**Needs relating to: (Highlight rows and text which apply)**

|  |
| --- |
| 1. **Individual factors –**

This covers situations where a child or young person may require: |
| **Descriptor**  | **Low** | **Medium** | **High** |
| **Emotional and/or behavioural support** | Occasional de-escalation techniques used/restorative practice employed | De-escalation techniques used on a regular basis | De-escalation techniques include immediate access to named staffPhysical intervention or small holds (after risk assessment) |
| **Supervision to avoid stress to self or others**  | Access to lunchtime clubs/interval/outside through flexible and creative use of supervisory support ordinarily in place  | Some supervision requirements on a regular basis (may be within or out with educational setting | Supervised at all times (including being met on arrival and departure) May require a person focussed risk assessment |
| **A quiet working space** | Occasional access to quiet (working) area/ safe space | Regular access to quiet (working) area/ safe space | Substantial use of quiet (working) area/safe space |
| **Some ASN contact time**  | Low level shared support | Regular ASN contact required for some of the time e.g. Use of reader/scribe, direct individual support in a small group, Short-term support to avoid causing stress to self or others  | Substantial level of ASN contact required continuously. E.gs. extended primary care needs, continuous behaviour support, longer-term life plan of total care needs |
| **Intimate care**  |  | Regular intimate care | Intimate care require (may require 2 staff)Substantial/ongoing daily therapy |
| **SLT/Physiotherapy follow up** |  | Regular therapy follow up in school and/or out with educational setting |  |
| **Moving and Handling** |  | Regular therapy follow up in school and/or out with educational setting |  |
| **Assistance with eating and drinking** | Supervised eating and drinking |  | Direct assistance required for eating and drinking |
| **Medical needs - medical forms held confidentially in schools (level of seriousness considered)** | Routine medication administered 1x daily by 1 person or self-managed | Supervised administration when required | Supervised ongoing assistance required /paperwork required |
| **Personal Skills which may impact on level of support required.** *Select those considered relevant*For SEEMIS tabs: *Under ‘occasional’ add ‘requires occasional input from partners for school staff to implement strategies, techniques and develop independence’* *Under* ‘regular’ *add: ‘requires some prompting from shared support to implement strategies and techniques to develop independence’**Under* ‘substantial’ *add: ongoing, direct support is requires to implement strategies and techniques to develop a level of independence.* |
| **Organisational** | Occasional | Regular | Substantial  |
| **Technology**  | Occasional | Regular | Substantial  |
| **Communication** | Occasional | Regular | Substantial  |
| **Social** | Occasional | Regular | Substantial  |
| **Visual**  | Occasional | Regular | Substantial  |
| **Listening** | Occasional | Regular | Substantial  |
| **Motor skills Independence** | Occasional | Regular | Substantial  |
| **b**) **Curriculum and delivery** This covers situations that require alteration to the delivery of curriculum or assessment such as: |
| Descriptor  | **Low** | **Medium** | **High** |
| **Materials needing to be adapted differentiated to suit needs of a particular child/young person** | Some differentiation of curriculum Minor adaptations to materialsAlternative outcomes in some curriculum areas | Differentiated curriculum in one or more area of the curriculum Requires a structured and clearly SMART targeted programme for learning or behaviour with requiring monthly or termly review | Substantially differentiated curriculum/ alternative/elaborated curriculum with SMART targets requiring weekly or daily review |
| **Alternative strategies /methods adopted in class**  | Alternative strategies and methods of presentation within the group | Providing alternative format e.g. enlarged print |  |
| **Use of specialised resources, facilities and access technology** | Ordinarily available resources, facilities, and/or technology shared with groups of children on a time-limited basis e.g. assistive technology | Specialised resources and technology not normally available and deployed/designed for the pupil’s specific use as and when required | Specialised resources and technology not normally available and deployed/designed for the pupil’s specific use on a continuous basis. E.g. communication aid, radio aid  |
| **Assistance required to allow for effective communication e.g. use of technology, signing for the deaf, English as an Additional Language (EAL)** | Use of visual support e.gs. timetables, visual strips, Boardmaker |  | Use of alternative communication system e.g. BSL / Braille / PECS |
| **Alternative assessment arrangements are required (additional time, use of technology, reader/scribe)** | Supervised extra time and/or separate accommodation for assessment | ICT/reading/scribing arrangements for classwork and assessments |  |
| **Level of child/young person support**  | Flexible and creative support normally available in class in order to respond to needs (individual/group settings)  | Regular, targeted, in-class shared support | Substantial in-class targeted support |
| **Level of partner and parental consultation** | Occasional consultation with parentsAdvice from other partners | Regular consultation with parents Regular consultation with other partners | Substantial consultation with parents and agencies/services external to the educational setting |
| **Alternative curriculum**  |  |  | Individual Teaching input out with educational setting, due to inability to attend school (illness, SEBN, vocational experiences) |

1. **Environmental Factors**

This area relates to aspects of the environment which impacts on an individual’s learning needs. Staffing level is not included in this section but is considered within the audit alongside this information

|  |  |  |  |
| --- | --- | --- | --- |
| **Descriptor**  | **Low** | **Medium** | **High** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Class size**  | Small  | Average | Large |
| **Composite Class** | 1 age group | 2 age groups | More than two age groups  |
| **Staff Experience**  |
| **Experience /training/skills set of class/subject teacher of specific need** | Teachers have had extensive previous training and experience in this field of ASN. Occasional support for staff may be required for background and general guidance | Teachers have had some previous training and experience in this field of ASN. Some training and input required for staff on a regular basis  | Teachers are new to this particular field of ASN Substantial staff training and support required |
| **Experience /training/skill set of Support Worker of specific need** | As above but for Support staff | As above but for Support staff | As above but for support staff |
| **Physical Environment: Accessibility of the education setting** |
| **Ramps/lifts/level** | The ordinary education setting is appropriate (Equalities Act 2010 compliant)  | Some special features are required in the education setting. E.g. access to a resource base for some of the time/within mainstream school/ setting, may require ramps or other aids | Highly specialised features are required all of the time, e.g. the child/YP may be dealing with a combination of profound sensory loss, physical disability, learning disability and/or disruptive behaviour |
| **Lighting** |
| **Auditory** |
| **Contrast** |
| **Dyslexia/communication-friendly** |
| **Nurture**  |

**d) Partnership Factors**

This area relates to links and contact with partners and agencies, and to partnership working within schools. Working in Partnership with Education Outreach Services may not necessarily impinge on school staffing as the nature of this support often means specialist teachers or a team carries it out. However, schools should be aware that pupil time should be planned for when organising timetables. Planning time, including cover, should also be considered for staff.

|  |  |  |  |
| --- | --- | --- | --- |
| **Descriptor**  | **Low** | **Medium** | **High** |
| **Parent/carer with school** **In-school Partnership working**Additional support partnership working/planning in school (ASNT, SMT, Class teacher, LSW)  | Occasional time required for consultation and planning in school/setting | Regular time required for consultation and planning in school/setting | Substantial time required for consultation and planning in school/setting |
| **Education Outreach Services (EOS) Partnership Working**  | Occasional advice and low level support from EOS | Regular/ongoing planning and consultation with EOSRegular time required for specialist services to deliver direct alternative/ special curriculum, e.g. signing, specialised assistive technology, etc. on a weekly basis | Substantial time required for EOS to deliver alternative/special curriculum, e.g. signing, specialised assistive technology, etc. on a weekly basis  |
| **Allied Health Professionals (AHP)** | Needs identified and monitored by class teacher and within-school support staff, e.g. Additional Support in mainstream setting  | Regular agreed and monitored support and advice from relevant agencies with clear objectives delivered by the teacher and support staff  | Substantial support on an individualised basis from AHPs Substantial, ongoing planning and consultation with outside agencies |
| **Other Outside Agencies, e.g. Social Work, Youth Services, Voluntary Sector Services, etc.** | Needs identified and monitored by class teacher and within-school support staff, e.g. Additional Support in mainstream setting  | Regular agreed and monitored support and advice from relevant agencies with clear objectives delivered by the teacher and support staff  | Substantial support on an individualised basis, supported by a detailed plan, informed by relevant agencies Substantial, ongoing planning and consultation with outside agencies |

**e) Transition**

This covers the key stages of transitions:

|  |  |  |  |
| --- | --- | --- | --- |
| **Descriptor**  | **Low** | **Medium** | **High** |
| **From birth to pre-school provision** | Implications for the receiving early years, school or post school provision in terms of:* training for prospective staff
* adaptation to curriculum / courses
* some consultation with professionals involved
 | Additional visits (over and above usual opportunities) by parents / carers / child* + - Phased entry
		- Further consultation and/or training with associated professionals to model practice
 | Identified need for consideration of placement other than the child or young person’s catchment school / early years* + - Child / young person considered vulnerable or whose needs are substantially different from those normally covered in early years/

school/post-school provision requiring personalised arrangements/enhanced transition planning//training* + - Continuing need for SW/Adult services/ health/voluntary agency support in post-school placement
		- Part-time attendance / flexible curriculum
 |
| **From pre-school provision to primary school** |
| **From one school year to another**  |
| **From primary school to secondary school** |
| **Out of secondary school into the post-school world** |
| **Return to school following extended absence/exclusion** |

**Other factors**

|  |  |
| --- | --- |
| **Descriptor** | **Notes** |
| This section has been included to ensure all factors relevant to an individual are considered. Please add any additional factors here with an explanation. This could include:* a significant life event
* identified gaps in service
* unmet need not already noted
 |  |

Complete form on next page.

**For schools to complete using the Support Menu in Section 5 of the Managing Inclusion Guidelines**

|  |  |  |  |
| --- | --- | --- | --- |
| **NEED** | **LOW** | **MEDIUM** | **HIGH** |
| 1. Individual (inc. Personal Support)
 |  |  |  |
| 1. Curriculum & Delivery
 |  |  |  |
| 1. Environmental
 |  |  |  |
| 1. Partnership Working
 |  |  |  |
| 1. Transition
 |  |  |  |
| 1. Other
 |  |

This assessment of resources is agreed by (tick those that apply)

|  |
| --- |
| Head Teacher/ Depute Head Teacher [ ]  ASN Principal Teacher [ ]  ASN Teacher [ ]   |
| Other:  |

|  |  |
| --- | --- |
| Is this pupil LAC? Yes [ ]  No [ ]  | If yes, please enter last LAC Review date:  |

|  |
| --- |
| Is this person assessed disabled Yes [ ]  No [ ]  or declared disabled Yes [ ]  No [ ]  by parents/carers/young person?  |
| If assessed or declared disabled, will they require support as an adult? Yes [ ]  No [ ]  N/A [ ]   |
| If they will require support as an adult, please check those that apply: Support for independent living [ ]  housing [ ]  life skills [ ]  day care [ ]  college [ ]  other Click here to enter text. |

|  |  |
| --- | --- |
| Will they require transition planning? Yes [ ]  No [ ]   | If yes, please give date of next transition, and needs that are known |
| Into pre-school provision |  | Returning to school following extended absence |  |
| Nursery to P1 |  | Moving between schools |  |
| P7 to S1 |  | Transition within a school |  |
| Secondary to post-school provision |  | Transition as a result of school closure or new construction |  |
| Returning to school following exclusion |  | Other: |  |