<i>Why?</i>	<i>When?</i>	<i>Who?</i>	<i>How?</i>	<i>Notes</i>
• To initially record a level of Additional Support Need (personal support; supervision; curriculum support; transition). • To update the record of an ASN • To provide data to inform the allocation of ASL staff • To provide a summary of the ASN levels in our schools	• As ASN is identified • Routinely and regularly • Prior to the Oct/Feb/May deadlines	Completing document; ASL teachers Principal Teachers ASL Headteachers	Follow SEEMiS ASL Process Help Sheet • Complete MNF Matrix via Word templates. • Place X against each statement that applies to that pupil. • Save. • Email to designated person in your school to upload on “Pupil Documents” in SEEMiS C+G Enter on SEEMiS C+G a Pastoral note.	• Headteacher to delegate responsibility as appropriate. • Headteachers to alert Education Officers of any significant change eg Pupil moved into Authority.

Additional Support Needs Matrix

Need Level	<u>PERSONAL SUPPORT</u>		<u>SUPERVISION</u>		<u>CURRICULUM SUPPORT</u>		<u>TRANSITION</u> (e.g. Change of school or sector)	
UNIVERSAL	- Supervised eating and drinking - Self medication - Strategies in class to de-escalate emotion and behaviour necessary at times.	X	- Access to lunchtime clubs/interval/outside play supervision arrangements - Provision for nursery/school trips		- Minor adaptations to materials - Additional support within some classes		Information sharing regarding pupil's strategies, attainments etc	
TARGETED GROUP	- Some therapy input delivered outwith nursery/school, not involving school staff - Some access to quiet (working) area/safe space		- Some supervision required in and outwith nursery or mainstream class - Individual registration arrangements		- Providing alternative format e.g. enlarged print - Supervised extra time and/or separate accommodation for assessment - Timetabled support for personal organisation eg. homework/timetable - Some in-class shared support		- Awareness raising for prospective staff - Some consultation with professionals involved - Additional visits (over and above usual opportunities) by parents/carers/child	
TARGETED INDIVIDUAL	- Advice/support from outside agencies likely - Some time out of nursery or mainstream class – eg. Let's Move groups, nurturing groups - Some therapy follow-up - Some intimate care (helping) - Team-teach de-escalation strategies being used on an occasional basis		Regular contact with named member of staff	X	- Reading or scribing arrangements - Small group tuition out with classes		- Further Education link courses - Further consultation with associated professional to model practice	
SPECIALIST / MULTI-AGENCY	- Intimate care – hoisting, hydrotherapy etc - Significant time out of nursery or mainstream class - Regular and ongoing daily therapy follow-up - De-escalation strategies includes immediate access to named member of staff - Significant use of quiet (working) area/safe place - Administration of medication and medical procedures which require staff training	X	Supervised at all times (includes school supervision)		- Reading and scribing for class work and assessment - Use of alternative communication system: - BSL (British Sign Language) - Braille - PECS (Pictures Exchange Communication System) - One to one support outwith classes - Individual support for vocational/enterprise/health and fitness experiences	X	- Phased entry may be necessary - Consideration of placement other than the child or young person's catchment nursery/school may be necessary - Planning - Continuing need for HCC/SW Adult Services/Health/Voluntary Agency support in post -school placement - Part-time attendance/ flexible curriculum	

Name of Pupil: **Kirsty Breddy** Year Group: **S2.** 2013-2014 Current Allocation hours

Identification of Concern (IOCF)				
<i>Why?</i>	<i>When?</i>	<i>Who?</i>	<i>How?</i>	<i>Notes</i>
• To record a concern eg Lack of achievement, links to 4 factors (learning environment; family circumstances; disability or health need; social and emotional) • To overcome barriers to learning • Sharing tool • Records any current intervention eg Child's plan, LAC.	• To formalise a concern • Ongoing Concern • Change in circumstances eg start of term or transition class to class, nursery to primary, LAC, • Start of formal intervention/ input from ASL teacher. • Parent/agency raising concern, • To share information	Completing document: Class/Subject teacher	Follow SEEMiS ASL Process Help Sheet • Complete IOCF form via Word templates. • Save. • Email to designated person in your school to upload on "Pupil Documents" in SEEMiS C+G • Enter on SEEMiS C+G a Pastoral Note.	• Consult the Support Manual: Section 13 Identification and Assessment pages 118-121 • Search and Review previous documents on SEEMiS • Discuss with appropriate personnel... ASL teacher, ASLA, Parent HT/Line manager Guidance/Pupil support Pupil Partner agencies HLW, Therapist • Enter on the ASN Matrix any change

Example - Identification of Initial Concern (IOCF)



Pupil Name	Lucy Wilson	Date of Birth	15.02.04
School	Dumfries and Galloway School	Class	P 5
Completed by	Mr Kelly (Class Teacher)	Date	20.09.13

Date Concern Identified					
By Whom?	Parent ☐	Teacher ☒	ASL Teacher ☐	Pupil ☐	Other ☐
Main Concerns: <i>Think of SHANARRI</i> - Lack of Lucy's progress in Maths e.g. Time					
Strategies/Interventions Used and Success: - Simplified worksheets - Use of additional clock resources e.g. stamp - Involvement of ASL Teacher - Mrs McDonald					
Additional Information: <i>Consider Curriculum level, Strengths; Learning Targets; Achievements; Development Needs; Recent Assessments.</i> - Lucy has recently been absent from school for 4 weeks following an operation.					
Proposed Actions: <i>Advice and consultation, planning, further assessment, co-operative/direct teaching, 1:1 or group, class/withdrawal, training, further assistance.</i> - Liaise with parents and discuss with Lucy – Consultation meeting				By Whom? - Miss McDonald	By When? 27.09.13

Consultation Record (CRF)				
<i>Why?</i>	<i>When?</i>	<i>Who?</i>	<i>How?</i>	<i>Notes</i>
• To record all ASL consultations eg IEP, CSP • To share information • To inform planning and next steps • To ensure actions are taken, time limited and followed up • To inform the ASN Matrix	• During or following formal meetings eg Transition meetings • As appropriate • Only when Education initiates the consultation meeting	Completing document: ASL teacher	Follow SEEMiS ASL Process Help Sheet • Complete CRF form via Word templates. • Save. • Email to designated person in your school to upload on “Pupil Documents” in SEEMiS C+G • Enter on SEEMiS C+G a Pastoral note.	• Can be used as CSP/IEP meeting minutes etc. • Involving appropriate personnel...Parents/partners etc • Curricular planning-differentiation to meet needs • Enter on the ASN Matrix any change

Example - Consultation Record (CRF)



Pupil Name	Lucy Wilson	Date of Birth	15.02.04
School	Dumfries and Galloway School	Class	P 5
Completed by	Mrs McDonald (ASL Teacher)	Date	27.09.13

Type of Meeting: <i>Who? Parental, Pupil, Collegiate. Why? Planning, Review, Concern.</i> Parental and Pupil consultation		
People Attending: Ms Wilson (parent), Lucy (pupil), Mrs McDonald (ASL Teacher), Mr Kelly (Class Teacher)		
Apologies:		
Main Points Discussed: <i>Think of SHANARRI.</i> - Lucy's health - Lucy's progress in Maths - Lucy joining a small group during Maths to get extra support for a short period, specifically to learn about 'Time' - Review progress after 6 weeks		
Actions: - ASL Planning re: Time - Complete an ASN Matrix	By Whom? - Mrs McDonald - Mrs McDonald	By When? 04.10.13 04.10.13
ASN Matrix: <i>Consider, Initiating or updating.</i>		Initiate an ASL Matrix
Pupil View: I like Maths, but I was finding Time really hard, I don't know why.		
Parental View: I'm pleased Lucy is getting extra help. I don't want her to fall behind.		
Next Meeting:		2 nd December 2013

Additional Support for Learning Planning (ASLP)				
<i>Why?</i>	<i>When?</i>	<i>Who?</i>	<i>How?</i>	<i>Notes</i>
• To record a group plan • To direct the learning and teaching • Prioritise learning - SMART • To share targets/strategies • To reflect progress • To share ownership: parents/partners/pupil • To inform the ASN Matrix	<u>Only for Direct teaching</u> • Targeted planning required • Action from Consultation • Regular Monitoring and Evaluation	ASL teacher in consultation with Class Teacher	Follow SEEMiS ASL Process Help Sheet • Complete ASLP form via Word templates. • Save. • Email to designated person in your school to upload on “Pupil Documents” in SEEMiS C+G • Enter on SEEMiS C+G a Pastoral Note.	• Liaise with clerical staff to update Student Need in the pupil “Personal” tab on SEEMiS C+G • Consider focus on Early Intervention, • No replication of any curricular or IEP planning • Enter on the ASN Matrix any change
	When evaluating the plan	ASL teacher in consultation with Class Teacher	Find original ASLP in your Documents Add evaluation details Save and email to designated person in your school to upload on “Pupil Documents” in SEEMiS C+G Enter on SEEMiS C+G a NEW Pastoral Note.	

Example - ASL Planning (ASLP)



Pupil Name	Lucy Wilson	Group Size	4
School	Dumfries and Galloway School	Class/s	P 5
Completed By:	Mrs McDonald (ASL Teacher)	Date	01.10.13

Plan		From: October 2012	To: December 2012
Curricular Area: <i>e.g Language & Literacy</i> Numeracy and Mathematics		Sub Type: <i>e.g Reading, Communication</i> Time	People Involved:
Learning Intention	<i>Experiences and Outcomes. Personalised, differentiated and specific. SMART.</i> (MNU 1 – 10a) Tell the time on digital and analogue clocks – o'clock and half past		
Success Criteria	<i>Evidence of pupil learning should consider:</i> <i>Say/Write/Make/Do. Evidence should take account of how the pupil is developing as an independent learner</i> a) I can recognise analogue and digital clocks and talk about their differences. b) I can recognise, show and read o'clock and then half past times on analogue and digital clocks.		
Strategies/ Resources/Task	<i>Agencies involved; Who? What? Where? How? The tasks should provide the opportunity for the intended learning to take place.</i> CT, ASLT, SLA Active approach – clock faces, Games – Pairs, Snap, Loop game, Worksheets.		
Evaluation	Lucy completed the work with enthusiasm and achieved Success Criteria a) Lucy is able to tell the time to o'clock, but not half past, on analogue clocks b)		
Next Steps	Further work on recognising, showing and reading half past times on analogue and digital clocks.		
Date Achieved/Reviewed	<i>Yes/Carried forward/Not yet/No</i> 20/11/13 Carried forward.		

3.3 Guidance on Individualised Educational Planning

What is an Individualised Educational Plan (IEP)?

- An IEP is a written plan outlining the steps to be taken to enable children/young people with additional support needs to achieve specified targets;
- It provides the planning framework, which underpins the teaching, and learning process by which a child's additional support needs can be addressed within an educational context;
- It is developed collaboratively by parents/carers and the designated member of ASfL staff in the school, and the child/young person if they have the capacity to participate. Class/subject teachers and other agencies who contribute to the child's educational programme should also be consulted during this process;
- It contains the targets to be achieved by the child/young person. These may be supported by parents/carers, school staff or by other professionals working directly with the child/young person;
- It enables those involved to plan for progression and informs the action plan or agreed interventions of those working directly with the child;
- It allows school staff and other services to monitor the effectiveness of their input in relation to teaching and learning or additional skills based programmes of work.;
- Allows parents/carers, school staff and other professionals to work together to foster the child or young person's educational and personal development;
- Provides senior management and lead professionals with a tool for monitoring, reviewing and evaluating the effectiveness of provision for additional support needs.

The national guidance in *Raising Standards - Setting Targets: Targets for pupils with special educational needs* issued by the Scottish Executive in November 1999 provides helpful practical documentation to support staff.

Which pupils should have an individualised educational programme?

Consideration of whether an IEP is appropriate for a pupil, should be placed within the context of a staged approach with various support strategies being implemented within the classroom in relation to **differentiation of materials, groupings or classroom environment** before considering the need to individualise the curriculum.

In practice:

- IEPs will be required for those children/young persons with additional support needs who require **significant, planned, individualised** intervention to support their progress within an educational context.
- IEPs are likely to be required for those young persons with whom support for learning or other specialist support staff are frequently involved, and who perhaps require tutorial support and/or co-operative teaching, or direct intervention by another agency, e.g. Speech & Language Therapy, Occupational Therapy, to deliver part of their curriculum. It could therefore be considered necessary at Targeted (Single Agency) level or Specialist (Multi-Agency) level as outlined in the *Getting it right for every child* framework of staged support.

Individualised Educational Programme (IEP) or Additional Support for Learning (ASL) Plan?

IEPs are required to ensure identified needs are fully addressed. Taking account of **individual circumstances**, a pupil might require an IEP in one school or class, because individual differentiation is required, but might not require an IEP in a school or class where many other pupils also have similar needs. In this scenario the usual curricular planning approach would apply. If a group of pupils is being targeted for shared support, whether within or outside the mainstream class, then a **group planning format (ASL Plan)** should be used.

Deciding whether to write an IEP for an individual pupil

Consider the **identified priority needs** of the pupil in relation to educational progress.



In consultation with class/subject teacher consider the extent to which these needs may be met through the curriculum planning for the whole class, for example planned differentiation of materials, groupings or classroom environment. **If they can, there is no need for an IEP although a group planning format (ASL Plan) might be appropriate.**



Then consider which needs, if any, remain **unmet**. The pupil will require planned intervention to address these, and the **unmet** needs will form the core of the **IEP**. It is important to remember that it is possible to overtake targets from an IEP through group and class activities, and wherever appropriate teachers should strive to do this. **It is not always necessary to address targets through individual activities.**

An IEP is:

- A dynamic response to individual needs.
- Rooted within the planning for all the children in the group/class.
- A programme which provides opportunities for a balanced range of experiences.
- Inclusive in context.
- Positive in tone.

An IEP is NOT:

- A separate programme of disjointed targets.
- Undertaken by the pupil in isolation.
- Negative in tone, concentrating on the child's weaknesses.

The learning targets in an IEP should be '**SMART**' i.e.

- Specific
- Measurable
- Achievable
- Realistic
- Time-scaled

It should therefore contain very clear statements about:
what is to be learned/or behaviour changed by the pupil;
how it will be taught/supported;
who takes responsibility for the teaching/reinforcement;
how progress will be monitored/evaluated

Developing an Individualised Education Plan

CREATION OF PUPIL PLANS IN SEEMIS

All pupils who have an IEP (Individualised Educational Programme) have this document created using the Pupil Plans module in SEEMIS.

All Additional Support for Learning Staff have access to write their pupil plans using this module. Training and support is provided by the MISS Team on 01387 722166; 60505 Internal or by email to EducationSoftwareSupport@dumgal.gov.uk

Within the context of planning for all children, personalisation of the curriculum will be required for some children to enable pathways of progression to be developed to meet individual needs. This will involve setting individual targets, which will be monitored and evaluated throughout the year.

Targets should not be set in isolation but within the planning for the class and whole school.

In order to set appropriate and relevant targets for an individual within an IEP, the following stages should be carried out:

Development of a profile of the pupil

The profile may include information gathered from:

- Information from previous school/centre
- Records and reports from external services
- Formal and informal assessment
- Observation
- Progress within a particular curriculum ie. elaborated, Curriculum Levels, National Qualifications
- Current class/subject teacher records
- Parents/carers
- Strengths/learning style/relationships etc

Identification and statement of the individual's needs

Some children will have needs in all areas of the curriculum whilst others may have needs in one or two areas. The development of the statement of needs should be informed primarily by the profile of the child which has already been developed.

Identification of priority targets

From the Statement of Needs, priorities identified through discussion involving the teacher, child, parent and any relevant support services should be developed into **SMART** targets.

The number of long term targets and the areas in which they should be set depends on the needs of the individual child. It may be that for one child one target within a particular area meets the needs of that child, whilst for another child 12 targets could be set across all curricular areas.

Setting targets within an IEP

The targets which have been developed from the priority areas should be long term; they should be set for approximately one year ahead. Each long term and short term targets should have success criteria.

The targets should focus on:

- communication and language/English
- numeracy/mathematics or understanding and relating to the environment
- personal and social development

However, targets may be set to address other areas of the curriculum; for example, targets could be set in the area of functional movement/physical development or any other curricular area depending on individual needs.

In some instances the contribution of an external service will be critical to the process of setting targets, supporting their clear implementation and monitoring. In these circumstances the IEP should set out clear, shared targets and the support agreed by the service and the role of that service in monitoring progress.

The exception to the above is where personal and social development targets are set for behaviour needs. For many learners it would not be appropriate to set a small number of long term SMART targets for behaviour. It would be more relevant in these circumstances to set short term targets which reflect the needs of the individual and these might be on a daily, weekly or monthly basis. The example below illustrates how this may be achieved.

Example

Long Term Target (to be achieved throughout the session)

- to keep to the rules and routines;
- to develop respect for self;
- to increase respect for others;
- to improve relationships.

The short term targets would then be set, monitored and evaluated through the school systems in place such as a daily or weekly target sheet, home school diary, and positive behaviour system. The short term targets should be SMART and reflect individual needs.

Monitoring and evaluating progress

Targets will be monitored throughout the session. At the end of each term the short term targets will be evaluated and the next short term target set. At the end of the year session the long term target will be evaluated and the achievement or otherwise noted. The evaluation of the short and long term target may be the basis for future target setting for that particular pupil but other priority areas and different targets may also emerge.

Written evaluation of targets will form part of the IEP in order that relevant information is available to inform the next target whether it is short term or long term.

It is important to remember that an IEP is a document which reflects the additional support for learning needs of an individual pupil. Each IEP will be different depending on the needs of the individual pupil. Some pupils may have a detailed document with many targets across all curricular areas whilst other pupils may have one target and a list of approaches or strategies.

The scope of the IEP should be determined by an assessment of what is required to enable the individual to benefit from a school education. The aim should always be to ensure that both parent and child/young person have the opportunity to contribute to target setting and the monitoring of progress.

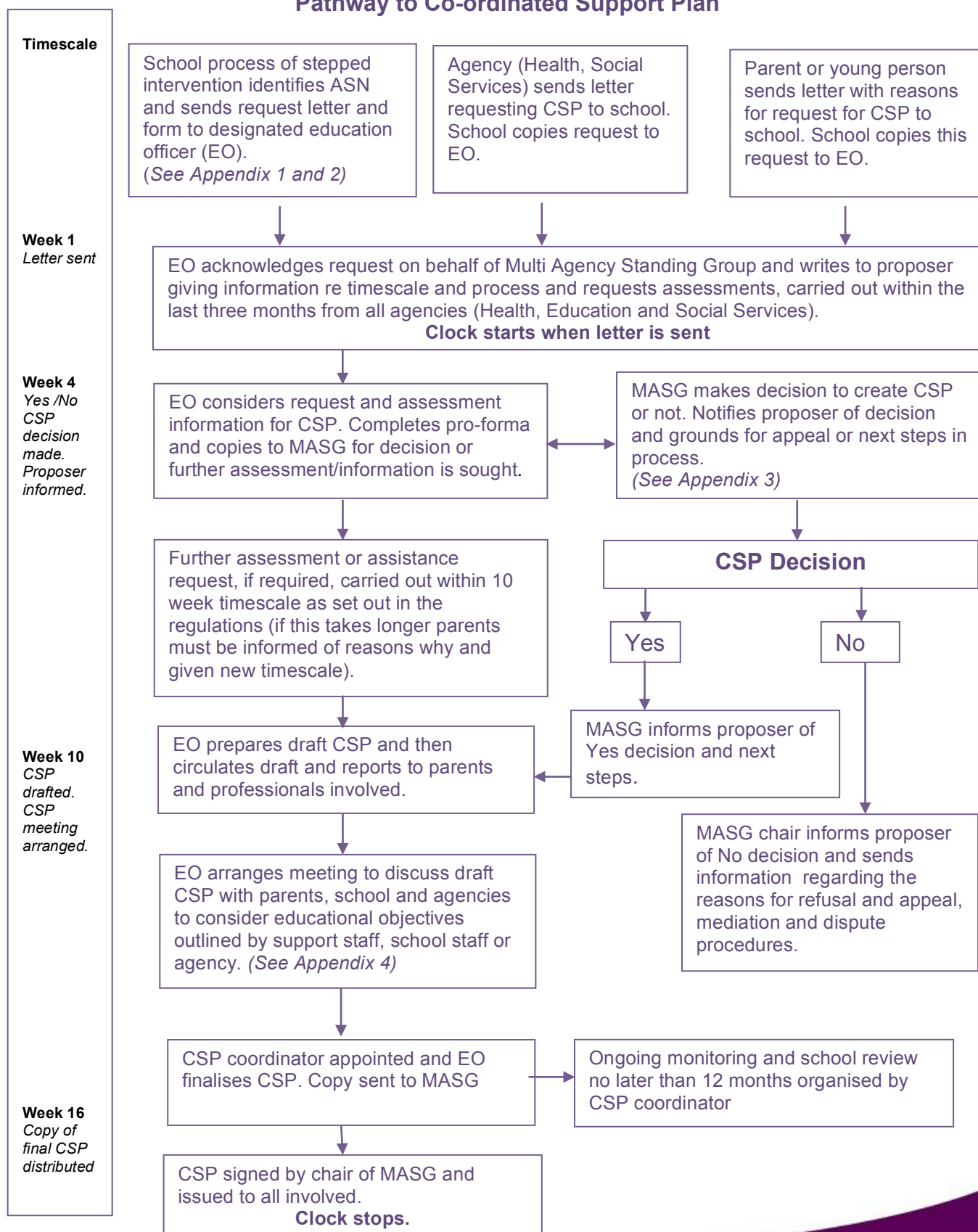
Co-ordinating educational outcomes

In almost all cases, a functioning IEP will be an essential component of any Co-ordinated Support Plan (CSP). Only in very exceptional circumstances will other planning mechanisms be appropriate. A CSP will contain only those educational outcomes which require the co-ordination of significant additional support from education and one or more external services.

An IEP exemplar is attached at the end of this document.

3.4 Guidance on Co-ordinated Support Planning

Pathway to Co-ordinated Support Plan



Request for a Co-ordinated Support

Date:

Dear *(name of designated education officer)*

Name of child/young person:	
Date of birth:	
School:	
Scottish candidate number:	
Names of parents/carers:	
Home address:	
Looked After status:	

I write to recommend that formal assessment of the additional support for learning needs of **(child's name)** be undertaken under the procedures of the *Education (Additional Support for Learning) (Scotland) Act (2009)*.

Reasons for CSP Request:

This request has been discussed and agreed with the parents and **(child's name)** and they have given consent to sharing this information with other agencies. They have a copy of the written reports and have been informed of the advice and proposed support being requested to meet the significant additional support needs of **(child's name)**

Thank you for your assistance in this matter

Yours sincerely

Additional Needs Profile to Support CSP Request
--

Date:

Name of child/young person:	
Date of birth:	
School:	
Scottish candidate number:	
Names of parents/carers:	
Home address:	
Looked After status:	

Profile:

*(Set out a brief summary of the child's/young person's skills and capabilities and attach a completed **Child's Assessment Report Form** if one has been completed in the last 3 months.)*

Factors giving rise to additional support needs:

(Set out the factors which are proving to be barriers to the child's/young person's learning)

Educational Objectives:

(Give the long term targets for the year and attach current IEP. Only those objectives requiring an IEP or a co-ordinated, multi-agency approach are needed)

Suggested support or advice:

Education:

Health:

Social Services:

Agency and named representative currently involved:

Any further comment:

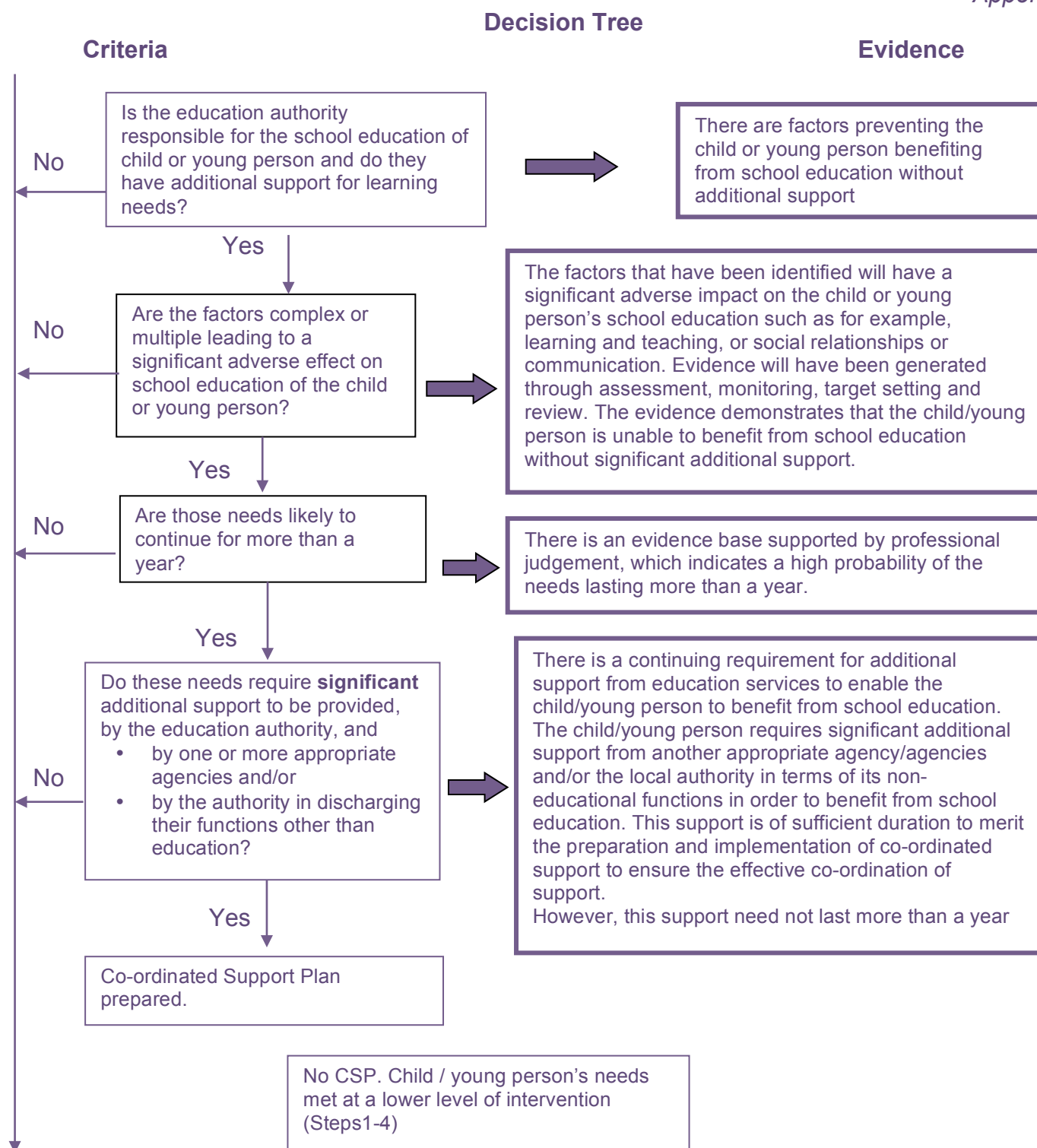
Parental consent to share this information with other agencies

Obtained from (name and relationship to child)	Obtained by (name and designation)	Date

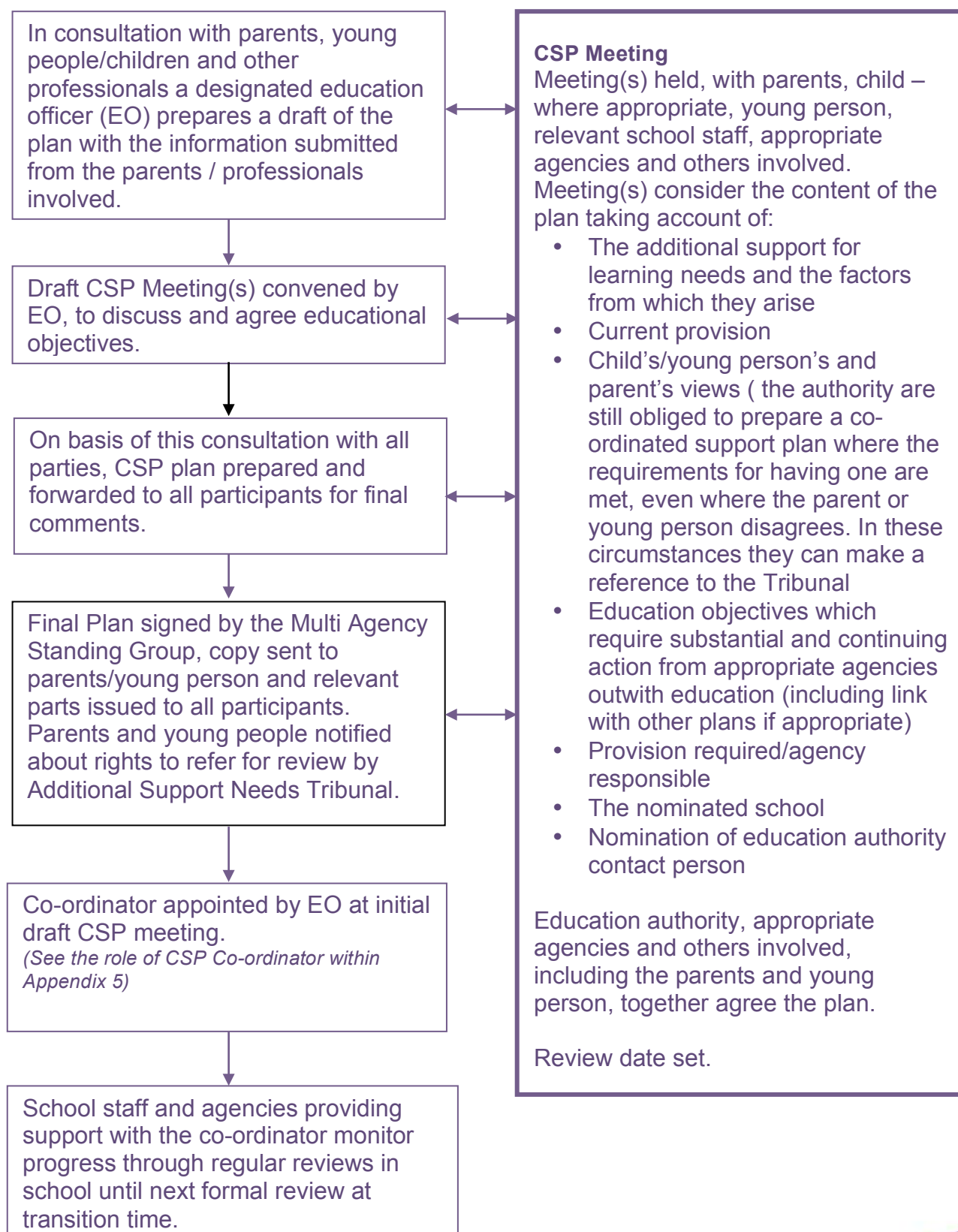
Signature of parent/carer:

Signature of education representative:

Date:



Preparing a Co-ordinated Support Plan



Managing the Co-ordinated Support Plan

Role of Headteachers

Headteachers have a key role in ensuring the following responsibilities with regard to the initiation, confirming and reviewing of a CSP are discharged in compliance with Additional Support for Learning legislation.

Once a request for a CSP has been received by an Education Officer, the Headteacher should identify the member of staff who will complete the toolkit, which is then sent for consideration by the Multi Agency Standing Group (MASG).

If the need for a CSP is agreed the Education Officer then writes a first draft of a CSP summarising the reports and information received from all agencies. The Education Officer circulates the draft and arranges the first meeting to confirm the draft CSP. The child/young person, parents, school and relevant agencies are invited to attend. At this meeting the school has the opportunity to:

- suggest amendments and additions to the draft and agree a final version;
- confirm learning outcomes;
- appoint a CSP co-ordinator ;
- hear and respond to the views of parents and young person.

The Headteacher should ensure the CSP is reviewed annually, with the process starting within 12 months and completed within 15 months. It is the duty of the co-ordinator to carry out this process and ensure the CSP is amended appropriately as necessary and dated accordingly. It is then sent to the Education Officer who signs on behalf of the Head of Service Strategic Support and returns it to the co-ordinator for circulation. It should be noted that failure to carry out a review and to meet statutory timescales are grounds for referral to the Tribunal

Where a co-ordinated support plan is to be discontinued following a review, the co-coordinator should send a copy of the minutes to the Education Officer, who will then confirm in writing to the parents and young person, the decision to close the CSP and informs them of their statutory rights. The CSP is closed and kept until the young person is 25 years old.

Role of the CSP Co-ordinator

The co-ordinator is the person responsible for monitoring provision to ensure that the services required to deliver the additional support identified in the co-ordinated support plan are in place for the child or young person and for taking action to secure services when necessary. The co-ordinator may be the lead professional working with the family under the *Getting it right for every child* approach.

The Co-ordinator should:

- maintain regular contact with the child or young person and his/her family;
- be familiar with the school within which the child's or young person's needs are met;
- have a working knowledge of relevant service policies and practices;
- have experience of working with children and young people with additional support needs;

- have experience of compiling and implementing educational support plans (e.g. individualised educational programmes) or health and care plans;
- understand the roles and ways of working of other agencies so that partnership working is seen as core business.

When the Co-ordinated Support Plan has been agreed the co-ordinator will:

- Be the point of contact with the child and family for the purpose of discussing the plan and how it is working, as well as any changes in circumstances that may affect the plan;
- Be a main point of contact for all practitioners who are delivering help to the child, to feedback progress on the plan or raise any issues;
- Make sure that the help provided is consistent with the CSP and that services are not duplicated;
- Work with the child and family and the practitioner network to make sure that the child and family's views and wishes are heard and properly taken into account and, when necessary, link the child and family with specialist advocacy;
- Support the child and family to make use of help from practitioners and agencies;
- Monitor how well the CSP is working and whether it is enabling the child/young person to make progress;
- Co-ordinate the provision of other help or specialist assessments which may be needed, with advice from other practitioners where necessary, and make arrangements for these to take place;
- Arrange for the agencies to review together their involvement and amend the *CSP* when necessary;
- Make sure the child is supported through key transition points and ensure a careful and planned transfer of responsibility for these roles when another practitioner becomes the Co-ordinator or Lead Professional, for example if the child's needs change or the family moves away;
- Ensure effective transfer of information when another Co-ordinator takes over, or when the family moves away or when the CSP is no longer needed;
- Liaise with the relevant agency, if there is a break in the delivery of necessary services to fulfil educational objectives, to ensure a replacement of services without undue interruption to the provision of those services.

3.5 Good Practice for Additional Support for Learning Meetings

The following advice stands good for more formal Additional Needs Review meetings which have implications for establishing levels of need and agreeing the support that will be provided to meet those needs. It is assumed that the person organising the meeting is the lead professional and the chair person.

Preparation for the meeting

Inviting

- Only invite school staff/agencies currently working with child/young person;
- Only two representatives are needed from the school. The lead professional to chair and contribute to the meeting and another member of staff to record the meeting and contribute;
- Consult all participants including parents first to agree a date and time;
- Letter of invitation should be sent out 4 weeks prior to the meeting;
- Request most up to date reports and ensure parent/young person and all participants have a copy prior to the meeting. If at all possible send reports out with the invitation to the meeting.

Planning

- Ensure parents have all new/most recent information prior to the meeting so that nothing will come as a surprise to them.
- Draw up an agenda taking into account points/issues that parents and child/young person would like discussed at the meeting.
- The Consultation Record can be partially completed as preparation for the meeting identifying key discussion points. At the meeting it is much more important to get agreement on action points, key staff involved and timescales rather than recording the discussion verbatim. It will then be much easier to complete the record during the meeting or just after. If there is suitable IT support, the record of the meeting can be projected and all participants can see what is being recorded.
- Identify who will represent the views of the child/young person. This could be:
 - The child/young person who will attend all or part of the meeting;
 - Parent/carer;
 - Member of staff from education/health/social services chosen by child/young person and/or parent;
 - Family friend/supporter;

Holding the meeting

Venue

- Book a room which will comfortably accommodate all who need to attend. Avoid, if at all possible, low chairs and low tables which make managing and circulating paper work more uncomfortable ;
- Ensure there is access for disabled participants;
- If possible organise access to laptop/computer for recording meeting electronically;
- Have drinking water and glasses available;
- Post sign on the door that there is a meeting in progress

- Parents should be escorted to the room by a member of staff known to them and if possible also attending the meeting.
- Arrange for child/young person to join parents or to join meeting at a prearranged time

Chairing

- Be punctual about starting the meeting;
- Introduce the family and then ask other participants to say who they are but ideally all invited should already be known to parents and child/young person;
- Quickly outline what is going to happen in the meeting;
- Where a decision has been taken or an action agreed check that the family have understood this;
- Good preparation will help prevent tense or difficult situations arising but use your agenda to move the discussion on and stop the meeting being derailed by an angry/distressed parent. Reassure them that their point of view will be discussed and noted and you may also have to explain that mediation is a route that may need to be explored. Have parent support leaflets ready to hand out where appropriate;
- Set a tone for the meeting that is positive, problem solving and looking for the best outcome for the child/young person;
- When setting a date for the next meeting identify clearly who may need to attend and ensure the family are going to be introduced to them prior to that meeting. This should already be covered through the action points;
- A member of staff should see the family out of the room once the meeting is finished, allowing the family some time together before the child/young person is returned safely to class.

After the meeting

- Speak to the child/young person to check they have understood what was discussed and agreed;
- Next day phone parents/carers to check they have no lingering concerns and they understand what was agreed in terms of next steps;
- Circulate the record of the meeting to all participants;
- File record of the meeting on SEEMiS profile or PPR;
- Follow up action points and contact or consult the appropriate member of staff or agency.

3.6 Good Practice in Communication with Parents

This advice has been taken from *Supporting Children's Learning: Code of Practice (Revised Edition) 2010*

Professionals should:

- Acknowledge and draw on parental knowledge and expertise in relation to their child
- Consider the child's strengths as well as areas of additional need
- Recognise the personal and emotional investment of parents' and be aware of their feelings
- Ensure that parents understand procedures, are aware of how to access support and are given documents to be discussed well in advance of meetings
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints

- Cater for the differing needs parents may have, such as those arising from a disability, or communication and linguistic barriers.

Information should be:

- Clear, understandable and jargon free
- Provided in easily accessible formats
- Readily available and provided automatically without a fuss.

Communication works well when:

- People have the interpreters they need
- Someone in authority takes responsibility for keeping parents up to date
- People are told what is happening between meetings
- Any information provided by parents is acknowledged
- Formal references to statutory procedures are avoided

Effective working relationships develop when:

- Contact with parents is sensitive, positive, helpful and regular
- Parents feel included and are encouraged to contribute to discussions
- Positive, clear and easily understood language is used
- Parents are involved and processes and roles are explained from the beginning
- Parents are told what to expect and what the next steps are
- Times of meetings take account of parents' availability

Meetings work best when:

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

Identifying the way forward works well when:

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

Accountability and involvement:

- Who is responsible for what is clearly defined and understood
- Parents concerns are responded to quickly

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

4. Transitions

The following are important transition points in a child's/young person's education when additional needs have to be taken into account to ensure continuity and progression:

- Pre-school provision to primary school
- Primary stage to primary stage
- Primary to secondary
- Secondary stage to secondary stage
- Secondary to post- school provision

Changes in school education may involve irregular transition experiences, for example, exclusions, school closures, transfer to another school or a break in their school education. Where these involve a child or young person with additional support needs, the Education Service and other agencies should take account of the way these changes affect the provision of the additional support required by the child or young person.

See Dumfries and Galloway *Exclusion from Schools – Policy and Procedures (2012)* for further guidance.

A six month timescale applies for passing on information to appropriate agencies ahead of changes to school education, or three months in the case of a pre-school child. The education authority must seek the consent of the child, or the child's parents and the young person's permission before seeking information and advice, or when passing on information.

4.1 Pre-school to Primary Transition

Advance planning is essential. The move should initially be considered at the review meeting prior to the last 6 months in the current setting. See also *Section 1: Identification, Assessment and Provision in Early Years Education Setting*

Each pre-school setting and receiving school need to take into account the child's needs and existing resources.

Pupils having additional visits may go with several groups of pre-school peers when this is the established practice. When individual visits are planned the child could be allowed to take peers with him/her.

4.2 Primary to Primary and Secondary to Secondary Stages

Planning can be done at annual reviews of IEPs and CSPs or at a parent consultation meeting. It is important that a record is made of that planning meeting.

See *Section 3.2: Additional Support for Learning Documentation*.

4.3 Primary to Secondary

To allow for a **12 month timescale prior to a change in school education**, transfer from primary to secondary will need initial consideration at a **review meeting in P6**.

At the review in P6 it should be possible, in most cases, to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the same or similar timescales as other parents.

It is important for placements to be finalised as early as possible in order for any advance arrangements relating to that placement to be made and ensure that parents and children feel confident and secure about the transfer in question.

Children and young people who have severe and complex needs will continue to have their needs planned for up to 2 years in advance, as appropriate, depending on individual requirements.

It is good practice for a representative from the receiving school, where possible to attend the final annual review in primary school of pupils with Co-ordinated Support Plans (CSP) or Individualised Education Programmes (IEP). It will then be possible, for the receiving school to plan a differentiated curriculum response, IEP or CSP, to start at the beginning of the new school year. This will enable the pupil and parents to be reassured that an effective and supportive transfer will occur. **It should be noted that although a pupil may have had an IEP in primary it may be that an ASL Group Plan will be appropriate in the secondary setting, if a group of pupils has been identified as in need of targeted support.**

4.4 Secondary to Post-School Provision

The Education Service has a duty to plan the post-school transitions of a young person leaving school where one or more of the following circumstances apply:

- has a co-ordinated support plan;
- is in a specialist placement such as a specialist unit or a day or residential special school;
- has additional support needs arising from a disability within the meaning of the Disability Discrimination Act 1995;
- is otherwise at risk of not making a successful transition.

Schools should be able to address the requirements of most children and young people with additional support for learning needs, as they approach the end of their school education, through the school's arrangements for personal support and personal and social education. Through its Partnership Agreement with each secondary school, **Skills Development Scotland** provides a universal service to all pupils and targeted support to those identified as requiring it.

Preparation for adulthood should involve explicit recognition of strengths, abilities, wishes and needs of the young person as well as identification of relevant support strategies, which may be required.

It is essential that there is good communication between the young person, parents and all supporting agencies. Information should be shared promptly and effectively, with the **family's/young person's consent**.

In the final years of school, young people with additional support for learning needs should engage in personal life planning to help them prepare for leaving school. For example:

- some young people may need to develop independence skills so that they manage money or learn to travel independently to placements, check a bus timetable and ask for information;
- some may need help to organise how they will manage their new educational arrangements and/or their work commitments;
- others with significant disabilities will need community based services involving social work, health and the voluntary sector when they leave and may need to experience some of these services in preparation for leaving.

The school will ensure that the young person has sufficient information and understanding about relevant choices of training and work placements, and college or higher education courses.

Opportunities for work experience should be arranged, relating to the young person's aspirations and interests. A phased entry to college, training placement or workplace, for one or two days a week, while continuing at school for the remainder of the week, will often be less threatening for the young person than full-time attendance.

More Choices More Chances

Many young people at risk of becoming disaffected, of underachieving and of leaving school with few, or any, qualifications will have additional support needs and will benefit from the transitional arrangements required by the *Education (Additional Support for Learning) (Scotland) Act 2009*.

Encouraging all young people to stay in learning post-16 is the best way of ensuring their long-term employability and contribution to society. *16+ Learning Choices* and the entitlement to a Senior Phase of Education supports this aspiration within *Curriculum for Excellence*.

There are three key elements:

- the right **learning provision** must be in place - a range of options, including staying on at school, entering further or higher education, participating in the national training programmes, or taking part in personal and social development opportunities offered through community learning and development, must be available to each young person, or a flexible programme sharing several of these elements
- the right **financial support** must be available to ensure that young people make choices based on the most appropriate learning for them, rather than on the amount of money offered
- the right **information, advice and guidance** must be available early enough to make sure that young people know what opportunities are on offer, how those fit with their own needs and ambitions, and how they will be able to progress through and beyond these opportunities to sustain positive life outcomes.

More Choices, More Chances, the Government's strategy to reduce the proportion of young people not in education, employment and training, recognises key features of effective school to post-school transition:

- identifying every young person (in school; not attending/excluded from school; in alternative provision) before they reach the stage where they will be progressing beyond schooling, at a time most appropriate to their needs, and ensuring they receive the information, advice and guidance they need to secure an appropriate opportunity to progress post-16;
- where the young person has additional support needs, using the statutory measures in the ASL Act, and the advice in the code of practice, to ensure the arrangements for school to post-school transition are planned well in advance; that these arrangements are clear and well-understood by all involved;
- making an offer, well in advance of a young person's intention to progress beyond secondary schooling, of a programme of learning - which could include staying on at school as all or part of the programme offered to them- taking into account their individual learning and support needs and appropriate financial support;
- ensuring there is sufficient, appropriate provision to meet the needs of all young people in the local area; in particular, identifying and filling gaps between what young people want and the currently available programmes and measures of support;
- supporting the transitional planning and providing continued support to monitor and sustain positive progressions, including early warning systems to prevent drop-out.
- (Supporting Children's Learning Code of Practice (Revised Edition) 2010 Page 81)

Role of Named Person

For most young people with additional support needs, the transition process is helped by the involvement of a named person to co-ordinate planning. This might be a teacher, careers adviser, social worker, community education worker or someone from another agency. The named person can then assist the child or young person to make a smooth transition to employment, training, further or higher education, or other services. Where a child or young person has a co-ordinated support plan, their co-ordinator should take the lead in ensuring that all relevant agencies are brought together to plan for transition to post-school and plan for the transfer of the lead person to someone who will effect that transfer.

Preparing a young person for moving to post-school provision

Seeking and taking account of information from appropriate agencies must be completed no later than twelve months before the date a pupil with additional support for learning needs is expected to leave school. The process must start well in advance of the twelve month period in order to be carried out effectively.

Thus, in the **later stages of S2 or at the earliest opportunity in S3**, in context with school priorities, the support staff, in consultation with school staff, should consider all pupils who have additional support for needs and identify those who may need particular planning and support for moving to post-school provision. This will include those pupils who already have an IEP, CSP, Care Plan.

It should be noted that the school leaving age is a maximum of 18 years or the end of term immediately thereafter.

School staff should consult the young person and parents to determine what information needs to be sought from other agencies that could help the young person move to post-school provision. If neither wishes to be consulted, school should log this and keep the information on record in the young person's file. Where the pupil lacks the capacity to express a view it will be the young person's parents who are consulted. Nevertheless, it is important to continue to support the young person's participation in decision making using appropriate methods of recording the young person's views. The pupil and parents must agree to the information being sought. If they disagree with each other, staff must act in the best interests of the young person.

Requesting advice from other agencies could also include deciding whether to refer the young person under *Section 13 of the Disabled Person's (Services, Consultation and Representation) Act 1986*. This request seeks to obtain an opinion from the appropriate authority, normally social work, as to whether or not the child is a disabled person. This knowledge enables planning for provision of post-school supports.

The criteria for triggering a Section 13 request are:

- A pupil record will show if a child or young person has been assessed as having a disability in medical terms;
- A member of school staff or another professional has a concern.

The Headteacher/CSP Co-ordinator/Lead Professional will be responsible for ensuring requests for advice are made, including a Section 13 request.

Transition Meeting 1

The CSP co-ordinator/Lead Professional will then convene Transition Meeting 1. The young person and parents will be invited along with representatives of other services and agencies, who with the young person's and parents' agreement can provide information and help. All those attending the meeting should already have met or worked with the young person.

The aim of this meeting is to identify actions that need to be taken and the supports that may be required to help the pupil make a successful transition. Actions should be summarised, with the agreement of the pupil and parents, and then copied to everyone who will be involved in the delivery of the plan. A date for a future meeting will be agreed. This should be arranged for later in S3 or at the beginning of S4, depending on the pupil's needs.

Transition Meeting 2

This will be convened to review the existing plan and to amend it as necessary. The school will then prepare a revised plan and circulate it, as previously, with the permission of the pupil and parents.

This meeting should also identify the appropriate agencies who should receive information about the pupil when they leave school. This must be done at least six months before the school leaving date. If a Section 13 referral was not done prior to Transition meeting 1, it should be done now.

Transition Meetings 3 and 4

These may be necessary if the pupil decides to stay on at school to S5 or S6.

Dumfries and Galloway offers more detailed advice on transition planning for young people with complex needs or a disability in the following:

Making Transitions Work – A policy for young people with complex needs or a disability (2007)
Guidance for Managing 16+ Transitions (2013)

5. Enabling Pupil Participation for Self-Advocacy

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

Children and young people need to know that what they have to say will be respected, listened to and, where appropriate, acted on.

5.1 Principles of successful pupil participation

Participation must be meaningful and ongoing for all pupils. It is not enough to get pupils involved superficially.

- Everyone involved with pupils must commit themselves to the challenge of ensuring pupil participation;
- Everyone must recognise the legitimate interests of other partners in decision making;
- There has to be a commitment to the long term participation of pupils;
- Pupils need training and encouragement to help them become actively involved;
- Teachers and parents need to learn how to involve pupils;
- There has to be a determination on all sides to make pupil participation work.

5.2 Whole school ethos

The ethos, organisation and culture of a school should encourage and support pupil participation. Every effort should be made to enable all pupils to access all the activities that make up the whole life of the school, both formal and informal, inside and out of school hours and within their local communities.

Two of the more common ways of enabling pupil participation at a whole school level are school and pupil councils and pupil support systems.

School and pupil councils enable pupils to have their voices heard and to take part in decision making in a constructive way. They are successful in achieving real participation when pupils choose issues they want to discuss and have a real say in some aspects of the way the school is run. Pupils with additional support for learning needs should be encouraged to be representatives and given support to take part as valued members of the school community.

In secondary schools pupil support systems allow for regular discussion with all pupils to discuss their development and any problems, either curricular or of a more personal, social nature. These informal discussions can help build pupils' confidence, giving them the opportunity to express their

feelings, identify areas for improvement and encourage them to take an active part in the life of the school.

5.3 Participating in decision making

Children need information and support so that they can work towards:	Adults need to:
Understanding the importance of information	Give information and support
Expressing their feelings	Provide an appropriate supportive environment
Participating in discussions	Learn how to listen to the child
Indicating their choices	Value the child's opinion

Pupils will need to practice and gain confidence in setting targets, helping to identify strategies, and monitoring their own progress. It may sometimes be easier to build a pupil's confidence by talking to them separately from their parents. Another pupil may find working with their parents more supportive. Teachers will need to account for this in their planning.

Parents may also need time to understand the personal learning planning/ target setting process or IEP and help in supporting their child to understand their needs, and identify targets and strategies to help. Parents will need to understand that an IEP will only concentrate on three or four targets at the most, and will need reassurance that prioritising targets does not mean that all of the child's needs will not be met over time.

Teachers and additional support for learning staff will need to consider whether to talk to parents with the child present or whether it would be more helpful to do so prior to their child being involved.

5.4 Contributing to an Additional Support Needs Meeting

Whether the Additional Support Needs meeting is to establish or review additional support needs pupils should always know about the meeting and invited to contribute so that they have an opportunity to express their views and take part in decisions about their education.

Where pupils are present at an Additional Support Needs Meeting, teachers and parents should be sensitive to the content of the discussion and aim to make it a positive experience for the pupil.

Pupils are often invited to either the beginning or end of the meeting. But, waiting till the end for their "contribution" may cause unnecessary anxiety and they may worry about what is being said or decided in their absence. A positive alternative is to invite the pupil to the start of the meeting, ask for their views and explain that they may leave at any time.

If sensitive issues are to be discussed, related perhaps to home circumstances or medical conditions, it might not be appropriate for the pupil to be present. But instead of the pupil being excluded for part of the meeting, only relevant adults should be present for part of the time where confidential or personal issues are being considered. Striking a balance should help build the confidence of the pupil and parents.

Careful planning will minimise any surprise element. The preparation for the Additional Support Needs meeting should:

- Explain what the meeting will be about;
- Tell the pupil who will be at the meeting;
- Forewarn the pupil what kinds of things will be said and by whom;
- Provide help for the pupil with their contribution;
- See if they want a friend or advocate present;
- Check suitability of venue and layout of meeting area.

During the meeting, the Headteacher / Principal Teacher should:

- Make sure the pupil is given time to think about what they want to say;
- Check that the pupil is satisfied that all their questions have been answered;
- Give the pupil the opportunity to ask further questions;
- Sum up the main points of the meeting clearly and in a way the pupil understands.

Following the review meeting, the Headteacher / Principal Teacher should:

- Provide an accessible copy of the report or at least the recommendations;
- Check whether the pupil wishes to talk about the meeting;
- Make sure the pupil receives feedback about decisions in a positive way;
- Ensure that their named person/ lead professional is available to explain the implications of any decision.

The experience of expressing their views in consultation will help pupils develop greater confidence and autonomy. But it may take some years before a pupil actively participates in a review meeting. Some pupils may never attend. But whatever their circumstances, pupils should be encouraged to take part in the meeting process in some way. Teachers should make sure they offer opportunities for all pupils to express themselves. Even if a pupil declines to attend or contribute in other ways to a meeting, every effort should be made to convey key messages from the meeting and to discuss any proposed action.

5.5 Pupils who are unable to attend an Additional Support Needs Meeting

Pupils who are unable to attend the meeting should be consulted in pre-meeting discussions and their contribution recorded in advance.

When staff are consulting pupils and recording their views for meetings but particularly for annual reviews a number of sessions may be needed, depending on the particular circumstances and abilities of the pupil. Staff should take care to explain to pupils that their views will be listened to and taken into account. They should also explain that there is no guarantee everyone else will agree or that their views or wishes will prevail.

Pupils with the most profound needs may be unable to make their views known directly. But teachers and parents can find ways of bringing their feelings to the attention of others attending the meeting. Photos or videos of the pupil showing when they are happy or when they are uncomfortable can show what positive stimuli are and what are not. Prompts and aids to communication such as pictures, signs, symbols, audio and video materials can be used.

5.6 Involving young people in transition planning

It is vital that young people are fully involved in making decisions about their future and what they will do when they leave school.

Some of the key issues for young people in transition planning include:

- Difficulties in asserting their aspirations and expressing their own ideas and opinions;
- Difficulties in contemplating the future especially after leaving school;
- Apparently unrealistic career aspirations of some pupils and their parents.

These issues can affect all young people, not just those with additional support for learning needs and Skills Development Scotland and Pupil Support/Guidance programmes should tackle them in an inclusive way.

Some of the key issues for the professionals involved include:

- Having to act as advocates on behalf of pupils with parents;
- Facilitating pupil involvement in meetings;
- Providing real and suitable choices and options.

Promoting young people's involvement in transition planning means enabling them to communicate and to plan with them rather than for them. Thus the involvement of young people, their parents and their advocates in the transition planning process is central to a successful outcome for the young person.

5.7 Young people who may lack capacity

Questions of capacity arise particularly for young people, that is, people aged 16 or over but who are not yet 18. Young people enjoy the same rights as parents under the Act unless they are considered to lack capacity to exercise their rights. It is, therefore, important to consider carefully whether in individual cases a young person may lack capacity. The Act provides a test which authorities can use to determine whether a young person lacks capacity.

The Act requires education authorities to publish and keep up-to-date certain information about a range of matters concerned with additional support needs. In particular, the Act requires education authorities to provide all parents of all children with additional support needs (and young people with additional support needs), for whose school education the authority are responsible, with all the information authorities are required to publish.

The Act specifies that where the education authority are satisfied that the young person lacks the capacity to understand the information which is published under the Act, that information should be sent instead to the young person's parent. **The test to be used by education authorities in establishing whether a young person lacks capacity relates to the young person's ability to understand the information published**

Dumfries and Galloway has published the following information leaflets:

-  [Providing Additional Support \[177kb\]](#)
-  [Requesting an Assessment \[164kb\]](#)
-  [Resolving Disagreements \[142kb\]](#)

-  [What is Additional Support \[165kb\]](#)
-  [Where can I get more information or advice \[179kb\]](#)

6. Resolving Differences

6.1 Managing Disputes

The emphasis should always be on **preventing disputes** arising in the first place, with good structures of support, advice and information being available for all stakeholders involved in additional support for learning.

Early dialogue with good support and advice can help prevent disputes arising. However, when disagreements do develop the emphasis should be on **resolution at a local level**, particularly at nursery/school level.

The Education Service and other agencies will ensure that parents are fully aware of the processes for assessing and providing for children's needs, understand the planning mechanisms and are familiar with the support services available from other agencies, including voluntary organisations.

To provide confidence in the system, we need to have acceptable timescales. **The regulations recommend a maximum timeframe of 60 working days from the time a case is first referred for dispute resolution from a local authority to a final decision being made by the Independent Adjudicator.**

Young people and parents have the right to have a supporter or advocate present at any discussions or meetings with the Education Service. They should be made aware of this right and given information on ways they could assist the parent e.g. taking notes, suggesting points for further clarification, giving advice or preparing questions for the meeting.

Headteachers/principal teachers additional support for learning are encouraged to highlight advocacy services for the most vulnerable and recognise advocacy is about working towards self-advocacy, with emphasis on enabling everyone to elicit the information they need, make appropriate choices and express their own views.

More information regarding advocacy services for parents and young people is available in the *Parents Information Leaflets* published by the Education Service .

-  [Providing Additional Support \[177kb\]](#)
-  [Requesting an Assessment \[164kb\]](#)
-  [Resolving Disagreements \[142kb\]](#)
-  [What is Additional Support \[165kb\]](#)
-  [Where can I get more information or advice \[179kb\]](#)

6.2 Mediation

Mediation services are available, free of charge to parents, as an option for avoiding or resolving disagreements between the authority and parents or young people belonging to the area of the authority.

Mediation may not be appropriate in all cases. For example, the parents or young person may not wish to engage in mediation. In addition, the provision of mediation under the Act is not the appropriate vehicle for parents who have disagreements with the school about issues other than additional support for learning needs. In such situations, parents should follow normal school and authority complaints procedures.

Parents and young people must be informed that taking a disagreement to mediation in no way affects their entitlement to refer any competent matter to other appropriate formal or statutory review routes. For example, the parents or young person may wish to make a reference to the Additional Support Needs Tribunal, in respect of relevant matters concerning a Co-ordinated Support Plan.

Dispute resolution will allow for a formal review of an individual case by an independent third party, external to the local authority. This will address concerns related to a child who has additional support needs but does not have a Co-ordinated Support Plan. **It should be noted that parents and young people cannot be compelled to use mediation and dispute resolution procedures.**

6.3 Additional Support Needs Tribunals

Additional Support Needs Tribunals have been established to provide independent expert adjudication in a user-friendly way. The Tribunals' statutory functions, decisions and dealings with its users and the public are independent of national and local government. Tribunals will hear references from parents and young people on matters relating to:

- Co-ordinated support plans
- Appeals concerning refusals of placing requests (only in relation to special schools and/or where co-ordinated support plans are involved)
- School to post-school transitions

The education authority must inform parents of their right to make references to a Tribunal. Any parent or young person, or where the young person lacks the capacity, the parent, may refer to the Tribunal the following decisions or failures of an education authority including:

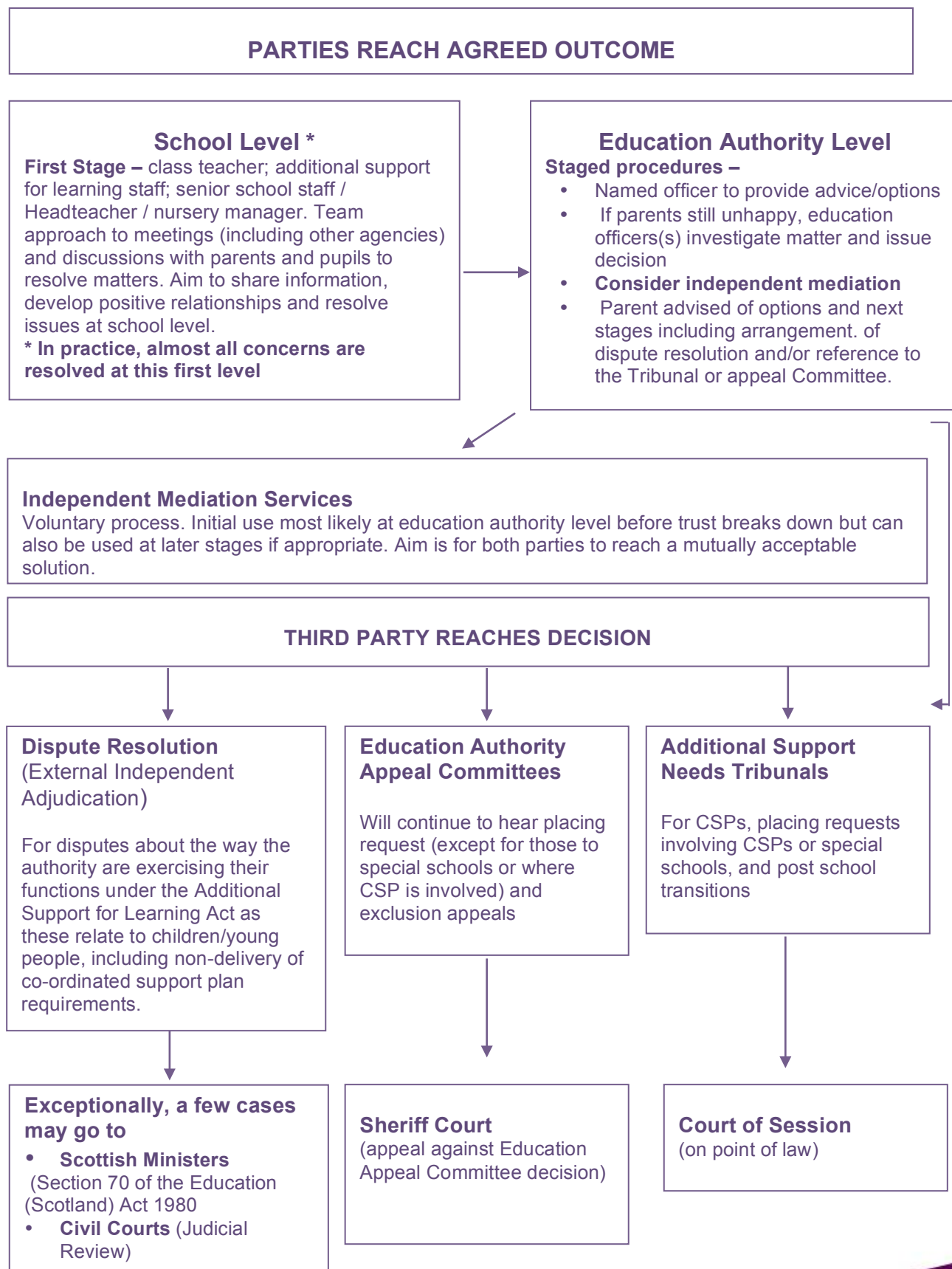
- A decision to prepare a Co-ordinated Support Plan (CSP)
- A decision not to prepare a CSP
- A decision to continue a CSP following a review
- A decision to discontinue a CSP following a review
- A failure to meet the timescales for preparing the CSP
- A decision not to comply with a request to establish whether a child or young person has additional support needs requiring a CSP.

In addition, parents may refer to a Tribunal where a CSP exists on matters relating to:

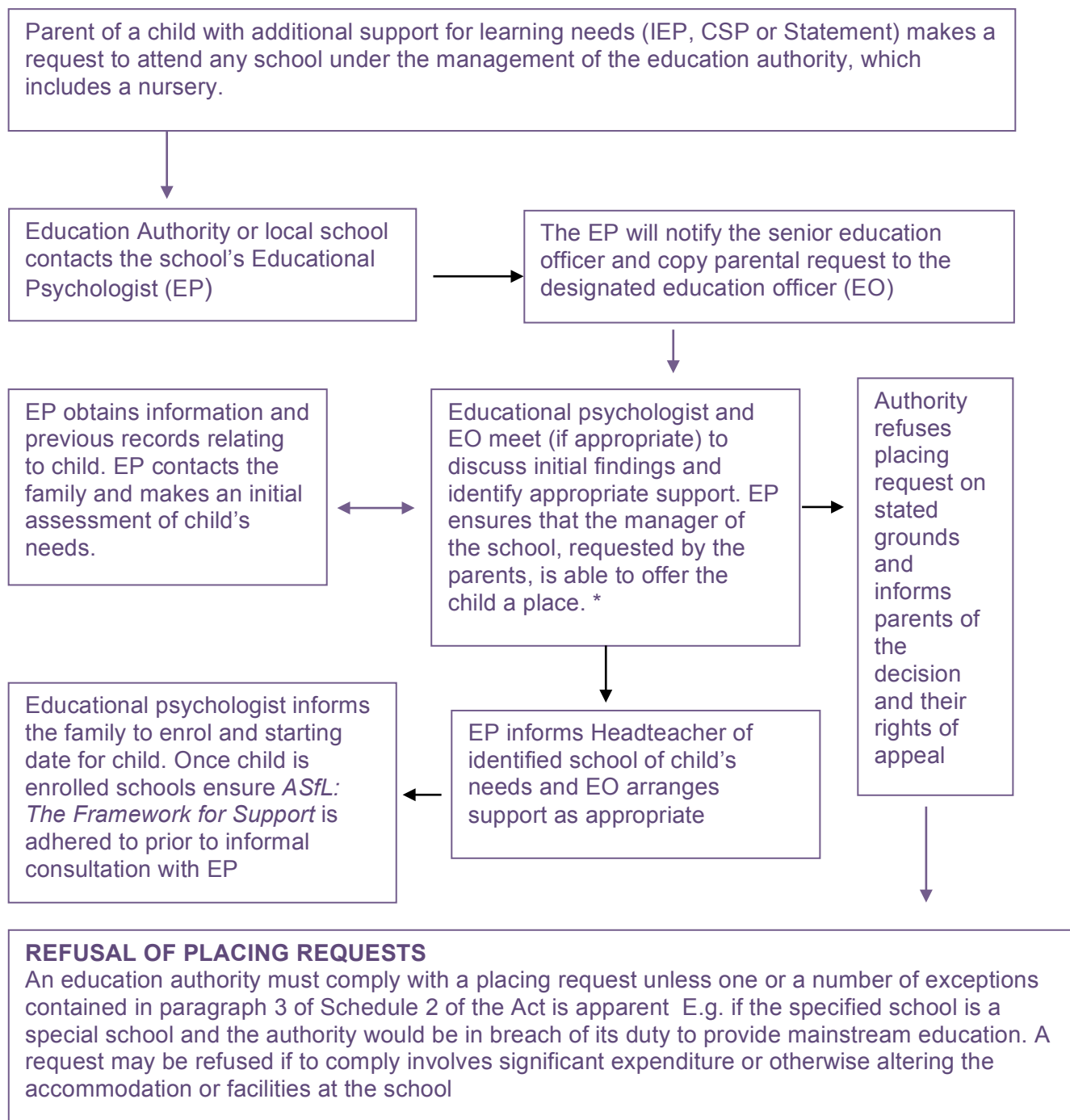
- The information contained in the CSP
- The failure of the authority to review the CSP by the expiry date (ie 12 months from the date it was prepared) or within the timescale set by regulations
- The decision of the authority to refuse a request from a parent or young person to review the CSP
- The failure by the education authority to provide, or make arrangements for the provision of, the additional support contained in a co-ordinated support plan which is necessary for the child or young person to achieve their educational objectives

If further information is needed consult *Supporting Children's Learning Code of Practice (Revised Edition) 2010 - Chapter 8 Resolving Disagreements*

6.4 Framework for Resolving Disagreements



6.5 Placing Requests – Flow Chart



* If problems with placement requests are foreseen then the senior education officer is informed and gives a decision on the matter.

7. Guidance on the Process and Procedures for the Allocation of Additional Support for Learning staff in schools, from 2014

Introduction

This section of the Framework provides guidance on the process and procedures to govern and manage the allocation of ASL staff to schools.

Previous sections have referred to and described the processes to identify and assess Additional Support Needs (ASN), to conduct meetings, to develop plans to meet ASN, and to upload documentation on SEEMiS.

ASL staff will be allocated to clusters and schools to enable them to meet the targets and achieve the outcomes described in Coordinated Support Plans, GIRFEC Child's Plans, Individual Educational Programmes and Additional Support for Learning (group) Plans. Support will be allocated on this basis.

Section A: Process

Allocation of ASL Teachers

Secondary Sector

The responsibility for decisions on ASL Teaching staff will continue to be devolved to secondary schools management teams. There is a statutory requirement to meet the additional support needs of all pupils, and individual schools should ensure there is an appropriate and adequate level of specialist teaching provision to meet that requirement.

Primary Sector

Data for the allocation of ASL Teaching staff for the years 2010 – 2013 shows that while there have, in different years, been variations between the schools in a cluster, the total allocation to clusters has been broadly consistent. (Note 1.) From time to time there has been some rebalancing of the allocation between clusters through a centrally managed process.

Note 1. In this guidance, a cluster is defined as a secondary school and its associated feeder primary schools.

- Cluster allocation

From 2014, the allocation of ASL Teaching staff to the primary sector in each cluster will be based upon the four-year rolling average of previous allocations to that cluster. This will continue to be a centrally managed process, allowing for any adjustments between clusters made necessary by changing pupil requirements or staffing matters. For session 2014 – 2015, Education Officers, ASL, will base the allocation of ASL Teachers to each cluster on the four-year rolling average and schools' reports of significant changes in needs due to new enrolments, leavers, and other factors, as recorded in ASN Matrices. For session 2014 – 2015, Education Officers, ASL, will do this in March 2014.

In 2014–2015, 30% of the cluster ASL Teacher allocation – measured in hours – will be identified to fulfil an early years role, supporting young children from N2 to P2 on a cluster basis. These staff will have a responsibility to work with others to support, plan for the transition to primary school, and monitor the early learning of all young children with ASN within a cluster, whether or not they attend a local authority nursery. Further guidance on this role is offered in Appendix A of this Section 7. Over time, it is planned that the proportion of ASL Teacher time devoted to an early years role in each cluster will increase.

Support Manual: Section 11- Effective Partnerships (Roles and Responsibilities), pages 61-62 at www.supportmanual.co.uk clearly describes the five roles of the ASL Teacher. Co-working and collaboration between ASL Teaching staff in each cluster is to be encouraged, to develop a team approach. There will be a reporting process through which clusters will describe the effective deployment of ASL Teachers in the fulfilment of all aspects of their role. These data will be used in the centrally managed process through which Teachers are allocated to each cluster. See Appendix C of this Section 7.

- Schools allocation

For session 2014 – 2015 only, the other 70% of the cluster's allocation of ASL Teacher time will be allocated to individual schools through a centrally managed process, as previously. (See also Section 1.2.1). Thereafter, the responsibility to allocate ASL Teachers to individual schools within a cluster will be devolved to the cluster. This process will be facilitated by a mechanism to provide data on additional support needs in each school through SEEMIS, as described under Procedures.

- Social, Emotional and Behavioural Needs (SEBN) Service

There will continue to be a separately staffed service for children with Social, Emotional and Behavioural Needs, which is not affected by this guidance. *Support Manual: Section 11- Effective Partnerships (Roles and Responsibilities)*, page 74 at www.supportmanual.co.uk provides further information on the support of children and young people with social, emotional and behavioural needs.

Allocation of ASL Assistants

All sectors

The process for the allocation of ASL Assistants in the primary and secondary sectors will depend upon:

- the maintenance of Coordinated Support Plan, GIRFEC Child's Plan, Individual Educational Programme and Additional Support for Learning (group) Plan records in SEEMiS, and
- the maintenance of an Additional Support Needs Matrix for each child with identified additional support needs, also in SEEMiS.

All entries in a Matrix for support at the targeted and specialist or multi-agency levels must be evidenced by the lodging in SEEMiS of a plan which describes the target to be delivered by this support.

The Matrix is included as Appendix B of this Section 7.

Use of SEEMiS

The allocation of ASL Assistants to individual schools will continue to be a centrally managed process. An initial exercise to create a Matrix for each child with ASN in each school, and enter this in SEEMiS, requires to be completed by February 2014. Thereafter, the Matrix for each child need only be amended when there are significant changes in circumstances and needs.

SEEMiS will be used to generate a summary report of the support needs in each school, using information from the Matrix for each child with ASN, three times in the course of each school session as follows:

October - This summary report will show the impact of those pupils who have left or joined the school at the start of the session. Principally, this will affect the data for pupils in N2 – P1, P7 – S1 and S4, S5 and S6, but also those who transfer between schools within the same sector.

February - This summary will be the one on which the projected allocations of ASL Assistant time for the following session will be based.

May - This summary will be used to make any adjustments to a school's planned allocation made necessary by significant changes in pupil needs in the latter part of the session.

Section B: Procedures

The Additional Support Needs Matrix

The Additional Support Needs Matrix (the Matrix) provides examples of the kinds of support which children might require in different areas (Personal Support; Supervision; Curriculum Support; Transition) and at different levels (Universal; Targeted; Specialist or Multi-agency). See Appendix B of this Section 7.

Actions:

(These are more fully described in the training to be delivered in November 2013.)

- By February 2014, each school should complete the relevant boxes in a copy of the Matrix for each child with additional support needs, and save it as a profile for the child in SEEMiS. (In SEEMiS, the level of a child's support needs in each area should be also entered by clerical staff using the drop down list within each area of support.)
- In succeeding years, a Matrix needs to be completed or amended for those children whose needs have significantly changed and for new entrants to the school. The Matrix for those who leave will be removed.
- The Transition column in the Matrix should only be completed in the year or years in which it is relevant.
- A pastoral note should be added in SEEMiS for those children whose needs have not significantly changed noting that the previous Matrix record continues to apply.
- Education Officers (ASL) will draw down a summary report of support needs from SEEMiS in October, February and May each year, and will use this as the basis for ASL staff allocations.
- The evidence for the summary data recorded in the Matrix should routinely be entered and updated in SEEMiS, and may be subject to scrutiny in the allocation process. This evidence will be in the form of CSPs, Child's Plan, IEPs and ASLPs.
- In April each year, the Head of Service or Education Officer, ASL, will inform each cluster (and school in 2014 only) of their allocation of ASL Teaching time for the coming session, in accordance with the guidance described in Section 1.2.
- In April each year, the Head of Service or Education Officer, ASL, will inform each cluster of their allocation of ASL Assistant time for the coming session. (NB. In future, ASL Assistants will be appointed to work in a cluster rather than to an individual school.)
- Thereafter, a Cluster Allocation Team will meet to agree the allocations to individual schools. It is recommended that the allocation team should consist of the Cluster Chairman, Headteacher representatives, the Principal Teacher(s) of Learning Centres and Children's Centres, the Principal Teacher ASL and Principal Teacher SEBN. The cluster team will wish to use SEEMiS summary reports as the basis for their discussions to:
 - a) agree the 'top slicing' of the cluster's allocation of ASLA support for those pupils who require dedicated support (eg for intimate care or supervision) and
 - b) divide the remaining ASLA allocation between schools on a fair and proportionate basis.
- The Cluster Allocation Team will inform cluster Headteachers of their school's ASLA allocation for the coming session, and oversee the process of negotiation with ASL Assistants about their allocated roles.
- Education Officers, ASL, will continue to amend and sign the annual contract forms for ASLAs, as at present.

Effective use of support

It is important for the Education Service to ensure that Additional Support for Learning staff are being used effectively within school clusters to meet the additional support needs of children in our schools.

ASL Teachers

Principal Teachers ASL will take a lead role in supporting each cluster to gather summary data on the delivery by ASL Teachers of support through the five aspects of their role. These data should be submitted to the Head of Service and Education Officers, ASL, in February and May and will guide them in the allocation of ASL Teachers to clusters for the next session.

The *Support Manual: Section 11- Effective Partnerships (Roles and Responsibilities)*, pages 61-62 at www.supportmanual.co.uk describes the five aspects as:

- Identification and assessment
- Planning Learning and Teaching, including Co-operative Teaching
- Consultancy/ Consultation
- Partnership with Specialist Services
- Contributing to Professional Development.

A report pro-forma is included as *Appendix C to this Section 7*.

ASL Assistants

Support should be shared between children where possible. Headteachers and Principal Teachers are encouraged to make up class lists and 'set' support groups so as to maximise the efficient delivery of support.

Recent research on the effective deployment of Teaching Assistants (Blatchford et al., 2013) has provided clear evidence that the effectiveness of such staff is dramatically increased where there is:

- time for pre-lesson preparation, so that the assistant is aware of the anticipated outcomes of the lesson
- an emphasis on supporting a pupil's understanding rather than task-completion
- time for training in the delivery of specific support programmes to be used individually or in small group work
- involvement of the assistant in developing intervention and support plans for the pupils with whom they work.

Schools are encouraged to ensure that ASL Assistants are enabled to participate in planning and to undertake training in the delivery of the support tasks to which they are allocated.

Reference

Blatchford, P., Webster, W. and Russell, A. (2013.) *Challenging the role and deployment of teaching assistants in mainstream schools: the impact on schools*. Final report on the Effective Deployment of Teaching Assistants (EDTA) project. Institute of Education: University of London.

The Early Years Role of Additional Support for Learning Teacher

ASL Teachers working in an early years role will be allocated to a cluster, rather than to an individual school or schools, and will report to the Principal Teacher ASL. The PT, ASL will report from time to time to the cluster Headteachers on the work of the early years teachers.

The roles and responsibilities of the early years ASL Teacher are as described for Primary ASL Teachers in the *Support Manual: Section 11- Effective Partnerships (Roles and Responsibilities)*, pages 61-62. Specific tasks of early years ASL Teachers are:

- To liaise with local authority nurseries, partnership nurseries and other preschool providers to gather data on the additional support needs of young children in their preschool year in the cluster.
- To work with Nursery Teachers, Educational Visitors and colleagues from other agencies in the assessment of the additional support needs of young children in their preschool year
- Cooperatively with others, to plan for the transition from preschool into primary school of young children with additional support needs.
- To continue to advise on, deliver directly and monitor the delivery by ASL Assistants of programmes to support the early learning needs of children to the P2 stage.
- To seek to ensure the design and delivery of programmes seamlessly to meet the additional support needs of children from N2 to P2.

Additional Support Needs Matrix

Appendix B

Need Level	<u>PERSONAL SUPPORT</u>		<u>SUPERVISION</u>		<u>CURRICULUM SUPPORT</u>		<u>TRANSITION</u> (e.g. Change of school or sector)	
UNIVERSAL	- Supervised eating and drinking - Self medication - Strategies in class to de-escalate emotion and behaviour necessary at times.	X	- Access to lunchtime clubs/interval/outside play supervision arrangements - Provision for nursery/school trips		- Minor adaptations to materials - Additional support within some classes		Information sharing regarding pupil's strategies, attainments etc	
TARGETED GROUP	- Some therapy input delivered outwith nursery/school, not involving school staff - Some access to quiet (working) area/safe space		- Some supervision required in and outwith nursery or mainstream class - Individual registration arrangements		- Providing alternative format e.g. enlarged print - Supervised extra time and/or separate accommodation for assessment - Timetabled support for personal organisation eg. homework/timetable - Some in-class shared support		- Awareness raising for prospective staff - Some consultation with professionals involved - Additional visits (over and above usual opportunities) by parents/carers/child	
TARGETED INDIVIDUAL	- Advice/support from outside agencies likely - Some time out of nursery or mainstream class – eg. Let's Move groups, nurturing groups - Some therapy follow-up - Some intimate care (helping) - Team-teach de-escalation strategies being used on an occasional basis		Regular contact with named member of staff	X	- Reading or scribing arrangements - Small group tuition out with classes		- Further Education link courses - Further consultation with associated professional to model practice	
SPECIALIST / MULTI-AGENCY	- Intimate care – hoisting, hydrotherapy etc - Significant time out of nursery or mainstream class - Regular and ongoing daily therapy follow-up - De-escalation strategies includes immediate access to named member of staff - Significant use of quiet (working) area/safe place - Administration of medication and medical procedures which require staff training	X	Supervised at all times (includes school supervision)		- Reading and scribing for class work and assessment - Use of alternative communication system: BSL (British Sign Language) Braille PECS (Pictures Exchange Communication System) - One to one support outwith classes - Individual support for vocational/enterprise/health and fitness experiences	X	- Phased entry may be necessary - Consideration of placement other than the child or young person's catchment nursery/school may be necessary - Planning - Continuing need for HCC/SW Adult Services/Health/Voluntary Agency support in post -school placement - Part-time attendance/ flexible curriculum	

Name of Pupil: **Kirsty Breddy** Year Group: **S2.** 2013-2014 Current Allocation hours

Cluster Report on the 5 ASL Teacher roles.

Name of Cluster:.....

Session:.....

Date:.....

Activity	1. Identification and Assessment	2. Planning Learning and Teaching	3. Consultancy / Consultation	4. Partnership with Specialist Services	5. Contributing to Professional Development
Proportion of Cluster ASLT time					
Training sessions delivered and to whom					
Training received					
Principal partners in consultation and liaison					
Numbers of pupils assessed and supported					
Evidence of impact					

8. Feedback

8.1 Improvements, Amendments, Additions, Commendations

To improve practice and ensure practice across the region is consistent it is crucial that the guidelines outlined in Framework for Support are followed. Where users feel an improvement, an amendment, an addition or indeed a commendation is necessary to the **Framework for Support** or the **Support Manual** please use the following email address to register that information. supportmanual@dumgal.gov.uk

8.2 Successful Support Stories

Successful Support Stories, exemplifying support at **Universal**, **Targeted** and **Specialist** levels of identification, can be found in *Support Manual: Section 13* at www.supportmanual.co.uk

Supporting Children's Learning: the Code of Practice, (Revised Edition) 2010 advocates that each local authority set out guidance for identifying and supporting Additional Support Needs. This guidance should incorporate the values and principles of GIRFEC, and advocate an integrated framework for professionals working with children and young people across education, health, social work services and other areas. The three level framework, adopted by Dumfries and Galloway, clarifies below the nature of support which is required to meet additional support needs.

Level 1	Universal	Internal support available within all schools/nurseries
Level 2	Targeted/long term Single Agency plan	Internal and external support delivered by school staff, including specialist school staff and their partners, within Education Services
Level 3	Specialist/long term Multi-Agency plan	Internal, external and multi-agency support from schools/specialist provisions with possible additional support provided from central resources, and their partners outwith education all of which requires significant co-ordination. Support at Level 3 can be delivered in mainstream schools, in shared locations or in specialist environments.

Sharing stories of success provides very credible evidence demonstrating how solutions can be found and building confidence in providing the best level of additional support possible. Therefore, we need to be looking regularly to refreshing and adding to this stock of stories.

Please consider giving us your school's successful support story. Each story should be anonymised or slightly changed to respect confidentiality. A template is provided below with prompts for the kind of information that should be included. At times it may be appropriate to run some headings together.

There is no reason why every school in Dumfries and Galloway should not at some time have a successful story which can be included in the Support Manual.

8.3 Successful Support Story Template

School: Support at Level: <i>(indicate 1,2 or 3)</i> Title: <i>(brief description of stage and additional need)</i>
Background: <i>Give a brief description of the stage the child was at and the additional needs which had been identified and had to be addressed.</i>
Solution Focused Approach: <i>How did the school go about identifying and addressing these needs?</i>
Strategies: <i>What was put in place to help support the child at home/ in the school/from another agency?</i>
Range of Strategies to Promote Behaviour and Improve Learning <i>What approaches seemed to be particularly effective in promoting behaviour to improve learning?</i>
Individualised Planning: <i>To what extent was this necessary?</i> <i>Give examples of key targets</i>
A Flexible Curriculum in Line with Curriculum for Excellence: <i>What kind of adjustments/additions was made in terms of personalising Curriculum for Excellence?</i>
Partnership Working: <i>Indicate how the school worked with parents/carers/siblings.</i> <i>What kind of work with other agencies was particularly effective? – Health, Social Services, Skills Direct Scotland</i>
Successful Outcomes included: <i>What was particularly notable for this pupil in terms of personal development, attainment, achievement, responsibility for own learning, inclusion?</i>

Please return completed Successful Support Stories to:
supportmanual@dumgal.gov.uk

Framework for Support IEP Exemplar

Individualised Educational Programme

Melanie Allan

P7

7



Training secondary 47

2013 - 2014



Additional Text

Mr Archibald

2013

Pupil Profile - Melanie Allan P7 (7)

Training secondary 47

Student Detail

Name Melanie Allan
DOB 20/06/02
Address 20 Crusader Crescent
Highloan
BRANTOWN
GR3 4BR



Contact Details

Name	Mrs Jennifer Mary Allan	Name	Mr David Allan
Address	20 Crusader Crescent Highloan BRANTOWN GR3 4BR	Address	20 Crusader Crescent Highloan BRANTOWN GR3 4BR
Relationship	Mother	Relationship	Father
Daytime		Daytime	01697 637897
Phone	01697 4486744	Phone	01697 4486744
Mobile		Mobile	
Email		Email	
Notes		Notes	Travels during the day.

GP Detail

Name	Dr Smith	Address	Surgery
Phone	01698 078965		Medical Square
Email			HAMILTON

ScotXed Plan Information



CSP



Individualised Educational Programme

Key School Personnel and Partner Services and Agencies

Education: Additional Specialist teaching support

Education: Additional Specialist non-teaching support

Social work Services

Health Services

Pupil Profile - Melanie Allan P7 (7)

Training secondary 47

Factors giving rise to additional support needs

Physical or motor impairment
Language or speech disorder
Physical health problem
Communication Support Needs

ScotXed Disability Information

Adaptation			NOTES
Declared Disabled	☒ Physical	☒	
Assessed Disabled	☒ Curriculum	☒	
	Communication	☒	

Profile

Melanie is a sociable, lively girl who thoroughly enjoys humour and participation in boisterous play. Melanie has great fun at school and enjoys jokes with adults. She enjoys being in the middle of all the action.

She has hydrocephalus with resultant cerebral palsy but enjoys good general health.

Melanie had a successful transition to P7 at Rowanbank and her needs are catered for by Education staff along with visiting Physiotherapist, Occupational Therapist, Speech and Language Therapist and Specialist Teacher for the Visually Impaired. Melanie follows an Individualised Education Programme (IEP) that reflects the nature of her learning. Her IEP is devised and monitored by the school in consultation with her parents and the professionals involved. Her specialist programme is delivered within an environment that can offer specialist teaching and support, access to equipment and suitable approaches e.g. auditory and sensory and kinaesthetic stimulation and physiotherapy. Melanie is supervised and supported at all times to ensure personal safety and wellbeing.

At times she has individualised lessons, but the majority of the time she is involved in groups. She enjoys joining her peers for a number of educational subjects in line with the Curriculum for Excellence. Activities include dancing, music, drama, art, science and craft. There are many opportunities for learning in the community which Melanie likes to be involved in such as 'Chariots of Fire' - carriage driving, shopping and visits to the café and Library. Lunch and snack in the café ensure Melanie has social time with her peers too.

Melanie has an up to date Communication Passport in order that everyone working with her has relevant information about her communication needs. Melanie is making good progress developing her communication skills. Melanie easily indicates 'yes' to questions with a kissing action as she relies on non-verbal communication. She also accesses a communication aid – Go Talk – via a hand operated switch 'Choose It Maker 2' software allows her to demonstrate her excellent Listening skills. Both allow Melanie to make choices and to communicate to her full potential. As Melanie has cerebral palsy of all four limbs with increased muscle tone (which puts her at risk of developing deformities and contractures), she requires frequent changes of position, full support when lying down and some support to assist her head control. Melanie uses a wheelchair,

Pupil Profile - Melanie Allan P7 (7)

Training secondary 47

standing frame, specialist class seating and a physiotherapy plinth. In the past Melanie has had epileptic seizures during illness. Melanie does not have preventative medication for her epilepsy but does have Midazolam rescue medication.

Melanie follows a daily physiotherapy programme which is devised and monitored by the physiotherapist and carried out by education staff.

Melanie requires support for eating and drinking and this will need to be monitored in view of any possible changes. She sometimes tries to gulp her drink and food if she is really thirsty or hungry, so it is best to give her small sips and tell her to take her time to avoid the possibility of choking.

Melanie continues to need opportunities to help develop and maintain relationships with as wide a circle of children and adults as possible.

Melanie travels to school in a tailgate minibus with an escort.

Melanie accesses regular respite care at Primrose Villa.

Melanie is part of a large, supportive family.

Factors giving rise to additional support needs

Melanie has hydrocephalus and cerebral palsy; she also experiences global developmental delay, visual difficulties and epilepsy.

Melanie has a shunt to assist with drainage of fluid within her brain. She has cerebral palsy of all four limbs with increased muscle tone which puts her at risk of developing deformities and contractures:

Melanie has had input from CALL Scotland regarding her development of communication skills.

Approaches

Adults working with Melanie follow her Safer Handling, Communication and Physiotherapy Routines.

Melanie needs time to respond to questions. She will also lift her head when requested given time. Melanie loves to be involved with classmates and has formed some close friendships.

Key School Personnel

Designation	School Staff
Teacher	Alistair George Archibald

Partner Services and Agencies

Designation	Contact	Contact Detail
Child Health Doctor	Child Health Doctor	Child Health Services Hospital Road Hamilton 01689 13423

Pupil Profile - Melanie Allan P7 (7)

Training secondary 47

Occupational therapist	Occupational Therapist	Occupational Therapy Service Hospital Road HAMILTON
Physiotherapist	Physiotherapist	Physiotherapy Department Hospital Road Hamilton
Social Worker	Social Worker	122 Hope Street Hamilton 01698 56784

Assessment Information

Care Plan from Health received 8/02/13
Speech and LAnguage Therapy Summary Report 08/13.
CALL Scotland Assessment Report 04/13
Individual Fire Evacuation Plan 29/06/12
Safer Handling Risk Assessment 09/13
NHS Seating Profile 05/12
Physiotherapy Routine 10/13
NHS recommendations for all transfers 09/12
NHS Splint Instructions 06/12
CSP 12/12
Annual Report 06/13
Medical review with School Doctor 12/11

Achievements

03/06/13	Active Schools and Community Sport: Pupil Champion for Boccia 06/13
03/06/13	Annual Report 06/13
06/06/13	Attended Kids Out
25/11/13	Attended Jack & the Beanstalk at the Town Sports Centre

View of Parent(s)

Very happy with everything put in place for Melanie. She has the opportunity to join in lots of activities with the school.

View of Learner

Melanie joined the meeting ringing her wheelchair bell and responded to questions.

Pupil Profile - Melanie Allan P7 (7)

Training secondary 47

Learning Outcomes

Communication - Literacy - Listening and Talking

Long Term Learning Outcome		
Learning Outcome/Success Criteria	Evaluation/Next Steps	Timescale/Achieved
As I listen and respond in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen. LIT 0-02a		From Date 01/08/13 To Date 01/06/14 Achieved? Not Yet Date Achieved

Short Term Learning Outcomes

Learning Outcome/Success Criteria	Who/What/How?	Evaluation/Next Steps	Timescale/Achieved
I will use my communication aid - 'Go Talk' - to respond to questions during welcome time, literacy and snack, for 6 weeks.	Liaison with SaLT. Routine created. Staff Training re communication id from SALT. Consistent approach. Identified lessons. Praise.		From Date 01/09/13 To Date 01/11/13 Achieved? Not Yet Date Achieved

Individualised Educational Programme - Melanie Allan P7 (7)

Training secondary 47

Health and Wellbeing

Long Term Learning Outcome		
Learning Outcome/Success Criteria	Evaluation/Next Steps	Timescale/Achieved
I am developing my understanding of my body and can use this knowledge to maintain and improve my well being and health. HWB 0-15a		From Date 01/08/13 To Date 01/06/14 Achieved? Not Yet Date Achieved

Short Term Learning Outcomes

Learning Outcome/Success Criteria	Who/What/How?	Evaluation/Next Steps	Timescale/Achieved
I will change my positioning, with support, a minimum of twice daily for 6 weeks.	Liaison, advice, physiotherapy programmes, training and monitoring from Occupational Therapist and Physiotherapist. Specialist equipment and Hydro pool. Routines created.		From Date 01/09/13 To Date 01/11/13 Achieved? Not Yet Date Achieved

Individualised Educational Programme - Melanie Allan P7 (7)

Training secondary 47

Numeracy

Long Term Learning Outcome		
Learning Outcome/Success Criteria	Evaluation/Next Steps	Timescale/Achieved
I am aware of the routines and events in my school. MNU 0-10a.		From Date 01/08/13 To Date 01/06/13 Achieved? Not Yet Date Achieved

Short Term Learning Outcomes

Learning Outcome/Success Criteria	Who/What/How?	Evaluation/Next Steps	Timescale/Achieved
I will develop an awareness of my new school environment and routines by following my timetable for 6 weeks.	Timetable. Encouragement. Prompts from staff-state the name of the room and the activity. Point out the room signs/describe/talk about the room etc.		From Date 01/09/13 To Date 01/11/13 Achieved? Not Yet Date Achieved