EAST AYRSHIRE SUPPORT TEAM

Core Support Policy Statement

January 2014
Core Support Team
Policy Document

Contents

Introduction 3
Mission Statement 3
Legislation and Guidelines 3
EAST Core Support Team 6
Core Allocation to Schools 6
Role of the Core Support Teacher 6
EAST Campus Support 7
Flexible Support 7
Assessment 8
Access to the Core Support Team 8
Appendices 8
**Introduction**

The vision expressed for all citizens of East Ayrshire in the Community Plan is that:

*East Ayrshire will be a place with strong, vibrant communities where everyone has a good quality of life and access to opportunities, choices and high-quality services, which are sustainable, accessible and meet people’s needs.*

Within that context:

*We want to ensure that each young child in East Ayrshire, including those who are not yet born have the best start in life. Therefore our commitment to children and young people, their families and carers is to provide them with the support they need, when and where they need it in order to help them achieve their aspirations and potential.*

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

**Mission Statement**

The Core Support Team is part of East Ayrshire Support Team (EAST). The team works in partnership with Learning Communities, children/young people, parents/carers, base schools and other agencies to ensure equality of opportunity through addressing the needs of pupils through the process of inclusion using the GIRFEC framework. It provides effective support to children and young people who have additional support needs to help them achieve their individual targets and reach their full potential. It supports the development and implementation of whole school approaches to effective teaching and learning and offers specialist support where this is required.

The team contribute to East Ayrshire’s support policies and procedures; develop new materials and approaches as well as supporting the implementation of relevant support strategies and initiatives within school settings.

Many Individual members of the team also support the continuous professional development of colleagues within the Authority by raising awareness of a range of additional support needs and their impact on children and young people as well as providing advisory support on appropriate strategies and resources.

**Legislation and Guidelines**

East Ayrshire recognises that in education there have been significant legislative changes to the planning and delivery of services to children/young people and their families and is committed to ensuring that the following form part of our service delivery:
*The United Nations Convention on the Rights of the Child* is a human rights treaty which sets out the civil, political, economic, social, health and cultural rights of children. In particular, the following three Articles are of specific interest:

- **Article 3** states that “all organisations concerned with children should work towards what is best for each child”.
- **Article 28** states that “children have a right to an education.....” and
- **Article 29** states that “education should develop each child’s personality and talents to the full...”

*Disability Discrimination Act 1995*, as amended by the *Special Educational Needs and Disability Act 2001* states:

1. The responsible body for a school must take such steps as it is reasonable for it to have to take to ensure that–

   a) in relation to the arrangements it makes for determining the admission of pupils to the school, disabled persons are not placed at a substantial disadvantage in comparison with persons who are not disabled; and
   b) in relation to education and associated services provided for, or offered to, pupils at the school by it, disabled pupils are not placed at a substantial disadvantage in comparison with pupils who are not disabled.

*The Standards in Schools etc. Act (2000)* placed duties on all education authorities to ensure that schools meet the needs of all their pupils, encourage them to achieve their full potential and raise educational standards. In conjunction with the United Nations Convention on the Rights of the Child (*Article 29*), the Act states “it shall be the duty of the authority to secure that the education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential.” *(Section 2 (1))*

*The Education (Additional Support for Learning) (Scotland) Act 2004 (Amended 2009)* introduced a new framework for children and young people who require some additional support with their learning. Additional support is explained in the Act as "provision which is additional to, or otherwise different from, the educationally provision made generally for children or, as the case may be, young persons of the same age in schools (other than special schools) under the management of the education authority for the area to which the child or young person belongs.” *(Section 1 (3) (a))*

*Disability Discrimination Act 2005* states that schools and educational authorities can discriminate in two ways.

1. **Disability-related less favourable treatment**
   Discrimination can occur when a responsible body treats a disabled pupil (or prospective pupil) less favourably, for a reason relating to his or her disability, than someone who does not have a disability, without justification.
In some cases, the school may be able to justify treating a disabled pupil 'less favourably' if it can show that it was for a reason which is both material (specifically related to the case) and substantial (more than minor or trivial) to the particular case.

2. **Failing to make a 'reasonable adjustment'**
   The second way in which discrimination can take place is where a responsible body fails to take reasonable steps to ensure that disabled pupils or prospective pupils are not placed at a substantial disadvantage in comparison with their non-disabled peers without justification.

   The duty is an 'anticipatory' duty, which means that schools should not wait until a disabled pupil approaches them before making changes to the way in which they operate.

   There is no obligation under the Act to make reasonable adjustments by providing any auxiliary aids and services or by making physical alterations to buildings. Auxiliary aids and services would usually be obtained through the SEN duties. Physical features (and the curriculum) are covered by the longer-term planning duties for LEAs and schools.

**What is meant by a substantial disadvantage**

For the reasonable adjustment duty to apply, pupils (or prospective pupils) must be put at a substantial disadvantage. "Substantial disadvantage" is not defined in the Act but 'substantial' is likely to mean more than minor or trivial.

**What is 'reasonable'**

The Act also does not define 'reasonableness' - this will depend on the circumstances of a particular case and ultimately be for the SEN and Disability Tribunal to decide.

**The Equality Act 2010** makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions.
- In the way it provides education for pupils.
- In the way it provides pupils access to any benefit, facility or service.
- By excluding a pupil or subjecting them to any other detriment.

**Getting it Right for Every Child (GIRFEC) (2012)** states: As children and young people progress on their journey through life, some may have temporary difficulties, some may live with challenges and some may experience more complex issues. Sometimes they – and their families – are going to need help and support. No matter where they live or whatever their needs, children, young people and their families should always know where they can find help, what support might be available and whether that help is right for them.
The GIRFEC approach ensures that anyone providing that support puts the child or young person – and their family – at the centre.

The *Curriculum for Excellence* is the most significant change in Scottish education for generations and schools are now implementing new curricular guidelines at all stages to ensure that our children and young people are:

- Successful learners.
- Confident individuals.
- Effective contributors.
- Responsible citizens.

The Core Team also support the **long term plan** supporting the implementation of Additional Support for Learning Scotland. The Plan 2012-2016 is there to further support implementation of additional support for learning legislation. The plan supports four broad areas:

- The support available for particular groups of children and young people and areas for further support in implementation,
- building capacity in staff to provide support, information, and law and guidance.

**EAST Core Support Team**

The Core Support Team supports effective provision for pupils through:

- Supporting early identification and assessment of pupils.
- Joint planning with colleagues to provide access to an appropriate curriculum using a range of teaching and learning strategies.
- Targeted teaching for specific purposes.
- Monitoring and reviewing progress of pupils with school staff and other agencies.
- Providing specialise support and assessment.
- Curriculum development.
- Staff development.

The Core Support Team comprises of five main elements:

- Base support.
- Core allocation to schools.
- Flexible support.
- Intensive support.
- Re-integration support.

**Core Allocation to Schools**

The team provide an annual core allocation to each school in the Authority to help support their provision for children and young people with additional support needs. EAST staff have access to
a range of resources and specialised equipment which they use to provide targeted support to identified pupils. Formal planning and review takes place each term with the school’s ASN coordinator. In addition, ongoing liaison regularly takes place with class teachers.

Support may take the form of direct teaching, either in a co-op setting or through extraction. Staff can also provide support with assessment and offer advisory support on a wide range of resources and approaches.

**The Role of the Core Support Teacher**

The EAST teacher can be utilised in a variety of manners such as:

- Direct teaching of groups of individuals with additional support needs
- Assessing, tracking and monitoring of said pupils’ skills and progress
- Collaborating with schools to facilitate inclusion, transition and accessing the curriculum
- Establishing good, working relationships with parents and carers
- Providing home tuition as and when appropriate
- Collaborating with other agencies
- Providing CPD training to education staff and other agencies.

**EAST Campus Support**

Occasionally the needs of a child or young person cannot be met within the mainstream school environment and a move to an EAST campus is agreed as the best option. This placement is for a time limited assessment period, usually up to six weeks.

- Primary children attend the EAST Nurture Class in Altonhill, Kilmarnock.
- Young people of secondary school age can attend the EAST base in Cumnock.
- Young people of secondary school age can attend the EAST base in Altonhill.

Nurturing principles underpin the ethos of all EAST bases.

While pupils are attending a base, they remain on their school roll and all curricular resources are supplied by their school. Liaison between EAST staff working with the child or young person and the school takes place on a regular basis. Ideally this is done face to face and enables the uplift of curricular resources to take place, thus ensuring the pupil keeps up to date with core class work. On occasion, the liaison may be done by telephone or email.

The purpose of the assessment period is agreed before the child or young person starts attending the relevant base. Appropriate assessments are carried out as required. This is then reviewed at the end of the agreed assessment period and next steps are agreed and taken forward.
Flexible Support

To help support addressing need in a timely manner, EAST has a small allocation of flexible support which is accessible to all establishments in the Authority. This flexible support includes:

- **Closing the Literacy Gap**
  Trained staff offer targeted literacy support to identified pupils in Primary 2 and Primary 7. Currently P2 pupils are selected through a referral process and P7 pupils through screening.

- **Literacy Outreach**
  Children who have been assessed and identified as having a literacy difficulty or as being dyslexic and who have been put forward by schools as being pupils who would benefit most from targeted, specialised support can access this flexible element. A range of specialise resources is used as a targeted programme of intervention to support these pupils on an outreach basis.

- **Flexibility**
  Establishments across the Authority can request additional support for an agreed period. Forms of support are wide ranging. Examples include: initial set up and implementation of a Nurture class in partnership with establishment; implementation of whole school behaviour approach such as 1, 2, 3 Magic, focussed piece of work as a follow on from on assessment (e.g. ELLAT, Quest).

- **Intensive Support**
  Intensive Support is offered by EAST. Staff from the team works in collaboration with the school to help young people through any difficult periods they may be experiencing in their school life. Support will always focus on the needs of the young person and can range from individual work with the pupil to training for the whole school staff.

- **Re-integration Support**
  Sometimes children/young people benefit from a short period of time away from school in one of the EAST support campuses. When children/young people are ready to return to their base school, they will be supported by a member of the team to help promote a smooth transition back into school.

**Assessment**

EAST work in conjunction with base schools to assess and monitor pupils’ progress. EAST have a bank of assessments which can be utilised to assess literacy, numeracy and health and wellbeing needs of pupils to help plan next steps and remove barriers to learning.

The purpose of assessment is:

- To support and maximise development and learning.
- To give assurance to parents and others about learners’ progress.
- To provide a summary of what learners have achieved.
- To inform future improvements.
Within EAST and indeed across all educational establishments within East Ayrshire, assessment is seen as an ongoing process of gathering, structuring and making sense of information about a child or young person, and his/her circumstances.

**Access to the Core Support Team**

A baseline of core support is allocated to schools across the Authority; this is currently allocated on an annual basis. Other areas of support can be accessed through procedures as outlined in SC76/SC76 (a).

**Appendices**

1. SC76
2. SC76(a)
3. SC78 Support for Travelling Communities
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.
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.

East Ayrshire is committed to the principle of one child → one assessment → one action plan.

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.

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- Actions must improve outcomes for children/young people.
- Families and communities have the capacity to meet the needs of the child/young person.

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.

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.

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.

There are designated roles for the staff who co-ordinate the assessment and planning for children. These are:

- The Named person.
- The Lead Professional.

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’).

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.

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 undenoted 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.
Well-being

Active
Having opportunities to take part in activities, such as play, recreation and sport, which contribute to healthy growth and development at home and in the community.

Respected and responsible
Should be involved in decisions that affect them, should have their voices heard and should be encouraged to play an active and responsible role in their schools and communities.

Included
Having help to overcome social, educational, physical and economic inequalities and being accepted as part of the community in which they live and learn.

Safe
Protected from abuse, neglect or harm at home, at school and in the community.

Healthy
Having the highest attainable standards of physical and mental health, access to suitable health care, and support in learning to make healthy and safe choices.

Achieving
Being supported and guided in their learning and in the development of their skills, confidence and self-esteem at home, at school and in the community.

Nurtured
Having a nurturing place to live in a family setting with additional help if needed or, where this is not possible, in suitable care setting.

Successful Learners

Responsible Citizens

Effective Contributors

Confident Individuals

getting it right for every child
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, 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 bases, or other provision such as third sector partners (e.g. Barnardos, Lighthouse Foundation).

These will include:

- EAST Base placement (Early Years/Primary and Secondary).
  - Assessment Period
  - Extended base support
- Extended EAST Base and Rathbone Support (Secondary, S4).
- Emergency Placement (EAST Base).
  *(Young people may be placed on an emergency basis within an EAST base 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 Educational Programme (IEP) 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 Base 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 base 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 base 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 base 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

School Assessment

Support Strategies Identified and Deployed
Timescales set for Review
Anticipated Outcomes Detailed
ISP IEP
Discuss with Child/YP/Parent/Carer
Record ASN, Consider CSP, log on Click and Go / ASN Log

Authority Screening Group

Support Strategies Identified and Deployed
Timescales set for Review
Anticipated Outcomes Detailed
IEP IAF
Discuss with Child/YP/Parent/Carer
Record ASN, Consider CSP, log on Click and Go / ASN Log

Outwith Placement Screening Group

Support Strategies Identified and Deployed
Timescales set for Review
Anticipated Outcomes Detailed
IAF
Discuss with Child/YP/Parent/Carer
Record ASN, Consider CSP, log on Click and Go / ASN Log
Case Study

J is an eleven year old in P6 at East Ayrshire Primary School. J joined the school in August 2010 due to a recent house move with her foster carers. J has been accommodated for the last three years with the same foster family and a strong, nurturing bond has been established. J has a particularly strong bond with her foster mother and they share a passion for swimming and horse riding which they regularly participated in together. She has two brothers (who are accommodated in a nearby town) and a sister who lives with her mother and step father. J regularly visits her mother but their relationship is strained.

In November 2010, the class teacher highlighted concerns to the head teacher about J having literacy difficulties as well as visits with Mum having a negative impact on her behaviour. A meeting was called for 3rd December 2010. (Reference: Case Study Meeting 1)

Consequently it was identified that J had dyslexic type difficulties and responded well to a differentiated program of work and access to ICT supports during extended writing lessons. (Reference: Case Study Meeting 2)

In April 2011, J's foster mother had a stroke. Following this, J stopped eating and drinking and was hospitalised for two weeks. On returning to school, her weight had dropped drastically, she was weak and withdrawn and still refusing to eat and drink most of the time. The school were concerned that they could no longer meet J’s needs under the current supports and a multi agency meeting was called. (Reference: Case Study Meeting 3)

Since supports were put in place, J has started to make positive progress. (Reference: Case Study Meeting 4)
<table>
<thead>
<tr>
<th>Establishment Name</th>
<th>East Ayrshire Primary</th>
<th>Date / Time of Meeting</th>
<th>3rd December 2010 9.30am</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child / Young Person’s Name</td>
<td>J</td>
<td>D.O.B. :</td>
<td>5.1.01</td>
</tr>
<tr>
<td>Parent / Carer’s Name</td>
<td>Mr. &amp; Mrs. B</td>
<td>Stage :</td>
<td>P6</td>
</tr>
<tr>
<td>Address:</td>
<td>2 Main Street East Ayrshire</td>
<td>Telephone No.</td>
<td></td>
</tr>
<tr>
<td>Postcode:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP</td>
<td>YES</td>
<td>IEP</td>
<td>YES</td>
</tr>
<tr>
<td>CSP</td>
<td>NO</td>
<td></td>
<td>NO</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

### Meeting Details

- **Referred for meeting by:** Class Teacher
- **Reason for referral:** Concern around pupil’s difficulties in literacy and emotional wellbeing with regards to supervised visits with mum

### Agencies currently involved with the child / young person and family

<table>
<thead>
<tr>
<th>Agency/Profession</th>
<th>Name</th>
<th>Address</th>
<th>Tel/E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Work</td>
<td>Miss T</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>Miss A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>East Ayrshire Primary</td>
<td>Class Teacher</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### In Attendance:

<table>
<thead>
<tr>
<th>Agency</th>
<th>Name / Designation</th>
<th>Contact</th>
<th>Invited</th>
<th>Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>Miss A</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>East Ayrshire Primary</td>
<td>Class Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>Mrs. C</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>East Ayrshire Primary</td>
<td>Principal Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planned Outcomes</td>
<td>Actions from last plan</td>
<td>Person Responsible</td>
<td>Met/Not Met</td>
<td>If not met, indicate reasons why</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------------</td>
<td>-------------------</td>
<td>-------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessment of Child / Young Person – 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.

<table>
<thead>
<tr>
<th>Contributors to the Assessment - Lead Professional, Assessment Team</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Role</strong></td>
</tr>
<tr>
<td>Class Teacher</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How I grow and develop – Analysis of the child / young person’s developmental needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Comment on health, education, physical and emotional development and social skills including strengths and pressures)</td>
</tr>
<tr>
<td>• J appears as a well nourished and well looked after child</td>
</tr>
<tr>
<td>• J has settled quickly into the systems and routines of East Ayrshire Primary and developed a small circle of friends within her class</td>
</tr>
<tr>
<td>• J goes to the basketball club after school on a Thursday afternoon</td>
</tr>
<tr>
<td>• J is part of the school swimming team</td>
</tr>
<tr>
<td>• J is in the top group for maths but appears to excel more at mechanical maths</td>
</tr>
<tr>
<td>• J contributes openly to Quality Circle Time and is able to offer support to peers</td>
</tr>
<tr>
<td>• J has difficulty accessing extended texts and producing extended pieces of writing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>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</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Comment on level of care, safety, guidance and encouragement offered to the child or young person including strengths and pressures)</td>
</tr>
<tr>
<td>• 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</td>
</tr>
<tr>
<td>• The foster family have formed strong links with the school and there are open lines of communication</td>
</tr>
<tr>
<td>• The foster family attended the recent parents’ evening and they have supported recent social events in the school</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>My Wider World – Analysis of the impact on the child / young person- environmental</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Comment on the influences of relatives, friends, home and community including strengths and pressures)</td>
</tr>
<tr>
<td>• J and her foster mum attend regular swimming lessons and riding lessons together which J speaks about with affection</td>
</tr>
<tr>
<td>• 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</td>
</tr>
</tbody>
</table>
**Informed Views of Child/Young Person**

- 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**

- Views not sought to date

**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.

<table>
<thead>
<tr>
<th>Safe</th>
<th>Healthy</th>
<th>Supervised visits can have a detrimental effect on J's emotional wellbeing at school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active</td>
<td>Nurtured</td>
<td>J can become frustrated during language exercises particularly extended writing tasks</td>
</tr>
<tr>
<td>Respected</td>
<td>Responsible</td>
<td></td>
</tr>
<tr>
<td>Included</td>
<td>Note any assessment tools which have been used, by whom and when</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 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.</td>
<td></td>
</tr>
</tbody>
</table>
Main Recommendations

- 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)
VISION: The child / young person should be Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included
The overall long-term aim/purpose of the multi-agency plan for J is …..

<table>
<thead>
<tr>
<th>Named Person</th>
<th>Agency</th>
<th>Address</th>
<th>Tel No &amp; E-mail</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. C</td>
<td>Education</td>
<td>East Ayrshire Primary</td>
<td></td>
<td>21.2.11</td>
</tr>
<tr>
<td>Principal Teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Planned Outcomes

<table>
<thead>
<tr>
<th>Lower J’s anxiety levels with regards to visits with birth mum.</th>
<th>Inform named social worker of child’s views surrounding visits with Mum.</th>
<th>Sharing outcomes of scaling prior to and after visits.</th>
<th>Once a month</th>
<th>Miss A, Class Teacher East Ayrshire Primary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planned Outcomes</td>
<td>Action required</td>
<td>Supports proposed</td>
<td>Time Scale</td>
<td>Person / Agency Responsible</td>
</tr>
<tr>
<td>Literacy difficulties have been identified through assessment and appropriate supports put in place.</td>
<td>Consult with EAST Core support teacher within the school to collaboratively undertake a PAP.</td>
<td>Assessment undertaken by Class Teacher and EAST Core Support teacher and appropriate supports put in place.</td>
<td>Within four weeks</td>
<td>Miss A, Class Teacher East Ayrshire Primary Mr. E, Core Support Teacher EAST</td>
</tr>
</tbody>
</table>
### I Agree with the Action Plan

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>This assessment has been discussed with the Child / Young Person</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This assessment has been discussed with the Parent / Carer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A carers assessment has been considered</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Detail

<table>
<thead>
<tr>
<th></th>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child/Young Person</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent/Carer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent/Carer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lead Professional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relevant Professional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relevant Professional</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Review

<table>
<thead>
<tr>
<th>Date of Next Review</th>
<th>18.3.11 @ 9.30am</th>
</tr>
</thead>
</table>
## GIRFEC MEETING

### Establishments 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:
2 Main Street  
East Ayrshire  
Telephone  

### Postcode:
East Ayrshire

<table>
<thead>
<tr>
<th>AP</th>
<th>IEP</th>
<th>CSP</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>✓</td>
<td>NO</td>
</tr>
<tr>
<td>YES</td>
<td>NO</td>
<td>✓</td>
</tr>
</tbody>
</table>

### Meeting Details
Referred for meeting by  
Outcome of previous meeting
Reason for referral  
Review from meeting 3.12.11

### Agencies currently involved with the child / young person and family

<table>
<thead>
<tr>
<th>Agency/Profession</th>
<th>Name</th>
<th>Address</th>
<th>Tel/E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education East Ayrshire Primary</td>
<td>Miss A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Class Teacher |  
Social Work | Miss T |  
Education EAST | Mr E |  
Core Support Teacher |  

### In Attendance:

<table>
<thead>
<tr>
<th>Agency</th>
<th>Name / Designation</th>
<th>Contact</th>
<th>Invited</th>
<th>Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education East Ayrshire Primary</td>
<td>Miss A</td>
<td>Class Teacher</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Education East Ayrshire Primary</td>
<td>Mrs. C</td>
<td>Principal Teacher</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Education EAST</td>
<td>Mr E</td>
<td>Core Support Teacher</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Mr &amp; Mrs B</td>
<td>Foster parents</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Planned Outcomes</td>
<td>Actions from last plan</td>
<td>Person Responsible</td>
<td>Met/Not Met</td>
<td>If not Met, indicate reasons why</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>---------------------------------------------</td>
<td>-------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Lower J’s anxiety levels with regards to visits with birth mum.</td>
<td>Inform named social worker of child’s views surrounding visits with birth mum.</td>
<td>Miss A, Class Teacher East Ayrshire Primary</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>Literacy difficulties identified and appropriate supports put in place.</td>
<td>Consult with EAST Core support teacher within the school to collaboratively complete a PAP.</td>
<td>Miss A, Class Teacher East Ayrshire Primary Mr. E, Core Support Teacher EAST</td>
<td>Met</td>
<td></td>
</tr>
</tbody>
</table>
Assessment of Child/Young Person – 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 - Lead Professional, Assessment Team

<table>
<thead>
<tr>
<th>Role</th>
<th>Name &amp; Designation</th>
<th>(Agency) Address</th>
<th>Tel No &amp; E-Mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAST Core Support</td>
<td>Mr E, Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>East Ayrshire Primary</td>
<td>Miss A, Class Teacher</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How I grow and develop – Analysis of child / young person’s developmental needs
(Comment on health, education, physical and emotional development and social skills including strengths and pressures)

- 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 / young person and the parents/carers ability to meet their needs
(Comment on level of care, safety, guidance and encouragement offered to the child / young person or young person including strengths and pressures)

- 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 and pressures)

- 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.
### 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.

### 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

<table>
<thead>
<tr>
<th>Safe</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthy</td>
<td>Regular communication between school and named social worker needs to be maintained.</td>
</tr>
<tr>
<td>Active</td>
<td></td>
</tr>
<tr>
<td>Nurtured</td>
<td></td>
</tr>
<tr>
<td>Achieving</td>
<td>Staff working with J need to know the strategies and tools being used during literacy work.</td>
</tr>
<tr>
<td>Respected</td>
<td></td>
</tr>
<tr>
<td>Responsible</td>
<td></td>
</tr>
<tr>
<td>Included</td>
<td></td>
</tr>
</tbody>
</table>

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)
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)**

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

The overall long-term aim/purpose of the multi-agency plan for J is …..

<table>
<thead>
<tr>
<th>Named Person</th>
<th>Agency</th>
<th>Address</th>
<th>Tel No &amp; E-mail</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. C Principal Teacher</td>
<td>East Ayrshire Primary</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Planned Outcomes**

<table>
<thead>
<tr>
<th>J’s learning and emotional needs are being met.</th>
<th>Action required</th>
<th>Supports proposed</th>
<th>Time Scale</th>
<th>Person / Agency Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>J’s learning and emotional needs are being met.</td>
<td>Access to ICT support for literacy activities</td>
<td>Access to ICT Supports on a needs led basis</td>
<td>Ongoing</td>
<td>Class Teacher</td>
</tr>
<tr>
<td></td>
<td>Scaling prior to / after visits with birth mum</td>
<td>Emotional Wellbeing addressed through scalings and through regular communication with Social work</td>
<td>Monthly or when required</td>
<td>Class Teacher, Principal Teacher, named Social Worker</td>
</tr>
<tr>
<td></td>
<td>Open communication between school and named social worker</td>
<td></td>
<td>Monthly or when required</td>
<td>Class Teacher, Principal Teacher, named Social Worker</td>
</tr>
</tbody>
</table>
### I Agree with the Action Plan

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>This assessment has been discussed with the Child / young person</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This assessment has been discussed with the Parent/Carer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A carers assessment has been considered</td>
<td></td>
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</table>

### Detail

<table>
<thead>
<tr>
<th></th>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child/Young Person</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent/Carer</td>
<td></td>
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<tr>
<td>Parent/Carer</td>
<td></td>
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<tr>
<td>Lead Professional</td>
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<tr>
<td>Relevant Professional</td>
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### Review

<table>
<thead>
<tr>
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<th>Monitor through school monitoring procedures</th>
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### Case Study Meeting 3

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

<table>
<thead>
<tr>
<th>Establishment Name</th>
<th>East Ayrshire Primary</th>
<th>Date / Time of Meeting</th>
<th>20.5.11 1.30pm</th>
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</thead>
<tbody>
<tr>
<td>Child / Young Person’s Name</td>
<td>J</td>
<td>D.O.B. :</td>
<td>5.1.01</td>
</tr>
<tr>
<td>Parent / Carer’s Name</td>
<td>Mr. &amp; Mrs. B</td>
<td>Stage :</td>
<td>P6</td>
</tr>
<tr>
<td>Address:</td>
<td>2 Main Street East Ayrshire</td>
<td>Telephone No.</td>
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</table>

<table>
<thead>
<tr>
<th>AP</th>
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<tbody>
<tr>
<td>YES</td>
<td>✓</td>
<td>NO</td>
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</table>

#### 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.

#### Agencies currently involved with the child / young person and family

<table>
<thead>
<tr>
<th>Agency/Profession</th>
<th>Name</th>
<th>Address</th>
<th>Tel/E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education East Ayrshire Primary Class Teacher</td>
<td>Miss A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Work</td>
<td>Miss T</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education EAST Core Support Teacher</td>
<td>Mr E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>Dr X, Paediatrician Miss L, Dietician</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### In Attendance:

<table>
<thead>
<tr>
<th>Agency</th>
<th>Name / Designation</th>
<th>Contact</th>
<th>Invited</th>
<th>Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education East Ayrshire Primary</td>
<td>Miss A Class Teacher</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Education East Ayrshire Primary</td>
<td>Mrs. C Principal Teacher</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Social Work</td>
<td>Social Worker</td>
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<td>✓</td>
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<tr>
<td></td>
<td>Foster Parents</td>
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<td>✓</td>
<td></td>
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<tr>
<td>Education Psychological</td>
<td>Educational Psychologist</td>
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### Services

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<tr>
<th>Services</th>
<th>Person</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Health</td>
<td>Miss L, Dietician</td>
<td>✓ ✓</td>
</tr>
<tr>
<td></td>
<td>CAMHS</td>
<td>✓ ✓</td>
</tr>
<tr>
<td>Education (EAST)</td>
<td>Mrs. M LAAC Teacher</td>
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</tr>
<tr>
<td>Education (EAST)</td>
<td>Mr. E Core Support</td>
<td>✓ ✓</td>
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<tr>
<td>Health</td>
<td>Dr X Dr X, Paediatrician</td>
<td>✓ X</td>
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</table>

### Progress Since Last Review

<table>
<thead>
<tr>
<th>Planned Outcomes</th>
<th>Actions from last plan</th>
<th>Person Responsible</th>
<th>Met/Not Met</th>
<th>If not Met, indicate reasons why</th>
</tr>
</thead>
<tbody>
<tr>
<td>J’s learning and emotional needs are being met</td>
<td>Access to ICT support for literacy activities. Scaling prior to / after visits with birth mum. Open communication between school and named social worker.</td>
<td>Class Teacher Class Teacher, Principal Teacher, named Social Worker</td>
<td>Not Met Not Met Met</td>
<td>Since foster mother’s stroke, J is no longer responding to supports that were put in place</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Class Teacher, Principal Teacher, named Social Worker</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Class Teacher, Principal Teacher, named Social Worker</td>
<td>Not Met</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Class Teacher, Principal Teacher, named Social Worker</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Class Teacher, Principal Teacher, named Social Worker</td>
<td>Not Met</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Class Teacher, Principal Teacher, named Social Worker</td>
<td>Met</td>
<td></td>
</tr>
</tbody>
</table>
Assessment of Child / young person – 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 - Lead Professional, Assessment Team

<table>
<thead>
<tr>
<th>Role</th>
<th>Name &amp; Designation</th>
<th>(Agency) Address</th>
<th>Tel No &amp; E-Mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>?</td>
<td>Class &amp; Principal Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>?</td>
<td>Social Worker</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How I grow and develop – Analysis of child / young person developmental needs
(Comment on health, education, physical and emotional development and social skills including strengths and pressures)

- 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 / 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 and pressures)

- 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 / young person - environmental
(Comment on the influences of relatives, friends, home and community including strengths and pressures)

- 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.
### Informed Views of Child/Young Person
- J was reluctant to discuss her worries with school staff 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

### Identified Risks and Needs

<table>
<thead>
<tr>
<th>Safe</th>
<th>Healthy</th>
<th>Active</th>
<th>Nurtured</th>
<th>Achieving</th>
<th>Respected</th>
<th>Responsible</th>
<th>Included</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lack of food and drink intake resulting in dramatic weight loss and lethargy</td>
<td></td>
<td></td>
<td>J’s lack of engagement in educational activities is having a negative impact on her learning.</td>
<td></td>
<td></td>
<td>J’s lack of participation in previously enjoyed extracurricular activities is isolating her from her peers. J is actively isolating herself from her peer group in the classroom and playground.</td>
</tr>
</tbody>
</table>

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

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

VISION: The child / young person 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 .....
<table>
<thead>
<tr>
<th>Case Study Meeting 3</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>her hobbies.</strong></td>
<td><strong>engage with favourite hobby (horse riding) by taking her and spectating.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>To give J opportunities to explore her feelings and anxieties within a safe and supported environment.</strong></td>
<td><strong>J to participate in life story work.</strong></td>
<td><strong>Twice weekly sessions with EAST support worker.</strong></td>
<td><strong>Twice weekly for four weeks</strong></td>
</tr>
<tr>
<td><strong>To support the foster family with the changing circumstances within the home.</strong></td>
<td><strong>Practical support offered to the family following recent health issues and the impact this has had on daily family life.</strong></td>
<td><strong>Weekly sessions.</strong></td>
<td><strong>Four weeks</strong></td>
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</table>

42
I Agree with the Action Plan (AP)

<table>
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<th>Detail</th>
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<tr>
<td>This assessment has been discussed with the Child / young person</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This assessment has been discussed with the Parent/Carer</td>
<td></td>
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<tr>
<td>A carers assessment has been considered</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Detail</th>
<th>Name</th>
<th>Signature</th>
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<tbody>
<tr>
<td>Child/Young Person</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent/Carer</td>
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<tr>
<td>Parent/Carer</td>
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<td></td>
</tr>
<tr>
<td>Lead Professional</td>
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<tr>
<td>Relevant Professional</td>
<td></td>
<td></td>
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<td>Relevant Professional</td>
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Review

<table>
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<tr>
<th>Date of Next Review</th>
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EAST AYRSHIRE COUNCIL
EDUCATIONAL AND SOCIAL SERVICES DEPARTMENT

GIRFEC MEETING

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<tr>
<th>Establishment Name</th>
<th>East Ayrshire Primary</th>
<th>Date / Time of Meeting</th>
<th>17.6.11 1.30pm</th>
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<tr>
<td>Child / Young Person’s Name</td>
<td>J</td>
<td>D.O.B. :</td>
<td>5.1.01</td>
</tr>
<tr>
<td>Parent / Carer’s Name</td>
<td>Mr. &amp; Mrs. B</td>
<td>Stage :</td>
<td>P6</td>
</tr>
<tr>
<td>Address:</td>
<td>2 Main Street</td>
<td>Telephone No.</td>
<td></td>
</tr>
<tr>
<td>Postcode:</td>
<td>East Ayrshire</td>
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<table>
<thead>
<tr>
<th>AP</th>
<th>IEP</th>
<th>CSP</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>✓</td>
<td>NO</td>
</tr>
<tr>
<td>YES</td>
<td>NO</td>
<td>✓</td>
</tr>
<tr>
<td>NO</td>
<td>✓</td>
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Meeting Details

Referred for meeting by: Head Teacher
Reason for referral: Review from Meeting held on 20.5.11

Agencies currently involved with the Child / young person and family

<table>
<thead>
<tr>
<th>Agency/Profession</th>
<th>Name</th>
<th>Address</th>
<th>Tel/E-mail</th>
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<tbody>
<tr>
<td>Education</td>
<td>East Ayrshire Primary</td>
<td>Miss A</td>
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</tr>
<tr>
<td>Class Teacher</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Social Work</td>
<td>Miss T</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>Dr X, Paediatrician</td>
<td>Miss L, Dietician</td>
<td></td>
</tr>
<tr>
<td>Education EAST</td>
<td>Ms K, Parent Support</td>
<td>Mr. T, Support Assistant</td>
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</tr>
</tbody>
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In Attendance:

<table>
<thead>
<tr>
<th>Agency</th>
<th>Name / Designation</th>
<th>Contact</th>
<th>Invited</th>
<th>Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education East Ayrshire Primary</td>
<td>Miss A Class Teacher</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Education East Ayrshire Primary</td>
<td>Mrs. C Principal Teacher</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Social Work</td>
<td>Social Worker</td>
<td>✓</td>
<td>✓</td>
<td></td>
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<tr>
<td>Foster Parents</td>
<td></td>
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<td></td>
</tr>
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<td>Education Psychological Services</td>
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<td>Dietician</td>
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<tr>
<td>Health CAMHS</td>
<td>Mr. P</td>
<td>Clinical Psychologist</td>
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<td>✔️</td>
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<tr>
<td>Education (EAST)</td>
<td>Mrs. M</td>
<td>LAAF Teacher</td>
<td>✔️</td>
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<td></td>
<td>(Looked After / Looked After Away From home)</td>
<td></td>
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</tr>
<tr>
<td>Education (EAST)</td>
<td>Mr. E</td>
<td>Core Support</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Health</td>
<td>Dr X</td>
<td>Dr X, Paediatrician</td>
<td>✔️</td>
<td>X</td>
</tr>
<tr>
<td>EAST</td>
<td>Ms K</td>
<td>Parent Support Worker</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>EAST</td>
<td>Mr. T</td>
<td>Support Assistant</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Planned Outcomes</td>
<td>Actions from last plan</td>
<td>Person Responsible</td>
<td>Met/Not Met</td>
<td>If not Met, indicate reasons why</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------------</td>
<td>--------------------</td>
<td>-------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>To encourage J to eat and drink regularly.</td>
<td>Monitor food / drink intake (unknown to J).</td>
<td>Foster Dad / PT</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have liquids readily available for J to access throughout the school.</td>
<td>Social Work</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Access to nutritional mid-day meal.</td>
<td>School Staff</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>To re-establish a circle of friends and encourage J to re-engage with the extracurricular activities and hobbies that she previously enjoyed.</td>
<td>Staff to help encourage empathy for J from peers.</td>
<td>Class Teacher</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td></td>
<td>J to re-engage with one extra-curricular activity.</td>
<td>Social work / School staff</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td></td>
<td>J to re-engage with one of her hobbies.</td>
<td>Foster Dad</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>To give J opportunities to explore her feelings and anxiety’s within a safe and supported environment</td>
<td>Participation in life story work for J with EAST support worker.</td>
<td>EAST Support worker</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>To support the foster family with the changing circumstances within the home.</td>
<td>Offer practical support to the family following recent health issues and the impact this has had on daily family life.</td>
<td>EAST Parent Support Worker</td>
<td>Met</td>
<td></td>
</tr>
</tbody>
</table>
Assessment of Child / young person – 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 - Lead Professional, Assessment Team

<table>
<thead>
<tr>
<th>Role</th>
<th>Name &amp; Designation</th>
<th>(Agency) Address</th>
<th>Tel No &amp; E-Mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class &amp; Principal Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Worker</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How I grow and develop – Analysis of Child / young person developmental needs
(Comment on health, education, physical and emotional development and social skills including strengths and pressures)

- 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 / 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 and pressures)

- 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 readily 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 / young person - environmental
(Comment on the influences of relatives, friends, home and community including strengths and pressures)

- 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.

Informed Views of Child/Young Person

- J is happy to see her foster mum’s health improving and enjoys foster dad’s company at riding

Informed views of Parent/Carer

- 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

Identified Risks and Needs

<table>
<thead>
<tr>
<th>Safe</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthy</td>
<td>J is still not at a healthy weight for her height and age but she is making slow progress.</td>
</tr>
<tr>
<td>Active</td>
<td></td>
</tr>
<tr>
<td>Nurtured</td>
<td></td>
</tr>
<tr>
<td>Achieving</td>
<td></td>
</tr>
<tr>
<td>Respected</td>
<td></td>
</tr>
<tr>
<td>Responsible</td>
<td></td>
</tr>
<tr>
<td>Included</td>
<td>J has only returned to one extracurricular activity and one hobby.</td>
</tr>
</tbody>
</table>

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

Scaling Exercises
Health appointments (Weight / dietician)
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 out with normal school review cycle.

<table>
<thead>
<tr>
<th>ACTION PLAN (AP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>VISION: The Child / young person should be Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included</td>
</tr>
<tr>
<td>The overall long-term aim/purpose of the multi-agency plan for… (Child’s Name) is …..</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Named Person</th>
<th>Agency</th>
<th>Address</th>
<th>Tel No &amp; E-mail</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. C Principal Teacher</td>
<td>Education East Ayrshire Primary</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Planned Outcomes</th>
<th>Action required</th>
<th>Supports proposed</th>
<th>Time Scale</th>
<th>Person / Agency Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>To monitor eating and drinking through normal school review cycle.</td>
<td>Informal monitoring.</td>
<td>None required</td>
<td></td>
<td>School staff</td>
</tr>
<tr>
<td>J to return to a healthy weight.</td>
<td>Health appointments.</td>
<td>Monthly appointments with Dr X to monitor weight.</td>
<td>Monthly</td>
<td>Dr X, Paediatrician</td>
</tr>
</tbody>
</table>
I Agree with the Action Plan (AP)

<table>
<thead>
<tr>
<th>Detail</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>This assessment has been discussed with the Child / young person</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This assessment has been discussed with the Parent/Carer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A carers assessment has been considered</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Detail</th>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child/Young Person</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent/Carer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent/Carer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lead Professional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relevant Professional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relevant Professional</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Review

<table>
<thead>
<tr>
<th>Date of Next Review</th>
<th>Monitor and Review through Action plan (AP)</th>
</tr>
</thead>
</table>
1. INTRODUCTION

What is the value and purpose of school attendance?

Improving regular attendance at school for all children and young people is a key target for the government (Reid, 2005). Regular attendance is the key to improving school attainment (Malcolm et al., 1996). In Scotland in particular, The Scottish Council for Research in Education Study (1995) reported the following correlation between attainment and attendance:

- The best attenders tended to perform best in school;
- As the level of absence increased, the level of standard grade award decreased – this was true for both maths and English language;
- In general for every 1% rise in absence, standard grade awards for both Maths and English dropped by 0.005 grade points.

However, attendance is also vital in order to widen participation and access and improve social mobility (Reid, 2005). In addition, school non-attendance (particularly truancy) can impact adversely on self-esteem (Reid, 1982), achievement, behaviour, employability and the subsequent quality and economic status of former truants in their adult lives (Reid, 1999). Thus failing to attend school can have a significant short and long term effect on young people’s social, emotional and educational development (Fremont, 2003).

No one can be sure of the precise long-term costs of school non-attendance. However, there is little doubt that disaffected children and young people continue to cost the taxpayer considerable sums of money – not least in terms of professionals’ time and support, legal fees, social security, housing benefit, crime prevention, mental health budgets and prolonging the generational truancy syndrome that is affecting some parts of the UK (Reid, 2005).

Consequently school non-attendance has costs for both individuals and society alike (Pellegrini, 2007).

Factors which improve attendance:

In 1997, the Scottish Initiative on Attendance, Absence and Attainment published Close to the Mark (Scottish Office, 1997). This guide promotes best practice within schools across Scotland regarding attendance. Their research had showed that young people are more likely to attend school when:

- Staff, parent/carer/carer and children and young people are clear about attendance procedures;
- There are sound systems in place to detect absence including effective home-school links;
- The school places a strong emphasis on attainments and all children and young people consider school to be a place where they can be successful;
- The school has established a clear identity and children and young people have a role to play in shaping and maintaining that identity;
- Children and young people feel that the school is welcoming and a secure environment;
- There is a positive ethos of achievement in which staff and children and young people can share and celebrate;
• There are support strategies in place to assist families in times of difficulty.

Factors which can lead to non-attendance:

School non-attendance behaviour occurs for one or more of the following reasons:

Children and young people wish to:

• avoid school-related objects or situations that cause general distress such as anxiety;
• escape uncomfortable peer interactions and/or academic performance situations such as test-taking or oral presentations;
• receive attention from significant others outside of school;
• pursue tangible reinforcement outside of school.

The above can be explained by principles of reinforcement. A child can refuse to attend school in order to avoid or escape something perceived as unpleasant which would be classed as negative reinforcement or to gain positive rewards which is classified as positive reinforcement.

The causes of school non-attendance has been extensively researched. These findings can vary depending on the methodology (particularly participants) used (Reid, 2005). Kinder et al (1996) reported on children and young peoples’ views. They felt that the main causes of truancy and disruptive behaviour were:

• The influence of friends and peers;
• Relations with teacher, often citing a lack of respect by some teachers for children and young people;
• The content and delivery of the curriculum;
• Family aspects (parent/carer attitudes, domestic problems, etc);
• Bullying;
• The classroom context (e.g. lack of control or children and young people’s learning difficulties).

However Kinder et al’s study in 1995 involving professionals in schools and working in the education welfare service found that they felt there were a variety of additional factors:

• Individual factors: lack of self-esteem, social skills, and confidence, limited peer relations, academic ability, concentration and self-management skills;
• Family factors: parent/carerally condoned absence, not valuing education, inconsistent and inadequate parent/carering, economic deprivation;
• Community factors: socio-economic factors, location, local attitudes and limited community self-esteem;
• School factors: limited management, ease at which children and young people could slip away unnoticed, lack of relations with teacher and peers and the perceived irrelevance of some aspects of the school curriculum.

Approximately 1-5% of school children do not attend school for extended periods of time (Fremont, 2003; Pellegrini, 2007) and although this behaviour can become apparent at any time, there have been found to be definitive peaks. These emerge at transition times when children and young people are aged 5-6 years old and 10-13 years old (Setzer, 2003; Fremont, 2003; Pellegrini, 2007). There is evidence that the age of the onset of truancy and non-attendance is becoming increasingly younger (Malcolm et al, 2003). Thus researchers are increasingly stressing that early intervention strategies are essential to combat school non-attendance (Learmonth, 1995; Easen et al, 1997).

Overall school non-attendance has been described as a heterogenous group which does not appear to be specific to a particular population (Pellegrini, 2007). Therefore no gender biases or socioeconomic differences have been specifically noted (Setzer, 2003; Fremont, 2003).
2. DEFINITION & CLASSIFICATION

Why a shared definition is important?

Historically a number of terms have been utilised in order to describe children and young people not attending school. Terms are often used interchangeably and without focus (Rattner, 1997). This only serves to make identification, assessment and intervention even more difficult with a group where early intervention is paramount. The definitions below refer to typical/ ‘pure’ cases and it is accepted that the reality can sometimes be more complicated.

Classification of school non-attendance:

(Based on that detailed by Thambiraja, Grandison & De-Hayes, 2008)

DEFINITIONS:

- **School non-attendance (SNA):** a child or young person is not at school;
- **Authorised:** parent/ carer has advised school of child or young person’s absence and school authorities have authorised their absence. Absence could be due to illness, medical appointments, etc;
- **Unauthorised:** child or young person is absent from school without school authorities authorising the absence;
- **Truancy:** absent from school without the knowledge, approval or consent of parent/ carers or school authorities;
- **Parentally condoned absence:** unauthorised school absence in which the parent/ carer keeps the child at home for reasons of their own. This can include: caring, holiday during term time, outwith parent/carer control, etc;
- **School refusal:** used to describe a group of children who fail to attend for emotional reasons. This term has recently replaced other terms such as school phobia, anxiety and avoidance. Child or young person is reluctant to attend school due to severe emotional distress especially anxiety about attending school irrespective of the cause.
3. **HOW TO EXPLORE NON-ATTENDANCE**

The first task for anyone faced with a child or young person not attending school is try to determine which category of SNA the behaviour belongs. Thambirajah et al (2008) believe that this is the first necessary step towards understanding the issues being presented. It can be carried out by asking 4 main questions:

![Flowchart showing the process of determining the category of SNA.](chart.png)
**PEN PORTRAITS: (adapted from research detailed in Thambirajah et al, 2008)**

<table>
<thead>
<tr>
<th>Truant</th>
<th>School refuser</th>
<th>Parent/carerally condoned absence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lacks interest in school work and is unwilling to conform to academic and behavioural expectations</td>
<td>Child or young person who is able to follow curriculum and achieve academically</td>
<td>Generally issues at home that cause concern to those working with family Can be difficulties with academic work of school</td>
</tr>
<tr>
<td>Openly acknowledges dislike of school</td>
<td>Wishes they could attend</td>
<td>Both</td>
</tr>
<tr>
<td>Avoids home and school</td>
<td>Stays at home as it is considered safe and secure</td>
<td>Both</td>
</tr>
<tr>
<td>Fabricate excuses for absence</td>
<td>Draws attention to inability to leave home or stay at school.</td>
<td>Fabricate excuses for absence</td>
</tr>
<tr>
<td>Conceals whereabouts from parent/ carers/ carers</td>
<td>Parent/ carer awareness of their absence from school – more than likely at home or with other family members</td>
<td>Both</td>
</tr>
<tr>
<td>Lacks fear/ anxiety about attending school</td>
<td>High level of fear/ anxiety about attending school, leaving parent/ carer, etc Can include physical symptoms and temper tantrums</td>
<td>Both</td>
</tr>
<tr>
<td>Often shows defiance, aggression and rule breaking behaviour including, in extremes, anti-social behaviour (generally in the company of peers with similar traits)</td>
<td>Generally not with peers but family when not attending school. No significant antisocial behaviours</td>
<td>Both</td>
</tr>
<tr>
<td>Two types of truancy: 1. Blanket truancy: child or young person stays off one or more lessons without permission 2. Post-registration truancy: child or young person attends school, registers and then skips lessons (O’Keeffe, 1995)</td>
<td>More likely to start to occur after an authorised absence, school holiday, etc Child or young person does not attend school or shows distress when in school.</td>
<td></td>
</tr>
<tr>
<td>Child motivated reasons for staying away from school</td>
<td>Child motivated reasons for staying from school</td>
<td>Parent/ carer motivated reasons for staying from school such as carer role, company for parent/ carer, education is not a priority.</td>
</tr>
<tr>
<td>No/ limited emotional distress regarding missing school.</td>
<td>No emotional distress during school holidays or weekends.</td>
<td>Can exhibit some emotional distress</td>
</tr>
<tr>
<td>Shows no interest in completing any schoolwork</td>
<td>Expresses willingness to do schoolwork and complies with completing work at home</td>
<td></td>
</tr>
</tbody>
</table>

The above is very much a simplified model and it is recognised that there can be great difficulties in classifying non-attenders into specific groups. These difficulties arise from:

1. **Uncertainty about the presence of physical illness.**

   This is a common dilemma where the grounds of physical illness in the child/ young person are doubtful/ questionable. Frequent medically sanctioned absences should alert school, parent/ carers/ carers and medical practitioners to the possibility of School Refusal or parent/ carerally condoned absence.
2. **Physical symptoms for which no cause has been found.**

   This raises two further questions:
   
a. Are these symptoms due to anxiety or other psychological issues? If so, these children and young people should be viewed as School Refusers;
   
b. Is the child or young person malingering i.e. complaining of being ill in order to avoid school? If so, why? What is that they are trying to avoid?

**Assessments that can be utilised to determine classification:**

Detailed assessment of the function of the non-attending behaviour is necessary in order to identify the most appropriate form of intervention and support for a child or young person or family (Elliott, 1999, Kearney, 2007; Pellegrini, 2007)). How this is collated depends on what information schools have been able to gather already. **The purpose of this assessment is clarify what the function of the child/ young person’s non attendance is.** It can include:

- **Assessments** completed by school staff such as the PAP or appropriate checklists
- **Observations** in class or from previous schools, etc
- **Qualitative data collated** from discussions with the child/ young person, parents and other professionals involved

If the above assessments have not yielded relevant information in order to answer the question of the function of their non-attendance, the following could also be used to supplement:

- **School Refusal Assessment Scale: child and parent/carer version** (Kearney & Silverman, 1993) – Appendix 1; This scale is reported to have high validity and reliability. There are parent/carer and a child version both of which are within Appendix 2.
- **Child or young person Assessment Profile – secondary and primary versions** (EAC) – See Appendix 2; The checklists can be useful to gain a perspective on the child’s strengths and difficulties in comparison to their peers. They provide evidence to corroborate any additional levels of support that are required. However the contextual assessment also offers valuable evidence on the how the child is able to cope academically with basic literacy and numeracy skills, motor skills and social skills.
- **Child & parent/carer interviews** – see Appendix 3;
- **Medical examination** – School Nurse/School Doctor;
- **IAF assessments – Core and Comprehensive;**
- **Observations of child or young person’s behaviour at home and at school** (observation schedules in Appendix 4).

For further information on when each assessment is best utilised see Section 4 on GIRFEC Practice Model.

**Please note that no one assessment should be utilised on its own. The information derived from any of the above assessments should be used in conjunction with other data on the child, family and school environments to ensure the validity of the evidence collated. This will allow staff to suggest interventions and supports that are more likely to meet the needs of the child and family.**
4. SCHOOL RECORDING PROCEDURES

School recording: ensuring consistency across East Ayrshire

The publication of the Statistics Publication Notice ‘Attendance and Absence in Scottish Schools 2007-8’ has highlighted the issue of variability in how some schools and local authorities are recording absence. This lack of consistency in how default settings are being used to report initial absence can and does result in inaccurate recording and reporting of children and young people’ attendance records (Whitehouse, 2009). Thus there develops a basic child protection issue around unexplained absence which is not being followed up or explained and can indicate a critical gap in the school’s knowledge about what is happening to a child (Scottish Government, 2007). Therefore Scottish Government (ibid) have advised on the importance of using attendance monitoring to inform immediate follow up action if required and for detections of patterns of non-attendance to inform strategic interventions where necessary.

See Standard Circular 5 for East Ayrshire’s procedures regarding recording and what circumstances are classified as authorised and unauthorised absences.

Roles of senior management team and/or guidance staff in following up non-attendance:

- One person in each establishment to be responsible for monitoring and tracking school/child or young person attendance figures;
- Commitment from SMT to ensure that electronic systems are used effectively within the school and inform strategic as well as individual supports for young people.

Advice regarding interpretation, distribution and use of computer generated attendance information:

- See Standard Circular 5

Procedures to be followed in granting child or young person permission to leave school for job/college interviews, medical appointments, etc:

- should be recorded as ‘P’ for medical/dental appointment, ‘V’ for job/college interviews, ‘W’ for work experience placement in SEEMIS.

School holidays:

- Government policy and therefore East Ayrshire policy states that most family holidays during term times should be classified as unauthorised by the school. However please see Section 7 of Standard Circular 5 for circumstances that should be classed as exceptional circumstances and therefore authorised by the school. This should be recorded as ‘E’ in SEEMIS;
- For additional information on when an absence should be classed as unauthorised, please see Section 10 of Standard Circular 5. When unauthorised this should be recorded as ‘G’ in SEEMIS.

Medical:

- Determine at which point a child or young person will be spoken to about medical concerns and also determine at which point the parent/carer will be spoken to about medical concerns. One member of staff – guidance teacher or person responsible for child/school’s pastoral care – should speak to both child or young person and parent/carers;
- Determine at which point the school will notify the parent/carer in writing that they will no longer authorise absence and place the onus on the parent/carer to show the child or young person has been genuinely ill. It is suggested that this should be at 25 half-days per academic year;
- The school needs to assess whether the child or young person is developing a pattern of non-attendance;
• No more than 20 half-day sessions should elapse without enquiry.

Unauthorised absence:
• Use the information sheet on basic unauthorised absence to gather a profile;
• Regularly review the data to check the systems are working well – at least on a termly basis. This will highlight any patterns emerging. Staff should be regularly reminded of recording procedures at staff meetings such as guidance meetings;
• Assessment Model of Intervention to be applied.

EARLY DETECTION:

Responding to period discrepancies:
• Discuss with child following any indication of a pattern forming – particular days, subjects, classes, etc. If there are any particular concerns, discuss possible strategies and then monitor situation. Contact parent/ carer and advise of situation including strategies being attempted. Contact could be via telephone call or letter;
• If no improvement, contact parent/ carer and invite them to school for a meeting.

Responding to late coming:
• Ensure the system for signing in late is clear and your SMT responsible for attendance should undertake occasional spot checks to ensure system is working (approximately two per school year);
• A member of SMT on ‘late gates’ can have a positive effect;
• If the problem is significant, police have advised that they are open to receiving suggestions regarding how to tackle the issues including being involved in truancy sweeps. Evidence from school recording systems could show a pattern of when best to mount a campaign to target this if utilised correctly.

Attendance data for all new children and young people should be available to staff including new S1 children and young people.

Warning signs of school refusal:
Wimmer (2004) advises that school staff need to be cognisant of the following warning signs of school refusal:
• Frequent complaints about attending school;
• Frequent lateness of unexcused absences;
• Absences on significant days (tests, speeches, PE classes, etc);
• Frequent requests to call or go home;
• Excessive worrying about a parent/ carer when in school;
• Frequent requests to go to the school nurse due to medical complaints;
• Crying about wanting to go home.

5. ASSESSMENT MODEL OF INTERVENTION
• Moulded into Standard Circular 76 (Revised January 2012) and models of support currently being put in place;
• There is a flow chart of the procedures. However there is supplementary information in this section that gives further clarification on threshold levels, who should attend meetings, etc
5.1 **UNIVERSAL SYSTEM – FOR ALL SCHOOLS AND CHILDREN AND YOUNG PEOPLE**

Examples of good practice with regards to systems and supports advise that this **could** include some of the following:

**Systems:**

- Clear policy across the Authority that is consistently used within all establishments;
- Authority targets for attendance for individual schools – to be reviewed annually;
- Standardised and consistent recording of attendance and absence (including unauthorised absence) of children and young people across all schools within authority;
- Understanding of school non-attendance by school staff – training provided can be provided by a variety of agencies including Psychological Services, CAMHS team and EAST staff;
- SMT responsible for attendance – within each establishment a staff member should be responsible/dedicated to supporting attendance matters including the school's overall attendance, patterns, tracking, etc;
- Lesson by lesson registration (secondary);
- First day calling system;
- Helping to promote a school identity and community spirit through school assemblies, uniform, anti-bullying initiatives and promoting positive behaviour;
- Pelligrini (2007) promotes the use of safe havens, monitoring of bullying 'hot spots', enforcing bullying policies, providing ongoing pastoral care and embarking on whole school emotional literacy work to promote emotionally healthy relationships between children and young people and staff;
- Peaks in non-attendance are highlighted and detected during transition times for example moving from primary to secondary. Preparation for such times is a vital role school staff can play in reducing the incidence of this form of non-attendance by offering effective and supportive programmes.

**Supports and programmes:**

- Appropriate learning support for children and young people with academic difficulties;
- Before/ after school activities and lunch activities including homework clubs, breakfast clubs, after school clubs, etc;
- Buddies/ mentoring schemes (training can be delivered via Psychological Services, Community Learning and Development (CLD) or the EAST team and could be adults or older peers); Support systems for the children and young people acting as the buddies is a requirement for this to be most effective;
- Family literacy schemes (access through CLD’s Essential Skills Team);
- Attendance and its importance including affects of non-attendance to be part of PSE programme;
- Group and individual rewards for attendance;
- Suggestion boxes within school for children and young people to advise on any concerns regarding their own/ friend’s attendance, etc;
- Literacy Awareness raising for staff (can be accessed through Essential Skills team or EAST team);
- Whole school emotional literacy and positive behaviour programmes such as BounceBack, Cool in School, Circle Time, etc.

However, what happens when the above occurs and non-attendance starts to become a concern.

5.2 **EARLY CONCERNS**

**Situation:**

- Child or young person’s attendance has fallen to 90% attendance over a 6 week period (3 days absence).
**Actions:**

Guidance teacher or SMT responsible for pastoral care use professional judgement to determine whether

a. A letter is sent home to advise of situation detailing attendance concerns (Please see Letter 1 in Appendix 5);

   or

b. An invitation to attend an assessment and planning meeting is most appropriate (go to assessment and planning meeting information) (Please see Letter 2 in Appendix 5).
FLOW CHART OF ASSESSMENT AND INTERVENTION
FOR CHILDREN AND YOUNG PEOPLE WHO ARE NOT ATTENDING SCHOOL

EARLY CONCERN REGARDING ATTENDANCE

Letter Home

Has the necessary action improved attendance?

CONTINUE MONITOR, REVIEW & PLAN CYCLE

ASSESSMENT MEETING
(see following pages for assessment and personnel that could be invited depending on results of assessment)

Has the necessary action improved attendance?

CONTINUE MONITOR, REVIEW & PLAN CYCLE

Action Plan

Is this Action Plan having a positive impact?

Indicator: Attendance falls below 85% over the 6-week period (4.5 days’ absence)

CONTINUE MONITOR, REVIEW & PLAN CYCLE

MAXIMISING ATTENDANCE MEETING
(Held within school)

Support Plan or ILP

Does assessment indicate that further school assessment or support could be beneficial?

CONTINUE MONITOR, REVIEW & PLAN CYCLE

Does IAF CORE/COMPREHENSIVE ASSESSMENT indicate the following supports are necessary

Does IAF CORE/COMPREHENSIVE ASSESSMENT indicate the following supports are necessary

EAST Base, Rathbone or Specialist Health Services

School and Community Support

Referral to AUTHORITY SCREENING GROUP

Indicator: No sustained improvement within 4 weeks or no improvement at all within 2 weeks

Indicator: No sustained improvement within 4 weeks or no improvement at all within 2 weeks

Has the necessary action improved attendance?

YES NO

YES NO
5.3 ASSESSMENT & PLANNING MEETINGS

Situations where this type of meeting would be utilised:

- Child or young person’s attendance has fallen to 90% and there are additional concerns about the child or young person;
- Child or young person’s attendance has not improved since Letter 1 was sent home and has fallen to 85% over a 6 week period (4.5 days absence);
- Maximising Attendance Meeting has recommended that further assessment or support is required to meet the needs of the child or family;
- Authority Steering Group has indicated that further support from school and community resources should be utilised further to support the child/ family.

Actions prior to meeting:

- Parent/carers/carers are sent Letter 2 (see Appendix 6) and asked to attend an assessment and planning meeting. A leaflet regarding the Authority’s Attendance Policy will also be sent to the parent/carers/carers;
- Appropriate assessment to gain understanding of the function of the school non-attendance;
- This meeting can involve as many or as little people as is felt appropriate. Staff should use their professional judgement to decide who should be invited to the meeting in order to allow best chance of success at returning the child/ young person to school. However the meeting should always involve the child/ young person, the parent and one member of school pastoral staff.
- Relevant people with the school invited;
- Other professionals who could be invited: those currently working with child and/or family and/or those whose support that initial assessment has indicated may be beneficial. This can include: educational psychologist, social worker, CAMHS, EAST team, etc;
- This meeting should be chaired by the Lead Professional working with the child or young person.

Further information on possible assessments:

- Assessments or information that would be relevant to prepare in advance for an Assessment and Planning Meeting:
  - PAP (Child or young person Assessment Profile) checklists to be completed. From class teacher in primary school and from at least 3 subject teachers in secondary (suggestion – English, Maths and Guidance). This should provide information on child or young person’s academic ability as well as their social skills with peers and teachers;
  - Evidence on internal and external factors within a young person’s life that support the non-attendance (see Appendix 6).
- Assessment that may be useful to add to the understanding of the function of a child’s non-attendance:
  - School Refusal Assessment Scales;
  - Assessment of family dynamics (includes home visit);
  - Medical examination (School Nurse/ School Doctor);
  - Parent/ carer and child interviews.

However it should also be noted that schools are not required to use any of the above assessments. Rather it is important that they have evidence which provides information on the function of the child/ young person’s non-attendance and thus will inform intervention.

Actions during meeting:

- Discuss possible factors (specific subjects, friendships, family circumstances, etc). See Appendix 6 for an aide memoire for questions to consider (if required only);
- Additional support needs (ASN) to be considered and if appropriate logged by school;
- An Action Plan or an Individual Learning Plan to be devised (see Standard Circular No76);
• During the meeting, a Lead Professional will be agreed. This does not have to be the original person who called the Assessment and Planning Meeting;
• Review date to be set for 1 month and requires a Lead Professional to coordinate this. At review if support is effective, monitor and review situation on regular basis (not necessarily monthly).

Paperwork to be completed:

• Prior to meeting: appropriate assessment to ensure understanding of function of school non-attendance;
• During meeting:
  ➢ During an initial Assessment & Planning meeting, the GIRFEC paperwork Section A and an Action Plan (as advised by Standard Circular 76) should be completed;
  ➢ During any subsequent Assessment and Planning meetings and if the situation becomes more complex, Section B of the GIRFEC paperwork and an Individual Learning Plan should be completed.

Possible supports that can be provided or accessed:

• Nurture approaches;
• Transition programmes targeting specific P7/ S1 children and young people;
• Police/ Community Warden sweeps;
• More specific or regular support from guidance staff;
• Specific person to meet with children and young people at registration or for them to speak to someone prior to classes;
• Transport/bus passes for an initial period of settling back into school;
• Utilisation of colour-coded groups dependent on their level of non-attendance and specific tracking associated with the allocated colour;
• Quiet Room/Reintegration Room to make link (at present libraries and Support Bases can be used);
• Twilight classes after school;
• Catch-up classes; focusing on particular subjects – generally offered by Learning Support Department but can also be offered by specific subject departments or senior children and young people;
• Part-time timetable offered. (However, please note that this MUST only part of a short-term plan to reintegrate child or young person back into school. The expectation would always be a return to full-time timetable);
• Anti-truancy teams within school – core group of staff involving schools staff and supporting agencies;
• Alternative Curriculum – Princes Trust, Duke of Edinburgh, EASY project, Getting Ready for Work; could schools share flexible curriculum resources?;
• Support within school for child or young person from EAST team;
• Support for school staff in order to support child, young person or family from EAST team or Psychological Services;
• Referral to Children and Families Social Work Team;
• Referral to Children’s Reporter for school non-attendance;
• Therapeutic Supports can be offered by some professionals across East Ayrshire but tend to be difficult to access as they can be very time intensive. However the following can be offered by some professionals from Psychological Services, CAMHS, School Nurse, Social Work Services:
  ➢ Solution focused therapy;
  ➢ Cognitive behavioural therapy;
  ➢ Hypnotherapy;
  ➢ Systematic desensitisation;
  ➢ General counselling.

PLEASE NOTE: If unable to contact parent/carer or parent/carer does not attend the Assessment and Planning Meeting:

The guidance teacher or SMT (pastoral care) should follow this up and rearrange as soon as possible. However if the situation continues and there are concerns for the child or young person’s safety:
• If the young person has an allocated social worker, contact them to advise and request a home visit to ensure the young person’s safety;
• If Social Work services not involved, contact EAST Manager or Principal Teachers to advise and coordinate the appropriate approach to ensure the safety of the child or young person as soon as possible. This may be a home visit if deemed necessary by all parties;
• EAST and Social Work services will advise parent/carers/carers of concerns and provide support as appropriate. Lead Professional should be kept updated on relevant information and supports being offered.

5.4 MAXIMISING ATTENDANCE MEETINGS

Situation:
• No further improvement in attendance and there are continued concerns;
• No improvement at all within 2 weeks of Assessment and Planning Meeting;
• No sustained improvement over 4 week period following Assessment and Planning Meeting.

Information regarding Maximising Attendance Team Meeting:
• This will be chaired by a Head Teacher from another school within the Authority and should be attended by a representative from the child or young person’s school (this could be guidance teacher or DHT at secondary or member of SMT from primary) and the parent/ carer and child or young person;
• Meetings will be held once per month within each Learning Community – first Wednesday morning of each month.

Actions prior to meeting:
• School administration staff will remind relevant staff of date of upcoming Maximising Attendance Meeting. This will be approximately 1 ½ weeks prior to each scheduled meeting. Staff must then collate assessment carried out and send to Chair of Maximising Attendance Meeting 3 days prior to meeting;
• Parent/ carers/ carers will be sent Letter 3 (Appendix 5) and advised of date of meeting.

Assessments required:
• Minimum assessment to be sent to Chair of Maximising Attendance Meeting:
  ➢ Copy of Assessment and Planning Meeting minutes which should detail the strengths, areas of difficulty, parent/ carer views and child’s views as well as the Action Plan or ILP;
  ➢ Assessment materials – this should highlight the school staff’s understanding of the function of the child/ young person’s non-attendance and should also include Attendance print out.
• If the Chairperson does not feel there is enough information to warrant a Maximising Attendance meeting, they can advise the referring school of this and their rationale behind their decision;
• Optional assessments that should be utilised where useful and appropriate and additional information that could be helpful to the Chairperson in ensuring they have clear evidence of assessments and interventions carried out:
  ➢ School Refusal Assessment Scale – should be used to clarify the function of the non-attending behaviour with parent/ carer and child;
  ➢ Appendix 7 of Attendance Guidelines – it is not necessary to ask these questions verbatim to child/ family but information to answer the questions could be collated through discussions with child/ young person and/ or family;
  ➢ Pastoral notes where relevant;
  ➢ Medical examination (School nurse or school doctor);
  ➢ Assessment of family dynamics from EAST or Social Work Department;
  ➢ Summaries of any observations completed.
Actions during meeting:

- The school will present the current concerns and these will be discussed. There will be an emphasis on the role of parent/carer in ensuring their child attends school;
- If the Chairperson feels that further support is required in order to plan appropriately for the child or young person, they can re-refer to an Assessment and Planning Meeting within the child or young person’s own school;
- Review date to be set after 1 month and requires a Lead Professional to co-ordinate (in secondary this will generally be the guidance teacher and in primary this will be the member of SMT). If review determines that support is effective, monitor and review situation on regular basis (not necessarily monthly).

Paperwork to be completed:

- Prior to this meeting, the paperwork for the Assessment and Planning meeting and the associated Action Plan or Individual Learning Plan should be completed and any further assessment that may inform intervention/support;
- During the meeting: the Chair should complete the Maximising Attendance paperwork in Appendix 7. The purpose of this to minute any additional information that arises as well as update or amend the Action Plan or Individual Learning Plan as required.

Possible supports:

- See previous list of supports detailed for Assessment and Planning Meeting. Chairperson can suggest additional supports to be utilised;
- Can request further Assessment and Planning Meeting to be convened.

5.5 AUTHORITY SCREENING GROUP

Situation:

- No further improvement and high level of concern – persistent absenteeism;
- If there has been no sustained improvement over a 4 week period;
- No improvement at all within 2 weeks of last meeting.

Information regarding Authority Screening Group:

- Membership of Authority Screening Group: EAST Manager, Educational Psychologist, Service Manager (Children and Families) and a Head of Establishment;
- Meetings will occur once per month.

Actions prior to meeting:

- 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/carer;
- The Lead Professional needs to ensure that a full, comprehensive and current IAF has been completed and is available (Shared Drive –eacpublic2);
- The IAF documentation should then be forwarded to the administration officer responsible for ASG matters, requesting consideration for the case. This should be sent electronically to education-admin@east-ayrshire.gov.uk;
- Once in receipt of documentation, the administration officer will allocate a slot in a forthcoming ASG meeting and advise the Lead Professional accordingly.
Assessments:

- IAF Core or Comprehensive Assessment paperwork to be informed by all previous assessments and provide information on function of school non-attendance as well as all strategies attempted to return child or young person to school including family supports offered.

Actions during meeting:

- The Lead Professional will be asked to present their concerns to the group. This will generally be a representative from the school where concerns are focused on school non-attendance. However if representatives from an additional organisation feel as if they have additional information to add, they can also attend the meeting. This is likely to be an Educational Psychologist or Social Worker.

Paperwork to be completed:

- Full, comprehensive, current IAF.

Possible supports:

- 6 week assessment by EAST either within school or outwith school and within EAST base;
- Rathbone placement;
- Extended work experience placements;
- See supports detailed in Assessment and Planning Meeting;

5.6 ATTENDANCE REVIEW COMMITTEE

Situation:

- If there is no improvement and there continues to be a high level of concern – persistent absenteeism;
- No sustained improvement in attendance over 4 weeks since Authority Screening Group.

Information regarding Attendance Review Committee meeting:

- This will be chaired by the Head of Service: Schools and will comprise a Head Teacher, a member of SMT from Social Work Services and the Principal Officer responsible for Additional Support Needs. There will be a member of East Ayrshire’s Legal Services Department in attendance in order to provide advice if appropriate;
- These will be scheduled on monthly basis and will last 30 minutes;
- Meetings will be held once per month across the local authority – last Friday morning of each month;
- The meeting will be held in a centralised building, not the school that the child or young person attends. It is a formal meeting.

Actions prior to meeting:

- In order for a case to be heard by the Attendance Review Committee, the Lead Professional is required to send the most current IAF assessment, as well as any other relevant information, to the centralised administration staff responsible for the Attendance Review Committee at the Rennie Street Offices, Kilmarnock;
- Upon receipt of the appropriate documentation and if it is agreed that the situation should be heard by the Attendance Review Committee, the Lead Professional will be informed of the time and date of the meeting;
- The parents/carers will be sent Letter 4 (Appendix 5) and advised of date of meeting by the Attendance Review Committee administration staff. The parent/carer and the child/young person will be required to attend the meeting;
- A representative from the SMT of the school must also attend.
Assessments:

Assessment to be carried out: IAF (this should already have been completed and should only require updating).

Actions during meeting:

- School representative will concisely detail current situation and concerns;
- Parent/carer will then be asked to respond;
- Short discussion held on appropriate actions required to bring about change.

Possible supports and decisions:

- Take no further action;
- Refer to the Children's Reporter;
- Continue the case for 6 weeks;
- Refer the child for a medical examination;
- Make an Attendance Order under Section 38 of the Act;
- Proceed to prosecution through the Sheriff Court or report the circumstances to the Procurator Fiscal;
- If there are continued concerns regarding a child and they are putting themselves at risk within the community or putting others at risk, a referral can be made to the Outwith Placement Steering Group to discuss appropriateness of resources outwith the local authority.

6. STRATEGIES AND INTERVENTIONS – FURTHER INFORMATION

INTRODUCTION:

The primary goal for any child displaying issues with school non-attendance is an early return to school (Fremont, 2003). Kearney et al (1999) suggest that short-term intervention can be effective but successful intervention and reintegration may prove more complex if the child has been absent from school for more than 15 months. Also it should be noted that although there may be a variety of views regarding why a child does not attend school, any effective intervention plan needs to address the maintaining factors of school non-attendance at individual, group (family/ peer group) and systemic (school) levels.

SPECIFIC INTERVENTIONS:

1. INDIVIDUAL INTERVENTIONS

- **Behavioural techniques** based on classical conditioning aim to teach children to relax and face their feared stimuli calmly. These include:

  i. Exposure to school either gradual to build up desensitisation over time or forced, to reintegrate the child full-time in the shortest time possible (Blagg & Yule, 1984; Roth & Fonagy, 1996). However it must be noted that the latter is generally viewed as unethical and extremely distressing for all parties involved (Elliott, 1999);
  
  ii. This type of intervention also needs to consider environmental factors around the child that lead to non-attendance otherwise it is more likely for this intervention to lead to failure (Pellegrini, 2007). For example necessary to make the child’s home environment less attractive to the child, whilst making school the more attractive option (Elliott, 1999);
  
  iii. Relaxation techniques including breathing exercises, progressive muscle relaxation, visualisation, thought blocking, etc.

- Cognitive behavioural therapy (CBT) combines behavioural techniques with direct work on the child’s perceptions and support the child is positively reframing their thoughts. Again addressing the child’s environment is necessary to success (Pellegrini, 2007);
Ensuring that family doctor is aware of situation and does not collude unless a medical condition makes it necessary for the child to stay at home. The doctor may need to explain that the problem is a manifestation of psychological distress rather than a sign of illness (Fremont, 2003);

When a younger child displays minimal symptoms of fear/ anxiety and depression, Fremont (2003) advises that it can be just as effective to work directly with parent/ carers/ carers and school staff without direct intervention with the child;

If difficulties include prolonged school absence, co-morbid psychiatric diagnosis and deficits in social skills, child therapy with parent/ carer and school staff involvement is indicated (Fremont, 2003);

Part-time timetables (Pellegrini, 2007).

2. GROUP INTERVENTIONS

Social skills training (CBT based) for children/ young people who report bullying and social isolation: includes gradual reintegration to school and cognitive restructuring as well as social skills (Place et al, 2000; Spence et al, 2000);

Social skills training involving parent/ carers/ carers can be helpful because:

- Anxiety: parent/carer/ carer behaviour can model and reinforce maladaptive behaviour in children (Spence et al, 2000); ‘low warmth/ high criticism’ households are also reportedly linked to anxiety in children (Spence et al, 2000);
- Stressors on parent/carers/carers can also affect their ability to respond to their child’s non-attending behaviour;
- Parent/ carer’s belief systems about the importance of education (Pellegrini, 2007).

This trains parent/carers/carers in behaviour and contingency management and is reportedly a popular method to help children generalise skills learnt in their own social skills groups (Lauchlan, 2003).

Peer mentoring systems to provide guidance and support;

Circle of Friends (Newton & Wilson, 1999).

3. SYSTEMIC INTERVENTIONS (Pellegrini, 2007)

Raising awareness of issues surrounding school non-attendance through staff training;

Ensuring a key member of staff is responsible for monitoring attendance;

With the support of other agencies, if appropriate, provide an early response to children and young people who may be struggling with their attendance;

Set up areas of school as safe havens;

Monitoring of areas identified by children and young people as hotspots for bullying through canvassing children and young people’ views;

Ongoing pastoral support;

Whole school work on emotional literacy to develop emotionally healthier relationships between staff and children and young people.

Many of these can be placed within a model in response to the School Refusal Assessment Scale (if utilised). Table has been adapted from Setzer (2003):
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<tr>
<th>FUNCTION OR REASON</th>
<th>TREATMENT COMPONENTS</th>
<th>POSSIBLE SUPPORTS AVAILABLE</th>
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| **1. Escape from negative affect**  
Presentation: sadness, the ‘blues’, fears, generalised anxiety and worry, separation anxiety, various phobias | • Somatic management skills such as breathing retraining or progressive muscle relaxation  
• Gradual reintroduction (exposure) to school – systematic desensitisation.  
• Self-reinforcement and building self-efficacy.  
• If academic issues are a concern, look at ways of supporting child within and outwith classes. | Within school:  
• Learning Support Department  
• Guidance staff  
• Behaviour Support staff  
• Peer mentoring/ supports  

Support team:  
• School Nurse  
• Mental Health Advisor  
• Behaviour Support teacher (if available)  
• Family worker (if available)  
• Youth workers  

Supporting agencies:  
• Educational Psychologist/ Psychological Services  
• EAST  
• Community-link workers  
• CAMHS team  
• GP  
• Essential Skills team (dependent on age)  
• Family workers (dependent on age of child – up to 8 years old).  
• Social workers  
• Health visitors  
• Police Department including Campus Police |
| **2. Escape from aversive social and evaluative situations**  
Presentation: social phobia, test anxiety, public speaking fears, shyness, social skills deficits. | • Cognitive re-structuring of negative self-talk (ie cognitive behavioural therapy)  
• Role play practice of particular situations  
• Graded exposure tasks involving real-life situations  
• Social skills training and problem solving skills training  
• Building coping templates/ strategies. |  |
| **3. Attention seeking behaviour**  
Presentation: tantrums, crying, clinging, separation anxiety. | • Parent/ carer training in contingency management  
• Changing parent/ carer instructions/ commands  
• Establishing of routines  
• Use of rewards and consequences for school attendance and school non-attendance  
• Forced attendance if necessary and under special circumstances. |  |
| **4. Positive tangible reinforcement**  
Presentation: lack of structure/ respect for house rule and responsibilities, free access to any reinforcing activities or people, disregard for limits. | • Contracting with parent/ carers/ carers to increase the incentive for school attendance  
• Curtail social and other activities as a result of non-attendance  
• Provide family with alternative problem solving strategies to reduce conflict  
• Communication skills and peer refusal skills can also be added to this process. |  |

*School non-attendance as described through the School Refusal Assessment Scale (Kearney & Silverman, 1993)
7. SCHOOL – HOME LINKS:

**Strategies for ensuring parent/ carers/ carers are fully informed of local authority and school procedures**

Promoting the importance and legal requirements of good attendance to children and young people and their parent/ carers/ carers/carers (legal requirements) is paramount to ensuring attendance is viewed consistently across the authority.

Parent/ carers/ carers need to be aware of the following:
- Term-time holidays are generally classed as unauthorised absences unless in exceptional circumstances (see Standard Circular 5 for further information);
- The school’s procedures on what the parent/ carer is required to do if a child is absent through illness either short or long-term;
- What will occur when the above procedures are not followed;
- Who they can contact within the school in order to support their child and their family;
- Other supports within the local authority or through other agencies such as the Health Board that are available to support the family.

There is a leaflet detailing the authority’s policy on attendance available and parent/ carers/ carers can also access these guidelines through the authority’s website.

**Important of relationships with parent/ carers/ carers**

Pellegrini (2007) notes that pressures upon parent/ carers/ carers may impact upon their ability to respond effectively to their child’s non-attending behaviour, in addition their own beliefs about the importance of education may play a role in shaping their response. Parent/ carers/ carers are undoubtedly key in tackling non-attendance along with the school thus their relationship is paramount. The Scottish Executive (2007) notes that in schools where attendance has been improved, pro-active personal contact is made by school staff with parent/ carers/ carers to attempt to address children and young people’ difficulties.

Strategies to promote relationships:
- The Scottish Executive (2007) also highlights the importance of home visits in building relationships between the school and parent/carer/carers;
- The importance of home visits is also recognised as part of the assessment process and information gathering about any barriers which may make attendance difficult for the young person, noting that such information may lead to involvement of multi agencies in addressing these barriers (Scottish Executive, 2007);
- Positive relationships between home and school begin through informal contact at the early stages of a child’s school career, when schools can begin to build a rapport with families and become known as an establishment to be trusted as an avenue to accessing other services for vulnerable families (Scottish Executive, 2007);
- Positive relationships between schools and families can be continued throughout transition as young people move onto secondary school by beginning transition arrangements early in P6 and P7, making as much contact as possible with young people and their families (Scottish Executive, 2007).

While recognising that education and good attendance may not be a priority for some parent/carers/ carers and that their own experiences and abilities will influence their role within their child’s non-attendance, the Scottish Executive (2007) also recognise that in such instances it is paramount that the schools reaction to non-attendance focuses on building trustful relationships with the parent/carers/carers so that the school can be viewed as supportive.
As already stated there are a number of supporting agencies who can support parent/carers/carers make links with the child’s educational establishment.

8. REFERENCES


www.scotland.gov.uk/Publication/2007/12/05100056/11


www.education.com/print/Ref_Understanding_School/


9. **APPENDICES:**

1. School Refusal Assessment Scale – Parent/ carer and Child
2. Child or young person Assessment Profile – primary and secondary
3. Child and Parent/ carer Interviews
4. Observation Schedule examples
5. Proforma’s for standard letters
6. Initial questions to consider during Assessment and Planning meeting
7. Maximising Attendance Guidelines and associated paperwork
8. Key for acronyms & terms

Graham Short  
Executive Director of Educational and Social Services  
September 2012
APPENDIX 1

School Refusal Assessment Scale (Child)

Your name: __________________________________________________________

Date: ______________________________________________________________

Please circle the answer that best answers the following questions:

1. How often do you have trouble going to school because you are afraid of something in the school building (for example, a fire alarm, room etc.)?

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2. Do you have trouble speaking with the other kids at school?

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3. Do you often do things to upset or annoy your family?

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4. How often do you go out of the house when not in school during the week (Monday to Friday)?
5. Are you afraid of the teachers or others at school?

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6. Do you feel embarrassed or scared in front of other people at school?

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7. How often do you feel that you would rather be with your parents than attend school?

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8. Do you ever talk to or see other people when not in school during the week (Monday to Friday)?

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9. Do you feel more nervous with your friends at school than with your friends somewhere else (e.g. at a party or at home)?

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10. Do you have trouble making friends?

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11. Do you ever think about your parents or family when in school or when they are away from you?

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12. Do you enjoy doing different things when not in school during the week (Monday to Friday)?

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13. Do you feel scared about school when you think about it on Saturday and Sunday?

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14. Do you often stay away from places where you would have to talk to someone?

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15. Do you ever refuse to go to school in order to be with your parents?

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16. Do you ever skip school because it’s more fun to be out of school?

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## School Refusal Assessment Scale (Child) continued

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**Total**

Score = __________  __________  __________  __________

**Mean**

Score = __________  __________  __________  __________
School Refusal Assessment Scale (Parent)

Your child’s name: ___________________________________________________

Date: _______________________________ _______________________________

Please circle the answer that best answers the following questions:

1. Does your child seem extremely fearful of something at or within the school building (for example, a fire alarm, room, etc.)?

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<th></th>
<th>Never</th>
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2. Does your child have problems speaking with the other kids at school?

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3. Does your child seem to upset or annoy you to gain attention?

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4. Does your child go out of the house when not in school during the week (Monday to Friday)?

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5. Does your child seem frightened of the teachers or others at school?

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6. Does your child say to you that he/she feels uncomfortable or embarrassed in front of other people at school?

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7. How often does your child wish to be with you or your spouse rather than attend school?

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</table>
School Refusal Assessment Scale (Parent) continued

8. Does your child often speak to or see other people when not in school during the week (Monday to Friday)?

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<th>Seldom</th>
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9. Does your child seem more nervous with his/her friends when in school than with his/her friends somewhere else (e.g., at a party or at home)?

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10. Does your child say that he/she has trouble making friends?

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11. Does your child say that he/she thinks of you often when you are away?

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12. Does your child enjoy doing various activities when not in school during the week (Monday to Friday)?

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13. Does your child seem scared about school on the weekends?

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<th>Seldom</th>
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14. Does your child seem to avoid social situations where talking to others is likely?

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15. Does your child ever refuse to attend school just to be with you or your spouse?

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16. Does your child skip school because he/she has more fun outside of school?

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### School Refusal Assessment Scale (Parent) continued

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**Total**

Score = ________  ________  ________  ________

**Mean**

Score = ________  ________  ________  ________
Table 2.2  

Additional Items for Further Assessment Clarification (Parent)

Function 1: Refusing school to avoid objects or situations that provoke general distress / negative affectivity

How often does your child feel worse at school (for example, scared, nervous, sad) compared to how he or she feels at home with friends?

How much more does your child have bad feelings about school (for example, scared nervous, sad) compared to other kids his or her age?

Function 2: Refusing school to escape aversive social and/or evaluative situations

How often does your child stay away from school because he or she feels embarrassed in front of other people at school?

How often does your child stay away from places in school (e.g., hallways, places where certain groups of people are) where he or she would have to talk to someone?

Function 3: Refusing school for attention

How often does your child feel he or she would rather be with you or your spouse than go to school?

Would it be easier for your child to go to school if you or your spouse went with him or her?

Function 4: Refusing school to pursue tangible reinforcement outside of school

When your child is not in school during the week (Monday to Friday), how much does he or she enjoy doing different things (for example, being with friends, going places)?

Would your child rather be doing fun things outside of school more than most kids his or her age?

In conducting a descriptive functional analysis, ask the child and parents to separately complete the SRAS-C and SRAS-P, respectively. This takes about ten minutes. For young children who are just learning to read, present the SRAS items verbally and allow them to answer on their own. Ideally, SRAS ratings are obtained from the child, mother, and father if all are available. Following the completion of each questionnaire, derive the overall mean for each function by completing the following steps.

On the SRAS-C and each SRAS-P, total scores are derived by adding:

- Items 1, 5, 9, and 13 (Function 1: avoid objects or situations that provoke general distress/negative affectivity),
- Items 2, 6, 10, and 14 (Function 2: escape aversive social and/or evaluative situations),
- Items 3, 7, 11, and 15 (Function 3: attention), and
- Items 4, 8, 12, and 16 (Function 4: tangible reinforcement outside of school).
These four total scores are then each divided by four (or the number of items answered in each set) to derive the item mean score. For example, if a child’s total score for:

- Function 1 was 12, then the item mean score would be 3.00;
- Function 2 was 15, then the item mean score would be 3.75;
- Function 3 was 24, then the item mean score would be 6.00;
- Function 4 was 3, then the item mean score would be 0.75.

This is done separately for ratings from the child, mother, and father. After this is done, average the item mean scores per function across all of the SRAS versions given. Assume, for example, that the:

- child’s item mean scores from the SRAS-C were: 3.00, 3.75, 6.00, 0.75;
- mother’s item mean scores from the SRAS-P were: 4.00, 4.25, 5.75, 1.00; and
- father’s item mean scores from SRAS-P were: 3.75, 4.25, 5.00, 1.25.

In this case, the overall mean for:

- Function 1 would be: 3.58 (3.00 + 4.00 + 3.75/3);
- Function 2 would be: 4.08 (3.75 + 4.25 + 4.25/3);
- Function 3 would be: 5.58 (6.00 + 5.75 + 5.00/3);
- Function 4 would be: 1.00 (0.75 + 1.00 + 1.25/3).

The highest scoring function is considered to be the primary reason why a particular child is refusing school. In one treatment study (Kearney & Silverman, 1999), scores within 0.50 points of one another were considered equivalent. In some cases, therefore, more than one function may be primary. In the case presented here, the highest scoring function is clearly Function 3, or attention-seeking (5.58). However, these numbers also provide a profile of related influences. In this case, for example, the child may also be refusing school for the first and second functions (i.e., avoidance of objects or situations provoking negative affectivity and escape from aversive social and/or evaluative situations; 3.58 and 4.08). However, the relative influence of the fourth functional condition, tangible reinforcement, is low (1.00) and may not be a substantial maintaining factor. Remember that these are hypotheses based on child and parent ratings.

This process is the essence of descriptive functional analysis. Care should be taken, of course, to note any inconsistencies between child/parent SRAS ratings and information obtained from the interview. If discrepancies exist, discuss them with the relevant family members. In some cases, a readministration of the SRAS is warranted.

If time is short or an experimental analysis cannot be conducted, then prescriptive treatment may be assigned on the basis of this descriptive procedure. This should be done with caution, however. Ideally, one should confirm the descriptive analysis by engaging in the procedures described next.

---

2 From:

Please read the following notes before completing sections one or two below.

• The checklist should take about 10 minutes to complete.

• It should be completed by subject teachers from: English, Mathematics, a practical subject and Support for Learning (if appropriate).

• The checklist should reflect the student’s performance related to their chronological age and stage, e.g., how they are getting on relative to peers of the same age NOT relative personal strengths/needs.

• Comments should pertain to performance on current programmes of work.

• The checklist gradings are as follows:
  
  + +  Well above average (relative to age / stage)
  +   Above average
  0   Average
  -   Of some concern
  - -  Of great concern

• Once you have completed the checklist please give comments – these are particularly helpful in gaining a full profile of strengths and areas of need.

• Please also complete the four additional questions regarding learning needs, strengths and additional support strategies.

• The form should be returned to the Support for Learning Department.

Thank you for your time and cooperation.
### SECTION ONE

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<th>Comments</th>
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**Literacy - Reading**

- Ability to follow written instructions
- Reading aloud
- Comprehension of stories/materials

**Literacy - Writing**

- Spelling
- Structure of sentences and written work
- Writing/copying accurately

**Listening and talking**

- Understanding of oral instructions
- Comprehension of stories/materials presented orally
- Ability to communicate ideas/share experiences
- Content of spoken language

**Maths**

- Mental maths
- Computation
- Problem solving

**Readiness for learning**

- Ability to work collaboratively
- Ability to work independently
- Conformity to classroom rules &
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<td>Anxiety</td>
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**Attendance rate**
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<tr>
<th>Question</th>
<th>Response</th>
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<tr>
<td>Where/when is the student experiencing difficulties within the class?</td>
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<tr>
<td>Where/when does the student experience success or show strengths within the class?</td>
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<tr>
<td>Overall, in your class, how good do you think things are for this young person?</td>
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<td>The worst they could be</td>
<td>The best they could be</td>
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<td>What strategies or supports work best in addressing their difficulties?</td>
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<tr>
<td>Any other comments?</td>
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</table>
APPENDIX 3
Clinical Interview Schedule – Child Version
From ‘School Refusal’ by David Heyne and Stephanie Rollings (2002)

General

Interests

- What do you like to do in your spare time?
- Do you belong to any clubs, play sports or have lessons in certain things?

Family

- Who else is in your family?
- With whom do you get on the best? With whom do you get on least?
- What sorts of things does your family like to do together?
- Does your family spend time discussing things together?

Friends

- Who are your friends? Do they go to your school?
- What do you like to do with your friends at school?
- At break time and lunchtime, are you usually with other kids or are you on your own?
- Do you prefer to be on your own or do you like to be with other kids?
- Do you see your school friends outside school hours? What do you do with them?
- Do you have friends who don’t go to your school?
- How often do you get together with friends?
- Would you like to have more friends?

School situation

General

- What school do you go to?
- Is that a big school or a small school?
- How many year (child’s grade level) classes are there?
- How long have you attended this school? Where were you before that?
- Do you think your school is a good school? What are some good things about your school?
- What are some not-so-good things about school?
- Who is your (favourite) teacher? What do you like about him/her?
- What would you most like to do when you finish school?
- What do you think you will do when you finish school?
- How far do you think you will go with your schooling?

Transition to secondary school (adolescents)

- Which primary school did you attend?
- Did you enjoy primary school? What was the best thing about primary school?
- How was it decided which high school you would go to? Did you pick? Did mum and dad decide? Were you happy with the decision?
- Did any of your friends from primary school go with you to secondary school?
- Were you looking forward to going to secondary school? Were you nervous?
- Was it easy/hard getting used to secondary school?
- What were/are the differences between secondary school and primary school?
If you could, would you prefer to be back at primary school?
Did you make new friends at secondary school?
How long did it take to make friends at secondary school?

Schoolwork

What subjects do you do?
What subjects do you enjoy?
Which are your least favourite subjects?
Is the work hard or easy?
Do you get homework? Do you do your homework?

Behaviour at school

Do you usually do what you’re supposed to do at school?
If you were to get into trouble at school, what would it be for?
What happens if you do the wrong things in class/at school?

School refusal

What do you understand about why mum and dad have brought you along today?
How long have you not been at school?
Is it a problem for you not being at school? Do other people see it as a problem?
What does mum/dad say about you not being at school?
Have you had contact with teachers from school since you stopped going?
Are you doing any schoolwork at home?
What sorts of things are you doing during the day at the moment?
Who else is home during the day?
What are the best things about being at home?
What is the worst thing about not being at school?
What sort of things have made it hard for you to go to school?
Did something happen at the time you stopped going to school?
What sorts of things have been tried to get you back to school?
What sorts of things do you think should be tried to get you back to school?
What do you think will happen if nothing is done about you not being at school?
If you could change one thing about school what would it be?
If you had to go to school tomorrow and there was no getting out of it, what would be the hardest thing for you to face?
Have you ever thought about changing to another school? What would be good about that? What would be hard about doing that?
Do you still have contact with your friends now that you’re not at school?

Morning scenario

Getting ready

What time do you wake up?
Who wakes you up? How do you feel when you wake up?
What do you think about when you first wake up?
What do you do next after you wake up? And then what?
Are you fast or slow getting ready? Does someone have to tell you to hurry?
How do you feel when you’re getting ready?
Who else is at home in the mornings before school?
Do you ever feel nervous/scared/worried in the mornings before school?
Do you ever feel sick in the mornings before school?
What sort of sick feelings do you have? Have you been to the doctor to have these sick feelings/stomach pains/headaches checked out?
How long do the sick feelings last? All day or do they go away during the day? About what time does the sick feeling go away?
What happens on a morning that you don’t feel like going to school?
Does mum/dad try to make you get up and get ready for school?
What does she/he say or do to try to get you to go to school?
What do you do when they do/say that?
Do you ever cry and get upset in the mornings before school?
How does it all end up?

Going to school

How do you get to school?
How do you feel on the way to school?
What do you think about on the way to school?
Would you go if mum and dad were not around to make you go?

Worries

Some of the young people I see have stopped going to school because they (select appropriate situations):

- have been given a hard time by other kids at school;
- are worried about being left on their own at school;
- are worried about being away from their mother;
- have been really scared by their teacher yelling;
- are worried about their schoolwork or taking tests;
- are worried about having to do things in front of the class;
- are worried about having to use the toilets at school;
- are worried about having to do physical education lessons at school because they’re not very good at it or they don’t like getting changed into their physical education uniform at school;

Has this ever been a problem for you?

Clinical Interview Schedule – Parent Version
From ‘School Refusal’ by David Heyne and Stephanie Rollings (2002)

School refusal

What do you consider to be at the heart of the problem?
How has the school refusal affected you/the family?

History of the school refusal

When did this episode of school refusal start?
How was the child last year, generally?
How did the child cope with nursery school/each successive year of schooling?
Have there been previous episodes of school refusal? When were these?
How does the child appear towards the end of the school holidays?
Has there been any running away from home/school?

**Description of the school refusal**

- How is the child on the night before school/on school mornings?
- How does your child get to school?
- What is the child’s level of attendance/absenteeism?
- Is there a pattern of non-attendance (e.g. specific times of day/days of week/times in year)?
- How does your child come across when faced with attendance – signs of anxiety/depression/oppositional behavior?
- Are there problems with sleeping/eating/bowel and bladder?
- Has there been a medical assessment of symptoms?
- Is your child currently on any medications for school refusal or other difficulties?

**Contributing/maintaining factors**

- How would you explain your child’s absences – what led to them?
- Have there been distressing events during the holidays?
- Have there been changes at home (e.g. relational, financial, pet dying)?
- Has the child reported difficulty with aspects of school (e.g. bullying, teachers, schoolwork, etc)?
- What does your child do during the day, when not at school?
- How do you respond to the child when anxious/depressed/oppositional?

**Attempt(s) to resolve the problem and outcomes:**

- What other help has the family received?
- What has worked, and what hasn’t been so helpful?
- What role has each parent played in managing the problem?

**About the child**

**Other problems**

- What other physical or psychological problems has the child experienced?
- What developmental (present or past) problems has the child experienced? How severe were these problems and how were they resolved?

**Schooling**

- How many schools has the child attended?
- When did the child start at the current school?
- What has the child’s attitude to schooling (academic/career ambitions) been like?

**Behaviour**

- What is the child’s behavior like at home/school, in general?
- What changes have you noticed in your child’s behavior since refusing to attend?

**Socially**

- How much time does your child spend with school friends outside school?
- How much time does your child spend with other children not at the same school?
- What’s the nature/quality of this social involvement?
- Does your child find it easy/hard to make and keep valuable friendships?
Are any of your child’s friends school refusers or truants?

About the parents

- What are some of your memories of being at school?
- Did you like/dislike school?
- How far did you go with your schooling?
- What are your thoughts about your child’s school/teacher?
- Were there ever times when you were anxious about attending school, or truanted?
- Do you experience, or have you ever experienced, high anxiety/very low mood/other difficulties?

Family issues

- Are there other children in the family with attendance difficulties?
- How does your child get along with his/her siblings?
- How would you describe the relationship between yourself and your child?
- How would you describe your child’s relationship with your partner?
- How are things for you and your partner?
- Has your child ever been separated from you/your partner for any length of time?

Treatment issues

- What general and specific changes would you like to see?
- What solutions do you think should be tried?
- What expectations do the parents have of the practitioner/setting?
- What other assistance is currently received by the child/parents?
- Which people provide the greatest support for you?
## Observation Schedule Examples

### Running Record Observation Sheet

<table>
<thead>
<tr>
<th>TIME SAMPLE</th>
<th>TASK / ACTIVITY</th>
<th>BEHAVIOUR</th>
<th>CODING</th>
</tr>
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<tbody>
<tr>
<td><strong>NAME:</strong></td>
<td><strong>DATE:</strong></td>
<td><strong>TIME:</strong></td>
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| 1 min.       | 1               |           |        |
|             | 2               |           |        |
|             | 3               |           |        |
|             | 4               |           |        |

| 2 min.       | 5               |           |        |
|             | 6               |           |        |
|             | 7               |           |        |
|             | 8               |           |        |

| 3 min.       | 9               |           |        |
|             | 10              |           |        |
|             | 11              |           |        |
|             | 12              |           |        |

<p>| 4 min.       | 13              |           |        |
|             | 14              |           |        |
|             | 15              |           |        |
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**SUMMARY OF BEHAVIOURS OBSERVED**

<table>
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<tr>
<th>BEHAVIOURAL CODE</th>
<th>INCIDENCE ( / 80)</th>
<th>PERCENTAGE OCCURANCE</th>
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</tbody>
</table>

**Key to some useful codes**

- **OT** – on task / absorbed in an activity
- **F** – behaviour functional to task / activity
- **D°** – distracting others from the task / activity
- **D°o** – being distracted from task / activity by others
- **T** – transition between tasks / activities
- **A°** – displaying aggression to others (ph – physical; v – verbal)
FREQUENCY RECORD

Recorders name:  
Pupil:  
Date of Birth:  

SESSION 1

Behaviour being observed:  
Time (from – to):  
Activity:  
Number of other children involved:  

TALLY:  

SESSION 2

Behaviour being observed:  
Time (from – to):  
Activity:  
Number of other children involved:  

TALLY:  

SESSION 3

Behaviour being observed:  
Time (from – to):  
Activity:  
Number of other children involved:  

TALLY:  

TOTAL:  

TOTAL:  

TOTAL:
Letter 1: Attendance Procedure – Attendance Concerns

Dear

I am writing to advise that __________________________ attendance at school has dropped below 90% over the last 6 weeks.

We are concerned as attendance levels such as this can have adverse effects on a child or young person’s education.

I have attached a recent attendance print out for your information as well as further details on East Ayrshire Council’s Attendance Procedures. As discussed in this leaflet, please be aware that if __________________________ attendance rate does not improve over the next 2-4 weeks, an Assessment and Planning Meeting will be convened.

If you wish to discuss this any further or would like to discuss strategies to support __________________________ improve their attendance please do not hesitate to contact me.

Yours sincerely

Guidance teacher or Primary Head Teacher, (child’s school)
Letter 2: Attendance Procedure – Assessment and Planning Meeting

Dear

You are requested to attend an Assessment and Planning Meeting to discuss your child’s continuing low attendance at school.

The meeting will be held:

Location:
Date:
Time:

It is essential that you bring your child to this meeting and if you wish, you may also bring someone to support you.

This meeting will involve any relevant professionals working with your child or family and will be chaired by a member of the Senior Management from the school. The purpose of the meeting is to look at ways to support ________________ return to school.

Please find attached a recent attendance print out for your information as well as further details on East Ayrshire Council’s Attendance Procedures. If you have any queries regarding the above, please contact ______________________ on __________________ who is responsible for monitoring attendance at your child’s school.

Yours sincerely

SMT from secondary school and Head Teacher from primary, (child’s school)
Letter 3: Attendance Procedure – Maximising Attendance Meeting

Dear

You are requested to attend a Maximising Attendance Meeting to discuss your child’s continuing low attendance at ________________________________.

The meeting will be held in:
On
Date:
Time:

It is essential that you bring your child to this meeting and if you wish, you may also bring someone to support you.

This meeting will last approximately 30 minutes and will be chaired by a Head Teacher from a school within East Ayrshire. The reasons for your child’s non-attendance will be discussed and next steps will be agreed upon to maximise your child’s attendance at school and so their life opportunities.

If you have any queries regarding the above, please contact ______________________ on ____________________ who is responsible for monitoring attendance at your child’s school.

Yours sincerely

Head Teacher, (child’s school)
Letter 4: Attendance Procedure – Attendance Review Committee Meeting

Dear

You are requested to attend an Attendance Review Committee meeting to discuss your child’s continuing low attendance at school.

The meeting will be held in:

Location:
Date:
Time:

It is essential that you bring your child to this meeting and if you wish, you may also bring someone to support you.

This meeting will last approximately 30 minutes and will be chaired by the Head of Schools within East Ayrshire. The reasons for your child’s non-attendance will be discussed and next steps will be agreed upon to maximise your child’s attendance at school and so their life opportunities.

Please be aware that there will also be representatives from Social Work Department and Legal Services present at the meeting, where appropriate, to ensure the most appropriate actions are considered and agreed.

Please find attached a leaflet on the Attendance Review Committee.

If you have any queries regarding the above, contact _____________________ on __________________ who is responsible for monitoring attendance across East Ayrshire Council.

Yours sincerely

Head of Service: Schools
<table>
<thead>
<tr>
<th>QUESTION</th>
<th>RESPONSE</th>
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</thead>
<tbody>
<tr>
<td>Could this be a specific fear or anxiety around a particular subject or activity that they feeling they are failing in or likely to become embarrassed by?</td>
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<tr>
<td>Is the child or young person able to keep up with peers academically and socially?</td>
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</tr>
<tr>
<td>Is the child or young person worried about teasing, embarrassment, not feeling confident?</td>
<td>Is there evidence of low self-esteem?</td>
</tr>
<tr>
<td>Is the child or young person scared to leave their home or worried about separating from their family?</td>
<td>Are parent/carers/carers anxious themselves?</td>
</tr>
<tr>
<td>Has there been any significant life changes or stressors affecting the child or young person?</td>
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<tr>
<td>- Significant loss e.g. parent/careral separation?</td>
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<tr>
<td>- Change of school</td>
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<tr>
<td>- Move of house</td>
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<tr>
<td>- Bereavement – family, friend, pet</td>
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<tr>
<td>- Trauma</td>
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<tr>
<td>Is the child or young person academically struggling in any of their subjects?</td>
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<td>Is the child or young person socially integrated with strong friendships?</td>
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<tr>
<td>Is the child or young person different from the majority of peers (or do they feel different) due to a different ethnic or religious group?</td>
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<tr>
<td>Does the child or young person have an obvious or hidden disability?</td>
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<tr>
<td>Is the child or young person suffering from a physical illness?</td>
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<tr>
<td>Could the child or young person be a victim of bullying, teasing or another form of abuse?</td>
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<tr>
<td>Any relevant information regarding the home or family context?</td>
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<tr>
<td>Any relevant information regarding the community context?</td>
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<tr>
<td>Any other relevant information?</td>
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</table>
MAXIMISING ATTENDANCE MEETING:
GUIDANCE NOTES FOR CHAIR

AIM OF MEETING:

- To establish the reasons for the continuing non-attendance
- To ensure parent/carer and child/young person have a clear understanding of the possible impact that their actions are having on the future of the child/young person.

DURATION:

30 minutes

CHAIR OF MEETING:

- Head Teacher from a school that the child/family does not attend.
- This will be rostered and there will also be a substitute rostered in the event of any unforeseen circumstances arising that would mean the original chairperson was unable to attend.
- In order to increase the pool of staff who can chair Maximising Attendance Team meetings, experienced Depute Head teachers can also be considered for this role.

WHO SHOULD ATTEND?

- Chairperson
- Representative from school
- Parent/carer/carers/carers
- Child/children

PAPERWORK REQUIRED

- Copy of Assessment and Planning Meeting minutes which should detail the strengths, areas of difficulty, parent/carer’s views and child’s views as well as the Individual Support Plan.
- Assessment materials – this should highlight the school staff’s understanding of the function of the child/young person’s non-attendance as well as the evidenced details of queries considered from Appendix 4. This should and can include:
  - Required:
    - PAP (primary school document) – this tick sheet is required for primary schools
    - Contextual assessment from subject and guidance teachers (or equivalent) - required for secondary schools
    - Attendance print out
  - Optional – used if appropriate
    - School Refusal Assessment Scale – should be used to clarify the function of the non-attending behaviour
    - Appendix 7 of Attendance Guidelines – it is not necessary to ask these questions verbatim to child/family but information to answer the questions could be collated through discussions with child/young person and/or family.
    - Pastoral notes where relevant
    - Medical examination (School nurse or school doctor)
    - Assessment of family dynamics from EAST or Social Services

OUTCOMES:

- Refer to Assessment and Planning Meeting if further support is required or if there is not yet a clear understanding of the function of the child’s non-attendance.
- Ask for further assessment to be carried out – see above
- School based supports:
  - Transport as a short-term measure only
  - Quiet room/reintegration room – to help support reintegration back to school/classes easier (libraries, Support Bases and Youth Strategy have all been options utilised for this in the past).
- Twilight classes
- Nurture approaches
- Catch-up classes – focussing on particular subjects or lesson
- Part-time timetable – short term measure only and a review date of this should be scheduled.
- Alternative curriculum – Princes Trust, Duke of Edinburgh, Getting Ready for Work, extended work experience, could schools share their flexible curriculum resources?
- Anti-truancy teams within school can be developed – core group of staff involving school staff and supporting agencies

- Therapeutic Supports: these can be offered by some staff from Psychological Services, EAST team, School Nurse and CAMHS but are relatively difficult to access as they can be very time intensive:
  - CAMHS team have advised that supports from their team can be accessed through formal referral with the only caveat being that the issues should be anxiety based.
  - General counselling
  - Solution focused therapy
  - Cognitive Behaviour therapy
  - Hypnotherapy
  - Systematic desensitisation.
MAXIMISING ATTENDANCE TEAM MEETINGS

QUESTIONS THE CHAIRPERSON SHOULD CONSIDER:

1. INFORMATION RECEIVED PRIOR TO MEETING

   Logistics:
   - Did you receive the information in enough time?
   - Are you aware of the schedule of the meetings?

   Information on pupils:
   - Do you have a clear understanding of the function of the child’s non-attendance?
   - Why is the child not attending?
   - Is there evidence for this?
   - Have the questions in Appendix 7 of the Attendance Strategy been considered?

   Interventions attempted:
   - Does the Action Plan or Individual Learning Plan relate to the concerns highlighted by the assessment?

2. DURING THE MEETING

   Understanding of impact of actions
   - Does the parent/carer have a clear understanding of the impact of their child’s non-attendance?
   - Does the child have a clear understanding of the impact of their non-attendance on their opportunities?

   Understanding of process & next steps:
   - Is there a review date scheduled? A Lead Professional should be responsible for co-ordinating this. After 1 month of consistent attendance, the school will monitor. However if there is no sustained improvement over 4 weeks or no improvement at all over 2 weeks, further intervention is required.
   - Does the family have a clear understanding of the Attendance Strategy process and what will happen if the child or children’s attendance does not improve?
   - Does anything need to be added to the Individual Support Plan to improve attendance?
   - If further support is required, would a referral to another Assessment and Planning Meeting be appropriate? This should be considered if you feel that further support from school staff or the core support team could:
     - improve the child/parent/carer/carer’s understanding of the situation
     - Further assessment if required on function of the child’s non-attendance

3. AFTER THE MEETING

   - Would any additional information have been useful?
   - Anything else that could make the meeting more useful for parent/carers/carers, child or school staff?
# MAXIMISING ATTENDANCE MEETING

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<th>Establishment Name</th>
<th>Date/Time of meeting</th>
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<td>Child’s name</td>
<td>DOB</td>
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<tr>
<td>Parent/ Carer’s name</td>
<td>Stage</td>
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<td>Address:</td>
<td>Telephone number</td>
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**In attendance:**

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<th>Name/ Designation</th>
<th>Contact</th>
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<tr>
<td>Parent/ Carer</td>
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<td>School rep:</td>
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**Any further information arising**

**Main recommendations (including amendments to Action Plan)**
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## KEY FOR ACRONYMS & TERMS

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<td>CAMHS</td>
<td>Child &amp; Adolescent Mental Health Service</td>
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<td>CBT</td>
<td>Cognitive Behavioural Therapy</td>
</tr>
<tr>
<td>EAST team</td>
<td>East Ayrshire Support Team</td>
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<tr>
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<td>Educational Psychologist</td>
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<td>IAF</td>
<td>Integrated Assessment Framework</td>
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<td>IEP</td>
<td>Individual Education Plan</td>
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<td>ISP</td>
<td>Individual Support Plan</td>
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<td>LC</td>
<td>Learning Community</td>
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<tr>
<td>PAP</td>
<td>Child or young person Assessment Profile (Generally for primary children and young people)</td>
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<td>SEEMIS</td>
<td>School Management System</td>
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<td>Senior Management Team</td>
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<td>SNA</td>
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SUPPORT FRAMEWORK FOR SCOTLAND’S TRAVELLING COMMUNITIES

SCOTLAND’S TRAVELLING COMMUNITIES – THEIR IDENTITIES

Scotland’s Travelling or Traveller communities are not a homogeneous community. Officially they include three main diverse communities officially described as: Gypsies/Travellers, Occupational Travellers and New Travellers. More recently, new groups of European Roma have come to live in Scotland. For practitioners it is good practice to ask a family how they refer to themselves.

**Gypsies/Travellers** – some of Scotland’s indigenous minority ethnic group prefer to be called Gypsy/Travellers while others prefer to be called Scottish Travellers or simply Travellers. Officially called Scottish Gypsies/Travellers (the ‘/’ reflects a respect for families’ views) this group has only recently been legally recognised as having “ethnic origins”. Scottish Gypsies/Travellers now have the protection of the 1976 Race Relations Act.

**Occupational Travellers** – Scotland’s largest community of Occupational Travellers – Scottish Showmen or travelling show and fairground families – self-define as business communities, albeit with a strong and distinctive culture well known and enjoyed as the ‘shows’ that regularly travel across Scottish towns and cities. This community is not and does not claim minority ethnic status, and is distinguished from Gypsies/Travellers. Other Occupational Travellers include Circus and bargee families (Circus groups are most likely to be visitors, while bargee families live on the UK’s canal systems).

**New Travellers** – these communities organise around political and philosophical issues e.g. ecological issues. Families may borrow from traditional travelling cultures e.g. living in tents or trailers, but do not claim ethnic minority status.

**Roma** – since the expansion of the European Community, Roma minorities have come to Scotland and many live in Govanhill, Glasgow. Roma are also not a homogeneous group. Roma families may have come to Scotland from the new EU member states. Each group has its own history and cultural identity and maybe a distinctive language. Importantly, families will identify themselves first in national terms and then as Roma e.g. Slovak Roma or Romanian Roma.

Collectively called Roma, groups of Romani people live in the different countries that make up Europe. Each Roma group has a different way of speaking Romanes, but as some words are similar, Romani people may be able to understand one another.

Traveller families from the rest of the UK may visit Scotland, e.g. Irish Travellers or Showmen.

Throughout this circular the term **traveller family, child or pupil** will be used to mean any of these groups.

**REFERRAL SYSTEM**

When a traveller family or group of families arrive in East Ayrshire, the Department of Educational and Social Services named contact for Travellers should be alerted by the Department of Neighbourhood Services. This is the EAST Manager. Names, location (site or house) and proposed length of stay should be given. If known, family information in terms of number and ages of children would also be useful, as would proposed early childhood centre, school or enrolment. Schools, early childhood centres should contact the EAST Manager when they enrol a child/children from a traveller family. Equally the EAST Manager should check with relevant schools/early childhood centres if a proposed school/early childhood centre of enrolment is indicated. If the child/children are not being educated in school/early childhood centre, the appropriate Senior Education Manager should be alerted by the EAST Manager to establish how educational needs are being met.
GUIDELINES FOR EDUCATIONAL ESTABLISHMENTS

The Department of Educational and Social Services leaflet – Traveller Education – A Guide for Schools – should be available in all East Ayrshire educational establishments. This will give information about traveller families and will outline procedures that should be followed in early childhood centres or schools. Staff should be familiar with the contents of this leaflet. A range of further helpful information for both educational establishments and traveller families is available from the STEP (Scottish Traveller Education Programme) website: www.scottishtravellered.net

TRAVELLERS’ EDUCATIONAL RECORDS

East Ayrshire educational establishments should use My Learning Record, produced by Learning and Teaching Scotland and STEP, as an initial curricular transfer record to provide other establishments with accurate curricular information to support continuity in learning and teaching. It also offers the pupils, families and schools/early childhood centres a record of educational progress. This is completed by schools/early childhood centres and facilitates the transmission of educational information and records within Scotland. It also aims to avoid unnecessary reassessment and repetition of work. Schools/early childhood centres should encourage and support families to share the responsibility for the transference of the curricular record. My Learning Record is available electronically from the EAST Manager or can be downloaded from the STEP website.

School or early childhood centre staff should check for any hand-held educational records and work programmes that the family may have. Contact should then be made with the previous school/early childhood centre to enable forwarding of further records if necessary.

SUPPORT SYSTEMS

Where no hand held information is available or if this information is insufficient or previous records are unduly delayed, early childhood centres or schools should carry out initial assessments of levels and needs within their own support system. This may involve the EAST Teacher for a short block to facilitate assessment. The Initial Rapid Assessment Guide (IRAG) for Gypsies and Travellers is a resource which has been produced to support initial assessment of traveller pupils which may be found helpful. This is available electronically from the EAST Manager or can be downloaded from the STEP website. This assessment should then inform the programme of work developed for the child. If the child/children have missed a lot of schooling or changed schools a lot and this has had a significant impact on their learning, meaning additional support is required, they would be classed as having additional support needs due to interrupted learning. Obviously some traveller children may have other reasons for having additional support needs.

A flexible approach may have to be taken to meet the needs of the child. One example of this may be with a P1 child who has had no pre-school or home play experience. Where the school has a early childhood centre, some collaboration and movement between this and the P1 class would be beneficial. Another example may be with a Secondary aged pupil who is a reluctant attender. The use of supported study facilities, ICT etc should be utilised to maximise attendance. E-learning and GLOW are useful tools. If early childhood centres/schools require assistance with planning for traveller children or where early childhood centres/school support systems are not sufficient, early childhood centres/schools should use the established system for accessing central support. Pupils from traveller families should have access to the full range of support services within the authority should the need arise.

AUTHORITY MONITORING AND TRACKING

The EAST Manager will keep an overview of educational establishments with traveller pupils, attendance patterns and support needs of these children within a early childhood centre/school session. This will help to audit support needs and identify resources, existing or additional, required to meet these needs. Early childhood centres/schools should encourage traveller families to tell them if they intend to go travelling and roughly when they intend to return. This allows the absence to be registered as authorised, the children to be kept on the register and it helps to keep track of the children within the education system. Give families the early childhood centre/school number and ask them to call a few days before their return and also make sure the early childhood centre/school has a current mobile number for the families. This will allow early childhood centres/schools to contact the traveller families should they not return roughly within the given timescale.
ETHOS AND CULTURE

A Traveller’s sense of identity is strongly felt, highly valued and **not dependent** on living a mobile lifestyle. A Travellers sense of identity comes from belonging to a Travelling family, which in turn belongs to one of these diverse communities. Each has its own different histories, cultures and family based lifestyles.

Many Scottish Gypsies/Travellers speak a form of non-standard Scots called ‘cant’ which includes Gaelic, Old Scots and words that have much in common with Romanes. There is no one Roma language, however Romanes is a generic term often used to describe the languages used by Roma.

Resources related to Travellers’ culture are held within the EAST Service. It can be helpful to staff to familiarise themselves with Gypsies/Traveller culture. Appropriate cultural resources can also help traveller children to participate and feel included.

Account should be taken of parental literacy in relation to letters, homework etc and advice and support offered in relation to early childhood centre/school systems.

Because of the complex cultural and possibly linguistic differences between these Traveller communities, educators (along with other policy and professional and public service providers) must be sensitive to how such differences shape a family’s willingness and capacity to use public services designed to meet the needs of settled communities.

EQUALITIES IMPACT ASSESSMENT

This Standard Circular has been subject to an Equalities Impact Assessment.

Graham R Short
Executive Director of Educational & Social Services
February 2014

Please note that the following two web links should be used to access the appendices to this circular:

- [http://www.scottishtravellered.net/resources/my_learning_record.pdf](http://www.scottishtravellered.net/resources/my_learning_record.pdf) (24 Pages)
- [http://www.scottishtravellered.net/resources/irag.pdf](http://www.scottishtravellered.net/resources/irag.pdf) (106 Pages)