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Including *Every* Learner:

Policy and provision for children and young people with additional support needs in East Dunbartonshire Council

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Section 1: Introduction: guiding principles and values

Including Every Learner is East Dunbartonshire Council's (EDC) policy and guidance on ensuring that the needs of all learners in schools and early year's centres are met. This document outlines:

- The development of the curriculum offered to learners with additional support needs at all levels;
- The type of provision and resources available for learners throughout EDC (Section 2);
- How we assess, plan and support learners in early years centres and mainstream schools (Section 3);
- How we assess, plan and support learners in specialist provision (Section 4); and
- The procedure for specialist training and development of staff to meet the needs of learners with additional support needs (Section 5).

Legislative and Policy Framework

Including Every Learner reflects and encapsulates requirements of key legislation and national policy and practice guidance, specifically:

- *The Additional Support for Learning (Scotland) Act 2004* (and the 2009 amendments). This legislation sets out the classifications of additional support needs and the responsibilities of local authorities to provide appropriate provision to meet these needs;
- *Standards in Scotland's Schools etc. Act 2000*. This act sets out the importance of the presumption of mainstream education for all learners;
- *The Children and Young People (Scotland) Act 2014*. This emphasises local integrated service planning for learners and delivery of services that makes best use of existing resources in a manner that incorporates the Getting it Right for Every Child approach - promoting intervention that is proportionate, appropriate and timely; and
- *The National Improvement Framework*. This policy guidance promotes key drivers in educational targets and outcomes for learners: Improvement in attainment, particularly in literacy and numeracy; closing the attainment gap between the most and least disadvantaged; Improvement in health and wellbeing; and Improvement in employability skills and sustained, positive school-leaver destinations for all.

Guiding Principles

- **Presumption of mainstream** includes a structure of universal and targeted support. This offers flexible access to both specialist support and mainstream schooling according to individual needs through a continuum of additional support needs provision (See Figure 1 on page 7).
- **Local, integrated and streamlined processes of assessment and decision making** which are carried out in full collaboration with learners and their families (set out in sections 3 and 4).
- **Increasing the capacity of staff** to meet the needs of a broad range of learners at all levels of the continuum of support through Career long professional Learning (CLPL) (see Section 5).

- **Equity of access** to Curriculum for Excellence through adaptations to the curriculum and learning environment to better meet the needs of all.

Including *Every Learner*- Curriculum for Excellence - support for *all*

All learners in early year's centres and primary and secondary schools focus on the development of a curriculum for all. This is based on the underlying principles of Curriculum for Excellence which sets out an entitlement to access:

- A coherent curriculum from 3 to 18;
- A broad general education to the end of S3;
- A senior phase including qualifications;
- Opportunities for skills for life, learning and work with a focus on literacy, numeracy and health and wellbeing;
- Personal support to enable them to gain as much as possible from the opportunities of Curriculum for Excellence; and
- Support in moving to a positive and sustained destination beyond school.

Additional provision provides a high level of support for learners with additional support needs to ensure appropriate learning pathways are mapped out addressing the entitlements of Curriculum for Excellence and linked to the agenda for Developing the Young Workforce. This is provided as a blend of activity through access to mainstream classes or day-to-day activities that the school community is engaged in such as assemblies, celebrations, charity events etc. A core element of this provision focuses on literacy, numeracy and health and wellbeing with targets being set as part of each action plan and reviewed in accordance with guidelines.

Provision across all establishments takes into account the strengths of the current specialist provision which includes: safe and nurturing environment; strong relationships; ethos of inclusion; emphasis on care and welfare; breadth of experience; and partnership working.

Not only is the rationale for the curriculum based on the entitlements of Curriculum for Excellence, it also builds on the strong ethos of respect for all. Staff have an excellent understanding of their learners, barriers to learning and how to support them and provide individual educational programmes designed to meet their specific needs continually looking at ways to develop practice to improve outcomes. This is likely to include strong partnership working with a range of agencies/employers who can provide advice and targeted support as necessary. Crucially there is a need for flexible provision to ensure that the needs of all learners are met.

The physical environment is used to provide stimulating learning experiences. There are also opportunities to learn outdoors and in the local community to develop skills for learning, life and work in pursuit of an increased focus on vocational and life skills to support a successful and positive transition from school. This opportunity for inclusion within the local community supports ongoing development of relationships and a sense of belonging with peers at school.

This broad range of experience covers all areas of the curriculum, as appropriate, with teachers developing well planned, engaging and interesting learning experiences which are

assessed, evaluated and used to inform next steps in learning. Working in this way supports a raise in attainment by addressing individual learning needs and differentiating the learning environment and teaching strategies used.

This complements the effective support in place for mental health and wellbeing in primary schools achieved through a nurturing approach and in secondary schools through the established wellbeing support bases.

Current good practice will continue to ensure that there is a broad range of well-planned opportunities for achievement and an ongoing commitment to recognition and celebration of learners' achievements.

There will be support from the Education Service through the; Quality Improvement Team; Locality Teams available to provide advice, support and training; and Educational Psychology Service support for learners and for the identified Career Long Professional Learning.

There is a requirement to meet the curricular needs of learners who will not access national 4/5 qualifications in the Senior Phase and for those entering secondary school at second level and below. Differentiated courses/programmes/staff training within the Broad General Education for National 1 - 3 will be available to support staff and ensure that all learners progress to a meaningful Senior Phase. Curricular needs and aspirations can be identified at the point of enhanced transition.

Centrally there will be advice and guidance available about outreach programmes and activities to ensure partnership with colleges and employers can support pathways to positive destinations in the Senior Phase.

Transitions

Careful transition planning has a huge impact on the success of the proposed changes and will support learners and their families. Key principles underpinning approaches to meeting the needs of all learners is transition planning based on communication and collaboration.

Transition planning

During preschool year and in the upper stages of primary school all assessment information is gathered about each learner's additional support needs. This information is shared with school staff. Needs that are noted in this way are considered at a Transition Pupil Support Group. Where appropriate, special arrangements are made for enhanced transitions which include extra visits and links with key staff. Similarly, from S3 onwards transition planning takes place within the school and involving other agencies as appropriate to ensure a smooth transition to adult services.

Communication

On transition to primary or secondary school, information about individual learners with additional support needs and strategies to support their learning is shared with teaching and support staff. If a targeted approach is needed, an action or personalised plan can be drawn up in consultation with parents/carers, learners and other agencies. This plan will be reviewed regularly to ensure that the targets are being met and to alter the plan as needed.

Collaboration

Parents/carers are central to the process of gathering information, deciding on strategies, evaluating success and any changes in support. The learner is always included in decisions that affect them. At pupil support groups, school staff and educational psychologists discuss the needs of a range of learners and plans are communicated with school staff, parents/carers and the learners concerned.

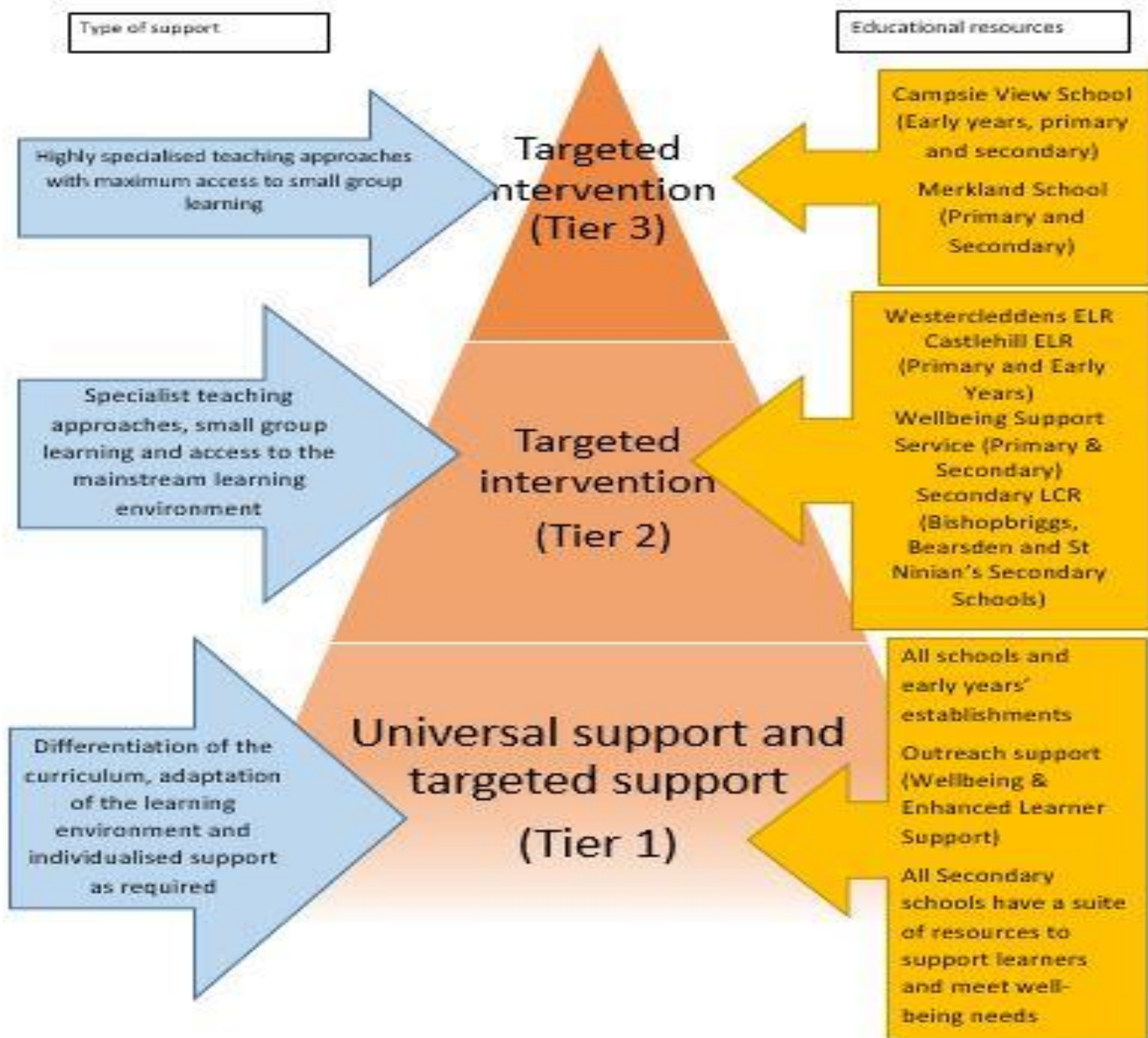
Section 2: A continuum of resources and provision

EDC has a continuum of educational resources which can meet a range of assessed additional support needs. Additional support needs are identified at three levels:

- Universal and targeted support (Tier 1) - support within mainstream school or nursery;
- Targeted intervention (Tier 2) - specialist support provision which may include a mainstream component; and
- Targeted intervention (Tier 3) - attendance at a specialist resource full time.

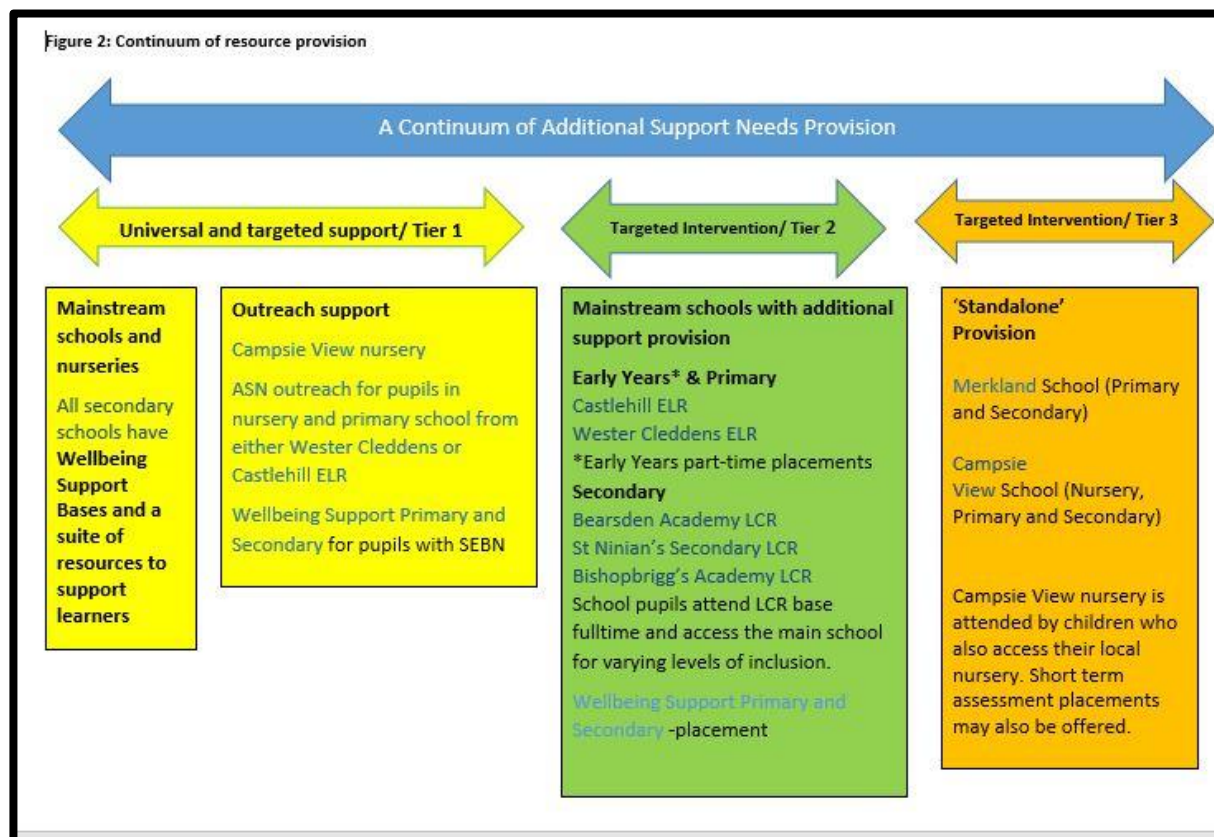
The diagram (Figure 1) sets out the types of support available at each level (in blue arrows on left hand side) and the resource provision available to meet each need (yellow boxes on right hand side)

Figure 1: The continuum of additional support in East Dunbartonshire

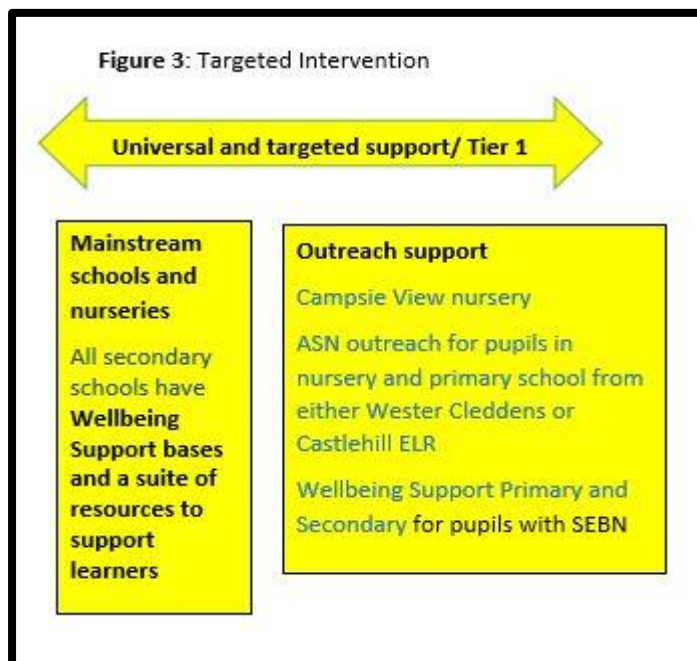


A Continuum of Resources

This section of the report sets out a summary of the key educational resources available on each stage of the ASN continuum. The resources at each stage are set out in Figure 2 below.



Universal Support and Targeted Support (Tier 1)



The majority of learners with additional support needs are educated within one of the mainstream early learning centres, primary or secondary schools. If a learner is identified as having additional support needs then a rigorous process of assessment, planning and support is put into place (See Section 3).

There are a number of resources which mainstream schools and early learning centres can draw on to meet needs. For example, every establishment has an **Autism Adviser** who is an established member of the

school teaching team and who has been provided with training and ongoing support from a multi-agency team - led by an educational psychologist and a quality improvement officer. While every establishment will use their Autism Adviser differently, it is anticipated that they

will provide support for learners with additional support needs in the areas of language and social communication including those diagnosed with autism. The role of the Autism Adviser may include: sharing training materials with staff, facilitating training, supporting communication to parents/carers; planning for establishments Autism Awareness Week; and supporting individual staff members using existing school structures (e.g. Pupil Support Group).

All schools have within-school support from a **Learning Support Co-ordinator** who identifies ASN needs at the whole school level and advises on programmes of support for individuals and groups. This member of staff will also be involved in developing whole school strategies with school management and identifying CLPL needs and approaches to developing learning and teaching practice. A comprehensive and coherent CLPL program can be accessed by all establishments and is updated regularly to respond to assessed needs within staff teams.

There are a range of education professionals, including specialist teaching staff, available for consultation, assessment and direct intervention to support changes in the learning environment and teaching strategies to better meet learner needs. They include:

- Quality Improvement Officers
- Educational Psychologists
- Inclusion Support Officers
- Education Support Teachers (peripatetic and in school)
- Sensory Service
- Micro-tech Service
- Early Level Support Teachers

For some learners, additional support is required from other specialist resources which offer outreach support. Outreach support involves a specialist teacher becoming involved with a learner for a time limited period. The process of outreach generally involves observation of the learner within the classroom and school setting, consultation with parents/carers/carers and professionals involved and identification of changes to the learning environment and learning and teaching approach which will enhance the learner's ability to access the curriculum. The underlying approach is that the outreach service should support schools to develop their own capacity to meet learner needs in a manner that is effective and sustainable and increases the likelihood of successful inclusion in mainstream provision. Outreach support is offered by the following services:

- **Wellbeing Support Service** - offers support for learners in primary and secondary schools with social, emotional and behavioural needs.
- **Primary Enhanced Learning Resource Outreach** - offers support for learners from early years through to primary seven, including language and social communication and learning needs.
- **Secondary Language and Communication Resource Outreach** – offers outreach for secondary schools in relation to language and social/communication needs

Every secondary school has a Wellbeing Base with a variety of resources which can be adapted to meet a range of additional support needs. The Wellbeing Base is primarily offered for those with wellbeing needs. Each secondary school has organised this slightly differently to reflect

the needs of their particular context offering support such as: individual and small group learning sessions; supporting teaching staff to introduce strategies to meet various learner needs; and developing whole school training and wellbeing-based lessons for Personal and Social Education. Complementary to this resource is the 'Support for Learning' and 'Guidance' departments.

A new development, as part of Tier1, is that every secondary school will introduce a Learner Support Resource (**LSR**) to support those who need additional help with their learning or with their social and communication development and each secondary school will shape their LSR to suit their local context and the needs of their learners. There will be support for this development through building capacity in all staff.

Targeted Support (Tier 2)



Some pupils require additional support with a timetable that offers a combination of access to a specialist support and mainstream opportunities. This type of support is offered from the early years through to secondary school. The balance of mainstream to specialist support is based entirely on the assessment of the profile of learning needs. This type of support is offered at the Early Years and Primary levels through the specialist Enhanced Learning Resource (ELR) provision at:

- Wester Cleddens Primary School ELR
- Castlehill Primary School ELR

At Secondary School this type of Tier 2 targeted intervention is offered at

- Bearsden Academy LCR*
- St Ninian's High School LCR*
- Bishopbriggs Academy LCR*

*Consultation taking place on proposals to alter LCR provision to Enhanced Learning Resource (ELR) provision in line with primary schools.

There is also Tier 2 intervention available for pupils with social, emotional and behavioural needs at the Wellbeing Support Service. There is a Primary Wellbeing Support Service and Secondary Wellbeing Support Service.

Castlehill and Wester Cleddens Primary School ELR - Nursery and Primary Provision

The ELR resources at Castlehill Primary School and Wester Cleddens Primary School offer support for early years and primary aged learners. Those who access the resource before they start school will continue to attend their mainstream early year's placement and will be offered outreach support and a part-time placement (two or so sessions a week). This is usually for a time limited period (up to one term initially). The purpose of the placement is to fully assess an area (or areas) of the development needs which require additional support such as language, communication or learning needs. The ELR staff then draw up a targeted intervention plan to support barriers to learning. This plan includes specific, focused areas of work carried out within the ELR resource and advice on adaptations to the mainstream early year's environment to support and sustain those changes. Learner progress in the early years is under regular monitoring and review to ensure that any intervention is proportionate and effective. If a learner is still attending an ELR primary resource as he or she approaches school age then a 'Team around the Child' (TAC) meeting will be convened at an early date to identify the level of support required at primary school and to ensure effective transition arrangements are in place.

Primary aged learners who access the ELR full time

All learners require access to small group learning for a significant proportion of the school week and also will be able to access mainstream school for either learning or social activities. It should also be the assessed view of the TAC that, with support, the learner will be on a developmental pathway so that they will be able to access increasing levels of inclusion within their primary school journey.

Learners who access the ELR resources will have a variety of additional support needs including: delays or impairments in expressive and/or receptive language; difficulties in the area of social communication; significant difficulties with focus, attention and other capacities to access the curriculum due to learning needs; and delays in emotional development leading to challenges with aspects of self-regulation and/or self-care.

Access to the ELR is available for those learners with higher levels of targeted intervention needs but who do **not** meet the criteria for fulltime placement in Tier 3 specialist provision. Priority is given to outreach support to allow learners to maintain a placement in their catchment school where possible. They are also offered the opportunity for some social inclusion (for example, a session each week) in their local primary school. This is only offered when a learner has been in primary school for a sufficient period that their capacity to cope with this form of inclusion has been fully assessed and where the TAC agree that this form of social inclusion is beneficial to developmental goals and targets.

Language and Communication Resources at Secondary School

There are three Language and Communication Resources (LCR) based within mainstream Secondary Schools:

- Bearsden Academy LCR*
- St Ninian's High School LCR*

- Bishopbriggs Academy LCR*

*Consultation taking place on proposals to alter LCR provision to Enhanced Learning Resource (ELR) provision in line with primary schools.

All learners who are offered a place in the resources have access to small group learning for a significant proportion of the school week and will also be able to access mainstream school for either learning or social activities. The placement is full-time. LCRs at secondary school are intended for those with the same range of additional support needs as highlighted in the primary provision.

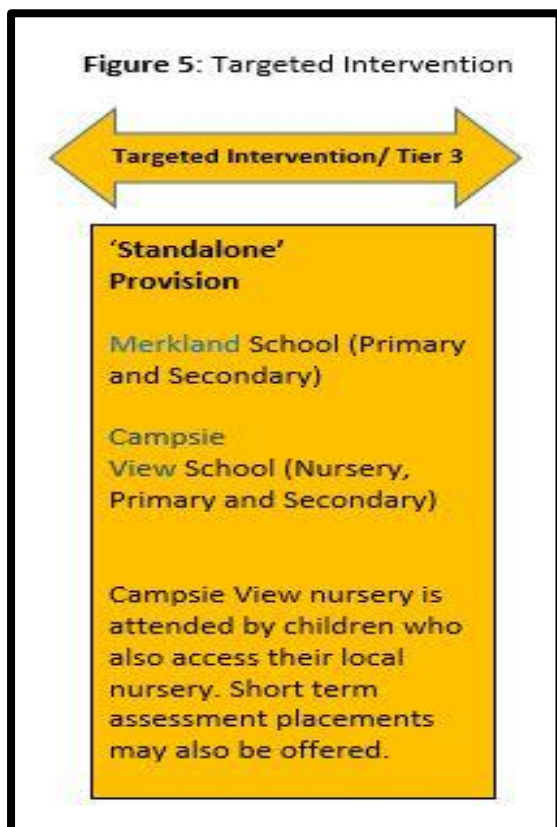
All learners in tier 2 resources will be involved in enhanced planning at transition stages to ensure that the learner is fully prepared and supported according to their individual profile of additional support needs.

Primary and Secondary Wellbeing Support Service

The Primary Wellbeing Support Service (PWSS) is an education establishment offering provision for learners aged 5 -11 years. The Secondary Wellbeing Support Service is an education establishment offering provision for those aged 12 -18 years. The service is for all of East Dunbartonshire. Both Resources are based on the principles of providing a nurturing environment with personalised support. Both provide part-time and full-time places where the main barrier to learning is social, emotional and behavioural needs. The aim is to successfully reintegrate learners into mainstream education on a full time basis.

The Secondary WSS also works in partnership with Positive Achievements to provide numeracy and literacy for young people on the programme.

Targeted Intervention (Tier 3)



Some learners have a complexity of learning and support needs that require a higher level of support in provision that offers a much higher ratio of staff to learners and highly specialised teaching approaches. This is termed targeted education intervention and is offered in Tier 3 establishments. This is provided at in two establishments:

- Campsie View School
- Merkland School



Campsie View School

Campsie View School is an education establishment offering provision for those aged 2 -19 years. The school serves all of East Dunbartonshire and is based in Lenzie.

The nursery caters for learners who have an identified additional need that would benefit

from an adapted environment and a high level of adult support. The nursery also has an autism specific provision. Not all the learners attending this provision will go on to attend Campsie View School. The nursery provision caters for those with a range of needs as well as being a community resource. Most who attend the nursery will have a shared placement with a mainstream early years centre. Some will be admitted for a short-term assessment by the multi-agency TAC. This assessment will be used to identify a detailed report and profile of needs and the best package of personalised support required to meet those needs.

The school provides primary and secondary education for those with complex learning needs (CLN) who require a high level of support to make progress in language/communication development and to develop basic social communication skills including shared attention. All learners also require a significantly differentiated curriculum and small group learning.

The school has accreditation by the National Autistic Society and offers a range of supports for children with complex learning needs including: TEACCH strategies; Intensive interaction; Sensory Curriculum; total communication environment; close monitoring and tracking of progress; and physiotherapy programmes to support motor development and promote physical independence in aspects of motor co-ordination. At the senior level there is access to the Duke of Edinburgh, ASDAN and National 1 qualifications.

Merkland School

Merkland School is an educational establishment which caters for learners aged 5-18 years. The school serves all of East Dunbartonshire and is situated in Kirkintilloch. The resource is

intended for those with a complexity of needs, which should include significant difficulties accessing the mainstream curriculum and have additional areas of need such as: autism; language and communication delays or impairments; and difficulties with emotional self-regulation and self-care.

Merkland School offers smaller group learning opportunities and uses a number of specialist strategies, including: TEACCH strategies; sensory curriculum; highly differentiated curriculum; specific help with attention and focus and planned development of independence skills. At the senior phase there is access to National 1 and 2 qualifications.

Section 3: Pathways to assessment and support: Meeting every learners' needs

Supporting learners with additional needs in early years and primary school settings is underpinned by the principles of GIRFEC – Getting it Right for Every Child (*Scottish Government, July 2017*). The details below outline the procedures undertaken with East Dunbartonshire Council.

Early year's assessment, planning and support

In the early years setting (Tier 1) extensive work is done by the centre staff to gather information for about learners' needs. This will include all information about the learner, including wellbeing and support required to achieve their full potential.

Staff plan for and assess development in collaboration with the centre management and parents/carers. Assessments include:

- Pre-birth to 3 Framework for Learning;
- Curriculum for Excellence Experiences, Outcomes and Benchmarks; and
- Strengths and Difficulties Questionnaire.

Where a learner is found to be requiring additional support in learning or wellbeing, early years staff would work with centre management to identify barriers to learning and levels of support required. Needs can also be discussed at a multi-agency 'Support for All' meeting. These multi-agency meetings usually take place between 4 to 6 times per year. They are usually attended by centre management and may be attended by Educational Psychologist, Speech and Language Therapist, Early Level Support Teacher and Health Visitor. The forum is used to offer an opportunity for discussion about a number of learners, to suggest strategies to support individuals and the development of the establishment. Discussion will only take place provided parents/carers are fully aware and agree.

There are three levels of support that may be considered by an early years' establishment:

- Universal Support
- Universal Support plus targeted support
- Universal Support plus multi-agency support

Universal Support

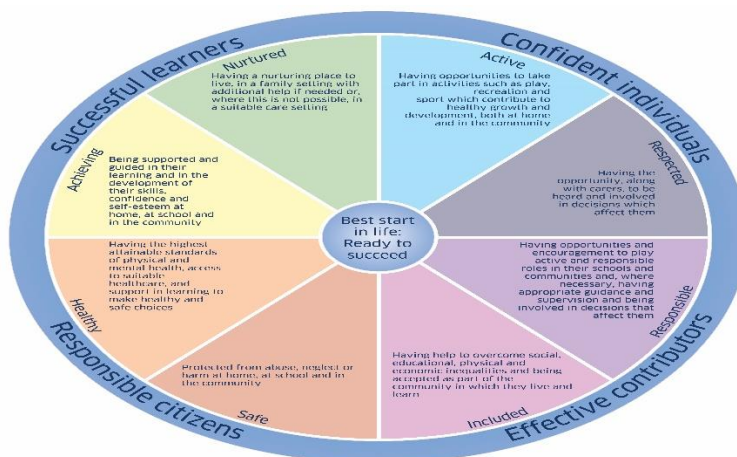
This involves simple adaptations to the environment to reduce any barriers to learning. For example, a learner may be offered access to small group work or a sensory area to support specific learning needs.



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Some learners need additional support and centre staff conduct a more detailed SHANARRI (safe, healthy, achieving, nurtured, active, respected, responsible and included) or wellbeing assessment. This level is termed **Universal support plus targeted support** – in this case staff produce an Action Plan which contains succinct, individualised and time limited targets that

specify work to be done both by centre staff and any other supports from professionals within the education department, such as the Educational Psychologist or ELR Outreach worker.



 WELLBEING ASSESSMENT and TA

(TAC) meetings are regularly held with staff and parents/carers where progress is reviewed and a decision is then made as to whether targets identified have been met, if more time is needed to address the learning or wellbeing, or if other agency involvement is required.

 TAC MEETING PROFORMA.docx

Some learners require further support from agencies out with education, such as speech and language therapists or assessment by a Community Paediatrician. In these circumstances, the child has support at the level of **Universal Support plus multi-agency support**.

The identified agencies would agree to provide specific assessment reports and support for a period of time and this would be set out in an action plan. Where the needs are then seen to be long-term and requiring a significant amount of co-ordinated support consideration would be given to a **Co-ordinated Support Plan (CSP)**, this is considered for those of 3 years of age and over. A CSP is a legal document that requires specific timelines for production and review. At all stages the parent/carer is central to all discussions and the decision making process. For more information, link to the embedded CSP documents.

Where it is proposed by the TAC that there may be a requirement for further additional support in the form of access to either Tier 2 or Tier 3 specialist provision then a Collaborative Assessment Report will be collated by the Educational Psychology Service and used as the basis of a referral for consideration at the Locality Liaison Group (LLG). This assessment will be added to the information which has already been gathered through the universal and targeted support process (i.e. a SHANARRI assessment, minutes of TAC meetings and Action Plans). This process is discussed in more detail in the next section of this document.

Transition, collaboration and communication are key to making sure that all aspects of wellbeing and support are then carried through to the receiving Primary.

The above documents (i.e. SHANARRI/ Wellbeing assessment, Action Plan and CSP) are used throughout Early Years, Primary and Secondary as part of a consistent planning and review process.

Primary and Secondary Schools

At primary school very similar mechanisms of support are provided. Pupils are offered support at same three levels:

- Universal Support
- Universal Support plus targeted support
- Universal Support plus multi-agency support

Pupil Support Groups take the place of ‘Support for All’ meetings but the approach is similar. The focus of the meeting is centred on the individual. At primary school these meetings normally involve the Support for Learning Coordinator within the school, Educational Psychologist and the class teacher and the member of school management with responsibility for additional support needs. At secondary school the guidance staff and wellbeing support teachers will also be involved. There may be other agencies involved as the school deems necessary and according to the needs of the individual. This group meets six times per year and focuses on specific needs for individuals, groups or through a thematic approach to enhance skills for all learners.

Schools use the Pupil Support Group (PSG) to seek consultation and advice on how the learner is progressing within the curriculum. There is a focus on strategies already in place to support the learner through differentiation of the curriculum. This involves details about modifications to the learning environment and adaptations to the curriculum (specified in terms of course content, pace of learning or the final learning outcome) to remove barriers to learning.

Discussion at the PSG may lead to referral to another agency and the completion of a target based Action Plan and SHANARRI assessment or consideration of a Co-ordinated Support Plan. There may also be consideration of a referral to specialist provision (Tier 2 & 3 provision) and this would require a Collaborative Assessment Report to be created and associated paperwork is put forward to the Locality Liaison Group (LLG) for consideration.

At all the stages outlined above parents/carers are central to the decision making process. Regular TAC meetings take place which involve parents/carers and professionals. This ensures a regular review, assessment and monitoring of progress to safeguard a proportionate and effective approach to additional support planning.

At all stages transition, collaboration and communication are key to successful progress. Those who require support are identified at the earliest possible stage and a rigorous process of assessment and planning ensures that each receives maximum opportunities to access the curriculum and receive appropriate support to progress in his or her educational career.

Section 4: Pathways to assessment and support: Meeting additional support needs

Targeted support and intervention or Tier 2 & 3 support in specialist provision

East Dunbartonshire Council has well established processes and procedures for the assessment, planning and support for all learners with additional support needs (ASN). The underlying principles shaping this process include: proportionate and timely support; accurate assessment and flexible support to meet individual learner needs; a family centred approach; and good communication and 'joined up' working between the professionals involved. Additional support needs are identified at three levels:

- Universal- support within mainstream school or nursery
- Targeted intervention (Tier 2) specialist provision with flexible access to the mainstream classroom
- Targeted intervention (Tier 3) attendance at a specialist resource fulltime

The majority of those with ASN are supported within school/early year's establishments and the process of assessment, support and planning remains at Tier 1.

Those learners who require a higher level of assessment and planning can be referred to either one of two multi-agency forums: for those who are below the school age, there is the Early Years Community Assessment Team (**EYCAT**); and for all those of school age (including those who are in their preschool year and are seeking a primary one place in a specialist resource at Tier 2 & 3) there is the Locality Liaison Group (**LLG**). All recommendations for specialist placement are sent for final consideration to the GIRFEC Liaison Group (GLG). This section of the report sets out information about the composition of each group; the referral pathways; frequency of meetings; and possible outcomes.

For a detailed flowchart of the referral pathway to EYCAT and LLG/GLG see Appendices 1 and 2 in this document.

Early Years - Pathways to further support

If a learner is under three and not yet attending a nursery resource, he or she can be referred directly to the Early Years Community Assessment Team (EYCAT) for consideration. The request is usually from another professional, such as Health Visitor or GP who recognise that the family may require further support but could be directly from a parent/carer requesting an assessment. A request can only be accepted by EYCAT if it has the full consent and agreement of the parent/carer.

Those who attend a preschool or partnership nursery and are identified as having additional support needs will go through the 'Support for All' team discussion and supports and changes within the nursery setting will be considered first (see Section 2). Where it is agreed that further assessment, planning and support or access to specialist provision may be required there may be a decision to make a request to EYCAT. As above, a request can only be accepted if it has the full consent and agreement of the parent/carer.

Requests to EYCAT from early year's establishments require appropriate assessment information. This information will be based on practitioners considering the following in relation to GIRFEC:

- What is getting in the way of this child or young person's well-being?
- Do I have all the information I need to help this child or young person?
- What can I do now to help this child or young person?
- What can my agency do to help this child or young person?
- What additional help, if any, may be needed from others?

Responses to these questions should result in completion of the Request for Assistance form. This details all support in place, the role of all professionals involved and should be accompanied by: Minutes of TAC meeting; SHANARRI assessment; and Action Plan.



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Membership of EYCAT

The EYCAT meetings are chaired by an Inclusion Support Officer and a broad, multi-agency membership including:

- Health visitor
- Principal Teacher- Campsie View Nursery
- Community Paediatrician
- Early Years Co-ordinator
- Educational Psychologist
- Representatives from Health
- Principal Teacher- Locality ELR nursery/outreach
- Early Level Support Service
- Service manager (Early Years' Service)
- Social Worker

Frequency of meetings:

EYCAT meet every month. A timetable of EYCAT meetings and deadlines for referral is available at the start of the academic year in August.

Possible outcomes:

A number of decisions can be considered by the EYCAT meeting including:

- Referral for further assessment and support planning (e.g. to Educational Psychology Service, Speech and Language Therapy Service or Child Development Clinic);
- Referral to the Early Years Inclusion Service (EYIS) which offers home visiting and advice to parents/carers of children two years old and under;
- Referral for outreach support from the locality ELR provision (based at either Wester Cleddens or Castlehill) or part time placement in the ELR early years resource; and
- Referral for either assessment or part-time placement in Campsie View nursery.

Primary and Secondary Schools - pathways to further support

Learners who attend primary and secondary school and all in their pre-school year seeking a specialist (Tier 2 or 3) placement are referred to the Locality Liaison Group (**LLG**). There are two LLG groups- one for Bearsden and Milngavie locality and another for Bishopbriggs, Lenzie and Kirkintilloch locality.

Membership of LLG

The LLG is chaired and facilitated by either the Service Manager (Additional Support Needs) or the Inclusion Support Officer and has a multi-agency membership including:

- Principal teacher from Enhanced Learning Resource
- Member of Management Team from Specialist Provision (Merkland and Campsie View)
- Representative from Speech and Language Service
- Representative from Social Work Department
- Head Teacher/ Depute Head Teacher representatives from locality primary and secondary schools
- Principal teacher/ management representative Wellbeing Support Service (Primary and Secondary)
- Educational Psychologist representative

Frequency of meetings

The LLG meet monthly from September to May. The dates are set at the start of each academic year in August. The November meeting is the cut-off date for applications for Tier 2 and Tier 3 secondary school placements for the following August. The January meeting is the cut-off date for primary 1 places in Tier 2 and Tier 3 resources for the following August.

The LLG has a number of possible outcomes including:

- Allocation of outreach service to support current placement in mainstream (LCR/WSS/SWSS)
- Send applications for placements (Tier 2 & 3) which have been fully discussed at LLG to GLG for consideration.
- In exceptional circumstances the LLG can request the attendance of referrers (for example, the Head Teacher and Educational Psychologist) for further discussion.

The LLG can also request further assessment information and/or request direct representation from school and Educational Psychologists where it is considered that further dialogue will support the decision making process.

The LLG is also responsible for gathering data on referral rates and requests on a school-by-school basis to support authority needs analysis work and planning CLPD programmes.

GIRFEC Liaison Group (GLG)

All referrals for specialist placements from EYCAT or LLG must go for final ratification to the GLG group. This is a group which has an overview of all placements and carries out a strategic

role: gathering statistics on projected placement use; and monitoring and tracking specialist placement outcomes.

Membership of GLG

The GIRFEC Liaison Group (GLG) is chaired by the Service Manager (ASN) and is attended by: management representatives from each of the specialist resources, that is, Merkland School, Campsie View School and the Wellbeing Support Services. There is also attendance by a representative, at management level from Social Work, Health and Educational Psychology Service.

Frequency of meetings

The GLG convenes in October, December, February, April and June. The dates are agreed at the start of the academic year in August. The December meeting is the final date for applications for specialist placements in S1 to S6. The February meeting is the final date for applications for specialist placements for primary one to seven for the following August. The June GLG can be used as a forum of discussion for any cases requiring urgent attention which missed the final LLG deadlines in May.

Possible Outcomes

The GLG is the final decision making body for all specialist placements. Letter from GLG confirms placement.

The GLG also has a critical strategic role:

- Monitoring and tracking of resource demand (Termly projected placements form to be completed Psychological Service and Inclusion Officer and forwarded to Service Manager ASN);
- Strategic development of leadership and training in specialist provision; and
- Monitoring and evaluation of placement effectiveness in terms of impact and outcomes- placements within and out with the authority.

Including Every Learner: Assessment for success (accessing Tier 2 and Tier 3 provision)

The Educational Psychology Service is involved in all aspects of assessment, planning and support where a learner requires specialist additional support at Tier 2 or 3 levels. The assessment process is based on the National Practice Model. Each assessment document sent to EYCAT/LLG/GLG offers a different set of assessment information to ensure as little duplication and unnecessary repetition in the assessment process. The SHANARRI assessment is a summary of pertinent information about wellbeing. The TAC minutes should summarise the views of all professionals involved and should highlight the views of the parents/carers and the learner. The Request for Assistance form should summarise the work already being carried out and the additional information and supports needed- answering the GIRFEC five key questions.

In addition, a referral for a Tier 2 or Tier 3 specialist placement also requires a Collaborative Assessment Report. The report is based on a collation of assessment information from all professionals involved and evidence gathered from parents/carers. The report is a detailed analysis and synthesis of all aspects of the learner's development and a recommendation on

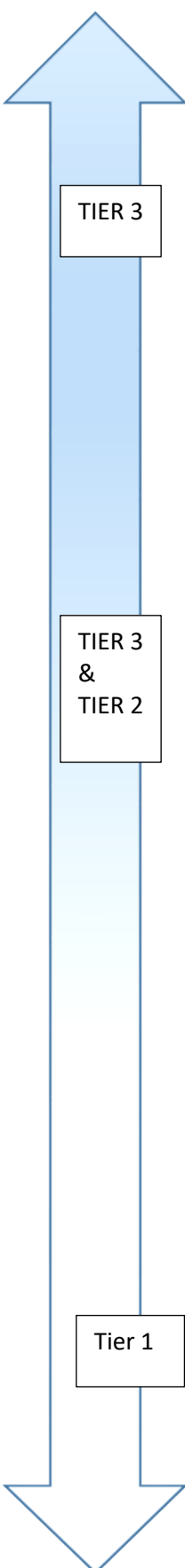
the types of support required in each area to further support that developmental process. The assessment process should produce an accurate record of an individual and a profile of needs and developmental stage in all relevant areas including:

- Social Communication and Language;
- Social interaction and well-being; and
- Curricular progress and cognitive/learning development.

The purpose of the report is to highlight strengths and identify areas for development. It provides an accurate and detailed 'snapshot' of each relevant area of development and the next steps in progression and the methods of teaching and learning and environmental context most likely to promote further development.

There is a clear statement in the report about the type of educational environment most likely to meet the learning needs of the individual and the aim of any requested support or intervention, with clear and specific objectives in the short/medium term and long term are set out. The report acts as the basis of the action plan as he or she makes the transition to Tier 2 or Tier 3 provision and acts as the starting point for ongoing monitoring and evaluation of the effectiveness of a targeted intervention to meeting an individual learner's developmental needs.

Figure 6: Profile of Needs



Social Communication and Language	Social interaction and well-being	Curricular progress and cognitive/learning development
<p>Highly Specialised Needs (Delivered in specialist setting)</p> <p>Require a total communication environment which offers augmented communication strategies including Makaton, PECs etc.</p> <p>Communicates using verbalisations, gesture and may use some language.</p> <p>(Linked to Social Interaction and well-being column)</p>	<p>Highly Specialised Needs (Delivered in specialist setting)</p> <p>Require interventions, such as, intensive interaction that explore and repeatedly revisit the fundamentals of communication.</p> <p>Require significant support to modulate emotional response. Well-being needs- may be significantly affected by family stress and/or mental health issues. Requires long term small group or individualised intervention to progress with learning.</p> <p>Lack of awareness of personal risk to self and others</p>	<p>Highly Specialised Needs (Delivered in specialist setting)</p> <p>Persistently remains at early level of curriculum</p> <p>Significant access to sensory curriculum required</p> <p>Overlearning, multisensory curricular and concrete/ experiential and functional learning approaches required.</p>
<p>Additional or Targeted Support Needs (Delivered either in specialist setting or mainstream setting or combination of both)</p> <p>Pupils in the additional or targeted needs for language development will be on a continuum ranging from limited communication skills through to pupils with emerging skills in expressive and receptive language.</p> <p>Assessment should focus on:</p> <ul style="list-style-type: none"> • Levels of adult support • Levels of attention • Comprehension and awareness of verbal and nonverbal communication • Capacity to initiate and sustain communication with others • Motivation to communicate 	<p>Additional or Targeted Support Needs (Delivered either in specialist setting or mainstream setting or combination of both)</p> <p>Specific difficulties in attuning to social requirements of a social situation and with social interaction.</p> <p>Emerging skills in shared attention and following classroom or nursery routines and structures with additional support (delivered in either mainstream or specialist setting or shared placement arrangement)</p> <p>Emerging skills in working in small group setting to follow instructions and work co-operatively with peers</p> <p>Some difficulties in modulating emotional response to challenging situations. Challenging behaviour a feature of response to situations. Responsive to adult modelling, attunement and emotional coaching.</p>	<p>Additional or Targeted Support Needs(Delivered either in specialist setting or mainstream setting or combination of both)</p> <p>Performs at a level below curricular expectations for age and stage of development. Access to sensory curriculum may be required</p> <p>Pupils will be on a continuum ranging from early levels of play and learning (requiring concrete objects and multi-sensory learning activity) through to pupils who appear to be progressing with aspects of the curriculum (e.g. learning letters and numbers).</p> <p>Assessment should focus on:</p> <ul style="list-style-type: none"> • Ability to progress beyond rote learning or memorisations to generalisation and problem solving
<p>Universal Support Needs (Delivered in mainstream nursery/school with additional training to raise staff capacity)</p> <p>Responsive to language and communication friendly establishment approaches</p>	<p>Universal Support Needs (Delivered in mainstream nursery/school with additional training to raise staff capacity)</p> <p>Responsive to 'autism friendly' classroom approaches.</p> <p>Well-being needs- responsive to universal strategies based on nurture & attachment</p>	<p>Universal Support Needs (Delivered in mainstream nursery/school with additional training to raise staff capacity)</p> <p>Accesses mainstream curriculum with differentiation appropriate to age and stage of development. Awareness of sensory needs- minimal adaptations to setting to support individual pupils</p>

Section 5: Building the capacity of teaching and support staff

East Dunbartonshire Council supports the development of provision to meet learners' needs at all levels by providing a planned programme of professional learning for all staff. The authority wide CLPL programme is updated annually and is based on a rigorous needs analysis of all training needs across all establishments. Each school and local authority early years centre can also negotiate additional training and support from link professionals, such as the Educational Psychology Service and Speech and Language Therapy, on a topic particularly relevant to their school improvement planning.

The annual CLPL programme has two elements:

- Additional Support Needs Calendar which can be accessed by all education staff; and
- Core training available to all staff but mandatory for staff in specialist Tier 2 and 3 establishments.

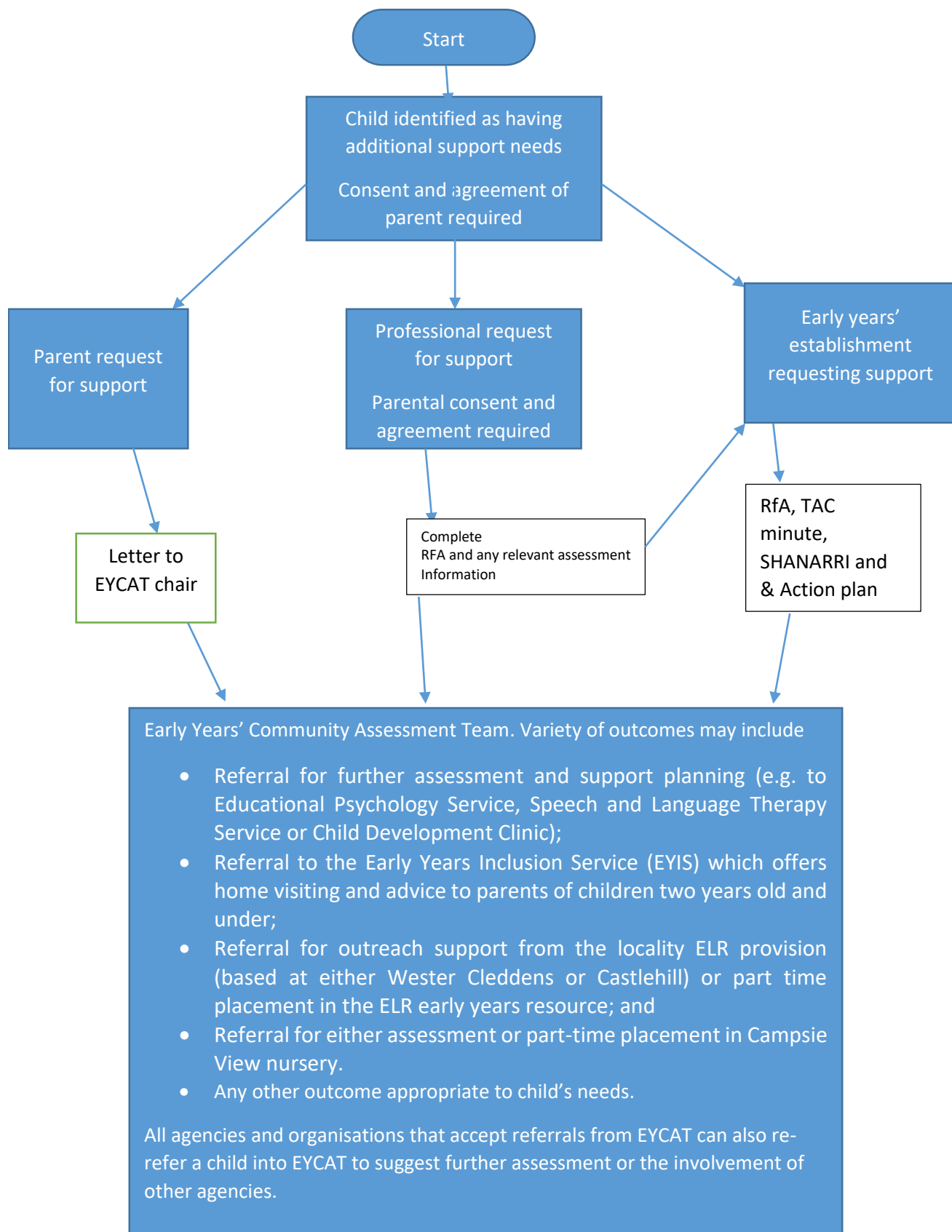
The Additional Support Needs Calendar sets out training that can be accessed by a range of staff according to need (by learner profile, school improvement plan or audit of training needs). The calendar will include topics such as legal guidelines, managing sensory issues, LCFE, and authority guidance on dyslexia, dyscalculia, DCD, EAL, understanding autism and ACEs. The training programme will be updated each session and will be led by the ASN team, Educational Psychology Service, Occupational Therapy and Speech and Language Therapy.

The Core training Calendar sets out training that is available to all staff but is mandatory for key staff in Tier 2 and Tier 3 provision. This includes:

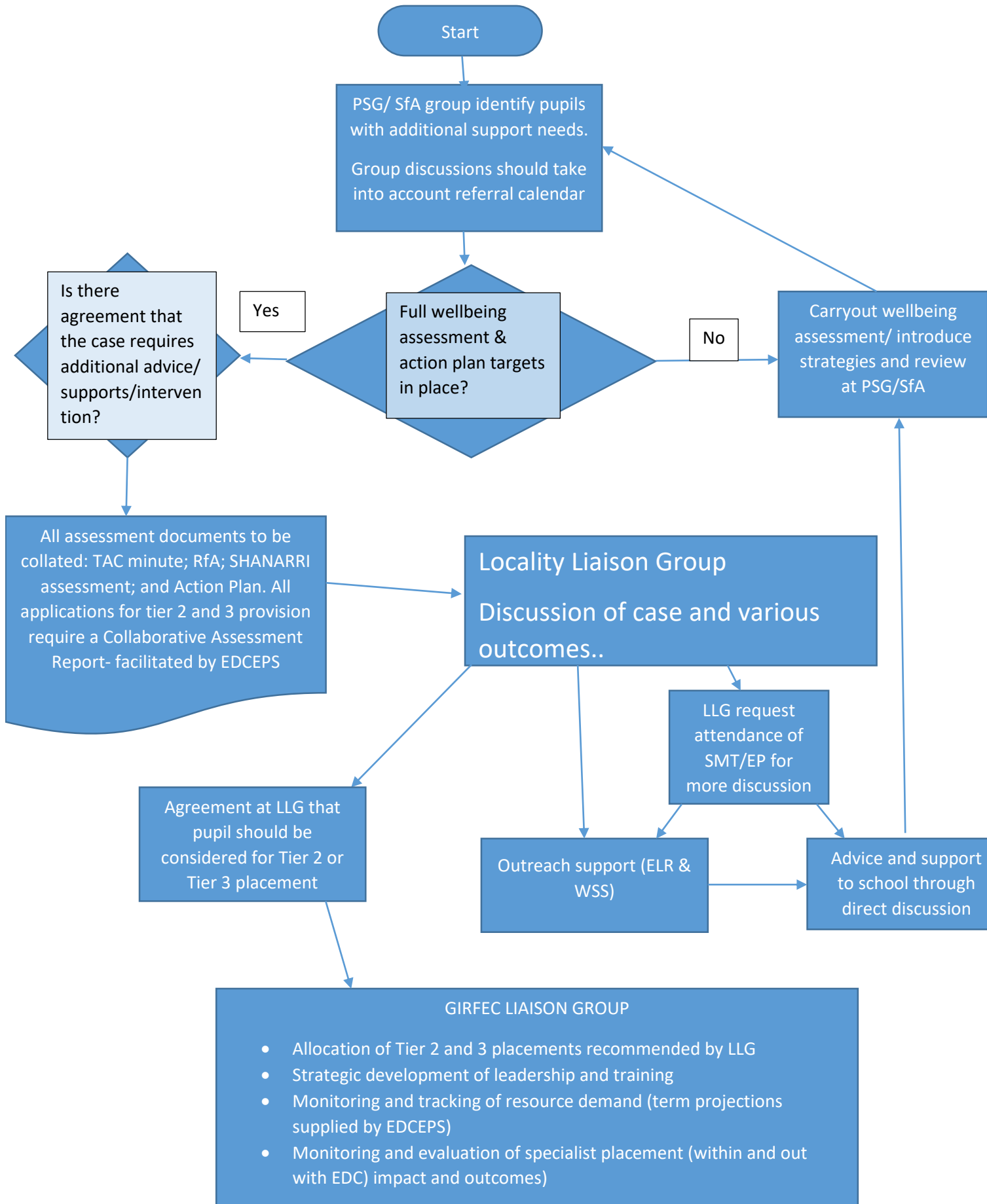
- **Leadership skills** – coach consult approach, team leadership (developing the reflective team) and managing stress within the team.
- **Leaders and teachers** - organising and structuring the learning environment, teaching and learning approaches; de-escalation strategies; emotional coaching and CALM training
- **Support staff** – de-escalation, emotional coaching and CALM training

A copy of the current CLPL programmes can be located in Appendix 3.

Appendix 1: Flowchart of decision-making process- Early years' assessment, support and intervention



Appendix 2: Flowchart of decision-making process- Pupils (in pre-school year and above) requiring targeted intervention at tier 2 or 3



Appendix 3 CPD Training Plan

Aspect of Training	Target audience/participants	Time required	Timescale	Training Providers
Core training				
Leadership – leading the team <ul style="list-style-type: none"> • Coach consult approach • Reflective team • Managing stress and arousal 	Mandatory- HTs/DHTs/PTs Tier 2 & 3 Available- all other SMT/ PT	2 modules plus additional time for reflective practice	Session 2018-19 (Phase 1)	EPS in collaboration with EOs
Teachers <ul style="list-style-type: none"> • Learning environment – organisation and structure • Teaching and Learning approaches • EY and Primary TEACH • Secondary – alternative curriculum, early literacy and numeracy, differentiation 	Teaching staff – Tier 2 and 3- mandatory All teaching and support staff can access	3 modules or 1 day plus additional time for reflective practice	Session 2018-19	ASN HT to lead in collaboration with EPS
Leaders, teachers and support staff <ul style="list-style-type: none"> • De-escalation strategies – emotional coaching - CALM 	As above	2 days and half day update each year	Session 2018-19	ASN HT & EPS to lead
Additional Training				
Legal context and guidance	As above	1 module	Session 2018-19	EO
Part of ASN calendar				
Sensory Issues	Available to all staff	1 module	Session 2018-19	Occupational Therapy
Language and Communication Friendly Environments	Available to all staff	2 modules plus additional modules throughout session	Session 2018-19	Speech and Language Therapy and Educational Psychology
Authority Guidance – <ul style="list-style-type: none"> • Dyslexia • Dyscalculia • Development Coordination Disorder • English as an Additional Language 	Available to all staff	1 module each	Session 2018-19	Inclusion Support Officers and Learning Support Teachers

Understanding Autism	Teachers and support staff Campsie View, Merkland, Additional Support Bases (EY, Primary and Secondary)	1 module and additional time for reflective practice/discussion	Session 2018-19	Inclusion Support Officers
Understanding ACEs/Nurture/Child development/psychologically informed environments	Teachers and support staff Campsie View, Merkland, Additional Support Bases (EY, Primary and Secondary)	3 modules	Session 2018-19	Educational Psychology Service