

Supports in Mainstream

Aims of Support

- ▶ Improved outcomes and the delivery of excellence and equity for all children and young people.
- ▶ Meeting the learning needs of all children and young people.
- ▶ An inclusive approach which identifies and addresses barriers to learning for all children and empowers children and young people, parents and carers, teachers, practitioners and communities.

Available Enhanced Services

Central ASN team

Strategic ASN Enhanced Provision

GIRFEC – assessments of wellbeing, child planning meetings etc

Wellbeing Recovery Group

Inclusion and Support Service

Educational Psychologists

Ongoing training for school staff

Cluster Assessment Supported Transition (CAST) Session P7 Transition for children with Additional Support Needs

Presumption of Mainstream

- ▶ Present
- ▶ Participating
- ▶ Achieving
- ▶ Supported



"Together, these four features support the delivery of inclusive learning environments for all children and young people that enable them to reach their full potential."

Presumption to provide education in a mainstream setting: guidance Scottish Government 2020



ADDITIONAL SUPPORT NEEDS SERVICE

Inclusion in West Lothian

 West Lothian
Council

West Lothian Vision

For all schools to be able to provide high-quality learning experiences and environments that meet the needs of all learners.

For all learners to be educated in their local community alongside their peers as is their right according to Article 28 of the UNCRC which states that children and young people have the right to education no matter who they are.

Specialist provision is provided in exceptional circumstances only. Rigorous assessment for access to specialist provision is completed by a group of professionals who know the child and have a robust information to make an informed decision as to appropriateness of placement.

Pathways for Support

- ▶ **Pathway 0** – Universal supports provided in mainstream establishments including but not exclusive to: dyslexia support, support for learning, nurture, peer mentoring, counselling services and personal care.
- ▶ **Pathway 1** – Primary school lead discussions with parents at local level. Secondary enhanced transition model is identified in collaboration with parents.
- ▶ **Pathway 2** – Individual Support Plans - Assessment of wellbeing for transition to outline how needs can be met in mainstream. Professionals including Educational Psychologists may advise as appropriate.
- ▶ **Pathway 3** – Considered for special placements in exceptional circumstances. Identified for pupils at continuum level 3, where mainstream education has been assessed as requiring bespoke planning for specific assessment of needs at authority level.

Cluster Assessment Support Transition (CAST) Meetings



Robust and collaborative approach



Senior leaders from Primary & Secondary School



Link Educational Psychologist and Inclusion and Support Service



ASN Central Team



Sharing models of support



Make Informed Decisions



Strategic Planning