

Identification, Assessment, Monitoring and Review of Additional Support Needs

The Education (Additional Support for Learning) (Scotland) Act 2004 introduced the term "additional support needs" for those children or young people who are, or are likely to be "unable without the provision of *additional support* to benefit from school education". This terminology is more inclusive, recognising a wider range of factors affecting learning. A 2009 amendment provides additional clarification, making explicit that it is not confined to educational support, but also includes support from other agencies. A 2009 amendment also states that the wider definition of additional support also applies to children under school age.

All learners need support to help them learn. However, some learners require support which is additional to, or otherwise different from, the educational provision that is generally provided to their peers.

A 2009 amendment to the ASL Act deems that all looked after children and young people have additional support needs, so all provisions in the ASL Act 2004 apply to them. The amendment states that Education Authorities formally consider whether they require a CSP and keep a record of this. Additional advice is that all Looked After Children should have an Individual Education Plan (IEP).

"*Additional support*" may be required for a child or young person who is being bullied, has behavioural or learning difficulties, is deaf or blind, is particularly gifted, does not attend school regularly. These are just some examples of why a child or young person may have additional support needs, for a short time or throughout their lives.

The Act requires the Schools Service, through schools' practice, to

- make adequate and efficient provision for the **additional** support required for each child or young person with additional support needs for whose school education they are responsible
- make arrangements to **identify additional support needs**
- keep under review the additional support needs which have been identified, and the adequacy of support provided to meet the needs of each child or young person
- prepare and support Individual Education Plans (IEPs)
- prepare a Co-ordinated Support Plan for those with the most complex needs

A 2009 amendment to the ASL Act provides that there can be a referral to a Tribunal if an authority fails to comply with its duty to provide a post-school transition. This new duty applies to **all** young people with additional support needs. Additionally, an amendment places education authorities under a duty to seek and take account of a young person's views, unless they are satisfied that they lack capacity to express a view, when providing or sharing information with other agencies when they are leaving school.

Schools in Shetland use a **Staged Intervention** process, through which a child or young person's additional support needs are identified, addressed and kept under review. **Staged Intervention** is used in all educational establishments and is subject to regulation and quality assurance by Schools Service staff.

Head Teachers ensure that all staff are aware of the **staged intervention** process and their own role in support young people. Some pupils who are Stage 2 and above of the levels of intervention may have a GIRFEC plan. Pupils at Stage 3 may meet the criteria for a CSP. Guidance on the documentation used to assess and review progress is provided in appendices to this guideline. This allows Head Teachers to monitor the effectiveness of provision for all pupils with additional support needs - whether they have a GIRFEC or co-ordinated support plan or not.

Assessment of a young persons needs, and decision on the kind of necessary intervention, must *include discussion with parents, the child or young person where appropriate* and all professionals involved. Assessment will include observation in different contexts and in individual or group work settings as required. The best assessment takes account of information available from sources outwith education where appropriate, and is based on a range of approaches, formal and informal. Effective assessment takes a holistic view of learners' circumstances, and is used to determine what they need to grow and develop, and to achieve their potential.

Parents can ask for a specific type of assessment although they cannot specify a particular individual or organisation to provide this assessment. They may also pay for a private assessment and education staff must take the outcome of this assessment into account.

Parents can seek the help of a supporter or advocate in order to ask for a particular assessment, make decisions or give their views. They have the right to be supported at meetings by their supporter or advocate, and schools may provide advice about these services.

All parents and carers under a 2009 amendment to the ASL Act must be supplied with information about the authority's provision. This can be found on the ASN link on the Education website at www.shetland.gov.uk

Schools hold regular school-based planning meetings for learners with additional support needs, inviting parents and staff involved - including those from other agencies. These meetings are documented and records are shared with attendees and other relevant personnel. Training is provided for minute-takers to ensure consistency and accuracy while reducing the time involved in this process. **Confidentiality is key to maintaining good relationships with parents, and protecting the dignity and rights of the child/young person.**

The **record of review** documentation formalises the process of acknowledging a learners' additional support needs, consistent with meeting new legislation. **Please find the link to this below this document.** If you wish to see examples of Individual Education Plans (IEPs) and Co-ordinated Support Plans (CSPs), please ask the Head Teacher of your child's school, or contact the Education Support Officer.

Pupils' progress is tracked and monitored as part of a school's general practice. If pupils have Individual Education Plans, targets are evaluated at school level after an agreed length of time. Targets are monitored and evaluated annually by the Children's Service (Schools).

As a minimum, pupils whose needs are at **levels 2 and 3 of our Stages of Intervention** will have a yearly review, to which professionals from agencies and organisations involved are invited to contribute, and a school-based review at 6 months. At the review, the additional support being given will be recorded, and updated as necessary. The **record of review** is shared with parents and carers, and with young people. Pupils will always be invited to make a contribution to the review, whether this is in person, by a recorded presentation, or notes made with a member of staff. The record will also be shared, as stated on the **record of review**, with the Education Support Officer (Additional Support Needs). Reviews will take place more frequently if necessary.