

# Every Child is Included Policy



# Contents

1.	Introduction	3
2.	The Acts of 2004 and 2009 and the national Code of Practice	5
3.	Other relevant legislation and guidance	6
4.	The purpose and principles of Glasgow City Council Education Services' Policy, <i>'Every Child is Included'</i>	7
5.	Children and young people to whom this policy applies	11
6.	Meeting additional support needs:	13
	■ Identification and assessment	13
	■ Staged intervention, the Planning and Reporting Framework and Additional Support Planning	15
	■ Co-ordinated Support Plan	19
	■ Transitions	21
	■ Working in partnership - the GIRFEC approach	22
	■ Looked after children	24
	■ Pre-school children	24
7.	Making provision for children and young people with additional support needs	25
8.	Working with parents/carers, children and young people and resolving disagreements	27
9.	Staff development	31
10.	Quality assurance and planning for improvement	32
11.	Managing information and protecting data	34

# Introduction

# 1

In 2009, when Glasgow City Council Education Services was already committed to reviewing and revising its policy on additional support needs, Every Child is Included, the 2004 Additional Support for Learning (Scotland) Act was amended.

This revised policy, therefore, takes account of the original requirements of the 2004 Act and of the amendments of 2009. It also takes account of the outcome of the review carried out 2009-2010 and, in particular, of the views of all those stakeholders consulted.

In addition, this revised policy is closely connected to other key developments within Glasgow. In particular, it is an integral part of Glasgow's approaches to inclusion and promoting positive behaviour, early and staged intervention and combating disadvantage. Every Child is Included is linked to the Corporate Parenting Policy and to the work of the Child Protection Committee. It is supported and informed by guidance on effective learning and teaching, curriculum development, Getting It Right for Every Child and staff development and review.

# The Acts of 2004 and 2009 and the national Code of Practice

# 2

The Education (Additional Support for Learning) (Scotland) Act 2004 provides the legal framework which underpins the system for identifying and addressing the additional support needs of children and young people who face barriers to learning. The Act aims to ensure that they are provided with the support they need to achieve their full potential. It promotes collaborative working among all those supporting children and young people and sets out rights for parents and carers<sup>1</sup>. The 2004 Act was amended in 2009. Some of these amendments related to the following key areas:

- The definition of additional support needs;
- Placing requests;
- Mediation services;
- Inter-authority arrangements;
- The right to assessment and examination;
- Looked after children;
- Pre-School Children;
- The jurisdiction and operation of the Additional Support Needs Tribunal;
- The requirement for education authorities to submit statistical information relating to additional support needs to Scottish ministers.

This revised policy has taken account of these amendments.

Following the 2009 Act, the national Code of Practice was updated. The Code of Practice explains the principles of legislation and education authorities have a duty to have regard to its advice. It includes features of good practice and very useful case studies. It clarifies arrangements for resolving differences between families and education authorities.

Practitioners should ensure they are familiar with the requirements of the legislation of 2004 and 2009 and that they refer to the Code of Practice for advice and guidance.

<sup>1</sup> Where this policy refers to parents, it means not only parents but also carers, including foster carers, kinship carers and residential carers.

# 3 Other relevant legislation and guidance

Practitioners should ensure they read and implement this policy in the context of other legislation, national policy and guidance.

In addition, practitioners should ensure that, in working to meet additional support needs, they take fully into account two major policy drivers in Scotland, Curriculum for Excellence and Getting it Right for Every Child and Young Person (currently referred to as GIRFEC).

Glasgow City Council Education Services has in place a clear and agreed plan for taking forward Curriculum for Excellence. Our approach to developing GIRFEC is underpinned by the Integrated Children's Services plan and directed by the Children's Services Strategy Group.



# The purpose and principles of Glasgow City Council Education Services' Policy, *'Every Child is Included'*

# 4

## 4.1 The aims of this policy are those of the Act:

- To ensure that children and young people are provided with the support they need to help them work towards achieving their full potential.
- To promote collaborative working among all those supporting children and young people.
- To establish parental/carer rights within the system.

## 4.2 Principles

### i. **The development, welfare and safety of each individual child and young person is of central importance.**

This policy relates to individual children and young people from pre-birth to 18. It applies across all sectors of education and to all services for children and their families. It establishes that:

- a broad range of circumstances and factors, over the short or long term, can give rise to a child or young person needing additional support;
- provision made will meet the identified and assessed needs of the child or young person;
- a key member of education staff will be identified to support a child or young person with identified additional support needs;
- the staged intervention framework will ensure that there is planning in place at an agreed and appropriate level to meet identified additional support needs.

### ii. **Education Services will work in partnership with parents/carers and with children and young people.**

- Glasgow City Council Education Services will consult on an ongoing basis with and respond to the views and opinions of those parents who have children with additional support needs, in particular through the ASL Parents' Forum, a sub group of the ASL Strategic Group or at individual case reviews.
- Staff will work in consultation with parents to assess the additional support needs of individual children and young people.
- Parents/Carers will be fully involved in decision making in relation to the additional support needs of their children and in planning for and reviewing progress. Education Services will ensure that their views are considered and recorded.
- All looked after children and young people for whom the authority has a corporate responsibility are presumed to have additional support needs unless it is determined that they do not need additional support to benefit from school education. In accordance with the advice of the Scottish Government in *'We Can and Must Do Better'*, a designated senior manager in all establishments will be appointed to oversee support for and the progress of looked after children and young people.
- Where a parent needs support to participate fully in discussion and decision making (for example the relocation of a meeting, access to the interpreters' service or to British Sign Language) Education Services will ensure such support is provided.

- Education Services will seek the views of children and young people and will listen to what they say. Their views and opinions will be recorded and taken fully into account in relation to assessment, planning, support and the review of progress. Where a child or young person needs support to participate in discussion or decision making, this support will be provided.

iii. **Education Services is committed to ensuring high quality provision in as inclusive a setting as is appropriate for each child or young person.**

- In accordance with national and local policy Glasgow City Council Education Services will seek to provide support which enables children and young people with identified additional support needs to access education with their peers.
- All establishments and all staff will promote the full inclusion of children and young people with additional support needs in the life and work of establishments which they attend.
- Education staff and their partners will respond to the earliest signs that a child or young person requires additional support for learning. In line with the staged intervention framework and the existing systems and structures for single and multi agency assessment, staff will carry out appropriate and proportionate assessment which will inform planning and support.
- Education staff and partner agencies will pay particular attention to ensuring that children and young people with identified additional support needs are not at risk

from exclusion. For those children or young people with identified additional support needs who become at risk of exclusion, no decision to exclude can be taken without robust evidence that consideration has been given to planning for and meeting additional support needs. The removal from the roll of any child or young person, including those with additional support needs will be taken only by the Executive Director of Education.

- The Executive Director will make appropriate arrangements for the continued education of a child or young person with additional support needs should they be removed from the roll of an establishment.
- Education staff and their partners will pay particular attention to points of transition into and within establishments and services in order to ensure that children and young people with additional support needs have their progress and their full inclusion carefully planned.

iv. **In fulfilling our commitment to Getting it Right for Every Child, Education Services is committed to working collaboratively with partner agencies and, in particular, to ensuring that information relating to children and young people is gathered, shared as appropriate, and used to inform joint planning.**

- Staff in Education Services will work closely with colleagues in other services and agencies to prevent, where possible, the emergence of barriers to learning or personal development.

- Staff in all services to children and their families will work together to provide well-integrated and proportionate support based on identified additional support needs.
- Staff in Education Services will share with partner agencies information that will inform effective multi-agency assessment, planning provision for children and young people with additional support needs.

v. **A corporate responsibility exists to ensure that this policy is consistently and effectively implemented.**

- Glasgow City Council Education Services will provide comprehensive guidance relating to the implementation of policy.
- The ASL strategic working group, under the direction of the Head of Inclusion, will oversee all aspects of provision for additional support needs. A series of subgroups will have responsibility for the development and implementation of particular aspects of policy. Each subgroup will report annually to the Additional Support for Learning Strategic Working Group, and through it to the Executive Director.
- Education Services will put in place and monitor the effectiveness of a programme of professional development in additional support for learning.

vi. **Education Services will review, on a regular basis, the effectiveness of practice in relation to this policy.**

a) **Education Services will:**

- Ensure that all establishments have in place a policy and position statement which

makes clear the roles and responsibilities of all staff including those with additional responsibilities for additional support for learning;

- Ensure that information relating to additional support needs and staged intervention is regularly and accurately entered into the information management system (SEEMIS)
- Carry out an annual audit of this information and analyse and report on its implications (through the Managing Information subgroup of the ASL Strategic Working Group).
- Sample and review the appropriateness and quality of planning (including Co-ordinated Support Plans (CSPs) to meet additional support needs. (Through the Staff Development subgroup of the ASL Strategic Working Group).
- Audit opportunities for training and development and use the outcomes of this audit to inform future planning (through the Staff Development subgroup of the ASL strategic working group).
- Regularly consult with all stakeholders, including parents/carers, children and young people and ensure that their views are used to inform further development. The ASL Parents' Forum will play a key role in the process of consultation.

b) **Establishments and services will:**

- Ensure that their policy and position statement on ASL makes clear roles and responsibilities and arrangements for quality assurance, including consultation with stakeholders;



- Ensure their policy and position statement is known to and understood by all staff, parents and carers and other stakeholders as appropriate;
  - Record accurately and keep up to date information on SEEMIS relating to staged intervention and additional support needs;
  - Ensure that their strengths in relation to meeting additional support needs and their areas for development are identified on the basis of robust evidence and that these are used to inform their improvement plans and their reporting on standards and quality.
- Heads of Establishment have the responsibility for ensuring that this policy is consistently and effectively implemented.



# Children and young people to whom this policy applies

# 5

5.1 Glasgow's policy, Every Child is Included, applies to all the children and young people for whose education Glasgow City Council is responsible. Any child or young person may experience at some point, and perhaps for a short time, a need for additional support.

5.2 The Acts of 2004 and 2009 significantly widen our understanding of what constitutes a need for, and an entitlement to, additional support. Children and young people with additional support needs may include those who:

- Have parents abusing drugs or alcohol;
- Are caring for others or are themselves parents;
- Are affected by disability;
- Are encountering barriers to learning arising from, for example, dyslexia, Attention Deficit Disorder etc.;
- Have language and communication disorders;
- Are in need of protection;
- Are being bullied;
- Are experiencing difficult family circumstances, for example divorce or serious illness;
- Are exceptionally able as learners or are talented in particular areas, such as sport, music or art and design;
- Require support in acquiring full fluency in English;
- Have experienced a bereavement;
- Are not attending school regularly;
- Have learning disabilities;
- Have mental health problems;
- Have physical or sensory disabilities;
- Have particular emotional and social needs;
- Present challenging behaviour and may be in conflict with the law;
- Are chronically ill.

This is not an exhaustive list of factors which may have a negative impact on a child or young

person's learning and progress. Not every child who is in any of these circumstances necessarily has an additional support need. An additional support need exists when the child or young person is encountering barriers to learning and development.

5.3 In accordance with the 2009 Act, this policy makes clear that all looked after children and young people have additional support needs. Education Services must carefully monitor the progress, attainment and well-being of all looked after children and young people. As a result of such monitoring, and in consultation with children and young people, parents and partners, a designated senior manager with responsibility for looked after children and young people may decide that some do not need additional educational planning in order to ensure they make appropriate progress

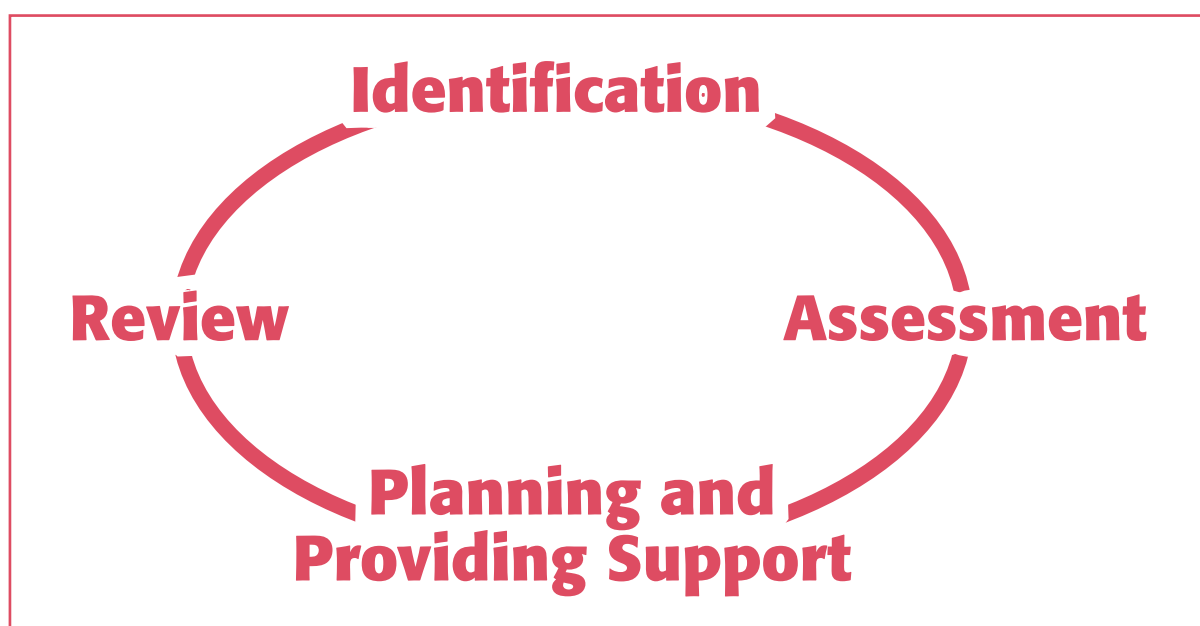
5.4 In accordance with the 2009 Act, this policy applies to children in pre-school provision managed by Glasgow City Council, or in a partnership nursery under arrangements made by Glasgow City Council Education Services.

5.5 The policy applies, in addition, to any child under the age of three years who has additional support needs as a result of disability.

5.6 It is essential that every education establishment and service develops an inclusive ethos and puts in place approaches to curriculum development and to learning and teaching which meet the needs of all children and young people. These approaches will reduce the danger of barriers to learning and progress arising. All establishments and services are required to be able to identify all their children and young people who have additional support needs.

# 6 Meeting additional support needs

Additional support needs are met through the cycle for identification, assessment, planning and providing support, and review.



Features of good practice in establishments and services			
Identifying	Assessing	Planning and providing support	Reviewing
<ul style="list-style-type: none"> <li>■ Listening to and recording the views of parents/carers, children and young people.</li> <li>■ Collaborating with partners.</li> <li>■ Ongoing monitoring.</li> <li>■ Having a forum to discuss needs and progress.</li> </ul>	<ul style="list-style-type: none"> <li>■ Using appropriate and proportionate approaches.</li> <li>■ Ensuring assessment approach meets the needs of the individual child.</li> <li>■ Gathering views of a range of partners.</li> <li>■ Discussing approaches and their outcomes.</li> <li>■ Listening to and recording the views of parents/carers, children and young people.</li> </ul>	<ul style="list-style-type: none"> <li>■ Plans based clearly on outcomes of assessment.</li> <li>■ Planned and co-ordinated support appropriate to context.</li> <li>■ Appropriate classroom/play room practice.</li> <li>■ Listening to and recording the views of parents/carers, children and young people.</li> </ul>	<ul style="list-style-type: none"> <li>■ Regular informal monitoring.</li> <li>■ Regular formal and collaborative reviews.</li> <li>■ Careful recording of outcomes.</li> <li>■ Outcomes used to inform next steps and future planning.</li> <li>■ Listening to and recording the views of parents/carers, children and young people.</li> </ul>

In Glasgow, the staged intervention framework guides practitioners in meeting additional support needs.

This section of Every Child is Included outlines Glasgow's staged intervention framework and its processes for identifying, assessing, recording, planning for and putting in place support and reviewing progress:

- 6.1 Identification and assessment
- 6.2 Planning and putting in place support and reviewing progress – the staged intervention framework

It then goes on to consider particular aspects of planning for and providing support:

- 6.3 Co-ordinated Support Plans
- 6.4 Transitions
- 6.5 Working in partnership – the GIRFEC agenda
- 6.6 Looked after children
- 6.7 Pre-school children.

#### 6.1 **Identification and assessment**

Education Services places high priority on the early identification of children and young people with additional support needs in order to take action to ensure that they are able to achieve their potential.

##### *Identification and assessment in the early years*

Glasgow City Council fully endorses the legislative requirement that National Health Service staff should bring to the attention of the education authority children under three years of age who have a disability. We will work with our partners, including health visitors, social work

staff and therapists, and with parents and carers to identify whether the child has additional support needs arising from that disability and we will ensure that the child receives the additional support required. We expect other agencies and services to bring to our attention any child whom they feel may require additional support.

The Psychological Service will play a key role in early assessment of children with significant needs. The multi-agency Early Years Area Consultative Groups, will consider all relevant information with regard to children under the age of five years. This group will consider how best to further assess (if required), plan and make provision to meet the child's additional support needs. Its members will take into account the views of parents/carers and all available information. Early Years establishments when working with children also have a responsibility to inform Early Years Area Consultative Groups about any child who is not making progress. Staff will continue to assess, plan and make provision to meet a child's additional support needs in partnership with parents/carers and relevant agencies.

##### *Identification and assessment for school aged pupils*

Schools have a responsibility for identifying and assessing pupils who do not seem to be making progress in learning and for taking action to support their learning and personal, social and emotional development. The first signs of any difficulties can occur at any stage in primary or secondary schools.

Such a responsibility starts in the classroom with the class teacher who is supported by promoted staff. Headteachers or other promoted staff may seek advice from other professionals, such as Educational Psychologists or Speech and Language Therapists, to determine whether referrals to other agencies are necessary. It is vital that children/young people are identified and supported at the earliest possible stage.

Parents/Carers may be the first to draw the attention of the school to any difficulty that a child or young person is experiencing. Schools will listen to such concerns and respond to them with sensitivity. Staff will also be responsive to any concerns raised by children/young people themselves and ensure that these are addressed. Establishments will ensure that any concerns raised by parents or by a child or young person are recorded and that the outcomes of such an expression of concern are known to and understood by everyone involved.

Other services and agencies, such as social workers or the police, may be the first to draw attention to a child or young person experiencing difficulties. School staff should ensure that such concerns are followed through and collaborate in joint assessment.

We will ensure that staff in Education Services are alert to the possibility that children or young people with additional support needs, are already receiving support from other professionals, for example, those who are looked after. Where children and young people are subject to review and support systems other than those specifically relating to additional support for learning, education staff will work with the

other professionals to share information and documents and integrate assessment procedures.

Education Services recognises that assessment is much more than formal testing. Establishments will be encouraged with the support of Psychological Services to use the most appropriate means of assessing and monitoring a child and young person's support needs. Establishments must record the approaches to assessments used and the outcomes of assessment using the Planning and Reporting Framework.

Parents/Carers must be fully involved in the assessment process and establishments and services must notify parents and carers of the means by which assessment is carried out and of their outcomes.

Parents, carers and young people can make a request for assessment, and for assessment of a particular kind, at any time. All such requests must be agreed to unless they are unreasonable. A request will be unreasonable if, among other things, it:

- replicates a recent and robust assessment which has been taken into account in pupil planning;
- involves an approach to assessment the validity of which would not be supported by evidence based practice;
- is unnecessarily intrusive on the child/young person;
- is unreasonable in terms of costs.

Any request from a parent, carer or young person for assessment and the outcome of such a request should be recorded.

Education Services will provide information to parents and carers on how they can request an assessment to determine whether or not their child has additional support needs.

## 6.2 Staged intervention, the Planning and Reporting Framework and Additional Support Planning

### *An overview of the staged intervention framework*

Glasgow City Council will use its Staged Intervention Framework for ensuring that children and young people have their needs met in an open, fair and consistent way. Staged Intervention reflects the fact that children and young people facing barriers to their learning and development require differing levels of support and intervention. Staged Intervention is essential in order to plan for and organise additional support for learning within establishments, learning communities, educational areas and city-wide. Staged Intervention also helps to ensure greater consistency across establishments in assessing and providing for children and young people with additional support needs.

Staged Intervention means that children and young people receive support at the right level in order to meet their additional support needs. The forms of support required by individuals vary across and even within stages. Most children/young people with additional support needs receive the level of support described at Stage 1. With appropriate help, they progress to the point where they no longer require additional support. In contrast, a small number of children

and young people require high levels of support from an early age and continue to need the level of support described at Stage 4 throughout their education and development.

Partner services and appropriate agencies engage with educational services in providing assessment and support to children/young people at Stages 3 and 4. That does not preclude Heads of Establishment from seeking advice from partner services and agencies about children and young people requiring support at Stages 1 and 2.

### *Pupil Plans (Planning and Reporting Framework)*

Assessment, planning and reporting are essential components in identifying and meeting the needs of all children and young people and particularly those with additional support needs. Much assessment, planning and reporting is undertaken as part of learning and teaching and through discussion. Some form of written record, however brief, is necessary to guide the work of staff and serve as a base line to demonstrate the effectiveness of the approaches taken.

The revised Planning and Reporting Framework sits on the SEEMIS system under Pupil Plans. It is designed to fit with good practice in establishments and to require additional records of assessment, planning and reporting only at Stages 3 and 4 of intervention. **It is, however, the responsibility of the head of establishment to ensure that the agreed stage of intervention is recorded on the Planning and Reporting Framework for all children and young people with identified additional support needs.** In addition, to

recording and informing establishment based practice, the Planning and Reporting Framework forms the educational report which may be required on any child or young person, for example, by the reporter. The Planning and Reporting Framework also feeds into the Integrated Assessment Framework as necessary. Education Services is committed to the development of a multi-agency assessment and plan (Integrated Assessment Framework) in line with GIRFEC. Establishments will contribute to the Integrated Assessment Framework which will be required for any child or young person for whom multi-agency support is being considered.

### *Starting Point for Staged Intervention*

At the base of the staged intervention triangle, establishments are expected to meet the learning needs of children and young people within their playrooms and classrooms. Well-designed curricular programmes and high quality learning and teaching give each individual child and young person the best opportunities to learn, grow and develop. All children and young people will normally participate in setting personal targets and in monitoring their own progress.

To meet the needs of all children and young people staff within establishments will work together effectively and support each other. A range of services, such as health, Glasgow Life and the Police, contribute to universal programmes for all Glasgow's children and young people, such as healthy lifestyles, personal safety and citizenship.

Those children who do not have their needs met in these ways need to have a higher level of individualised support.

### **STAGE 1:**

**Level of support:** The needs of children and young people requiring additional support at Stage 1 are met within playrooms or classrooms. These children and young people require additional support in terms of some adjustment to the environment, curriculum, learning, teaching and assessment, which can be accomplished by child development officers and by class or subject teachers. In some instances other staff such as Additional Support for Learning teachers and ASL/EAL teachers provide advice and support to staff.

**Recording and reporting:** Planning for the child or young person requiring support at Stage 1 is part of the forward plans for a group of early years' children or for a class. Early years' staff or teachers in primary schools may plan some aspects of work for an individual or group of children and record this as part of their forward plan. In a secondary context plans may be recorded and shared with all staff teaching a young person by those with additional responsibility for support, for example Support for Learning or Pastoral care staff. Such plans must be known to and implemented by all staff working with a young person. Early Years' staff and class or subject teachers monitor and keep records of progress.

Parents and carers must know that a child or young person is being supported at Stage 1. Education staff must work with them and keep them informed about progress. The child/young person supported at Stage 1 should work with staff to set targets and monitor their own progress.



At Stage 1, establishments are required only to complete the core information section of the Planning and Reporting Framework to record that a child or young person is receiving Stage 1 intervention.

#### **STAGE 2:**

**Level of support:** The child development officer/class or subject teacher identifies that a child or young person requires specified support over a sustained period at a level beyond that which he or she can provide within the classroom or playroom. Other members of the establishment's staff help to assess the child or young person, to determine his or her additional support needs, and draw up and implement a plan to meet them. In some establishments this may involve Support for Learning, Pastoral Care or EAL staff. Heads of Establishment and ASL Co-ordinators may wish to consult other staff in partner services and agencies about the best ways of meeting the needs of an individual child. The Child Development Officer/class teacher and school staff, including ASL and ASL/EAL staff, keep progress under review and take action as required. Parents/Carers and the child or young person are fully involved in the process of identification, assessment, planning and annual review.

**Recording and reporting:** Planning for children and young people requiring intervention at Stage 2 may be part of forward plans for the class. In the secondary context, planning arrangements are the same as for Stage 1 and must be known to and implemented by all staff working with the child/young person. Where the child, young person or group requires a more

tailored programme, linked to the forward plan, staff should identify and plan group or individual short term outcomes.

At Stage 2, establishments are required only to complete the core information section of the Planning and Reporting Framework to record that a child or young person is receiving Stage 2 intervention. Sound practice requires establishments to record the views of parents/carers, children and young people.

#### **STAGE 3:**

**Level of support:** Children and young people require levels of intervention at Stage 3 when their additional support needs cannot be fully met by staff in the establishment and the resources available there. At Stage 3, Heads of Establishment seek support from other educational services to provide for the needs of children and young people. For example, the Psychological Service or the Sensory Support Service may be involved in providing planned and continuing support. The child or young person may require specialist resources or transport. Some may have their needs better met in an Additional Support for Learning school or unit. Other professionals from social work or health may be asked to assess and give advice.

Parents/Carers and the child or young person should be fully involved in the process of assessment, planning, intervention and review at Stage 3. Meetings to review the progress of the child or young person will be arranged at intervals specified in the Additional Support Plan, the minimum being once per year.



**Recording and reporting:** The stage of intervention, the needs of the child or young person and the arrangements for providing additional support must be fully recorded in the Planning and Reporting Framework. The Planning and Reporting Framework now includes an Additional Support Plan with long term planned outcomes. The Additional Support Plan also names the key person responsible for implementing the plan. It makes clear the roles and responsibilities of all those involved and records the views of the child or young person and the parent or carer. The long term planned outcomes in the Additional Support Plan are clearly and effectively supported by short term planning.

#### **STAGE 4:**

**Level of support:** A child or young person requiring additional support at Stage 4 has needs which can be met only by education staff, including Psychological Services, working closely with staff from other services and appropriate agencies. Meetings to review the progress of the child or young person will be arranged at intervals of at least once per year.

The Additional Support Plan at Stage 4 will be supported by regularly reviewed short term planning. It will make clear the roles and responsibilities of all those involved in providing support.

All those children and young people supported at Stage 4 of Intervention will have significant and continuing needs. **It is therefore essential that the need for a Co-ordinated Support Plan is formally and regularly considered. Establishments should discuss the appropriateness of constructing a**

**Co-ordinated Support Plan for each child or young person supported at Stage 4 at every annual review meeting. The outcome of this discussion should be recorded in the minutes of the meeting and reflected in the Planning and Reporting Framework.**

Further advice in relation to Co-ordinated Support Plans is given in the next section of this policy.

All children and young people who are placed in specialist establishments in Glasgow should be recorded on the Planning and Reporting Framework as at stage 3 or 4 of intervention as they require specialist support from Education Services. It is not, however, necessary for all children and young people in specialist establishments to have an Additional Support Plan. If the Head of Establishment can show that appropriate planning is in place in classes or groups to meet all the identified needs of the child or young person, including language and communication needs and personal and social development needs, an Additional Support Plan need not be put in place. If no Additional Support Plan is in place for a child or young person in a specialist establishment, the Head of Establishment should ensure that the parents or carers are aware of the way in which planning to meet identified needs is carried out and should record their views on planning, provision and progress.

Children and young people placed in day establishments and services or residential establishments and services by Glasgow City Council, but not managed by the Council, are considered as receiving Stage 4 support.

**Recording and reporting:** The stage of intervention, the needs of the child or young person and the arrangements for providing additional support must be fully recorded in the Planning and Reporting Framework. The Planning and Reporting Framework now includes an Additional Support Plan with long term planned outcomes. The Additional Support Plan also names the key person responsible for implementing the plan. It makes clear the roles and responsibilities of all those involved, including partner agencies, and records the views of the child or young person and the parent or carer. The long term planned outcomes in the Additional Support Plan are clearly and effectively supported by short term planning.

### *Deciding on stages of Intervention*

Determining the correct stage of intervention will in most cases be quite straight forward and based on the assessed needs of each child or young person. The stage of intervention agreed for an individual child or young person may, and often will, change in response to reviews of progress. In some instances, the needs and circumstances of the child or young person may change quickly and more intensive or less intensive support will be needed. The Area Principal Psychologists, Heads of Service and Area Education Officers will work with Heads of Establishments in moderation exercises and in monitoring the numbers of children and young people requiring the four stages of intervention in each establishment and the implications for resources and learning and teaching.

### *Recording and using information on staged intervention*

Heads of Establishment are responsible for ensuring that accurate and up-to-date information about the stages of intervention for all children and young people enrolled in their establishment, including those on shared placements, is entered on the SEEMIS system. These records are essential in helping heads of establishments to make the arrangements to ensure that each child or young person is regularly reviewed and future needs anticipated. They are also important for decisions about the allocation of resources within the establishment and by the education authority.

Staff in Education Services headquarters will access these records and collate and analyse the information. Regular reviews of the data are essential for monitoring the implementation of this policy and in order to plan and adapt provision for additional support needs.

An annual Staged Intervention Audit will be carried out in order to collate and analyse all the updated information from establishments, for each learning community and in each of the three education areas. This city wide analysis of information will be shared with all services to Children and Families in the city.

### 6.3 Co-ordinated Support Plan

#### *Eligibility for a Co-ordinated Support Plan*

Glasgow City Council will construct a Co-ordinated Support Plan for the additional support required by children over the age of three and young people up to the age of 18 in line with the 2004 and 2009 Acts. The following criteria must all be present before a decision is taken to construct a Co-ordinated Support Plan.

- Glasgow City Council is responsible for the school education of the child or young person living within its area and attending a school managed by them or placed by them in a school not managed by them. If the parents or carers have themselves arranged to have the child or young person placed in a school not managed by Glasgow City Council, then the Council is not required to consider constructing a Co-ordinated Support Plan.
- The additional needs of the child or young person, as assessed, arise from one or more complex factors or multiple factors which have a significantly adverse effect on his or her ability to access education.
- The complex or multiple factors affecting the child or young person are likely to continue for more than a year.
- The needs of the child or young person require significant additional support to be provided by Glasgow City Council Education Services and by its other services or by one or more appropriate agencies, such as NHS Greater Glasgow and Clyde, further education colleges and/or another local authority.

#### *Procedures for consideration of and construction of a Co-ordinated Support Plan*

The procedure for constructing a Co-ordinated Support Plan is in compliance with the Additional Support for Learning (Co-ordinated Support Plan) (Scotland) Amendment Regulations 2010 and the advice in the national Code of Practice. The timeframe for preparing a Co-ordinated Support Plan is 16 weeks from the time that Glasgow City Council informs the child's parents/carers or the young person that they propose to establish whether a Co-ordinated Support Plan is required.

Where a child or young person is looked after by Glasgow City Council, then the Council, as corporate parent, should ensure that all of the rights of the child or young person are protected. The corporate parent must also ensure that their views and those of the child or young person are sought and considered.

Each Head of Service is responsible for managing requests from establishments, parents/carers or young persons in their area for a Co-ordinated Support Plan to be constructed. The Head of Service is also responsible for taking decisions about whether or not a Co-ordinated Support Plan should be constructed. Each multi-disciplinary team, in full consultation with a child or young person and their parents/carers, should prepare the case laying out clearly the reasons for the request to construct a Co-ordinated Support Plan. All available current and relevant assessment information, including the views of the parent, child/young person, will be provided in support of any application for a Co-ordinated Support Plan.

The Head of Service will consider the application and take a decision making clear his/her reasons. Where a Co-ordinated Support Plan is constructed the Head of Service is responsible for signing off this legal document.

### ***The format of the Co-ordinated Support Plan***

The format of the Co-ordinated Support Plan is as required in the regulations accompanying the Act:

- an holistic picture of the skills and capabilities of the child or young person, what they like to do and how they prefer to learn;
- the factors giving rise to the additional support needs of the child or young person;
- the name of the school to be attended;
- the educational objectives to be achieved;
- the support needed to enable the child or young person to achieve the identified objectives;
- the type of staff to provide the support;
- details of the professional identified as the co-ordinator of the Co-ordinated Support Plan;
- the views of parents/carers and the child or young person;
- the time when reviews of the Co-ordinated Support Plan will take place; and
- details of contact persons in Glasgow City Council, Education Services.

The additional support plan with its associated shortterm planning forms the educational planning component of the Co-ordinated Support Plan.

The Co-ordinated Support Plan is a confidential document to be accessible to all contributing to its implementation. The Co-ordinated Support Plan is kept in the headquarters of Education Services, copies are given to parents/carers and

child/young person, as well as to the establishment that the child or young person attends.

## **6.4 Transitions**

Education services will pay particular attention to meeting the needs of children and young people across transitions. Practitioners will also be supported by ongoing developments in supporting curricular transitions linked to the implementation of Curriculum for Excellence.

All transitions into and across establishments and services in all sectors should be regarded as processes not events. The process is not complete until the child or young person with additional support needs is settled and progressing in the new situation. Heads of Establishment must have in place clear plans to support the transition of a child or young person with additional support needs into or out of their establishments. Where appropriate the heads of the sending and receiving establishment should seek and take account of the advice from other relevant agencies including parents/carers as well as the child/young person.

- For children due to move from an early years establishment to primary school, arrangements should be set in motion at least six months prior to the transition.
- For children and young people moving from primary to secondary school, transition arrangements should start not less than one year ahead of the move.
- For children or young people leaving school transition arrangements should start at least one year ahead of the move.

For children and young people of school age, therefore, transition planning meetings should be held at least one year before a child or young person leaves, or is admitted to an establishment, and progress should be reviewed at least six months before the transition. The receiving establishment should review the progress of the child or young person no later than three months after admission. Parents/Carers and the child or young person should be fully involved in the transition process and the outcome of the process should be clearly recorded.

In each establishment, a member of staff should be appointed as the main point of contact and co-ordinator of the transition of an individual child or young person with additional support needs. The ASL Co-ordinator in the sending establishment should work with the co-ordinator in the receiving establishment. They will generally need to collaborate with key professionals, such as the educational psychologist, specialist teacher, key care worker or any allied health professional involved with the child, for example, a physiotherapist. Together they are responsible for checking that the resources and arrangements are in place for the child or young person being received or transferred. If particular resources are required in the receiving establishment to meet the identified needs of the child or young person, the Head of Inclusion should be informed. There should be no breaks in the continuity of provision for the child or young person.

ASL Co-ordinators also have the responsibility of ensuring that parents/carers and the child or young person are well informed about provision and are supported by induction programmes.

Staff in secondary schools and related services, notably Social Work Services and careers' guidance staff (Skills Development Scotland), have particular responsibilities for ensuring that a comprehensive programme is in place to plan for, and support, the transition to adult life of each young person requiring additional support for learning. The young person needs to be at the heart of the process and have access to at least the same range of vocational experiences and other educational opportunities as their peers. Young people may have views about their future which are at odds with those of their parents/carers. In such cases, the views of the young person must be respected. Planning a transition pathway into adult life should start from as early as S1 and S2 in order for establishments and support teams to implement the requirements of the 2004 and 2009 Acts and the advice in Code of Practice.

## 6.5 Working in partnership - the GIRFEC approach

Getting it Right for Every Child is a national policy initiative that is fully supported by Glasgow City Council Education Services. The policy guidelines refer to all services for children and adult services where children are involved. Its purpose is to ensure that parents/carers and professionals work effectively together to give children and young people the best start and support for their learning, development, care, safety and welfare.

Education Services is committed to contributing to a multi-agency team involving, social work and other council services, Greater Glasgow and Clyde Health Board and the voluntary agencies in order to provide an integrated approach meeting each individual's identified needs.

While the education authority is responsible for ensuring that the terms of the 2004 and 2009 Acts are fulfilled, it will collaborate with other services and agencies in order to ensure a holistic approach to meeting the needs of each child or young person.

In considering the additional support needs of a child or young person, Education Services will ensure an appropriate response when the individual is also receiving support for other reasons, in particular for those who are looked after. Where children and young people are subject to review and support systems other than those specifically relating to additional support for learning, education staff will work with the other professionals involved to gather and share information and documents, to plan and to integrate assessment and review procedures.

It is a core principle of GIRFEC that each professional should use his or her specialist expertise in assessing and intervening appropriately to support a child or young person with additional support needs, and that all professionals should pool their expertise and knowledge in order to ensure that support is integrated and effective. Education Services staff should co-operate with colleagues to ensure that, wherever possible, professional reports and planning should be combined within one document. Arrangements have been made to integrate such reports through the Integrated Assessment Framework.

There are some particular instances in which it is important for education services staff to co-operate effectively with staff from other agencies.

Examples of these are as follows:

- Education Services has specific responsibilities for the assessment and support of children and young people requiring additional support for learning. Generally such responsibility is devolved to Heads of Establishment. We recognise that, while Education Services retains responsibility for educational matters, key staff in other services may hold prime responsibility for ensuring that the care and welfare needs of a child or young person in specific circumstances are met, for example when a child or young person is in hospital or is the subject of a child protection investigation.
- Educational Services staff must engage with other agencies and services in undertaking risk assessments and making arrangements for managing risks.
- We expect education staff and their partner to work closely together to plan for, support and keep under review arrangements to meet the additional support needs of a child or young person who receives education in more than one setting, for example where a young person attends both school and further education college.

An appropriate agency has a duty under the 2004 Act to comply with a request to help Glasgow City Council fulfil its function in relation to the assessment and support of child or young person being considered for or having a Co-ordinated Support Plan. The agency must respond to a request within 10 days, except under exceptional circumstances.

Appropriate agencies under the legislation are as follows:

- Any other local authority;
- Any Health Board;
- Fundable bodies within the meaning of section 6 of, and schedule 2 to, the Further and Higher Education (Scotland) Act 2005;
- The Scottish Agricultural College; and
- Skills Development Scotland.

## 6.6 Looked after children

A particular emphasis in Glasgow will be placed on ensuring the well-being and progress of looked after children in accordance with the Guidelines for looked after children and the Corporate Parenting Policy national advice contained in *'We Can And Must Do Better'*.

It is presumed within the Revised Additional Support for Learning Act 2009, that such children and young people have additional support needs unless it is determined that they do not need additional support to benefit from school education. The designated senior manager with responsibility for looked after children and young people should carefully monitor the attendance, progress and attainment and personal and social development of every looked after child or young person. Through that monitoring, and in consultation with children, young people, parents and partners, a decision will be taken as to whether or not each looked after child or young person needs additional support to ensure appropriate educational progress. That decision, and the reasons for it, should be clearly recorded in the Planning and Reporting Framework and kept under review by the establishment. In addition, at every review for

a looked after child or young person there should be a discussion of educational needs. The outcome of this shared discussion should be recorded in the minutes of the meeting and reflected in the Planning and Reporting Framework.

In summary, every looked after child or young person should have a Planning and Reporting Framework. A looked after child or young person should be recorded on the Planning and Reporting Framework as at Stage 4 of intervention.

## 6.7 Pre-school children

Glasgow City Council's Education Services have a duty under the Act to provide support for those children under three who are recognised as having a disability. The support provided must be appropriate to the assessed needs of the child and may include support from, for example, the Pre-5 Home Visiting Team or the Sensory Support Service. It may also provide planned attendance at an early years centre. Appropriate agencies, such as NHS Boards, have a duty to support Education Services in carrying out this requirement. Glasgow City Council Education Services may make provision for some children under the age of three who are not disabled, but there is no legislative requirement for them to do so.

Children of three and over, for whose education the authority is responsible, are fully covered by the terms of the Act and by this policy. This includes children educated by the authority in partnership nurseries. The nature of the support available and the processes for recording, identifying, assessing, planning for and meeting needs and reviewing progress are the same as those for school age children.



# Making provision for children and young people with additional support needs



In accordance with the Standards in Scotland's Schools Act (2000), Glasgow City Council Education Services is committed to ensuring that most children and young people requiring additional support for learning will attend mainstream establishments, whenever possible in their locality. Arrangements to ensure access to buildings are laid out in Education Accessibility Strategy.

It is the responsibility of all staff in all establishments and services to provide additional support for learning, supported where appropriate by specialist learning or behaviour support staff, EAL staff and pastoral care staff. Support assistants are appointed to schools to help meet the needs of all children and young people and, where necessary, they will be deployed to work with teachers in classrooms and to provide specific support to individual children or young people.

All establishments are responsible for ensuring staff have the necessary skills to meet identified support needs. They should ensure that appropriate and effective programmes of professional development are in place and, where necessary, seek advice and support from other establishments and services within their learning community or across the city. In addition, Education Services provides a series of specialist teams and centres which offer assessment, advice and outreach support.

Some pre-school children and school children and young people will need the additional forms of support provided in specialist classes, units or schools over the short or long term depending on the needs of the individual child or young person. Some will benefit from spending part of the week in mainstream and part in specialist placements. A very small number of children or young people will for various reasons, require to attend a school not run

by Glasgow City Council. Children and young people will be placed in schools outside the authority only when such establishments can provide the additional support necessary to meet that child's identified additional support needs which is not available in Glasgow. The Multi-Agency Resource Group will be responsible for all decisions about external residential placements. Where children or young people are in external placements, Education Services will remain fully involved in monitoring the effectiveness and quality of provision.

All decisions about the educational placement of a child or young person requiring additional support for learning will be taken only after full assessment of his or her needs and consideration of the best options. Parents/carers and the child or young person will be fully involved in discussion and decisions. In line with Glasgow City Council's Corporate Parenting Strategy, all decisions about residential placement of a child or young person who is looked after are taken in collaboration with Social Work Services and, where there is a significant medical profile, with health services.

In all cases, through the process of post-placement review and ongoing tracking, we will continue to monitor and review the provision we make in order to bring about any necessary improvements and ensure that it is responsive to both the present and projected additional support needs of children and young people.

## **Role of Psychological Services**

Glasgow Psychological Service works within the framework of legislation and guidance from the Scottish Government relating to the needs and rights of Glasgow's children and young people.



In order to help meet the needs of all children and young people, the Service ensures educational psychologists have direct, regular contact with all Glasgow's educational establishments and therefore, potentially with all Glasgow's children. Educational Psychologists will use their knowledge of child development, family and peer dynamics and the impact of Glasgow's particular educational and social contexts in order to help meet the needs of children and young people. In particular, they will:

- support Education Services in assessing and planning;
- advise and provide training to education staff and partners;
- work collaboratively with partner agencies, e.g. in Social Work Services and Health, in order to increase positive outcomes for children and young people;
- provide direct support to children and young people and their families.

The Psychological Service is committed to supporting children and young people to access education within a mainstream establishment in their local community, in line with the presumption of mainstreaming. The Service also, however, works collaboratively with other agencies to identify those barriers to learning which require decisions about placing children or young people in alternative educational environments, for example within Glasgow's Additional Support for Learning Sector. All interventions and recommendations by the Psychological Service in relation to placement of children or young people will be based on evidence and will take fully into account the views of the child/young person and their parents/carers.

It is a key role of the Psychological Service to work with mainstream and ASL establishments to support

the development of good practice in meeting additional support needs. Educational psychologists contribute to collaborative assessment and planning by directly recording in the designated section of the Planning and Reporting Framework the outcome of assessment they have been involved in. Educational Psychologists also facilitate action research that contributes to building knowledge and understanding of additional support needs and to identifying and implementing those approaches which are most relevant to and will be most effective in the Glasgow context.

The Service will use a range of approaches to support Education Services' priorities including:

- consulting with schools, parents/carers, children and young people to ensure high quality support in meeting additional support needs;
- building the capacity of all Education Services' staff through staff development and training within the early years, primary, secondary, post-school sectors and other agencies;
- working with colleagues within Education Services, including Area Education Officers and Quality Improvement Officers, in order to contribute to building capacity and improving outcomes for children and young people;
- working with partners in Social Work Services and health in promoting and implementing GIRFEC;
- supporting parents/carers and developing their skills and confidence;
- working directly with children, young people and families and using a range of effective and evaluated therapeutic interventions;
- supporting assessment and planning to meet the needs of Glasgow's children and young people who are looked after, within or out with Glasgow.

# Working with parents/carers, children and young people and resolving disagreements **8**

Education Services is committed to working with parents/carers to ensure that they are fully involved in identifying, assessing, planning and providing for additional support needs and reviewing progress. Establishments will have clear and open lines of communication with parents/carers, children and young people in order to ensure that each child or young person receives continuity of support between home and school. Staff in establishments will listen carefully to and record the views of parents about what their children need to help them learn and develop and, as fully as possible, they will involve parents and carers in drawing up and reviewing support plans.

Education Services will ensure that parents/carers and children/young people are informed about and supported to exercise their rights as specified in the Act as amended. We will work with parents/carers and with partners in other services and agencies to continually update information, guidance and other material to support and inform parents/carers. We will regularly consult with the ASL Parents' Forum which is linked to parent councils in all establishments across the city.

Where parents need to communicate in a language other than English or use alternative methods of communication, such as Braille or British Sign Language, we will make the appropriate arrangements to enable them to participate in meetings to discuss their child's educational and other needs. Parents/Carers who have a disability which makes attendance at a meeting difficult, will be offered alternative means of contact. Parents/Carers or a young person have the right to have a supporter or advocate present at any discussions or meetings with an establishment or with the authority when the additional support needs of the child or the young person are being discussed.

Where the authority decides to carry out an assessment to identify whether a child or young person has additional support needs, parents/carers - or a young person - may make a request for a specific kind of assessment. Education Services will respond positively to such requests unless the assessment requested repeats previous assessments, is unreasonably intrusive on the child or young person or involves an approach to assessment. The validity of which would not be supported by evidence based practice.

The views of parents must be sought, recorded and taken account of in all decisions affecting a child or young person with additional support needs.

In addition to working with parents/carers, Education Services has a duty to seek out, record and take account of, the views of children and young people with additional support needs. Where a child or young person has difficulty in communicating, staff will ensure that he or she is assisted to express his or her views.

## **Resolving disagreements**

The commitment outlined in this policy to ensure that parents, children and young people are fully involved in the assessment, planning and provision of additional supports to meet children's identified needs at all stages, will minimise the need to use the provisions in the Act for formal measures to resolve disputes. For all children and young people and their parents, good practice in Glasgow's education establishments will help to prevent disagreements or will, should disagreements arise, ensure they do not escalate into more serious disputes. The 2006 Scottish Schools (Parental Involvement) Act requires that all schools make clear their strategies for and approaches to involving parents/carers.

This Act includes the expectation that schools work with parents to resolve informally any disagreements that arise. It also provides for all parents to have access to a formalised complaints procedure. Education Services follows the Council's complaints procedure which is available on the Glasgow Council website.

From time to time parents/carers, and young people who need additional support, may be dissatisfied with the assessment or services that they are receiving and may therefore feel that they are in conflict with Education Services. In line with our approach to resolving all disputes, we are committed to working with parents to reach agreement by listening carefully and by responding appropriately to their concerns.

Resolution in this way, however, may not always be possible and in such cases it is necessary to have recourse to the more formal processes for resolving disagreements which are embodied in the Act.

When disagreements relating to additional support needs cannot be resolved by discussion, the Act makes provision for both mediation and for independent external adjudication (Dispute Resolution). It also provides parents/carers and young people with the right to refer particular matters to the Additional Support Needs Tribunals for Scotland (The Tribunal).

Examples of possible areas of disagreement which can be referred to mediation or adjudication:

- Whether a child or young person has, or does not have, additional support needs.
- Refusal by the authority of a request to establish whether a child or young person has additional support needs.
- Refusal of a request to assess a child or young person to find out if they have additional support needs of a particular type.

- The appropriateness or otherwise of the person carrying out assessment to determine whether or not a child or young person has additional support needs.
- The appropriateness or otherwise of the approaches to assessing whether or not a child or young person has additional support needs.
- A parent's conviction that a child or young person has additional support needs and that these are not accurately reflected in the outcomes of assessment carried out.
- The presumed failure of Education Services to provide, or make arrangements for the provision of, the additional support required by a child or young person.
- The presumed failure of Education Services to request help from an appropriate agency as determined by the Regulations.

## Mediation

The Act requires every education authority to provide independent mediation services for resolving disagreements which it has not been possible to resolve through discussion and which relate to the authority's functions under the Act. Glasgow City Council Education Services has contracted an independent mediation service, providing parents, children and young people with the option to seek to resolve their differences with the assistance of a mediator acting as an impartial third party. The outcome of such mediation should be an agreement on how to resolve the issue and the re-establishing of positive working relationships in order to support the child or young person effectively. Education Services will make available information to parents on how to access mediation services free of charge.

## Dispute Resolution

Mediation may not be appropriate in all cases as, for example, it is voluntary and requires the parent/carer or young person to engage in the process. Parents/Carers and young people have the right to ask for a formal review of any dispute between themselves and Education Services if they consider mediation to be inappropriate or ineffective.

Requests for dispute resolution by parents or young people are made directly to Scottish Ministers. Glasgow Education Services publishes details on how parents can make application for dispute resolution and how they can get support with the process. Where an application for dispute resolution is considered to be valid, the Head of Service for the area of the city concerned will ask Scottish ministers to nominate an independent adjudicator. The Head of Service, with support from the Head of Inclusion, will ensure that all the procedures as laid down in the Additional Support for Learning Dispute Resolution Scotland Regulations 2005 are followed, adhering to the strict timeframes.

Dispute resolution is intended to make recommendations about disagreements and about the way in which Education Services is exercising its functions under the Act, as these relate to the education of individual children and young people. The independent adjudicator will produce a report which makes clear recommendations and gives reasons for these. The Head of Inclusion will ensure that all establishments across the city and all partner agencies implement recommendations which are accepted.

A review by an independent adjudicator should not mean that attempts to resolve the dispute through

other means, including mediation, are not considered. If mediation is underway, it need not be discontinued if a review by an independent adjudicator is begun.

Dispute Resolution does not cover disagreements relating to the refusal of placing requests. Disagreements relating to placing requests can be taken to the Education Authority Appeals Committee and subsequently to a Sheriff. In addition, a reference can be made within the framework of the revised Act to take the refusal of a placing request to the Tribunal if:

- a Co-ordinated Support Plan is in place or is being considered.
- the placing request is to an additional support needs school.
- the dispute concerns a transition arrangement to post school provision.

Dispute resolution is also not intended for issues relating to broader strategy or for policy matters, allegations of misconduct or matters relating to school closures.

Education Services have in place arrangements to ensure that any reference from Scottish Ministers to institute dispute resolution processes will be conducted within the statutory framework as required by the Act.

## Additional Support Needs Tribunals

If a child or young person, or the parents/carers of a child or a young person with a Co-ordinated Support Plan are not satisfied about certain matters related to the Co-ordinated Support Plan, then they may make a reference to the Additional Support Needs Tribunal for Scotland.

Each Additional Support Needs Tribunal is made up of a legally qualified convenor and two expert members. The Tribunal makes binding final decisions although these can be subject to appeal on a point of law to the Court of Session. The Tribunal can also request Local Authorities to provide evidence that binding decisions have been implemented and may establish timescales for this to happen.

Disputes which may be referred to Tribunal are those relating to:

- a decision as to whether or not a child or young person requires a Co-ordinated Support Plan;
- a failure by the authority, following agreement that a Co-ordinated Support Plan is required, to prepare one within the statutory timescale;
- the contents of an Additional Support Plan;
- a perceived failure to provide the agreed additional support;
- a failure to review the plan within statutory timescales;
- placing request refusals relating to additional support needs schools or where co-ordinated support plans are involved;
- school to post-school transitions.

Education Services has in place procedures to ensure that any references to a Tribunal are met within the statutory timescales contained within the Act. Decisions taken by the Tribunal may require Education Services to take actions within a set timescale and these are subject to ongoing monitoring to ensure the implementation of Tribunal decisions.

## Placing requests

The parents and carers of any child have the right to make a placing request. Children/Young people can also make placing requests on their own behalf unless the Education Authority is satisfied that they lack the capacity to do so. Glasgow City Council Education Services has procedures to manage placing requests for both mainstream and specialist schools within and outwith Glasgow.

In addition, placing requests may be made for a child or young person to attend an independent or grant-aided special school. Glasgow City Council Education Services will, if they agree the placing request, be responsible for any associated fees.

The grounds for refusal of such a placing request are set out in the Act and:

- that Education Services can meet the child or young person's additional support needs within one of their own establishments;
- that accepting the request would involve unreasonable expenditure.

# Staff development

# 9

Effective provision for children and young people with additional support needs depends on the knowledge, expertise and commitment of all staff contributing to that provision.

Education Services is therefore committed to ensuring that there are ongoing programmes of staff development at all levels and across all sectors in relation to the implementation of this policy. All staff in educational services are required to participate in appropriate staff development on additional support needs. Those in both mainstream and specialist establishments with particular knowledge, experience and expertise are expected to contribute

to training their colleagues and to multi-agency training. An extensive programme of training for specialist teachers and others will enable them to work effectively to support children and young people with complex disabilities and other barriers to learning. Elements of this training will enable participants to gain accreditation by universities and professional bodies.

The ASL Subgroup responsible for staff development will report annually on the appropriateness and effectiveness of training and development to the ASL Strategic Working Group and, through this, to the Executive Director.





# 10 Quality assurance and planning for improvement

## **The responsibilities of establishments and their senior managers**

All establishments are required to have in place a policy/position statement based on this policy in which they make clear the ways in which they implement policy in relation to additional support for learning, the roles and responsibilities of all those involved and their arrangements for monitoring and evaluating the effectiveness of the provision they make. The policy/position statement for each establishment should be known to and understood by all staff.

Heads of Establishment are expected to be systematic and thorough in monitoring and evaluating the effectiveness of the provision they make for all children and young people including those requiring additional support for learning and regularly to discuss practice with their link Quality Improvement Officer and Educational Psychologist. To support robust self-evaluation, establishments should use *'Child at the Centre 2'* with its linked support materials and/or *'How good is our school? 3'* with *'Taking A Closer Look at Excellence'*. The authority's *'Quality Assurance and Improvement Folder'* contains documents to support establishments to gain a shared understanding of self-evaluation

Senior managers are also expected to work with their staff to develop and support a culture of reflection and self-evaluation. In planned and timetabled discussions with staff they should consider the effectiveness of their approaches to supporting learning and the effect of these on the progress and development of individual children and young people. A designated senior manager or managers will regularly sample planning for children and young

people to ensure that it is appropriate and effective. In their observation of and discussions about learning and teaching, senior managers should explicitly consider the extent to which approaches to learning and teaching are meeting the needs of all children and young people.

Senior managers are also responsible for ensuring that reviews of children and young people with additional support needs are regularly carried out and that all processes relating to planning, including co-ordinated support planning, are carried out within the appropriate time frames. As indicated in the section of this policy relating to staged intervention and the recording of additional support needs, senior managers must ensure that they keep up-to-date the information relating to additional support needs which they enter on SEEMIS using the Planning and Reporting Framework. They are expected to use this information to plan future provision for their children and young people and to anticipate and plan for transition.

Strengths and areas for improvement regarding meeting the needs of children and young people requiring additional support for learning should be clearly identified in each establishment's Standards and Quality Report and areas for improvement incorporated as a priority in improvement plans.

Education Services is committed to keeping the implementation and the effectiveness of this policy under review.

The continuing review of the policy will be informed by:

- focused and evidence based self-evaluation in all establishments;
- joint working by Quality Improvement Officer's and Educational Psychologists which focuses on outcomes for children and young people;
- the annual cycle of quality visits described in the Quality assurance and Improvement Policy, outcomes of which are recorded in Education Authority Perspectives;
- Quality reviews;
- the outcomes of inspection by HM Inspectors of Education;
- regular consultation with parents, children and young people in establishments and through the ASL Parents' Forum and the City Parents' Forum;
- regular consultation and exchange of information with other stakeholders and with partners.

Education Services will make available, to all staff, parents/carers, young people, partners and other stakeholders, the outcomes of the reviews of the implementation and effectiveness of this policy. We will use these outcomes to inform our planning for improvement and will carefully measure our progress and the impact of planned improvements.

Education Services will ensure that information in respect of additional support needs is published and reported to Committee. Scottish Ministers have indicated that they will now collect annually, data in respect of the following:

- The number of children and young persons for whose school education Glasgow City Council Education Services is responsible.
- The number of children in the authority with additional support needs.
- The principal factors giving rise to the additional support needs of those children and young people.
- The types of support provided to those children and young people, and the cost of providing that support.



# 11 Managing information and protecting data

In line with guidance from the Council's Head of Information Governance, the Council will adhere to the requirements of the Education (Additional Support for Learning) (Scotland) Act 2004 with regard to seeking appropriate consent in the exchange and sharing of information. Educational establishments, services and partner agencies must be vigilant in ensuring that the legal requirements of protecting confidentiality of individuals and information about them are met. The Co-ordinated Support Plan is a confidential document. Copies of the document or extracts from it, however, need to be shared with key personnel who have a responsibility for supporting a child or young person. Parents/Carers or a young person should give their consent to the sharing of any information.



# Notes

# Notes



**Education Services**  
**Glasgow City Council**  
Wheatley House  
25 Cochrane Street  
Merchant City  
GLASGOW  
G1 1HL

[www.glasgow.gov.uk](http://www.glasgow.gov.uk)

