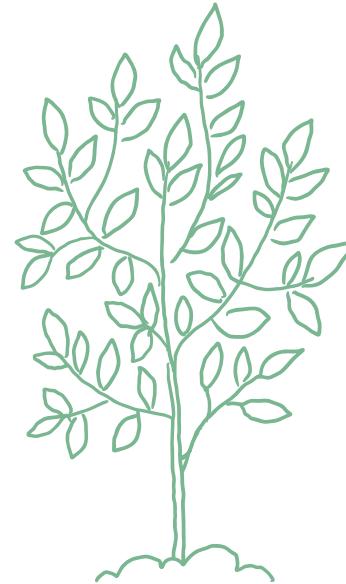
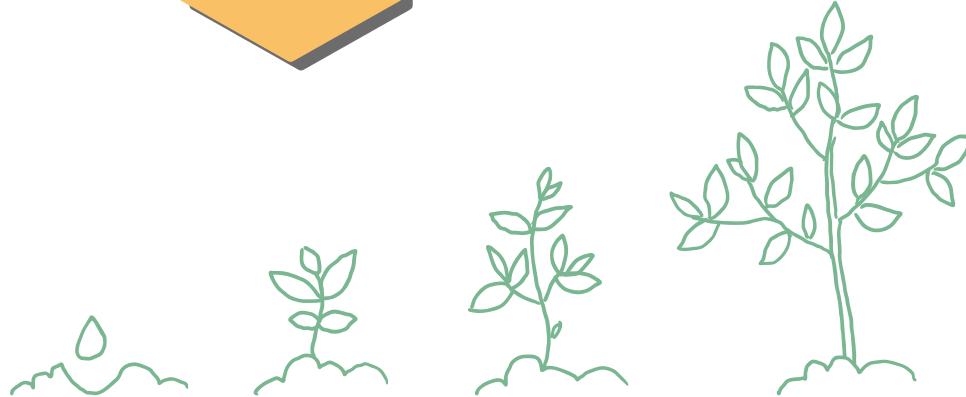


# All Learners All Achieving – Included, Nurtured, Supported

Glasgow Education Services  
Policy | August 2025



**COMPASSION**

**AMBITION**

**TRUST**

**EQUITY**

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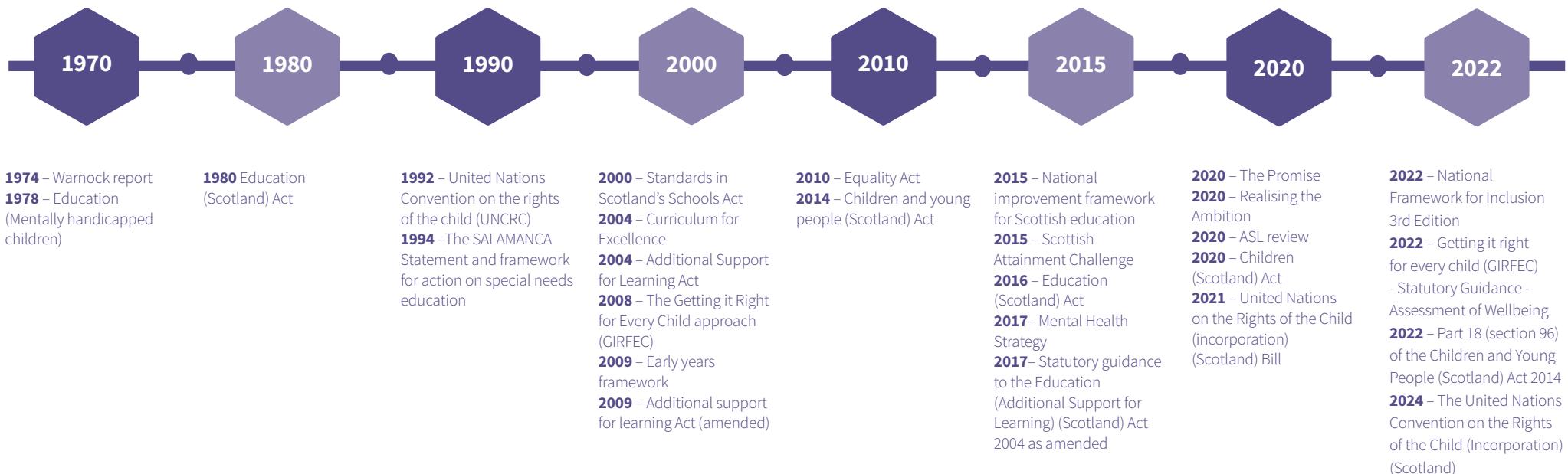
**“Inclusive education in Scotland starts from the belief that education is a human right and the foundation of a more just society. An inclusive approach which recognises diversity and holds the ambition that all children and young people are enabled to achieve their fullest potential is the cornerstone to achieve equity and excellence in education for all our children and young people.”**

Scottish Government (2019)



Scottish Government  
Riaghaltas na h-Alba  
gov.scot

## Key Milestones on Scotland's journey to Inclusive practice



# Our Purpose

It is Glasgow's ambition to be a world class learning city, founded on nurture principles; a city where education staff are committed to social justice and the values of compassion, ambition, trust and equity to ensure inclusive and quality education for all learners.

All education staff in Glasgow have a legal duty, in line with the principles of **Getting it Right for Every Child (GIRFEC)** and the recommendations of the **European Convention of Human Rights** to: work collaboratively to identify barriers to learning; make reasonable adjustments to meet need and remove these barriers for all children and young people. This means every child and young person is entitled to support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence provides.

**To be included all children and young people need to be and feel:**

- **Present**
- **Participating**
- **Achieving**
- **Supported**



## OUR PURPOSE

Sustainable development goal 4:

Ensure inclusive and quality education for all and promote lifelong learning.



# Values in Action – Our Ambition for Learners

Every member of staff in Glasgow establishments must put the children and young people at the centre and demonstrate these values in their interactions.

Link to video: ["Everyone is Included ...love is love...people are people."](#)

We want all children to be able to say:-

"They like me and show a positive attitude towards me."



"They welcome other people into the class who can help me to learn."

"I feel listened to and that I belong."

"They understand me and my specific needs"



"I know that they care about us and treat us with respect."

"The staff in my establishment know me and my family really well."

"The find ways to meet my needs and help me learn."



"I know what my targets are and staff help me to achieve them."

"They know what my strengths are and what I need to work on."



"They share their knowledge, so that I have a consistent experience."



OUR VALUES

COMPASSION, AMBITION, TRUST, EQUITY

"They ask me about my thoughts and feelings."



"They use their knowledge to plan targets with me that I can achieve."



"They talk to my family about my targets and they share my successes."

"I feel proud when I achieve my targets."

# Nurturing Relationships

Relationships and relational practice underpin all educational guidance and advice in Scotland. We all have a responsibility to build and nurture relationships with all the learners under our care. More advice and guidance can be found in **Glasgow's Nurturing Relationships Policy and Nurture – Glasgow Educational Psychology Service**

Children and young people tell us relationships are important to them and that they want the support they receive to be consistent from all the adults working with them. **The Inclusion Ambassadors** have created a vision statement which informs how schools can help young people feel more included and supported.

The importance of relationships for wellbeing is particularly true for children and young people as they start and make their way through their educational journey.

Throughout their education learners will encounter many new things, meet many new people, and experience lots of change. Relationships and connection, particularly with trusted adults, are essential for all learners to navigate this journey well. Learners who haven't previously experienced safety or care at home, who have experienced adversity or trauma, can often find school and education challenging.

Relationships with trusted adults can provide healing for these learners and can perhaps provide them with healthier and happier experiences.

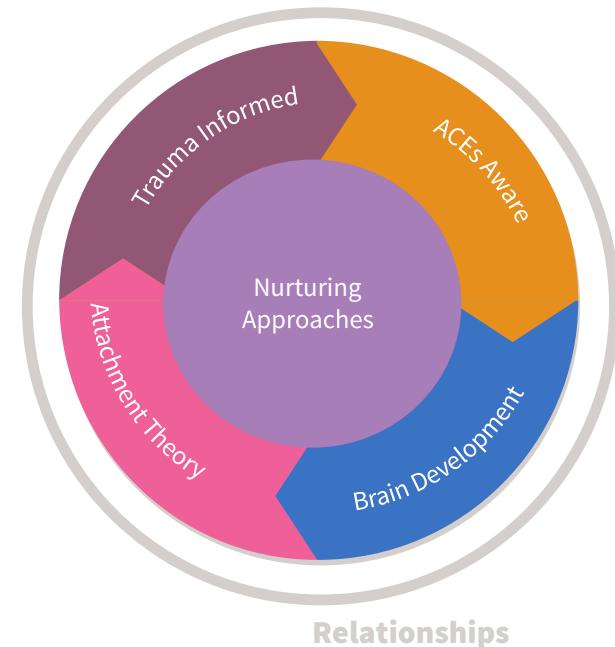
Engagement, Participation and Inclusion



## OUR VISION

A world class learning city founded on nurture principles.

## Relationships



 **School should help me be the best I can be.**

 **School is a place where children and young people learn, socialise and become prepared for life beyond school.**

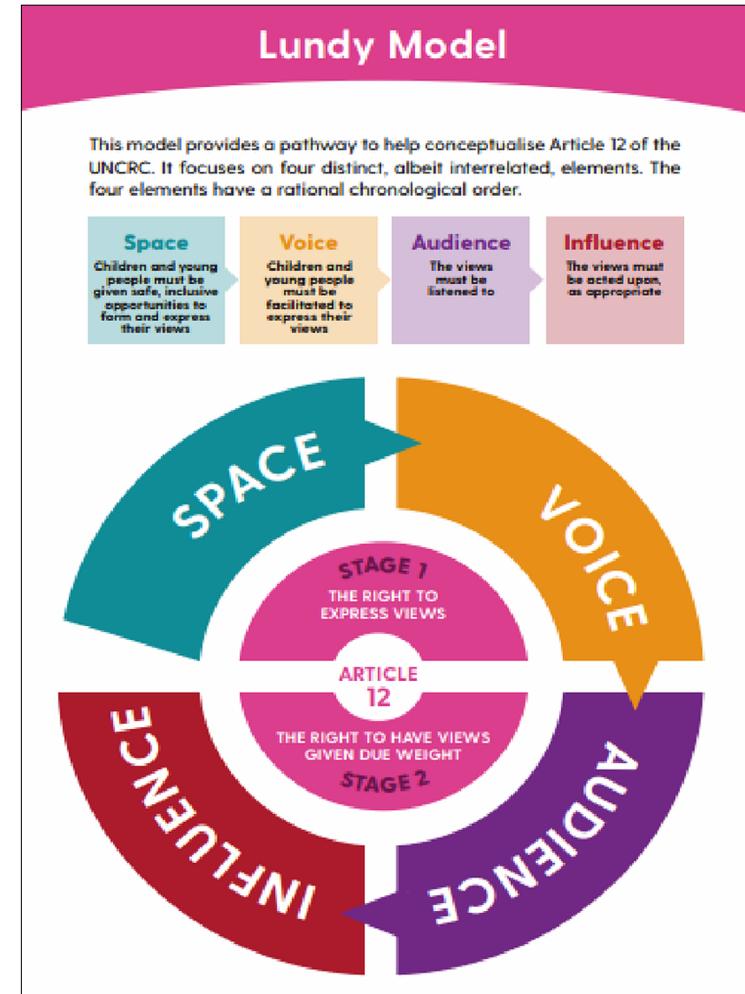
 **Success is different for everyone. But it is important that all the adults that children and young people come in to contact with in school get to know them as individuals.**

**They should ask, listen and act on what the young people say about the support that works best for them.**

 **Inclusion Ambassadors**

Meaningful involvement with children and young people in decision making is essential to ensure they get the right help at the right time to help them reach their full potential. **The UNCRC (Incorporation) (Scotland) Act** places a duty on services, including education, to ensure children's rights are supported. This includes Article 12 - the right to express a view and have their view given due weight.

**The Lundy Model**, provides practical considerations to support implementation of Article 12 and understanding of what this involves. It is the duty of education staff to ensure that children and young people are involved in decisions which affect them including individual planning. This may involve seeking their view of the situation to support assessment, their views on their goals to co-create an action plan and considering their perspective on the plan and its evaluation. See guidance on **Meaningful Involvement of Children and Young People in Decision Making** to see what this might look like, and approaches to gathering views for different developmental stages. Staff will ensure that assistance will be provided to enable all children and young people to express their views.



## Collaborative Working

Glasgow education services recognises that partnership working is fundamental to achieving our vision for all children and young people. Education staff must work in partnership with all relevant parties to:

- to identify barriers to learning;
- make reasonable adjustments to meet need and remove these barriers for all children and young people

Relationships between establishments, parents and carers are vital.

Parents and carers have unique and expert knowledge of their child or young person; therefore, establishments should prioritise promoting positive relationships, communication and collaborative working.

In many cases it may be the parent or carer who is the first to raise the question of whether their child or young person has additional support needs, or it may be the child or young person themselves. Establishments must act on any such information and ensure it is recorded in Pastoral Notes within SEEMiS Click+Go.

Parents, carers, children and young people can also request assessment or referral to other agencies for assessment. All requests from parents, carers, children or young people for assessment, and the outcome of such a request, must be recorded in Pastoral Notes within SEEMiS Click+Go.

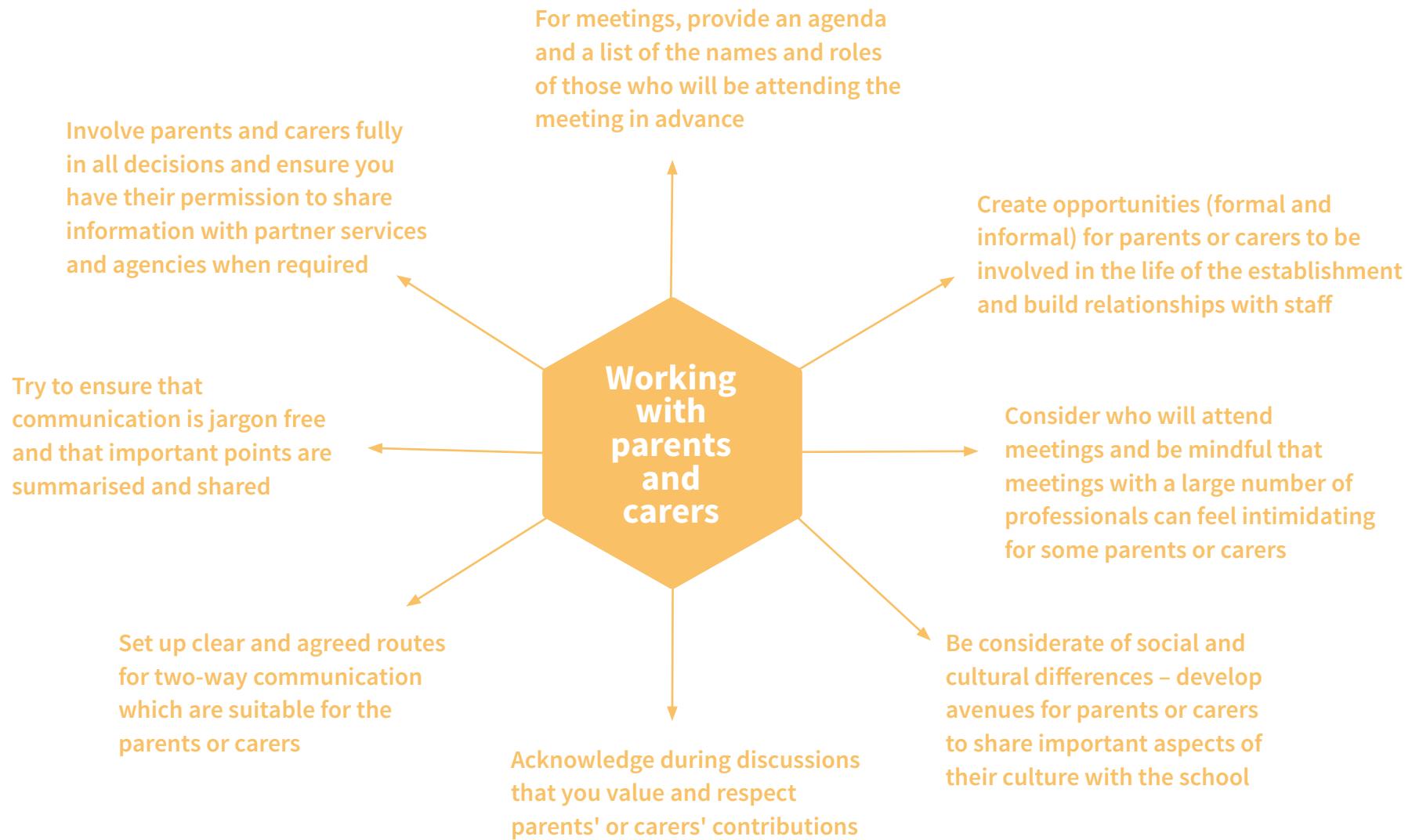
Establishments should provide information to parents and carers about how they can request an assessment to determine whether their child or young person has additional support needs.

Where parents need to communicate in language other than English or use alternative methods of communication, such as Braille or British Sign Language, we will make the appropriate arrangements to enable them to participate in meetings to discuss their child or young person's support needs. Parents/carers who have a disability which makes attendance at a meeting difficult, will be offered alternative means of contact.



Engagement,  
Participation  
and Inclusion

## Working with parents and carers



## Notification of additional support needs by external agencies

If an establishment receives information from other professionals or specialist services who are working with a child or young person that indicates they require additional support, this must be recorded in Pastoral Notes within SEEMiS Click+Go. The establishment must work collaboratively with these other agencies to ensure the needs of the child or young person are being met. Where children or young people with additional support needs are receiving support from other services or are subject to review and support systems other than those specifically relating to education, such as looked after children and young people, the establishment will work closely with the other agencies to ensure a collaborative approach to support for the child or young person and that this will inform the Wellbeing Assessment and Plan where appropriate.

## Information sharing and data protection

Practitioners working with children or young people and their families should normally keep them informed of what information will be shared. It is important that practitioners do not give children, young people and families the impression that consent is needed if there is any **other lawful basis for sharing information**. Even where consent is not required, practitioners should bear in mind the need, in most circumstances, for transparency.

If any practitioner has a child protection concern, irrespective of whether a Wellbeing Assessment and Plan has been agreed to, information can always be shared without consent, and this should happen without delay to ensure the safety of a child or young person.

Further information and guidance can be found in the **GIRFEC Practice Guidance 4 -Information Sharing**  
**MC 22: Guidance on Legal Request for Disclosure of Information**  
**MC57: Child Protection and Safeguarding**

## Resolving disagreements

Education services are committed to ensuring that parents, carers, children and young people are fully involved in the assessment, planning and provision of additional supports to meet children and young peoples needs.

From time to time there may be disagreement relating to additional support needs which cannot be resolved by discussion. In this situation mediation and external independent adjudication will be available.

Parents, carers, children and young people also have the right to refer certain matters to the Additional Support Needs Tribunal for Scotland. Further information can be found at [Glasgow.gov.uk/complaints](http://Glasgow.gov.uk/complaints)  
[Enquire.org.uk/parents/working-with-school](http://Enquire.org.uk/parents/working-with-school)  
**MC89 Dealing with Complaints**

## Staff Roles and Responsibilities

The table below details the professional responsibilities of all staff working in education in Glasgow City Council, in terms of inclusive, nurturing practice and Getting It Right for Every Child.



**Networked Learning Organisation**

	Practitioner	Support for Learning Workers	Senior Leaders in Establishments	Psychological Service	Partner agencies	Local Authority
<b>Nurturing Environment</b>	Create an inclusive and welcoming learning environment for all learners and families.	Contribute to the creation of an inclusive and welcoming learning environment for all learners and families.	Create an inclusive and welcoming learning environment for all learners, families and staff. Support staff to create an inclusive environment that is continuously developing and improving.	Support staff to create an inclusive environment that is continuously developing and improving by working in partnership with establishments to facilitate continuous professional learning opportunities and access to resources.		
<b>Universal Approaches</b>	Demonstrate the values of compassion, ambition, trust and equity. Put learners at the centre and build strong relationships. Listen to learners and involve them in gathering information, planning and assessing progress. Demonstrate an evolving commitment to the nurturing principles. Reflect critically on practice and engage in continuous professional development to effectively understand needs. Work collaboratively to ensure the best experiences, opportunities and outcomes for learners. Involve families and carers and listen to what they have to say.					
<b>Staged Intervention</b>	Understand and contribute to the staged intervention process. Make reasonable adjustments to the learning environment	Facilitate implementation of supports identified as part of the staged intervention process. Support practitioners to make reasonable adjustments.	Understand and contribute to the staged intervention process. Ensure accurate Staged Intervention data is recorded in SEEMiS Click and Go under the Personal Tab. Support staff to understand and apply the staged intervention process. Attend SIIM, JST and core group meetings to develop collegiate understanding and knowledge to meet learner needs.	Support the staged intervention process. Contribute to SIIM, JST and Core Group meetings to develop collegiate understanding and knowledge. Liaise with the school and families and carers, where appropriate.	Support staff to understand and apply the staged intervention process. Contribute, as appropriate, to SIIM and core group meetings to develop collegiate understanding and knowledge. Liaise with the school and families and carers, where appropriate.	Support staff to understand and apply the staged intervention process by providing policy, guidance and continuous professional learning opportunities.
<b>Wellbeing Assessment and Planning</b>	Contribute to assessment of wellbeing and identification of support needs. Plan appropriate Outcomes, success criteria and associated actions/ interventions. Work with Senior Leaders to ensure outcomes and actions and interventions are recorded in the Action Plan of the SEEMiS Wellbeing Application or SEEMiS Gateway.	Contribute to assessment of wellbeing and identification of support needs. Support learners in understanding and achieving the success criteria in relation to planned outcomes.	Co-ordinate the development of and communication of learners' wellbeing assessment and plans. Ensure Wellbeing Assessment and Plans are compiled and recorded using the SEEMiS Wellbeing Application or SEEMiS Gateway.	Where necessary, contribute to assessment of wellbeing and identification of support needs. Support staff to plan appropriate actions and interventions. Facilitate continuous professional learning opportunities to gather appropriate assessment information to inform effective planning.	Where necessary, contribute to assessment of wellbeing and identification of support needs. Support staff to plan appropriate actions and interventions.	Support senior leaders to build capacity in ensuring appropriate assessment of wellbeing and identification of support needs and associated planning is in place.
<b>Partnership Working</b>	Have a solution-focused understanding of planning to meet need and work pro-actively, in this manner, with partner agencies, families and carers	As part of the Staff team support a solution- focused approach.	Have a solution- focused understanding of planning to meet need and work pro-actively, in this manner, with partner agencies, families and carers. Support all staff to understand and develop a solution- focused approach to meeting needs.	Have a solution- focused understanding of planning to meet need and work pro-actively, in this manner, with partner agencies, families and carers. Support staff to understand and develop a solution- focused approach to meeting needs.	Have a solution- focused understanding of planning to meet need and pro-actively demonstrate and promote this approach with all stakeholders.	Have a solution- focused understanding of planning to meet need and pro-actively demonstrate and promote this approach with all stakeholders.
<b>Individualised Support</b>	Implement interventions and supports. Monitor and evaluate impact of interventions and planned support. Support learners in understanding and achieving the success criteria in relation to planned outcomes.	Implement interventions and supports as directed within establishment. Support learners in understanding and achieving the success criteria in relation to planned outcomes.	Monitor and evaluate implementation of planned actions and interventions and achievement of success criteria in relation to planned outcomes. Coordinate review meetings and gathering of learner and parent/ carer views.	Where necessary work with learners, families, carers to implement actions and interventions. Build capacity of staff to facilitate planned actions and interventions.	Where necessary work with learners, families, carers to implement actions and interventions. Build capacity of staff to facilitate planned actions and interventions.	Support senior leaders to build capacity in ensuring appropriate planning and procedures are in place.

## Establishment Contact – the named person in Glasgow

The named person continues to be delivered on a policy basis, rather than a legislative basis within GIRFEC. The Establishment Contact promotes good wellbeing and forms relationships through the provision of a universal service. They are a clear point of contact for anyone concerned about the child or young person's wellbeing, whether that is the child or young person themselves, parents, family members or others working with the child or young person. All practitioners providing a service to children, young people and families, should be aware of and know how to contact the Establishment Contact. Once a wellbeing need has been brought to the attention of the Establishment Contact, it is their responsibility to work together with the child, young person and their family, and other agencies if needed, to explore what support could be provided to address the identified wellbeing needs.

The role of Establishment Contact does not create any additional authority to obtain information. If a practitioner has significant concerns about a child or young person, they may share necessary information with the appropriate agencies and/or practitioners in response to their concerns, in compliance with data protection legislation. No more information than necessary should be shared.

The support of an Establishment Contact is available to all children, young people and their families. However, there is no obligation on children, young people and families to accept the offer of advice or support from a named person.

The named person should contribute to the assessment and planning process for children and young people who need extra support at key transition points. They should ensure effective transfer of information to the new named person.

From birth to beginning Primary School the named person is the Health Visitor.

During Primary and Secondary schooling, the named person role, Establishment Contact is usually fulfilled by a principal teacher, depute or head teacher (or other promoted teacher), depending on the size of the school.

Further information can be found in  
**[Appendix 1- Knowledge and skills required to deliver the role of the named person or Establishment Contact](#)**

## Additional Support for Learning Coordinators

Additional Support for Learning coordinators support staff to fulfil responsibilities and coordinate resources in planning to meet additional needs of learners.

Depending on the Size of the Establishment – **the role of the ASL coordinator will be fulfilled by one of the following;**



### Additional Support for Learning Coordinator

Early Years	Primary Schools	Secondary Schools	ASL Provision including Co-located
Team Leader	Principal Teacher	Principal Teacher	Principal Teacher Depute
Depute Head of Centre	Depute Head Teacher	Depute Head Teacher	Head Teacher
Head of Centre	Head Teacher	Head Teacher	Head Teacher

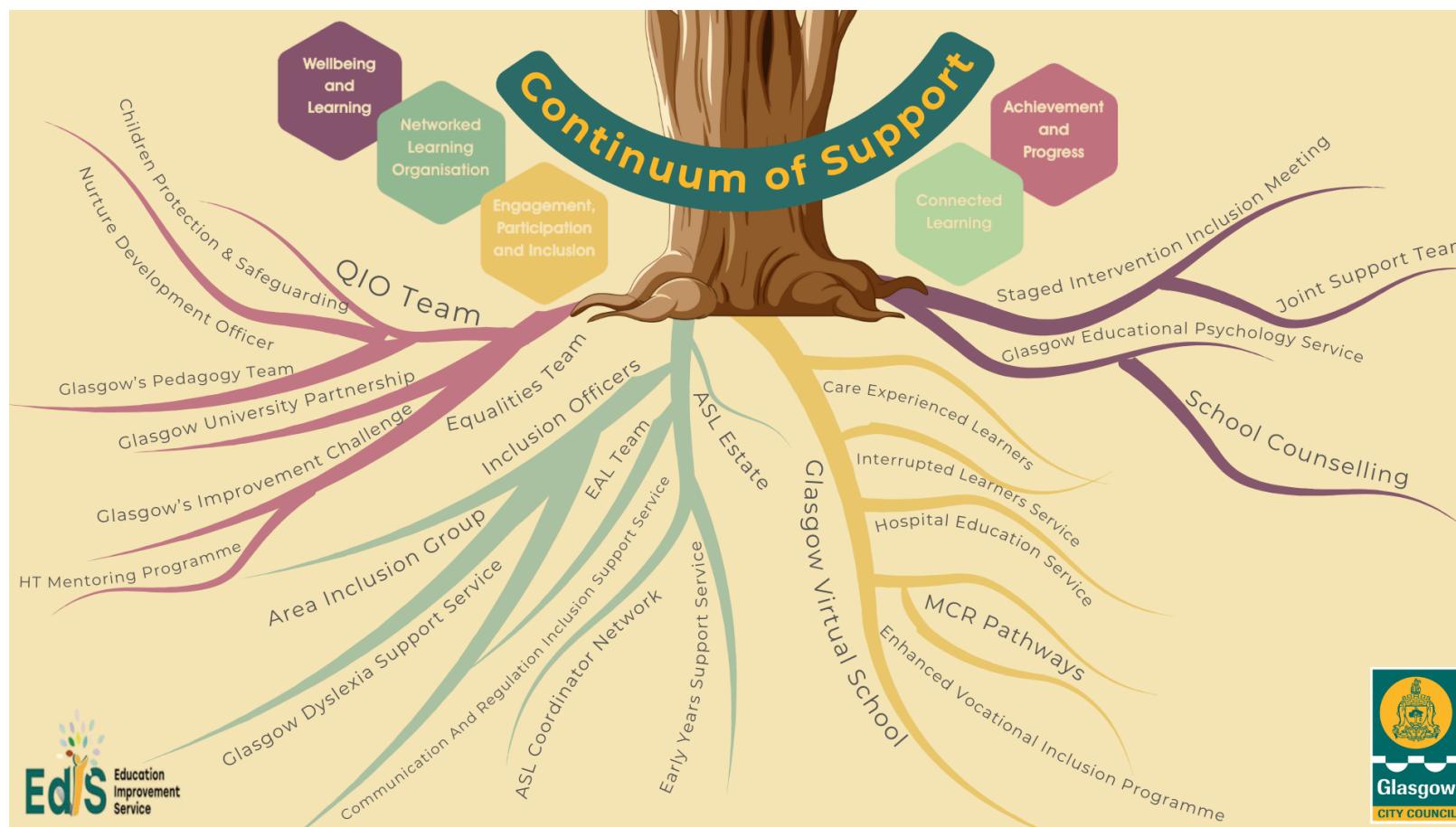
### Self-Evaluation to support improvement – How good is our Additional Support for Learning?

This **Self – Evaluation Toolkit** which can be found on **Go Glasgow** will help practitioners to evaluate provision and fulfilment of statutory duties and inform planning for improvement.

## Continuum of Support

### The Education (Additional Support for Learning) (Scotland) Act 2004

requires local authorities to provide appropriate support to all pupils who require it. Glasgow's **Continuum of Support** refers to the range of services to assist children and young people with additional support needs, ensuring they can reach their full potential and benefit from education.



# Assessing Wellbeing and Planning targeted support

## Universal approaches

In the first instance, establishments are expected to meet the learning and wellbeing needs of children and young people with robust universal support within their playrooms and classrooms. All children and young people will benefit from universal support built on a nurturing, child-centred ethos that promotes wellbeing, inclusion, equality, and fairness.

Well-designed curricular programmes and high-quality learning and teaching give each individual child and young person the best opportunities to learn, grow, and develop. This is core to our quality-assured approaches to universal support. All children and young people will normally participate in setting learning targets and in monitoring their own progress. To meet the needs of all children and young people, staff within establishments will work together effectively and support each other.



Figure – Universal Supports

## Identification and assessment of additional support needs

### Achievement and Progress

Children and young peoples' learning and wellbeing needs should be monitored as part of whole-establishment procedures for tracking and monitoring. If it is identified that a child or young person requires additional support, the **GIRFEC**

**National Practice Model** sets out a shared framework and approach to identification, assessment and analysis of a child or young person's needs.

The National Practice Model provides a consistent way for practitioners to work with children, young people and their families to understand the child or young person's individual growth and development in the context of their rights, unique family circumstances and wider world, exploring strengths, resilience, adversities and vulnerabilities.

It is the responsibility of all adults working with children and young people to work together to ensure that their needs are being met. Responsibility for identifying children and young people with additional support needs starts in the playroom or classroom with the practitioner, who is supported by Senior Leaders. The five key GIRFEC questions support all practitioners, at every level, from all agencies, in their role in supporting the wellbeing of all children and young people.

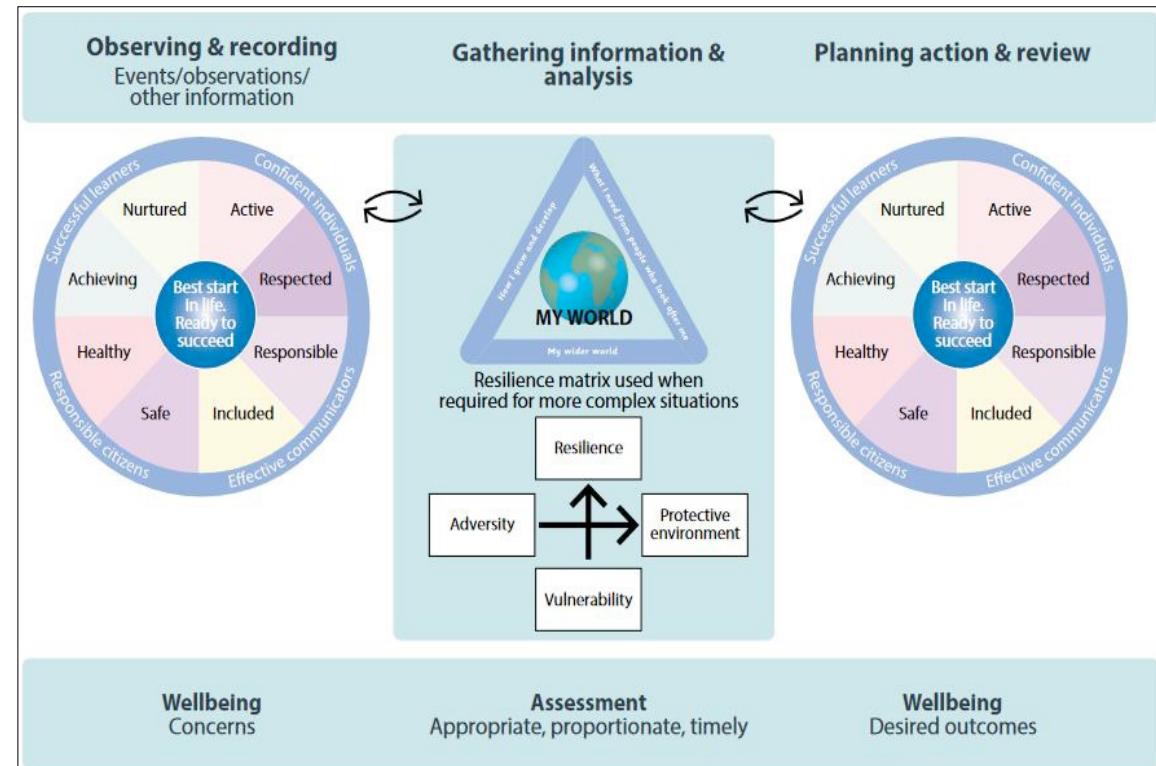


Figure GIRFEC National Practice Model

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

## Staged Intervention

If a child or young person requires additional support beyond the universal approaches, the Staged Intervention framework guides us in meeting their needs. Education Services places high priority on the early identification of children and young people who require additional support to ensure that action is taken that enables these children to achieve their full potential. Glasgow's Staged Intervention framework is designed to ensure that children and young people have their needs met in an open, fair, and consistent way. Staged Intervention reflects the fact that children and young people who face barriers to their learning and wellbeing require different levels of support and intervention. Staged Intervention is essential to effectively plan consistent additional support for learning within establishments, learning communities, and across the city.

Staged Intervention means that children and young people receive support at the right level to meet their needs. The forms of support required by individuals vary across and even within stages. A more detailed description of the **Staged Intervention Framework** can be found in [Appendix 2](#).

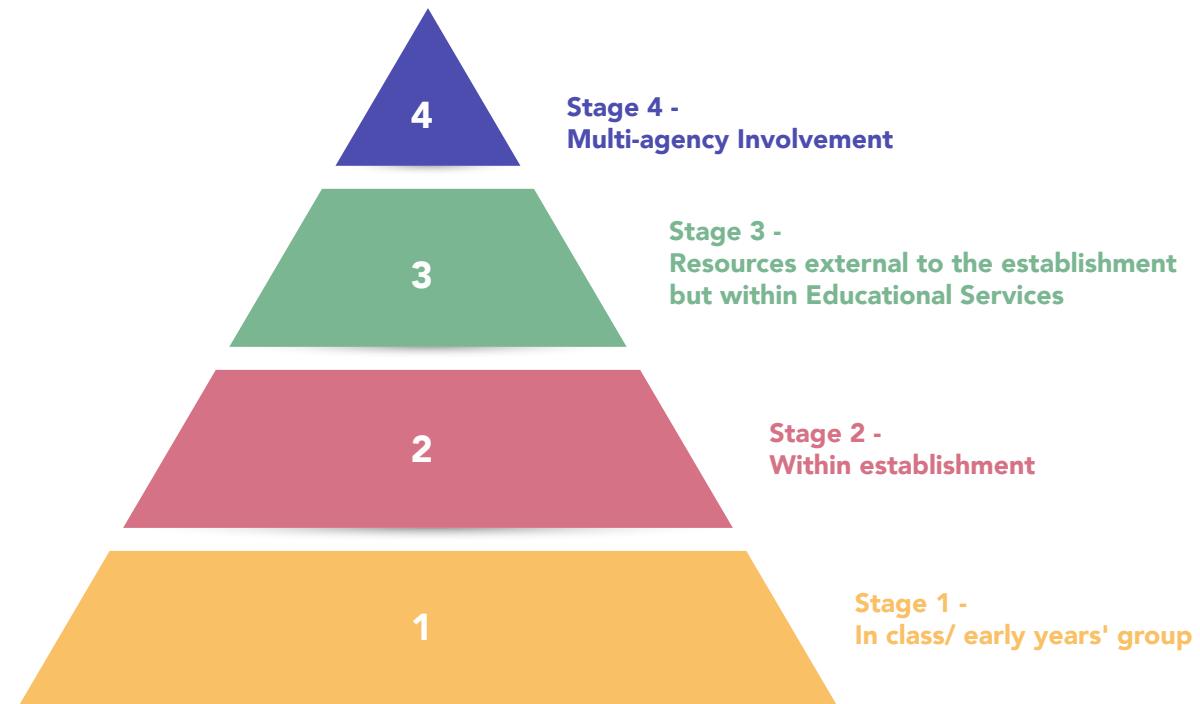


Figure – Staged Intervention

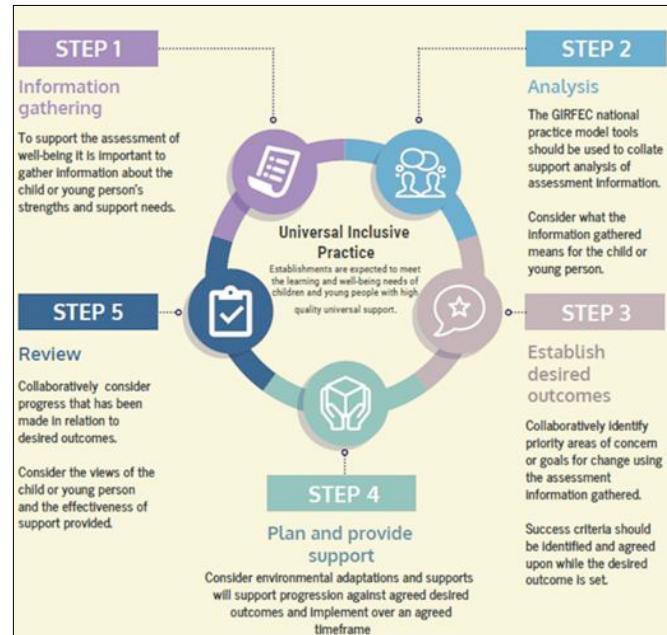


Figure – Staged Intervention Process  
Universal Inclusive Practice

A child or young person's level of Staged Intervention reflects the level of the support they require to meet their needs at any given point and is likely to change throughout their time in an establishment due to a range of factors. While common practice would be for children and young people to move between the levels of Staged Intervention in order, situations may arise where a child or young person's circumstances change very quickly, and their level of Staged Intervention will change to reflect this.

At any level of Staged Intervention, establishments may deem it appropriate to request advice or assessment from other agencies within Education Services, or from specialist external agencies such as Social Work or Health. This does not constitute a change in the child or young person's level of Staged Intervention unless those agencies then become involved in providing support. In most cases, the most appropriate forum for initial multi-agency advice and decision-making regarding support for a child or young person's needs is the Learning Community Joint Support Team (LC-JST).

Heads of Establishment and/or ASL Coordinators have overall responsibility for ensuring that records of Staged Intervention are accurate and up to date on SEEMiS Click +Go, and regularly reviewed.



Figure – Additional Support Needs  
Factors Giving Rise to Additional Support Needs

## The Wellbeing Assessment and Plan (WAP)

The Wellbeing Assessment and Plan (WAP) is an important tool in identifying and meeting the needs of all children and young people who require additional support. In Glasgow, all children and young people at Stage 3 or 4 of the Staged Intervention framework are expected to have a Wellbeing Assessment. If the Wellbeing Assessment indicates that additional support is required, then an Action Plan should be created by the designated establishment professional with lead responsibility for planning additional support. This should be done in collaboration with the child or young person, their parents or carers, with input from other colleagues and partner agencies who are involved in providing support. It is important to note however that acceptance of a Wellbeing Assessment and an Action Plan, if assessment indicates it is required, by children, young people, and their families is voluntary, and they are free to reject any proposed intervention that requires their cooperation, and they should be advised of this. In **Appendix 3** there is a template letter that may be adapted and issued by establishments to the parent or carer of a child or young person for whom a Wellbeing Assessment is being considered.

If a child, young person, parent, or carer does not give permission for a Wellbeing Assessment to be written, additional supports may still be provided by way of appropriate differentiation and reasonable adjustments being made within the classroom setting. Such cases should be recorded on Pastoral Notes within SEEMiS Click+Go. To ensure a continuum of support between establishments and sectors, as well as compliance with GDPR legislation around information sharing and security, Wellbeing Assessment and Plans must be completed via the SEEMiS Wellbeing Application or Gateway Application (Early Years). Further guidance can be found in **GCC Wellbeing Assessment and Plan Guidance** on Glasgow Online.

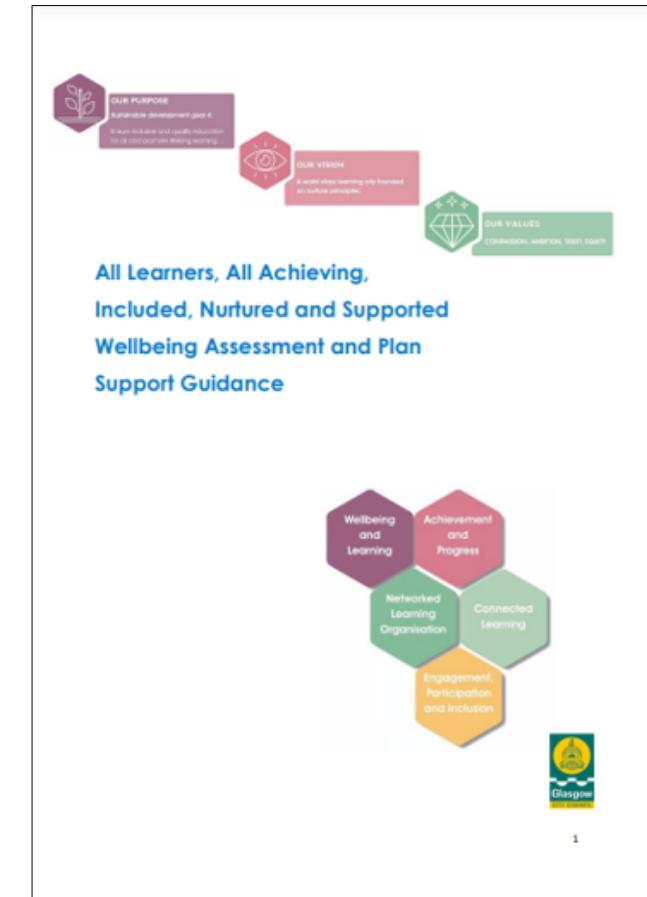


Figure Wellbeing Assessment and Plan Guidance

## Children and young people with diagnosed health conditions

Many children and young people will be required to take medication, or require assistance to maintain wellbeing, during the day. This may be short term for the majority, however, for others, this may be required on an on-going basis to support a health condition which, if not supported at school, could significantly impact on access to teaching and learning.

For the majority, as detailed above, this will be short term e.g. finishing a short course of antibiotics. However, others, who may suffer from conditions such as asthma or diabetes, may require some form of on-going daily treatment or monitoring of their condition.

Some may require emergency treatment for severe allergic reaction (anaphylaxis) or epilepsy. Children and young people with such conditions are regarded as having health care needs and with suitable support from within their education establishment, they can take part in most normal activities.

Senior Leaders should ensure that an Individual Healthcare Plan (IHP) is completed for any child or young person that requires on-going support in relation to a health care need, including those who may require emergency medicines.

All relevant staff should understand the agreed procedures and know where to access the plan. The IHP should be signed jointly by the parent or carer, and the child or young person if mature enough, and the Head of Establishment, to confirm agreement.

This plan should be reviewed and updated regularly and at least on an annual basis, or when medication is changed, in consultation with parents or carers and relevant medical staff. Where appropriate, the child or young person should also have an involvement in this review. A positive response by the establishment to assist with, and support, health care needs will not only support the child or young person's health but will be seen as allowing them to gain the full benefit of their education experience. Further advice and guidance is available in

**MC 97: Arrangements for the Supervision and Administration of Medication and Support of Healthcare Needs**

**Supporting children and young people with healthcare needs in schools: guidance.**

## Care Experienced Learners (CEL)

The **Education (Additional Support for Learning) (Scotland) Act 2004** is clear that every looked after child or young person has additional support for learning needs, unless a Wellbeing Assessment clearly evidences, they are, or are likely to be able to benefit from school education without additional supports. If the child or young person requires support, this should be in line with Staged Intervention Level 4. This will include monitoring educational attainment and provision of a Wellbeing Assessment and an Action Plan, where appropriate. The Wellbeing Assessment and Plan should reference and articulate the supports. A copy of this Wellbeing Assessment and any associated Action Plan must be held in the child or young person's file. Consideration should be given to, and recorded, regarding the need for a Co-ordinated Support Plan.

Although children / young people who are **previously looked** after or living in **non-looked after kinship placements** are not assumed to have additional support needs, good practice would be to consider similar levels of support offered to those with a legal definition of care.

The Designated Manager ensures that all members of the Senior Leadership Team and Pastoral Care or Pupil Support Staff are aware of which children or young people are care experienced. The Designated Manager should consider the other members of staff who need to know which children or young people are care experienced and communicate this to them. This should take into account the wishes of the child or young person and their parent or carer where appropriate.

When recording confidential information to share with school staff, establishments should record care experienced learners as: "**Family Circumstances**" rather than care experienced. Pupil Support/SLT could colour code that information in the spreadsheet and send staff the code in a separate email.

Senior Leaders will hold the detailed circumstances without the need for sharing with others. If young people are over 12 their consent should be sought in order to share with necessary staff. There should be sensitivity around this as some young people may not be aware that they are 'care experienced.'

The above takes consideration of UNCRC – right to privacy, but also consideration of what is in the "**best interests of the child**."

## The Promise

We aim to keep **The Promise** to ensure our young Care Experienced people grow up loved, safe and respected.

We facilitate training on **The Promise** across our establishments to support practitioners to achieve our aims:



Further guidance in relation to this can be found in the  
**Care experienced Children and Young People Definitions**  
**Document on Go Glasgow**

### Keeping The Promise- Further information

Report	Films	Resources
<b>Care Review Reports – Independent Care Review</b>	<b>I lac nothing</b>	<b>Education Scotland: Summary information relating to Corporate Parenting</b>
<b>Five Foundations infographics – Independent Care Review</b>	<b>Reforming Scotland's Care System with Love</b>	<b>Keeping Glasgow's Promise</b>
<b>Composite stories – Independent Care Review</b>	<b>The power of ONE caring adult</b>	<b>Glasgow City Council's Definitions Document</b>
<b>Keep the Promise –Education</b>		<b>Each and Every Child Toolkit</b>
		<b>Support from Corporate Parents – Who Cares? Scotland</b> <b>CELCIS Knowledge Bank</b>
		<b>Language Leaders – Children's Hearings Improvement Partnership</b>

## GIRFEC Child's Plan – Social Work

Establishment contacts should continue to formally request a copy of the Child's Plan for all children or young people:

- On a current CSO
- Currently looked after away from home
- On the Child Protection (CP) register
- On Young Person Support and Protection Procedures (YPSP)

If Child Plans are not being sent after two formal requests by phone or email:

- Record on pastoral notes as a significant event.
- Then raise with the Local Authority Child Protection Coordinator, who will raise with Social Work Service Manager.
- This procedure should be ongoing throughout the year.

The Social Work Child's Plan should be used to inform the single agency Education Wellbeing Assessment and Plan (WAP).

## Glasgow Virtual School (GVS)

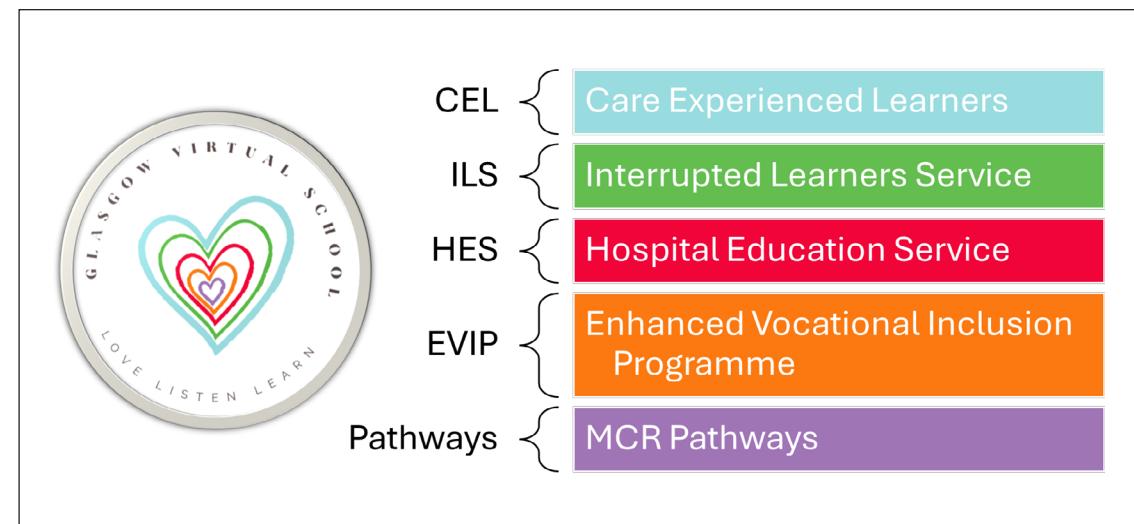
Our Vision – To work closely with schools to provide support to:

- **Care experienced children and young people, including those at the edge of care**
- **Interrupted Learners Service (ILS)**
- **Hospital Education Service (HES)**
- **Enhanced Vocational Inclusion Programme (EVIP)**
- **MCR Pathways**

We aim to ensure all learners are engaged in an appropriate learning pathway with a focus on improving education outcomes:

- Attendance
- Attainment
- Positive Destinations
- Reduced Exclusions
- Wellbeing

GVS Referral Guidelines can be found within **Key Documents on GoGlasgow**.



## Co-ordinated Support Plans

A Co-ordinated Support Plan (CSP) is a planning and working document, prepared by Education Services, aimed at ensuring that a multiagency approach to provision of support is set up and maintained for those most vulnerable children and young people who have enduring complex and/or multiple needs. The CSP is reviewed at least annually and can be adapted and changed as the child or young person's needs alter.

The CSP is a legal document defined within Section 2 of **the Education (Additional Support for Learning) Act 2004** (as amended), meaning that as a local authority we must make sure that the child or young person receives the support detailed in their plan. This means that the CSP is the **only** Statutory Plan within Education.

If an Establishment receives a request for a CSP they should contact Children and Young People's Services (CYPS) as they hold the central database and will send out supporting documentation and clarify the statutory timescales. The decision on whether or not a child or young person meets the criteria for consideration of a CSP is decided by the Head of Service. The decision on whether or not to open a CSP for the child or young person is made by the Head of Service.

- **A CSP can only be prepared for a child or young person, aged 3 or over, that a local authority is responsible for.**
- **The child or young person must have complex or multiple needs which have significant adverse effect on his/her learning.**
- **The additional support needs of this child or young person must last for more than a year.**
- **The Additional Support Needs must require input from agencies external to Education to meet those needs.**

As an authority we have an 8 week period to respond to the request and determine whether or not we will be initiating the process for consideration of a CSP and advise the parent or carer in writing. If the decision on the letter is that we are initiating the process, as we feel child or young person meets criteria, then we have 16 weeks to have carried out meetings with parents and agencies, drafted the CSP, gathered parent and child or young person's views or comments, finalised and sent out a copy of the CSP to parent or carer.

If a parent or young person is unhappy with decisions in relation to the CSP request they can refer the disagreement about the CSP to the Additional Support Needs Tribunal (called 'making a reference') this includes:

- Disputes regarding providing a Co-ordinated support plan.
- Disputes about content of Co-ordinated Support Plan.
- Disputes about reviews and timeframes.

Further advice and guidance on content and procedures in relation to Co-ordinated Support Plans can be found in **Co-ordinated Support Plan Guidance** link on Glasgow Online.

## Transitions

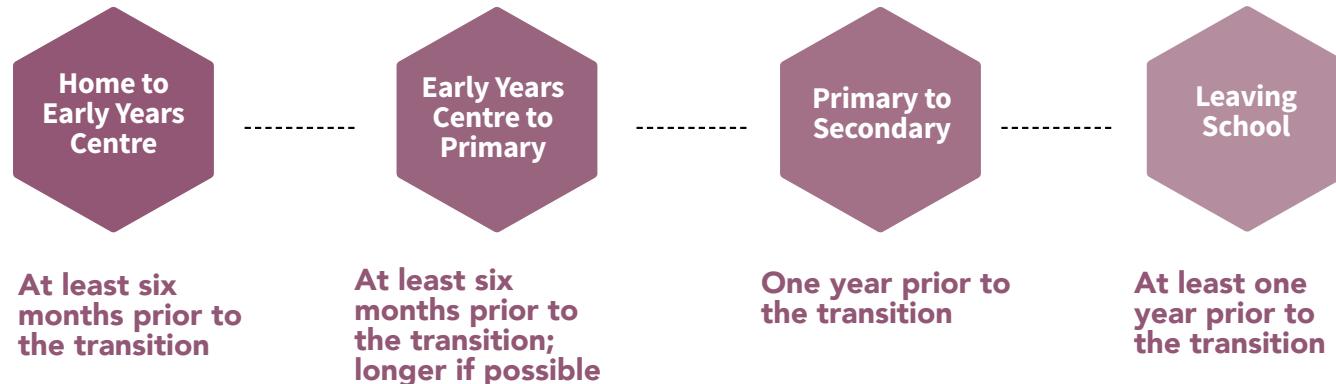
As outlined in **Realising the Ambition**, Transition is considered to be an adjustment over time to new contexts outside the family, where babies, children and young people experience changes to their social environment, to their routines, to what is expected of them and to the relationships they have with others in new situations. Key features which ensure a successful transition are child centred are communication, consistency, collaboration and culture. Vertical Transitions are the moves that children and young people make from stage to stage in their education, a nurturing approach encourages us to think of transitions in the widest context for example home to early years centre, early years centre to starting school, moving from one stage to the next, moving from one school to another, or leaving school. When a child or young person has experienced adversity, changes can trigger feelings of threat and hypervigilance. Some, but not all, children with additional support needs will require extra help to make transitions successfully.

All transitions into and across establishments and services in all sectors should be regarded as processes not events. How beginnings and endings are managed is important for our wellbeing, our sense of connection and belonging. The process is not complete until the child or young person with additional support needs is settled and progressing in the new situation. The Establishment Contact or named person must have in place clear plans to support the transition of a child or young person with support needs into or out of their establishments.

### Effective Transitions:

- **Learner centred**
- **Involves learner and parent or carer throughout the process**
- **Anticipatory and timely**
- **Proportionate to the level of need and inter-agency involvement**
- **Effective communication and information sharing with parents or carers and current and receiving partners**
- **Not a point in time, but a continuous process that is reviewed to take account of changing needs**

Where appropriate, the Establishment Contact or named person of the sending and receiving establishment should seek and take account of the advice from other relevant agencies including parents/carers as well as the child/young person. The timescales below for transition planning are set out in the **Education (Additional Support for Learning) (Scotland) Act 2004** as amended refer to the latest times by which a particular stage of the transition planning process should have been completed. However, in many cases it will be better to start this process earlier than 12 months before the expected transfer date to allow all those involved sufficient time for planning and help to avoid difficulties over timing with transition arrangements.



For children and young people of school age, therefore, transition planning meetings should be held at least one year before a child or young person leaves, or is admitted to an establishment, and progress should be reviewed at least six months before the transition.

Further support and guidance can be found in the ELC - Primary Transition Guidelines - links are available within [Appendix 4](#)

# Appendix 1

Lawfully record and process information, develop, use and manage a chronology in line with information sharing guidance.

Knowledge of the values and principles underpinning the GIRFEC approach; taking account of children's rights in line with the UNCRC

Work together with children, young people and families, including supporting them to fully participate, including where communication barriers exist, how to access appropriate support if required.

The relationship between a wellbeing need and a child protection concern and how to follow local child protection procedure. Be aware of the grounds for a referral to the Scottish Children's Reporters Administration (SCRA).

**Knowledge and skills required to deliver the role of the named person or Establishment Contact**

The use of the National Practice Model for the Assessment of Wellbeing. Recognise, evaluate and respond proportionately to a wellbeing need using a strengths-based approach.

Recognise when the response to wellbeing need (s) demonstrates a requirement for a Wellbeing Assessment and plan.

## Appendix 2

	<b>Level of Staged Intervention</b>	<b>Establishment Responsibilities (Responsibilities at each stage are in addition to those outlined at previous stages)</b>
1.	Children and young people with additional support needs that are being met through classroom-based differentiation, including in-class support from Support for Learning Workers	<p>Ongoing monitoring of progress through normal school processes for planning, monitoring &amp; tracking, profiling, and reporting.</p> <p>Level of staged intervention should be accurately recorded on the pupil's profile on SEEMiS Click and Go.</p>
2.	Children and young people who are being supported through additional establishment-based resources such as group work, literacy or numeracy interventions, Nurture groups, or school-based counselling. This includes children and young people with healthcare needs that require support from school, including monitoring and/or administering medication.	<p>A Wellbeing Assessment is not required at this stage but may be considered to identify additional support needs and inform next steps. If the Wellbeing Assessment indicates that additional support is required, then an Action Plan could be populated on the SEEMiS Wellbeing Application, subject to the consent of the young person and their parent or carer.</p> <p>Advice may be sought from SIIM or the Learning Community Joint Support Team (LC-JST). If a referral is being made to LC-JST then a WAP is required.</p> <p>An Individual Healthcare Plan (IHP) should be completed for each child or young person who has been diagnosed with a condition which may require healthcare support or give rise to the need for emergency or essential medication. Guidance on IHPs can be found in Glasgow City Council Management Circular 97.</p>
3.	Children and young people who are receiving targeted support from other Educational Services external to the Establishment but within Education. This includes all students who are in specialist educational provision including co-located and standalone ASN establishments.	<p>All children and young people at Stage 3 or 4 of the Staged Intervention framework are expected to have a Wellbeing Assessment. If the Wellbeing Assessment indicates that additional support is required, then an Action Plan should be populated on the SEEMiS Wellbeing Application, subject to the consent of the young person and their parent or carer.</p> <p>All reviews, consultations, and assessments carried out by partner agencies should be recorded as Significant Events in Pastoral Notes.</p> <p>Support should be reviewed annually as part of the establishment's ASN Review Cycle in addition to normal school processes for planning, monitoring &amp; tracking, profiling and reporting.</p> <p>Establishment should work in partnership with other Education Services to ensure they are meeting children and young peoples' needs.</p>
4.	Children and young people who are being supported by one or more agencies external to Education Services, such as Social Work, Health, or Third Sector agencies. This includes children and young people with healthcare needs that cannot be met by an IHP alone.	<p>Establishment should work in partnership with external agencies to ensure they are meeting pupils' needs.</p> <p>Consideration should be given to a Coordinated Support Plan (CSP)</p> <p>For Looked After children and young people, consideration should be given to the need for a Coordinated Support Plan, and this should be recorded annually as a Significant Event in Pastoral Notes.</p>

# Appendix 3

**OFFICIAL**

Dear parent/carer,

In line with Glasgow City Council policy, we think that [student name] would benefit from a Wellbeing Assessment. This is an online document created by staff within the Establishment to assess the specific needs of your child or young person and identify next steps in planning any additional support required. The possible outcomes of a Wellbeing Assessment could be no further action required because additional needs are being met through existing Universal Supports, Action Plan required, or another form of planning required, such an Individual Health Care Plan (IHP). It is designed to ensure that children and young people can access the right support, from the right services, at the right time. An Action Plan remains in place for as long as a child or young person requires it and is reviewed on an ongoing basis.

Your input as a parent or carer is invaluable when it comes to planning support for your child or young person as you as you have unique insight that can help us make sure the plan is effective. [student name's] views are also important as children and young people have the right to be involved in decisions about their support. By working in collaboration with you and [student name], we can develop a comprehensive plan that can help them achieve their full potential.

While the Wellbeing Assessment and Plan sits primarily within the Establishment, there may be occasions when we wish to consult specialist services such as Education Psychology, Health Services, and Social Work to ensure that a child or young person receives the correct support. In such cases, your consent will allow us to share this information with these agencies, in line with Glasgow City Council's privacy statement ([www.glasgow.gov.uk/privacy](http://www.glasgow.gov.uk/privacy)). There is also an expectation that any child or young person who already receives support from another agency will have a Wellbeing Assessment (and an Action Plan if required) created by their Establishment.

Without your consent – or your child if they are over the age of 12 - the Establishment cannot write a Wellbeing Assessment or Action Plan for [student name], and so we would ask you to indicate your consent by completing and returning the attached form.

If you have any questions about the process or wish to discuss further, please contact the Establishment directly and ask to speak to the person responsible for planning support for your child.

Yours sincerely

[Headteacher of Establishment]

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I give consent for [Establishment name] to carry out a Wellbeing Assessment and create an Action Plan, if required, for my child or young person.

Name of child/young person:	Date of birth:
<input style="width: 100%; height: 40px; border: 1px solid black;" type="text"/>	<input style="width: 100%; height: 40px; border: 1px solid black;" type="text"/>

Signature of parent / carer OR young person if over 12 years of age:

<input style="width: 100%; height: 40px; border: 1px solid black;" type="text"/>	<input style="width: 100%; height: 40px; border: 1px solid black;" type="text"/> Date:
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**OFFICIAL**

## Appendix 4

Organisation/Resource	How to access	Description
<b>Support Services</b>		
<b>CAMHS- Child and Adolescent Mental Health Services</b>	<p>Video Clips available to view regarding the CAMHS Service.</p> <p>CAMHS Information for Referrers (short version): <a href="https://www.youtube.com/watch?v=OJQYRsTn-dg">https://www.youtube.com/watch?v=OJQYRsTn-dg</a></p> <p>(long version): <a href="https://www.youtube.com/watch?v=UQcLU0qekco">https://www.youtube.com/watch?v=UQcLU0qekco</a></p> <p>CAMHS Information for Children &amp; Young People: <a href="https://www.youtube.com/watch?v=lx8LQ-4T0X8">https://www.youtube.com/watch?v=lx8LQ-4T0X8</a></p> <p>CAMHS Information for Parents &amp; Carers: <a href="https://www.youtube.com/watch?v=fTSQRnl5zBc">https://www.youtube.com/watch?v=fTSQRnl5zBc</a></p> <p>South: New Gorbals Health and Care Centre 2 Sandiefield Road Glasgow G5 9AB Tel: 0141 201 5031</p> <p>East: Templeton Business Centre 62 Templeton Street Bridgeton G40 1DA Tel: 0141 277 7515</p> <p>North: Woodside Health and Care Centre 891 Garscube Road Glasgow G20 7ER Tel: 0141 201 5640</p> <p>West: The West Centre 60 Kinfauns Drive Glasgow G15 7TS Tel: 0141 207 7100</p>	CAMHS aim to support children and young people with moderate to severe mental health difficulties.
<b>EAL Service Glasgow</b>	<p>Internal Glow Tile- information, advice, training and resources for teachers and support for learning staff</p> <p><a href="https://glowscotland.sharepoint.com/sites/grp-ealtestgroup">https://glowscotland.sharepoint.com/sites/grp-ealtestgroup</a></p>	The EAL service works with bilingual and multilingual learners across all schools and EYCs.
<b>Early Years Support Service</b>	<b>Early Years Support Service further information and referral information</b>	The Early Years Support Service is one team with two strands which are Outreach and Transition. The transition strand is for children and their families who are not yet accessing their local early years settings, who have an identified additional support need and are over 18 months. Referrals are made via health (with parental consent). The team will support the child, their family and the local EYC throughout the transition into education. The outreach team support inclusion in EYCs and primary schools across early level.
<b>Enquire</b>	<a href="https://enquire.org.uk/professionals/professionals-resources/">https://enquire.org.uk/professionals/professionals-resources/</a>	Enquire provides expert advice and information on law and guidance around additional support for learning, and on families and schools working together. This can help establishments understand their responsibilities and the rights of children and young people and their families.
<b>Glasgow Dyslexia Support Service</b>	<p>Internal informative blog – information, advice, training and resources for staff - <a href="https://blogs.glowscotland.org.uk/gc/dyslexiagccgds/">https://blogs.glowscotland.org.uk/gc/dyslexiagccgds/</a></p> <p>External website – information for parents and activities for children to undertake at home <a href="http://www.gdss.glasgow.sch.uk/default.aspx">http://www.gdss.glasgow.sch.uk/default.aspx</a></p>	<b>Glasgow Dyslexia Support Service</b> provide advice, training and support for pupils, schools and parents.
<b>Glasgow Educational Psychology Service</b>	<p><a href="https://blogs.glowscotland.org.uk/glowblogs/glasgowpsychologicalservice/">https://blogs.glowscotland.org.uk/glowblogs/glasgowpsychologicalservice/</a></p> <p>Glasgow Psychological Service works within the Staged Intervention Framework, by offering advice and consultation within the forums of SIIMs (Staged Intervention and Inclusion Meetings) and LC-JSTs (Learning Community – Joint Support Teams). Glasgow Psychological Service may also become directly involved in supporting individual children and young people and their families, within stages 3 and 4 of the Staged Intervention Framework following referral via SIIM or JST. They have created a short guidance video and resources. Click on this hyperlink: <b>SIIM and JST Guidance and use the password: siimandjst</b></p>	Information, advice, training and resources for teachers and support for learning staff, as well as other useful links to GMWP, Nurturing Me and other resources to support assessment and supporting children and young people in meaningful involvement with the process.
<b>Glasgow Virtual School</b>	<b>Glasgow Virtual School</b>	GVS work closely with schools to provide support to care experienced children and young people including those on the edge of care. They also oversee the Interrupted Learners Service, Hospital Education Service and the Enhanced Vocational Inclusion Programme.
<b>Greater Glasgow and Clyde Child &amp; Adolescent Diabetes Service</b>	<p><a href="http://www.ggc-youngdiabetes.org/">http://www.ggc-youngdiabetes.org/</a></p> <p>Can be contacted for information or advice or if staff training is required, either by telephone at 0141 201 0331 or e-mail at <a href="mailto:childrenwithdiabetes@ggc.scot.nhs.uk">childrenwithdiabetes@ggc.scot.nhs.uk</a></p>	GGC Child & Adolescent Diabetes Service website and written teaching materials are designed to help children, young people, families, and those supporting them in schools and hospitals in the management of this condition. The diabetes team will provide training for staff and be available for general queries, but families also need to provide information specific to their child. A comprehensive information booklet designed for education staff can be found on this website along with information videos and practical demonstrations.
<b>Neurodevelopmental Team</b>	Neurodevelopmental Team – <a href="mailto:ggc.neurodevelopmentadmin@ggc.scot.nhs.uk">ggc.neurodevelopmentadmin@ggc.scot.nhs.uk</a> 0141 201 5255	The Neurodevelopmental Team provides diagnostic assessment for children and young people (C&YP) to help them understand their neurodevelopmental differences and support needs
<b>Paediatric Occupational Therapy</b>	<p><a href="https://www.nhsggc.org.uk/kids/healthcare-professionals/paediatric-occupational-therapy/">https://www.nhsggc.org.uk/kids/healthcare-professionals/paediatric-occupational-therapy/</a></p> <p>Occupational Therapy Advice Line – Tuesdays 1330hrs to 1600hrs and Fridays 0930hrs to 1200hrs 0141 531 6536</p>	Occupational therapists support participation in every day activities.
<b>School Nursing Service</b>	<p>School Nursing Service Referral Form Completed form(s) should be sent to:</p> <p>North East Locality: <a href="mailto:SchoolNursing.NELocality@ggc.scot.nhs.uk">SchoolNursing.NELocality@ggc.scot.nhs.uk</a></p> <p>North West Locality: <a href="mailto:NWChildren.FamiliesSchoolHealth@ggc.scot.nhs.uk">NWChildren.FamiliesSchoolHealth@ggc.scot.nhs.uk</a></p> <p>South Locality: <a href="mailto:South.IAF@ggc.scot.nhs.uk">South.IAF@ggc.scot.nhs.uk</a></p> <p>Please use "REFERRAL FOR SCHOOL NURSE SERVICE" as the subject header when emailing your referral to this mail box</p>	<b>The School Nursing Service</b> will provide health services to meet the needs of school aged children and young people agreed 5 - 19 years in education. The model and interventions will allow the specialist school nurse role and wider School nursing team to focus services on the two identify areas of priority Children and Young People affected by:
		<ul style="list-style-type: none"> <li>• Emotional/Mental Health and wellbeing concerns</li> <li>• Child protection /Vulnerability.</li> </ul>
<b>Speech and Language Therapy</b>	<p><a href="https://www.nhsggc.org.uk/kids/healthcare-professionals/paediatric-speech-and-language-therapy/">https://www.nhsggc.org.uk/kids/healthcare-professionals/paediatric-speech-and-language-therapy/</a></p> <p>Speech and Language Therapy Advice Line – Wednesdays 1300hrs to 1600hrs, 0141 211 6056 and Fridays 0930hrs to 1130hrs. 0141 531 6843</p>	<b>Speech and Language therapists</b> assess and support children and young people with communication and / or eating and drinking difficulties.
<b>Wee Minds Matter</b>	<b>Wee Minds Matter</b>	Wee Minds Matter are the Infant Mental Health service which provide specialist support to parents and their babies from pregnancy up to three years of age.
<b>RESOURCES</b>		
<b>All Behaviour is Communication</b>	<b>All Behaviour is Communication Information and Resources</b>	The All Behaviour is Communication Training programme aims to support improving relationships and understanding of behaviour in schools and Early Learning Centres. The programme is based on a cascade training framework with trainers being Trained by a core delivery team over one day with follow up re-connector sessions. The core delivery team is from Glasgow Educational Psychology Service.
<b>Autism Professional Learning Framework</b>	<b>Autism Professional Learning Framework</b>	Glasgow's professional learning framework is structured on three levels. This is an interactive framework that will be developed in relation to changing needs of our learners. It provides access to evidence informed approaches and guidance that leadership teams can include as part of the improvement planning process as well as containing information and resources that can be used by individuals as and when needed.
<b>A Whole School Approach to Loss and Bereavement</b>	<p><b>A Whole School Approach to Loss and Bereavement</b></p> <p><b>Further information on Loss and Bereavement from Glasgow Educational Psychology Service.</b></p>	This document is intended for anyone who requires advice on issues relating to loss, grief, and bereavement. Sections include how children understand death at different ages, supporting children and young people with Additional Support Needs through loss and bereavement and the impact of peer help and social media.
<b>CIRCLE Framework</b>	<p><b>CIRCLE resource to support Inclusive Learning and Collaborative Working (Primary and Secondary)</b></p> <p><b>Up, Up and Away (Early Years)</b></p>	The CIRCLE Framework is a resource to support the inclusion of all learners within the school environment. It includes checklists and planning tools which can be used by individual practitioners or collaboratively with peers. It supports practitioners to consider the social environment, physical environment, structures and routines and motivation. Up, Up and Away supports inclusive learning and collaborative working within the Early Years setting. It helps practitioners to consider the environment, provides assessment tools and ideas to engage with parents/carers.
<b>Glasgow Early Years website</b>	<b>Glasgow Early Years</b>	This website provides information on policies, procedures and training to support all providers of Early Learning and Childcare within Glasgow.
<b>Inclusion, Wellbeing and Equalities Professional Learning Framework</b>	<b>Inclusion, Wellbeing and Equalities Professional Learning Framework</b>	Supports whole-establishment teams and individual practitioners to reflect and self- evaluate under the themes of inclusion, rights and equalities, relationships, wellbeing and care.
<b>Keeping the Promise Award Programme</b>	<b>Further information available from Glasgow Virtual School</b>	To support practitioners in developing their awareness and understanding of The Promise - the commitment made by the Scottish Government to improving the educational experiences and outcomes for Scotland's most disadvantaged children and young people. Trainer Sessions will be offered each academic session by GVS. Sign up available on CPD Manager and all materials can be accessed following completion of the training.
<b>Language and Communication Friendly Establishment</b>	<b>Supporting Glasgow's Learners: Policy into Practice The Language and Communication Friendly Establishment</b>	A framework to support and develop whole school language and communication skills of all children. It can be used as a self-evaluation tool allowing establishments to work towards 'Language and Communication Friendly' status.
<b>NHS KIDS</b>	<b>Kids Independently Developing Skills (KIDS)</b>	Information from NHS to support child development and sensory needs including questionnaires and activities.
<b>Planning Personalised Pathways</b>	<b>Planning Personalised Pathways</b>	Glasgow developed this guidance to support an informed system which achieves the best outcomes for learners with complex additional support needs.
<b>ELC - Primary Transition Guidelines</b>	<b>Glasgow Online ELC Primary Transition Guidelines</b> Transition   Glasgow Early Years Password: GTEEC	These ELC to Primary Transition Guidelines are designed to be used in all ELC and primary settings in Glasgow to support effective transitions.
<b>Whole School Approaches to Nurture</b>	<b>Whole School Approaches to Nurture Document</b>	A framework to support the implementation and self-evaluation of nurturing approaches in schools and early learning and childcare settings.

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