



# **Getting it Right for Every Learner in Renfrewshire**

## **A Partnership Approach**

**Policy Summary — September 2014**



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# 1. Summary

The policy Getting it Right for Every Learner in Renfrewshire: A Partnership Approach contains the following revisions to the previous implementation policy for the Additional Support for Learning (ASL) Acts (2004, 2009):

- a new set of guiding principles based on the Additional Support for Learning (ASL) Acts (2004, 2009), Getting it Right for Every Child (GIRFEC) and the Curriculum for Excellence;
- a revised staged intervention framework to support planning for children and young people with additional support needs across all educational establishments which builds on existing good practice;
- a revised education and leisure services support planning framework which integrates ASL and GIRFEC planning templates within a single integrated planning framework; and
- revised comprehensive guidance on processes to be followed at key transition points.

The GIRFEC approach states that that all statutory planning and assessment relating to a child or young people's wellbeing should be appropriately integrated into a single framework and that all relevant planning activity brought together into a single child's plan. The revised policy proposes a new education and leisure services support planning framework to achieve this purpose. Each child and young person who is assessed as needing targeted support will have that support coordinated and recorded within this single planning framework. This planning framework incorporates the work already carried out to streamline planning processes within Renfrewshire.

This is the first time that a single policy has been prepared which integrates the principles and practice of CfE, ASL and GIRFEC in order to streamline practice and promote more efficient planning to provide appropriate and effective support for children and young people in Renfrewshire. The policy is the outcome of extensive consultation with a range of stakeholders using a number of different methods:

- postal and web-based distribution of revised policy paper and consultation questions on the draft revised policy sent to parents. The revised policy and consultation questions were also posted on the council website;
- survey monkey web-based consultation with heads of establishments and key staff from partner agencies (social work, health, third sector/voluntary agencies);
- consultation with children and young people who have additional support needs; and
- consultation with Education Scotland and trade union representatives.



## 2. Aims of the Policy

The purpose of this policy is to introduce a framework for the provision of universal support for all children and young people in Renfrewshire. A staged intervention approach for education and multi-agency partnership working is described to enable the authority, educational establishments and other appropriate agencies work together for the benefit of all children and young people.

The policy paper also revises the Renfrewshire Council education and leisure services implementation policy for the Education (Additional Support for Learning) (Scotland) Act (2004), Extending Support in Renfrewshire: A Partnership Approach for Additional Support Needs.

The policy has the following aims:

- to describe a system to provide for the universal support entitlement of all children and young people within Renfrewshire;
- to formalise the integration of additional support for learning guidance and GIRFEC principles and practices across Renfrewshire so as to streamline processes and promote more efficient and effective practice;
- to outline an additional support for learning strategy which is consistent with the entitlements for learning described in a Curriculum for Excellence (Building the Curriculum 3); and
- to address the proposals in the Children and Young People Act, that all statutory planning and assessment relating to a child or young person's wellbeing is appropriately integrated into a single framework and that all relevant planning activity is brought together into a single "child's plan".

## 3. Renfrewshire's Strategic Vision

Renfrewshire's community plan vision for children and young people in Renfrewshire is:

"By 2023 we will get it right for every child and young person by ensuring that they live in a positive, inclusive environment, have the best start in life, are confident, healthy and free from disadvantage."

This policy describes a framework which will ensure that we "get it right" for all children and young people across Renfrewshire. The aim is to outline an approach that ensures that GIRFEC principles are embedded in the practice of all education and leisure services staff in Renfrewshire.

It is recognised that children and young people with additional support needs are some of the more vulnerable in Renfrewshire. The policy is intended to streamline and integrate the assessment, planning and support for children in order to achieve more effective learning experiences and positive outcomes for all.



**The SHANARRI Wellbeing Indicators.**

Featuring pupils from Williamsburgh Priamry School.

Photo credit: Graeme Henry Photography



## 4. Guiding Policy and Principles

The guidelines set out in this policy are based upon the principles which underpin Curriculum for Excellence, the ASL Acts (2004, 2009), and the national Getting it Right for Every Child approach.

**Curriculum for Excellence: Universal Entitlement to Support**

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent and more flexible curriculum for children and young people from 3 to 18 years of age. One of the key ideas in Curriculum for Excellence (Building the Curriculum 3) is the concept of learner entitlements. The policy describes the way in which Renfrewshire Education and Leisure Services aim to address the entitlement of support for all children and young people. Every learner is entitled to personal support to enable them to gain as much as possible from the opportunities that Curriculum for Excellence offers. These entitlements should be the basis for detailed planning for all children and young people. The reduction in prescription afforded by CfE provides the flexibility to take greater account of individual needs.

**Additional Support for Learning**

The Education (Additional Support for Learning) (Scotland) Act 2004 (“the 2004 ASL Act”) introduced a new framework to provide support for children and young people who require additional help with their learning. The 2004 ASL Act aimed to ensure that all children and young people are provided with the necessary support to help them achieve their full educational potential. The 2004 ASL Act came into effect in November 2005 and was subsequently amended by the Education (Additional Support for Learning) (Scotland) Act 2009 (“the 2009 ASL Act”).

The national Getting it Right for Every Child (GIRFEC) framework aims to ensure that all children and young people are fully supported as they grow and develop into successful learners, confident individuals, effective contributors and responsible citizens. The approach aims to ensure that anyone providing support puts the child or young person, and their family, at the centre. Practitioners need to work together to support families, and where appropriate, take early action at the first signs of any difficulty. This involves working across organisational boundaries and putting children and their families at the heart of decision making in order to enhance wellbeing, improve outcomes and giving all children and young people the best possible start in life.

The GIRFEC approach considers that there are eight indicators of wellbeing which are basic requirements to help children and young people grow and develop and reach their full potential. These are: safe; healthy; achieving; nurtured; active; respected; responsible; included. The wellbeing indicators (often known as the SHANARRI wellbeing indicators) are used to guide practitioner's observations, and recording of events and concerns.

## The GIRFEC National Practice Model

## An Integrated Approach

This policy formalises the integration of additional support for learning guidance, Curriculum for Excellence, and GIRFEC principles and practices across Renfrewshire. The guidance set out in this paper is consistent with the principles and practice described in the Renfrewshire Children's Services Partnership GIRFEC policy.

Renfrewshire is committed to full partnership working with all parents. Full parental involvement is a fundamental principle of the policy. The aim is to adhere to the following core principles when working in partnership with parents to support the support needs of children and young people:

- child at the centre;
- presumption of mainstream;
- least intrusive, proportionate and staged intervention;
- effective collaborative assessment of additional support needs;
- high quality partnership and communication between professionals;
- informed and supported parental consent and agreement;
- parental partnership in the decision making process; and
- transparent decision making.

The rights of parents under the ASL Act (as amended) are outlined in Appendix 1 of the full policy. The authority has a range of mediation approaches which are designed to resolve disagreement surrounding the additional support needs of children and young people. Under the ASL Act, every education authority has a duty to provide independent mediation services, free of charge, for all parents of children with additional support needs. Chapter 7 of the revised Code of Practice provides guidelines and advice on working with children and families, including supporting parents. Chapter 8 provides information and guidance on the provisions in the ASL Act for resolving disputes when they arise.

Renfrewshire is committed to quality participation of children and young people in the process of providing for their needs. The extended support framework is intended to ensure that children and young people who have additional support needs are always central to the planning process. Renfrewshire has produced

an information leaflet for educational establishments, which outlines some ways in which the quality participation of children and young people can be maximised.



*Figure 1. Child at the Centre*



# 7. The Extended Support Framework

Within Renfrewshire educational establishments, the extended support framework (ESF) is the organising structure within which the key principles of collaboration, integration and partnership are brought into action. This 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 all children and young people. The framework is intended to provide for the needs of all learners, whether or not they are in receipt of universal or targeted support.

Within this framework, a range of extended support team meetings (ESTs) can be convened in order to address establishment and multi-agency partnership needs and demands. For targeted support, the EST is managed and led by a key senior manager of the establishment who has responsibility for additional support needs across the establishment. In Renfrewshire, this person is known as the support co-ordinator (SC). The ESF supports the identification, assessment, planning, implementation, monitoring, and evaluation cycle for all learners at each level (Figure 2).

# 8. The Support Planning Cycle

The support planning cycle provides a structure for the processes required to meet the needs of learners effectively. It is expected that learners and their parents will be fully involved in this process where possible. It involves a number of stages. More detail of the way

in which the support planning cycle can be used to address the need of all learners can be found in the full policy paper.

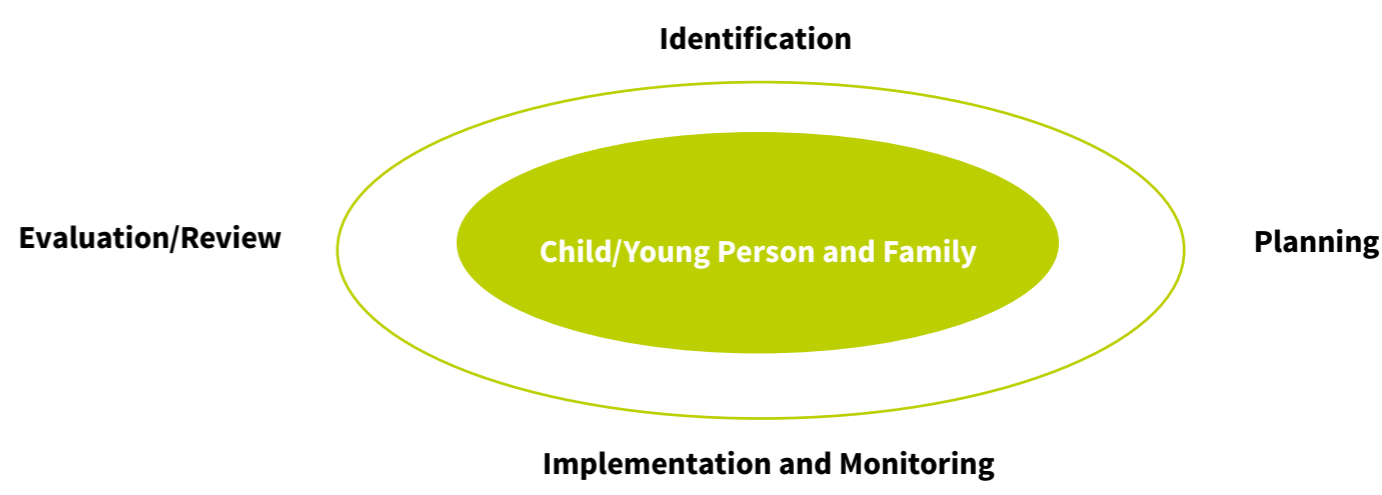


Figure 2. The Support Planning Cycle



# 9. The Renfrewshire Staged Intervention Approach

The Renfrewshire Children’s Services Partnership GIRFEC policy describes a staged intervention pathway from universal to targeted services. It provides an approach to meeting needs at the earliest opportunity, in a way which promotes inclusion and with the least intrusive level of intervention. The GIRFEL policy integrates the GIRFEC and ASL staged intervention frameworks in order to ensure one consistent planning framework for all Renfrewshire’s children and young people. Figure 3 illustrates the staged intervention as it applies within educational establishments. The model is flexible and allows for movement between stages depending on progress and need.

The process involves the child, parents/carers, education staff and, at some levels, other professionals, working in partnership to get it right for every child. This section outlines the way in which planning, support and provision for the needs of all learners is integrated into the day-to-day life of educational establishments. This integrated framework matches the level of planning to the level of additional support need experienced by the learner.

While figures 3 illustrates an incremental sequence of stages, each child and family’s access to, and trajectory through, targeted support and intervention will be unique and will reflect their individually assessed needs. This approach 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.

## Stage 3: MULTI- AGENCY

Planning and Support from education authority **and partnership agencies** (e.g. Social Work, Health)

## Stage 2: EDUCATION AUTHORITY

Planning and Support from education authority resources and provision **outwith the establishment**

## Stage 1: UNIVERSAL

Planning and support from **within establishment resources**

## Stage One: Universal Support

This section outlines the routine arrangements required to ensure adequate and efficient education for all children and young people in educational establishments. At stage one, planning and support is provided from within the establishment’s current resources. For the majority of children and young people, this planning will be sufficient for their educational needs. This level includes personalisation, class groupings, differentiated materials, learning resources and forward planning. The support planning cycle (figure 2) should be used by the teachers to achieve effective planning and intervention at this stage. This planning leads to the provision of universal support which can be met within the existing early years or school setting. This level does not involve an individual plan for a child or young person as the child’s needs are addressed through routine classroom or nursery

Renfrewshire’s Children and Young People

Figure 3. The Renfrewshire ELS Staged Intervention Approach

management and planning. It is from this level that all additional planning and support emerges.

Within the universal stage some learners may have additional support needs identified. At the initial stage it may be unclear whether these needs will give rise to a requirement for targeted support. Staff will assess children and young people’s progress in a variety of ways on an ongoing basis. Information gathered will inform staff of necessary adaptations to approaches and whether there is a need for more targeted support. Establishments should develop guidance to ensure that information gathered through this process is shared with all relevant staff.

**Personal Support Entitlement**

“Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide.” (BTC3, page 17)

Supporting children and young people to learn is at the centre of Curriculum for Excellence. Every practitioner has a responsibility to deliver the universal entitlements within their own learning environments. All children and young people need support to help them learn and develop. The needs of the child or young person should always be central to the identification, planning and provision of support. Support should be appropriate, proportionate and timely. Children and young people are entitled to support to enable them to:

- review their learning and plan for next steps;
- gain access to learning activities which will meet their needs;
- access a key adult;
- plan for opportunities for personal achievement; and
- prepare for, and be supported through, changes and choices.

Support should be provided to remove barriers that might restrict access to the curriculum because of a child or young person’s circumstances, or their short or longer term needs. All staff have a responsibility for identifying the needs, including care and welfare needs, of children and young people and working in partnership to put support in place to meet those needs. At this level whole cohort screening can usefully occur using the wellbeing indicators or the Early Screening Initiative, which has been in operation in many Renfrewshire primary schools for many years.

**Positive Learning Environment**

Practitioners shape the learning environment to meet the needs of learners. A positive learning environment is essential for children and young people to get the most

from the opportunities provided for them. Underpinning this is the requirement for all practitioners to promote positive relationships and behaviour with children and young people:

“Curriculum for Excellence cannot be delivered without good relationships and positive behaviour. Children and young people should feel happy, safe, respected and included in the learning environment and all staff should be proactive in promoting positive behaviour in the classroom, playground and wider learning community.”

(Building Curriculum for Excellence through Positive Relationships and Behaviour)

All learning establishments in Renfrewshire are expected to develop an inclusive ethos and culture based on equality and fairness and to embed policies and approaches which develop positive relationships and behaviour.

**Meeting Learning Needs**

This policy endorses a whole school approach to providing an inclusive service for children and young people. Inclusive approaches aim to meet the needs of all learners. Staff have a responsibility to provide effective and engaging learning activities which give learners choices around tasks and activities and facilitate learning opportunities in a challenging and supportive climate.

In every context and setting, staff should design appropriate learning experiences which are matched to the needs and abilities of individual learners. This will involve careful planning and evaluation of tasks, activities and resources and rigorous assessment and tracking of progress. A skilled approach to differentiation is required to ensure that children and young people are building on prior learning and progressing at an appropriate pace.

Assessment supports this by focusing on the process of moving learners from where they are in their learning towards desired goals. A range of assessments should be used to identify and plan the support required to achieve these goals. Children and young people should be involved in discussing and negotiating what they are expected to learn through learning intentions and success criteria and the use of success criteria should be developed to support learners to engage in peer and self assessment. High quality interactions and thoughtful effective questioning promote thinking skills. Timely, accurate feedback is essential to enable the child and young person to move forward in their learning. When a learner is experiencing challenge with an aspect of the curriculum, staff should use information from ongoing assessments to inform the supports required to help overcome the challenge.

**Identifying Additional Support Needs at Stage One**

At the classroom or playroom level, where universal planning has been found to be insufficient to address a particular child’s needs and the child or young person is unlikely to continue to fully benefit from education without the provision of additional support, further individual planning by the teacher or nursery officer may be required. Concerns might be identified by a class teacher or other educational staff, or by a parent. If this is the case, individualised planning and support beyond the level of whole class can be agreed between parents, teacher / nursery officer and support coordinator. This support should be monitored using the forms contained within the Stage One Planning section of the support planning framework (see section 10).

If concern continues, the child or young person’s needs should be considered within the establishment’s extended support framework (see Figure 4). At this level, extended support and intervention from within the school’s wider resources can be considered. As outlined in Figure 4. In this way, support is put in place by the educational establishment from within existing resources, the effectiveness of which is monitored and reviewed by the school in partnership with the parents and the child or young person. The nursery officer or class/subject teacher will have a key role in the delivery of the support plan for the child/young person.

At this stage the establishment is using the extended support framework to identify, plan and provide for the additional support need of the child or young person from within existing resources (including consultation and advice from the educational psychology service, and input from the home link service). No services or resources which require a specific request to the authority or external services is assessed to be required at this stage. (e.g. educational psychology collaborative meeting, specialist teaching support, outreach ASD support, additional support needs assistant [ASNA] support). The outcomes of assessment and planning at Stage One might include:

- further differentiated and individualised arrangements in class/playroom;
- ongoing partnership working with parents;
- refinement and adaptation of action plan outcomes/targets;
- the development of an IEP for the child / young person;
- additional teaching support;
- advice from educational psychology;

- further assessment using the support planning framework;
- dyslexia assessment by the school (supported by educational psychology);
- referral to NHS agencies for further assessment,(Stage 3).

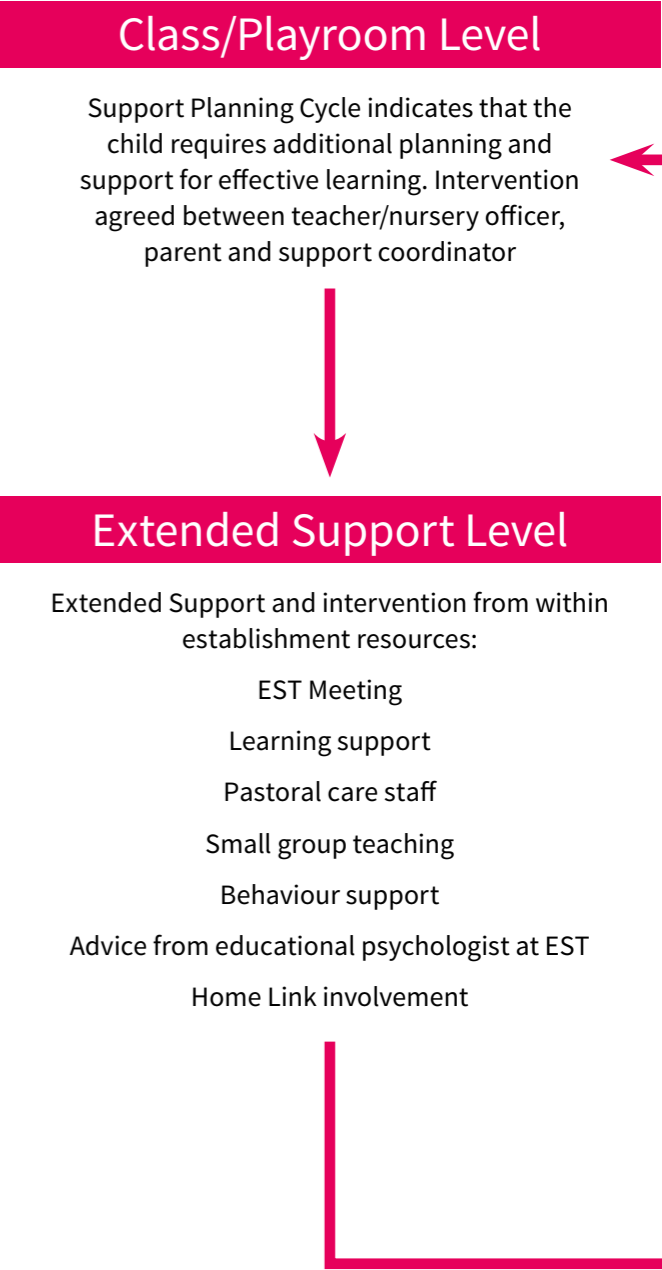


Figure 4. Planning and Support at Stage One

Stage Two: Education Authority Support

At Stage Two the individual additional support needs of children and young people will have been identified as requiring ongoing targeted additional support from the establishment and additional support and resources from education authority services outwith the establishment’s available resources entitlement.Figure 5 illustrates this stage.



Figure 5. Planning and Support at Stage 2

At this stage, a child’s plan should be prepared. This comprises sections 1,2,5, 6, 7 and 8 of theplanning document (see Figure 6, Section 10). Additionally, an IEP and support monitoring form can be prepared if considered to be helpful. At the secondary stage, an IEP may take the form of specific targets set in partnership between learner and teacher as part of every pupil’s entitlement to participate in personal learning planning. The outcomes of assessment and planning at Stage Two may include the provisions agreed at Stage One and may include:

- further teaching support within classes;
- further differentiated and individualised arrangements in class/pre-five centre;
- further refinement and adaptation of support plan targets;
- continuing support from home link,
- an educational psychology collaborative meeting; or
- input from specifically requested education and leisure services outwith the establishment such as ASNA support, specialist teaching support, “in-reach” support from specialist ASN provision, part-time placement in specialist ASN provision, and full-time placement in specialist ASN provision.

Specialist Placement Process

Following ongoing assessment, intervention and monitoring at Stage 2, it is possible that the professionals involved with the child or young person may wish to consider whether the child/young person will benefit from some form of placement in specialist ASN provision out with the current educational establishment. If this is being actively considered, the establishment support coordinator should make early contact with the ASN manager or the relevant children’s services support officer (CSSO).

A meeting involving the parents, relevant professionals and the child/young person as appropriate should always take place before formally contacting the authority about the possibility of the need for specialist provision.

Stage Two EST Meeting

The ASN manager/CSSO will discuss the child/ young person’s additional support needs with the establishment Support Coordinator and consult/ receive information from the relevant educational psychologist. This may lead to a Stage Two EST meeting being convened by the education authority in order to consider the child/young person’s needs within the context of the “presumption of mainstream” and the need for alternative specialist resources or alternative/ complementary provision. The Stage 2 EST meeting will be chaired by the establishment’s support coordinator and will involve a children’s services support officer, relevant establishment and partner agency staff, the educational psychologist, parent(s) and the child or young person where appropriate. Stage Two EST meetings should also be convened in a situation where a pupil is transferring from another authority and may require significant additional support or a specialist placement.

Educational Placement Groups

Children/young people whose needs have been discussed at a Stage 2 EST meeting and who are considered to require specialist placement are discussed at the relevant ELS education placement group. Previously these groups were known as “Prioritisation Groups”. There is a separate educational placement group to approve placements in provision in each of the three sectors (early years, primary and secondary). The authority has a protocol to ensure the effective and efficient operation of Stage 2 ESTs and Educational Placement Groups.

Stage Three: Multi-Agency Support

Stage Three is targeted, multi-agency planning for additional support needs. This stage may be required where concerns continue after Stage Two planning, intervention and evaluation. While this stage may very often occur following a period of planning and intervention at Stages One and Two, this will not always be the case. There will be some situations where a child or young person might require Stage Three planning and intervention prior to moving through Stage One and Stage Two. For example the pre-school child with severe and complex needs, a child with specific health concerns but no additional learning needs,or the child moving into Renfrewshire following a foster care move. At this stage, there are two main options for the establishment’s extended support team:

Integrated Assessment /Multi-Agency Child’s Plan

Discussions within the extended support framework may have led to the conclusion that Stage Two planning and support has not been sufficient to address the learning or wellbeing of the child or young person. The support coordinator and the extended support team may have concluded that additional advice and support is required from specialists or partner agencies outwith education, such as health professional (e.g. CAMHS, Speech and Language Therapy) or social work services (e.g. children with disabilities team). Alternatively, the child/young person may already be receiving support from health and/or social work services. If this is the case an integrated assessment should be considered which may lead to the preparation of a multi-agency child’s plan. This plan is the same template as the ELS child’s plan and can build from information already gathered in the single agency planning process and from further assessment based around the GIRFEC practice model. Agreed arrangements within Renfrewshire for this to take place should be followed, with the education establishment acting at least initially as the lead agency where this is appropriate. At this level it is also possible that an integrated assessment will have been requested,

perhaps initiated by SW service, Health or the Children’s Hearing System. The establishment will contribute to this in the usual way as outlined in separate guidance on integrated assessment. The multi-agency child’s plan arising will detail the support provided by the agencies involved in order to address the significant additional support needs or wellbeing issues of the child/young person.

Coordinated Support Plan

There will be a smaller number of children and young people with significant additional support needs arising from complex or multiple factors which have had a significant adverse effect on their education. Under the terms of the ASL Acts (2004, 2009), evidence may have been gathered indicating that a child or young person has such significant additional support needs arising from complex or multiple factors which are considered to require significant, integrated and coordinated planning from a number of agencies including education, in order to achieve educational objectives. In this context consideration should be given as to whether the child/young person might require a coordinated support plan (CSP). These children and young people’s additional support needs will require significant and highly coordinated support from education and at least one other agency. They will have this support detailed in a coordinated support plan, which is now found in Section 7 of the ELS support planning framework. Further guidance on the preparation of CSP is available.

The ASL Act, as amended, assumes that all looked after children and young people have additional support needs unless it can be determined that an individual looked after child or young person does not require additional support in order to benefit from school education. In addition, the ASL Act, as amended, requires education authorities to consider whether each individual looked after child or young person requires a co-ordinated support plan.



# 10. The ELS Support Planning Framework

The ELS support planning framework is intended as a flexible integrated planning document and replaces all currently existing planning documentation within education and leisure services. It includes the single agency child’s plan. Guidance on using the Support Planning Framework is integral to the planning documentation.

The plan enables the creation and recording of information for a range of planning and intervention purposes. It should be used for children and young people who have been assessed to require targeted support. The framework allows for a planned transition to more detailed or multi-agency planning if this should be required.

The planning framework follows the structure originally used to develop the integrated assessment documentation and also incorporates amended versions of the planning templates which existed previously under the original ASL implementation policy, such as the pupil support plan, individualised educational programme (IEP), and the coordinated support plan (CSP). The coordinated support plan has also been incorporated into this planning framework.

The planning framework comprises 8 sections and is structured as follows:

- Section 1: Core Record
- Section 2: Profile
- Section 3: Support Monitoring Form (SMF)
- Section 4: Individualised Educational Programme (IEP)
- Section 5: Assessment
- Section 6: Action Plan
- Section 7: Coordinated Support Plan
- Section 8: Chronology

Figure 6 indicates which sections should to be completed at each stage of intervention. It also details optional sections which may be helpful at each stage.

STAGE	SCOPE	REQUIRED	OPTIONAL
1	Within classroom /playroom Within establishment	Section 3. SMF	Section 4. IEP
		Section 1. Core Record	Section 5. Assessment
		Section 2. Profile	
		Section 3. SMF	
2	Within authority	Section 1. Core Record	Section 3. SMF
		Section 2. Profile	Section 4. IEP
		Section 5. Assessment	
		Section 6Action Plan	
3	Multi-agency	Section 1. Core Record	Section 3. SMF
		Section 2. Profile	Section 4. IEP
		Section 5. Assessment	Section 7. CSP
		Section 6. Action Plan	

Figure 6. Required and Optional Planning within the ELS Staged Intervention Approach



## 11. Early Intervention/Early Years

Renfrewshire's early years strategy, "Families First" aims to develop a family-centred, integrated and flexible approach to providing services which mitigates the key risk factors affecting children, young people and families. The strategy aims to provide a range of practical support including financial advice; access to relevant information; childcare; health and well-being; educational support; family support; and employment and training. The strategy comprises three approaches:

- a family-centred approach within the locality;
- a family-centred outreach approach; and,
- support for families with older children.

This policy will support the early years strategy by providing a framework for assessment and planning which staff can use to identify additional support needs and areas of risk which may undermine the development of well-being in children and young people.

This policy is inclusive in its approach in the sense that it outlines structures and processes intended to apply across all sectors and all types of provision. For this reason, it has been written to apply to the early years' sector as well as the school sector. However, Renfrewshire Council and the Scottish Government place a high priority on getting it right in the early years. It is important therefore to consider how Renfrewshire intends to provide for children's additional support needs from birth to three who do not yet attend early years provision. The ASL Acts prescribes a number of duties and powers to local authorities as they work to meet additional support needs in these circumstances.

### Children under the age of 3 years

The ASL Act requires an education authority to provide additional support to certain disabled pre-school children in their area, normally those who are under 3 years old. This duty applies where such children have been brought to the attention of the education authority as having, or appearing to have, additional support needs arising from a disability within the meaning of the Disability Discrimination Act 1995, and it is established by the education authority that they do have such needs. For example, if the parent has brought the child to the attention of the education authority, then the authority may establish whether the child has additional support needs arising from a disability under its arrangements for identifying and providing for children with additional support needs.

### Identifying the additional support needs of children under the age of 3 years

The ASL Act places a duty on an education authority to make appropriate arrangements for identifying those children for whose school education they are responsible, who may have additional support needs. At the early years' stage, this duty will cover a child with additional support needs who is in early years' provision managed by the education authority or in a partnership nursery under arrangements made by the education authority. It may also involve a child who is about to be provided with school education (including pre-school education), either in a school under the management of the authority, or through arrangements entered into by the authority.

In Renfrewshire, the educational psychology service (EPS) is responsible for coordinating the identification of additional support needs of children under 3 who have additional support needs and who do not attend early years provision (or who attend a private nursery not in partnership with the local authority). The EPS receives requests for assessment from NHS Boards and Health and liaises with the local authority managers regarding future additional support needs and provision, if required. In due course, the needs of these children may be considered at the early years educational placement group. This group is chaired by the children's support services officer (early years).

### Making provision for children under the age of 3 years

As described above, the education authority has a duty under the ASL Act to provide additional support in certain circumstances to disabled children belonging to their area, who are under 3 years old and are not a prescribed pre-school child (a child eligible for pre-school provision). The nature of that support will depend on the circumstances of the individual child but may include attendance at a pre-school centre. This provision need not be educational provision but could include, for example, provision of speech and language therapy. The authority may make provision for children, including children under the age of 3 years with additional support needs, but who are not disabled (in terms of the Disability Discrimination Act 1995). However, they are not obliged to make such provision.

The authority has a duty to make adequate and efficient provision prescribed pre-school children being educated by the authority in its own provision or, for example, in partnership nurseries. The nature of this support will depend on the circumstances of each individual child but the range of support available will in many cases be the same as, or very similar to, that which is available to children in schools.



## 12. Transitions

All children and young people experience transitions as they move through the various stages of education. These transitions include entry to pre-school provision, transfer to primary school, from primary to secondary school and from secondary to post-school provision. Additionally, some children and young people may experience changes in their education at other times with a transfer to another school or a break in their education. Within a curricular context, there is also the transition from Broad General Education to the Senior Phase. In these situations early or timely planning is required to ensure continuity and progression between stages or breaks in education. All children and young people are entitled to support to enable them to prepare for and be supported in these changes and choices.

The ASL 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;
- Skills Development Scotland;
- any Further Education College; and
- any Institute of Higher Education.

The impact of transitions of children with additional support needs will require particular consideration. Needs and support will be assessed and planned for within the support planning cycle and recorded with the Support Plan. Transition planning for a child or young person will take place at extended support team meetings specially convened for this purpose.

### **Deciding which children require enhanced transition planning within the ASL Act**

The monitoring of additional support needs through the support planning cycle will lead to the identification of children and young people who will require enhanced transition planning. Enhanced transitional duties and timescales will apply to all children and young people with additional support needs where one or more of the following circumstances apply. They:

- have a coordinated support plan;
- are in a specialist placement;
- have additional support needs arising from a disability within the meaning of the Disability Discrimination Act 1995; and
- are otherwise at risk of not making a successful transition.

The establishment support coordinator will manage this decision making process. Other local authority services (e.g. social work) and partner agencies (e.g. health, careers, further education) should be involved and consulted as appropriate. All agencies should work together to ensure smooth transitions for children and young people who have additional support needs.

The revised code of practice provides guidance on transition arrangements for children and young people with additional support needs specified under the ASL Act (Chapter 6, page 107). Appendices 7, 8, 9 and 10 of the full policy illustrate the stages and timescales involved in enhanced transition planning within Renfrewshire:

- into an early years establishment;
- from pre-school to school;
- primary school to secondary school; and
- from secondary to post school provision.

# 13. Glossary of Terms and Abbreviations

**ASN**

Additional Support Needs

**ASNA**

Additional Support Needs Assistant

**ASNTS**

Additional Support Needs Tribunals for Scotland

**CAMHS**

Child and Adolescent Mental Health Service

**CfE**

Curriculum for Excellence

**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.

**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 significant 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 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.

**CSSO**

Children’s Services Support Officer

**Dispute Resolution**

Under the ASL Act, education authorities are required to put in place procedures to resolve disputes in relation to their duties and functions. 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, which 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.

**ELS**

Education and Leisure Services

**EPS**

Educational Psychology Service

**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 Parents Meeting**

When more detailed planning is required for an individual child or young person, an EST parent meeting is arranged. Moreover, an EST case conference involving the parents, relevant professionals and the child/young person as appropriate should always take place before formally contacting the authority about the possibility of the need for specialist provision. At the pre-school stage, this case conference may take the form of an educational psychology collaborative meeting. Notwithstanding the nature of this meeting, at this point it is essential that the establishment provides evidence of staged assessment and intervention and full parental engagement and partnership in this process.

**GIRFEC**

Getting it Right for Every Child

**HT**

Head Teacher

**DHT**

Depute Head Teacher

**IEP**

Individualised Educational Programme. 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.

**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.

**Outreach ASD Support**

support which is provided to children in mainstream educational establishments who have an Autism Spectrum Disorder or similar communication disorder.

**PT (Pastoral Care)**

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

**PT (SfL)**

Principal Teacher (Support for Learning).

**Stage Two Extended Support Team Meeting**

The ASN Manager/CSSO will discuss the child/ young person’s additional support needs with the establishment Support Coordinator and consult/ receive information from the relevant educational psychologist. This may lead to a Stage Two EST meeting being convened by the education authority in order to consider the child/young person’s needs within the context of the “presumption of mainstream” and the need for alternative specialist resources alternative / complementary provision. The Stage 2 EST meeting will be chaired by the establishment’s Support Coordinator and will involved a Children’s Services Support Officer, relevant establishment and partner agency staff, the educational psychologist, parent(s) and the child or young person where appropriate.

**SHANARRI Wellbeing indicators**

The GIRFEC approach considers that there are eight indicators of wellbeing which are basic requirements to help children and young people grow and develop and reach their full potential. These are: safe; healthy; achieving; nurtured; active; respected; responsible; included. The wellbeing indicators (often known as the SHANARRI wellbeing indicators) are used to guide practitioner’s observations, and recording of events and concerns.

**Support Coordinator**

At the Senior Management level in establishments, the Support Coordinator 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 Support Coordinator 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.

This document can be made available in braille, large print or audio.

如欲索取以另一語文印製或另一格式製作的資料，請與我們聯絡。

اگر آپ کو معلومات کسی دیگر زبان یا دیگر شکل میں درکار ہوں تو برائے مہربانی ہم سے پوچھئے۔

ਜੇ ਇਹ ਜਾਣਕਾਰੀ ਤੁਹਾਨੂੰ ਕਿਸੇ ਹੋਰ ਭਾਸ਼ਾ ਵਿਚ ਜਾਂ ਕਿਸੇ ਹੋਰ ਰੂਪ ਵਿਚ ਚਾਹੀਦੀ, ਤਾਂ ਇਹ ਸਾਥੋਂ ਮੰਗ ਲਓ।

Jeżeli chcieliby Państwo uzyskać informacje w innym języku lub w innym formacie, prosimy dać nam znać.

**Education Manager (GIRFEC)**

Renfrewshire House  
Cotton Street  
Paisley PA1 1 UJ  
0141 618 7221

**ASN Manager**

Renfrewshire House  
Cotton Street  
Paisley PA1 1 UJ  
0141 618 7216

**Principal Educational  
Psychologist**

Renfrewshire Educational  
Psychology Service  
St Catherine's Primary School  
Brabloch Crescent  
Paisley PA3 4RG  
0141 840 8900