



Lorne Primary School

Additional Support Needs Policy

Scope of policy

All children in the nursery and primary years.

Definition of Additional Support Needs

"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 for the child or young person" (ASL(S) Act 2004)

Inclusive education: national law and council policy

In Scotland there is a presumption of mainstream education for all children in nursery and primary education (Scottish Executive Circular No 3/2002) There are only 3 exceptions to this...

- a) where education in a school other than a special school would not be suited to the ability or aptitude of the child
- b) this would be incompatible with the provision of efficient education for the children with whom the child would be educated
- c) this would result in unreasonable public expenditure being incurred which would not ordinarily be incurred.

The City of Edinburgh Council's "In On The Act (January 2010 revision) Policy" provides schools with clear guidance. Getting It Right For Every Child (GIRFEC) is the practice model and tools used to support children and young people in Edinburgh. More information is available on the CEC website/ GIRFEC section.

Rights

Parents/ carers and children have a right under law to

- request the education authority to establish whether their child has additional support needs or requires a coordinated support plan
 - receive advice and information about their child's additional support needs
 - request a specific type of assessment and/or examination when the education authority propose to establish whether a learner has additional support needs or requires a coordinated support plan (or where a plan is being reviewed)
 - request the use of mediation services
 - make use of dispute resolution arrangements for matters about additional support needs that are specified in regulations – generally matters not eligible to be considered by the Additional Support Needs Tribunal for Scotland
 - make a placing request to an education authority requiring them to place the learner in a specified school which can include an independent special school if their child has additional support needs
 - 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 by independent adjudication, or referred to a tribunal or an education authority appeal committee where it concerns a placing request where there is no related coordinated support plan matter
 - request the education authority to establish whether their child needs a coordinated support plan or to review an existing plan
 - receive a copy of the coordinated support plan, and any amended plan
 - be asked for their views and have them taken into account and noted in the coordinated support plan
 - refer to the tribunal specified matters relating to coordinated support plans and related placing requests
- 4.2 In on the Act 2009
- 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

Parents/ carers and children have the right to clear communication that they can understand and which allows them to participate in the additional support needs processes.

Responsibility: Named Person/ Lead Professional

The Headteacher is the **named person** for all children from P1. The named person for pre-school children is an NHS professional or this can be the headteacher. Once support needs reach Pathways 3 to 5, a **lead professional** should be allocated to the child to coordinate the various agencies involved.

Referral of children causing concern

Anyone can refer a child for any reason to the school's Additional Support for Learning (ASL) Team which consists of

- Support for Learning Teacher
- Behaviour Coordinator (BeCo)
- Class Teacher

- Headteacher (ASL Team Leader)
- Any other service that can offer support e.g. ASL Area Coordinator

The role of the ASL team is to support staff to assess children's needs, plan, deliver, monitor and evaluate additional support for children.

Assessment/ gathering information

Normally this will be done by the ASL teacher and class teacher. The headteacher/ depute headteacher may also be involved at an early stage. Further assessment may be requested from the Educational Psychologist and other partner services. The well-being wheel and my world triangle will be used as the basis for assessing children's needs. The ASL Act gives parents and young people the right, under certain circumstances, to request a particular type of assessment. This could be an educational, psychological, or medical assessment or examination. The education authority must agree to these requests unless they are considered to be unreasonable. These rights apply only when the authority is proposing to establish whether a learner has additional support needs or requires a coordinated support plan, or the authority proposes to review an existing plan (*Supporting Children's Learning: a Code of Practice*, Chapter 3, paragraph 36).

Prioritising support

Additional resources in school (e.g. learning assistant time) and from outside school will be prioritised to children with the greatest need first.

Pathway 1: Additional support provided within class

Pathway 2: Additional support provided within school (Additional Support Plan (ASP) or Individualised Education Programme (IEP))

Pathway 3: Additional support provided within school, with support from partner services (ASP, IEP or Coordinated Support plan (CSP))

Pathway 4: Additional support provided through alternative provision from a partner service (Pupil Support Group meeting (PSG))

Pathway 5: Additional support provided through placement in a specialist setting.

Additional Support Needs Planning

Additional Support Plan (ASP)

Normally additional support needs plans will be written by the ASL teacher and class teacher using SEEMIS. An ASP records the requirements of a learner that are additional to or otherwise different from their peers. These will be met, on the whole, within the class. However, for some learners an additional support plan will also specify group work or individual work appropriate to their needs.

The learner with an additional support plan will not require detailed individualised learning outcomes to be set, such as in an IEP. The learning outcomes to be achieved will be within an agreed timescale and specific approaches to support in the achievement of the stated learning outcomes will be detailed in the plan. When setting targets in plans, these should be SMART (specific, measurable, achievable, relevant and time-measured) ASPs contain the following sections and are reviewed annually.

- profile (optional)
- factors giving rise to additional support needs
- impact on learning
- approaches
- learning outcomes
- timescales
- assessment information
- achievements
- staff/pupil/parent comment

Individualised Education Plan (IEP)

Once an assessment of the learner's needs has taken place, staff should identify the priorities and next steps in learning. This will include who will be involved in supporting the learning, what resources and approaches should be used and where will the learning take place. Where the assessment process identifies high levels of individualisation then an IEP is required. IEPs contain the following sections and are reviewed each term.

- profile
- factors giving rise to additional support needs

- approaches
- assessment
- key school personnel and partner services and agencies involved

Coordinated Support Plan (CSP)

Every child with an ASP or IEP will be considered annually for a CSP. This will be done by the school's Additional Support Needs Team. If all of the following 5 criteria are met, a CSP must be written.

- (1) The education authority is responsible for the child's school education
- (2) Additional support needs arise from more than one complex factor or from multiple factors. A complex factor "has a significant adverse effect on the school education of the child and is likely to affect most aspects of learning" Multiple factors may not be complex but, when taken together, have an adverse effect on the school education of the child.
- (3) Additional support needs are likely to continue for more than a year
- (4) Pupil requires significant, additional support in order to benefit from school education
- (5) Pupil's school education requires significant additional support from the education authority or partner services. Significant additional support will have to be judged on frequency, nature and intensity of support required.

There is a process to follow to establish a CSP (see In On The Act page 3.24 to 3.29)

School Health Care Plan (SHCP)

All children with medical, health needs must have a school health care plan. These are agreed by the parent/ carer, school and health professional. Responsibility for alerting school to health care needs lies with the parent/ carer.

Care Plan (CP)

All children who are looked after or looked after and accommodated must have a care plan. These are drawn up by the agreed lead professional. The ASL Team will review every looked after/ looked after and accommodated child annually to decide on the level of planning and intervention required.

Consultation

All children, their parents and carers should be involved in the decision-making process. Parents have the right to use a supporter and/or advocate to help express their views and opinions on their children's additional support needs. A supporter can be anyone a parent nominates. An advocate can also be appointed to speak on behalf of a parent or pupil and represent them in discussions. Parents/ carers have the right to make reasonable requests for assessment of their child. Parents/ carers do not have the right to specify what form the assessment takes. Children under 16 will be judged whether they have the capacity to exercise the rights outlined in the Act. Good practice is to encourage the participation of all children in decisions affecting their education. Advice and access to supporters/ advocates is available from SNIP.

Mediation

If a parent or a young person is concerned about the additional support being provided by the school, the first step is to talk to the class teacher, ASL teacher and then, if still concerned, the headteacher. Thereafter parents and children have the right to mediation. More information on these services is available on the council/ ASL website.

New applications for enrolment

All parents must complete an application to enrol for nursery and primary places. These are available from the school office. Parents must complete the additional support needs section of the application forms. Where a child has additional support needs, these should be assessed and support put in place before the child attends school wherever this is possible.

Children under 3

The lead professional for children under 3 will be an NHS professional. Children under 3 not meeting their developmental milestones will be referred to the Visiting Teachers and Support Services, Child and Family Centres etc by health professionals.

Looked After/ Looked After and Accommodated Children

The law presumes that Looked After Children have additional support needs unless the local authority can prove otherwise.

Children of military families

Children of military families may have additional support needs because of disrupted education caused by frequently moving school.

Children with prolonged ill-health

These children will be referred to the HOTS Service after 15 days of continuous or 20 days of intermittent absence due to ill-health.

Children excluded from school

These children are referred to the HOTS Service so that outreach tuition can be applied for.

Gypsy/traveller/ occupational traveller children

These children may have additional support needs caused by interrupted learning because of moving schools. Children may receive support from the HOTS Service when they are returning to school following a long absence or are starting school for the first time.

English as an Additional Language (EAL)

Children with English as an Additional Language will require an EAL profile of competence to be completed to support the assessment of any additional support needs.

Other groups

Children with disabilities, young carers, refugees & asylum seekers, lesbian, gay & bisexual children may have additional support needs.

Transitions

Children with **additional plans** will require additional support at transition, including

- transition planning by our school and the receiving school/ service
- full transfer of all pupil plans and files
- follow-up discussion on the child's progress between our school and the new school/ service. This should happen within a month of the time of transfer.

There are specific procedures to follow (In On The Act page 6.2 to 6.6) for children who are

- changing schools because of a change in care (looked after children)
- unable to attend school because of prolonged ill-health
- excluded from school
- from a gypsy/ traveller/ occupational traveller family

Self-evaluation

The school's ASL Team will be responsible for evaluating the assessment, planning, implementing and review of additional support for children.

Policy written by:	Colin McLean, Headteacher	Date:	5/5/2012
Agreed with staff:			
Agreed with Parent Council:			
Review date:			