

# Argyll and Bute

## Response to Education Children and Young People Committee Call for views

- **Details on what parts of Additional Support for Learning provision are working well and what are not, and any reasons they can provide which might help to explain why aspects are working well or not.**

### **ASL provision working well**

Since returning from lockdown periods there has been an increase in children showing distressed behaviour. In addition to this many younger children are behind with the development of their social skills and the ability to regulate themselves when interacting with other. This is reported on nationally and is not unique to Argyll and Bute.

Within Argyll and Bute we have made a commitment to provide appropriate staff training with a focus on avoiding and reducing the use of physical intervention, restraint and exclusion from school. We have liaised with the CALM organisation and our staff have engaged in the training. We are analysing our data on incidents of distressed behaviour and targeted the theory and physical intervention training in the areas where staff require it.

### **ASL provision not working well**

The transition for children with complex needs and their families beyond school is an area where there needs to be some improvement. Within our local authority area there are varying and very few post school opportunities for these young people to engage with. There has been a decrease in the third sector organisations able to engage and provide appropriate experiences since the COVID pandemic.

- **What are the barriers to supporting this provision?**
  - **any examples of good practice in this area;**

The geography and the rural aspect of Argyll and Bute presents great challenges around equity of provision for our learners with additional support needs.

### **Examples of good practice**

#### **Accessing enhanced or specialist placement framework.**

For most children and young people, identified additional support needs can be met within their local educational establishment through robust

assessment, planning and intervention. Reference should be made to Argyll and Bute's Stage Intervention process. Within this framework, enhanced provision or specialist placement includes the following:

- A local Learning Centre
- Parkland's Special School
- Bespoke enhanced provision within the child's school / local community
- Special school placement in a neighbouring authority
- Specialist placement with an independent Education provider

This supports the Argyll and Bute Education Service to provide a framework that gives potential options to consider when the challenge of providing equitable resources across all geographical areas of the authority is not possible.

#### ELSAT (Enhancing Literacy Skills for those with Additional Support needs using Technology) Project

Our Lead ASN Assistants (Literacy Enhancement) secondment posts assisted schools in meeting the support needs of children/young people through the use of assistive technology. This has helped to reduce and remove many of the barriers for children/young people in literacy. Furthermore, the work of the Lead ASN Assistants has helped to increase engagement in education, reduce disruptive behaviour in class, improve well-being and help to raise attainment levels in literacy. Targeted children/young people are now using a range of assistive technology (which includes Immersive Reader, Speech to Text, Spellingframe, numerous literacy apps and C-pens) more confidently and independently.

The evaluation of the project has reviewed and analysed: the Progress Reports for each targeted child/young/person and Learner Conversations; questionnaires from parents/carers; questionnaires from SLT and Class Teachers; questionnaires from ASNs/Classroom Assistants; attendance and behaviour data (where appropriate); literacy attainment data; literacy evidence. Data collected showed that prior to working with the Lead ASNAs with assistive technology 65% of the children involved in the project had some difficulties. After the project 2% of the same set of learners reported having some difficulties. Our evaluation of the project has acknowledged the many successes associated with this pilot, while making some clear recommendations about how we can deploy and utilise Support more effectively in our schools in the future.

The Inclusion and Equality Team Resource hub was launched at the Head Teacher Conference on 21-09-23. This takes staff to useful tools and resources for use for training purposes and as assessment tools for a variety of additional support needs. The team have also included the link to the resource hub in their email footers.

Please refer to our Inclusion and Equality resource hub for information.

## [Inclusion and Equality Resource Hub](#)

- **How does the authority support good relationships with parents and young people, especially where there are disagreements around the provision of additional support for learning and reach collaborative agreement**

Within Argyll and Bute Education service parent and family engagement is built up through strong and effective partnerships with families that can help children and families thrive. These partnerships are grounded in positive, ongoing, and goal-oriented relationships with families and our staff in schools make it a priority to focus on building strong relationships with families through their contact with them. Where there are disagreements about the provision for additional support needs staff endeavour to resolve this through informal discussions in the first instance using their and the parents'/carers' knowledge of the individual child's needs and work through our staged intervention framework as a guide. There may be a need to involve other specialist teachers and professionals in these discussions in order to establish the right support and resources are in place for the child. When this is required the discussions should continue through the GIRFEC practice model and a child plan should be established. Staff use solution focussed methods during child planning meetings and reviews to help all partners collaborate. If there is still disagreement then the parent/carer can raise a complaint and this will be taken forward through the council's complaints process.

- **How many placing requests have been made over the last 5 years by parents or carers wishing that their children be educated in a specialist Additional Support Needs (ASN) unit or school. And how many placing requests have been made by parents or carers wishing their children to be educated in a mainstream setting as opposed to a specialist ASN setting. The Committee would be grateful for the total numbers, along with the numbers of requests refused and agreed.**

How many placing requests have been made over the last 5 years by parents or carers wishing that their children be educated in a specialist Additional Support Needs (ASN) unit or school = 13

And how many placing requests have been made by parents or carers wishing their children to be educated in a mainstream setting as opposed to a specialist ASN setting. = 19

All of these requests were accepted. 32 total.

- **How does the authority ensure that parents and young people are aware of the rights to various remedies under the 2004 Act?**

This is available via the council website. We also included parent/carer focus groups in our ASN consultation which has informed our current strategic priorities for ASN and Inclusion across Argyll and Bute.

- **The Committee is aware that there can be variations in approaches to identification of ASN across local authorities and between primary and secondary schools. The Committee would be grateful if you could briefly set out how you ensure that children's additional support needs are identified and Seemis records are updated to ensure accuracy of the data.**

### ***Assessment of Additional Support needs within Argyll and Bute Education Service***

In Argyll and Bute, staged intervention is the agreed process used to identify, plan for and support children who have additional support needs and/or who require a targeted intervention. This is a service or particular support which is *targeted at addressing particular wellbeing needs* or more *specialist*, and is therefore not made available generally to all children.

The key principles underpinning Staged Intervention, as outlined as follows:

*What is staged intervention?*

- Staged intervention is used as a means of identification, assessment, planning, recording and review to meet the learning needs of children and young people.*
- It provides a solution-focused approach to meeting needs at the earliest opportunity and with the least intrusive level of intervention. The process involves the child, parents/carers, school staff and, at some levels, other professionals, working in partnership to get it right for every child.*
- Staged intervention is designed to be flexible and allows for movement between stages depending on progress.*

In Argyll and Bute there are three stages of staged intervention. Children may move between the stages as appropriate.

#### ***Stage 1***

The class teacher or key worker (Early Years) identifies a need for some additional support. The Named Person is notified and the teacher /key worker makes some changes to the normal routine or gives some extra attention so that the child can get the best out of the work of the group or class.

Parents/carers will be kept informed and involved through general school reporting systems such as parents' evenings, report cards and learning logs. There will also be ongoing evaluation through these systems of the impact of the support given.

These changes might include differentiation strategies such as:

- making sure that extra attention is given;

- changing the group that the child works with;
- adjusting the amount of work that is expected;
- making minor adaptations to the classroom/ Early Years environment.

There may be involvement of an Additional Support Needs Teacher and / or Area Principal Teacher / Principal Teacher Early Years / Specialist Teacher in an advisory capacity. Psychological services may also be involved in a consultative role at this stage. This may also include children at key transition points.

### **Stage 2**

There is an identified need for targeted planning and intervention to address additional support needs.

A Child's Plan will be in place outlining the specific targeted interventions required and detailing long- and short-term outcomes and timescales. Timescales for review of the interventions will be built in to the plan. There are likely to be termly reviews of short-term targets and annual reviews of long-term targets.

Additional support at this level may include (in addition to supports available at Stage 1):

- new resources being accessed for use by the whole class/group;
- small groups being created for additional tuition;
- an individual programme of work being introduced;
- a short term programme of individual support being put in place.

Classroom or Pupil Support Assistants may be deployed to help deliver these supports.

### **Stage 3**

There is an identified need for more targeted intervention and / or specialist provision and interventions including:

- a high degree of individualisation of learning and/or;
  - access to a different learning environment and / or;
  - substantial adaptation to the curriculum and/or;
  - substantial adaptation to the learning environment
- A Child's Plan will be in place outlining the specific targeted interventions required and detailing long- and short-term outcomes and timescales. Where there is multi- agency involvement, a Lead Professional will co-ordinate this support. There may also be a Co-ordinated Support Plan in place.

Children/young people at Staged 3 will be identified in the following categories:

- Severe and complex/profound
- Moderate learning difficulties

- Social/emotional behavioural difficulties
- Hearing impairment
- Visual impairment
- Children on the autistic spectrum
- Children with language and communication difficulties
- Children with severe physical impairment

Children at Stage 3 will require significant individualisation of learning and/or substantial adaptation to the curriculum. These measures will be established and implemented by means of the relevant staff in the establishment working in collaboration with:

- each other and the parents of the child;
- the Area Principal Teacher ASN / Principal Teacher Early Years;
- specialist teachers (for example the Teacher for Deaf Children or the Lead Teacher for Visual Impairment);
- Psychological Services;
- appropriate services and agencies outwith the establishment, such as Health, Social Work and CAMHS.

Additional support at this level may include (in addition to supports available at Stages 1 and 2) :

- further, more substantial elaboration of the curriculum;
- advice and support being provided to the establishment from other specialists or agencies;
- placement (shared or full-time) in a Learning Centre, Parklands School or alternative setting;
- Access to Work Based Vocational Learning or other opportunities via a Flexible Learning Plan.

An Additional Support Needs Assistant may be utilised to help deliver these supports.

### SEEMIS Records

In Argyll and Bute we have developed GUIDANCE on: Click and Go: Recording Additional Support Need (attached). The Inclusion and Equality team work collaboratively with the data team to provide support and training to staff in schools to accurately record additional support needs. There has been support and challenge from the central officers to ensure accurate recording when scrutiny has found anomalies in SEEMIS data.

- **How does the authority ensure staff have adequate training on Additional Support for Learning provision?**

We have an ASNA induction Pack and a Pupil Support teacher induction pack which line managers facilitate and encourage new staff to complete.

In addition to this the [Argyll and Bute CLPL Catalogue](#) signposts a range of Professional Learning opportunities for staff at all levels. The catalogue has been created in line with PRD data and the training requirements highlighted through the PRD process. PRD data is collated and analysed termly and professional learning opportunities are updated accordingly. On a yearly basis a survey is sent out to all teaching staff prior to PRD and Professional Update Focus Group sessions. The data collated through this survey is also used to improve the CLPL offer across the authority.

The [A&B Leadership and CLPL \(google.com\)](#) website provides information about Professional Learning opportunities available at local, regional and national levels. The website provides information about ASN CLPL opportunities and provides a link to the Inclusion and Equality Resources and Information website.

Additional Support Needs Assistants across Argyll and Bute recently completed a survey about their Professional Learning requirements. This data is currently being analysed and an ASN Network will be formed early in 2024. The ASN Network will take place during In-Service days and will consist of Professional Learning opportunities, including opportunities available through the Pupil Support Staff Framework, and time for clusters to support each other and share best practice.

#### PDA for Classroom Assistants / ASN Assistants

There are 14 Classroom Assistant/ASN Assistants undertaking the Professional Development Award (PDA) Education Support Assistance at SCQF Level 6. The programme is being delivered by our partner university, The University of the Highlands and Islands (UHI). The programme is being piloted in session 2023/2024 and will be evaluated towards the end of the academic session.

The programme is delivered on a Wednesday evening from 1800-2100 and the qualification is fully funded by UHI.

Colleagues from the Inclusion and Equality Team have been involved in the development of the optional module – Working with Children and Young People with Autism in an Education Setting.

The PDA is designed to develop and enhance the knowledge, skills, values and competencies of Classroom Assistants and ASN Assistants across Argyll and Bute. Colleagues undertaking the programme have been assigned a mentor who will support them through the qualification.

- **If parents/carers have a concern about the ASN provision in a mainstream school, what process can they follow to try and get it resolved?**

On an individual basis, this is supported through the positive work our head teachers undertake with parents and pupils, ensuring that both are involved in dialogue about the child's learning and what support is required. The Child Planning process provides a formalised structure for this but it is important that there is ongoing dialogue throughout the year, as appropriate. Our School are responsive as the

needs of the child change and we ensure they are using the GIRFEC framework in their approach.

The work that has been developed through the Rights Respecting Schools process, is increasing pupil and parental awareness around such aspects of education. Currently, 78% of our schools are engaged in Rights Respecting Schools. Pupil Councils, Parent Councils and the Parent Advisory Group provide structures for broad issues and concerns to be addressed but these would not be about individual concerns. Education Managers or Central Team members may support discussions with Parent Councils or individual parents around the provision of additional support for learning to ensure that there is a shared understanding of provision. The complaint process can also provide a supportive structure for addressing any disagreements around provision. Whilst we endeavour to ensure that this is a last resort, the process can provide clarity for schools, pupils and parents around the provision for the learner. It can also help provide a solutions focussed approach to resolving any concerns.

Good practice within our education service is to embed parental involvement and engagement into any developments/improvements within the school, ensuring that schools are fostering positive relationships and a shared understanding. A proactive approach such as ensuring that parents understand where a school is (for example) on their Nurture journey can prevent disagreements arising in the first instance.

- **Where the provision of ASN is not working in specific cases in schools, what can teachers do about that? Is there support that can be accessed? What happens if the matter cannot be resolved?**

Schools should raise any concerns with specific cases regarding ASN support with their local Education Support Officer (ESO). The ESO can provide advice and guidance to the school regarding relevant CLPL, they can also observe the child and recommend suitable resources or adaptations to the curriculum which could then be taken forward through the child planning process. We have an Education Resource Group panel and "Accessing enhanced or specialist provision or day placement" guidance, schools can apply for additional resources where needed for individual pupils where the current mainstream provision is not meeting their needs. The options available range from additional staffing in situ, request for a learning centre place or a place in our special school- Parklands, or a specialist day placement outwith Argyll and Bute.



## Education Service

### Consideration of enhanced provision or specialist day placement

#### **Final draft**

- Section 1** Background
- Section 2** Universal provision
- Section 3** Scrutiny of potential need for enhanced provision or specialist placement
- Section 4** Learning centre or special school placement within Argyll and Bute
- Section 5** Local enhanced provision or specialist day placement outwith Argyll and Bute
- Section 6** Role of the Education Resource Group
- Section 7** Transition to enhanced provision arrangements

<b>1</b>	<b>Background</b>
1.1	This paper outlines the process which should be followed when it is considered by those professionals supporting the child or young person that additional support is required outwith their own school. At this point all possible support at school/establishment level will have been planned, implemented and reviewed over time in line with the GIRFEC Practice Model.
1.2	Assessment and recommendation, through the Child's Planning process, will include those involved in their care, health and education, as appropriate, including active engagement with parents/carers. This could include school staff, education support officer, educational psychologist, health, social work services and voluntary organisations.
1.3	The views of parents / carers and children and young people will be fundamental to all discussion and decision making. Given the range of needs of children and young people who may require enhanced provision or specialist day placement, careful consideration should be given to how their views can be sought in a meaningful way. In all cases the general principles of the United Nations Convention on the Rights of the Child, the best interests of the child and the right to be heard, should be given due consideration.
1.4	There may be occasions where it is appropriate for professionals to meet without the parent / carer present, where discussions relate to resourcing rather than planning to meet the needs of the child. Parents should be aware of professionals meeting and advised of the outcomes.
1.5	Through all aspects of this process, the child or young person, their experiences and needs should be held in mind to ensure decisions and actions are taken in a trauma responsive way.

<b>2</b>	<b>Universal Provision</b>
2.1	For most children and young people, identified additional support needs can be met within their local educational establishment through robust assessment, planning and intervention. Reference should be made to Argyll and Bute's Stage Intervention process (add link)

<b>3</b>	<b>Scrutiny of potential need for enhanced provision or specialist placement</b>
3.1	For most children and young people, identified additional support needs can be met within their local educational establishment through robust assessment, planning and intervention. Reference should be made to Argyll and Bute's Stage Intervention

	process (add link)
3.2	<p>Within this framework, enhanced provision or specialist placement includes the following:</p> <ul style="list-style-type: none"> <li>• A local Learning Centre</li> <li>• Parkland's Special School</li> <li>• Bespoke enhanced provision within the child's school / local community</li> <li>• Special school placement in a neighbouring authority</li> <li>• Specialist placement with an independent Education provider</li> </ul>
3.3	<p>In order to scrutinise all requests for enhanced provision or specialist placement while ensuring a robust decision-making framework is in place, there will be two levels within the process:</p> <ol style="list-style-type: none"> <li>i. Consideration of a <b>Learning Centre or Special School placement within Argyll and Bute</b></li> <li>ii. Consideration of <b>local bespoke enhanced provision or day placement outwith Argyll and Bute</b> through the Education Resource Group (ERG)</li> </ol>
3.4	<p>There is an expectation that all within-establishment and area resources have been utilised before managers approach the ERG to consider enhanced provision or a specialist placement. This will be evidenced clearly through the Child's Planning process over time.</p>
3.5	<p>It is important that expectations are not raised with parents / carers, child / young person or other agencies regarding enhanced provision or a more specialist placement. Parents / carers should not be encouraged to visit any establishment before a discussion has taken place through the appropriate channel. Sometimes parents may request to visit a provision. If this happens, the professional views should be made clear, but no obstacle should be put in the way of a visit. Parents / carers may decide to make a placing request which will be considered through the normal process in line with legislative requirements.</p>

<b>4</b>	<b>Learning centre or special school placement within Argyll and Bute</b>
4.1	<p>The possible need for placement within a Learning Centre or within the Helensburgh area Parkland's School, will be considered and discussed by the team around the child in line with the GIRFEC processes and procedures. Those pupils who would benefit from a Learning Centre will have an identified significant additional support need. These needs will have been identified and discussed at a Child's Planning Meeting. Prior to a recommendation for admission to a Learning Centre, a variety of strategies and resources will have been put in place and recorded in the Child's Plan.</p>
4.2	<p>Admission to a Learning Centre is not based on strict criteria but on need within the wider context of education provision. Considerations for access to a Learning Centre</p>

	<p>may include;</p> <ul style="list-style-type: none"> <li>• Pupils who have severe and complex learning difficulties who require extremely specialised curriculum planning and intensive support</li> <li>• Pupils with complex medical / health needs</li> <li>• Pupils who are at risk of exclusion from mainstream provision</li> </ul>
4.3	<p>Possible admission to a Learning Centre should be discussed at a Child's Planning Meeting with all partners to the plan, which will include the link Educational Psychologist where there is an identified reason for this service to be involved. This meeting must also include the Head Teacher/Depute Head Teacher with responsibility for managing the Learning Centre being considered. Through joint assessments and discussions involving parents/carers and professionals, a recommendation should be reached by consensus at the meeting. This should be recorded clearly in the Child's Plan.</p>
4.4	<p>To ensure appropriate placement and use of resources/specialist equipment there should be a period of assessment to look at the child's needs and gather information from previous establishments. This process should take no more than 5 working days to convene and discuss information to plan the best way forward to meet the pupil's needs.</p>
4.5	<p>Once a recommendation of a placement has been made by the team around the child in collaboration with parents / carers, this recommendation will be considered by panel consisting of a senior member of the ASN team and the Principal Educational Psychologist. In all cases, the Child's Plan should be provided to the panel. This scrutiny panel will inform the head teacher of the child's school of the outcome of the discussion and the reasons for the decision being made (Appendices 1 &amp; 2). In some cases, further information may be sought to aid the decision making process. This approach will allow consideration of potential future demand for Learning Centre placements against capacity and will avoid a first come first served approach.</p>

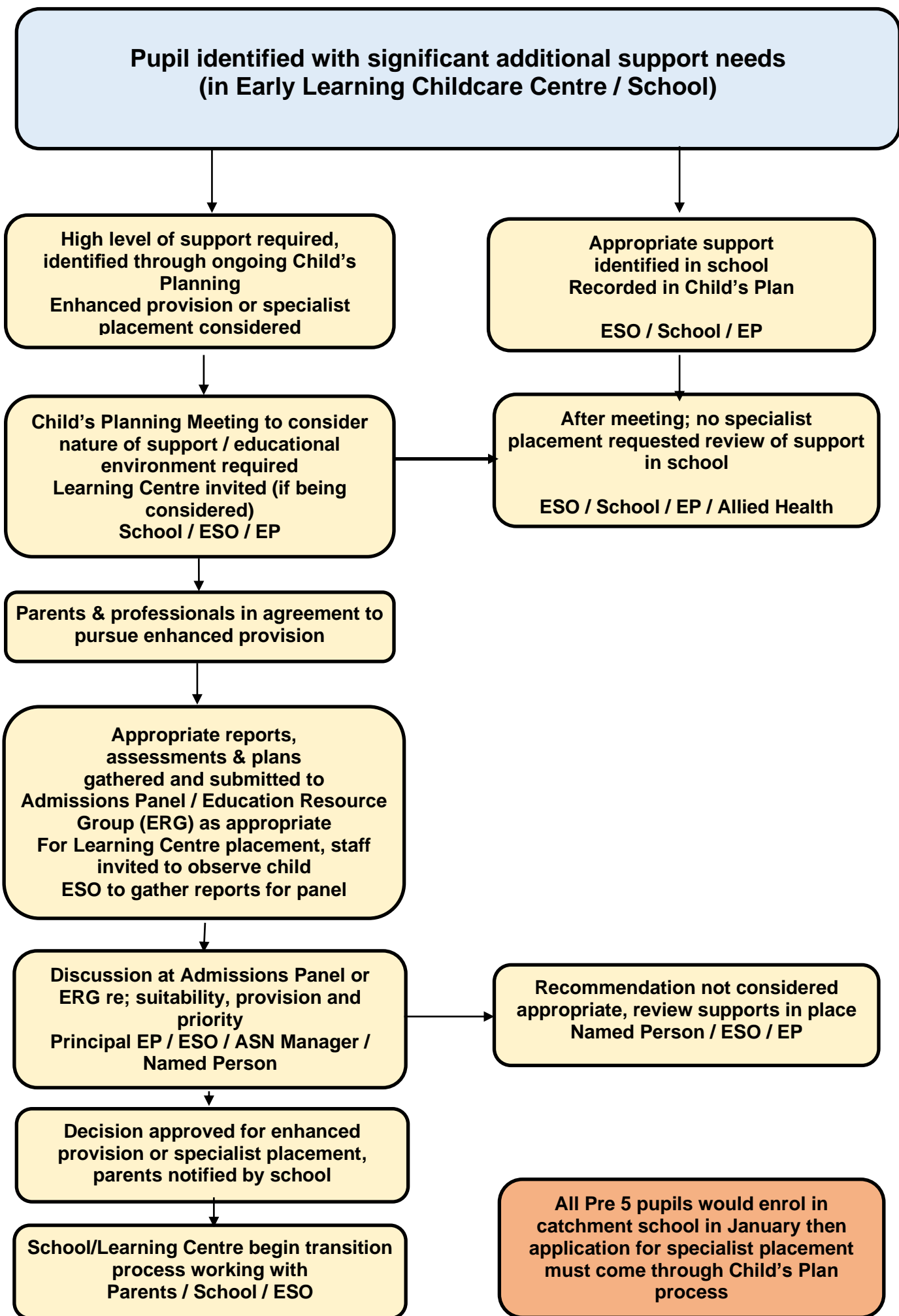
<b>5</b>	<b>Local enhanced provision or specialist day placement outwith Argyll and Bute</b>
5.1	<p>In exceptional circumstances, it may not be possible to meet a child or young person's needs within their own school or locality Learning Centre. As a result of the geography of the local authority, accessing specialist day placements outwith Argyll and Bute will not be possible in some areas due to the travel distances involved. In such circumstances, enhancement to the provision available locally may be required.</p>
5.2	<p>It is important at this stage that the presumption of mainstream and an inclusive approach is explored before any alternative specialist placement is considered. Children and young people being discussed may have experienced trauma and at all points careful consideration should be given to ways in which to minimise further trauma or distress.</p>
5.3	<p>Where robust assessment, planning, intervention and review demonstrates that there</p>

	have been significant challenges in meeting the needs of a child or young person within their local school over time, a discussion should be requested with the Education Resource Group (ERG).
5.4	Establishments / Named Persons should not refer directly to ERG. The process is interactive and is based on discussion between establishments and their Education Support Officers and / or Educational Psychologist who will agree if a child or young person should be discussed at ERG.
5.5	In some cases, parents / carers may express a desire for their child or young person to attend a day resource outwith Argyll and Bute. Such situations should also be referred for considered by the ERG.
5.6	Having sought parental consent to share information (appendix 3), the Named Person should contact their link Education Support Officer (ESO) for further discussion and agreement of next steps.
5.7	If it is agreed that it would be beneficial to have a discussion at the ERG, the Named Person should send the following information to their ESO for consideration by the group: <ul style="list-style-type: none"> <li>• Form ERG 1 (appendix 4) detailing the evaluation of the plan, current concerns and the views of the parents / carers and young person where appropriate.</li> <li>• The Child's Plan including an up to date wellbeing assessment and risk matrix</li> <li>• Any other current and relevant reports</li> </ul>
5.8	Other current, relevant reports could include those from educational psychology, speech and language therapy, social work universal child assessment, paediatric report, and as stated with parental permission, these reports should be attached.
5.9	All correspondence should focus on the needs of the child and the nature of the environment required to meet these needs, rather than making specific named placement recommendations.
5.10	Where it is recommended by the team around a child that local bespoke enhanced provision should be considered, the Named Person and relevant professionals should explore how this may be achieved in practice in advance of an ERG discussion.

<b>6</b>	<b>Role of the Education Resource Group (ERG)</b>
6.1	<p>The Education Resource Group (ERG) will be convened as required, through Google Meet with the following group members:</p> <ul style="list-style-type: none"> <li>• Head of Service Support and Life Long Learning</li> <li>• Education Manager Inclusion and Equality (E+I)</li> <li>• Principal Educational Psychologist (PEP)</li> <li>• Member of the Central Team for support and challenge</li> <li>• Local Education Support Officer (E+I)</li> <li>• Principal Teacher for Care Experienced Children and Young People (where the child is care experienced)</li> <li>• Educational Psychologist (where directly involved)</li> <li>• Named Person or their representative</li> </ul>
6.2	The terms of reference for this group are included at appendix 5.
6.3	During the ERG discussion, an options appraisal process will be undertaken to consider the most appropriate way in which to meet the child or young person's specific needs. As part of this discussion any travel requirements will be explored and discussed with the transport department at an early stage in relation to logistics and costs.
6.4	Following the meeting of the ERG, the Named Person will receive email confirmation of the outcome of the discussion. It is the role of the Named Person to link with parents / carers and partners to discuss the outcome following the ERG.
6.5	Where it has been agreed by the ERG that a specialist day placement should be explored and this has been discussed fully with the parent / carer and child / young person, a parental visit should be arranged. Liaison between the Named Person, parents / carers, specialist placement staff and partner agencies where appropriate will inform the next stages of the process. The child or young person should not visit the specialist placement until there has been clear agreement that this is the best way forward.
6.6	The final placement recommendation should be communicated to the ERG by the Named Person by email. The final decisions will then be formally ratified by the ERG within 5 working days.

<b>7</b>	<b>Transition to enhanced provision arrangements</b>
7.1	A carefully considered transition plan is important for children and young people moving from their mainstream school to a Learning Centre, specialist day placement or moving from one enhanced provision to another.
7.2	The Named Person should lead and develop a transition protocol that is agreed by

	parents / carers and partners. One or more transition planning meetings will take place. At this stage, it is the responsibility of the child / young person's existing school to coordinate this process in collaboration with the new provision. Of particular importance is the need to ensure communication with parents/carers over the summer period if the decision has been made in June.
7.3	It is crucial that the receiving establishment is fully involved with transition planning and is satisfied that the enhanced transition plan will ensure a smooth start for the child or young person. The transitions planning form is helpful in supporting this process (appendix 6).
7.4	For external provision, the agreed start date should be communicated to the Principal Educational Psychologist by email, who will then alert finance.
7.5	To support effective transition planning, in line with the expectations of the Education (Additional Support for Learning) (Scotland) Acts 2004 revised in 2009, and reduce any distress for the child or young person, requests for Learning Centre placements should be received by the end of December if it is anticipated that the placement will start in August of the next term. Late requests will only be considered in exceptional circumstances, for example, when a child or young person has moved in to the area.





## Timeline

Central to transition planning is effective joint working between staff from relevant services in respect of information sharing, joint assessment of need and in identifying long term care planning goals. Transition represents a major life change for children and young people. It often raises issues of maintaining and making new friendships, accessing different education opportunities, coping with new situations and challenges as well as building resilience. This timeline is designed to ensure that this critical time of change is managed sensitively and effectively and that agencies work together with children / young people and their parents / carers to help them make a successful transition.

### August

Review of child / young person's needs, high level of support required, specialist placement considered, initial discussion with named person, Education Support Officer and Education Psychologist to establish whether to proceed to discuss the possible need for a placement within a Learning Centre / Parklands Special School.

### September to November

A period of assessment is required to look at the child's needs and gather information. The possible need for placement within a Learning Centre/ placement in Parklands special school will be considered and discussed by the team around the child in line with the GIRFEC processes and procedures. A recommendation should be reached by consensus at a child plan review meeting. This should be recorded clearly in the Child's Plan.

### December

A request should be submitted for consideration of a placement within a Learning Centre/ placement in Parklands special school to Education Manger for Inclusion and Equality by the Lead Professional / named person.

### January

The panel meets in January to consider requests and informs the relevant people of decisions made.

February

Transition planning between establishments takes place by the team around the child in line with the GIRFEC processes and procedures. The Child Plan is reviewed and updated to include the transition actions and outcomes.

February to June

The transition outcomes are undertaken and met according to the updated child plan and a review meeting date should be set for November to allow time for the child/ young person to start in their new setting.

August to October

Child/ young person starts new placement. Observing and monitoring progress and wellbeing takes place, this informs any assessments/ adaptations that may need to be carried out.

November

Child plan review meeting held in order to plan ahead based on the observations and monitoring that has taken place between August and October in the new setting.

For some children where there is a significant escalation in need or where children or young people move to the authority it may not be possible to follow such timelines however these situations should be the exception.



## Appendix 2

### Response letter to parents / carers for Learning Centre / Parklands request

Name and address

Dear

**Name**                      **DoB –**  
**Recommendation for placement in**

The recommendation for                      to attend                      from August                      has now been considered. This placement has been agreed. Please liaise with                      , Head Teacher, and                      Lead Professional, regarding the planning of the transition for                      to                      .

Yours sincerely

Education Manager- Inclusion and Equality

cc Education Support Officer Inclusion and Equality  
Principal Educational Psychologist  
Educational Psychologist  
Lead Professional

## Appendix 3

### Argyll and Bute Council

#### Consent Form

I consent to (name of school) sharing information about the wellbeing needs of my child (child's name and dob) with Argyll and Bute Council's Education Resource Group in order to plan to meet the needs of my child.

I understand that consideration of my child's needs at the Education Resource Group does not guarantee the allocation of specific resource or provision

**Signed (parent name)** .....

**Print (parent name)** .....

**Date** .....

#### (where appropriate)

I consent to (name of school) sharing information about my (child's name and dob) wellbeing needs with Argyll and Bute's Education Resource Group in order to plan to meet my needs.

I understand that consideration of my needs at the Education Support and Resource Group does not guarantee the allocation of specific resource or provision

**Signed (pupil name)** .....

**Print (pupil name)** .....

**Date** .....

Argyll and Bute Council  
Customer Services: Education

**Education Resource Group  
Request for discussion**

<b>Child's Name</b>			
<b>Establishment</b>			
<b>Looked After</b>	Yes	No	
<b>Named Person</b>			
<b>ESO</b>			
<b>EP (if involved)</b>			
<b>Date</b>			

<b>Documentation attached</b>	✓
Child's plan including risk matrix	Required
Parent / carer consent form	Required
Reports (if available/appropriate)	
• Educational Psychology	
• Health	
• Social work	
• Other	

**Please indicate which areas of wellbeing are of concern**

<b>SHANARRI indicator</b>	<b>Comment</b>
Safe	
Healthy	
Achieving	
Nurtured	
Active	
Respected	
Responsible	
Included	

**Key strengths and protective factors**

--

**Summary of current challenges and concerns**

--

**Nature of resourcing considered appropriate to meet identified needs**

--

**Form completed by:**

## Appendix 5

### **Education Resource Group (ERG) Terms of Reference**

The ERG is the education management group with responsibility for considering and overseeing the effective prioritisation and deployment of resources in respect of individual children and young people requiring bespoke local enhanced provision or specialist day placement, in line with the principles of GIRFEC and best value.

#### **Remit of the group**

- Consider requests for local enhanced provision
- Consider the requirement for specialist day placements outwith Argyll and Bute
- Maintain an overview of planning for children and young people where enhanced provision or specialist day placement is required
- Review arrangements at points of significant transition

ERG will report key issues to the Education Management Team.

#### **Frequency of meetings**

Three times a year and as required following request for discussion.

#### **Membership**

Head of Service - Support and Life Long Learning

Principal Educational Psychologist

Education Manager Inclusion and Equality

Education Support Officers

Principal Teacher for Care Experienced Children and Young People (where the child is looked after)

Educational Psychologist (where directly involved)

Finance link for special placement budget (termly meetings only)

Transport representative should be included in discussions where there is a significant transport implication.



## Appendix 6

<b>Transition Planning Needs Analysis</b>			
<b>Questions to consider to ease Xxxx's transition into school.</b>			
<b>Question</b>	<b>Answer</b>	<b>Satisfactory answer? If yes, to all, proceed. If no, move to next box.</b>	<b>Action (who, by when?)</b>
Who is Xxxxx's parent/carer and what is their preferred means of contact?			
Who is the key point of contact for Xxxx's parent/carer?			
Has a risk assessment been done, if applicable? Were any outstanding control measures identified? Does this cover access to internet/mobile use, if applicable?			
What do we have in terms of planning for xxx?			
What baseline information do we have about Xxxx's attainment?			
What educational outcomes are we looking to achieve?			
What will Xxxx's curriculum look like? Will it need to build up gradually? Do they need a Individualised Learning Plan?			
Who will be Xxxx's key person in school and what processes will allow them to keep in contact with them? How many check-ins (face to face or otherwise) per day?			
How will they be (re) introduced to staff? Have they been prepared for their start/ return? Do there need to be any restorative meetings before they can make a fresh start? Are staff aware of triggers, scripts for ensuring successful interactions, what works well?			
What will their unstructured time (transport, before and after school and breaks/lunch) look like?			
How will they be (re) introduced to her peers? Have they been prepared for their start/ return?			
Which staff will provide the support and what training have they had?			



# CUSTOMER SERVICES: Education



## GUIDANCE on: Click and Go: Recording Additional Support Need

**Produced:** SEPT 2020  
**Due for Review:**  
**Owner:** Louise Lawson (Acting Manager –Inclusion and Equality)

## Contents

Background.....	3
Click and Go Record.....	4
Personal Tab .....	4
Personal Tab – Entering Student Need.....	5
Personal Tab – ASSESSED DISABLED.....	6
Language Tab.....	7
Looked After Tab .....	7
APPENDIX 1.....	9
Student Needs Options.....	9

## Background

Legislation and best practice necessitates more detailed reporting on the needs of children with additional support needs.

GIRFEC requires us to have robust data management systems that allow us to share reliable data with partner agencies and Click and Go can be a labour saving tool in this process.

Where children are identified as having additional support needs through the process of Staged Intervention, the guidelines in this booklet should be followed to ensure all relevant information is recorded and can be used for planning at a school and authority level.

The Staged Intervention Framework sets out the basis for determining the appropriate stage intervention level and should be referred to prior to entering the level into SEEMiS. In addition valuable information regarding the additional support needs process can be found in the Criteria and Principles of Allocation to the ASN Guidance. Both documents will be available on the Additional Support Needs website which will be available from August 2019 but have previously been issued to school via email.

Click and Go must be used to store and retrieve this information for use at authority level and for reporting to central government. The data should be reviewed following each child planning meeting and updated accordingly. The data must reflect the current situation for that child.

For guidance on the category/type of information entered please see Appendix 1 or contact your Area Principal Teacher for Additional Support Needs.

For guidance on how to enter the data into SEEMiS Click and Go please contact the Admin and Management Information Officer by emailing [seemis@argyll-bute.gov.uk](mailto:seemis@argyll-bute.gov.uk) or phone Esther Clarke on 01369 708578.


## Click and Go Record

To enter data into Click and Go the following guidance should be followed.

- Application
- Records
- Edit
- Click on the Personal tab on the right hand side of the screen

Next choose the pupil you want to enter/update information for. You can use the filters shown below to search for a pupil by name or you can view all pupils. Click New List to display chosen pupil/pupils.

Application My Profile My Menu Help

Filter	All Current Students	▼
Select	By Name	▼
Known As	Starts	▼
Surname	Starts	▼
Add To List		New List 

All the fields detailed in this guidance should be checked for accuracy regularly and following a child's planning meeting.

## Personal Tab

### 1. PARENT LOCAL AUTHORITY

This information is only required for pupils attending Special Schools out with their parent local authority.

Student Status	Pupil on the roll of this school except
Parent Local Authority	- Argyll and Bute
Base School	-

### 2. BASE SCHOOL

This field is only required in cases where the value of the Student Status variable is 'Pupil on the roll of other school'. For most pupils the Student Status will be 'Pupil on the roll of this school (except for those attending full time Further Education courses outside this school)'.

External Reference Agency	External Reference
Number of openings in Special Classes	<input type="text"/>
Number of openings in Mainstream Classes	<input type="text"/>

### 3. NUMBER OF OPENINGS IN SPECIAL AND MAINSTREAM CLASSES

For the children attending more than one school please state the number of openings spent in the school. The total number of classes between special and mainstream should not exceed 10. Count openings, rather than periods – an opening being ½ day. An opening should only be coded as 'special classes' when a pupil spends the entire opening in a special class

#### 4. STAGED INTERVENTION LEVEL

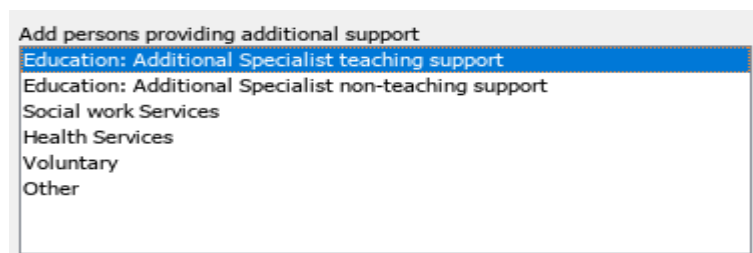
Please use the drop down to enter the appropriate staged intervention level



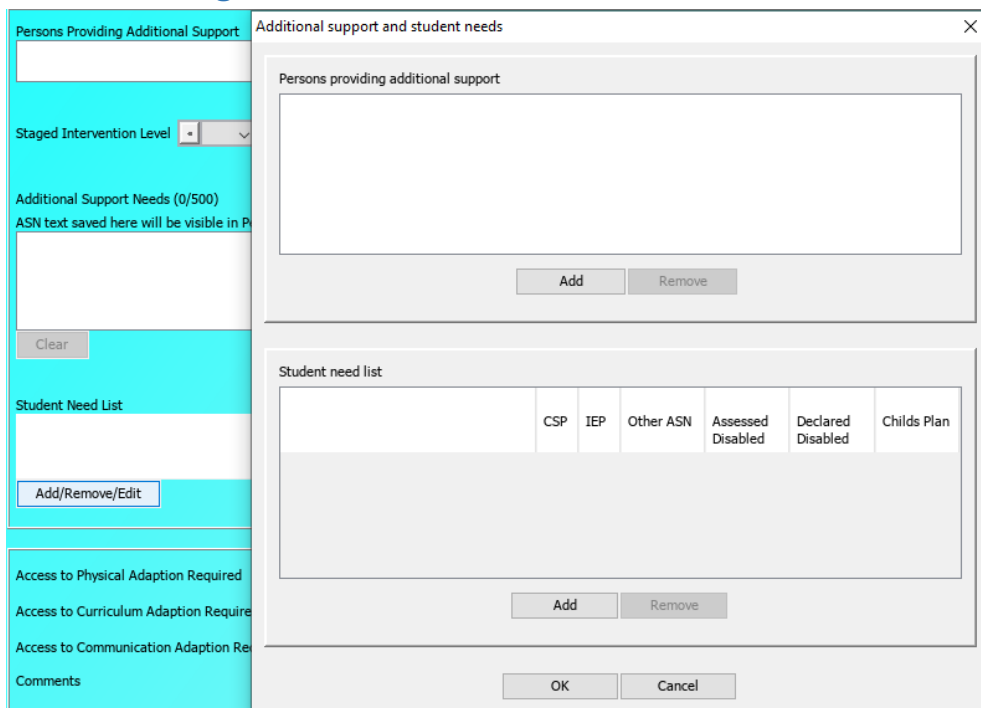
#### 5. STUDENT NEED LIST and PERSONS PROVIDING ADDITIONAL SUPPORT

Please see graphic and guidance on the next page. For detail on what each type of need covers please refer to Appendix 1.

A pupil may have more than one need type. You must enter all additional support needs that the pupil gets support for. You must enter at least one person from the list (shown below) who provides support to the pupil. You can add more than one person who provides support. 'Other' means Classroom Assistant.



#### Personal Tab – Entering Student Need



1. Click Add/Remove/Edit
2. The pop up box shown above in grey will appear
3. Click Add under the Student Need List to enter type of need in the Student need list
4. Use the drop down to choose the type of need (see Appendix 1 and Notes below)
5. You should not use the drop down 'other' option
6. Tick the appropriate checkbox to indicate whether the pupil has a CSP, is Assessed Disabled or has a Child's Plan

**NOTE:** Do not tick IEP.

**NOTE:** If a pupil is stage 1 Intervention Level and does not have a Child's Plan Other ASN can be ticked. In the drop down menu it must specify the pupils need(s) - do not choose 'other' from the drop down menu.

**NOTE:** Declared Disabled should only be ticked if the parent has declared their child disabled, irrespective of whether the declaration has been confirmed by a professional assessment. Parents usually advise this on the annual data check.

**NOTE:** If a pupil is looked after a student need of Looked After will be entered and Child's plan ticked. This will be completed by central staff. Please refer to the Looked After Tab section within this guidance for more information.

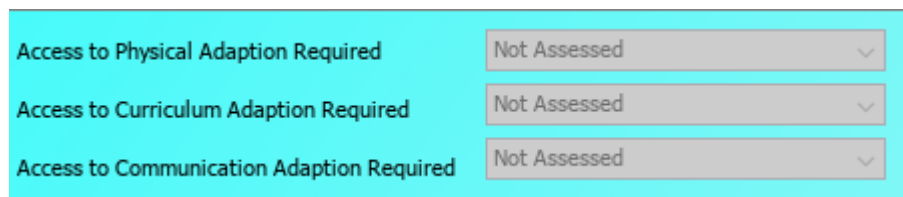
7. Repeat steps 3 – 5 to add further additional support needs
8. Click Add under the Person providing additional support at the top of the pop up box to enter at least one person providing support
9. Once you have completed the Student Need List and Person providing additional support please click ok
10. The pop up box will close
11. Click Save All at the bottom of the screen

**NOTE:** Check where there is diagnosis of a disability. This includes formal and recorded (educational) identification of such things as dyslexia and dyscalculia. A person is disabled if he/she has a physical or mental impairment which has a substantial and long-term (i.e. lasts more than a year) adverse effect on his/her ability to carry out normal day-to-day activities.

If you have ticked Assessed Disabled please see guidance on the next page to complete further check boxes.

## Personal Tab – ASSESSED DISABLED

When you mark a pupils as Assessed Disabled in the Student Need List you **must** amend the drop down boxes (as shown in the diagram below) from Not Assessed to Yes or No as applicable.

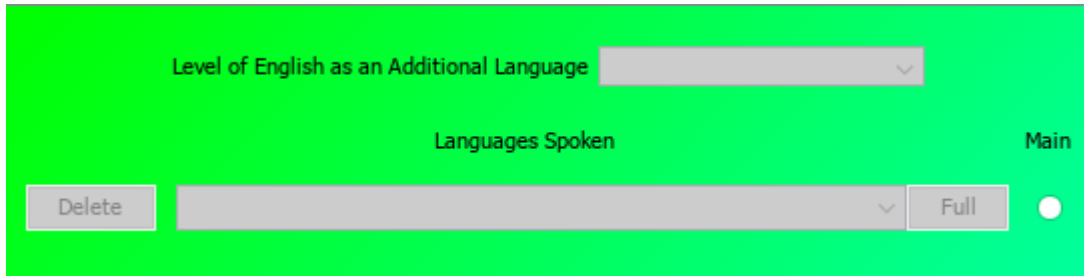


Access to Physical Adaption Required	Not Assessed
Access to Curriculum Adaption Required	Not Assessed
Access to Communication Adaption Required	Not Assessed

## Language Tab

If English as an Additional Language (EAL) is recorded as a student need in the personal tab you must enter appropriate information into the Language tab. This tab needs to be referred to regularly to show progress in acquisition of language skills.

Please check after a Child Plan meeting and update appropriately.



1. Using the drop down for Level of English as an Additional Language enter the level of English the pupil has
2. In the Languages spoken drop down enter the language(s) spoken

**NOTE:** If the language doesn't appear in the list click the FULL button and then go back into the drop down.

## Looked After Tab

User	Authority	GDPR Consents	Notes	SQA	Ethnic	Health	Gaelic
Basic	Address	Contact	Armed Forces	Data Sharing	Personal	Language	Transport Request Status
Activities	Consents	Child Protection	Establishment Contact	LAC	16+		
Looked After By		Argyll and Bute					
(Local Authority Currently Responsible for Care/GIRFEC Plan)							
Date	Looked After	Away From Home	Legislation				
05/02/2018	Looked after away from home	Foster Care	Not Defined				

Education receive information from Social Work about the looked after status of pupils. The correct status is entered into the Looked After tab (LAC) in Records> Edit centrally. From August 2019 a student need of 'Looked After' with Child's Plan will be added in the Personal tab at the same time as updating the Looked After tab.

The exception to this is where a pupil is Looked After by another authority. We receive the information about the children looked after by Argyll and Bute from ABC social work but we rely on school Designated Managers for Looked After Children to email seemis@argyll-bute.gov.uk if you have a child in your school who is looked after by another authority, or ceases to be looked after.

If a pupil is no longer looked after, the status will be changed to 'previously looked after' in the Looked After tab, however the student need and Child's Plan tick will **not** be removed. Therefore it is the responsibility of the Looked After Manager for the school to ensure the student need is updated accordingly.

Named Persons will be notified about Looked After status changes via the Wellbeing Application. For the time being an email will be sent to the HT to advise that Wellbeing Information has been added that requires to be actioned. However, the Named Person should



be logging into the Wellbeing Application on a regular basis and will receive the alerts directly through the application.

**NOTE:** If the Looked After status of a pupil in the Looked After tab in Records> Edit is incorrect please contact [seemis@argyll-bute.gov.uk](mailto:seemis@argyll-bute.gov.uk)  
This tab should not be updated by schools.

# APPENDIX 1

## Student Needs Options

Field	When to use
<p><b>Learning Disability</b></p>	<p>Medical diagnosis required in PPR            'a state of arrested or incomplete development of mind' (source WHO). Somebody with a learning disability is said also to have 'significant impairment of intellectual functioning' and 'significant impairment of adaptive/social functioning'. This means that the person will have difficulties understanding, learning and remembering new things, and in generalising any learning to new situations. Because of these difficulties with learning, the person may have difficulties with a number of social tasks, for example communication, self-care, awareness of health and safety. A final dimension to the definition is that these impairments are present from childhood, not acquired as a result of accident or following the onset of adult illness.</p>
<p><b>Dyslexia</b></p>	<p>Educational identification required – In line with dyslexia toolkit should be in the PPR “ Described as a continuum of difficulties in learning to read, write and/or spell, which persist despite the provision of appropriate learning opportunities”. These difficulties often do not reflect an individual’s cognitive abilities and may not be typical of performance in other areas.            The impact of dyslexia as a barrier to learning varies in degree according to the learning and teaching environment, as there are often associated difficulties such as:</p> <ul style="list-style-type: none"> <li>· auditory and /or visual processing of language-based information</li> <li>· phonological awareness</li> <li>· oral language skills and reading fluency</li> <li>· short-term and working memory</li> <li>· sequencing and directionality</li> <li>· number skills</li> <li>· organisational ability”.</li> </ul>
<p><b>Other specific learning difficulty e.g. numeric</b></p>	<p>Educational identification required (e.g. Dyscalculia)            Psychologist’s report or Teacher’s professional judgement and evidence (assessment information; stage plans etc.) to back this identification should be in the PPR.            Can be described as a variation on normality.            Not being able to concentrate for long periods of time, getting bored rather easily, acting impulsively, tripping over things, trying to make sense of what you read or write, living in your own world, losing track of time, forgetting what you have just learnt, being single minded or extraordinarily talented.            It is when these characteristics become prominent that they turn into 'learning difficulties. These difficulties don't go away and the children grow up to become adults with certain challenges. Each organisation or local authority appear to have adopted their own definition of the term. This is the Mindroom version: In short            Difficulty – obstacle Disability – something that incapacitates LEARNING            DIFFICULTY- any learning or emotional problem that either affects or substantially affects a person’s ability to learn, get along with others and follow rules.            LEARNING DISABILITY – people with a learning disability have a significant, lifelong condition that started before adulthood which affected their development and which means they need help to: understand information; learn skills; cope independently</p>

<b>Other moderate learning difficulties</b>	Educational identification required. Psychologist's report or Teacher's professional judgement and evidence (assessment information; stage plans etc.) to back this identification should be in the PPR.
<b>Visual Impairment</b>	Medical report in PPR
<b>Hearing Impairment</b>	Audiologist's report in PPR
<b>Deafblind</b>	Medical report in PPR. Most people who are deafblind can hear and see something. Unlike people who are Deaf they cannot compensate by using their sight. And unlike people who are visually impaired or blind they cannot compensate by using their hearing. Many people described as deafblind can recognise familiar sounds, might understand some speech, and may be able to speak themselves – especially if they became deafblind later in life. Others have enough sight to see and move around in surroundings they are familiar with, recognise people they know, see people signing to them if up close, and perhaps read large print. So the term 'deafblindness' covers a range of impairments to both senses. This is one of the reasons why every person's experience of deafblindness is unique.
<b>Physical or motor</b>	For example, Dyspraxia. Medical report e.g. Occupational Therapist / Physiotherapist in PPR
<b>Language or speech disorder</b>	Educational Psychologist/ Speech and Language Therapist Report in PPR
<b>Autistic Spectrum Disorder</b>	Formal multi-agency assessment required, report in PPR
<b>Social and Emotional Behavioural Difficulties</b>	Educational identification required. This identification must be discussed and agreed with parents/carers. In line with The Managing Challenging Behaviour guide, there should be a risk assessment and behaviour protocol to support this identification. Psychologist's report or Teacher's professional judgement and evidence (assessment information; stage plans etc.) to back this identification should be in the PPR. Pupils with behavioural, emotional and social difficulties cover the full range of ability and a continuum of severity. Their behaviours present a barrier to learning and persist despite the implementation of an effective school behaviour policy and personal/social curriculum. They may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, have immature social skills or present challenging behaviours this identification must be discussed and agreed with parents/carers. Pupils with a range of difficulties, including emotional disorders such as depression and eating disorders; conduct disorders such as oppositional defiance disorder (ODD); hyperkinetic disorders including attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD); and syndromes such as Tourette's, should be recorded as BESD if additional or different educational arrangements are being made to support them.
<b>Physical health problem</b>	Medical report in PPR. Remember to add as an ASN in the Personal tab, if appropriate.

<b>ADHD</b>	Medical report in PPR and also record as Social, Emotional Behaviour in Personal tab as noted above in Appendix
<b>Interrupted Learning</b>	Educational identification required. Evidence relating to: Attendance; ill health; ethnicity (e.g. gypsy/traveller); parental profession (e.g. army) should be in the PPR.
<b>English as an Additional Language</b>	Educational identification required. Psychologist's report or Teacher's professional judgement and evidence (assessment information; stage plans etc.) to back this identification should be in the PPR.
<b>Looked After</b>	SW information (or information sent to seemis@argyll-bute.gov.uk if from outside of Argyll and Bute) This will be updated centrally – do not edit
<b>Highly Able</b>	Educational identification required. Psychologist's report or Teacher's professional judgement and evidence (assessment information; stage plans etc.) to back this identification should be in the PPR.
<b>Young Carer</b>	Use this field if the child or young person is known to be a young carer. If you think the child or young person may be a young carer but cannot confirm this then use the "may be a young carer" field under the authority tab.
<b>Bereavement</b>	This may be a short term need. It is noted that as a census, we will collect only a snapshot of those who may have fallen into this category during a given twelve month period.
<b>Substance Misuse</b>	Substance Misuse by the pupil.
<b>Family Issues</b>	Including issues such as familial substance misuse and family member in prison
<b>Risk of Exclusion</b>	Where a pupil is on a programme of support due to being at risk of exclusion. This could be a Nurture Plan or a Flexible Learning Plan. Episodes of exclusion are captured in the Attendance, Absence and Exclusions collection.
<b>Not disclosed/declared</b>	Please choose from the list of other options. If you are unsure what option fits best please speak to your Education Support Officer for guidance. Please do not choose this option.
<b>Other</b>	Please choose from the list of other options. If you are unsure what option fits best please speak to your Education Support Officer for guidance. Please do not choose this option.