
Report To:	Education & Communities Committee	Date:	20 May 2025
Report By:	Ruth Binks Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/35/25/MR
Contact Officer:	Michael Roach Head of Education	Contact No:	01475 712891
Subject:	Additional Support for Learning Policy		

1.0 PURPOSE AND SUMMARY

- 1.1 ☐ For Decision ☒ For Information/Noting
- 1.2 The purpose of this report is to ask members of the Education and Communities Committee to note the Education Service's Additional Support for Learning policy.
- 1.3 This policy was created in October 2021 and is being refreshed in line with policy review timescales. The policy acts as an umbrella that binds together practice guidance in a number of areas that are cited in policy and its attached appendices.
- 1.4 Due the scale of change impacting the ASL agenda, nationally and locally, this policy is updated on an ongoing basis. However, the core legislation underpinning practice in this area remains the same; namely the Education (Scotland) Additional Support for Learning) Act, 2004 (updated 2009) and supporting Statutory Guidance (2017).

2.0 RECOMMENDATIONS

- 2.1 The Education and Communities Committee is asked to:
- note the policy.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

3.0 BACKGROUND AND CONTEXT

- 3.1 In 2004 the then Scottish Executive created seminal legislation related to the support needs of children and young people. The ASL legislation changed the definition of need from Special Educational Needs to Additional Support for Learning needs. The latter is defined as a pupil having a barrier to learning, whereas the former defined need based on a narrower understanding.
- 3.2 Over time the Scottish Government and local authorities have worked together to augment activity in this area through their policy agenda in a number of areas (e.g. bereavement, relationships, social communication, English as an Additional Language).

4.0 PROPOSALS

- 4.1 This iteration of the Additional Support for Learning policy brings forward some changes from the previous version. These changes are noted in full in Appendix 2 within the policy itself. To signpost these further please see key changes below:
- The policy is aligned to Included, (Included Engaged and Involved, Part 3), which references the issues of seclusion and restraint in schools. Inverclyde has a robust approach to physical intervention, aligned to Included Engaged and Involved Part 3 through its adoption of the Clyde Valley Training Partnership training model – Promoting Positive Behaviour. As per the Education Service Standards and Quality Report for April 24 – April 25, this will be further reviewed in 2025/26.
 - The new policy also references UNCRC incorporation into Scots' Law as well as the new Anti-Bullying policy.
 - Furthermore, it provides updated guidance regarding referrals to the Inverclyde Communication Outreach Service, Corporate Parenting Team and Lomond View Academy.
 - The policy also introduces the Inverclyde Dyscalculia Pathway for the first time. This follows advice provided by Education Scotland.
 - Finally, appendix 2 within the policy references key policy and guidance documents that have either been introduced or evolved since the first version of policy.

5.0 IMPLICATIONS

- 5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO
Financial		X
Legal/Risk		X
Human Resources		X
Strategic (Partnership Plan/Council Plan)		X
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing	X	
Environmental & Sustainability		X
Data Protection		X

5.2 Finance

N/A.

Annual recurring costs (savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments

5.3 Legal/Risk

N/A.

5.4 Human Resources

N/A.

5.5 Strategic

N/A.

5.6 Equalities, Fairer Scotland Duty & Children/Young People

(a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

X	YES – Assessed as relevant and an EqIA is required, a copy of which will be made available on the Council's website: https://www.inverclyde.gov.uk/council-and-government/equality-impact-assessments
	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, assessed as not relevant and no EqIA is required. Provide any other relevant reasons why an EqIA is not necessary/screening statement.

(b) Fairer Scotland Duty

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
N	NO – Assessed as not relevant under the Fairer Scotland Duty for the following reasons: Provide reasons why the report has been assessed as not relevant.

(c) Children and Young People

Has a Children's Rights and Wellbeing Impact Assessment been carried out?

	YES – Assessed as relevant and a CRWIA is required.
N	NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children's rights.

5.7 Environmental/Sustainability

Has a Strategic Environmental Assessment been carried out?

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
N	NO – This report does not propose or seek approval for a plan, policy, programme, strategy or document which is like to have significant environmental effects, if implemented.

5.8 Data Protection

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
N	NO – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals.

6.0 CONSULTATION

6.1 N/A.

7.0 BACKGROUND PAPERS

7.1 N/A.

**Additional Support for Learning (ASL) Policy
(May 2025)**

Inverclyde Council is an Equal Opportunities employer

This document can be made available in other languages, large print, and audio format upon request.

Document control

Document responsibility		
Policy title	Corporate group	Service
Additional Support for Learning (ASL) Policy	Education, Communities and Organisational Development.	Education

Change history		
Version	Date	Comments
2	25/04/25	Aspects of this policy are updated on a regular basis to reflect local and national developments. This is the umbrella policy that covers a number of other policies and practice guidelines.

Distribution
All education establishments
All Parent Councils
All pupils

Policy review		
Updating frequency	Next review due	Responsible Officer
3 yearly cycle	May 2028	Head of Education

Policy review and approval			
Name	Action	Date	Communication

Contents

Document control	
1.0	Introduction Inverclyde Council has a long history of embracing inclusive practices in its education establishments. This policy outlines the legislative and national policy drivers that underpin this practice. It also provides an executive framework to enable users of the policy to understand both ‘why?’ and ‘how?’ ASL legislation is applied within the local authority.
1.1	Executive Summary This is the second iteration of Inverclyde’s Additional Support for Learning policy and replaces the original version that was launched in October 2021. Both versions of the policy are anchored in the Education (Additional Support for Learning) (Scotland) Act (2004, revised 2009). This policy commits Inverclyde Council to meeting the legislative requirements of this Act and demonstrates how this will take place by examining the key processes and support systems within the local authority to support children and young people with additional support needs. It also contains a number of related appendices. Given the scope of this policy, it is updated on a regular basis as new guidance and policy emerges from the Scottish Government.
1.2	Background The then Scottish Executive launched the Education (Scotland) (Additional Support for Learning) Act in 2004 thus replacing prior legislation namely the Education (Scotland) Act 1980. This prior legislation referred to children and young people as having ‘Special Educational Needs,’ which involved a narrow definition of need. ASL on the other hand brought forward the term <i>additional support needs</i>, which is defined as a child or young person having any barrier to learning. Guidance published subsequent to legislation sought to exemplify additional support needs. This is outlined below: <i>Children may need extra help with their education for a wide variety of reasons. A child’s education could* be affected by issues resulting from:</i> • <i>Social, emotional or behavioural needs.</i> • <i>Having missed a lot of education for a variety of reasons.</i> • <i>Having a health condition.</i> • <i>Home based factors.</i> • <i>Bullying.</i> • <i>Being particularly gifted.</i> • <i>Having a sensory need.</i>

	• <i>Having a communication need.</i> • <i>Having a physical impairment.</i> • <i>Their role a young carer or parent.</i> • <i>The experience of multiple moves of home environment.</i> • <i>Having English as an additional language.</i> • <i>Being looked after.</i> <i>* This is not an exhaustive list</i> Considering the extensive list cited here, Inverclyde Council has created policies and guidance in areas such as positive relationships, dyslexia and dyscalculia, bereavement change and loss, anti-bullying, Getting it Right For Every Child (GIRFEC), trauma informed practice and assessment and planning. It has also evolved its support structures and resources to adapt to the changing picture of need within the local authority.	
1.3	Strategic Context Inverclyde has 9559 of pupils in its education establishments with 38.5% currently considered to have an additional support need. To meet this need Inverclyde Council has evolved the GIRFEC Pathway to develop practice at Universal, Enhanced Universal, Collaborative and Enhanced Collaborative levels. This is explored further in Section 3 of this Policy. This policy sets out the processes and systems that Inverclyde Council has established over time to meet is legislative requirements as well as to ensure best practice.	
1.4	Links to Legislation The Inverclyde Additional Support for Learning Policy sets out the vision for meeting the additional support needs of the pupil population that is in line with legislation, policy and practice. As such it draws its philosophy and approaches from the following policy and legislative drivers: • Education (Additional Support for Learning) (Scotland) Act 2004 and its amended version (2009). • Additional Support for Learning Statutory Guidance (2017). • The Standards in Scotland Schools Act (2000). • The Children and Young People Scotland Act (2014). • Included, Engaged and Involved (Part 1, 2 & 3) (2007, 2017 & 2024). • Better Behaviour Better Learning Better Relationships (2017). • Behaviour in Scotland's Schools Report (2016). • UNCRC Incorporation. • Respect for All (2024). • Inverclyde GIRFEC Pathways (2015). • Inverclyde Positive Relationships Policy (updated 2019). • General Teaching Council for Scotland Professional Standards (2021).	

1.5	Aim or Statement of intent or Policy Statement Inverclyde Education Services are fully committed to the implementation of the Additional Support for Learning (Scotland) Act 2004 and its amended version (2009). This policy outlines Inverclyde's processes and procedures for both parents, children and young people and practitioners.	
1.6	Links to Corporate Groups This policy is situated with Education Services in Inverclyde Council, which sits under the Education, Communities and Organisational Development Directorate.	
1.7	Terms of Reference As this policy is based on legislation and national guidance, it is expected that all education establishments in Inverclyde will match their practice to it as appropriate.	
2.0	Scope	
2.1	This policy applies to all education establishments in Inverclyde Council.	
3.0	Policy content Inverclyde is committed to meeting all additional support needs and to the presumption of mainstream education as set out in legislation. As such, it supports approaches to inclusion (the process by which education establishments adapt their approaches to the needs of their pupil population) over integration (the process by which pupils with additional support needs have to adapt to their education context). The expectation, therefore, is that almost all children and young people who have additional support for learning needs will attend their local mainstream education establishment. Furthermore, staff in these establishments will have inclusive mindsets, which are underpinned by an array of complementary policies, strategies and processes. Education staff having an inclusive mindset is not an aspiration, but an expectation as cited in the General Teaching Council for Scotland Professional Standards (2021). Staff in Inverclyde's education establishments are further supported in these endeavours by a range of local authority organisations. Information about these policies, strategies, processes and organisations is contained in consequent sections of this document. Inverclyde Council also complies with legal expectations around the placement of children and young people into nonmainstream settings. This section of the ASL Policy sets out expectations regarding practice in Inverclyde's education establishments as established through national legislation and practice. Furthermore, it provides information in respect to the policies, guidelines, procedures, and support available to enable educational establishments to realise these national expectations.	

3.1 [Positive Relationships Policy \(PRP\)](#) (2024) (Appendix 2.2)

The PRP is a key document through which Inverclyde meets the legal and policy demands of Scottish education in relation to inclusion. It provides a comprehensive set of expectations in respect of promoting and supporting relationships in our education establishments that is updated on a regular basis to ensure that it is contemporary. Figure 1 displays the chronology of thinking in this arena over time from corporal punishment as a way to control through to discipline and behaviour management and now focusing on relationships.

Where are we going in Scottish education?



Figure 1 - Compassionate Connected Communities, Education Scotland, 2018

The PRP has three Aspects as well as a series of appendices:

- Preventative Approaches
- Partnership Approaches &
- Responsive Approaches

Aspect 1: Preventative Approaches

Key to ensuring a positive ethos in education establishments is the understanding that children and young people receive an education, driven by progressive pedagogical approaches, that is appropriate to their needs. Therefore, pedagogy is referenced throughout the PRP Policy. Adding to this, the policy recommends the use of nurturing, restorative and solution-oriented approaches. All three of these approaches are strength based, outcome focused and linked to improvements in the culture and ethos in education establishments for all. The policy also promotes the incorporation of the United Nations Convention on the Rights of the Child in Scottish education through supporting pupil participation in the decision-making process. All of these paradigms are aimed at facilitation inclusive education in line with the demands of Scottish education.

Aspect 2: Partnership Approaches (Appendix 3.9)

The seminal approach to partnership working in Inverclyde centres on the GIRFEC Pathways. In 2015 Inverclyde Council adopted the [GIRFEC Pathways model](#) as a replacement for staged intervention. All education establishments have different Universal Pathways reflecting their individual circumstances, however, it is the aim of the GIRFEC Pathways approach for establishments to be continuously build their Universal provision through the establishment improvement approach.

Universal Pathway

The Universal Pathway encompasses the CfE entitlement of personal support for all pupils. The promotion of Wellbeing is embedded in the culture and ethos of the establishment and is evident in its policies, systems and practice. The Universal Service is the generic ways in which establishment staff meet the wide continuum of wellbeing needs of children through the normal day-to-day running of the school. It is a dynamic, evolving provision, responsive to strategic improvement and inevitable changes in resources. Children at this level should be recorded as 0 on SEEMIS staged intervention.

	Enhanced Universal Pathway The Enhanced Universal Pathway is followed when a child is assessed as needing something different from, or significantly more of, what is normally provided within the Universal Service. When the unmet needs of a child are deemed, in the judgement of the Named Person, to be impacting on their wellbeing outcomes, a single agency wellbeing assessment may be initiated to analyse those unmet needs. If this assessment informs the development of a single agency led plan, outcomes and interventions are agreed within the scope of the Enhanced Service. Children at this level should be recorded as 1 on SEEMIS staged intervention. Collaborative Pathway The Collaborative Pathway is followed when a child is assessed with needs that cannot be met by the Single Agency Led Plan alone. When the unmet needs of a child are deemed, in the judgement of the Named Person, to be impacting on their wellbeing outcomes, a My World Triangle Assessment may be initiated to analyse those unmet needs. If this assessment informs the development of a multi-agency plan, outcomes and interventions requiring the collaboration of more than one service are agreed. The most appropriate Lead Professional is identified to oversee this plan. Children at this level should be recorded as 2 on SEEMIS staged intervention. Enhanced Collaborative Pathway The Enhanced Collaborative Pathway is followed when a Statutory Child's Plan is required to ensure the outcomes are met as a result of the interventions which are delivered. Children at this level should be recorded as 3 on SEEMIS staged intervention. Aspect 3: Responsive Approaches This section offers enhanced assessment advice and processes that can be used to assess and plan for meeting additional support needs. It also highlights legal advice around exclusion from education. Furthermore, there is guidance on physical intervention and seclusion that aligns our approaches to the recommendations derived from Included, Engaged and Involved (Part 1, 2 & 3) (2007, 2017, 2024). Lastly there is guidance on flexible timetables. 3.2 Processes, approaches and policies. Inverclyde has several key processes, policies, guidance documents and support systems in place that support education establishments to meet the needs of its pupils. These are outlined and expanded on below.
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3.2 (a) [Additional Support Needs Forum](#) (Appendix 3.1, 3.2, 3.3 & 3.4)



The ASN Forum is a multiagency group that meets to consider well-being assessments that are submitted by education establishments across the local authority. The Forum will make recommendations about meeting needs to the Head of Education.

In certain circumstances members of the ASN Forum may request an enhanced assessment from a member of staff outside of the referring education establishment in order to provide a fuller picture of need. This is called a [Contextualised Assessment](#) and there are guidelines available to support establishments through the process (Appendix 2.5).

The ASN Forum will:

- Access additional support if required including moving and handling training, specific equipment, adaptations/modifications, additional ASN Assistant support allocation
- Recommend access to specialist provision within Inverclyde if this is considered to be in a child's best interests,

3.2 (b) [Authority Screening Group \(ASG\)](#) (Appendix 3.1, 3.12, 3.2 & 3.4)

The ASG will manage referrals from education establishments for peripatetic support services, flexi schooling, monitor flexible timetables, review low attendance and be the first port of call for Critical Incidents and Accident Form. the ASG will take place every second week (where possible) with a Request for Assistance (RfA) approach providing the paperwork access route. Education RfAs will be hosted in a central folder that will have security access processes – as with the current ASN Forum arrangements. This will aim to minimise paperwork, whilst maximising appropriate access to support services.

3.2 (c) [Flexible Timetables to improve outcomes for children and young people](#) (Appendix 3.12)

Inverclyde has adopted the flexible timetable approach outlined in the document 'Included, Engaged, and Involved' Scottish Government, 2017. The local authority has clear guidelines regarding the negotiation, monitoring and recording of such ways of working. Governance in respect of this process rests with the Additional Support Needs (ASN) Forum.

3.2 (d) [Coordinated Support Plans](#) (Appendix 3.14 & 3.35)

	Coordinated Support Plans (CSPs) were created as part of the ASL Act (2004). They are the only legal planning document in Scottish education. There are strict criteria governing qualification for a CSP and there is a legal framework that supports the overarching process including the meeting of timeframes. Their rationale is set out below: • The CSP is an action plan for those children and young people who need significant additional support with their education from a number of agencies • It should be monitored regularly and reviewed annually • It is intended to support professionals to work together to help children and young people achieve educational targets • It is intended to ensure that this support is coordinated in an appropriate manner. The ASL Act was updated in 2009 with a statement that ‘all looked after children and young people are presumed to have additional support needs.’ As a result of this it is expected that all educational establishments in Inverclyde will assess every looked after pupil against the four criteria for a Coordinated Support Plan (CSP) on an annual basis. 3.2 (e) Joint Support Teams (JSTs) (Appendix 2.3) JSTs are multi agency and disciplinary groups that are attached to all educational establishments in Inverclyde. The Inverclyde Joint Support Team (JST) model builds on existing good practice in the local authority, which emphasises that outcomes for children and young people who have additional support needs are best met when all agencies collaborate in this venture. In Inverclyde we have excellent levels of partnership working that align with best practice within the Getting it Right for Every Child agenda. JSTs are held on a monthly basis with coordination responsibility resting with the educational establishment. It is expected that each JST will monitor those pupils most at risk and undertake this function in a solution-oriented manner. In order to allow for high quality discussion, therefore, it is anticipated that a limited number of pupils will be discussed. It is also expected that the journey of a limited number of pupils will be continually tracked using this approach and that the impact of each JST will be reported annually within the establishment Standards and Quality Reporting cycle. The role of JSTs is currently under review and this section of the policy will evolve over time. 3.2 (f) ASN Leaders (Appendix 3.5) (Teams Link) The ASN Leaders group was formed in November 2019 in order to provide education establishments with high quality training, practice updates and networking opportunities. The group meets twice each term and has representation from all education establishments in the local authority.
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	A variety of issues are covered within the ASN Leaders agenda. There is an ongoing focus on using this as a forum for briefing leaders on key developments, including this policy as well as briefings from partners including services such as the Inverclyde Wellbeing Service (Action for Children). 3.2 (g) Anti bullying policy (2025) (Appendix 2.1) The Inverclyde Anti-Bullying policy draws from the Document Respect for All (2024) which was produced by the Scottish Government supported national anti-bullying organisation <i>Respect me</i>. The policy lays out expectations for all and processes. It makes a commitment from an Inverclyde perspective to tackle prejudice-based bullying. It was created as a collaboration with pupils, parents and education staff. 3.2 (h) Bereavement, Change and Loss policy (2025) (Appendix 2.6) This policy is designed to ensure that the needs of children, young people, staff and the wider school community, who have experienced bereavement, change and loss are identified. Within caring educational environments Inverclyde' staff will work together in partnership to support children and young people, their families and staff through periods of loss and change. The policy looks at the basic tenets of theories underpinning bereavement, change and loss and the impact on children and young people. It also and offers practical advice for practitioners. 3.2 (i) National Trauma Transformation Programme Inverclyde Council has committed itself to becoming a trauma informed and responsive organisation. As part of this drive all education establishments had Trauma Informed Practice on their Improvement Plans since August 2023. This is supported by an implementation plan that is led by Inverclyde Educational Psychology Service. 3.2 (j) Dispute Resolution Inverclyde Council makes provision for conflict resolution in those circumstances where a parent or carer disagrees with aspects of decision making in respect of their child or young person in terms of the ASL Act (2004/2009). The local authority can make use of mediation services to attempt to resolve dispute situations. 3.2 (k) Transitions (Appendix 3.11) In accordance with guidance contained within the ASL Act, Inverclyde expects transition planning for its pupils to be robust and set within legal timeframes. For those pupils with additional support needs transitioning from an early years to primary environment this means that the planning process should start at least six months prior to the transition. For those in transit from the primary to secondary sector this should commence at least twelve months prior to transition, though best practice suggests that this process would have been started at an earlier stage of a	
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children's journey through primary school than this. In terms of the secondary to post school transition the expectation is that planning should start before a child becomes fifteen years of age. See [statutory guidance](#) and the attached PowerPoint.



Enhanced
Transition.pptx

3.2 (l) Incorporation of the United Nations Convention on the Rights of the Child (UNCRC) into Scots' Law (Appendix 3.8).

Incorporating the UNCRC into Scots' law will strengthen existing work to protect and respect children. Incorporation will ensure that children's rights are woven into policy, law and decision making. Children will be empowered to know, understand and be able to use their rights in key decision-making processes. Inverclyde is committed to this approach for all of its children and young people, including those who have additional support for learning needs for whom it is vital that their voice is heard. Appendix 3.8 contains numerous tools that can be used to gain the voice of children and young people.

3.2 (m) Inverclyde Dyslexia Pathway (Appendix 3.10, 3.17, 3.18, 3.19, 3.20, 3.21 & 3.22)

The Inverclyde Dyslexia Pathway is well embedded in Inverclyde's primary and secondary classrooms, it is derived from the Scottish Government's definition of dyslexia

'Dyslexia can be described as a continuum of difficulties in learning to **read, write and/or spell**, which **persist** despite the provision of appropriate learning opportunities. These difficulties often do not reflect an individual's cognitive abilities and may not be typical of performance in other areas.

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

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

Dyslexia exists in all cultures and across the range of abilities and socio-economic backgrounds. It is a hereditary, life-long, neurodevelopmental condition.

Learners with dyslexia will benefit from early identification, appropriate intervention and targeted effective teaching, enabling them to become successful learners, confident individuals, effective contributors and responsible citizens.'

3.2 (n) Inverclyde Dyscalculia Pathway (Appendix 3.27 to 3.34)

In August 2024 Inverclyde Council endorsed the Scottish Government's Assessment and Intervention Pathway for Dyscalculia. This approach is now in common use across Inverclyde's educational establishments aimed at assessing need and supporting planning.

3.2 (o) Single Agency Assessment and Planning (Appendix 3.25 & 3.26)

Inverclyde Education Services has adopted a common approach to single-agency assessment and planning, this came about as a result of work between Inverclyde Educational Psychology Service and Educational Establishments Representatives.

3.2 (p) Support Organisation's

Inverclyde Educational Psychology Service (IEPS) (Appendix 3.7) ([WEBSITE](#))



**Inverclyde Educational
Psychology Service**

IEPS takes a strengths-based approach to its work with individual children and young people and their families. This can happen in Inverclyde's education settings or, in a few circumstances, for those children and young people who are educated outwith the boundaries of the local authority. It focuses on building capacity of staff and parents/carers with the purpose of achieving the best outcomes for children and young people, particularly Inverclyde's most vulnerable pupils.

How it does this:

- It uses psychology to inform assessment and intervention with individual children and young people.
- By adopting the principles of Additional Support for Learning and GIRFEC in all our work.
- It works with partners across agencies to support Inverclyde's children and young people who are placed out with the local authority including those in day and residential placements.
- By sharing and promoting 'what works' to both inform policy and develop practice in our educational establishments. Examples of some of the policies: - Promoting Positive Relationships, Learning, Teaching and Assessment Policy, Anti-Bullying and Bereavement, Change and Loss. The service takes a lead role on many of these policy areas for the local authority.
- By raising awareness of the crucial role of relationships, nurture and communication in children's lives.

- Through training others in the use of the most up to date evidence base relating to the pedagogy of learning, teaching and inclusion. By using research in cognitive psychology, it can help education staff to prioritise the use teaching strategies that can have the biggest impact on learning.
- By emphasising the importance of thinking about the needs of the whole child and seeking solutions which build on and recognise the strengths and assets of individual children and their families.
- It supports effective transitions (early years into primary, primary to secondary, secondary to post school) to ensure young people are eventually successful in employment, further education or training.
- By working to ensure that assessment and intervention links to effective planning for children and young people.
- It designs and put into practice interventions which help both individuals and communities develop optimal health and wellbeing.
- Through the incorporation of the United Nations Convention on the Rights of the Child in all of its work.
- By promoting and supporting the voice of the child in the decision-making process.
- Through prioritising its attendance at looked after reviews and Team Around the Child (TAC) meetings.

3.2 (q) Inverclyde Communication Outreach Service (ICOS)

ICOS delivers a training programme which concentrates on the staff involved in transitions. This is delivered in all schools within Inverclyde, it is offered to all staff involved in the infant stages in schools. It covers sessions on 'What is Autism?', Communication, Sensory Sensitivities, Strategies and finishes with the school constructing or updating their Autism Plan. When the child arrives in their education establishment, support is delivered in a variety of ways - supporting the child, supporting the parents and supporting staff - this can be delivered in a one-to-one, small group to develop skills needed for the classroom and playground. The team continues to deliver bespoke training for staff working with pupils, the team also deliver the Early Bird Parent Programme along with the Cygnet Parent Programme for those with children over the age of 9 years of age.

ICOS is accessed through referral to the ASG.

3.2 (r) Inverclyde Visual Impairment Support (VI)

Who we are: Inverclyde Council's Visual Impairment Service (Education) is based at Craigmarnoch School. It is a Peripatetic Service that is made up of Teachers of the Visually Impaired.

Who we support: The Peripatetic Team provides support to School age pupils in Inverclyde who have a visual impairment.

	What we do: The Peripatetic Service assists School staff with the development of key strategies for the pupil so that they can fully access the curriculum and learning. We aim to minimise the effect, where possible, of a visual impairment through support and advice and also to promote understanding of visual impairment. It is vital for any pupil who has a visual impairment that early identification and assessment of the pupil's educational needs take place. This is to ensure that barriers to learning are overcome, and the correct supports are accessed for the pupil. Who we link with: We also link in with – • NHS staff specialist staff, Education Services, Social Work & Mobility Services, Parents/carers, Partner organisations such as Visibility, and the RNIB (and their Education and Children and Families Manager). VI Service is accessed through referral to the ASG. 3.2 (s) Deaf Education Garvel Deaf Centre is the base for the service that supports all deaf and hearing-impaired pupils in Inverclyde. The Service is based between Moorfoot Primary School, where primary and pre-school aged deaf pupils who normally make use of sign language or would benefit from the support from our specialist staff are taught within the base, making use of the mainstream school to access parts of their curriculum depending on individual needs. The base has a ratio of one teacher to six children. Pupils who attend Garvel primary will normally transfer to the Deaf Education Department in Clydevue Academy at the end of P7, along with any other pupil supported by the service who would benefit from the type of support offered there. Primary and secondary pupils who require less intensive support receive this through its peripatetic service. With this four-fold provision, Garvel is able to provide support for children with any degree of hearing loss from the age of diagnosis to 18 as well as being a resource available to schools and families across Inverclyde and beyond. As outlined above, Clydevue Deaf Education Department is the secondary resource base linked to Garvel Deaf Centre. It supports deaf pupils across the curriculum according to their needs. Pupils are supported across the curriculum in order to ensure that they have equal access to teaching and learning opportunities. Pupils whose first language is British Sign Language are supported by Teachers of Deaf Pupils who use a Sign Bilingual approach. Resources can be differentiated in order to make them more accessible to deaf learners.
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	Pupils may have a reduced timetable which allows them to have tutorial support to consolidate learning and improve literacy skills. Adaptations to the curriculum will be discussed with pupils and their families in order to develop a timetable which best meets the needs of the deaf learner. Pupils are encouraged to manage their audiological equipment themselves and be as independent as possible. Where difficulties arise, staff are available to troubleshoot on a day-to-day basis, and the educational audiologist is available regularly to manage any issues with audiological equipment. Outreach is accessed through referral to the ASG, and placement via ASN Forum. 3.2 (t) Virtual Head Teacher & Corporate Parenting Team (CPT) The Virtual Head Teacher (VHT) will have both a strategic and operational role for improving outcomes for care experienced children and young people, the VHT will also have line management responsibility for the corporate parenting team (CPT). This role will include a high degree of liaison with all partners involved in supporting care experienced children and young people, it will also involve an oversight of coordinated support planning. The role of the CPT is to improve the outcomes for our care experienced pupils – to improve attainment; reduce the attainment gap; improve attendance and reduce exclusions. We work closely with our Primary Schools, Secondary Schools, external providers and our colleagues in Health & Social Care Partnership. Pupils can be referred to us via their school, by social work or via the review process for looked after young people. Support is established that will best meet the needs of the pupil and can be in class, one to one in school, out with school in the pupil's home or a library etc. or remotely via TEAMS. We also have transition support from N5-P1 and P7-S1 available to ensure that these pivotal stages are given support if required. An S4 support programme has been in place for a number of years, and we aim to ensure that all S4 looked after pupils receive our support to ensure they leave school with the maximum qualifications possible. CPT is accessed through referral to the ASG. 3.2 (u) Inverclyde Wellbeing Service (Weblink) The Inverclyde Wellbeing Service is a partnership between Education Services, Inverclyde Health and Social Care Partnership and Action for Children. It provides one to one direct support to children and young people across Inverclyde as well as group work approaches. It accepts referrals from a wide array of partners and particularly welcomes self-referrals.
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3.2 (v) Inverclyde Children and Young People's Community Mental Health Service (Appendix 3.16)

This service offers support for children and young people from age 5 to 25. It has three main aims:

No Wrong Door

- Access to a Directory of Services that work in the arena of children and young people's mental health.
- The provision of a Direct Referral Pathway for children, young people, families and practitioners to services to mental health services.

Community Strength

- Supporting children in transition from primary 7 to secondary 1 in relation to emotionally based school non-attendance issues.
- Provision of enhanced community based mental health support via the Barnardo's team
- Access to the Cygnets programme for families supporting pupils on the autism spectrum.

Nothing About Us Without Us

- Gathering service user views to inform future development of mental health services
- Identifying gaps in children and young people's mental health provision and supporting enhancements in to meet these needs.

3.2 (w) Lomond View Academy (Appendix 3.13)

Lomond View Academy is a specialised education establishment dedicated to supporting young people with social, emotional, and behavioural needs. We understand that traditional learning environments may not meet the unique challenges faced by these individuals, and we provide a nurturing and structured setting where every student can grow academically, socially, and emotionally. Our dedicated staff work collaboratively with families, communities, and external agencies to ensure that each young person has the tools and support necessary to succeed in both their education and personal development.

Lomond View Academy welcomes referrals for young people in S2-4 who experience social, emotional, and behavioural difficulties that significantly impact their ability to thrive in mainstream education. These may include young people dealing with mental health challenges, trauma, disruptive behaviours, or emotional instability. We work with young people who require a tailored approach to learning, offering a range of interventions designed to meet their individual needs. Our goal

	is to support them in developing resilience, coping strategies, and self-confidence to transition successfully into adulthood. The goal of a young person attending Lomond View Academy is to support their reintegration into mainstream education by: • Providing specialised support for social, emotional, and behavioural needs. • supporting young people through personalised learning and de-escalation strategies. • Building resilience and coping strategies for success in a traditional school setting. • Focusing on overcoming challenges that are barriers to academic and personal progress. Lomond View Academy offers a variety of support models that are listed below: Broad General Education Model 1. Attendance should be 65%-70% or above. Young people are expected to attend LVA and their Base School. 2. Please note that the aim with young people attending our BGE model is to transition them back to their base school by the end of the session. 3. BGE pupils attend Lomond View Academy for 2 periods per day. They are expected to attend their Base School at all other times. S4 Model 1. Attendance should be 65%-70% or above. Young people are required to attend LVA and their Base School. The Emotionally Based School Avoidance Model – Horizon This service is intended for Young People who are not attending their school placement in Inverclyde because of emotional based school avoidance (EBSA). Young people accessing Horizon have little or no attendance at their mainstream school. Pupils can be either BGE or Senior Phase and it is expected that a variety of interventions have been put in place by their mainstream school, which have proved unsuccessful in getting them to attend. Interrupted Learners Service – ILS The Interrupted Learners Service is a new service, which will come into operation in August 2025. This service is intended for Young People who have barriers around attendance at their Base School. Young people accessing ILS will typically have a low level of attendance with an overall figure of around 50% or above. As this service is in its
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	infancy the 50% attendance figure is a guideline only at this stage. Pupils can be either primary or secondary and it is expected that a variety of interventions have been put in place by their mainstream school, which have proved unsuccessful in improving attendance. NEST (Enhanced Nurture Provision) Purpose and Provision NEST is an enhanced nurture provision designed to support primary school children across Inverclyde who experience challenges in mainstream education due to attachment difficulties, trauma, or social and emotional needs. Operated by Lomond View Academy, NEST provides a structured yet flexible environment that prioritises emotional regulation, co-regulation, and connection while meeting children at their individual developmental stage. Recognising that many children referred to NEST may need to revisit early childhood experiences to build foundational emotional and social skills, the provision adopts a play-based, relational approach that supports the child's sense of safety, autonomy, and self-worth. The provision is underpinned by three key principles: Being (accepting children as they are), Belonging (ensuring they feel safe, valued, and supported), and Becoming (providing intentional support for their development). Using a trauma-informed, play-based, and neuro affirming model, NEST reduces stress and fosters emotional growth while supporting children to build the confidence necessary to engage meaningfully in learning. In addition to direct support, NEST works in partnership with mainstream schools, offering outreach and professional development to help staff implement inclusive approaches that better meet children's needs and facilitate a smooth return to mainstream education. Referral Process Referrals to NEST are made by primary schools when a child requires additional support beyond what has been provided through existing interventions. The referral process begins with the school's Head Teacher or Depute Head Teacher making an initial inquiry to the Principal Educational Psychologist. The decision to offer a placement at NEST is based on a detailed assessment of the child's needs, which may include evidence from the Additional Support Needs (ASN) Forum, the Authority Screening Group (ASG), and any relevant assessments such as contextualised assessments or reports from relevant professionals. Placement decisions are made collaboratively, involving the child's family, school staff, and NEST team to ensure the provision is the most appropriate support for the child's development. Attendance at NEST is typically part-time, with children attending for two days per week, although some may require a more bespoke timetable or outreach support to remain in their mainstream setting. Placements are reviewed regularly to assess progress and plan for the next steps.	
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Shared Responsibility with Base Schools

Children attending NEST remain the responsibility of their base schools, reinforcing a partnership approach that ensures continuity of support and shared accountability for progress. Base schools are expected to maintain active engagement by providing relevant information, facilitating regular review meetings, and implementing trauma-informed strategies recommended by NEST. This collaboration aims to create an environment where children can successfully transition back to their mainstream setting. NEST also supports schools in building staff capacity through outreach services, assisting in the development of inclusive practices that reduce the need for specialist provision. The overarching goal is to provide children with a consistent, nurturing, and empowering educational experience that enables them to feel safe, understood, and able to thrive both at NEST and within their base school.

3.2 (x) The Inverclyde English as an Additional Language and Bilingual Service

The English as an Additional Language and Bilingual Service provides support to children and young people with English as an Additional Language (EAL) who attend educational establishments in Inverclyde. This includes pupils who have recently arrived in Inverclyde from another country, and also those who have always lived in Inverclyde but use a language or languages other than English at home. EAL teachers, Bilingual Assistants and PSAs work in primary and secondary schools and offer advice to colleagues in nurseries.

EAL Teachers work alongside other school staff to help children and young people with EAL to access the curriculum and achieve their potential. EAL staff support children and young people at all stages of their English language development. They work with children who are learning English for the first time, and those who have been using English for many years but still require support to develop their higher order language skills. EAL teachers also provide discrete ESOL (English for Speakers of Other Languages) classes and present senior pupils for SQA ESOL qualifications at all levels from National 2 to Higher. The EAL team can offer training for staff on helping bilingual learners access the curriculum in the mainstream classroom.

In line with the principles of inclusion, the default position for all EAL and bilingual learners is that they should be with their peers in a mainstream classroom environment, and the EAL team will offer support to pupils in class wherever possible. However, pupils may be withdrawn from class for short periods for targeted support for specific English language development needs, or for topic or subject specific content.

Using their own first language skills, Bilingual Assistants play a vital role in helping EAL pupils access the curriculum in English, while also encouraging the maintenance and development of the home language/s. They also act as a link between families and schools for all day-to-day communications and assist with family meetings and parents' nights. EAL staff also work with external agencies such

	as the Refugee Integration team and Community Learning and Development to ensure smooth transition and enrolment procedures are followed and that pupils can access activities and facilities in the wider community. 3.2 (y) Pupil Support Assistants (PSAs) PSAs play a vital role supporting children and young people to learn and achieve. Their contract expresses that the purpose of their job is: <i>To work as part of a school team to support children and young people who have been identified as requiring additional support. To undertake a range of activities to support the achievement, safety, care and wellbeing of identified children and young people.</i> Within this the key operational aspects of their contract states that they are/will: • Responsible for providing practical assistance to teachers in attending to the needs of all children and young people to support their participation and achievement in all aspects of the curriculum. • Responsible for providing practical assistance to teachers in attending to the needs of all children and young people to support their participation and achievement in all aspects of the curriculum. • Assist the teacher, as part of a team, in the planning, delivery and review of learning activities with individuals or groups of children. e.g. Supporting literacy or numeracy recovery programmes with individuals or small groups of children, supporting speech and language or motor skills programmes, providing motivational support to children whilst engaged in learning activities, scribing, organising play activities, providing support for children using digital technologies for learning etc. • Contribute information to the updating, planning and review process of individual children. e.g. supporting the evaluation of individual targets within a child's plan, recording children's progress within individualised programmes. Liaise with parents and school visiting staff as appropriate. • Demonstrate a commitment to Inverclyde's Positive Relationships Positive Policy and support children in developing positive interactions and relationships. • Supervise children in learning environments e.g. playground, corridors, classrooms, dining room, changing rooms, educational visits, swimming, use of resources etc. • Support the development of self-help skills. Assist with personal care and support children's physical needs. e.g. toileting and changing children, feeding, assisting children with specialist equipment as agreed in an individualised plan • Attend to individual healthcare or medical needs, with appropriate training, including the administration of emergency and routine medicines and basic first aid requirement
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	- Assist the teacher with effective classroom organisation, maintenance of resources and administration to support learning and teaching activities. e.g. displaying evidence of children's learning, preparing resources for learning, ensuring children can access digital technologies needed for learning activities etc. - Undertake appropriate development and training as required for the post. e.g. Child Protection, literacy and numeracy recovery programmes, Inverclyde's Positive Relationship Positive Behaviour Policy, moving and handling etc. - Undertake any other duties and responsibilities as directed by line management.	
4.0	Roles and Responsibilities	
4.1	Chief Executive The Chief Executive has responsibility to ensure that the ASL policy has had appropriate due diligence in line with Inverclyde Council's processes.	
4.2	Directors The Executive Director – Education, Communities and Organisational Development has overarching responsibility for the ASL policy.	
4.3	Heads of Service The Head of Education has the responsibility to ensure that this policy is implemented in all education establishments.	
4.4	Service Managers The Principal Educational Psychologist, or other designated manager, will ensure that the ASL Policy is implemented in a way that is supported by appropriate training and that it is updated in a timely manner.	
4.5	Officers Council officers will support education establishments with the implementation of the ASL policy.	
5.0	Implementation	
5.1	Training This policy is constantly being updated and rolled out to managers and staff within Education Services as appropriate.	

5.2	Communication of the Policy The ASL Policy will be distributed to all heads of education establishments, Additional Support Needs Leads, Parent Council Chairs and council officers with a view to dissemination.																																
6.0	Risk																																
6.1	Legislative Risk As the ASL policy is derived from the Education (Additional Support for Learning) (Scotland) Act 2004, revised 2009 there is risk in not continuing to ensure that policy and practice in Inverclyde is not aligned to this legislation. This policy provides assurance that alignment will happen.																																
7.0	Equalities																																
7.1	Consultation and engagement																																
7.2	Equality Impact Assessment The EIA has been included as part of the submission of this policy.																																
8.0	Appendices Appendix Document Appendix Documents are located http://icon/hr/asl-policy/ Relevant Policies / Procedures <table><tr><th></th><th>Document Links</th><th>Name</th><th>Created / Updated</th></tr><tr><td>2.1</td><td>icon • ASL Policy</td><td>Education Services: Anti-Bullying Policy</td><td>November 2021 <i>Updated April 2025</i></td></tr><tr><td>2.2</td><td>icon • ASL Policy</td><td>Education Services: Promoting Positive Relationships</td><td>November 2019 <i>Updated August 2023</i></td></tr><tr><td>2.3</td><td>icon • ASL Policy</td><td>Education Services; Joint Support Meetings, Practice Guidelines</td><td>September 2021</td></tr><tr><td>2.4</td><td>icon • ASL Policy</td><td>Education Services: Critical incidents</td><td>January 2020 <i>Updated August 2023</i></td></tr><tr><td>2.5</td><td>icon • ASL Policy</td><td>Education Services: Contextualised Assessment, Policy and Practice Guidelines for Education Establishments</td><td>November 2019 <i>Updated August 2023</i></td></tr><tr><td>2.6</td><td>icon • ASL Policy</td><td>Bereavement Change and Loss</td><td>November 2019 <i>Updated January 2025</i></td></tr><tr><td>2.7</td><td>icon • ASL Policy</td><td>Flexi-Schooling Guidance</td><td>September 2023</td></tr></table>		Document Links	Name	Created / Updated	2.1	icon • ASL Policy	Education Services: Anti-Bullying Policy	November 2021 <i>Updated April 2025</i>	2.2	icon • ASL Policy	Education Services: Promoting Positive Relationships	November 2019 <i>Updated August 2023</i>	2.3	icon • ASL Policy	Education Services; Joint Support Meetings, Practice Guidelines	September 2021	2.4	icon • ASL Policy	Education Services: Critical incidents	January 2020 <i>Updated August 2023</i>	2.5	icon • ASL Policy	Education Services: Contextualised Assessment, Policy and Practice Guidelines for Education Establishments	November 2019 <i>Updated August 2023</i>	2.6	icon • ASL Policy	Bereavement Change and Loss	November 2019 <i>Updated January 2025</i>	2.7	icon • ASL Policy	Flexi-Schooling Guidance	September 2023
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Other Documents			
	Document	Name	Created / Updated
3.1	icon • ASL Policy	Additional Support Needs Forum/Authority Screening Group: Parental Leaflet	August 2021 <i>Updated August 2024</i>
3.2	icon • ASL Policy	Additional Support Needs Forum/Authority Screening Group: Calendar	August 2022 <i>Updated August 2024</i>
3.3	icon • ASL Policy	Additional Support Needs Forum: Establishment Proforma	August 2022 <i>Updated August 2024</i>
3.4	icon • ASL Policy	Additional Support Needs Forum/Authority Screening Group: Guidelines	August 2022 <i>Updated August 2024</i>
3.5	icon • ASL Policy	Additional Support Needs Leaders: Heads of Establishment Induction presentation	September 2021
3.6	Children in Scotland	ASL Review: 2020	June 2020
3.7	icon • ASL Policy	Educational Psychology: Service Delivery Policy & BPS Educational Psychology Assessment Position Paper	September 2022 2014
3.8	icon • ASL Policy	ICPC: Gaining the Voice of the Child	October 2017
3.9	icon • ASL Policy	Education Services: GIRFEC Pathways	July 2016
3.10	2021-11-25 Dyslexia Input.mp4	Inverclyde Dyslexia Pathway: Training	November 2021
3.11	icon • ASL Policy	Inverclyde Academy: Enhanced Transition Model	Spring 2022
3.12	icon • ASL Policy	Flexible Timetables	September 2022 <i>Updated August 2023</i>
3.13	icon • ASL Policy	Lomond View Academy Handbook	August 2021
3.14	icon • ASL Policy	Coordinated Support Plan (CSP)	2012
3.15	icon • ASL Policy	ASN Leaders: HGIOS-4	2015
3.16	icon • ASL Policy	Inverclyde Children and Young People's Community Mental Health	2021-2022
3.17	icon • ASL Policy	Dyslexia: Establishing Needs Form	November 2020
3.18	icon • ASL Policy	Dyslexia: Holistic Assessment Collation Form	November 2020
3.19	icon • ASL Policy	Dyslexia: Literacy Consultation Meeting Master and Scottish Definition of Dyslexia	October 2018
3.20	icon • ASL Policy	Dyslexia: Pathway Overview for the Identification and Support of Literacy Difficulties and Dyslexia	March 2021
3.21	icon • ASL Policy	Dyslexia: Pupil Checklist for Dyslexia	November 2020
3.22	icon • ASL Policy	Dyslexia: "What to look for" Check List – Curriculum for Excellence	March 2021
3.23	icon • ASL Policy	Wellbeing Checklist	April 2014
3.24	icon • ASL Policy	Directory of Education Services	July 2022

	3.25	icon • ASL Policy	Education Services: Single-Agency Assessment Planning Guidance	August 2023		
	3.26	icon • ASL Policy	TAC Monitoring Form	August 2023		
	3.27	Dyscalculia National Professional Learning Webinar Series (padlet.com) Session 1 Session 2 Session 3 Session 4	Dyscalculia National Professional Learning Webinar Series	June 2024		
	3.28	Supporting learners facing difficulties with numeracy & mathematics. Tickets, Multiple Dates Eventbrite	Supporting Difficulties with Numeracy and Mathematics (Eventbrite)	May 2024		
	3.29	icon • ASL Policy	Inverclyde Collaborative Dyscalculia Assessment Summary (Form 3)	March 2024		
	3.30	icon • ASL Policy	Inverclyde Dyscalculia Establishing Needs (Form 1&2)	March 2024		
	3.31	icon • ASL Policy	Inverclyde Dyscalculia Identification Pathway	March 2024		
	3.32	icon • ASL Policy	Inverclyde Possible Indicators of Dyscalculia (Learner, Parent and Teacher Checklists)	March 2024		
	3.33	icon • ASL Policy	Inverclyde Scottish Dyscalculia Observation and Planning Tool	March 2024		
	3.34	icon • ASL Policy	Inverclyde Scottish Working Definition of Dyscalculia and Resources	March 2024		
	3.35	icon • ASL Policy	CSP Training Presentation	March 2025		
	3.36	icon • ASL Policy	Authority Screening Group (ASG)	November 2024		

Appendix 2

Overview of Policy Updates		
Additional Support for Learning - May 2025		
PAGE	TITLE	PROPOSED CHANGE
Throughout		Use of new policy template
4	Introduction	New wording, due to introduction of this template, that has the same meaning of the previous iteration.
4	Executive Summary	Newly introduced section reflecting that this is the second iteration of policy.
4	Background	Newly introduced section reflecting that this is the second iteration of policy. It contains the list of additional support needs that the original policy had.
5	Strategic Context	This contains data regarding the scale of additional support needs in Inverclyde.
6	Links to legislation	This has added legislative and policy drivers i.e. Included, Engaged and Involved (Part 3) (2024), UNCRC Incorporation and Respect for All (2024).
6	Aim or statement of intent or policy statement	This new section is short and outlines the intent of the policy.
6	Links to Corporate Groups	ECOD is now referenced.
6	Terms of Reference	This new section has been added due to the template now in use. It references the terms behind the policy.
7	Scope	Introduction of new section in keeping with new template.
7-24	Policy Content	7. This new section has been added due to the new policy format. It is a short statement that indicates that this policy applies to all education establishments. 9. Alignment of the GIRFEC Pathway to SEEMIS stages of intervention model. 12. Updated Anti-Bullying policy. 14. Introduction of the Dyscalculia Pathway. 16. Change of referral process for ICOS. 18. Change of referral process for CPT 19-22 Change in offer from Lomond View Ac
24	Chief Executive	Introduction of new section in keeping with new template.
24	Directors	Introduction of new section in keeping with new template.
24	Head of Service	Introduction of new section in keeping with new template.
24	Service Managers	Introduction of new section in keeping with new template.
24	Officers	Introduction of new section in keeping with new template.

24	Implementation	Introduction of new section in keeping with new template.
25	Legislative Risk	Introduction of new section in keeping with new template.
25	Equalities	Introduction of new section in keeping with new template.
25	Appendices	25. Updated Positive Relationships policy 25. Updated Critical Incident form. 25. Updated Bereavement, Change and Loss policy. 25. Flexi-School guidance. 25. ASNF and ASG parental leaflets. 26. Flexible timetable guidelines. 26. Single Agency Planning guidelines. 26. TAC Monitoring Form. 26. Dyscalculia Pathway and associated training materials. 27. CSP presentation and pathway. 27. ASG Guidelines.