



Falkirk Council
Children's Services

SEEMiS Guidance

**Recording Information about Young People:
The Equality Act 2010**

The (Additional Support for Learning) (Scotland) Act 2009

**Falkirk Council Guidance on the collection and recording of ASNs
regarding our young people**

**Information adapted for Falkirk Council from the ScotXed and SEEMiS
Guidance, which uses multiple sources.**

Rationale

This document has been produced to emphasise and clarify the need for accurate and consistent data recording, in regard to children and young people with Additional Support Needs (ASN) across Falkirk Council.

The data we record using SEEMiS informs the ScotXed census, which is completed in September annually. Falkirk Council use this information to help them support individual establishments in regard to Additional Support. This information should also support individual schools to target support to those who have the greatest need.

SEEMiS Group is an Education Management Information System (MIS) provider. As the standard MIS within Scottish Education, all local student data is processed and managed by SEEMiS software offering interfaces with external agencies such as ScotXEd and SQA.

SEEMiS Click+Go offers a wide range of modules to support Pupil and Staff record management including Nursery Application Management System (NAMS), Attendance, Pastoral notes, Tracking Monitoring and Reporting.

The ScotXed Unit is part of Education Analytical Services Division within the Learning and Justice Directorate of the Scottish Government.

ScotXed provide data to our analytical colleagues within the Scottish Government for national and international statistical publications. Analytical products contribute to the evidence base for policy development and making. We adhere to the principles of the National Code of Statistics and the Data Protection Act (1998) when collecting data for research and statistical purposes.

Summary

This document gives definitions of the 25 different ways of recording an additional support need. It also documents how to record this information. Crucially it provides information about how to record the number of openings a pupil is accessing 'special' (sic SEEMiS) education.

You will also find 3 case studies to support your decision making process.

Please note: There are 25 different additional support needs and 6 different student needs to select from. It is important to realise that this information needs to be updated as soon as it changes, this means deselecting an option when it is no longer appropriate. Naturally, this information will be held historically within your pastoral notes recording system or chronology.

Recording an Additional Support Need

Application > Records > Edit > Select Pupil's Name > Personal Tab

On this page, the following information can now be entered:

1. Persons Providing Additional Support
2. Student Need List
3. Individual Planning
4. Other ASN
5. Assessed Disability
6. Declared Disability
7. Child's Plan
8. Adaptations
9. Disability Text

Student Needs List:

1. Learning disability	2. Dyslexia	3. Other specific learning difficulty (e.g. numeric)
4. Other moderate learning difficulty	5. Visual impairment	6. Hearing impairment
7. Deaf blind	8. Physical or motor impairment	9. Language or speech disorder
10. Autistic spectrum disorder	11. Social, emotional and behavioural difficulty	12. Physical health problem
13. Mental health problem	14. Interrupted learning	15. English as an additional language
16. Looked after	17. More able pupil	18. Communication Support Needs
19. Young Carer	20. Bereavement	21. Substance Misuse
22. Family Issues	23. Risk of Exclusion	24. Not disclosed/declared
25. Other		

Additional Support Needs Definitions

1. Learning Disability

'A state of arrested or incomplete development of mind' (source WHO). Somebody with a learning disability is said also to have 'significant impairment of intellectual functioning' and 'significant impairment of adaptive/social functioning'. This means that the person will have difficulties understanding, learning and remembering new things, and in generalising any learning to new situations. Because of these difficulties with learning, the person may have difficulties with a number of social tasks, for example communication, self-care, awareness of health and safety. A final dimension to the definition is that these impairments are present from childhood, not acquired as a result of accident or following the onset of adult illness.”
(BILD Factsheet 2004)

2. Dyslexia

‘Described as a continuum of difficulties in learning to read, write and/or spell, which persist despite the provision of appropriate learning opportunities’.

These difficulties often do not reflect an individual's cognitive abilities and may not be typical of performance in other areas.

The impact of dyslexia as a barrier to learning varies in degree according to the learning and teaching environment, as there are often associated difficulties such as:

- auditory and /or visual processing of language-based information
- phonological awareness
- oral language skills and reading fluency
- short-term and working memory
- sequencing and directionality
- number skills
- organisational ability

3. Other Specific Learning Difficulty

Can be described as a variation on the accepted norm.

Not being able to concentrate for long periods of time, getting bored rather easily, acting impulsively, tripping over things, trying to make sense of what you read or write, living in your own world, losing track of time, forgetting what you have just learnt, being single minded or extraordinarily talented.

It is when these characteristics become prominent that they turn into 'learning difficulties'. These difficulties don't go away and the children grow up to become adults with certain challenges.

LEARNING DIFFICULTY- any learning or emotional problem that either affects or substantially affects a persons ability to learn, get along with others and follow rules.

LEARNING DISABILITY – people with a learning disability have a significant, lifelong condition that started before adulthood which affected their development and which means they need help to:

- understand information
- learn skills
- cope independently

4. Other moderate learning difficulty

The general level of academic attainment of these learners will be significantly lower than that of their peers. Generally they will have difficulty acquiring literacy and numeracy skills. Other difficulties may include associated speech and language delay, low self-esteem, low levels of concentration and underdeveloped social skills.

5. Visual Impairment

Visual impairment, also known as **vision impairment** or **vision loss**, is a decreased ability to see to a degree that causes problems not fixable by usual means, such as glasses. Some also include those who have a decreased ability to see because they do not have access to glasses or contact lenses.

Visual impairment includes blindness.

6. Hearing Impairment

Hearing loss, also known as **hearing impairment**, is a partial or total inability to hear. A deaf person has little to no **hearing**. **Hearing loss** may occur in one or both ears. In children **hearing** problems can affect the ability to learn spoken language and in adults it can cause work related difficulties.

7. Deafblind

Most people who are deafblind can hear and see something. Unlike people who are Deaf they cannot compensate by using their sight. And unlike people who are visually impaired or blind they cannot compensate by using their hearing.

Many people described as deafblind can recognise familiar sounds, might understand some speech, and may be able to speak themselves - especially if they became deafblind later in life. Others have enough sight to see and move around in surroundings they are familiar with, recognise people they know, see people signing to them if up close, and perhaps read large print.

So the term 'deafblindness' covers a range of impairments to both senses. This is one of the reasons why every person's experience of deafblindness is unique.

8. Physical or motor Impairment

An injury or disability that hinders normal physical functioning is known as a physical impairment.

Loss or limited function in their muscle control, movement or mobility is known as a motor impairment. This includes children and young people affected by cerebral palsy and similar neurological conditions.

Further information can be found at The Scottish Centre for Children with Motor Impairments: <http://www.craighalbert.co.uk/craighalbert.co.uk/>

9. Language and Speech Disorder

When a person is unable to produce speech sounds correctly or fluently, or has problems with his or her voice, then he or she has a **speech disorder**. Difficulties pronouncing sounds, or articulation disorders, and stuttering are examples of speech disorders.

When a person has trouble understanding others (**receptive language**), or sharing thoughts, ideas, and feelings completely (**expressive language**), then he or she has a **language disorder**. A stroke can result in aphasia, or a language disorder.

Both children and adults can have speech and language disorders. They can occur as a result of a medical problem or have no known cause.

10. Autism Spectrum Disorder

Autism spectrum disorder (ASD) is the name for a range of similar conditions that affect a person's social interaction, communication, interests and behaviour.

In children with ASD, the symptoms are present before three years of age, although a diagnosis can sometimes be made after the age of three.

It's estimated that about 1 in every 100 people in the UK has ASD. More boys are diagnosed with the condition than girls.

There's no "cure" for ASD, but speech and language therapy, occupational therapy, educational support, plus a number of other interventions are available to help children and parents.

11. Social, emotional and behavioural difficulty

Pupils with behavioural, emotional and social difficulties cover the full range of ability and a continuum of severity. Their behaviours present a barrier to learning and persist despite the implementation of an effective school behaviour policy and personal/social curriculum. They may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, have immature social skills or present challenging behaviours.

Pupils with a range of difficulties, including emotional disorders such as depression and eating disorders; conduct disorders such as oppositional defiance disorder (ODD); hyperkinetic disorders including attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD); and syndromes such as Tourette's, should be recorded as BESD if additional or different educational arrangements are being made to support them.

12. Physical Health Problem

A chronic **physical** illness is an enduring **health problem** that will not go away – for example diabetes, asthma, arthritis, Crohn's or cancer. Chronic **physical** illnesses can be managed, but they cannot be cured. People who live with a chronic illness have a greater risk of developing anxiety and/or depression.

13. Mental Health Problem

Mental illness refers to a wide range of **mental health** conditions — **disorders** that affect your mood, thinking and behaviour. Examples of **mental** illness include depression, anxiety **disorders**, schizophrenia, eating **disorders** and addictive behaviours.

14. Interrupted Learning

Interrupted learning can occur for a number of reasons. Such as:

Service families – children and young people from service families may have gaps in education due to moving location.

Ill health – if you are unable to attend school due to ill health. Input from the Falkirk Council's Hospital Visiting Teacher may be part of the support provision.

School attendance – for a number of reasons, interrupted learning may be recorded.

15. English as an Additional Language

Over 40 different languages are currently spoken by pupils in Falkirk Council schools. The Additional Support for Learning Outreach Team works with pupils whose first or home language is not English.

16. Looked After

The definition of a 'looked after' child is in section 17(6) of the 1995 Act, as amended by Schedule 2, para 9(4) of the 2007 Act. A child is looked after when he or she is:

- (a) provided with accommodation by a local authority under section 25 of the 1995 Act; or
- (b) subject to a supervision requirement made by a children's hearing, in terms of section 70 of the 1995 Act; or
- (c) subject to an order, authorisation or warrant made under Chapter 2, 3 or 4 of Part II of the 1995 Act, and according to which the local authority has responsibilities in respect of the child. These include a child protection order, a child assessment order, an authorisation from a justice of the peace to remove a child to a place of safety or maintain a child in a place of safety, removal to a place of safety by a police constable, or a warrant to keep a child in a place of safety made by a children's hearing or a sheriff; or
- (d) living in Scotland and subject to an order in respect of whom a Scottish local authority has responsibilities, as a result of a transfer of an order to it under the Children (Reciprocal Enforcement of Prescribed Orders) etc. (England and Wales and Northern Ireland) (Scotland) Regulations 1996. These 1996 Regulations were made under section 33 of the 1995 Act; or
- (e) subject to a permanence order made after an application by the local authority under section 80 of the 2007 Act.

17. More Able Pupil

The terminology for this group of pupils is varied and changing. Over the years many terms have been used, often being grouped into 'gifted and talented' and more recently 'most able'.

In practical classroom terms most able children are likely to present themselves to teachers in one or another of three groups:

- Those whose outstanding ability is so evident (and in some cases linked with behaviours that cause difficulties in the classroom), that teachers seek to develop specific strategies to cope with their high ability,
- A much larger group of children with high levels of ability and achievement
- Children with high levels of ability, but who are not achieving at a high level.

18. Communication Support Needs

This category may be used where no other specific category exists.

19. Young Carer

A **young carer** is someone aged 18 or under who helps look after a relative who has a condition, such as a disability, illness, mental health condition, or a drug or alcohol problem. Most **young carers** look after one of their parents or care for a brother or sister.

20. Bereavement

This may be a short term need. It is noted that as a census, we will collect only a snapshot of those who may have fallen into this category during a given twelve month period.

21. Substance Misuse

Substance Misuse by the pupil.

22. Family Issues

Including issues such as familial substance misuse and family member in prison.

23. Risk of Exclusion

Where a pupil is on a programme of support due to being at risk of exclusion. Episodes of exclusion are captured in the Attendance, Absence and Exclusions collection.

24. Not Disclosed/Declared

This category should be used with caution and in all cases disclosure of an additional support need should be sought using the established pathway.

Use of this category should be discussed with the Local Authority representative.

25. Other

This category should only be used where absolutely no other alternative can be used. Use of this category should be discussed with the Local Authority representative.

Completing the Section ‘Student Need List’

Within the Personal Tab you need to complete the ‘Student Need List’ using the guidance regarding the 25 different categories above:

The screenshot shows a software interface with a top navigation bar containing tabs like 'Notes', 'SQA', 'Ethnic', 'Health', 'Gaelic', 'Activities', 'Consents', 'Child Protection', 'Establishment Contact', 'LAC', and '16+'. Below this is a sub-menu with 'Basic', 'Address', 'Contact', 'Armed Forces', 'Data Sharing', 'Personal', 'Language', 'Transport', 'User', 'Authority', and 'New Authority Defined'. The main area is a form with various fields: 'Bursary?' and 'Withdrawn to unit?' checkboxes, a 'Placing Request?' dropdown, 'Student Status' dropdown, 'Parent Local Authority' dropdown, 'Base School' dropdown, 'External Reference Agency' and 'Social Work' dropdowns, 'Number of openings in Special Classes' (0) and 'Number of openings in Mainstream Classes' (10) input fields, a 'Deferred Entry' checkbox, 'Free School Meals' section with 'From Date' and 'To Date' dropdowns, 'Persons Providing Additional Support' section with an 'Add/Remove' button, 'Additional Support Needs (0/500)' section with a text area and 'Clear' button, and 'Student Need List' section with a table of categories: CSR, IEP, Other ASN, Assessed Disabled, Declared Disabled, and Childs Plan. Below the table is an 'Add/Remove/Edit' button, which is circled in red. At the bottom of the form are 'Save All', 'Cancel All', and 'Cancel Current' buttons.

You should select ‘Add/Remove/Edit as noted above. From there you will be presented with the following menu:

You should use the ‘Add’ button to select the type of support the young person is receiving.

Additional support and student needs

Persons providing additional support

Add Remove

Student need list

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

Add Remove

OK Cancel

Under ‘Student Need List’ you should select one or more of the 25 categories which best describe your young person.

You also need to select one of the following:

CSP – this should only be selected where a Co-ordinated Support Plan is in place and is current. This is where there is multi agency support in place (in school) to support a young person.

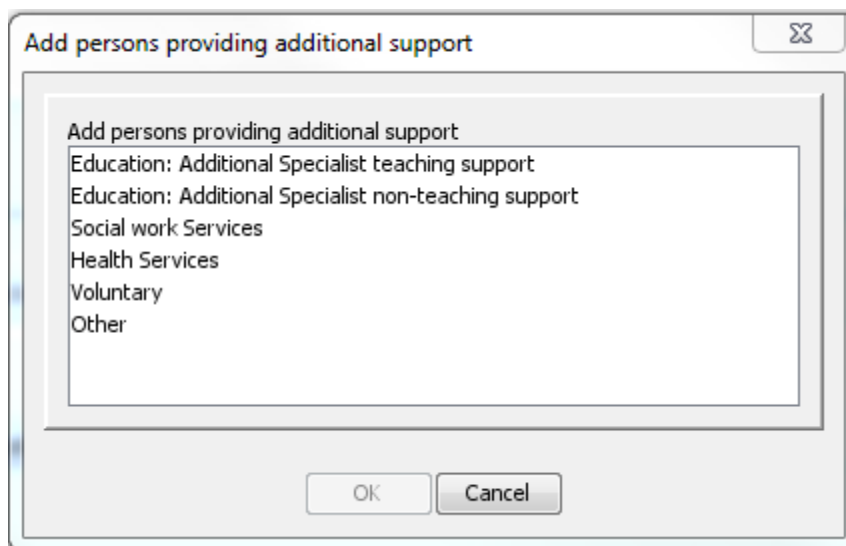
IEP – Individual Education Plan – this terminology is no longer in use within Falkirk Council and as such this should not be selected.

Other ASN – this option may be selected where the child cannot be categorised within the other options. This young person will not have a CSP/Child’s Plan or be disabled in any way, however they may have a short or long term need where they are supported in class intermittently, but it is deemed not appropriate to have this formalised on a Child’s Plan.

Assessed Disabled – where, in the course of the child’s educational career a disability has been established through assessment.

Declared Disabled – where information has been provided by medical professionals and thereafter parents, to declare a disability.

Childs Plan – this should be selected where a young person’s health/wellbeing/learning is being tacked using a Child’s Action Plan (Form 4).



Recording Support Provision within SEEMiS (Openings)

Below is an extract from the Insight Help screen

Methodology for Virtual Comparators:

For each pupil in the cohort of interest (e.g. S4 pupils in School A), 10 matching pupils are randomly selected without replacement from other local authorities based on the following characteristics:

- Gender
- Additional support needs:
 - No additional support needs
 - Additional support needs but spend 80% or more of their time in mainstream education
 - Additional support needs and spend less than 80% of their time in mainstream education
- Latest stage is defined as 'stage of leaving' for leavers and 'latest stage attained in current year' for August attainment. For leavers before 1st May in S5 (includes S4 leavers). After 1st May in S5, S6.
- Scottish Index of Multiple Deprivation 2012 vigintile.

This allows virtual comparators to be produced for the target cohort of interest. So, if school B has 20 school leavers all of which have the same characteristics, 200 different pupils with these same characteristics from schools in the other 31 local authorities will be selected to compare them to.'

As more and more pupils access classes relating specifically to their additional support need and this information is now used to establish our virtual comparator, we must take account of this and ensure that it is completed accurately.

Updating this information within SEEMiS

The following page can be accessed in SEEMiS by clicking:

Application > Records > Edit and then choosing the Personal Tab

The screenshot shows the SEEMiS 'Personal' tab form. The 'Personal' tab is selected in the top navigation bar. The form contains several sections: 'Bursary?' and 'Withdrawn to unit?' checkboxes; 'Placing Request?' dropdown; 'Student Status' dropdown; 'Parent Local Authority' dropdown; 'Base School' dropdown; 'External Reference Agency' dropdown; 'External Reference' dropdown; 'Social Work' dropdown; 'Number of openings in Special Classes' input field (0); 'Number of openings in Mainstream Classes' input field (10); 'Deferred Entry' checkbox; 'Free School Meals' section with 'From Date' and 'To Date' dropdowns; 'Persons Providing Additional Support' section with an 'Add/Remove' button; 'Additional Support Needs (0/500)' section with a text area and 'Clear' button; and 'Student Need List' section with a table containing columns for CSP, IEP, Other ASN, Assessed Disabled, Declared Disabled, and Childs Plan, and an 'Add/Remove/Edit' button. A red box highlights the 'Number of openings in Mainstream Classes' field with the text 'The number of openings boxes must add up to 10.'

Time Equivalents to Openings

In most cases the secondary school week is broken into the following:

3 days x 6 (50 minutes) teaching period; 900

2 days x 7 (50 minutes) teaching period days; 700

5 days x (10 minutes) registration periods

3 periods represent (on average) 1 opening

Openings	Period Equivalent	Minutes	Percentage (%)
1	3	150	10
2	6	300	20
3	9	450	30
4	12	600	40
5	15	750	50
6	18	900	60
7	21	1050	70
8	24	1200	80
9	27	1350	90
10	30	1500	100

Case Studies

Case Study 1

Craig is in S1 at Larbert High School. He accesses 3 periods per week within the Pupil Support Department in small group tutorial classes. He also requires time within the Nurture Base and as such he accesses this a period per afternoon. This is 5 periods.

This means that Craig accesses support classes (noted as 'Special' within SEEMiS) for 8 periods per week. This means that Craig is rounded to having 3 openings per week.

This represents 30% of his schooling out with mainstream provision and as this would affect his status within the virtual comparator should he not be recorded accurately.

Case Study 2

Claire is a P5 at Carmuir's Primary School. She accesses 4 x 30 minute sessions per week with a Support for Learning Teacher and an additional 3 x 15 minutes per week with a Support for Learning Assistant to support her literacy.

This means that Claire has 215 minutes of support per week. Rounding to the nearest number of openings, Claire is accessing 1 opening per week for support classes.

Case Study 3

Oliver is a P7 who attends the Thistle Wing of Kinnaird Primary School. Oliver has complete access to a specialist provision and as such he is recorded as having 10 openings within support classes. When Oliver moves to Carrongrange High School he will continue to be recorded as 10 openings.