

Additional Support for Learning

Planning Guidelines

CONTENTS

	Page
Preface	
Section 1 Introduction	1
Section 2 GIRFEC Process – an Overview	2
Section 3 Recording Additional Support Need	3
Section 4 Chronology	3
Section 5 Individual Learning Plan (ILP)	4-9

Appendices

1. Standard Circular 76	10-23
2. Assessment Meeting and Action Plan Proforma – Blank	24-29
2.1. Case Study Minute 1	30-35
2.2. Case Study Minute 2	36-41
2.3. Case Study Minute 3	42-48
2.4. Case Study Minute 4	49-56
3. Individual Learning Plan (ILP) Proforma – Blank	57-61
3.1. Exemplar ILP – Early Years	62-68
3.2. Exemplar ILP – Primary	69-76
3.3. Exemplar ILP – Primary / EAST campus	77-83
3.4. Prompt Sheet for ILP Proforma	84
3.5. ILP Monitoring and Review Form	85
3.6. Observation Profile	86-87
3.7. ILP Support Strategies	88-90
3.8. Pupil Target Sheets	91-92
3.9. My Views ‘Getting it Right for Every Child’	93-97
4. Additional Support Needs (ASN) Log	98-99
5. Click and Go	100-104
6. Chronology Proforma	105
7. Coordinated Support Plans	106-109
7.1. CPS Process Flow Diagram	110
7.2. CSP Assessment Template	111-112
7.3. The Coordinated Support Plan	113-117
7.4. Referral to Validation Group	118-119
8. Policy Statement on Additional Support for Learning	120-126

9. Resolving Disputes	127-165
10. Transition Guidelines	166- 188
11. Leaver's Passports	189 - 237

Preface

East Ayrshire Council welcomes the principles within the new legislation, The Education (Additional Support for Learning) (Scotland) Act 2004 and subsequently amended by The Education (Additional Support for Learning) (Scotland) Act 2009.

The duties and responsibilities outlined in the Act are fully embodied within East Ayrshire Council's ethos, practices and procedures with regards to inclusion of those children who require support in order to develop and reach their full potential.

This policy document provides the framework within which East Ayrshire Council will discharge their duties, in full partnership with parents/carers, children and young people and other agencies and professionals as necessary.

As with all policy documents, this will be monitored and reviewed in order to ensure continuous improvement.

Section 1

Introduction

The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) provides the framework which underpins the system for identifying and addressing the additional support needs of children and young people who face a barrier to learning.

The 2004 Act has been subsequently amended by the Education (Additional Support for Learning) (Scotland) Act 2009. The 2009 Act reinforces the 2004 Act and aims to ensure that all children and young people are provided with the necessary support to help them work towards achieving their full potential. It also promotes collaborative working among all those supporting children and young people and sets out parental rights within the system.

The Supporting Children's Learning 'Code of Practice' (Revised Edition 2010) offers guidance and explains the duties on education authorities and other agencies in supporting children and young people's learning. This code should be read alongside other legislation and policy where appropriate. For example, *Curriculum for Excellence [CfE]*, *Getting it right for every child [GIRFEC]* have implications for education authorities' and other agencies' support for learning strategies.

This 'code' states that most children and young people who require additional support will have their learning needs met by the day to day practice in pre-school and school settings. More formal planning arrangements may be required where additional support is needed from other education services and appropriate agencies. In all circumstances, planning should aim to ensure the effective co-ordination of support, including parents and the child or young person: intended learning outcomes and what additional support is required to achieve these should be clear.

While most of our children and young people respond well to the opportunities for learning provided by our schools and establishments, we also know that without extra help some will not benefit fully from education.

These Guidelines have been produced for staff in all establishments, services and agencies working with children and young people in East Ayrshire to ensure the effective implementation of The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended). They describe how children and young people with additional support needs will be identified, as well as the roles of key staff in planning, coordinating and reviewing this additional support. The guidelines also give examples of the kind of support that may be appropriate and consider the range of planning most likely to be used by early year establishments, primary, special and secondary schools within East Ayrshire.

Section 2

The GIRFEC Process – an Overview

An Organic Model of Intervention

The GIRFEC procedural guidelines describe the approach to the management of children with additional support needs. The approach offers a systematic and coherent model for planning to meet the additional needs of any child or young person. When a child or young person is identified as potentially requiring additional supports beyond the provision generally made for others, there requires to be a forum to collate assessment information and gauge both whether additional supports are required and in what form.

The GIRFEC process is based on the principle of **ONE CHILD – ONE ASSESSMENT – ONE PLAN – ONE REVIEW**. This model will apply regardless of the nature of the child's/young person's additional support needs. At the simplest level it will guide a teacher / early years worker in planning for additional needs wholly within the context of the school class / play room while at the most high tariff end of the scale it would involve multidisciplinary planning of a wide range of complex and varied needs.

The system is designed to be organic and evolutionary and not to depend on a series of 'hermetically sealed' stages that have clear entry and exit criteria.

The procedures that apply in this model are clearly outlined in the document Standard Circular 76 that is available in its entirety as an appendix to these procedures (Appendix 1). The paperwork to be used in this regard is outlined in Appendices 2-3.

Section 3 - Recording Additional Support Needs

The Code of Practice states that the ASL Act requires education authorities to make appropriate provision for identifying children and young people who have additional support needs. In order for the authority to monitor this process when a child or young person has initially been identified as having additional support needs through the GIRFEC approach, this information should be added to the ASN Log (Appendix 4). The log should be completed electronically and should be held in the establishment as a confidential document.

Similarly, when a child or young person ceases to have additional support needs, this should also be added to the ASN Log or the row deleted from the spreadsheet, depending on whether you wish to hold a historical record electronically.

It is likely that a statistical return each session will be required on the children identified as having additional support needs. This information would be requested by the Senior Administrative Officer responsible for Additional Support Needs and would involve sending a copy of the completed log, electronically, for that session.

In addition, the completion of the form on the Click and Go system is required for the purpose of legal census data as per the Instruction Guide (Appendix 5).

Section 4 – Chronology

Chronology/Record of Significant Events

The purpose of a chronology is to document systematically achievements, events, developments and changes in a child's or young person's life so that the pattern and impact of events on the child or young person over time may be observed and responded to where required. The importance of all children's services maintaining a chronology of significant events has been highlighted in various child protection enquiries. In education, although it is possible to track a child's progress through various reports and minutes of meetings, a chronology has not been a requirement. As an outcome of the implementation of the ASL Act and the developments in integrated children's service, it is vital that all establishments maintain a chronology for children and young people identified as having additional support needs.

Chronologies should be recorded at any significant point along the process timeline. At whatever forum it is formally logged that a child or young person has additional support needs, the chronology should be initiated using the appropriate proforma (Appendix 6). Children and young people and their parents or carers, should be made aware of the chronology and would have to give permission if the information is to be shared with other agencies, for example for an integrated assessment.

Section 5 – Individual Learning Plans (ILPs)

It is recognised that while there are similarities in the format and structure of ILPs across the authority there is a need to have a more consistent approach. In light of this, and in response to the new legislation, it is appropriate that the processes for developing ILP's in East Ayrshire schools / early years establishments have been reviewed.

These guidelines are designed to offer a framework and practical guidance for all staff from all agencies in the process of developing ILPs for children or young people identified as having additional support needs who require specific planned intervention.

Legislation and National Policy Guidelines

In 1994, a report by HM Inspectors of Schools 'Effective Provision for Special Educational Needs' stated that most special educational needs arise from curricular difficulties which are most likely to lie in a mismatch between the delivery of the curriculum and the child or young person's learning needs. It was suggested that the ILP provided the framework to deliver an appropriate curriculum and to set specified curricular targets.

The concern with improving attainment and the quality of the child or young person's experiences resulted in the initiative Raising Standards - Setting Targets: Targets for children or young people with special educational needs. The report described the ILP as a vehicle for planning and delivering an effective curriculum for many children or young people with special educational needs. Schools / early years establishments were required to put in place rigorous processes for developing ILPs and setting challenging goals for children or young people.

The key principle that underpins the development of ILPs is stated in the document Raising Standards - Setting Targets Support Pack: Special Educational Needs.

'All young people in our schools have the right to receive an education of the highest quality which is appropriate to their needs and aptitudes. They should have every opportunity to develop skills which will help them contribute effectively to an increasingly complex and changing society, to achieve their full potential regardless of special educational needs, social or other background factors and to have their achievements recognised.'

The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) introduced a new framework for supporting children and young people in their school / early years establishments. The accompanying Code of Practice highlights that an ILP should describe in detail the nature of the child's or young person's additional needs, the ways in which these are to be met, the learning

outcomes to be achieved, and specifies what educational support is required, including that required from agencies from out-with education. Where appropriate, an education authority should work with health, social work or voluntary agencies to draw up programmes so that objectives and services can be co-ordinated.

Principles

Planning for learning is an ongoing process subject to continuous review. For most children or young people identified as having additional support needs, the Action Plan [AP] included in the 'Assessment Meeting' proforma should suffice. The ILP, it is envisaged, will become a more extensive document for those children and young people who require a high level of detailed planning. The Co-ordinated Support plan should only be used for a small percentage of children or young people who require co-ordination of significant multi-agency supports.

Where there are other agency personnel involved in delivering supports to a child or young person, there should be collaborative work at both the planning and review stages. This should be reflected in shared objectives and targets within the ILP.

Roles and Responsibilities

The report of the Discipline Task Group 'Better Behaviour – Better Learning' recommendation 19 states:

“Schools should give consideration to integrating the work of learning support, behaviour support and guidance into a single overall framework of pupil support in order to achieve a more holistic approach to supporting the needs of all children and young people”.

The head of establishment has responsibility for clarifying the roles and remits in relation to both learning and behaviour supports.

The responsibility for managing ILPs will depend on the particular circumstances in the school / early years establishment. A member of the senior management with responsibility for Additional Support for Learning or the Principal Teacher of Pupil Support (support for learning, behaviour support or guidance) may be the person most likely to be given the responsibility of ensuring the effective management of ILPs.

The designing of an ILP should be a shared responsibility and not the sole preserve of the learning support team, behaviour support teacher or PT guidance. Role clarification is vital and a range of people may be involved.

- Head of establishment
- Class or subject teacher
- Early Years Worker

- EAST
- Visiting specialist teachers
- Visiting specialist therapists
- Promoted staff, guidance teacher or year group tutor
- Classroom assistant
- Parent
- Child or Young Person

The parent or carer should be involved at every stage of the development of an ILP. It is recognised that although this is not always possible, every attempt should be made to engage with the parent and a note of contacts with the parents should be recorded. If the parent is unwilling to become involved then a copy of the ILP and any subsequent reviews should be sent to the parent through the post.

In order to comply with recent legislation the child or young person should be involved in setting and reviewing their own targets within the ILP. This process should not be restricted to older children.

What is an ILP?

An ILP is an operational/working document set within the overall strategy of differentiation. It is a way in which individual pathways are designed within the curriculum framework to take account of individual needs. It is a proactive plan which:

- Sets learning in an appropriate context.
- Allows for strengths in some areas and support needs in others.
- Provides a balanced range of activities.
- Acknowledges and addresses the social context for learning.
- Maximises opportunities for achievement and promoting self-esteem.

In planning an ILP it is vital that it does not become an individual programme in which the child or young person has a separate curriculum and constant individual teaching. The ILP should be a guide for the use of anyone involved in the teaching of the child or young person and should be rooted within the planning for all the children or young people within the establishment.

There are clearly identified stages in designing an ILP. They include the following:

1. **Assessment** – this should clarify what the child or young person can do, the barriers to learning and in what areas the child or young person has difficulties.
2. **Setting long term targets** – the number of long term targets could involve one to two targets within each identified area of the curriculum. In the majority of cases each long term target should be for one school year.
3. **Short term targets** – the number of short term targets associated with each long term target should normally be about four. It is recommended that short term targets should be reviewed on a termly basis. There is however no hard and fast rule. Behaviour targets may require to be reviewed more often. In secondary schools a review every 10 weeks may be more appropriate to take account of targets set for core skills and those focussed on secondary curriculum requirements. Each establishment should plan a timeline to meet their own requirements. Regardless of the timescale there should be clear evidence within the ILP document that the short term targets have been reviewed.
4. **Methodology** – assess the best match in terms of identified need of the child or young person to teaching methodologies. Eg whole class, individual, small group, co-operative teaching.
5. **Resources** – identify appropriate resources to support the delivery of the ILP. Clarify 'who will do what'

All targets set should be **SMART**:

- Specific
- Measurable
- Achievable
- Realistic
- Time-Scaled

When is an ILP appropriate?

There are various sources of advice on which children or young people require an ILP. The Manual of Good Practice indicated that if the child or young person requires significant planned intervention, an ILP should be put in place.

The 'Success for All' document offers a helpful process for mainstream schools.

Step 1 – consider the identified priority needs for the child or young person in relation to each relevant curriculum area.

Step 2 – consider the extent to which these needs may be met through the curriculum planning for the whole class / nursery.

Step 3 – consider the extent to which these needs may be met through the planned differentiation for groups within the class / nursery.

Step 4 – then consider which needs, if any, remain unmet. The child or young person will require planned intervention to address these, and unmet needs will form the core of either an ILP.

It is clear therefore that whether or not a child or young person requires an ILP, is directly related to the effectiveness of the differentiated approaches to teaching and learning. The more effective the planned differentiation, the less likely the need for an ILP.

Where a mainstream establishment finds it necessary to produce a large number of ILPs it may have to review the level and quality of differentiation.

The above advice should be sufficient for schools / nurseries to make the decision whether or not a child or young person requires an ILP. However, below is a list of examples where an ILP may be required:

1. All children or young people who have a Co-ordinated Support Plan.
2. All children or young people who attend Special Schools, Supported Learning Centres or Communication Centres.
3. In primary schools and early years establishments, those children or young people who require significant support to ensure that they make progress in first level literacy, numeracy and health and wellbeing skills.
4. In secondary schools those children or young people who remain working around Level A in the 5-14 curriculum or who require significant support with first level literacy, numeracy and health and wellbeing skills.
5. Children or young people whose challenging behaviour is a significant barrier to their learning.

6. Highly Able

The above terms “significant support” and “significant barrier” are difficult to define and inevitably professional judgment must be used to make any final decision as to whether a child or young person requires an ILP. In the Code of Practice judgements about significance have to be made taking account of frequency, nature and intensity of additional support needs.

On completion or revision of an ILP, a copy should be distributed as appropriate to:

- Head of establishment
- Parent/carer
- Primary class teacher
- Early years worker
- EAST Manager
- Appropriate PT and subject teacher

The following Standard Circular sets out in detail the processes that need to be adhered to in assessing the needs and monitoring the progress of any child or young person with additional support needs.

Standard Circular No 76
(Revised – January 2012)

EAST AYRSHIRE COUNCIL: DEPARTMENT OF EDUCATIONAL AND SOCIAL SERVICES

GETTING IT RIGHT FOR EVERY CHILD (GIRFEC) IN EDUCATIONAL ESTABLISHMENTS

1. INTRODUCTION

- 1.1 Every child or young person in East Ayrshire has a right to have the best possible start to their life and to be supported to grow and develop into adulthood in safe, nurturing and positive environments. Where this is not the case then children and their families should know where they can access help, what support might be available and how that support will be put in place in partnership with them.

Where a child or young person cannot be supported to remain within their family then alternative arrangements will be made based on a full assessment of a child or young person's needs, in partnership with that child or young person, and in an alternative environment from their family, which is also safe, nurturing and positive.

This is our philosophy and principles to support professionals across services and agencies to put into practice the implementation of **one child → one assessment → one plan**.

- 1.2 We all want our children and young people to be fully supported as they grow and to be:
- SAFE - protected from abuse, neglect or harm.
 - HEALTHY - experiencing the highest standards of physical and mental health, and supported to make healthy safe choices.
 - ACHIEVING - receiving the support and guidance in their learning – boosting their skills, confidence and self esteem.
 - NURTURED - having a nurturing and stimulating place to live and grow.
 - ACTIVE - offered opportunities to take part in a wide range of activities – helping them to build a fulfilling and healthy future.
 - RESPECTED - to be given a voice and involved in the decisions that affect their well-being.
 - RESPONSIBLE - taking an active role within their schools and communities.
 - INCLUDED - receiving help and guidance to overcome social, educational, physical and economic inequalities – accepted as full members of the communities in which they live and learn.
- 1.3 When a child or young person needs additional support then that child or young person should be placed at the centre of planning to meet his or her needs and any processes put in place by any agency should seek to support this.

- 1.4 In seeking to support individual children and young people, agencies in East Ayrshire will use a common assessment framework and practice model, starting with support available from the universal services of health and education. Help for children, young people and their families will be appropriate, proportionate and timely.
- 1.5 In planning interventions in conjunction with children and young people, a clear focus will be on improving outcomes and any actions agreed as part of a care plan will be outcome focused. The Outcomes Guide for Practitioners: Getting it Right for Every Child (GIRFEC) should be used to support this process.
- 1.6 East Ayrshire is committed to the principle of **one child → one assessment → one action plan**.
- 1.7 The main aims of GIRFEC are to ensure that:
- All services are child centred.
 - Children/young people get the help they need when they need it.
 - Responses to meet the needs of the child/young person are timely, appropriate and proportionate.
 - Actions must improve outcomes for children/young people.
 - Families and communities have the capacity to meet the needs of the child/young person.
- 1.8 There are four key principles which will be used to support these aims. These are:
- The rights of the child/young person in respect of their learning, health, wellbeing and safety are paramount.
 - Relationships provide the basis for children and young people to develop.
 - Responsive care means knowing, accepting and respecting each child/young person as an individual.
 - Each child/young person should be treated with respect.

2 SHARED RESPONSIBILITY

- 2.1 Everyone working in services for children can help *get it right* for East Ayrshire's children, including all staff in schools and early years establishments. The educational experience of learners is influenced by all members of the establishment/learning community.
- 2.2 Some staff will have a particular role to provide additional help for identified children. The Head of Establishment has overall responsibility for supporting children/young people in schools and early years establishments. Class teachers, early years workers and support staff who work directly with children and young people on a daily basis have a significant influence on the learning process. They are also likely to have a good understanding of the child/young person's wider needs. Key staff outwith schools/ early years establishments from education, social work and health can provide guidance or direct support to help meet a child or young person's needs.
- 2.3 There are designated roles for the staff who co-ordinate the assessment and planning for children. These are:
- The Named person.
 - The Lead Professional.

Information on these roles can be found in : Guidance/Best Practice notes - ESS on 'eacpublic02'
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- 2.4 The named person is responsible for making sure that the child or young person has the right help to support his/her development and well-being. The named person will remain associated with the child, even if additional help is offered. For example, the class teacher or Early Years Worker.

The named person will be able to co-ordinate any help from within their own agency and will be responsible for developing an outcome based action plan (**Form 1- 'eacpublic02'**).

- 2.5 If two or more agencies are working together to help a child, the assessment of need and outcome based action plan (Form 1) will be co-ordinated by the Lead Professional.
- 2.6 The Child's Plan should always be proportionate to the child/young person's needs. Sometimes, if the child/young person's needs can be met by offering help directly from another agency, the named person may take on the Lead Professional role during the period when additional services are being provided - e.g. intensive family support or Speech & Language Therapy.
- 2.7 In many cases, the Lead Professional will also deliver some of the additional support themselves, but this will depend on their agency role and the child/young person's individual circumstances.
- 2.8 If needs are more complex, it may be necessary to appoint a Lead Professional from more specialist or targeted services, either from health, social work professionals or specialist educational services. ***Where a child is looked after, looked after and accommodated, at risk or in need of protection, the Lead Professional will usually be a social worker.***

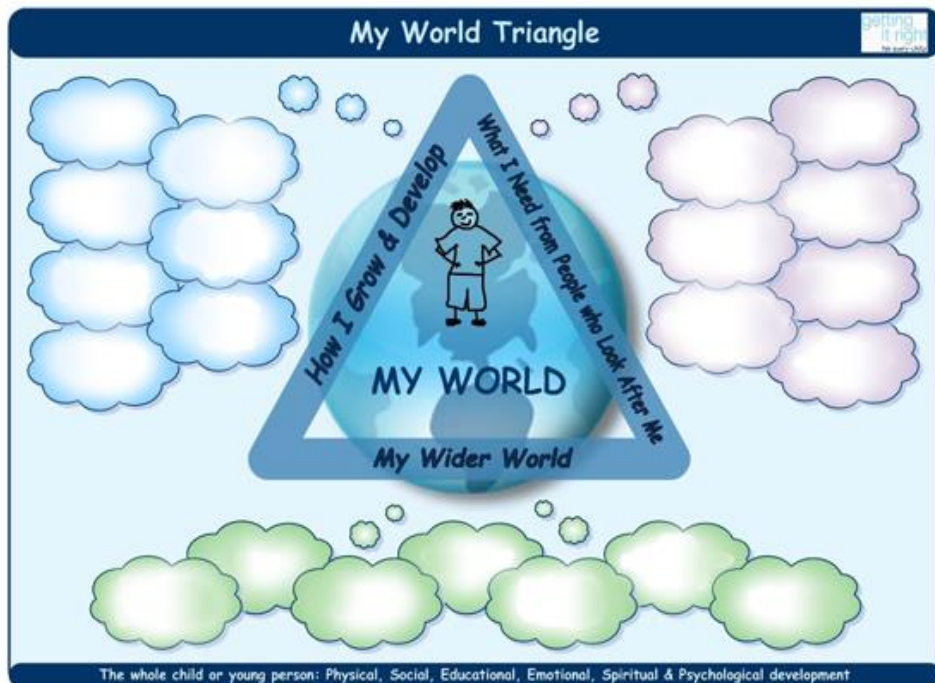
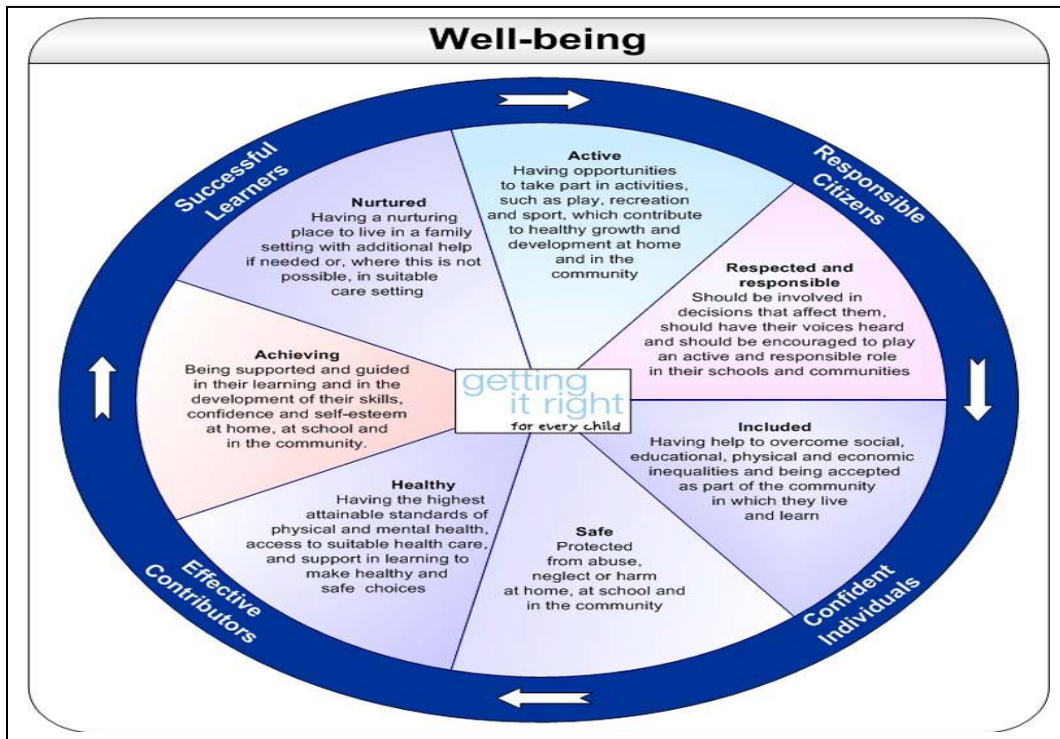
3. **GETTING IT RIGHT THROUGH A STAGED INTERVENTION APPROACH FOR MEETING CHILDREN AND YOUNG PEOPLE'S NEEDS**

- 3.1 The focus is on assessing need and it is only when all resources at each stage have been exhausted and evidenced that professionals can seek additional services to support a child/young person within school and early year establishments.

The model has as its basis early intervention with a view to identifying and assessing children with additional support needs. It is based on the philosophy that assessment is ongoing and not restricted to a particular point /episode in a child's life.

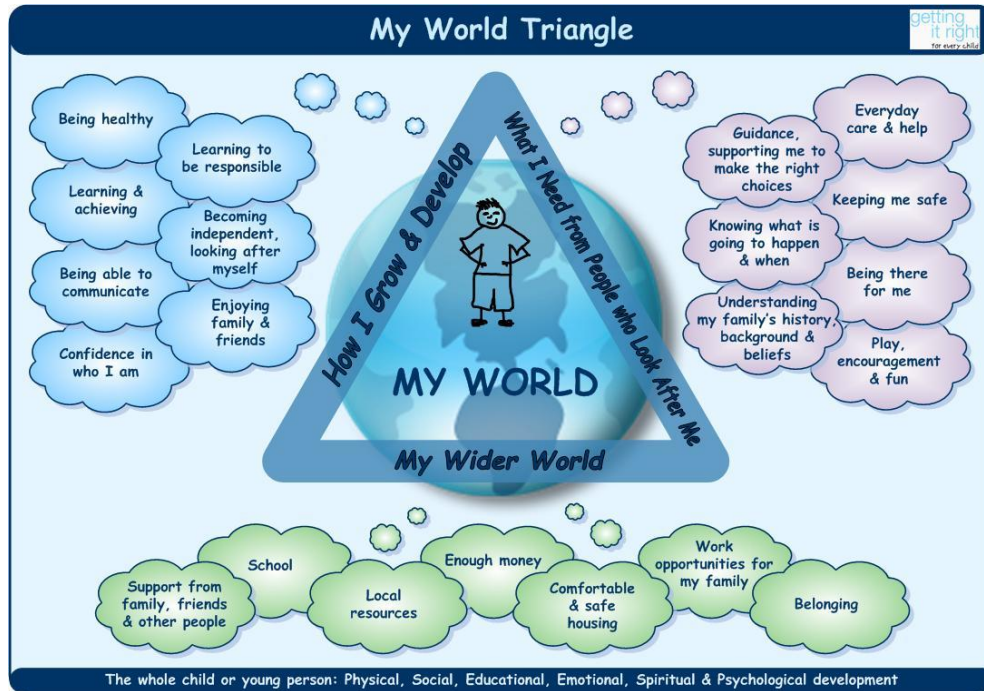
- 3.2 When assessing children/young people's needs, we must be mindful of the complex interplay of factors which influence the ability of a child / young person to reach their potential. *Getting it right for every child* uses the 'My World Triangle' at every stage to consider the child's or young person's needs and risks, as well as the positive features in their lives.
- 3.3 Through analysis of the strengths and pressures in these undernoted SHANARRI dimensions, the child's needs are able to be identified, assessed and summarised using the wellbeing indicators:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected and responsible
- Included



3.4 The 'My World Triangle' examines key areas of the child or young person's circumstances through exploring:

- How the child or young person is growing and developing.
- What the child or young person needs from the people who look after him or her.
- The impact of the child or young person's wider world of family, friends and community.

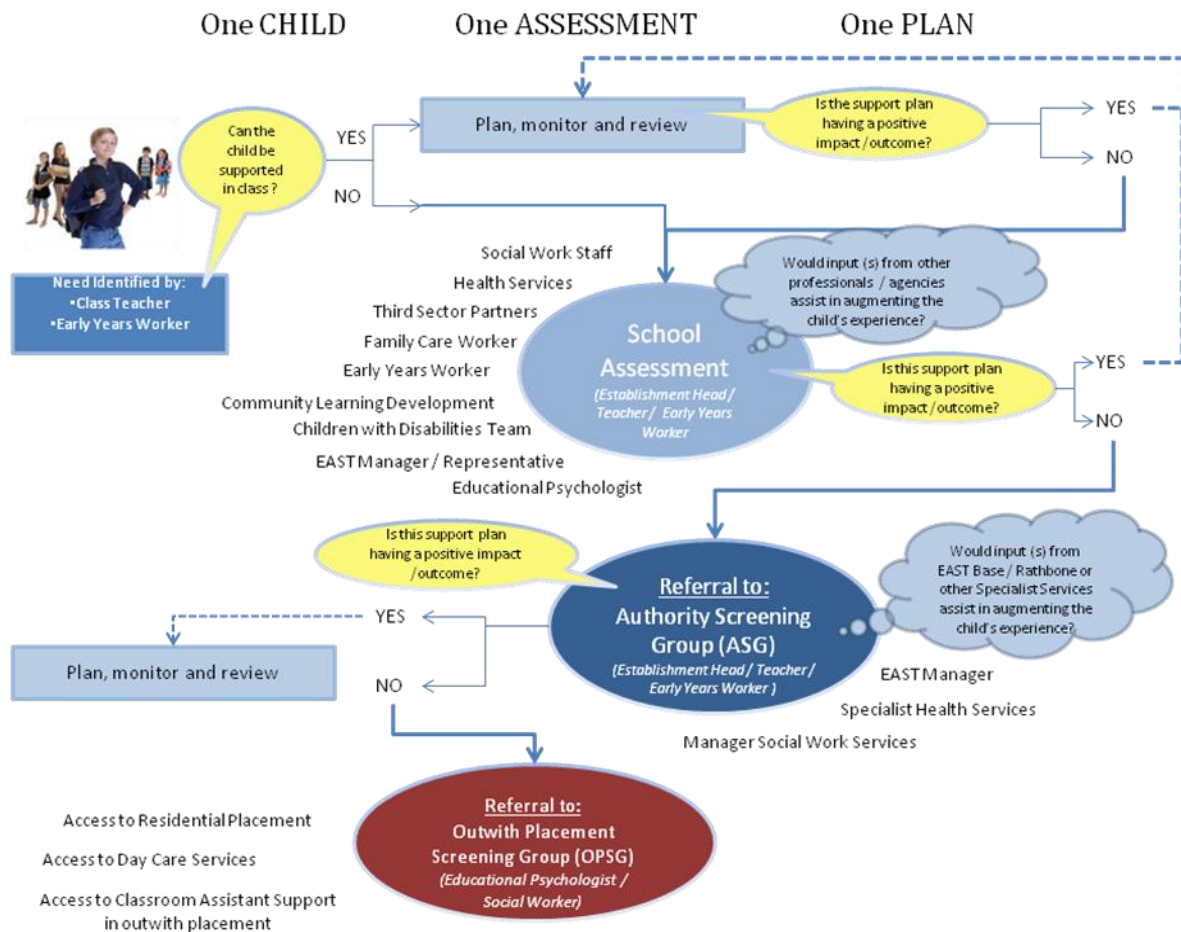


4. IDENTIFYING AND RESPONDING TO NEEDS

4.1 All children and young people need support to help them learn, but some need more support than others. The level and nature of help is determined by our assessment of the child/young person's needs. The nature and level of assessment that is required should always be proportionate.

4.2 The GIRFEC Practice Model

The GIRFEC Practice model provides universal and targeted supports through assessment and planning. Documentation required to support the process is shown in Appendix 1.



4.2.1 School /Early Years Assessment

While the focus of identifying and planning to meet the needs of the child/young person lies with the class teacher or early years worker, it is necessary to have a strategy to provide additional support when all classroom/playroom options have been exhausted.

If a child/young person requires support beyond that available in the class/early years establishment through differentiated planning, then support and planning will involve mobilising the full range of supports available in and to the school/early years establishment. Agencies will be expected to identify the needs of the child and their family through appropriate assessment tools. These are on the shared drive (eacpublic02).

As well as the direct support for children/young people and families offered at this early stage of intervention, all services are working to build capacity within establishments and families.

In the GIRFEC model, the child or young person would be assessed and supported through universal services. The assessment period will enable all appropriate agencies to plan support on a needs-led basis (School Assessment). Documentation must reflect integrated assessment templates (Shared Drive 'eacpublic02') so that we move seamlessly to one assessment and one plan of support, negating the requirement of additional/unnecessary meetings. The focus of this model is to build capacity at the universal service level.

To support schools and early years establishments a **case example** has been developed which is available on the shared drive (eacpublic02).

4.2.2 Assessment and Review

The GIRFEC model is designed to create a seamless process of assessment, planning and review for children/young people.

Where the needs of the child/young person go beyond what the resources in school/early years establishments can provide, the child/young person can be supported in the establishment with external resources.

At this stage professionals can look beyond individual establishments and, based on the assessment of a child/young person's needs hold multi-service/agency discussions about additional support from colleagues in specialist educational services, social work services and health to focus on one particular group/family or individual:

- East Ayrshire Support Team.
- Psychological Services.
- Social Work (Intensive Support Team/Early Intervention Team; locality Teams).
- Children With Disabilities Team.
- Community Learning And Development.
- Specialist Health Services.
- Peripatetic Support - Early Years Family Care Workers.
- Third Sector Partners.

The Lead Professional has responsibility to make contact with these services as appropriate, and arrange for an assessment of all the information known about the child/young person, in order for a multi-service discussion to take place.

Case Example 2 (Shared Drive - eacpublic02)

The GIRFEC model's main focus is on early intervention, however, there is a clear acknowledgement that some children/young people, have needs so great they require immediate multi-service support.

4.2.3 Authority Screening Group (ASG)

Where the needs of the child/young person can demonstrably be shown to be beyond the scope of the resources available within the Learning Community and the child/young person is in danger of not being able to receive their education and other supports within their school/early years establishments, and needs cannot be met wholly in school/preschool full-time, then specialist provision at an Authority level may be required. Support at this stage is co-ordinated through the Authority Screening Group.

The Authority Screening Group will consider recommendations coming from professionals to access additional provision within East Ayrshire:

1. The group will meet monthly (a calendar of dates and venues will be available on an annual basis).
2. The group shall have the overall responsibility for critically examining and agreeing any part-time placements to Rathbone/EAST Campus, or other provision such as third sector partners (e.g. Barnardos, Lighthouse Foundation).

These will include:

- EAST Campus placement (Early Years/Primary and Secondary).
 - Assessment Period
 - Extended campus support
- Extended EAST Campus and Rathbone Support (Secondary, S4).
- Emergency Placement (EAST Campus).
(Young people may be placed on an emergency basis within an EAST Campus however a retrospective presentation is still required to the ASG (Shared Drive - eacpublic02)).
- The group will agree all proposed timescales for the placement.

4.2.4 Outwith Placement Screening Group – (OPSG)

In a few instances it will be clear that the needs of the child/young person go beyond those available to the Authority Screening Group. In such instances it may be necessary to seek to access specialised resources either in another Local Authority area or in the private or voluntary sector in East Ayrshire.

The Lead Professional will make a request to present a case for external supports to the Outwith Placement Screening Group. Separate procedures are in place in relation to the OPSG (Shared Drive - eacpublic02).

5. PROCEDURES

5.1 School/Early Years Assessment

At this stage the lead service (educational services, social work services or health) will identify a concern and appropriate support.

5.1.1 Assessment

Identification of need (Shared Drive - eacpublic02).

A range of classroom and early years strategies are used to deal with concerns that are prompted by the learning and wellbeing needs of children/young people. A concern can result from an event, series of events or attributes which affect the welfare, wellbeing, potential or happiness of a child or young person. Strategies employed to address the concern are identified along with the timescale, level of success and next steps – for example:

- Behaviour environment checklist.
- Addressing the deployment of existing staff in class.
- Grouping and curricular planning.
- Changes to individual arrangements, within the classroom (such as a different reading group or significant changes of seating arrangements).

This should be discussed with the child or young person, according to their age and understanding, and with parents/carers at appropriate opportunities.

5.1.2 Action Plan and Outcomes

At this point, the agency responsible for the assessment would be expected to identify a 'named person' to monitor the action plan, associated outcomes and progress.

Concerns must always be shared with the named person, as this enables the named person to have an overview of the child's wellbeing. Within any classroom or early years establishment information about concerns and strategies should be recorded on the action plan by the appropriate person – usually the class teacher, subject teacher or early years worker.

The action plan with associated outcomes should be copied and discussed as appropriate with the teacher, member of Management Team responsible for Additional Support Needs or the named person (if different).

Again, this should be discussed with the child or young person, according to their age and understanding, and with parents/carers at appropriate opportunities.

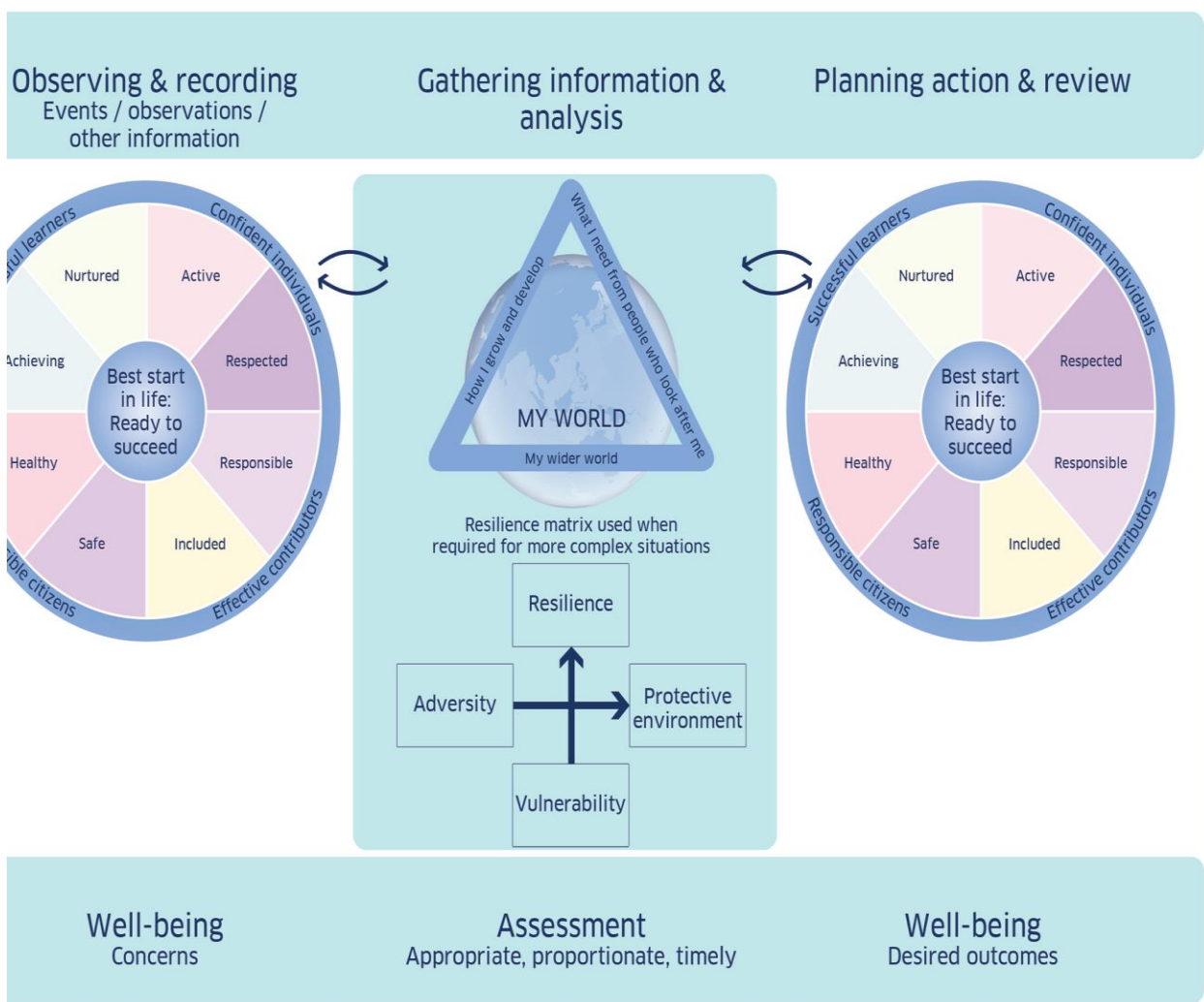
5.2 Assessment and Review

While classroom/playroom strategies are likely to address the majority of concerns, some children will require a more individualised response.

This can only be determined by appropriate assessment and planning. For some children this will result in the development of an Individualised Learning Plan (ILP) within the child/young person's action plan. For most teachers and early years staff, this is synonymous with existing processes, except that the assessment and planning model now follows the IAF format. This will be co-ordinated by the named person, but can involve the normal delegation of responsibilities to other staff within the school/early years establishment. The assessment will use the Integrated Assessment Framework (IAF). It should be proportionate to the level and nature of the concern. The 'My World Triangle' provides a common and holistic national assessment model for all staff working with children, across all of the agencies. It helps to explain a child's or young person's experience and identify needs and risks, as well as the positive features in his/her life.

This process should consider:

- How well is the child doing?
- Is there any new information or change of circumstances?
- What has been the impact of services provided?
- Are the intended changes or desired outcomes being achieved?



5.2.1 Assessment and Planning Meeting

When needs cannot solely be met within the school/early years establishment, the assessment within the outcome based action plan should evidence and determine the support that is required from universal services outwith the school/early years establishment.

An assessment of this nature may result in accessing, for example, Educational Psychological Services, advisory support from EAST, third party input.

The 'named person' will invite additional services to provide specialist input, to address the needs of the child.

5.2.2 Action Plan

1. This will include specialist assessments and a time-frame for completion to coincide with a review.
2. Confirmation/Identification of the 'Lead Professional' (Shared Drive - eacpublic02). At this point depending upon the *identified need* the 'Lead Professional' may be required to change as the locus of support may have altered (Shared Drive - eacpublic02).

3. Assessment timescales and outcomes agreed.
4. Implementation of the plan should be monitored by the Lead Professional, and is subject to review by the immediate line manager. This process should consider:
 - How well is the child doing?
 - Is there any new information or change of circumstances?
 - What has been the impact of services provided?
 - Are the intended changes or desired outcomes being achieved?
5. Review date set.
6. Review Meeting. New action plan agreed with clear objectives and outcomes (Form 2) or the completion of a **Comprehensive Integrated Assessment** (Shared Drive - eacpublic02).

Where early intervention does not achieve the intended outcomes, it will also be necessary to consider whether the additional services should be withdrawn. It may be necessary to increase the level of intervention, beyond which the school/early years establishment can co-ordinate. In such cases, advice should be sought from multi-service/agency managers. These options should certainly be considered after six months.

5.3 Authority Screening Group (ASG)

The membership of the ASG is as follows:

- Educational Psychologist
 - EAST Manager
 - Service Manager, Children & Families
 - Head of Establishment
1. Any consideration for a Rathbone/EAST Campus placement should be consequent upon a Comprehensive Integrated Assessment.
 2. The Lead Professional, as identified through the IAF process, will be responsible for making the referral to the screening group and arranging, as appropriate, for the attendance of the child/young person and parent/carer.
 - The Lead Professional should ensure a full, comprehensive and current IAF has been completed and is available (Shared Drive - eacpublic02).
 3. Once the full set of documentation is collated, the Lead Professional will forward the documentation to the administrative officer responsible for ASG matters, requesting consideration of the case. This should be sent electronically to education-admin@east-ayrshire.gov.uk . ASG should be identified on the E-mail.
 4. Once in receipt of all the appropriate documentation, the administrative officer will allocate a slot in a forthcoming ASG meeting and advise the Lead Professional accordingly.
 5. The Lead Professional will then attend the ASG at the given time in order to make a verbal presentation to the ASG members outlining the rationale behind the recommendation. The ASG members will use the time to seek further clarification from the Lead Professional as appropriate.

6. The Lead Professional may choose, at his/her discretion, to invite other front line professionals (usually the case Social Worker and/or Psychologist) to attend the presentation to the ASG if it is believed that they would add substantively to the discussion.
7. On conclusion of the presentation to the ASG, the ASG members will consider the recommendation in private session. The ASG will have three possible dispositions:
 - Support the referral recommendations.
 - Reject the referral recommendations (with reasons).
 - Defer a decision on the referral pending further information.
8. On arriving at their agreed outcome, the Chair of the ASG will immediately advise the Lead Professional of the ASG decision.
 - If the ASG fully endorse the recommendation, the matter will be referred to EAST or Rathbone to begin the induction process:
 - EAST/Rathbone Manager will arrange an induction meeting (within 2 weeks of the referral).
 - Four-weekly reviews will monitor the young person's progress and assessed needs.
 - If the ASG reject the referral, the Chair of the ASG will immediately inform the Lead Professional outlining:
 - The reasons for the rejection of the recommendation.
 - Any further steps that could be taken by the referring professionals to substantially develop the original referral to a level that may well warrant re-consideration by the ASG.
 - If the ASG defer a decision pending further information, then the Chair of the ASG will advise the Lead Professional as to what further information is requested, requiring the Lead Professional to return to the next meeting of the ASG accordingly.
9. In the event that an emergency placement is made outwith the normal diet of ASG meetings, the Lead Professional involved with the case should immediately inform the Chair of the ASG. The Lead Professional will make a verbal presentation at the next available meeting outlining the details of the emergency campus placement.
 - If the child/young person has been receiving then the Lead Professional must present at the next ASG.
 - If the child/young person has not been assessed prior to attending an EAST campus then the Lead Professional must present to the ASG within 4-8 weeks of the placement. This will enable a 4 week assessment to be carried out with the option of extending to 8 weeks to ensure that the most appropriate and needs-led plan is formulated and presented to the ASG.
10. Once an EAST placement has been agreed and implemented the Lead Professional will be responsible for providing the ASG with a 3/6 monthly review of the placement on the appropriate documentation (Shared Drive - eacpublic02). On the basis of the 3/6 monthly report the ASG may take the following actions:

- Note the report and agree the aims and objectives outlined in the report.
- Request the Lead Professional to attend an ASG meeting with a view to seeking further information regarding the placement and the forward planning thereof.

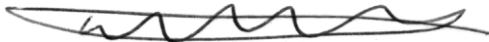
11. Once the termination of a Rathbone/EAST Campus placement has been agreed the Lead Professional will be responsible for informing the ASG as follows:

- The date of the proposed termination of placement.
- Transition planning arrangements that have been agreed and put in place.

If a child/young person is Looked After or Looked After and Accommodated, the Lead Professional is likely to be the child/young person's Social Worker. A referral to the ASG should only take place through the Social Worker. If a LAAC Review is imminent then only one meeting should take place.

5.4 Outwith Placement Screening Group (OPSG)

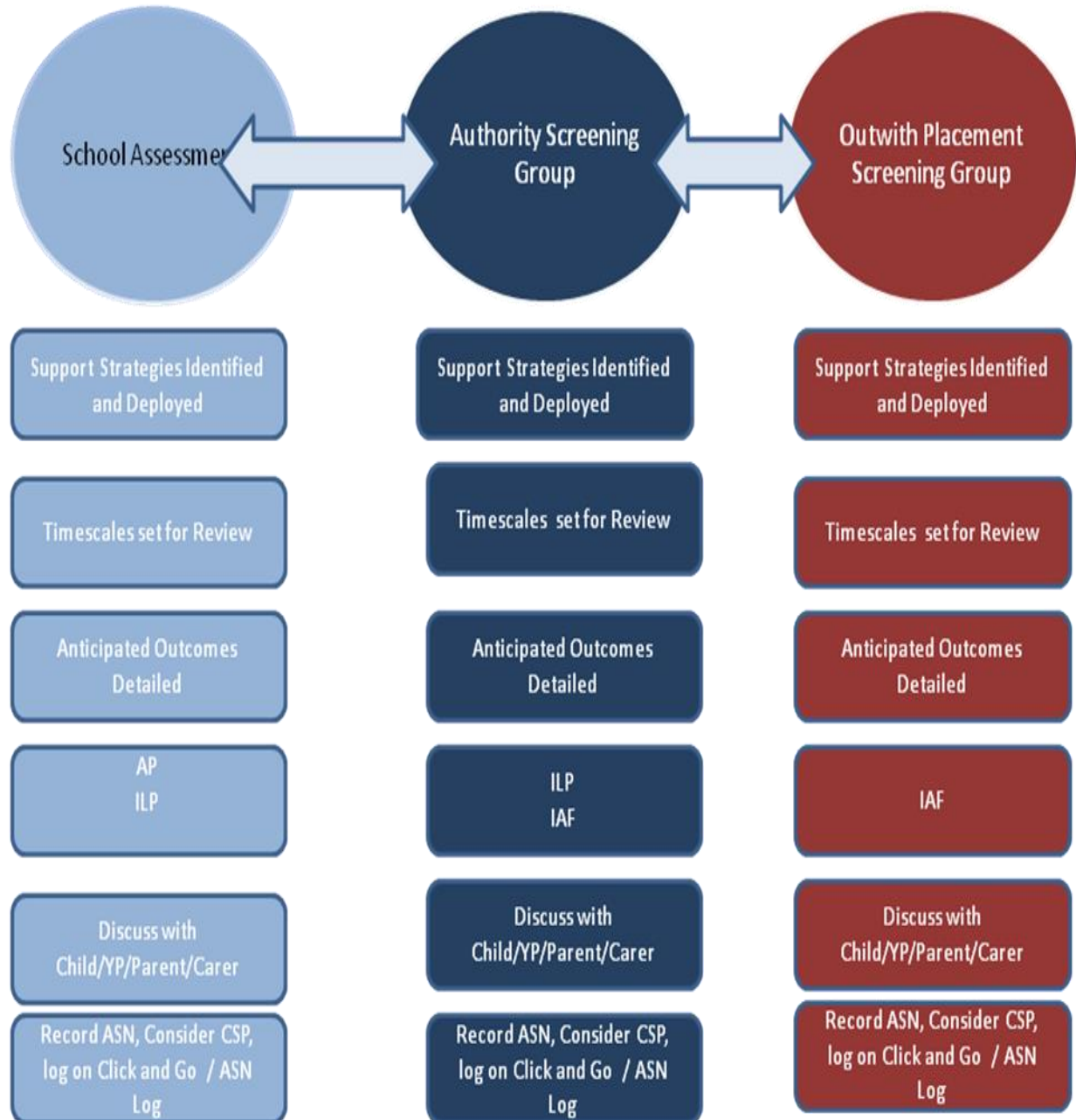
Referral process to OPSG should be followed (Shared Drive -(eacpublic02)).



Graham Short
Executive Director of Educational and Social Services

17 January 2012

Action Plans and Outcomes



APPENDIX 2

The following blank form is the one that should be used to record the planning and outcome of any assessment planning meeting for a child or young person with additional support needs



EAST AYRSHIRE COUNCIL EDUCATIONAL AND SOCIAL SERVICES DEPARTMENT



ASSESSMENT MEETING

Establishment Name		Date / Time of Meeting	
Child / Young Person's Name		D.O.B. :	
Parent / Carer's Name		Stage :	
Address:		Telephone No.	
Postcode:			

ASN Identified:	YES <input type="checkbox"/>	NO <input type="checkbox"/>	Date: <input type="text"/>
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Action Plan AP <i>[formerly known as ISP]</i>	YES / NO	Individual Learning Plan (ILP) <i>[formerly known as IEP]</i>	YES / NO
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Co-ordinated Support Plan (CSP)	YES <input type="checkbox"/>	NO <input type="checkbox"/>	Further discussion <input type="checkbox"/>
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Meeting Details	
Referred for meeting by:	<input type="text"/>
Reason for referral:	<input type="text"/>

In Attendance				
Agency	Name / Designation	Contact	Invited	Attended

Progress Since Last Review				
Planned Outcomes	Actions from last plan	Person Responsible	Met/Not Met	If not Met, indicate reasons why

Assessment of Child – My World Triangle

This assessment report is based on the 'My World Assessment Triangle'. The level of detail should be proportionate to concerns or needs identified.

Contributors to the Assessment - Named Person, Assessment Team

Role	Name & Designation	(Agency) Address	Tel No & E-Mail

How I grow and develop – Analysis of child developmental needs

(Comment on health, education, physical and emotional development and social skills including strengths, pressures and areas for development)

-

What I need from people who look after me – Analysis of the impact on the child and the parents/carers ability to meet their needs

(Comment on level of care, safety, guidance and encouragement offered to the child or young person including strengths, pressures and areas for development)

-

My Wider World – Analysis of the impact on the child - environmental

(Comment on the influences of relatives, friends, home and community including strengths, pressures and areas for development)

-

Identified Risks and Needs	
Where risks have been identified, details should be given on what may trigger harmful behaviour or increase risks to the child/young person or to others by the child/young person and the circumstances in which risks are most likely to occur	
Safe	
Healthy	
Active	
Nurtured	
Achieving	
Respected	
Responsible	
Included	
Note any assessment tools which have been used, by whom and when	

Informed Views of Child/Young Person
<ul style="list-style-type: none">
Informed views of Parent/Carer
<ul style="list-style-type: none">

Main Recommendations

ACTION PLAN (AP formerly known as ISP)				
VISION: The child should be Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included				
The overall long-term aim/purpose of the multi-agency plan for...(Child's Name) is				
Named Person	Agency	Address	Tel No & E-mail	Date
Planned Outcomes	Action required	Supports proposed	Time Scale	Person / Agency Responsible

I Agree with the Action Plan (AP)				
This assessment has been discussed with the Child	Yes		No	
This assessment has been discussed with the Parent/Carer	Yes		No	

	Name	Signature	Date
Child/Young Person			
Parent/Carer			
Parent/Carer			
Named Person			
Relevant Professional			
Relevant Professional			

Review	
Date of Next Review	

Appendices 2.1 to 2.4 give exemplars of how an assessment meeting record might look.



**EAST AYRSHIRE COUNCIL
EDUCATIONAL AND SOCIAL SERVICES DEPARTMENT**



ASSESSMENT MEETING

Establishment Name	East Ayrshire Primary	Date / Time of Meeting	3 rd December 2010 9.30am
Child / Young Person's Name	J	D.O.B. :	5.1.01
Parent / Carer's Name	Mr. & Mrs. B	Stage :	P6
Address: Postcode:	2 Main Street East Ayrshire	Telephone No.	

ASN Identified:	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	Date: <input type="text"/>
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Action Plan AP <i>[formerly known as ISP]</i>	YES / NO	Individual Learning Plan (ILP) <i>[formerly known as IEP]</i>	YES / NO
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Co-ordinated Support Plan (CSP)	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	Further discussion <input type="checkbox"/>
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Meeting Details	
Referred for meeting by:	Class Teacher
Reason for referral:	Concern around pupils difficulties in literacy and emotional wellbeing with regards to supervised visits with mum

In Attendance				
Agency	Name / Designation	Contact	Invited	Attended
Education East Ayrshire Primary	Miss A Class Teacher		✓	✓
Education East Ayrshire Primary	Mrs. C Principal Teacher		✓	✓
	J Child		✓	✓
Carers	Mr & Mrs B Foster Parents		✓	✓
Social Worker			✓	✓

Progress Since Last Review				
Planned Outcomes	Actions from last plan	Person Responsible	Met/Not Met	If not Met, indicate reasons why

Assessment of Child – My World Triangle

This assessment report is based on the 'My World Assessment Triangle'. The level of detail should be proportionate to concerns or needs identified.

Contributors to the Assessment - Named Person, Assessment Team			
Role	Name & Designation	(Agency) Address	Tel No & E-Mail
Principal Teacher (Named person)	Mrs C	Education East Ayrshire Primary	
Class Teacher	Miss A	Education East Ayrshire Primary	

How I grow and develop – Analysis of child developmental needs

(Comment on health, education, physical and emotional development and social skills including strengths, pressures and areas for development)

- J appears as a well nourished and well looked after child
- J has settled quickly into the systems and routines of East Ayrshire Primary and developed a small circle of friends within her class
- J goes to the basketball club after school on a Thursday afternoon
- J is part of the school swimming team
- J is in the top group for maths but appears to excel more at mechanical maths
- J contributes openly to Quality Circle Time and is able to offer support to peers
- J has difficulty accessing extended texts and producing extended pieces of writing

What I need from people who look after me – Analysis of the impact on the child and the parents/carers ability to meet their needs

(Comment on level of care, safety, guidance and encouragement offered to the child or young person including strengths, pressures and areas for development)

- J has been looked after and accommodated away from home with the same foster family for the past three years and strong emotional bonds have developed
- The foster family have formed strong links with the school and there are open lines of communication
- The foster family attended the recent parents' evening and they have supported recent social events in the school

My Wider World – Analysis of the impact on the child - environmental

(Comment on the influences of relatives, friends, home and community including strengths, pressures and areas for development)

- J and her foster mum attend regular swimming lessons and riding lessons together which J speaks about with affection
- J has regular supervised contact with her birth mum. Her behaviour can deteriorate and emotional wellbeing can deteriorate immediately prior to and following these visits

Identified Risks and Needs	
Where risks have been identified, details should be given on what may trigger harmful behaviour or increase risks to the child/young person or to others by the child/young person and the circumstances in which risks are most likely to occur	
Safe	
Healthy	Supervised visits can have a detrimental effect on J's emotional wellbeing at school
Active	
Nurtured	
Achieving	J can become frustrated during language exercises particularly extended writing tasks
Respected	
Responsible	
Included	
Note any assessment tools which have been used, by whom and when	
<ul style="list-style-type: none"> Scaling exercise (emotional literacy exercise using 0-10 scale) used by Miss A, class teacher, prior to and after last week's visit with Mum. 	

Informed Views of Child/Young Person
<ul style="list-style-type: none"> J has told the teacher that she gets butterflies in her stomach during her language sessions During scaling exercises with class teacher, J has said she is frightened her birth mum will take her away from foster parents. J has said that her birth mum has said things that make her feel sad.
Informed views of Parent/Carer
<ul style="list-style-type: none"> Mr & Mrs B are keen to ensure J feels less anxious around visits to Mum (birth Mum) and to have literacy concerns investigated further.

Main Recommendations				
<ul style="list-style-type: none"> • Inform named social worker of child's views surrounding visits with birth mum • Assess literacy difficulties • Inform carers of concerns re visits and literacy difficulties raised at meeting 				

ACTION PLAN (AP <i>formerly known as ISP</i>)				
VISION: The child should be Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included The overall long-term aim/purpose of the multi-agency plan for...(Child's Name) is				
Named Person	Agency	Address	Tel No & E-mail	Date
Mrs. C Principal Teacher	Education East Ayrshire Primary			21.2.11
Planned Outcomes	Action required	Supports proposed	Time Scale	Person / Agency Responsible
Lower J's anxiety levels with regards to visits with birth mum.	Inform named social worker of child's views surrounding visits with Mum.	Sharing outcomes of scaling prior to and after visits.	Once a month	Miss A, Class Teacher East Ayrshire Primary
Literacy difficulties have been identified through assessment and appropriate supports put in place.	Consult with EAST Core support teacher within the school to collaboratively undertake a PAP.	Assessment undertaken by Class Teacher and EAST Core Support teacher and appropriate supports put in place.	Within four weeks	Miss A, Class Teacher East Ayrshire Primary Mr. E, Core Support Teacher EAST

I Agree with the Action Plan (AP)				
This assessment has been discussed with the Child	Yes	✓	No	
This assessment has been discussed with the Parent/Carer	Yes	✓	No	

	Name	Signature	Date
Child/Young Person	J		
Parent/Carer	Mr & Mrs B		
Parent/Carer	J's Mum		
Named Person	Mrs C		
Relevant Professional	Miss A		
Relevant Professional	Mr E		
Relevant Professional	Social worker		

Review	
Date of Next Review	18.3.11 @ 9.30am

APPENDIX 2.2



EAST AYRSHIRE COUNCIL EDUCATIONAL AND SOCIAL SERVICES DEPARTMENT



ASSESSMENT MEETING

Establishment Name	East Ayrshire Primary	Date / Time of Meeting	18.3.11 9.30am
Child / Young Person's Name	J	D.O.B. :	5.1.01
Parent / Carer's Name	Mr. & Mrs. B	Stage :	P6
Address: Postcode:	2 Main Street East Ayrshire	Telephone No.	

ASN Identified:	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	Date:	18.3.11
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Action Plan AP <i>[formerly known as ISP]</i>	YES / NO	Individual Learning Plan (ILP) <i>[formerly known as IEP]</i>	YES / NO
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Co-ordinated Support Plan (CSP)	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	Further discussion <input type="checkbox"/>
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Meeting Details	
Referred for meeting by:	Outcome of previous meeting
Reason for referral:	Review from meeting 3.12.11

In Attendance				
Agency	Name / Designation	Contact	Invited	Attended
Education East Ayrshire Primary	Miss A Class Teacher		✓	✓
Education East Ayrshire Primary	Mrs. C Principal Teacher		✓	✓
Education EAST	Mr E Core Support Teacher		✓	✓
Carers	Mr & Mrs B Foster parents		✓	✓
	J Child		✓	✓
Social Worker			✓	✓

Progress Since Last Review				
Planned Outcomes	Actions from last plan	Person Responsible	Met/Not Met	If not Met, indicate reasons why
Lower J's anxiety levels with regards to visits with birth mum.	Inform named social worker of child's views surrounding visits with birth mum.	Miss A, Class Teacher East Ayrshire Primary	Met	
Literacy difficulties identified and appropriate supports put in place.	Consult with EAST Core support teacher within the school to collaboratively complete a PAP.	Miss A, Class Teacher East Ayrshire Primary Mr. E, Core Support Teacher EAST	Met	

Assessment of Child – My World Triangle

This assessment report is based on the 'My World Assessment Triangle'. The level of detail should be proportionate to concerns or needs identified.

Contributors to the Assessment - Named Person, Assessment Team

Role	Name & Designation	(Agency) Address	Tel No & E-Mail
Principal Teacher (Named person)	Mrs C	Education East Ayrshire Primary	
EAST Core Support	Mr E, Teacher	Education East Ayrshire Support Team	
East Ayrshire Primary	Miss A, Class Teacher	Education East Ayrshire Primary	

How I grow and develop – Analysis of child developmental needs

(Comment on health, education, physical and emotional development and social skills including strengths, pressures and areas for development)

- J appears as a well nourished and well looked after child
- J has an established small circle of friends within her class
- J goes to the basketball club after school on a Thursday afternoon
- J is part of the school swimming team
- J is in the top group for maths but appears to excel more at mechanical maths
- PAP has been completed and indicated the need for further investigation regarding dyslexia
- Referral was sent to EAST for dyslexia screening
- Results of dyslexia screening indicate dyslexic type difficulties
- Differentiated literacy materials have been developed and J has access to ICT (CoWriter) for extended writing during Wednesday afternoon writing sessions
- J contributes openly to Quality Circle Time and is able to offer support to peers

What I need from people who look after me – Analysis of the impact on the child and the parents/carers ability to meet their needs

(Comment on level of care, safety, guidance and encouragement offered to the child or young person including strengths, pressures and areas for development)

- J has been looked after and accommodated away from home with the same foster family for the past three years and strong emotional bonds have developed
- The foster family have formed strong links with the school and there are open lines of communication
- The foster family attend parents evenings and support social events in the school

My Wider World – Analysis of the impact on the child – environmental

(Comment on the influences of relatives, friends, home and community including strengths, pressures and areas for development)

- J and her foster Mum attend regular swimming lessons and riding lessons together which J speaks about with affection
- J still has regular supervised contact with her birth mum. The use of scaling exercises prior to and post contact are helping J cope with her emotions around contact. Her key social worker has discussed issues with birth mum and contacts Mrs C, Principal Teacher regularly for updates after each contact visit.

Identified Risks and Needs

Where risks have been identified, details should be given on what may trigger harmful behaviour or increase risks to the child/young person or to others by the child/young person and the circumstances in which risks are most likely to occur

Safe	
Healthy	Regular communication between school and named social worker needs to be maintained.
Active	
Nurtured	
Achieving	Staff working with J need to know the strategies and tools being used during literacy work.
Respected	
Responsible	
Included	

Note any assessment tools which have been used, by whom and when

Pupil Assessment Profile (PAP) – Miss A, class teacher, and Mr E, EAST Core Support. (Dec'10)

Dyslexia Screening – Member from EAST Dyslexia Team (Feb'11)

Informed Views of Child/Young Person

- J feels the CoWriter is helping get her thoughts down on paper.
- J enjoys talking about how to make contact visits better.

Informed views of Parent/Carer

- Foster Mum & Dad are happy with supports put in place.

Main Recommendations

- ICT support continues during literacy activities
- Scaling Exercises are utilised to support J's emotional needs surrounding visits with birth mum

ACTION PLAN (AP *formerly known as ISP*)

VISION: The child should be Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included
The overall long-term aim/purpose of the multi-agency plan for...(Child's Name) is

Named Person	Agency	Address	Tel No & E-mail	Date
Mrs. C Principal Teacher	East Ayrshire Primary			
Planned Outcomes	Action required	Supports proposed	Time Scale	Person / Agency Responsible
J's learning and emotional needs are being met.	<ul style="list-style-type: none"> • Access to ICT support for literacy activities • Scaling prior to / after visits with birth mum • Open communication between school and named Social Worker 	<ul style="list-style-type: none"> • Access to ICT Supports on a needs led basis • Emotional Wellbeing addressed through scalings and through regular communication with Social Work 	<ul style="list-style-type: none"> • Ongoing • Monthly or when required • Monthly or when required 	<ul style="list-style-type: none"> • Class Teacher • Class Teacher, Principal Teacher, named Social Worker • Class Teacher, Principal Teacher, named Social Worker

I Agree with the Action Plan (AP)				
This assessment has been discussed with the Child	Yes	✓	No	
This assessment has been discussed with the Parent/Carer	Yes	✓	No	

	Name	Signature	Date
Child/Young Person	J		
Parent/Carer	Mr & Mrs B		
Parent/Carer	J's Mum		
Named Person	Mrs C		
Relevant Professional	Miss A		
Relevant Professional	Mr E		
Relevant Professional	Social Worker		

Review	
Date of Next Review	Monitor through school monitoring procedures

APPENDIX 2.3



EAST AYRSHIRE COUNCIL EDUCATIONAL AND SOCIAL SERVICES DEPARTMENT



ASSESSMENT MEETING

Establishment Name	East Ayrshire Primary	Date / Time of Meeting	20.5.11 1.30pm
Child / Young Person's Name	J	D.O.B. :	5.1.01
Parent / Carer's Name	Mr. & Mrs. B	Stage :	P6
Address: Postcode:	2 Main Street East Ayrshire	Telephone No.	

ASN Identified:	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	Date:	18.3.11
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Action Plan AP <i>[formerly known as ISP]</i>	YES / NO	Individual Learning Plan (ILP) <i>[formerly known as IEP]</i>	YES / NO
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Co-ordinated Support Plan (CSP)	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	Further discussion <input type="checkbox"/>
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Meeting Details	
Referred for meeting by:	Head Teacher
Reason for referral:	J has not been in school due to recent health issues and changes in family circumstances. The school is unsure how they can support her in school.

In Attendance				
Agency	Name / Designation	Contact	Invited	Attended
Education East Ayrshire Primary	Miss A Class Teacher		✓	✓
Education East Ayrshire Primary	Mrs. C Principal Teacher		✓	✓
Social Work	Social Worker		✓	✓
	J Child		✓	X
Carers	Mr B Foster Parent		✓	✓
Education	Educational		✓	✓

Psychological Services	Psychologist			
Health	Miss L, Dietician		✓	✓
	CAMHS		✓	✓
Education (EAST)	Mrs. M LAAC Teacher		✓	✓
Education (EAST)	Mr. E Core Support		✓	✓
Health	Dr X Dr X, Pediatrician		✓	X

Progress Since Last Review				
Planned Outcomes	Actions from last plan	Person Responsible	Met/Not Met	If not Met, indicate reasons why
J's learning and emotional needs are being met	Access to ICT support for literacy activities.	Class Teacher	Not Met	
	Scaling prior to / after visits with birth mum.	Class Teacher, Principal Teacher, named Social Worker	Not Met	
	Open communication between school and named Social Worker.	Class Teacher, Principal Teacher, named Social Worker	Met	

Assessment of Child – My World Triangle

This assessment report is based on the 'My World Assessment Triangle'. The level of detail should be proportionate to concerns or needs identified.

Contributors to the Assessment - Named Person, Assessment Team

Role	Name & Designation	(Agency) Address	Tel No & E-Mail
Principal Teacher (Named person)	Mrs C	Education East Ayrshire Primary	
Class Teacher	Miss A	Education East Ayrshire Primary	
Social Worker			

How I grow and develop – Analysis of child developmental needs

(Comment on health, education, physical and emotional development and social skills including strengths, pressures and areas for development)

- J no longer appears as a well nourished child. J has stopped eating and drinking. This pattern of behaviour has been ongoing for the last six weeks since her foster mother had a stroke
- J is becoming withdrawn from her small circle of friends within her class
- J no longer attends the basketball club after school on a Thursday afternoon
- J has dropped out of the school swimming team
- Dyslexic type difficulties have been identified and an Action Plan (AP) had been put in place. This had been positively impacting on J's education and emotional wellbeing up until her foster mother's stroke
- J is finding it difficult to engage with learning since returning to school following her recent admission to hospital
- J is no longer contributing to Quality Circle Time

What I need from people who look after me – Analysis of the impact on the child and the parents/carers ability to meet their needs

(Comment on level of care, safety, guidance and encouragement offered to the child or young person including strengths, pressures and areas for development)

- J has been looked after and accommodated away from home with the same foster family for the past three years
- J's foster mother had a stroke seven weeks ago that has affected her mobility and her ability to communicate
- The foster dad is now the main link with the school and there are open lines of communication
- Foster dad was unable to attend the recent parent drop in afternoon due to a hospital appointment for foster mum

My Wider World – Analysis of the impact on the child - environmental

(Comment on the influences of relatives, friends, home and community including strengths, pressures and areas for development)

- J and her foster mum attended regular swimming lessons and riding lessons together which J spoke about with affection, this has stopped since foster mum's stroke
- J still has regular supervised contact with her birth mum. The use of scaling exercises prior to and post contact were helping J cope with her emotions around contact but J is no longer engaging with this support tool. However, her named social worker continues to discuss issues with birth mum and contacts Mrs. C, Principal Teacher regularly for updates after each contact visit.

Identified Risks and Needs

Where risks have been identified, details should be given on what may trigger harmful behaviour or increase risks to the child/young person or to others by the child/young person and the circumstances in which risks are most likely to occur

Safe	
Healthy	Lack of food and drink intake resulting in dramatic weight loss and lethargy
Active	
Nurtured	
Achieving	J's lack of engagement in educational activities is having a negative impact on her learning.
Respected	
Responsible	
Included	J's lack of participation in previously enjoyed extra curricular activities is isolating her from her peers. J is actively isolating herself from her peer group in the classroom and playground.

Note any assessment tools which have been used, by whom and when

Various health Assessments- Dr X Pediatrician (various dates, May 2011)

Informed Views of Child/Young Person

- J was reluctant to discuss her worries prior to the meeting

Informed views of Parent/Carer

- Foster parents are concerned with J's withdrawal and lack of intake of food and drink.
- Foster dad is worried about the impact of foster mum's stroke and how this has affected J

Main Recommendations

- To encourage J to eat and drink regularly
- To re-establish a circle of friends and encourage J to re-engage with the extra curricular activities and hobbies that she previously enjoyed
- To give J opportunities to explore her feelings and anxieties within a safe and supported environment
- To support the foster family with the changing circumstances within the home

ACTION PLAN (AP formerly known as ISP)

VISION: The child should be Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included

The overall long-term aim/purpose of the multi-agency plan for...(Child's Name) is

Named Person	Agency	Address	Tel No & E-mail	Date
Mrs. C Principal Teacher	East Ayrshire Primary			
Planned Outcomes	Action required	Supports proposed	Time Scale	Person / Agency Responsible
To encourage J to eat and drink regularly.	Monitor food / drink intake without J's knowledge.	Daily phone calls between home and school.	Daily	Foster Dad / PT
	Have drinks readily available for J to access throughout the school.	Bottles of juice/water available for whole class.	Daily	Social Work
	Access to nutritional mid-day meal.	School meals offered.	Daily	School Staff
To re-establish a circle of friends and encourage J to re-engage with the extra curricular activities and hobbies that she previously enjoyed.	Staff to help encourage empathy for J from peers.	To have a Quality Circle Time with J's peers to discuss their supports for her.	Within a week from date of meeting	Class Teacher
	J to re-engage with one extra- curricular activity.	Provide transport home after end of activity.	Weekly	Social work / School staff

	J to re-engage with one of her hobbies.	Foster dad to help J to engage with favourite hobby (horse riding) by taking her and spectating.	Weekly	Foster dad
To give J opportunities to explore her feelings and anxieties within a safe and supported environment.	J to participate in life story work.	Twice weekly sessions with EAST support worker.	Twice weekly for four weeks	EAST Support worker
To support the foster family with the changing circumstances within the home.	Practical support offered to the family following recent health issues and the impact this has had on daily family life.	Weekly sessions.	Four weeks	EAST Parent Support Worker

I Agree with the Action Plan (AP)				
This assessment has been discussed with the Child	Yes		No	
This assessment has been discussed with the Parent/Carer	Yes	✓	No	

	Name	Signature	Date
Child/Young Person	J		
Parent/Carer	Mr & Mrs B		
Parent/Carer	J's Mum		
Named Person	Mrs C		
Relevant Professional	Miss A		
Relevant Professional	Mr E		
Relevant Professional	Ms K EAST Parent Support Worker		

Review	
Date of Next Review	17.6.11

APPENDIX 2.4



EAST AYRSHIRE COUNCIL EDUCATIONAL AND SOCIAL SERVICES DEPARTMENT



ASSESSMENT MEETING

Establishment Name	East Ayrshire Primary	Date / Time of Meeting	17.6.11 1.30pm
Child / Young Person's Name	J	D.O.B. :	5.1.01
Parent / Carer's Name	Mr. & Mrs. B	Stage :	P6
Address: Postcode:	2 Main Street East Ayrshire	Telephone No.	

ASN Identified:	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	Date:	18.3.11
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Action Plan AP <i>[formerly known as ISP]</i>	YES / NO	Individual Learning Plan (ILP) <i>[formerly known as IEP]</i>	YES / NO
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Co-ordinated Support Plan (CSP)	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	Further discussion <input type="checkbox"/>
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Meeting Details	
Referred for meeting by:	Head Teacher
Reason for referral:	Review from Meeting held on 20.5.11

In Attendance				
Agency	Name / Designation	Contact	Invited	Attended
Education East Ayrshire Primary	Miss A Class Teacher		✓	✓
Education East Ayrshire Primary	Mrs. C Principal Teacher		✓	✓
Social Work	Social Worker		✓	✓
	J Child		✓	✓
Carer	Mr B Foster Parent		✓	✓
Education Psychological Services	Educational Psychologist		✓	✓

Health	Dietician		✓	✓
Health CAMHS	Mr. P Clinical Psychologist		✓	✓
Education (EAST)	Mrs. M LAAF Teacher (Looked After / Looked After Away From home)		✓	X
Education (EAST)	Mr. E Core Support		✓	✓
Health	Dr X Dr X, Pediatrician		✓	X
EAST	Ms K Parent Support Worker		✓	✓
EAST	Mr. T Support Assistant		✓	✓

Progress Since Last Review				
Planned Outcomes	Actions from last plan	Person Responsible	Met/Not Met	If not Met, indicate reasons why
To encourage J to eat and drink regularly.	Monitor food / drink intake (unknown to J).	Foster Dad / PT	Met	
	Have liquids readily available for J to access throughout the school.	Social Work	Met	
	Access to nutritional mid-day meal.	School Staff	Met	
To re-establish a circle of friends and encourage J to re-engage with the extracurricular activities and hobbies that she previously enjoyed.	Staff to help encourage empathy for J from peers.	Class Teacher	Met	
	J to re-engage with one extra-curricular activity.	Social work / School staff	Met	
	J to re-engage with one of her hobbies.	Foster Dad	Met	
To give J opportunities to explore her feelings and anxiety's within a safe and supported environment	Participation in life story work for J with EAST support worker.	EAST Support worker	Met	
To support the foster family with the changing circumstances within the home.	Offer practical support to the family following recent health issues and the impact this has had on daily family life.	EAST Parent Support Worker	Met	

Assessment of Child – My World Triangle

This assessment report is based on the 'My World Assessment Triangle'. The level of detail should be proportionate to concerns or needs identified.

Contributors to the Assessment - Named Person, Assessment Team

Role	Name & Designation	(Agency) Address	Tel No & E-Mail
Principal Teacher (Named person)	Mrs C	Education East Ayrshire Primary	
Class Teacher	Miss A	Education East Ayrshire Primary	
Social Worker			

How I grow and develop – Analysis of child developmental needs

(Comment on health, education, physical and emotional development and social skills including strengths, pressures and areas for development)

- J is gradually beginning to gain weight. Although she is still not eating large amounts, staff have noted from the fluid monitoring that she is drinking steady amounts of water in school and she is joining her friends willingly in the dining hall and eating between a third and a half of her supplied meal nearly every day
- J is gradually starting to chat more with her small circle of friends, she tends not to want to play the playground games offered outside but is happy to sit and chat with them on the grassy area and eats lunch with them on a daily basis
- J no longer attends the basketball club after school on a Thursday afternoon
- J has come along to the school swimming team training sessions for the past four weeks. Although J is not aware of this, the coach has not pushed her too much and has been offering as much positive reinforcement as possible
- J is back on target with her literacy targets outlined in her AP. She has a positive relationship with Mr. E and has been talking more with him about her feelings around her foster mum's situation
- J appears to be more motivated again and is slowly reengaging with learning
- J is joining the class for Quality Circle Time and has started offering small amounts of input
- J has re-engaged with a small group of peers

What I need from people who look after me – Analysis of the impact on the child and the parents/carers ability to meet their needs

(Comment on level of care, safety, guidance and encouragement offered to the child or young person including strengths, pressures and areas for development)

- J has been looked after and accommodated away from home with the same foster family for the past three years and strong emotional bonds have developed
- J's foster mother had a stroke eleven weeks ago that has affected her mobility and her ability to communicate. Her recovery is progressing steadily and J has been quite pleased about this, giving her class teacher regular updates.
- The foster dad is now the main link with the school and there are open lines of communication
- Foster dad has taken J to two riding lessons since the last meeting. He has been able to spectate and offer positive support and reinforcement to J around this.
- Mr. T, EAST Support Worker, has been working on life stories with J. Reports from this are positive and J engaged from the outset in these tasks and has been supported by Mr. T in these activities.

My Wider World – Analysis of the impact on the child - environmental

(Comment on the influences of relatives, friends, home and community including strengths, pressures and areas for development)

- J has attended the last four swimming team sessions and a taxi has been available to take her home.
- J still has regular supervised contact with her birth mum. J has begun to re-engage with scaling exercises prior to and post contact.
- Ms K, EAST Parent Support Worker, has met four times with the foster parents since the last meeting, they were open to engagement. They have taken on board advice offered, in addition practical solutions around hospital appointments for foster mum have since been put in place.

Identified Risks and Needs	
Where risks have been identified, details should be given on what may trigger harmful behaviour or increase risks to the child/young person or to others by the child/young person and the circumstances in which risks are most likely to occur	
Safe	
Healthy	J is still not at a healthy weight for her height and age but she is making slow progress.
Active	
Nurtured	
Achieving	
Respected	
Responsible	
Included	
Note any assessment tools which have been used, by whom and when	
Scaling Exercises	
Health appointments (Weight / dietician)	

Informed Views of Child/Young Person
<ul style="list-style-type: none"> J is happy to see her foster mum's health improving and enjoys foster dad's company at riding
Informed views of Parent/Carer
<ul style="list-style-type: none"> Foster parents are grateful at this difficult time for the additional supports they are receiving. Foster mum reports J is speaking positively about school and her friends again

Main Recommendations

- J is responding to all supports in place. School and family will continue to monitor food and drink intake, J's social inclusion, academic progress and anxieties surrounding supervised visitation with birth mum.
- EAST Parent support worker and support assistant input no longer required.
- No formal review required outwith normal school review cycle.

ACTION PLAN (AP *formerly known as ISP*)

VISION: The child should be Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included
The overall long-term aim/purpose of the multi-agency plan for...(Child's Name) is

Named Person	Agency	Address	Tel No & E-mail	Date
Mrs. C Principal Teacher	Education East Ayrshire Primary			
Planned Outcomes	Action required	Supports proposed	Time Scale	Person / Agency Responsible
To monitor eating and drinking through normal school review cycle.	Informal monitoring.	None required		School staff
J to return to a healthy weight.	Health appointments.	Monthly appointments with Dr X to monitor weight.	Monthly	Dr X, pediatrician

I Agree with the Action Plan (AP)				
This assessment has been discussed with the Child	Yes	✓	No	
This assessment has been discussed with the Parent/Carer	Yes	✓	No	

	Name	Signature	Date
Child/Young Person	J		
Parent/Carer	Mr & Mrs B		
Parent/Carer	J's Mum		
Named Person	Mrs C		
Relevant Professional	Miss A		
Relevant Professional	Mr E		
Relevant Professional	Ms K EAST Parent Support Worker		

Review	
Date of Next Review	Monitor and Review through Action plan (AP)

This gives the blank form that should be used in setting up an individual learning plan (ILP)



Department of Educational & Social Services
Individual Learning Plan (ILP)
(formerly known as IEP)



Establishment		Date	
Forename		Surname	
D.O.B.		Stage	

ASN Identified:	YES <input type="checkbox"/>	NO <input type="checkbox"/>	Date: <input type="text"/>
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Action Plan (AP formerly known as ISP)	Yes / No	Co-ordinated support plan (CSP):	Yes / No	Further Discussion	Yes/No
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Key Personnel		
Name & Designation	Agency	Contact Details

How I grow and develop – Analysis of the child / young person's developmental needs <i>(Comment on health, education, physical and emotional development and social skills including strengths, pressures and areas for development)</i>
What I need from people who look after me – Analysis of the impact on the child / young person and the parents'/carers' ability to meet their needs <i>(Comment on level of care, safety, guidance and encouragement offered to the child or young person including strengths, pressures and areas for development)</i>
My Wider World – Analysis of the impact on the child / young person - environmental <i>(Comment on the influences of relatives, friends, home and community including strengths, pressures and areas for development)</i>

Overview of Targets

Establishment		Session	
Name		Stage	

Long Term Targets	Date Set	Achieved yes/no	Comments

Record of Consultation

Surname		Forename		Stage	
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Targets discussed and agreed by parent / carer			
	Comments	Date	Signed
1			
2			
3			

Targets discussed and agreed by child / young person			
	Comments	Date	Signed
1			
2			
3			

Targets discussed and agreed by Other Agencies			
	Comments	Date	Signed
1			
2			
3			

Appendices 3.1 to 3.3 give exemplar ILPs.



Department of Educational & Social Services
Individual Learning Plan (ILP)
(formerly known as IEP)



Establishment	A Nursery	Date	February 2012
Forename	Joe	Surname	A
D.O.B.	2.2.08	Stage	Early Level

ASN Identified:	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	Date:	February 2012
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Action Plan (AP formerly known as ISP)	Yes/ No	Co-ordinated support plan (CSP):	Yes / No	Further Discussion	Yes/No
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Key Personnel		
Name & Designation	Agency	Contact Details
Mrs Early Years Worker	Education – nursery	01563 22222
Ms Educational Psychologist	Education – East Ayrshire Council	01563 33333
Mrs Head Teacher	Education – East Ayrshire Council	01563 44444

How I grow and develop – Analysis of the child / young person's developmental needs

(Comment on health, education, physical and emotional development and social skills including strengths, pressures and areas for development)

Nursery attendance 50%. Joe's mum has recently had a second child and even before the birth Joe was very withdrawn, preferring his own company in the playroom. Since his sister's birth Joe has become even more withdrawn. At the moment his literacy screening scored at 19 and his language development needs support.

Joe loves construction resources and spends most of his time in this area. He enjoys playing alongside other children but does not join any group play.

What I need from people who look after me – Analysis of the impact on the child / young person and the parents'/carers' ability to meet their needs

(Comment on level of care, safety, guidance and encouragement offered to the child or young person including strengths, pressures and areas for development)

Joe needs one to one assistance in nursery for short periods each day to encourage group play. Joe needs some speech therapy.

Joe's mum needs to ensure attendance at therapy and give praise and encouragement. Mum has been unwell since the birth and a nursery home visiting worker has been giving assistance.

My Wider World – Analysis of the impact on the child / young person - environmental

(Comment on the influences of relatives, friends, home and community including strengths, pressures and areas for development)

Joe's grandfather has enrolled him in swimming lessons which begin in March. He is not a member of any other group.

Areas for ILP (tick as appropriate)			
Literacy & English	√	Numeracy & Mathematics	
Health & Wellbeing: Physical		Health & Wellbeing: Social, Emotional & Behavioural	
Health & Wellbeing: Early Developmental Stages			

Factors giving rise to additional support needs (please consider the following four factors; learning environment, family circumstances, disability or health, social and emotional)

Joe is struggling with literacy skills.
Joe is very withdrawn and has difficulty relating to other children.
New baby at home who is very demanding.
Mother's health causing concern.


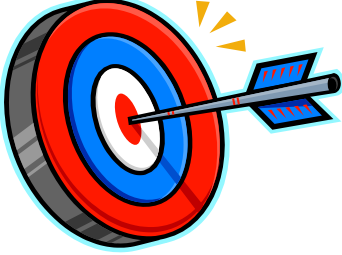



Note any assessment tools which have been used, by whom and when

Literacy screening tool Mrs Early Years Worker – Jan 2012.

Overview of Targets

Establishment	A Nursery	Session	2011 - 2012
Name	Joe	Stage	Early level

Long Term Targets	Date Set	Achieved yes/no	Comments
To relate to and develop friendships with other children.	Feb 2012		
To regularly attend speech therapy and become more confident in this area.	Feb 2012		
To be able to express feelings.	Feb 2012		

<p>Things I find difficult</p> 	<p>My targets</p> 	<p>What do I need to do?</p> 	<p>Who's going to help me and when?</p> 	<p>How did I get on?</p>  <p>Review Date</p>

This ILP format has been designed especially for the child. The idea is that the child's key worker will spend some time discussing and writing the content in partnership with the child. This will help the child to feel more involved in their education and therefore more motivated to reach the targets they have helped to set for themselves.

Name:
stage:
Date:

ILP agreed by:
Child
Other(s):

Parent:

Joe's Nursery Plan

Things I find difficult	My targets	What do I need to do?	Who's going to help me and when?	How did I get on?
				 Review Date
Following the playroom rules	To know the rules and follow them when I am in the nursery	<ul style="list-style-type: none"> - Know what the rules are. - Speak to an adult if I get upset. - Keep my arms and feet to myself. - Say nice things to others. 	<ul style="list-style-type: none"> - I have to remember the rules and follow them. - Mrs Early Years Worker will help me. 	<u>Same Target:</u> Joe needs to build up his confidence. .
Playing nicely with other boys and girls.	To work in small groups with my friends playing games inside and outside.	<ul style="list-style-type: none"> - Be kind to others in my group. - Share with others and take my turn. - Try my best. <p>Follow the rules we have talked about.</p>	<ul style="list-style-type: none"> - Mrs Early Years Worker will help me and so will the other boys and girls in my group. 	<u>Same Target:</u> Joe has made improvements but he stills needs a lot of encouragement to join in group activities.

This ILP format has been designed especially for the child. The idea is that the child's key worker will spend some time discussing and writing the content in partnership with the child. This will help the child to feel more involved in their education and therefore more motivated to reach the targets they have helped to set for themselves.

Name:	ILP agreed by:	
stage:	Child	Parent:
Date:	Other(s):	

Record of Consultation

Surname		Forename		Stage	
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Targets discussed and agreed by parent / carer			
	Comments	Date	Signed
1			
2			
3			

Targets discussed and agreed by child / young person			
	Comments	Date	Signed
1			
2			
3			

Targets discussed and agreed by Other Agencies			
	Comments	Date	Signed
1			
2			
3			

Establishment	A Primary	Date	September 2011
Forename	Annie	Surname	B
D.O.B.	1.1.02	Stage	P5

ASN Identified:	YES <input type="checkbox"/>	NO <input type="checkbox"/>	Date:	<input type="text"/>
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Co-ordinated support plan (CSP):	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	Further Discussion:	<input type="text"/>
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Key Personnel		
Name & Designation	Agency	Contact Details
Mr. A, Teacher	Education: A Primary	01563 12345
Mrs B, classroom assistant	Education: A Primary	01563 12345
Mrs C, Head Teacher	Education: A Primary	01563 12345
Mrs. D Core support teacher	Education: EAST	01563 23456
Ms E, Educational Psychologist	Education: East Ayrshire Council	01563 34567

How I grow and develop – Analysis of the child / young person's developmental needs

(Comment on health, education, physical and emotional development and social skills including strengths, pressures and areas for development)

Annie is the youngest of a family who have a traveling background. Although Annie interacts well with classmates she has no established friendships. Annie has engaged much more positively towards learning since Primary 4; her success in learning to read has been hugely motivating. She is developing 1st level targets in Literacy & English and Numeracy & Mathematics. Annie is very artistic and appears to be a visual learner. Annie is now making a conscious effort to arrive in school on time. Attendance currently stands at 78%.

What I need from people who look after me – Analysis of the impact on the child / young person and the parents'/carers' ability to meet their needs

(Comment on level of care, safety, guidance and encouragement offered to the child or young person including strengths, pressures and areas for development)

Annie finds it difficult to complete homework tasks. Classroom assistant time is allocated on a weekly basis to support Annie with this. Annie's parents did not attend the recent Parents' Evening and mum last attended a review meeting in January 2010.

My Wider World – Analysis of the impact on the child / young person- environmental

(Comment on the influences of relatives, friends, home and community including strengths, pressures and areas for development)

Annie and her family attend the Appleby fair annually, leading to an average absence of around 10 school days. Annie has a close relationship with her older brother (Primary 7). Her grandparents are a significant influence in her life. Annie does not attend any clubs or organisations within her local community

Areas for ILP (tick as appropriate)			
Literacy & English	√	Numeracy & Mathematics	√
Health & Wellbeing: Physical		Health & Wellbeing: Social, Emotional & Behavioural	
Health & Wellbeing: Early Developmental Stages			

Factors giving rise to additional support needs (please consider the following four factors; learning environment, family circumstances, disability or health, social and emotional)
<ul style="list-style-type: none"> Attendance and lateness have been issues since Primary 1 resulting in significant gaps in Annie's learning Annie has struggled to acquire basic literacy skills

Note any assessment tools which have been used, by whom and when
School baseline testing, Mr A September 2011

Overview of Targets

Establishment	A Primary	Session	2011-12
Name	Annie X	Stage	P5

Long Term Targets	Date Set	Achieved yes/no	Comments
Literacy & English targets			
To use my knowledge of sight vocabulary, context clues, phonics, punctuation and grammar to read a text (RR level 10 equivalent) with understanding and expression	September 2011		
To spell commonly used words using knowledge of letter patterns and spelling rules (4 and 5 regular words with digraphs, 60 high frequency words)	September 2011		
To record experiences, feelings, ideas and information by writing a short story (min. 5 sentences) independently	September 2011		
Numeracy & Mathematics targets			
To work confidently with numbers within 100, using them to count on and back, create sequences and describe order	September 2011		
To tell the time using 12 hour clock notation to 5 minute intervals, explaining how it impacts on daily routines	September 2011		
To use a range of ways to collect information and sort it in a logical, organised and imaginative way	September 2011		

Establishment	A Primary	Curricular Area	Literacy & English	Date	September 2011
Name	Annie X	Stage	P5	Timescale	Sept 11 – Dec 11

What I am working towards.	What I need to learn to help me achieve this.	How I can be helped to achieve this (inc. resources) and who will help me to achieve this	I know I am successful if I can...	Review / Comment
To use my knowledge of sight vocabulary, context clues, phonics, punctuation and grammar to read a text (RR level 10 equivalent) with understanding and expression	<p>I can read Wellington Square Level 1 stories with a minimum of 90% accuracy</p> <p>I can read unfamiliar texts with support</p> <p>I have a sight vocabulary consisting of at least 60 high frequency words</p>	<p>1-1 supported reading sessions (x 2 weekly) progressing through reading scheme encouraging and promoting opportunities for home support as well as reinforcement from peers (EAST teacher, peers, home)</p> <p>Two or 3 sessions per week reading unfamiliar texts (PM books, Jumpstart, ORT texts) promoting use of a range of reading strategies (Class teacher, Classroom Assistant)</p> <p>Using a range of approaches – games, flashcards, scanning, tick list – to build sight vocabulary (EAST teacher, Classroom Assistant)</p>	<p>read a Level 1 story with 90% accuracy using a range of reading strategies to help me</p> <p>read a new book using a range of reading strategies to help me with tricky words/phrases</p> <p>read 60 target words on flashcards</p> <p>read 4 letter words using sounding out strategies</p>	
To spell commonly used words using knowledge of letter patterns and spelling rules (4 and 5 regular words with digraphs, 60 high frequency words)	<p>I can recognise and spell 4 letter words including some with digraphs</p> <p>I have a spelling vocabulary of at least 25 high frequency words</p>	<p>Reading and spelling games building up digraphs detailed to a level of automaticity. Reinforcement in class using whiteboards, games etc. (Class teacher, EAST teacher)</p> <p>Magnetic letters and boards, fast writing, Spell-ma-doodle etc. focusing on 25 words which Annie can produce independently as a known spelling word bank (Class teacher)</p>	<p>spell 4 letter words using phonics knowledge</p> <p>spell 25 high frequency words in a quiz setting</p> <p>spell target high frequency words independently within writing activities</p>	

What I am working towards.	What I need to learn to help me achieve this.	How I can be helped to achieve this (inc. resources) and who will help me to achieve this	I know I am successful if I can...	Review / Comment
To record experiences, feelings, ideas and information by writing a short story (min. 5 sentences) independently	<p>I can complete Level 1 of Lexia software programme</p> <p>I can write 3 sentences using a picture stimulus with limited support</p>	<p>Timetabled slots to work through level 1 of Lexia programme using designated laptop (EAST teacher, Classroom Assistant)</p> <p>Picture stimuli (e.g. topic related materials, Easylearn photocopiable sheets) to generate content of story. Prepare story one sentence at a time within small group. Annie to then record sentence independently. Repeat process until minimum of 3 sentences have been recorded. Gradually build up level of independence within task as appropriate (Class teacher, classroom assistant)</p>	<p>complete all the exercises within Level 1 of the Lexia programme</p> <p>write 3 sentences with limited adult support (maximum of 2 prompts after initial preparation)</p>	
<p>Signed: _____ (Class Teacher)</p> <p>_____ (Support Personnel) _____ (Support Personnel)</p>				

Establishment	A Primary	Curricular Area	Numeracy & Mathematics	Date	September 2011
Name	Annie X	Stage	P5	Timescale	Sept 11 – Dec 11

What I am working towards.	What I need to learn to help me achieve this.	How I can be helped to achieve this (inc. resources) and who will help me to achieve this	I know I am successful if I can...	Review / Comment
To work confidently with numbers within 100, using them to count on and back, create sequences and describe order	<p>I can recognise all numbers within 100</p> <p>I can write numbers to 100 from oral request</p> <p>I can add and subtract TU to TU sums (no carrying)</p> <p>I can identify the biggest and/or smallest number within 100 from a selection of four examples</p> <p>I can sequence of months of year</p>	<p>Building on from numbers within 20, using similar approach; over-learning until it is automatic (Classroom assistant)</p> <p>Use of visual aid initially. Looking at patterns which will appeal to visual preferences (Classroom assistant)</p> <p>Within work programme. Regular practice until concept and associated skills become secure. Provide number line as required (Class teacher)</p> <p>Numbers written on flashcards. Looking at tens column initially to determine which number is biggest/smallest. When secure build in units. Use of 100 square as checking tool.</p> <p>Reciting as often as possible, breaking into chunks. Use of ALK resource (Classroom assistant, peers)</p>	<p>recognise 10 random numbers within 100</p> <p>write 10 random numbers within 100</p> <p>answer 8 out of 10 sums correctly</p> <p>identifies the biggest or smallest number correctly on 6 out of 8 occasions</p> <p>say the months of the year in the correct sequence</p>	
To tell the time using 12 hour clock notation to 5 minute intervals, explaining how it impacts on daily routines	I can match o'clock and half past analogue times to digital times and vice versa	Practical opportunities using clock faces, commercial and teacher made resources, games, ICT programmes (Class teacher, classroom assistant)	<p>match 6 pairs of analogue – digital o'clock times</p> <p>match 6 pairs of analogue – digital half past times</p>	

What I am working towards.	What I need to learn to help me achieve this.	How I can be helped to achieve this (inc. resources) and who will help me to achieve this	I know I am successful if I can...	Review / Comment
To use a range of ways to collect information and sort it in a logical, organised and imaginative way	<p>I can interpret information from a bar graph independently</p> <p>I can record gathered information on to a bar graph</p>	<p>Using contexts related to topic work, personal interests (animals) compile bar graphs. Answer questions related to bar graph (Class teacher)</p> <p>see above</p>	<p>answer 4 out of 5 questions related to a bar graph I have helped create</p> <p>collate information about topic then record information on to a bar graph with support</p>	
<p>Signed: _____ (Class Teacher)</p> <p>_____ (Support Personnel) _____ (Support Personnel)</p>				

Record of Consultation

Surname		Forename		Stage	
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Targets discussed and agreed by parent / carer			
	Comments	Date	Signed
1			
2			
3			

Targets discussed and agreed by child / young person			
	Comments	Date	Signed
1			
2			
3			

Targets discussed and agreed by Other Agencies			
	Comments	Date	Signed
1			
2			
3			



Department of Educational & Social Services
Individual Learning Plan (ILP)
(formerly known as IEP)



Establishment	K Primary / EAST Altonhill base	Date	September 2011
Forename	Pupil	Surname	X
D.O.B.	1.1.00	Stage	P7

ASN Identified:	YES <input type="checkbox"/>	NO <input type="checkbox"/>	Date:	<input type="text"/>
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Co-ordinated support plan (CSP):	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	Further Discussion:	<input type="text"/>
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Key Personnel		
Name & Designation	Agency	Contact Details
Mrs D, Teacher	Education: EAST	01563 572715
Mr T, support assistant	Education: EAST	01563 572715
Mrs M, Head Teacher	Education: K P.S.	01563 12345
Mrs R, class teacher	Education: K P.S.	01563 12345
Ms S, Educational Psychologist	Education: East Ayrshire Council	01563 23456
Miss W	Health: CAMHS	

How I grow and develop – Analysis of the child / young person's developmental needs

(Comment on health, education, physical and emotional development and social skills including strengths, pressures and areas for development)

Pupil is the eldest of three siblings; he has two younger sisters and lives with them and his mum. His dad died three years ago.
Pupil moved from England almost one year ago (October 2010) and enrolled at K Primary. Pupil has found it difficult to maintain acceptable behaviour both in class and more widely around the school.
Subsequently an assessment period out with school was agreed (EAST base) - this commenced in August 2011 (P7).

What I need from people who look after me – Analysis of the impact on the child / young person and the parents'/carers' ability to meet their needs

(Comment on level of care, safety, guidance and encouragement offered to the child or young person including strengths, pressures and areas for development)

Pupil has ADHD and receives medication for this. He is currently being assessed to see if he is on the Autistic spectrum.

My Wider World – Analysis of the impact on the child / young person- environmental

(Comment on the influences of relatives, friends, home and community including strengths, pressures and areas for development)

Areas for ILP <i>(tick as appropriate)</i>			
Literacy & English		Numeracy & Mathematics	
Health & Wellbeing: Physical		Health & Wellbeing: Social, Emotional & Behavioural	√
Health & Wellbeing: Early Developmental Stages			

Factors giving rise to additional support needs *(please consider the following four factors; learning environment, family circumstances, disability or health, social and emotional)*

- Pupil needs support to engage with and stay focused on open ended tasks or less structured tasks, including discussions
- Pupil displays more settled behaviour and is less likely to act out if he is properly rested
- Pupil is unable or unwilling to reflect on any inappropriate behaviour
- Although Pupil would benefit from a short time in the EAST Nurture Group, it is important for him to maintain links with K Primary as this is his transition year for Secondary School. Pupil requires the positive role models of his peers within the mainstream setting

Note any assessment tools which have been used, by whom and when

- Boxall, Mrs D (EAST), September 2011

Overview of Targets

Establishment	K Primary	Session	2011-12
Name	Pupil X	Stage	P7

Long Term Targets	Date Set	Achieved yes/no	Comments
Social, emotional & behavioural targets			
To consistently give appropriate, purposeful attention during individual and group tasks	September 2011		
To demonstrate acceptable behaviours which reflect the values of my school	September 2011		

Establishment	K Primary	Curricular Area	Social, emotional & behaviour	Date	September 2011
Name	Pupil X	Stage	P7	Timescale	24.9.11 – 4.11.11

What I am working towards.	What I need to learn to help me achieve this.	How I can be helped to achieve this (inc. resources) and who will help me to achieve this	I know I am successful if I can...	Review / Comment
To consistently give appropriate, purposeful attention during individual and group tasks	<p>Listen actively and carry out request when the teacher makes a positive request specifically to me</p> <p>Engage with tasks within the classroom setting without causing disruption</p> <p>Make appropriate use of the materials/ equipment provided in school</p>	<p>Have a designated work area and allocate equipment required (EAST staff) Ensure routine and structure to the day (EAST staff) Attract my attention by using my name; ensure I'm giving attention to you before you give clear instructions. Acknowledge my success when I carry out an instruction without it being repeated. (EAST staff & class teacher)</p> <p>Provide achievable closed tasks which are becoming slightly longer. Continue to build more open ended tasks into my work programme (EAST staff & Class Teacher) Small group work (EAST staff & Class Teacher)</p> <p>Provide achievable closed tasks which are becoming slightly longer. Continue to build more open ended tasks into my work programme (EAST staff & Class Teacher) Small group work (EAST staff & Class Teacher)</p>	<p>Comply with a positive request on 8/10 occasions.</p> <p>Engage with class tasks appropriately on at least two occasions per week Contribute to a small group task with limited adult support</p> <p>Make appropriate use of the materials/equipment with reduced level of teacher prompts/ intervention (80%) Work with textbooks and jotters and not rip them up</p>	

What I am working towards.	What I need to learn to help me achieve this.	How I can be helped to achieve this (inc. resources) and who will help me to achieve this	I know I am successful if I can...	Review / Comment
To demonstrate acceptable behaviours which reflect the values of my school	Demonstrate appropriate behaviour in the base during work time	<p>Use positive commentary to maintain wanted behaviour (EAST staff & Class Teacher)</p> <p>Give me elements of control when I appear unsettled i.e. order of activities, use of computer to answer questions rather than writing by hand (EAST staff & class teachers)</p> <p>Use positive commentary to help me maintain wanted behaviour (EAST staff & class teacher)</p> <p>Use timers (EAST staff & class teachers) Clear rules (displayed visually)</p> <p>Set boundaries / consequences which are in line with class in school)(East staff & class teachers) Give me elements of control when I appear</p> <p>unsettled i.e. order of activities, use of computer to answer questions rather than writing by hand (EAST staff & class teachers)</p> <p>Use 1,2,3, magic(EAST staff & class teachers) Provide me with something to physically focus on when having to listen for an extended period(EAST staff & class teachers)</p>	<p>Give attention for 45 minute blocks (ind. tasks) and 15 minutes blocks (group tasks)</p> <p>Raise hand and wait for attention 4 out of 5 times</p> <p>Have no more than 1 incident per week of having to be removed from the base classroom</p>	

What I am working towards.	What I need to learn to help me achieve this.	How I can be helped to achieve this (inc. resources) and who will help me to achieve this	I know I am successful if I can...	Review / Comment
	Attend school (with 1-1 support) and engage with work appropriately on a daily basis (sessions at least 45 minutes long)	as detailed in target above	Have no more than 1 incident per week of having to be removed from the school classroom in a non-obtrusive manner	
<p>Signed: _____ (Class Teacher)</p> <p>_____ (Support Personnel) _____ (Support Personnel)</p>				

Record of Consultation

Surname		Forename		Stage	
----------------	--	-----------------	--	--------------	--

Targets discussed and agreed by parent / carer			
	Comments	Date	Signed
1			
2			
3			

Targets discussed and agreed by child / young person			
	Comments	Date	Signed
1			
2			
3			

Targets discussed and agreed by Other Agencies			
	Comments	Date	Signed
1			
2			
3			

Appendices 3.4 to 3.9 give a range of forms that will be helpful as addenda to the completion of an ILP.

Prompt Sheet for ILP Proforma

I. Profile

This is an overview/profile that should be part of every ILP. See completed exemplar.

II. Overview of Targets

This is an overview of long term targets for an individual child for an academic session. See completed exemplars.

III. Action planning sheet

This part of the ILP should be a working document. As short term targets are achieved this should be noted in the review/comment column. This is a collaborative responsibility and all relevant staff should make a contribution. A copy of the review/comments should be held by all staff. Evidence to support the achievement of the success criteria should be retained in an appropriate location within the school.

IV. Support Strategies

These support strategies can be used when completing a ILP.

Additional strategies to support children and young people with Dyslexia can be found in the Dyslexia Guidelines.

V. Behaviour Strategies

See completed exemplar

VI. Record of Consultation

It is essential that this proforma is completed at the initial planning and subsequent review of the ILP.

ILP Monitoring and Review Form

Any Secondary School

As part of the ongoing process of monitoring and reviewing the progress of pupils with additional support needs the following information is required. This information will be shared with parents and may contribute to the pupil's Individual Learning Plan meeting.

Name		Class	
Subject		Teacher	

Areas of Strength:
Barriers to Learning: (Identified need/risk)
Additional Support provided: e.g. Classroom Assistant
Academic Performance: e.g. CFE Level, Standard Grade Levels
Successful Strategies Used:
Next Steps/Targets:

Teacher Signature: _____ Date: _____

Observation Profile

This profile can be used, when appropriate, to provide additional information in order to monitor and/or review a pupil's progress.

Name of Pupil:_____ **Date:**_____

Learning Styles	++	+	0	-	--	Comments
Interest in work						
Takes initiative						
Concentration – teacher directed tasks						
Concentration – self-selected tasks						
Ability to settle to tasks						
Oral Communication Skills						
Understanding instructions						
Comprehension of stories						
Talking – appropriate vocabulary						
Appropriate sentence construction						
Ability to describe a story						
Clarity of speech						
Social Adjustment						
Conformity to classroom routines						
Interaction with peers, co-op working						
Able to take appropriate social initiative						
Other Areas – Please specify						

Notes to accompany Observation Profile

- The checklist should be filled in by subject teachers, if necessary, in consultation with the learning support co-ordinator and/or the Network Teacher.
- The pupil's views should be taken into account when completing the profile.
- The checklist should reflect the pupil's performance in relation to their current programme of work.
- The checklist should take about 5 – 10 minutes to complete.
- The gradings are as follows:
 - ++ well above average
 - + above average
 - 0 Average
 - of some concern
 - of significant concern
- The checklist should be completed and relevant comments noted.
- When completed, it is helpful if the teacher can add comments to provide a fuller picture.

ILP Support Strategies

Name:

Stage:

General Organisation

- ☐ Consolidation
- ☐ Encourage listening skills
- ☐ Encourage oral skills
- ☐ Short, varied tasks
- ☐ Small steps
- ☐ Peer/Senior pupil support
- ☐ Appropriate homework
- ☐ Appropriate pacing
- ☐ Achievable targets
- ☐ Remove distractions and keep work space un-cluttered
- ☐ Consider position in classroom

Reading

- ☐ Paired reading/peer support
- ☐ Reading aloud only in groups
- ☐ Topic/subject word list
- ☐ Appropriate reading levels
- ☐ Lower case print (board & worksheets)
- ☐ Taped materials
- ☐ Use of reader for assessment
- ☐ Limit the amount of visual information on a page

Writing

- ☐ Limit copying from blackboard
- ☐ No dictated notes
- ☐ Close procedures (fill in gaps)
- ☐ Multi-choice questions
- ☐ Use of word bank & personal dictionaries
- ☐ Scribe
- ☐ Photocopied notes
- ☐ Mark for content (no spelling penalties)

Specialist Strategies

- ☐ Be aware of medical implications
- ☐ Provide rest periods
- ☐ Enlarged print
- ☐ Appropriate seating/lighting
- ☐ Auxiliary support
- ☐ Use word processor
- ☐ Use Dictaphone
- ☐ Use tape recorder
- ☐ Use spell-checker
- ☐ Use calculator
- ☐ Use concrete aids
- ☐ Use alternative modes of assessment
- ☐ Give extra time for assessment
- ☐ Develop organisation skills
- ☐ Specialised aids
- ☐ Ensure sufficient space to move around
- ☐ Ensure appropriate posture
- ☐ Keep instructions simple and concrete

ILP Support Strategies

Name:

Stage:

Behaviour

☐ Structuring the environment

☐ Tone of voice

☐ Planned ignoring

☐ Prompting

☐ Hypodermic Affection

☐ Hurdle Help

ILP Support Strategies

Name:

Stage:

☐ Redirecting

☐ Directive Statement

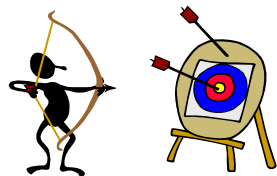
☐ Time Out

☐ Other appropriate strategies

Pupil Target Sheets

Language Targets for

From _____ to _____

Please ☒ when complete

1. _____ ☐
2. _____ ☐
3. _____ ☐
4. _____ ☐

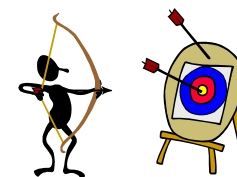
CHILD: _____

PARENT: _____

DATE: _____

Maths Targets for

From _____ To _____

Please ☒ when complete

1. _____ ☐
2. _____ ☐
3. _____ ☐
4. _____ ☐

CHILD: _____

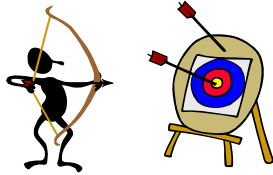
PARENT: _____

DATE: _____

PSD Targets for

From _____ to _____

Please ☒ when complete



1. _____ ☐
2. _____ ☐
3. _____ ☐
4. _____ ☐

CHILD: _____

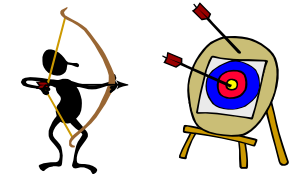
PARENT: _____

DATE: _____

Tutorial Targets for

From _____ to _____

Please ☒ when complete



1. _____ ☐
2. _____ ☐
3. _____ ☐
4. _____ ☐

CHILD: _____

PARENT: _____

DATE: _____



What is going well?

What is
not going
so well?








Today's date is:




What are you good at:

You may want to write a few comments, give a score out of 10 by ticking or colouring in the boxes or draw a picture about how you feel.




1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

What would you say about:	What is not going so well 				What is okay: 			What is going well: 		
feeling safe at home, at school and in your local area 										
At home	1	2	3	4	5	6	7	8	9	10
At school	1	2	3	4	5	6	7	8	9	10
In your local area	1	2	3	4	5	6	7	8	9	10
your health and how you feel about yourself 										
	1	2	3	4	5	6	7	8	9	10

You may want to write a few comments, give a score out of 10 by ticking or colouring in the boxes or draw a picture about how you feel.

<p>how well you are doing at school or in other places</p> <p>Achieving</p>												
	1	2	3	4	5	6	7	8	9	10		
<p>feeling cared for and how you are looked after</p> <p>Nurtured</p>												
	1	2	3	4	5	6	7	8	9	10		
<p>the opportunities to get involved in things you like doing and being active</p> <p>Active</p>												
	1	2	3	4	5	6	7	8	9	10		

You may want to write a few comments, give a score out of 10 by ticking or colouring in the boxes or draw a picture about how you feel.

<p>how you are valued and listened to by adults and people of your own age</p> <p>Respected</p>										
	1	2	3	4	5	6	7	8	9	10
<p>feeling that you are supported, trusted and given responsibilities</p> <p>Responsible</p>										
	1	2	3	4	5	6	7	8	9	10
<p>feeling accepted and included at home, at school and in your local area</p> <p>Included</p>										
At home	1	2	3	4	5	6	7	8	9	10
At school	1	2	3	4	5	6	7	8	9	10
In your local area	1	2	3	4	5	6	7	8	9	10

What could be done to make things better? You may wish to write a few words or draw a picture

Feeling safe	Being Healthy	Doing your best	Feeling cared for
Getting more involved	Feeling respected	Being more responsible	Feeling more involved

How well were you able to express your views? Score out of 10

1 Low – 10 High	1	2	3	4	5	6	7	8	9	10
-----------------	---	---	---	---	---	---	---	---	---	----

Thank you for giving us your views
These are very important and will help us to do what we can to help you achieve your goals

APPENDIX 4

This ASN Log form should be used to record the full range of children or young people with additional support needs in any given educational establishment. It is essential that this vital document is kept up to date at all times to reflect the changing profile of additional support needs in the establishment.

ADDITIONAL SUPPORT NEEDS - ESTABLISHMENT LOG										As at 13/02/2012					
ESTABLISHMENT NAME:		ENTER DOB AS: 12/3/96	DATE FORMAT: 14/11/05	PICK LIST Please chose appropriate category within the pick list by clicking on downwards arrow			REASON FOR ADDITIONAL SUPPORT			Use Other Box for any other relevant reasons for support	PLEASE MARK (X)				
SURNAME	FORENAME	DATE OF BIRTH	CLASS (ie. P2 / YEAR (ie S3)	DATE ASN IDENTIFIED	PRIMARY PROFESSIONAL / AGENCY PROVIDING THE SUPPORT	SECONDARY PROFESSIONAL / AGENCY PROVIDING THE SUPPORT	Predominant Reason	Reason 2	Reason 3	IF OTHER (PLEASE SPECIFY	DATE CEASED	ISP	IEP/IAP	CSP	REASON

NATURE	REASON
Education: Additional Specialist teaching support	ADHD
Education: Additional Specialist non-teaching support	Autistic Spectrum Disorder
Social work Services	Dyslexia
Health Services	Dyspraxia
Voluntary	English as an additional language
Other	Global Developmental Delay
	Hearing impairment
	Interrupted learning
	Language Difficulty
	Looked After
	Looked After and Accommodated
	Mental health problem
	Moderate learning difficulty
	More able pupil
	Other specific learning difficulty (eg. numeric)
	Physical health problem
	Physical or motor impairment
	Profound, Complex Learning Difficulty
	Severe, Complex Learning Difficulty
	Social, emotional and behavioural difficulty
	Speech Disorder
	Visual impairment
	Other (Please Specify)

The following sets out the procedures to be used to operate the Click and Go system of record keeping.

INSTRUCTION GUIDE RECORDING ADDITIONAL SUPPORT NEEDS ON CLICK AND GO

STEP 1

Information relating to a child, who has been identified as having 'additional support needs', should be recorded on Click and Go, under the Personal tab, as follows:

- In the section 'Persons Providing Additional Support' – click the ADD button.

The screenshot shows the 'Personal' tab selected in the top navigation bar. Below the navigation bar, there are several sections: 'Number of openings in Special Classes' (0), 'Number of openings in Mainstream Classes' (10), 'Deferred Entry' (checkbox), 'Free School Meals' (with 'From Date' and 'To Date' dropdowns), 'Persons Providing Additional Support' (with a text input field and an 'Add' button), 'Student Need List' (with a table containing columns for CSP, IEP, Other ASN, Assessed Disabled, and Declared Disabled), and 'Declared Disabled' (with a dropdown menu set to 'No'). A red arrow points from the top right towards the 'Add' button in the 'Persons Providing Additional Support' section.

This will automatically trigger a pull down menu with options for your selection. Once you have made your choice you will need to select proceed in order to continue:

This screenshot shows the same interface as the previous one, but with a dropdown menu open for the 'Persons Providing Additional Support' section. The dropdown menu is titled 'Add Persons Providing Addition...' and contains the following options: 'Education: Additional Specialist teaching support', 'Education: Additional Specialist non-teaching support', 'Social work Services', 'Health Services', 'Voluntary', and 'Other'. At the bottom of the dropdown menu are 'Proceed' and 'Cancel' buttons. A red arrow points from the top right towards the 'Proceed' button in the dropdown menu.

NOTE:

- You can select multiple 'Persons Providing Additional Support' by repeating STEP 1.
- To delete any 'persons', press REMOVE.

Basic Address Contact **Personal** Language Transport User Authority

Base School: Cumnock Academy

Student Status: Pupil on the roll of this school except for those attending full time Further Education courses outside the school.

Number of openings in Special Classes: 0

Number of openings in Mainstream Classes: 10

Deferred Entry: ☐

Free School Meals

From Date:

To Date:

Persons Providing Additional Support

Education: Additional Specialist teaching support

Add Remove

Student Need List

	CSP	IEP	Other ASN	Assessed Disabled	Declared Disabled
Add					
Remove					

STEP 2

Individual support needs are recorded in the section 'Student Need List'. Click on the ADD button and a drop down menu will appear:

Basic Address Contact **Personal** Language Transport User Authority Notes SQA Ethnic Medical Gaelic Activities Transport Request Status Consents

Number of openings in Special Classes: 0

Number of openings in Mainstream Classes: 10

Deferred Entry: ☐

Free School Meals

From Date:

To Date:

Persons Providing Additional Support

Add

Student Need List

	CSP	IEP	Other ASN	Assessed Disabled	Declared Disabled
Add					
Remove					

Declared Disabled: No

Select the relevant need from the drop down list:

Basic | Address | Contact | Personal | Language | Transport | User | Authority | Notes | SQA | Ethnic | Medical | Gaelic | Activities | Transport Request Status | Consents

Number of openings in Special Classes: 0
Number of openings in Mainstream Classes: 10
Deferred Entry: ☐

Free School Meals

Persons Providing Additional Support
Education: Additional Specialist teaching support [Add] [Remove]

Student Need List

	CSP	IEP	Other ASN	Assessed Disabled	Declared Disabled
Learning disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dyslexia					
Other specific learning difficulty (eg nur...					
Other moderate learning difficulty					
Visual impairment					
Hearing impairment					
Deaf blind					
Physical or motor impairment					
Access to Physical Adaption Required					

No [v]
Not Assessed [v]
Not Assessed [v]

NOTE: To delete any needs, press REMOVE.

Notes | SQA | Ethnic | Medical | Gaelic | Activities | Transport Request Status | Consents

Basic | Address | Contact | Personal | Language | Transport | User | Authority

Base School: Cumnock Academy
Student Status: Pupil on the roll of this school except for those attending full time Further Education courses outside the school.

Number of openings in Special Classes: 0
Number of openings in Mainstream Classes: 10
Deferred Entry: ☐

Free School Meals

Persons Providing Additional Support
Education: Additional Specialist teaching support [Add] [Remove]

Student Need List

	CSP	IEP	Other ASN	Assessed Disabled	Declared Disabled
Learning disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Add] [Remove]

Any need selected must also have a support plan ticked. The choices are as follows:

- CSP
A child or young person with 'additional support needs' and who has a Coordinated Support Plan (CSP) should also have an Individual Learning Plan (ILP). In this case both boxes should be selected.
- IEP
Where a child or young person has 'additional support needs' and has in place an Individual Learning Plan (ILP) – this box should be selected.
- Other ASN
Where a child or young person has 'additional support needs' and has in place an Action Plan (AP) – this box should be selected.

NOTE:

- You can select multiple needs by repeating STEP 2 but you must also remember to select a plan against every need identified.

	CSP	IEP	Other ASN	Assessed Disabled	Declared Disabled
Learning disability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Looked after	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You will note that there has been a change to the system in terms of the section for recording Assessed/Declared Disabled. This old section has now been 'greyed out' and is no longer in use. Instead the tick boxes under 'Student Need List' are to be used (if appropriate). One or both of the boxes need only be ticked once. Interpretation for use of each box is as follows:

- Assessed Disabled

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term (i.e. lasts more than a year) adverse effect on their ability to carry out normal day-to-day activities.

- Enter here whether the pupil has been assessed as disabled by a qualified professional irrespective of whether the pupil or parent has declared them as disabled, e.g. an appropriate health professional, educational psychologist, or similar. In certain cases e.g. where a pupil uses a wheel chair, the school / preschool can acknowledge that the child / young person has a disability on the judgement of the head of establishment.

- Declared Disabled

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term (i.e. lasts more than a year) adverse effect on their ability to carry out normal day-to-day activities.

- Enter here whether the child / young person or parent has declared that the pupil is disabled, irrespective of whether the declaration has been confirmed by a professional assessment.

The chronology proforma below should be completed in order to provide a coherent timeline of events and decision making points in the educational life of a child or young person with additional support needs.

Additional Support Needs

Chronology/ Record of Significant Events

Name of Establishment	
Name of Child/Young Person	

Date	Stage	Event	Action/Outcome	Name/Designation

The principles and processes relating to the opening, review and closing of Coordinated Support Plans are outlined in this section.

Coordinated Support Plans

Co-ordinated Support Planning

“A small number of children and young people have additional support needs arising from complex or multiple factors which require a high degree of co-ordination of support from education authorities and other agencies.....

The Co-ordinated Support Plan is a statutory document which will be subject to regular monitoring and review for those children who meet the criteria for requiring one.”

a) The criteria for opening a Co-ordinated Support Plan

“a child or young person requires a plan for the provision of additional support if –

- (a) an education authority is responsible for the school education of the child or young person,
- (b) the child or young person has additional support needs arising from –
 - (i) one or more complex factors, or
 - (ii) multiple factors
- (c) those needs are likely to continue for more than a year, and
- (d) those needs require significant additional support to be provided –
 - (i) by the education authority in the exercise of any of their other functions as well as in the exercise of their functions relating to education, or
 - (ii) by one or more appropriate agencies as well as by the education authority themselves.”

Code of Practice (2005)

A more comprehensive explanation of the criteria and terminology used can be found in the Code of Practice and Additional Support for Learning (Co-ordinated Support Plan) (Scotland) Amendment Regulations 2005.

The process of opening a Co-ordinated Support Plan

To initiate the opening of a Co-ordinated Support Plan a referral must be made from either the parent or carer (**begin process at Phase 1**) or from a forum as outlined in the staged intervention model in Standard Circular 76 (Appendix 1) (**begin process at Phase 2**).

b) Phase 1

Where a parent or carer requests that the authority consider the opening of a Co-ordinated Support Plan it is considered to be best practice for either the head of establishment and/or the psychologist to discuss with the parent or carer whether the child or young person meets the criteria or whether another planning approach eg ILP would be more appropriate or sufficient.

If the parent or carer decides to submit the referral they can either send it directly to the school or to the authority. In either circumstance, the referral should be immediately forwarded to the Senior Admin Officer in Rennie Street, who will send an acknowledgment to the parent, thereby triggering the legislative timescales.

Within a four week period information will be sought from the head of establishment, educational psychologist and if necessary appropriate agencies to allow the authority to decide whether the request from the parent is **reasonable**. The Principal Education Psychologist and the Principal Officer, Additional Support for Learning, responsible for ASL will make this decision and the Senior Admin Officer will notify the parent/s of the outcome. Where the outcome is negative, the parent/s will be informed of the dispute resolution processes available.

c) Phase 2

On receipt of a referral to the Validation Group (Appendix 7.5) a decision is taken with regards to whether the referral / request is reasonable. If so the process moves on to Phase 2. A letter is sent by the Senior Admin Officer to the parent to inform them that the authority will proceed to establish whether a Co-ordinated Support Plan is **required** and outlining the actions to be taken by the authority to inform this decision.

Within a four week period information will be sought from other appropriate agencies to establish whether they have significant input to the child or young person's education. The Principal Education Psychologist and the Principal Officer, Additional Support for Learning responsible for ASL will consider the information and make a decision whether the CSP is **required**. Where the outcome is negative, the parent/s will be informed of the dispute resolution processes available.

d) Phase 3

Where the decision is taken that a CSP is **required** then a letter will be sent to the parent to seek their views on what additional support they feel their child or young person requires. In addition, using the authority guidelines 'Seeking the Views of Children and Young People', the child or young person will be invited to put forward their views. These views should be noted on one of the proformas included within these guidelines (Appendix 7.1).

Simultaneously, the head of establishment, educational psychologist and other agencies will be informed of the decision and asked for an assessment which will contribute to the draft CSP (Appendix 7.3).

e) Phase 4

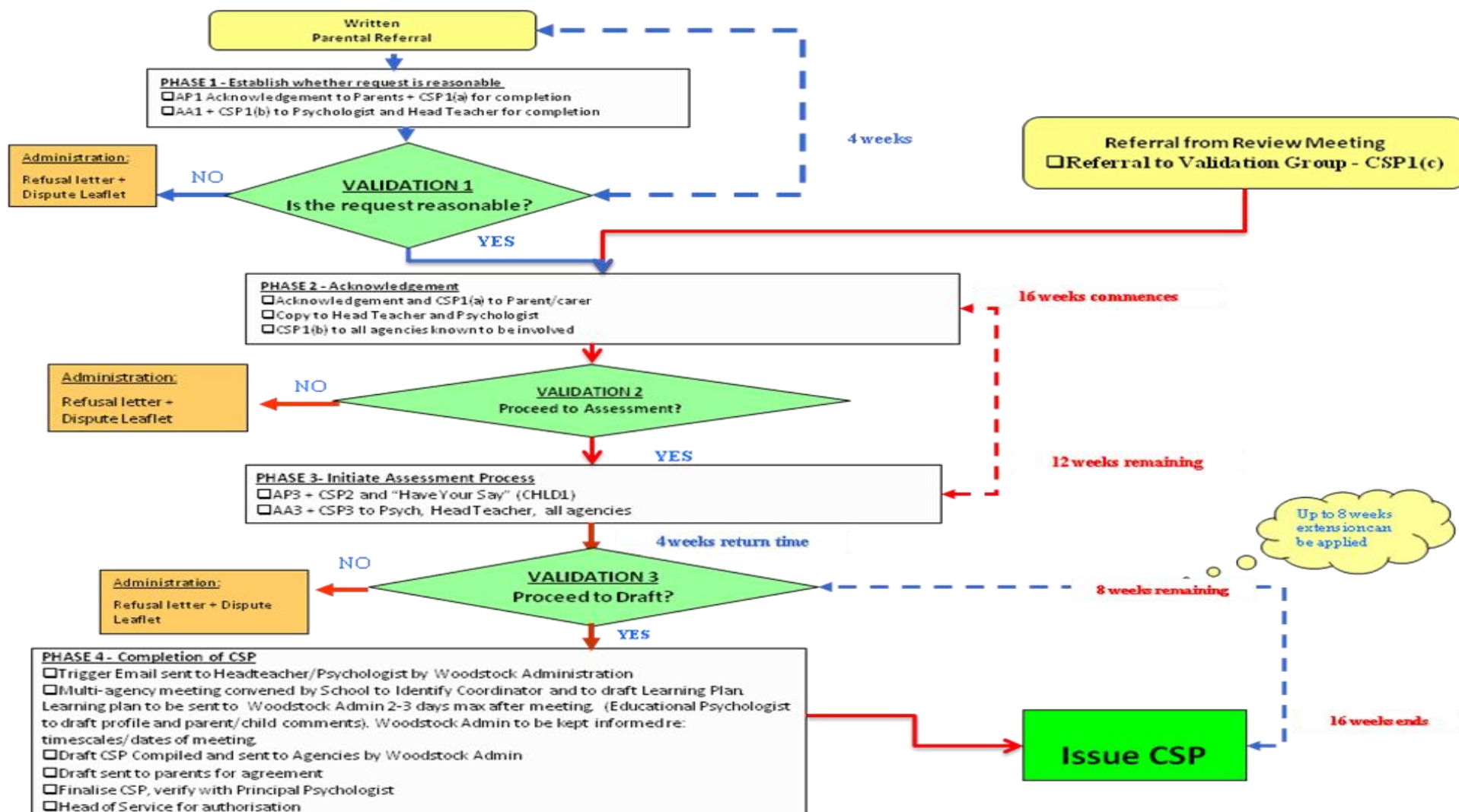
During phase 4 the following steps will be taken:

- Administration at Rennie Street will complete the basic information relating to the child or young person
- The educational psychologist will draft the remaining sections of the CSP (Appendix 7.4) apart from the learning plan.
- The head of establishment or representative within school / establishment will arrange a professional meeting to draft the learning plan and to identify the co-ordinator.
- The identified CSP Coordinator will contact or arrange a meeting with the parent/s to discuss the draft and make amendments as appropriate. The child's and parent's views must be recorded on the CSP.
- The coordinator should then email the draft CSP to Senior Admin Officer who will ensure all sections are completed.
- Draft CSP will be distributed by Senior Admin Officer to all professionals involved for comment with a two week return date – where this has not already been agreed by attending professionals at the meeting.
- Draft CSP will be distributed by Senior Admin Officer to parent/s / carer for comments with a two week return date.
- If there is any disagreement with the content of the plan the Senior Admin Officer will alert the other agencies involved. Any agreed amendments will be made and the redraft distributed to all parties.
- When the final draft is agreed the Senior Admin Officer will forward the plan to the Head of Service for approval and distribution.

f) Phase 5

- Final CSP will be copied to parent/s, coordinator, head of establishment, psychologist. The original will be secured in Rennie Street, with a back up copy held in Rennie Street.

It should be noted that phases 2 to 5 should be completed within 16 weeks in order to meet the requirements of the legislation. Within this period the timescale can be extended by up to 8 weeks. Parents will be informed of this and given a revised completion date. The full process is shown in Appendix 7.2





COORDINATED SUPPORT PLAN – ASSESSMENT

Child's Name:

DOB:

Home Address:

Contact Tel No.

Current School/Establishment:

Stage:

CHILD'S/YOUNG PERSON'S PROFILE

Areas of strengths/Progress

(Summary of the child's/young person's skills, capabilities, school attended, curriculum, other plans, favourite activities, learning styles and any other relevant information)

Factors Giving Rise to Additional Support Needs

Factors which give rise to the child's/young person's additional support needs (please consider the following 4 factors, learning environment, family circumstances, disability or health, social and emotional)

Support from your Agency/Department to support these Objectives

(where possible Educational Objectives and Additional Support Required should be **SMART** (specific, measurable, achievable, realistic, timed))

EDUCATIONAL OBJECTIVES (educational objectives requiring co-ordination)	ADDITIONAL SUPPORT REQUIRED (enabling each of the objectives) <i>These supports must be specific/quantifiable, i.e. hours / days input per week</i>	PROFESSIONALS PROVIDING THE ADDITIONAL SUPPORT (job title or agency)

PROFESSIONAL'S SIGNATURE:

PRINT NAME:

--

DESIGNATION:

SERVICE AUTHORISATION:
DESIGNATION:

DATE:

Unique Pupil Identifier:
N/A

Official use:

CONFIDENTIAL

East Ayrshire Council



CO-ORDINATED SUPPORT PLAN for Insert Name Of Child Or Young Person

Home address: **Insert The Home Address And Postcode Where The Child Or Young Person Resides**

Contact telephone number: **Insert the contact telephone number**

Date of birth: **Insert Date Of Birth**

Gender: **Male Or Female**

Preferred language/form of communication: **Preferred Language Or Form Of Communication**

School currently attended: **School Name**

Date of entry to current school:

PARENTAL DETAILS

Surname: **Insert Surname**

Other names: **Insert Other Names**

Home address: **Insert The Home Address And Postcode Where The Parent Resides**

Contact telephone number: **Insert the contact telephone number**

Relationship to child/young person: **Insert The Relationship To The Child/Young Person**

Preferred language/form of communication: **Preferred Language Or Form Of Communication**

Surname: **Insert Surname**

Other names: **Insert Other Names**

Home address: **Insert The Home Address And Postcode Where The Parent Resides**

Contact telephone number: **Insert the contact telephone number**

Relationship to child/young person: **Insert The Relationship To The Child/Young Person**

Preferred language/form of communication: **Preferred Language Or Form Of Communication**

When completing the next 2 sections (Profile and Factors Giving Rise to Additional Support Needs) consideration should be given to the Assessment Triangle as depicted in **GIRFEC** (appended).

PROFILE

here set out a summary of the child's/young person's skills, capabilities, school attended, curriculum, other plans, favourite activities, learning styles and any other relevant information

FACTORS GIVING RISE TO ADDITIONAL SUPPORT NEEDS

here set out the factors which give rise to the child's/young person's additional support needs - areas to consider: learning environment, family circumstances, disability or health, social and emotional factors

LEARNING PLAN

(where possible Educational Objectives and Additional Support Required should be **SMART** (specific, measurable, achievable, realistic, timed))

Educational Objectives	Additional Support Required	Persons providing the additional support
here set out the educational objectives for the child/young person taking account of the factors giving rise to additional support needs	here set out the additional support required by the child/young person to achieve each of the educational objectives	here specify the persons by whom the additional support should be provided

NOMINATED SCHOOL

Name of school: **Insert Name Of School**

Address: **Insert School Address**

Telephone number: **Insert school telephone number**

Headteacher: **Insert Name Of Headteacher**

Nature of Placement: **Insert Type Of Placement - Part-Time, Day, Residential, Base, Joint-Placement**

PARENTAL COMMENT

here set out the views of the parent on the plan

CHILD'S/YOUNG PERSON'S COMMENTS

here set out the views of the child or young person on the plan

CO-ORDINATED SUPPORT PLAN REVIEW TIMETABLE

Date Co-ordinated Support Plan made/amended: **Insert Date**
(delete as applicable)

Date by which review must begin: **Insert Date**
(on the expiry of 12 months from the date the Plan was made/amended)

Date by which review must be completed: **Insert Date**
(within 12 weeks of the date on which the review began)

EDUCATION AUTHORITY CONTACT POINTS

Additional Support Provision Co-ordinator

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

Surname:

Forename(s):

Contact Address:

Contact Telephone Number:

Work Position or Title:

Parental Advice and Information on the co-ordinated support plan

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

Surname: **Gilmour**

Forename(s): **Mrs Kay**

Contact Address: **East Ayrshire Council**
Headquarters, London Road, Kilmarnock

Contact Telephone Number: **01563 556104**

Work Position/Title: **Head of Service, Community Support, Department of Educational and Social Services**

In accordance with section 11 of the Additional Support for Learning (Scotland) Act 2004 ("the Act") and the Education (Co-ordinated Support Plan) (Scotland) Regulations 2005 ("the Regulations"), this co-ordinated support plan is made by **East Ayrshire Council** on _____ in respect of _____.

Name: **Mrs Kay Gilmour**

Work Position or Title: **Head of Service,
Community Support, Department of
Educational and Social Services**

Signed (authorised officer of the authority)



REFERRAL TO CSP VALIDATION GROUP

Date of Referral:

Source of Referral (*Please tick as appropriate*):**Internal Assessment Team**

IAT

☐
School Assessment Team

PRESAT

☐

SAT (or YS)

☐

TRANS1

☐

TRANS2

☐
Community Assessment Team

PRESCAT

☐

CAT (ASL)

☐

CAT (EBD)

☐
OTHER (*Please specify*)
Details of Child/Young Person being referred:

Name:		D.O.B.	
Home Address:		Telephone No.	
Current Address:		Name Of Parent/Carer	
Current Establishment/School		Relationship To Child/Young Person	
Stage:		Address:	

Do you consider that the child/young person meets the criteria for a Coordinated Support Plan? (*Please tick as appropriate*)

Is East Ayrshire Council responsible for the child/young person's Education?

☐

YES

NO

☐

Does the child have complex or multiple factors, which have a significant adverse affect on their education?

☐

YES

NO

☐

If yes, please provide details:

Do you consider that the child/young person's additional support needs are likely to continue for more than a year?

☐ YES NO ☐

Does the child/young person require significant additional support provided by education **AND** one or more appropriate agency? (*consider frequency, nature and intensity of support, and the extent to which that support is necessary for the achievement of educational objectives*)

☐ YES NO ☐

If YES, completed the following:

AGENCIES INVOLVED (Name, agency and contact address)	NATURE (Purpose of Support)	FREQUENCY (How often the support is provided)	INTENSITY (How long the support last during a session/visit)

Please list any supporting reports attached:

Agency Report	Name of Report	Date Compiled

Signature: **Date:**

PRINT NAME: **Designation:**

[insert establishment name]

Policy Statement
on
Additional Support for Learning

1. Introduction

The vision statement of East Ayrshire Council's Department of Educational and Social Services makes a commitment to all children and young people to:

- Provide a choice.
- Maximise opportunities for all.
- Develop the potential of individuals.
- Meet the needs through inclusion.

The Department's Statement of Commitment provides a broad picture of the nature of the education service in East Ayrshire.

"Develop excellence in education and improve opportunities for all through Quality, Equality, Access and Partnership".

[Establishment] welcomes the opportunity under the Education (Additional Support for Learning)(Scotland) Act 2004 (as amended) to:

- Provide for children and young people who require some additional support with their learning.
- Ensure that all children and young people are provided with the necessary support to help them work towards achieving their fullest potential.
- Promote collaborative working among all those supporting children and young people.

The purpose of this policy, which is developed from the 2010 Code of Practice that details how the provisions of the Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) are to be enacted, is to provide a document for children, young people and their families on how **[Establishment]** will identify, assess, make provision for, monitor and review those children and young people who require additional support.

2. Guiding Principles

[Establishment] will ensure that the following principles will be followed in our approaches to identification and assessment of children and young people:

- Take a holistic view of children and young people and their circumstances, and what they need to grow and develop and achieve their potential.
- Seek, taking account of and noting, the views of children, parents and young people.
- Ensure that parents, and young people, understand, and are asked to agree to, the aims of assessment.
- Ensure that assessment is an ongoing, integrated process of planning, providing for, and reviewing, services for the individual.
- Adopt the least intrusive and most effective course of action affecting the lives of children, young people and families.

- Take account of issues of diversity and equality and ensure that outcomes do not discriminate against children, young people and their families. This includes not discriminating on grounds of race, disability, gender, sexual orientation, language, religion, belief or age.
- Work in partnership with parents to secure education for their children and to promote their child's health, development and welfare.

3. Links to other legislation, policy and guidelines

In order to comply with the duties of the Act [establishment] will also take account of other national legislation and authority policies and guidelines.

- The Department's overarching policy on inclusion "Reducing Barriers, Raising Attainment" sets out how the additional support needs of children and young people in East Ayrshire's Education Service will be met.
- The Children (Scotland) Act 1995 establishes the responsibility of local authorities to provide services for children designed to minimise the impact of disabilities on children and to seek their views.
- The Disability Discrimination Act 1995, as amended, requires local authorities and schools not to treat disabled pupils less favourably and to make reasonable adjustments to avoid putting them at a substantial disadvantage.
- The Education (Disability Strategies and Pupils' Educational Records)(Scotland) Act place a duty on education authorities and managers of schools to prepare a strategy to increase the physical accessibility of the school environment and the accessibility of the curriculum for pupils with disabilities. The strategy must also provide for the improvement of communication with pupils with a disability.
- The Standards in Scotland Schools etc Act 2000 places education authorities under a duty to secure that the education provided is directed towards the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential.
- The Scottish Schools Parental Involvement Act (2006) sets out the principles and the requirements placed on schools to fully involve parents in planning for the educational needs of their children.

4. Implementation of the Act

i. Rights & Responsibilities

Education Authorities must provide ‘adequate and efficient’ additional support for each child or young person who has additional support needs and monitor the adequacy of additional support they are providing. They must provide a co-ordinated support plan for children who require one and keep this under review.

The head teacher and senior managers of **[Establishment]** are responsible for ensuring that all staff are aware of their responsibilities for children with Additional Support Needs. They will also ensure that effective arrangements are in place to provide a high quality of education, taking account of authority and national policy and guidelines.

Advice and support may be sought from other appropriate staff within the school/preschool establishment and, through consultancy, with visiting professionals, including the educational psychologist.

[Establishment] is responsible for ensuring that parents are aware of the school’s procedures and the psychologist’s role within them. The school/preschool is also responsible for seeking parental approval, when necessary, for the psychologist to be directly involved with a child or young person

Appropriate agencies such as Health Board, Social Services or another local authority have a duty to help the education authority to discharge their duties under the Act.

[Establishment] will ensure that there is effective communication and collaboration with the other agencies who support the children and young people in the educational establishment.

Parents have the right to have their views considered and be involved in the decision making process for their children. They also have the right to have an advocate or supporter present at any meeting where the education of their child or young person is discussed.

In the spirit of partnership, parents have a responsibility to share their unique and expert knowledge of their children with staff. Parents have an important role to play by engaging effectively with staff to further their children’s development and progress.

Children and young people have the right to have their views considered and be involved in the decision making process. Young people aged 16 or over may have a supporter or advocate present at any discussions or meetings with an education authority when their additional support needs are being discussed.

ii) Identification and Assessment.

The Education Authority and establishments are required to make appropriate arrangements to identify those children and young people who have additional support needs and for those who require a Co-ordinated Support Plan. These arrangements are outlined in Standard Circular 76. Should it appear that the child or young person meets the definition of additional support needs as defined by the Act then this will be fully discussed with the parent and young person and if agreed it will be formally noted in the school's Additional Support Needs Log.

Parents may request the education authority to establish whether their child has additional support needs or requires a co-ordinated support plan. They may also request a specific type of assessment and/or examination when the education authority proposes to establish if their child or young person has additional support needs or requires a co-ordinated support plan.

The assessment process involves collecting information over a period of time from a range of professionals including staff from education, other agencies, parents and young people. Where appropriate, additional assessment can be undertaken using a range of formal and /or standardised approaches and techniques.

Further details of the identification and assessment procedures of **[Establishment]** can be found in Appendix -----.

(ii) Meeting Pupils Needs

The Education Authority and establishments must make adequate and efficient provision for such additional support required by each child or young person with additional support needs.

They must also ensure that there are clear procedures to monitor and review the progress being made by children and young people with additional support needs, and the effectiveness of any additional support provided.

The main mechanism for accessing additional resources and reviewing children and young people's progress is through a multidisciplinary assessment process. A meeting will be held that will involve all relevant professional personnel who may have a legitimate involvement with the child or young person. The child or young person and the parents or carers will always be fully involved in this process.

Further details of the procedures of **[Establishment]** in meeting pupils needs can be found in Appendix -----.

(iii) Resolving Disputes

All disagreements with regard to educational provision should be directed in the first instance to the head of **[Establishment]**. Every effort will be made to resolve any disputes at establishment level.

The authority has a duty under the Act to provide free mediation services for parents and young people. Two other new mechanisms for resolving differences beyond the education authority, resolving disputes through external adjudication and the Additional Support Needs Tribunal have been established.

Further details of all dispute resolution procedures are contained in the establishment's Dispute Resolution Policy.

(iv) Record Keeping

The Authority Additional Support for Learning Planning Guidelines contain all necessary proformas and examples of documentation which must be adopted and maintained in accordance with the legislation. The establishment has the responsibility to ensure that all records are kept in a well-organised and managed system.

Access by parents and young people to establishment records are determined by the Freedom of Information and Data Protection Acts.

(v) Transition

All children and young people go through transition stages in their education. These transitions include entry to pre-school provision transfer from pre-school to primary, from primary to secondary and from secondary to post-school provision. Some may also experience changes with transfer to another school or breaks in attendance at school. There may be irregular changes such as exclusions or school closure.

Where a child or young person with additional support needs is involved at any transfer stage their needs must be taken into account.

[Establishment] will make every effort to ensure continuity and progression when these transitions occur.

The authority guidelines on Transition provide further information.

(vi) Monitoring and Evaluation

[Establishment] will review all quantitative and qualitative data relating to the implementation of this policy on an annual basis.

The Authority will gather annually, across all establishments, all such information and as result of analysis and study, may make amendments as appropriate.

EAST AYRSHIRE COUNCIL

DEPARTMENT OF EDUCATION AND SOCIAL SERVICES

EDUCATIONAL PROVISION: ARRANGEMENTS FOR RESOLVING DISPUTES

1. SCOPE

This policy is designed to meet the specific requirements of the Code of Practice published in association with the Education (Additional Support for Learning)(Scotland) Act, 2004 (as amended). However its principles and advice are equally relevant to any dispute relating to individual educational provision. It is not relevant, nor applicable in situations relating to general provision. Although participants may prefer to use this procedure to those specifically described in law, this policy does not replace, nor reduce rights of access to, statutory procedures such as appeals in relation to school exclusions or placing requests.

2. DEFINITIONS

Carers – in general, the parents of a child or young person will also be their carer. However, it may be that the child is being looked after away from the parental home, in which case many of the discussions in relation to education will take place with the carers. It is to be noted that where parents still have rights and responsibilities, significant decisions will require to be referenced to the parents as well as the carers.

Capacity – the national Code of Practice makes it clear that parents, children and young people have rights to be directly involved in the decisions that affect them. Chapters 7 and 8 of the 2010 Code describe the arrangements that are expected to aid communication with parents, children and young people. It may be however, that professionals will have to come to a view on the capacity of children, young people or adults to express views. The national Code of Practice (2010) gives specific guidance on this matter. If there is an issue in relation to the capacity of participants, careful account should be taken of the advice in the Code of Practice, together, if necessary with the Adults with Incapacity (Scotland) Act 2000 which applies to people aged 16 and over. It is likely that specific legal advice will be necessary if this emerges as an issue.

Parents – are defined in section 135 of the Education (Scotland) Act 1980. This is the generally applied definition for educational purposes and is the person or persons with parental rights and responsibilities. It is to be noted that for certain purposes, the natural parent or parents may not have rights and responsibilities, and it may be that as a preliminary to applying this policy, it may be necessary to ascertain the precise legal relationship between the parent and the young person or child.

Young people (or “young persons”) – has the meaning defined in the Education (Scotland) Act, 1980. That is someone who is over school leaving age (generally over 16 years old), but who is not yet 18 years of age.

It should not be assumed that the views of parents and carers are the same as those of the child or young person. At all levels it is important to elicit and have regard for, the views of both the child or young person and the parent or carer. If there is a divergence of views then a professional judgement will have to be made on the relative weight that will be attached to each. This, particularly, will include considerations of age and capacity.

3. BEFORE FORMAL PROCEDURES

When a dispute arises that requires the use of a formal procedure, it is likely that both parties will have already taken a position on the matter under discussion. This very situation will make the difficulty harder to resolve. There are therefore two important principles to be observed:

Avoiding disputes in the first place.

This will be done mainly by engaging parents, children or young people at all stages of the process. This engagement will be achieved by providing clear and complete information accompanied by clear explanations. Having provided information it is important that the people affected by any decision are involved in discussions, that wherever possible they are provided with options and choices and that account is taken of their views.

Problems should be resolved as near to the point of service delivery as possible.

The important focus is how best to meet the needs of the child or young person. The people that will know these best are the young person themselves, the parents and the members of staff who work directly with the child or young person. It is also these people who must retain the mutual trust and respect that will be damaged by long running disputes. This is why disputes should be resolved as early as possible and within establishments before external reference. At all costs it is important that staff in the field resist the temptation to refer difficult or challenging matters to higher levels of decision making unless this is absolutely necessary. This condition should not inhibit staff from seeking advice or opinions from their line manager, and heads of establishment should not hesitate to approach the authority for advice on any complex or difficult issue. Commitments should not be given, or opinions expressed that will later confuse discussions. Parents and young people have a potentially legitimate source of grievance if they have been promised something that later proves undeliverable.

4. CLIMATE SETTING

Whether at establishment or authority level, a climate will be established within which it is routine and expected practice that views are sought. Specific provision will be made for this in all meetings with parents and young people. Recent initiatives such as pupil councils, circle time, use of surveys and consultations in relation to planning all help to establish that there is nothing unusual in views being sought, different opinions being discussed, negotiations taking place and consensus reached. At the same time the basic rules of meetings, procedures and courtesy will become better understood.

Parents, children or young people have the right to be supported during discussions. Such support may be a relative or family friend, social worker or other similar professional. If a parent or young person seeks to involve more than two supporters then advice should be sought from the authority. If needed, arrangements should be made to assist communication by use, for example, of an interpreter, or British Sign Language signer. Support materials will be provided if necessary in alternative formats, such as leaflets, DVDs or audio tapes. These arrangements will prevail throughout the procedure.

5. ENTERING THE DISPUTE RESOLUTION PROCEDURE

While the Authority is required to have arrangements for dispute resolution in place, parents and young people are not required to use these where they have a right in law to take issues through a statutory appeal route such as a placing request (which can go to an appeals committee) or refusal to open a Co-ordinated Support Plan (which can go to the Additional Support Needs Tribunal).

Level 1: Establishment Level

All educational establishments will have a dispute resolution policy. A model policy is attached at Annex A. This model is not prescriptive, and heads of establishment are free to adapt the policy within the following principles:

The policy must:

- Include provision for climate setting.
- Be supported with written, or equivalent, information.
- Make provision for engaging with parents, children and young people in the decisions that individually affect them.
- Describe the support that is available to parents, children and young people during the process.
- Describe the process of dispute resolution.
- Identify any individual staff responsibilities.
- Outline the arrangements for any meetings convened to resolve the dispute.
- Describe the alternative routes for progressing the matter.

- Identify the next possible levels should the matter fail to be resolved.
- Make provision for formally recording and monitoring any disputes.

In general it is assumed that almost all concerns will be resolved at establishment level. The responsibility for resolving the dispute rests with the head of establishment, or member of staff delegated to fulfil that role, who will not be at a level below that of principal teacher or, in the case of early years services, the depute head of centre.

The establishment may wish to involve any relevant staff from its own resources at any level in the process. Learning support specialists will be particularly important here, but it may also be helpful to involve early years workers, class teachers, principal teachers or senior staff, authority staff such as learning support teachers, educational psychologists, or social workers. School nurses, health visitors or therapists may also be involved at this level.

It is expected that before a dispute progresses to Level 2, the head of establishment will have been individually involved, usually by meeting the parents, or young person.

Level 2: Authority Level

The authority will designate a senior officer to whom all disputes will be referred. For East Ayrshire this will be:

Graham Short, Executive Director, Council Headquarters, London Road, Kilmarnock KA3 7BU, telephone 01563-576089, e-mail: graham.short@east-ayrshire.gov.uk

It is open to parents, children and young people, or schools to refer a dispute to the designated officer. Although written referrals should be encouraged as giving a clarity and focus to issues, the authority acknowledges that in additional support needs matters it may only be possible to receive referrals by telephone or verbal. On receipt of a referral, the designated officer will:

- a. Confirm that the parent belongs to East Ayrshire within the meaning of the national Code of Practice, and if not issue appropriate advice (see below).
- b. Decide if the matter should be handled within the terms of this policy, or whether another route such as the Council's complaints procedure, or a formal appeal is more appropriate.
- c. Ascertain that all routes available at Level 1 of the procedure have been exhausted. If not, then the matter will be referred back to the head of establishment.
- d. Having considered a) and b) above the designated officer will offer advice which will include any appropriate options. This will be done either verbally or by letter. (Where verbal information has been exchanged, this should be confirmed by letter shortly thereafter – Appendix 2.)
- e. If the parents, or young person remain unhappy, the designated officer will either investigate the matter, or cause it to be investigated by another officer who is not directly involved in the concern.
- f. Following the investigation, the designated officer will issue a decision in writing which will include the reasons for reaching the view.
- g. If the parent or young person is still dissatisfied they will be advised of the possible options and the next stages of dispute resolution process.

Placing Requests: Parents and young people can only invoke this policy if they belong to East Ayrshire and they have a complaint about the way the Authority is discharging its function under the Act. If the child or young person is in a school outwith the authority as a result of a placing request, and if the dispute relates to the provision being made by the host authority, then the parent or young person will be referred to that Authority.

If the child or young person is attending an East Ayrshire school as a result of a placing request, any matter relating to the way the home authority is discharging its functions under the Act will be referred to that Authority. For other matters, disputes will be handled under this procedure.

Level 3: Mediation

This mechanism is established under section 15 of the Education (Additional Support for Learning) (Scotland) Act 2004. It is a voluntary process which can be used at any stage once the matter has reached Level 2 in this policy (authority level). Mediation is only applicable if both parties consent to the process. It is free to the parent, child or young person.

It is not necessary for an issue to be considered under mediation arrangements before matters progress to Level 4. Mediation, however, represents one of the most flexible means of resolving matters based on consensus. As such it may be a route to be preferred to the more formal options described at Level 4.

Level 4: Options for External Resolution

On receipt of advice from the education authority, the parents, child or young person will, if still dissatisfied, require to make a decision:

4.1 Education Appeals Committee – this is a statutory route which is only applicable in cases of placing requests where there is no Co-ordinated Support Plan, or for individual cases of exclusion from school. Because of the nature of matters considered by Appeals Committees, it is possible that the case will not have been, or need to be, considered under Levels 1 and 2 of this policy. However, in terms of the wider need to maintain positive partnership with the home all efforts should be made to ensure that matters are resolved, or avoided, by application of the processes outlined, if circumstances allow.

4.2 The Additional Support Needs Tribunal – is intended for matters related to Co-ordinated Support Plans. This includes placing requests, where the child or young person has a Co-ordinated Support Plan. The Tribunal can only deal with references that relate to Co-ordinated Support Plans and not on all matters relating to children and young people's additional support needs. The issues that can be referred to the Tribunal are as follows:

- The education authority's refusal to assess a child or young person for a Co-ordinated Support Plan.

- The education authority's decision on whether a child or young person should have or continue to have a Co-ordinated Support Plan.
- The time taken to prepare a Co-ordinated Support Plan.
- The information in the Co-ordinated Support Plan.
- The authority's failure to review the Co-ordinated Support Plan.
- The authority's refusal of a placing request in some instances.

4.3 Dispute Resolution (External Independent Adjudication) – these arrangements are established under section 16 of the Education (Additional Support for Learning) (Scotland) Act 2004, and are described in detail in the national Code of Practice 2010 (Chapter 8). The external independent adjudication arrangements are intended for disputes about the way the authority is exercising its functions under Education (Additional Support for Learning) (Scotland) Act 2004, as these relate to individual children or young people. This includes the alleged non-delivery of the requirements in the Co-ordinated Support Plan.

Arrangements for External Independent Adjudication

A case will be eligible to be considered under these arrangements if the following conditions are met:

- The parents or young person must belong to East Ayrshire.
- The case must be related to the Authority's exercise of its functions under the Education (Additional Support for Learning)(Scotland) Act 2000.
- It relates to the education of individual children.
- The child has additional support needs.
- It does not relate to a placing request made under Schedule 2 of the Education (Additional Support for Learning)(Scotland) Act 2000.
- It does not relate to general provision or policy issues.
- It is not a complaint against an individual member of staff.

In addition:

- This service will be provided free of charge.
- Parents or young people cannot be compelled to use this service
- Advice is available to parents on the preparation of an application and supporting paperwork from the Authority (see Annex B, Appendix 3)

The Process:

This process is guided by advice issued by the Scottish Executive in association with SEED Circulars 5/2005 and 6/2005 issued in November 2005.

- The application from the parent or young person must be in writing. A standard form has been produced to assist applicants with this process (Annex E).
- It must contain the name and address of the applicant and the name and address of the child or young person who is the subject of the application.
- The matter that is in dispute.
- A summary of the circumstances giving rise to the application.
- Copies of all relevant documents.

- The grounds by reference to the provisions of the Education (Additional Support for Learning)(Scotland) Act 2004 relevant to the specified matter
- How the applicant would like the matter to be resolved.
- Any views of the child or young person known to the applicant

NB

“Working day” means any day which is **not** a Saturday, a Sunday, a day from 27 to 31 December inclusive, a day in July, or a bank holiday in Scotland.

Stage 1:

The Education Authority will consider the application, and if satisfied that it relates to an appropriate matter under the Act, AND that all relevant material under Regulation 3 has been supplied, the Authority will confirm acceptance (Annex C, Appendix 1) within **10 working days**. **The date on this correspondence is the start date of the statutory dispute resolution process.**

If not accepted the applicant will also be notified within 10 working days, together with the reasons (Annex C, Appendix 2). These reasons relate to:

- The application is not a specified matter
- It is not accompanied by all of the required supporting information
- The application is otherwise unreasonable.

In such circumstances the applicant can supply further information or material, in which case Stage 1 is repeated as if it were a new application.

The Authority will at the same time as sending the applicant acceptance, send a request to the Scottish Executive who will nominate an independent adjudicator. The Authority will send the application and any necessary supporting material. The Scottish Executive has supplied separate notes of guidance on the papers that must be provided and how they are to be presented. These were issued in association with SEED Circulars 5/2005 and 6/2005. The Authority must appoint the person nominated by the Scottish Executive and must pay for their services. The applicant is responsible for their own expenses in progressing dispute resolution process.

Stage 2:

Within **10 working days** of the end of stage 1, the Authority will send the applicant (ref Regulation 7(a) to (d):

- A written summary of the Authority’s view on the circumstance giving rise to the application.
- A written summary of the Authority’s view on the application itself and the supporting material.
- Any other relevant advice and information, request or decision not included with the application which the Authority wishes to be taken into account
- A statement of the Authority’s view on the means or manner whereby the matter can be resolved.

Stage 3:

There are then a further **10 working days** for the applicant and the Authority to provide each other with further observations. Any such papers from either the applicant or the Authority will be sent to the independent adjudicator.

It is the Authority's responsibility to ensure that all relevant case papers are submitted to the independent adjudicator.

All paperwork must:

- Be dated
- Authorship must be indicated clearly for each document.
- Be in chronological order
- Have a contents list

Legal Services may be involved at this stage to clarify, or provide advice on points of law.

All paperwork provided to the adjudicator must be provided to the applicant.

The Authority should provide the name of the adjudicator, **but no other contact details**. The Authority will act as a forwarding address for all communications to the adjudicator.

Stage 4:

The Authority has a total of **25 working days** from the end of Stage 1 to send all papers to the external adjudicator.

Stage 5:

The adjudicator then has a further 15 days from receipt of the papers to make a recommendation on how the dispute might be resolved. At the same time, the adjudicator will notify the applicant that a report has been sent to the Authority. If an adjudicator becomes aware that the time limit cannot be complied with (e.g. where additional information is required) then the adjudicator will

- Establish a date by which the report will be made to the authority and
- Inform the authority and any other appropriate persons of the reason why that time limit cannot be complied with and the revised date

Stage 6:

The Authority must within **10 working days** of receipt of the adjudicator's report give notice of their decision to the applicant and any other persons, including the independent adjudicator. This notice must set out:

- The facts on which their decision is based.
- The reasons for the decision.
- Any reasons for not following the whole or part of the adjudicator's recommendations
- Views on the effect of the decision on the child or young person.

The Authority must also provide a copy of the adjudicator's report and recommendations (Regulation 10(2)).

The policy of East Ayrshire will be to accept the results of the adjudication, unless there are exceptional circumstances. Such circumstances would include if in the considered opinion of the authority, the decision would:

- Be prejudicial to the Authority's statutory obligations to the child or young person.
- Jeopardise the education of other children or young people.
- Prejudice the health and safety of the child or young person themselves, or other children and young people, or staff.
- Result in unreasonable public expenditure.

If any of these circumstances apply, the parents or young person and the adjudicator will be advised in writing, including a detailed explanation. The parents and young person will also be provided with advice on how to further progress their dispute which will be one of:

- A reference to the Scottish Ministers under Section 70 of the Education (Scotland) Act, 1980,
- A reference to the Scottish Public Services Ombudsman, or
- Judicial Review

Repeat Submissions

An application in respect of the same matter or decision cannot be submitted within 12 months of the end of Stage 1.

OTHER ISSUES RELATED TO DISPUTE RESOLUTION

Documentation and Meetings

In order to satisfactorily resolve disputes, it is very important that, if necessary a complete and accurate set of documentation should be available for scrutiny by authority officers, parents and young people and the external adjudicator. All assessments, examples of the child or young person's work, letters, e-mails and notes of telephone calls relating to the case should be filed carefully. Documentation should be retained throughout the child or young person's pre-school and school career.

At meetings, including those involving children, young people and parents any views expressed should be noted. If these views are subject to interpretation, then this should also be noted. Unless it would harm the child, young person or the parent they should be provided as routine with a copy of any note of meetings concerning them.

Support and Advocacy

The young person and parent have a right to a supporter or advocate being present at any meeting. All requests for such support to be present should be granted. The only exception is that a child (as distinct from young person) does not have such a right, neither therefore is there a duty on the authority to allow it. However, if such a request is made the authority will agree to it if it is felt to be in the child's best interest.

Schools and the authority will advise parents and the young person of their right to have a supporter or advocate present at meetings and where they can access such services. There is no obligation for the authority to pay for the services of a supporter or advocate, and requests for such payment will not be met.

The authority has the right to take the view that a particular supporter or advocate is unable to represent the interests of the young person or parent. If this is the case, then the will provide the reasons for taking such a view. Such reasons may include the conduct of the person in question.

Publication

Any parent, child or young person will be provided with a copy of this policy on request. Additionally, East Ayrshire will produce a summary leaflet of the procedures associated with this policy. This leaflet will also be available in alternative formats as required.

Review

This policy will be reviewed at the end of the first year and thereafter at 3-yearly intervals. All disputes using these procedures will be formally recorded together with the outcomes. Monitoring forms are provided here at Annex A appendix 3 to record disputes that are resolved at Level 1 and Annex D, appendix 1. to record disputes which are handled at level 2 or above.

Graham Short
Executive Director

DISPUTE RESOLUTION: ESTABLISHMENT MODEL POLICY

EAST AYRSHIRE COUNCIL: DEPARTMENT OF EDUCATIONAL AND SOCIAL SERVICES

[NAME OF ESTABLISHMENT]

SECTION 1: BACKGROUND

Introduction

This policy has been produced to fulfil the establishment's obligations on resolving disagreements within the terms of the Education (Additional Support for Learning) (Scotland) Act 2004.

References

The policy is developed within the national Code of Practice "Supporting Children's Learning published by the Scottish Executive in August 2005, and East Ayrshire Council Department of Educational and Social Services' policy "Educational Provision: Dispute Resolution"

Status

The application of this policy relates to a legal requirement. Both this policy itself and the actions that arise from it may be subject to legal scrutiny. It is therefore expected that its terms will be followed closely.

Climate Setting

A climate will be established within which it is routine and expected practice that views are sought. Specific provision will be made for this in all meetings with parents and young people. Recent initiatives such as pupil councils, circle time, use of surveys and consultations in relation to planning all help to establish that there is nothing unusual in views being sought, different opinions being discussed, negotiations taking place and consensus reached. At the same time the basic rules of meetings, procedures and courtesy will become better understood.

Information

Basic information on resolving disputes is provided in the School Handbook. In addition any parent, child or young person is entitled to a copy of this policy, East Ayrshire's policy, and the summary leaflet which has been prepared on this subject.

Engaging with parents, children and young people in the decisions that individually affect them

This will be done principally by engaging parents, children or young people at all stages of the process. This engagement will be achieved by providing clear and complete information accompanied by clear explanations. Having provided information it is important that the people affected by any decision are involved in discussions, that wherever possible they are provided with options and choices and that account is taken of their views.

SECTION 2: THE PROCEDURE

Responsibilities

The head of establishment is responsible for the implementation of this policy. All disagreements with regard to educational provision should be directed in the first instance to the head of establishment.

[Establishments should insert here any arrangements they wish to put in place for delegated responsibilities for investigating the matter or meeting with parents]

Actions

1. Upon receipt of a concern, the head of establishment will acknowledge the matter by issuing a letter (Appendix 1) within 3 working days.
2. The head of establishment will decide whether this is a matter to be handled as a matter within the framework for additional support for learning (see alternative routes below)
3. Depending on the issue, the head of establishment will investigate the matter or ask this to be done by [insert appropriate member of management team]
4. As necessary the advice or involvement of authority staff will be sought:
5. Executive Director
6. Educational psychologist
7. Link quality improvement officer
8. Social worker
9. Area network learning support teacher
10. As necessary the advice or involvement of external staff will be sought such as:
11. the school nurse
12. health visitor
13. staff grade paediatrician
14. speech and language therapist
15. occupational therapist
16. Once the facts and detail have been assembled, the parents [and young person] will be invited to a meeting to discuss the outcome and resolve the matter. (Appendix 2)
17. A letter will be sent to the parent [and young person] summarising the agreement reached.
18. If the parent [or young person] is still unhappy they will be advised to contact Graham Short, Executive Director, Council Headquarters, London Road, Kilmarnock, KA1 7BU
19. A monitoring Log (Appendix 3) will be kept to allow an overview of all complaints / disputes and the manner in which they were resolved.

Alternative routes

There are a number of issues that should be handled by different routes. In each case the parents or young person should be advised of the correct route to follow. For example:

- Placing requests – will be referred to the Authority.
- Complaints about individual members of staff should be handled under the existing establishment arrangements.
- Authority policy and strategy issues, or general provision – will be referred to the authority.

- School policy and strategy issues will be dealt with directly by the head of establishment
- Mediation – available to authority and parents at Level 3
- Dispute Resolution – Level 4
- Tribunal – Level 4

SECTION 3: NOTES OF GUIDANCE

Arrangements for Meetings

Parents, children or young people have the right to be supported during discussions. Such support may be a relative or family friend, social worker or other similar professional. If needed, arrangements will be made to assist communication by use, for example, of an interpreter, or British Sign Language signer.

At meetings, including those involving children, young people and parents any views expressed will be noted. If these views are subject to interpretation then this should also be noted. Unless it would harm the child, young person or the parent they will be provided as routine with a copy of any note of meetings concerning them.

Reasons for not accepting a view should be given.

The support available to parents, children and young people

The young person and parent have a right to a supporter or advocate being present at any meeting. All requests for such support to be present will be granted. The only exception is that a child (as distinct from a young person) does not have such a right, neither therefore is there a duty to allow it. However, if such a request is made it will be agreed to it if it is felt to be in the child's best interest.

The establishment will advise parents and the young person of their right to have a supporter or advocate present at meetings and where they can access such services. There is no obligation to pay for the services of a supporter or advocate, and requests for such payment will not be met.

The head of establishment has the right to take the view that a particular supporter or advocate is unable to represent the interests of the young person or parent. If this is the case, then they will provide the reasons for taking such a view. Such reasons may include the conduct of the person in question. The advice of the authority will be sought however before taking such a decision.

Documentation

In order to satisfactorily resolve disputes, it is very important that a complete and accurate set of documentation should be available for scrutiny by authority officers, parents and young people and the external adjudicator. All assessments, examples of the child or young person's work, letters, e-mails and notes of telephone calls relating to the case should be filed carefully. Documentation should be retained throughout the young person's pre-school and school career.

SECTION 4: REVIEW

This policy will be reviewed at the end of the first year and thereafter at 3-yearly intervals. All disputes using these procedures will be formally recorded together with the outcomes.

[Head of Establishment]

[date]

Standard letter of acknowledgement

To: Parent or Young Person

Thank you for your letter/telephone call on [insert date]. I am presently investigating your concerns. You will hear from myself or my colleague [insert name] by [insert date that is not more than 5 days from the date of this letter].

For the moment, it is hoped that this is helpful

Yours sincerely

Head of Establishment

Annex A: Appendix 2

Level 1: (establishment level) Standard letter to parent, child or young person on options for resolving disputes.

To: Parent or Young Person

Thank you for your letter of [insert date].

Having considered the matter you have raised with me, I am now in a position to provide you with appropriate advice.

I would be very grateful if you could come to a meeting with [insert name and position] to take place at [insert venue] on [insert date] at [insert time].

If you wish to bring a supporter / advocate such as a relative, family friend or other person to this meeting you are welcome to do so. I would be very grateful if you could notify me in advance if you wish to do this, so that I can make suitable arrangements. Similarly, if you have any specific requirements in relation to a disability, then please let me know.

Should these arrangements be inconvenient, please contact my office and I will be very happy to rearrange our meeting.

Head of Establishment

Establishment Monitoring form
EAST AYRSHIRE COUNCIL : DEPARTMENT OF EDUCATIONAL AND SOCIAL SERVICES

Level 1 (Resolving Disputes at establishment level) MONITORING FORM

A copy of this form should be completed in respect of each concern formally raised by parents or young people under the dispute resolution procedure.

1. Background

Child or Young Person's name: _____ Date of birth: _____

Address: _____

Nature of additional support need(s): _____

Establishment: _____

Educational stage: _____

2. Who raised the concern/complaint? (Please circle)

a) Parent

or b) Young person

3. Date raised: _____

4. What was the focus of the dispute or concern raised?

5. Was it (please circle)

resolved at establishment level

referred to the authority?

6. How was the dispute resolved?

7. On what date was it resolved ?

8. How long was taken in weeks between 3) and 7 _____:weeks

9. Other Comments

Return to: **Graham Short, Executive Director, Department of Educational and Social Services, Council Headquarters, London Road, Kilmarnock, KA3 1UP**
Tel: 01563-576089; fax 01563-576210;
e-mail: graham.short@east-ayrshire.gov.uk

Commitment

East Ayrshire Council is committed to working in partnership with children, young people, parents and carers. We hope therefore that disputes will not arise, but if they do, then we promise to work with you to solve the problem.

What is Dispute Resolution?

Dispute resolution was set up under the Education (Additional Support for Learning) (Scotland) Act 2004. It is a formal process that is recognised in law. All education authorities must now have a dispute resolution process.

Who can use Dispute Resolution?

If you are a parent or are a 'young person' (a person over school age, generally over 16 years of age and still at school) and permanently resident in East Ayrshire, then you can use this procedure. It is only intended to be used however on matters to do with additional support for learning (see separate leaflet on additional support needs).

When Can Dispute Resolution be used?

You cannot be compelled to use dispute resolution. It is intended for individual cases, and not matters of general policy. It might be used in cases where, for example, it is thought there is non delivery of a service under a Co-ordinated Support Plan (see separate leaflet on coordinated support plans).

What are the Alternatives to Dispute Resolution?

The Authority also has an independent mediation service. In some cases such as placing requests, the Authority's Appeals Committee should be used. Where there are issues concerning a Coordinated Support Plan, you also have the right to refer a case to the Additional Support Needs Tribunal.

I Want to Resolve a Disagreement, What do I do now?

The first step is to talk to the head teacher, head of centre or your case educational psychologist. If this does not produce a solution, please contact the address at the end of this leaflet.

What Happens Next

The matter will be raised with the school or centre and investigated. All efforts will be made to resolve the matter at school or Authority level. If this cannot be done, then alternatives such as mediation will be offered to you.

Should the matter still not be resolved, and it meets the requirements, then the disagreement can be referred for "Independent External Adjudication". The arrangements for this are set out by the Scottish Ministers and are summarised in separate leaflet available from East Ayrshire Council.

Should the matter need independent external adjudication, the authority will offer you support in the preparation of your case.

Although the Authority will generally comply with any external adjudication, it is not obliged to do so. If you are dissatisfied with the outcome of the adjudication, then you could consider referral to the Courts, Scottish Ministers or Public Sector Ombudsman.

Support and Advocacy

Throughout the dispute resolution, and other, process you are entitled to be supported. This can be a friend, a relative, a voluntary worker, or an appropriate professional.

Additional Support Needs

If you have additional support needs then the Authority will make such arrangements as are necessary to help you participate fully in these arrangements. This includes measures such as interpreter or signing services or provision of written material in alternative forms for example to meet the needs of those with a visual impairment.

Further Information

A copy of the authority's full dispute resolution policy is available on the Council web-site:

www.east-ayrshire.gov.uk

Support

If you need advice or help to make an application, contact:

Senior Administrative Officer,
Rennie Street Office, Rennie Street
Kilmarnock, KA1 3AR Tel. No.
(01563) 555640 or email:

References

Further information is available from:

Enquire, 5 Shandwick Place,
Edinburgh EH2 4RG
0131-2222425

Additional Support Needs
Tribunals for Scotland,
Europa Building,
450 Argyle Street, Glasgow
G2 8LG
0141-2420370

NHS Helpline Scotland, Network
Scotland, Ruthven Lane,
The Mews, Glasgow G12 8NT
0800-224488



**Advice and Guidance for
Parents/Carers, Children and Young
People**

DISPUTE RESOLUTION

Support

If you need help to make an application, contact the

**Senior Administrative Officer,
Rennie Street Office,
Rennie Street, Kilmarnock KA1
3AR
Tel No. 01563-555640**

This leaflet sets out the conditions required by national regulations.

How to make an application

- The application must be in writing. (A standard form is available to help you with this part of the process).
- It must contain the name and address of the applicant and the name and address of the child or young person who is the subject of the application.
- The matter that is in dispute.
- A summary of the circumstances giving rise to the application.
- Copies of all relevant documents.
- The grounds by reference to the provisions of the Education (Additional Support for Learning)(Scotland) Act 2004
- How you would like the matter to be resolved.
- Any views of the Child or young person

What happens next?

Stage 1:

The Education Authority will consider the application, and if satisfied that it relates to an appropriate matter under the Act, AND that all relevant material has been supplied, you will receive confirmation of acceptance within 10 working days.

The Authority will at the same time notify the Scottish Executive who will nominate an independent adjudicator.

(If not accepted you will also be notified within 10 working days, together with the reasons. In such circumstances you can supply further information or material.)

Stage 2:

Within 10 working days of the end of stage 1, the Authority will send you:

- A written summary of the Authority's view on the circumstance giving rise to the application.
- A written summary of the Authority's view on the application itself and the supporting material.
- Any other relevant information.
- A statement of the Authority's view on how the matter can be resolved.

Stage 3:

There are then a further 10 working days for the applicant and the Authority to provide each other with further observations.

Stage 4:

The Authority has a total of 25 working days from the end of Stage 1 to send all papers to the external adjudicator.

Stage 5:

The adjudicator then has a further 15 working days from receipt of the papers to make a recommendation on how the dispute might be resolved. At the same time, the adjudicator will notify the applicant that a report has been sent to the Authority.

Stage 6:

The Authority must within 10 working days of receipt of the adjudicator's report give notice of their decision to the applicant. This notice must set out:

- The facts on which their decision is based.
- The reasons for the decision.
- Any reasons for not following the recommendations
- Views on the effect of the decision on the child or young person

The Authority will also provide a copy of the adjudicator's report.

If the Authority does not accept the adjudicator's report and recommendations, you will be offered a meeting with an officer of the Authority.

Repeat Submissions

An application in respect of the same matter or decision cannot be submitted within 12 months of the end of Stage 1.

Further Information:

East Ayrshire Council has produced a range of information leaflets on this and other issues related to children's education.

A copy of the relevant Scottish Executive Circulars (5/2005 and 6/2005) can be obtained from:

Senior Administrative Officer, Rennie Street Office, Rennie Street,,
Kilmarnock KA1 3AR

Further Steps

In certain circumstances it may be possible to refer a matter where there is still disagreement to the Scottish Ministers, or for judicial review or to the Scottish Public Services Ombudsman:

Scottish Public Services Ombudsman
4 Melville Street,
Edinburgh EH3 7NS

Email:
enquiries@scottishombudsman.org.uk

Information Leaflet is available in community languages and alternative formats on request

Annex B: Appendix 2 Applying for Dispute Resolution



**Advice and Guidance for
Parents/Carers, Children and Young
People**

APPLYING TO USE DISPUTE RESOLUTION



Level 2 (Authority Standard letter to parent, child or young person on dispute resolution options.

To: Parent or Young Person

Thank you for your letter of [insert date].

Having considered the matter you are raising with the Authority, I am now in a position to provide you with appropriate advice.

[Choose from]

[The matter has been discussed with the head of [insert establishment] who believes that a way forward can be found with the issue you have raised. [Insert head of establishment] will contact you to arrange a meeting to discuss your concerns.]

[I would be very grateful if you could come to a meeting with [insert name and position] to take place at [insert venue] on [insert date] at [insert time].

If you wish to bring a supporter / advocate such as a relative, family friend or other person to this meeting you are welcome to do so. I would be very grateful if you could notify me in advance if you wish to do this, so that I can make suitable arrangements. Similarly, if you have any specific requirements in relation to a disability, then please let me know.

Should these arrangements be inconvenient, please contact my office and I will be very happy to rearrange our meeting.

Graham Short
Executive Director

Advice on how to prepare papers and the support that is available.

Parents will be provided with such advice as they request on how to prepare papers for the adjudicator. This advice is available from Senior Administrative Officer, Rennie Street Office, Rennie Street, Kilmarnock KA1 3AR, telephone 01563-555640. The authority will provide further assistance by:

- photocopying documents prepared by the parents or young person in relation to the case;
- forwarding documents to the adjudicator, if requested to do so; and
- providing contact details of relevant personnel in allied services from whom the parents may wish to seek information or advice.

The Authority will not provide to the complainant any:

- typing, word processing or equivalent service.
- stationery, internet access, e-mail, software or hardware or access to any equivalent resource that is not available publicly.
- access to the child or young person's records or otherwise confidential information outwith the entitlements conferred by statutory rights.



Dispute Stage 1 – letter of acknowledgement and acceptance of application for Dispute Resolution

To Parent or Young Person

Dispute Resolution

Thank you for your application form dated [insert date].

I would confirm that in accordance with the guidance given in the national Code of Practice I have referred this matter to the Scottish Ministers who will appoint an independent adjudicator.

Please find enclosed advice on how you can prepare papers for the independent adjudicator and the support that is available to assist you in this process.

If I can be of any further help, please do not hesitate to contact me.

Yours sincerely

Graham Short
Executive Director

Enc:

Standard letter to parent, child or young person on dispute resolution options.

To: Parent or Young Person

Thank you for your application regarding Dispute Resolution of [insert date].

Having considered the matter you are raising with the Authority, I am now in a position to provide you with appropriate advice.

Since the nature of your concerns relates to [a placing request], [decisions on, or related to, a Co-ordinated Support Plan], [a complaint about the service being provided by the Authority], [a complaint about an individual member of staff],[a general policy matter] then this will be is more appropriately handled by [a referral to an Appeals Committee], [the Additional Support Needs Tribunal], [the Council's complaints procedure], or [by referral to the Director of Educational and Social Services]

[Alternatively, you may wish to make use of the independent mediation service which is offered free of charge by the Authority.]

Further information on these alternatives is enclosed for your convenience.

In order that we can offer you the necessary support, I would be very grateful if you could complete the attached form and return it to me.

If there is any matter arising from this letter that you would wish to discuss at this stage, then please do not hesitate to contact me.

Graham Short
Executive Director

Enc
Information leaflet
Reply Proforma

Proforma reply: which option or satisfied

EAST AYRSHIRE COUNCIL : DEPARTMENT OF EDUCATIONAL AND SOCIAL SERVICES

Name of Child or Young Person: [Authority to Insert]

Date of Birth: [Authority to Insert]

Name of Parent: [Authority to Insert]

Address: [Authority to Insert]:

In the table below, please tick how you would wish your concern to be handled:

	Option	Please tick
A.	Use of the Independent Mediation Process	
B	Referral to an Appeals Committee (Placing requests only)	
C	Referral to the Additional Support Needs Tribunal (issues to do with decisions about and within Co-ordinated Support Plans)	
D	Use of the Council's Complaints Procedure	
E	Referral to the Director of Educational and Social Services	
F	I do not wish to proceed with this matter	

Signed: _____ Date: _____

Please return to:

Graham Short, Executive Director, Department of Educational and Social Services,
Council Headquarters, London Road, Kilmarnock, KA3 1UP
Tel: 01563-576089; fax 01563-576210;
e-mail: graham.short@east-ayrshire.gov.uk

EAST AYRSHIRE COUNCIL: DEPARTMENT OF EDUCATIONAL AND SOCIAL SERVICES

DISPUTE RESOLUTION: MONITORING FORM

A copy of this form should be completed in respect of each concern formally raised by parents or young people under the dispute resolution procedure.

1. Background

Child or Young Person's name: _____ Date of birth: _____

Address:

Nature of additional support need(s):

Establishment:

Educational stage:_____

2. Were dispute procedures invoked by (Please circle)

a) Parent or b) Young person

3. Date raised:_____

4. What was the focus of the dispute or concern raised?

[illegible]

5. Was it handled under dispute resolution or was an alternative mechanism used ?
(please circle)

Mediation ASN Tribunal Complaints procedure Formal Appeal

Referral to Director Other (state what)_____



6. How was the dispute resolved ?

7. On what date was it resolved ?

8. How long was taken in weeks between 3) and 7)

_____ :weeks

9. Other Comments

Return to: Graham Short, Executive Director, Department of Educational and Social Services, Council Headquarters, London Road, Kilmarnock, KA3 1UP

Tel: 01563-576089; fax 01563-576210;

e-mail: graham.short@east-ayrshire.gov.uk

Annex E

GUIDELINES FOR COMPLETION

APPLICATION FOR DISPUTE RESOLUTION: EDUCATION (ADDITIONAL SUPPORT FOR LEARNING) (SCOTLAND) ACT 2004

Introduction

Before completing the application form please read the notes for completion and the parents' leaflet which are attached. The leaflet provides information on the matters you can refer to dispute resolution, the process and timescales for dispute resolution. **If you, as applicant, require any help with completing the form or would like more information about dispute resolution please contact:**

Senior Administrative Officer, Rennie Street Office, Rennie Street, Kilmarnock KA1 3AR, telephone 01563-555640,

When completing your application, it would help us greatly if you did the following.

- Please fill in the form clearly in black ink and using capital letters.
- Please use only one side of each page and do not staple the pages.
- Please provide a contents list or summary of all of the documents attached to the form.

Within **10 working days** we, the education authority, will write to you to say that:

- We can accept your application and have enough information to proceed with dispute resolution: or
- We cannot deal with your reference and we will explain why; or
- We need more information before we can make a decision.

If you are able to supply the appropriate additional information, we will send you confirmation of acceptance within 10 working days.



NOTES TO ASSIST IN COMPLETION OF FORM

Section 1: Contact details

This section provides details of who is applying for dispute resolution, the name of the child/young person who is the subject of the application, details of your supporter or advocate (if appropriate) and if you have applied for dispute resolution before. The applicant can get someone else to make the application for him or her but the applicant must sign the application form.

Section 2: Can we help when contacting you?

If English is not the language generally used by the applicant, he or she can make a reference in his or her own language and the education authority will arrange to get the documents translated free of charge. This may add time it takes to handle the case but the education authority will do its best to deal quickly with the request. If the applicant has any other special requirements please let the education authority know.

Section 3: Details relating to the application

The applicant should tick the appropriate box relating to either a decision of, or failure by, the education authority. An assessment request means the request for educational, psychological or medical assessment or examination.

Sections 4 to 7:

Allow the applicant to state his or her case as briefly as possible and provide the necessary information and evidence for the education authority and independent adjudicator to consider. Each section should be no more than one A4 page.

Section 4: Summarise the circumstances leading to the application for dispute resolution

The applicant will give details relating to the disagreement with the education authority's decision and views of its failure to fulfil duties such as the authority has failed to provide to meet the additional support needs of a child who has dyslexia.

Section 5: Summarise the reasons for disputing the decision(s) or actions of the education authority

The applicant will explain why he or she thinks the education authority is in the wrong. The applicant may want to provide details such as - what support is in place; what the school says about the child's progress; why the applicant thinks extra help is needed; what evidence the applicant has to support his or her views?



Section 6: Ways of resolving the dispute

The applicant should explain how he or she thinks the issue could be resolved. What changes are wanted and why? What sort of help is required, for example by use of a computer that includes talk to text software and special arrangements in exams to help improve the learning of the child or young person?

Section 7: Views of child

Where the child has the capacity, he or she should be given the opportunity to state his or her views in relation to the dispute. He or she may want to write the views out or dictate these views for the parent to write.

Section 8: Providing evidence and background papers for the education authority and independent adjudicator to consider in making their decisions

The applicant should include copies of any papers he or she feels are relevant to the case e.g. decisions/letters from the education authority; notes of annual review meetings, school progress reports; Individualised Educational Programme.

Section 9: Declaration

The applicant should sign the declaration at the end. If appropriate, the applicant should sign the declaration where a young person lacks capacity and the applicant is making the application on his or her behalf.

APPLICATION FOR DISPUTE RESOLUTION:
EDUCATION (ADDITIONAL SUPPORT FOR LEARNING) (SCOTLAND) ACT 2004

Please complete the following sections and sign the declaration. The form and accompanying document should be sent to the following address:

Graham Short, Executive Director, Department of Educational and Social Services,
Council Headquarters, London Road, Kilmarnock, KA3 1UP
Tel: 01563-576089; fax 01563-576210; e-mail: graham.short@east-ayrshire.gov.uk

b) Section 1: CONTACT DETAILS

Please delete as appropriate

I am the:

- Parent of the child who is under 16 years of age,
- Young person (aged 16 or 18 years), or
- Where the young person lacks capacity, the young person's parent.

Details of applicant

Title	
Surname	
First name (s)	
Date of birth (only if young person)	
Home Address	
Postcode	
Telephone number	
Address for correspondence (if different)	
Postcode	



Fax number	
Email Address	

Other adults with parental responsibilities in respect of a child

Please give details of name, address and relationship to the child:

--

Child/Young Person who is the subject of this application

Surname	
First name(s)	
Gender (please circle)	Male/Female
Date of birth	

Previous references for Dispute Resolution

If you have previously made a reference for Dispute Resolution please give the date and case number if known

--

Your supporter or advocate (if you have one)

Title	
Surname	
First name (s)	
Address	
Postcode	
Telephone number	
Email Address	
Occupation	

Please note: we will send all correspondence to your supporter or advocate, as well as to the applicant

Section 2: ASSISTANCE WHICH CAN BE PROVIDED

If we can help by translating our letters to you into another language or into Braille, or if you have any other special needs, we will do our best to provide what you require (there will be no charge to you). Please tell us what you need.

Section 3: DETAILS RELATING TO THE APPLICATION

Please state the matter(s) are you referring for Dispute Resolution?

Only specified matters can be referred to dispute resolution. Specified matters concern a decision by the education authority relating to their duties under the Additional Support for Learning Act 2004. They also concern the failure by the education to fulfil their duties.

Please tick the box or boxes which describe the reasons why you are making a referral.

A. A **decision** of the education authority

The education authority has made the decision:

- ☐ that the child has, or does not have, additional support needs
- ☐ that the young person has or does not have, additional support needs
- ☐ that a child or young person has additional support needs which, in the view of the applicant, do not accurately reflect the additional support needs of the child or young person
- ☐ to refuse a request to establish whether the child or young person has additional support needs
- ☐ to refuse a request that the authority arrange for the child or young person to undergo a process of assessment
- ☐ about the person(s) who carried out or is/are to carry out the process of assessment and the approaches to assessment used, or to be used.

B. A **failure** by the education authority

The education authority has failed:

- ☐ to provide, or make arrangements for the provision of, the additional support, whether relating to education or not, required by the child or young person
- ☐

to make a request for support from an appropriate service or agency, such as health boards or social work department.

Section 4: THE CIRCUMSTANCES WHICH HAVE LED TO THE APPLICATION FOR DISPUTE RESOLUTION

Please explain briefly the circumstances which have led to the application.

Section 5. REASONS FOR DISPUTING THE DECISION(S) OR ACTIONS OF THE EDUCATION AUTHORITY

Please give your reasons for disputing the decision(s) or actions of the education authority

Section 6: WAYS OF RESOLVING THE DISPUTE

Please give your views on how the matter(s) could be resolved?

g) Section 7: VIEWS OF CHILD

Please ask the child, where appropriate, to provide his or her views directly or dictated.

Section 8: PROVIDING INFORMATION AND/OR ADVICE

Please provide copies of any information or advice that you want the education authority and independent adjudicator to consider in making their decisions and recommendations respectively. Examples may include - letters relating to the education authority's decision(s), educational plans for your child; reports on progress, reports from specialist professionals such as doctors or psychologists.

a) Section 9: DECLARATION

This is my reference for Dispute Resolution.



I confirm that _____ (insert young person's name)
lacks capacity and I am making a reference on their behalf. (delete if not appropriate).

Signature	
Print Name	
Date	

Final Checklist:

Have you enclosed?

- A copy of any advice or information relevant to this application which you want the education authority and the independent adjudicator to consider.

Education Authority Contact: Graham Short, Executive Director, Department of Educational and Social Services, Council Headquarters, London Road, Kilmarnock, KA3 1UP, Tel: 01563-576089; fax 01563-576210;
e-mail: graham.short@east-ayrshire.gov.uk

FOR INDEPENDENT ADJUDICATION USE ONLY:

Date Received	
Case Officer	
Case Number	
Notes	

Transitions – Planning for Changes in School Education

Transition Guidelines

The Education (Additional Support for Learning)
(Scotland) Act 2004 (as amended)

CONTENTS

1. Introduction	Page 2
2. Legislative Requirements	Page 5
3. Transition Into Pre School Establishments	Page 7
4. Transition From Pre-School To Primary School	Page 10
5. Transition From Primary School To Secondary School	Page 13
6. Transition From Secondary School Or Specialist Placement To Post School Provision	Page 16
7. School Leavers' Passport	Page 19



1. INTRODUCTION

Each Local authority has a legal duty to ensure that all children and young people who have been identified as having additional support needs (ASN) have transition planning arrangements put in place prior to a change in their educational provision.

As the number of children and young people deemed to have additional support needs is likely to be quite large (approximately 20-25%), it will be important to ensure that systems at transition points meet the legislative requirements of The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) (Scottish Government, 2004) (herein known as The Act).

Within the population of children and young people with additional support needs, there is also likely to be a group whose additional support needs require an enhanced level of planning at transition stages. Factors that determine this might include:

- Where other agencies have ongoing involvement
- Where significant support planning is required
- Where special equipment/adaptations are required
- Where a Co-ordinated Support Plan (CSP) is in place

These guidelines provide an overview of the specific legislative requirements for transition planning as well as guidelines on aspects of good practice at each of the transition stages. More detailed guidelines have been prepared for each of the transition stages and are set out in the relevant sections as follows:

- The transition of children into pre-school establishments (page 7)
- The transition from pre-school to primary school (page 10)
- The transition from primary school to secondary school (page 13)
- The transition from secondary school to post school provision (page 16)

Reference should also be made to the following guidelines:

- 'Early Intervention Initiative: Guidelines for Nursery to Primary Transition'
- 'Early Intervention Initiative: In Partnership with You: Guidelines for Playgroup to Nursery Transition'
- 'The Support and Assistance of Young People Leaving Care (Scotland) Regulation 2003' (Scottish Executive, 2003)

1.1 What Are These Guidelines For?

These Transition Guidelines aim to encourage children and young people to recognise their strengths and reflect on how they can overcome pressures which would inhibit their progress. The Guidelines achieve this through:

- Giving information for those undertaking transitions
- Providing a tool for children and young people to be active partners in their transition
- Informing parents to enable them to become more effective contributors
- Encouraging the use of a framework to standardise the transition process
- Enabling the child/young person to take responsibility for the first steps in lifelong learning

1.2 Where Have These Ideas Come From?

The Education (Additional Support for Learning) (Scotland) Act 2004 (Scottish Government, 2004), and the accompanying regulations and Code of Practice 'Supporting Children's Learning' (Scottish Executive, 2005) was set up to ensure that professionals have access to clear guidelines to support their involvement in



planning for children and young people with additional support needs in an educational context. It aims to ensure that children and young people in East Ayrshire are provided with the necessary support framework to help them towards achieving their potential.

The Vision for all children and young people, which is embedded within the 'Curriculum for Excellence', encourages all children and young people to have ambitions for themselves and to be:

- Confident Individuals
- Effective Contributors
- Successful Learners
- Responsible Citizens

The values and ideas within the document 'Getting It Right For Every Child' (GIRFEC) (Scottish Executive, 2007) promotes an inclusive approach to assist integrated working practices within services and the local community so that young people can be safe, healthy, achieving, nurtured, active, responsible, respected and included and therefore are more likely to be able to achieve the four capacities mentioned above by implementing the 'Curriculum for Excellence' (Reference) 3-18 agenda.

1.3 Why Were These Guidelines Created?

East Ayrshire Council has identified transition planning as a main driver to develop the 'Curriculum for Excellence' (Scottish Executive, 2004). This Transition Planning Policy acts as a framework for those who have responsibility for transition planning management. 'More Choices More Chances' (MCMC) (Scottish Government, 2006) is a strategy introduced by the Scottish Government to reduce the proportion of young people not in education employment or training.

1.4 The Aims Of These Guidelines Are To:

- Give children and young people the individual support they need when they need it
- Give a standard, recognisable structure to assist good communication in all forms
- Provide a framework for a smooth and effective transition and to help practitioners meet national policy expectations
- Promote a sense of partnership by providing a visible and comprehensible framework
- Respond to the views of children and young people.

1.5 Assessment Processes

- Every child/young person receives universal provision from education and health and will have a named person
- Children and young people who have additional support needs receive staged interventions to enable them to achieve their chosen goals
- Some children and young people might require a more targeted and specialised assessment with a multi-agency focus

The core group of people involved in the transition process are people closest to the child/young person, who assist and empower them to identify and progress their skills, for example Guidance/Pupil Support Staff, Skills Development Scotland/Careers Scotland, Parents, Health professionals, Social Workers, etc. This will involve passing information through arrangements that are recorded, e.g. phone, email, discussion, or in formal meetings.

1.6 Information Sharing



A successful transition requires information to be shared appropriately. All professionals have confidentiality guidance within their professional role and they adhere to this rigorously. If however the information given leads others to believe that the child/young person is at risk, or at risk of harming others, the information must be shared with the appropriate agencies.

2. LEGISLATIVE REQUIREMENTS

2.1 Population Covered By The Act:

- all children and young people identified as having additional support needs

2.2 Transition Points Covered By The Act And Identified Within The Code Of Practice:

- Into pre-school (3 year olds)
- Pre-school to primary
- Primary to secondary
- Secondary to post school
- Transfer of schools (under Local Authority management)
- Placement arrangements by the Local Authority
- 'Irregular transitions' (e.g. formal exclusion from school; school closures)

2.3 Two Phases of Transition Planning

1. Seeking and taking account of information and advice

- Education Authorities must:
 - Seek relevant advice and information from an 'appropriate agency' or other appropriate person/service and take account of any relevant advice and information provided
 - Seek and take account of the views of the child or young person (unless they are deemed to lack capacity to express a view)
 - Seek and take account of the views of the parents of the child or young person
- *Aim of information gathering at this stage:*
 - To establish the additional support needs of the child or young person
 - Clarify the provision needed for the child and young person at the next stage in their educational planning
 - Review the adequacy of the additional supports requirements
- *Timescales for information gathering at this stage:*
 - Into pre-school – no later than 6 months before transfer
 - Pre-school to primary – no later than 6 months before transfer
 - Primary to secondary – no later than 12 months before transfer
 - Secondary to post school – no later than 12 months before transfer
 - ***Where an unexpected change of school arrangement occurs, then the legislation requires that transition arrangements outlined above take place 'as soon as is reasonably practicable'.***

2. Provide information to relevant agencies and other appropriate person/service.

- *Procedures required:*
 - Identification of which agencies / services may require the information
 - Seeking consent from the parents where information relates to a child (under 16 years of age in terms of the Act)
 - Seeking consent from the young person themselves (i.e. over 16 years of age and where the young person is deemed to have capacity to give consent)
 - Seek consent from the parents of a young person who is deemed not to have capacity to give consent

- *Information covered by the legislation:*

The following is the information that has to be transferred (with consent) to the appropriate agency / service – including the receiving school.

- Date of the change in school education (i.e. transfer date)
- Information on the additional support needs of the child or young person
- Information on the additional support that has been in place in the preceding 6 months prior to the information being transferred (or 3 months in the case of a pre-school child)

- *Timescales for this information to be transferred:*

- Into pre-school – no later than 3 months before transfer
- Pre-school to primary – no later than 3 months before transfer
- Primary to secondary – no later than 6 months before transfer
- Secondary to post school – no later than 6 months before transfer

Where an unexpected change of school arrangement occurs, then the legislation requires that transition arrangements outlined above take place 'as soon as is reasonably practicable'.

3. TRANSITION INTO PRE SCHOOL ESTABLISHMENTS

3.1 Overview

The transition planning for a preschool child with identified additional support needs should begin, where possible, no later than 6 months prior to the commencement of the new nursery placement and the final exchange of information to relevant personnel and services should be completed no later than 3 months before placement is due to commence. Where a child has not been known to Education prior to this timescale, the Act advises that transition planning should begin 'as soon as is reasonably practical to do so'. The transition planning arrangements are designed to ensure that appropriate supports are in place for the child in the new establishment and staff are fully aware of the child's needs.

The vast majority of children under the age of three identified as having additional support needs will tend to be those children who have been identified early by health professionals, many of whom will be tracked and monitored by the Pre-School Community Assessment Team (PreSCAT) system.

Children on the PreSCAT Register will have been referred because of significant developmental, health or social problems that require the input of one or more agencies. PreSCAT is therefore a forum for information sharing and for planning and review of supports. It is co-ordinated and chaired by the Principal Psychologist and provides a forum for transition planning. To assist transition into a pre-school establishment, the Head of Establishment which the child will attend would be part of the transition meeting, together with the child's parents.

Children not identified through the PreSCAT system but still causing some concerns may present in a variety of different ways. They may have speech difficulties, milder developmental difficulties, family problems, behaviour difficulties or other difficulties that might require additional support. These children may not have been formally identified as having additional support needs but may be in the process of being assessed or supported by a professional agency or may simply be causing some concern.

Those professional agencies involved would have responsibility for ensuring that there is a smooth transition into the pre-school placement by contacting and alerting the Head of Establishment (parental permission should be obtained prior to information sharing.) A PreSchool Assessment Team (PreSAT) meeting to facilitate transition can be arranged either prior to the child moving into the placement or, if this is not possible, as soon as is practicable after the placement commences.



3.2 The Two Phases of Transition Planning for Children with Additional Support Needs

The formal transition arrangements comprise two phases:

3.2.1 Phase 1: Information Gathering and Assessment

Where a child is already on the PreSCAT Register it will be the responsibility of the Principal Psychologist to initiate Phase 1 of the transition process no later than 6 months prior to placement. Parents and relevant professional agencies will be notified that transition procedures have commenced and invitations will be extended to attend a PreSCAT meeting. Professional agencies will be asked to prepare a written report for the meeting.

In all other cases the relevant professional(s) known to the family should, where possible, and with parental consent, set in motion the transition arrangements 6 months prior to transition by liaising with the receiving pre-school establishment.

3.2.2 Phase 2: Information Sharing and Planning Stage

The information sharing and planning phase is carried out through a meeting where relevant personnel and parents can meet with the head of the receiving establishment to consider the kinds of support the child will need in the new pre school placement. This should take place no later than 3 months prior to commencement of the placement.

In some instances this will be a PreSAT meeting convened by the Head of Establishment. In others it may be a formal PreSCAT meeting convened by the Principal Psychologist.

The minutes of any transition meetings should be recorded using the standard format for either PreSAT or PreSCAT, with all relevant reports attached. These minutes will indicate the agreed additional supports along with any other relevant recommendations.

3.3 Timetable Guidelines: Transition Arrangements for Children with Additional Support Needs

East Ayrshire Council Early Years Admissions Policy states that a child is entitled to take up pre-school educational provision in the term following the child's third birthday. In relation to pre-school ASL transition planning, the following timetable is proposed in order to meet the timetable deadlines contained within the legislation:

Pre School Placement	Phase 1	Phase 2
August	By the preceding February	By the preceding May
January	By the preceding June	By the preceding October
April	By the preceding October	By the preceding January

B.

C. 3.4 Recording of Additional Support Needs

Where a child has been identified as having additional support needs, this should be formally recorded using one of the following:

- PreSAT standard proforma used to minute the meeting
- PreSCAT standard proforma used to minute the meeting

The Head of Establishment should add the name of the child to the log of Children with Additional Support Needs, including the date on which additional support needs were identified. In addition a chronology of significant events for the child should be instigated.

D. 3.5 Documentation

The documentation pertinent to the individual child to be forwarded to the receiving establishment should include the following:

- All PreSAT minutes
- All PreSCAT minutes
- All about me (if child has attended a Family Centre)

E. 3.6 Environmental Adaptations and Specialist Equipment

If a child is likely to require environmental adaptations or specialist equipment on transition to a pre-school establishment a request for advice or assessment should be carried out as early as possible to the relevant agency, e.g. Occupational Therapy, Physiotherapy.

Any assessment visits that are required should be arranged through the PreSCAT or PreSAT meeting. Such visits should be organised via the 'lead person' for transition planning for the child.

Any resultant assessment report should be copied to all involved, including the head of nursery establishment, the Quality Improvement Officer responsible for Additional Support for Learning and the Principal Officer, Early Years.

If the assessment report contains recommendations for environmental adaptations a copy should be sent to the Department's Property Development Manager. It is the responsibility of the receiving nursery to ensure that any physical adaptations are carried out. The head teacher or designate should liaise with Property Development Manager.

4. TRANSITION FROM PRE-SCHOOL TO PRIMARY SCHOOL

4.1 Overview

The transition arrangements for a preschool child with additional support needs should begin at least 6 months prior to the commencement of the primary school placement.

The formal transition arrangements fall into two phases:

4.1.1 Phase 1: Information Gathering and Assessment

The Head of the pre - school establishment, should, with parental consent, set in motion the information gathering process no later than 6 months prior to transition. This would normally entail contacting relevant agencies as appropriate and the receiving school, indicating that the statutory information gathering process is about to begin and requesting reports where appropriate.

Where a child is already on the PreSCAT Register parents and relevant agencies will be alerted by the Principal Psychologist to attend a PreSCAT meeting and to provide where appropriate an assessment report to that meeting.

This stage should be completed by mid-February of the year the child is due to start school.

4.1.2 Phase 2: Information Sharing and Planning

Once the relevant information has been gathered, the head of the pre-school establishment should, where appropriate, call a meeting of all relevant personnel, including a representative of the receiving school, no later than 3 months prior to transition, to share the gathered assessment information, to consider future needs and to begin the planning process of additional supports.

In most cases this will be a PreSAT meeting convened by the Head of Establishment. In others it may be a formal PreSCAT meeting convened by the Principal Psychologist. Children who have less significant needs may be dealt with through the normal transition process.

The East Ayrshire Skills Profile document will form part of the assessment information available.

If the child has a Coordinated Support Plan (CSP) any change to the CSP Coordinator must be discussed prior to the transition to primary school.

F. 4.2 Recording of Additional Support Needs

Where a child has been identified as having additional support needs, this should be formally recorded using one of the following:

- PreSAT standard proforma used to minute the meeting
- PreSCAT standard proforma used to minute the meeting

If not already the case, the head of the pre-school establishment should add the name of the child to the log of Children with Additional Support Needs, including the date on which additional support needs were identified. The Head Teacher of the primary school should transfer this information to the log held by the receiving school at point of transition.

In addition a chronology of significant events for the child should be instigated or added to if already in place.

G. 4.3 Documentation

The documentation pertinent to the individual child to be forwarded to the receiving establishment should include the following:

- All PreSCAT minutes
- All PreSAT minutes
- Chronology of significant events
- Profile of Skills

4.4 Timetable Guidelines: Transition Arrangements for Children with Additional Support Needs from Pre-School to Primary School

School Placement	Phase 1	Phase 2
August	By the preceding February	By the preceding May

Where children with additional support needs are identified late in the course of the school session it may not be possible to meet the time parameters set by the legislation but the principles of good transition remain the same, that is, the gathering and passing on of relevant information about the child to the new establishment in order to ensure a smooth transition and also to ensure that the additional support needs are addressed.

Children whose development is showing delay sufficient to warrant consideration of a deferred entry to school and an additional year at nursery school require to be considered under the specific regulations and guidelines prepared by East Ayrshire Council, adhering to the specified timescales for recommendations for deferred entry.

H. 4.5 Environmental Adaptations and Specialist Equipment

If a child is likely to require environmental adaptations or specialist equipment on transition to primary school a request for advice or assessment should be carried out as early as possible to the relevant agency, e.g. Occupational Therapy, Physiotherapy.

Any assessment visits that are required can be arranged via the PreSCAT or PreSAT meeting. Such visits should be organised via the 'lead person' for transition planning for the child.

Any resultant assessment report should be copied to all involved, including the Primary Head Teacher and the Quality Improvement Officer responsible for Additional Support for Learning.

If the assessment report contains recommendations for environmental adaptations a copy should be sent to the Department's Property Development Manager. It is the responsibility of the receiving school to ensure that any physical adaptations are carried out. The head teacher or designate should liaise with Property Development Manager.

5. TRANSITION FROM PRIMARY SCHOOL TO SECONDARY SCHOOL

5.1 Overview

Current good practice in primary to secondary transition will address the support planning needs of the majority of children. Such good practice would include:

- Visits by secondary school staff to primaries
- Seeking and taking account of the views of the child and parents in relation to support needs in secondary
- Procedures for information transfer between primary and secondary (where necessary seeking agreement of parents and children)
- A P7/S1 induction programme

To meet the legislative requirements of the Act, however, specific protocols are required in terms of information seeking and information sharing and prescribed timescales require to be observed.

There will also be a group of children where enhanced transition arrangements will be required. For primary – secondary transitions suggestions for these enhanced arrangements are included in the section below on ‘2 Phases of transition planning required for children with additional support needs.’

5.2 Timetable Guidelines: Transition Arrangements for Children with Additional Support Needs from Primary School to Secondary School

School Placement	Phase 1	Phase 2
August	By May / June of the child's Primary 6 year	By the preceding mid-February of the child's Primary 7 year

5.3 The Two Phases of Transition Planning for Children with Additional Support Needs

The formal transition arrangements comprise two phases:

5.3.1 Phase 1: Information Gathering and Assessment

During the child's P6 year the school should hold a meeting, involving all relevant personnel, including parents, secondary school staff, appropriate agencies, and the child (unless this is felt to be inappropriate). The purpose of this meeting is to formally seek and take account of information and views prior to a move to secondary school.

In this way, the parents and child will be provided with sufficient information to assist them in making informed choices on preferred placement options.

A ‘lead person’ should be identified as early as possible (i.e. in P6) to ensure the transition process is as smooth and effective as possible.

5.3.2 Phase 2: Information Sharing and Planning Stage

A transition meeting must be held by mid-February of the P7 session to pass on information to all appropriate agencies including the secondary school. The purpose of this meeting is to effect support



planning for secondary school placement. As previously, all relevant personnel should be involved, including parents, secondary school staff, appropriate agencies, and the child (unless this is felt to be inappropriate).

The parents and child must give permission for information to be sought and/or shared. A record should be kept in the child's file of the permission obtained. It would be expected that the child would attend both transition meetings. If, however, it is felt by parent child or the professionals that it would not be in the best interest of the child to attend the full meeting (e.g. where particularly sensitive information is to be discussed), an option of attending only part of the meeting should be possible. Whether or not the child attends either meeting the child's views must be sought and recorded

If the child has a Coordinated Support Plan (CSP) any change to the CSP Coordinator must be discussed prior to the transition to secondary school.

5.4 Documentation

The documentation to be forwarded to the receiving establishment should include the following if appropriate:

- All minutes of transition meetings
- All ASLCAT minutes
- Chronology of significant events
- Co-ordinated support plan (if appropriate)
- Attainment data

5.5 Recording of Transition Meetings (Trans 1 and Trans 2)

Both the Primary 6 and Primary 7 meetings should be recorded using the standard proforma for such meetings.

The minute should reflect the views of parent and child and how they have been taken into account in transition planning.

At the point of transition into secondary school, information should be added to the secondary school log of all children with additional support needs who have transferred to their establishment.

5.6 Environmental Adaptations and Specialist Equipment

If a child is likely to require environmental adaptations or specialist equipment on transition to secondary school a request for advice or assessment should be carried out as early as possible to the relevant agency, e.g. Occupational Therapy, Physiotherapy.

Any assessment visits that are required can be arranged via the P6 meeting (or earlier if required). Such should be organised via the 'lead person' for transition planning for the child.

Any resultant assessment report should be copied to all involved, including the Primary Head Teacher, the receiving Secondary School Head Teacher, the key member of staff from the Secondary, e.g. DHT, Guidance, Support for Learning, the Quality Improvement Officer responsible for Additional Support for Learning and the Department's Property Development Manager.

If the assessment report contains recommendations for environmental adaptations a copy should be sent to the Department's Property Development Manager. It is the responsibility of the receiving school to



ensure that any physical adaptations are carried out. The head teacher or designate should liaise with Property Development Manager.

6. TRANSITION FROM SECONDARY SCHOOL OR SPECIALIST PLACEMENT TO POST SCHOOL PROVISION

- **Legislation Guidelines**

- 6..1 The new legislation requires that schools must **request** information from appropriate agencies / services for potential school leavers at least 12 months prior to his/her due leaving date and **pass on** information to appropriate authorities and agencies at least 6 months prior to the due leaving date (where consent has been obtained). This applies to all children/young people deemed to have additional support needs whether they have a co-ordinated support plan (CSP) or not.
- 6..2 In effect, we must assume that, since all young people can leave when they reach the age of 16, we must begin this process by **May** of his/her **S3** year and complete the process by **November** of the **S4** year. The deadline dates for young persons who are December S5 leavers would be December of S4 year and June of S4 year respectively.
- 6..3 This process may have to be updated at annual intervals for young persons who choose to stay on into S5 and S6 years.
- 6..4 The appropriate agencies to whom information might be passed would include:
- Skills Development Scotland (SDS) (previously Careers Service/Careers Scotland)
 - Health Board
 - Colleges and Universities
 - Social Work Departments
 - Other Local Authorities
- 6..5 Where there is disagreement between the child or young person and his/her parents about which agencies should be approached or what information should be shared, the education authority should base the decision on what is in the best interest of the child or young person.
- 6..6 The main emphasis for information being shared is to:
- state the nature of the additional support needs of the child or young person
 - pass on appropriate information about the child or young person (where his/her consent has been obtained)
 - try to develop continuity of provision, where appropriate, through transition.
- 6..7 In some cases, the transition forward planning process will have implications for the child or young person within school in his/her final period of education. The Act requires that the adequacy of supports in this final period prior to transition is examined, to ensure that appropriate supports are made available to assist transition. Such supports might include:
- the use of Personal Learning Planning to assist the young person prepare for school leaving and transition into post-school placement
 - preparation of a transition 'passport' that identifies personal strengths, skills and future aspirations
 - a flexible curriculum prior to leaving school to match specific needs. This could include:
 - a preparation for independence programme
 - developing independent travel skills
 - opportunities to sample future placements (e.g. through a phased entry/induction programme)

- alternative curriculum if the young person is at risk of disengaging with education

6.8 The transition process should identify a *lead person* (careers adviser, teacher etc) or, where a CSP exists, this role might be held by the CSP Co-ordinator.

6.9 Young people and their families are central to the transition planning process and their permission must be sought for all of the above actions.

- Implications For Current Practice

6.1 Good practice in school to post-school transition planning would include:

- Integration of support for learning and pastoral care review meetings
- A planned schedule of careers interviews

Skills Development Scotland/Careers staff may have to look at reorganizing their interview schedule to meet the legal requirements since the current practice of interviewing around October/November for the S4 cohort leaves little time for meeting an end of November deadline i.e.

- December leavers – Phase 1 transition planning by previous November/December
- May leavers – Phase 1 transition planning by previous April/May

6.2 Social work transition practices for transfer of cases from Children and Families Teams to Adult Services or Transitions teams will require to be re-examined to meet the transition requirements for an identifiable population of 14-15 year age group

6.3 Health Board Paediatric Services cease to have case responsibility at age 18. This can mean that where a young person requires to access adult physiotherapy or occupational services, referral through their local GP is likely to be required. There may be instances, however, when transitions are more straightforward, e.g. where occupational therapists transfer their caseload to Social Work Department Occupational Therapists.

6.4 A difficulty has been identified where receiving educational establishments, such as colleges and universities, are not able, at present, to meet the 6 month transition deadline. Their current admissions schedule in setting interviews or acceptance decisions occurs in the period after the young person has left S4 education.

SCHOOL LEAVERS' PASSPORT

A leaver's passport (attached) is an identified area of good practice in the ASL Act Code of Practice and has become common procedure across Scotland for school leavers. The leaver's passport developed by the authority is designed to improve information sharing about a young person's additional support needs between the school and post-school sectors. The passport has been piloted with a small number of school leavers in the authority. The young people, staff and post-school service providers involved felt that the process and information they gleaned was useful and the process worthwhile.

A passport, or information transfer form, allows more detailed information about the young person's additional support needs to be shared. Useful information, such as details of exam concessions, social supports or effective learning and teaching strategies can be passed on to the receiving service provider.

Who would benefit from a leavers' passport?

Whether the completion of a transition passport is appropriate or not should be decided by the group of professionals involved in the school's wider additional support needs team, which should meet in April of the school year to discuss post-school transitions. It will be *essential* for a small minority of young people in mainstream school, and the majority of those in specialist provision, that pertinent information is transferred over to the post-school service provider (e.g. training provider, college, etc). The 'one-fit minute' alone will not offer enough in-depth information in order that the transition process is as smooth as it could be for some young people. Although it is suggested that not all young people will require completing a School Leaver's Passport, it is, nonetheless, deemed good practice that one is completed for each young person leaving school.

The leaver's passport contains information pertaining to a young person's educational needs (be they social, emotional, behavioural, physical or learning needs) and as such will be most relevant when a young person is transferring to higher education, further education or training, or to provide a fellow professional with information pertinent to job finding.

It will be the responsibility of the lead person to ensure that an appropriate person is identified to support the young person in the completion of their passport. It is also the responsibility of the lead person to ensure that the passport is shared with appropriate agencies at appropriate times.

When should a leaver's passport be completed?

The passport should be completed at the final stages of the transition process and should be shared with the relevant post-school service providers at the Trans 2 point. Having said this, some of the information may be completed in advance of this date and amended or updated as appropriate. It should be a summary of the young person's needs, how they have been met in school, how they may continue to be met, and what their next steps are.

How to Complete the Leaver's Passport

Some of the information contained in the passport can be found in a young person's IEP, ISP and/or Personal Learning Plan (PLP) and so it may be useful to have copies to hand when completing a leaver's passport. Although much of this information is already available in other formats, the leaver's passport aims to pull together current information and add to it in order that it is relevant to the post-school sector. For example, it is imperative that colleges receive information that a young person has been in receipt of exam concessions and exactly what these concessions were. Additionally, it is important that post-school

service providers are made aware that a young person, for example, has Spina Bifida and uses a rulator or a wheelchair. This information may not necessarily be in a PLP, IEP or ISP.

The Beattie Committee Report (1999) highlighted the following with regard to vulnerable groups at transition:

“The young person’s needs may be tangible and quantifiable, such as literacy or numeracy or the need for a specific aid; or related to personal and social skills such as motivation, positive attitude and ability to work with others. These 2 types of learning need are now often described as ‘hard’ and ‘soft’ skills. Some level of competence and capability in both types of skills is necessary to enable young people to gain maximum benefit from learning. Indeed, for many young people, particularly those who have become disengaged from conventional education, it will only be through the development of the ‘soft’ skills that they will begin to make progress in vocational and academic skills.”

It is thus key that information about all such skills is included in the passport.

7.1 My Assessment Profile

7.1.1 My Personal Strengths

It is important that post-school service providers are aware of areas of strength that they can continue to help a young person build upon. The passport should be completed in collaboration with the young person. The pilot found that young people were good at pointing out the things they found difficult or couldn’t do but found it difficult to pinpoint what their strengths were. It is thus important that the young person is supported in completing their passport with someone who knows them well and that they feel comfortable with. Ideally, this person should vary depending on the young person.

7.1.2 My Interests, Hobbies & Achievements

This section should give a flavour of the young person’s interests and hobbies and highlight achievements outwith the academic domain, such as Duke of Edinburgh awards or being involved in school shows. This is particularly important when a young person has little or no qualifications.

7.1.3 Attainment

Often this section will be completed before a young person has received their exam results. It is sufficient just to put the subjects and level (e.g. Intermediate 2) at this point. During the pilot the young person and the member of staff supporting them were often unclear as to what the young person was currently studying and/or had previously achieved. Thus, it would be helpful to check this in advance to ensure that the information transferred to the post-school sector is as accurate as possible.

7.1.4 Work Experience

Any relevant work experience should be noted. For example a part-time job, shadowing, community involvement etc.

7.1.5 Additional Support Provided for Me at School



All information contained in this section should be as explicit as possible. It is easy to overlook the obvious when working closely with a young person. For example:

- Explaining that a young person has literacy difficulties but not stating that they cannot write unless they are copying the words down
- Making a vague statement such as 'listening skills need work'. Stating that a young person has difficulty with processing instructions and needs more time before responding would be more explicit

7.1.6 My Current Needs

These should be explicit. For example, stating that a child has dyslexia must be accompanied by a functional definition for that young person. That is do they find reading, spelling writing and processing difficult or is it specific to reading or spelling?

George

I have dyslexia. This means that I find spelling words difficult. It also means that it takes me longer to complete a task.

Geoffrey

I find concentrating hard. I can't concentrate for very long without prompting. I am very easily distracted and need to move around a lot. Sometimes I can be quite impulsive and this means I can get into trouble for my behaviour.

Gemma

I find it really difficult to be in groups of people, especially when I don't know them. I have autism. This means I find new things and changes difficult. Sometimes I take things literally, like jokes. I don't understand sarcasm.

7.1.7 How these are best supported at school (e.g. strategies, resources etc).

This section should explain how the young person's needs are currently being met in school. For the leaver's passport to be useful the information must be explicit and specific to the young person.

George

I get extra time for assessments and SQA exams. I have an AlphaSmart for writing in class. I use a spellchecker when I write-up pieces of work. My teachers give me less to write-up. I get given my own worksheets that I can write on rather than copy notes. I get to write the answers in shortened form, e.g., T or F rather than write out the entire sentence.

Geoffrey

I am allowed out of class for five minutes when I am restless. I have a card I show the teacher. A classroom assistant tells me every so often to get on with my work. I have a behaviour timetable that helps me to try and monitor my behaviour. Teachers try and give me short tasks to do. Sometimes they give me a timer and I work for three minutes then walk round the class. Then I do another three minutes.

Gemma

The support assistant meets with me every week and tells me about things that will be different to a normal week. I write these down in my planner. I like knowing in advance that something will be different. When something new is going to happen I sometimes have a social story to explain it. I go to different clubs at lunch times where there are less people. I leave classes five minutes early so that I don't meet lots of people in the corridors. I work with the support assistant on group skills. If it is a group task the teacher gives me a job to do like writing down the discussion. I always like to sit in the same place.

7.1.8 What My Next Steps Are

This section should explain what the young person wants to do when they leave school. It should also incorporate any next steps in their learning.

George

I would like to go to college to do a course in mechanics. I would like to work with cars. I will need help with doing any written assessments or taking notes at college. I need help with forms.

Geoffrey

I don't know what I want to do after school. I'd like a job. I'll need help to find one.

Gemma

I am going to University in Glasgow to study Maths and Statistics. I will need help to travel there as I find getting on public transport difficult. I will need help with going to University as there will be lots of new people and new routines. I would like my teachers there to know what I find difficult like working in groups.

7.1.9 What help I will need to achieve them

George

I need the college to know that I find spelling and writing hard and that I need extra time with assessments. I will need someone at the college to tell my new teachers about the help what helps me. I don't want to look different to other people at college.

Geoffrey

Help from the Careers Keyworker; they will help me find a job.

Gemma

My family will help me get used to travelling to Glasgow. My mum and Mrs Ritchie will help me contact the University's Disability Service to tell them about what I find hard.

7.2 My Details

This section holds standard information about the young person and their contact details. Post-school service providers felt that it was useful to have a contact person in school that they could get in touch with regarding any queries that they had concerning a young person's additional support needs and how they could best meet them. This person should be the person that knows the young person best and who supported them in completing the form.

It is important that the young person gives their permission for the information to be shared. We cannot transfer any information about the young person without this. It should be explained to the young person from early transition planning that it is important that post-school service providers understand their additional support needs and that sharing this information should benefit them.

**The document *My Views (Getting It Right For Every Child)* – see page 98 ,
may be helpful in gathering the child or young person's views**



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Scottish Executive (2006) Scottish Schools (Parental Involvement) Act Edinburgh HMSO

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SCHOOL LEAVER'S PASSPORT 1.

This document can be used for any young person who is moving on from mainstream school into further education or into some work related environment. The information on the Passport allows the young person to have a brief and focussed summary of their achievements and their wishes for the future.

It is most pertinent for young people leaving mainstream secondary schools where they have additional support needs and where they have limited formal certification of achievements (eg: standard grades etc.).

The document is also pertinent for some young persons who have attended a specialist educational provision (eg: Park School; SLC at Cumnock or Doon; Loudoun Communication Centre or a specialist outwith authority placement).

The young person them self should be encouraged to make the document their own and to feel that the information contained therein shows them in the most positive light possible.

The passport should be completed with the principles of the GIRFEC triangle in mind.



School Leaver's Passport

NAME:

Information to assist transition from school to further education, work, training
or supported provision



1. MY ASSESSMENT PROFILE (summary of skills, abilities, achievements, personal strengths)

My Personal Strengths

My Interests, Hobbies and Achievements

Attainment

Subject	Level	Grade	(predicted/actual)

Work Experience



Additional Support Provided for Me at School

My current needs

What works best for me? How these needs are best supported at school (e.g. strategies, resources etc.)

What my next steps are

What help I will need to achieve them



2. MY DETAILS					
My Name					
Date of Birth		SQA Number		National Insurance No.	
Address					
Telephone No.	Home		Mobile		
E-mail address					
Emergency Contact Person		Name			
		Telephone Number			
My Secondary Schools Attended (include EAST and/or Rathbone etc.)					
Establishment		Address		Dates Attended	
My contact person					
Name of the person who is helping me with my next steps after school					
Job Title					
Telephone					
E-mail					
Date completed					
3. MY PERMISSION					
In order that people can help to support me I give permission for the information on this form to be passed to other agencies (e.g. Careers, College) as appropriate.					
Signed			Date		

SCHOOL LEAVER'S PASSPORT 2

This version of the Leaver's Passport is designed to be used with young people who have more severe and complex additional support needs. It is likely that this will be used by young people who have attended Willowbank or Hillside schools, or an external specialist school for youngsters with severe and complex difficulties. It may also be helpful for some young people attending Park School or the SLCs in East Ayrshire.

While every effort should be made to fully engage the young person in the creation of their Passport Profile it is recognised that they will require significant staff support to complete the details.

Again, this Passport will afford the young person an opportunity to tell a positive story about themselves that can help them enter the adult world with an increased level of confidence.

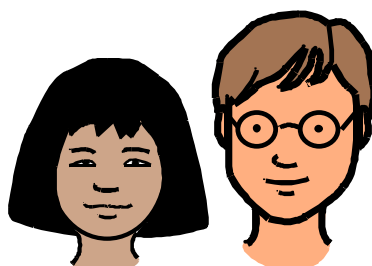
Name.....



photo

My Life My Future

Transition means change



As you change from being a teenager to an adult, some things in your life will change.

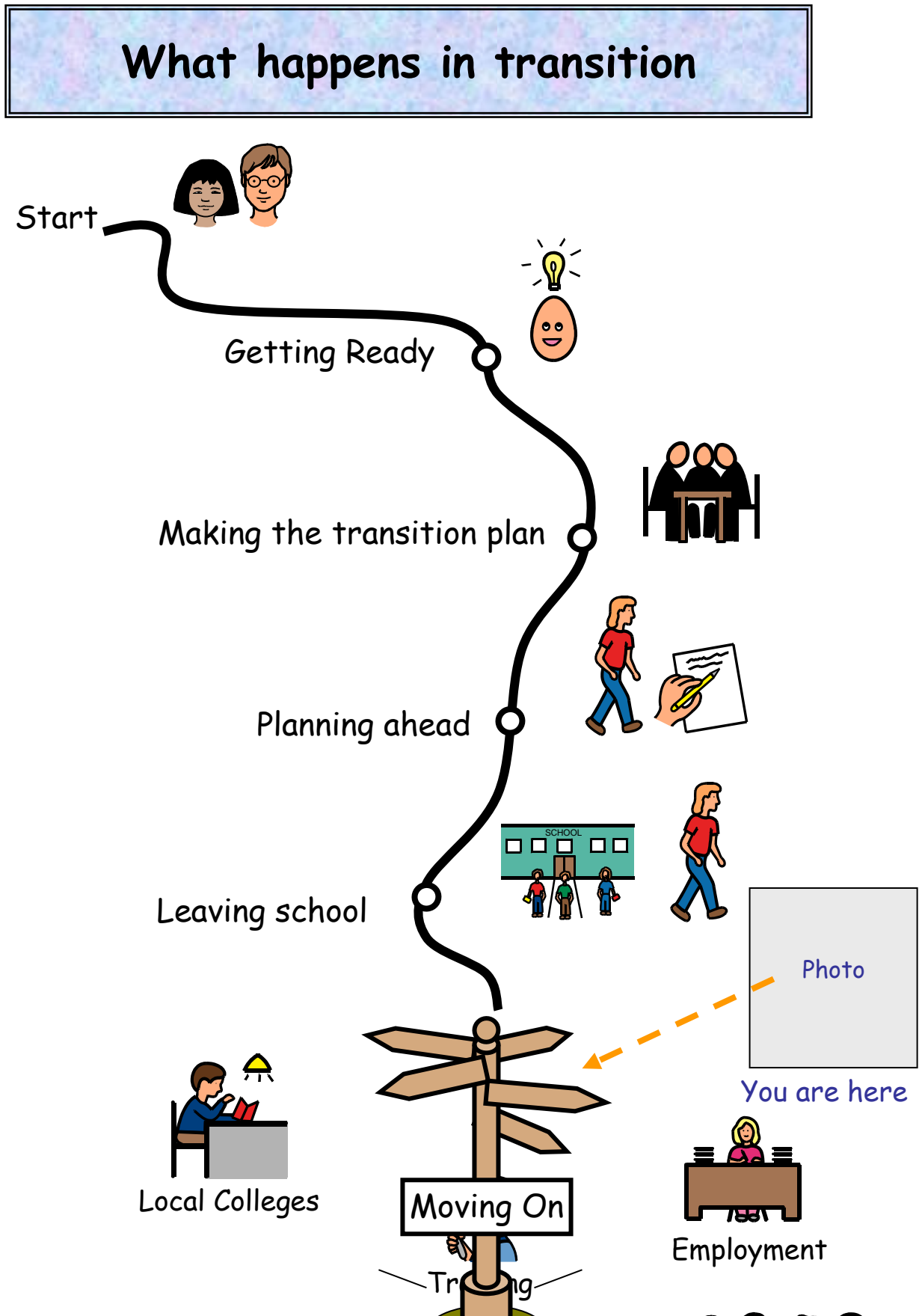
You will get new rights and choices to make and will be responsible for new things.

It's a good idea to start thinking about transition when you are about age 14 and there can be many things to plan for.

The next few pages show you

- what happens in Transition and where you are at the moment.

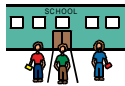
- The people who can help you





Where you live?

People who can help



People at school



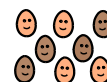
Family /
Friends



Other Workers
i.e. Social Worker,
School Nurse



Advocate - Youth
Advocate, YiP
World



Circle of support



Lead worker -
Keyworker, Lead
professional, etc

Photo



Personal Adviser - Skills
Development Scotland, Youth
Worker, etc

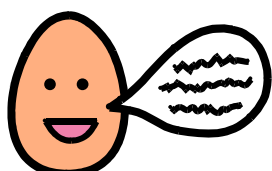


Is there anyone else?

All about me

The people who know me well helped me think and talk about

Talk about

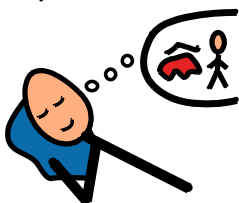


- my hopes and dreams
- what I am good at
- what I've achieved so far
- new things I want to try
- what I need help with
- any worries I have



Some Ideas - to talk about

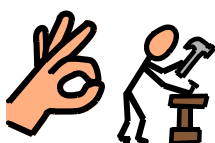
My hopes and dreams



This section might include:

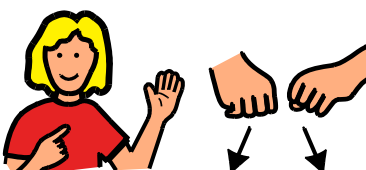

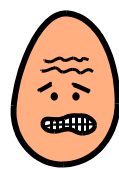
- my ideal job
- when I leave school I'd love to.....??
- where I'd like to live
- who I'd like to spend time with
- new things I'd love to try

What I am good at /
Nice things others say
about me.....



This section might include:

- nice things others say about me
- things I'm good at i.e. at school
- things I'm good at i.e. hobbies, skills

<p>New things I want to try</p> 	<p>This section might include:</p> <ul style="list-style-type: none"> • Things I'd like to learn i.e. at college • Parts of my life I'd like to be more independent i.e. life skills, travel etc • Things I'd like to try with family/friends
<p>What I need help with</p> 	<p>This section might include:</p> <ul style="list-style-type: none"> • Help I need with personal care • Practical help that I need • Help I need to make decisions about my life • Help I need to manage my money • Help I need to understand about risks • Who's best to help with these things
<p>My worries are</p> 	<p>This section might include:</p> <ul style="list-style-type: none"> • Worries for the future • Are my family worried about anything? • Who / what can help to provide solutions to overcome these worries • nature of learning difficulties • activities, situations or relationships that

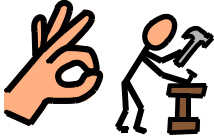


	may cause anxiety and that may affect my behaviour
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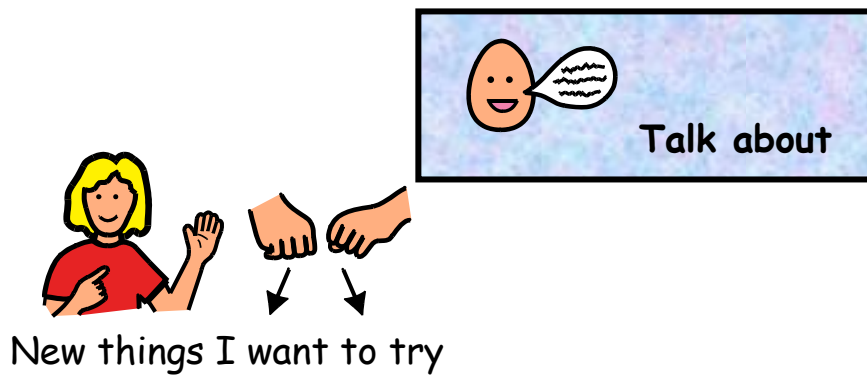
Use the next few sections to think and talk about each of these areas and write down things that matter to you and / or those who know you best.

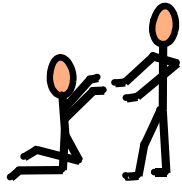


My hopes and dreams



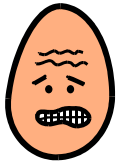
What I am good at / Nice things others say about me





What I need help with





My worries are



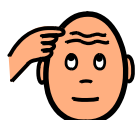


Planning for when I leave school



It can help to think about and talk to the people who know you well to think about the things I would like to do now and when I leave school in all parts of your life.

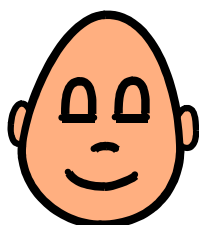
You may need help to find out more. There may be things you are not ready to think about and some things that you may change my mind about, but that's OK, it is important to get it right.

It's my life, my future



Think about

<p>How I communicate</p> 	<p>This section might include:</p> <ul style="list-style-type: none"> • How I prefer to communicate • How I like people to explain things to me • Other ways I communicate i.e. body language, behaviour • What is my preferred language? • Do I use aids to help me communicate? • Do I have an independent advocate?
<p>Things that are important to me</p> 	<p>This section might include:</p> <ul style="list-style-type: none"> • Routines that are important to me • Routines that are important to my family • Items / Belongings that matter to me
<p>Keeping safe and healthy</p>	<p>This section might include:</p>



- Help I need to recognise risk
- Medication I need to take
- Dietary requirements
- Who help? i.e. nurse, GP
- Sexual Health / Relationships
- Situations where risk assessment would need to be carried out
- Behaviours which may cause concern

Medical action plan attached ☐

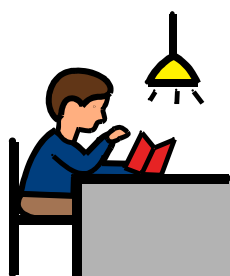
My family



This section might include:

- Who's important in my life
- Do I have a main carer/legal guardian?
- Things I enjoy doing with my family

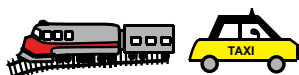
School/College



This section might include:




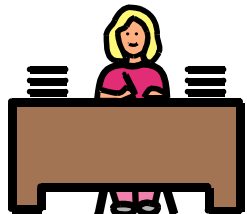
- Things I enjoy at school / college
- Key people at school / college
- Things I've learned already
- New things I'd like to learn
- Advice from Skills Development Scotland

Transport
/ Travel



This section might include:

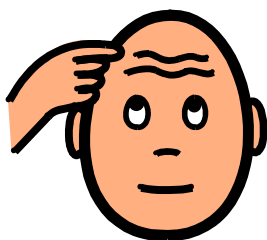
- How I get out and about
- Help I'd need to learn to travel

	<p>independently</p> <ul style="list-style-type: none"> • Can I use public transport? • Do I get help with mobility needs? i.e. Disability Living Allowance
<p>Money</p> 	<p>This section might include:</p> <ul style="list-style-type: none"> • Information about welfare benefits • Information about college bursaries • Help I need to manage my money • Who helps me with my money? • Will I need to pay towards any care/support I need?
<p>Having fun/Friends</p> 	<p>This section might include:</p> <ul style="list-style-type: none"> • Who are my friends? • What I enjoy doing with them? • Help I may need to stay in touch with friends after school • Ways I might meet new friends
<p>Work/Training Day time activities</p> 	<p>This section might include:</p> <ul style="list-style-type: none"> • Spending time with others • My career / learning goals
<p>How I want to live</p>	<p>This section might include:</p>



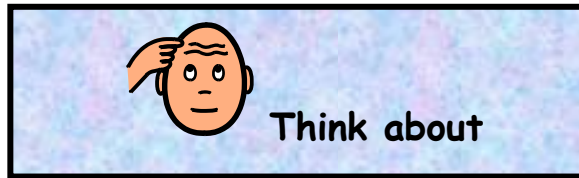
- Where I'd like to live
- Who I'd like to live with
- Support I may need
- Important things to think about
- Plans for the future

Anything else?



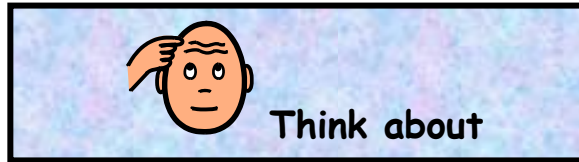


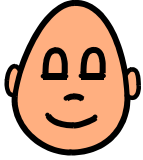
How I communicate



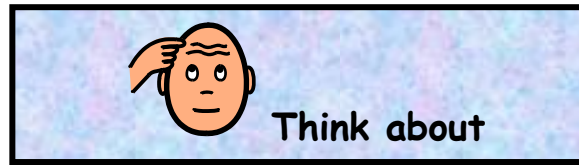


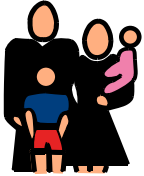
Things that are
important to me





Keeping safe
and healthy





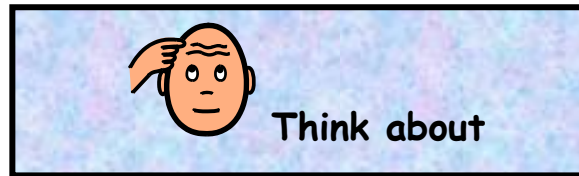
My family

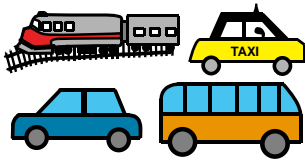


Think about

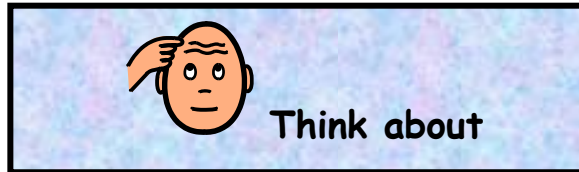


School/College



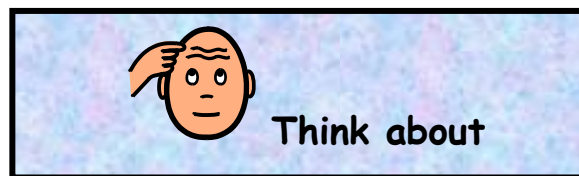


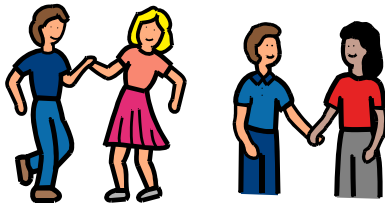
Transport/Travel



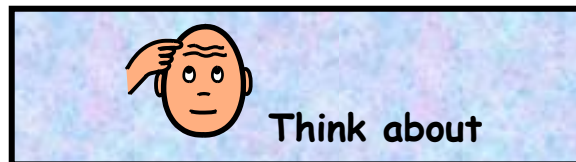


Money



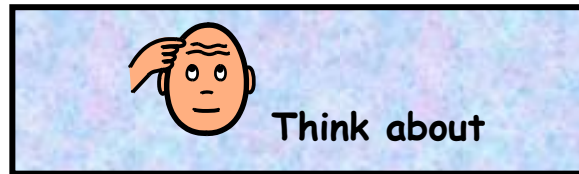


Having fun/Friends



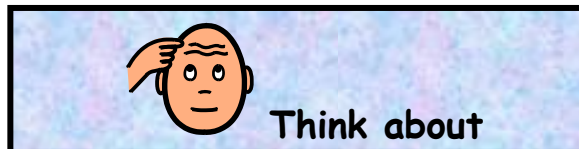


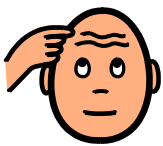
Work/training
Daytime activities



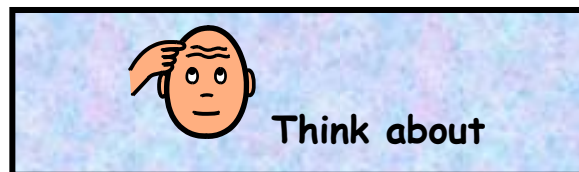


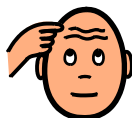
How I want to live



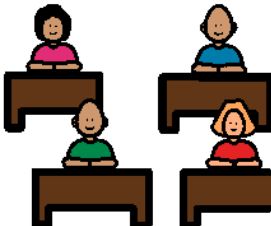

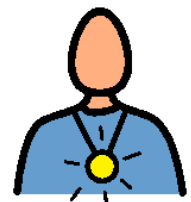


Anything else?





Learning at College

<p>Learning at College/I learn best when.....</p> 	<p>This section might include:</p> <ul style="list-style-type: none"> • teaching approaches • types of support, equipment, resources, ICT software/hardware • ways in which materials should be adapted, e.g. font size, etc
<p>I need personal help with.....</p> 	<p>This section might include:</p> <ul style="list-style-type: none"> • information on any personal care requirements • help at break and lunchtimes • physical, sensory and mobility supports
<p>Things I have achieved so far.....</p> 	<p>This section might include:</p> <ul style="list-style-type: none"> • academic level, e.g. Access 1 supported • personal and accredited achievements <p>My Certificates are attached <input type="checkbox"/></p>

Through my college experience I would like to.....

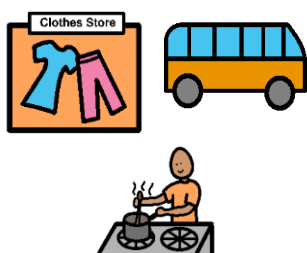
Learn skills for meeting people and going places



This section might include:

- description of personal and interpersonal skills that would be beneficial, e.g. working with a partner or in a group
- examples of social situations where specific behaviours are required, e.g. work, public places, etc

Things I would like to do for myself



This section might include:

- description of appropriate skills in relation to freedoms in college, practical skills, making choices and decisions, etc

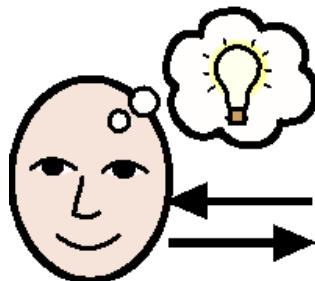
Things I would like to experience



This section might include:

- description of new skills and skills which could be developed further in college
- subjects and activities which I would like to try

Other information I'd
like to share about my
experiences at
college





Learning at College/I learn best when.....



I need personal help with.....



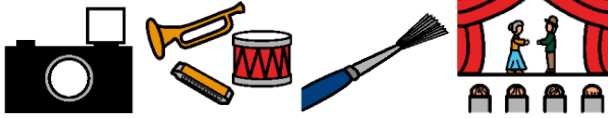
Things I have achieved so far.....



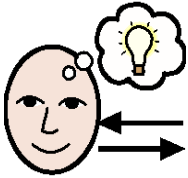
Through my college experience I would like to.....
Learn skills for meeting people and going places



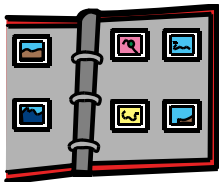
Things I would like to do for myself



Things I would like to experience



Other information I'd like to share about my experiences at college



Photos



East Ayrshire
COUNCIL

My Life My Future Action Plan

Where would I like to be in the future? Long term goal(s)	What needs to be done?	What help and support do I need?	When should this be completed?	Who will help?

It might help to speak with or meet up with the people important to me as I prepare to leave school, to update the action plan, and be clear about what needs done and who can help.

It can help to have one key person to talk to about your transition who can share information with others and co-ordinate your transition plan.

If you have any worries or want to talk about transition this you can contact:

Name:

Contact Details:

Address:

Telephone Number:

E-mail:

Date: