

Education Services

**Supporting all Children and Young People to Achieve Success**

Every Child Is Included and Supported: Getting it Right in the Nurturing City

Revised June 2022 Updated August 2025

*‘TACKLING EDUCATIONAL INEQUALITY DOES NOT MEAN SACRIFICING HIGH STANDARDS. COUNTRIES WITH HIGHER AVERAGE ACHIEVEMENT TEND TO HAVE LOWER LEVELS OF INEQUALITY... BRINGING THE WORST PERFORMING STUDENTS UP DOES NOT MEAN PULLING THE BEST-PERFORMING STUDENTS DOWN.’* ***UNICEF (2018)***

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Part 1 – Vision, Values and Purpose

1. Introduction

National Context

Inclusive practice within Glasgow is underpinned by national legislation and policy. The Children and Young People (Scotland) Act 2014 and the Education (ASL) (Scotland) Act 2004 and 2009 update outline the legal responsibility for local authorities to ensure the improvement of outcomes for children and young people and outlines a system for identifying and addressing the additional support needs of children and young people. The ASL Action Plan was published by the Scottish Government and COSLA, in response to the Morgan Review (2020).

Within Glasgow[, the Staged Intervention model](https://www.goglasgow.org.uk/Pages/View/48) of support is used to ensure the implementation of the key principles and drivers outlined within these national legislative and policy frameworks and guidelines. The Area Improvement Group (AIG) is embedded within Glasgow’s staged intervention model, working collaboratively with education establishments to provide a range of support through consultation and intervention.

Policy

Legislation

**Figure 1:** Key national legislation and policy considerations

Local Context

In addition, local priorities, policy, and guidelines provide a clear vision for the inclusive support of all children and young people within Glasgow, keeping the principle of inclusion at the heart of nurturing schools. The AIG embeds the following local priorities and policy within its aims, values, and rationale to ensure that all children and young people are provided with the most appropriate education environment to meet their full potential.

**Figure 2**: Key local priorities and policy considerations.

The following paper aims to outline the purpose of the AIG, which is embedded in national and local legislation and policy, and the processes within the staged intervention model. It outlines the aims, values and rationale for the group and provides information on the key structures and processes involved.

# Our Vision

Our vision is that the work of the Area Inclusion Group, as part of a wider collaborative, will support all children, young people, and their families to belong to their local school and community and achieve success.

Through effective staged intervention, all children and young people are provided with the appropriate learning opportunities, environment, and support to achieve and flourish within their local community and education establishment.

# Our Purpose

To support the implementation of national and local legislation, policy, and priorities in relation to additional support needs and inclusive practice, the AIG aims to contribute to the staged intervention process to:

* support schools to provide a well-managed and flexible approach to personalisation to facilitate a fairer, more equitable and efficient use of resources tailored to the individual wishes and support needs of the child or young person and their family.
* improve a wide range of outcomes for children and young people, including but not restricted to educational outcomes as a recognition that all outcomes for children and young people are inter-related.
* promote inclusive practice to tackle the factors that disadvantage children and enhance the factors that support them.
* combine high quality learning and equity and focus on the least intrusive support to ensure learners are present, participating, supported, and achieving.
* provide wider opportunity for collaboration, consultation, advice, and support to build capacity and confidence of those working with children and young people to promote a sense of ownership and belonging within the local school environment.

# Our Values

The values of the AIG outlined below (figure 3) are underpinned by the values of the city of Glasgow and those outlined in national policy in relation to supporting additional support needs and inclusion. These values link closely to the themes identified within the national Support for Learning: All Our Children, All their Potential review and shown below:

|  |  |
| --- | --- |
| Value | Theme |
| building and maintaining constructive relationships throughout based on trust | [**Theme 6**: Relationships between Schools and Parents and Carers (p46)](https://www.gov.scot/binaries/content/documents/govscot/publications/independent-report/2020/06/review-additional-support-learning-implementation/documents/support-learning-children-potential/support-learning-children-potential/govscot%3Adocument/support-learning-children-potential.pdf) |
| maintaining a high level of awareness of the context in which staff are operating, of their feelings and reactions to the process and of our own approach and its impact. | [**Theme 5:** Workforce Development and Support (p40)](https://www.gov.scot/binaries/content/documents/govscot/publications/independent-report/2020/06/review-additional-support-learning-implementation/documents/support-learning-children-potential/support-learning-children-potential/govscot%3Adocument/support-learning-children-potential.pdf) |
| Honest, non-judgemental relationships between parents and schools, with unconditional positive regard for their child | [**Theme 8:** Understanding Rights (p55)](https://www.gov.scot/binaries/content/documents/govscot/publications/independent-report/2020/06/review-additional-support-learning-implementation/documents/support-learning-children-potential/support-learning-children-potential/govscot%3Adocument/support-learning-children-potential.pdf) |
| commitment to collective responsibility for our children and families | [**Theme 1**: Vision and Visibility (p17)](https://www.gov.scot/binaries/content/documents/govscot/publications/independent-report/2020/06/review-additional-support-learning-implementation/documents/support-learning-children-potential/support-learning-children-potential/govscot%3Adocument/support-learning-children-potential.pdf) |
| careful inquiry to gather and analyse evidence. Retaining an objective stance, testing assumptions, and assimilating data before evaluating | [**Theme 1**: Vision and Visibility (p17)](https://www.gov.scot/binaries/content/documents/govscot/publications/independent-report/2020/06/review-additional-support-learning-implementation/documents/support-learning-children-potential/support-learning-children-potential/govscot%3Adocument/support-learning-children-potential.pdf) |
| treating people with respect, engaging in professional dialogue, recognising their efforts, and sharing findings in a constructive way to encourage ownership and learning to take place. | [**Theme 2**: Mainstreaming and Inclusion (p23)](https://www.gov.scot/binaries/content/documents/govscot/publications/independent-report/2020/06/review-additional-support-learning-implementation/documents/support-learning-children-potential/support-learning-children-potential/govscot%3Adocument/support-learning-children-potential.pdf) |
| give priority to building relationships and being open about our processes and evaluations. | [**Theme 7:** Relationships and Behaviour (p51)](https://www.gov.scot/binaries/content/documents/govscot/publications/independent-report/2020/06/review-additional-support-learning-implementation/documents/support-learning-children-potential/support-learning-children-potential/govscot%3Adocument/support-learning-children-potential.pdf) |
| involve staff to ensure that our work and evaluations are transparent. | [**Theme 9**: Assurance Mechanism and Inspection (p61)](https://edrms/livelink/llisapi.dll/Overview/179725917?func=ll&objaction=overview&objid=179725917) |

**Figure 3**: the values underpinning the work of the AIG.

# Rationale

The AIG provides a structure to consider additional support to promote inclusive environments for children and young people in Glasgow as part of the staged intervention process. To do this, it will:

* support a shared moral purpose.
* deliver solutions within local community and context.
* empower our school leaders - representing the *Team Around the Child* - to make decisions collaboratively with their headteacher colleagues about what they need, and to negotiate access to this locally.
* have transparency and visibility at the heart of these processes.
* extend the role of the Area Inclusion Group to facilitate collaborative support and improvement.
* push decision making and responsibility closer to the people who need and want it, rather than holding it with a few central staff.
* promote local accountability about whether allocated resources are making a difference.
* allocate finite resources in a way that is more responsive to need, more equitable in terms of access and more flexible.

1. Key Features of an Inclusive School

The Scottish Government believes that mainstreaming must be delivered within an inclusive approach. The Scottish vision for inclusive education, which applies to all settings, is set out below:

*‘Inclusive education in Scotland starts from the belief that education is a human right and the foundation for a more just society. An inclusive approach which recognises diversity and holds the ambition that all children and young people are enabled to achieve to their fullest potential is the cornerstone to achieve equity and excellence in education for all of our children and young people.’* (**Guidance on the Presumption to Provide Education in a Mainstream Setting, 2019**).

Within this national guidance, inclusive practice is considered through four key features of inclusion (figure 4), each of which may interlink or overlap.



Figure 4: Key features of inclusion and developing inclusive practice.

These four key features of inclusion can be used to set expectations and evaluate inclusive practice in schools and early learning and childcare settings. Within Glasgow, these features are promoted to help support the delivery of inclusive learning and teaching environments through:

* Culture and leadership
* Quality of learning, teaching and assessment
* Self-evaluation
* Flexibility
* Collaboration
* Being responsive

The extent to which students’ experiences and outcomes are equitable is not dependent only on the educational practices of their schools. Instead, it depends on a whole range of interacting processes that reach into the school from outside. These include the demographics of the areas served by schools, the histories and cultures of the populations who send (or fail to send) their children to the school, and the economic realities faced by those populations. This means that it is necessary to address three interlinked sets of factors shown below.

1. **Within-school factors:** Research has shown how the use of evidence to study teaching within a school can help foster the development of inclusive practices. Specifically, it can create space for rethinking by interrupting existing discourses and questioning usual ways of working.
2. **Between-school factors:** Moving beyond what happens within individual schools, research suggests that collaboration between differently performing schools can reduce polarisation within education systems, to the particular benefit of learners who are performing relatively poorly. It does this by both transferring existing knowledge and, more importantly, generating context specific new knowledge.
3. **Beyond-school factors:** Research suggests that closing the gap in outcomes between those from more and less advantaged backgrounds will only happen when what happens to children outside, as well as inside schools, changes. This does not necessarily mean schools doing more, but it does imply partnerships beyond the school, where partners multiply the impacts of each other’s efforts to improve the life chances of all young people.

Part 2 – AIG Process

# Additional Support for Learning in Glasgow

*“With the increase of those identified as having additional support needs (>30% of children and young people), the concept of mainstream needs to be redefined and repositioned for the profile of children and young people now and projected, not where they were.”*

**(Support for Learning All our Children and all their Potential, 2020)**

All our children and young people will grow and learn in environments where they are safe and healthy, active, nurtured and achieving, respected, responsible, and included. They will be valued as individuals and their needs will be understood and met. Almost all our children and young people with identified additional support needs will go to school within their local community and with their peers, with appropriate support, which is based on robust, collaborative assessment of their needs.

All our staff understand and fulfil their responsibilities to assess and meet the needs of all children and young people. Together, they will meet these needs by ensuring appropriate curriculum design, providing learning experiences of the highest quality and planning, and tracking the progress of individual children and young people. They will work collaboratively with colleagues from health, social work, and the voluntary sector to provide coherent support. They will continually update their professional knowledge and skills. We will deploy resources as flexibly as possible, ensuring that planning and provision meet the needs of individual children and young people. We will aim to provide the right support as close to a child or young person’s local community as possible and, in line with legislation, in their local school environment.

The **profile of need** is an assessment and planning document outlining the support requirements for a child or young person. This document will be reviewed and updated throughout a child’s time in education if ongoing support is required. At point of transition, this document would be reviewed to provide appropriate and current information for the new (receiving) staff or environment to support planning and intervention. This profile will help to identify need and appropriate interventions required. When discussing supports, the team around the child would aim to find the least intrusive approach, whilst maintaining local supports and connections and reducing transitions. If the team feel further support is required, the rationale should be well evidenced in the paperwork outlined above.

Where the outcome of a Team Around the Child meeting is that the CYP requires additional support, it is the responsibility of the establishment (early years, primary or secondary) to collate relevant documentation to request further support from the AIG. The AIG would need basic planning paperwork such as: **The Wellbeing Assessment Plan**, relevant **minutes** of meetings and the **Profile of Need (annual review information)**.Supporting documentation must include the views of the parent(s)/carer, child/young person, and the educational psychologist (EP) (if involved) and demonstrate clear evidence of assessment and personalisation over time and the impact of this**. It is important that the team around the child provides clear information to parents and children/young people in relation to purpose of the AIG and the potential outcomes, outlining that a range of support could be offered.** Any additional information from partner agencies (e.g., Single Shared Assessment) would also be submitted. All establishments will be asked to complete a [PL1](https://glasgow.gov.uk/9771) form with key information for child/young person e.g., DOB, school, year group etc. The PL1 is in an online electronic format and will be sent automatically to CYPS. All relevant paperwork can be attached as part of this submission by the referrer.

The establishment may decide to apply to the LC-JST for further advice and support as part of staged intervention. This is no longer an essential requirement prior to consultation with AIG. However, application to the LC-JST may still be relevant for some children and young people where the team need the views from Social Work and Health partners to be considered. Psychological Service offers consultation at both the SIIM and the JST. Equally, there is an opportunity for JST chair to meet with AIG reps to support problem solving at local level and avoid cases recurring.

It is essential that professional views on the proposed changes to the child’s level of support are discussed and the outcome recorded either by a minute of the multi-agency meeting / review meeting or the JST outcome documentation.

AIG offers community support to headteachers, their staff and parents to problem solve and use creative solutions to challenges. AIG provides support through shared dialogue and analysis and ongoing support to reflect and adjust. Representatives from the AIG recognise their role is to facilitate solutions in a non-judgemental, constructive manner that supports the headteacher and staff.

Any request for support should evidence appropriate assessment, planning and review over time. Requests for support will be considered between September 2024 and the end of October 2024. To comply with legislation regarding planning time for transition, the final cut off for all applications of support will be **Friday** **31st October 2025**. Within all sectors for anticipated transitions, the head of establishment will submit to the AIG **early in the child’s Primary 6** year. For these transitions, it is expected that assessment and planning evidence available to the AIG will support the application with reference to how the team around the child have addressed the presumption of mainstream.

The AIG will meet regularly to consider all support requests, and these groups will hold regular core group meetings. These meetings will provide the opportunity for area teams to analyse, plan and review approaches to inclusion and support for children in their locality. Specific cases will be discussed and representatives from establishments may be invited to attend, as appropriate. Area chair meetings will support consistency and moderation across Glasgow. Any headteacher can request to join the groups and all such requests are fully supported.

**AIG outcome decisions:** Due to the significant administration associated with the AIG process, the area inclusion group will aim to **confirm all decisions by mid-February each session**. Therefore, if there has been no feedback by then, there will be a reason, and a decision will be issued as soon as possible. We understand you will be managing parental queries during this time, and we appreciate your support with this. There is significant administration for CYPS as they process all requests. Once the process is complete and you have received the outcome, you can let us know if you wish to discuss further. **For Primary 6 referrals, the area inclusion group will aim to confirm all decisions by end of October the following session.**

**Composition**: The AIG comprises of several representatives: headteachers and depute head teachers from all sectors within early years, primary and secondary; members of the inclusion team and Glasgow Psychological Service will offer advice and support to the AIG as required and will contribute to the review process and city-wide data analysis.

1. AIG Support

AIG will look at a range of supports from universal to targeted support in terms of changing the current classroom / school environment, solution focussed discussion, focus to maintain local placement, and supports for parents. When considering targeted supports, including a change of educational establishment, the AIG will aim to support local schools to adjust the environment and to personalise the curriculum to ensure the necessary learning and teaching and intervention is in place to meet the needs of the child and to ensure other children and young people’s learning is not affected. Below are some of the supports the AIG can offer:

* Peer support / solution focused discussion with headteacher rep from AIG.
* Support with parent meeting.
* Support with a team around the child meeting.
* Advice and support to class staff from outreach service.
* Support to plan a bespoke pathway.
* Specific support from specialist provision

Through statutory grounds outlined in The Education Act, 1980, we have a duty to provide education in a mainstream school unless certain exceptions apply. This is known as the ‘presumption of mainstreaming’. The circumstances where education can be provided in schools other than mainstream schools are:

* where a mainstream school would not suit the pupil’s ability or aptitude.
* where providing education in a mainstream school would negatively affect the learning of other pupils in the school.
* where the cost of placing the pupil in a mainstream school would be unreasonably high.

If one or more of the exceptions apply, the local authority can still provide education in a mainstream school, in consultation with parent / carer and the young person. Some parents may worry that their child will not get the support they need in a mainstream school. All mainstream schools have a duty to support and include pupils with additional support needs and can offer a wide range of supports and adjustments for pupils with different needs. For the purposes of this paper, we use the term ‘local’ school rather than ‘mainstream’ to reflect the changing context of ‘mainstream’ schools as populations become more diverse.

# Children and Young People

As outlined in national legislation and policy, Glasgow follows the principles outlined within GIRFEC (Children and Young People (Scotland) Act 2014), and the UNCRC to ensure that the child is at the centre of their education planning. Within the national review of additional support for learning, children and young people outlined their views and important improvements that are required to support inclusion. It is the responsibility of all those working with children and young people within Glasgow, including the AIG, to ensure these recommendations are implemented:

* Children and young people with additional support needs don’t want to be underestimated for their ability and capability. Their additional support need should not define them.
* A willingness to adapt teaching methods to children and young people’s learning styles, needs and varying pace and challenge, helps them to learn. Using technology can be helpful here.
* Communication needs to improve. Primary and secondary schools need to talk to each other. There also needs to be more communication between schools and other organisations that provide support, and children and young people.

Part 3 – AIG Roles

# Roles and Responsibilities

**Head of Establishment**

* Ensure that children and young people’s needs are being met within their local school.
* Ensure that regular reviews of progress take place, involving the young person concerned and their parent/carer, and that the outcome of these reviews is recorded.
* Ensure children/young people with additional support needs have a plan in place which details how these needs will be met and is updated in response to regular reviews of progress.
* Ensure that parents understand the process of reviewing their child’s needs.
* Ensure that, if significant concerns about progress and wellbeing emerge from review and assessment, appropriate supports are considered via the staged intervention process.
* Ensure that a range of supports are considered to address concerns regarding progress and wellbeing, this would be discussed as part of the TAC meeting involving all partners along with parents.
* Ensure that the process is in place for children with additional support needs who are approaching transition to secondary school to have their plan reviewed in P6 with a view to planning pathways and appropriate supports.
* Ensure the views of parents and children/young people, are reflected in the wellbeing and assessment plan.
* Lead / support the discussion at the SIIM, LC-JST, as appropriate.
* Submit all relevant paperwork to CYPS ([CYPSEnquiries@glasgow.gov.uk](mailto:CYPSEnquiries@glasgow.gov.uk))
* Ensure that confirmation is provided from CYPS that all documents have been received (there will always be an automated email response).
* Support parents to have confidence in the rationale for continuing to include children in their local school based on research.
* Maintain communication with families involved in the process.
* Advise parents of the right to submit a placing request - supporting documentation is available on Glasgow City Council website at <http://www.glasgow.gov.uk/index.aspx?articleid=9413>;
* Inform parents of the deadline for placing requests (15th March).
* Make every effort to assist a child/young person to give their independent view. A variety of tools/materials is available to support establishments in this process.
* Provide ongoing professional learning for staff relating to expectations and approaches in relation to inclusion.

**AIG Strategic Lead**

* Overall responsibility for maintaining overview of all areas.
* Collate data on areas to identify any themes and trends to support improvement.
* Work in partnership with area leads to maintain a level of consistency and to maintain a standard of practice across the city, whilst allowing for local variation in response to context.
* Lead and support area leads to respond to local priorities and emerging themes each session.
* Maintain communication with directorate, lead officers etc.; and
* Report to Area Improvement Team (AIT) to support area analysis and improvement.

**AIG Area Lead**

* Maintain and update own area recording with outcomes.
* Return spreadsheet with outcomes and any action to CYPS.
* Maintain overview of all cases for area and continue to track throughout year.
* Inform CYPS if any change to decision.
* Maintain overview of capacities for own area and manage cases and placements accordingly.
* If potential outcome requires more information / visit, provide update to CYPS where action required.
* Maintain record of any follow up conversation or visit in child's file.
* Communicate regularly with headteacher / DHT reps on AIG.
* Arrange core group meetings and communicate with reps regarding expectations, trends to be aware of ahead of the meeting.
* Link with CYPS to share paperwork with breakout group chairs.
* Ensure all is prepared ahead of the AIG meeting.
* Monthly updates to AIG Strategic Lead and Head of Inclusion.
* Identify themes within area and use information to improve the process and plan any training and development.

**AIG Breakout Group Chairs**

* Arrange and chair AIG breakout group meetings in venue of choice.
* Communicate with breakout group members to keep them informed of meetings and protocols.
* Arrange and attend any support visits / follow up meetings.
* Collate feedback and record on feedback template.
* Return feedback template to CYPS for filing.
* Any feedback will use standardise responses to ensure a consistent approach across areas.

**Psychological Service**

If an Educational Psychologist (EP) is directly involved as part of the staged intervention process, they will be part of the team around the child contributing to assessment, planning and review; helping all those involved to have a shared understanding of the child’s additional support needs and ensuring appropriate interventions are in place.

They will also be able to advise and support the head teacher with:

* Seeking the views of the child/young person and parent.
* Ensuring that any submission made by the school to the LC-JST for an adaptation to a young person’s current pathway is evidenced by robust and up-to-date assessment and planning as contained in the **Wellbeing Assessment Plan**.
* Ensuring that the submission clearly reflects the EP professional assessment of the child’s profile of needs and strengths.

**Learning Community –Joint Support Team**

It is the responsibility of the LC-JST (if referral made) to:

* Decide what further supports are needed, based on the information presented.
* Consider fully the implications of moving a young person from mainstream education and to access appropriate training provided by Education Services to inform the decision-making process.
* Take account of the professional views of everyone involved, including partner agencies such as Health and/or Social Work Services.
* Request, if necessary, any appropriate further assessment and, in this instance, return the application to the head of establishment.
* Recommend any additional supports or strategies that may be considered appropriate in the young person’s current establishment and, in this instance, return the application to the head of establishment.

**Children and Young People Support Team (CYPS)**

CYPS are responsible for:

* Receiving all documentation from a school.
* Confirming that this has been received – an automated response is sent to all.
* Providing administrative assistance to the AIG.
* Informing the school/s and parents/carers of the outcome of the AIG discussion
* Maintain and update main spreadsheet and overview of capacities.
* File cases and spreadsheet overview in area folder in edrms.
* Issue paperwork to breakout chair by email link.
* File feedback spreadsheet in area folders in advance of AIG Core Group Meetings ready for outcomes to be recorded.
* Maintain CYPS pupil folders in edrms and issue to area lead for any queries.
* Keep record of ASL establishment submissions for transitions - EY and P6 / P7.
* Liaise with area leads for further information / decisions (ongoing).
* Transfer updates from area spreadsheets to main spreadsheet and keep outcome and comments updated as AIG chairs feedback.
* Issue letters once place confirmed.
* Engage in regular communication with AIG lead in run up to final allocation to ensure capacities are maintained as decisions filter in.
* Keep capacity of establishments updated as pupils move in and out.
* Issue configuration sheets monthly.
* Check accuracy and consistency of information on spreadsheet. Continue to maintain and improve information on spreadsheet each year (in March).
* Maintain accurate record of educational psychologist, linking with Depute Principal Psychologists to check.
* Communication to AIG lead re S1 secondary placement numbers for placing requests.

**Area Inclusion Group (AIG)**

It is the responsibility of the AIG to:

* Ensure that there is clear evidence from the information provided that the pupil’s assessed needs indicate that an alternative pathway is required.
* Decide, based on the information presented, as to whether the young person’s needs can continue to be met within their local community educational establishment or if an alternative pathway should be recommended.
* Consider fully the implications of moving a young person from mainstream education and to access appropriate training provided by Education Services to inform the decision-making process.
* Consider the professional views of everyone involved, including partner agencies such as Health and/or Social Work Services.
* Request, if necessary, any appropriate further assessment and, in this instance, return the application to the head of establishment.
* Recommend any additional supports, strategies or alternative solutions that may be considered appropriate in the young person’s current establishment and, in this instance, return the application to the head of establishment.

The AIG must make a clear recommendation to the area Head of Service on the proposed pathway and timescale. The outcome and the reason for the decision made about each case discussed at AIG must be recorded.

# ASL Transitions

The **profile of need** is an assessment and planning document outlining the support requirements for a child or young person. This document will be reviewed and updated throughout a child’s time in education if ongoing support is required. At point of transition, this document would again be reviewed and updated if required to provide appropriate and current information for the new (receiving) staff or environment to support planning and intervention*.*

The same expectations regarding ongoing assessment and review and use of the Profile of Need apply to children and young people making the transition from one ASL school to another. The Profile of Need will be used in the child’s review meeting to consider whether ASL remains a relevant option.

It is anticipated that almost all children in early years establishments and those preparing for S1 will make the transition to their local mainstream primary where support for any additional support needs will continue.

For staffing purposes, all ASL provision will have a projected roll for the next session agreed no later than the end of January.

# Improvement Data

There should be a minimum data set for information recorded by each AIG. Data on source of referrals, reasons for referrals, specific case reviews and outcomes should be gathered regularly and reported on through Area Improvement Teams (AIT). This will allow further analysis of numbers by establishment, LC and LIG as well as cross reference with other intelligence such as Staged Intervention Audit and SEEMIS recording.

# **Appendix 1:** Area Inclusion Group Meetings for Session 2024-25

|  |
| --- |
| AIG Meetings |
| Referrals to the AIG from **mainstream establishments** can be made at any point of the school session. Such a process is consistent with the aim of meeting the needs of individual young people and complies with the ASL Act (2004). However, it is expected that this will be part of a planned approach where suitable transition can be planned. Therefore, there will be a cut-off date where there is consideration of an alternative pathway, and no referrals will be considered after this date. Requests for support will be considered between September 2024 and the end of October 2024. To comply with legislation regarding planning time for transition, the final cut off for all applications of support will be **31st October 2025**. Within all sectors for anticipated transitions, the head of establishment will submit to the AIG **early in the child’s Primary 6** year.  **AIG outcome decisions:** Due to the significant administration associated with the AIG process, the area inclusion group will aim to **confirm all decisions by mid-February each session**. **For Primary 6 referrals, the area inclusion group will aim to confirm all decisions by end of October the following session.**  Therefore, if you have not heard, there will be a reason and a decision will be issued as soon as possible. **Please do not call CYPS to find out AIG decisions as this adds to the administrative burden.** Also, it would be helpful if establishments could support parents / carers to remain confident with the process and to wait until a decision is issued. Calls and emails to staff at centre adds to workload and delays the process further**.** |

# **Appendix 2:** Staged Intervention and Supporting Learners Needs

Identified by those working with the child.

Identified by those working with the child.

Potential need identified within the classroom /playroom setting

Progress monitored by those working with the child

Potential referral to SIIM, JST or other agency if progress not made

Consideration given to what additional input may be required to support in current environment

Progress monitored by those working with the child

Written by those working with the child.

Completed by those working with the child.

Discussion held by AIG and range of supports considered.

Following JST or SIIM and ongoing planning and intervention

SIIM or JST updated, and steps repeated as appropriate

Plan updated with information provided by AIG.

Plan updated outlining support and progress reviewed. Parent updated.

Plan updated outlining support and timescale for review. Parent updated.

If progress made, support may be continued or withdrawn. Parent updated.

Monitor and review progress

Outcome and feedback provided to TAC and family

AIG referral for support and advice

Further assessment and consultation with others if required

Monitor and review progress

Plan, paperwork, and views provided, and clear information given to parents and children/YP

Use information to inform possible intervention or further assessment

Plan updated outlining support and timescale for review. Parent updated.

SIIM or JST discussion

All information gathered here should start to be recorded on WAP. Parent informed.

Information gathered and assessment identified and completed

**Appendix 3**: Profile of Need

**Profile of Need for Child / Young Person**

**Review of progress and consideration of further supports.**

Child’s Name:

DOB:

Date of meeting:

Present:

Purpose of meeting:

**Progress in learning and what works:**

**Profile of need and current adjustments / supports:**

*Please give an account of strategies tried and supports that have been accessed using evaluative language with evidence of what strategies / supports have worked and why. Equally, clear evidence of why some may not have worked. Please include a timeframe for how long strategies and supports have been in place.*

**Evidence of what has been tried and impact (with timescales):**

|  |  |
| --- | --- |
| **Staff Development undertaken** | **Impact** |
|  |  |

**Views of the child / young person:***This must be included for all children regardless of level of need*

**Views of Parent / Carer:**

*These must be included*

|  |  |
| --- | --- |
| **OFFICE USE ONLY** | |
| **Outcome** |  |



**GLASGOW CITY COUNCIL: EDUCATION SERVICES**

**Feedback from Area Inclusion Group (AIG)**

**Child/Young Person’s Details:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Forename |  | Surname |  | D.O.B. |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Current Establishment |  | Current  Stage |  |

**Essential Documents** (these documents must be included for case to be considered at AIG)

|  |  |
| --- | --- |
| WAP |  |
| Profile of Need (previously called Options Appraisal) |  |
| Review Minute |  |
| Evidence of support provided to date – assessment and planning with evaluation |  |
| Evidence of transition meeting with primary / secondary for EY and P6 referrals |  |

|  |  |
| --- | --- |
| **To be submitted (if available)** | **SUBMITTED** |
| GIRFEC Assessment | Y / N |
| LC JST Referral | Y / N |
| LC-JST Minute  Please note that outcome should include:   * + name and designation of attendees at meeting   + the action / recommendation should name type of support requested, not any specific establishment | Y / N |
| Health/Medical Report | Y / N |
| Co-ordinated Support Plan | Y / N |

**BELOW IS FOR OFFICE USE ONLY**

**Area Inclusion Group Feedback**

Please comment on themes below as contained within the submission.

|  |  |
| --- | --- |
| Evidence of multi-agency discussion / involvement |  |
| Views of parent/carer and child / yp clearly articulated |  |
| Evidence of:   * Staged Intervention * Assessment * Planning and review and target setting * Strategies / supports already used and evaluation of |  |
| Clear rationale for additional support |  |
| Evidence of transition meeting with primary / secondary for EY and P6 referrals |  |

|  |  |
| --- | --- |
| **What does the AIG feel is the Main Barrier to Learning for CYP** (e.g., Language and Communication needs / Sensory / Learning issues / Wellbeing issues etc)  We are asking this question simply to build up an understanding of general need across the city / a general profile of need. We are not asking you to make a definitive statement. Please discuss more with your AIG chair if any questions. |  |

**Recommendation**

|  |  |
| --- | --- |
| **Next Steps (f**or example):   * Request for further information by email / visit * Support request agreed by AIG. |  |

|  |  |
| --- | --- |
| **Signed:** | **Date:** |

Appendix 5: AIG Structure and Membership for Session 2025-26 (tbc)