

supporting children's learning  
code of practice

(Revised edition)

2010

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## Ministerial foreword



The purpose of this Government is to create a more successful country with opportunities for all of Scotland to flourish, through increasing sustainable economic growth. Our aim is to build an environment where all people in Scotland can help to create and share in that prosperity.

Our aspiration for all children and young people in Scotland is that they should be successful learners, confident individuals, responsible citizens and effective contributors to society and at work. They are our future and we all have responsibilities to ensure that they are safe, nurtured, healthy, achieving, active, respected and responsible, and included.

All children and young people need the support of our education system to help them to learn and to achieve their potential. We are determined to provide all our children and young people with a world-class education.

Within that context, *Curriculum for Excellence* is transforming school education in Scotland by providing a coherent, more flexible curriculum from 3-18. Additionally, *Getting it right for every child* provides a common co-ordinated approach across all agencies that supports the delivery of appropriate, proportionate and timely help to all children and young people as they need it.

While most of our children and young people respond well to the opportunities for learning provided by our schools, we also know that without extra help some will not benefit fully from education. That is why the Education (Additional Support for Learning) (Scotland) Act in 2004, as amended, aims to create a stronger, better system for supporting children's learning. This Act aims to ensure that all children and young people receive the additional support required to meet their individual needs and to help them become successful learners.

Partnership working among those involved in supporting children's learning is essential if we are to achieve our aspirations for our children and young people. The Act requires local authorities and NHS Boards to establish clear arrangements for joint working so that they can work together effectively in order to benefit from their shared knowledge to improve outcomes for children and young people.

We all have a part to play in ensuring that our children and young people become all that they can be.



**Adam Ingram**

**Shona Robison**

Minister for Children and Early Years

Minister for Public Health and Sport

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# Introduction

## **Purpose of the Act**

1. The Education (Additional Support for Learning) (Scotland) Act 2004 (“the Act”) provides the legal framework which underpins the system for identifying and addressing the additional support needs of children and young people who face a barrier, or barriers, to learning. The Act aims to ensure that all children and young people are provided with the necessary support to help them work towards achieving their full potential. It also promotes collaborative working among all those supporting children and young people and sets out parents’ rights within the system. The Act has been subsequently amended by the Education (Additional Support for Learning) (Scotland) Act 2009 (“the 2009 Act”).

## **Purpose of the code**

2. This code replaces the original code of practice published in 2005 in order to take account of the 2009 Act. It explains the duties on education authorities and other agencies to support children’s and young people’s learning. It provides guidance on the Act’s provisions as well as on the supporting framework of secondary legislation. The code uses the term “the Act” to include, where appropriate, the secondary legislative provisions and includes features of good practice on how these can be applied. It also sets out arrangements for avoiding and resolving differences between families and education authorities.

## **Status of the code**

3. Education authorities and appropriate agencies, such as NHS Boards, are under a duty to have regard to the code when carrying out their functions under the Act. The code is designed to help them make decisions effectively but it cannot be prescriptive about what is required in individual circumstances. Education authorities and appropriate agencies must ensure that their policies, practices and information and advice services take full account of the legal requirements of the Act. The code includes brief case studies and examples of good practice to illustrate some of the processes involved in applying the Act’s main provisions. These do not offer definitive interpretations of the legislation since these are ultimately a matter for the courts.

4. The code is intended to explain the principles of the legislation and to illustrate how the law might apply in certain situations. It is important to an appropriate understanding of this framework that this code of practice is read as a whole. Individual chapters should not be taken out of the context of the whole code or read in isolation from each other and the Act and the related secondary legislation. There are some issues which the code cannot resolve and which must await the authoritative interpretation of the courts. The code is not intended to be a substitute for taking appropriate advice on the legal implications of particular situations.

## Other legislation and policy

5. The guidance in this code should be read alongside other legislation and policy where appropriate. For example, *Curriculum for Excellence*, *Getting it right for every child* (GIRFEC) and *Hall 4*<sup>1</sup> have implications for education authorities' and other agencies' support for learning strategies. In particular, *Curriculum for Excellence* is a curriculum for all and this includes explicitly children and young people with additional support needs. The Act, with its focus on ensuring that children and young people receive the help they need to benefit from education, supports this inclusive ethos<sup>2</sup>.

6. While the guidance in the code outlines links with other legislation and policy, the main purpose of the code is to explain the principles of the Act and how the law may apply in certain situations. While *Curriculum for Excellence* and *Getting it right for every child* are major policy drivers in Scottish education they are not statutory provisions. They are referred to at points in the code to describe the overall context within which the Act applies but they do not themselves impact directly on the **legislative** provisions of the Act. In particular, it is beyond the scope of the code to provide a full account of these other policies and their impact on the lives of children and families. A summary of other relevant legislation and policy issues is provided at Annex A.

## Who should read the code?

7. Education authorities and agencies involved in advising or supporting children and young people with additional support needs and their families should encourage and support their employees in gaining knowledge of the content of the code and understanding of its application in their day-to-day work. Parents and young people may wish to refer to the code for information and advice on exercising their rights. However, specific guidance is available for them from *Enquire*, the helpline funded by the Scottish Government which provides information and advice on additional support needs.

8. Examples of professionals across agencies who are under a duty to have regard to the code, or others who may find it useful when carrying out duties under other legislation, include:

**Multi-agency planners:** policy officers, planners and service managers working in children's services planning networks across education, health, social care, further education and training.

**Education:** education directorate, head teachers, teachers, classroom assistants, educational psychologists, staff in schools and nursery provision, including partner providers for pre-school education.

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<sup>1</sup> See policy section in Annex A.

<sup>2</sup> *Focusing on Inclusion and the Education (Additional Support for Learning) (Scotland) Act 2004: a Paper for Professional Reflection* (2006) Learning and Teaching Scotland.

**Early years and childcare:** early years practitioners, early years workers in family centres, staff delivering out-of-school provision.

**Health:** health visitors, public health nurses, community child health teams, paediatricians, physiotherapists, occupational therapists, speech and language therapists, other allied health professionals, clinical psychologists, and medical practitioners in paediatrics, general practice and child and family psychiatry.

**Social work:** social workers, residential child care staff, support workers, adoption and foster care service staff and social workers with responsibility for child protection and looked after children.

**Voluntary sector:** staff working in the whole range of children's services.

**Other agencies:** professionals in other agencies who may be involved in integrated assessment teams, for example, childcare fieldworkers, youth workers, Children's Reporters, police, schools/community liaison team, community workers, staff working in Skills Development Scotland (careers services) and in higher and further education.

## Definitions

9. A young person has the same meaning as under the Education (Scotland) Act 1980 (referred to here as "the 1980 Act") which is a person who has attained the age of 16 years and who is not yet 18 years of age. Throughout the code the term young people is used instead of young persons, for ease of understanding.

[135\(1\)](#)  
[1980 Act](#)  
[as](#)  
[amended](#)

10. The term "parent" has the same meaning as in the 1980 Act and includes "guardian and any person who is liable to maintain or has parental responsibilities (within the meaning of section 1(3) of the Children (Scotland) Act 1995) in relation to, or has care of a child or young person." The term parent as well as meaning a child's or young person's genetic father or mother also includes others exercising parental responsibilities in respect of the child or young person.

11. "Education authority" is defined in the 1980 Act as a council constituted under section 2 of the Local Government etc. (Scotland) Act 1994. In practical terms, the education authority and the local authority are the same entity. In general, the code refers to an education authority when considering a local authority's education functions and to a local authority in respect of functions other than education ones such as social work services.

12. The Act applies generally to pre-school provision, which is under the management of the education authority, and made for prescribed pre-school children (see glossary). This provision also can include provision where an education authority have an arrangement with another provider; for example, where the authority have<sup>3</sup> arranged for children to attend a private nursery under a partnership agreement. In certain circumstances, described in chapter 3 below, the education

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<sup>3</sup> The Act treats the term "education authority" as a plural term and for the sake of consistency the code adopts this convention.

authority have a duty to make provision for certain disabled children under the age of 3 years.

13. The meaning of disability, used in the code, is as defined in the Disability Discrimination Act 1995 (c50), section 1(1). This states that “a person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.”

14. The Act refers to looked after children within the meaning of section 17(6) of the Children (Scotland) Act 1995 which covers children looked after at home and children looked after away from home.

- **Looked after at home:** where the child or young person is subject to a supervision requirement with no condition of residence through the Children’s Hearing system. The child or young person continues to live in their normal place of residence (i.e. often the family home).
- **Looked after away from home** (i.e. away from their normal place of residence): where the child or young person is subject to a supervision requirement with a condition of residence through the Children’s Hearing system, or is provided with accommodation under section 25 (voluntary agreement) or is the subject of a Permanence Order (Part 2 of the Adoption and Children (Scotland) Act 2007)). The child or young person is cared for away from their normal place of residence, e.g. in a foster care placement, residential/children’s unit, a residential school, a secure unit or a kinship placement.
- In addition to the above, a child or young person may be the subject of a warrant instigated by a Children’s Hearing or Sheriff Court. These are short term measures where the child or young person is considered **Looked after** for the duration of the warrant.

15. A glossary of terms used is provided at the end of the code.

### References in the code

16. The code refers to the Act and its associated regulations. References to the Act are in the margin of each page, for example s1(1)(a) refers to Section 1, subsection 1(a). References to the titles of other legislation are also in the margin of each page.

### Further information

17. Further information on the code of practice is available from:

Support for Learning Division  
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EH6 6QQ

Tel: 0131 244 0946 Fax: 0131 244 0834  
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# Chapter 1

## SUMMARY OF THE ADDITIONAL SUPPORT FOR LEARNING ACT

1. This chapter summarises the main provisions of the Act. This summary takes account of amendments to the Act introduced by the 2009 Act but does not cover all of the Act's provisions. It is provided for ease of reference as a brief overview of the Act, as amended. It is not an authoritative interpretation of the legislation which only the courts can provide.

2. The Act provides the legal framework underpinning the system for supporting children and young people in their school education, and their families. This framework is based on the idea of additional support needs. This broad and inclusive term applies to children or young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education and to be included fully in their learning. Children or young people may require additional support for a variety of reasons and may include those who:

- have motor or sensory impairments
- are being bullied
- are particularly able or talented<sup>4</sup>
- have experienced a bereavement
- are interrupted learners
- have a learning disability
- are looked after by a local authority<sup>5</sup>
- have a learning difficulty, such as dyslexia
- are living with parents who are abusing substances
- are living with parents who have mental health problems
- have English as an additional language
- are not attending school regularly
- have emotional or social difficulties
- are on the child protection register
- are young carers.

3. The above list is not exhaustive nor should it be assumed that inclusion in the list inevitably implies that additional support will be necessary. However, the 2009 Act automatically deems that all looked after children and young people have additional support needs unless the education authority determine

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<sup>4</sup> Reference: Guidance for addressing the needs of highly able pupils, The University of Glasgow -[http://www.gla.ac.uk/media/media\\_138127\\_en.pdf](http://www.gla.ac.uk/media/media_138127_en.pdf)

<sup>5</sup> Within the meaning of section 17(6) of the Children (Scotland) Act 1995 (c.36).

that they do not require additional support in order to benefit from school education. In addition, education authorities must consider whether each looked after child or young person for whose school education they are responsible requires a co-ordinated support plan. In discharging their responsibilities towards looked after children and young people authorities are obliged to take steps to consider the educational progress of these children and young people. These steps should include establishing whether looked after children and young people require additional support to enable them to benefit from school education and which of those with additional support needs meet the requirements for having a co-ordinated support plan (see chapter 5).

### **Functions and duties of education authorities**

4. The Act confers various functions and imposes duties on education authorities in connection with the provision of school education for children and young people with additional support needs belonging to their area. Some of the main duties are listed below. Education authorities must:

- make adequate and efficient provision for the additional support required for each child or young person with additional support needs for whose school education they are responsible, subject to certain exceptions
- make arrangements to identify additional support needs
- keep under consideration the additional support needs identified and the adequacy of support provided to meet the needs of each child or young person
- provide appropriate additional support for certain disabled children under school age (in this case, generally children under 3 years of age) belonging to their area who have been brought to the attention of the authority as having additional support needs arising from their disability
- presume that all looked after children and young people have additional support needs unless the authority determine that they do not require additional support to enable them to benefit from school education
- presume that all looked after children and young people require a co-ordinated support plan unless the authority determine that they do not meet the requirements for having one
- publish, review and update, as necessary, specified information about their policy and arrangements in relation to provision for identifying, addressing and keeping under consideration such provision for each child or young person with additional support needs for whose school education the authority are responsible
- provide parents of children with additional support needs (and young people with additional support needs), for whose school education the education authority are responsible with all of the information they are required to publish under the Act
- ensure that a summary of the information published under the Act is available, on request, from each place in the authority's area where school education is provided, regardless of whether the school is under the management of the education authority

- provide the above summary in any handbook or other publications provided by any school in the authority's area or by the authority for the purposes of providing general information about the school or, as the case may be, the services provided by the authority, and on any website maintained by any such school or the authority for that purpose
- provide those children or young people who need one with a co-ordinated support plan and keep this plan under regular review
- provide independent and free mediation services for those parents and young people who want to use such services and publish information on these services
- have in place arrangements for resolving disputes
- at least 12 months prior to the expected school leaving date, request, and take account of, information and advice from appropriate agencies likely to make provision for the child or young person when he or she leaves school
- no later than 6 months before the child or young person is expected to leave school provide information to whichever appropriate agency or agencies, as the authority think appropriate, may be responsible for supporting the young person once he or she leaves school, if the child's parent or young person agrees.

### **Powers of education authorities**

[s5\(4\)](#)

s7

5. The Act gives education authorities the **power** to help children and young people belonging to their area who have or may have additional support needs and for whose school education they are not responsible. A power is a discretionary function of an education authority which the authority may or may not decide to exercise whereas duties **must** be carried out. Those who may be supported include children and young people sent to independent schools by their parents and those being educated at home. The support can include, for example, provision of learning and teaching support, resources or advice, as considered below.

6. Parents of the above children or young people may request the education authority to establish whether a child or young person has additional support needs or, if the education authority were responsible for the school education of the child or young person, would require a co-ordinated support plan. The education authority are not required to comply with the request but if they do they must provide the parent or young person with information and advice about the additional support required.

7. Parents may arrange directly for children and young people to attend grant-aided and independent schools; that is, the parents and not an education authority are responsible for the child's or young person's school education. In these circumstances, managers of grant-aided or independent schools may request the education authority, for the area to which the child or young person belongs, to establish whether a child or young person attending their school has additional support needs and would require a co-ordinated support plan, if the education authority were responsible for the school education of the child or

young person. The education authority are not required to comply with the request but if they do they must provide the managers of the school with information and advice about the additional support required.

[s25](#)

8. Education authorities may arrange for children or young people with additional support needs to attend establishments outwith the United Kingdom which make provision wholly or mainly for those with such additional support needs.

### **Appropriate agencies**

[s23](#)

9. The Act has an impact wider than education and has significant implications for service providers and professionals working in the health service and in the other appropriate agencies as defined below. An appropriate agency must help the education authority in the exercise of any of its functions under this Act, if requested to do so by the education authority, unless the request is incompatible with the agency's own statutory or other duties or unduly prejudices the agency's discharge of its own functions. Under the Act an appropriate agency is:

- any other local authority
- any NHS Board.

10. The Act enables the Scottish Ministers to make an order naming other appropriate agencies. In addition to the above, the Scottish Ministers have determined that **Skills Development Scotland, all colleges of further education and all institutions of higher education, in Scotland, and the Scottish Agricultural College** are appropriate agencies for the purpose of the Act. It should be noted here that voluntary organisations are not appropriate agencies as defined by the Act.

11. It is expected that in most circumstances an appropriate agency will respond to a request for help from an education authority. However, if, for any of the reasons outlined in paragraph 9 above, the appropriate agency is unable to comply with the request for help then this is a matter for the education authority to pursue with the particular appropriate agency. It is the education authority which must provide (or arrange for the provision of) services. For example, if the education authority make a request to an NHS Health Board and the request is refused then it would be for the education authority to either raise a court action to compel the NHS Board to provide the service or, alternatively, to provide the service itself.

### **Rights of parents and young people**

12. The Act introduces new rights for parents and young people. Parents have rights (and young people have these rights on their own behalf) to:

- request the education authority to establish whether their child has additional support needs



- receive advice and information about their child’s additional support needs
- request, **at any time**, a specific type of assessment and/or examination for the purpose of considering the child’s additional support needs as well as when the education authority propose to establish whether a child or young person has additional support needs or requires a co-ordinated support plan (or where a plan is being reviewed)
- request the use of mediation services
- make use of dispute resolution arrangements<sup>6</sup> for matters about additional support needs that are specified in regulations – generally matters not eligible to be considered by the Additional Support Needs Tribunal<sup>7</sup> for Scotland, although the use of these arrangements does not affect the entitlement to refer any matter to a Tribunal
- make a placing request to the education authority requiring them to place the child or young person in a specified school which can include an independent or grant-aided special school if their child has additional support needs
- make a placing request to another education authority for their child to attend a school under the management of that authority
- be informed of the outcome of requests under the Act, reasons why a request is refused and any applicable rights to have a decision reviewed, for example, through mediation or dispute resolution, or referred to a Tribunal or an education authority appeal committee (where it concerns a placing request where there is no related co-ordinated support plan matter and the placing request is not for a special school)
- request the education authority to establish whether their child needs a co-ordinated support plan or to review an existing plan
- receive a copy of the co-ordinated support plan, and any amended plan
- be asked for their views and have them taken into account and noted in the co-ordinated support plan
- refer to the Tribunal specified matters relating to co-ordinated support plans, appeals against the refusal of placing requests to special schools and failures by an education authority in relation to their duties regarding school to post-school transitions
- have a supporter with them or an advocate to present their case at any meeting with the school or education authority, in connection with the exercise of the education authority’s functions under the Act and at Tribunal hearings.
- have access to a free advocacy service in Tribunal proceedings.

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<sup>6</sup> Dispute resolution is used here to mean specifically the arrangements outlined in The Additional Support for Learning Dispute Resolution (Scotland) Regulations 2005 and discussed in detail in chapters 4 and 9.

<sup>7</sup> The term ‘Tribunal’ will be used to refer to ‘Additional Support Needs Tribunals for Scotland’ unless otherwise stated.

## Chapter 2

### ADDITIONAL SUPPORT NEEDS

1. This chapter of the code considers the meaning of the terms “additional support needs” and “additional support” and considers the factors that may give rise to the need for additional support.

#### Legal definition of additional support needs

##### ***Additional support needs***

*1.-(1) A child or young person has additional support needs for the purposes of this Act where, for whatever reason, the child or young person is, or is likely to be, unable without the provision of additional support to benefit from school education provided or to be provided for the child or young person.*

s1

*(1A) Without prejudice to the generality of subsection (1), a child or young person has additional support needs if the child or young person is looked after by a local authority (within the meaning of section 17(6) of the Children (Scotland) Act 1995 (c.36)).*

*(1B) But where, in the course of identifying (in accordance with the arrangements made by them under section 6(1)(b)) the particular additional support needs of a child or young person who is looked after by a local authority (within the meaning of section 17(6) of the Children (Scotland) Act 1995 (c.36)), an education authority form the view that the child or young person is, or is likely to be, able without the provision of additional support to benefit from school education provided to or to be provided for the child or young person, subsection (1A) ceases to apply.*

#### Benefit from school education

2. The Act’s reference to school education links both the 1980 Act and the Standards in Scotland’s Schools etc. Act 2000 (referred to as “the 2000 Act”). The 1980 Act states that school education “means progressive education appropriate to the requirements of pupils, regard being had to the age, ability and aptitude of such pupils”. It should be noted that this definition does not require pupils to be attending school in order to be receiving school education. For example, pupils could be receiving school education in hospital or at home when they are unable to attend school because of ill-health. The 1980 Act also places a general duty on education authorities to secure for their area adequate and efficient provision of school education.

[s1\(5\) 1980 Act](#)

3. The 2000 Act requires the education authority to secure that school education is directed to the development of the personality, talents and

[s1\(2\) 2000 Act](#)

mental and physical abilities of the child or young person to their fullest potential. School education includes education provided by education authorities in exercising their duty to provide school education for eligible pre-school children, such as may be provided, for example, in nursery classes.

4. The benefit from school education which children and young people gain will vary according to their individual needs and circumstances. However, all children and young people benefit from school education when they can access a curriculum which supports their learning and personal development; where teaching and support from others meet their needs; where they can learn with, and from, their peers and when their learning is supported by the parents in the home and their wider community. A difficulty or particular need in one, or more, of these areas may lead to a requirement for additional support to be put in place to enable a child or young person to benefit from school education. Through *Curriculum for Excellence* all children and young people are entitled to a curriculum that includes a range of features at the different stages – <http://www.ltscotland.org.uk/curriculumforexcellence/curriculumoverview/aims/entitlements.asp>

#### **Looked after children and young people**

5. The Act automatically deems that all looked after children and young people (see introduction, paragraph 14) have additional support needs unless the education authority determine that they do not require additional support in order to benefit from school education. In practical terms this means that education authorities must make arrangements to identify the additional support needs, if any, of every looked after child or young person who is, or is about to be, provided with school education. It should be noted that this requirement does not apply to looked after children under school age who are not prescribed pre-school children (that is, who are not receiving school education and who will generally be under 3 years of age). In addition, education authorities must consider whether each looked after child or young person for whose school education they are responsible requires a co-ordinated support plan. Looked after children under school age and who are not prescribed pre-school children, as above, are not eligible for a co-ordinated support plan since they are not receiving school education. However, when they start receiving school education, at say nursery school, and the authority have determined that they have additional support needs, then the authority must consider whether these children require a co-ordinated support plan.

s1(1A)  
and  
(1B)

s6(1A)

6. The reason for deeming that looked after children have additional support needs, unless it can be shown that they do not require additional support to benefit from school education, is that there is considerable evidence that looked after children and young people face significant cultural and institutional barriers which impede their success in school education (reference: *Improving the Education of Looked After Children: A Guide for Local Authorities and Service Providers* (The Scottish Government, 2009), available at <http://www.scotland.gov.uk/Resource/Doc/265301/0079476.pdf> ). Children and young people who are looked after (both at home and away from home) often require individually tailored support to get the best from their school education.

Providing appropriate support is an important function of the corporate parent responsibilities of local authorities and their service provider partners.

### What is meant by additional support?

#### ***Additional support***

*1(3) In this Act, “additional support” means—*

- (a) in relation to a prescribed pre-school child, a child of school age or a young person receiving school education, provision (whether or not educational provision) which is additional to, or otherwise different from, the educational provision made generally for children or, as the case may be, young persons of the same age in schools (other than special schools) under the management of the education authority responsible for the school education of the child or young person, or in the case where there is no such authority, the education authority for the area to which the child or young person belongs,*
- (b) in relation to a child under school age other than a prescribed pre-school child, such provision (whether or not educational provision) as is appropriate in the circumstances.*

7. All children and young people need support to help them learn. The main sources of support in pre-school provision and schools are the staff who, through their normal practice, are able to meet a diverse range of needs. With good quality learning and teaching and an appropriate curriculum most children and young people are able to benefit appropriately from school education without the need for additional support.

s1(3) 8. Some children and young people, and this includes pre-school children receiving school education, require support which is additional to, or otherwise different from, the provision that is generally provided to their peers in order to help them benefit from school education. Subsection (3) was amended by the 2009 Act to ensure that additional support is not limited to educational support but can include multi-agency support from health, social services and voluntary agencies, for example. In addition, as described in chapter 3 below, education authorities have a duty to make provision for the additional support needs of disabled children under the age of 3 years in certain circumstances and this support, as above, is not limited to educational provision.

s1(3) 9. The Act, as amended, requires that a child’s or young person’s additional support needs are assessed against the provision made for children or young people of the same age in schools (other than special schools<sup>8</sup>) managed by the education authority that are responsible for his/her school education. However, when, as a result of a placing request, a child or young person is educated in a host education authority (that is, an education authority other than the one to which he/she belongs or in which he/she normally resides) then the

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<sup>8</sup> See glossary for the definition of a special school

additional support needs are assessed against the provision in that host education authority.

10. Where no education authority are responsible for the child's or young person's education (e.g. the child or young person is home or privately educated), his/her additional support needs are assessed against the provision made for children or young people of the same age in schools managed by the education authority in which he/she lives.

11. The definition of additional support provided in the Act is a wide, inclusive one and it is not possible to provide an exhaustive list of all possible forms of additional support. Additional support falls into three overlapping, broad headings: approaches to learning and teaching, support from personnel and provision of resources. Examples are provided below of forms of additional support which are common in our schools, and many more can be given<sup>9</sup>. What is central to all these forms of support is that they have been identified as additional provision required to help individual children and young people benefit from school education, taking account of their particular needs and circumstances. The examples below refer to particular situations but should be understood more widely. They can be used to suggest how the law may apply in analogous situations. However, the examples are illustrative, not comprehensive, and they do not constitute an authoritative or exhaustive interpretation of the legislation.

12. Additional support for children and young people **may be provided in a range of locations** including in school, at home, in hospital, or in a specialist health, social services or voluntary agency facility. The additional support may include:

- a particular approach to learning and teaching: for example, as used with children and young people with autism spectrum disorders, dyslexia or sensory impairments
- youth work provided through community learning and development
- attendance shared between school and further education college
- the deployment of personnel from within the school or education authority: for example, support from a learning support teacher in the school or from a peripatetic teacher of the deaf
- the deployment of personnel from outwith education: for example, support provided by allied health professionals working in health or social workers from the local authority or staff from the voluntary sector where this support enables the child or young person to benefit from education
- provision of particular resources: including information and communications technology (ICT) and particular learning and teaching materials.

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<sup>9</sup> The term "significant additional support" is discussed in chapter 5, as one of the criteria for a child or young person requiring a co-ordinated support plan.

13. Examples of additional support provided from within education services to children and young people are the following:

- a support for learning assistant working with a learning disabled child in a nursery
- class teacher helping a child by following a behaviour management programme drawn up in consultation with a behaviour support teacher
- tutorial support from a support for learning teacher to help with a reading difficulty
- use of communication symbols by a child with an autism spectrum disorder
- designated support staff working with Gypsy/Traveller children on their site to help them improve their literacy and numeracy skills
- in-class support provided by an English as Additional Language (EAL) teacher for a child whose first language is not English
- a highly able child at the later stages of primary school receiving support to access the secondary mathematics curriculum

Mary is in P6. She comes from a highly mobile Gypsy/Traveller family. Distance learning materials had previously been provided but with limited effect and Mary has fallen behind her peer group in a number of areas. She is now settled in a school and is receiving support from a teacher experienced in working with Gypsy/Traveller children. The teacher advises the support for learning and classroom teachers in the school. Mary receives age appropriate resources and is included with children of her own age.

Anna comes from a bilingual background and is fluent in her first language. She attends a mainstream primary school where she also receives additional language support from a visiting EAL teacher once a week. The teacher works directly with Anna in class and offers advice and support to her class teacher and other teachers and staff who support Anna.

George is in P6 and has completed the mathematics curriculum for primary school. His head teacher contacted the mathematics department in his associated secondary who agreed to provide suitable support from their department. The secondary mathematics teacher liaised with the class and learning support teacher to provide an appropriate mathematics curriculum for George.

14. Some children and young people will require additional support from agencies from outwith education services if they are to make progress. This support may be provided outwith an educational setting. Some examples are:

- social work support to help a young person with social and emotional needs address his substance misuse

- communication programme drawn up by a speech and language therapist and teacher for implementation in the classroom
- anger management programme delivered to a group of young people by staff from a voluntary agency
- counselling provided by a voluntary agency for a child who has been bereaved and needs support to help her overcome difficulties in school
- psychiatric support for a child with mental health difficulties
- specialist equipment support from physiotherapy
- sensory integration programme provided by an occupational therapist
- group or individual career support to engage choices for education, training or employment in anticipating school leaving.

Darren is a young carer of his mother who has mental health problems. He attends his local secondary school but has had significant absences because of caring for her. His mother's social worker and guidance teacher identified the extra burdens on Darren and their effect on his attendance. Darren's guidance teacher and his mother's social worker discussed the reasons for his absences with Darren. The social worker arranged for a carer to support Darren's mother during the day, enabling him to attend school.

Kyle, aged 11, was placed with foster carers following several periods of serious offending with a group of older boys. As part of his care plan, social work staff began working with Kyle and his mother, who is a lone carer, to address his offending behaviour. Kyle also exhibited behaviour difficulties at school requiring close interagency collaboration to ensure an effective programme of support. Kyle benefited from three days in a behavioural support unit and two days in a mainstream class, per week. In mainstream he received additional support through a child support worker employed on a sessional basis within school. This support was co-ordinated through his care plan which incorporated his individualised educational programme.

Susan, aged 14, is a 'school refuser' and is attending a voluntary agency day provision full-time where she receives education and counselling. Local authority and voluntary agency staff, together with Susan and her parents, have been working together using the *My World Triangle* (see chapter 3) as a framework to assess her needs. The authority are considering whether the requirements for preparing a co-ordinated support plan (see chapter 5) have been met and what the future options for Susan are in terms of post-school provision (see chapter 6).

s5(3)  
s1(3)(b) 15. Children under school age who are not prescribed pre-school children will generally be under the age of 3 years and, therefore, unlikely to be receiving school education. The 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 of age. 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<sup>10</sup>, and it is established by the education authority that they do have such needs. In their case, additional support will be provision which is appropriate to their circumstances. For example, support may be provided by educational support services in the form of teachers who visit children at home every fortnight and advise the parents about suitable activities they can carry out to promote their child's development and learning. Additional support may be provided from outwith education such as from an occupational therapist from social work services or a speech and language therapist from health services. By virtue of the amendments made by the 2009 Act the wider definition of additional support also applies to these children.

### **Factors giving rise to additional support needs**

16. 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 the four overlapping themes described below: learning environment, family circumstances, disability or health need, and social and emotional factors.

17. Schools are aware of their responsibilities to provide an effective and efficient education for all children and young people on their roll, including those with additional support needs. However, the educational experiences of some children may not take sufficient account of their individual needs and circumstances to ensure that they derive appropriate benefit from school education. A need for additional support may arise where the **learning environment** is a factor. For example, pupils may experience barriers to their learning, achievement and full participation in the life of the school. These barriers may be created as the result of factors such as the ethos and relationships in the school, inflexible curricular arrangements and approaches to learning and teaching which are inappropriate because they fail to take account of additional support needs. For example, highly able pupils may not be challenged sufficiently or those with specific reading or writing problems may not be receiving the appropriate support to help them make progress overcoming their difficulties.

18. **Family circumstances** may give rise to additional support needs; for example, where a child's or young person's home life is disrupted by poverty, homelessness, domestic abuse, parental alcohol or drug misuse or parental mental or physical health problems. Additional support needs may arise where the pupil herself is a young mother or is helping to care for disabled parents or siblings. The child or young person may be being looked after by the local

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<sup>10</sup> The Disability Discrimination Act, 1995, s1(1), states - "a person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities."



authority or have recently left care or be in need of measures to secure their care and protection. In these circumstances support from social work services may be needed to ensure that the child or young person is able to benefit from education.

19. Issues relating to a **disability or health need** may mean that additional support is required; for example, where a child or young person has a motor or sensory impairment, specific language impairment, autism spectrum disorder or has learning difficulties. Mental health problems such as attention deficit hyperactivity disorder and depression can disrupt learning and may lead to additional support being required from child and adolescent mental health services to ensure benefit from school education.

20. **Social and emotional** factors may also give rise to a need for additional support. A child being bullied or bullying may need additional support. A child experiencing racial discrimination may need additional support. A child with behavioural difficulties may require additional support to develop positive behaviour in school and to stop offending in the community.

21. Additional support needs may be of short duration, perhaps a few weeks or months, or could be long-term over a number of years. The factors which may give rise to additional support needs are wide and varied because they relate to the circumstances of individual children and an individual may have additional support needs arising from more than one of the factors outlined above

22. The same factor may have different impacts on individual learning. For example, one child or young person may find that difficulties at home have an adverse impact upon his or her learning. Another child in apparently similar circumstances may experience a minimal impact on his or her learning.

23. A need for additional support does not imply that a child or young person lacks any abilities or skills. For example, bi-lingual children or young people, whose first language is not English, may already have a fully developed home language and a wide range of achievements, skills and attributes. Any lack of English should be addressed within a learning and teaching programme which takes full account of the individual's abilities and learning needs. Similarly, some deaf children may have support needs which are related primarily to language and communication issues and they may have significant skills and abilities in other areas.

24. The requirement for additional support varies across a spectrum of needs and circumstances. Generally, it is preferable to ensure that support is provided in ways that are well integrated within everyday practice and do not single out the child requiring additional support. Some children, young people and families will find terms such as dyslexia or autism spectrum disorder useful in helping them explain and understand any difficulties being experienced. Others may experience such terms as limiting and stigmatising. Children and young people, generally, are keen to be seen as being no different to their

peers. Throughout, the requirement should be to view children and young people as individuals and to tailor support to their individual needs.

25. Chapter 3 below describes in more detail the functions and duties on education authorities to identify, assess and make provision for additional support needs.

# Chapter 3

## MEETING ADDITIONAL SUPPORT NEEDS

### Introduction

1. This chapter of the Code sets out guidance on the Act's provisions for identifying and assessing additional support needs and making provision for them. Most children and young people are educated in schools under the management of the education authority for the area to which they belong, the authority in which they reside with their parents, referred to here as the home education authority. However, in certain circumstances a child or young person may not be educated in a school under the management of the home education authority. The implications of these circumstances are considered in detail in chapter 4 below. Where responsibility for the school education of the child or young person rests with an education authority other than the home authority then that authority is referred to here as the host education authority.

2. The guidance here is considered against a background of authorities' and agencies' evolving approaches to assessment and provision. In particular, it reflects the values and principles to be found in *Curriculum for Excellence* and the development of the national programme *Getting it right for every child* involving those working with children and young people across all agencies. It also draws on the definition of assessment to be found in the national programme and considers the role of agencies outwith education, such as NHS Boards and social work services, in supporting children and young people with additional support needs.

### Curriculum for Excellence

3. *Curriculum for Excellence* aims to achieve a transformation in school education in Scotland by providing a coherent, more flexible curriculum from 3-18. The curriculum comprises the totality of experiences which are planned for children and young people wherever they are being educated. Children and young people are entitled to experience:

- a [coherent curriculum](#) from 3 to 18
- a [broad general education](#), including the experiences and outcomes well planned across all the curriculum areas, from early years through to S3
- a [senior phase](#) of education after S3 which provides opportunity to obtain qualifications as well as to continue to develop the four capacities<sup>11</sup>
- opportunities for developing [skills for learning, skills for life and skills for work](#) with a continuous focus on literacy, numeracy, and health and wellbeing

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<sup>11</sup> As successful learners, confident individuals, effective contributors and responsible citizens

- [personal support](#) to enable them to gain as much as possible from the opportunities which *Curriculum for Excellence* can provide
- support in moving into [positive and sustained destinations](#) beyond school.

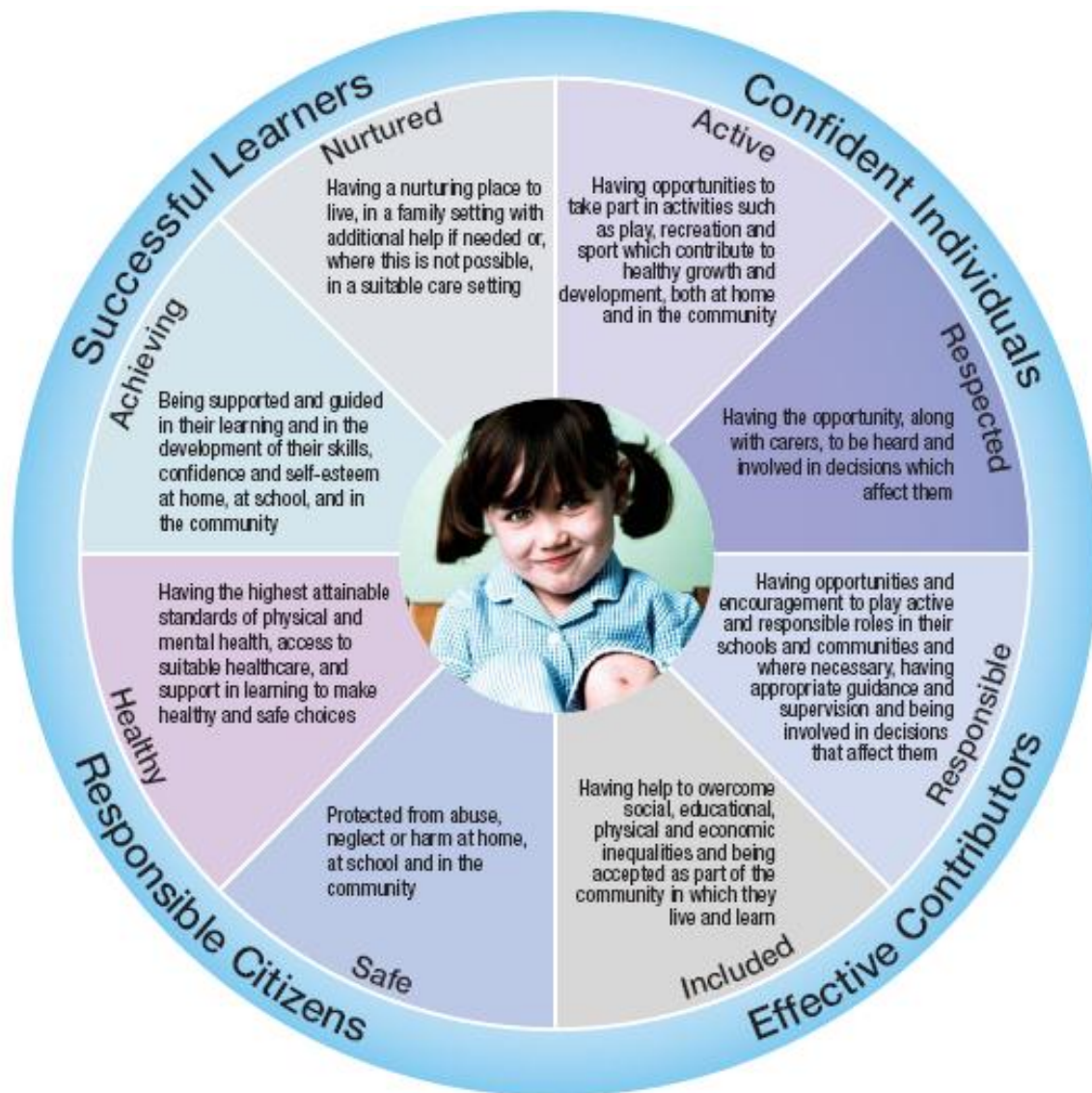
### Getting it right for every child

4. *Getting it right for every child* is a national programme that aims to improve outcomes for all children and young people. In particular, it supports the Government's aspiration that:

- our children have the best start in life and are ready to succeed
- our young people are successful learners, confident individuals, effective contributors and responsible citizens
- we have improved life chances for children, young people and families at risk.

5. The overarching concept of *Getting it right for every child* is a common approach across **all** agencies, co-ordinated where necessary, that supports the delivery of appropriate, proportionate and timely help to all children and young people as they need it. The national programme aims for an improved focus on meeting the needs of children and young people leading to better outcomes for them; effective collaboration among agencies leading to a more integrated approach to the way the needs of children and families are met; the removal of institutional, cultural and procedural barriers to joint working; and access to the services and support needed.

6. The diagram below illustrates the Government's aspiration that all children and young people should be successful learners, confident individuals, effective contributors and responsible citizens. A child's well-being should be considered as set out in the eight indicators: safe, healthy, achieving, nurtured, active, respected, responsible and included. Concerns noted in any of these areas should be seen as a trigger for action and consideration given to the need for a holistic assessment. The *Well-being Wheel* and the *Getting it right for every child* practice model within which it sits are based on well researched, robust evidence about child development. For children and young people to become successful learners, confident individuals, effective contributors and responsible citizens, they must each be in the best possible place according to their circumstances in respect of the indicators if they are to achieve their potential.



### ***The Well-being Wheel***

#### **Values and principles of assessment, planning, action and review**

7. Effective assessment, planning, action and review, consistent with the values and principles of *Curriculum for Excellence, Getting it right for every child*, the *Early Years Framework*<sup>12</sup> and the provisions of this Act, involve:

- taking a holistic view of children and young people and their circumstances, and what they need to grow and develop and achieve their potential

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<sup>12</sup> Launched by the Government in December 2008 : <http://www.scotland.gov.uk/Resource/Doc/257007/0076309.pdf>

- seeking, taking account of and noting the views of children, parents and young people and involving them fully in the assessment process and in finding solutions
- ensuring that parents, children and young people, understand, and are asked to agree to, the aims of any assessment and the purposes of any action proposed<sup>13</sup>
- ensuring that assessment is an ongoing, integrated process of gathering and evaluating information, planning, providing for, and reviewing, services for the individual
- adopting the least intrusive and most effective course of action affecting the lives of children, young people and families
- taking into account issues of diversity and equality and ensuring that outcomes do not discriminate against children, young people and their families. This includes not discriminating on grounds of race, disability, gender, sexual orientation, language, culture, religion or belief, and age.
- working in partnership with, and building the capacity of, parents to secure education for their children and to promote their child's health and wellbeing, development and welfare.

### **Inter-agency co-operation**

8. Those with additional support needs comprise a broad group of children and young people whose needs require to be identified, understood and addressed to ensure that they benefit from school education. Education authorities need to play their part in ensuring that there is effective communication, collaboration and integrated assessment, planning, action and review when other agencies are involved. For example, where a child or young person is looked after away from home, there will already be involvement from social work and health staff as well as, possibly, voluntary agency staff. Also, the Act, as amended, presumes that all looked after children have additional support needs unless the education authority determine that they do not require additional support to enable them to benefit from school education (paragraph 35 below). Agencies will require to co-operate in order to determine whether particular looked after children have additional support needs. Similarly, where children are within the Children's Hearing System, or need to be protected from harm, the relevant agencies must work together to ensure an integrated assessment of all of the child's or young person's needs. In all circumstances there should be a clear plan of action accessible to all who need to see it and, where there is multi-agency involvement, a lead professional responsible for co-ordinating the action set out in the plan and for monitoring its effectiveness. The role of the lead professional is set out below. **Where lead professionals are working with children or young people with additional support needs then, in addition to the points set out below, they also have a responsibility to be familiar with the Act and, in particular, to ensure that**

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<sup>13</sup> While parental agreement to assessment and action should always be sought there will be circumstances under the Act where an authority will have to take action without parental consent; see chapter 5, paragraph 24.

**parents and young people themselves are aware of their rights when they have concerns or disagreements about the provisions being made under the Act.**

#### **The Lead Professional role<sup>14</sup>**

When two or more agencies need to work together to provide help to a child or young person and family, there will be a Lead Professional to co-ordinate that help. The role of the Lead Professional is:

- to make sure that the child or young person and family understand what is happening at each point so that they can participate in the decisions that affect them
- to be the main point of contact for children, young people, practitioners and family members, bringing help to them and minimising the need for them to tell their story several times
- to promote teamwork between agencies and with the child or young person and family
- to ensure the child's plan is implemented and reviewed
- to be familiar with the working practices of other agencies
- to support other staff who have specific roles or who are carrying out direct work or specialist assessments to ensure the child or young person is supported through key transition points, particularly any transfer to a new lead professional
- to ensure the information contained in the child's virtual shared record (where there is one) is accurate and up-to-date.

#### Co-ordinated support plans

9. Chapter 5 describes the circumstances under which co-ordinated support plans require to be prepared. A co-ordinated support plan is a statutory plan prepared by the education authority when a child or young person requires significant additional support from the education authority and from at least one other agency from outwith education in order to benefit from school education. The plan sets out the educational objectives to be achieved by each individual who has one together with the additional support that requires to be co-ordinated to enable him/her to achieve these. An individual child or young person may also benefit from more detailed planning in school (typically in the

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<sup>14</sup> From *Getting it right for every child: the approach in practice* - <http://www.scotland.gov.uk/Resource/Doc/238985/0065824.pdf>

form of an individualised educational programme). Within the context of *Getting it right for every child* a child or young person may require wider planning to address other aspects of his/her development such as are encompassed by the *Well-being Wheel* above. Where such planning exists it should incorporate the educational objectives from the co-ordinated support plan. For example, the overall plan of action may describe what is being done to promote the individual's safety or to address health needs, with the educational component of the plan covered by the co-ordinated support plan.

### Other agencies

10. Other agencies too need to ensure that they engage with education. For example, in line with national guidance from the UK National Screening Committee, NHS Boards have introduced Universal Newborn Hearing Screening. In line with Hall 4<sup>15</sup> guidance, all children should be screened by an orthoptist in their pre-school year, between the ages of 4 and 5 years. It is clearly important that NHS Boards have arrangements in place for sharing information with education authorities, as necessary, about children with difficulties in hearing and/or vision which may give rise to additional support needs.

### **Duties on appropriate agencies**

11. The Act promotes integrated working across agencies, in assessment, intervention, planning, provision and review. Appropriate agencies have a duty to help an education authority discharge their duties under this Act unless the help asked for:

- is incompatible with the agency's statutory or other duties
- or unduly prejudices the agency in its discharge of its own functions.

12. For the purposes of the Act, appropriate agencies can be any other local authority, any NHS Board or any other person specified by the Scottish Ministers. Those specified under regulations are Skills Development Scotland, further education colleges and higher education institutions in Scotland and the Scottish Agricultural College.

13. As noted in paragraph 11 above there are two circumstances where an appropriate agency need not discharge its duty to help the education authority. The first refers to a situation where an appropriate agency may be asked to do something which it does not have the power to do. The second refers to circumstances where, if the agency was to provide the help, the agency's ability to carry out its other duties may be seriously compromised. For example, an education authority may request that a particular child has speech and

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<sup>15</sup> *Health for All Children 4* – the fourth edition of a Royal College of Paediatrics and Child Health report following review of childhood screening and surveillance practice across the UK.

<http://www.scotland.gov.uk/Resource/Doc/37432/0011167.pdf>



language therapy. The NHS Board<sup>16</sup> may agree that therapy is required but argue that it has its full complement of therapists all working to capacity and that to release a therapist to provide this service would prevent the Board carrying out its duties with regard to other children (Annex E contains a matrix which illustrates the various roles of allied health professionals).

s29(3)  
(a)

14. Where a child or young person is attending a school under the management of an education authority outside the child's or young person's home area by virtue of a placing request then it is that host education authority which are responsible for the school education of the child or young person and all the duties under the Act transfer to the host authority. Under the powers in relation to appropriate agencies under the Act, the host education authority could request help from the local authority for the area to which the child or young person belongs. In certain circumstances the host authority can recover costs from the home education authority (see chapter 4 paragraphs 24 and 25).

[s12\(2\)](#)

15. An education authority are under a duty to seek and take account of relevant advice and information from such appropriate agencies and other persons as they think appropriate when establishing whether a child or young person has additional support needs or would require a co-ordinated support plan.

### Transitions

16. The Act makes specific provisions to enable children and young people with additional support needs to receive help when they experience changes in school education<sup>17</sup>. These changes, or transitions, include starting pre-school provision for the first time, transferring to primary school, transferring from primary to secondary school and preparing for adulthood and leaving school. Transitions also include moving from one school to another, for example, as a result of a change of address or through being excluded from school. The legislation requires the authority to seek relevant advice and information from such appropriate agencies and others as the authority consider appropriate. Transitions are considered in detail in chapter 6.

### Requesting help from an appropriate agency

[s23\(1\)](#)

17. Where it appears to an education authority that an appropriate agency could, by doing certain things, help in the exercise of any of their functions under the Act, they may, specifying what these things are, request the help of that agency. In making a request the education authority should be very specific about the help they are requesting. For example, the education authority should ask an NHS Board to assess a child's or young person's vision

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<sup>16</sup> The Scottish Government's guidance on partnership working between allied health professionals and education is available from:

<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/partnershipworking>

<sup>17</sup> The Additional Support for Learning (Changes in School Education) (Scotland) Regulations 2005

or hearing where the child or young person is experiencing learning, behavioural or speech or language difficulties<sup>18</sup>. An appropriate agency must comply with a request under this subsection of the Act unless it considers that the exceptions in section 23(3) of the Act, set out above at paragraph 11 apply.

s23(1)

18. The Appropriate Agency Request Period and Exceptions Regulations<sup>19</sup> made under the Act specify that appropriate agencies are expected to respond to requests for help within 10 weeks from the date the request is made by the education authority, subject to certain exceptions stated there (eg an assessment or examination cannot take place or any results of these are not available; the child or young person fails to keep an appointment within the 10 weeks; information required from another appropriate agency or person is not available before the expiry of the time limit). However, where the appropriate agency is aware that the 10 week timescale will not be met it must inform the education authority which made the request of the reasons for failing to comply with the time limit and the new date by which the help will be provided. This new date itself should be as close to the 10 week time limit as possible but must not exceed 16 weeks from the date of the original request.

19. The role of further education colleges and higher education institutions as well as Skills Development Scotland, as with all other appropriate agencies, will be in line with their statutory or other duties. For example, further education colleges or higher education institutions may be requested to help with provision of information and support relating to their provision. Other agencies, for example local authorities or NHS Boards, may be asked to assist with assessment of the child's or young person's need for certain support.

20. Further education colleges, in line with the sector's statutory duties, may offer link courses to children and young people with additional support needs other than at the stage of transition. For example, they may be involved in assisting schools to prepare pupils for the transition from school to appropriate further education courses at college. These courses may include "Skills for Work" or other courses for children under school-leaving age which form part of the links partnership between schools and a particular college. Such link courses should be designed to include assessment of the additional support needs of particular individuals that can then support transition planning at a future stage.

21. The help which may be provided by both further education colleges and higher education institutions may include a range of services to support transition from school to post-school provision such as:

- visits to the college or university

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<sup>18</sup> Based on recommendations made in *Health for All Children 4* – the fourth edition of a Royal College of Paediatrics and Child Health report following review of childhood screening and surveillance practice across the UK.

<http://www.scotland.gov.uk/Resource/Doc/37432/0011167.pdf>

<sup>19</sup> The Additional Support for Learning (Appropriate Agency Request Period and Exceptions) (Scotland) Regulations 2005.

- early meetings with college learning/student support advisors, or university disability advisers, to discuss the type of support available
- attendance at link courses or transition courses
- the opportunity to talk with other students with or without additional support needs.

22. These types of support can be extremely helpful to a young person in the transition to college or university, as they may help reassure students that support will be available to resolve any concerns that they might have. Such help may also help reassure them that the issue of future support is being actively addressed. Further information about the roles and responsibilities of further education colleges or higher education institutions is outlined in a guidance document called *Partnership Matters*<sup>20</sup>.

23. Where it appears to an education authority that a young person may benefit from such support it would be reasonable for further education colleges or higher education institutions to be asked for help under section 23(1).

24. Skills Development Scotland can:

- help children and young people become more aware of the world of work
- develop the career planning and decision-making skills of children and young people
- assist children and young people to enter appropriate education, training or work.

25. The design and delivery of Skills Development Scotland's products and services are intended to take account of the varied needs of individuals, including those with additional support needs.

26. In addition to the support appropriate agencies may provide to individual children and young people, the provisions of the Act could also extend to discussion between the education authority and the appropriate agency to enable them to collaborate effectively.

s23(1)

27. Another local authority are an appropriate agency for the purposes of the Act and this means, for example, that a request for support could be made by an education authority to social work services belonging to another authority. The social work service from the same council is not an appropriate agency but is covered by the Act. The Act requires an education authority to exercise any of their other functions (whether relating to education or not) if they consider that would help them in the exercise of their functions under the Act. This is subject to the exceptions based on compatibility with any of their statutory or other duties or being unduly prejudicial to the discharge by them of any of their functions. See paragraph 13 above for a discussion of these exceptions.

[s23\(5\)](#)

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<sup>20</sup> Partnership Matters – A Guide for Colleges, Universities, Local Authorities, NHS Health Boards and Voluntary Organisation on Supporting Students with Additional Support Needs:- <http://www.scotland.gov.uk/Publications/2009/05/08155445/0>

28. It is expected that in most circumstances appropriate agencies will support an education authority when asked. However, if, for either of the reasons outlined in paragraph 11 above, the appropriate agency is unable to comply with the request for help then this is a matter for the education authority to pursue with the particular appropriate agency. It is the education authority which must provide (or arrange for the provision of) services. For example, if the education authority make a request to an NHS Health Board and the request is refused then it would be for the education authority to either raise a court action to compel the NHS Board to provide the service or, alternatively, to provide the service itself. The Act does not confer powers on the parents to take action against the appropriate agency.

29. There will be circumstances where agencies are working with children or young people but are not defined as “appropriate agencies” within the terms of the Act. For example, the police may be working with youth offenders, or a particular voluntary agency may be involved in providing a care package to a child in a family. Education authorities and such agencies will wish to continue working in partnership with each other using a single plan to co-ordinate action.

### **Assessment, planning, action and review**

30. Local authorities and other agencies use a wide range of approaches to support assessment and action and to promote inter-agency working. In education generally, these approaches reflect a staged approach (most commonly three to six stages). Such approaches are built around discrete stages of intervention which seek to resolve difficulties as early as possible and with the least intrusive course of action.

31. The Act does not prescribe any particular model of assessment or support. The diagrams below show some of the common features to be found in most models of staged assessment and provision and in the approach adopted through *Getting it right for every child*

### ***Getting it right for every child***

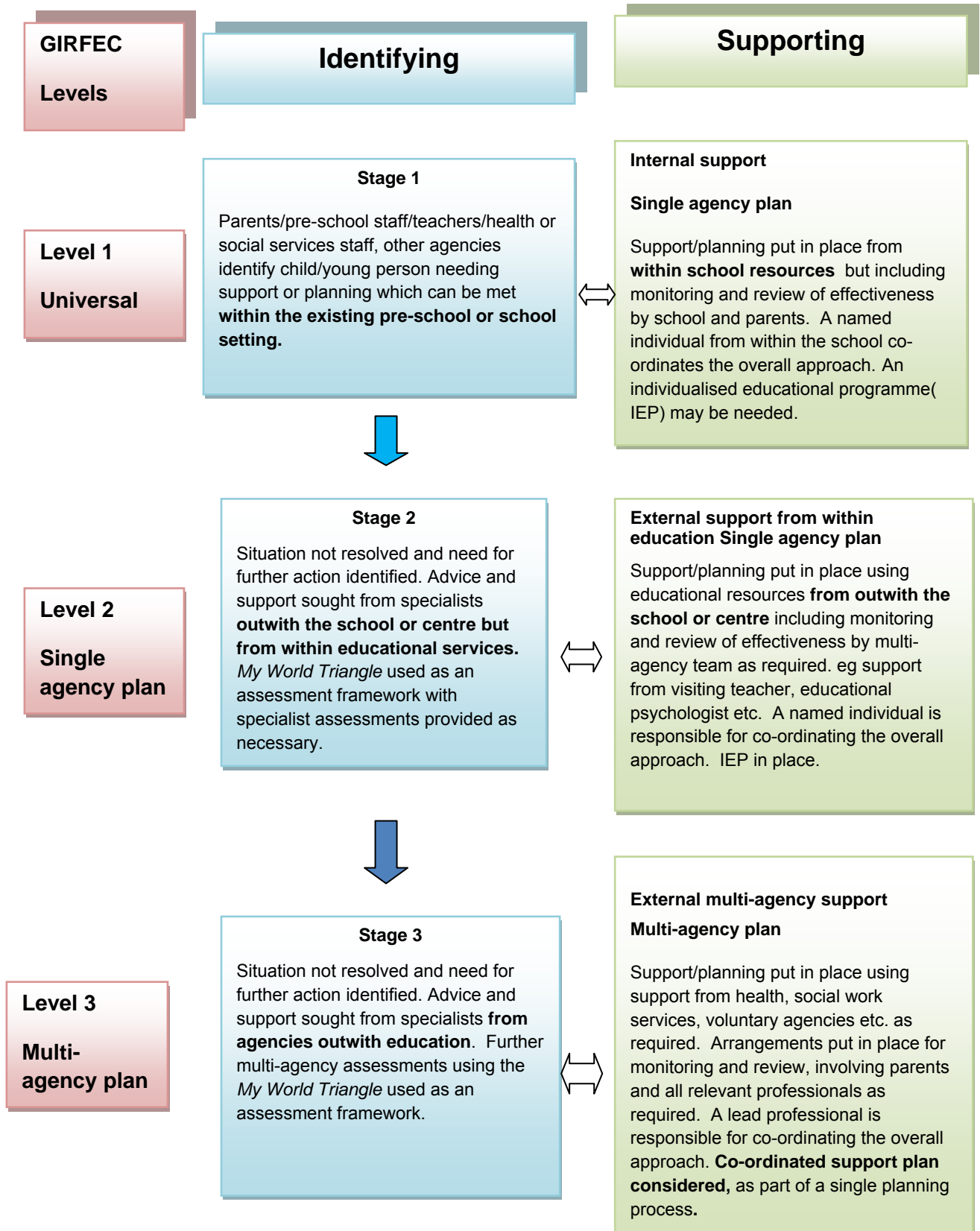
The *Getting it right for every child* approach provides five questions practitioners need to ask themselves about a child or young person:

- what is getting in the way of this child's or young person's well being?
- do I have all the information I need to help this child or young person?
- what can I do now to help this child or young person?
- what can my agency do to help this child or young person?
- what additional help, if any, may be needed from others?

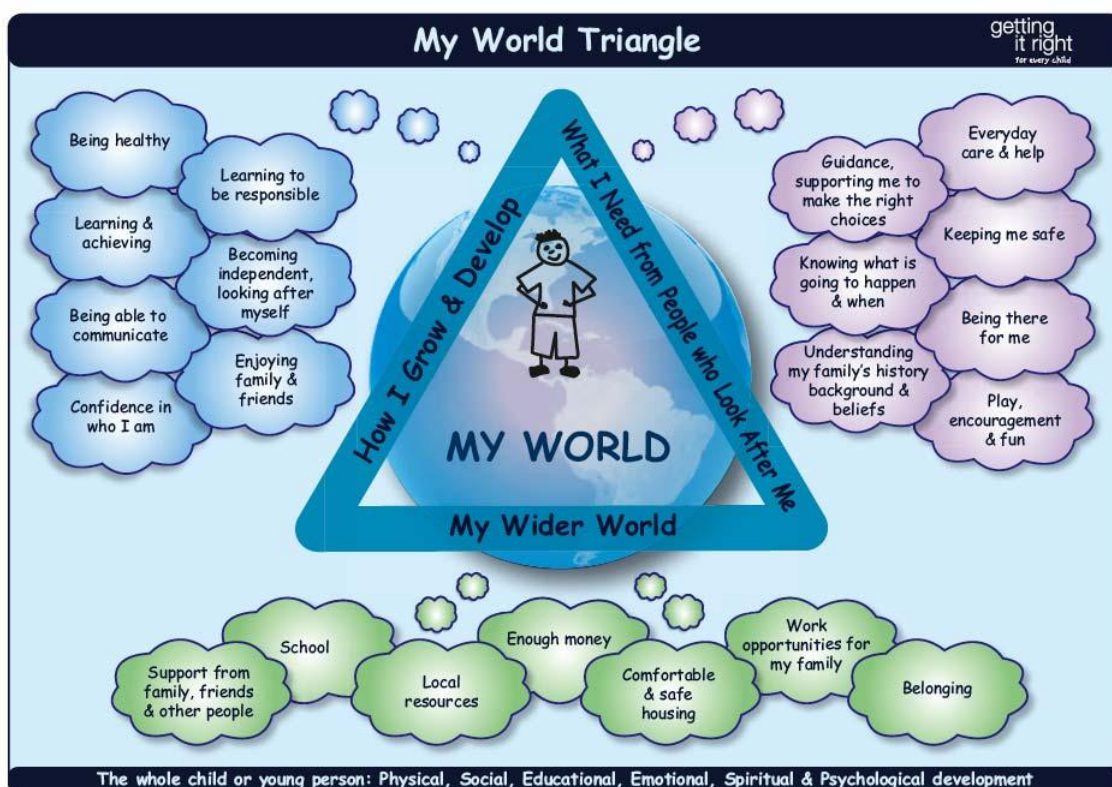
When working with children or young people the *My World Triangle* can be used at every stage to think about the whole world of the child or young person. It is particularly helpful to use the triangle to gather more information from other sources to identify the strengths and pressures in the child or young person's world. The *My World Triangle* allows practitioners to consider systematically:

- how the child or young person is growing and developing
- what the child or young person needs from others
- the impact of the wider world on the child or young person.

# Meeting additional support needs<sup>21</sup>



<sup>21</sup> See also paragraph 61 below.



**Children and young people for whose school education the education authority are responsible: identifying and assessing additional support needs**

Identifying additional support needs

s6(1)

s26(2)

32. The Act requires education authorities to make appropriate arrangements for identifying from among the children and young people for whose school education they are responsible those who have additional support needs and those who have additional support needs and require a co-ordinated support plan (considered in chapter 5) and the particular additional support needs of those so identified. The authority have to publish information explaining what these arrangements are (see chapter 9 for more details).

s6(2)

33. Education authorities and schools should be able to identify most children and young people with additional support needs through their arrangements for assessing learning and for monitoring the educational progress of children and young people. However, the Act makes provision for parents and young people to request the education authority to establish whether their child has additional support needs or requires a co-ordinated support plan (see below).

s6(5) and (6)

34. There will be circumstances where it comes to the attention of the authority (for example, through a teacher, paediatrician, social worker or

therapist) that a child or young person may have additional support needs or requires a co-ordinated support plan. In these circumstances the authority must establish whether the child or young person has additional support needs, or requires a co-ordinated support plan, unless the authority consider it unreasonable to do so. The authority should inform any person making such a referral of their conclusions where the education authority consider it appropriate to share such information and there is no legal barrier to such sharing. The consent of the parent or young person should be sought before doing this but in the event that this consent is not forthcoming the authority are still under an obligation to ensure that the child's or young person's additional support needs are met in so far as it is within their power to do so and that, where applicable, a co-ordinated support plan is prepared.

s1(1A),  
(1B); and  
s6(1A)

35. The Act presumes that all looked after children have additional support needs unless the education authority determine that they do not require additional support to enable them to benefit from school education. In effect this means that each looked after child will be considered to have additional support needs unless he/she is identified as not having them. In addition, each should be considered for a co-ordinated support plan. However, as noted earlier, education authorities should already be considering whether looked after children have additional support needs and require a co-ordinated support plan as part of the process of reviewing the educational progress of all looked after children and young people (see chapter 1 paragraph 3 and chapter 2 paragraphs 5 and 6).

### Assessment

36. In this code, assessment is seen as an ongoing process of gathering, structuring and making sense of information about a child or young person, and his/her circumstances. The purpose of assessment under the Act ultimately is to help identify the actions required to maximise development and learning. Assessment plays a key role in the authority's arrangements for identifying children and young people who have additional support needs and who, of those, require a co-ordinated support plan. Assessment is a process supported by professionals and parents in most circumstances. It identifies and builds on strengths, whilst taking account of needs and risks. The assessment process also assumes the negotiated sharing of information by relevant persons and agencies where the law, best practice and policy allow or require it.

37. Assessment is a dynamic process with the child or young person at the centre. As a result it should not be divorced from other aspects of the child's life either at school, home or in the community as illustrated in the *My World Triangle* above. It will usually include discussion with parents and professionals involved with the child or young person, for example, class teacher, support for learning staff, speech and language therapist, social worker, foster carer or residential worker. It should build on other assessment information already available. It may involve observation in one or more day-to-day situations and/or individual work with the child or young person as required. The education authority should always endeavour to seek and take account of the



views of the child or young person unless there are particular circumstances to prevent this happening or which make it inappropriate.

[s9\(2\)\(c\)](#) 38. Where it is required by virtue of the child's or young person's additional support needs, the assessment process should seek effective multi-agency consultation and collaborative working. Following *Getting it right for every child* practice a lead professional will co-ordinate the work with the child and family to ensure that the assessment is carried out efficiently and effectively with minimal intrusion into the lives of the child and family members. Where there is a co-ordinated support plan involved then consideration should be given for the lead professional role to be taken by the person from the authority responsible for carrying out the authority's duties to co-ordinate the additional support required (see chapter 5).

[s12\(2\)](#) 39. An education authority must seek and take account of relevant advice and information (including assessments) from such appropriate agencies and such other persons whom they think appropriate in establishing whether a child or young person has additional support needs, or requires a co-ordinated support plan, or in preparing a plan or carrying out a review of a co-ordinated support plan. Those involved from outwith the education authority may be health services. For example, with the consent of the parents or young people themselves, an education authority may request an NHS Board to assess the hearing or vision of a child or young person where the authority are seeking to establish whether the child or young person has additional support needs. The education authority must also take account of any relevant advice and information available from sources within the local authority, other than from education. Such a source is most likely to be the local authority's own social work services. In these circumstances the education authority are not obliged to seek consent from parents or young people under the Act.

[s12\(2\)\(c\)](#) 40. The education authority must also take account of any relevant advice and information provided to them by parents on behalf of their child, or the young person. For example, if the parents have privately commissioned an assessment or report on the child or young person, or the young person has commissioned the report, then the authority must take that report or advice into consideration if asked to do so. Also, the authority must seek and take account of the views of parents and, where appropriate, of children and young people themselves. Further information is provided in chapter 7 which considers working with children and families.

#### Requests for assessment

41. When seeking the views of parents, young people and, where appropriate, children and when carrying out an assessment, education authorities need to take into account the parents', young people's or child's preferred method of communication. For example, assessments of bilingual children should take into account the child's level of skills in the first language as well as their educational attainment.

[s8\(1\), \(2\)  
and \(4\);](#)  
8A

42. The Act enables parents or young people to request an education authority to arrange for a child or young person to have an assessment or examination which includes educational, psychological or medical assessment or examination. This right applies when the authority are proposing to establish whether a child or young person has additional support needs or requires a co-ordinated support plan, or the authority propose to review an existing plan. In addition, the right to request an assessment applies **at any time** so that where it has been established that the child or young person has additional support needs then the parent or young person may request another assessment if they consider this necessary for any reason.

[s28\(1\)\(a\),  
\(b\)](#)

[s8\(4\)](#)

43. Any such request from the parents must be in writing or in any other permanent form which can be referred to in future, such as video or audio recording, and should contain a statement of the reasons for the request. The request can be for an educational, psychological or medical assessment or examination or any other assessment or examination which the parents wish for, including any combination of these. In the case of an assessment or examination requested by the education authority from another appropriate agency such as an NHS Board (for example, related to speech and language, hearing or vision) then the other agency must comply with the request unless it considers that the request is incompatible with its own statutory or other duties or unduly prejudices its discharge of its own functions. As provided for in the Appropriate Agency Request Period and Exceptions Regulations<sup>22</sup>, other agencies are obliged to respond to a request for help, which could include a request for an assessment, from the education authority within a period of 10 weeks from the date the request is made, unless one of the statutory exceptions applies in the particular circumstances of a specific request made by an education authority of the appropriate agency.

[s23\(3\)  
and \(4\)](#)

[s8\(1\)](#)

44. The education authority must comply with the request for assessment unless the request is unreasonable. An unreasonable request is not defined in the Act. However, unreasonableness in this context is an objective test - what a third party might consider unreasonable. It will be for the education authority to consider each individual case on its own facts and circumstances. In some circumstances an education authority will need to consider carefully whether to comply. For example, they may decide not to comply with the request where the reasons for the request are not clear in which case the authority should attempt to establish why the request is being made. Where they are unable to establish the reasons for the request then they may decide not to comply. They may also decide not to comply with the assessment request where the assessment:

- may not be seen as being relevant given the child's or young person's circumstances

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<sup>22</sup> The Additional Support for Learning (Appropriate Agency Request Period and Exceptions) (Scotland) Regulations 2005.

- may be unnecessary as there has not been a significant change in the child's or young person's circumstances since an earlier assessment was completed
- may be within an inappropriate timescale e.g. falling within a short time of a previous request
- may repeat recent assessments already carried out.

[s8\(1\),  
\(2\)  
and  
\(3\)](#); 8A

45. Parents or young people may request other types of assessment beyond education, including psychological and medical assessments and examinations. The Act states that it is for the education authority to consider who is the appropriate "person" to carry out the particular process of assessment or examination. In this context "person" does not mean a named individual but rather the type of professional involved such as a psychologist, speech and language therapist or learning support teacher. Education authorities are not required to arrange for examinations or assessments to be carried out by named individuals or organisations requested by the parents or young person. The education authority may take into account information from social work services or voluntary organisations which are involved with the child or young person. Where a range of individual assessments is required, the education authority should, in line with *Getting it right for every child* practice, seek to bring these within one assessment process to avoid duplication and placing the child or young person, and his/her family, under stress. This will involve ensuring that there is a lead professional co-ordinating the process when the assessments involve multi-professional staff. The ultimate aim will be to bring the assessments and their conclusions together into a single plan of action.

[s8\(4\)](#)

46. Psychological assessment will normally include assessment by an educational psychologist employed by the education authority. In cases where other psychologists (e.g. clinical or occupational psychologists) may have relevant knowledge or information about the child or young person, they should be consulted and their advice recorded and considered.

47. The NHS Board for the area in which the child or young person resides will arrange for the provision of assessment or examination, subject to the consent of the child, from the relevant health professional(s) such as, for example, from medical, nursing, speech and language therapy, occupational therapy, physiotherapy, audiologist or orthoptist. Such assessment or examination should take into account relevant information from other professionals as appropriate.

48. Where a child or young person with additional support needs attends a special school in a host education authority which is served by a different NHS Board from the home education authority then it is the NHS Board for the home education authority which remain responsible for specialist healthcare provision (except for the provision of general school medical service which are provided in the school). This position holds when a child or young person attends an

independent special school and for whose school education an education authority are responsible. It is the home NHS Board which is responsible for specialist healthcare services, and for their costs, although these services should be provided by the NHS Board for the area in which the school is situated (or by another NHS Board which is willing to provide the service). This principle holds when a child or young person is normally resident outwith Scotland.<sup>23</sup>

49. A social work assessment may highlight specific issues in the child's or young person's life which are impacting on his/her ability to benefit from school education. For example, there could be child protection concerns linked to domestic abuse or parental substance misuse; mental or physical health problems within the family; concerns about a young person's offending behaviour; or concerns about a child or young person who has experienced bereavement or loss. A social work assessment should be sought when considering a residential placement.

50. Once an assessment request has been made the process should be managed by appropriate staff within the education authority, school or appropriate agencies. The parent or young person should be provided with contact details for the person managing the process to enable them to be updated on progress. The request for assessment should be acknowledged as soon as possible and the response to a request for assessment should be made within 10 weeks<sup>24</sup>. The 10 week period begins when the education authority request the assessment from the appropriate agency. Education authorities should therefore have arrangements in place to make sure that requests are processed without undue delay. In any case where the appropriate agency considers that it cannot meet the timetable it should notify the education authority.

51. Where an education authority decide not to comply with any request made to them under the Act (see paragraph 44), including a request for assessment, they must inform the person who made the request, such as the young person or parents, in writing of their decision not to comply and must explain why they are refusing the request. They must also inform the person who made the request about the right to access mediation services provided by the education authority and dispute resolution arrangements and, where appropriate, the Tribunal.

[s28\(2\)](#)

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<sup>23</sup> Reference: Guidance from Scottish Executive Health Department to NHS Boards 6 December 2004

<sup>24</sup> This provision is contained within The Additional Support for Learning (Appropriate Agency Request Period and Exceptions) (Scotland) Regulations 2005.

### Early years: children under the age of 3 years

s5(2),(3) 52. The 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 of age. 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<sup>25</sup>, 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 must 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.

s5(2) 53. It should be noted that not all disabled children, whether under the age of 3 years or not, will necessarily have additional support needs; for example, those who are disabled by having medical conditions such as diabetes, asthma or HIV may not require additional support to enable them to benefit from school education. However, if the education authority do determine that the child has additional support needs arising from a disability, then they must provide such additional support as is appropriate for the child provided the child's parent consents. That support is not confined to educational support but could include support from health, social work or voluntary agencies. As noted in paragraphs s1(3)(b) 11 to 13 above, appropriate agencies, such as NHS Boards, have a duty to help s1(1) the education authority discharge their duties under the Act. However, the support provided must have educational aims. In other words, without that support the child would be in a position where he/she would be unlikely to be able to benefit from school education provided, or about to be provided, by the authority. Where the education authority decide that there are no additional support needs arising from a disability the authority should inform the parents in writing of the decision and the reasons for it.

54. Although not required to do so under the Act, the education authority should monitor the number of children under 3 years of age receiving support and the nature of that support in order that plans can be made to ensure their needs are met on transition to pre-school provision.

55. In good practice, and following the principles of the *Early Years Framework* and *Getting it right for every child*, there will be effective communication across health and social work and education services so that the child may already be known to the education authority. Monitoring by health professionals, such as health visitors, general practitioners and community paediatricians, can identify children with likely additional support needs arising

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<sup>25</sup> The Disability Discrimination Act, 1995, s1(1), states - "a person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities."

from a disability early in their lives, often at, or just after, birth. In good practice the needs of an identified child will be considered by a community team with relevant representation from health, education, social work and voluntary agencies. In partnership with the parents, the team will consider assessment and intervention approaches. This process will also inform the planning of support when the child enters pre-school provision and/or school. A lead professional who has regular contact with the child should be identified from the education authority or any one of the agencies involved.

56. The team should aim to ensure a co-ordinated approach to gathering information and to avoid parents having to provide information more than once. Such an approach also provides a holistic view of the child within his/her family and community context and enables early assessment of medical, social and/or learning needs to identify appropriate services, for example, for vulnerable children.

57. Outcomes of the process of identification and assessment for very young children and their families are:

- clarification of the child's needs
- agreement as to what, how, where, when and by whom support will be provided and monitored
- a plan of action which details the provision and explains to the parents how they can contribute.
- the identification of a lead professional who acts as a single point of reference for the family and other professionals.

Phillipa is a one year old child with complex medical needs resulting in significantly delayed development. She has been referred to the education authority by the local NHS Board for consideration of her additional support needs arising from her disability. A multi-disciplinary community assessment team is co-ordinating a multi-agency support package for Phillipa and her family. This includes support from a home visiting teacher. A speech and language therapist is also advising the family on activities to help develop Phillipa's language. It is clear that her needs are complex and enduring and will require significant multi-agency support. It was agreed that in addition to the current additional support the preparation for a co-ordinated support plan will begin before her third birthday.

### Early years: prescribed pre-school children<sup>26</sup>

[s6\(1\) and  
\(2\)](#)

58. The 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 pre-school stage, this duty will cover a child with additional support needs who is in pre-school provision managed by the education authority or in a partnership nursery under arrangements made by the education authority. It may involve also 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.

59. Some children in pre-school provision will previously have been identified under the age of 3 years as having additional support needs arising from a disability. However, there will be others in pre-school provision who have a range of additional support needs and this can include those who are highly able or looked after, for example. Early years staff, in partnership with parents, have a key role to play in identifying children who may require additional support.

### School years

[s6\(1\)](#)

60. Education authorities are required to identify the additional support needs of each child or young person for whose school education they are responsible. This can be achieved in a range of ways. Any person working with the child, or the young person himself/herself, could draw attention to the fact that difficulties with learning exist. For example, this person might be the parent, class teacher, a member of the school health team, educational psychologist, social worker or any person who has been working with a child or young person. All education authorities (and all schools) should have a clearly set out policy that describes procedures for identifying additional support needs. All education authorities and appropriate agencies should ensure that their processes for identification, assessment, planning, action, monitoring and review take account of the need for multi-agency and collaborative working following the principles of *Getting it right for every child*.

61. Within a school these processes typically follow the path outlined below (see also the flow chart following paragraph 31) with the aim of identifying and meeting the child's additional support needs at the earliest possible stage:

- the teacher identifies children or young people who need a greater level of attention or planning than is generally required by the majority of children or young people to ensure that they can make appropriate progress and can overcome, as far as possible, any barriers to learning. Those identified can include children and young people who have abilities in one or more areas of the curriculum and require to be challenged more as well as those who have difficulties in learning or

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<sup>26</sup> See glossary for definition of prescribed pre-school children.

need support for social/emotional reasons. The teacher may adapt approaches to learning and teaching with the aim of securing the educational progress required.

[s6\(1\)](#)

- where the expected progress is not achieved the teacher consults with, and seeks help from, other **within-school** support, such as learning support staff and typically a plan of action, such as an individualised educational programme (IEP), is prepared
- if action at this stage does not resolve the issue, the school in consultation with colleagues and with parents seeks information and advice from **educational services outwith** the school, such as, for example, from a visiting teacher or educational psychologist
- the teacher and the school incorporate this information and advice into their planning and practice with the child or young person in the school through the **single agency plan**
- if action at this stage does not resolve the issue then support from services from appropriate agencies **outwith education** may be required such as support from health or social work services. The authority may also look to voluntary agencies for information or advice or from a voluntary agency under a service level agreement. Where more than one agency is, or should be, involved with the child or young person then the education authority and agencies should develop an integrated **multi-agency plan** of assessment, sharing information, intervention and review following *Getting it right for every child* practice. Some children and young people may require a co-ordinated support plan (see chapter 5).

62. There are variations of the above model in operation. Educational services from outwith the school, such as visiting teachers or educational psychologists, may provide advice to the classroom teacher at the early stages when concerns are first expressed and before these services become directly involved in working with the child and family. This may also apply to services from outwith education where collaborative working is a feature of the work of the school such as is found in some special schools. This overall approach can be very effective. It can lead to a resolution of the issue which avoids the need for formal referrals to these services and provides the class teacher with advice on approaches which may prove successful when similar circumstances arise in the future.

At parents' night Mai Ling's P4 class teacher explained to her parents that while Mai Ling's oral skills were very good, she had difficulties with reading and spelling. These difficulties were beginning to have an adverse impact on her progress in other areas of the curriculum and the class teacher was concerned that Mai Ling might have a form of dyslexia. The parents agreed with the class teacher that the learning support teacher should be asked to assess Mai Ling with a view to determining how best she could be helped in the classroom, whether or not she was dyslexic and what extra support the parents could give her at home.



## **Children and young people for whose school education the education authority are not responsible: identifying and assessing additional support needs**

[s7\(1\) and \(2\)](#)

[s9\(1\)](#)

[s5\(4\)](#)

s5(4)

63. There will be children and young people belonging to the area of an education authority but where no education authority are responsible for their school education. These may be children and young people who are attending independent or grant-aided<sup>27</sup> schools as a result of parental choice or who are being educated at home. In these circumstances, the parents (or young person) may ask the education authority to establish whether the child or young person has additional support needs or would require a co-ordinated support plan, if the authority were responsible for the school education of the child or young person. The education authority **may** comply with the request but are not obliged to do so. Where an education authority exercise this power they are not required to make any provision for the additional support needs identified nor are they able to prepare a co-ordinated support plan; they can only prepare these plans for children and young people for whose education they are responsible (see chapter 5). The education authority may indicate what would be in a co-ordinated support plan were they responsible for the education of the particular child or young person. In reaching a decision to refuse the request, education authorities should consider each case on the basis of its own facts and circumstances. In addition, given that education authorities may not exercise their discretionary powers to identify additional support needs, it is important that managers of grant-aided and independent schools make their own arrangements to identify and provide for children and young people with additional support needs.

64. Where a child or young or young person is educated outwith his/her home authority as a result of a placing request then any request for assessment should be directed to the host authority since that authority are responsible for the child's or young person's school education (see chapter 4 paragraph 22).

[s7\(2\)\(b\)](#)

65. Managers of independent and grant-aided schools may also request the education authority for the area to which the child or young person belongs to establish if the child or young person would require a co-ordinated support plan, if the authority were responsible for the school education of the child or young person. Again, the education authority may comply with the request but are not obliged to do so. There may be children and young people from outwith Scotland attending these schools but, clearly, such a request could only be made with regard to children and young people whose home education authority is in Scotland.

[s28\(2\)](#)

66. Where the education authority refuse to comply with the request they must inform the person who made the request of their decision and explain their reasons for the decision.

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<sup>27</sup> See glossary for explanation of grant-aided schools

67. There may be circumstances where there is no request as such but it is drawn to the attention of the authority that a child or young person belonging to their area, but for whose school education they are not responsible, may have additional support needs. For example, the authority may be aware of a child being educated at home who may have additional support needs. The education authority are not obliged to carry out an assessment but they may, if they wish, establish whether the child has additional support needs by, for example, arranging for an assessment to be carried out by a teacher or educational psychologist. In these circumstances the authority will normally require the agreement of the parents or young person, as appropriate. Where the education authority have concerns about the provision being made by the parents then under the 1980 Act they have powers to make an attendance order where they are not satisfied that the parents are providing efficient education for their child.

[s7\(4\)](#)

[s38  
1980 Act](#)

68. Where the education authority do respond to a request, as above, or decide to assess a child or young person to whom their attention has been drawn, then they must provide the persons making the request with such information and advice about the additional support required by the child or young person as they consider appropriate. In the case of a child, the parents should always be informed about any additional support which the child requires. However, the education authority have the power, but are not obliged, to make provision for the additional support needs so identified.

[s7\(7\)](#)

[s5\(4\)](#)

### **Making provision**

69. The Act requires that the education authority must make adequate and efficient provision for such additional support as is required by **each** child or young person with additional support needs for whose school education the authority are responsible. In other words the Act places a duty on the education authority with regard to **individual** children or young people with additional support needs. Conversely, the authority could be held to be in breach of a duty if it fails to make adequate and efficient provision of additional support for a particular individual with additional support needs. This adds to existing legislation in the 1980 Act which requires that an education authority make adequate and efficient provision of school education for their area.

[s4\(1\)](#)

[s4\(2\)](#)

[s1\(1\)  
1980 Act](#)

70. The above duties under the Act do not require an authority to do anything outwith their powers or which would result in unreasonable public expenditure. The Act does not define unreasonable public expenditure. Decisions regarding what can be considered adequate and efficient provision and unreasonable public expenditure can only be judged in the light of each child's or young person's circumstances. Expenditure may be unreasonable where the cost incurred would be completely out of scale with the benefits to the child or young person or where suitable alternative provision is available at a significantly lower cost. It may be unreasonable where substantial expenditure on new facilities would be completely out of scale to the benefits to the wider community. This could be assessed in light of the authority's duties to secure best value and service improvement. **Cost should not be the primary consideration in**

[s28\(2\)](#)

**determining what provision is to be made.** For example, an education authority will wish to consider whether the expenditure in providing for a particular child or young person may be of benefit to others in the future. Where the education authority refuse to comply with a request on the grounds of the request being outwith their statutory powers, or likely to incur unreasonable expenditure, they must inform the person who made the request of their decision and explain their reasons for the decision. They must also notify the person making the request about mediation services and dispute resolution procedures. The person making the request should be informed about the Tribunal, where the matter concerns:

- a request to prepare, or review, a co-ordinated support plan
- the provision of additional support identified in the plan as required by the child or young person
- an appeal against a refusal of a placing request for a special school, special class or unit
- school to post-school transition arrangements

71. The education authority should ensure that the authority's policy on additional support needs explains clearly the procedures used by their authority, and in their schools, to monitor and review the progress being made by children and young people with additional support needs, and the effectiveness of any additional support provided.

72. The Act requires education authorities to take account of the additional support needs of children and young people with such needs when carrying out any of their functions in connection with the provision of school education. Education authorities will wish to review all their policies relating to the provision of school education to ensure that this general duty is met.

[s5\(1\)](#)

73. The above duties apply to children and young people for whose school education the authority are responsible. However, there are circumstances where an education authority are not responsible for the school education of particular children and young people belonging to their area. These circumstances may include children and young people being educated at home or attending independent schools, or grant-aided schools under arrangements made by their parents. In these circumstances, the authority may provide the additional support required for children and young people belonging to their authority area, but they are not obliged to do so. The education authority will wish to keep appropriate records for planning and monitoring purposes where additional support is provided in such circumstances as well as more generally.

[s5\(4\)](#)

## Appropriate agencies

74. As noted in paragraphs 11-15 above appropriate agencies have a duty to help the education authority discharge their functions under the Act. Paragraph 48 contains advice where a child or young person attends a special school in a host education authority served by a different NHS Board from the one in which the child or young person is normally resident.

## Early years: children under the age of 3 years

s5(2);(3) 75. As described above, the education authority have a duty under the Act to provide additional support in certain circumstances to disabled children belonging to their area, who are under 3 years old and are not prescribed pre-school children. The nature of that support will depend on the circumstances of the individual child but may include support from a pre-school home visiting teacher and/or attendance at a pre-school centre. This provision need not be educational provision but could include, for example, provision of speech and language therapy (see paragraph 53). As noted in paragraphs 11 to 13 above, appropriate agencies, such as NHS Boards, have a duty to help the education authority discharge their duties under the Act. The authority may make provision for children under the age of 3 years of age with additional support needs, but who are not disabled. However, they are not obliged to make such provision.

s5(4)

## Early years: prescribed pre-school children

s4(1) 76. The authority have a duty to make adequate and efficient provision for such additional support as is required by each child or young person with additional support needs for whose school education the authority are responsible. This includes prescribed pre-school children being educated by the authority in their 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.

## School years

77. The needs of most children and young people who require additional support will be met through the range of provision available within the school. In some circumstances support in school will be supplemented by other services or resources (for example, educational psychology or English as an additional language support) provided by the education authority. However, whilst the purpose of additional support is to enable the child or young person to benefit from school education, that support is not restricted to what takes place in a school. Importantly, additional support may also include non-educational provision such as support from, for example, a physiotherapist, clinical psychologist, speech and language therapist, play therapist or social worker where it is required for the purposes of meeting the learner's additional support needs. Additional support may be provided in a hospital, for example, where

the child or young person is unable to attend school because of ill-health; or the additional support may be provided in a social work facility where the child or young person is receiving help with social/emotional difficulties. In chapter 2 additional support was referred to under three overlapping broad headings: approaches to learning and teaching, provision of personnel and provision of resources. It is clearly not feasible to list all the forms of support but some of the common ways support can be provided to the child or young person within the school include:

- use of specialist learning and teaching approaches (for example, for children with language and communication difficulties or dyslexia)
- implementation of an individualised educational programme incorporating SMART (Specific, Measurable, Attainable, Relevant, Timed) targets
- specific support from a classroom assistant or additional support needs assistant or behaviour co-ordinator
- group work support within the school provided by education and/or social work staff
- peer support arrangements such as buddying, paired reading and circle time
- support from a therapist working directly with the child or young person, and/or working through another such as a teacher or parent following the therapist's advice
- individual or small group teaching by a learning support teacher.

78. Where difficulties persist, a progressive process of assessment and support will inform next steps in learning. Consultation with parents and the child or young person, support staff and agencies outwith the school may be necessary. Additional support may be given within or outwith a classroom or mainstream school context. For example, some children may benefit from attending a specialist unit within the school on a full or part-time basis. Others may benefit from provision in a special school. Others may benefit from attending a health, social work or voluntary agency facility.

### **Planning: educational plans**

79. Planning for learning is an ongoing process subject to continuous review, through pre-school, school and beyond into lifelong learning. Most children and young people who require additional support will have their learning needs met by the day-to-day classroom practice in pre-school and school settings. This practice is subject to the normal self-evaluation and external professional monitoring and quality assurance procedures in place in school education. More formal planning arrangements may be required where additional support is needed from other education services and other appropriate agencies. For example, an educational psychologist may be called on to advise on appropriate learning outcomes for a particular child or young person. Non-educational services may be involved in a joint or shared assessment of a child or young person. In such circumstances an integrated plan of action will be appropriate in which case a lead professional will be appointed.

80. In all circumstances, planning should aim to ensure the effective co-ordination of support, including parents and the child or young person, so that it is clear what the intended learning outcomes are and what additional support is required to achieve these. Every opportunity should be taken to ensure that there is an integrated plan of action for a child or young person where more than one agency or service is involved and the aim should be to have one plan in line with the principles of *Getting it right for every child*. Such an integrated plan of action may be made up of different elements; for example, an individualised educational programme may be included as part of a child's plan for a looked after child. In this way, the professionals working with the child or young person use one integrated plan of action with shared educational objectives. The following paragraphs consider the plans most likely to be used with children and young people who require additional support for learning.

### Personal learning planning

81. Personal learning planning helps children, young people and parents to be clear about the goals of learning, including those for personal development, and the experiences and outcomes planned for children and young people through *Curriculum for Excellence*. The focus of personal learning planning is on supporting dialogue among teachers, parents, children and young people, and ultimately about engaging children and young people in their own learning. The purpose of record keeping and documentation is to support the process of personal learning planning rather than these being ends in themselves. This should be done in whatever way suits learners and the school best. All children with additional support needs should be engaged in personal learning planning and for many this process will be sufficient to address their additional support needs. Further detailed information about personal learning planning including information on involvement of pupils, gathering evidence, record keeping, individual and group personal learning planning and meeting the needs of pupils with additional support needs, including extracts from case studies explaining each of these further, can be obtained from the *Assessment is for Learning* website<sup>28</sup>.

### Individualised educational programme

82. Where children or young people require more detailed planning for learning than can be catered for through personal learning planning, or where substantial adaptation to the arrangements for learning and teaching is being considered, an individualised educational programme may be appropriate. An individualised educational programme describes in detail the nature of a child's or young person's additional support needs, the ways in which these are to be met, the learning outcomes to be achieved, and specifies what additional support is required, including that required from agencies from outwith education. Where appropriate, an education authority should work with health,

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<sup>28</sup> Assessment is for Learning website: <http://www.ltscotland.org.uk/assess/index.asp>

social work or voluntary agencies to draw up the programme so that objectives and services can be co-ordinated into a plan of action.

83. Many local authorities have a policy which explains the circumstances under which individualised educational programmes are used. Some have developed a template for an individualised educational programme which can be completed electronically and some use different names for individualised educational programmes.

#### Co-ordinated support plans

84. There is a small number of children and young people with significant additional support needs arising from complex or multiple factors who require support from at least one agency from outwith education. These children may fulfil the statutory requirements for having a co-ordinated support plan, which are described in detail in chapter 5, to ensure that the support for learning is co-ordinated effectively across agencies. The links between co-ordinated support plans and other educational plans are considered in chapter 5.

#### **Planning: agencies outwith education**

85. There is a range of plans, which a child or young person may have. Education authorities and other agencies should seek to ensure that assessment for, and production of, learning plans takes account of any other planning processes within the local authority and across agencies. The ultimate aim is to have one plan in line with *Getting it right for every child*. Educational objectives should be shared across plans. In particular, education plans should link with any health or social care plan. This will help prevent duplication and facilitate the co-ordination and implementation of support for children and young people. Nevertheless, as explained in chapter 5, co-ordinated support plans are statutory plans and where a child or young person fulfils the requirements for having one then it must be prepared. Other plans cannot substitute for a co-ordinated support plan.

86. Particular issues may arise with statutory care plans. There is a statutory duty on the local authority as “corporate parent” to review children and young people looked after by them. Although the emphasis of the care plan will quite properly focus on the child or young person in placement, and contact arrangements with the family, it must also reflect fully the child’s or young person’s learning needs. Effective planning is important to ensure that children and young people receive the services they need. “*Children who are looked after should have the same opportunities as all other children for education, including further and higher education, and access to other opportunities for development. They should also, where necessary, receive additional help, encouragement and support to address special needs or compensate for previous deprivation or disadvantage.*” (*Guidance to the Children (Scotland) Act 1995*)

87. Local authorities are required to monitor the educational progress of each child or young person who is looked after away from home. Where children or young people have additional support needs, these should be stated in their care plan. In many cases it will be appropriate for that part of the care plan which covers education to refer to any planning documents used for education, and for these documents to be appended to the care plan, without necessarily completing the education section of the care plan.

88. There is a range of health care plans for different disciplines within health, e.g. medical, nursing, occupational therapy, speech and language therapy, and physiotherapy. Each plan is informed by an assessment process with clear objectives and outcomes. These outcomes are monitored to inform and ensure clinical effectiveness. Plans may be single or multi-disciplinary, or form part of a multi-agency plan as appropriate. Although these plans have their own specific purposes, it is important that they are integrated with, and cross-refer to, education plans for purposes of identifying learning needs and educational objectives. However, the Government's eCare Framework<sup>29</sup> will eventually provide secure multi-agency information sharing.

Louise, aged 6, is the oldest of three children. The school is concerned about her short concentration span, poor communication and aggressive behaviour towards other children. The family receive support from the local family centre and there have been regular multi-agency meetings to co-ordinate support.

For the previous six months all three children have been on the child protection register because of concerns of neglect. At the most recent review of the child protection plan it was highlighted that Louise's communication skills remained poor despite an individualised educational programme being in place. A speech and language therapist assessed Louise and advised the school about more appropriate learning and teaching approaches and objectives and helped to develop new appropriate education targets within the plan. There is one overall action plan which incorporates child protection measures and the steps being taken to address her additional support needs.

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<sup>29</sup> eCare is the name given to the Scottish Government's multi-agency information sharing framework which covers, amongst other aspects, consent, standards, security, procurement, organisational development and technical issues relating to the electronic sharing of personal data.

<http://www.scotland.gov.uk/Topics/Government/PublicServiceReform/efficientgovernment/DataStandardsAndeCare>



## Monitoring and review

89. Education authorities must make appropriate arrangements for keeping under consideration the additional support needs of, and the adequacy of additional support provided to, each child and young person with additional support needs for whose school education they are responsible. Education authorities, with appropriate agencies, must monitor the progress of children and young people who have additional support needs to ensure that they are learning effectively and making appropriate progress. Where children and young people are not making progress as expected, their additional support needs should be re-assessed and appropriate support provided.

90. Education authorities and other agencies need to have arrangements in place to co-ordinate the planning and review process for children and young people. These arrangements will maximise effective joint and coherent working across agencies and authorities involved and help reduce pressure on the child or young person and their parents as well as promoting the child's or young person's development to their fullest potential. This is particularly important where the review schedules for plans vary. For example, individualised educational programmes (IEPs) are reviewed regularly by teachers and children and young people as part of the continuous learning and teaching cycle. IEP reviews are called as required but typically every two months or each term.

91. The local authority, as a minimum requirement, must review the circumstances of children and young people looked after away from home within six weeks of being placed<sup>30</sup>. Thereafter, reviews must take place within three months of the first review, and subsequently, at intervals of no more than six months. The purpose of these reviews is to prepare a care plan which addresses the immediate and longer term needs of the child or young person with a view to safeguarding and promoting his or her welfare. Where a looked after child or young person also has an individualised educational programme or a co-ordinated support plan, the authority may decide to review these within the care plan review process. Any meetings should fully involve the parents and the child or young person in preparing the plan or plans. A copy of the plan should go to parents, young persons and all those who have contributed to the plan or plans. It should be noted that a copy of the co-ordinated support must be given to the child's parent or the young person.

[s11\(5\)](#)

92. Local authorities and agencies should have arrangements in place to ensure that all appropriate plans are updated and integrated as required into a single planning process. These plans are all working documents. Local arrangements should be in place to decide who convenes multi-agency review meetings and who the lead professional will be. As noted in paragraph 35 above, the Act presumes that all looked after children have additional support needs unless the education authority determine that they do not require

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<sup>30</sup> The Looked After Children (Scotland) Regulations 2009

additional support to enable them to benefit from education. The local authority should use the reviews to consider whether looked after children or young people have additional support needs.

93. Changes in educational provision such as transfer of school and planning for leaving school require to be considered carefully to ensure that transitions are as smooth and purposeful as possible. Transitions are considered in chapter 6.

## Chapter 4

### **SCHOOL ATTENDANCE: RIGHTS, RESPONSIBILITIES AND PLACING REQUESTS**

#### **Introduction**

1. For the purpose of arranging for children to attend schools, local authorities usually divide cities, towns and country areas into school catchment areas and children living in the same catchment area usually attend the same school. Most children and young people with additional support needs are educated in their local schools under the management of the education authority responsible for the area to which the child or young person belongs. This is the education authority for the area in which they usually reside with their parents, referred to here as the home education authority. Some children with additional support needs may attend schools in the local authority outwith their catchment areas as a result of arrangements made by the authority with the agreement of the parents. For example, children and young people may attend special schools (or special classes or special units)<sup>31</sup> or other schools in that local authority because they are better able than the local school to provide school education to meet the child's or young person's additional support needs.

2. This chapter considers the following five circumstances under which a child or young person may not be receiving school education in their local school<sup>32</sup>.

- the parents may be educating the child or young person at home or may have arranged for the child or young person to attend an independent or grant-aided school
- the home education authority may have entered into arrangements with another education authority to have the child or young person educated in a school under the management of that education authority
- the home education authority may have arranged for the child or young person to be educated in an independent or grant-aided special school, or a school in England, Wales or Northern Ireland providing wholly or mainly for children or young people with additional support needs
- the child may be being educated in a school in another education authority area as a result of a successful placing request made by the

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<sup>31</sup> See glossary.

<sup>32</sup> Education authorities have the power to enable children and young people with additional support needs to attend certain establishments outside the United Kingdom (see chapter 9, paragraph 5).

parent(s) to that education authority. A young person may have made such a placing request on his/her own right

- as a result of a successful placing request to the home education authority, the child may be being educated in a school (other than the catchment area school) in the home education authority area or in an independent or grant-aided special school in Scotland or a school in England, Wales or Northern Ireland making provision wholly or mainly for children or young people with additional support needs. A young person may have made such a placing request on his/her own right

Sch 2 8

3. Young people can make placing requests on their own behalf unless the education authority are satisfied that they lack the capacity to do so in which case the parents can act on their behalf.

4. In considering each of the above, the focus in this chapter will be on where the responsibility for providing the school education rests when a child or young person is educated at home or in a school outwith his or her catchment area and what procedures are available for the parents or young people to pursue when they have concerns or disputes about the provision available. In particular, the Act provides parents and young people with access to mediation, dispute resolution and Tribunal in certain circumstances. While each of these is considered in detail in chapter 8 the following summary is provided here for ease of reference.

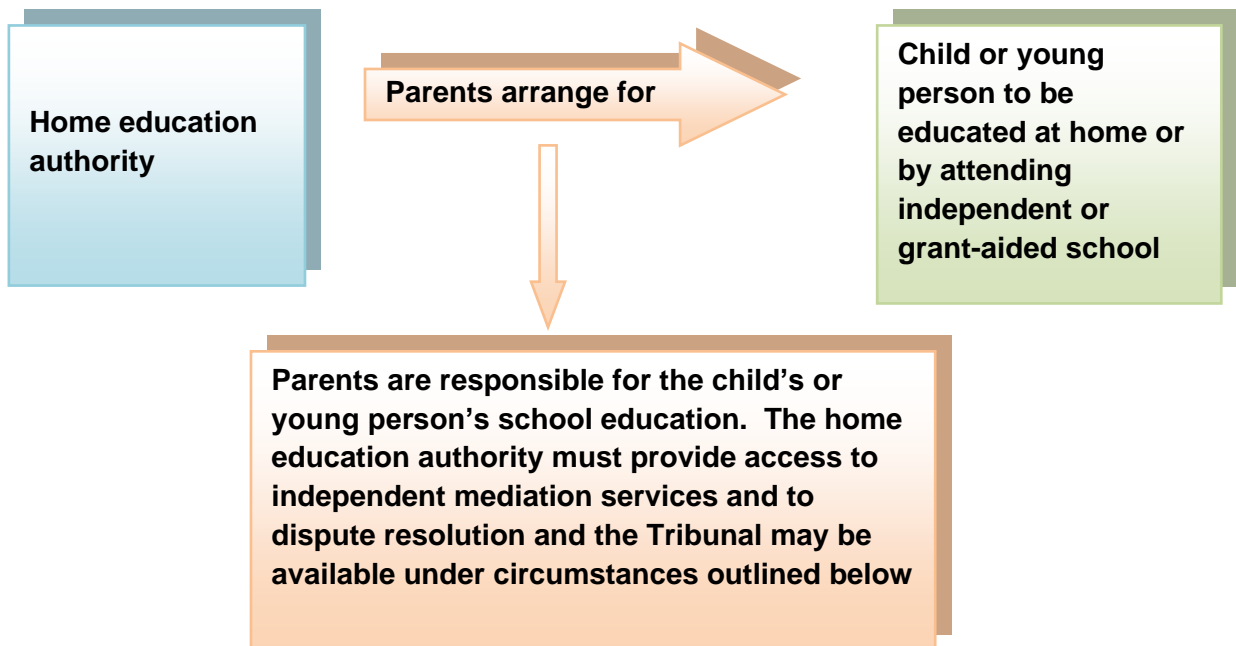
- mediation: an education authority must have an independent mediation service in place for disagreements relating to matters concerning the exercise of the authority's functions under the Act. It allows disputing parties to seek to resolve their differences with the assistance of a mediator acting as an impartial third party. Mediation is free of charge to parents and young people.
- dispute resolution: the procedure for resolving disputes allows 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. The referral for dispute resolution is made to the Scottish Ministers and dispute resolution is free of charge to parents and young people.
- Tribunal: the Tribunal will hear references from parents and young people on matters relating to co-ordinated support plans, appeals against refusals of placing requests to special schools and school to post-school transitions. The Tribunal's statutory functions, decisions and dealings with its users and the public are independent of national and local government. There is no charge to parents and young people for making a reference to the Tribunal.

## An education authority's functions under the Act

[s7\(1\)](#)  
[s6\(1\)\(a\)](#)

5. A reference to an education authority's functions under the Act is another way of describing their powers and duties under the Act. The education authority's **powers** under the Act are discretionary so the authority may choose to exercise these or not. For example, where parents of a child belonging to the area of an education authority, but for whose education the authority are not responsible, request the authority to establish whether their child has additional support needs, the authority may comply with request but need not do so. However, duties are mandatory and must be carried out. For example, each education authority must make arrangements to identify from among those children and young people for whose education they are responsible those who have additional support needs.

### **Parents providing education at home or through making arrangements for attendance at an independent or grant-aided school**



6. Section 30 of the Education (Scotland) Act 1980 states that "It shall be the duty of the parent of every child of school age to provide efficient education for him suitable to his age, ability and aptitude either by causing him to attend a public school regularly or by other means." Most parents discharge this duty by sending their child to a school managed by the local authority for the area in which they live. However, they may discharge their duties under the 1980 Act by educating their child at home or by making arrangements for him/her to attend an independent or grant-aided school. In those circumstances, the home education authority are not responsible for the child's education. Usually, the parents would require to meet any costs of their child attending such a school.

7. The Act gives education authorities the following **powers which they may or may not choose to exercise** (see chapter 3 paragraphs 63-68):

[s5\(4\)](#)

- to help children and young people belonging to their area who have additional support needs (eg they could provide support to a child being home educated or attending an independent school)
- to respond to requests from parents, managers of grant-aided or independent schools or young people themselves to establish whether children or young people have additional support needs and would require a co-ordinated support plan if the education authority were responsible for the school education of the child or young person.

### Mediation

s15

[s7\(2\) and \(3\)](#)

[s7\(7\)](#)

8. Parents of children for whose school education an education authority are not responsible have access to independent mediation services through the home education authority in connection with the exercise by it, or failure to exercise by it, of any of its functions as regards those children. Young people have access in their own right. For example, parents of a child at an independent or grant-aided school, for whose school education the authority are not responsible, may request the home education authority to establish whether the child has additional support needs or would require a co-ordinated support plan if the home education authority were responsible for the school education of the child or young person. If the education authority decide to exercise their discretion **not to establish either**, or both, of these matters then these cannot be referred to mediation because the education authority have no duty to carry out any assessment. Equally, if the education authority have exercised their discretionary power, and have, for example, established that the child has additional support needs, then they are obliged to provide the parents with information and advice about the additional support required. Failure to do so could be referred to mediation and/or to the Scottish Ministers under section 70 of the 1980 Act, as a failure to comply with this duty would be a failure to comply with education legislation. The education authority are not obliged to provide the support so identified but may exercise their discretionary power to do so. However, where they **have** provided the support and, for example, wish to change it then if the parents disagree with the authority's decision in relation to the provision of support they may refer the matter to mediation.

[s5\(4\)](#)

### Dispute resolution

s16

9. As with mediation services, parents and young people have access to an education authority's dispute resolution arrangements, irrespective of whether the authority are responsible for a particular child's or young person's school education. However, the matter in dispute must be related to the education authority's exercise of their functions, or failure to exercise their functions, under the Act **and** must be one of the specified matters in the Regulations<sup>33</sup>. For

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<sup>33</sup> The Additional Support for Learning Dispute Resolution (Scotland) Regulations 2005

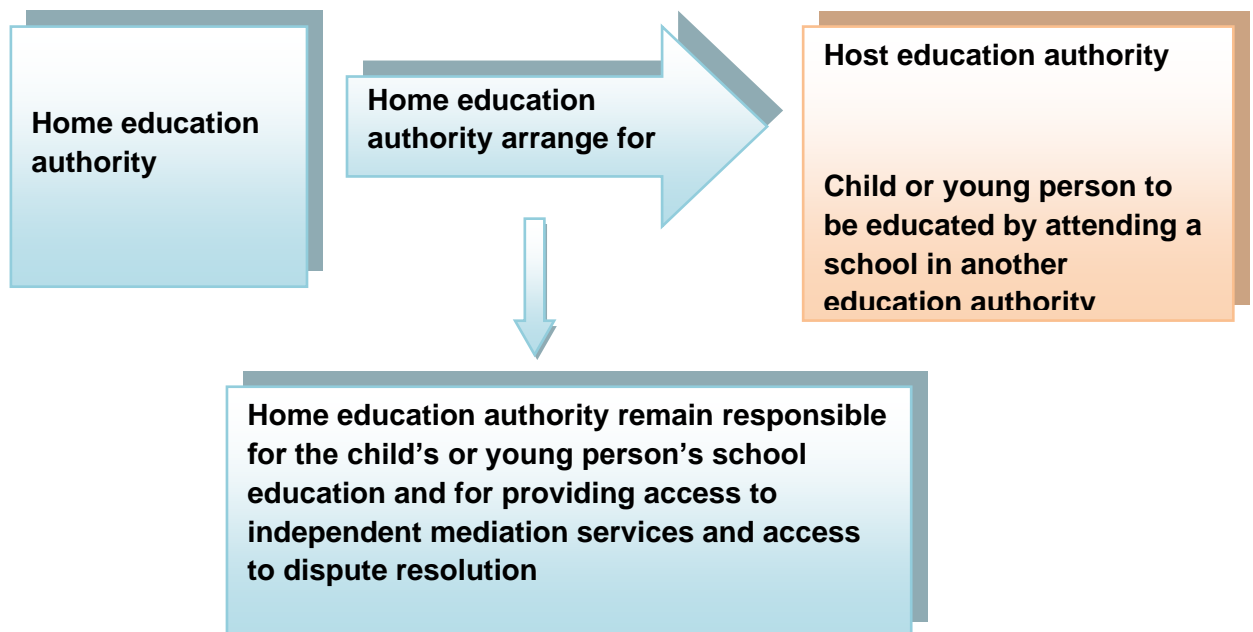
example, parents of a child at an independent or grant-aided school, for whose school education the authority are not responsible, may request the home education authority to establish whether the child has additional support needs. If the education authority decide to exercise their discretion not to establish the matter then it cannot be referred to dispute resolution because the education authority have no duty to carry out any assessment. If the home education authority have established that the child has additional support needs but have not provided the parents with the necessary information about the additional support required then the matter **cannot** be referred for dispute resolution **because failure to provide the information is not a specified matter in the Regulations**. However, where the authority have exercised their discretionary power to provide additional support and then fail to provide, or make provision for, the additional support then the matter can be referred to dispute resolution because such a failure is one of the specified matters in the Regulations.

Tribunal

s18(3)  
(da)

10. Parental appeals against refused placing requests regarding special schools can be referred to the Tribunal. Young people can appeal in their own right. Paragraphs 21-39 below describe the circumstances under which a reference can be made to the Tribunal regarding the refusal of a placing request to the host education authority. Paragraphs 40-50 describe the circumstances under which a reference can be made to the Tribunal regarding the refusal of a placing request to the home education authority.

**The home education authority have entered into arrangements with another education authority to have the child or young person educated in a school under the management of that education authority**



11. The home education authority may enter into arrangements with another education authority to have the child or young person, for whose school education they are responsible, educated in a school under the management of that other education authority, referred to here as the host education authority. Typically this situation arises because these arrangements enable the home education authority to fulfill their duty under the Act to make adequate and efficient provision for the additional support required for each child or young person with additional support needs for whose school education they are responsible. It may be that the home education authority lacks a specialist provision (eg special school provision or teachers with expertise in a particular aspect of providing for additional support needs) which the host education authority can provide. Or, a particular child or young person may be being looked after away from home and placed with foster parents in another local authority and attending a school in that local authority, and that includes, for example, a child or young person placed with foster parents outwith Scotland.

s29(3A)

12. In all these circumstances, the home education authority retain responsibility for the child's or young person's school education even though the child or young person is being educated in a school in another education authority. Decisions about additional support needs are made by considering the provision, whether or not educational, which is additional to, or otherwise different from, the educational provision made generally for children or young people in schools (not special schools) under the management of the **home education authority** which are responsible for the child's or young person's education. The home education authority retain responsibility for identifying and keeping under review the additional support required, for preparing and reviewing co-ordinated support plans where these are required, and for providing mediation and dispute resolution. In addition, the home education authority are responsible for providing a psychological service should this be required but there is nothing to prevent the home authority arranging for the host authority to provide this service should that be more appropriate.

### Mediation

13. The home education authority are responsible for providing access to independent mediation should this be required. However, the disagreement for which mediation is requested must relate to the exercise of the home education authority's functions under the Act. For example, a parent may consider that the additional support being provided for the child in the host education authority is inadequate and may request the home education authority to arrange with the host education authority to improve it. Failure on the part of the home education authority to do this could be referred for mediation.

### Dispute resolution

14. As with mediation, dispute resolution is provided by the home education authority. The disagreement must relate to the discharge of the home education authority's functions under the Act and it must be a specified matter in the Regulations. In the example, above, since failure to provide, or make



arrangements for the provision of, additional support (whether relating to education or not) required is a specified matter then the parent may access dispute resolution.

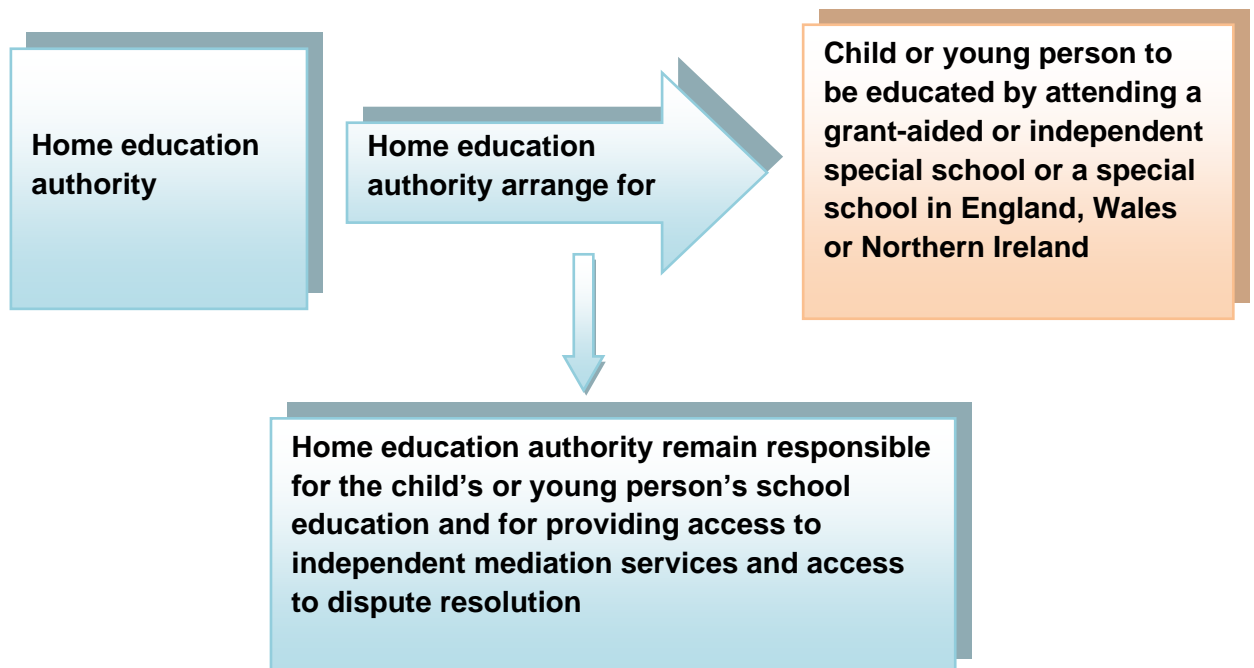
### Tribunal

15. References to the Tribunal may be made in respect of the decisions, information and failures of the home education authority that have been specified in section 18 of the 2004 Act. In summary, the Act enables the Tribunal to hear references from parents and young people on matters relating to co-ordinated support plans, school to post-school transitions and appeals involving refusals of placing requests to special schools. References to the Tribunal are considered in more detail in paragraphs 32-39 below and in chapter 8.

### Child or young person living in England but attending school in Scotland

16. There may be circumstances where a local education authority in England have entered into arrangements with a Scottish local authority to have a child or young person educated in a school under the management of the Scottish local authority. Here the English local education authority retain responsibility for the education of the child or young person and, therefore, none of the provisions of the Act apply.

### **The home education authority have arranged for the child or young person to be educated in a grant-aided or independent special school, or a special school in England, Wales or Northern Ireland**



17. The home education authority may have arranged for the child or young person to be educated in a grant-aided or independent special school, or a special school in England, Wales or Northern Ireland. As in paragraph 12

above the home education authority retain responsibility for the child's or young person's school education and are subject to all of the relevant duties in terms of the Act.

### Mediation

18. The home education authority remain responsible for providing mediation services as in paragraph 13 above.

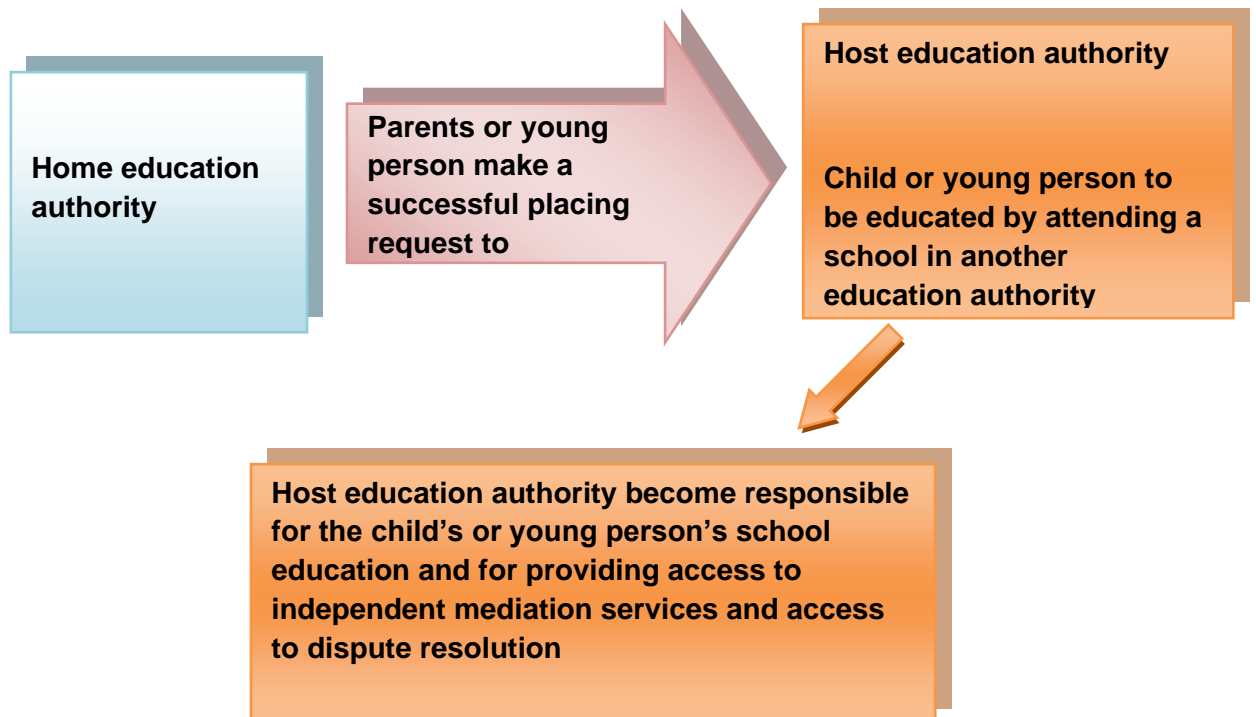
### Dispute resolution

19. Likewise, the home education authority retain responsibility for providing dispute resolution as in paragraph 14 above.

### Tribunal

20. As in paragraph 15 above, where references to the Tribunal are made these would be in terms of the same decisions, information and failures of the home education authority.

**The child or young person is being educated in a school under the management of another education authority as a result of a successful placing request made to that authority by the parents or young person.**



### Placing requests

Sch 2  
2(5) 21. The Act enables parents to make a placing request for their child to attend a school managed by an education authority, other than the authority for the area in which the child lives. The former is referred to as the host education authority, the latter as the home education authority. Young people with additional support needs have the right to make placing requests on their own behalf. Placing requests may be made whether or not children or young people have co-ordinated support plans. It should be noted that the placing request can be made **to the host education authority** for the child or young person to attend a primary school (including a nursery school), secondary school or special school (including a special class or unit) managed by the host education authority.

[s29\(3\)\(a\)](#) 22. Where a child or young person is being educated outwith his/her home authority as a result of a successful placing request then responsibility for the child's or young person's school education transfers to the **host authority** who are then responsible for all relevant duties under the Act. For example, where a child or young person requires provision of a psychological service then it would be the service from the host authority that would be involved.

s1(3) 23. Decisions about additional support needs following a successful placing request are made by considering the provision, whether or not educational, which is additional to, or otherwise different from, the educational provision made generally for children or young people of the same age in schools (not special schools) under the management of the host authority which are responsible for the child's or young person's education.

### Recovery of costs

[s29\(4\)](#)  
[Sch 3  
3\(4\)](#) 24. The Act also provides that references to a child or young person belonging to an area are to be construed in accordance with section 23(3) of the 1980 Act. The provisions of section 23(2) of the 1980 Act on contributions from the home education authority to the host education authority apply as they do within the framework of the 1980 Act. These are that where an education authority have provided school education, with or without other services, for any child or young person, belonging to the area of some other authority, the **host** education authority, may, if a claim is made recover from that other **home** authority such contributions in respect of such provision as may be agreed between the authorities or as the Scottish Ministers may determine. There are two exceptions, however, relating to mediation and dispute resolution (see paragraphs 27 and 29 below).

25. Where the provision relates to additional support needs then it follows from paragraph 22 above that these needs are assessed against the educational provision generally made in schools (other than special schools) for children or young people of the same age in the host authority. It should be noted that following a successful placing request to a local authority there is no obligation on the host authority to provide transport between the child's home address and the school in question.

### Mediation

s15(1)  
s23(2A)  
(a)

26. Following a successful out-of-area placing request, parents and young people are able to access mediation from the host education authority regarding that education authority's functions under the Act. Also following the submission of an out-of-area placing request, parents or young people are able to access mediation from the potential host authority regarding the placing request.

1980 Act

27. However, where a child or young person is being educated outwith the area in which he or she lives as a result of a successful out-of-area placing request, the host authority cannot recover the cost of providing any mediation services from the authority for the area in which the child lives (the home authority).

### Dispute resolution

s16(1)

28. Following a successful out-of-area placing request, parents and young people are able to access dispute resolution from the host education authority in relation to the specified matters in the Regulations regarding the authority's functions under the Act.

s23(2A)  
(b) 1980  
Act

29. However, where a child or young person is being educated outwith the area in which he or she lives as a result of a successful out-of-area placing request, the host education authority cannot recover the cost of providing any dispute resolution from the education authority for the area in which the child lives (the home education authority).

### Co-ordinated support plans

s12(3A)

30. Following a successful out-of-area placing request for a child or young person with a co-ordinated support plan, the new host education authority are under a duty to seek and take account of information and advice from the (home) education authority from which the co-ordinated support plan was transferred as well as from any agencies or persons involved in providing support under the co-ordinated support plan prior to its transfer. This ensures that the new host education authority, and the previous education authority responsible for the school education of the child or young person, are in contact and that the new education authority has all the information necessary from the previous authority and the agencies previously supporting the child or young person. The aim is to make the transition from one education authority to another as smooth as possible. The Co-ordinated Support Plan Regulations<sup>34</sup> require that the plan be transferred to the host authority within 4 weeks of the child or young person leaving school education in the home authority, or no later than 4 weeks after they have become aware of the change.

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<sup>34</sup> The Additional Support for Learning (Co-ordinated Support Plan) (Scotland) Amendment Regulations 2005

s10(1)  
and(5A) 31. The duty to keep under review any co-ordinated support plan prepared by the original home education authority transfers to the new host education authority following the successful placing request, since the host authority are responsible for the school education of the child or young person. The host authority must then review the co-ordinated support plan as soon as possible after the date of any transfer of the co-ordinated support plan from the home authority to the host authority

#### References to the Tribunal

s18(3)  
(da) 32. Where an education authority decide to refuse a placing request in respect of a place in a Scottish special school then that decision may be referred to the Tribunal. This reference to the Tribunal applies whether or not a co-ordinated support plan is involved. However, a reference to a Tribunal cannot be made in respect of a refusal to grant a placing request regarding placement in pre-school provision where an authority have an arrangement with an independent provider.

33. A decision of an education authority to refuse a placing request may be referred to the Tribunal where:

- s18(4)
- a co-ordinated support plan has been prepared (and not discontinued) for the child or young person
  - no such plan has been prepared but it has been established by the education authority that the child or young person requires such a plan
  - no such plan has been prepared but the education authority have issued their proposal to establish whether a child or young person requires such a plan
  - the education authority have decided that the child or young person does not require such a plan and that decision has been referred to the Tribunal.

#### Repeat references to the Tribunal

s18(7) 34. References to the Tribunal on the decision to refuse a placing request can only be made once in each 12 month period unless any co-ordinated support plan has been reviewed in that period, or a Tribunal has ordered a coordinated support plan to be amended or prepared.

#### The Tribunal, sheriff and education authority appeal committee

s18(1)  
and Sch  
2 7(1A) 35. Appeals regarding refusals of placing requests should be made to the Tribunal rather than to the education authority appeal committee or the sheriff where one of the circumstances listed in paragraph 33 applies.

36. A decision made by an education authority appeal committee to refuse a placing request may be referred to the Tribunal if, before the expiry of the time limit for appeal to the sheriff court (28 days), a co-ordinated support plan is involved or being considered.

s18(3)(f)  
s18(4)  
Sch 2  
7(12)

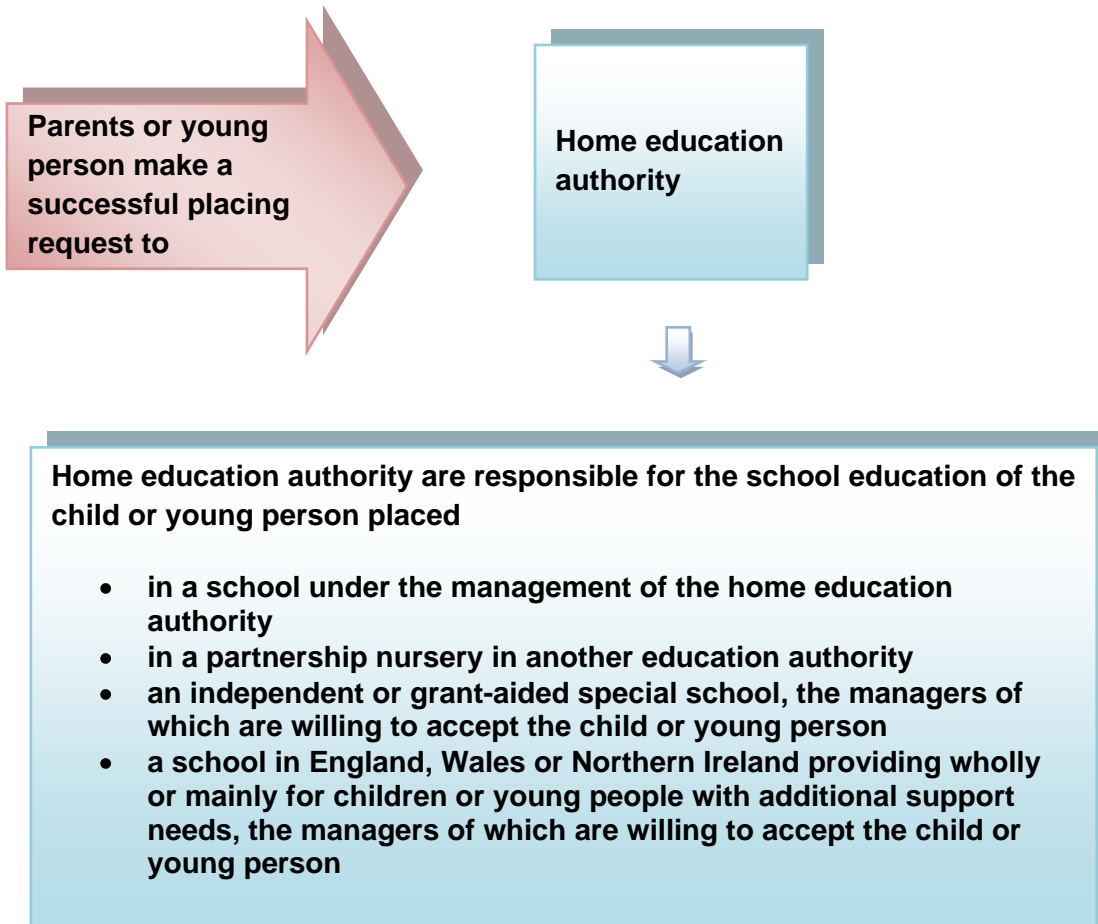
37. If, at any time before the education appeal committee or sheriff has made their final decision on a placing request appeal, a co-ordinated support plan has been prepared, it has been established that a plan is being considered or is required or the education authority have decided that the child or young person does not require such a plan and that decision has been referred to the Tribunal, the appeal is to be transferred to the Tribunal. Any reference transferred back to the sheriff from the Tribunal will be treated as if it were an appeal made directly to the sheriff in the first instance thus ensuring the sheriff has the power to deal with such a reference.

s19(5)  
(ba) and  
(d)

38. While the Tribunal has the discretion to transfer a placing request decision back to the education appeal committee or sheriff where it has been decided that no co-ordinated support plan is required, it is anticipated that in the majority of cases the Tribunal will make a decision on the placing request reference.

39. Where the placing request is made for the child or young person to attend a **mainstream school** in the host education authority, and none of the circumstances in paragraph 33 apply, then any appeal on the refusal to grant the placing request would be heard by the host education authority's appeal committee and, thereafter, by the sheriff, if there is an appeal against the decision of the education authority appeal committee. That is, there is no reference to the Tribunal in these circumstances.

**As a result of a successful placing request to the home education authority, the child or young person is being educated in a school (other than the catchment area school) in the home education authority, in a partnership nursery or in an independent or grant-aided special school in Scotland or a school in England, Wales or Northern Ireland**



[Sch 2](#)  
[2\(1\)](#)

40. The Act enables parents, or young people themselves, to make placing requests for the child or young person to attend a school, other than the catchment area school, in the area of the home education authority. This includes mainstream schools and special schools. In the event of a successful placing request the home education authority may provide transport but are not required to. The grounds for refusing placing requests are set out in the Act.

41. Parents or young people themselves are able to make placing requests to the home education authority for the child (or young person where appropriate) with additional support needs to attend:

- a school under the management of the home education authority
- an independent or grant-aided special school, the managers of which are willing to accept the child or young person

[Sch 2 2\(2\)](#)

- pre-school provision (within the categories for prescribed pre-school children- generally for 3 and 4 year olds) where the **home education authority** have an arrangement with a private provider, normally referred to as a partnership nursery, in that home or host education authority area<sup>35</sup>
- a school in England, Wales or Northern Ireland providing wholly or mainly for children or young people with additional support needs, the managers of which are willing to accept the child or young person.

[Sch 2 2\(3\)](#)

42. The grounds for refusing the placing request are set out in the Act. However, if the placing request is successful then the home education authority are responsible for fees and other necessary costs, such as transport, for the child's or young person's attendance at the school.

### Mediation

43. Parents and young people are able to access mediation from the home education authority regarding the education authority's functions under the Act.

### Dispute resolution

s16

44. Parents and young people are able to access dispute resolution from the home education authority in relation to the specified matters in the Regulations<sup>36</sup> regarding the education authority's functions under the Act.

### References to the Tribunal

s18(3)  
(da)

[Sch 2 5\(1\)](#) and  
7(1)

45. Where an education authority decide to refuse a placing request in respect of a place in a Scottish special school then that decision may be referred to the Tribunal. Similarly, the decision of an education authority to refuse a placing request in respect of a place in a school in England, Wales and Northern Ireland, which is a school making provision mainly or wholly for children or young people with additional support needs, the managers of which are willing to accept the child or young person, may be referred to the Tribunal. These references to the Tribunal apply whether or not a co-ordinated support plan is involved. However, a reference to a Tribunal cannot be made in respect of a refusal to grant a placing request regarding placement in pre-school provision where an authority have an arrangement with an independent provider (ie partnership nursery). In these circumstance any appeal against refusal to grant the placing request would be made to the education authority appeal committee and then sheriff.

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<sup>35</sup> As in the glossary, this refers to the circumstances where an authority have an arrangement with a private provider for the purposes of section 35 of the 2000 Act.

<sup>36</sup> The Additional Support for Learning Dispute Resolution (Scotland) Regulations 2005 (S.S.I. 2005/501)



s19(4A)

46. When hearing a placing request appeal in respect of a place in a special school, or a school in England, Wales or Northern Ireland, making provision wholly or mainly for children or young persons with additional support needs, whose managers are willing to admit the child, the Tribunal has the power to confirm the decision of the authority or overturn the decision of the authority. It has the power to specify by what date the child or young person should, as a result of a successful placing request commence attendance at the specified school and make any amendments to any co-ordinated support plan in place.

#### Repeat references to the Tribunal

s18(7)

47. References to the Tribunal on the decision to refuse a placing request can only be made once in each 12 month period unless any co-ordinated support plan has been reviewed in that period, or a Tribunal has ordered a coordinated support plan to be amended or prepared. Similarly, a period of 12 months will have to lapse before another reference can be submitted to the Tribunal regarding a decision to refuse a placing request to a Scottish special school or to a school in England, Wales and Northern Ireland which is a school making provision mainly or wholly for children or young people with additional support needs where any of those circumstances apply.

#### The Tribunal, sheriff and education authority appeal committee

48. The provisions in paragraphs 35-39 apply.

#### **Pre-school children and cross-boundary provision**

49. The duty on local authorities to secure pre-school education applies to all eligible children in their area. Most eligible children attend provision in their home education authority. There are cases, however, where parents of pre-school children may request a pre-school place with a partnership provider in a different local authority area. This often occurs when parents travel a distance to work or study and it is more convenient to attend a provision close to their place of work or of study.

[s23\(3\)](#)

50. Parents of children with additional support needs are able to make placing requests, as described in paragraph 41 above, to the home education authority for their child to be placed in pre-school provision (within the categories for prescribed pre-school children- generally for 3 and 4 year olds) in the host education authority's area where the **home education authority** have an arrangement with a private provider, normally referred to as a partnership nursery, in the area of the host education authority. Where the home education authority do not have such an arrangement then they may approach the potential host education authority requesting their help for the child to attend a partnership nursery which has entered into an arrangement with the host education authority.

## Chapter 5

### CO-ORDINATED SUPPORT PLAN

1. Previous chapters have considered the general provision for additional support needs that the Act requires education authorities to make. However, a number of children and young people have additional support needs arising from complex or multiple factors which require a high degree of co-ordination of support from education authorities and other agencies in order that their needs can be met. This support is co-ordinated through the provision of a co-ordinated support plan under the Act. This chapter explains the circumstances under which children and young people may require a co-ordinated support plan. The contents of a co-ordinated support plan are also considered.

2. The co-ordinated support plan is a statutory document which is subject to regular monitoring and review for those children and young people who have one. Education authorities must have arrangements in place to identify from among those children and young people for whose school education they are responsible, those children and young people with additional support needs who require a co-ordinated support plan and the particular additional support needs of the children so identified. Also, the Act, as amended, assumes that all looked after children and young people have additional support needs unless the authority are able to demonstrate that an individual looked after child or young person does not require additional support in order to benefit from school education. In addition, the Act, as amended, requires education authorities to consider whether each individual looked after child or young person requires a co-ordinated support plan.

[s6\(1\)](#)

s6 (1A)

3. The criteria for requiring a plan are as follows:

*2 - (1).....a child or young person requires a plan (referred to in this Act as a “co-ordinated support plan”) for the provision of additional support if-*

[s2\(1\)](#)

*(a) an education authority are responsible for the school education of the child or young person,*

*(b) the child or young person has additional support needs arising from-*

*(i) one or more complex factors, or*

*(ii) multiple factors,*

*(c) those needs are likely to continue for more than a year, and*

*(d) those needs require significant additional support to be provided-*

*(i) by the education authority in the exercise of any of their other functions as well as in the exercise of their functions relating to education, or*

*(ii) by one or more appropriate agencies (within the meaning of section 23(2)) as well as by the education authority themselves.*

## Applying the criteria for a co-ordinated support plan

### An education authority must be responsible for the school education of the child or young person

s2(1)(a)

4. The first test for determining whether or not a child or young person requires a co-ordinated support plan is that an education authority must be responsible for the school education of the child or young person before one can be prepared. Children and young people for whose school education an authority are not responsible cannot have a co-ordinated support plan (see paragraph 10 below).

### *Early years and pre-school*

s5

5. In the early years those children below the age of a prescribed pre-school child (normally the age of 3 years) are not eligible for a co-ordinated support plan, since they are not eligible to receive school education. It follows, therefore, that looked after children below the age of a prescribed pre-school child are not eligible for a co-ordinated support plan. Nevertheless, as described in chapter 3, the authority may, in certain circumstances have a duty to provide additional support for learning to certain children, belonging to their area, who have been drawn to their attention as having additional support needs arising from a disability within the terms of the Disability Discrimination Act 1995 (c 50) even though a co-ordinated support plan cannot be provided. However, when the prescribed pre-school children are in pre-school provision managed by the authority, or in a partnership nursery, then they may have a co-ordinated support plan, provided the other criteria for having one are met.

6. Education authorities should not wait until children reach the age of entitlement to school education, at the age of 3 years approximately, before commencing the initial assessments to determine whether a co-ordinated support plan will be necessary, if they have grounds to believe that such a plan will be required. For some children who are about to start pre-school provision, such as nursery school, it may, therefore, be necessary to begin the assessment process for deciding whether a co-ordinated support plan should be prepared, or not, for a child of two years of age or, indeed, even earlier.

### *School age*

s4(1)

7. The education authority are responsible for the school education of children and young people belonging to their area who attend schools under the management of the authority (referred to here as the home authority). The authority are also responsible for the school education of children and young people attending independent or grant-aided special schools where the authority have made the arrangements for children and young people to attend these schools, for example, to enable the authority to discharge their functions to make adequate and efficient provision for the additional support required.

Children and young people may also be placed in independent and grant-aided special schools, and secure units, through the Children's Hearing system. In these cases the education authority are also responsible for the school education of children and young people belonging to their area. In any of these circumstances, the education authority will require to consider whether such individual children and young people require a co-ordinated support plan.

8. A child or young person may attend a school under the management of an education authority other than the education authority for the area to which the child or young person belongs. This former education authority are referred to here as the host education authority; the latter are the home education authority. The home education authority may enter into arrangements with another education authority, and arrange for that child or young person to be educated in a school in that host education authority, in order that the home education authority can discharge their duties under the Act. In such circumstances, the home education authority are responsible for the school education of the child or young person including being responsible for establishing whether that child or young person requires a co-ordinated support plan, for preparing the plan, as necessary, and for keeping under consideration the adequacy of any plan so prepared.

9. However, where a child or young person is attending a school in an authority other than the home education authority as a result of a placing request, then it is the host education authority which are responsible for the school education of that child or young person. The host education authority are responsible for ensuring that they fulfil all their duties under the Act, as required, where an education authority are responsible for the school education of a child or young person. These duties include being responsible for establishing whether that child or young person requires a co-ordinated support and for preparing the plan, as necessary.

s10(1)

10. Children and young people who have been placed in independent or grant-aided schools, by their parents or others, or are being educated at home, and for whose school education the authority are not responsible, are not eligible to have a co-ordinated support plan. In these circumstances, parents or the young person may ask the education authority to establish whether the child or young person has additional support needs, or would require a co-ordinated support plan, if the authority were responsible for the school education of the child or young person. The education authority may comply with the request but are not obliged to do so. Managers of independent and grant-aided schools may also request the education authority to establish if the child or young person would require a co-ordinated support plan, if the authority were responsible for the school education of the child or young person. Again, the education authority may comply with the request but are not obliged to do so.

[s7](#)

## Additional support needs arising from complex and/or multiple factors

11. To have a co-ordinated support plan a child or young person must have additional support needs arising from one or more complex factors or multiple factors and these needs must be likely to continue for more than a year. It should be noted that while the need for support arising from these factors should be likely to continue for more than a year the Act does not require that the “significant additional support” provided (see practical examples in Annex C) **must** last for more than a year.

[s2\(1\)\(b\) and \(c\)](#)

12. As noted in chapter 2 there is a wide range of factors which may lead to children and young people having additional support needs. The factors may be grouped into broad overlapping themes arising from the learning environment, family circumstances, disability and health issues, and social and emotional factors.

13. The Act states that a factor is a complex factor if it has, or is likely to have, a **significant adverse effect** on the school education of the child or young person. The Act does not define the length of time over which a complex factor has an effect (although the additional support needs arising from one or more complex factors have to be likely to last for more than a year for a child or young person to require a co-ordinated support plan), nor does the Act define the term “significant adverse effect”. However, since a complex factor is one that has a significant adverse effect on the school education of the child or young person, it is likely that it will affect most aspects of learning. Some examples of complex factors grouped according to the above themes could be the following:

[s2\(2\)\(a\)](#)

**Learning environment** – where the learning and teaching approaches and/or overall curriculum are significantly different from what the child or young person requires and are thus having a significant adverse effect on his/her school education. This may arise where the child or young person is attending a particular mainstream school and the learning and teaching approaches available there cannot, for whatever reasons, be suitably adapted to take account of the child’s or young person’s learning needs. In this example, a special school may provide a more effective education. Alternatively, a child or young person in a special school may require to be placed in a mainstream school. Or, the child or young person may have severe dyslexia which is having a significant effect on his/her ability to access the curriculum and, because the appropriate measures have not been put in place, this is adversely affecting the child’s or young person’s progress in school.

**Family circumstances** – where family life is disrupted, perhaps through parental alcohol, drug or domestic abuse or mental health problems, and the child or young person is not receiving the parental support, direction and guidance needed to make the most of school

education. Or, where for example, school attendance is very poor and is adversely affecting educational progress. The family may be under stress from external factors such as poverty or social circumstances which are impacting on the child's or young person's school education.

**Disability or health** – where the child or young person faces barriers to learning and development from, for example, blindness, or a physical disability such as cerebral palsy or other condition such as autism spectrum disorder, specific language impairment or developmental co-ordination disorder and requires measures to be put in place if the child or young person is to benefit from school education. In addition, some children or young people with a mental health problem such as attention deficit hyperactivity disorder, depression or anorexia may experience significant or frequent disruption to their school education.

**Social and emotional factors** – children or young people may have social and emotional difficulties, such as behaviour difficulties which may lead to offending or they may be being bullied, which prevents them attending school regularly or engaging effectively with the curriculum.

14. Multiple factors are factors which are not by themselves complex factors but, when taken together, have or are likely to have, a significant adverse effect on the school education of the child or young person. For example, a child may have a mild sensory impairment (disability or health), live in disadvantaged social circumstances where there are parental relationship difficulties, unemployment and low income (family circumstances) and may not be receiving appropriate education (learning environment) which takes account of the sensory impairment. Each of these taken separately may not have a significant adverse effect on the education of the child or young person, but the cumulative effect of these multiple factors is such that the school education of the child or young person is being adversely affected to a significant degree.

[s2\(2\)\(b\)](#)

15. In all cases it is how the factors impact on the child's learning and development that is important and it is assessment which determines this. Those well placed to decide whether or not factors are complex or multiple are those working with the child or young person, as well as the parents, and of course the child or young person. What may be complex, or multiple, factors with a significant adverse effect for one child or young person may not be for another. It is the effect of the factor(s) on school education that is important, not any diagnostic label alone. Every child or young person should be considered on an individual basis.

*A co-ordinated support plan may not need to last throughout a child's or young person's school career*

Adam has a specific language impairment which had led to a co-ordinated support plan being prepared during his pre-school year. He maintained a split placement between a language unit and mainstream primary school for the first three years of his primary schooling. During this time his needs required a high degree of co-ordination amongst the professionals involved and he received significant support from a speech and language therapist. In P4 he attended his mainstream school full time supported by an outreach teacher and a speech and language therapist. In working with the speech and language therapist, the school staff were able to develop new skills and appropriate strategies within class to meet his needs. At the next review of the co-ordinated support plan, it became clear that significant support from outwith education was no longer necessary and there was no longer a need for a co-ordinated support plan. The co-ordinated support plan was discontinued.

#### Additional support needs likely to continue for more than a year

s2(1)(c)

16. As noted above, in addition to deciding on whether the criteria of complex or multiple factors are met, professionals involved with the children and young people must determine for how long those additional support needs are likely to last. For a co-ordinated support plan to be required the view must be that these needs are likely to continue for more than a year. Importantly, although the need for additional support must last for more than a year there is no requirement under the Act for the additional support provided to last for more than a year if it is no longer needed.

#### Significant additional support

17. These additional support needs must also require the provision of significant additional support from an education authority, and (a) the local authority exercising their functions other than education (e.g. social work services) and/or (b) one or more appropriate agency/agencies<sup>37</sup>, within the meaning of the Act and the associated Regulations<sup>38</sup>, if a co-ordinated support

s2(1)(d)

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<sup>37</sup> These are: any other local authority, any NHS Board, Skills Development Scotland, further education colleges and higher education institutions in Scotland and the Scottish Agricultural College.

<sup>38</sup> The Additional Support for Learning (Co-ordinated Support Plan) (Scotland) Amendment Regulations 2005 - <http://www.opsi.gov.uk/legislation/scotland/ssi2005/20050518.htm>

plan is to be required. One purpose of the co-ordinated support plan is to ensure that support is co-ordinated effectively when at least one service is required from outwith what the education authority provides as part of its educational functions. It is not unusual for health and social work service staff to be working in specialist provisions supporting children and young people with additional support needs and for questions to arise as to whether their support can be included under (a) and/or (b) above. The position is as follows:

- where the health staff are employed through an NHS Board, whether or not the education authority contribute financially to their costs of working in school education, then they count as belonging to an appropriate agency under the Act and are included under (b) above
- where the health staff are not employed through an NHS Board but are employed directly by the manager of an independent special school or education authority then they do not belong to an appropriate agency under the Act
- where the social work staff are employed by the local authority for the children and young people for whose school education the education authority are responsible then as far as the Act is concerned they are included under (a) above
- where the social work staff are not employed through a local authority but are employed directly by the school managers then they are not included under (a) above.

18. The Act does not define what “significant additional support” means but the issue has been considered in the Tribunal and courts. In particular, the opinion delivered by Lord Nimmo Smith in the Inner House of the Court of Session in the case of *JT* is particularly relevant and is binding here<sup>39</sup>. The use of the term “significant” signals that the scale of the support provided, whether it is in terms of approaches to learning and teaching (e.g. adaptation or elaboration of the curriculum) or personnel (eg provision of learning support assistant) or resources (eg specialist aid to communication or a special hoist), or a combination of these, stands out from the continuum of possible additional support. **Significant additional support may be provided to a child or young person with additional support needs on an individual basis, in a group setting with others or through personnel working under the direction and guidance of those from the appropriate agency.** The issue of significance thus refers to the extent of the provision. Judgments about significance have to be made taking account of the frequency, nature, intensity and duration of the support and the extent to which that support needs to be co-ordinated and is necessary for the achievement of the educational objectives which will be included in the plan. In particular, the support must be of sufficient duration to make it worthwhile preparing a co-ordinated support plan in order to ensure that it is co-ordinated properly.

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<sup>39</sup> Lord Nimmo Smith, Inner House, Court of Session, June 2007 - <http://www.scotcourts.gov.uk/opinions/2007CSIH52.html>



19. Where a child has several professionals involved from the one appropriate agency, such as from an NHS Board, then the **cumulative effect of these professionals' involvement may amount to significant additional support from that agency even although the input from each professional individually is not significant**. For example, a child may receive speech and language therapy and physiotherapy on a regular basis. Taken separately the additional support from each individual professional may not be significant but **taken together** their contribution may represent significant additional support from the NHS Board as an appropriate agency. A similar argument could apply to additional support provided by the education authority exercising its functions other than education. For example social work and occupational therapy from the local authority social work services may amount to significant additional support when considered together but not when considered separately. In considering the significance of the additional support then it is important to consider cumulatively what an appropriate agency is providing.

20. In Annex C a grid is provided with some case study examples which may prove useful in considering the issue of significance. Full-time placement in a special school or unit would count as significant additional support from the education authority, as would provision of personnel full-time to support a child or young person in a mainstream school, and provision of specialist aids to communication. However, judgements about whether children or young people meet the requirements for a having a co-ordinated support plan have to be taken on an individual basis applying all the criteria of the legal test, not just the one criterion of whether the additional support required is significant.

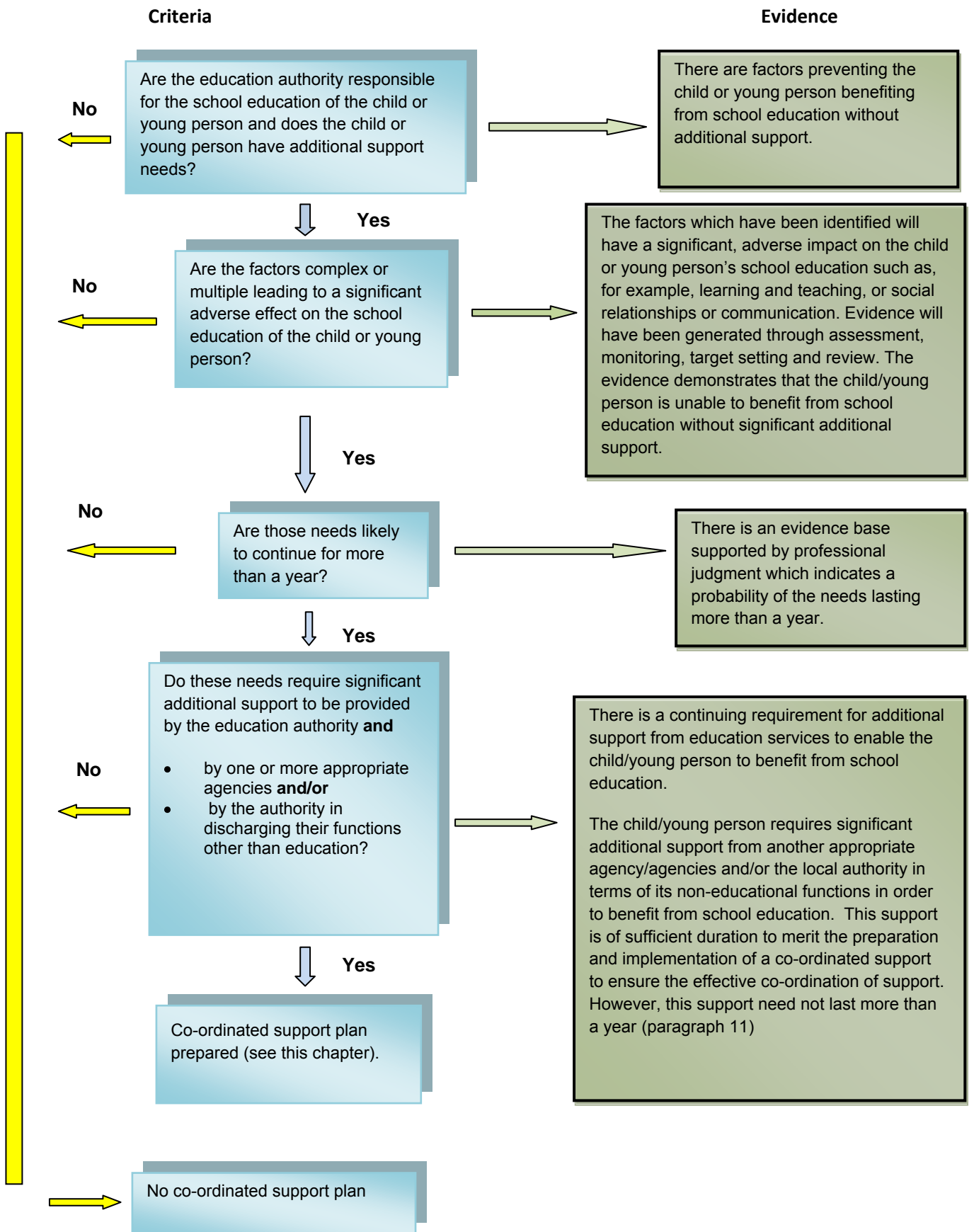
21. Where a child or young person is looked after and living away from home in a special school then that is certainly significant additional support. Where support is required from social work services to sustain the child's or young person's attendance at the school, and hence to enable him or her to achieve their educational objectives (see below), than that is likely to count as significant additional support (from the education authority exercising their functions other than education). In these circumstances, it is likely that the child or young person would require a co-ordinated support plan provided the other criteria are met. However, it is not possible to generalise as to what should count as significant and consideration has to be given to circumstances in individual cases.

22. The following diagram provides a decision tree to help authorities to decide whether children and young people require a co-ordinated support plan. It should be read in conjunction with the Co-ordinated Support Plan Regulations<sup>40</sup>. This chart should be read as relevant to all appropriate agencies.

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<sup>40</sup> The Additional Support for Learning (Co-ordinated Support Plan) (Scotland) Amendment Regulations 2005 (SSI 2005/518) as amended.

## Is a co-ordinated support plan required?



## Seeking and taking account of views and providing information

23. When considering whether or not a co-ordinated support plan may be required, or in preparing such a plan, an education authority must seek and take account of relevant advice and information (including assessments) from appropriate agencies and other persons (for example, voluntary organisations) whom they think are appropriate. This advice and information may be, for example, from health services. The education authority must also take account of advice and information available from sources within the authority, other than from education. Such a source is most likely to be the authority's own social work services. They must also take account of information provided to them by, or on behalf of, the child or young person. For example, if the parents have privately commissioned an assessment or report on the child or young person, or the young person has commissioned the report himself/herself, then the authority must take that report or advice into consideration if provided to them. Also, the authority must seek and take account of the views of children and their parents, and young people themselves, throughout the process.

[s12\(2\)](#)

24. If an education authority identify a child or young person as requiring a co-ordinated support plan it is expected that the parents would want to, and will, participate in its preparation. Most parents are keen to do what is best for their child and do co-operate with education authorities. In some cases, parents may be concerned about the assessment process and may not co-operate. If the parent will not co-operate with the assessment process the education authority will require to decide whether they have enough information available to prepare a co-ordinated support plan. This is also the case where a child, or a parent on their behalf where the child lacks the capacity to consent, has refused to give consent to a medical assessment or examination. For most children or young people who require a co-ordinated support plan there will be detailed information available. Education authorities are still obliged to draw up co-ordinated support plans even where parents disagree that one should be prepared or where they refuse to co-operate. In circumstances where the parents disagree that a co-ordinated support plan is required it is open to them to refer the authority's decision to the Tribunal.

[s2\(4\) Age of Legal Capacity \(Scotland\) Act 1991](#)

25. Where an education authority propose to establish whether any child or young person requires a co-ordinated support plan they must, before proceeding, inform the parents (or young person). They must also inform the managers of independent or grant-aided schools, where they are responding to a request by them to establish whether a child or young person would require a co-ordinated support plan if the education authority were responsible for the child or young person's school education. When they have reached a view on whether a co-ordinated support plan is required the authority must also inform these persons about their conclusions and any rights to make a reference to the Tribunal regarding the authority's conclusions.

[s11\(1\), \(2\) and \(3\)](#)

## Requesting an assessment

26. As described in chapter 3, where an education authority are responsible for the school education of a child or young person they must meet requests made by a parent or young person to establish whether any child or young person has additional support needs, or requires a co-ordinated support plan, unless the request is unreasonable.

27. Where an education authority are not responsible for the school education of a child or young person they may meet requests made by the parents, young person or managers of an independent or grant-aided school to establish whether the child or young person would, if the education authority were responsible for the school education of the child or young person, require a co-ordinated support plan.

28. In the circumstances in the previous two paragraphs above, those making the request will be expected to provide sufficient information to explain why they think assessment is required. The education authority must notify the parents or young person, or the managers of the independent or grant-aided school (as appropriate), of a decision not to comply with the request. In the case of a child or young person for whose school education they are responsible, the education authority must notify the parents or the young person, before proceeding, of their proposal to establish whether the child or young person requires a co-ordinated support plan. In the case of a child or young person for whose school education the education authority are not responsible then where the education authority decide that a co-ordinated support plan would have been required, if they were responsible for the child's or young person's school education, they must provide the person who made the request with such information and advice about the child's or young person's additional support needs as they consider appropriate.

[s28\(2\)](#)

s7

29. Education authorities should notify the person making the request of either decision as quickly as possible but certainly no later than 8 weeks from when the request is received (see paragraph 37 below).

30. Where an education authority are responsible for the school education of a child or young person then their decision not to comply with a request to establish whether a co-ordinated support plan is required is treated as a decision of the education authority that the child or young person does not require a co-ordinated support plan. In notifying the parents or young person of their decision, they must also notify them of their right to make a reference to the Tribunal. A reference to the Tribunal can only be made where an education authority are responsible for the school education of the child or young person.

[s18\(5\)](#)

[s28\(2\)\(d\)](#)

31. Where a parent or young person has requested that the authority establish whether the child or young person requires a co-ordinated support plan and the authority have not responded to that request within 8 weeks the Act, as amended, provides that the failure to respond is treated as if it was a

s18(5A)

decision by the education authority that no co-ordinated support plan is required. In these circumstances the parent or young person can refer to the Tribunal the authority's deemed refusal to prepare a co-ordinated support plan. This 8 week timescale can be extended to 16 weeks where the request is made during a school holiday period of 4 weeks or more.

s18(5B)

32. Also, where an authority have notified a parent or young person that they will establish whether the child or young person requires a co-ordinated support plan but, after 16 weeks following that notification, the authority have not made a decision on the matter either way, the Act, as amended, enables that failure to be treated as if it were a decision of the education authority that no co-ordinated support plan is required. Decisions of an authority that no co-ordinated support plan is required can be referred to the Tribunal.

s8(1)

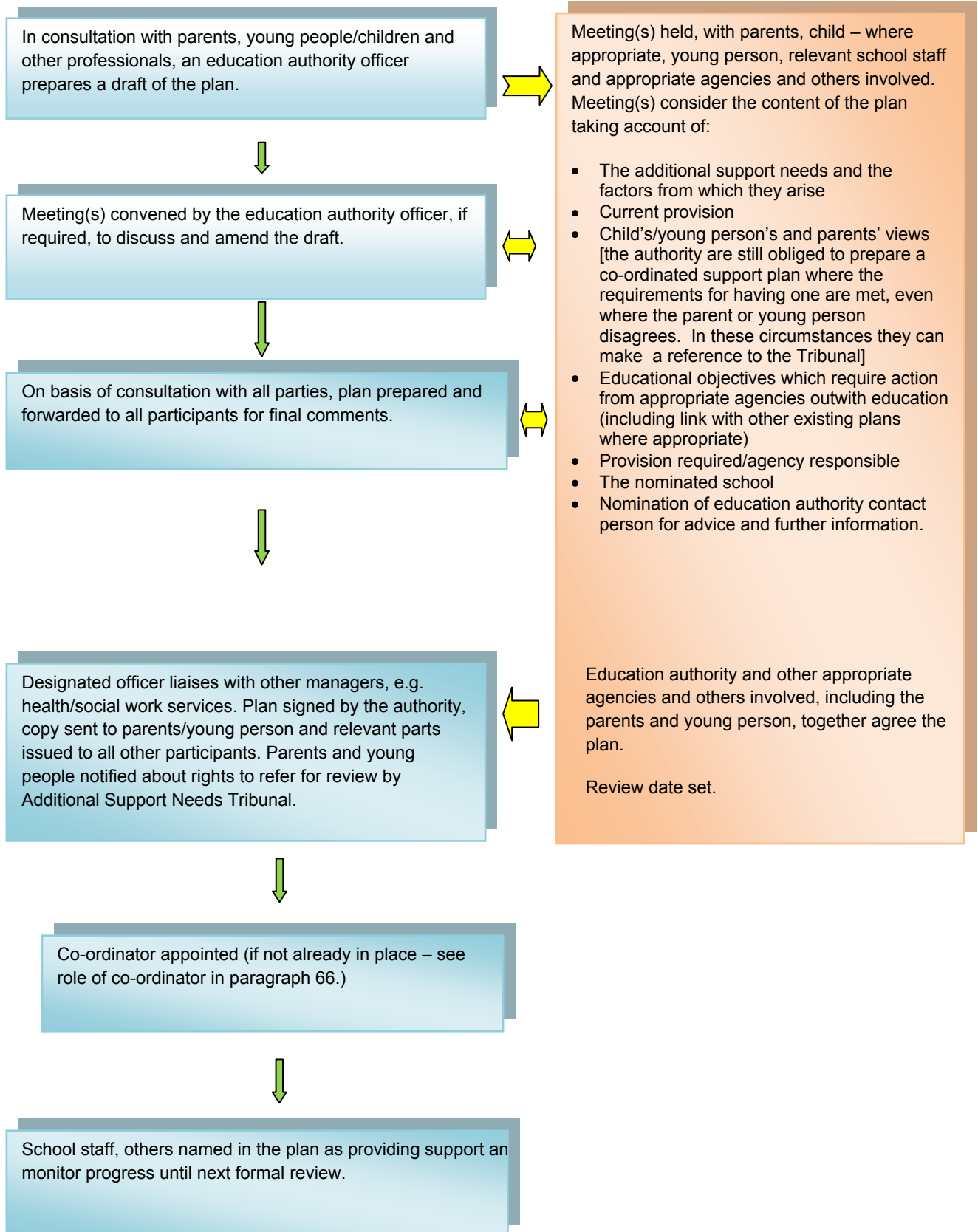
s8A

s7(2)(b)

33. Where an education authority propose to establish whether a child or young person has additional support needs or requires a co-ordinated support plan they must also comply with a request for an assessment or examination made by the parent or young person unless the request is unreasonable; as noted earlier, the Act, as amended, allows this request to be made at any time, not just when establishing whether a child or young person has additional support needs or requires a co-ordinated support plan. The parent or young person can request that the education authority arrange for the child or young person, referred to in the proposal, to undergo a process of educational, medical, psychological or other type of assessment or examination (or a combination of these) for the purposes of establishing if there is a requirement for a co-ordinated support plan. The managers of independent or grant-aided schools may request an assessment or examination where an education authority propose to establish whether a child or young person has additional support needs or a child or young person would require a co-ordinated support plan if the education authority were responsible for the child or young person's school education.

34. Educational assessments are an intrinsic part of day-to-day practice in schools. Education authorities should consider these when deciding whether a request for any additional or particular assessment or examination, not already contained in the proposal for establishing if there is a requirement for a co-ordinated support plan, is reasonable. They should consider also any other available assessments (for example, health or social work) and decide whether there is any requirement or need for further detail.

## Preparing a co-ordinated support plan



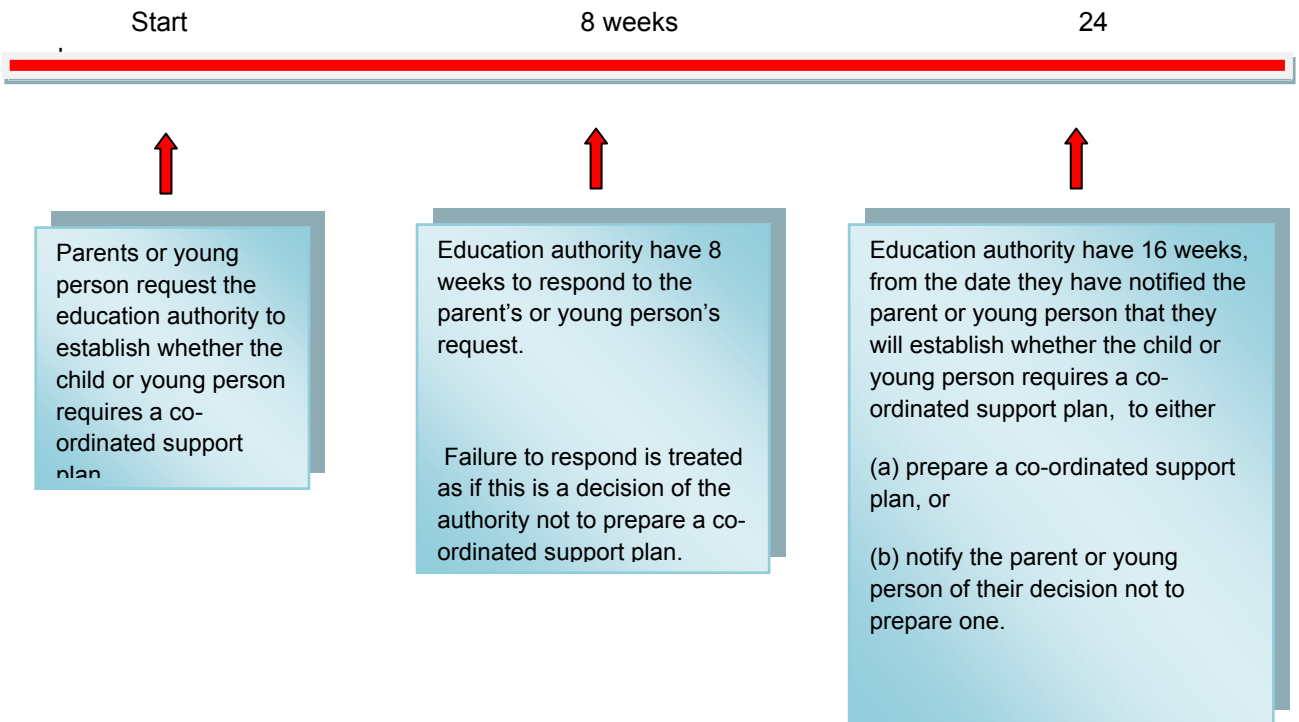
35. The flow diagram above describes the steps which may be taken to draw up a co-ordinated support plan. It is essential that the plan is prepared having sought and taken account of, and recorded on the plan where appropriate, the views of:

- the parents and child
- the young person
- representatives of those appropriate agencies, and any others, providing support.

36. Education authorities should have clear arrangements for joint working with those appropriate agencies and others involved in supporting children and young people with additional support needs<sup>41</sup>. These should include the arrangements under which support specified in the co-ordinated support plan can be approved and provided by the authority itself and appropriate agencies.

Timescale for responding to requests and drawing up the plan where one is required

*Timeline*



<sup>41</sup> See Guidance on partnership working between allied health professions and education. - <http://www.scotland.gov.uk/Topics/Education/Schools/welfare/partnershipworking>

s18(5A)

[s18\(3\)\(b\)](#)

37. Once the parent or young person has requested the education authority to establish whether the child or young person requires a co-ordinated support plan the authority have 8 weeks to respond to the request. At this stage the education authority do not have to provide the parent or young person with a decision on whether or not they will prepare a co-ordinated support plan. The education authority have simply, within that 8 week period, to inform the parent or young person that they will deal with the request. Failure to respond to the request is treated as if it is a decision of the education authority not to prepare a co-ordinated support plan. In these circumstances, the parent or young person can make a reference to the Tribunal regarding the education authority's decision not to prepare a co-ordinated support plan.

38. An education authority have 16 weeks, from the date they have notified the parent or young person that they intend to establish whether or not the child or young person requires a co-ordinated support plan, to inform the parent or young person of their decision either way. The date is the date on which information about the proposal is sent by the education authority. The education authority may ask an appropriate agency for advice. As noted in chapter 3 paragraph 18, the Appropriate Agency Request Period and Exceptions Regulations<sup>42</sup> made under the Act specify that appropriate agencies are expected to respond to requests for help within 10 weeks from the date the request is made by the education authority, subject to certain exceptions stated there. Within the 16 week timescale education authorities have to:

- seek and take account of the views and information provided
- consider whether the child or young person meets the criteria for having a co-ordinated support plan
- reach a decision
- notify the parents or young person of the outcome
- prepare the plan, if it has been established that one is required.

39. Where the education authority decide that a co-ordinated plan is required they must identify the educational objectives to be achieved, the support required and identify and liaise with the appropriate agencies and other persons that will provide the support. They must within the 16 week timescale produce a completed co-ordinated support plan as set out in the Co-ordinated Support Plan Regulations.

40. An education authority's proposal for establishing whether a co-ordinated support plan is required should also inform parents or young people about:

- the agencies, other departments of the authority and other people from whom the education authority propose to seek views, advice and information

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<sup>42</sup> The Additional Support for Learning (Appropriate Agency Request Period and Exceptions) (Scotland) Regulations 2005 (SSI 2005/26).



- any proposed assessments or examinations
- s8 ● their right to request particular assessment(s) relevant to the proposal
- s11 ● their right to provide advice and information relevant to the proposal
- s12 ● their involvement in the process
- a proposed timescale for the process
- their rights under the Act to make a reference to the Tribunal regarding the education authority's decision about whether or not a co-ordinated support plan is required
- their right to make a placing request if they disagree with the school nominated in any plan prepared.

41. The majority of children and young people being considered for requiring a co-ordinated support plan will previously be known to the education authority. Consideration for a co-ordinated support plan will have arisen from monitoring the child's or young person's additional support needs and his or her ability to benefit from the school education being provided. In most cases, education authorities would be expected to be able to reach a decision fairly quickly as to whether a co-ordinated support plan is required. There will be situations where reaching a decision will take longer, for example, where the child or young person has moved to the authority area from outwith Scotland and limited information is available, or where an appropriate agency cannot comply with a request for help quickly.

42. It will be in an education authority's best interests to ensure that the information about the proposal is as detailed as possible and that action is taken promptly to get the process underway, such as through contacting appropriate agencies, or others as appropriate, to seek and prepare to take account of information, advice or help. It is expected that the authority will have reached a decision and notified the parent or young person as soon as possible.

43. The statutory 16 week period ends on the date on which the education authority give the child's parents or the young person a copy of the completed co-ordinated support plan. This date is the date a copy of the co-ordinated support plan is sent by the education authority to the parent or young person by post and/or email. In good practice education authorities will confirm receipt of a co-ordinated support plan with the parent or young person. Alternatively, the statutory 16 week period ends on the date on which the education authority notify the child's parents or young person that they do not intend to prepare a co-ordinated support plan.

44. As in paragraph 32 above, if the authority have notified the parents or young person that they intend to establish whether or not a co-ordinated support is required and after 16 weeks have not made a decision on the matter either way then that failure will be treated as if the authority have decided that a co-ordinated support plan is not required. The parents and young person are able then to refer that decision to the Tribunal.

## Time limit exceptions

45. While an education authority will be expected to take all reasonable steps to ensure that the time limit is complied with, there will be circumstances outwith the education authority's control which make compliance impracticable. The Co-ordinated Support Plan Regulations<sup>43</sup>, therefore, set out the circumstances where it would be considered impracticable for an education authority to meet the usual 16 week timescale. The exceptions cover circumstances relating to both the establishing and preparing phases of the overall process. These include where:

- the child's parent or the young person has made a request for a particular type of assessment or examination and that cannot take place, or the results will not be available, before the end of the 16 week period
- the education authority have asked an appropriate agency or other persons for help and they have not been able to respond in time.

46. When an education authority become aware that the 16 week time limit is unlikely to be met, they must explain to the child's parents or the young person the reason for the delay and must set a new date for completion of the process. The Regulations require that the new time limit should not exceed the standard 16 weeks by longer than is reasonably necessary in the circumstances, which in any event must not be more than 24 weeks from the start date (see paragraph 38 above). This is to allow for the individual circumstances surrounding the delay to be taken into consideration and to allow an appropriate new timetable to be set in the light of these.

47. A parent or young person can make a reference to the Tribunal where, once it has been established that the child or young person does require a co-ordinated support plan, the education authority fail to prepare a plan by the 16 weeks statutory time limit unless one of the exceptions apply. Education [s18\(3\)\(c\)](#) authorities should have regard to this when considering applying any of the time limit exceptions. In some cases an education authority may have to proceed to reach a decision about the requirement for a co-ordinated support plan, or the actual content of a plan, on the basis of the information available.

### **What does a co-ordinated support plan contain?**

48. The Act and associated Co-ordinated Support Plan Regulations<sup>44</sup> set out the form and content for a co-ordinated support plan. The statutory parts of the plan and prescribed decisions, failure or information can be referred to the Tribunal for review. Plans must contain:

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<sup>43</sup> The Additional Support for Learning (Co-ordinated Support Plan) (Scotland) Amendment Regulations 2005 (SSI 2005/518).

<sup>44</sup> The Additional Support for Learning (Co-ordinated Support Plan) (Scotland) Amendment Regulations 2005 (SSI 2005/518).

[s9\(2\)\(a\)](#)

- the education authority's conclusions as to the factor or factors from which the additional support needs of the child or young person arise
- the educational objectives intended to be achieved taking account of those factors
- the additional support required to achieve these objectives
- details of those who will provide this support.

49. The plan must also contain:

[s9\(2\)\(b\)](#)  
[, \(c\)](#)  
[and \(d\)](#)

- the name of the school the child or young person is to attend
- the details of the person who will co-ordinate the additional support identified in the plan, or the details of any person nominated by the education authority to carry out the co-ordinator function, if not an education authority official
- the details of a contact person within the local authority from whom the parent or young person can obtain advice and further information.

50. The plan should be clear and succinct, and refer to needs that will, or are likely to, continue for more than a year. Short-term objectives would continue to be contained within personal learning planning or an individualised educational programme or other plan. In cases where there is an individualised educational programme or other planning approach in place, the co-ordinated support plan should refer to these but not duplicate the content of the plans unless this is required to meet the statutory requirements for the plan. Some may wish to use an individualised educational programme to break down objectives in a co-ordinated support plan into small steps to guide day-to-day learning and teaching. What is important is that the co-ordinated support plan contains those educational objectives which require the various forms of support to be co-ordinated if the educational objectives are to be achieved.

51. The co-ordinated support plan also contains other details in addition to those required by the Act and the Co-ordinated Support Plan Regulations<sup>45</sup>. These are:

- specified biographical and contact details of the child or young person
- specified contact details for the parents(s) or those adults who have, or share, responsibility for the care of the child or young person
- a profile - the purpose of this is to build a holistic pen picture of the child or young person. It should focus on the positive aspects of the child's/young person's life, for example, his/her skills and capabilities. It may also include information about the school attended or curriculum, other planning in place, his/her favourite activities, or how he/she likes to learn

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<sup>45</sup>. The Additional Support for Learning (Co-ordinated Support Plan) (Scotland) Amendment Regulations 2005 (SSI 2005/518).

- parents' and child's/young person's comments on any aspects of the co-ordinated support plan process as well as the plan itself
- a review timetable.

52. While the co-ordinated support plan details the factors giving rise to the child's or young person's additional support needs, the plan does not contain all the multi-agency reports, including assessment/examination reports that contributed to the education authority reaching these conclusions. How or where this information is kept or shared is a matter for all the professionals involved to consider while bearing in mind that some of this information may be sensitive or could cause distress to the child or young person or other family members. However, it is clearly important that the content of the plan is informed by these reports so that it takes good account of multi-agency views.

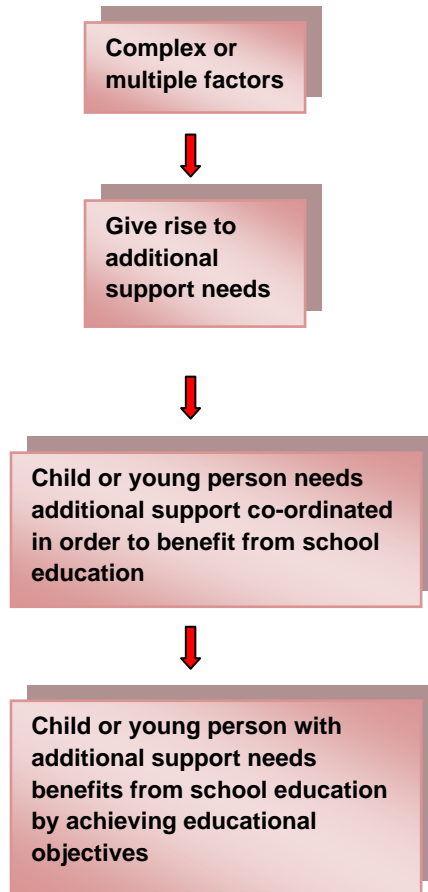
53. A co-ordinated support plan template containing guidance notes can be found at Annex B. It should be noted that the Regulations state that the plan must "...be in the form set out in the Schedule to these Regulations or a form substantially to the same effect..". In other words, education authorities have some scope to change how the co-ordinated support plan is presented provided the basic outline and purpose of the plan are maintained.

*The factors giving rise to additional support needs*

54. This part of the plan must state the complex factor or factors, or multiple factors giving rise to additional support needs. In some cases, the factors may be diagnostic terms such as autism spectrum disorder, learning disability or clinical depression. In other cases, the factor or factors may be more descriptive and related directly to the personal circumstances of the child or young person and family.

[s9\(2\)](#)  
[\(a\)\(i\)](#)

55. It should be clear from the assessment information which underpins the co-ordinated support plan what the complex and/or multiple factors are and how these are influencing the development of the child or young person and his/her ability to benefit from school education. All the complex and/or multiple factors involved should be stated in the co-ordinated support plan. The factors triggering the requirement for a co-ordinated support plan need to have, or be likely to have, a significant adverse effect on the school education of the child or young person.



### Educational objectives

s9(3) 56. The co-ordinated support plan is designed to enable children or young people to work towards achieving their educational objectives within the meaning of the Act. School education, within the meaning of the Act, includes, in particular, education directed towards the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential. Educational objectives should be set to secure that the child or young person benefits from the school education provided or to be provided. The objectives will cover relevant experiences beyond the classroom including those in the community, for example. They should be viewed in the widest sense as encompassing a holistic view of the child or young person. They should be specific to the child or young person and his or her additional support needs.

57. Educational objectives, for example, may include those required for personal and social development or for health and wellbeing. For some children or young people, legitimate educational objectives could be, for example, learning to travel independently or learning particular social skills concerned with, say, feeding or dressing. What is important is that the plan contains those educational objectives which require the various forms of support to be co-ordinated if the educational objectives are to be achieved. For example, a teacher and speech and language therapist may need to ensure

their support is well co-ordinated if the educational objectives to be achieved are related to improving the communication skills of a child with an autism spectrum disorder; a teacher and residential social worker may need to work together to ensure that a child looked after away from home is able to complete schoolwork assignments outwith school.

58. The educational objectives in the co-ordinated support plan must take account of the factor or factors giving rise to the child's or young person's additional support needs. The objectives will require the co-ordination of services if they are to be achieved. Children and young people will always be working to achieve other learning outcomes which are not documented in the plan and these will be outcomes which do not depend, for their achievement, on the level of co-ordination of support required by the plan. For example, a particular child with a co-ordinated support plan may have intended learning outcomes set for, say, language and mathematics and, apart from the usual support from the family, the school may feel that these will be achieved without any support from other agencies. These learning objectives will be documented through other school planning arrangements such as personal learning planning, an individualised educational programme, or another approach used by the school and will not be listed in the co-ordinated support plan.

59. **Decisions about what are appropriate educational objectives to be achieved to enable the child or young person to benefit from school education should be taken independently of the additional support required to achieve these objectives and should be informed by the assessment information available.** The starting point should be to establish what it is reasonable to expect the child or young person to achieve over the course of the next year, taking account of the assessment information available. The objectives should be described in terms that are specific enough to enable the education authority, and the other agencies involved in supporting the child or young person, to monitor and review progress over time. However, they should not be so overly specific that they narrow and constrain what should be learned. **When setting an objective, a question that needs to be answered is "How will we know the objective has been achieved?"** Since each co-ordinated support plan has to be reviewed on, at least, an annual basis then the objectives should be those which can be achieved in a year approximately or for which progression milestones will be identifiable within the year.

60. Annex C contains some examples of educational objectives. Those drawing up the educational objectives will find it useful to consider as a starting point the *Experiences and Outcomes in Curriculum for Excellence* because these apply across all schools in Scotland and are relevant for all children and young people as they pursue their school education.

### The additional support required by the child or young person

s9(2)(a)  
(iii)

61. The co-ordinated support plan must describe the additional support required to achieve the educational objectives stated. This support should include any short-term support provided so that its impact on the achievement of the educational objectives can be determined. The additional support will cover teaching and other staffing arrangements, appropriate facilities and resources, including information and communications technology, and any particular approaches to learning and teaching. It will also include any provision made outwith the educational setting but which will contribute to the child or young person achieving his/her educational objectives. The statement of support to be provided should be clear and specific and, wherever possible, should be quantified. Everyone should understand and be clear about what is being provided and why it is being provided. Statements such as “learning support as necessary” or “speech and language therapy as required” are too vague to be helpful. Statements such as the following provide a clearer idea about what is being provided:

- a named voluntary agency commissioned by social work services to provide group work in school for two hours per week, approximately, for one term
- attendance at a day mental health hospital facility for three afternoons a week continuing during school holidays.
- speech and language therapist and classroom assistant will provide weekly therapy within a small group setting for six weeks followed by a specific programme being supported within the mainstream curriculum by the teacher and classroom assistant with a review of outcomes at the end of term.

### The persons by whom the support is provided

s9(2)(a)(iv)

62. The plan must state the “persons” who should be providing the support. What is meant here are the agencies or professions providing the support, not the actual names of individuals. So, for example, terms such as “visiting teacher of the deaf”, “speech and language therapist”, “social worker”, “clinical psychologist”, and “Skills Development Scotland” are acceptable terms. It is neither desirable, nor necessary, to name, for example, the speech and language therapist, since while personnel may change the additional support provided need not.

### The nominated school

s9(2)  
(b)

63. The plan must state the name and address of the school it is intended that the child or young person will attend. If a child or young person is being educated at home under arrangements made by the education authority the plan must state this.

### The details of the person providing advice in the education authority

s9(2)(d) 64. The plan must state the name, address and telephone number of the person in the education authority responsible for providing advice and further information about the co-ordinated support plan to parents and young people.

### The contact details of the co-ordinator

s9(2)(c) 65. The plan should state the name, address and telephone number of the person responsible for co-ordinating the provision. The authority can arrange for another person to discharge their co-ordination responsibility and, if so, must provide their nominee's contact details.

### Role of co-ordinator

66. The co-ordinator is the person responsible for monitoring provision to ensure that the services required to deliver the additional support identified in the co-ordinated support plan are in place for the child or young person and for taking action to secure services when necessary. The co-ordinator may be the lead professional working with the family under the *Getting it right for every child* approach. Once a plan has been agreed, the co-ordinator should ensure that parents, young people and all those involved in providing additional support know what is required of them under the plan. The Co-ordinated Support Plan Regulations make provision for necessary information sharing between appropriate agencies and other parties to enable each to do their part in delivering the necessary support to meet the needs of the child or young person. The co-ordinator and anyone intending to share personal information about the child, young person or their family must consider how the Regulations and the wider legal framework for information sharing apply in each individual case.

67. The co-ordinator should be aware of the objectives set out in the plan and be closely involved in working with the team who support the child or young person. The co-ordinator should know the procedures to follow if there is a break in the delivery of necessary services to fulfil educational objectives. For example, if support from external services breaks down due to staff ill health or absence, the co-ordinator must then liaise with the relevant agency to seek to ensure a replacement of services without undue interruption to the provision of those services.

s18(3)(d) (iii) 68. The co-ordinator should note that the Act, as amended, enables parents and young persons to make references to the Tribunal where there is a failure by the education authority to provide, or make arrangements for the provision of, the additional support contained in a co-ordinated support plan which is necessary for the child or young person to achieve their educational objectives. s19(3) The Act, as amended, enables the Tribunal to require the education authority to take action to rectify the



failure by the authority to provide, or make arrangements for the provision of, the additional support contained in a co-ordinated support plan which is necessary for the child or young person to achieve their educational objectives. It also enables the Tribunal to specify a timescale within which such action must be taken.

*The role of the co-ordinator*

Danny is 10 years old and is looked after away from home and placed with foster carers. He exhibits behaviour difficulties in all situations and requires a high degree of co-ordinated support, for which a co-ordinated support plan is in place.

Danny's attendance at school is becoming increasingly erratic and he displays increasingly confrontational behaviour in class, leading to the possibility of exclusion from school. His class teacher asks his co-ordinator to find out if there is anything happening in Danny's home-life that may be affecting him. The co-ordinator's enquiries of colleagues in the multi-agency team reveal that the family support package has broken down following the departure of his social worker. The co-ordinator contacts the local social work manager and highlights the current difficult situation stressing the need for urgent support.

As an interim measure, the social work manager arranges for Danny to receive support from a children's service worker who has a base at the school. The worker is able to work on a one to one basis with Danny with the aim of calming him down sufficiently, to return to his mainstream class. The school also increases the level of in class support from a classroom assistant. The co-ordinator has arranged to meet with the social work manager in a month's time to review the situation.

69. In addition, the co-ordinator should:

- maintain regular contact with the child or young person and his/her family
- be familiar with the school within which the child's or young person's needs are met
- have a working knowledge of relevant service policies and practices
- have experience of working with children and young people with additional support needs

- have experience of compiling and implementing educational support plans (e.g. individualised educational programmes) or health and care plans
- understand the roles and ways of working of other agencies so that partnership working is seen as core business.

### Who can be a co-ordinator?

70. The education authority will appoint a co-ordinator, and this person could be from any agency contributing to the plan, but need not be. The choice of co-ordinator will depend on the nature of the additional support needs and the provision to be put in place for the child or young person. The Act does not require the education authority to have the parent's or young person's agreement to the person appointed as co-ordinator. However, it would be difficult to envisage how a co-ordinator could fulfil his/her role without having the confidence of the parent or young person. Education authorities should seek and take account of the views of the parent, child and young person when considering appointment of the co-ordinator. The co-ordinator may change in the light of circumstances, for example at transition from one stage of education to another. Where practicable, changes should be kept to a minimum. Where the co-ordinator does change, the co-ordinated support plan must be amended and details circulated. The parent or young person should receive a copy of the updated plan.

71. There are several stages in the preparation of a co-ordinated support plan. These include the discussion which results in the decision to prepare a co-ordinated support plan, the drawing up of the plan, the authorisation of the plan and the co-ordination to ensure the services are available. The co-ordinator could be appointed at any of these stages depending on the procedures in the local authority. Throughout the parent, young person or child should be kept fully informed as to the name and contact details for the person responsible for drawing up the plan, see flowchart following paragraph 34.

### **Review of the co-ordinated support plan**

72. The Act requires that the education authority responsible for the school education of child or young person must keep under consideration the adequacy of each co-ordinated support plan and must formally review each plan at least every 12 months, making appropriate amendments, as necessary. The education authority must have completed the review within 12 weeks of the expiry date which is the anniversary of the date on which the plan was prepared unless any of the various exceptions apply as prescribed in the Co-ordinated Support Plan Regulations<sup>46</sup>. A failure to carry out the review and to meet statutory timescales can be referred to the Tribunal.

s10(2)

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<sup>46</sup> Regulation 7 - The Additional Support for Learning (Co-ordinated Support Plan) (Scotland) Amendment Regulations 2005 (SSI 2005/518)

73. Education authorities should ensure that an appropriate review schedule is in place for each plan and that the appropriate agencies, and parents or young person, receive sufficient advance notice of review meetings as appropriate. Paragraphs 8 and 9 of this chapter describe the requirements where a child or young person is receiving school education in an education authority other than the one for the area to which the child or young person belongs.

74. Authorities may carry out a review earlier than 12 months if they feel it necessary or expedient to do so because of a significant change in the child's or young person's circumstances since the plan was prepared or last reviewed. Alternatively a child's parents or the young person may request a review before 12 months have elapsed and authorities must meet this request unless the request is unreasonable. An education authority has 4 weeks to respond to a request from a parent or young person to review a co-ordinated support plan (or 12 weeks where the request is made during a school holiday period of 4 weeks or more). Education authorities should give clear guidance to schools and their staff in this regard. Where, an education authority refuse a request under the Act, they must inform the person who made the request and provide reasons for their decision. They must also inform the person of the right to refer this refusal to the Tribunal.

[s10\(4\)](#)

[s18\(3\)\(d\)](#)  
[\(iv\)](#)

75. Before proceeding with any review, the education authority must notify the child's parents or the young person of their proposal and ask them for their views. Parents should be notified about what is likely to happen during the review, such as consideration of:

[s11\(1\), \(2\)](#)  
[and \(3\)](#)

- how far the educational objectives have been met
- the child's or young person's additional support needs
- the setting of new educational objectives, the support required and the agencies responsible for providing it.

76. The parents should also be informed of their right to request an assessment if they feel that what the authority is proposing does not include a particular assessment which they may feel is necessary. For example, a particular child may be receiving support from a physiotherapist and speech and language therapist. The parents may feel that an assessment by an occupational therapist and a clinical psychologist would be helpful and they could request the education authority to arrange this.

[s8\(1\)\(a\)\(ii\)](#)  
[and \(b\)](#)

77. Monitoring and review arrangements should be agreed amongst the professionals working with the child or family. A person who has regular contact with the child may be identified by the team to help the family to get the most out of the process. The co-ordinated support plan co-ordinator or contact person also has a role to play.

78. Following a review, the education authority must notify the child's parents, or the young person, of the outcome and of their rights to make a reference to the Tribunal. If the plan has been amended as a result of the review (or subsequent to a requirement made by the Tribunal), the education authority must give a copy of the amended plan to the child's parents or the young person as appropriate. The authority must then ensure that:

[s11\(5\)](#)

- the additional support they have to provide, as recorded in the plan, is provided, insofar as they have the power to do this
- the additional support others have to provide, as recorded in the plan, is provided, insofar as they have the power to do this
- the support above is co-ordinated
- all providing the support are informed about what the amended plan contains and the implications of this for them.

79. The Act, as amended, provides the President of the Tribunal with the power to monitor the implementation of Tribunal decisions. Following a decision of a Tribunal that requires an education authority to do anything, the President of the Tribunal may require the authority to provide him/her with information about the authority's implementation of the Tribunal decision. This includes information about whether an authority has amended a co-ordinated support plan as required by a Tribunal and carried out the action in paragraph 78 above.

Sch 1  
11A

80. The Act also provides the President with the power to refer the matter to the Scottish Ministers where the President is satisfied that the authority are not complying with the Tribunal decision. The President may issue directions to the Tribunals in connection with the exercise by the President of that power. The Scottish Ministers, in turn, have the power to direct an education authority (or authorities) regarding the exercise of their functions under the Act. Authorities must comply with such a direction. For example, if an authority has failed to amend a co-ordinated support plan following the decision of a Tribunal then it can be directed to do so by the Scottish Ministers.

Sch 1  
11A and  
12

[s27\(9\),  
\(10\) and  
\(11\)](#)

81. The arrangements described in paragraphs 75 and 78 for notifying parents and the young person about reviews and their outcomes apply also to the managers of independent or grant-aided schools where an authority have responded to their request to establish whether a child or young person would require a co-ordinated support plan if the education authority were responsible for the child or young person's school education

## **Custody, Transfer, Disclosure, Discontinuance, Preservation and Destruction of the co-ordinated support plan**

82. Specific provisions for the custody, transfer, disclosure and discontinuance of co-ordinated support plans are contained in the Co-ordinated Support Plan Regulations<sup>47</sup>. In the case of a co-ordinated support plan for a young person, requirements in the Regulations to notify the young person or obtain his or her consent are satisfied by notifying or obtaining the consent of his or her parents where the education authority considers that the young person does not have the capacity (understanding) to consent.

### Custody of the co-ordinated support plan

83. The education authority must keep a copy of a co-ordinated support plan, which they prepared, in a place the authority consider appropriate. This would normally be in the appropriate department at the authority's headquarters. The Act provides for a child's parents or the young person to receive a copy of the plan. However, they must also be told where they can inspect free of charge the authority's copy during normal business hours.

84. A copy of a co-ordinated support plan must also be kept at the school attended by the child or young person. How it is kept is a matter for the school to decide bearing in mind that it is a confidential document and should not be disclosed to anyone other than those authorised to see it or have copies of, or extracts from, it. The co-ordinated support plan will inform classroom planning and practice for the individual child or young person and forms part of the child's or young person's Pupil Progress Record.

### Transfer of the co-ordinated support plan

85. When a child or young person with a co-ordinated support plan transfers, without any immediate intention of returning, from a school under the management of one education authority to a school under the management of another education authority, the education authority which prepared the co-ordinated support plan must<sup>48</sup> transfer it to the new education authority. This transfer must take place within 4 weeks from either the date of departure notified on which the child or young person will be moving or, if the child or young person has already left the area, from the date the original education authority become aware the move has taken place. This duty applies whether the transfer is a result of a successful placing request or where the child's parents (and child) or young person have moved to reside in the area of another local authority.

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<sup>47</sup> The Additional Support for Learning (Co-ordinated Support Plan) (Scotland) Amendment Regulations 2005 (SSI 2005/518).

<sup>48</sup> The Additional Support for Learning (Co-ordinated Support Plan) (Scotland) Amendment Regulations 2005 (SSI 2005/518)

86. As soon as the plan is received, the new education authority must treat the plan as if they had prepared it and use it as the basis to provide for the child's or young person's additional support needs under the Act. As soon as reasonably practicable, the new education authority must notify the parents or, as appropriate, the young person of the transfer of the plan and inform them that, in future, responsibility for the co-ordinated support plan and for providing for the additional support needs of the child or young person rests with the new education authority. The new education authority must also inform the parents or young person about the co-ordinator within, or appointed by, the new education authority and the person within the new authority, from whom the parent or young person can obtain advice and further information. Where the young person lacks the capacity to understand this information then his/her parents should be provided with it. In addition, any persons mentioned in the plan as providing support to the child or young person should be notified that the plan has been transferred to the new education authority and they must be provided with the same information provided to the parents or young person, as above.

s12(3A)

87. The Act, as amended, requires that where a child or young person with a co-ordinated support plan transfers to a school in the new authority, as a result of a placing request or simply because the parents have changed their home address, then the new authority are under a duty to seek and take account of information and advice from the education authority from which the co-ordinated support plan was transferred as well as from any agencies or persons involved in providing support under the co-ordinated support plan prior to its transfer. This ensures that the new authority and the previous authority responsible for the school education of the child or young person are in contact and that the new authority have all the information necessary from the previous authority and the agencies previously supporting the child or young person. This should aim to make the transition from one authority to another as smooth as possible.

s10(1)

88. Where the transfer of the co-ordinated support plan has arisen because the child's parents (and child) or young person have moved to reside in the area of another local authority, then that local authority may, in good practice, wish to review the plan as soon as practicable, taking account of the provision in section 10 of the Act and in the Regulations. However, the position is different if the transfer of the plan has resulted from a successful out-of-area placing request. In these circumstances, the new host education authority **are under a duty** to review the plan. The Act, as amended, requires the new host authority to carry out a review of the co-ordinated support plan as soon as practicable after the date of any transfer of the co-ordinated support plan from the home authority to the host authority. Once the host authority have received the plan from the home education authority they must notify the child's parents or young person (or the young person's parents if he/she lacks the capacity to understand the information) that they propose to review the plan. This notification must take place as soon as reasonably practicable after they have received the plan from the home education authority. The home education authority then have 12 weeks from that date to conduct the review, unless it is

s10(5A)

not possible to meet this timescale as a result of the circumstances described in the Co-ordinated Support Plan Regulations.<sup>49</sup>

89. When a child or young person who has had a co-ordinated support plan in Scotland subsequently moves to England, Wales or Northern Ireland, the education authority which prepared the plan can disclose the plan or extracts from it to the relevant authority for that area, where the original authority considers it necessary to do so in the interests of the child or young person to whom the plan relates. Although the education authority do not have to seek the consent of the child's parents or the young person, it is recommended that they notify the parents or young person of their intentions.

#### Disclosure of the co-ordinated support plan

90. The co-ordinated support plan is a confidential document but for it to be effective, and by its very nature, the plan or information in it will require to be shared with a range of people. While consideration must be given to the effect sharing certain information may have for the child or young person and their family the co-ordinated support plan should not be a document that is locked away and rarely referred to. As a strategic planning document it should be used and referred to on a regular basis.

91. When education authorities prepare or amend a co-ordinated support plan they must tell the people involved in providing additional support for the child or young person about matters in the plan as they consider appropriate.

92. However, there will be certain persons who would require to have a copy of the actual plan or extracts from it depending on different circumstances. The child's or young person's teacher will need a copy of the plan to help inform planning and monitoring of progress. The appropriate agencies and other persons providing support to help meet the educational objectives may only require to have the part of the co-ordinated support plan containing that information. Education authorities will have to make these decisions based on the individual circumstances of the child or young person.

93. In addition to those providing additional support to the child or young person, the Co-ordinated Support Plan Regulations<sup>50</sup> set out those persons to whom education authorities can disclose a co-ordinated support plan or extracts from it without seeking the consent of the child's parents or the young person. These include:

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<sup>49</sup> Regulation 7 - The Additional Support for Learning (Co-ordinated Support Plan) (Scotland) Amendment Regulations 2005 (SSI 2005/518)

<sup>50</sup> The Additional Support for Learning (Co-ordinated Support Plan) (Scotland) Amendment Regulations 2005 (SSI 2005/518)

- those people the education authority think it necessary in the interests of the child or young person
- the person who will act as the co-ordinated support plan co-ordinator where that is not an education authority officer
- members of HM Inspectorate of Education
- the Principal Reporter.

94. In terms of good practice, however, it is recommended that education authorities notify parents or young people of their intention to share the plan or extracts and their reasons for disclosure. In making decisions about who should receive a copy of, or extracts from a co-ordinated support plan, education authorities must have regard to not only the Regulations but to the wider legislative framework that covers sharing information, such as the Data Protection Act 1998. Different legislation may apply depending on the individual circumstances of the child or young person, such as whether or not they have social work or health needs. The Resources section contains sources of guidance on information sharing.

95. In all other circumstances, education authorities must not disclose a co-ordinated support plan or extracts from it without first seeking the consent of the parents or young person. Education authorities should reserve the right to request the return of any copies or extracts of co-ordinated support plans.

#### Discontinuance, preservation and destruction of the co-ordinated support plan

96. Where a co-ordinated support plan is to be discontinued following a review, or where the education authority are no longer responsible for the child's or young person's school education, the discontinued plan must be preserved for a period of 5 years from the date of discontinuance which date must be noted on the plan.

97. If the plan is to be discontinued following a review, the education authority must inform the parents or young person of their decision. The education authority must not discontinue the plan before the expiry of the 2 month period parents and young people have in which to refer the decision to a Tribunal.

98. At the end of the 5 year period the co-ordinated support plan must be destroyed. The education authority should notify the parents or young person that this has happened as soon as reasonable practicable. It may be that after 5 years the whereabouts of the parents or young person are not known. If that is the case, the education authority should take reasonable steps to obtain contact details.



99. Where a Tribunal overturns the education authority's decision to prepare, or continue, a co-ordinated support plan, the education authority must notify the child's parents or the young person when the plan will be discontinued and ask them to let the authority know within 21 days whether they want it to be preserved for a period of 5 years or not. If the answer is yes then the plan must be preserved. If the answer is no, or there is no response, the education authority must destroy the plan and let the parents of the young person know this has happened.

100. During the period that the co-ordinated support plan is preserved, the arrangements for disclosure described in paragraph 90 to 95 above continue to apply.

## **Getting it right for every child and the co-ordinated support plan**

### The *Getting it right for every child* approach

101. In the *Getting it right for every child* approach, any child or young person who requires additional help should have a plan to address his/her needs and improve his/her wellbeing. This may be a single agency plan such as, for example, in education where a child may have an individualised educational programme because he/she needs support to overcome a learning difficulty. When two or more agencies are involved there will be a multi-agency "child's plan" co-ordinated by a lead professional.

102. Where necessary *Getting it right for every child* integrates and co-ordinates plans developed by different agencies. It looks to practitioners to work in accordance with legislation and guidance but also expects agencies to think beyond their immediate remit, drawing on the skills and knowledge of others as necessary and thinking in a broad, holistic way<sup>51</sup>. For example, a care plan for a child looked after by the local authority, a health care plan, or an individualised educational programme should be incorporated within the child's plan where the child's or young person's circumstances require this. An individual child or young person may have an action plan which incorporates the educational objectives in the co-ordinated support plan but which goes beyond these to address other aspects the child's or young person's development such as are encompassed by the *Well-being Wheel* as described in chapter 3. This means that a review of the child's plan avoids multiple meetings to review separate plans.

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<sup>51</sup> See Guidance on partnership working between allied health professions and education. <http://www.scotland.gov.uk/Topics/Education/Schools/welfare/partnershipworking>

103. Every plan, whether it is single or multi-agency, should in the *Getting it right for every child* approach include and record:

- reasons for the plan
- partners to the plan
- the views of the child or young person and their parents or carers
- a summary of the child or young person's needs
- what is to be done to improve a child or young person's circumstances
- details of action to be taken
- resources to be provided
- timescales for action and for change
- contingency plans
- arrangements for reviewing the plan
- lead professional arrangements where they are appropriate
- details of any compulsory measures if required.

#### Links with the co-ordinated support plan

104. The co-ordinated support plan is an educational plan which involves, and notes the commitments by, other agencies in providing significant additional support to enable the child or young person to benefit from education. It needs to be included along with the child's plan (or be readily extractable from the child's plan) as a stand alone document. The date of the co-ordinated support plan is based on the date it is sent to parents and young person where appropriate. Education authorities must be able to produce this stand alone document to demonstrate adherence to legally specified processes and timescales and also because copies have to be made available to a range of people including parents, children, young people, HM Inspectors of Education, the Tribunal and those whom the authority think should see the plan.

105. Clearly there are significant similarities between the contents of the child's plan and the co-ordinated support plan. However, one important difference is that the co-ordinated support plan is concerned with the additional support a child or young person requires in order to benefit from education. The child's plan, however, potentially covers a wider range of issues related to promoting a child's or young person's wellbeing and it will, therefore, refer to matters not contained in the co-ordinated support plan such as, for example, issues relating to compulsory care measures or child protection. However, it is important that the process of developing the co-ordinated support plan is integrated fully with the planning and review of the child's plan so that, for example, the annual review of the co-ordinated support plan dovetails with the review of the child's plan and so that assessment is carried out in a holistic way as illustrated by the *My World Triangle* in Chapter 3. As noted in paragraph 66, the co-ordinator may be the lead professional working with the family under the *Getting it right for every child* approach.

## Chapter 6

### **TRANSITIONS**

1. School education is organised in such a way that all children and young people experience transitions as they move through the various stages of schooling. These transitions include entry to pre-school provision, transfer to primary school and through the different stages of primary and secondary school and, in particular, to post-school provision. Some may experience changes in their school education at other times with a transfer to another school or a break in their school education. Early or timely planning is required to ensure continuity and progression between stages or breaks in education. This chapter considers the requirements on education authorities and others under the Act in relation to transitions.

2. Some changes in school education may involve irregular transition experiences through, for example, exclusions and permanent school closures. Where these involve a child or young person with additional support needs, the education authority and other agencies should take account of the way these changes affect the provision of the additional support required by the child or young person.

### **Planning for changes in school education**

3. Education authorities should have appropriate arrangements in place to ensure that changes in school education for all children and young people can be as smooth as possible. Effective planning helps to promote shared understanding and close communication among all relevant persons and above all helps to ensure that any required action is co-ordinated appropriately. An education authority's routine arrangements should enable schools to provide sufficient support for the majority of children and young people faced with changes in school education. In some circumstances, education authorities will require to involve other agencies to ensure that the transition process is effective for certain children and young people with additional support needs. In particular, the duties of appropriate agencies in helping the education authority to fulfil their duties under the Act are explained in chapter 3, paragraphs 11-29.

4. The Act is supported by the Changes in School Education Regulations which are referred to here<sup>52</sup>. The Regulations specify the action that the education authority must take at various transition points in a child's or young person's school career.

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<sup>52</sup> The Additional Support for Learning (Changes in School Education) (Scotland) Regulations 2005

5. There will be some circumstances where transition planning is taking place alongside a parental placing request for a particular school and this can, potentially, lead to difficulties in meeting the timescales for transition planning and/or resolving any placing request difficulties. The timescales for transition planning set out in the Act refer to the **latest times** by which a particular stage of the transition planning process should have been completed. For example, for a child with additional support needs transferring from primary to secondary school, to whom the transition arrangements apply, then **no later than 12 months before** the child is due to start secondary school the education authority must seek and take account of information and advice from appropriate agencies or others. However, in many cases it will be better to start this process earlier than 12 months before the expected transfer date to allow all those involved sufficient time for planning and this should help to avoid difficulties over timing with transition arrangements. Similarly, with planning for post-school placements it will often be better to start the transition planning much earlier than the latest timescale required by the Act, perhaps even in the early years of secondary school, so that there is sufficient time for post-school planning.

6. Transition planning needs to be co-ordinated by one person and when there is multi-agency involvement then a lead professional should be involved.

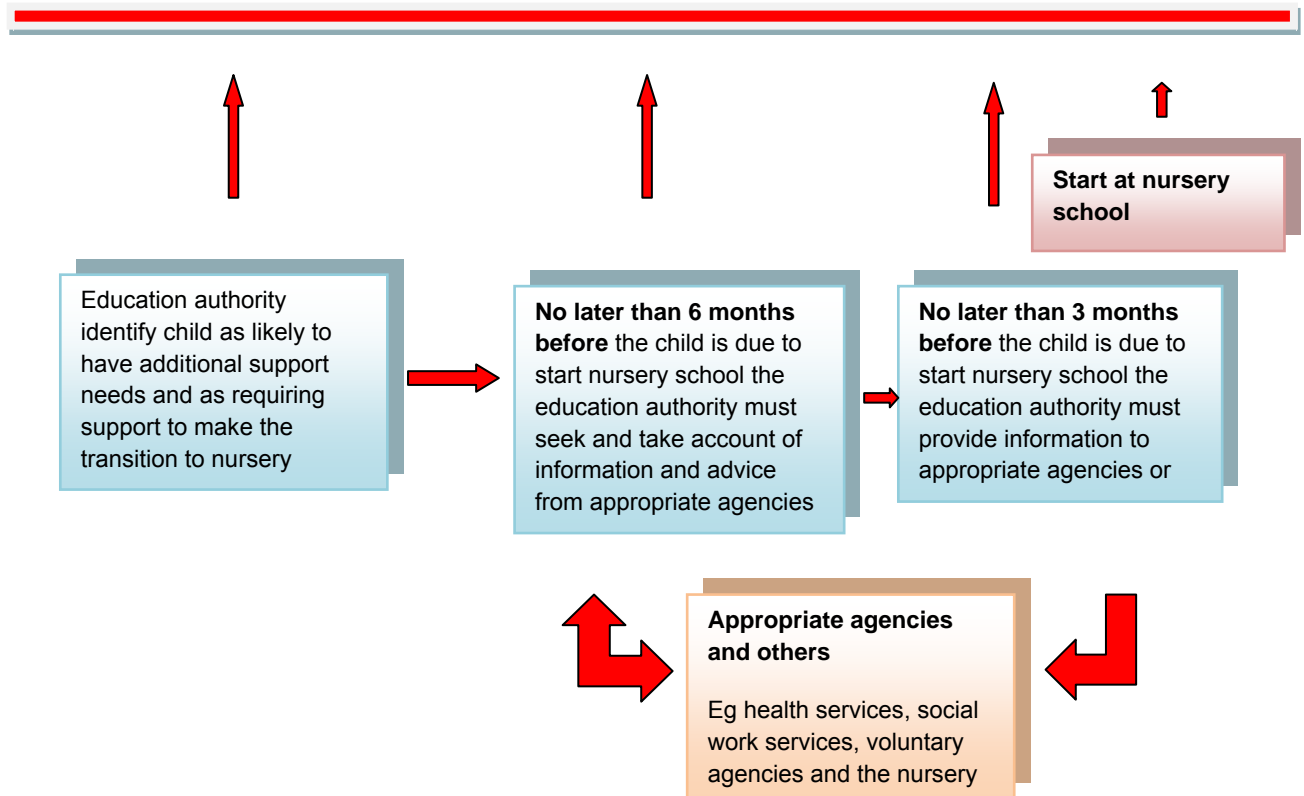
7. It should be noted that in setting out below the duties and arrangements for transitions the education authority have some discretion about the particular children or young people to whom these duties apply under the Act. The reason for this is that it would be burdensome and unnecessary to apply these duties and arrangements to **every** child and young person with additional support needs given that some additional support needs may be transitory and/or relatively minor. It will be for those working with the child taking into account the views of the parents and child, and the particular circumstances, to decide whether the duties described below apply; young people have the same rights as parents under the Act. Education authorities will wish to consider for each child or young person with additional support needs whether the transitional duties should apply. It is anticipated that the transitional duties will certainly apply to all those children and young people with additional support needs where one, or more, of the following circumstances apply. They:

- have a co-ordinated support plan
- are in a specialist placement such as a specialist unit or a day or residential special school
- have additional support needs arising from a disability within the meaning of the Disability Discrimination Act 1995
- are otherwise at risk of not making a successful transition.

[Reg 3  
\(2\)\(a\)](#)

## Starting nursery school

### Timeline



8. Before they start receiving school education in pre-school provision some children will have been identified as being likely to require additional support to enable them to benefit from school education. This school education may be provided in a school under the management of an education authority or, where an education authority have entered into arrangements with an establishment to provide school education, in a partnership nursery. In these circumstances, the Regulations require that the education authority must seek and take account of relevant advice and information from appropriate agencies and other persons before the child is expected to begin receiving school education. The appropriate agency most likely to be involved is an NHS Health Board. Advice should also be sought from the authority's own social work services, if necessary, and from the pre-school provision or nursery school to which the child will transfer.

[Reg 3 \(1\) and \(2\)](#)

9. The education authority should take the above steps **no later than 6 months** before the child is due to start at the pre-school provision; they may do it earlier if they wish. However, if they only become aware of the circumstances less than 6 months before the child is due to start at the pre-school provision then they should take action as soon as possible.

10. The requirement to seek relevant information and advice applies to such agencies and other persons as the authority consider appropriate (see paragraph 7 above). That is, the authority have discretion about whether or not to engage with an appropriate agency regarding a particular child. Where the education authority seek advice and information from appropriate agencies or other persons then the Regulations require the education authority also to seek and take account of the views of the child (unless the child lacks the capacity to express a view) and the child's parent before starting school. The education authority have the discretion about whether or not to seek the views of a particular child and clearly it may be considered that a very young child lacks the capacity to provide an informed view and should, therefore, not be asked for one. Advice on working with children and families is considered in more detail in chapter 7.

[Reg 3  
\(2\) and  
\(4\)](#)

11. The advice and information is relevant where it is likely to assist the education authority in:

[Reg 3 \(3\)](#)

- establishing the child's additional support needs
- determining the provision of additional support required
- considering the adequacy of the additional support provided.

12. No later than 3 months before the child is due to commence at pre-school provision the education authority must inform these agencies about:

[Reg 4](#)

- the date education is due to commence
- the child's additional support needs
- the additional support provided to the child during the 3 months immediately prior to providing the information to the appropriate agency.

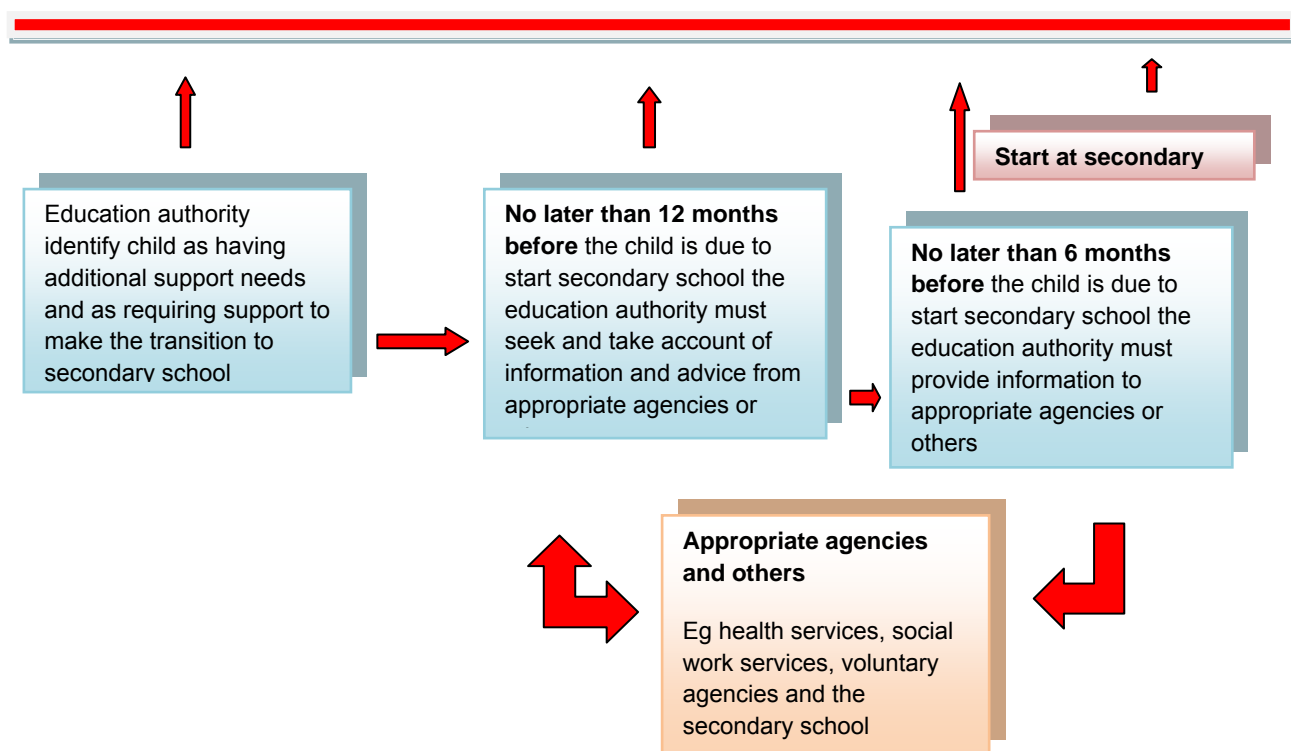
13. As above, if they only become aware of the circumstances less than 3 months before the child is due to start at the pre-school provision then the education authority should take action as soon as possible.

14. The education authority must seek the consent of the child's parents before passing on information. Copies of any information passed on to an appropriate agency should be sent to the parents at the same time as it is sent to the appropriate agency.

[Reg 4  
\(4\)](#)

## Pre-school to primary school; primary school to secondary school

### *Timeline: primary to secondary school*



15. The above duties in paragraphs 8 -14 apply also to children with additional support needs transferring from **pre-school provision to primary school and from primary school to secondary school. The timeline above for primary school to secondary school applies equally to these other transition and to the ones described in paragraph 16.** However, the timescales are different. The duty to seek and take account of relevant information and advice from appropriate agencies or other persons should be completed **no later than 12 months** before the change of school is anticipated, not 6 months as above. The advice and information is relevant where it meets the criteria set out in paragraph 11. The duty to provide information should be completed **no later than 6 months** before the anticipated change of school, not 3 months as above, and the information to be provided is as set out in paragraph 12. As above, if the education authority cannot meet these timescales because they were not made aware of the proposed change in school education in time then they should take steps to fulfil the requirements as soon as possible.

[Reg 3](#)

[Reg 4](#)

16. Where an education authority transfer a child with additional support needs to another school under their management, or where there are arrangements proposed for the child to transfer to a school in another local authority, then the above duties also apply, whether or not a placing request is involved. Where a placing request is involved, an appropriate agency involved would be the local authority managing the school to which the child was due to transfer.

[Reg 3](#)

[Reg 4](#)

17. As above, where the education authority seek advice and information from other appropriate agencies or other persons then the Regulations require the authority also to seek and take account of the views of the child (if the child is able to express a view) and the child's parent before starting the new provision. The education authority must also seek the consent of the child's parents before passing on information to an appropriate agency. Copies of any information passed on to an appropriate agency should be sent to the parents at the same time as it is sent to the appropriate agency. Young people have the same rights as parents under the arrangements for transitions, in particular with regard to giving consent for the sharing of information regarding their additional support needs.

#### Co-ordinated support plan

18. There are particular requirements applying to children and young people with co-ordinated support plans who transfer from a school in one authority to a school in another authority either as a result of a placing request or because of a change of residence. These are referred to in chapter 5, paragraphs 85-89.

#### Good practice

19. Education authorities should take account of the following principles of good practice whenever a child or young person with additional support needs is approaching a transition point in their school education:

- transition planning should be embedded within the education authority's policies and procedures for additional support needs and the more universal policies and procedures for children and young people
- other agencies, such as health and social work services, Skills Development Scotland (Careers), further education colleges and institutions of higher education should also be involved in transition planning where required
- the child's or young person's views should be sought and taken into account when discussing changes in school education
- parents should be part of the planning process, and their views should be sought, and taken account of, and they should receive support, as required, during the transition process
- early consultation should take place with the school or post-school provision, which the child or young person will be attending
- schools should plan to ensure that the necessary support is in place for children and young people who have additional support needs to help them through the transition phase to their new school or provision
- professionals from all agencies working with the child, young person and family should plan in good time for transition to future services
- transition should be co-ordinated by a relevant person known to the child or young person and their family

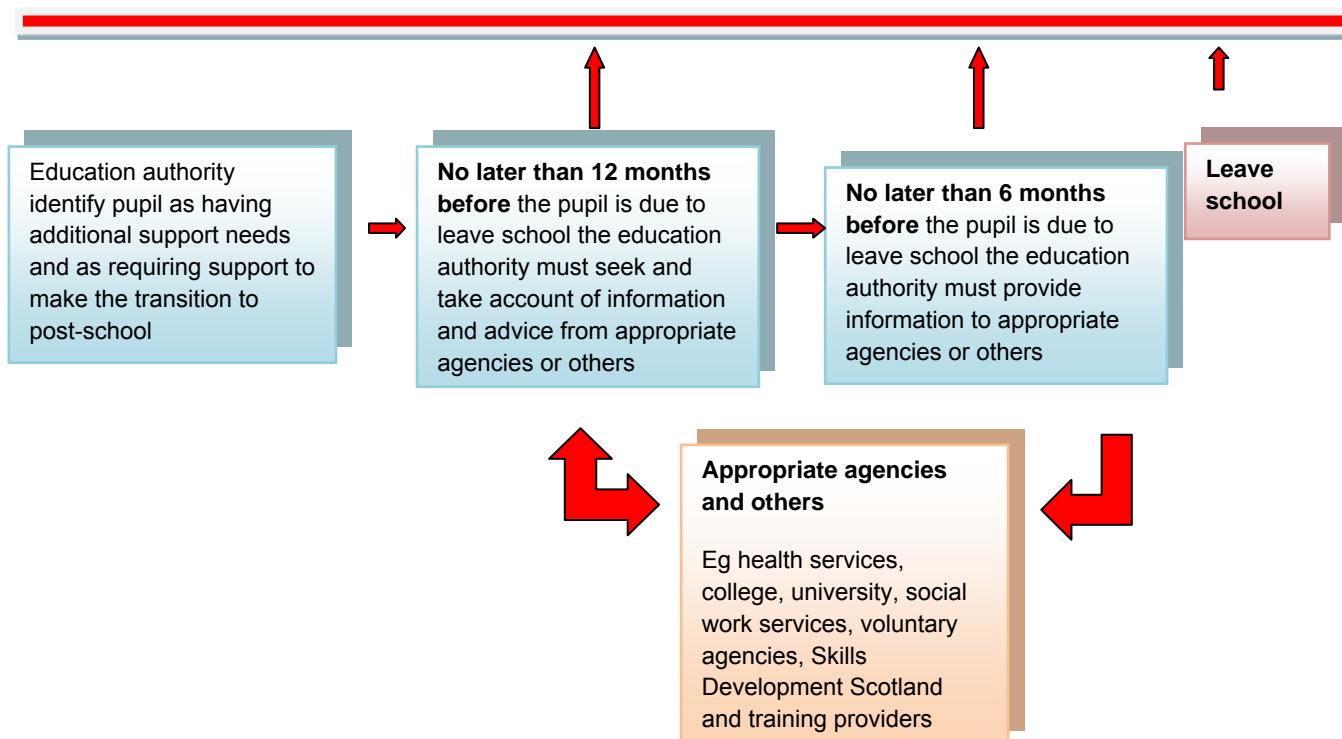


- where a child or young person has a co-ordinated support plan then any anticipated change in the statutory co-ordinator should be discussed with the child or young person, and parents, as far in advance of the change as possible.

Sarah had a straightforward primary school experience and untroubled family life until the start of P7 when her mother died unexpectedly. Sarah's schoolwork suffered and she became withdrawn. Her father became concerned about how she would cope with transferring to secondary school. Relevant staff in the secondary school, who prior to transfer routinely visited all P7 classes of associated primary schools, were made aware of the situation. Advice was sought from the secondary school about what support was available to Sarah on transfer. The secondary school staff arranged that Sarah would be in a form class along with some of her close friends when she transferred and agreed to pay particular attention to her over the initial stages of the transition.

## Preparing for adulthood

### Timeline



20. Education authorities and schools should be able to address the requirements of most pupils with additional support needs, as they approach the end of their school education, through the school's arrangements for personal

support and personal and social education. Through its Partnership Agreement with each secondary school, Skills Development Scotland provides a universal service to all pupils and targeted support to those identified as requiring it. Preparation for adulthood should involve explicit recognition of the strengths, abilities, wishes and needs of each pupil as well as identification of relevant support strategies which may be required. It is essential that there is good communication between the school leaver and parents and all supporting agencies. Information should be shared promptly and effectively, with the parents' or young person's consent. All pupils should be asked for their consent unless it has been established that they have insufficient capacity to grant or deny it.

21. In their final years at school, those with additional support needs should engage personally in the transition planning process to help them to prepare their plans for the next stage in their education, training or employment. For example:

- some pupils may need to develop independence skills so that they manage money more effectively, learn to travel independently to placements, check a bus timetable and ask for information
- some may need help to organise how they will manage their new educational arrangements and/or their work commitments
- others with significant disabilities will need community-based services involving social, work health and the voluntary sector when they leave and may need to experience some of these services in preparation for leaving.

22. Whatever prospective school leavers require to learn in order to make the transition successful should, in good practice, be planned for carefully and in a timely manner.

Zahir is following an HNC programme in information systems. He has Asperger's Syndrome. He came from a mainstream school where he received 1:1 support and achieved Standard Grades at General level. A year prior to leaving school he applied to attend a further education college. A transition programme was agreed by Zahir, his parents, teachers, social worker and college learning support staff. Short and long term targets were agreed for a structured transition period and regular meetings were held with all relevant parties. As a result the school was able to help Zahir to make a successful transition to college and the college was able to prepare a learning programme and support arrangements appropriate for his learning needs.

23. Effective transition can involve a range of strategies. The school should ensure that the prospective leaver has sufficient information and understanding, within his/her programme of learning, on which to base decisions about the relevant choices of training or work placements, college or higher education courses and other day supports and services. This process of transitional planning should start at an early point in his/her secondary schooling, for example, prior to subject choices being made for externally validated course work. Opportunities to sample options should be made available through visits or work experience relevant to the pupil's aspirations and interests in order that he/she can be involved in making fully informed choices. A phased entry to college, training placement or workplace, for one or two days a week, while continuing at school for the remainder of the week would be an appropriate approach to making this transitional step less threatening for the pupil than an abrupt change to full-time attendance at a new provision.

### More Choices More Chances

24. Many of those at risk of becoming disaffected, of underachieving and of leaving school with few, or any, qualifications will have additional support needs and will benefit from the transitional arrangements required by the Act. Encouraging all young people to stay in learning post-16 is the best way of ensuring their long-term employability and contribution to society. *16+ Learning Choices*<sup>53</sup> and the entitlement to a Senior Phase of Education support this aspiration within *Curriculum for Excellence*. There are three key elements:

- the right **learning provision** must be in place - a range of options, including staying on at school, entering further or higher education, participating in the national training programmes, or taking part in personal and social development opportunities offered through community learning and development, must be available to each young person, or a flexible programme sharing several of these elements
- the right **financial support** must be available to ensure that young people make choices based on the most appropriate learning for them, rather than on the amount of money offered
- the right **information, advice and guidance** must be available early enough to make sure that young people know what opportunities are on offer, how those fit with their own needs and ambitions, and how they will be able to progress through and beyond these opportunities to sustain positive life outcomes.

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<sup>53</sup> Reference: <http://www.scotland.gov.uk/Topics/Education/Life-Long-Learning/16581/newpage4>

### **More Choices, More Chances**

More Choices, More Chances<sup>54</sup>, the Government's strategy to reduce the proportion of young people not in education, employment and training, recognises key features of effective school to post-school transition:

- identifying every young person<sup>55</sup> (in school; not attending/excluded from school; in alternative provision) before they reach the stage where they will be progressing beyond schooling, at a time most appropriate to their needs, and ensuring they receive the information, advice and guidance they need to secure an appropriate opportunity to progress post-16
- where the young person has additional support needs, using the statutory measures in the ASL Act, and the advice in the code of practice, to ensure the arrangements for school to post-school transition are planned well in advance; that these arrangements are clear and well-understood by all involved
- making an offer, well in advance of a young person's intention to progress beyond secondary schooling, of a programme of learning - which could include staying on at school as all or part of the programme offered to them- taking into account their individual learning and support needs and appropriate financial support
- ensuring there is sufficient, appropriate provision to meet the needs of all young people in the local area; in particular, identifying and filling gaps between what young people want and the currently available programmes and measures of support
- supporting the transitional planning and providing continued support to monitor and sustain positive progressions, including early warning systems to prevent drop-out.

25. For most pupils with additional support needs, the transition process is helped by the involvement of a lead professional to co-ordinate planning. This might be a teacher, careers adviser, social worker, community education worker or someone from another agency. The lead professional can then assist the child or young person to make a smooth transition to employment, training, further or higher education, or other services. Where a pupil has a co-ordinated support plan, their co-ordinator should take the lead in ensuring that all relevant agencies are brought together to plan for transition to post-school and plan for the transfer of the lead person to someone who will effect that transfer.

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<sup>54</sup> Reference: <http://www.scotland.gov.uk/Topics/Education/Life-Long-Learning/16581>

<sup>55</sup> In this quotation the term "young person" refers to pupils of secondary school age. It does not refer to "young person" as defined in the 1980 Act, and as the term is used in this code, as someone over school leaving age who has not yet attained the age of 18 years.

Carrie, a 14 year old girl, has a co-ordinated support plan and attends a special school. She requires 1:1 support to engage with those around her. She has a profound learning disability, a visual impairment, epilepsy and is a wheelchair user who requires regular postural changes. Carrie receives nutrition via a gastrostomy. She enjoys a sensory curriculum and particularly likes the music and drama class. The priorities for Carrie and her family at the transition planning review, at which her co-ordinated support plan was also reviewed, at the end of S3 were to ensure that once she leaves the education system she has the opportunity to continue her personal development through meaningful day activities/supports and therapies. Carrie will not be seeking employment. Her social worker took on the role of the lead professional to co-ordinate the planning for transition. It was agreed that:

- Carrie should stay on at school until end of S6.
- A social worker from the Children and Families team will complete a full assessment report for Carrie in the next 6 months as this information has not been updated for some time. This will require liaison with Carrie's parents and a range of allied health professionals.
- The appropriate social worker from the adult learning disabilities team will be invited to the next review.
- Carrie will be introduced to opportunities to take part in community activities once every two weeks within her school timetable.
- Her speech and language therapist will work on a personal communication passport for Carrie over the next 6 months.
- Her paediatric consultant will be asked to clarify arrangements with Carrie's family for transferring support with gastrostomy care, neurology and orthopaedics to adult healthcare within the next 6 months.
- The educational objectives in her co-ordinated support plan would be updated over the following month to take account of the arrangements for transition planning.

### Looked after children and young people

26. The Support and Assistance of Young People Leaving Care (Scotland) Regulations 2003<sup>56</sup> set out particular duties placed on local authorities to provide advice, guidance and assistance to children and young people who are looked after or to young people who have ceased to be looked after over school age. As well as stressing the need for education and social work staff to work closely together to ensure that children and young people achieve their

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<sup>56</sup> <http://www.opsi.gov.uk/legislation/scotland/ssi2003/20030608.htm>

maximum potential whilst within the education system, local authorities are also encouraged to work closely with Skills Development Scotland (Careers) to support children and young people in making their choices for education, training or employment.

#### Duties on education authorities and others under the Act: school to post-school transition

27. The Act requires education authorities to take specific action to help prospective school leavers with additional support needs to make the transition from school to post-school life successfully. It places a duty on the education authority to request information from an appropriate agency or agencies, if any, which are likely to be involved with the prospective school leaver on leaving school. The information relates to the provision likely to be made for the leaver by the appropriate agency or agencies. The education authority must also take account of that information, the purpose of this being to help the leaver make the transition successfully, for example, through the types of activities described in paragraph 21. The appropriate agencies, all in Scotland, which may be involved are:

s12(6)

- any NHS Board
- any other local authority
- Skills Development Scotland
- any further education college
- the Scottish Agricultural College
- any institution of higher education.

28. The duties apply to prospective school leavers with additional support needs for whose school education the authority are responsible but the duties **do not apply to all leavers** with additional support needs. The Act gives the education authority discretion about which appropriate agency (if any) requires to be approached to provide information. The authority should seek information from an appropriate agency or agencies whose help will assist the school leaver with additional support needs in the move to post-school provision. Although voluntary organisations and training providers are not appropriate agencies as defined in the Act they should also be involved in transitional arrangements where they may be making provision for young people when they have left school. **As noted in paragraph 7, it is anticipated that education authorities will carry out their duties to plan the post-school transitions of those leaving school who:**

- **have a co-ordinated support plan**
- **are in a specialist placement such as a specialist unit or a day or residential special school**
- **have additional support needs arising from a disability within the meaning of the Disability Discrimination Act 1995**
- **are otherwise at risk of not making a successful transition.**

29. The education authority must seek and take account of the views of the leaver unless it has been clearly demonstrated that he/she lacks the capacity to provide one (or the young person's parent where the young person lacks the capacity to express his/her views). Although the Act does not require that information should only be sought with the consent of the parent or the young person (or the young person's parent where the young person is not able to give consent) in good practice education authorities working in partnership with parents and young people should aim to secure consent. A situation could arise where the child wishes information sought from another appropriate agency, or agencies, and the child's parents do not (or vice versa). The education authority should, in deciding what course of action to take under the circumstances, consider the best interests of the child or young person as well as the child's or young person's capacity to express a view, and act accordingly.

s12(6)  
(c)(ii)

30. As noted in paragraph 27, the purpose of obtaining such information from an appropriate agency, or agencies, is to enable the education authority to consider the adequacy and appropriateness of additional support provided by the education authority and other services in the period up to the child or young person progressing beyond school; ultimately this is to support the process of ensuring a good match between his/her needs and options for subsequent support. These options include provision which may be made by an appropriate agency, or agencies, as well as any provision which the local authority make for the child or young person on leaving school; this provision includes, for example, that made by social services or housing.

[s13\(2\)\(b\)\(i\)](#)

[s12\(6\)\(c\)\(i\)](#)

31. This process of seeking and taking account of information from an appropriate agency, or agencies, and the other requirements referred to above, must be completed no later than 12 months before the date a prospective school leaver with additional support needs is expected to cease receiving school education. However, this means that the process will require to be started well in advance of the 12 month period to be carried out effectively for the benefit of the leaver. There will be circumstances, where the education authority have less than 12 months to carry out these functions in which case they should be carried out as soon as reasonably practical after they become aware of the fact that the child or young person is to cease receiving school education.

s12(5)

32. The Act also requires the education authority to pass on information to appropriate agencies (if any), no later than 6 months before the leaver is expected to progress beyond school. Where an authority find that a pupil is expected to leave school within 6 months, then it must pass that information on to appropriate agencies as soon as is reasonably practicable after they become aware of the fact. This information includes:

[s13\(1\)](#)  
[and \(2\)](#)

- the leaver's expected date of progression beyond school
- any provision the local authority may make when the pupil leaves school such as, for example, through social work or housing
- any other information that the authority thinks will help appropriate agencies to make provision.

33. However, any information can only be provided with the consent of the parent or the young person or the young person's parent where the young person is not able to give consent.

[s13\(5\)](#)

34. The Act, as amended, places education authorities under a duty to seek and take account of the child's views (unless the authority are satisfied that the child lacks capacity to express a view) in relation to any information to be provided to an appropriate agency or agencies under the Act regarding the child leaving school

s13(4A)

### **Monitoring and review**

35. Education authorities should ensure that the arrangements required for transition to post-school are clear so that the leaver, and all those involved, know exactly what is happening, when it is happening, and who is responsible. The effectiveness of the action required should be monitored by a lead person and reviewed if there is a change of circumstances, or if the child or young person requests a change. Where the school leaver has a co-ordinated support plan the education authority have a duty to review any co-ordinated support plan at least every 12 months. Such a review should help inform action to be taken prior to a child or young person, with a co-ordinated support plan, progressing beyond school. All relevant information in the co-ordinated support plan should be incorporated into the transition planning process.

### **Tribunal**

36. The Act, as amended, allows the Tribunal to consider references in relation to an authority's failure to comply with any of its duties in terms of post-school transitions under sections 12(5) and (6) and 13 of the 2004 Act and described in paragraphs 27-34 above. The exception to this would be where the parents or young person have not given permission for the education authority to provide information to an appropriate agency or agencies. A reference to the Tribunal can only be made where an education authority have responsibility for a child's or young person's school education so once the leaver has left school a reference cannot be made to the Tribunal.

s18(3)  
(9)

[s18\(1\)](#)

### **Mediation and dispute resolution**

37. The Act also enables parents and young people to use the arrangements in place for mediation and dispute resolution where they have concerns about how an authority has carried out their arrangements for all transitions (see chapter 8). However, once the leaver has left school then the education authority no longer have any functions to exercise under the Act in respect of the leaver and so the arrangements for mediation and dispute resolution do not apply in these circumstances.



Stuart is in a stable long term foster placement. At Stuart's transitional review meeting at the end of S3, it was agreed in discussion with Stuart and his foster parents that he would like to pursue a career in gardening and landscaping. Stuart was still developing his skills in literacy and numeracy, particularly in the use and handling of money. It was agreed with Stuart and his foster parents that he should:

- stay on at school beyond 16 on a part-time basis to continue developing his literacy skills.
- consider attending college part-time to pursue his horticultural studies and to continue to develop his numeracy skills.
- have extended work experience with the council landscaping department in conjunction with his college course.
- continue to have support from the transitions social worker in relation to coordinating the community activities for Stuart, linking with the college facilities for sport and leisure.

With his foster parents' permission it was agreed that the college would be sent information about Stuart's progress in school, his interest in pursuing a course at college and the transitional arrangements being put in place. The college will be asked about the arrangements which may be made for Stuart in college and about what provision should be made in school to prepare Stuart for attending college and having a successful transition.

# Chapter 7

## **WORKING WITH CHILDREN AND FAMILIES**

1. This chapter of the code describes how children, young people and their parents can be successfully involved in education and learning and describes the Act's provisions regarding supporters and advocacy.

2. All children and young people should have the opportunity to make their views known about decisions which affect them. They should have the opportunity to express their opinions and have these opinions taken seriously. They should be encouraged to contribute to decision-making processes, the setting of educational objectives, the preparation of learning plans, reviews and transition planning. They need to know that what they have to say will be respected, listened to and, where appropriate, acted on.

3. Parents must also be encouraged and have the opportunity to be involved fully in discussions and decisions about their child's learning. Most parents want what is best for their children and have unique knowledge and experience to contribute to understanding and meeting their child's additional support needs. They, therefore, have a key role to play in their child's education and account must be taken of their views and the perspective they bring.

4. Professionals need to involve parents and take account of their views on their child's development and education at the earliest opportunity. Partnership with parents is, therefore, central to ensuring that children and young people with additional support needs benefit fully from school education. The Act serves to strengthen further the involvement of children, young people and their parents in working with authorities to reach decisions which are best for children's and young people's learning.

### **Views of children and young people**

5. The 2000 Act places a duty upon education authorities, where they are responsible for the school education of a child or young person, to secure that the education is directed towards the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential. In so doing, the authority must, so far as is reasonably practicable, have regard to the views of children and young people (if there is a wish to express them) in decisions that significantly affect their education.

2000 Act  
[s2\(2\)](#)

6. The Act builds on the above duty by placing a duty on the education authority to seek and take account of views of children and young people as the authority consider appropriate under specific circumstances. These circumstances include where the authority are seeking to establish whether the child or young person has additional support needs and when they are determining what additional support the child or young person may require. The

[s12\(2\)](#)  
[and \(3\)](#)

authority have some discretion in whether they seek the views of such children or young people. The purpose of this provision is, primarily, to avoid over-formalising the dialogue between professionals, teachers especially, and children and young people by requiring the authority to take account of, and record, children's and young people's views **every** time they are considering whether children or young people have additional support needs. All children should be encouraged to take part in personal learning planning processes and in discussing, monitoring and evaluating their learning. It is expected that, except under exceptional circumstances, children and young people who have additional support needs should have the opportunity to discuss their needs and the support to be provided to meet those needs.

[s12\(1\),  
\(2\) and  
\(3\)](#)

7. In addition to the general good practice in involving children and young people in making decisions about their school education, under the Act an education authority must seek, and take account of the views of children and young people (unless the child or young person is not able to provide a view; then the views of the parents are sought) when they are:

- establishing whether a co-ordinated support plan is required
- preparing a co-ordinated support plan
- reviewing whether the child or young person still requires a co-ordinated support plan.

### Expressing views

8. In order to express views, children and young people need to have experience of being asked for their views, being listened to, making some choices and having some influence over what they do. Schools and early years settings should create a climate where seeking children's views and encouraging participation in decision-making are part of everyday activities. It should be noted that the Act does not require the education authority to have parental consent before seeking and taking account of children's views. Even where the parents do not wish their child's views to be sought the education authority are still under a duty to seek and take account of the child's views; where a child is concerned, education authorities are to seek and take account of the views of both the child and the parent unless they are satisfied that the child lacks the capacity to express a view. In that event, the views of the parent only are to be sought. In the case of a young person, if the education authority are satisfied that the young person lacks the capacity to express a view, then it is only to seek and take account of the views of the young person's parent.

9. Some children and young people with additional support needs will be able to express themselves clearly and directly. All they may need are the opportunities and the encouragement to do so. Others may need support with communication or to gain confidence to express their views. Very few will be unable to express a view at all.

10. The education authority may have to make specific arrangements to seek out the views of some children and young people such as, for example, children with complex communication support needs. They may need to make arrangements for those who require an interpreter; or whose first language is not English; or who have behavioural difficulties and are unwilling to co-operate. But it is just as important and relevant for these children and young people to have their views listened to as it is for those who can more easily express views. A range of approaches will need to be considered to determine their views including, for example, the use of alternative or augmentative communication systems, including signing, the use of interpreters, and engaging the views of others such as family members, foster carers, social workers and other professionals who know the child or young person.

Jamie is 13 years old and has depression. A meeting was convened to discuss his additional support needs but he made it clear that he would not attend. He agreed with his guidance teacher that a video could be made of them discussing what additional support he would find helpful.

#### Communication with children and young people

11. Good communication with children and young people is essential in order to enable them to influence decisions about their learning. This applies equally to education generally and at specific points related to matters concerning co-ordinated support plans. There are many reasons why a child or young person may have difficulty in expressing his/her views. For example, communication with young children requires a range of different strategies which could include play, art, and the use of audio and video technology. Education authorities should take account of the good practice points at the end of this chapter.

12. Representatives of appropriate agencies may be able to provide guidance and support to children and young people to help them express their views. They may also be able to provide guidance and support to other people involved in meetings to help them access the best method of communication. For example, a speech and language therapist may offer guidance on the best communication approach to use to ensure that the child or young person understands the discussion and on how best to facilitate and support his/her response.

13. When noting views, particularly where the child or young person has communication support needs, it is helpful to consider two factors. Firstly, what the child or young person actually expressed, whether through speech, in writing, audio recording, sign or other form of communication such as facial expression or body posture. Secondly, what interpretation was made of the child's or young person's view and by whom. Both should be noted.

### Taking account of views

14. Having sought the child's or young person's views, and recorded what these are, education authorities need to consider what weight to give to them. Taking account of these views does not mean education authorities have to accept and implement everything. At the same time, once sought and expressed, these views should not be disregarded and due weight should be given with consideration of the following:

- the child's or young person's capacity to understand the information on which his/her views were based
- the ability of the child or young person to express his/her own views
- the child's or young person's understanding of the range of options
- how well the people reporting the child's or young person's views know him/her.

15. It is important that a balance is struck between what a child or young person may want and what is realistic and appropriate. Where an education authority are unable to act on a child's or young person's views, reasons for this should be provided to them as appropriate.

### Children and young people who lack capacity

16. The Act refers to children and young people who may lack capacity to do something for any of the following reasons: where they are incapable of doing something by reason of mental illness, developmental disorder, or learning disability, or are unable to communicate because of a physical disability. However, the Act makes it clear that children or young people should not be treated as lacking capacity by reason only of a lack or deficiency of communication where an alternative means of communication or interpretation, human or technological/mechanical, would assist the child or young person to make his/her views known.

s3

17. The question of whether children or young people have the capacity to do something must be considered at each stage of their involvement. When asked for a view, the child's or young person's capacity should be judged at that point and in relation to their ability to express a view with regard to the particular circumstances. For example, it should not be assumed that because children lack the capacity to request the authority to establish whether they have additional support needs that they lack the capacity to understand, or hold a view on, the support considered appropriate.

### Young people who may lack capacity

18. Questions of capacity arise particularly for young people, that is, people aged 16 or over but who are not yet 18. Young people enjoy the same rights as parents under the Act unless they are considered to lack capacity to exercise their rights. It is, therefore, important to consider carefully whether in individual

cases a young person may lack capacity. The Act, as amended, provides a test which authorities can use to determine whether a young person lacks capacity.

s26(1) 19. The Act requires education authorities to publish and keep up-to-date certain information about a range of matters concerned with additional support needs, as described in paragraph 21 below. In particular, the Act, as amended, s26(1)(d) requires education authorities to provide all parents of all children with additional support needs (and young people with additional support needs), for whose school education the authority are responsible, with all the information authorities are required to publish.

s26(2A) 20. The Act, as amended, specifies that where the education authority are satisfied that the young person lacks the capacity to understand the information which is published under the Act, that information should be sent instead to the young person's parent. (ii) **The test to be used by education authorities in establishing whether a young person lacks capacity relates to the young person's ability to understand the information published.**

21. The Act, as amended, requires an education authority to publish information about:

- s26(2)
- the authority's policy in relation to provision for additional support needs
  - the authority's arrangements for identifying children and young people with additional support needs and those who may require a co-ordinated support plan together with the particular additional support needs of those so identified
  - the role of parents, children and young people in any of these arrangements
  - arrangements for monitoring and reviewing the adequacy of additional support for children and young people with additional support needs
  - arrangements for independent mediation services, including details of the service and how to access it
  - procedures for dispute resolution, including details of the service and how it may be accessed
  - the officer(s) in the authority from whom parents of children having additional support needs, or young people who have these needs, can obtain further information and advice
  - information about any NHS Board in their area or part of the area from whom parents of children having additional support needs, or young people who have these needs, can obtain further information and advice<sup>57</sup>
  - such other recognised agencies or organisations that can provide further support, information and advice to parents and young people that it considers appropriate, including information about support and advocacy.

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<sup>57</sup> The Act was amended to include this point and the following one by The Additional Support for Learning (Publication of Information) (Scotland) Regulations 2005

- any other persons specified in an order made by the Scottish Ministers from which parents and young people can obtain further advice, information and support in relation to the provision for additional support needs, including information about support and advocacy.

s26(2A)

22. Clearly in applying the test, as to whether the young person is able to understand this information, the education authority will discuss the matter with the young person, where possible and appropriate, and certainly with those who know the young person well, such as the parents, and those who have the professional expertise to assess his/her capacity to understand the information published by the education authority under the Act. **To demonstrate capacity, it is not necessary for the young person to be able to read through the published information nor is it even necessary for the young person to be able to demonstrate detailed knowledge about all of the published information.** However, if the young person has to make decisions on his/her own behalf then he/she must be able to understand how the education authority makes provision for additional support needs and what his/her rights and responsibilities under the Act are. Some young people with additional support needs will be able to understand the published information without requiring much, if any, help. Others will be able to understand it if an adult spends time discussing it with them. Clearly there will be others who will not be able to understand the published information irrespective of the support provided. In these circumstances to demonstrate lack of capacity the education authority have to satisfy themselves that the young person is unable to understand the information, in which case the parent is responsible for acting on the young person's behalf under the Act.

### The role of parents

s12(2)

23. The Act allows parents to speak and act for their child, or young person, where the child or young person lacks capacity to express a view. Nevertheless, it is important to continue to support the child's or young person's participation in decision-making, at an appropriate level, at the same time as seeking the views of their parents.

24. Those who are closest to the child or young person can often give an informed view on whether or not he/she can understand a particular matter. These could include parents, foster carers, teachers, allied health professionals or social workers. A speech and language therapy assessment of comprehension should inform this process where there are differences in opinion or significant uncertainty about comprehension. The education authority should consider all these views when being called on to make a decision about capacity. It is best to reach such decisions by consensus recording clearly why such a view was reached and how it was arrived at. Where a parent, child or young person disagrees with the authority's decision this should be recorded.

25. An education authority will also need to take note of the arrangements for decision-making under the Adults with Incapacity (Scotland) Act 2000 and any persons with legal powers in respect of an adult for whom the authority is providing school education. An adult under this legislation is someone aged 16 and over.

### **Good practice in communicating with children and young people**

#### **A child or young person may benefit from:**

- being given enough time to prepare and to go over the ideas and material to be discussed
- being given information in a form which is readily understood
- a teacher or other helper to help understand the meaning of key terms and concepts
- a supportive communication facilitator to tease out the full meaning of all of the issues
- specialised or new vocabulary (perhaps in sign or symbol form) in order to discuss a particular topic
- support to go over ideas, perhaps on several occasions
- help to understand outcomes and agreements.

#### **Issues related to language:**

- if spoken English is not the child's or young person's first language, consider using an interpreter, preferably not a family member to avoid any conflict of interests
- consider using a facilitator for those with language or speech difficulties
- use appropriate alternative or augmentative communication systems such as visual aids and/or sign language for deaf and/or communication impaired children or young people
- take account of any cultural preferences
- take time to explain what decision has to be made, why it's important and how the child or young person can influence it.

### **Supporting parents**

26. All professionals, schools, education authorities and appropriate agencies should seek actively to involve parents in their work with children. They should recognise and value parents' unique contribution, take their views into consideration and regard them as vital partners in their children's learning. Professionals must take responsibility for encouraging good relationships with families based on trust, openness and effective communication. Education staff and other professionals must work together to ensure that they give clear,



honest and consistent messages to parents. For example, parents may need to be given support and information to help them understand their rights and those of their child; or, where appropriate, given an explanation of one purpose of a co-ordinated support plan as being a tool for co-ordinating support rather than a key to accessing services; or provided with explanations of the types of support provided by allied health professionals<sup>58</sup>. The Act serves to strengthen further the involvement of children, young people and their parents in working with authorities to reach decisions which are best for children's and young people's learning. This can be best achieved by strong relationships, good communication and when parents share an understanding of the framework, planning arrangements and systems of support available.

27. In good practice, authorities and other agencies will ensure that parents are fully aware of the processes for assessing and providing for children's additional support needs, understand the planning approaches and are familiar with the support services available from the school, the education authority and from other agencies, including voluntary organisations. Wherever possible, a partnership approach should be extended to include older children and young people.

28. Access to information and advice is central. The Act requires education authorities to publish information about certain specified matters as noted in paragraph 21. They should ensure, in discharging their statutory information duties, that they use accessible language and take account of the young person's and parents' rights to information and advice about the authority's provision for additional support needs. Some young people and parents may need information presented in permanent forms other than writing such as by using audio or video technology. The authority should have a named contact person for additional support needs who can provide parents with information on the availability of supporters and advocates. Education authorities should also be aware of the valuable role the voluntary sector has in supporting parents and should aim to establish links and support effective working, wherever possible.

s26

[s31](#)

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<sup>58</sup> Reference to partnership working between allied health :professionals and education:  
<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/partnershipworking>

### *Working with children and families*

Naomi, aged 6, lives with her father John and 4 older brothers and sisters. She sees her mum only very occasionally as she lives in England. Naomi has additional support needs arising from a number of factors: she finds it difficult to concentrate for long periods in class and she gets extra support to help keep her on task. She is in a nurture class in school and also attends a small communication group run by the speech and language therapist. The family has a social worker.

The school has regular meetings with John to discuss her progress and her targets in her IEP. Due to the difficult family circumstances, John has been asked when and where he would like meetings to take place, whether he wants written as well as spoken accounts of Naomi's progress, and whether he wants to bring a friend or relative with him to meetings. The school have taken time to explain about Naomi's additional support needs and how they, the local authority and speech and language therapist are supporting Naomi. John has been asked what help he thinks Naomi needs and what type of help he and others can give her at home. Suggestions for what he can do at home are discussed and included in Naomi's IEP. He has been given the contact details for *Enquire* as somewhere he can go for independent advice. He has also been informed that there is a free local advocacy service which can help him prepare and support him in getting his points across at meetings. At the beginning of each meeting, John is asked for his views on Naomi's progress and asked if he has any questions or concerns. His views are taken into account and reflected in any future targets and plans for Naomi. At times, the school and other professionals disagree with him but a compromise is reached which respects his views and understanding of Naomi's needs. This is explained clearly to John to ensure that he understands not only why any decision is taken but also what he can do, if he still disagrees with it. He is made fully aware of rights under the Additional Support for Learning Act.

As well the IEP meetings, the Deputy Head in the school calls John every fortnight to let him know how Naomi is getting on, and makes a point of mentioning good progress as well as any issues that are being addressed. He is invited in for an informal coffee morning with other parents every month. There is home/school diary which keeps him informed of Naomi's daily progress

### **Supporters and advocacy**

29. Supporters and advocates can help by making sure that a parent's or young person's view is understood, put across and taken account of in discussions where parents or young people feel unable or less confident to do so themselves.

30. The Act provides young people and parents with the right to have a supporter or advocate present at any discussions or meetings with an education authority in regard to the authority's functions under the Act. Education authorities should, as a matter of good practice, make parents and young

people aware of this right and how they can find out how to access such services.

31. The education authority must comply with the wish to have a supporter or advocate present unless the wish is unreasonable. Judgements about what an education authority may view to be unreasonable will depend very much on the particular circumstances being considered. An education authority may consider it unreasonable to include a supporter or advocate in discussions where the supporter or advocate is unable to represent the parent or young person appropriately. In such circumstances, the education authority should provide the parent or young person with their reasons for taking this view and for deciding that a particular supporter or advocate should not be present during discussions.

32. Although a child does not have a right to have a supporter or advocate present, and the education authority does not have a duty to allow it, there is nothing to stop a child making such a request and an education authority agreeing to it where it would be in the interest of the child.

### Supporters

33. A supporter can be anyone the parent or young person wants to nominate. A supporter could be a relative, friend, befriender or voluntary organisation worker or other person. The supporter could also be a professional working with the family provided there is no conflict of interest with that professional's duty under the Act or his/her responsibilities as an employee. A supporter can attend discussions with the parent or young person. The supporter may assist in a number of different ways, including:

- acting as a sounding board for the parent in preparing for the meeting
- taking notes so that the parent or young person can participate more fully in the discussions
- suggesting points for further clarification, questions to ask or giving advice to the parent during the meeting.

### Advocates

34. The Act allows for a parent or young person to appoint a person to conduct all or part of any discussion with the education authority or make written or other representation to the authority on their behalf. This person, known as an advocate, can come from a range of backgrounds, including:

[s14\(1\)\(b\)](#)

- someone who has acted, or is already acting, as a supporter to the parent or young person – the parent or young person may wish the supporter to speak on his or her behalf
- a person not trained in advocacy but who is aware of education and other legislation and/or the needs of the child or young person who has additional support needs

- a voluntary organisation which need not be an advocacy organisation
- a formal advocacy service or agency, with trained advocates, possibly operating to its own guidelines or code of practice.

35. The main objectives of an advocate should be to speak up on behalf of the parent or young person and to represent the parent or young person at discussions<sup>59</sup>.

36. Education authorities do not have a duty to provide or pay for a supporter or advocate. They should include, in their information for parents, details about the right to have an advocate or a supporter involved and how parents or young people can find out what services are available in their area.

### The Tribunal

s14A

37. The Act, as amended, requires the Scottish Ministers to make an advocacy service available on request and free of charge to support parents and young people in Tribunal proceedings. By advocacy service in this context the Act means “*a service whereby another person conducts discussions with or makes representations to the Tribunal or any other persons involved in the proceedings*” on behalf of the parent or young person. The service becomes available when a parent or young person is considering making a reference to the Tribunal. It is expected that there would be discussions or meetings between the parent(s) or young person and the advocate prior to appearing before the Tribunal. The service is also available to support parents or young persons in formulating their application and in related discussions with local authorities<sup>60</sup> as well as to provide support at the actual Tribunal hearing.

38. As a matter of good practice, education authorities should inform parents about the advocacy service when they become aware that a parent or young person is considering making a reference to the Tribunal. They should also refer to the service in the information they publish about additional support needs under the Act.

39. Parents will be able to obtain information about how to access the advocacy service from the Tribunal secretariat and from the national helpline *Enquire*<sup>61</sup>. The arrangements for providing the service have still to be finalised and further information about it will be available later in the year.

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<sup>59</sup> The *Partners in Advocacy* website provides useful information and advice about advocacy services <http://www.partnersinadvocacy.org.uk/index.html>

<sup>60</sup> Existing powers are being used to extend the range of service to be provided beyond solely representation at the Tribunal.

<sup>61</sup> *Enquire* website <http://www.enquire.org.uk/>

## Good practice in communicating with parents

40. Education authorities should take account of the following good practice points when working with parents.

### **Professionals should:**

- acknowledge and draw on parental knowledge and expertise in relation to their child
- consider the child's strengths as well as additional support needs
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support and are given documents to be discussed well in advance of meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- cater for the differing needs parents may have, such as those arising from a disability, or communication and linguistic barriers.

### **Information should be:**

- clear and understandable and avoid jargon
- provided easily in accessible formats
- readily available and provided automatically without a charge and without a fuss.

### **Communication works well when:**

- people have the interpreters they need
- someone in authority takes responsibility for keeping parents up-to-date
- people are told what has been happening between meetings
- any information provided by parents is acknowledged
- formal references to statutory procedures are avoided.

### **Effective working relationships develop when:**

- contact with parents is sensitive, positive, helpful and regular
- parents feel included and are encouraged to contribute to discussions
- positive, clear and easily understood language is used
- parents are involved and processes and roles are explained from the beginning
- parents are told what to expect and the next steps
- times of meeting take account of parents' availability.

**Meetings work best when:**

- parents are asked what times and places suit them best, taking account of any access need or family responsibilities
- notes from meetings, and any papers to be considered, are sent out in good time
- parents are invited to add points to the agenda, at the same time as everyone else
- people attending are aware of their roles and the roles of others and they understand the child's or young person's additional support needs
- there are no hidden issues, and no last minute surprises
- decisions are made when parents are at the meeting, or agreed with them before meeting takes place, not after the meeting has closed, unless further consultation takes place with them
- ample time is given to allow people time to raise concerns, so that decisions are not rushed.

**Identifying the way forward works well when:**

- all views are taken on board – including those of the child or young person
- people are interested in learning from each other
- people show an interest in general family priorities and take them on board
- services are identified in agreement with the family and are responsive to individual needs.

**Accountability and involvement:**

- who is responsible for what is clearly defined and understood
- parents concerns are responded to quickly
- decisions are open to scrutiny
- parents have a clear point of contact who can answer questions, make decisions and ensure that agreed actions are taken
- people do what they agreed within the timescale committed to – if a decision is likely to take time, parents are told and given some idea of when a decision is likely.

## Chapter 8

### RESOLVING DISAGREEMENTS

1. Use of the good practice guidance in chapter 7 can help to avoid disagreements or prevent them from escalating into more serious disputes. This chapter considers provisions under the Act for resolving disputes where these do arise. The Act makes provision both for mediation services and arrangements for external independent adjudication (dispute resolution) to resolve disputes. It also provides parents and young people with rights to refer particular matters to the Additional Support Needs Tribunals for Scotland (“the Tribunal”).

#### Resolving disagreements through the school and local authority

2. Under the Scottish Schools (Parental Involvement) Act 2006 all education authorities are required to have a strategy setting out their policies for parental involvement. They should consider how that strategy links with policies relating to meeting children’s and young people’s additional support needs.<sup>62</sup> They must have a complaints procedure in place to deal with complaints relating to how the education authority carry out their functions under the 2006 Act. As the guidance to the 2006 Act makes clear it is expected that most complaints will be handled at a local level without recourse to formal procedures. The same position holds for disagreements about how the education authority are discharging their functions under the Act, as amended. It is expected that most disagreements will be resolved at school and education authority level with only a small number going to formal review procedures. Education authorities and schools should have clear in-house procedures in place for resolving disagreements under the Act and with named contacts at each stage. The diagram following paragraph 54 outlines how the Act’s provisions sit within an overall framework for avoiding and resolving disagreements.

3. The following paragraphs consider each of the three approaches: mediation, dispute resolution and the Tribunal. Previous chapters of the code have discussed these approaches in some detail and reference will be made to these earlier discussions, where appropriate, to avoid repetition here. This purpose of this chapter is to draw together the various approaches for resolving disagreements and illustrate their similarities, differences and links.

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<sup>62</sup> Guidance on the Scottish Schools (Parental Involvement) Act 2006 is available at : <http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

## Mediation

### Mediation services

*s15(1) Every education authority must make such arrangements as they consider appropriate for the provision of independent mediation services for the purposes of seeking to avoid or resolve disagreements between the authority and-*

s15(1)

*(a) the parents of any children,  
(b) any young persons, or  
(c) in relation to any young persons who lack capacity to express a view or make a decision for those purposes, their parents,  
concerning the exercise by the authority of any of their functions under this Act in relation to the children or young persons.*

### Aims and benefits

4. The Act, as amended, requires every education authority to have independent mediation services in place for resolving disagreements relating to matters concerning the exercise of any of the authority's functions under the Act in relation to children and young people. Those accessing the mediation services may belong to the area of the authority but they need not. Under the circumstances described in paragraph 15 below parents and young people are able to access the mediation services of an education authority other than the one to which they belong.

5. Mediation provides an option for avoiding, resolving or narrowing the area of disagreement between the authority and parents or young people. It allows disputing parties to seek to resolve their differences with the assistance of a mediator acting as an impartial third party.

6. Mediation services can help families and authorities to build or rebuild a positive relationship, leading to co-operation in making arrangements for the child or young person. They can help avoid conflicts that arise out of misunderstandings or lack of shared information by helping parents, teachers, education authority officials and others involved to communicate directly with one another. The overriding principle is that the disputing parties come to a shared agreement themselves on how to resolve their disagreement.

7. Mediation can be used at any time in the life of a disagreement between an education authority and parents or a young person. The process can be used more than once as it can be useful for resolving parts of a disagreement, as well as the whole of a disagreement. It can improve strained relationships among individuals who have experienced conflict in the past and it can prevent the escalation of disagreements.

8. Mediation may not be appropriate in all cases. For example, mediation is voluntary and the parents or young person may not wish to engage in it. In addition, the provision of mediation under the Act is not the appropriate route for



parents who have disagreements with the school about issues other than additional support needs. In such situations parents should follow normal school and authority complaints procedures.

9. The education authority should it make it clear to parents and young people that taking a disagreement to mediation in no way affects their entitlement to refer any competent matter to other appropriate formal or statutory review routes. For example, the parents or young person may wish to make a reference to the Tribunal in respect of relevant matters concerning a co-ordinated support plan and their ability to do this is not affected by whether or not they have engaged in mediation.

10. The education authority's mediation services must be available, free of charge, to parents or young people. If the young person lacks the capacity to express a view or make a decision, then parents can pursue mediation on behalf of the young person.

### Independent services

s15(2)

*s15(2) Mediation services are independent... if the person providing the services has no involvement in the exercise by or on behalf of the authority of their functions relating to education or any of their other functions (apart from this section).*

11. The Act, as amended, requires education authorities to provide mediation services which are completely independent of the local authority. That is, the local authority cannot choose to offer as mediators local authority employees or anyone else involved in conducting any other work on behalf of the authority. It is most likely that the authority may choose to contract with a mediator or a mediation provider using a service level agreement or to employ a freelance mediator on a case-by-case basis. When giving thought to engaging an independent mediation service provider, relevant information and guidance is available from the Scottish Mediation Network.<sup>63</sup>

12. Objectivity and impartiality are key principles for whichever option is chosen. All parties concerned need to be satisfied that the mediator is truly independent. All parties should be assured that mediators are appropriately trained, engaged in continuing professional development and operate to recognised standards such as are in accordance with the Additional Support Needs (ASN) Scottish mediation service providers quality standards, which are available from the Scottish Mediation Network. Appropriate disclosure checks should be carried out on all mediators.

s14(1)

13. The Act gives parents and young people the right to have a supporter or advocate present at any discussions or meetings with the education authority. This should apply equally to mediation sessions although it is important that mediation remains as a joint problem-solving process rather than an adversarial

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<sup>63</sup>Weblink: [www.scottishmediation.org.uk](http://www.scottishmediation.org.uk)

forum. It is not envisaged that the parties would bring legal representation to mediation. All participants, including the child, need to feel confident that their views and concerns will receive equal respect. The purpose of mediation is to achieve a solution to a difference of views and it is not about apportioning blame.

s15(1) 14. Parents of children for whose school education an authority are not responsible have access to an education authority's mediation services. This applies to, for example, parents who are educating their child at home or who have placed their child in an independent school. Young people have access in their own right. **However, mediation is available only where the disagreement relates to the authority's exercise of their functions under the Act** (see chapter 4 paragraph 8 for an example). Parents would not be able to use the mediation services to resolve a disagreement which did not involve the education authority's functions under the Act, such as a disagreement with the independent school itself over the provision to meet additional support needs.

s15(1) 15. Following a successful out-of-area placing request, parents or a young person are able to access mediation from the host authority regarding that authority's functions under the Act. Also following the submission of an out-of-area placing request, a parent or young person is able to access mediation from the potential host authority regarding the placing request.

Sch 2 2

s26(2)(e) 16. The Act requires education authorities to publish information on the independent mediation arrangements they have in place within their area. This information should be kept up-to-date and under review and be widely available for authority staff and parents and young people. There should also be administrative support for arranging mediation meetings at a neutral venue with all the relevant people. Arrangements should be made for recording outcomes and providing a copy of these to the parents or the young person.

17. The education authority should have clear procedures in place to evaluate and monitor arrangements for their mediation services. Further detail on the features of mediation services, performance issues and sources of information are referred to in Annex D and the Resources section.

Mrs Campbell's son, Alex has had a succession of supply teachers this term and she is concerned that his work is suffering due to the lack of continuity. She spoke to the current supply teacher who was not able to reassure her. The school had already issued information on resolving disagreements to which she referred. Mrs Campbell met with the head teacher in the first instance who listened to her concerns. The head teacher provided Mrs Campbell with some examples of Alex's work which showed that he was making suitable progress with his learning. Mrs Campbell was happy with this outcome.

Mr & Mrs Jacks have a son Paul, aged 14, who has been diagnosed with Asperger's Syndrome. The transition from his local mainstream primary school to secondary school proved very difficult. Increasingly frustrated by what they saw as the school's inability to meet Paul's needs, his parents withdrew him from school and educated him themselves at home.

Although the home education programme was working out very well, his parents felt that Paul was socially isolated from his peers and would benefit from returning to school. Agreement with the home education authority over a suitable school proved difficult and over time the positions of both parties had become increasingly entrenched, with a lot of distrust and negative feelings building up. Both parties agreed to explore further discussions with the help of an independent mediator.

Following discussion, both parties agreed that Paul's home education programme would continue, and that an additional support needs teacher from Paul's local school with autism specific training would begin some outreach support work with a view to helping Paul work towards attending his local school. Initially this was on a part-time basis, until if, and when, Paul and his parents were comfortable with this step.

Lorna is 8 years old. She has significant physical disabilities and learning difficulties, and attends her local primary school with the support of an auxiliary. Her mother, Cathy, was generally pleased with the placement but became anxious about the increasing gap between Lorna's learning and that of her peers.

Cathy began speaking to the class teacher daily about Lorna's progress. The teacher found this difficult to manage. In an effort to support her staff, the head teacher asked Cathy to stop the daily meetings. Cathy took offence at this and complained about the head teacher's attitude to various people in the education authority including the Director of Education.

Both sides agreed to explore the issues in a mediation session. With help of the mediator they were able to reach an acceptable outcome. Cathy's need for communication about Lorna's progress would be met by the use of a daily home-school diary. The classroom auxiliary would take responsibility for this with guidance from the teacher. Cathy and the teacher would meet up once a month for one hour and if Cathy had any problems she wished to discuss she could telephone the head teacher. Everyone agreed that they would meet again to review these arrangements after 6 months.

## Dispute resolution

[s16\(3\)\(a\)](#)  
[\(ii\)](#)

18. The Act, as amended, enables the Scottish Ministers to require education authorities to put in place procedures to resolve disputes which arise between the authority and any parents or young people regarding the authority's exercise of any of their functions under the Act, as prescribed in Regulations<sup>64</sup>. The procedures must be free of charge. Parents, and young people, cannot be compelled to use any dispute resolution procedure put in place. Also the use of dispute resolution does not affect their entitlement to make a reference to the Tribunal, or any other statutory review system, where appropriate.

19. The Dispute Resolution Regulations prescribe which disputes relating to particular functions of the authority under the Act will be capable of reference to dispute resolution and timescales for the process.

20. In the context of the Act, the procedure for resolving disputes allows 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.

### What does it cover?

21. The service is for disagreements about the way the authority are exercising their functions under the Act, as prescribed in the Regulations, as these relate to the education of individual children or young people.

22. Disagreements may be about:

- whether or not the child or young person has additional support needs
- in the case of a child or young person with additional support needs, the accuracy of the description of these needs
- the refusal of the education authority to respond to a request from the parent or young person to establish whether a child or young person, for whose education they are responsible, has additional support needs
- the refusal of an education authority to respond to an assessment request from the parents or young person
- the person carrying out an assessment or examination or the method of carrying it out
- the failure of the authority to provide, or make arrangements for the provision of, the additional support required by the child or young person, whether educational provision or not
- the failure of the education authority to request help from an appropriate agency<sup>65</sup>.

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<sup>64</sup> The Additional Support for Learning Dispute Resolution (Scotland) Regulations 2005

<sup>65</sup> These are: any other local authority, any NHS Board, Skills Development Scotland, all colleges of further education and all institutions of higher education in Scotland and the Scottish Agricultural College.

23. As with mediation services, under the Act, as amended, access to an education authority's dispute resolution arrangements are not restricted to parents of children or young people belonging to the area of the authority. In particular, following a successful out-of-area placing request, parents and a young person are able to access dispute resolution from the host authority in relation to the specified matters in the Regulations regarding the authority's exercise of their functions under the Act, as amended.

#### What does it not cover?

s18(3)(d)(i)  
a) 24. The Act, as amended, enables a reference to be made to the Tribunal where there is an alleged failure to provide or make arrangements for the provision of the additional support identified in the co-ordinated support plan.

s18(3) 25. Dispute resolution also does not cover disagreements relating to the refusal of a placing request made under Schedule 2 of the Act. Such a disagreement can be taken to the education authority appeals committee and subsequently to a sheriff. Or, a reference could be made to the Tribunal if a co-ordinated support plan is involved, or where an education authority have refused a placing request to a special school in Scotland (or to a similar type of school in England, Wales or Northern Ireland – see chapter 4) or where the dispute concerns failures of the education authority regarding the provision made under the Act for a child or young person to transfer from school to post-school provision. Education authority appeal committees will continue to deal with issues concerning exclusions.

26. In addition, dispute resolution is not for issues relating to broader strategy or policy matters (for example, such as an education authority's overall policy for allocating support for learning staff to schools) or about allegations of misconduct or, for example, school closures. It is also not intended to be for personal disputes between parents and any member of staff at the school or education authority. All such matters should continue to follow established local authority complaint procedures.

#### Information on dispute resolution

s26(2)  
(ea) 27. The Act, as amended, requires education authorities to publish information on their dispute resolution procedures and keep that information up-to-date and under review. This information should be readily available to parents and young people.

#### Process of dispute resolution

28. All requests for dispute resolution by parents or young people are to be made to the Scottish Ministers. An advocate, supporter or member of a

voluntary organisation may help the parent or young person to complete the application. Within 5 working days of receipt of the referral, Scottish Ministers will refer the application to the relevant education authority for consideration. Within a period of 10 working days<sup>66</sup> from the date of receipt of such an application, the authority must either accept the application and write to Scottish Ministers for nomination by them of an individual to act as an independent adjudicator or send the applicant notice of their decision not to proceed with the application and their reasons for that decision. Where the request relates to a matter covered by the Dispute Resolution Regulations, the Scottish Ministers will nominate an external adjudicator to consider the case and will advise the education authority and parent or young person accordingly. There is a statutory 60 day timescale for carrying out the process of dispute resolution, as in paragraph 32 below..

29. The education authority should review the case with a view to establishing that all appropriate steps have been taken to resolve the disagreement. They should prepare all appropriate papers for forwarding to the adjudicator and the applicant<sup>67</sup>. In addition, they should inform parents about how they can present their case to the adjudicator and what support is available to help them do this.

30. The role of the external independent adjudicator is to review, objectively and independently, all the information relating to the case, and make recommendations for both parties on the best way forward to ensure that the child's or young person's learning is supported with reference to the terms of the Act. The adjudication process is a paper exercise. However, the independent adjudicator will be able to ask for further information or clarification if required. Exceptionally, the adjudicator may arrange to meet the parties, for example, if the adjudicator is concerned that one party, or both parties, may have been disadvantaged by the way the case has been presented.

31. The expectation is that both parties will accept the outcome of the process. Education authorities do not have a legal duty to implement the recommendations of the adjudicator. However, it is expected that generally the authority will do so provided these recommendations are not incompatible with their statutory or other duties or would unduly prejudice the discharge by the education authority of any of its functions. Recommendations, therefore, should be accepted in all but exceptional circumstances. The education authority should give reasons for their decision to accept or reject the adjudicator's recommendations. Where recommendations are not accepted parents, or the young person, may refer the matter to the Scottish Ministers under section 70 of

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<sup>66</sup> The Additional Support for Learning Dispute Resolution (Scotland) Regulations 2005, regulation 4.

<sup>67</sup> The Additional Support for Learning Dispute Resolution (Scotland) Regulations 2005, regulation 7.

the 1980 Education Act if they believe that the education authority have failed to carry out a statutory duty imposed on them by education legislation (see paragraph 53 below).

### Timescales

32. The process of dispute resolution must not normally take more than 60 working days from the time an education authority have confirmed acceptance of an application to the parent receiving the independent adjudicator's report and the education authority's decision. A working day means any day which is not a Saturday, Sunday, a day from 27 December to 31 December inclusive, a day in July, or a day specified as a bank holiday in Scotland. The independent adjudicator will encourage the parties to meet the timescales in the Regulations for the exchange of information about each party's case and their comments on the other party's proposals to resolve the areas of disagreement.

### Processing the application for dispute resolution

33. The Scottish Ministers will keep a record of all applications for dispute resolution and will contact an education authority directly if, after 10 working days, the Scottish Ministers have not received a request from the authority for the nomination of an independent adjudicator. However, it is not intended to amend the Regulations to reflect these simple steps in the process. It is considered proportionate for the Scottish Ministers to contact the authority to establish whether, in their view, the application is competent and the authority, therefore, is in breach of the statutory 10 working day timescale, **or** the application is, in the education authority's view, not competent and the authority have written to the parent to advise them of this.

Mr and Mrs Smith had been in a long running and acrimonious dispute with their education authority on the education of their son, Mark, aged 13 years. As a result of the suggestion of an education officer, Mr and Mrs Smith made an application for dispute resolution. The education officer explained to the parents how the process of dispute resolution worked and helped them to express their concerns in terms of the Dispute Resolution Regulations. The parents, in their application, specified that, in their view, the education authority were failing “to provide, or make arrangements for the provision of, the additional support” required by Mark.

In order to present their arguments and evidence to the independent adjudicator, each of the parties had to clarify their views of Mark’s additional support needs and how well they were being met. Each, also, had to consider how they thought the dispute should be resolved. Mark gave his own views through an intermediary. While he reported enjoying practical subjects and debating in school, he covered up his difficulties in comprehension, writing and spelling by misbehaving and sometimes truanting.

In reviewing the evidence, Marion, the independent adjudicator, established that, while both parties agreed that Mark had a form of dyslexia, they did not agree on the nature and impact of his learning difficulties. There was no detailed up-to-date assessment evidence specifying the precise nature of Mark’s learning difficulties, and the targets set in his personal learning plan were not sufficiently comprehensive or precise. Marion noted that Mark was anxious about the way in which the dispute was drawing attention to him.

In Marion’s report, she reviewed the cases presented. Her recommendations as to how the dispute should be resolved included that:

- Mark should have a specialist assessment to establish the precise nature of his learning difficulties and advice on overcoming them
- the education authority should prepare a clearly delineated individualised educational programme, agreed and regularly reviewed by all parties and Mark himself
- Mark should work with a mentor to understand his learning needs and his own part in addressing them.

The education authority accepted the recommendations and appointed John, an educational psychologist who had not previously been involved in the dispute, to co-ordinate the implementation of the recommendations. Through John’s intervention Mr and Mrs Smith and staff in the school began to work together to Mark’s benefit.



## **Additional Support Needs Tribunals**

34. The Act, as amended, enables the Tribunal to hear references from parents and young people on matters relating to:

- co-ordinated support plans
- appeals concerning refusals of placing requests (only in relation to special schools and/or where co-ordinated support plans are involved)
- school to post-school transitions.

s18

35. A reference can only be made in relation to a child or young person for whom an education authority are responsible. So, for example, parents who have placed their child in an independent school, and where an education authority have no responsibilities for the child's education, are not able to make a reference to a Tribunal.

36. The Tribunal's statutory functions, decisions and dealings with its users and the public are independent of national and local government. The aims of the Tribunal are:

- to provide independent and expert adjudication, operating impartially, efficiently and effectively, in accordance with the Act
- to be user-friendly through informal and flexible proceedings and being accessible to users
- to facilitate an appropriate opportunity for parties to be heard on the issues where no agreement has been reached
- to try to ensure that the only hearings which proceed are those where parties are otherwise unable to agree a solution to the matter in dispute
- to make decisions which, within the framework of the Act, reflect best practice in relation to providing for additional support needs.

37. In exercising its powers in relation to a reference made to it, the Tribunal must take account of the code of practice. When considering the facts of a case, the Tribunal will take account of the extent to which the education authority (and other bodies) have had regard to the code prior to the hearing. When determining the content of a decision, the Tribunal will be informed by the code. The Tribunal decision may require an education authority to take action within a timescale set by the Tribunal.

[s19\(7\)](#)

38. The Act, as amended, provides the President of the Tribunal with the power to monitor the implementation of Tribunal decisions. Following a decision of a Tribunal that requires an education authority to do anything, the President of the Tribunal may require the authority to provide him/her with information about the authority's implementation of the Tribunal decision. This includes information about any decisions relating to co-ordinated support plans, placing requests (in relation to special schools and/or where co-ordinated support plans are involved) or school to post-school transitions. The President may comment on the implementation of decisions and on this power in the Annual Report presented to the Scottish Ministers.

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39. The Act also provides the President with the power to refer the matter to the Scottish Ministers where the President is satisfied that the authority are not complying with the Tribunal decision. The Scottish Ministers, in turn, have the power to direct an education authority (or authorities) regarding the exercise of their functions under the Act. Authorities must comply with such a direction. For example, if an education authority have failed to amend a co-ordinated support plan following the decision of a Tribunal then it can be directed to do so by the Scottish Ministers.

### Co-ordinated support plan

s18

40. The Act and associated procedural rules make provision for parents and young people to make references to the Tribunal in the following circumstances. Any parent or young person, or where the young person lacks capacity, the parent, may refer to the Tribunal the following decisions or failures of an education authority including:

- a decision to prepare a co-ordinated support plan
- a decision not to prepare a co-ordinated support plan
- a decision to continue a co-ordinated support plan following a review
- a decision to discontinue a co-ordinated support plan following a review
- a failure to meet the timescales for preparing the co-ordinated support plan
- a decision not to comply with a request to establish whether a child or young person has additional support needs requiring a co-ordinated support plan.

41. In addition, they may make a reference to the Tribunal, where a co-ordinated support plan exists, regarding:

- the information contained in the co-ordinated support plan by virtue of section 9(2)(a) of the Act
- the failure of the authority to review the co-ordinated support plan by the expiry date (ie 12 months from the date it was prepared) or within the timescale set by regulations
- the decision of the authority to refuse a request from a parent or young person to review the co-ordinated support plan
- the failure by the education authority to provide, or make arrangements for the provision of, the additional support contained in a co-ordinated support plan which is necessary for the child or young person to achieve their educational objectives.

s19(3)

42. On the last point above, the Act, as amended, gives the Tribunal the power to require the education authority to rectify its failure to provide, or make arrangements for the provision of, the additional support contained in a co-ordinated support plan which is necessary for the child or young person to achieve his/her educational objectives. It also enables the Tribunal to specify a timescale within which such action must be taken.

43. The Act, as amended, also allows a reference to a Tribunal where there are certain procedural failures (described in paragraphs 30 and 32 of chapter 5) of an authority:

- failure to respond to a request to establish whether a co-ordinated support is required
- where they have said they intend to establish that one is required but have failed to respond in the time specified in Regulations.

#### Placing requests

44. References to the Tribunal regarding placing requests are considered in detail in chapter 4.

#### School to post-school transitions

45. The circumstances under which a reference can be made to the Tribunal concerning school to post-school transitions are considered in chapter 6 paragraph 36.

#### Parental right to make a reference

46. The relevant education authority are responsible for informing parents of their right to make a reference to the Tribunal, whenever the authority make a decision in relation to any of the matters listed above. Education authorities should explain this right to make a reference in any relevant documentation such as, for example, that which accompanies a co-ordinated support plan. The education authority should also make it clear to parents that they may bring a supporter or advocate to the Tribunal hearing as well as to other discussions with the authority (subject to any restrictions in the Tribunal rules of procedure). They should also advise them of the requirements on the Scottish Ministers to provide a free advocacy service to support them at Tribunal proceedings (chapter 7 paragraphs 37-39).

47. The President of the Tribunal has produced detailed guidance for parents, education authorities and others on how to make a reference and on how the Tribunal operates. Details can be found on the Tribunal website<sup>68</sup>. The code of practice does not address these aspects.

#### Tribunals and dispute resolution

48. The Act and Regulations relating to dispute resolution broadly cover matters which are outside the Tribunal's remit. These are principally cases in which the child or young person has additional support needs but does not require a co-ordinated support plan. Dispute resolution arrangements are not intended for matters which are within the jurisdiction of the Tribunal.

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<sup>68</sup> Website address: [www.asntscotland.gov.uk/](http://www.asntscotland.gov.uk/)

[s16\(3\)\(b\)](#)

49. However, the use of dispute resolution procedures does not in any way affect the parents' entitlement to take a matter to the Tribunal. Where a child's or young person's circumstances change such that they fall within the remit of the Tribunal, previous discussions held as part of the process of dispute resolution are to be treated in confidence unless otherwise agreed. However, the *outcome* of previous dispute resolution may be relevant to the Tribunal and may be brought to the attention of the Tribunal.

#### Tribunal and mediation

[s15\(3\)\(b\)](#)

50. The use of mediation procedures does not in any way affect the parents' entitlement to take a matter to the Tribunal. Conversely, the making of a reference to the Tribunal does not in any way affect their entitlement to use mediation services. The education authority should make this clear to parents when the possibility of mediation is raised by parents or the authority.

51. Discussions held as part of mediation should be treated in confidence unless otherwise agreed. This means they are not to be disclosed by education authorities in the papers for, or in the course of, the Tribunal's proceedings.

#### Tribunal rules and regulations

[Sch 1 12](#)

52. The Act provides for the Tribunal to be governed by rules of procedure separate from the code of practice. The qualifications, training and experience required by the President, conveners or members of the Tribunal are set out in the Additional Support Needs Tribunals for Scotland (Appointment of President, Conveners and Members and Disqualification) Regulations 2005. Procedural matters are detailed in the Tribunal rules of procedure. The President has powers under the Act to make directions about the practice and procedure to be followed by Tribunals in relation to any matter. The President's Annual Report to the Scottish Ministers provides information about the performance of the Tribunal during that particular year.

#### **Further recourse**

53. Application of good practice and the arrangements described above should be sufficient to resolve, or determine, almost all cases of disagreement between parents, young people and education authorities. Exceptionally, there may be a few cases where parents or young people will seek recourse elsewhere in certain circumstances. This includes the right to refer alleged failings to carry out a statutory education duty to Scottish Ministers under section 70 of the Education (Scotland) Act 1980. Section 70 gives a discretionary power for Scottish Ministers to intervene where they are satisfied that an education authority or others have failed to discharge any duty imposed on them by education legislation. In considering any complaint under section 70 Scottish Ministers will wish to consider whether other more local forms of resolving disagreement have been tried although the Ministers will not seek to intervene in relation to confidential discussions which take place in mediation or dispute resolution procedures under the Act or take account of such discussions

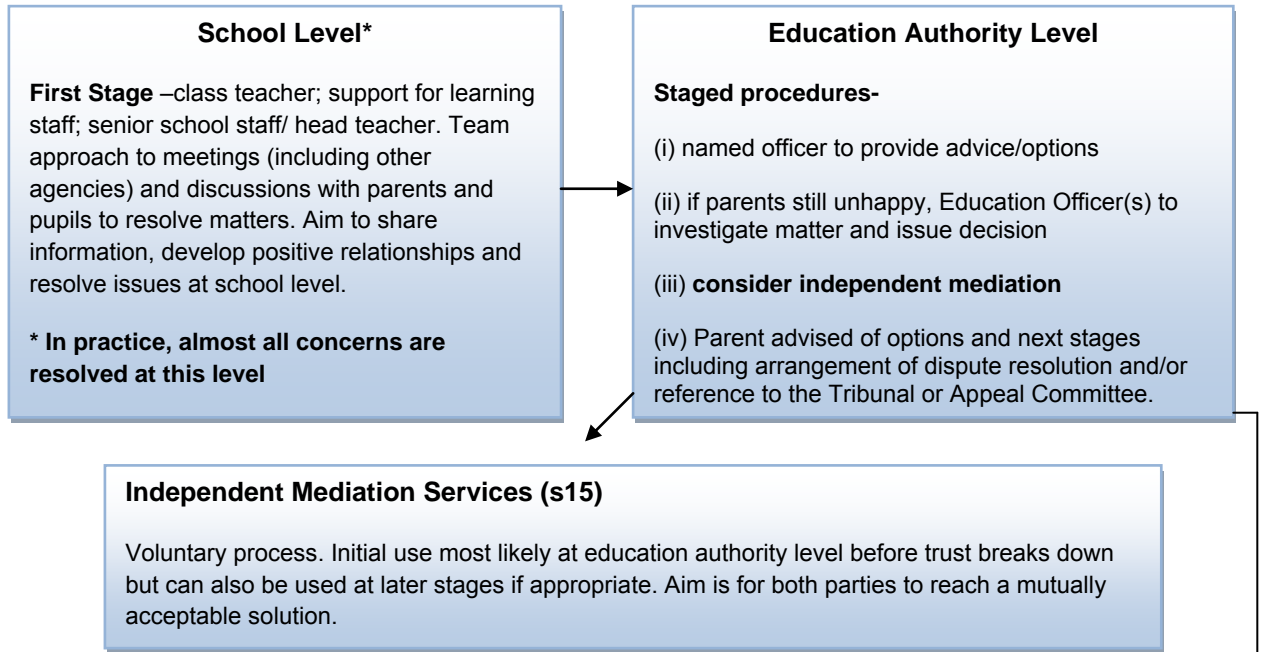
in reaching any decision under section 70 of the 1980 Act except where all parties agree to this being made available to the Ministers

### **Monitoring**

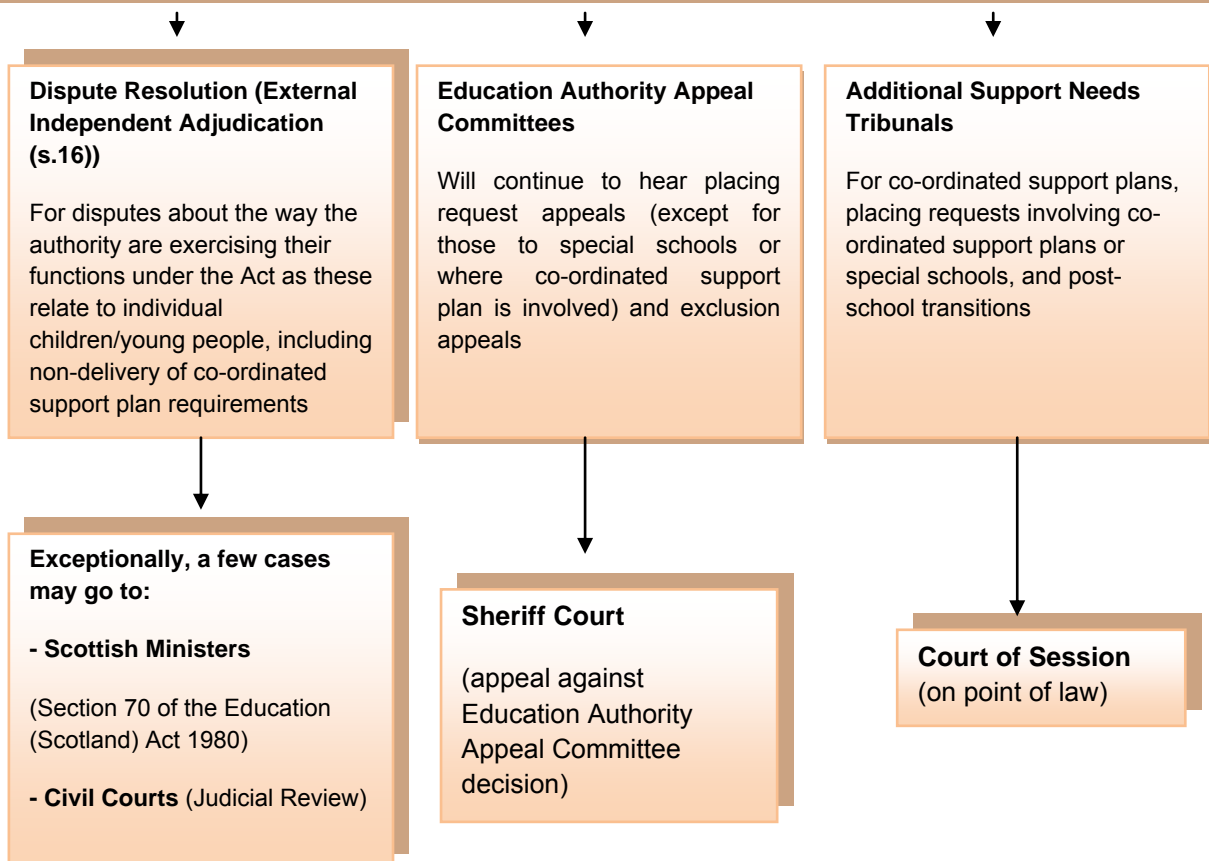
54. Education authorities should record the number of cases referred to mediation, dispute resolution and the Tribunal. They should note their outcomes for monitoring purposes. Further information is available in the Scottish Executive procedural guidance on provision for resolving disputes.

# FRAMEWORK FOR RESOLVING DISAGREEMENTS

## PARTIES REACH AGREED OUTCOME



## THIRD PARTY REVIEW AND OUTCOME



## Chapter 9

### GENERAL PROVISIONS

1. This chapter considers further provision relating to placing requests as well as a range of miscellaneous provisions in the Act not covered in earlier chapters of the code.

#### Placing Requests

2. The system relating to placing requests where the child has additional support needs is set out in schedule 2 to the Act. Whilst the scheme set out in schedule 2 broadly replicates that which operates where the child does not have additional support needs (which is contained in sections 28A to G of the Education (Scotland) Act 1980) there are some notable differences. The more important of these differences are highlighted below and have been discussed in detail in chapter 4. Young people with additional support needs have the same placing request rights as parents of children with additional support needs unless the education authority are satisfied that they lack the capacity in which case the parents can act on their behalf. For ease of reference the following refers to parents but young people also have these rights in their own name.

3. Parents of a child with additional support needs can make a placing request:

- to the home education authority for their child to attend a school, outwith their catchment area, managed by the home education authority
- to another education authority for their child to attend a school managed by that other education authority
- to the home education authority for their child to attend an independent or grant-aided special school in Scotland or a school in England, Wales or Northern Ireland the managers of which are willing to admit the child and the school makes provision wholly or mainly for children or young people with additional support needs
- to the home education authority for their child to be placed in pre-school provision (within the categories for prescribed pre-school children, generally for 3 and 4 year olds), normally referred to as a partnership nursery, in that home or a host education authority area.

4. School means any school, including a nursery school and a partnership provider where an authority have entered into arrangements for other persons to provide pre-school education. **Under the Act parents are not able to make a placing request for an independent or grant-aided school which is not a special school.**

## Outwith the United Kingdom

s25

5. The Act does give the power to an education authority to make such arrangements as they consider appropriate to enable a child or young person with additional support needs to attend an establishment, whether or not a school, outwith the United Kingdom. The establishment has to make provision, wholly or mainly, for children or young people with additional support needs. However, there is no duty upon an education authority to comply with a request for a child to attend such an establishment. Education authorities have discretion as to what arrangements they consider appropriate and the power allows an education authority to meet wholly or partly the fees payable, or the travelling, maintenance and other expenses in respect of the child's or young person's attendance at the establishment. They can also meet similar expenses for the parents or some other person, where they consider it to the advantage of the child or young person that one or other of the parents or some other person was present during the time the child or young person is attending the establishment.

## Costs of placement

Sch 2  
2(2)

6. When a child or young person with additional support needs attends a school, which is not an education authority school, as a result of a placing request, the education authority must meet the fees and other necessary costs of the placement. Where a child or young person attends a school under the management of a host education authority as a result of a placing request (the host authority is not the education authority in which the child or young person lives – that is the home education authority), then the host education authority may recover certain costs from the home education authority, as described in paragraphs 24 and 25, chapter 4.

## Timing of placing requests

7. Parents of children with additional support needs can make a placing request at any stage of a child's education. The authority should notify them of that right where a child is due to start at one of its schools, or where the authority propose that the child should, for any reason, be moved to a new or different school. An education authority should invite parents to take part in consultations leading to the school placement for children with additional support needs. They should also provide parents with the opportunity to visit the school or schools proposed.

## Rights of young people

8. Young people have the same rights to make placing requests on their own behalf as parents have for their children. Where the education authority are satisfied that a young person lacks the capacity to make a request then the young person's parents have the right to make a placing request for the young person.



## Grounds for refusing placing requests

9. An education authority must comply with a placing request unless one or more of the exceptions contained in paragraph 3 of schedule 2 to the Act apply. For example, an education authority may refuse a placing request if the specified school is a special school (or special class or special unit) and for the authority to place a child there would cause it to be in breach of its duty to provide mainstream education<sup>69</sup>.

10. A request may be refused if to comply with it involves significant expenditure on extending or otherwise altering the accommodation or facilities at the school. In refusing a request under these grounds, an education authority would have to act reasonably in assessing what amounts to significant expenditure. For a complete list of all the potential grounds of refusal, users of the code should have regard to the provisions in paragraph 3 of schedule 2 of the Act.

## Refusal of a request involving a school not under the management of an education authority

11. Additionally, an education authority do not have to comply with a placing request for an independent or grant-aided special school in Scotland (or a school in England, Wales or Northern Ireland making provision for children, or young people, with additional support needs) where, for example, all of the following apply:

- the authority are able to make alternative provision for the child's or young person's additional support needs (which may or may not be in one of their schools) other than in the specified school (ie the school for which the placing request is made)
- it is not reasonable to place the child or young person in the specified school, having regard to both the respective suitability and cost of the provision for his /her additional support needs there and in the school which he/she would otherwise attend and in which a place has been offered.

[Sch 2  
3\(1\)\(f\)](#)

12. As noted in paragraph 14 below, even where the education authority conclude that the grounds in paragraph 3(1)(f) of schedule 2 to the Act apply they are still able to place the child or young person in the school requested. In weighing up their decision an education authority will wish to consider carefully whether, for example, any high quality provision made in the specified school can offset the additional costs of attendance there.

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<sup>69</sup> Under section 15, Standards in Scotland's Schools etc. Act 2000

13. There are also other grounds for refusing such a request, for example, as described in paragraph 9 above or where the school in question is not suited to the age, ability or aptitude of the child.

#### Power to accept a placing request

14. Schedule 2 gives an education authority the power to accept a placing request notwithstanding the fact that the grounds for refusal provided for in schedule 2, paragraphs 3(1)(a) – (e) exist.

#### Reserved places

15. An education authority can also refuse a placing request, in certain circumstances, in respect of a child who is resident outwith the catchment area of the specified school. This is where accepting the placing request would prevent the authority retaining places (known as “reserved places”) at certain schools for incomers to the area served by the school.

#### Appeals on refusal to grant a placing request

16. An education authority must inform parents in writing of their decision on a placing request. Parents or young people can then proceed to appeal where a placing request has been refused. In complying with a successful placing request, an education authority should update, where appropriate, the nomination of the school in a child’s, or young person’s, co-ordinated support plan.

17. An education authority will be deemed to have refused a placing request made in accordance with schedule 2 paragraph 2 of the Act if:

- they have not informed the parent or young person in writing of their decision by 30 April on a request made on or before 15 March for a school placement at the start of the school year in the following August or
- in the case of any other placing request, on the expiry of the period of 2 months immediately following receipt by the authority of the placing request.

#### Appeal routes

18. Parents of a child with additional support needs can refer a decision by an authority to refuse a placing request to the education authority appeal committee, set up under the 1980 Act. However, the Act, as amended, makes specific provision for appeals against refusals to grant the placing request in which there is an issue relating to the co-ordinated support plan and/or a special school. These issues are considered in chapter 4 but are summarised here.

The decision of an authority to refuse a placing request may be referred to the Tribunal where:

- s18(3) (da) • the request is in respect of a special school in Scotland managed by an education authority
- s18(4) • the request is in respect of an independent or grant-aided special school in Scotland or a school in England, Wales or Northern Ireland, making provision wholly or mainly for children or young persons with additional support needs, in all cases whose managers are willing to accept the child or young person
- a co-ordinated support plan has been prepared (and has not been discontinued)
- the education authority have decided that the child or young person does not require such a plan and that decision has been referred to the Tribunal
- no such plan has been prepared but it has been established by the education authority that the child or young person requires such a plan
- the education authority have advised the parents or young person that they intend to establish whether a co-ordinated support plan is required.

19. In the last four circumstances in paragraph 18 above, there may be an appeal against the education authority's decision to refuse a placing request. Where an appeal against that refusal has yet to be determined, either by the education authority appeal committee or by the sheriff, then it will be transferred to, and considered by, the Tribunal.

#### Education authority appeal committee

20. An appeal committee, set up, under section 28D of the 1980 Act, can confirm or refuse to confirm an authority's decision to refuse a placing request. Where they refuse to confirm the authority's decision, the appeal committee must require the authority to place a child in the public school specified in the request, or, as appropriate, require the authority to meet the fees and other necessary costs of a child's attendance at the specified special school which could be an independent or grant-aided special school, a school in England, Wales or Northern Ireland which caters for children and young people with additional support needs or a school where education is provided by the education authority under arrangements made under section 35 of the 2000 Act (that is, where the education authority have entered into arrangements with a provider of pre-school education). The authority must comply with a decision of the appeal committee. Where an appeal committee uphold an authority's decision to refuse the placing request, they must notify the parents of their right to make an appeal to a sheriff or to the Tribunal as appropriate, as in paragraph 21 below.

- s18(3) (f) 21. If any of the last four circumstances in paragraph 18 apply before the education authority appeal committee have made their final determination the appeal should automatically be transferred to the Tribunal. If the education authority appeal committee have made their decision and within 28 days of that

Sch 2  
7(8)  
and (9)

decision, one of the last four circumstances apply, the correct route of appeal would be to the Tribunal rather than the sheriff. The appeal committee are not required to take any further action until the Tribunal's decision on the co-ordinated support plan is made. However, if the appeal has been made to the sheriff and it has not been disposed of then the sheriff must transfer the appeal to the Tribunal.

s19(5)  
(ba) and  
(d)

22. While the Tribunal has the discretion to transfer a placing request decision back to the education appeal committee or sheriff where it has been decided that no co-ordinated support plan is required, it is anticipated that in the majority of cases the Tribunal will make a decision on the placing request reference.

23. An appeal committee will be deemed<sup>70</sup> to have confirmed the decision of the education authority if they have:

- failed to hold a hearing within 2 months immediately following receipt by them of the reference
- failed, within the period of 14 days immediately following an adjournment of a hearing, to fix a date for a resumed hearing of the reference
- failed to notify the parents or young person who made the reference and the education authority of their decision and the reasons for it within the period of 14 days immediately following the conclusion of the hearing.

#### Appeals to the sheriff from the appeal committee

24. A parent who has made a reference to an appeal committee may appeal to the sheriff against the decision of the appeal committee on that reference. In such a case, the education authority, not the appeal committee, may be a party to the appeal to the sheriff. An appeal must be made by way of summary application and lodged within 28 days from the date of receipt of the appeal committee's decision. The sheriff may hear an appeal, in the event of a late application, if the parents can show good cause for the delay in submitting the appeal.

25. The sheriff can confirm or refuse to confirm the authority's decision to refuse a placing request. Where the sheriff refuses to confirm the authority's decision, the sheriff must require the authority to place the child in the specified public school requested or to meet the fees and other necessary costs of a child's attendance at the specified special school in England, Wales or Northern Ireland as appropriate. The authority must comply with a decision of the sheriff. The sheriff has the power to make an order as to the expenses of an appeal to

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<sup>70</sup> As determined by The Additional Support for Learning (Placing Requests and Deemed Decisions) (Scotland) Regulations 2005

the sheriff as she or he sees fit. The judgement of a sheriff on an appeal is final.

26. The circumstances under which appeals are transferred from the education authority appeal committee or the sheriff to the Tribunal, and from the Tribunal to education authority appeal committee or sheriff, are considered in chapter 4 paragraphs 35-39.

## **Publishing information**

27. The Act, as amended, requires an education authority to publish information about a range of specified matters relating to additional support needs. Those specified matters include information about:

- the authority's policy in relation to provision for additional support needs
- the authority's arrangements for identifying children and young people with additional support needs and those who may require a co-ordinated support plan together with the particular additional support needs of those so identified
- the role of parents, children and young people in any of these arrangements
- the arrangements for monitoring and reviewing the additional support needs of, and the adequacy of additional support provided for, each child and young people with additional support needs
- arrangements for independent mediation services, including details of the service and how to access it
- procedures for dispute resolution, including details of the service and how to access it
- the officer(s) in the authority from whom parents of children having additional support needs, or young people who have these needs, can obtain further information and advice
- information about any NHS Board in their area or part of the area from whom parents of children having additional support needs, or young people who have these needs, can obtain further information and advice<sup>71</sup>
- such other recognised agencies or organisations that can provide further support, information and advice to parents and young people that it considers appropriate, including information about support and advocacy
- any other persons specified in an order made by the Scottish Ministers from whom parents and young people can obtain further advice, information and support in relation to the provision for additional support needs, including information about support and advocacy.

s26(2)

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<sup>71</sup> The Act was amended to include this point and the following one by The Additional Support for Learning (Publication of Information) (Scotland) Regulations 2005

28. Education authorities should also include information on practice for:

- the management of reviews
- arrangements for support for learning
- how parents or young people can make requests for assessment
- the types of support available.

29. The authority should also publish information about its arrangements for resolving disagreements between the authority and parents of children belonging to the area of the authority, or young people belonging to the area of the authority, in respect of any of the authority's functions under the Act. This information should set these arrangements in the overall context of the arrangements which a particular authority has for preventing disagreements arising, and resolving them when they do arise. All of this information should be provided in a range of easily accessible formats.

30. The Regulations amend the Act and require that education authorities must also publish information about any NHS Board in their area or part of the area and such other recognised agencies or organisations that can provide further support, information and advice to parents and young people that it considers appropriate and where this information is already known to the education authority or is easily obtainable. This could be contact details for the speech and language therapy service, for social work services or for local and national voluntary organisations, including support and advocacy services under section 14 of the Act.

s26(2)(g)  
and (h)

#### Availability of information

31. The Regulations also state that the information should be available on request in alternative forms such as on audio tape, in Braille or through video recording so that sign language, such as British Sign Language can be used to provide information. Voluntary organisations are often in a good position to provide advice about developing, publishing and disseminating information in accessible formats.

32. Education authorities must also keep that information under review and revise and publish that revised information as necessary or appropriate.

33. The Act, as amended, requires education authorities to provide all parents of all children with additional support needs (and young persons with additional support needs), for whose school education the authority are responsible, with all the information authorities are required to publish as noted in paragraph 27 above. Where the authority are satisfied that the young person lacks capacity to understand the information then the information should be

s26(1)(d)

made available to the young person's parent. It is for each individual authority to decide how to meet this requirement but having the information set out in one handbook or available on a USB Pen Drive may be ways to meet this requirement effectively and efficiently.

s26(1)(e) 34. Authorities are under a duty to ensure that a summary of the information published under section 26 of the 2004 Act is available, readily and free of charge, from each place in the authority's area where school education is provided, regardless of whether the school is under the management of the education authority. School in this context includes nursery schools and other pre-school education providers.

s26(1)(e) 35. The Act, as amended, requires education authorities to provide this summary in any handbook or other publications provided by any school in the authority's area or by the authority for the purposes of providing general information about the school or, as the case may be, the services provided by the authority, and on any website maintained by any such school or the authority for that purpose.

s26(2)(i) 36. The Act, as amended, enables the Scottish Ministers to make an order specifying certain persons from which parents and young people can obtain advice, further information and support in relation to the provision for additional support needs, including support and advocacy services as referred to in section 14 of the 2004 Act and places education authorities under a duty to publish information as to those persons. In broad terms the Act allows the Scottish Ministers to name national bodies providing these services and information about these bodies would then have to be included in the information published by the authorities. The Sources of Information Order<sup>72</sup> will specify 'Children in Scotland: Working for Children and Their Families, trading as Enquire' and 'The Scottish Independent Advocacy Alliance Limited'.

### **Requests under the Act**

s28 37. The Act uses the word "request" in a number of different provisions and the term has been specifically defined. This provision allows authorities to be clear as to the reasons for the requests being made. A "request" is one which is in writing, or another form which can be used for future reference, for example, where the request has been recorded in audio or video format. The reasons for making the request must be given. Where, an education authority refuse a request under the Act, they must inform the person who made the request and provide reasons for their decision. They must also provide details of their arrangements for mediation and/or dispute resolution procedures except where the request is from the managers of an independent or grant-aided school in relation to a child or young person being provided with education there.

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<sup>72</sup> The Additional Support for Learning (Sources of Information) (Scotland) Order 2010

38. Where the request is a placing request, the education authority must inform the person who made the request of their right to either refer the decision to an appeal committee or to the Tribunal where appropriate.

39. When education authorities are replying to, or informing, parents or young people they must do so in writing which could include e-mail if the parents or young person agree or another form as the parents or young person may require which can be used for future reference. Where a parent or young person has made a “request” in a particular form such as e-mail then the education authority should reply similarly or at least in a form that meets any particular known needs or preference of the parent or young person.

### **Collection of data on additional support needs**

40. The Act, as amended, requires the Scottish Ministers to collect from education authorities, and to publish annually, specified information about additional support needs. That includes information about:

s27A

- the number of children and young people with additional support needs for whose school education the authority are responsible
- the principal factors giving rise to the additional support needs of these children and young people
- the types of support they are provided with
- the cost of providing that support.

41. Further details about the arrangements for collecting this data, and any secondary legislation required, will be made available in due course.

### **Information about additional support needs**

42. The Act, as amended, requires that for the first five years after commencement of the Act, the Scottish Ministers must report to the Scottish Parliament on what progress has been made in ensuring that sufficient information relating to children and young people with additional support needs is available to monitor the implementation of the Act.

s26A



## LINKS TO OTHER LEGISLATION, POLICIES AND GUIDANCE

The Act should be read alongside other legislation and policy supporting children and young people in Scotland. Some of the main aspects of these are set out below.

### Legislation

#### Equality issues

Equality for all underpins the Act. It allows schools, local authorities and other agencies to address additional support needs which may arise as a result of inequality and discrimination. A number of pieces of legislation outlaw discrimination on grounds of disability, sex, race, sexual orientation and religion and belief.\*

The [Human Rights Act 1998](#) incorporates many of provisions of the European Convention on Human Rights into Scots law. It supports the requirement for local authorities and other bodies not to discriminate on grounds such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status in securing the enjoyment of any of the rights set out in the ECHR. The right to education is set out in Article 2 of the First Protocol to the Convention.

Article 14

The [Disability Discrimination Act 1995](#)<sup>73</sup>, as amended, outlaws discrimination against disabled people and requires local authorities and schools not to treat disabled pupils less favourably and to make reasonable adjustments to avoid putting them at a substantial disadvantage.

The disability equality duty, introduced through the above Act places a general duty on public bodies, including education authorities in respect of schools they manage. The [The Disability Discrimination \(Public Authorities\) \(Statutory Duties\) \(Scotland\) Regulations 2005](#) requires that education authorities and Managers of grant-aided schools promote equality of opportunity for disabled people and publish a Disability Equality Scheme every 3 years. Authorities and the managers of grant-aided schools must also make arrangements for each school under its management to: assess the impact of its policies and practices on equality for disabled pupils; gather information on the opportunities available to, and on the achievements of disabled pupils.

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<sup>73</sup> The Disability Discrimination Act 1995 will be repealed by the Equality Act 2010.

The [Education \(Disability Strategies and Pupils' Educational Records\) \(Scotland\) Act 2002](#) places a duty on education authorities, managers of grant-aided schools and the owners of independent schools to prepare a strategy to increase, over time, the physical accessibility of the school environment and the accessibility of the curriculum for pupils with disabilities and prospective pupils with disabilities. The strategy must also provide for the improvement of communication with pupils with disabilities, especially in relation to the provision of school information.

The race equality duty, introduced through the **Race Relations (Amendment) Act 2000**, places a general duty on public bodies, including education authorities in respect of schools they manage, to eliminate unlawful racial discrimination and to promote equality and good race relations. Education authorities must publish a race equality scheme setting out their race equality policy and the arrangements for schools to monitor and assess the impact of their policies on pupils, staff and parents from different racial groups, including in relation to attainment.

The gender equality duty, introduced through the [Equality Act 2006](#), places a general duty on public bodies, including education authorities in respect of schools they manage, to eliminate unlawful discrimination and harassment, and promote equality of opportunity between men and women. Education authorities must publish a gender equality scheme and make arrangements for schools to monitor and assess the impact of their policies on male and female pupils, staff and parents, including in relation to attainment.

The [Equality Act 2006](#)<sup>74</sup> also makes it unlawful to discriminate on grounds of religion or belief (including lack of religion or belief) when goods, facilities and services are being provided. These provisions extend to the delivery of education and other services by schools.

The [Equality Act 2010](#), which received Royal Assent on 8 April 2010, aims to harmonise discrimination law and to strengthen the law to support progress on equality. It consolidates and harmonises existing equality legislation. In Scotland, it will transfer jurisdiction in all cases of disability discrimination affecting school pupils from the Sheriff Court to the Additional Support Needs Tribunals for Scotland (ASNTS). The Tribunal will hear disability discrimination cases on the provision of education and associated services in all Scottish schools as well as cases relating to admissions and exclusions.

The [The Equality Act \(Sexual Orientation\) Regulations 2007 No. 1263](#)<sup>75</sup> make discrimination on the grounds of sexual orientation unlawful in a number of areas including education in schools. Schools therefore need to make sure that gay or lesbian pupils, or the children of gay or lesbian parents do not receive different and less favourable treatment from that given to other pupils.

s23

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<sup>74</sup> The Equality Act 2006 will be amended by the Equality Act 2010.

<sup>75</sup> The Equality Act 2006 (Sexual Orientation) Regulations 2007 are to be repealed by the Equality Act 2010.

The [Children \(Scotland\) Act 1995](#) establishes the responsibilities of service providers and parents in matters affecting children's care and welfare. Local authorities must provide services designed to minimise the impact of disabilities on children and to allow them to lead lives which are fulfilling. Children's views must be sought and taken account of in key decisions that affect them.

### School education

Under the [Education \(Scotland\) Act 1980](#) education authorities must provide adequate and efficient school education for children of school age within their area. The [Standards in Scotland's Schools etc. Act 2000](#) places education authorities under a duty to secure that the education provided is directed towards the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential.

s14(1)(b)  
and s40  
2000 Act

Education authorities should provide education to school age pupils in a mainstream setting unless certain exceptions apply. Education authorities must make special arrangements for pupils who are unable, or where it would be unreasonable to expect them, to attend school through prolonged ill-health.

s2(2) 2000  
Act

Education legislation gives certain rights to parents and young people rather than to **children** in their own right. However, the 2000 Act recognises that children should have the right to express views on issues that affect them. Chapter 6 of the code describes where children's views should be taken into account under the new Act.

s2 [Age of Legal Capacity \(Scotland\) Act 1991](#)

The Act also sits alongside legislation which recognises that children with legal capacity are able to make some decisions on their own behalf. For example, a child over 12 may consent to any medical procedure or treatment and instruct a solicitor in relation to civil matters so long as he or she is considered capable of understanding the nature and possible consequences.

**Young people** (young persons in legislation) have similar rights to parents regarding school education. They may also express their views on, and take decisions about, their school education.

[Adults with Incapacity \(Scotland\) Act 2000](#)

The law provides for decisions to be made on behalf of adults who lack legal capacity to do so themselves because of mental disorder or inability to communicate. Adults are defined as being over 16 years of age. The decisions concerned may be about the adult's property or financial affairs, or about their personal welfare, including medical treatment. Professionals carrying out functions under the Additional Support for Learning Act should have due regard to the provisions of the Adults with Incapacity Act.

s15 Schools (Health Promotion and Nutrition) (Scotland) Act 2007

The [Schools \(Health Promotion and Nutrition\) \(Scotland\) Act 2007](#) places education authorities under a duty to ensure that all schools are health promoting. A school is health promoting if it provides activities and an environment and facilities which promote the physical, social, mental and emotional health and wellbeing of pupils. Guidance on the provisions of the Act is available at <http://www.scotland.gov.uk/Publications/2008/05/08160456/0>.

Nutritional guidelines to support schools in meeting nutritional requirements are available from <http://www.scotland.gov.uk/Publications/2008/09/12090355/0>.

s30 1980

**Parents**, under the 1980 Act, must ensure that their children of school age receive adequate education suitable for the age ability and aptitude of their child, either by sending their child to a school managed by the education authority, or by other means, for example an independent school or home education.

[Children  
\(Scotland\)  
Act 1995](#)

s1

Parents must, where it is the interests of the child and is practicable, safeguard and promote their child's health, development and welfare. This also applies to anyone over 16 who has care or control of a child under the age of 16. In addition, parents can provide their children who are under 18 years of age, with appropriate direction and guidance. They should maintain personal relations and direct contact with their son or daughter on a regular basis, if they do not live with their child. Parents can also act as their child's legal representative. Where a person takes a major decision in fulfilling a parental responsibility or right under the 1995 Act they must have regard to the views of the child, taking account of the child's age and maturity and whether the child wishes to express a view.

The [Scottish Schools \(Parental Involvement\) Act 2006](#) places a duty on Scottish Ministers to promote parents' involvement in their child's education. Because parents have such a vital role to play in their children's education, the Act aims to make it easier for parents to become involved in their own child's education and in their child's school more generally. To help achieve these aims, all parents will automatically be members of the parent's forum at their child's school and will be entitled to have a say in what happens at the school. This Act made changes to the arrangements for parental representation in all schools. Since August 2007 Parent Councils have been the representative body for parents. The Act also places a duty on education authorities to promote the involvement of parents in school education. This includes authorities giving advice and information to parents about their own child in response to reasonable requests.

### Other legislation

The [National Health Service Reform \(Scotland\) Act 2004](#) required NHS Boards to submit schemes of establishment for Community Health Partnerships to Scottish Ministers for approval by December 2004. Schemes had to comply with The Community Health Partnerships (Scotland) Regulations 2004<sup>(76)</sup> and the Statutory Guidance issued in October 2004.

The [Protection of Children \(Scotland\) Act 2003](#) introduced safeguards to prevent unsuitable people from working with children. The Act covers a range of childcare positions defined in the 2003 Act (as amended), not just those

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<sup>76</sup> S.S.I. 2004/386

involved in directly caring for, training, supervising or being in sole charge of children. It includes those whose normal duties include work in a school; a further education institution; a hostel used mainly by pupils attending a school or further education institution; or in hospitals which are mainly for children.

Professionals carrying out functions under the [Mental Health \(Care and Treatment\) \(Scotland\) Act 2003](#) should have due regard to the provisions within education legislation, as there may be instances where there is some cross over between them.

The [Antisocial Behaviour etc. \(Scotland\) Act 2004](#) introduced and built upon a number of measures designed to tackle antisocial behaviour. It defined what antisocial behaviour is for the purposes of that Act; made provisions with regard to ASBOs; provided powers to take action on premises where there is significant and persistent disorder or serious nuisance to the local community; and also introduced, amongst other things, on the spot fines for a range of low level antisocial behaviour, and powers to seize vehicles being driven antisocially.

The [Further and Higher Education \(Scotland\) Act 1992](#) requires that adequate and efficient provision of further and higher education is made in Scotland. Due regard should be given to the requirements of those over school age who have a learning difficulty or disability which may affect their education. In preparing young people for leaving school, teachers should be aware of legislation covering further and higher education. Under the [Further and Higher Education \(Scotland\) Act 2005](#), the educational and related needs of students and prospective students of further education colleges and higher education institutions must be regarded.

The **United Nations Convention on the Rights of the Child** (UNCRC) applies to everyone under 18. It recognises that all children and young people have rights. There are 42 articles that describe specific rights, 4 of which are described as the underpinning principles: non-discrimination (article 2); commitment to the best interests of the child (article 3); the right to life, survival and development (article 6); and respect for the views of the child (article 12). The UNCRC is reflected in legislation relating to children and young people e.g. the Children (Scotland) Act 1995 and the Scottish Government has made clear its ongoing commitment to the UNCRC and to promoting and supporting the rights of all children in Scotland as a key strand of our activity to improve outcomes for all. On 1 September 2009 the Scottish Government published its response to the 2008 recommendations from UN Committee on the Rights of the Child. This publication, 'Do the Right Thing', set out specific actions the Scottish Government will take in 21 priority areas relating to children's rights.

The [Adoption and Children \(Scotland\) Act 2007](#) provides the legislative framework for adoption and permanence for children in Scotland who can no longer live with their natural parents. The Act restates the duty of a Local

Authority to provide an adoption service for placing children with adopters and assessing adopters and widens the range of people who are able to adopt. The Act introduces a court order for accommodating children who cannot live with their natural parents (a "permanence order") and also improves access to a broader range of support services for people affected by adoption, including members of adoptive and original families.

## **Policy**

The Scottish Government has a wide range of policies which supports the development and well-being of Scotland's children and young people. The broad definition of additional support needs means that application of the Act's provisions requires effective interaction across policies in a number of areas. The following paragraphs describe some of these policy areas.

### Overview

The Act complements Scottish Ministers' high expectations and aspirations for all of Scotland's children and young people. These expectations and aspirations apply across agency, service and professional boundaries. Ministers' aspiration for all children and young people in Scotland is that they should be successful learners, confident individuals, responsible citizens and effective contributors to society and at work. Ministers believe that children and young people should be:

**Healthy** ... experiencing the highest standards of physical and mental health, and supported to make healthy safe choices

**Achieving** ... receiving support and guidance in their learning - boosting their skills, confidence and self-esteem

**Nurtured** ... having a nurturing and stimulating place to live and grow

**Active** ... offered opportunities to take part in a wide range of activities - helping them to build a fulfilling and happy future

**Respected** ... to be given a voice and involved in the decisions that affect their well-being

**Responsible** ... taking an active role within their schools and communities

**Included** ... receiving help and guidance to overcome social, educational, physical and economic inequalities; accepted as full members of the communities in which they live and learn

**And above all, to be safe** ... protected from abuse, neglect or harm.

## Getting it right for every child

The *Getting it right for every child* programme builds from universal health and education services to achieve these outcomes for children. It drives developments to change the way adults think and act to help all children and young people grow, develop and reach their full potential. It requires a positive shift in culture, systems and practice across services for children, young people and adults. It is a fundamental way of working that builds on research and practice evidence to help practitioners focus on what makes a positive difference for children and young people and act to deliver these improvements. *Getting it right for every child* threads through existing policy, practice, strategy and legislation affecting children, young people and families. The *Getting it right for every child* approach with its emphasis on meeting the needs of the child is entirely congruent with the additional support needs agenda.

The *Getting it right for every child* approach is particularly helpful when professionals from more than one agency need to work together to provide effective support. That multi-agency practice in the field needs to be matched by effective strategic planning mechanisms. The Single Outcome Agreements agreed between Community Planning Partnerships, consisting of local authorities and their partner agencies, and the Scottish Government under the Concordat with local government form an effective mechanism for doing so at the strategic level and will be underpinned by more detailed joint operational plans such as the integrated Children's Services Plans provided for in the Children (Scotland) Act 1995.

## Education

The [Standards in Scotland's Schools etc Act 2000](#) requires that Scottish Ministers should set national priorities in education. Five **National Priorities in Education** underpin the Scottish Government's education policies. These are:

**Achievement and Attainment:** To raise standards of educational attainment for all in schools, especially in the core skills of literacy and numeracy, and to achieve better levels in national measures of achievement including examination results.

**Framework for Learning:** To support and develop the skills of teachers, the self-discipline of pupils and to enhance school environments so that they are conducive to teaching and learning.

**Inclusion and Equality:** To promote equality and help every pupil benefit from education, with particular regard paid to pupils with disabilities and special educational needs, and to Gaelic and other lesser used languages.

**Values and Citizenship:** To work with parents to teach pupils respect for self and one another and their interdependence with other members of their neighbourhood and society, and to teach them the duties and responsibilities of citizenship in a democratic society.

**Learning for Life:** To equip pupils with the foundation skills, attitudes and expectations necessary to prosper in a changing society, and to encourage creativity and ambition.

All five priorities are relevant to ensuring that children and young people with additional support needs receive the help they require. The priorities are delivered in a range of educational settings, but the overarching context is one of schools developing their capacity to provide for the full range of children and young people within education.

The government's reform programme of education, *Curriculum for Excellence* encompasses the five national priorities for education in that it provides a better quality of teaching and learning, increased attainment and achievement for all children and young people in Scotland with a focus on literacy and numeracy and health and wellbeing throughout. This curriculum framework will enable all young people in Scotland to gain the knowledge and skills for learning, skills for life and skills for work which will help them become successful learners, confident individuals, responsible citizens and effective contributors. *Curriculum for Excellence* is intended to be for all learners. It should lead to improved quality of learning and teaching and increased attainment and achievement for all children and young people including those in need of more choices and more chances.

The Scottish Government places a high priority on getting it right in the early years. The *Early Years Framework* was published in December 2008, with a focus on maximising the opportunities for all our children to get the best start in life, no matter what their background or circumstances. The Framework is built on the principles of early intervention – a shift from intervening only when a crisis happens to prevention and early intervention. The *Framework* sets out a list of priorities for action that need to be taken forward in partnership over the next 10 years, some short term, some medium term and some long term. The *Framework* was developed through partnership and can only be effectively delivered through partnership. Scottish Government and COSLA will continue to work together with other partners to implement and deliver the framework.

The Scottish Government believes that good relationships and positive behaviour across whole school communities are fundamental to the successful delivery of *Curriculum for Excellence*. The government is committed to supporting schools create and maintain peaceful and positive learning environments, working with local authorities to introduce the most effective approaches to promoting positive behaviour. There is a wide range of approaches from universal whole school approaches to more targeted or additional approaches through school and multiagency assessment, planning and provision for children and young people with behavioural needs. Provision includes that beyond the classroom to address needs and keep children and young people included, engaged, and involved in their education.

The Scottish Government also has a wide range of policies across health, social work and other agencies which support children and young people who have additional support needs.



*Curriculum for Excellence* aims to achieve transformational change within the Scottish education system by providing a coherent more flexible and enriched curriculum which will provide more choices and more chances for those young people who need them. The design of *Curriculum for Excellence* enables schools and their partners to build a flexible system that offers personalisation and choice to meet the needs of all children and young people, **wherever** their learning is taking place. It also provides clear and supported pathways for young people to make successful transitions and to continue learning beyond compulsory schooling.

The new qualifications framework will facilitate a smooth progression for learners at different rates and in different ways. The recognition of wider achievements in addition to formal qualifications will also allow learners at all levels to gain recognition for a much wider variety of skills and abilities.

A robust system of assessment that reflects the values, purposes and principles of *Curriculum for Excellence* is needed to provide good quality information about learning and teaching. Later this year, we will publish a statement setting out the key elements of the proposals to support assessment in *Curriculum for Excellence*. In addition to this, we will provide more detailed guidance through the publication of a *Framework for Assessment*, which will outline our plans in greater detail and give detailed advice for educational planners, managers and practitioners.

Developments in assessment will also be supported by the new National Assessment Resource, an online system to support assessment for ages 3 through to 18. The first stage of the development of this resource is expected to be completed in the summer of 2010.

Updates on Assessment will be made available through the Curriculum for Excellence website at:

<http://www.ltscotland.org.uk/curriculumforexcellence/index.asp>

## **Health**

There are 40 **Community Health Partnerships** across Scotland. These partnerships lead the planning and delivery of person-centred and integrated community based services. They are a focus for providing better primary and specialist health services for adults and children locally and joint services with Local Authorities. They also have a significant role in improving health and reducing health inequalities set within the context of community planning.

The Scottish Government published the *Better Health. Better Care: Action Plan* in 2007. Community Health Partnerships are at the heart of this agenda, shifting the balance of care by improving access, managing demand, reducing unnecessary referrals and providing better community care services.

The Scottish Executive 2003 review of speech and language therapy, physiotherapy and occupational therapy services for children called on service providers to develop new methods of working in non-traditional and inclusive settings, such as mainstream schools and nurseries and other community

settings. Other recommendations called on local authorities and NHS Scotland to develop integrated approaches to the provision of therapy and other related interventions for children.

The Scottish Government **Allied Health Professions and Education Working in Partnership National Guidelines**, which are scheduled to be published in June 2010, will further promote and support partnership working primarily between speech and language therapy, occupational therapy and physiotherapy these being the professions most closely involved in supporting children and young people within school, and education staff at all levels. The guidelines, based on extensive engagement with stakeholders, document evidence-based good practice and include exemplars, tools, continuous professional development resources and the service user's perspective. The guidance intends to improve understanding about the role and working practices of AHPs and how AHPs contribute to supporting education of children and young people, including those with additional support needs. For up-to-date information see:

<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/partnershipworking>

**Health for All Children (Hall 4)** guidance was issued to NHS Boards in 2005 following the review of child health screening, surveillance and health promotion activity by the Royal College of Paediatrics and Child Health. The guidance sets out the core programme of screening, surveillance and health promotion contacts which every child should receive and recommends tiered levels of support according to assessed need.

The Scottish Government's *Framework for Nursing in Schools* sets out the direction for school nursing in Scotland. The framework sets out in clear terms the nursing service that should be delivered to children and young people in Scottish schools. The concept of the Health Promoting School underpins the entire framework. There is a change in focus, away from surveillance and towards proactive assessment of the health needs of each school. While there are specific sections in the framework on health promotion, highlighting key priority areas, the starting point is that the school nursing service focuses primarily on promoting health and well being as part of an integrated cross school approach, with a focus on the needs of the child as an individual is central to the new approach.

The Scottish Government has also commenced a two year project to increase healthcare capacity in schools starting in communities that have the highest number of vulnerable children & young people. The delivery of care will be developed in an integrated way using a partnership approach between partners involved. The model will harness existing skills whilst at the same time develop new roles. This new model will not be more of the same but it is an opportunity to redesign services that will provide effective healthcare to children young people and their families particularly at key transition stages. The project will run until March 2011 and will be independently evaluated.

*The Mental Health of Children and Young People: A Framework for Promotion, Prevention and Care* sets out a range of activities and approaches to support

children and young people's mental health and wellbeing. The framework was developed to support integrated approaches to children and young people's mental health, across mental health promotion, prevention of mental illness, and care and treatment for those with mental health problems. It highlights mental health promotion and stresses the importance of considering the child's global environment, recognising elements which support mental health and wellbeing as well as those factors which may increase the risk of mental health problems, including the potential impact of a parent's ill health on their child.

The framework promotes a "mainstream" approach to mental health and wellbeing, which equips a range of health and other children's services professionals with the basic skills to be able to support parents in developing a basic understanding of risk and protective factors that may affect their child's mental health and wellbeing. To support this, NHS Education for Scotland has published a mental health competency framework for all those involved in supporting children, young people and their families. This framework is about to be revised by NES in conjunction with the Scottish Government Mental Health and Workforce Divisions and Skills for Health. Education policy and practice already has a strong focus on promoting and supporting emotional wellbeing, and the **Health Promoting Schools** concept broadens this focus beyond the curriculum to a "whole school approach".

*Towards a Mentally Flourishing Scotland*, the recently published policy and action plan for mental health improvement, also includes a focus on the mental health of infants, children and young people.

The mental health and wellbeing of children is part of all aspects of health care and is also an underpinning part of *The Early Years Framework, Getting It Right for Every Child, The Curriculum for Excellence and Health for all Children (HALL 4)*.

## **Children and families**

The Scottish Government continues to work closely with the 30 **Child Protection Committees** set up throughout the country to improve the protections offered to children and young people in our communities. These Child Protection Committees (CPCs) developed into their current structure following the child protection reform programme completed in 2006, are responsible for the delivery of effective child protection measures in their area.

Work continues to be undertaken by the Scottish Government and its partners to introduce a common overall approach to the most significant operational aspects of protecting children from harm and to embed best practice from the child protection practitioner community into day to day practice across the country. Progress is also being made in the implementation of the "Getting it Right for Every Child" agenda for children's services, as it applies to children who are at risk of significant harm.

Following careful consideration of responses to the consultation *Strengthening for the Future* on the reform of the Children's Hearings system which finished in

October 2008, the Scottish Government are bringing forward proposals to reinforce and modernise the Children's Hearings system. The Draft Children's Hearings (Scotland) Bill was published on 26 June 2009. The key proposals contained in the Draft Bill are:-

- The creation of a new national body, Children's Hearings Scotland, to drive up standards across Scotland.
- Changes in functions and practice to improve support for both professionals and panel members, leading in turn to improving better outcomes for children and young people.
- Legal and procedural changes to increase efficiency and ensure that children's rights continue to be properly upheld.

Under these proposals, the Children's Hearings Scotland will be responsible for all functions associated with the Children's Panel, including recruitment, selection and training of panel members. The Scottish Children's Reporter Administration will deliver the Children's Reporters service. People will continue to be recruited, selected, trained and sit on hearings on a local basis.

The Scottish Government's aim is that there should be no difference between the outcomes for children and young people who have been Looked After and their peers who have not, particularly in relation to educational achievement. Historically, this has been far from the case. *Looked After Children and Young People: We Can and Must Do Better* (Scottish Executive 2007) sets out a framework for action, most of which was completed during 2008. The web site:

<http://www.ltscotland.org.uk/lookedafterchildren/index.asp> contains all the relevant publications as well as providing opportunities for practitioners and others to participate in online discussions. The key publications are:

- *These Are Our Bairns – guidance for community planning partnerships on how to be a good corporate parent* which sets out the responsibilities of all members of the extended corporate family and how they can measure their success.
- *The We Can and Must Do Better Training Materials* – a comprehensive revision of the *Learning With Care* materials comprising an award-winning interactive DVD rom.
- The national evaluation of educational outcomes of Looked After children pilots, with an accompanying practical guide for practitioners.
- Core Tasks for Designated Managers in Educational and Residential Establishments which up-dates the previous *Learning With Care* provisions.
- The Resource Pack for Care Leavers – a DVD for local authorities to customise to provide accessible advice to young people leaving care.

HMIE has published a self evaluation toolkit – *How Good is Our Corporate Parenting* – which will support councils and other providers in assessing the services they provide to Looked After children and young people and care leavers.

The 2009 revisions to the Additional Support for Learning Act include a requirement for all Looked After children and young people to be considered to have additional support needs and to require a co-ordinated support plan unless the education authority for the area to which they belong determine that they do not..

In addition, the Looked After Children Regulations are currently being up-dated, and Getting It Right For Every Child in Kinship and Foster Care, the Securing Our Future Initiative and the National Residential Child Care Initiative are focused on the needs of particular groups of children and young people within the care system.

The Youth Justice framework, *Preventing Offending by Young People - A Framework For Action* was launched in June 2008. The framework is jointly owned by Scottish Government, the Convention of Scottish Local Authorities, the Association of Chief Police Officers Scotland, the Scottish Children's Reporter Administration and the Crown Office and Procurator Fiscal Service, as key delivery agencies. The Framework is broad in its scope, spanning prevention, diversion, intervention and risk management with reference to the individual, the family and the wider community. The Framework reaches from pre-birth and early years through to the transition to adult service.

The new antisocial behaviour framework *Promoting Positive Outcomes: Working Together to Prevent Antisocial Behaviour in Scotland* was published in March 2009. This Framework provides the strategic direction nationally and locally for tackling antisocial behaviour and provides a platform for future work. It aims to promote positive outcomes through more prevention, better partnership working, enhanced community engagement and improved communication. The review aims to build upon past successes and will seek to improve the 2004 Act rather than repeal it. An implementation plan for the framework will be published later this year.

Tackling parental substance misuse and its effects on children is a key priority for the Scottish Government. Chapter 5 of the National Drugs Strategy - *The Road to Recovery: A New Approach to Tackling Scotland's Drug Problem* - includes a range of measures aimed at protecting children affected by parental substance misuse (CAPSM).

The CAPSM actions centre on prevention & early intervention, with a strong focus on strengthening support for families & management of immediate risk which is consistent with the wider Getting it right for every child (GIRFEC) approach. GIRFEC sets out the principles and values for professionals dealing with children & includes the child's safety - putting the child at the centre - and working in partnership with families.

A CAPSM Project Board has been established to support the delivery of the CAPSM priority actions which were identified in Chapter 5 of the Road to Recovery. It includes representation from the Scottish Government, Local Authorities & the voluntary sector.

**More Choices, More Chances** aims to better prepare vulnerable young people for adult life and work. Providing the right support, choices and chances to young people is central to its overall purpose. MCMC is located in a strategic framework that comprises Getting it Right for Every Child, Curriculum for Excellence (16+ Learning Choices is the new model for supporting the planning and delivery of the Senior Phase of Curriculum for Excellence) and Skills for Scotland and which underpins Government's commitment to improve outcomes for all young people – with more choices and chances for those who need them. The strategy has five key approaches to resolving this:

- by ensuring that Curriculum for Excellence provides opportunities to young people under 16 that are tailored to individual need, with flexibility and appropriate support for every young person – intervening as early as possible to ensure that;
- by ensuring that every young person has a clear 16+ Learning Choices pathway from school into learning post-16, with supported transitions and sustained opportunities;
- by ensuring that learning is a financially viable option, by considering the financial support available to young people;
- by ensuring that the right support is available to young people to find out about, engage with and sustain learning and employment;
- by making a joint commitment to action between central and local government, employers, learning providers and support agencies to develop the service infrastructure required to meet the needs of vulnerable young people;

### **Post school education services**

Following the report of the Beattie Committee *Implementing Inclusiveness: Realising Potential* (1999) the then Executive endorsed the principle that Inclusiveness should underpin all post-school education. Inclusiveness is about providing learning opportunities that give the best match to the needs of the individual. The Scottish Government's approach to participation in lifelong learning is focussed not only encouraging all colleges and universities in Scotland to continue to develop inclusive, learner centred policies but also to remove barriers which prevent students from participating in lifelong learning. That is why the Scottish Government is moving from a widening access agenda to the widening of the mainstream.

To assist with this process the Scottish Government has recently updated *Partnership Matters*:

<http://www.scotland.gov.uk/Topics/Education/UniversitiesColleges/17135/PartnershipMatters>

This provides guidance to local authorities, NHS Boards and voluntary organisations on supporting students with additional needs in further and higher education. The guidance sets out the roles and responsibilities of all the agencies involved and encourages a partnership approach to cross-agency working. It recognises that young people may experience barriers in accessing

and participating in learning and that colleges, universities and schools may be required to work together to plan for and prepare the young person for transition from school to post school education

As part of the commitment to providing learning opportunities that give the best match to the needs of the individual the Scottish Government is working alongside the Scottish Funding Council to improve further education in Scotland for students with complex needs.

*The same as you?* review of services for people with learning disabilities called for an inclusive approach to services for children, young people and adults with learning disabilities and autism spectrum disorders. It highlighted how the transition phase between child and adult services is crucial and the need for partnership between local authorities and NHS Boards in planning services. Recommendations from a follow up report *Working for a change?* have led to a national focus on employment for people with learning disabilities within the Workforce Plus agenda. *The same as you?* implementation group have also produced a report, *Changing Childhoods*, outlining appropriate service models for children and young people with learning disabilities.

### **HM Inspectorate of Education (HMIE)**

HMIE has responsibilities to evaluate the quality of pre-school education, all schools, teacher education, community learning and development, further education and local authorities. HMIE also publish reports of interest to the public and professionals about services for children and evaluate child protection services. Included in their publications are reports on additional support needs including a report on the evaluation of the implementation of the Additional Support for Learning Act published in 2007. All reports are available from: [www.hmie.gov.uk/](http://www.hmie.gov.uk/).

### **The Scottish Commission for the Regulation of Care**

The Care Commission regulates the quality of care services in Scotland and this includes services for children and young people. A range of publications, including National Care Standards for services for children and young people and self assessment tools available for care services regulated by the Care Commission, is available from their website: [www.carecommission.com/](http://www.carecommission.com/) .

In particular, the Care Commission regulates the following range of services which includes, where appropriate, services for children and young people with additional support needs:

- adoption agencies
- care homes for children and young people
- childcare agencies
- early education and childcare up to the age of 16
- foster care and family placement services
- school care accommodation services.

## CO-ORDINATED SUPPORT PLAN TEMPLATE

1. The Additional Support for Learning (Co-ordinated Support Plan) (Scotland) Amendment Regulations 2005<sup>77</sup> (Scottish Statutory Instrument 2005 No. 518) set out as below what the co-ordinated support plan must contain and they set out in the Schedule a template or form for the co-ordinated support plan.

### The plan

3. —(1) Every plan must—

(a) be in the form set out in the Schedule to these Regulations or a form substantially to the same effect;

(b) contain information on—

(i) the name, address, contact telephone number, date of birth, gender, preferred language or form of communication, school currently attended and date of entry to that school of the child or young person to whom the plan relates;

(ii) the name, address, contact telephone number and relationship to the child or young person to whom the plan relates of each parent and that parent's preferred language or form of communication;

(iii) a profile of the skills and capabilities of, and any other relevant information relating to the child or young person;

(iv) any views on the plan expressed by the child or young person and by a parent of the child or, where applicable, the young person;

(v) the review timetable for the plan in accordance with the provisions of section 10 of the Act; and

(c) be dated and signed by a duly authorised officer of the education authority.

(2) Every plan continued following review under section 10 of the Act must contain such amendments of the information specified in paragraph (1)(b) as the authority consider necessary or appropriate in consequence of the review of the plan and retain such other information from the then current plan as the authority consider relevant to the future provision of additional support for the child or young person.

2. Regulation 3(1)(a) allows education authorities a measure of flexibility over the appearance of the co-ordinated support plan when it states “..or a form substantially to the same effect.”. In other words, provided the contents of the

<sup>77</sup> <http://www.opsi.gov.uk/legislation/scotland/ssi2005/20050518.htm>



plan contain the information required under Regulation 3 education authorities are free to alter, for example, the text font used in terms of type of font, weight of font (**bold** or normal) or whether block or lower case letters are used (although extensive use of block capitals is not recommended). They are free too to alter the size of the boxes used to contain information and are free to alter the orientation of the document between landscape or portrait. **What is important is that the plan is presented in a way that makes it easy for those using it to access the information it contains.**

3. The template which follows switches orientation between portrait and landscape in order to accommodate the comments made within each section.

## Co-ordinated support plan template

Here insert the Unique Pupil Identifier (UPI) for the child or young person

### Schedule

Official use: Date of first co-ordinated support plan/subsequent amended versions

### Confidential

Set out name of authority

### Co-ordinated support plan

for [insert forename(s) and family name of child/young person]

The address where the child resides the majority of the time and where a parent or recognised carer for the child also lives

Home Address:

Contact Telephone Number:

Date of Birth:

Gender:

Preferred language/communication method

the child's language of preference/method of communication used to make himself/herself understood i.e. signing, lip-speaking, by using communication aids or symbols, audio equipment, Braille

School currently attended:

Date of Entry to Current School:

**Parental Details:**

Details of the child's parent(s) and/or those adults who have or share responsibility for their care, such as foster carers, a relative or social work services should be recorded here. The template only contains 2 boxes but additional boxes can be added as required

Surname:

Forename(s):

Relationship to child/young person:

Address (if different from child's/young person's)

Contact Telephone Number:

Preferred language/communication method: [as above]

Surname:

Forename(s):

Relationship to child/young person:

Address (if different from child's/young person's)

Contact Telephone Number:

Preferred language/communication method: [as above]

### **Profile**

(here set out a summary of the child's/young person's skills and capabilities and any other relevant information)

The purpose of the profile is to build up a holistic pen-picture of the child or young person. It should focus on the positive aspects of the child's/young person's life, for example his/her skills and capabilities. It may also include information about the type of placement or curricular guidelines he/she follows, the other plans he/she has as well as the activities he/she likes to do or how he/she likes to learn. The person responsible for drawing up the co-ordinated support plan will have to summarise information provided by the child or young person, their parents and the other people who know/work with the child or young person. The result should be a summary that encapsulates the child or young person.

### **Factors giving rise to additional support needs**

(here set out the factors which give rise to the child's/young person's additional support needs)

The complex or multiple factor or factors may be diagnostic labels such as autistic spectrum disorders, learning disability or clinical depression. In other cases the factor or factors may be more descriptive and related directly to the personal circumstances of the child or young person or family. All factors should be included. (The four broad themes described in chapter 2 are factors relating to the learning environment, family circumstances, disability or health need, or social and emotional factors.)

<p><b>Educational Objectives</b></p> <p>(here set out the educational objectives that require co-ordination of support for the child/young person, taking account of the factors giving rise to additional support needs)</p>	<p><b>Additional Support Required</b></p> <p>(here set out the additional support required by the child/young person to achieve each of the educational objectives)</p>	<p><b>Persons providing the additional support</b></p> <p>(here specify the persons/professions by whom the additional support shall be provided)</p>
<p>Educational objectives should be viewed in the widest sense as encompassing a holistic view of the child or young person. Objectives can include, for example, those required for personal and social development or to improve communication skills (see chapter 5 of the Code for more details).</p> <p>The objectives should be specific and should be set for a year approximately but this could be longer depending on the individual circumstances of the child or young person.</p>	<p>This will include teaching and other staffing arrangements, appropriate facilities and resources, including information and communications technology, and any particular approaches to learning and teaching to be used.</p> <p>The statement of the support to be provided should be clear and specific</p>	<p>These will be the agencies or professions providing the support i.e. 'speech and language therapist', 'social worker', 'but <u>not</u> the actual names of the individuals.</p>

### **Nominated school**

this should be the name and address of the school it is intended that the child or young person will attend

Name of School:

Address:

Telephone Number:

Head Teacher:

Nature of Placement: (part-time, day, residential, base, joint-placement)

### **Parental comments**

(here set out the views of the parent on the Plan)

The views, if any, of the parent(s) on any aspects of the co-ordinated support plan process as well as the plan itself should be recorded here. Parents should, wherever possible, complete these themselves or they could provide the education authority with written or verbal comments to be inserted. Alternative forms of communication can be used, such as a CD-ROM or the use of signs or symbols. Parents should consider areas such as their involvement in the process, including the drafting of the plan, and whether their views have been adequately taken into account.

If there are not any parental comments then the reason for this should be stated here.

**Child's/young person's comments**

(here set out the views of the child or young person on the Plan)

The views, if any, of the child or young person on any aspects of the co-ordinated support plan process as well as the plan itself should be recorded here. Children and young people should be enabled to complete these themselves or they could provide the education authority with written or verbal comments to be inserted. Alternative forms of communication can be used, such as a CD-ROM or the use of signs or symbols. Children and young people should be encouraged to consider areas such as their involvement in the process, including the drafting of the plan, and whether their views have been adequately taken into account.

If there are not any comments from the child or young person then the reason for this should be stated here.

**Co-ordinated support plan review timetable**

Date Co-ordinated Support Plan made/amended:

(delete as applicable)

Date by which review must begin:

(on the expiry of 12 months from the date the Plan was made/amended)

Date by which review must be completed:

(within 12 weeks of the date on which the review began)

**Education authority contact points**

**Additional Support Provision Co-ordinator**

This person is responsible, on behalf of the education authority, for co-ordinating the additional support required by the child/young person as detailed in this co-ordinated support plan.

Surname:

Forename(s):

Contact Address:

Contact Telephone Number:

Work Position/Title:



**Parental Advice and Information Officer on the Co-ordinated Support Plan**

The parent of a child with a Co-ordinated Support Plan or a young person with a co-ordinated support plan may obtain advice and further information from the following person:

Surname:

Forename(s):

Contact Address:

Contact Telephone Number:

Work Position/Title

In accordance with section 11 of the Education (Additional Support for Learning) (Scotland) Act 2004 (“the Act”) and the Education (Co-ordinated Support Plan) (Scotland) Regulations 2005 (“the Regulations”), this Co-ordinated Support Plan is made/amended (delete as applicable) by [insert name of education authority] on [insert date] in respect of [insert name of child or young person].

Name:

Work Position/Title:

Signed (authorised officer of the authority)

## **Making decisions about whether or not the additional support required is significant**

1. Chapter 5 of the code of practice describes in detail the circumstances under which co-ordinated support plans have to be prepared. In particular, section 2 of the Act sets out the following requirements to be met for a co-ordinated support plan to be prepared. In practice, there can be particular difficulties in deciding when *significant additional support* (see (d) below) requires to be provided. Chapter 5 discusses the issue of significance in detail. The purpose of the case studies below is to consider in practical terms how the issue of significance may be considered. For the purposes of Annex C it is assumed that all the case studies fulfil the requirements (a), (b) and (c) below. What then is being considered is whether (d) holds in which case a co-ordinated support plan is required. If (d) does not hold then a co-ordinated support plan is not required.

*.....a child or young person requires a plan (referred to in this Act as a “co-ordinated support plan”) for the provision of additional support if-*

*(a) an education authority are responsible for the school education of the child or young person,*

*(b) the child or young person has additional support needs arising from-*

*(i) one or more complex factors, or*

*(ii) multiple factors,*

*(c) those needs are likely to continue for more than a year, and*

*(d) those needs require significant additional support to be provided-*

*(i) by the education authority in the exercise of any of their other functions as well as in the exercise of their functions relating to education, or*

*(ii) by one or more appropriate agencies (within the meaning of section 23(2)) as well as by the education authority themselves.*

In considering the examples below it should be noted that:

- the education authority decide on whether support from the appropriate agency or agencies is significant, not the appropriate agency or agencies, although clearly those involved will discuss this

- significance itself relates to the dimensions of the support provided not to the effect of that support on the child or young person
- the support from the appropriate agency or agencies is required to help the child benefit from school education and achieve his or her educational objectives and the question to be answered in these examples is whether or not that support is significant and, therefore, triggers the preparation of a co-ordinated support plan.
- In the grids below the term **agency(ies)** is used to mean (a) **appropriate agencies** as defined in the Act (appropriate agencies can be any other local authority, any NHS Board, Skills Development Scotland, further education colleges and higher education institutions in Scotland, and the Scottish Agricultural College **and** (b) those parts of an education authority which carry out functions relating to the provision of additional support but which are not functions relating to the provision of school education (eg housing, social work services,...)

**Extracts from chapter 5 – paragraphs 18 and 19**

18. The Act does not define what “significant additional support” means but the issue has been considered in the Tribunal and courts. In particular, the opinion delivered by Lord Nimmo Smith in the Inner House of the Court of Session in the case of *JT* is particularly relevant and is binding here<sup>78</sup>. The use of the term “significant” signals that the scale of the support provided, whether it is in terms of approaches to learning and teaching (e.g. adaptation or elaboration of the curriculum) or personnel (eg provision of learning support assistant) or resources (eg specialist aid to communication or a special hoist), or a combination of these, stands out from the continuum of possible additional support. **Significant additional support may be provided to a child or young person with additional support needs on an individual basis, in a group setting with others or through personnel working under the direction and guidance of those from the appropriate agency.** The issue of significance thus refers to the extent of the provision. Judgments about significance have to be made taking account of the frequency, nature, intensity and duration of the support and the extent to which that support needs to be co-ordinated and is necessary for the achievement of the educational objectives which will be included in the plan. In particular, the support must be of sufficient duration to make it worthwhile preparing a co-ordinated support plan in order to ensure that it is co-ordinated properly.

19. Where a child has several professionals involved from the one appropriate agency, such as from an NHS Board, then the **cumulative effect of these professionals’ involvement may amount to significant additional support from that agency even although the input from each professional individually is not significant.** For example, a child may receive speech and language therapy and physiotherapy on a regular basis. Taken separately the additional support from each individual professional may not be significant but **taken together** their contribution may represent significant additional support from the NHS Board as an appropriate agency. A similar argument could apply to additional support provided by the education authority exercising its functions other than education. For example social work and occupational therapy from the local authority social work services may amount to significant additional support when considered together but not when considered separately. In considering the significance of the additional support then it is important to consider cumulatively what an appropriate agency is providing.

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<sup>78</sup> Lord Nimmo Smith, Inner House, Court of Session, June 2007 - <http://www.scotcourts.gov.uk/opinions/2007CSIH52.html>

### Case study 1: A P3 pupil

John, in P3, finds it very hard to settle to work and to concentrate in class. His relationships with other pupils are poor, his self esteem is very low and he reacts regularly to frustrations by kicking or hitting out. He is very demanding of his primary teacher's attention. John is on the child protection register and his educational psychologist is concerned about John's attachment difficulties. John attends a day psychiatric facility attached to the local children's hospital for 3 days each week, returning to his primary school for the remaining 2 days. In the hospital he attends classes with a small group of other pupils in the morning and carries out a range of therapeutically-based activities with health personnel in the afternoons. He has been in the facility for 1 month.

Agency/ies involved in addition to education	Frequency	Nature	Intensity	Duration	Test	Is a co-ordinated support plan required?
	[How often is the support provided?]	[Type – personnel, learning and teaching approaches (L&T) – degree of individualisation / differentiation, specialist resources]	[Degree of involvement: 1-1, small group, large group]	[How long for? over weeks / terms / years]	[Is the support significant and necessary to enable educational objectives (EOs) to be met? Do the objectives require the coordination of services - and a co-ordinated support plan - if they are to be achieved?]	
<b>NHS Board</b>						
Psychiatrist Nurses Psycho-therapists	3 days per week while in mental health facility.	Individual work aimed at helping John to develop and put in practice strategies for dealing with frustration.  Play therapy and art therapy to explore family relationships	1-1 direct work with the John on issues relating to self esteem, confidence and resilience as well as family relationships.	Likely for 4 months after which progress will be reviewed.	Yes because it is necessary that what is learned in the facility transfers over to regular day school and home.	See comments

<p><b>Local Authority</b> exercising a function other than education)  Social worker</p>	<p>Meet with John in facility 1x3weeks</p>	<p>Discussion Liaison with health personnel</p>	<p>1-1 with John. Family meetings 1xmonth</p>	<p>To be reviewed in 4 months with other multi-agency staff.</p>	<p>Social work support by itself not necessary significant in terms of the Act but involvement has to be co-ordinated with other agencies.</p>	
<p><b>Comments:</b> The educational objectives requiring co-ordinated input across health and education (the class in the facility and his regular primary class) are that, at the end of the 4 month period in the facility, John will:</p> <ul style="list-style-type: none"> <li>• demonstrate that he is better able to settle to work, concentrate and complete set tasks within the time allocated</li> <li>• recognise when he is becoming frustrated or upset and put into practice agreed strategies for dealing with these emotions and so avoid disrupting the class</li> <li>• be more independent and able to rely on his own resources without being over-demanding of teacher attention</li> <li>• demonstrate that his peer relationships have improved</li> <li>• evidence some insight and understanding into his own family relationships</li> </ul> <p><b>Does John require a co-ordinated support plan?</b> The support being provided by the appropriate agency is certainly significant but what will determine whether a plan is required in this case will be the outcomes achieved at the end of the 4 month period. If John has achieved his educational objectives then he is likely to be in a position where he does not require significant additional support from the NHS Board to enable him to benefit from education. Therefore, there will be no need for any significant support to be co-ordinated and, therefore, no need for a co-ordinated support plan. However, if any or all of the objectives are not achieved and it is decided that his additional support needs are going to continue for more than a year; and that the NHS Board is still going to have to provide significant additional support (either in the form of continued placement in the facility and/or through outreach services) to help him achieve his objectives; then a co-ordinated support plan will be required.</p>						

### Case study 2: An S3 pupil who is looked after

Following a decision from the Children's Hearing, which made a statutory supervision requirement, Robin in S3 is looked after at home. He is involved in group work through social work services as identified in his Care Plan to help him reflect on his poor school attendance and its causes. The school is part of the multi-agency group which is supporting the plan. Robin is well able to engage with the curriculum but does have learning support because of reading and spelling difficulties which the school is finding difficult to deal with because of poor attendance.

Agency/ies involved in addition to education	Frequency	Nature	Intensity	Duration	Test	Is a co-ordinated support plan required?
	[How often is the support provided?]	[Type – personnel, learning and teaching approaches (L&T) – degree of individualisation / differentiation, specialist resources]	[Degree of involvement: 1-1, small group, large group]	[How long for? over weeks / terms / years]	[Is the support significant and necessary to enable educational objectives (EOs) to be met? Do the objectives require the coordination of services - and a co-ordinated support plan - if they are to be achieved?]	
<b>Local Authority</b> (exercising a function other than education)	Fortnightly	Local authority social worker who is able to work with Robin and the family and who can liaise with the school.  Group work to be carried out on premises of a voluntary agency ( <i>Scotland's children</i> )	Group work 2 hours per fortnight involving social activities and discussion.	Supervision requirement will last at least one year.  For a 3 month period.	If the social work support achieves its outcome in terms of improving Robin's attendance then this will help the development of his literacy skills.	No
Social work						
<b>Comments:</b> Support from the social worker is not significant in terms of the meaning of the Act because it is lasting only 3 months and takes place in a setting where a high degree of involvement or co-ordination from the school is not necessary. There will be liaison between the school and social work agency but the overall support provided by social work services is not such as to trigger the requirement for a co-ordinated support plan.						

### Case study 3: An S2 pupil who is looked after away from home

Joanna has additional support needs arising from her family circumstances. She is on supervision because of offending behaviour and substance misuse. She has been known to social work services since she was in P1 because of parental drug abuse which led to her neglect. Subsequent foster placements did not work out well and in S2 she was placed in a residential school situated in a small town. She lives with residential child care staff in a house in the community with three other young people, attends a special school on a daily basis and has part-time attendance at the local secondary school to have the opportunity of experiencing subjects her own school is unable to offer.

Agency/ies involved in addition to education	Frequency	Nature	Intensity	Duration	Test	Is a co-ordinated support plan required?
	[How often is the support provided?]	[Type – personnel, learning and teaching approaches (L&T) – degree of individualisation / differentiation, specialist resources]	[Degree of involvement: 1-1, small group, large group]	[How long for? over weeks / terms / years]	[Is the support significant and necessary to enable educational objectives (EOs) to be met? Do the objectives require the coordination of services - and a co-ordinated support plan - if they are to be achieved?]	
<b>Local Authority</b> (exercising a function other than education)	Support is ongoing because the local authority social worker is responsible for placement in the school and for ensuring that Joanna benefits from it.	Local authority social worker who is able to work with Joanna and the family and who can liaise with the school and residential child care staff.  Specialist teaching and child care support provided through the placement.  Social worker, residential care, schools and Joanna agree on	There is regular contact with Joanna's family, Joanna herself, the schools and child care staff.  Joanna seen 1/week for 4 weeks to discuss her family story and thereafter every 6 weeks.	Supervision requirement will last at least one year.	Social work support is necessary to maintain the placement and to ensure that Joanna benefits from it in the broadest sense in terms of her overall wellbeing but also in terms of her opportunity to achieve educationally.	Yes
<b>Social work</b>						

	Joanna is seen weekly for the 4 week settling in period and thereafter once every 6 weeks.	educational objectives.				
<p><b>Comments:</b> Support from the local authority social work services is significant since they are responsible for the placement and for ensuring that within the Child's Plan prepared for Joanna there is appropriate co-ordination through the co-ordinated support plan to ensure that Joanna achieves her educational objectives. Educational objectives requiring co-ordinated input from local authority social worker, residential care staff and school staff are that Joanna will:</p> <ul style="list-style-type: none"> <li>• be able to demonstrate insight into the reasons underlying her behaviour and describe what the consequences of failing to improve it will be for herself and her family</li> <li>• learn about the effects of substance misuse and what she can do to stop it</li> <li>• develop skills in sustaining relationships with peers and her family</li> <li>• evidence an overall improvement in her behaviour</li> <li>• take a measure of responsibility for improving her literacy and numeracy skills</li> <li>• develop her own skills in looking after herself and understand the importance of healthy nutrition and physical exercise</li> <li>• co-operate with staff in the secondary school</li> <li>• make progress with the subjects studied at secondary school aiming to take Standard Grade at General Level in Biology, French and Home Economics in S3</li> </ul>						



#### Case study 4: A pre-school child preparing to transfer to primary school

Stuart is in his final six months of his nursery school placement. He has delayed speech and language development and has significant difficulties with social communication. His speech and language therapist is working with the staff, parents and Stuart to help him interact more effectively with his peers. An occupational therapist is working individually with Stuart to help him improve his fine motor co-ordination which is poorer than that of his peers and to help him learn to manage his toileting and dressing more effectively.

Agency/ies involved in addition to education	Frequency [How often is the support provided?]	Nature [Type – personnel, learning and teaching approaches (L&T) – degree of individualisation / differentiation, specialist resources]	Intensity [Degree of involvement: 1-1, small group, large group]	Duration [How long for? over weeks / terms / years]	Test [Is the support significant and necessary to enable educational objectives (EOs) to be met? Do the objectives require the coordination of services - and a co-ordinated support plan - if they are to be achieved?]	Is a co-ordinated support plan required?
<b>NHS Board</b>						
Speech and language therapist	Weekly	Speech and language therapist who can advise staff and parents on appropriate strategies to use to promote speech and language development and to assess and monitor progress.	Group work on a 6 weekly block followed by consolidation break. Pattern continued throughout the year. Advice to staff and parents following sessions. Advice to staff and parents 2x per term.	To last a year	If Stuart is to benefit from education he needs support to improve his communication, fine motor and social skills. This support needs to be co-ordinated. The support from the NHS Board in terms of speech and language therapy and occupational therapy is significant in terms of the Act.	Yes
Occupational therapist	2x per term	Occupational therapist who can advise staff on the development of Stuart's fine motor skills and self help skills, suggest strategies for others to use and can help to assess progress made.		To last a year		

**Comments:** Overall, the support provided by the appropriate agency, the NHS Board, is significant. The professionals involved will provide support to help Stuart improve his language and communication skills (speech and language therapist); advise the teacher on strategies to use in the classroom (speech and language therapist and occupational therapist); and assess and monitor Stuart's progress to ensure that educational objectives are being achieved.

Educational objectives requiring co-ordinated input between local authority and NHS Board are for Stuart to learn to:

- talk about immediate experiences and activities with the therapist and in the classroom
- increase understanding and use of pronouns, prepositions and vocabulary of emotions in group and class
- relay spoken messages to others in school
- toilet himself independently
- dress himself independently after PE
- improve gross and fine motor skills

**Case study 5: A P7 pupil attending a mainstream school**

Alec in P7 has been known to speech and language therapy services since he was in nursery school. He has a long history of language and communication difficulties which have impacted quite severely on the development of his literacy skills particularly. He did have a co-ordinated support plan until he was in P5 but this was discontinued when the speech and language therapy input was reduced because it was felt that it did not need to be maintained at that level. However, his progress is still monitored by speech and language therapy who maintain contact with the school and parents.

Agency/ies involved in addition to education	Frequency [How often is the support provided?]	Nature [Type – personnel, learning and teaching approaches (L&T) – degree of individualisation / differentiation, specialist resources]	Intensity [Degree of involvement: 1-1, small group, large group]	Duration [How long for? over weeks /terms / years]	Test [Is the support significant and necessary to enable educational objectives (EOs) to be met? Do the objectives require the coordination of services - and a co-ordinated support plan - if they are to be achieved?]	Is a co-ordinated support plan required?
Speech and language therapy	Once a term	Speech and language therapist  Main input now is on monitoring progress, advising staff and contributing to his individualised educational programme.	Contribute to review once a term.	Over a year.	Support is helping Alec achieve his educational objectives but is not significant.	No
<b>Comments:</b> Alec does not require further direct support from a speech and language therapist because school staff, parents, and Alec himself, are aware of the support strategies required. The speech and language therapist continues to advise the staff, parents and Alec, the ultimate aim being to withdraw involvement at the end of P7.						

### CASE STUDY 6: A P2 PUPIL ATTENDING A LOCAL PRIMARY SCHOOL

Mark attends his small local primary school in an isolated island community. He has additional support needs stemming from health/disability factors. He is physically disabled and while he uses a wheelchair he has some functional movement in his legs and with aids he can stand and walk short distances. He has difficulty with eating, drinking and swallowing and requires a feeding programme co-ordinated by a speech and language therapist who also requires to advise on language development. He also requires support from an occupational therapist to develop his motor skills and from a physiotherapist to help with maintaining his posture and developing his walking abilities. Since the school is isolated it is not possible for the therapists to have any prolonged direct contact with Mark. Specialist programmes have to be delivered by the school staff namely his class teacher and full-time learning support assistant, acting on the advice of the therapists, and with the co-operation of Mark's parents.

Agency/ies involved in addition to education	Frequency [How often is the support provided?]	Nature [Type – personnel, learning and teaching approaches (L&T) – degree of individualisation / differentiation, specialist resources]	Intensity [Degree of involvement: 1-1, small group, large group]	Duration [How long for? over weeks / terms / years]	Test [Is the support significant and necessary to enable educational objectives (EOs) to be met? Do the objectives require the coordination of services - and a co-ordinated support plan - if they are to be achieved?]	Is a co-ordinated support plan required?
<b>NHS Board</b>	3x/year	Assessment of Mark's feeding skills and of his language development. Preparation of a feeding programme and language programme. Reviewed and updated 3x/year.	No direct therapy provided by any of the Allied Health Professionals(AHP). Programmes delivered individually by trained full-time learning support	1 year initially but very likely to continue beyond this.	Yes – without the coordinated AHP support the educational objectives would not be achieved.	Yes
Speech and language therapist						

Occupational therapist	3x/year	Assessment of Mark's fine motor skills and preparation of a programme to improve them. Reviewed and updated 3x/year	assistant and class teacher through Mark's timetable.		
Physiotherapist	3x/year	Assessment of his functional movement and preparation of a programme to improve them. Reviewed and updated 3x/year  Advice on suitable physical activities for Mark as part of his school's PE programme			

**Comments:** Mark is not able to receive any significant amount of direct therapy because of where he lives and so his additional support needs have to be met by education staff working in collaboration with the AHPs. Parents and staff ensure that there is continuity between the programmes used in school and at home. Overall, the support provided by the appropriate agency, the NHS Board, is significant. The professionals involved provide support to help Mark improve his feeding, language and communication skills (speech and language therapist); his fine motor skills (occupational therapist); his functional movement skills (physiotherapist); advise the teacher and learning support assistant, providing training where necessary, on the programmes to use in the classroom (all AHPs); and assess and monitor Mark's progress to ensure that educational objectives are being achieved (all AHPs). Educational objectives requiring co-ordinated input between local authority and NHS Board are for Mark to:

- improve his self-help skills by becoming more independent with feeding
- develop his communication and language by using symbols
- improve fine motor skills, including writing
- learn to use his walking frame to walk longer distances on his own
- learn new skills through his individualised programme for physical education

**Case Study 7: Decision to discontinue a co-ordinated support plan:**

Taylor is in P7 at a special school. She has a diagnosis of autism spectrum disorder. The review of her third co-ordinated support plan has just been completed. Based on her current progress and the support she receives, the decision to discontinue the plan has been agreed. Taylor has made good progress in Art and Craft this session and has produced some good work. She enjoys exploring a wide variety of instruments in music and is demonstrating a greater degree of flexibility when choosing. Taylor is working hard on her individual sports schedule to improve her swimming technique on her front and her back. She appears happy and confident in the water and is making steady progress. Taylor is becoming more spontaneous with her spoken language. She successfully uses her Picture Exchange Communication System to choose a snack in a variety of settings. She can shop and pay for her own shopping with the use of a pictorial strip. She is now fully independent with toileting during the day. Taylor's parents are very supportive and have an effective partnership with staff at the special school.

Agency/ies involved in addition to education	Frequency [How often is the support provided?]	Nature [Type – personnel, learning and teaching approaches (L&T) – degree of individualisation / differentiation, specialist resources]	Intensity [Degree of involvement: 1-1, small group, large group]	Duration [How long for? over weeks / terms / years]	Test [Is the support significant and necessary to enable educational objectives (EOs) to be met? Do the objectives require the coordination of services - and a co-ordinated support plan - if they are to be achieved?]	Is a co-ordinated support plan required?
Social Work	1/week of 2hrs enabling	Group work to develop social interaction skills and extend social opportunities.  Focus on developing and/or adapting the	Participation in a social group.  Ongoing access to	Likely to continue until the end of the school session at which time it will be reviewed  To continue until June 2010 at which time it will be	The support is designed to create opportunities for Taylor outwith her school day.  There is no co-ordination of agency input required.	No

Speech and Language therapy	Indirect intervention	learning environment Specialist training for parents and teacher.	support at transition and/or crisis points	reviewed		
<p><b>Comments</b></p> <p>After three years of having a co-ordinated support plan with direct agency input, Taylor's additional support is now being delivered principally and appropriately by education staff based in the special school. Current input from other agencies does not require coordination in terms of her educational objectives. Agency input is currently reviewed as part of Taylor's individualised educational programme. No issues or concerns have been expressed by Taylor's parents, largely due to their trust and confidence in the work of school, local authority and health staff that has developed over the course of Taylor's school career and, in particular, during the preceding three years.</p>						

## FEATURES OF MEDIATION

The following features of mediation and performance evaluation have been provided by a range of mediation service providers.

### Features

**It is voluntary.** It is important that the parties come to the table in good faith, with a will to settle the dispute. The dispute will only be resolved in mediation if the parties voluntarily decide on a way forward which is mutually acceptable.

**It is confidential.** This means that issues and ideas for resolution of the conflict can be discussed during the mediation without fear of them being used against the parties in the future if no agreement is reached.

**Mediations are easily arranged.** Usually it only takes a few phone calls for a session to be set up at a neutral venue. It is essential that all the people who have decision making responsibility about the dispute are available.

**Mediations tend to be informal.** The mediator is trained to make the meetings as accessible as possible for everyone involved.

**It is balanced.** Everyone has a fair chance to be heard. Mediation provides an opportunity for all the parties to say what is important to them and to hear the other party's perspectives.

**The parties control the agenda and outcomes.** The mediation approach is problem-solving rather than adversarial so creative options for settlement are often the result. In mediation, the parties speak for themselves and make their own decisions.



## **Monitoring and evaluation arrangements**

Education managers with responsibility for mediation should ensure that evaluation takes place and that the findings are used to improve services. School personnel, authority officials, parents, young people, and mediators are all both stakeholders and informants — they provide information and, to differing degrees, use evaluation information to make decisions about future courses of action.

## **Performance**

A qualitative evaluation process may be more appropriate for mediation. Some performance issues that are critical to the varying purposes of mediation evaluation are listed below:

<b>Performance Areas</b>	<b>Key Performance Issues</b>
Service Efficiency	Cost to participants Time from referral to resolution
Service Effectiveness	Outcomes of mediation Participant satisfaction with mediated outcomes Durability of mediated outcomes Impact on relationship between participants Impartiality of the service
Mediation Process	Appropriateness & usefulness

Preparation process and materials

Fairness (opportunity to tell story, feeling understood, respectful treatment, control over outcomes)

Mediator Performance

Skills of the mediator

Knowledge of the mediator

Impartiality of the mediator

# Annex E

**PRACTICE MATRIX : the Universal, Targeted and Specialist Role of Allied Health Professionals (AHPs) working with Education** - A model for enabling understanding of AHP roles and ways of working between health and education that applies to a variable extent across the AHPs according to their involvement in supporting learning outcomes for children and young people. See *Partnership Working between AHP and Education Guidance Web Resource* for profession-specific examples of the Practice Matrix:

<b>Target Population / AHP Roles</b>	<b>Universal Role</b> For all children irrespective of need. Includes preventative or health improvement measures	<b>Targeted Role</b> For children potentially in need of support but not referred and un-named.	<b>Specialist Role</b> For children in need of support and have been admitted to the AHP service.
<b>Individual Child or Young Person - intervention may be provided within a group</b>	Information about the AHP services available and how they can be accessed. Awareness of environments which will optimise a child's development and facilitate identification of need.	AHP support given to school staff to enable them to help individual children within the school to achieve their learning outcomes or particular group of children with common support needs.	Following assessment of need child requires time limited periods of AHP intervention to achieve predicted outcomes. Effectiveness of AHP support must be evidenced and either further support negotiated or child and family prepared for discharge. Specialist role could include supporting school staff in meeting identified needs.
<b>School/Educational Provision (pre-school to end of secondary school)</b>	AHP support that impacts on the whole school population.	AHP support given to school staff to enable them to help a particular group of children within the school to achieve their learning outcomes.	
<b>Local Area/National Context</b>	AHPs work in partnership with national and local policy makers and planners to develop understanding of AHP contribution to influence best outcomes for children	AHPs contribute to forward planning and resourcing for children with additional support needs	

## PURPOSE OF PRACTICE MATRIX AND DEFINITIONS OF UNIVERSAL/TARGETED/SPECIALIST ROLES<sup>79</sup>

### Purpose

- Each level within the matrix requires specialist AHP knowledge and skills to develop and support competence in those affecting the change
- An individual may receive support at more than one level/role at one time, or move within the matrix as they develop and progress
- Model recognises impact on functioning/activity/participation and allows for consideration of complexity of need taking into account child's or young person's setting
- Considers the most appropriate person(s) and setting or context to affect change
- Includes concept of "self-management" - supporting child or young person and parents to take responsibility for their own/their child's development/learning
- Supports decision-making frameworks
- Communicates a consistent message about AHP services working within/with education

### Universal Role - providing a universal role (if not considered a universal service)

- This type of work is more general and appropriate for all children, irrespective of need/level with a positive impact on whole population/group
- Designed to be preventative or relevant to general health promotion, health improvement and health inequality
- Training and staff development to build capacity and raise awareness in potential referrers, increasing appropriateness of referrals
- Includes developing leaflets on roles, ways of working and referral process, advice sheets and access to web-based resources
- AHP involved in educating referrers, public and other agencies about access, risk and scope of practice
- Working with the whole school to identify and implement school improvement objectives related to meeting the needs of every child
- Parent / teacher training programmes - skills groups, projects and initiatives
- Curriculum differentiation, adapting the learning environment for the whole class

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<sup>79</sup> See *Web Resource* for profession-specific examples of the practice matrix.  
<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/partnershipworking>

**Targeted Role - for un-named children not necessarily referred (no duty of care exists for child/ young person)**

- Addresses health promotion and health inequalities for child at risk of not achieving outcomes within universal provision
- Promoting participation and self-management - supporting staff to make environmental changes within the class for particular group of children
- AHP provides support for other professional colleagues/parents to enable them to manage the care of a child/group of children
- Discussion of potential (un-named) referrals, which may include joint-planning, co-working and training sessions
- Takes account of the expertise of staff working in the setting, duty to colleagues, not child/ren
- May be pre-referral involvement or post-discharge involvement/consultation
- No AHP open duty of care. If consent has not been obtained from the parent by education to seek general advice then no identifying information should be shared. If AHP requires further more detailed information about an identified child then referral should be made to AHP service.
- A child receiving specialist input may also receive support typical of the targeted role where support is also provided for those working and spending time with the child.

**Specialist Role - AHP has open duty of care for a child who has been formally referred (therefore parental consent gained as child identified)**

- Unique contribution by predicting change of a timed episode of care for child
- Work could be with an individual child or as part of a group or both
- Aims to develop the expertise of others in managing an identified need e.g. giving advice to others about a named child
- Collaborates with professionals and parents to assess the risk and need of individual children
- Support will involve agreed desired outcomes, agreed strategies, joint goal setting and planning how identified goals can be integrated into the child's daily life at home and school.
- An AHP programme may be appropriate with specific tasks carried out by an AHP assistant/pupil support worker or others within the child's environment
- A child receiving specialist input may also receive support typical of the targeted role where support is also provided for those working and spending time with the child.
- Some direct AHP intervention may be appropriate, in or out of school to be supported by the school and family
- Effectiveness of AHP input must be evidenced and jointly reviewed leading to either further input or the child and family

## Glossary of terms

**Action plan** - a coordinated, structured plan which sets out timescales, responsibilities and services required to meet a child's assessed needs. (See integrated action plan, personal learning planning, IEP, CSP and Child's Plan).

**Additional support** - provision which is additional to, or otherwise different from, the educational provision made generally by an education authority for children or young people of the same age in schools (other than special schools) under the management of the education authority responsible for the school education of the child or young person, or in the case where there is no such authority, the education authority for the area to which the child or young person belongs.

**Appropriate agency** – an agency, or any person, specified in the Act, or by regulation, as having duties under the Act. Other agencies, whether statutory or voluntary, may work with local authorities to support a child's or young person's learning without being under a statutory duty.

**Assessment** – an ongoing process of gathering, structuring and taking a holistic approach to making sense of information about a child or young person, and their circumstances, in order to inform decisions about the actions necessary to maximise children's potential and improve their well-being.

**Advocate** – someone who with the agreement of a parent, or young person, may conduct discussions on their behalf or support them in representing their views and interests to appropriate agencies

**Carer** – includes parents and other people with parental responsibilities. The term could also include public foster carers, formal kinship carers (relatives and friends who are caring for looked after children), informal kinship carers (relatives and friends who may be caring informally for a child with parental agreement, and private foster carers (who are not close relatives, care for children with parental agreement, and must be approved as private carers after 28 days) (See also parent)

**Child's plan** – a written care plan for a child or young person looked after by a local authority or with additional needs that require a co-ordinated input from more than one agency. It includes consideration of the child or young person's family contact arrangements as well as education, health and future care arrangements.

**Co-ordinator** - person responsible for ensuring, so far as possible, that the services required to deliver the additional support identified in the CSP are in place for the child or young person and for taking action to secure services when necessary. (See also Lead Professional).

**Complex factor** – in the context of a CSP. one which has or is likely to have a significant adverse effect on the school education of the child or young person. Complex may have different meanings in terms of other professional assessment procedures.

**Co-ordinated Support Plan (CSP)** – a statutory plan to help identification and ensure provision of services for children or young people, whose additional support needs arise from complex, or multiple factors, which have a significant adverse effect on their school education and are likely to last at least a year, and which require support to be provided by an education authority and at least one other non-education service or agency.

**Dispute resolution** – the involvement, under regulations supporting the Act, of an independent, external adjudicator to review a disagreement between parents, or a young person, and an education authority, over the exercise by the authority of any of its duties or functions under the Act, and to make recommendations for parties aimed at resolving the dispute.

**Disability** – the code uses the definition of disability, set out in the Disability Discrimination Act 1995, as being a physical or mental impairment, which has a substantial and long term adverse effect on a person's ability to carry out normal day-to-day activities.

**Duty** – where the law requires an education authority or appropriate agency to do something (see power)

**Early Intervention** – identifying and meeting a child's needs early in the life of a child, the spectrum of complexity or the life of a crisis, in order to *prevent* escalation or deterioration in a child's difficulties

**Education authority** – In legal terms, education authority and local authority are both defined as a council constituted under section 2 of the Local Government etc (Scotland) Act 1994. The code refers to an education authority when considering a local authority's educational functions; and to a local authority when referring to functions other than educational ones, such as social work services.

**Grant Aided School** – a school in receipt of grant funding from the Scottish Government. At present there are eight such schools. Jordanhill School and seven Grant Aided Special Schools (GASS) – Corseford, Craighalbert Centre, Donaldson's, East Park School, Harmeny, Royal Blind School and Stanmore.

**Holistic** – a holistic view is one which addresses the whole child and his/her circumstances rather than focusing on specific isolated aspects. A holistic approach is one that considers the whole range of needs that influence a child's healthy development and well-being.

**Home education authority** - the authority for the area in which the child or young person lives

**Host education authority** - an authority other than the authority for the area in which the child or young person lives

**Independent school** – a school at which full time education is provided for children or young people of school age (whether or not such education is also provided for children or young people over that age), not being a public school or grant- aided school.

**Individualised Educational Programme (IEP)** – written document which outline the steps to be taken to help children and young people who additional support needs to achieve specified learning outcomes. (See resources section)

**Integrated Assessment Framework-** a common means for all agencies and professionals to assess children’s needs and to share information about them. Now integrated into the broader GIRFEC Assessment, Analysis and Recording practice model that seeks to ensure that assessment leads to an integrated plan (where necessary) leading to improved outcomes.

**Lead Professional** – where two or more agencies are working together to meet the identified needs of a child, a Lead Professional should be appointed. The role is to co-ordinate action, ensure the plan is produced, monitored and reviewed, ensure the child and family views are taken into account, and to ensure the child is supported through key transition points.

**Looked after child or young person** – The Children (Scotland) Act 1995 has a statutory definition of a looked after child which covers children looked after at home and children looked after away from home.

- **Looked after at home:** where the child or young person is subject to a supervision requirement with no condition of residence through the Children’s Hearing system. The child or young person continues to live in their normal place of residence (i.e. often the family home).
- **Looked after away from home** (i.e. away from their normal place of residence): where the child or young person is subject to a supervision requirement with a condition of residence through the Children’s Hearing system under section 70(3) of the Children (Scotland) Act 1995, or is provided with accommodation under section 25 of the Children (Scotland) Act 1995; or is the subject of a Permanence Order made under section 80 of the Adoption and Children (Scotland) Act 2007. The child or young person is cared for away from their normal place of residence, e.g. in a foster care placement, residential/children’s unit, a residential school, a secure unit or a kinship placement.
- In addition to the above, a child or young person may be the subject of a warrant instigated by a Children’s Hearing or Sheriff Court. These are short



term measures where the child or young person is considered **Looked after** for the duration of the warrant.

**Mediation** – a voluntary process whereby an independent third party seeks to enable both parties to a disagreement to reach an agreed resolution of their differences.

**Multi-disciplinary** - where more than one professional from different disciplines within the same agency work together ( e.g. speech therapist and health visitor).

**Multi- agency** - where professionals from different agencies work together (e.g. teachers and health or social workers).

**Multiple factors** - in the context of a CSP, these are factors which are not by themselves complex but which, when taken together, have or are likely to have a significant adverse effect on a child's or young person's school education.

**Named Person** – Person in universal services who has responsibility to facilitate early intervention and support and to make sure that the child has the right help in place to ensure his or her development and well-being across each key life stage.

**Parent** – has the same meaning as section 135(1) in the Education (Scotland) Act, as amended, and includes guardian and any person who is liable to maintain or has parental responsibilities (within the meaning of section 1(3) of the Children (Scotland) Act 1995 in relation to, or has care of a child or young person. (See also carer)

**Personal learning planning** – process by which children, young people and parents are involved in discussions with school about the goals of learning, including those for personal development. Its focus is on supporting dialogue and ultimately about engaging children and young people in their own learning.

**Placing request** – written request made to education authority for their child to attend a particular school. (See resources section for Choosing a school)

**Power** – where the law allows an education authority do something, but there is no duty to do so.

**Pre-school provision** – Act refers to pre-school provision (generally for three and four year olds (as within the categories of (prescribed pre-school children)) under the management of an education authority. It also covers circumstances where the education authority have an arrangement for the purposes of section 35 of the 2000 Act with a private provider, normally referred to as partnership nurseries. In certain circumstances, an education authority has a duty under the Act to make provision for disabled children under the age of three years.

**Prescribed pre-school child** – child eligible for pre-school provision from the start of school term following their third birthday until end of the school term before they are first eligible to attend primary school (generally between the ages of three and five).

**School** - within the Act the term 'school' has the same meaning as in the 1980 Act and means a primary, secondary or special school, and includes nursery schools and independent and grant-aided schools.

**School age** – generally from the age of 5 to 16 years.

**Special school** – a school or any class or other unit forming part of a public school which is not itself a special school, the sole or main purpose of which is to provide education specially suited to the additional support needs of children or young people selected for attendance at the school, class or (as the case may be) unit by reason of those needs.

**Specified school** – a school identified in a placing request by a parent, or, as appropriate a young person, which the parent wishes his or her son or daughter to attend, or the young person wishes to attend.

**Supporter** - someone chosen by the parent or young person to be present at any discussions with the authority for the purpose of supporting them in the course of those discussions.

**Targeted services** – action by services designed to help specific children and young people for particular needs i.e. social work, the Reporter, police, a whole range of voluntary sector provision.

**Transitions** - refers to changes in education, for example, starting nursery school, moving from primary to secondary school, leaving school and transferring schools within or outwith an education authority's area.

**Universal Services** – services which all children and young people have access to throughout their childhood i.e. health and education provision.

**Well-being** – The areas of a child's life or circumstances that when optimised will give them the best start in life and make them ready to succeed. They are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included

**Young carer** -young people who provide care to a family member.

**Young person** – is a person who has attained the age of 16 years and who is not 18 years of age. Throughout the code the term young people is used instead of young persons, for ease of understanding.

## Resources

This section provides hyperlinks to sources of useful information. The information is grouped into web resources, publications, legislation and useful organisations.

### Web Resources

The [Additional Support Needs Tribunals for Scotland](http://www.asntscotland.gov.uk) website provides information about the tribunal.

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

The [Assessment is for Learning programme](http://www.ltscotland.org.uk/assess/index.asp) seeks to provide a streamlined and coherent system of assessment. It will ensure that parents, teachers and other professionals have the feedback they need on pupils' learning and development needs. The website also has many links to other useful information.

<http://www.ltscotland.org.uk/assess/index.asp>

The [Children's Hearings System](http://www.childrens-hearings.co.uk/) website contains background information on Children's Panels provides information on what happens in a Hearing.

<http://www.childrens-hearings.co.uk/>

The [Curriculum for Excellence](http://www.ltscotland.org.uk/curriculumforexcellence/index.asp) website offers support and guidance on all matters related to the curriculum in the early years, primary and secondary education sectors in Scotland. The website includes access to all the publications in the Building the Curriculum series, BtC 1: the contribution of the curriculum areas, BtC2: active learning in the early years, BtC3: a framework for learning and teaching, BtC4 skills for learning, skills for life and skills for work and BtC5: a framework for assessment. This site also contains the experiences and outcomes for each curricular area and a wide range of supportive materials and resources.

<http://www.ltscotland.org.uk/curriculumforexcellence/index.asp>.

The [Don't Give it, Don't take it](http://www.ltscotland.org.uk/antisectionarian/) resource has been developed to provide teachers and others who work with young people with material they can use to raise awareness of sectarianism and religious intolerance and encourage better mutual understanding. <http://www.ltscotland.org.uk/antisectionarian/>

The [Enquire](http://www.enquire.org.uk/) service offers advice and information to parents and young people by way of a telephone helpline and through written responses to email and enquiries via the website. They provide training and outreach, and produce a range of free publications.

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

The [Equality and Human Rights Commission](http://www.equality.gov.uk/) acts not only for the disadvantaged, but for everyone in society, and can use its new enforcement powers where necessary to guarantee people's equality. It also has a mandate to promote understanding of the Human Rights Act.

<http://www.equalityhumanrights.com/en/Pages/default.aspx>

The [Getting It Right For Every Child](#) website gives details of the developing guidelines for this programme which aims to improve outcomes for all young people.  
<http://www.scotland.gov.uk/Topics/People/Young-People/childrenservices/girfec>

The [Inclusion and Equality](#) web resource brings together a wealth of up-to-date information, useful resources and connections to relevant organisations.  
<http://www.ltscotland.org.uk/inclusiveeducation/index.asp>

The [NHS Scotland Confidentiality and Data Protection](#) website contains information on the ways in which NHS Scotland protects the personal data that it needs to use to deliver health care. It contains information on basic principles, consultation and links to resources, guidance and training on the issues of confidentiality and protection of personal data held by NHS Scotland.  
<http://www.show.scot.nhs.uk/confidentiality/>

The [Parentzone](#) website helps parents to get involved in their children's education. They can find information on education in Scotland and advice on supporting their child's learning.

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

The [Partnership Working](#) Scottish Government website aims to highlight guidance and practice to support school staff work in partnership with other professionals to provide support for children and young people.

*Guidance on partnership working between allied health professions and education.*

<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/partnershipworking>

The [Professional Development Programme for Educational Psychologists](#) in Scotland involves groups of educational psychologists from across local authorities working together to research and report on topics relating to additional support needs. Further information is contained at the attached link.  
<http://www.ltscotland.org.uk/pdp/>

## **Publications**

[Administration of medicines in schools](#) -

<http://www.scotland.gov.uk/Publications/2001/09/10006/File-1>

[Additional Support Needs \(ASN\) Mediation Service Providers Scottish Quality Standards](#)

<http://www.commongroundmediation.co.uk/wp-content/uploads/2009/12/ASNQStandards-rev-Jan-2009.pdf>

The Quality Standards in this document are intended to form a minimum baseline for service delivery of all ASN Mediation Service Providers in Scotland.

[A Scottish Executive Review of Speech and Language Therapy, Physiotherapy and Occupational Therapy for Children and Speech and Language Therapy for Adults with Learning Disabilities and Autistic Spectrum Disorder](#)

<http://www.scotland.gov.uk/library5/health/rsltm-00.asp>

[A Scottish Framework for Nursing in Schools](#)

<http://www.scotland.gov.uk/library5/education/sfns-00.asp>

[Better Behaviour – Better Learning](#)

<http://www.scotland.gov.uk/library3/education/rdtg-00.asp> and [2004 policy update](#)  
<http://www.scotland.gov.uk/library5/education/bbssu-00.asp>

[Choosing a School: A guide for parents](#)

<http://www.scotland.gov.uk/library5/education/cas04-00.asp>

[Code of Practice for Mediation in Scotland](#)

<http://www.scottishmediation.org.uk/resources/article.asp?id=11>

These Guidelines form a baseline for the conduct of all forms of mediation in Scotland.

[Don't give it, don't take it](#)

<http://www.scotland.gov.uk/Publications/2005/04/20840/54391>

[Finding Practical Solutions to Complex Needs](#) a consultation on the arrangements for supported further education places and funding for students with complex needs.  
<http://www.scotland.gov.uk/Publications/2006/01/complexNeedsConsultation>

[For Scotland's Children](#)

<http://www.scotland.gov.uk/library3/education/fcsr-00.asp>

[Guidance on the education of children absent from school through ill-health](#) -  
<http://www.scotland.gov.uk/Resource/Doc/158331/0042883.pdf>.

[Guidelines for the practice of mediation](#) – developed by the Scottish Mediation Network these are generally accepted guidelines for the practice of mediation, and are intended to form a baseline for the conduct of all forms of mediation in Scotland.

<http://www.scottishmediation.org.uk/index.asp>

[Guidelines for Staff who provide Intimate Care for Children and Young People with Disabilities.](#)

<http://openscotland.net/library2/doc02/hhgs-00.htm>

[Hall 4 – the fourth edition of a Royal College of Paediatrics and Child Health report](#) following its most recent review of childhood screening and surveillance practice across the UK.

<http://www.scotland.gov.uk/Resource/Doc/37432/0011167.pdf>

[Happy, safe and achieving their potential](#) - a standard of support for children and young people in Scottish schools the report of The National Review of Guidance 2004.

<http://www.scotland.gov.uk/library5/education/hsap-00.asp>

[Hidden Harm](#) – the Scottish Executive Response to the Report of the Inquiry by the Advisory Council on the Misuse of Drugs.

<http://www.scotland.gov.uk/Publications/2004/10/20120/45470>

[How good is our school?](#) Her Majesty's Inspectorate of Education, Part 3 of "Journey to Excellence", one of a series of publications from HMIE supporting inclusive education.

<http://www.hmie.gov.uk/documents/publication/hgiosite3.pdf>

[Implementing Inclusiveness, Realising Potential.](#) *The Beattie Committee Report, Scottish Executive.*

<http://www.scotland.gov.uk/library2/doc04/bere-00.htm>

[Inclusive educational approaches for Gypsies and Travellers within the context of interrupted learning](#)

[http://www.ltscotland.org.uk/resources/i/genericresource\\_tcm4242131.asp?strReferringChannel=inclusiveeducation](http://www.ltscotland.org.uk/resources/i/genericresource_tcm4242131.asp?strReferringChannel=inclusiveeducation)

[Individuals in Transition: A Framework for Assessment and Information Sharing.](#)

This framework has been prepared by Careers Scotland in partnership with a wide

range of agencies and the Scottish Government to facilitate the effective sharing of information between agencies.

[http://www.careers-scotland.org.uk/careersscotland/Web/Site/GenericServices/About\\_Us/policy\\_transition.asp](http://www.careers-scotland.org.uk/careersscotland/Web/Site/GenericServices/About_Us/policy_transition.asp)

[Integrated Early Years Strategy](#)

<http://www.scotland.gov.uk/library5/education/isey-00.asp>

["It's everyone's job to make sure I'm alright"](#)

<http://www.scotland.gov.uk/library5/education/iaar-00.asp>

[Learning with care – The Education of Children Looked After Away from Home by Local Authorities.](#)

<http://www.hmie.gov.uk/documents/publication/lwc.pdf>

[Moving On from School to College, Her Majesty's Inspectorate of Education,](#)  
<http://www.hmie.gov.uk/documents/publication/more.htm>

[Needs Assessment Report on Child and Adolescent Mental Health, Public Health Institute for Scotland \(2003\) –](#)  
<http://www.phis.org.uk/pdf.pl?file=publications/CAMH1.pdf>

[Partnership Matters: A Guide to Local Authorities, NHS Boards and Voluntary Organisations on Supporting Students with Additional Needs in Further Education.](#)

<http://www.scotland.gov.uk/library5/health/glanhs-00.asp>

[Protecting Children and Young People – Framework for standards](#)

<http://www.scotland.gov.uk/library5/education/pcypfs-00.asp>

[The same as you? A review of services for people with learning disabilities](#)

<http://www.scotland.gov.uk/ldsr/docs/tsay-00.asp>

[16+ Learning Choices Policy and Practice Framework: supporting all young people into positive and sustained destinations](#)

<http://www.scotland.gov.uk/Resource/Doc/308354/0097118.pdf>

## **Legislation**

Her Majesty's Stationery Office (HMSO) are responsible for the publishing of all legislation, Command Papers and the official Gazettes. [HMSO website](#) provides electronic access to all legislation and regulations and associated explanatory notes, including the legislation referred to in Annex A.

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

## **Useful organisations**

### **ASCS (Advice Service Capability Scotland)**

11 Ellersly Road, Edinburgh, EH12 6HY

Tel: 0131 313 5510 Fax: 0131 346 1681 Textphone: 0131 346 2529

Email: [ascscapability-scotland.org.uk](mailto:ascscapability-scotland.org.uk)

Web: <http://www.capability-scotland.org.uk/information.asp>

*Capability Scotland is a large disability organisation offering a range of services and support for those with cerebral palsy and other disabilities.*

### **ADDISS (Attention Deficit Disorder Information and Support Service)**

10 Station Road, Mill Hill, London, NW7 2JU

Tel: 020 8906 9068 Fax: 020 8959 0727

Email: [info@addiss.co.uk](mailto:info@addiss.co.uk)

Web: [www.addiss.co.uk/index.html](http://www.addiss.co.uk/index.html)

*ADDISS provides people-friendly information and resources about Attention Deficit Hyperactivity Disorder to anyone who needs assistance.*



## **AFASIC**

1 Prospect III, Afasic Scotland, Gemini Crescent, Dundee Technology Park, Dundee, DD2 1TY

Tel: 01382 561891

Email: [afasicScotland@btopenworld.com](mailto:afasicScotland@btopenworld.com)

Web: <http://www.afasic.org.uk/>

*AFASIC promotes understanding, acceptance, equal opportunities and inclusion of children and young adults with speech and language impairments.*

## **Association for Real Change (ARC) Scotland**

Unit 12, Hardengreen Business Centre, Eskbank, Dalkeith, Midlothian, EH22 3NX

Tel: 0131 663 4444

Email: [ARC Scotland](mailto:ARC Scotland)

<http://www.arcuk.org.uk/scotland/>

*Facilitates the ongoing development of high quality person centred services for people with a learning disability across Scotland.*

## **Barnardo's Scotland**

Headquarters, 235 Corstorphine Road, Edinburgh, EH12 7AR

Tel: 0131 334 9893 Fax: 0131 316 4008

Web: <http://www.barnardos.org.uk>

*Barnardos works to give disadvantaged children help to build their future. It runs locally based projects in Scotland, including those for families of a child with special needs.*

### **CALL Centre (Communication Aids for Language and Learning)**

Moray House School of Education, University of Edinburgh, Paterson's Land,  
Holyrood Road, Edinburgh, EH8 8AQ

Tel: 0131 651 6235/6236

Fax: 0131 651 6234

Email: [call.centre@ed.ac.uk](mailto:call.centre@ed.ac.uk)

Web: <http://www.callcentrescotland.org.uk>

*The CALL Centre provides services and carries out research and development projects, working with all those involved in meeting the needs of people who require augmentative communication and/or specialised technology, particularly in education.*

### **Childline Scotland**

18 Albion Street, Glasgow, G1 1LH

Tel: 0870 336 2910 Fax: 0870 336 2911 Helpline no: 0800 1111

Web: <http://www.childline.org.uk/Scotland.asp>

*This helpline offers children and young people confidential advice on matters concerning them.*

### **Children 1<sup>st</sup>**

83 Whitehouse Loan, Edinburgh, EH9 1AT

Tel: 0131 446 2300 Fax: 0131 446 2339

Web: [www.children1st.org.uk](http://www.children1st.org.uk)

*Children 1<sup>st</sup> works to support families under stress, protect children from harm and neglect, help children recover from abuse and promote the interests and rights of children.*

### **Children in Scotland**

Princes House, 5 Shandwick Place, Edinburgh, EH2 4RG

Tel: 0131 228 8484 Fax: 0131 228 8585

E-mail: [info@childreninscotland.org.uk](mailto:info@childreninscotland.org.uk)

Web: <http://childreninscotland.org.uk>

*This is a membership organisation representing the interests of children and young people in Scotland on behalf of its members.*

### **Common Ground Mediation**

PO Box 28094, Edinburgh, EH16 6WH

Tel: 0131 664 9324 or 07760 486 465

Email: [info@commongroundmediation.co.uk](mailto:info@commongroundmediation.co.uk)

Web: <http://www.commongroundmediation.co.uk>

*Common Ground Mediation provides independent mediation services to the education community in Scotland.*

### **Contact a Family Scotland**

Norton Park, 57 Albion Road, Edinburgh EH7 5QY

Tel: (0131) 475 2608 Fax: (0131) 475 2609

Email: [scotland@cafamily.org.uk](mailto:scotland@cafamily.org.uk)

Web: [www.cafamily.org.uk/scotland/](http://www.cafamily.org.uk/scotland/)

*This national organisation offers information and support to families who care for children with any disability or special need, and can link families with a child with a rare or specific*

*syndrome.*

### **Downs Syndrome Scotland**

158-160 Balgreen Road, Edinburgh EH11 3AU

Tel: 0131 313 4225 Fax: 0131 313 4285

Email: [info@dsscotland.org.uk](mailto:info@dsscotland.org.uk)

Web: [www.dsscotland.org.uk](http://www.dsscotland.org.uk)

*Downs Syndrome Scotland offers a range of support services and information for individuals with Downs Syndrome, their families and those who work with them.*

### **Dyslexia Scotland**

Unit 3, Stirling Business Centre, Wellgreen, Stirling FK8 2DZ

Tel: 01786 446650 Fax: 01786 471235 Helpline: 0178 644 6650

Email [info@dyslexiascotland.org](mailto:info@dyslexiascotland.org)

Web [www.dyslexiascotland.org](http://www.dyslexiascotland.org)

*Dyslexia Scotland aims to raise public awareness of dyslexia and its related difficulties, and offers advice and support for those with dyslexia.*

### **Dyspraxia Foundation**

8 West Alley, Hitchin, Herts, SG5 1EG

Tel: 01462 455016 Fax: 01462 455052 Helpline: 01462 454986

Web: <http://www.dyspraxiafoundation.org.uk>

*This agency aims to support individuals and families affected by developmental dyspraxia and*

*to increase understanding and awareness of dyspraxia.*

## Education Law Unit – Govan Law Centre

Govan Law Centre, 18 Orkney Street, Govan, Glasgow, Scotland, G51 2BX.

Tel/Minicom: 0141 445 1955

Fax: 0141 445 3934.

Email: [advice@edlaw.org.uk](mailto:advice@edlaw.org.uk)

Web: [www.edlaw.org.uk](http://www.edlaw.org.uk)

[www.additionalsupportneeds.org.uk](http://www.additionalsupportneeds.org.uk)

*The Education Law Unit is a specialist legal resource in the field of school education, with a particular focus on tackling discrimination, promoting human rights and the rights of disabled pupils and pupils with additional support needs.*

## ENABLE

6th Floor, 7 Buchanan Street, Glasgow G1 3HL

Tel: 0141 226 4541 Fax: 0141 204 4398

Email: [enable@enable.org.uk](mailto:enable@enable.org.uk)

Web: <http://www.enable.org.uk>

*ENABLE works to promote the interests of people with learning disabilities in Scotland. They*

*also run an information service.*

## Enquire (based at Children in Scotland)

5 Shandwick Place, Edinburgh, EH2 4RG

Tel : 0131 22 22 425 Fax : 0131 22 89 852 Helpline: 0845 123 2303

Typetalk: 0800 959598

E-mail: [info@enquire.org.uk](mailto:info@enquire.org.uk)

Web: [www.enquire.org.uk](http://www.enquire.org.uk)

*Enquire is the national advice and information service for matters related to additional support for learning.*

### **Epilepsy Scotland**

48 Govan Road, Glasgow G51 1JL

Tel: 0141 427 4911 Fax: 0141 419 1709 Helpline: 0808 800 2 200

Email: [enquiries@epilepsyscotland.org.uk](mailto:enquiries@epilepsyscotland.org.uk)

Web: [www.epilepsyscotland.org.uk/epilepsy](http://www.epilepsyscotland.org.uk/epilepsy)

*This service aims to improve the quality of life for people with epilepsy and their families in Scotland.*

### **ISEA (Independent Special Education Advice) (Scotland)**

164 High Street, Dalkeith, Midlothian EH22 1AY

Tel/Fax: 0131 454 0096

Advocacy project: 0131 454 0144

Email: [isea@isea.org.uk](mailto:isea@isea.org.uk)

Web: <http://www.isea.org.uk/>

*This organisation provides information, advice and support, including advocacy/representation, to parents and carers of children/young people with additional support needs.*

### **Learning and Teaching Scotland**

Glasgow office, The Optima, 58 Robertson Street, Glasgow, G2 8DU

Tel: 0141 282 5000 Fax: 0141 282 5050

Email: [enquires@LTScotland.org.uk](mailto:enquires@LTScotland.org.uk)

Web: <http://www.ltscotland.org.uk>

*Learning and Teaching Scotland offer consultancy to schools regarding curriculum development and produce publications on the curriculum and how to adapt it for pupils with additional support needs*

### **Linking Education And Disability (LEAD)**

Lead Scotland, Princes House, 5 Shandwick Place, Edinburgh, EH2 4RG

Tel: 0131 228 9441 Fax: 0131 229 8082

Email: [enquiries@lead.org.uk](mailto:enquiries@lead.org.uk)

Web: <http://www.lead.org.uk>

*LEAD provides guidance to physically disabled young people (16+) and adults requiring access to education and lifelong learning.*

### **Long Term Conditions Alliance Scotland**

LTCAS, Venlaw Building, 349 Bath Street, Glasgow, G2 4AA

Tel: 0141 404 0231 Fax: 0141 246 0348

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

*Supporting children and young people with a disability and/or long term health conditions*

### **National Autistic Society - Scotland**

Central Chambers, 109 Hope Street, Glasgow, G2 6LL

Tel: 0141 221 8090 Fax: 0141 221 8118

Email: [scotland@nas.org.uk](mailto:scotland@nas.org.uk)

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

*This service works to help people with autism and Asperger's syndrome, and their families, live as independently as possible.*

### **National Deaf Children's Society Scotland**

187 - 189 Central Chambers, 93 Hope Street, Glasgow, G2 6LD

Tel: 0141 248 4457 Fax: 0141 248 2597 Minicom: 0141 222 4476

Email: [ndcs.scotland@ndcs.org.uk](mailto:ndcs.scotland@ndcs.org.uk)

Web: <http://www.ndcs.org.uk/>

*The National Deaf Children's Society (NDCS) is the national charity dedicated to creating a world without barriers for deaf children and young people.*

### **NHS Helpline Scotland**

Network Scotland, Ruthven Lane, The Mews, Glasgow G12 8NT

Helpline: 0800 22 44 88 Fax: 0141 334 0299

*This helpline offers information on health services, practices and procedures.*

### **Parentline Scotland**

83 Whitehouse Loan, Edinburgh EH9 1AT

Tel: 0131 446 2333 Fax: 0131 446 2339 Freephone: 0808 800 22 22

Web: [www.children1st.org.uk](http://www.children1st.org.uk)

*Parentline is a confidential telephone helpline providing support to parents and carers in talking through any concerns relating to parenting issues*



### **Playback ICE**

489 Lanark Road, Edinburgh, EH14 5DQ.

Tel: 0131 453 5514

email general: [contact@playbackcompany.net](mailto:contact@playbackcompany.net)

<http://www.playbackcompany.net/>

*Supports schools and organisations working with children and young people to develop inclusive, equity based practice leading to effective citizenship*

### **Pupil Inclusion Network Scotland (PINS)**

TASC/CP, Building 5, New Parliament House, 5 - 7 Regent Road, Edinburgh EH7 5BL

Tel: 0131 555 3527

Email: [info@pinscotland.org](mailto:info@pinscotland.org)

[www.pinscotland.org](http://www.pinscotland.org)

*Supports work with pupils who are vulnerable, disaffected and excluded from school.*

### **Rathbone (Scotland)**

6th Floor, Riverside House, 260 Clyde Street, Glasgow, G1 4JH

Tel: 0140 229 6300

Fax: 0141 229 6301

*Supports all children and young people in their ability to learn, achieve and make progress in their lives.*

### **Royal National Institute for the Blind (RNIB)**

Dunedin House, 25 Ravelston Terrace, Edinburgh, EH4 3TP

Tel: 0131 311 8500 Fax: 0131 311 8529 Helpline: 0345 66 99 99

Email: [rnibscotland@rnib.org.uk](mailto:rnibscotland@rnib.org.uk)

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

*This service offers practical support and advice to blind people and those with visual impairments.*

### **Royal National Institute for the Deaf (RNID)**

Cronngate Business Centre, Brook Street, Glasgow, G40 3AP

Tel: 0141 554 0053 Fax: 0141 554 5837 Helpline: 0808 808 0123 (freephone)

Textphone: 0808 808 9000 (freephone)

Email: [informationline@rnid.org.uk](mailto:informationline@rnid.org.uk)

Web: <http://www.rnid.org/>

*This service provides services, information and campaigning for the deaf and hard of hearing people.*

### **Schoolhouse**

PO BOX 18044, Glenrothes, Fife, KY7 9AD

Tel: 01307 463120

Email: [enquires@schoolhouse.org.uk](mailto:enquires@schoolhouse.org.uk)

Web: <http://www.schoolhouse.org.uk>

*This organisation offers information and support related to home based education.*

### **Scottish Association for Mental Health**

Cumrae House, 15 Carlton Court, Glasgow, G5 9JP

Tel: 0141 568 7000 Fax: 0141 7001

Email: [enquire@samh.org.uk](mailto:enquire@samh.org.uk)

Web: [www.samh.org.uk](http://www.samh.org.uk)

*This is a national agency promoting issues affecting those with mental health problems.*

### **Scottish Consortium for Learning Disabilities (SCLD)**

Adelphi Centre, Room 16, 12 Commercial Road, Glasgow, G5 0PQ

Tel: 0141 418 5420 Fax.: 0141 429 1142

email: [administrator@sclد.co.uk](mailto:administrator@sclد.co.uk)

<http://www.sclد.org.uk/>

*This organisation promotes equality of opportunity for people with a disability, for example, developing employment opportunities.*

### **Scottish Council of Independent Schools**

21 Melville Street, Edinburgh, EH3 7PE

Tel: 0131 220 2106 Fax: 0131 225 8594

Email: [info@SCIS.org.uk](mailto:info@SCIS.org.uk)

### **Scottish Public Services Ombudsman**

SPSO, 4 Melville Street, Edinburgh, EH3 7NS

Tel: 0800 377 7330 Fax: 0800377 7331

Email: [ask@spsso.org.uk](mailto:ask@spsso.org.uk)

Web: [www.spsso.org.uk](http://www.spsso.org.uk)

*The Scottish Public Services Ombudsman (SPSO) is the final stage for complaints about organisations providing public services in Scotland. It deals with complaints about councils, the National Health Service, housing associations, the Scottish Government and its agencies and departments, colleges and universities and most Scottish public bodies.*

### **Scottish Mediation Network**

18 York Place, Edinburgh, EH1 3EP

Tel: 0131 556 1221

Web: [www.scottishmediation.org.uk](http://www.scottishmediation.org.uk)

### **Scottish Network for Able Pupils**

Room 556, St Andrew's Building, University of Glasgow, 11 Eldon Street, Glasgow, G3 6NH

Tel: 0141 330 3071

Email: [snap@educ.gla.ac.uk](mailto:snap@educ.gla.ac.uk)

Web: [www.ablepupils.com](http://www.ablepupils.com)

### **Scottish Refugee Council**

5 Cadogan Square, (170 Blythswood Court), Glasgow, G2 7PH

Tel: 0141 248 9799 Fax: 0141 243 2499

Web: [www.scottishrefugeecouncil.org.uk](http://www.scottishrefugeecouncil.org.uk)

### **Scottish Society for Autism Headquarters**

Hilton House, Alloa Business Centre, The Whins, Alloa FK10 3SA

Tel: 01259 720044 Fax: 01259 720051

Email: [info@autism-in-scotland.org.uk](mailto:info@autism-in-scotland.org.uk)

Web: [www.autism-in-scotland.org.uk](http://www.autism-in-scotland.org.uk)

*This service offers care, support and education in Scotland for people with autism and their families and others who work with them.*

### **Scottish Traveller Education Programme**

The University of Edinburgh, 2.5 Charteris Land, Holyrood Road, Edinburgh, EH8 8AQ

Tel: 0131 651 6444 Fax: 0131 651 6511

Email: [step@education.ed.ac.uk](mailto:step@education.ed.ac.uk)

Web: [www.scottishtravellered.net](http://www.scottishtravellered.net)

### **Sense Scotland**

Sense Scotland, 43 Middlesex Street, Kinning Park, Glasgow G41 1EE

Tel: 0141 429 0294 Fax: 0141 429 0295 Text: 0141 418 7170

Email: [info@sensescotland.org.uk](mailto:info@sensescotland.org.uk)

Web: [www.sensescotland.org.uk](http://www.sensescotland.org.uk)

*Sense Scotland are a service providing organisation which is also engaged in policy development for children and adults with complex support needs because of deafblindness or sensory impairment, learning disability or physical disability. Sense Scotland also provide communication and innovative support services for people who are marginalised because of challenging behaviour, health care issues and the complexity of their support needs.*

### **SHS Limited**

5b Washington Court, Washington Lane, Edinburgh, EH11 2HA

Tel: 0131 538 7717 Fax: 0131 538 7719 Textphone: 0131 477 3684

Email: [general@shstrust.org.uk](mailto:general@shstrust.org.uk)

Web: <http://www.shstrust.org.uk>

*This service offers training, research and events on advocacy and participation in services for disabled people, their families, and those who work with them - its focus is the empowerment of users.*

### **Skills Development Scotland**

Headquarters: Alhambra House, 45 Waterloo Street, Glasgow G2 6HS

National telephone number 0845 8 502 502 Tel: 0141 285 6000 Fax: 0141 285 6001

Web: <http://www.skillsdevelopmentscotland.co.uk>

*Skills Development Scotland provides careers, training and funding information and advice to help people of all ages discover and develop their skills. The national agency also works with employers wanting to recruit and maintain a productive workforce.*

### **SKILL Scotland**

Norton Park, 57 Albion Road, Edinburgh EH7 5QY

Tel: 0131 475 2348 Fax: 0131 475 2397

Email: [admin@skillscotland.org.uk](mailto:admin@skillscotland.org.uk)

Web: [www.skill.org.uk](http://www.skill.org.uk)

*This service promotes opportunities to empower young people and adults with disabilities to realise their potential in further and higher education, training and employment.*

**Values Into Action Scotland VIAS**

The Foundation, Fifth Floor, Merchants House, 30 George Square, Glasgow G2 1EG

Tel: 07806 282993

Email: [info@viascotland.org.uk](mailto:info@viascotland.org.uk)

*VIA Scotland promotes the rights and equality of people with learning difficulties*



**The Scottish  
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