



## Glasgow City Council

### Education and Social Work Policy Development and Scrutiny Committee

### Report by Margaret Doran, Executive Director of Children and Families

Contact: Margaret Doran, Ext: 74271

#### Every Child Is Included

#### Purpose of Report

To outline our revised policy for the implementation of Additional Support for Learning Act 2004 to meet the additional support needs of children and young people in Glasgow.

#### Recommendations

- i. Consider the draft Policy 'Every Child Is Included'
- ii. Consider the advice outlined in the policy to support implementation
- iii. Note the arrangements to build the capacity of council staff to meet the additional support needs of children and young people through the continuing professional development programme and through improved partnership working across all services to children and families in the city.
- iv. Ask the Executive Director to bring the revised paper back for further consideration following wider consultation with stakeholders.

Ward No(s):

Citywide:

Local member(s) advised: Yes  No

consulted: Yes  No

## **1. Introduction**

- 1.1 This revision of our policy on meeting the additional support needs (ASN) of Glasgow's children and young people is our fulfilment of the commitment to review the original policy introducing the implementation of the Additional Support for Learning (Scotland) Act 2004.
- 1.2 This revised policy also takes into account the need for a policy on inclusion which embraces the above Act as well as the wider additional support needs of children and young people in Glasgow in partnership with all services to children and families in the city.
- 1.3 The Executive Director established a multi-agency review group who consulted widely to identify what was working well and what needed to improve in relation to the implementation of the Act. As a result of this work, we have been able to review our aims and principles. We have also conducted an audit of the additional support needs of children and young people in Glasgow and have now simplified the bureaucracy and paper work around the Act so that staff can concentrate more on meeting the needs whilst at the same time, complying with the requirements of the Act.
- 1.4 Identifying and meeting the needs of children with additional support needs is about listening to children and to their parents / carers. Advice is being developed on Listening to Children and Young People. We have established an ASN Parents' Group who will meet regularly and produce a parents' booklet on the support required by parents. In addition, the Corporate Parenting Policy outlines our responsibilities, as a Council, to meet the additional support needs of looked after children and young people.

## **2. Summary of the Policy**

- 2.1 The revised policy is attached to this committee paper.
- 2.2 Additional support needs may last a few months or they could remain for a number of years or for the whole of a child's life. Children and young people with additional support needs may include those who:
  - Are being bullied
  - Are in general exceptionally able as learners or are talented in particular areas, such as sport, music or art and design
  - Require support in acquiring full fluency in English
  - Have experienced a bereavement
  - Are not attending school regularly
  - Experience interrupted learning
  - Do not learn or develop effectively as persons because of the ethos and relationships in the school; inflexible curricular arrangements; inappropriate approaches to learning and teaching
  - Having learning difficulties
  - Have mental health problems; physical or sensory disabilities

- Have particular emotional and social needs; present challenging behaviour
- Have autistic spectrum disorders
- Have communication difficulties
- Are chronically ill
- Live in difficult circumstances, such as with parents who abuse alcohol or drugs
- Are looked after by the local authority

2.3 The **aims** of the policy are those of the Act. The Act aims:

- To ensure that all children and young people are provided with the necessary support to help them work towards achieving their fullest potential.
- To promote collaborative working among all those supporting children and young people
- To ensure that children and young people and their parents and carers are central to all that we do to help them.

2.4 This policy must be considered in the context of the **values** outlined in For Scotland's Children and Curriculum for Excellence:

- All children and young people should be valued by feeling included, safe, nurtured, healthy, achieving, active, respected and responsible and
- All children and young people should become successful learners, confident individuals, effective contributors and responsible citizens

2.5 This policy does not sit in isolation of other inclusive policies and initiatives. Glasgow is already committed to implementing, for example, Getting It Right for Every Child; Health for All Children (HALL4); Child Protection; Looked After Children and Young People.

2.6 The **Principles** underpinning our policy are:

- The development, welfare and safety of each child or young person with additional support needs are at the heart of our policy
- We work in partnership with parents and carers
- The commitment to, and provision of, high quality education and care in an inclusive setting are central to our approach to addressing the additional support needs of children and young people.
- Collaboration with partner services and agencies is essential.
- All in the council and partner agencies hold responsibility for ensuring that the policy is implemented to equality high standards that are sustained.
- Provision for additional support needs will be reviewed on an ongoing basis in order to identify priorities for change and improvement.

2.7 The policy provides guidance in relation to:

- Educational provision for children and young people
- Meeting the additional support needs of children and young people: services and agencies working together
- Early identification and assessment
- Staged intervention
- Coordinated support plans

- Transitions
- Working with parents / carers, children and young people
- Staff development
- Data protection and confidentiality
- Quality Assurance and improvement

2.8 All settings will review their policy in line with the revised policy.

2.9 All education staff will consider this revised policy and priorities for implementation on the inservice days in February 2008.

2.10 Policy guidance will be reviewed and developed further in relation to meeting the additional support needs for children and young people in Glasgow.

2.11 A review of staffing, transport and accommodation is being carried out currently in line with our commitment to continuous improvement in services and in the context of the quality assurance and improvement policy.

### **3. Financial Implications**

3.1 The Staged Intervention audit in Glasgow identified 33% of children with additional support for learning needs whose needs are being met in mainstream classes and schools; 5% are met with additional specialist supports to the child in school e.g. psychological services; speech and language therapy. 9% have additional support needs which require to be met through multi-agency working. In summary, 47%, or 35,000 children in Glasgow have additional support needs.

3.2 Through improvements in integrated working across all services to children and families in the city, we can maximise resources and supports to comply with this legislation. However, the needs in Glasgow, linked to poverty, are so great that representation to the Scottish Government should be made to meet the costs of these high levels of additional support required.

### **4. Legal Implications**

4.1 This policy supports the implementation of the Additional Support for Learning (Scotland) Act 2004.

### **5. Personnel Implications**

5.1 All staffing is being reviewed to ensure that staffing and resources are appropriate to meet the additional support needs of children and young people in Glasgow.

## **6. Service Plan**

6.1 The review of the implementation of the Additional Support for Learning (Scotland) Act 2004 is in line with a service plan commitment

## **7. Environmental Issues**

7.1 This policy will ensure that we provide inclusive and accessible learning environments for children and young people with additional support needs.

## **8. Recommendations**

- i. Consider the draft Policy: 'Every Child Is Included'
- ii. Consider the advice outlined in the policy to support implementation
- iii. Note the arrangements to build the capacity of council staff to meet the additional support needs of children and young people through the continuing professional development programme and through improved partnership working across all services to children and families in the city.
- iv. Ask the Executive Director to bring the revised paper back for further consideration following wider consultation with stakeholders

GLASGOW CITY COUNCIL  
EDUCATION SERVICES

## **‘Every Child Is Included’**

January 2009

Draft

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## Preface

This revision of our policy on meeting the additional support needs of Glasgow's children and young people is the fulfilment of the commitment to review an original policy introducing the implementation of The Education (Additional Support for Learning) (Scotland) Act 2004. This policy also takes into account the need for a policy on Inclusion which embraces the above Act as well as the wider additional support needs of children and young people.

A multi-disciplinary review group consulted widely to identify what was working well and what needed to improve in relation to the implementation of the above Act. With their help, we have been able to restate important principles and develop more straightforward ways of applying the requirements of the legislation.

This piece of work however, does not stand in isolation. The review of the implementation of the Act should be viewed as an integral part of Glasgow's emerging approaches to early intervention, staged intervention and preventing and combating any form of disadvantage in order to give our children and young people the best possible opportunities for their learning and development.

As this policy makes clear, children and young people may require additional support for many, many different reasons, generally affecting most or all aspects of their lives. Thus it is vital that we all work closely with parents and carers and other family members to learn from them what we can do to help their children and young people as well as give them essential support and advice. Too often the voices of the children and young people themselves are not heard. We must give them every opportunity to tell us what they think and feel and engage them in all decisions affecting their lives.

Although the 2004 Act is focussed on barriers to learning, we in Glasgow understand all too well that children and young people will develop and learn only if they feel respected and have their emotional, social and health needs met. Educational establishments cannot do this alone. This policy promotes collaboration across all services within the Council and with partner services and agencies to assess and address the all round needs of children and young people who experience any kind of barrier in the way of their learning and their wider development i.e. the development of the 'whole child'.

We have much to celebrate in the way in which we go about supporting children and young people with additional support needs and we need to renew our efforts to share and emulate good approaches. We must, however, make sure that we all implement this policy thoroughly to achieve consistently high standards of practice and provision. For example, children, young people and their families must be systematically supported, especially across points of transition to prevent any break down in services and failure to meet needs.

Identifying and meeting the additional support needs of our children, young people and their families are the responsibility of everybody in council services and those of our partner agencies. This policy will not be implemented effectively unless we each play our part. We will continuously monitor how well we are doing in respect of children and young people with additional support needs and fully review our progress and achievements in 2012.

## 1. Aims, Principles and the Action Plan Cycle

### Our aims

Glasgow City Council puts The *Education (Additional Support for Learning) (Scotland) Act 2004* at the heart of its commitment to equal opportunities, social inclusion and early intervention. It fully endorses the aims of the legislation as expressed in the national Code of Practice<sup>1</sup>: The Act aims:

- **To ensure that all children and young people are provided with the necessary support to help them work towards achieving their fullest potential.**
- **To promote collaborative working among all those supporting children and young people.**
- **To ensure that children and young people and their parents and carers are central to all we do to help them.**

This policy should not be seen in isolation but must be considered in the context of other key pieces of legislation and policies to ensure that every child is included.

### For Scotland's Children:

- To ensure that children and young people are valued by feeling **included, safe, nurtured, healthy, achieving, active, respected and responsible**.

### Curriculum for Excellence:

- Glasgow City Council is dedicated to helping, with the support of its partners, **all children and young people to become successful learners, confident individuals, effective contributors and responsible citizens**.

Glasgow also aims to implement inclusive policies and developments which need to be considered alongside this inclusion policy, such as *Getting it right for every child* (GIRFEC); *Health for All Children* (HALL4); Child Protection; Looked After Children and Young People; Children and young people for whom English is an additional language.

### Our principles

This policy recognises the responsibility of all staff in education and partner agencies to contribute to the education and care of children and young people requiring additional support for their learning and development. The following principles stated in bold underpin our policy.

#### ***The individual child or young person is at the heart of our policy.***

- This policy relates to all children and young people, from pre-birth to 18+ years, who require or may require additional support for learning and personal development. Thus, it applies across all sectors of education and to all services to children and their families.
- A broad range of factors and circumstances, over the short or long term, gives rise to a child or young person requiring additional support to promote learning and their all round development.
- Provision made will match the additional support needs of each child or young person.

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<sup>1</sup> Scottish Executive (2005) *Supporting children's learning*

- The views of the child or young person are sought and taken fully into account in decisions about their assessment and educational programmes, their care placements and other forms of support given to them. Where a child or young person has difficulty in communicating, staff will ensure that he or she is assisted to express his or her views.
- A key member of education staff will be identified to support a child or young person in a placement outwith the authority and funded by the authority.
- A key member of social work staff will be identified to support the care needs of a child or young person in a residential placement outwith the authority and funded by the authority

***Working in partnership with parents and carers***

- Where a child has additional support needs, staff will work in partnership with parents and carers to assess the needs of the child
- Where a child or young person has additional support needs and has a corporate parent, a key person will act in the same way as a birth parent and liaise with birth parents as appropriate.
- Parents/carers are fully engaged in consultation and play a central role in expressing views and making decisions that affect their children with additional support needs.

***The commitment to, and provision of, high quality education and care in an inclusive setting, are central to our approach to addressing the additional support needs of children and young people.***

- Establishments<sup>2</sup>, agencies and partners promote the inclusion of all children and young people in the learning and life of establishments.
- Education staff and their partners are responsive to the earliest signs that a child or young person requires additional support for learning through careful assessment and take action to ensure that the child or young person is supported.
- Education staff and their partners will give particular attention to points of transition from: home to early years' provision; home or early years into P1; primary to secondary school; secondary school to post school provision; and moving establishments within a sector. Young people leaving care require well designed programmes of support to enable them to be confident in living and learning as independently as possible.

***Collaboration with partner services and agencies is essential***

- Staff in educational services need to work closely with colleagues in other services and agencies on strategies to prevent, where possible, the emergence of barriers to learning or personal development which give rise to additional support needs.
- Staff in all services to children and their families will work together to provide well-integrated support for children and young people with additional support needs and their families.

***All in the council and partner agencies hold responsibility for ensuring that the policy is implemented to equally high standards that are sustained.***

- The policy will be kept under review and evaluated in light of experience.

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<sup>2</sup> The word establishment is used to cover early years provision, primary, secondary and additional support for learning schools, and specialist units that are free standing or part of a school.

- The strategy for complaints and resolution of disputes is an essential part of our approach to assuring quality of provision.
- Programmes of staff development are essential to maintaining and improving the quality of provision for meeting additional support needs.

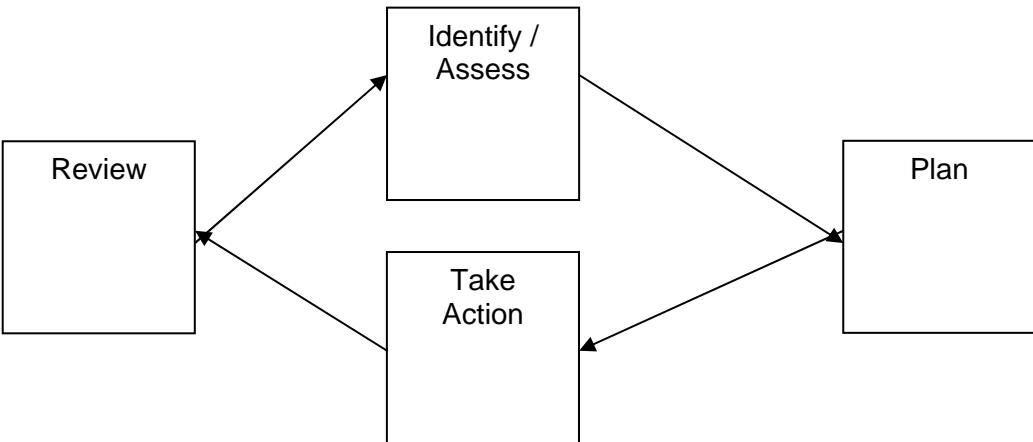
***Provision for additional support needs will be reviewed on an ongoing basis in order to identify priorities for change and improvement.***

- We are committed to regular reviews of the ways in which we plan and provide for the additional support needs of children and young people.
- The views of stakeholders will be taken into account as part of our day to day routines and as part of a systematic approach to self evaluation to continuously improve services

### **The Action Plan Cycle**

The key to effective additional support for learning is the action plan cycle.

#### **The Identify/Assess, Plan, Take Action and Review Cycle**



The assessment, planning, action and review cycle is at the heart of all sound practice in working with children/young people. Education staff have a prime responsibility for identifying and assessing any child or young person whom they feel is failing to make progress. Where learning needs are identified, staff should prepare a plan for how to meet these needs, take action to implement the plan, and then review the effectiveness of these measures.

### **Engaging with parents and carers**

We are committed to working with parents/carers to ensure that the child or young person receives continuity of support between home and school. To this end, we have worked with parents/carers and partners in other services and agencies to produce information leaflets and other materials. We have also established an ASL Parents Forum. Staff in centres and schools will listen carefully to the views of parents/carers on what their children need to help them to learn and develop and, as much as possible, involve parents and carers in drawing up and reviewing educational and care plans. Where parents/carers need to communicate in a language other than English or use alternative methods of communication, such as Braille or British Sign Language, we will make the appropriate arrangements for meetings to discuss their child's educational and other needs. Also, parents/carers, who have a disability which makes attendance at a meeting difficult, will be offered alternative means of contact.

Our duty is to seek out, take account of, and record the viewpoint of the children and young people with additional support needs. Where a child or young person has difficulty in communicating, staff will ensure that he or she is assisted to express his or her views.

**Establishments' policies on provision for children and young people requiring additional support for learning**

We require each of our establishments to have, and keep under review, a policy on provision for children and young people with additional support needs.

Establishments' policies should be derived from this policy and take account of the particular circumstances of the establishment. To help establishments to draw up and review their policies, we provide a template in appendix 2. Establishments' policies should be readily available to and understood by staff, parents and carers. Heads of establishments should closely monitor the implementation of their policies on identifying and meeting the additional support needs of the children and young people.

## **2. The Children and Young People to Whom the Additional Support for Learning Legislation Applies**

A child or young person is considered to require additional support for learning when, for whatever reason, he or she is unlikely to take part in, and benefit from, the school education normally provided for children or young people of his/her age without additional assistance. Such education is ***directed towards the development of the personality, talents and mental and physical abilities of that child or young person to their fullest potential.***<sup>3</sup>

We have a duty to provide for all children and young people, aged three to 18, with additional support needs, and attending school or an early years' establishment under the management of Glasgow City Council or placed there by the Council. Where a child under the age of three has been brought to our attention as having a disability which gives rise to additional support needs, and we find that this is the case, we must provide additional support for them. Glasgow City Council gives priority to identifying and supporting all children in the early years who are, or may be, vulnerable.

The range of factors which cause children and young people to require additional support for learning is very broad indeed and links with the Disability Discrimination legislation. Some examples of children and young people with additional support needs are given at the end of this section. The factors may relate to one of the circumstances below or even to a number of them.

**The learning environment:** The ethos of establishments, the curriculum and the approaches to learning and teaching may not be meeting the needs of a child or young person. The child or young person may have experienced disruption to his or her education due to one or a combination of one or more of the following: ill health; bereavement; truancy and exclusion. . The effects of any disruption to learning may not have been addressed. Likewise, a child or young person may be very able and be bored by the work offered and lose interest or the child or young person may use a language at home which is different from the language of the school.

**Family circumstances:** The child or young person may have experienced the loss of parents and have a poor experience of being looked after away from home. A brother or sister may be taking up a great deal of attention because they need additional care. The child or young person may be caring for a parent or other member of the family. Family life may be chaotic as a result of drugs, mental health issues; domestic abuse; homelessness. There may be family break-up, family relocation, such as related to the armed forces, migration or fleeing persecution or seeking asylum.

**Disability or health need:** The child or young person may have a disability or health need that can create barriers to learning. Examples include impairments of hearing, vision or both, and physical disabilities requiring special equipment or methods of communication to access the curriculum. A child or young person may have mental health problems. He or she may have autism spectrum disorders.

**Social and emotional factors:** A child or young person may have difficulty in relating to peers and staff and become confused and angry. Bullying may cause a child or young person to withdraw and be unable to pay attention in lessons. He or she may feel that they have no value and are not respected. He or she may be

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<sup>3</sup> The Education (Additional Support for Learning) (Scotland) Act 2004

experiencing a form of discrimination. Due to a range of difficulties, a young person may be involved in the criminal justice system and spend time in care or in secure accommodation and find difficulty in reintegrating back into their local community.

### **Extent and complexity of the support for learning needs**

As the illustrations show, the extent and complexity of the needs of the children and young people vary widely and no assumptions can be made. The needs of the children and young people will also vary significantly over time. The following are some examples.

<b>Examples of children and young people who have additional support needs in the context of the ASL Act.</b>	
“Amy is now 2 years and is profoundly deaf. As parents we, as well as Amy, are learning a great deal from the visiting teacher who comes to our house and from staff at the child development clinic we take Amy to once per week.”	“I am 14 and have been staying off school to look after my mum and wee sister. My mum is sometimes OK but takes drugs. I have fallen behind with my school work and cannot concentrate in class.”
John is 8 and was, up to six months ago, a very lively member of his P4 class. His dad was killed in an accident at work last year. John seemed fine at first but has become withdrawn and cannot concentrate on his work. As the result of a process of assessment, he is now getting extra support from the principal teacher and from a bereavement counsellor.	“I came on my own from Somalia last year and am living with a family in Glasgow. I understand spoken English and speak English quite well but need a lot of help with reading and writing. I like the support I am getting from my carers and my social worker.”
“My name is Fiona and I am 14. I have struggled to learn to read because I am dyslexic. Although I can read quite well, I am not good at written work. I get really good help from a learning support teacher who helps other teachers to understand how to help me lay out my work and to train me to dictate answers.”	“My son, Michael, has cerebral palsy and has almost no mobility. He is in S4 of a mainstream secondary school. He cannot speak but uses a talker like Stephen Hawking. He is a very clever boy and is likely to go to University. He needs physiotherapy and occupational therapy to assist him to take part in the life of the school as well as an assistant to help with personal care needs.”
“I am in S2 and have had a very bad time with bullying so that I did not want to come to school. I went to my pastoral care teacher and she is helping me with my problems.”	Alex was knocked down last year and suffered brain injury. He had ADHD before his accident. He is now in a period of recovery and we are not sure just how much he has been affected by his injuries. He has moved to a specialist school to get additional support.
“Angela, our daughter, is 11 and has Asperger’s Syndrome. She is very well accepted in her primary class and the other children look out for her. She can manage with the help of a class teacher who understands her difficulties. We are worried about her transition to secondary school where we feel she will need more	“All my life I have had difficulties in controlling my temper. I get angry when my pals make fun of me because they know my dad is in prison. I have spent the last two years in a residential school where I got on OK. I am just about to go into a local secondary school. I just want to be left alone. I am not sure if I will be

<p>support than that provided by class teachers.”</p>	<p>able to stay out of trouble. They have arranged for Jim to help me and my mum and to be there for me if things go wrong in school.”</p>
<p>“I have HIV. My pastoral care teacher knows and supports me well. I can go and talk to him when I am feeling down.”</p>	<p>“My son is excluded from school again. He is not being educated. His social worker is coming with me to the school for a meeting with staff to see what can be done to give him school work.”</p>
<p>Amal is 6 years and in Primary 2. She was born in Scotland of Pakistani parents. She uses Punjabi at home and had limited understanding of English when she started school. She can follow simple instructions and fulfil basic tasks. She communicates with peers using Glasgow dialect but is not confident in talking out in the more formal classroom setting.</p>	<p>“One of our three year olds has difficulties in using our toilets as she has a congenital genetic condition which has affected her growth. We have obtained a special step which fits into one of our toilet cubicles, and she can now go to the toilet independently.”</p>
<p>“One of my pupils in S2 is cared for by his gran who is keen that he should do well. He has truanted from school three times in the last months and surprised other teachers by answering them back. I am working with his gran to find out why he feels that he needs to behave in this way.”</p>	<p>“My son, John, is 13. He got on fine at primary school where teachers got to know about what helped him to learn. He has a number of what to some seem like minor difficulties. He has mild cerebral palsy with some difficulties in running. Poor physical co-ordination affects his handwriting and use of any tools. He has poor eyesight and wears glasses. The combination of these difficulties making life in secondary school very demanding and he is becoming very tired and depressed.”</p>

### **3. Making Educational Provision for Children and Young People**

We are committed to ensuring that children and young people receive their education in establishments<sup>4</sup> which are able to provide them with forms of additional support that best meets their needs. We work closely with partner services and agencies to devise programmes of education and care for children in their own communities. In exceptional circumstances when this is not possible, Glasgow City Council will support a placement in a specialist establishment in another authority or one run by a charitable and grant-aided organisation. We work in partnership with parents and carers, and the children and young people themselves in determining the most appropriate provision which is in the best interests of the child or young person.

The vast majority of children and young people with additional support needs attend mainstream establishments in their locality. Arrangements for providing access to buildings are laid out in our Accessibility Strategy. All staff in establishments provide additional support for learning, assisted where appropriate by support for learning staff, ASL/English as an Additional Language staff. When necessary, Pupil Support Assistants (PSAs) are appointed to work with teachers to enable individual children or young people to achieve planned learning outcomes. Establishments are able to seek advice and support from other establishments and services within their learning community. Establishments also have access to a range of specialist teams and centres which offer assessment, advice and support eg Psychological Service, Pre-school Home Visiting Service or ASL Technology.

Some children or young people need the additional forms of support provided in specialist classes or schools depending on their additional support needs. Some benefit from spending part of the week in mainstream establishments and part in a specialist placement. Children and young people will be placed in schools outside the authority only when such establishments can provide additional support not available in Glasgow. Where children or young people are in external placements, Education Services are fully involved in supporting the individual along with colleagues in Social Work and other services.

All decisions about the educational placement of a child or young person with additional support needs will be taken only after full assessment of his or her needs and consideration of the best options to allow the child or young person to remain in his or her community. Parents/carers and the child or young person should be fully involved in decisions. The introduction of Integrated Support Groups in each Strategic Planning Area will ensure an overview of additional support needs and provision made to meet these needs. All decisions about residential placements of a child or young person who is looked after away from home are taken in collaboration with Social Care Services and health services where there is a significant medical profile. The Multi-Agency Resource Group (MARG), will be responsible for all final decisions about external residential placements (Ref. *GCC Corporate Parenting Policy*).

Key members of staff will be identified to be responsible for ensuring that the educational experiences, of the individual are appropriate and to take action when it is not.

Glasgow City Council will continue to monitor and review the provision we make in order to bring about necessary improvements and ensure that it is responsive to the present and projected learning and personal and developmental needs of children and young people.

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## **4. Meeting the Additional Support Needs of Children and Young People: Services and Agencies Working Together**

We are committed to collaborative working among staff in Education, Social Work and other Council services, Greater Glasgow and Clyde National Health Service and the voluntary agencies, in order to provide an integrated approach to each individual requiring additional support for a child's learning and development and to his or her parents/carers. While the Council is responsible for ensuring that the terms of the 2004 Act are fulfilled, collaboration with other services and agencies is required in order to ensure that the all round needs of each child or young person are addressed. An appropriate agency has a duty under the 2004 Act to comply with a request to help Glasgow City Council Education Services fulfil its function in relation to the assessment and support of a child or young person being considered for or having a Co-ordinated Support Plan.

We will ensure that staff in Educational Services are alert to the possibility that children or young people with additional support needs, are already receiving support from other professionals, for example, those who are looked after at home and looked after away from home. Where children and young people are subject to review and support systems other than those specifically relating to additional support for learning, education staff will work with the other professionals to seek to share information and documents and integrate assessment and review procedures.

While each professional uses his or her expertise in assessing and intervening with a child or young person with additional support needs, we expect all professionals to pool their expertise in identifying learning targets and forms of support. Such collaboration is essential to integrating the support provided for the child or young person and his or her parents/carers. Whenever possible, professional reports should be combined within one document in the form of an Integrated Assessment Framework Report.

The education authority has specific responsibilities for the assessment and support of children and young people with additional support needs. Generally such responsibility is devolved to heads of establishments and services. We recognise that, while retaining responsibility for educational matters, key staff in other services may hold prime responsibility for the care and welfare needs of a child or young person in specific circumstances. For example, when a child or young person is in hospital or is the subject of a child protection investigation. The role of the Lead Professional will be determined by each multi-agency review whose members will agree the dominant needs of the child and the professional best placed to coordinate assessments and work closely with the parent / carer.

Education staff and their partners will work closely together to plan for, support and keep under review arrangements to meet the additional support needs of a child or young person who receives education in more than one setting. An example is where a young person attends both school and further education college. Educational Services staff, also, need to engage with other agencies and services when they undertaking risk assessments in relation to the provision for a child or young person and make any arrangement for managing risks.

## 4 Services and Agencies Working Together

### Some examples of collaborative working

*Joanne's parents thought that their 7 month old daughter was not seeing well. They raised their concern with their health visitor who through the GP arranged for her to have specialist assessment. When severe visual impairment was diagnosed, Joanne was brought to the attention of Education Services. A specialist teacher of visual impairment started visiting the family to give advice and work with Joanne.*

*Anne, the Head of an early years centre, was concerned by the very delayed language development of James who was in his pre-school year. The nursery had received training from the speech and language therapy department earlier in the year. Anne looked at the situations that were causing James the most difficulty in the nursery and tried out some strategies recommended by the speech and language therapy training to see if she could help James' communication. At the same time Anne discussed James' difficulties with his mum and they agreed to talk with Ellen, the speech and language therapist in the nursery. Ellen advised on some further ways that Anne and the nursery staff could use to help James talk more easily. As James was not responding as well as they hoped, Ellen felt that further investigation of James' difficulties was required. The nursery sought the advice of their educational psychologist. A multi-disciplinary team dedicated to children in their early years and known as Pre-SCAT considered James' situation. As a result of all this intervention, James' parents were asked to consider a special programme for James. He would be enrolled in his local primary school and attend there for one day a week and receive intensive help on the other four days in specialist provision for children with language and communication disorders. They visited the school and specialist provision along with Ellen and were happy to agree that the programme be implemented. They were reassured that James' progress would be carefully monitored and the programme would be altered to suit James' needs.*

*Wayne, aged 13, has been in foster care for six years. He had been settled until recently when he had started running away. Pam and Jim, his foster parents, were finding it difficult to 'get through to him'. He seemed resentful when they offered any signs of affection. They discussed what was happening with Alan, the social worker. Alan got in touch with Wayne's pastoral care teacher, Alex, who seemed surprised that there was any trouble, although he had noted that Wayne's attendance had been poorer. He said that he would find out if other teachers had noticed anything. The reports he got back indicated only slight deterioration in work and behaviour. Alan decided to get all the key people concerned with Wayne together to discuss what support might be offered. He talked to Wayne about how he was feeling about his life. Wayne did not give much away. Boys in the neighbourhood and school were making fun of his natural family. At the care review, it was agreed that arrangements for contact between Wayne and his family would be reviewed with support for his foster parents. Alex arranged to set up regular meetings with Wayne and to alert teachers to watch out for other pupils picking on Wayne. Alex would suggest to Wayne that he make use of the school counselling service to talk in confidence about his feelings about his family.*

## 5. Early Identification and Assessment

A high priority is placed on the early identification of children and young people who are vulnerable to risk, and on taking action to ensure that they are able to achieve their potential.

In fulfilling Glasgow City Council's duty to identify children and young people with additional support needs, establishments will ensure that their assessment procedures are in place to identify that a child or young person has additional support needs.

Establishments must inform parents of their intention to carry out an assessment to identify if a child or young person has additional support needs and their legal rights of appeal related to this and must also respond to requests by parents/carers to find out if their child has additional support needs unless it is unreasonable to do so. Parents may request a particular assessment to be carried out.

It is best practice that parents are fully involved and engaged in the assessment process although the Council has a duty to identify whether a child or young person has additional support needs.

Establishments can ask partner services and appropriate agencies to assist them in assessing the needs of a child or young person when necessary.

### **The importance of full and well conducted assessment**

Full and well-conducted assessment identifies both the strengths of the child or young person and the barriers standing in the way of learning and development. As described in ***Supporting children's learning: the code of practice***, assessment is 'an ongoing process of gathering, structuring and making sense of information about a child or young person, and their circumstances'. Building a picture of the child or young person and their requirements for additional support involves obtaining views of how they feel and respond in different situations. Parents and carers make vital contributions to this process as may staff from other services and agencies. As indicated below, the nature and intensity of the assessment process varies for children and young people. However, as a result of assessment at whatever stage, key members of staff should be able to state clearly:

- the factors giving rise to the need for additional support;
- the planned learning outcomes that the child or young person will achieve by a specific date;
- the additional support that they require; and
- the individuals responsible for providing this support.

Valid and reliable assessment is essential to making appropriate provision for individual children and young people.

### **Identification and assessment in the early years**

The legislative requirement is that Health Board staff should bring to the attention of the education authority children under three years of age who have a disability. Education Services then has a responsibility to identify whether the child has additional support needs arising from that disability and to ensure that the child receives the additional support required. Parents and carers must be fully involved in such procedures.

Education staff work in full collaboration with parents and carers and professionals such as health visitors, paediatricians, social work staff and therapists, in assessing the child, determining the kinds of support needed and making sure that it is provided in the most effective way. The Psychological Service plays a key role in early assessment of children who require additional support for learning. The Pre-School Community Assessment Teams (Pre-SCAT) work with parents and early years' establishments in assessing and monitoring children requiring additional support for learning

### **Identification and assessment for school aged children and young people**

Establishments have a responsibility for identifying and assessing children and young people who are not making progress in learning and, also for taking action to promote their learning and personal, social and emotional development. The first signs of any difficulties can occur at any stage in primary or secondary schools.

Responsibility for identifying and assessing children and young people who require additional support starts in the classroom with the teacher. Headteachers or other promoted staff may seek advice from other agencies, such as educational psychologists or speech and language therapists, to determine how they can provide appropriate support to a child or young person. They may need to seek advice and support from other agencies. It is vital that children and young people are identified and supported at the earliest possible stage.

Parents and carers may be the first to draw the attention of the school to any difficulty that a child or young person is experiencing. Staff will listen to such concerns and take appropriate action. Staff will also be responsive to any concerns raised by children and young people themselves and ensure that they are addressed.

Other services and agencies, such as social workers or the police, may be the first to draw attention to a child or young person experiencing difficulties. School staff should ensure that such concerns are followed through and should collaborate in joint assessment and planning to meet the additional support needs of the you

## 6. Staged Intervention

### **An overview of the staged intervention framework**

Glasgow City Council's framework for ensuring that children and young people have their needs met in an open, fair and consistent way is called staged intervention (Appendix 3). Staged intervention recognises that children and young people facing barriers to their learning and development require differing levels of support and intervention. Staged Intervention is essential to planning for and organising additional support for learning within establishments, educational areas and city-wide. Staged Intervention should also support work to promote greater consistency across establishments in assessing and providing for children and young people with additional support needs.

Children and young people receive support at levels required to meet their additional support needs. The forms of support required by individuals vary across and even within stages. Most children/young people with additional support needs receive support described at Stage 1 (see Appendix 1). With appropriate help, they progress to the point where they no longer require additional support. In contrast, a small proportion of children and young people require high levels of support from an early age and continue to need support described at Stage 4 throughout their education and development.

Partner services and appropriate agencies engage with educational services in providing assessment and support to children and young people at Stages 3 and 4. However, that does not preclude heads of establishments from seeking advice from partner services and agencies on children and young people requiring support at Stages 1 and 2. Establishments should also draw on their assessments and interventions with children and young people to support partnership work with other services and agencies where appropriate.

### **An overview of the Planning and Reporting Framework (PRF) (Appendix 4)**

Assessment, planning and reporting are essential components in identifying and meeting the needs of all children and young people and particularly those with additional support needs. Much assessment, planning and reporting is undertaken as part of learning and teaching and through discussion. However, some form of written record, however brief, is necessary to guide the work of staff and serve as a base line to demonstrate the effectiveness of the approaches taken. Planning and reporting systems should not be burdensome but should ensure that intervention and support are well targeted and effective. The Planning and Reporting Framework (PRF) has been significantly adapted to retain its strengths. The revised PRF as outlined in this policy document, is designed to fit better with good practice in establishments and to require additional records of assessment, planning and reporting only at Stages 3 and 4. The expectations of assessment, planning, review and reporting are set out in the diagram opposite.

### **Starting Point for Staged Intervention**

At the base of the triangle, establishments are expected to meet the learning needs of children and young people within their playrooms and classrooms. Well-designed curricular programmes and high quality learning and teaching give each individual child and young person optimum opportunities to learn, grow and develop. Children and young people will normally participate in setting personal targets and in monitoring progress towards their achievement. Staff within establishments will work together effectively and support colleagues who may be less experienced. A range of services, such as health, Culture and Sport Glasgow and the Police, contribute to

universal programmes for all Glasgow's children and young people, such as healthy lifestyles, personal safety and citizenship.

### **Stage 1:**

**Level of support:** The needs of children and young people requiring additional support at Stage 1 are met mainly within playrooms or classrooms. These children and young people require additional support in terms of some adjustment to the environment, curriculum, learning, teaching and assessment, which can be accomplished by child development officers and by class or subject teachers. In some instances other staff such as Additional Support for Learning (ASL) teachers and ASL/EAL teachers provide advice and support to staff.

**Recording and reporting:** Planning for the child or young person requiring support at Stage 1 is part of the forward plans for a group of early years' children or for a class. Early years' staff or teachers in primary schools may plan some aspects of work for an individual or group of children and record this as part of their forward plan. In a secondary context this may be recorded and shared with those for responsibility for young people with additional support needs and implemented by all staff. Early years' staff and class or subject teachers monitor that the child or young person is making appropriate progress and keep records of the progress. They keep parents/carers informed and also work with them around the support and reporting of progress made. The child or young person participates with staff in setting personal targets and in monitoring their own progress. Establishments are required only to complete the core information section of the Planning and Reporting Framework (PRF) to record that a child or young person is receiving Stage 1 intervention.

### **Stage 2:**

**Level of support:** The child development officer/class or subject teacher identifies that a child or young person requires specified support over a sustained period at a level beyond that which he or she can provide without support from staff within the establishment. Other members of the establishment's staff help to assess the child or young person, to determine his or her additional support needs, and draw up and implement a plan to meet them. In some establishment the staffing complement includes ASL teachers and ASL/EAL staff. Heads of establishment may wish to consult other staff in partner services and agencies about the best ways of meeting the needs of an individual. The child development officer/class teacher and school staff, including ASL and ASL/EAL staff, keep progress under review and take action as required. Parents/carers and the child or young person are involved in the process of identification, assessment, planning and annual review.

Recording and reporting: Planning for children and young people requiring intervention at Stage 2 may be part of forward plans for the class. Where the child, young person or group requires a more tailored programme, linked to the forward plan, staff should identify and plan group or individual short term outcomes. Establishments are required only to complete the core information of the Planning and Reporting Framework (PRF) to record that a child or young person is receiving Stage 2 intervention.

### **Stage 3.**

**Level of support:** Children and young people require levels of intervention at Stage 3 when their additional support needs cannot be fully met by staff in the establishment and the resources available there. At Stage 3, heads of establishments seek support from other educational services to provide for the needs of children and young people. For example, the Psychological Service or the Sensory Support Service may be involved. The child or young person may require

personal assistance from a PSA (ASL), specialist resources or transport. Some may have their needs better met in an ASL school or unit. Other professionals from social work or health may be asked to assess and give advice. Parents/carers and the child or young person should be fully involved in the process of assessment, planning, intervention and review at Stage 3. Meetings to review the progress of the child or young person will be arranged at intervals specified in the planning section of the Planning and Reporting Framework (PRF), the minimum being once per annum.

**Recording and reporting:** The needs of the child or young person and the arrangements for providing additional support are recorded in the Planning and Reporting Framework (PRF) which includes an Additional Support Plan (ASP) recording long term outcomes.

#### **Stage 4.**

**Level of support:** A child or young person requiring additional support at Stage 4 has needs which can be met only by education staff working closely with staff from other services and appropriate agencies. Staff in early years' establishments and schools work in collaboration with other professionals on assessing, planning for and supporting the child/young person. The Psychological Service should be involved and advice may be sought from the Integration and Inclusion Manager. Meetings to review the progress of the child or young person will be arranged at intervals specified in the ASP at least once per year and more usually, for short term outcomes, once per term.

A small number of children, over the age of three years, or young people, requiring Stage 4 intervention, may meet all of the criteria for a Co-ordinated Support Plan (CSP) which is considered in the next section. Children and young people placed in residential establishments and services by Glasgow City Council, but not managed by the Council, are considered as requiring Stage 4 support. Recommendations for the placement of such children and young people are referred to the Multi-Agency Resource Group Sub Group (MARGSG).

**Recording and reporting:** The Planning and reporting Framework must be completed at Stage 4. Where possible, staff will complete an IAF Report, which will include the assessment and planning information from other relevant professionals in full consultation with parents/carers and, as appropriate the child or young person. An ASP will be completed and contain long term outcomes with related short term outcomes. Where a CSP has been agreed this will be underpinned by an ASP.

#### **Allocating Stages of Intervention**

Determining the correct stage of intervention will in most cases be quite straightforward and based on the assessed needs of each child or young person. In some instances, it may be more difficult to reach a decision for a number of factors. For example, the needs and circumstances of the child or young person may change quickly and more intensive or less intensive support will be needed. The Area Principal Psychologist and Integration and Inclusion Manager will work with heads of establishments in moderation exercises and in monitoring the numbers of children and young people requiring the four stages of intervention in each establishment and the implications for resources and learning and teaching.

#### **Recording and using information on staged intervention**

Heads are responsible for ensuring that Click and Go is used to keep and update records of the details of children or young people on each stage of Staged Intervention in their establishments, including those whose placements are shared with other establishments or services. These records are essential in helping heads

of establishments to make the arrangements to ensure that each child or young person is regularly reviewed and future needs anticipated. They are also important for decisions about the allocation of resources within the establishment and by the education authority.

The Area Education Manager and staff in Education Services headquarters will access these records and collate and analyse the information. Regular reviews of the data are essential for monitoring the implementation of the Policy as well as assisting in planning and adapting provision for additional support for learning. An annual Staged Intervention Report will collate and analyse all the updated information from establishments, for each Learning Community and in each of the five strategic planning areas. The Integrated Support Groups will have an overview of the numbers of children/young people at Stages 3 and 4, and will also have detailed knowledge of all those on Stage 4. This city wide analysis of information will be shared with all services to Children and Families in the city.

## 7. Co-ordinated Support Plans (CSPs)

### Eligibility for a CSP

Glasgow City Council will prepare a CSP for the additional support required by children over the age of three and young people under the age of 16 in line with the 2004 Act. The following criteria must all be present before a decision is taken to prepare a CSP.

- Glasgow City Council is responsible for the school education of the child or young person living within its area and attending a school managed by them or placed by them in a school not managed by them. If the parents or legal guardians have themselves arranged to have the child or young person placed in a school not managed by Glasgow City Council, then the Council is not required to consider preparing a CSP.
- The additional needs of the child or young person, as assessed, arise from one or more complex factors or multiple factors which have a significantly adverse effect on his or her education.
- The complex or multiple factors affecting the child or young person are likely to continue for more than a year.
- The needs of the child or young person require significant additional support to be provided by Glasgow City Council's educational services and by its other services or by one or more appropriate agencies, such as the Health Board, further education colleges and/or another local authority.

### Procedures for consideration of and preparing a CSP

The procedure for opening a CSP is in compliance with the Additional Support for Learning (Co-ordinated Support Plan) (Scotland) Amendment Regulations 2005 and the advice in the national code of practice, *Supporting Children's Learning*. The timeframe for preparing a CSP is 16 weeks from the time that Glasgow City Council informs the child's parents or the young person that they propose to establish whether a CSP is required.

Where a child or young person is looked after at home or looked after away from home by Glasgow City Council, then the Council as corporate parent should ensure that all of the rights of the child or young person are protected. The corporate parent must also ensure that their views and those of the child or young person are sought and considered.

Each Area Education Manager is responsible for managing requests from establishments, parents/carer or young persons in their area for a CSP to be prepared. The Area Education Manager also is responsible for taking decisions about whether or not a CSP should be prepared. Each interdisciplinary team, in full consultation with a child or young person and their parents/carers, prepares the case laying out clearly the reasons for the request to prepare a CSP. The Area Education Manager will consider the case and take a decision giving the reasons for it. Where a CSP is prepared the Area Education Manager is responsible for signing off the document.

### The format of the CSP

The format of the CSP incorporates all of the requirements in the Regulations:

- an overall picture of the skills and capabilities of the child or young person, what they like to do and how they prefer to learn;
- the factors giving rise to the additional support needs of the child or young person;

- the name of the school to be attended;
- the aims and goals to be achieved;
- the support needed to enable the child or young person to achieve the aims and goals;
- the type of staff to provide the support;
- details of the professional identified as the co-ordinator of the CSP;
- the views of parents/carers and the child or young person;
- the time when reviews of the CSP will take place; and
- details of contact persons in Glasgow City Council's Educational Services.

The CSP is of a form to be easily integrated with Glasgow City's Integrated Assessment Framework (IAF).

The CSP is a confidential document to be accessible to all contributing to implementing the CSP. While the original CSP is kept in the headquarters of Educational Services, copies are given to parents/carers and young person, as well as to the establishment that the child or young person attends. Copies of the document or relevant extracts are given to the key services and agencies with responsibility for supporting that child or young person to benefit from education.

## **8. Transitions**

Education Services and its partners will be sensitive to the difficulties that may arise when there are changes in the personal circumstances of a child or young person. All transitions into and across establishments and services in all sectors should be regarded as a process not an event. The process is not complete until the child or young person with additional support needs is settled and progressing in the new situation. Unless circumstances are very exceptional, we require heads of establishments to have clear plans to support the transition of a child or young person with additional support needs into or out of their establishments.

These plans are set within distinct time frames. For children due to move from an early years' establishment to school, arrangements should be set in motion at least six months prior to the transition. Where appropriate the heads of the sending and receiving establishment should seek and take account of the advice from other relevant agencies. For children and young people attending school, transition arrangements should start at least one year ahead of the move. Transition planning meetings should be held at least one year before a child or young person leaves, or is admitted, and progress should be reviewed at least six months before the transition. The receiving establishment should review the progress of the child or young person three months after admission. Parents/carers and the child or young person should be fully involved in the transition process.

In each establishment, a member of staff should be appointed as the main point of contact and co-ordinator of the transition of a named child or young person. The co-ordinator in the sending establishment should work with co-ordinator in the receiving establishment. They generally need to collaborate with key professionals, such as the educational psychologist, specialist teacher, key care worker or physiotherapist. Together they are responsible for checking that the resources and arrangements are in place for the child or young person being received or transferred. There should be no breaks in the continuity of provision for the child or young person. The co-ordinators also should ensure that parents/carers and the child or young person are well informed about provision and are supported by induction programmes.

Staff in secondary schools and related services, notably Careers Scotland, have particular responsibilities for ensuring that a comprehensive programme is in place to plan for, and support, the transition to adult life of each young person requiring additional support for learning. The young person needs to be at the heart of the process and have access to at least the same range of vocational experiences and other educational opportunities as their peers. We recognise that young people may well have views about their future which are at odds with those of their parents/carers. The views of the young person must be respected. We expect planning a transition pathway to start from as early as S2 and for establishments and support teams to implement the requirements of the 2004 Act and the advice in Chapter 5 of the national Code of Practice. For children and young people who are looked after at home and looked after away from home, pathways to post school provision should be fully integrated with arrangements for fulfilling the Support and Assistance of Young People Leaving Care (Scotland) Regulations 2003.

## **9. Working with Parents/Carers, Children and Young People**

### **The rights of parents/carers and the young person**

We strive to ensure that parents and young people are informed about and supported to exercise their rights as specified in the 2004 Act, as well as their wider rights and responsibilities. Establishments should have clear and open lines of communication. Where the authority decides to carry out an assessment to identify whether a child or young person has additional support needs, parents/carers may make a request for a specific assessment to establish whether their child has additional support needs. A young person may request this themselves. We must respond to such requests unless it is unreasonable to do so. The views of parents/carers and the young person must be sought and taken account of in all decisions affecting the child or young person with additional support needs. Parents/carers or the young person have the right to have a supporter or advocate present at any discussions or meetings with an establishment or the authority when the additional support needs of their child or the young person are being discussed.

### **Seeking and taking account of the views of children**

A young person over the age of 16 has the same rights as parents/carers. All establishments must seek and take account of the views of children in respect of their education. Such communication will usually be part of the daily interactions between staff and children. However, the child's views should be sought, taken account of and recorded more formally when:

- establishing whether a CSP is required
- preparing a CSP
- reviewing whether the child or young person still requires a CSP.

It is good practice to seek, take account of and record the child or young person's views in relation to any assessment and planning process.

Some children and indeed young people may find it difficult to express their views for a variety of reasons. Every effort should be made to assist them.

### **Resolving disagreements**

Inevitably, from time to time, parents/carers and young people requiring additional support for learning will be dissatisfied with the services that they are receiving and may feel that they are in conflict with the authority. We are committed to resolving any disputes as quickly and supportively as possible. The best provision can be made when the authority staff and partner agencies work in harmonious partnership with parents and each young person. Procedures are in place to comply with the requirements of Scottish Ministers. We expect establishments and services to inform parents/carers and the young person of the options for addressing complaints. We emphasise that, whatever the form of resolving a dispute, every effort should be made to seek out and record the views of the child or young person.

### **Mediation**

Whenever possible, disputes should be resolved through mediation which is provided free of charge to parents/carers and a young person. Glasgow City Council makes arrangements to secure mediation services. Heads of establishments will consult with the Area Principal Psychologist and/or Integration and Inclusion Manager for the area about whether mediation is appropriate. Decisions about arranging for mediation are taken by the Area Education Manager. Among the many benefits of mediation is the opportunity for all parties to come together with the support of an

independent mediator, to try to find a way forward which suits them and particularly the child or young person.

### **Dispute Resolution**

Parents/carers and the young person have the right to ask for a formal review of a dispute between themselves and the authority. This would be without charge. They may make an application for Dispute Resolution in the following circumstances which are referred to as specified matters.

**1. They may seek a review in relation to decisions made by education authority:**

- that a child or young person has, or does not have, additional support needs
- that a child or young person has additional support of a type that the applicant considers are not an accurate reflection of the child or young person's additional support needs
- to refuse a request to establish whether a child or young person has additional support needs
- to refuse a request to assess the child or young person to find out if they have additional support needs
- as to the person, or the means used or to be used, to carry out the process of assessment.

**2. They may seek a review because they think that there has been a failure by the education authority:**

- to provide or make arrangements for the provision of the additional support, whether relating to education or not, required by the child or young person.
- to make a request for an appropriate agency to assess and make provision for the child or young person.

Under the strategic direction of the Area Education Manager, an appropriate person, such as an Educational Psychologist or Integration and Inclusion Manager, works with establishments in taking forward the dispute resolution procedures. Where an application for dispute resolution is considered to be valid, the Area Education Manager will ask the Scottish Government to nominate an Independent Adjudicator. The Area Education Manager will ensure that all the procedures as laid down in Additional Support for Learning Dispute Resolution (Scotland) Regulations 2005 are followed, adhering to the strict time frames. Dispute Resolution must be completed within 60 working days. The Area Education Manager considers the report by the independent adjudicator and informs parents/carers or the young person of the decisions whether or not to accept each recommendation and gives reasons for the decisions. Where recommendations are accepted, the Area Education Manager ensures that establishments/schools and partner agencies are implementing the recommendations.

A review by an Independent Adjudicator does not mean that attempts to resolve the dispute through discussion or even mediation should be discontinued. Every effort must be made to ensure that the child or young person is receiving the best possible service.

### **Additional Support Needs Tribunal for Scotland**

If parents/carers of a child with a CSP or a young person with a CSP are not satisfied about certain matters related to the CSP, then they may make a reference to the Additional Support Needs Tribunal for Scotland. Each Additional Support Needs Tribunal comprises a legally qualified convenor and two expert members. The Tribunals make binding final decisions which are subject to appeal in court.

The Area Education Manager with responsibility for ASL leads the work of the authority in relation to the ASN Tribunal. We require educational establishments and services to continue to meet the needs of a child or young person who are subject to Tribunal hearings in the best possible way.

### **Other Complaints**

The vast majority of complaints will be resolved through dialogue with management at establishment level. Effective arrangements should be in place to ensure that concerns or complaints are dealt with quickly. However, where this fails to resolve the problem, parents have the right to take their complaint to Education Services, in line with Corporate Policy.

Customer Care Team, Education Services, Wheatley House,

25 Cochrane Street, Glasgow G1 1HL

Phone: 0141 287 3655/4688

Email: [education@glasgow.gov.uk](mailto:education@glasgow.gov.uk)

[www.glasgow.gov.uk/ContactUs](http://www.glasgow.gov.uk/ContactUs) and choosing education Services from the drop down menu.

In all cases, complaints will be acknowledged within 5 working days, investigated by the department and a full response provided in a further 10 working days unless another timescale has been agreed. If parents remain dissatisfied, a Senior Officer will look at the matter again and normally contact the parent in writing. Parents will be informed of a date by which they should expect a response, but this will not exceed a further 10 working days. If staff within Education and Social Work Services fail to resolve the complaint, it can then be passed to the office of the Chief Executive.

Customer Relations, Glasgow City Council, Room 10, City Chambers, Glasgow G2 1DU

Phone 0141 287 0900

Email: [customerrelations@glasgow.gov.uk](mailto:customerrelations@glasgow.gov.uk)

If parents are still unhappy about the outcome of a complaint, they have the right to have the matter considered by the Scottish Public Service Ombudsman who can be contacted at:

FREEPOST EH641, Edinburgh EH3 0BR

Phone 0800 377 7330 or visit website [www.scottishombudsman.org.uk](http://www.scottishombudsman.org.uk)

Email: [ask@spso.org.uk](mailto:ask@spso.org.uk)

This usually needs to be done within 12 months of first experiencing the problem that is the subject of the complaint.

## 10. Staff Development

The key to making effective provision for children and young people with additional support needs lies in the expertise of staff contributing to that provision. We are fully committed to ensuring that there are ongoing programmes of staff development at all levels and across all sectors of educational services in relation to the implementation of this policy. All staff in educational services are expected to participate in staff development on additional support needs. Staff in appropriate agencies and services are encouraged to take part in and contribute to this training and multi-agency training. We are committed to continuing with our extensive programme of training for specialist teachers and others to enable them to work directly with children and young people with disabilities and other barriers to learning. Some of this training will enable participants to gain awards accredited by universities and professional bodies.

## 11. Confidentiality and Data Protection

The Council will adhere with the requirements of the Education (Additional Support for Learning) (Scotland) Act 2004 with regard to seeking appropriate consent in the exchange and sharing of information. Educational establishments, services and partner agencies must be vigilant in ensuring that the legal requirements of protecting confidentiality of individuals and information about them are met. The CSP is a confidential document. However, copies of the document or extracts from it need to be shared with key personnel when they have a responsibility for supporting the child or young person. Parents/carers or a young person should give their consent to the sharing of the information.

## 12 Quality Assurance and Improvement

This policy will be kept under review as part of the Quality Assurance and Improvement Policy which includes Self Evaluation; Quality Reviews; effective monitoring and evaluation arrangements at all levels in educational services, and in consultation with partners in other services and agencies, and updated as required. This Policy will be reviewed fully by October 2012.

Heads of establishments are expected to be systematic in monitoring and evaluating the provision they make for all children and young people including those requiring additional support for learning and to regularly discuss practice with the link Quality Improvement Officer. Establishments should use *Child at the Centre*<sup>5</sup> and/or *How good is our school 3?*<sup>6</sup> as appropriate. *The Quality Assurance and Improvement Folder*<sup>7</sup> contains documents to support establishments to gain a shared understanding of self-evaluation. As reflective practitioners, all members of staff are expected to self-evaluate their own practice to ensure the needs of all are met. As indicated above, establishments should ensure that they keep the Click and Go section on additional support for learning up to date. They should use this to plan future provision for their children and young people and to anticipate transition.

Parents/carers and the children and young people will be involved in measures to assure the quality of provision and practice through participation within establishments and through ***the Additional Support for Learning Forum for parents and carers.***

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<sup>5</sup> HMIe (2007) *The Child at the Centre: Evaluation in the Early Years* HMIe

<sup>6</sup> HMIe (2007) *How good is our school? The Journey to Excellence Part 3* HMIe

<sup>7</sup> Glasgow City Council Educational Services (2008) *The Quality Assurance and Improvement Folder*

Strengths and areas for improvement regarding meeting the needs of children and young people requiring additional support for learning should be clearly identified in each establishment's Standards and Quality Report and areas for improvement incorporated as a priority in improvement plans. Where Heads of Establishment require advice in relation to children and young people requiring additional support for learning they should bring this to the attention of either the Quality Improvement Officer, the link Educational Psychologist and/or the Integration and Inclusion Manager.

The Area Education Manager, with support from the Area Principal Psychologist, Integration and Inclusion Manager and relevant manager in the Community Health and Care Partnership, will monitor and evaluate the quality of provision for children and young people requiring additional support needs, take action on improvement needed and disseminate good practice.

## **Appendix 1: The Related Legislation and Policies**

### **Related Legislation**

The Children (Scotland) Act 1995  
The Disability Discrimination Act 1995  
The Human Rights Act 1998  
The Data Protection Act 1998  
**The Standards in Scotland's Schools etc. Act 2000**  
The Race Relations (Amendment) Act 2000  
The Adults with Incapacity (Scotland) Act 2000  
The Special Educational Needs and Disability Act 2001  
The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002

### **Related Policies of Glasgow City Council**

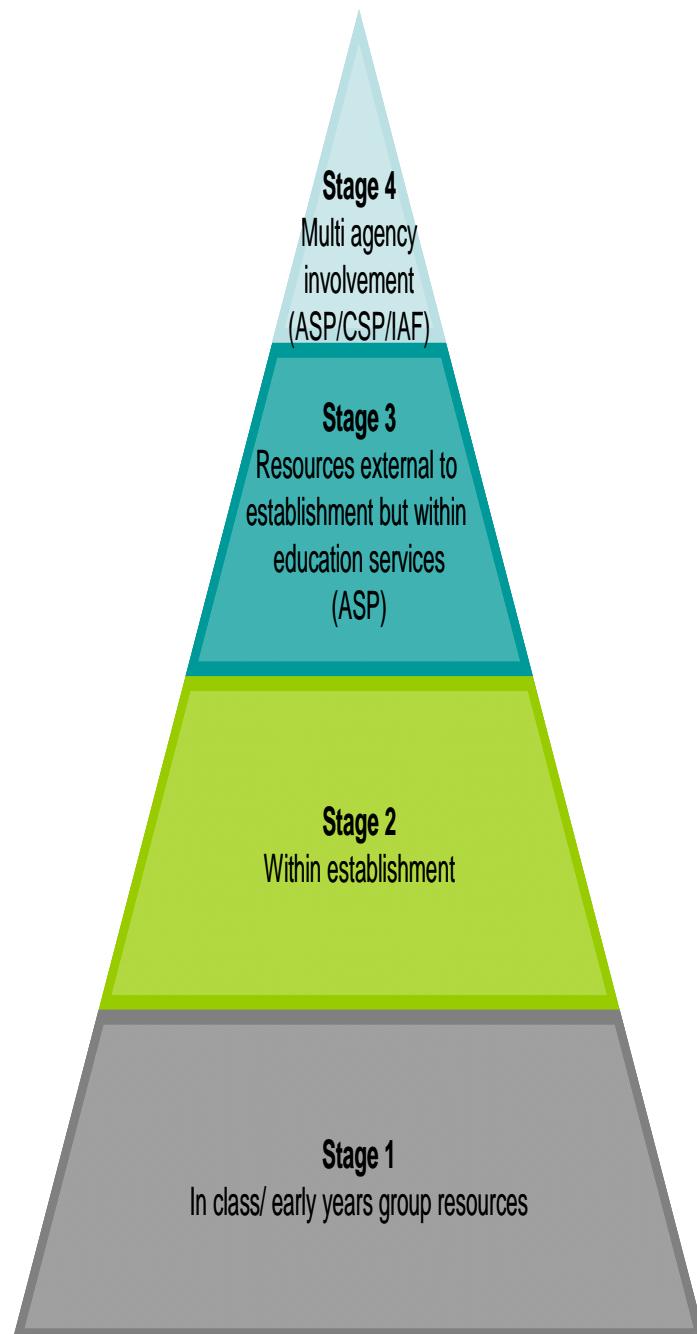
Corporate Parenting Policy (2007)  
Looked After Children Policy (2009)  
Learning and Teaching Policy (2008)  
Supporting Learners with English as an Additional Language in Glasgow (2008)  
Integrated Equality Scheme 2008 - 2011  
Anti-Bullying Policy (2008)  
Quality Assurance and Improvement Policy (August 2008)  
Management Circular 57 Child Welfare and Safety  
Children Missing from Education  
Glasgow's Health Promoting Schools

Membership of Implementation Group

Names to be inserted

## Staged Intervention Model

### Appendix 3



<b>Planning and Reporting Framework</b>				
<b>Stage of intervention</b>	<b>Core section, ticking box indicating stage of intervention</b>	<b>Assessment</b>	<b>Planning</b>	<b>Review and reporting</b>
<b>Stage 1</b>	✓	Establishment practice by class teacher	Establishment forward plans	Establishment arrangements including reports/parents' evenings
<b>Stage 2</b>	✓	Establishment practice involving promoted and support staff	Establishment forward plans or, if felt necessary a plan for an individual or group using short term planning sheets	Establishment arrangements including reports/parents' evenings
<b>Stage 3</b>	✓	Assessments necessary to identify the needs of the child or young person and involving parents/carers and possibly involvement of other agencies and services	Long term planning ASP to guide intervention and establishment action plan	Minimum of an annual review meeting to report on progress, update assessments and summary of provision and set new targets and agree necessary arrangements
<b>Stage 4</b>	✓	Assessments necessary to identify the needs of the child or young person and involving parents/carers and of other agencies and services	Long term planning ASP or, for some, a CSP to guide intervention and establishment action plan	Review and reporting arrangements as laid out in ASP with minimum of once per annum. Arrangements required by CSP process