

West Partnership Event

Complex Additional Support Needs



Glasgow Educational Psychology Service
nurturing wellbeing and learning

What were we seeing in Glasgow?

ASL establishments feeling disconnected and isolated from the learning community model

Mainstream establishments finding differentiation and tracking for complex learners difficult to evidence

The increase in stressed and distressed behaviours

**ASL establishments
feeling disconnected
and isolated from the
learning community
model**

“ASL is very
much out of
sight, out of
mind.”

- ASL School
HT



What we did: ASL SIIM



Termly meetings

All ASL standalone provisions

Individual learner
discussions and themed
discussions

Partnership working

What were the outcomes?

Practitioners had access to high-quality, relevant peer support and consultation with other agencies.

The ASL sector had a dedicated forum where their practice was valued, shared, and supported.

Improved partnership working between GEPS, SLT and the ASL sector.

How do we know?

Evaluation feedback from establishments:

‘Articulating cases out loud encourages reflection.’

‘Knowing you're not the only school facing challenges!’

‘Better peer advice – would not get the same level or quality of supports and strategies than can be achieved at LC-SIIMs/JSTs.’

‘Format of SIIM with the primary/secondary feeders is better as there can be more knowledge of families, pupil history and transitions.’

Feedback from partners:

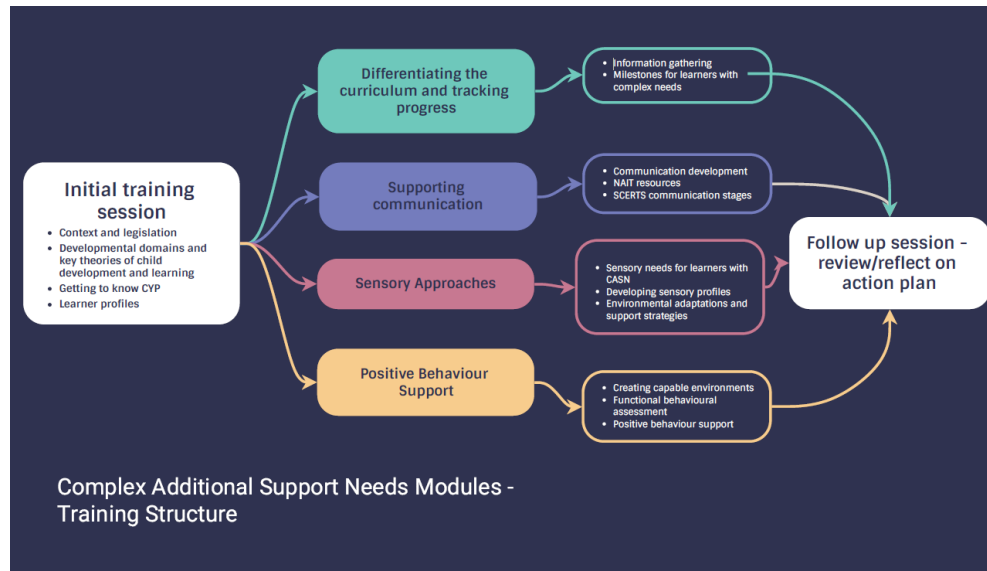
‘We were so glad to be included yesterday, it's so valuable to work together. I thought it was clear the difference in the positivity at the end of the meeting compared to the beginning. Great ideas from everyone and we look forward to being part of it.’

Mainstream establishments finding differentiation and tracking for complex learners difficult to evidence

“I was going into nurseries, and they were using the 0-3 curriculum for five-year olds. All I could think was how must that feel for the parents to know that?”
- EP



What we did: CASN Modules, and Foundation & Milestones Tracker



Foundation and Milestones Tracker Implementation Guide

This guidance is intended to support practitioners with the Foundation and Milestones tracker. It is intended to be used alongside the Milestones guidance available on the Education Scotland website.

Who is it for?

The Milestones resource is for use by any member of education staff supporting children with complex needs working at pre-early level of the Curriculum for Excellence. It can be used for children at any age and in any establishment. Practitioners have found the Milestones resource and the Foundation Milestones tracker particularly useful when progress has been difficult to evidence and when progress is in small steps or non-linear (e.g. when learners seem to regress, plateau, or are inconsistent). It is recommended that practitioners familiarise themselves with the Milestones resource, particularly the Continuum of Engagement and the Types of Support, before using the Milestones tracker.

[Link to Milestones Resource](#)

When would you use it?

The Milestones tracker can be used when you want to track progress of learners working at pre-early level due to the nature of their complex needs and to evaluate the effectiveness of the experiences and supports you are offering. It is intended to track individual learning and can be used alongside other documents which will help you plan effective learning experiences.

[See Appendices on Implementation Guide](#)

How would you use it?

There is no prescriptive way to use the Foundation/Milestones tracker. It is intended to be used as a tool to track and monitor the progress of individual children. The Milestones contained within the tracker are based upon the Experiences and Outcomes taken from the Early level of Curriculum for Excellence. The tracker can be used to support target-setting and for tracking and monitoring the progress of those children with Additional Support Needs (ASN).

For each Milestone you can record the level of engagement that the child is showing as well as the level of support required for them to engage with the experience. This is based upon the Continuum of Engagement and Types of Support contained within the Milestones resource. To demonstrate progress, you would anticipate that the level of engagement would increase over time as the level of support decreased. For our most complex learners, this may mean that the focus is on the same Milestone for a prolonged period of time but you as a practitioner are still able to report on the small but incredibly important incremental steps learners with complex ASN make.

There is a digital version and a Word version of the Milestones tracker available. On the digital version of the tracker, you are only able to select one type of support. It is recommended that you select the most intensive type of support you are using as the aim would be to reduce the level of support over time. You may wish to do this for the Word document as well due to limited space.

The table to the side provides examples of support and indicates how support could potentially be reduced over time. Please note that it may not be appropriate to reduce or change the support given the child's needs. For example, an autistic learner may always benefit, and prefer, to use visuals. The 'insert comment' function can be used in the digital version to provide more information on the preferred and most effective types of support.

The tracker should be completed in collaboration with staff members who know the child and shared with

Intensity of support	Type of support	Examples of support
	Physical supports	- Hand under hand - Cueing - Moving and handling needs - Making activities accessible - Personal care
	Gestural supports	- Mimicry - Pointing and directing - Being animated when talking or telling stories - Intentional interaction - mimicking their gestures
	Visual supports	- Using objects of reference, photographs, symbols - Visual timetable - Emotional regulation tools - Social stories - Picture cards
	Verbal supports	- Prompting and cues - Expectant pause - Ready, Steady, Go! - Reassurance - Limited and developmentally appropriate language - TALK strategies from LCP
Can be used alongside other supports as necessary	No support	- No support required - Can work independently
	Support via technology	- Using switches - iPad apps - Communication aids - Speech to text software

	Definition of Terms
Acquiring	At the early stages of learning a new skill or engaging with new knowledge, a learner can be seen as acquiring. They may still require significant support and prompting, and their ability may be inconsistent. Note: You may need to revise level of target or type of support if learner is struggling to acquire a new skill or knowledge.
Fluent	When the learner is fluent, they will become more confident and consistent but still require some support and prompting in using the skill or knowledge. Note: Learners with complex needs may have times of regression; you may need to revisit skills and supports to reflect the non-linear progress.
Generalised	Over time, the learner demonstrates consistent and independent application across a range of contexts, and can apply it in different and new situations. At this stage it can be called generalised. Note: Learners with complex needs may need more time and supports to generalise skills and knowledge; this may require more explicit teaching across contexts.

Pre - early Level Tracker						
Reading	Enjoyment & Choice LIT 0-01a LIT 0-11a LIT 0-20a LIT 0-01b	Shows an interest in rhymes, stories and/or text	Shows an interest in and makes a choice between a familiar rhyme, story and/or text	Anticipates or reacts to parts of a rhyme, story and/or text	Anticipates and responds to known events in familiar texts, songs, rhymes and/or stories	Demonstrates an awareness of the conventions of handling a storybook or text for example: o Turning a page o Left to right o Holding book right way up o Identifying front and back of a book o Knowing the difference between a picture and text
		Type of Support	Type of Support	Type of Support	Type of Support	Type of Support
		Continuum of Engagement	Continuum of Engagement	Continuum of Engagement	Continuum of Engagement	Continuum of Engagement
	Tools for Reading ENG 0-12a LIT 0-13a LIT 0-21a	Recognises when a story starts and finishes	Matches objects, photos, pictures, symbols and/or text	Sorts objects, photos, pictures, symbols and/or text	Demonstrates an awareness that symbols and print carry meaning; for example, by pretending to read the print	
		Type of Support	Type of Support	Type of Support	Type of Support	
		Continuum of Engagement	Continuum of Engagement	Continuum of Engagement	Continuum of Engagement	
	Finding & Using Information LIT 0-14a	Scans and tracks symbols and/or pictures	Makes a choice using symbols and/or pictures	Recognises and begins to read social sight words	Recognises familiar words and/or names	Recognises some familiar words in a storybook or text
		Type of Support	Type of Support	Type of Support	Type of Support	Type of Support
		Continuum of Engagement	Continuum of Engagement	Continuum of Engagement	Continuum of Engagement	Continuum of Engagement

READING LISTENING & TALKING

What were the outcomes?

Practitioners have improved knowledge and understanding in supporting developmentally early learners in our establishments.

Increased access to resources and materials to assess and implement strategies effectively.

Practitioners have an increased understanding of when and how Milestones should be implemented in practice to meet the needs of their most complex learners.

Evidence that all sectors, including those in ASL, are using the document and finding it useful. This was especially noted at points of transition.

All children and young people in Glasgow have access to tracking and monitoring documents that reflect their individual stage of development.

How do we know?

“Having that tracking and being able to identify really made people understand certain behaviours and where they were at – their level of play and things... and that understanding helps people to deal with that kind of behaviour and thanks to that it all went hand in hand.”

“I think this will improve outcomes for learners because it will allow teachers and practitioners to take a closer look....and reflect on where their learners are at and how best to plan for their development”

‘It’s been really good for being able to assess and track every single child, no matter what, in all areas of the curriculum.’

‘I now have a clearer understanding that the learning doesn't need to follow a straight progression.’

Over 100 staff
members from EY
and PS
establishments
have accessed
training

‘The learning planning personalised pathways, will support and enhance documentation and strategies particularly learners profiles.’

‘It reminded me of the importance of viewing all behaviour as communication. I'll look forward to using the tools in future.’

The increase in stressed and distressed behaviours

**Behaviour in Scottish
Schools 2023**

‘Two thirds [of staff] (67%) had encountered general verbal abuse, 59% physical aggression and 43% physical violence between pupils in the classroom in the last week.’

What we did:

Whole School Approaches

Positive Behaviour Support

Person-centred, rights-based approach focused on improving quality of life

Prioritises proactive and preventative strategies and supports

Planning based on functional assessment has been found to have more positive outcomes

Focus on universal support – capable environment

**Level 3.
Individu
alised**

**Level 2.
Specialist
Support**

**Level 1. Universal
Support**

Low Arousal Approach

Prioritise calm, non-confrontational responses to distress, aiming to reduce arousal

Person-centred and trauma-informed – understanding the individual's needs and experiences

Avoidance of restrictive practices: should be minimised or avoided entirely

What were the outcomes?

A reduction in the use of physical interventions, both restraints and seclusion within the participating schools.

An increased focus on the environment and a more child-centred approach.

An improved understanding of staff/parental wellbeing and the importance of looking after their own regulation.

A shift in mind-set towards children and young people being more than their distressed behaviours.

GEPs EPs feeling more confident of what they can offer to ASL establishments.

Improved partnership working with LD-CAMHS.

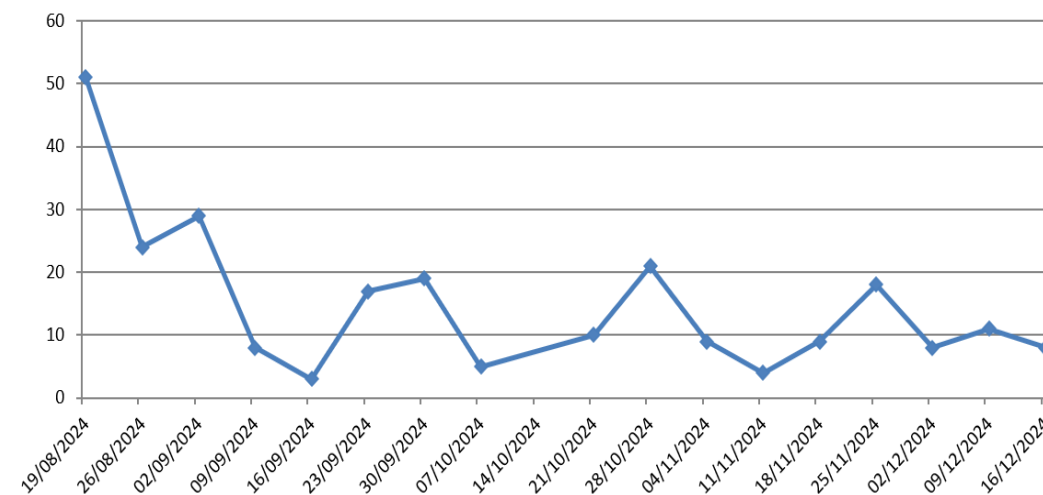
How do we know?

97% of participants of the follow up training rated the training 'useful' or 'very useful' in contributing to developing their practice.

Participants said that the training helped them think about 'best practice for learners and helping support their regulation skills and how to create a supportive environment for learning' and supported them to 'support staff and pupils more efficiently when pupils are distressed.'

Parent reported that her CYP was more regulated in the home, she felt safer and everyone in the home felt less stressed.

"I feel like shouting to the world to every parent to come to it, they missed out. I feel like I just stepped into a gold mine."



'The old approach was easier, quicker and if you had the right staff you did it [restraint] more often, Which isn't a good thing but maybe it was easier for us.' (SLT)
'Making us think about the realities of our own regulation.'
'It will ensure a safer practice.'

Next steps for GEPS...

- Continuing to work with LD CAMHS and piloting new forums to meet the needs of these CYP.
- Exploring different options of service delivery to the ASL sector.
- Continuing to improve our own CLPL.
- Continued focus on restraint reduction as outlined in our 'Nurturing Relationships' policy.
- Using research skills to analyse the profiles of those in the ASL sector to inform future strategic planning.

Discussion prompts...



What are your working relationships like with LD-CAMHS or other relevant agencies?

What are the main difficulties emerging in the ASL sector within your own context?

Is there scope for joint working with ASL establishments across the West Partnership?