





Contents

Foreword

- 3** Summary
- 4** What are Additional Support Needs?
- 6** Integrated Planning For Additional Support Needs
- 10** The Extended Support Framework: A Partnership Approach to Managing Additional Support Needs
- 14** Transition Planning
- 16** Partnership with Parents
- 18** Involving Children and Young People

Appendix I CD: Co-ordinated Support Plan
Integrated Planning Documents
Leaflets
Policy

- 20** **Appendix II** The Extended Support Framework
- 22** **Appendix III** The Transition Planning Process
- 26** **Appendix IV** Parent/Pupil Information Leaflets
- 28** **Appendix V** Extending Pupil Participation: A Good Practice Guide
- 33** Glossary of Terms and Abbreviations

Foreword

The Education (Additional Support for Learning) (Scotland) Act 2004 offers new opportunities to promote better life chances for all of Scotland's children. Its key function is to ensure that children and young people who need additional support to benefit from school education get that support.

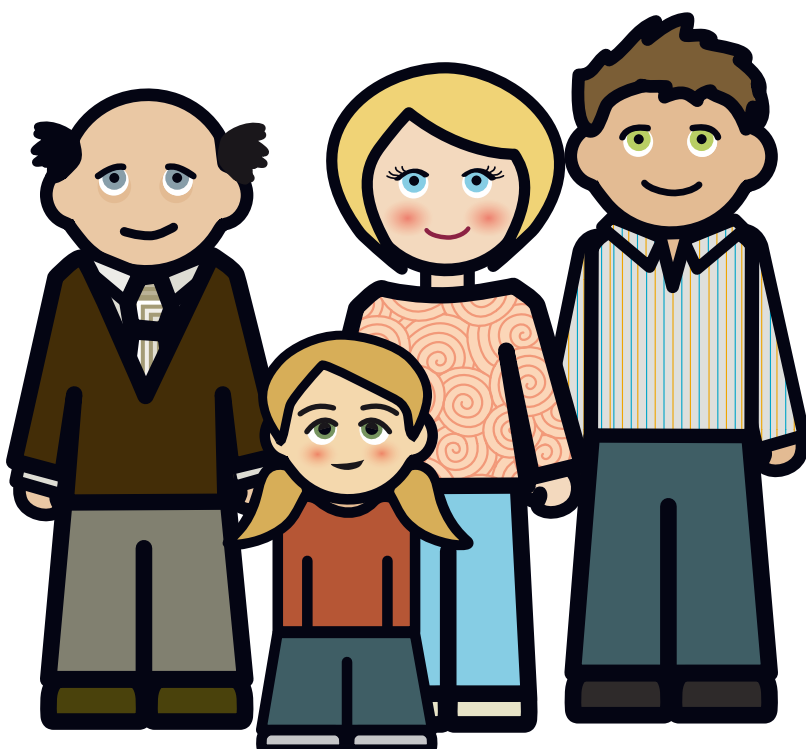
The key to appropriate support is thorough knowledge of the child or young person as a learner and as a person and of his or her individual circumstances. Educational establishments require to have systems which promote communication and teamwork between the child/young person and his parents, teachers, support staff and professionals from other agencies. In Renfrewshire this policy, located within our Extended Support Framework will, we are sure, deliver for the children and young people of this area.



John Rooney,
director of education and leisure services



Councillor Roy Glen,
convener of the lifelong learning and work policy board



Summary

The Education (Additional Support for Learning) (Scotland) Act 2004 introduced a new framework to provide support for children and young people who require additional help with their learning. The Act aims to ensure that all children and young people are provided with the necessary support to help them achieve their full educational potential.

A Code of Practice has been drawn up by the Scottish Executive, which explains the new duties on education authorities and other agencies and provides guidance on the Act's provisions as well as the supporting framework of secondary legislation.

This policy paper outlines Renfrewshire Council's arrangements for implementing the new Act. Under the Act, education authorities have a duty to establish procedures for identifying and meeting the additional support needs of every child and young person for whose education they are responsible.

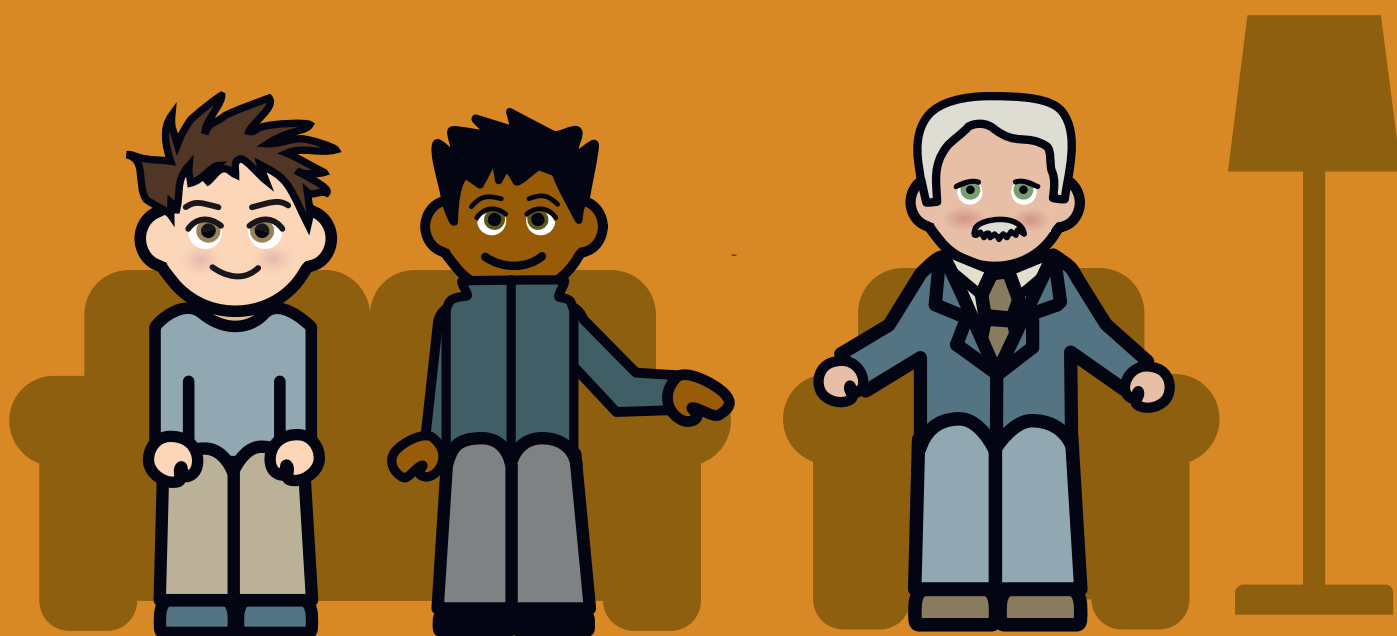
Other agencies now have a legal responsibility to help education authorities meet their duties. Such agencies include social work services, health services and other local authorities. It may also include agencies specified by ministers such as Careers Scotland, further education colleges and voluntary agencies as appropriate.

This paper describes an Extended Support Framework for multi-agency partnership working, which requires educational establishments and other appropriate agencies to work together for the benefit of children and young people who have additional support needs.

The policy applies equally to all mainstream schools, special schools and units, and all pre-5 establishments including partnership nurseries.

Therefore, throughout this document, for the sake of brevity and clarity, the term, 'pupil support plan' is taken to include the 'support plan' used in pre-5 establishments. Similarly, the term, 'Pupil Support Co-ordinator' is taken to refer to the 'Support Co-ordinator' role in pre-5 establishments.

What are Additional Support Needs?



Under the Act, children or young people have additional support needs where they are unable to benefit from school education without the provision of additional support.

In the Act, 'additional support' means provision which is additional to, or otherwise different from, the educational provision made generally for children or young people of the same age in a local authority's schools, or as is appropriate to the circumstances in early years provision.


There is a wide range of factors which may lead to some children and young people having a need for additional support. These fall broadly into four overlapping themes:

- the learning environment
- family or care circumstances
- disability or health needs
- social and emotional factors

The Code of Practice provides examples of these factors and explains that children and young people who require additional support may include those who:

- have a learning difficulty
- are particularly able or talented
- have motor or sensory impairments
- have experienced a bereavement
- are looked after
- have emotional or social difficulties
- are on the child protection register
- are not attending school regularly
- are being bullied
- are living with parents who are abusing substances
- are living with parents who have mental health problems
- have English as an additional language
- are young carers

Parent and pupil leaflets are included on the accompanying CD.



we support all children and young people, helping them to achieve their full educational potential

Integrated Planning for Additional Support Needs



This section outlines the way in which planning and providing for additional support needs is integrated into the day-to-day life of educational establishments. Figure 1 illustrates this integrated planning model.

This integrated framework is a three-tier system, which matches the level of planning to the level of additional support needs.

The model outlined is consistent with assessment and planning models which view planning for support needs as an ongoing, cumulative process, where later assessment and planning for increasing need builds on earlier assessment and planning

arrangements. Throughout the integrated planning process, educational plans will articulate with other plans e.g. care plans or health plans.

The model is put into practice using a stepped intervention process and a range of forms and plans (stepped intervention process [SIP] form, pupil support plan [PSP], co-ordinated support plan [CSP]) Using this process and the associated paperwork, educational establishments can identify, plan, and provide for the additional support needs of children and young people. The stepped intervention process and relevant forms and plan templates can be found in Appendix I on the accompanying CD.

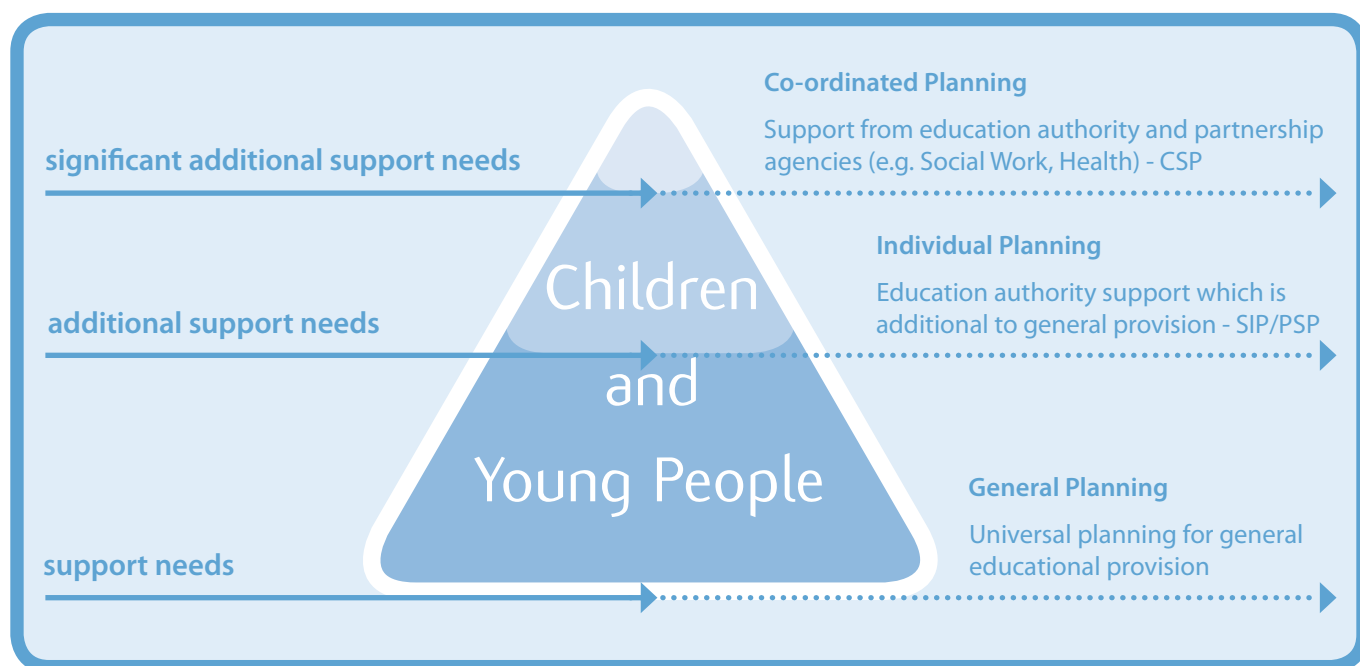


Figure 1 Integrated Planning Model

The three tiers of increasing planning described in figure 1 are as follows: -

General planning

At this level there are the routine arrangements and plans required to ensure adequate and efficient education for all children and young people in educational establishments. For the majority of children and young people, this planning will be sufficient for their educational needs. This level of planning includes class groupings, differentiated materials, learning resources and forward planning.

Individual Planning

Where there is evidence to indicate that the child or young person is unlikely to continue to benefit from education without the provision of additional support, individual planning is required. At this level individual additional support needs of children and young people are identified and monitored using SIP forms and PSPs (see Appendix 1). The PSPs may contain individual educational programmes (IEPs) where they are required for educational planning. However, not all children and young people with PSPs require IEPs.

Co-ordinated Planning

There are a small number of children and young people across Renfrewshire with significant additional support needs arising from complex or multiple factors which have a significant adverse effect on their education. These children and young people require substantial, direct and continuing intervention from at least one agency outwith education, in order to benefit from education. These children and young people's additional support needs will require a high degree of co-ordination from education and at least one other agency. They will have this support detailed in a co-ordinated support plan.

In this model, the production of the co-ordinated support plan (CSP) is the final stage in the ongoing cumulative assessment and planning framework. The CSP articulates with the pupil support plan and other plans already existing and points to and makes reference to these plans.

Children and young people who have a CSP will continue to have a PSP.

In some instances where a child with long term multiple or complex additional support needs is identified at the pre-school stage, planning leading to the preparation of a CSP would be an immediate response to initial assessment by a range of agencies.

The purpose of the CSP is to detail the additional support required from agencies outwith education and to list the services and agencies which will provide this support.

The CSP template is available in the SEEMIS system in schools. It can also be found on the CD attached to this document.

Management of Integrated Planning

Within Renfrewshire there is a three-tier system to ensure effective and efficient management of the integrated planning process.

At the operational level, each child or young person who has a support plan is assigned a key person. The role of this key person is to:

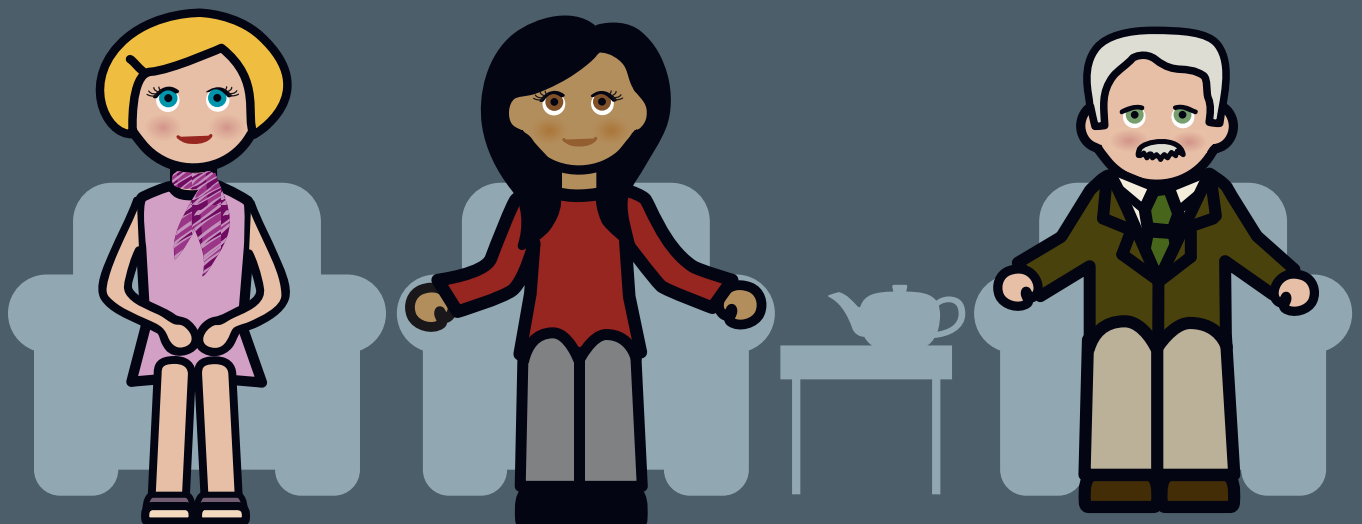
- maintain regular contact with the child or young person and his/her family
- be familiar with the educational establishment within which the child's or young person's needs are met
- be familiar with the objectives set out in the plan and work closely with other members of the Extended Support Team (EST)
- monitor the objectives and provision described within the pupil support plan or co-ordinated support plan and advise the Pupil Support Co-ordinator if there are any concerns that the child or young person's needs may not be being properly addressed

At the Senior Management level in establishments, the Pupil Support Co-ordinator has overall responsibility for integrated planning for children and young people with additional support needs, including the monitoring and review of the stepped intervention process, pupil support plans and co-ordinated support plans. The Pupil Support Co-ordinator is also responsible for liaison with education authority personnel and other agencies regarding specific resource recommendations arising from integrated planning.

At the Education Authority level, an officer has a responsibility to oversee the management of the additional support policy and practice across the Authority. This includes the management and monitoring of the co-ordinated support plan process in all educational establishments. In addition, this officer has responsibility for ensuring that Renfrewshire's policy and practice in this area is consistent with the Act and the Code of Practice.

In most situations, CSPs will be prepared within the context of an establishment's extended support framework and stepped intervention process. However, where specific requests are made outwith this context, a process to manage these requests has been developed to ensure compliance with CSP regulations and timescales.

The Extended Support Framework: A Partnership Approach to Managing Additional Support Needs



The key principles of collaboration, integration and partnership are put into action through the operation of Extended Support Frameworks in every educational establishment in Renfrewshire. These Extended Support Frameworks support the identification, planning and provision for additional support needs at three levels:

Establishment level

Support within existing establishment provision e.g. learning support, classroom assistant, support base provision.

Education Authority level

Support from education services external to the establishment e.g. peripatetic teacher, educational psychologist, home-link worker.

Partnership Level

Support from education in partnership with services outwith education, e.g. health, social work services or voluntary agencies.

The Extended Support Framework is the sum total of staff activities, structures, processes, meetings, communications and liaisons in which an educational establishment engages in order to support children and young people.

Extended Support Team (EST) meetings are convened within this framework as required in order to address multi-agency partnership needs and demands.

Illustrations of how this might work in practice are given in Appendix II.

The Extended Support Framework is managed and led by a key senior manager of the establishment who has responsibility for additional support needs across the establishment (the Pupil Support Co-ordinator).



The Extended Support Team

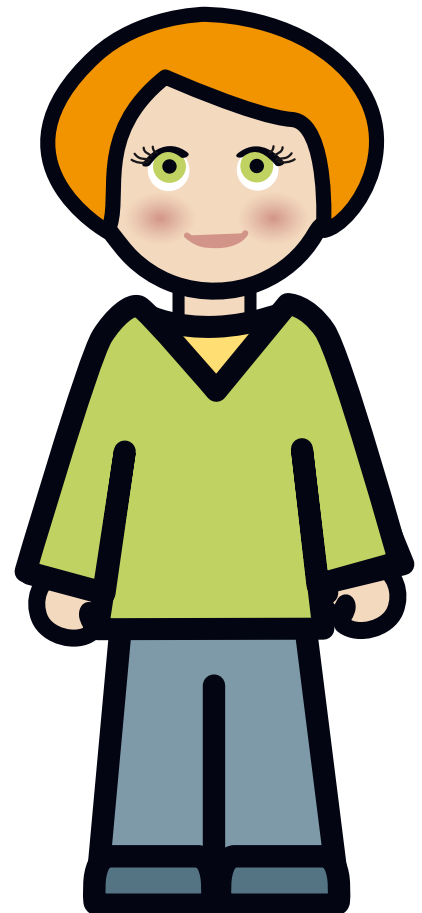
Every educational establishment has an Extended Support Team (EST) to support individual children and young people.

When planning is required for an individual child or young person, an EST case conference is arranged. Parents, children and young people have full involvement in these meetings. Membership may comprise:

- head teacher/head of establishment/
depute head teacher (pupil support)
- principal teacher
(support for learning, guidance/pastoral care)
- class teacher
- nursery officer
- home link worker/assistant
- educational psychologist
- social worker
- health representative
(school nurse, school doctor, speech and
language therapist)
- other staff as appropriate

Education and Leisure Services (ELS) management staff attend second tier Extended Support Team case conferences. These are convened if it is considered that intervention is required from ELS management staff. These meetings involve the child or young person, parents, and all relevant professionals

children and
young people
are fully involved
in meetings



Functions

The Extended Support Framework in an educational establishment and the Extended Support Team which operate within this framework have the following functions:

- co-ordination of the identification, planning, provision for and monitoring of additional support needs
- consideration of referrals from staff within the context of the stepped intervention model
- provision of advice and consultation to teachers regarding pupils who have additional support needs
- facilitation of specialist assessment, support and specific interventions from support staff and other agencies (e.g. home link service, educational psychology service, social work services, health services)
- management of EST case conferences for individual children and young people
- liaison with education and leisure services management staff in order to ensure effective provision for children and young people who require additional support
- referral to the Authority Joint Placement Group and other admission groups where alternative placements are being considered. Second tier Extended Support Team case conferences mediate this process
- contribution of education based assessment information to other statutory planning frameworks, such as LAC reviews and Children's Hearings
- preparation and review of all individual planning for children and young people, including the stepped intervention process, pupil support plans and co-ordinated support plans
- the management of transition planning

Transition Planning



The management of transition planning occurs within an establishment's Extended Support Framework. Transition planning flows from the integrated planning process. These transitions include:

- entry to pre-school provision
- transfer to primary school
- transfer from primary to secondary school, and
- from secondary school to post-school provision

Monitoring of additional support needs through the stepped intervention process leads to the identification of children and young people who will require enhanced transition planning. Transition planning for a child or young person takes place at Extended Support Team meetings specially convened for this purpose. At this meeting future additional support needs are established and plans made to support the transition process. The Pupil Support Co-ordinator manages this process. Other local authority services (eg social work) and partner agencies (eg health, Careers Scotland, further education) are involved and consulted as appropriate. All agencies work together to ensure smooth transitions for children and young people who have additional support needs.

The Act specifies the action that the education authority must take at various transition points in a child or young person's school career. In general, the Act and regulations apply a 12 months timescale for an education authority to seek and take account of

information and views from other agencies before a child who has additional support needs is expected to have a change in school education or move to post-school provision. In the case of a pre-school child the timescale is six months.

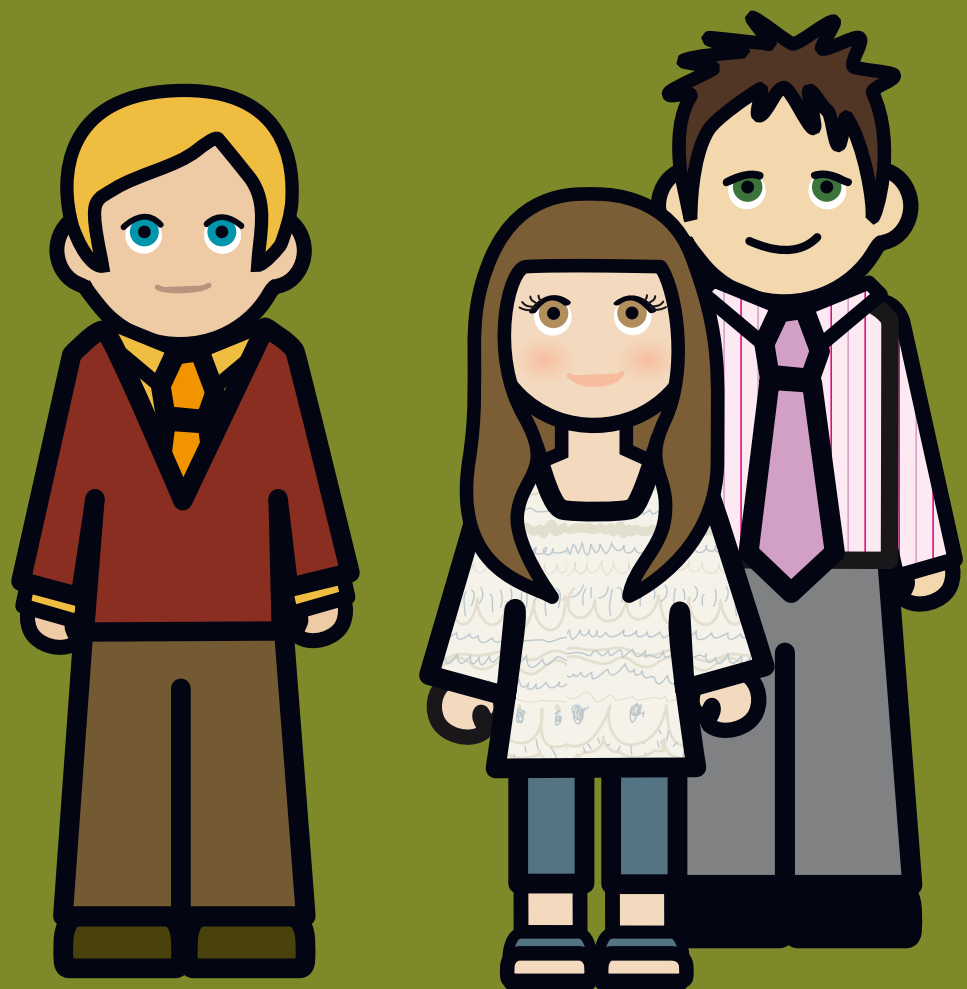
A six months timescale also applies for passing on information to appropriate agencies ahead of changes in school education. This timescale is three months for pre 5 children. The education authority must seek the consent of the child, or child's parents and the young person before seeking information and advice, or when passing on information.

The Act requires education authorities to take specific action to help young people with additional support needs to make the transition from school to post-school life successfully. It places a duty on the authority to request information from other agencies which are likely to be involved at this stage. The appropriate agencies which may be involved are:

- any other local authority
- any NHS Board
- Careers Scotland
- any Further Education College
- any Institute of Higher Education

Appendix III illustrates the stages involved in transition planning from pre-school to school, primary school to secondary school and from secondary to post school provision.

Partnership with Parents



we are
committed to
full partnership
working with all
parents

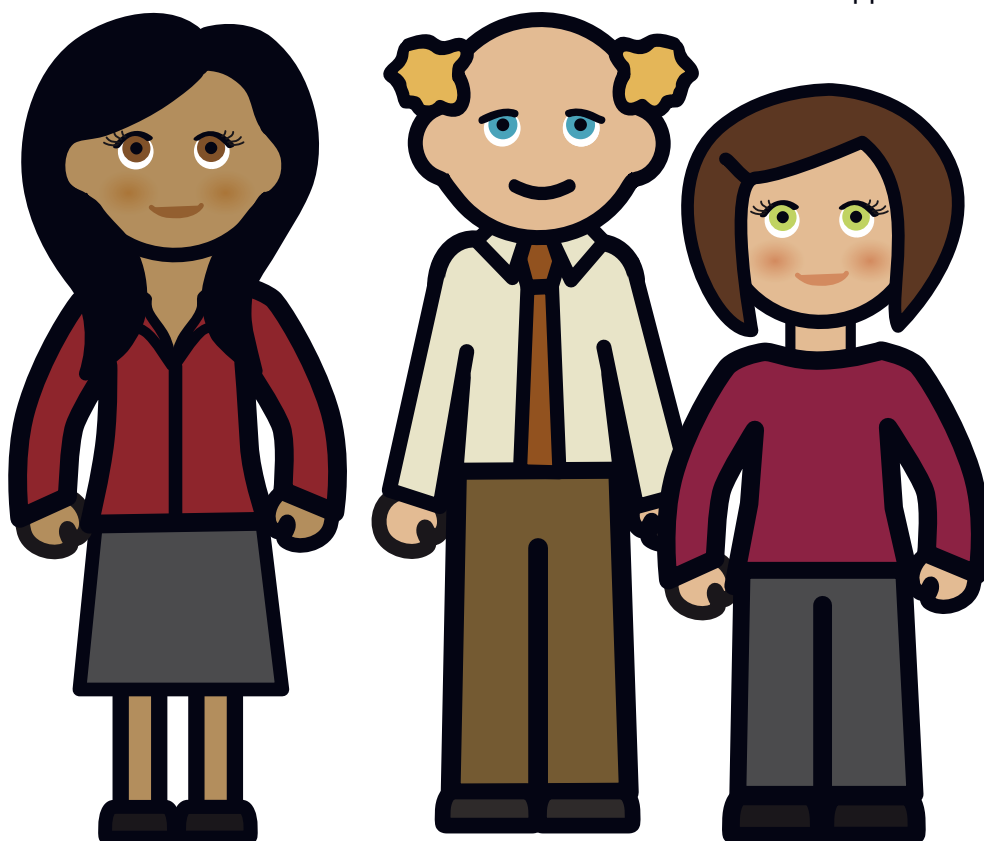
Renfrewshire is committed to full partnership working with all parents. Full parental involvement is a fundamental principle of the policy.

Parents will be involved in both the integrated planning process and the Extended Support Framework through attendance at Extended Support Team case conferences, pupil support plan meetings, co-ordinated support plan meetings and reviews.

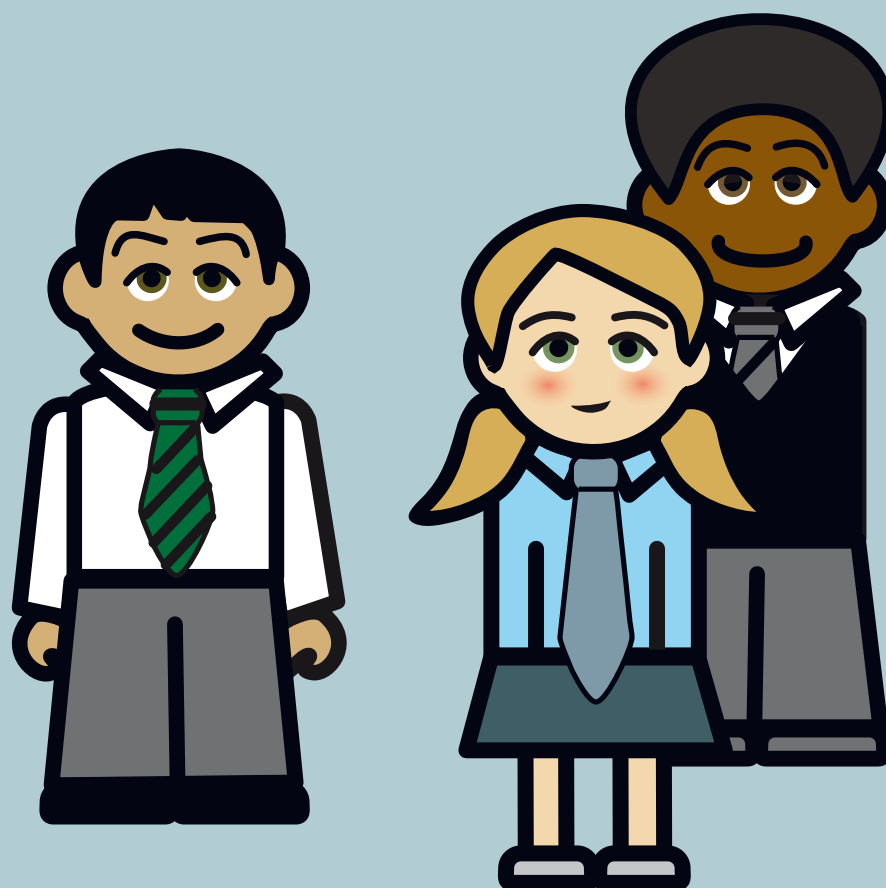
The authority has a range of mediation approaches which are designed to resolve disagreement surrounding the additional support needs of children and young people.

Leaflets describing Dispute Resolution and the Tribunal system are available and are included on the CD.

Under the Act, every education authority has a duty to provide independent mediation services, free of charge, for all parents of children with additional support needs who wish to use them.



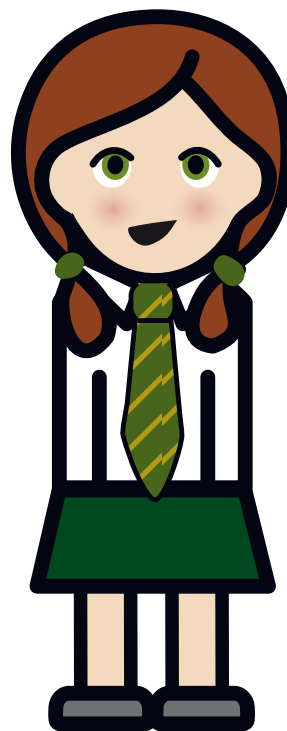
Involving Children and Young People



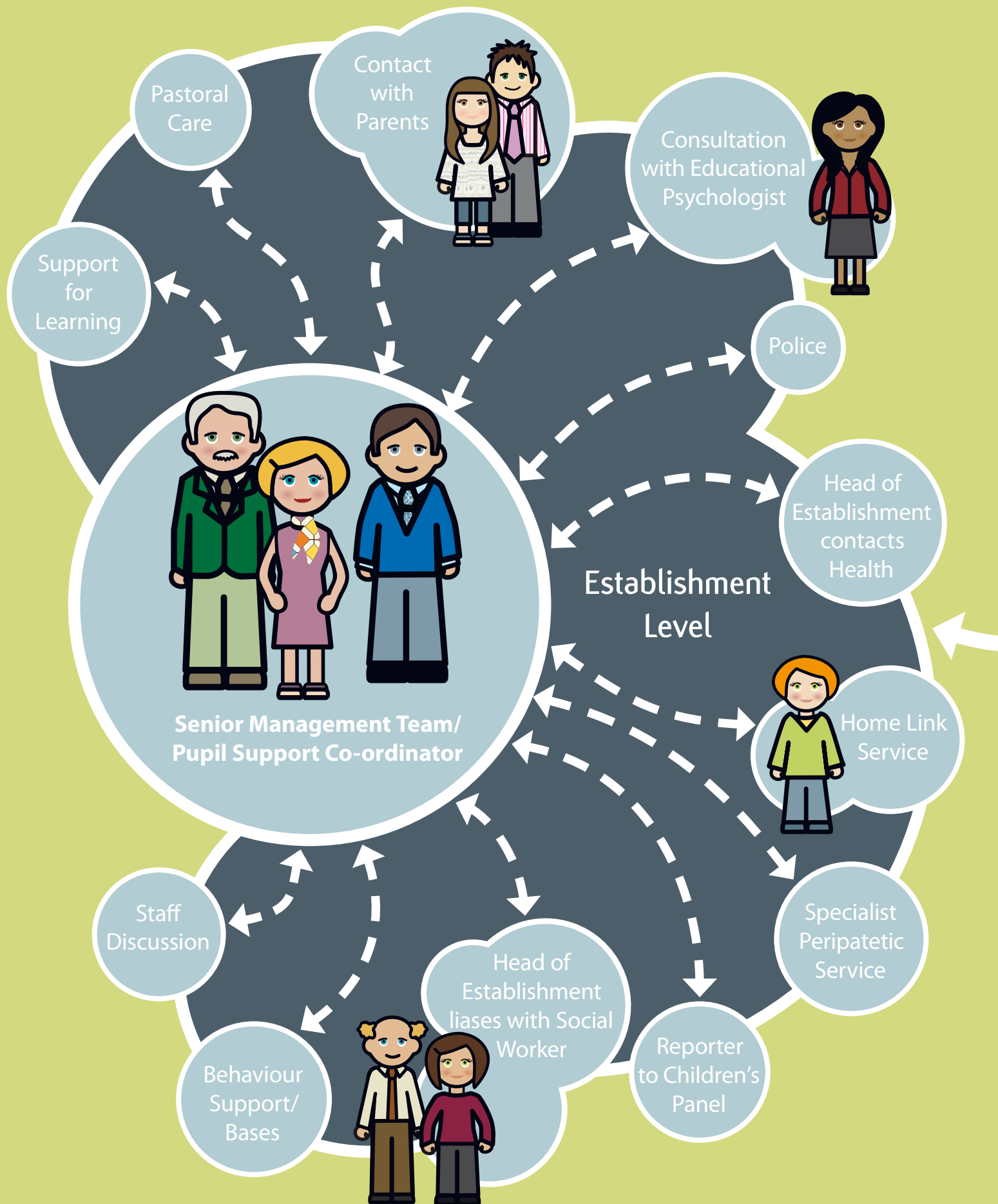
Renfrewshire is committed to quality participation of children and young people in the process of providing for their needs. The Extended Support Framework and key person system is intended to ensure that children and young people who have additional support needs are always central to the planning process.

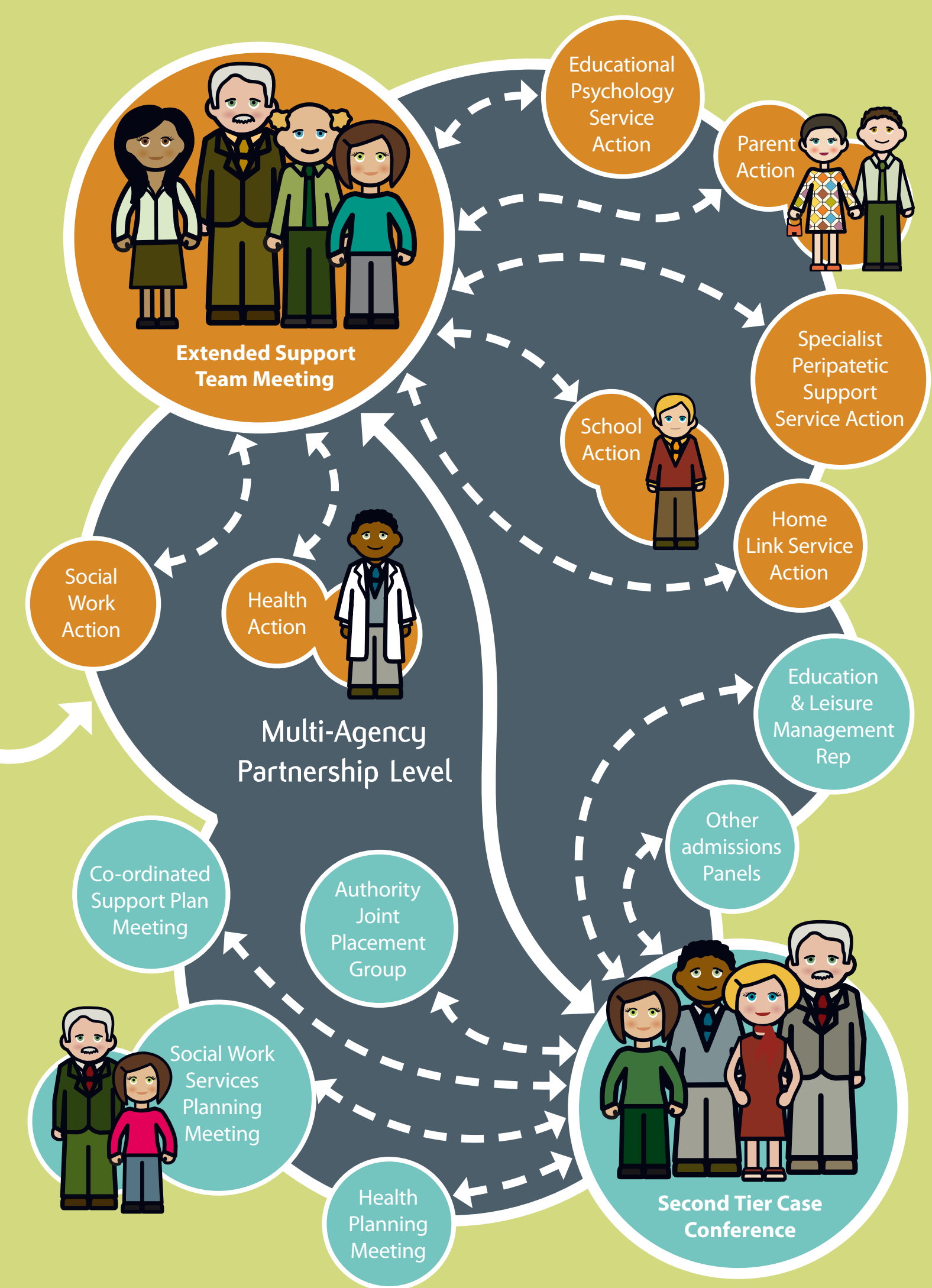
Renfrewshire has produced information for educational establishments, which outlines some ways in which meaningful participation of children and young people can be achieved. This can be found in Appendix v.

children and young people are always central to the planning process



Appendix II - Extended Support Framework





Appendix III - Transition planning process: pre 5 to primary school or other educational establishment

Current establishment is responsible for child with Additional Support Needs until transfer to new establishment.

EST meeting in the current establishment is responsible for transition planning. The Support Co-ordinator from the receiving establishment attends this meeting.

During transition period, the Support Co-ordinators from both establishments liaise to ensure main points for action in transition planning are carried out.

After transfer, responsibility for the child lies with the receiving establishment.

Notes on transition of child with Additional Support Needs from pre 5 to primary school or other educational establishment

When a child is about to transfer to another establishment, the Extended Support Framework in the current pre-5 establishment identifies the need for planning to support the transition.

At least 6 months before a pre-school child transfers to the new establishment, an Extended Support Team meeting is convened by the current Support Co-ordinator to consider the child's needs in relation to the forthcoming transition. The Support Co-ordinator from the receiving establishment attends this EST meeting along with the parents and all professionals providing direct support for the child. A plan of action is drawn up at this meeting.

Some professionals are allocated specific responsibilities in relation to the child's transition to the new establishment. Responsibility for monitoring these arrangements immediately before and after the child's transfer to the new establishment is shared between the Support Co-ordinators in both establishments. At least 3 months before the transfer of a preschool child, information on the child should be passed to the appropriate agencies.

Once the child has transferred to the new establishment, the Extended Support Framework within the receiving establishment becomes responsible for the child's Additional Support Needs.

Appendix III - Transition planning process:

primary to secondary or other educational establishment

Primary School is responsible for child with Additional Support Needs until transfer to new establishment.

EST meeting in the Primary School is responsible for transition planning. The Pupil Support Co-ordinator from the Secondary School (or representative) attends this meeting.

During transition period, the Support Co-ordinators from both establishments liaise to ensure main points for action in transition planning are carried out.

After transfer, responsibility for the child lies with the Secondary School.

Notes on transition of child with Additional Support Needs from primary to secondary school or other educational establishment

The Extended Support Framework facilitates the transition of a child from primary to secondary school.

At least 12 months before a pupil transfers to the new establishment, an Extended Support Team meeting is convened by the Pupil Support Co-ordinator (PSC) of the Primary School to consider the child's needs in relation to the forthcoming transition. The PSC from the receiving secondary school establishment will attend this EST meeting along with the parents and all professionals providing direct support for the child. As a result of this meeting, a plan of action is drawn up.

Some professionals are allocated specific responsibilities in relation to the child's transition to the new establishment. Responsibility for monitoring these arrangements immediately before and after the child's transfer to the new establishment are shared between the Pupil Support Co-ordinators in both establishments.

Once the child has transferred to the new establishment, the Extended Support Framework within the receiving establishment becomes responsible for the child's Additional Support Needs.

Appendix III - Transition planning process:

School to Post-16

Feb/March s2

Stepped Intervention Process

Identification of pupils who need enhanced transition planning based on s2 PSP reviews

Key Staff: PT(Pastoral Care) or PT(SfL)

June s2 or
August/Nov s3

Key Staff advise PSC on pupils who have enhanced transition planning needs

PSC writes to parents & pupils seeking consent for information to be passed to other agencies

Nov s3

PSC provides list of names of pupils who require additional services to appropriate agencies e.g. Social Work, Careers, Colleges, Training Agencies

Appropriate agency assessment undertaken

May/June s3

s3 EST transition planning meeting

- parent(s), pupil, school staff, multi-agency partners
- key person prepares pupil support plan (Transition)
- Key Person liaises with multi-agency partners
- pupil support plan (Transition) distributed

Appendix iv - Parent/Pupil Information Leaflets

These leaflets are available on the attached CD and from Martin Doherty: Pupil Services Manager at asl.els.renfrewshire.gov.uk



Dispute Resolution

Information For Parents and Young People



Additional Support Needs

What Parents and Carers Need to Know



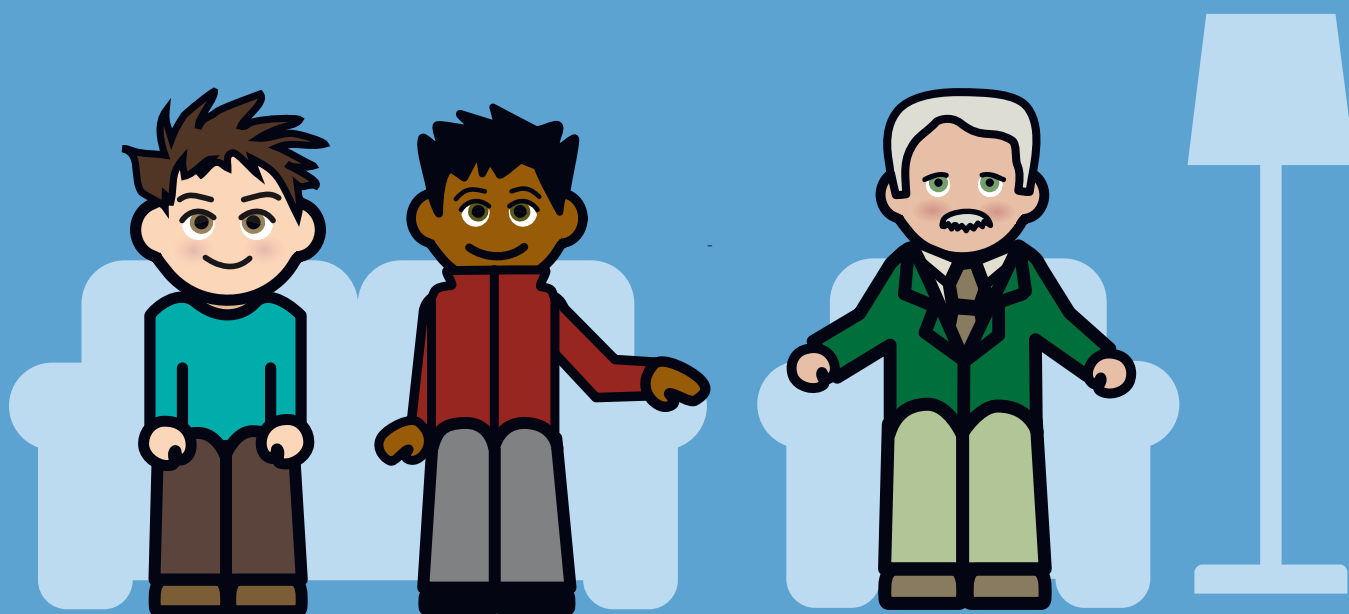
Appendix v - Extending Pupil Participation

a good practice guide

Piloting a new model of consultation with respect to the Additional Support for Learning (Scotland) Act 2004

Following a research study by the Educational Psychology Service, which asked children and young people about ways they prefer to be consulted, a new model of consultation was developed. The researchers identified eight key strategies which young people thought would improve extended support team meetings held to discuss their additional support needs. Implementation of these strategies should enhance the effectiveness of meetings that young people attend to discuss their additional support needs.

This model was implemented in a series of consultation meetings in three schools in Renfrewshire, and was evaluated using the views of the key stakeholders (pupils, parents, school staff, visiting professionals). The findings of the evaluation confirm that this new pupil-centred model had a significant positive impact on the young people involved and other stakeholders including parents, teachers and other professionals viewed this model favourably.



Summary of the Eight Key Strategies

Key strategy	Suggestions for how strategy could be implemented
1. Young people should be informed about and prepared for additional support needs meetings.	Teacher should inform and prepare the pupil in pre-meeting consultation.
2. Additional support needs meetings should take place only with familiar adults.	Adults who have not met the young person should meet face-to-face or speak on the phone with the pupil before the meeting. They should describe their role at the meeting, and break the ice.
3. Young people should be asked their preference for who attends the meeting.	Teacher should ask the young person their preference and try to accommodate this. This may involve a professional providing a written report (instead of attending), or involving someone extra for support.
4. Young people should have a choice in how they express their views.	Teacher should ask the young person their preference (e.g. attending the meeting in person, using an advocate, submitting a letter).
5. Young people should be given evidence of being listened to.	During the meeting, all adults should give feedback, and paraphrase their interpretation of what has been said to ensure accurate understanding.
6. Young people should understand what is being discussed.	During the meeting, all adults should simplify words, avoid acronyms and 'buzzwords' and check that everyone at the meeting understands the discussion.
7. Young people should be involved in decisions made.	During the meeting, all adults should ask the young person for their suggestions, discuss issues of conflict and compromise (where appropriate)
8. Written feedback should be provided to young people.	Soon after the meeting, the teacher or chairperson should provide the young person with written feedback about the decisions reached at the meeting.

How to run your pre-meeting consultation

The aims of this preliminary consultation are to inform and prepare the young person for their additional support needs meetings, and find out their preferences for certain aspects of the meeting.

The pre-consultation meeting could be an informal chat or a more formal appointment with the young person.

It is hoped that by involving young people in determining the structure of their meeting, the young person's input will be maximized.

Here are some ways to introduce each topic:

Inform

- Inform the young person of the date, time and location of the meeting
- Give particular reasons for the meeting
- Describe the general purpose of these meetings - to get the young person's views on what should happen with their education, and reach decisions with their parents, teachers, and others
- Describe the normal format of these meetings

Who will attend

Inform the young person of who would normally attend such a meeting and check if they are comfortable with those people.

NOTE: If a young person doesn't want someone to attend because he or she doesn't know the person, explain that some people must be there but they will make an effort to introduce themselves.

Enquire whether there is anyone extra the young person would like to bring along for support.

How they express their views

Check if the young person is comfortable to attend the meeting and express his or her views. Suggest some alternative ways these views might be given e.g. by writing a letter to be read out, nominating someone to speak for them, joining in as they want, or having an arranged time to speak (like making a speech).

Make use of the first part of the Consultation Checklist in this process.

How to organise the meeting

On the basis of what the young person has told you about preferences and concerns during the pre-meeting consultation, arrange the extended support team meeting to meet the young person's requests as far as possible.

Report these arrangements back to the young person so it is clear what can be expected at the meeting. Encourage the young person to think about what they want to say at the meeting, and suggest that they bring along some notes.

An example:

The young person insists that he does not want a particular teacher to attend, but that teacher's input to the discussion is necessary.

Solutions:

Explain the reasons for the teacher's attendance to the young person. If that teacher's presence will make the young person feel uncomfortable, explain that everyone at the meeting will help him to be involved.

All adults attending the meeting should be asked to meet or talk to the young person before the meeting if they have not done so before. This could be by telephone, or in school but the important thing is that the young person knows why all adults are there.

How to run the meeting

All adults who are to attend the meeting should receive guidelines that aim to further maximise the pupil's input. These are summarised below:

- Give the young person evidence that they are being listened to during the meeting
- Encourage the use of child-friendly language during the meeting to ensure the young person always understands what is being said
- Involve the young person in decisions made about the outcome and development of an action plan

Written Feedback

Give written feedback to the young person after the meeting. This would typically be a brief summary of what was discussed and the outcomes that were agreed upon.

Make use of the second part of the Consultation Checklist in this process.

Consultation Checklist

Pupil Name:	Year Group:
Teacher:	School:
Date of meeting:	Location:

Pre-meeting consultation

Strategy	Implemented (tick when completed)
Inform pupil of meeting - date, time, place	
Give pupil reasons for meeting	
Tell pupil about normal format of these meetings	
Ask pupil for preference as to who should be at the meeting (anyone extra or anyone who is not to be there)	
Ask pupil preference about expressing views (in person, make a speech, use an advocate, write a letter)	
Recommended that pupil thinks about the issues that will be discussed	
Recommended that pupil consider bringing notes	
Remind pupil about the arrangements once meeting is organised	
<i>Date pre-meeting consultation checklist completed</i>	

Extended Support Team Meeting

To be completed after the meeting

Strategy	Implemented (tick when completed)
Before the meeting, unfamiliar adults made an effort to meet or speak to the pupil	
During the meeting, pupil was given evidence of being listened to	
During the meeting, pupil was able to understand language used	
During the meeting, pupil was involved in the decisions reached	
After the meeting, pupil received written feedback	
<i>Date meeting checklist completed</i>	

Glossary of Terms and Abbreviations

Extended Support Framework (ESF)

The Extended Support Framework is the sum total of staff activities, structures, processes, meetings, communications and liaisons in which an educational establishment engages in order to support children and young people.

Extended Support Team (EST)

All educational establishments have Extended Support Teams to support individual children and young people. Extended Support Team meetings are convened as required in order to address multi-agency partnership needs and demands.

EST Case Conference

When more detailed planning is required for an individual child or young person, an EST case conference is arranged. Parents, children and young people have full involvement in these meetings. Membership may comprise:

- head teacher/head of establishment/
depute head teacher (pupil support)
- principal teacher (support for learning, guidance/
pastoral care)
- nursery officer
- class teacher
- home link worker/assistant
- educational psychologist
- social worker
- health representative (school nurse, school doctor,
speech and language therapist)
- other staff as appropriate.

Second Tier Extended Support Team Case Conference

This is an EST case conferences attended by Education and Leisure Services (ELS) management staff. It is convened by the school if it is considered that intervention is required from ELS management staff or additional support and resources are required. These meetings involve the child or young person, parents, and all relevant professionals.

Pupil Support Plan (PSP)

This is a written plan which details the additional support needs of children and young people. Where there is evidence to indicate that the child or young person is unlikely to continue to benefit from education without the provision of additional support, individual planning will be required. The individual additional support needs of children and young people are identified, described and monitored using pupil support plans (PSPs). In Renfrewshire the PSP will incorporate the Individual Educational Programme (IEP) for the child or young person, where this particular approach to educational planning is considered to be appropriate. However, not all children and young people with PSPs require IEPs.

Support Plan (SP)

The term used for pupil support plans in the pre 5 sector, in acknowledgement of the fact that pre 5 children are not referred to as 'pupils'.

Glossary of Terms and Abbreviations

continued

Pupil Support Co-ordinator/ Support Co-ordinator (PSC/SC)

At the Senior Management level in establishments, the Pupil Support Co-ordinator (or Support Co-ordinator in the pre 5 sector) has overall responsibility for integrated planning for children and young people with additional support needs, including the monitoring and review of the stepped intervention process, pupil support plans and co-ordinated support plans. The Pupil Support Co-ordinator is also responsible for liaison with education authority personnel and other agencies regarding specific resource recommendations arising from integrated planning. This member of staff also usually leads extended support team meetings.

The Act

The Education (Additional Support for Learning)(Scotland) Act 2004

Stepped Intervention Process (SIP)

A sequential, cumulative assessment and intervention process, where later assessment and planning for increasing need builds on earlier assessment and planning arrangements. Using this process and the associated paperwork, educational establishments can identify, plan, and provide for the additional support needs of children and young people.

Authority Joint Placement Group

A group of senior managers from Education and Leisure Service and Social Work Services that meets to consider specific alternative educational provision for children and young people with particular additional support needs. The group makes recommendation about specific placements to the Senior Adviser (Children and Families)

Co-ordinated Support Plan (CSP)

An educational plan that may be prepared for children and young people with significant additional support needs arising from complex or multiple factors which have a significant adverse effect on their education. These children and young people require substantial, direct and continuing intervention from at least one agency outwith education, in order to benefit from education. These children and young people's additional support needs require a high degree of co-ordination of support from education and at least one other agency. Children and young people who have a CSP prepared for them will also continue to have a Pupil Support Plan. This will continue to be the major educational planning document. The CSP augments this plan, detailing the educational objectives which require the co-ordination of services in order to be achieved.

Individual Educational Programme (IEP)

A particular approach to educational planning for children and young people who are unable to benefit from more general forward plans. An IEP approach involves the setting of short and long term SMART targets, which are specific, measurable, achievable, relevant and time related. A section of the Pupil Support Plan enables the preparation of an IEP for a pupil, if this is considered appropriate.

Looked After Child (LAC) Reviews

These are meetings that take place on a regular basis once a child or young person becomes 'looked after' by the social work department or another appropriate agency. The purpose of these meetings is to review the child or young person's care plan involving all relevant agencies to ensure that the best interests of the child or young person are being promoted.

Children's Hearings

A Children's Hearing is part of the legal and welfare systems in Scotland; it aims to combine justice and welfare for children and young people. The children's hearing is a lay tribunal made up of members of the Children's Panel, which comprises trained voluntary members of the public. There is a separate panel for each local authority area.

Dispute Resolution

Under the Act, education authorities are required to put in place procedures to resolve disputes in relation to their duties and functions under the Act. The procedures must be free of charge. These procedures allow for a formal review of an individual case by an independent third party, external to the local authority, who considers the circumstances leading to the disagreement and makes a report with recommendations for all parties. Renfrewshire has produced a leaflet about dispute resolution which accompanies this policy document and is on the attached CD.

Glossary of Terms and Abbreviations

continued

The ASN Tribunal system

The Act has established a tribunal system to hear references from parents and young people on matters relating to co-ordinated support plans. The tribunal's statutory functions, decisions and dealings with its users and the public are independent of government, national and local. A leaflet about the ASN Tribunal system accompanies this policy document and is on the attached CD.

PT (Pastoral Care)

Principal Teacher of Pastoral Care formerly referred to as Principal Teacher of Guidance.

PT (SfL)

Principal Teacher (Support for Learning).

Further information

The Code of Practice is available online at: www.scotland.gov.uk/publications/2005/

Further informations is available from:

Enquire

5 Shandwick Place,
Edinburgh EH2 4RG
0131-2222425

Additional Support Needs Tribunals for Scotland

Europa Building
450 Argyle Street
Glasgow G2 8LG
0141-2420370

NHS Helpline Scotland

Network Scotland,
Ruthven Lane,
The Mews,
Glasgow G12 8NT
0800-224488

Scottish Public Services Ombudsman

4 Melville Street,
Edinburgh EH3 7NS

Websites

<http://www.asntscotland.gov.uk/>

<http://www.enquire.org.uk/>

<http://www.oaasis.co.uk/>
(click on INFO SHEETS tab at top of page)

<http://www.cafamily.org.uk/whenyourchild.html>

<http://www.rnib.org.uk>

<http://www.drc-gb.org/scotland/index.asp>

<http://www.nas.org.uk>

<http://www.ltscotland.org.uk/inclusiveeducation/specialfocus/Additionalupportforlearning.asp>

