



Children in the Highlands Information Point

**A Guide to the
Education (Additional
Support for Learning)
(Scotland) Act 2004
and as amended 2009**

**For Parents, Carers
and Professionals
in Highland**

Revised 2015



Responsible

Included

Respected

Confident
Individuals

Achieving

Safe

Successful
Learners

Nurtured

Active

Responsible
Citizens

Healthy

Effective
Contributors

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EDUCATION (ADDITIONAL SUPPORT FOR LEARNING) (SCOTLAND) ACTS 2004 & 2009

INFORMATION SHEET 1

The Education (Additional Support for Learning) (Scotland) Act 2004 came into force on 14th November 2005. This was amended by The Education (Additional Support for Learning) (Scotland) Act 2009.

Systems have been improved and modernised for identifying and meeting the needs of **ALL** children and young people who may need support with their learning.

The Scottish Government produced a Code of Practice in 2004 to accompany the Act which was called Supporting Children's Learning. It explained the duties on the Highland Council and set out good practice. This was updated in 2010 to take account of The Education (Additional Support for Learning) (Scotland) Act 2009.

The 2004 Act introduced a new framework for supporting children and young people in education and introduced the term Additional Support Needs. The 2004 Act and the amendments resulting from the 2009 Act have extended the rights of parents and young people with regard to additional support needs.

The term Additional Support Needs applies to children or young people who, for whatever reason, require additional support, long or short term, in order to make the most of their education.

The Acts do not just cover education. They place a legal obligation on other agencies to help the Highland Council to support children and young people with Additional Support Needs.

Parents and young people can request an assessment of their needs at any time.

The Additional Support Needs of most children and young people will be identified, and provided for by the systems which all schools have in place (e.g. Normal Classroom Practice, Differentiation, Staged Approach, Individualised Educational Programme [IEP] / Child's Plan).

Some children and young people may require help from other services/agencies and this will also be co-ordinated through the Child's Plan in line with the Highland Practice Model (see Information Sheet 12).

A small number of children and young people will have additional support needs which are/arise from complex or multiple factors, have a significant adverse affect on their learning, will last for more than a year and require a significant level of support from more than one agency to benefit from education. Where this support needs to be co-ordinated a Co-ordinated Support Plan (CSP) may be considered as part of the Child's Plan.

The format of the Co-ordinated Support Plan is set by law. Parents can request that the Education Authority considers whether or not their child should have a Co-ordinated Support Plan, and that particular assessments be carried out as part of the process by writing to their local Area Additional Support Needs Manager. Co-ordinated Support Plans must be formally reviewed every 12 months.

Sometimes parents/young people are unhappy with a decision made by the education authority or perhaps about the support arrangements made for their child. If a local solution cannot be found there are rights for parents and young people to use mediation and dispute resolution services and to appeal to independent tribunals. Information regarding these appeal routes can be found from your school, CHIP+ or by requesting Information Sheet 10 (Working Together and Resolving Disagreements).

AREA ADDITIONAL SUPPORT NEEDS MANAGERS IN HIGHLAND

SOUTH (INVERNESS, NAIRN, BADENOCH & STRATHSPEY):

Area ASN Manager,
The Highland Council Headquarters,
Glenurquhart Road,
Inverness,
IV3 5NX
Tel: 01463 702074

NORTH (CAITHNESS, SUTHERLAND):

Area ASN Manager,
Council Offices,
Government Buildings
Giringoe Street,
Wick,
KW10 6TA
Tel: 01995 609610

MID, EASTER ROSS & BLACK ISLE:

Area ASN Manager,
Council Offices
Strathpeffer Road
Dingwall,
IV15 9QN
Tel: 01349 868603

WEST, WESTER ROSS, SKYE, LOCHALSH & LOCHABER:

Area ASN Manager,
Fingal Centre
Dunvegan Road
Portree
IV15 9EE
Tel: 01478 613697

SUPPORTING CHILDREN'S LEARNING

INFORMATION SHEET 2

The Education Authority must identify from among the children or young people for whose school education they are responsible those who have additional support needs. Anyone working with the child or young person, including parents and young people themselves, can draw attention to the fact that difficulties with learning exist and that they may require additional support.

ASSESSMENT

The assessment is to identify whether a child or young person has Additional Support Needs and what kind of support they require. Professionals and parents work together to identify strengths whilst taking into account needs and risks. This may include discussions with parents, child/young person, class teacher, support teacher, speech and language therapist, social worker, educational psychologist etc.

An assessment may include observations made in class or at home during normal day to day activities. It may involve discussion around the My World Triangle tool. It may be more specialised, for example observation and evaluation of the use of strategies already in place, such as those that may have been suggested by an Educational Psychologist or Behaviour Support Teacher.

It is important that parents and children/young people are involved at all stages.

STAGED APPROACH

All children and young people need support to help them learn. Some need more support than others. Staff in Highland schools follow a Staged Approach to assessing the needs of the children and young people in their care to ensure that they receive the help they require at the time that they need it and at the level they need.

In Highland we have a policy called "The Highland Practice Model Approach to delivering *Additional Support for Learning*" which details the Staged Approach to assessing, identifying and providing for the support needs of children and young people. The stages run from simple classroom strategies to multi-agency assessments and planning. Further details can be found at :-

http://www.highland.gov.uk/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners

The Staged Approach is a pathway to identify the additional educational support services needed for each individual child or young person (e.g. Educational Psychologist).

A multi-agency team approach has evolved enabling agencies such as Education, Health and Social Work to work together in line with the Highland Practice Model. All agencies use the "My World Triangle Assessment Tool" to assess and identify needs.

It is important that parents/carers and children/young people are involved in this process at **all** stages so that there is a true partnership between families and services.

The Staged Approach to identifying and supporting Additional Support Needs in Highland follows a pathway which will endeavour to meet the needs of children and young people and help them overcome the barriers to their learning. Best outcomes for the children and young people are the goal. The Curriculum for Excellence provides structure for learning, teaching and assessment for all children/young people aged 3-18 years. The Staged Approach for those with additional support needs will continue taking account of this curricular framework.

- **Stage 1** Most children and young people's needs will be met at the classroom level by the class teacher's observations, assessments, differentiation and planning for her/his class as a whole, for groups and for individuals.
- **Stage 2** Where a child or young person has needs identified which cannot be met wholly by the class teacher's planning then assistance from support staff within the school will be requested. Observations and further assessment will help staff plan for and monitor how the child is achieving and overcoming the barriers to his/her learning. This plan will be recorded on a Universal Child's Plan with an educational focus.
- **Stage 3** Should a child continue to have difficulties in moving forward with his/her learning then help, advice and direct involvement may be requested from Education Services available to the school. Some of these services may be Area Support for Learning staff, English as an Additional Language, Psychological Services, Autism Outreach Advisory Teacher, Services for Hearing or Visual Impairment, Assistive Technology and Interrupted Learners/Gypsy Travellers. Help from these services would be requested at this stage, to give advice on the individual needs of the child or young person. This plan will be recorded on a Universal Child's Plan. Where the curriculum needs to be individualised an Individualised Educational Programme (IEP) may be drawn up in section 4 of the Universal Child's Plan. This will be to record his/her needs, the supports required to meet these needs, the learning outcomes and the planning needed for the programme to be as robust as possible.

INDIVIDUALISED EDUCATIONAL PROGRAMME (IEP)

Robust and effective IEPs are the key planning documents for meeting the Additional Support Needs of children and young people. Parents, children and young people should be involved in drawing up and reviewing their IEP. An IEP will be recorded in Section 4 of a Universal Child's Plan and may be part of a single agency or multi agency Child's Plan. For further details please refer to the IEP guidance on the Highland Council Support for Learning website at :-

http://www.highland.gov.uk/downloads/file/228/individualised_educational_programme_general_guidance

- **Stage 4** A few children and young people may need more help from wider services within Care & Learning and help from these services would be requested at this stage.

The Care and Learning Service works with others to ensure planning and assessment of every child's needs are carried out in a more joined-up approach. Getting it Right for Every Child (GIRFEC) will underpin all multi agency working. In Highland this is known as the Highland Practice Model.

This will work towards ensuring all children are **S**afe, **H**ealthy, **A**ctive, **N**urtured, **A**chieving, **R**espected and **R**esponsible and **I**ncluded (SHANARI).

Where more than one agency is required to work together to meet a child's needs (not just educational needs) a multi-agency Universal Child's Plan will be put in place to draw all the information and contacts together, using the My World Assessment Triangle tool.

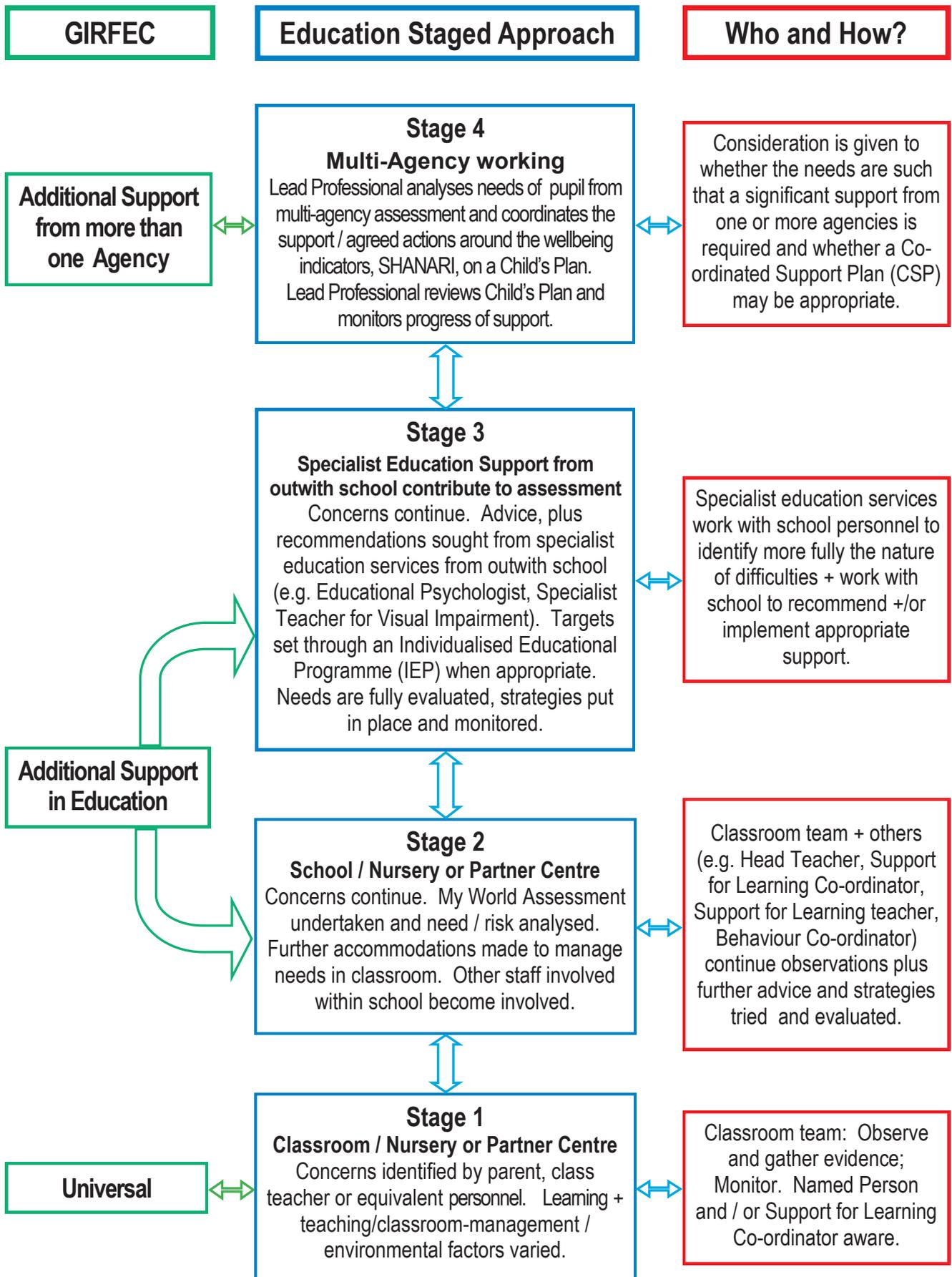
At **all** stages the involvement and agreement of parents and children and young people themselves is encouraged.

A small number of children may require a significant level of multi-agency help in addition to Education to help them access their learning, if their needs are significantly complex, are likely to last for more than a year and are proving a barrier to learning.

Some of these children and young people may need a Co-ordinated Support Plan in order to record and co-ordinate the agreed plan in place at this high level of involvement. A Co-ordinated Support Plan is a statutory document. Where there is one in place the Learning Plan from the document will also be recorded in Section 5 of the Universal Child's Plan. This will ensure that the Universal Child's Plan captures all planning processes in the one document.

For more information about a Co-ordinated Support Plan (CSP) please see Information Sheet 7.

IDENTIFYING AND RESPONDING TO ADDITIONAL SUPPORT NEEDS



RIGHTS FOR PARENTS, CHILDREN AND YOUNG PEOPLE

INFORMATION SHEET 3

The Education (Additional Support for Learning) (Scotland) Act 2004 which came in to force on 14th November 2005 introduced new rights for parents and young people. The 2009 amendments have strengthened and widened these rights.

The term 'parent' includes "*guardian and any person who is liable to maintain or has parental responsibilities or has care of a child or young person*".

The term 'young person' is a person over school age (generally over 16 yrs) who is not yet 18 years old.

Children have the right to have their views listened to and recorded.

Parents have rights (and young people have these rights on their own behalf) to:

- request an assessment of the child or young person's additional support needs
- request, through the Area Additional Support Needs Manager, that the Education Authority find out whether their child or they themselves (in the case of a young person) have Additional Support Needs requiring a Co-ordinated Support Plan
- receive advice and information about their child's support needs
- request a specific type of assessment and/or examination when the education authority is proposing to establish if a child or young person has Additional Support Needs and also under the Education (Additional Support for Learning)(Scotland) Acts 2004 and 2009
- request the use of independent third party services to help if there is a disagreement
 1. Mediation
 2. Dispute Resolution
 3. Additional Support Needs Tribunal
 4. Section 70 Reference

(see Information Sheet 10 for further information on these services)

- make a placing request to an independent school if their child has Additional Support Needs
- be informed of the outcome of requests under the Act and the reasons why a request is refused
- to have a decision reviewed or referred to a Tribunal OR
- to have a decision reviewed or referred to the Appeal Committee or Additional Support Needs Tribunal when appropriate, where it concerns a placing request
- request the Education Authority to find out whether their child requires a Co-ordinated Support Plan
- request the Education Authority to review an existing plan
- to be asked for their views and have them taken into account **and** have them noted in the Co-ordinated Support Plan

- receive a copy of the Co-ordinated Support Plan
- have a supporter or advocate with them 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

USEFUL CONTACTS

CHIP+ can provide information and support:

Tel: 01463 711189 info@chipplus.org.uk

Highland Carers Advocacy can provide advocates for parents:

Tel: 01463 723569 carersadvocacy@hccf.org.uk

Advocacy Highland can provide advocacy for young people:

Tel: 01463 233460 info@advocacy-highland.org.uk

Children 1st Independent Mediation is a way of resolving disputes using a trained mediator: Tel: 01381 620757 killen@children1st.org.uk

Additional Support Needs Tribunals for Scotland:

Helpline: 0845 120 2906 (Monday - Friday; between 9.00 am - 4.00 pm)

Let's Talk ASN Service for parents and young people making a referral:

Advice line: 0141 445 1955 (09.30 - 4.00pm Mon - Fri) or **email**

letstalkasn@edlaw.org.uk

ASN Team, The Highland Council, Glenurquhart Road, Inverness, IV2 5NX Tel: 01463 702875

ASL Co-ordinator: Barrie Forbes **Email:** Barrie.Forbes@highland.gov.uk

AREA ADDITIONAL SUPPORTS NEEDS MANAGERS IN HIGHLAND

SOUTH (INVERNESS, NAIRN, BADENOCH & STRATHSPEY):

Area ASN Manager,
The Highland Council Headquarters,
Glenurquhart Road,
Inverness,
IV3 5NX
Tel: 01463 702074

NORTH (CAITHNESS, SUTHERLAND):

Area Education Manager,
Council Offices
Government Buildings
Girnigoe Street
Wick
KW1 4HW
01995 609610

WEST, WESTER ROSS, SKYE, LOCHALSH & LOCHABER:

Area ASN Manager,
Fingal Centre
Dunvegan Road
Portree
IV15 9EE
Tel: 01478 613697

MID, EASTER ROSS & BLACK ISLE:

Area Education Manager,
Council Buildings,
Strathpeffer Road,
Dingwall,
IV15 9QN
Tel: 01349 868603

THE DUTIES & RESPONSIBILITIES FOR "OTHER APPROPRIATE AGENCIES"

INFORMATION SHEET 4

All agencies are committed to The Highland Practice Model. In addition the ASL Act brings specific duties and responsibilities to ensure that all children and young people are provided with the necessary support to help them work towards reaching their full potential. It also promotes joint working among those supporting children and young people.

WHO ARE "OTHER APPROPRIATE AGENCIES" AND WHAT ARE THEIR ROLES UNDER THIS ACT?

Any other Local Authority, any NHS Board, Skills Development Scotland, Further Education Colleges and Higher Education Institutions are specified in the legislation as being "other appropriate agencies".

The Education Authority must ask for, and take account of, relevant advice from these other agencies and services when they are establishing whether a child or young person has Additional Support Needs or would require a Co-ordinated Support Plan.

The Education Authority must be clear in its request for help from another agency and/or service to enable them to respond with specific information. This 'help' may be in the form of assessments or examinations. It could be giving information based on assessments already carried out.

ASSESSMENTS

Parents can request assessments if they feel their child has Additional Support Needs or may require a Co-ordinated Support Plan (CSP). Likewise, young people themselves can make a request. The Education Authority must comply with the request for assessment unless the request is unreasonable.

A request for an examination or assessment may not be reasonable in the circumstances where it:

- may not be in the best interests of the child or young person
- may not be seen as relevant to the child or young person's circumstances
- may be unnecessary as there has not been a significant change in the child or young person's circumstances since an earlier assessment was completed
- may be within an inappropriate time scale e.g. falling within a short time of a previous request
- may be unnecessary as there is already sufficient information

If the Education Authority refuses your request for an assessment, it must tell you why. If you are unhappy with the decision there are various methods of resolving disagreements including, discussion with the school or Area ASN Manager and if that does not resolve the matter mediation and dispute resolution services are available. (see CHIP+ Information Sheet 10).

When the Education Authority requests help from an "Other Appropriate Agency" that agency or service has a duty to respond within 10 weeks from the date the request was sent unless:

- it is incompatible with their own functions, such as an inappropriate referral **OR**
- it unduly prejudices its carrying out of its functions i.e. their duty of care for patients already being seen would be affected.

NHS HIGHLAND AND HEALTH PRACTITIONERS WORKING WITHIN CARE & LEARNING SERVICE

Health Practitioners have a duty to respond on time to the Authority's request for help so that the requirements of the law are met and the additional support needs of the child or young person are quickly assessed and appropriate support put in place.

There are some exceptions to the 10 week time limit:

- Assessment or examination cannot take place or the results are not available in time
- The family, child or young person fails to attend an appointment
- Advice or information requested from outside agencies is not provided before the time limit ends

Children's Services will arrange for an assessment or examination, subject to your consent and that of your child, if the assessment or examination is reasonable in the circumstances. The Education Authority will then establish whether they do have additional support needs which may, or are likely to impact on their education.

Health Practitioners will be the key professionals to alert the Education Authority of pre-school children in their area who have or may have additional support needs and who may require a Co-ordinated Support Plan. However, any adult may bring to the attention of the Education Authority children who are under 3 years old who have, or appear to have, additional support needs arising from a disability. Health Visitors are the Named Persons responsible for leading and management of a Universal Child's Plan for pre-school children unless another Lead Professional is identified (e.g. Social Work).

It is expected that the specialist support, committed and agreed by Health Practitioners in the Co-ordinated Support Plan, will be forthcoming.

SKILLS DEVELOPMENT SCOTLAND, FURTHER EDUCATION AND HIGHER EDUCATION ESTABLISHMENTS

When a young person with additional support needs is preparing to leave school it is especially important that agencies and services work together to plan transition at least one year before the young person's actual leaving date. A discussion with the Education Authority may be all that is required or the other agency/service may provide direct intervention or advice. For example a college may provide taster sessions.

Skills Development Scotland will continue to have an important role in supporting children and young people as they plan and move from school to the world of further education, employment or training. The Keyworker service is especially geared to supporting young people with Additional Support Needs in Highland. They work closely with the Education Authority and other agencies at this time of transition. This service is normally accessed through the Skills Development Scotland named contact person for the school.

If, for any of the reasons outlined, there is a delay in another agency/service responding to a request for help there is a legal duty for the agency/service to inform the Education Authority giving the reason for the delay and giving a revised date for the completion of the assessment. The Education Authority must ensure that parents and young people are aware of the delay and the reasons for it.

Parents of children (and young people 16 - 17 years old) who have additional support needs, may make a reference to the Additional Support Needs Tribunal if they feel the Authority has failed to comply with its duties regarding school to post-school transition.

WHICH CHILDREN MAY REQUIRE A CO-ORDINATED SUPPORT PLAN?

INFORMATION SHEET 5

There will be a small group of children and young people who have significant additional support needs arising from:

- complex or multiple factors which are
- likely to last for more than one year **and** which
- require a high degree of co-ordination of support from the Education Authority **and** other agencies/services.

If the Education Authority is responsible for the school education of these children/young people they may require a Co-ordinated Support Plan (CSP).

WHAT ARE COMPLEX FACTORS?

A complex factor is a factor which has, or is likely to have, a significant adverse affect 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 are:

- **Learning Environment** - where the learning and teaching approaches and curriculum are significantly at odds with what the child or young person requires and are therefore having a significant adverse effect on their school learning
- **Family Circumstances** - where family life is disrupted, perhaps through family bereavement, 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.
- **Disability or Health** - Impairments such as blindness, physical disability, autistic spectrum disorders, specific language impairment or developmental co-ordination disorder require measures to be put in place if the child or young person is to benefit from school education. In addition some children with a mental health problem such as depression or anorexia may experience significant disruption to their school education.
- **Social and Emotional Factors** - children or young people may have social and emotional difficulties which prevent them attending school regularly, such as being bullied or have challenging/anti-social behaviour which may lead to offending.

WHAT ARE MULTIPLE FACTORS?

Multiple factors are those factors which in themselves are not complex but 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, have a close family bereavement, live in disadvantaged social circumstances and because of their sensory impairment the physical environment of the school may be making learning difficult. Each of these may not have a significant effect on the child's education but the overall effect is such that the school education of the child or young person is being adversely affected to a significant degree.

It must be stressed that it is the effect on school education that is important not any diagnostic label alone.

Every child or young person will be considered on an individual basis. What may be complex or multiple factors with a significant adverse effect for one child or young person may not be for another. In most cases, the Universal Child's Plan process may be sufficient to meet the child or young person's needs.

WHAT IS MEANT BY A SIGNIFICANT DEGREE OF CO-ORDINATION OF SUPPORT?

This is where a child/young person needs significant support from at least one service other than Education **and**, for educational reasons, will require a high degree of co-ordination of that support within Additional Support for Learning. This can include support provided by another department within Care & Learning e.g. Social Work, OR another "appropriate agency" e.g. NHS Highland or Skills Development Scotland. This support may be required at a significant level to help overcome a barrier/or barriers to learning.

WHO IS THE EDUCATION AUTHORITY RESPONSIBLE FOR?

The Education Authority is responsible for the school education of children and young people who live in the Council Area and who:

- Are in pre-school or partner centre provision established by or on behalf of the Education Authority
- Are in school education in Highland
- Are receiving education outside Highland, having been placed there by The Highland Council

As described previously, 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 brought to the attention of the Authority by Health Practitioners or any other adult. 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.

The Authority may make provision for children, including children under the age of 3 years with additional support needs, but who are not disabled. However, they are not obliged to make such provision.

Under the 2009 Act "Looked After Children" are deemed to have additional support needs unless they do not require additional support to benefit from education. Those "Looked After Children" who do require additional support to benefit from education must be considered for a Co-ordinated Support Plan.

A CO-ORDINATED SUPPORT PLAN

INFORMATION SHEET 6

The format of a Co-ordinated Support Plan (CSP) is set out in law. It must be used by all education authorities.

WHAT SHOULD THE PLAN CONTAIN?

The plan must contain:

- Biographical and contact details of the child or young person i.e. name, address, date of birth etc.
- Contact details for their parents or those adults who have, or share, responsibility for the care of the child or young person.
- 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. They may be someone from education but may be from another agency.
- The details of the contact person within the local authority from whom the parent or young person can obtain advice and further information.
- A pupil profile - the purpose of this is to build a holistic picture of the child or young person. It should focus on the positive aspect of the child or young person's life, for example, their capabilities and skills. It may also include information about the school attended or curriculum followed, other planning in place, their favourite activities or how they like to learn.
- 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 sought to be achieved taking account of those factors.
- The additional support required to achieve those objectives; and who will provide that support.
- Parent's 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.

The plan should be clear and concise, and refer to needs that will, or are likely to, continue for more than a year. Short term objectives would continue to be contained in a Child's Plan.

The Co-ordinated Support Plan is a working, planning document. It details the factors giving rise to the child's or young person's Additional Support Needs. It does not contain the assessments/examinations that contributed to the drawing up of the plan.

The educational objectives in the CSP must take account of the factors giving rise to the child's or young person's Additional Support Needs. They will require the co-ordination of services for these to be achieved.

Children and young people with Additional Support Needs will always be working to achieve learning outcomes detailed in their Universal Child's Plan. The relevant sections of the Universal Child's Plan will be completed dependant on the individual child's needs and the support required to meet those needs. Parents/Carers, children and young people will be partners to their Child's Plan.

EDUCATIONAL OBJECTIVES

Decisions about what are appropriate educational objectives in a Co-ordinated Support Plan for a child or young person should be taken independently of the additional support required to achieve them.

Taking account of the information from assessments from various agencies/services, the starting point should be what it is reasonable to expect the child or young person to achieve over the course of the next year. Objectives should be clear and specific enough to enable the education authority, and other agencies/services involved in supporting the child or young person, to monitor and review them over time. When setting an objective the question that needs to be asked is "How will we know if the objective has been achieved?" Since each CSP has to be reviewed at least annually the objectives should be achievable in a year.

ADDITIONAL SUPPORT

The CSP must describe the additional support required to achieve the educational objectives. This will cover teaching and other staffing arrangements, appropriate facilities and resources including information and communication technology, and any particular approaches to learning and teaching to be used.

The statement of support to be provided should be clear and specific and where possible quantified. It should be clear what is being provided and why. Statements such as "learning support as necessary" or "speech and language therapy as required" are too vague. Statements should give a clear understanding as to what is to be provided such as "tutorial and small group teaching for three 45 minute sessions per week".

The plan must state the agency/service or professionals who should be providing the support, such as "visiting teacher of the deaf", "speech and language therapist", "social worker", "educational psychologist".

The CSP Learning Plan element will be contained within section 5 of the Child's Plan and is reviewed annually through this process.

THE CO-ORDINATED SUPPORT PLAN (CSP): HOW TO REQUEST ONE AND WHAT HAPPENS NEXT

INFORMATION SHEET 7

WHO CAN MAKE A REQUEST FOR CONSIDERATION FOR A CO-ORDINATED SUPPORT PLAN ?

Parents, professionals or a young person themselves may request that thought is given to assessing a child or young person's Additional Support Needs and compiling a Co-ordinated Support Plan (CSP). The request must include the reasons why an assessment may be appropriate and should be accompanied by any relevant information which would support this. The request must be put in writing or some other permanent format, such as e-mail, and sent to the Area Education Manager.

WHAT HAPPENS NEXT?

- The Area Education Manager will acknowledge the request, in writing, and refer it to the relevant **Child's Plan Group** for discussion as to whether or not the request is reasonable.
- The **Child's Plan** meeting should include professionals currently involved with the support of the child or young person, parents and the child or young person if appropriate, so that an informed discussion can take place.
- The meeting will use an assessment tool (a form) to help them make their decision as to whether or not the child or young person appears to meet the criteria for a Co-ordinated Support Plan.
- If it is decided that they **do not** appear to meet the criteria for a CSP, the Additional Support for Learning (ASL) Co-ordinator will be notified so that he/she can formally write to the parents and young people or referring professional regarding the decision and the reasons behind it.
- If it is decided that the child or young person **does** appear to meet the criteria for a CSP the meeting will prepare the information required for a "Notice of Proposal". This "Notice of Proposal" letter is the formal trigger to seek advice on the drawing up of a possible CSP. The Chair of the meeting will send this information to the ASL Co-ordinator who has a Highland-wide remit to monitor the process.
- The ASL Co-ordinator will complete the "Notice of Proposal" letter and send it out to the parents and young person if appropriate. This is the formal notice indicating that a CSP is being considered.
- A CSP Co-ordinator will also be appointed at this meeting to be the key contact for parents, child/young person and professionals as the process moves forward.

WHAT DOES THE CSP CO-ORDINATOR DO?

The CSP Co-ordinator may be from education or they may be someone who has more of a key role with the child or young person and their family with regard to the Additional Support Needs in question, for example a social worker or health professional. They will be involved in drafting the CSP with the ASN Team and keep an overview of the support set out in the CSP.

ASSESSMENTS

Parents and young people can request relevant assessments when consideration is being given to assess a child's needs to determine the need for a CSP.

The CSP Co-ordinator will make contact with parents, the child and or young person to discuss the "Notice of Proposal" and what assessments they feel relevant and what they feel should be included in the plan. The Education Authority must follow up the assessments requested unless they believe the request to be unreasonable. If a request for an assessment is refused the Authority must inform the parents or young person of its decision and give the reason why. Parents and young people must also be advised of their right to appeal. (see Information Sheet 10).

The ASL Co-ordinator will send "Requests for Assistance" forms to all agencies/services from whom assessments, examinations, advice or information have been requested.

All agencies/services must respond within 10 weeks from the date the request for information is sent and must go over their reports and findings with the family.

The ASL Co-ordinator will write to the parents, professionals and the young person to inform them whether a CSP is to be drawn up.

The CSP Admin team will collate the information and advice returned by the agencies/services making assessments and send this to the CSP Co-ordinator. When a CSP is to be drawn up the ASL Co-ordinator will then draft a Co-ordinated Support Plan based on this information. This draft plan will be shared with the parents, child or young person in order that their views can be included. This final draft plan will then be sent to the Area Education Manager who will arrange to meet with the family and sign off the CSP.

This will be a small meeting kept as informal as possible. (see Information Sheet 8)

HOW LONG SHOULD THE PROCESS TAKE?

A signed copy of the final plan will be sent to parents within approximately 16 weeks of the 'Notice of Proposal'. If the Education Authority becomes aware that the 16 week time limit is unlikely to be met, the Authority must write and explain to the parents or the young person the reason for this delay and set a new date for the completion of the process. The regulations do not specify what the new time limit should be but state that it should not exceed a further 8 weeks, or by longer than is necessary in the circumstances. This is to allow for individual circumstances surrounding the delay to be taken into consideration.

The delay may come about due to:

- The child's parents or the young person making 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 or
- The Education Authority have asked an appropriate agency or other persons for help and they have not been able to respond in time.

However the total time taken for the completion of a CSP should **not exceed 24 weeks**.

WHO WILL HAVE ACCESS TO THE CO-ORDINATED SUPPORT PLAN?

The Authority's copy of the CSP will be held by the Area Education Manager, a copy sent to the parents and the young person, the Additional Support for Learning Co-ordinator, all the professionals involved in the Plan. A further copy will be kept at the school attended by the child or young person.

The CSP is a confidential document and should not be given to anyone other than those who have a professional requirement to see or have a copy of it but it should be used and referred to on a regular basis by those working with the child or young person.

The Area Care & Learning Office will retain a copy should parents wish to see it there.

WHAT ABOUT OTHER PLANS AND REVIEWS?

Where a child or young person and their family are involved in several planning and review processes, attempts will be made to bring these together as much as possible through the Universal Child's Plan process. Duplication of effort, processes and meetings should be avoided if possible.

Integrated Children's Services (Health, Education, Social Work, Police, Children's Reporter and Voluntary Organisations) are working together to ensure planning and assessment of every child's needs are carried out in a more united approach. **Getting it Right for Every Child (GIRFEC)** will underpin all multi agency working. This will work to ensure all children are **Safe, Healthy, Active, Nurtured, Achieving, Respected and Responsible and Included (SHANARI)**.

Where a plan is required to meet a child's needs (not just educational needs) a Universal Child's Plan will be put in place to pull all the information and contacts together.

CONTACT DETAILS

AREA ADDITIONAL SUPPORT NEEDS MANAGERS

SOUTH (INVERNESS, NAIRN, BADENOCH & STRATHSPEY)

The Highland Council Headquarters,
Glenurquhart Road,
Inverness,
IV3 5NX
Tel: 01463 702074

NORTH (CAITHNESS, SUTHERLAND)

Council Offices,
Government Building,
Girnigoe Street
Wick.
KW1 4HW
Tel: 01995 610609

MID, EASTER ROSS & BLACK ISLE

Council Offices
Strathpreffer Road
Dingwall,
IV15 9QN
Tel: 01349 868603

WEST, WESTER ROSS, SKYE, LOCHALSH & LOCHABER

Fingal Centre,
Dunvegan Road,
Portree,
IV15 9EE
Tel: 01478613697

School:

Telephone Number:

Co-ordinated Support Plan Co-ordinator

Telephone Number:

Name:

Additional Support for Learning Co-ordinator

Telephone Number:

Name:

YOU AND YOUR CHILD'S CO-ORDINATED SUPPORT PLAN MEETING AND REVIEW

INFORMATION SHEET 8

THIS INFORMATION SHEET IS FOR THOSE PARENTS AND YOUNG PEOPLE FOR WHOM THE EDUCATION AUTHORITY HAS AGREED TO DRAW UP A CO-ORDINATED SUPPORT PLAN (CSP)

WHO IS THIS MEETING FOR?

The Co-ordinated Support Plan meeting is for parents/young people and the Education Authority to agree the draft CSP plan.

You will receive a letter from the Area ASN Manager inviting you to the Co-ordinated Support Plan Meeting. This meeting should be held approximately 14 weeks from the notice of proposal letter. Prior to the meeting your CSP Co-ordinator will have met with you to go through the copy of the draft Co-ordinated Support Plan (CSP). This will give you the opportunity to add your views to the plan. If you need a short time to consider the plan this can easily be arranged with your CSP Co-ordinator.

WHO ATTENDS THE CO-ORDINATED SUPPORT PLAN MEETING?

The Co-ordinated Support Plan meeting will be chaired by the Area ASN Manager and attended by parents, child (if appropriate) or young person and your Co-ordinated Support Plan Co-ordinator. Other professionals are not usually invited to the Co-ordinated Support Plan meeting keeping it small and personal for your family, though in the case of "Looked After Children" the Social Worker will also be invited.

Parents, children or young people may have a friend, supporter or advocate with them at the meeting if they wish (CHIP+ staff can provide support).

WHAT HAPPENS AT THE CO-ORDINATED SUPPORT PLAN MEETING?

The Area ASN Manager will lead a discussion on the content of the draft plan. Should any amendments be necessary these will be agreed by all and noted on the Plan by the Area ASN Manager.

The Area ASN Manager will take responsibility for having the final Co-ordinated Support Plan typed up. Once typed, will arrange for a signed copy to be sent out to parents, young person, the school and relevant professionals.

This should be done approximately 16 weeks from the 'Notice of Proposal' letter being sent by the Education Authority.

WHEN WILL THE CO-ORDINATED SUPPORT PLAN BE REVIEWED?

The Co-ordinated Support Plan **must** be reviewed every 12 months. This will be done through the child plan process.

Your Co-ordinated Support Plan Co-ordinator will ensure that a review schedule is in place and will keep families, children and young people and the relevant professionals alerted to the need to set the date for a review. The CSP Admin Team will assist in this by giving a 3-month alert.

The annual review must be started after 12 months and completed within a 12 week period. Within that time the views of the relevant professionals, your views and those of your child/young person will all be sought.

At each review the decision will be made to continue the plan, make amendments to it or to discontinue it. Parents, young people and professionals can request an earlier review if the child or young person's needs change significantly.

The Annual Review must consider:

- How far the educational objectives have been achieved
- The child or young person's additional support needs
- The setting of new educational objectives
- The support required
- The agencies providing the support

A specific "tool" (form) has been produced to assist the Core Group (those involved) in the review of the CSP to ensure that the relevant information is collated.

This is then sent to the **ASN Manager** who will check and amend the CSP. The amended CSP learning plan will sit within section 5 of the child's plan once authorised.

Where a plan is discontinued, when the child or young person no longer meets the requirements for a CSP the Area ASN Manager will write to the parent or young person to confirm this. The CSP will be archived for 5 years and then destroyed as stated by law.

These processes will sit within the Child's Plan process.

For further information contact:

Barrie Forbes, ASL Co-ordinator, Additional Support Needs Team,
The Highland Council, Glenurquhart Road
Inverness, IV2 5NX
Tel: 01463 702875

Email: [**Barrie.Forbes@highland.gov.uk**](mailto:Barrie.Forbes@highland.gov.uk)

or

CHIP+ (see below)

TRANSITIONS

INFORMATION SHEET 9

All children go through transition stages in their school education. There are four main transition stages:

- ◆ Starting pre-school provision
- ◆ Pre-school to Primary
- ◆ Primary to Secondary
- ◆ Leaving school and moving on to adult services, work or further education

Some children and young people will experience changes in their schooling at other times e.g. when they change school due to moving house, traveller children moving to a new area, when a school closes etc.

CHILDREN AND YOUNG PEOPLE WITH ADDITIONAL SUPPORT NEEDS

When children and young people are nearing a transition stage, schools and other agencies/services must ensure that the Additional Support Needs of individuals are well planned for. Appropriate arrangements must be put in place to ensure that any changes in school education are made as smooth as possible to ensure continuity and progression.

The education authority will have routine arrangements which will ensure that most children and young people manage the changes to their education with sufficient support. Some children and young people will need detailed and planned individual arrangements to meet their significant needs.

Under the Act the education authority will liaise with relevant professionals and/or Lead Professional:

- ◆ for Pre-school children - seek information from the agencies it deems appropriate to help ease the transition no later than 6 months before the move to primary
- ◆ at other times of transition - seek information and advice from the providers of the next stage and appropriate agencies no later than 12 months before the transition date with particular liaison with a Lead Professional

The Education Authority must share information with other appropriate professionals in Care and Learning, Skills Development Scotland, Further Education Colleges and Higher Education establishments, at least 6 months before the child or young person moves to the next stage.

It is essential that permission is sought from the parents or young person before any information is shared.

The views of parents, children and young people must be a valued part of the planning process and their views must be sought and taken account of. They should be able to access support if required.

Schools and fellow professionals must ensure that there is early and well organised planning for transitions and that there is adequate support in place to help the child or young person and their family through the transition process. These needs and supports should be identified and planned for through the Child's Plan process.

The management of the transition process should be carried out by a key relevant person known to the family and child/young person. It is expected that this will be the Lead Professional for that child/young person.

Information regarding young people and transition from secondary school can be found in the resource "Hi-Hope Highland". This on line resource provides information on opportunities and services within Highland for young people in transition from secondary education to adulthood. It is at www.hi-hope.org or see CHIP+ website.

Some young people with very complex needs and/or disability may need enhanced transition planning. "My Transition Guide" and "My World Triangle" and "Transitions Bridge" may be useful tools to support this process. They might also prove a useful tool to be considered for all children/young people with additional needs at transition.

Go to: www.highlandtransitionguide.co.uk and www.myworldtriangle.co.uk

CHILDREN AND YOUNG PEOPLE WHO MOVE IN OR OUT OF THE HIGHLAND COUNCIL AREA

If a child or young person with a Co-ordinated Support Plan (CSP) moves in to the area The Highland Council must take on the CSP as it stands and provide the support outlined in it. It can then be reviewed at any time. This will be done through the Child's Plan process.

Similarly, if a child or young person moves from Highland to another Authority The Highland Council must transfer the CSP to the new Authority within 4 weeks of notification.

In some instances a child or young person may move into Highland from outwith Scotland with a Statement of Special Educational Needs. In this situation they will be assessed to determine if they have Additional Support Needs through the staged approach and if so appropriate support identified and outlined in a Child's Plan. Consideration will be given to compiling a Co-ordinated Support Plan if appropriate.

LEAVING SCHOOL

All young people must be offered the opportunity to stay on at school post 16 or have an identified destination. In preparing for leaving school the strengths, abilities, wishes and needs of the young person must be taken into account. Personal planning may identify needs such as skill building in independent living, money management, independent travel etc. which can then be targeted and developed in their programme before they leave school.

The school should ensure that the young person has sufficient information about the relevant choices of training or work places and college or higher education courses. It should also ensure clearly identified routes and agencies of support for young people at this time and that the adult services such as Social Work, Health and Skills Development Scotland are involved and planning effectively.

A Child's Plan meeting to discuss transition plans should be held at least 12 months before the young person leaves school.

Clear and informative communication between professionals, parents and the young person at all stages of transition cannot be stressed enough.

Parents of children (and young people 16 -17 years) can make a reference to the Additional Support Needs Tribunal if they feel the Authority has failed to comply with its duties regarding school to post-school transitions. Details of how to do this can be seen on information sheet 10.

WORKING TOGETHER AND RESOLVING DISAGREEMENTS

INFORMATION SHEET 10

Clear and regular communication between parents, children/young people and those who work with them is essential to build good relationships. Good communication together with information and support help to avoid disagreements or prevent them from escalating into more serious disputes.

It is expected that most disagreements can and will be resolved at school and Education Authority level with only a small number going to formal review procedures. The usual staged procedures for working through disagreements are:

- Step 1 Discussion with class teacher
- Step 2 Discussion with Head Teacher
- Step 3 Involving the Area Additional Support Needs Manager

Even with good practice there will occasionally be situations when agreement cannot be reached locally, tensions arise and a way forward has to be found. The Highland Council has worked closely with CHIP+ to produce this information sheet to give advice and guidance on routes of appeal should they be required.

The Additional Support for Learning Act sets out the three routes which parents and young people can use to resolve disagreements: Mediation, Dispute Resolution and Additional Support Needs Tribunals.

MEDIATION

Mediation is a way of resolving disputes with the help of an impartial third party, a mediator. The mediator works with parents, young people and staff together to enable them to explore options, make decisions and reach their own agreements. The mediator does not take sides and does not decide the terms of any agreement.

Mediation can help families and staff to build or rebuild a positive relationship leading to agreement over the arrangements to meet the child's Additional Support Needs. The overriding principle is that the people involved come to an agreement.

Mediation is completely confidential and any discussions held can only be shared if agreed by both sides.

The Highland Council has agreed that Children 1st will provide Mediation Services. The service is optional and free of charge to parents and young people. It is a voluntary service so there is no compulsion to make use of it. It is only to be used for issues concerning Additional Support Needs and can be used more than once.

To request the use of the Mediation service please write to the Additional Support for Learning Co-ordinator, who will acknowledge your request and help make the necessary arrangements. Contact details can be found at the end of this information sheet.

Sometimes an agreement still cannot be reached and it may be necessary to think about Dispute Resolution.

DISPUTE RESOLUTION

Dispute Resolution is a paper exercise to help resolve disagreements.

When this is requested The Scottish Government will appoint an independent person, an adjudicator. The adjudicator will look at the information provided by both the parents and young person and The Highland Council in order to get a clear understanding of both sides of the disagreement. The adjudicator will then make recommendations to everyone involved as to how the dispute may be resolved. While there is no legal obligation for the recommendations to be acted upon it is expected that this will happen. The process should take about 8 weeks.

When is Dispute Resolution Used?

Dispute Resolution is normally used when a child or young person has Additional Support Needs but does not have a Co-ordinated Support Plan.

Dispute Resolution can be used when there are disagreements about:

- The assessment of Additional Support Needs
- The level of additional support required or being provided e.g. pupil support assistants, support from another agency.

It is expected that in all but exceptional circumstances the recommendations of the adjudicator will be accepted by the Authority.

Requests for Dispute Resolution should be made in writing to the Support for Learning Division who will acknowledge your request, contact the authority and monitor the process. Contact details can be found at the end of this information sheet.

ADDITIONAL SUPPORT NEEDS TRIBUNALS

Parents and young people have a right to refer to an Additional Support Needs Tribunal when they disagree with a decision made by The Highland Council with regard to a Co-ordinated Support Plan. At the same time, parents can request access to Mediation to come to a local solution.

Using Mediation Services does not affect your right to refer to the Additional Support Needs Tribunal.

- Additional Support Needs Tribunals will hear references from parents and young people on matters relating to Co-ordinated Support Plans, placing requests and school to post-school transitions and disability discrimination in education. E.g. Exclusion appeals-this applies if a CSP is not yet prepared but there is a consideration to do so
- The Tribunal is a panel of independent people who will make a decision where there is disagreement between parents and/or young people and The Highland Council.
- There will be three members, one of whom will have a legal background, the others will be experienced in Additional Support Needs.

- Parents and young people will have 8 weeks after receiving a decision letter from the Education Authority to refer the matter to the Tribunal if they disagree with the Authority's decision.

The aims of the Tribunal are:

- To make sound, independent and expert judgements
- To be user friendly, being informal and flexible in the way they work, and making it easy for people to use the service
- To discourage formal, legal proceedings by providing a forum for constructive discussion
- To make decisions which reflect best practice in relation to Additional Support Needs

The Tribunal must take account of the Code of Practice, produced by the Scottish Government, which explains the duties on The Highland Council and sets out good practice. The Tribunal will base their consideration of the facts of the case on how well the Authority has had regard to the Code of Practice and the Additional Support for Learning Act.

What Matters regarding Co-ordinated Support Plans can be Referred to a Tribunal?

Parents and young people can refer to a tribunal if they disagree with the decision that The Highland Council has taken:

- To prepare a Co-ordinated Support Plan (CSP)
- Not to prepare a CSP
- To continue a CSP
- To discontinue a CSP
- About the time scales of a CSP
- Not to comply with a request to establish whether a child or young person requires a CSP

Where a CSP already exists parents or young people can refer to the Tribunal on:

- The information contained in the CSP
- Failure to deliver contents of CSP
- Failure of the Authority to review a CSP at the end of 12 months
- Failure of the Authority to review a CSP within the timescales of the regulations
- The decision of the Authority to refuse a request from a parent or young person to review the CSP
- The decision of the Authority to refuse a placing request. (This also applies if a CSP is not yet prepared but there is a consideration to do so)
- Parents can withdraw their referral to the Tribunal if a satisfactory local solution can be found before the hearing date

- The President of the Tribunal has the power to require the authority to provide him or her with information about the authority's implementation of the Tribunal decision.
- The President of the Tribunal has the power to refer the matter to Scottish Ministers where he or she is satisfied that the authority is not complying with the Tribunal decision.

Is there an Advocacy Service to help parents and young people to lodge a reference?

Yes, the 2009 update of the Education (Additional Support for Learning Act) (Scotland) 2004 Act introduced a new legal duty on the Scottish Government to provide an advocacy service to parents and young people following a reference being made to the Additional Support Needs Tribunal for Scotland (ASNTS). Therefore **Let's Talk ASN National Advocacy Service** is available to parents and young people (aged 16 or 17) from the time they have grounds to make a referral to the ASNTS. The **Let's Talk ASN National Advocacy Service** for Additional Support Needs is a partnership between Kindred Advocacy and the Education Law Unit. See contact details below.

In addition Parents can make a reference to the First Minister under section 70 of the Education Scotland Act 1980. This process is available to parents when they feel that the authority is not providing adequate and efficient education for their child and a local agreement has not been reached. The Authority will work with parents to reach a local solution first. A request for a section 70 reference should be made in writing to the Support for Learning Division who will acknowledge your request, contact the authority, investigate and make a decision.

FOR MORE INFORMATION PLEASE CONTACT:

Barrie Forbes, Additional Support for Learning Co-ordinator,
Additional Support Needs Team, Care & Learning Service, The Highland Council
Glenurquhart Road, INVERNESS, IV2 5NX

Tel: 01463 702807

Email: Barrie.Forbes@highland.gov.uk

OR

CHIP+, The Birnie Centre,
Raigmore Hospital, Inverness, IV2 3UJ

Tel: 01463 711189

Requests for Dispute Resolution and Section 70 References can be made directly to:

The Support for Learning Division, Scottish Education Department
Area 2C South, Victoria Quay, Leith, Edinburgh, EH6 6QQ

References to the Additional Support Needs Tribunals for Scotland should be made to them directly at the following address:

Additional Support Needs Tribunals for Scotland,
Europa Building, 450 Argyle Street, Glasgow G2 8LG

Helpline: 0845 120 2906 (between 9.00 am and 4.00 pm Monday - Friday)

To make an enquiry with Let's Talk ASN National Advocacy Service

Telephone the Let's Talk ASN Centre on their advice line 0141 445 1955 or email letstalkasn@edlaw.org.uk Office hours 09.30 - 4.00pm Monday - Friday.

"GETTING IT RIGHT FOR EVERY CHILD" (GIRFEC)

INFORMATION SHEET 11

"Getting it right for every child" (GIRFEC) is outlined in the Children and Young People Act 2014. It aims to improve outcomes for all children and young people by promoting a shared approach that builds solutions with and around children and families. It enables children to get the help they need when they need it; supports a positive shift in culture, systems and practice and involves agencies and services working together to make things better. In Highland, the Highland Practice Model has been developed in keeping with the principles of Getting it Right.

The desired national outcomes for children and young people, from the Curriculum for Excellence, are that all children should be:

- **Confident Individuals**
- **Effective Contributors**
- **Successful Learners**
- **Responsible Citizens**

To achieve this all children need to be **Safe, Healthy, Active, Nurtured, Achieving, Respected and Responsible and Included**. These are known as the 'wellbeing indicators' and are known as **S.H.A.N.A.R.I.**

The Highland Practice Model will ensure that children and their carers are central to the process of finding solutions and having their needs met. Everyone working with children is expected to use one consistent and equitable approach, actively sharing information to agreed protocols and working more effectively together to improve outcomes for children.

Everyone needs to be clear about their personal responsibility to do the right thing for each child. Parents and children, together with schools, professionals and others working with children will benefit from a collaborative approach which results in the development of a Child's Plan to meet all the child's needs.

The Highland Practice Model operates throughout the Highland area. It affects the working practices of all staff in Care & Learning along with Police, Children's Reporter and Voluntary Agencies who work with children and families, including services to adults who are also parents.

The current responsibility to act if a child is at risk of harm does not change. All staff should follow Child Protection Procedures.

However, there is now a wider responsibility to consider a child's wellbeing across the S.H.A.N.A.R.I. spectrum.

Each child will have a **Named Person** in Universal Services (health and education) who is the point of contact for the child, parents, professionals and the community. This will be the family health visitor for pre-school children and a designated person in school for school age children. Where a concern about wellbeing is raised and there is no risk of harm to the child, consent should be gained from the child and parent to share this information with the **Named Person**. In partnership with the parents, child and, with consent, the **Named Person**, organisations/carers will consider what additional support is needed to meet the child's agreed needs. If there is a risk of harm to a child, information will be shared without seeking consent.

Where a child's support needs require different agencies/services to collaborate and work together, a **Child's Plan** will be developed. At this stage a **Lead Professional** will be appointed to ensure the **Child's Plan** meets the identified needs and everyone is doing what they agreed.

It must be clear to all involved in the **Child's Plan** what the actions are to be taken. It will; also outline the desired outcomes and reviewing process for the child. This may be as simple as a particular strategy to ensure a child's inclusion in certain activities to something more specific such as administering medication or providing personal care.

The **Lead Professional** will ensure the active involvement of a child and family and ensure the **Child's Plan** is reviewed with progress and challenges noted. Partners contributing to the plan may be asked to contribute to this review.

In the long term, all child protection training will be delivered as part of a series of Highland Practice Model training modules and so should eventually reach all organisations working with children. Meantime groups will have differing needs for information and training depending on the level of support offered to children and families in need by their service.

More information about the Highland Practice Model can be found at:

<http://www.forhighlandschildren.org/5-practiceguidance/high-pract-model.pdf>

GLOSSARY OF TERMS

INFORMATION SHEET 12

Action Plan - a structured plan, recorded in Section 3 of the Universal Child's Plan which sets out timescales, responsibilities and services required to meet a child's or young person's assessed needs.

Additional Support - any support provided for a pupil over and above that given to their classmates; that can be anything from support from an assistant in class to giving a child a visual timetable. It can also include support from outside school that is related to a child's learning, for example occupational therapy providing equipment or advice.

Additional Support Needs (ASN) – where a child needs additional support to benefit from school education. Examples: any kind of disability, being bullied, being particularly able, being young carers, on the child protection register, having emotional difficulties, having experienced a bereavement. This isn't a comprehensive list, and not all children in those situations will need additional support.

Appropriate Agency – these are agencies specified in the Act, such as health, social work and further education colleges.

Assessment – is defined as "an ongoing process of gathering, structuring and making sense of information about a child or young person, and their circumstances, in order to inform decisions about the actions necessary to maximise their potential". Parents can request an assessment for their child, and can request the type of assessment (for example medical or psychological assessments).

Advocate, Advocacy worker - someone chosen by a parent, or young person, to conduct discussions on their behalf with an education authority.

Complex Factor - in the context of Additional Support Needs is a factor which has or is likely to have a significant adverse effect on the school education of the child or young person.

Co-ordinated Support Plan (CSP) - a statutory strategic planning document to co-ordinate the provision of services for those children and young people, who meet the criteria, to help them work towards their agreed long-term educational objectives. The CSP learning plan sits in section 5 of the Child's Plan.

Co-ordinated Support Plan Co-ordinator - person responsible for ensuring, so far as possible, 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.

Curriculum for Excellence - The curricular approach to learning, teaching and assessment for children/young people aged 3 - 18 years in Scottish schools.

Dispute Resolution - the involvement, under regulations supporting the Act, of an independent 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. This is a paper exercise and available to those who do not have a Co-ordinated Support Plan

Disability - The definition of disability is 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.

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 of Practice for the new Act 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. In Highland all of these functions come under the Care & Learning Service.

Equality Act 2010 - The act replaced previous anti-discrimination laws with a single act to make the law simpler. It sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, harassment, victimisation and failing to make a reasonable adjustment for a disabled person. Disability is just one of the nine protected characteristics.

GIRFEC - Getting It Right For Every Child.

Grant-aided School - a school in receipt of grant funding from the Scottish Government. At present there are 8 such schools. Jordanhill School and 7 special schools - Corseford, Craighalbert Centre, Donaldson's College, East Park, Harmeny, The Royal Blind School and Stanmore.

Highland Practice Model - This is agreed way of working in Highland to meet the needs of children and young people. In addition we have guidance called "Highland Practice Model Approach to delivering *Additional Support for Learning*" which details the Staged Approach to assessing, identifying and providing for the support needs of children and young people.

Holistic - a holistic view is one which addresses the whole child and his/her circumstances rather than focusing on specific isolated aspects.

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), which is not a public school or grant-aided school.

Individualised Educational Programme (IEP) - part four of the Universal Child's Plan which outlines the steps to be taken to help children and young people who have Additional Support Needs to achieve specified learning outcomes.

Integrated Children's Services - Education, Social Work, Health, Police, Children's Reporter and Voluntary Agencies working jointly in the best interests of each individual child.

Lead Professional - is required to co-ordinate support within a Child's Plan when two or more agencies are working together to deliver services to the child or family.

Looked After Child or Young person - under the Children (Scotland) Act 1995 this covers not only children or young people who are accommodated by the local authority but also children or young people who are subject to one of the specified orders, including a child protection order; a parental responsibilities order; or are subject to a supervision requirement whilst living at home. It also includes children who have respite care organised by the Local Authority.

Mediation - a voluntary process whereby an independent third party seeks to enable parties to a disagreement to reach an agreed resolution of their differences.

My World Assessment - is an assessment tool used at every stage in 'Getting it Right for Every Child' to consider the child's or young person's needs and risks, as well as the positive features in their lives.

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. social worker, Police or reporters office).

Multiple Factors - in the context of a co-ordinated support plan, 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 - every child will have a named person from universal services responsible for ensuring they have the appropriate help in place to support their development and wellbeing.

Personal Learning Planning - process by which children, young people and parents are involved in discussions with the school about the goals of learning, including those for personal development. Its focus is on supporting dialogue and ultimately about engaging all children and young people in their own learning.

Placing Request - written request by parents or young person made to an education authority for their child or themselves to attend a particular school. If your child or young person has Additional Support Needs you or they may make a placing request to an independent or grand-aided special school. The education authority will not grant such requests if suitable provision can be made in one of their own schools.

Power - where the law allows an education authority to do something, but there is no duty to do so.

Pre-school Provision - generally see 'prescribed pre-school child' though in certain circumstances, an education authority has a duty under the Act to make provision for disabled children under the age of 3 years. Such children may be referred to education staff by health staff or other appropriate adults/professionals.

Prescribed Pre-school Child - a child eligible for pre-school provision, generally between the ages of 3 and 5.

Significant Adverse Effect - not formally defined in the legislation, but it is likely to affect most aspects of learning and prevent the child/young person making appropriate progress in education.

SMART targets - stands for **S**pecific, **M**easurable, **A**chievable, **R**ealistic and **T**ime-related.

Solution Focused Approaches - this is a way for families and professionals to work together to help find solutions for a way forward rather than concentrating on past issues. These approaches can range from simple conversations to more carefully planned meetings.

Special School - a school where the sole or main purpose is to provide education specially suited to the Additional Support Needs of children or young people selected for attendance at the school by reason of those needs. This definition also covers special units with the same purpose which are attached to non-special schools.

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 or at the tribunal for the purpose of supporting them in the course of those discussions.

Targeted services - services which are designed to help specific children and young people for particular needs, e.g. 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, transferring schools and so on.

Child's Plan - May be a single agency or multi-agency plan which will be put in place to draw all the information and contacts together to meet a child's needs. The same format will be followed by all agencies.

Universal Services - services which all children and young people have access to throughout their childhood, i.e. health and education provision.

Young Carer - children and young people who provide care to a family member.

Young Person - anyone over school age (generally over 16 years) but not yet 18 years of age.

CHIP+ provides information, support and advice to the families/carers of children with additional support needs and to the professionals who support them.

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