

Including *Every* Learner:

Policy and provision for children and young people with additional support needs in East Dunbartonshire Council

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SECTION 1: INTRODUCTION: GUIDING PRINCIPLES AND VALUES

Including Every Learner is East Dunbartonshire Council (the Council) policy and guidance on ensuring that the needs of all learners in schools and early years centres are met. This document outlines:

- The curriculum offered to learners with additional support needs at all levels - guiding principles and values;
- The type of provision and resources available for learners throughout the Council (Section 2);
- How we assess, plan and support learners in early years centres and mainstream schools (Section 3);
- How we assess, plan and support learners in specialist provision (Section 4); and
- The procedure for specialist training and development of staff to meet the needs of learners with additional support needs (Section 5).

Legislative and Policy Framework

Including *Every Learner* reflects and incorporates the requirements of key legislation, national policy and practice guidance, specifically:

Education (Scotland) Act 1980. This Act sets out the Council's duty to secure the adequate and efficient provision of school education in its area; that pupils are to be educated in accordance with the wishes of their parents so far as this is compatible with suitable education and the avoidance of unreasonable public expenditure, and the duty of parents to provide efficient education suitable to the age, ability and aptitude of the child either by regular attendance at a public school or by other means.

Standards in Scotland's Schools etc. Act 2000. This Act sets out the rights of a child to be provided with a school education and the duty of the Education Authority to secure that the education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential. It also sets out a statutory duty for the Education Authority to provide the education in a mainstream setting, except in certain prescribed exceptional circumstances (the presumption of mainstream education for all learners).

The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended). This legislation sets out the classifications of additional support needs and the responsibilities of the Education Authority to make adequate and efficient provision to meet these needs and to have appropriate arrangements to keep the support needs and support under review.

Equality Act 2010. The Act sets out various legal obligations including to not unlawfully discriminate against pupils because of their protected characteristics of sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity; to seek to eliminate discrimination and other conduct which is prohibited by the Act; to advance equality of opportunity between people who share a protected characteristic and people who do not share it; to foster good relations across all characteristics and to make reasonable adjustments for disabled pupils.

The Children and Young People (Scotland) Act 2014. This emphasises local integrated service planning for learners and delivery of services that makes best use of existing resources in a manner that incorporates the Getting it Right for Every Child approach (GIRFEC) - promoting intervention that is proportionate, appropriate and timely. It places a duty on the Scottish Ministers to keep under consideration whether there are any

steps which they could take to give better or further effect to the requirements of the United Nations Convention on the Rights of the Child (UNCRC) and imposes reporting obligations on public authorities, including the Council, on the steps it has taken to better or further effect the UNCRC requirements.

East Dunbartonshire Parental Engagement Strategy 2018. Links with parents are critical in supporting all aspects of children's development. This strategy along with the parental toolkit supports teachers and parents to collaborate to ensure best outcomes for all children and young people.

Scottish Government Guidance to Education Authorities on their duty to provide education in a mainstream setting unless certain exceptions apply 2019. The guidance sets this duty within the context of other policies and related duties; it also sets the presumption of mainstreaming within inclusive practices.

The Review of additional support for learning implementation. The report of this review in 2020 detailed a series of key recommendations to be incorporated into policy and practice including: having appropriately high expectations for children with additional support needs, relationships and engagement with parents, and pupil voice.

The National Improvement Framework. This policy guidance promotes key drivers in educational targets and outcomes for learners: Placing the human rights and needs of every child and young person at the centre of education; Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged; Improvement in health and wellbeing; and Improvement in employability skills and sustained, positive school-leaver destinations for all.

The legislative and policy framework sets the context from which the Council's guiding principles and values are drawn.

Guiding Principles

- **Presumption of mainstream** includes a structure of universal and targeted support. This offers flexible access to both specialist support and mainstream schooling according to individual needs through a continuum of additional support needs provision
- **Local, integrated and streamlined processes of assessment and decision making** in full collaboration with learners and their families
- **Increasing the capacity of staff** to meet the needs of a broad range of learners at all levels of the continuum of support through Career Long Professional Learning (CLPL)
- **Equity of access** to Curriculum for Excellence through adaptations to the curriculum and learning environment to better meet the needs of all

Including Every Learner - Curriculum for Excellence - support for all

The curriculum within all early years centres, primary and secondary schools is focused on providing a meaningful, engaging and challenging experience for all learners. The curriculum in all sectors is based on the underlying principles of Curriculum for Excellence, which sets out an entitlement to access:

- A coherent curriculum from 3 to 18;

- A broad general education to the end of S3;
- A senior phase including qualifications;
- Opportunities for skills for life, learning and work with a focus on literacy, numeracy and health and wellbeing;
- Personal support to enable learners to gain as much as possible from the opportunities of Curriculum for Excellence; and
- Support in moving to a positive and sustained destination beyond school.

Additional resources provided within the mainstream context offer a high level of support for learners with additional support needs. This ensures appropriate learning pathways are mapped out addressing the entitlements of Curriculum for Excellence and linked to the agenda for Developing the Young Workforce. Education for learners can be provided as a blend of activity through access to mainstream classes or day-to-day activities that the school community is engaged in such as assemblies, celebrations, charity events etc. A core element of this provision focuses on literacy, numeracy, and health and wellbeing with targets being set as part of each action plan and reviewed in accordance with guidelines.

Provision across all establishments focuses on developing and supporting the whole child and this includes having: safe and nurturing environments; strong relationships; an ethos of inclusion; emphasis on care and welfare; breadth of experience; and partnership working.

Education staff have an excellent understanding of their learners, any barriers to learning and how to support them. They provide individual educational programmes designed to meet their specific needs and are continually looking at ways to develop practice to improve outcomes. This cycle of planning, review and evaluation is likely to include strong partnership working with a range of more specialised services which can provide advice and targeted support as necessary.

The physical environment within schools and centres is used to provide stimulating learning experiences. There are also opportunities to learn outdoors and in the local community to develop skills for learning, life and work to support a successful and positive transition from school. This opportunity for inclusion within the local community supports ongoing development of relationships and a sense of belonging with peers at school.

Teachers develop well planned, engaging and interesting learning experiences which are assessed, evaluated and used to inform next steps in learning. Working in this way supports raising attainment by addressing individual learning needs.

Mental health and wellbeing is an integral part of children and young people's development. The existing programme of nurturing approaches in primary schools and established wellbeing support bases in secondary schools has been enhanced to further support mental health and wellbeing. This includes the development of Nurture Groups and whole school nurture approaches in 13 primary schools. Enhancements in the secondary context include the deployment of youth workers, one in each of the mainstream schools, Secondary Wellbeing Service and the ASN school. In addition, school counselling provision is available to all learners aged 10 and over who are enrolled in Council educational establishments.

The Council aim is for all school staff to be nurture informed, and for all teachers and support for learning assistants to be nurture skilled. In addition, education staff who provide targeted support or intervention for learners will be trained to enhanced level in nurture.

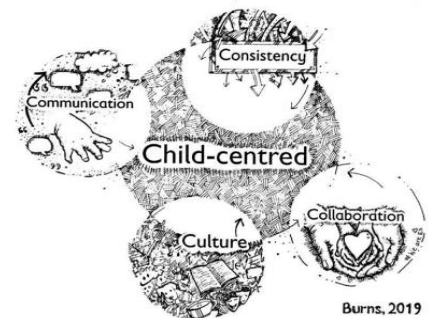
Support and advice are available from a range of specialised services including: the Quality Improvement Team; Locality Outreach Teachers for Wellbeing and Language and Communication Needs, the Educational Psychology Service and the Sensory Service.

There is a requirement to meet the curricular needs of learners who will not access national 4/5 qualifications in the Senior Phase and for those entering secondary school at second level and below. Differentiated courses/programmes/staff training within the Broad General Education for National 1 - 3 are available to support staff and ensure that all learners progress to a meaningful Senior Phase. Curricular needs and aspirations can be identified at the point of enhanced transition.

Centrally there will be advice and guidance available about outreach programmes and activities to ensure partnership with colleges, and employers can support pathways to positive destinations in the Senior Phase.

Transitions

Transitions are carefully planned in partnership with parents/carers and learners. Careful transition planning has a huge impact on the success of transitions from home to early years, early years to school, between primary and secondary school and to post school. Key principles underpinning approaches to meeting the needs of all learners in transition planning are based on 5 factors - **child at the centre, consistency, collaboration, culture and communication** (Burns in Realising the Ambition 2019).



Child at the centre

It is important that education staff engage with the child to ensure their views are sought on all matters that affect them. The views of the child are gathered over time, which is particularly important at transition points as these are times of greater change in a child's life. School staff can be creative in facilitating this process through using Augmentative and Alternative Communication (AAC), for example talking mats or the use of technology.

Consistency

During preschool year and in the upper stages of primary school, assessment information is gathered about each learner's additional support needs. This information is shared with school staff. Needs that are noted in this way are considered at a Transition Pupil Support Group. Where appropriate, special arrangements are made for enhanced transitions, which can include extra visits and building links with key staff. Similarly, from S3 onwards transition planning takes place within the school and involves other agencies as appropriate to ensure a smooth transition to adult services.

Collaboration

Parents/carers are central to the process of gathering information, deciding on supports that are likely to be helpful, evaluating success and any changes to be made. The learner is always included in decisions that affect them. At pupil support groups, school staff and educational psychologists discuss the needs of a range of learners, and plans are communicated with school staff, parents/carers and the learners concerned.

Communication

On transition to primary or secondary school, information about individual learners with additional support needs and strategies to support their learning is shared with teaching and support staff. If a targeted approach is needed, an action or personalised plan can be drawn up in consultation with parents/carers, learners and other agencies. This plan will be reviewed regularly to ensure that the targets are being met and to alter the plan as needed.

Culture

Each school and early years establishment has its own unique culture and it is an important consideration in transition planning. The collective norms of an establishment encompass the values, attitudes, beliefs and expected behaviours demonstrated by community members. Bearing in mind that all families and young people are part of the community, consideration is given to time that may be required in adapting to the new environment and/or any shift in culture that may be needed in respecting individual needs and ensuring everyone feels fully included.

SECTION 2: A CONTINUUM OF RESOURCES AND PROVISION

The Council has a continuum of educational resources which can meet a range of assessed additional support needs. Within Council schools and centres, the additional support needs of learners are met by interventions at three levels:

- **Universal and targeted support (Tier 1)** - support provided within mainstream school or Early Years Centre;
- **Targeted intervention (Tier 2)** - specialist support provision which may include provision within a mainstream context; and
- **Targeted intervention (Tier 3)** - attendance at a specialist resource full time.

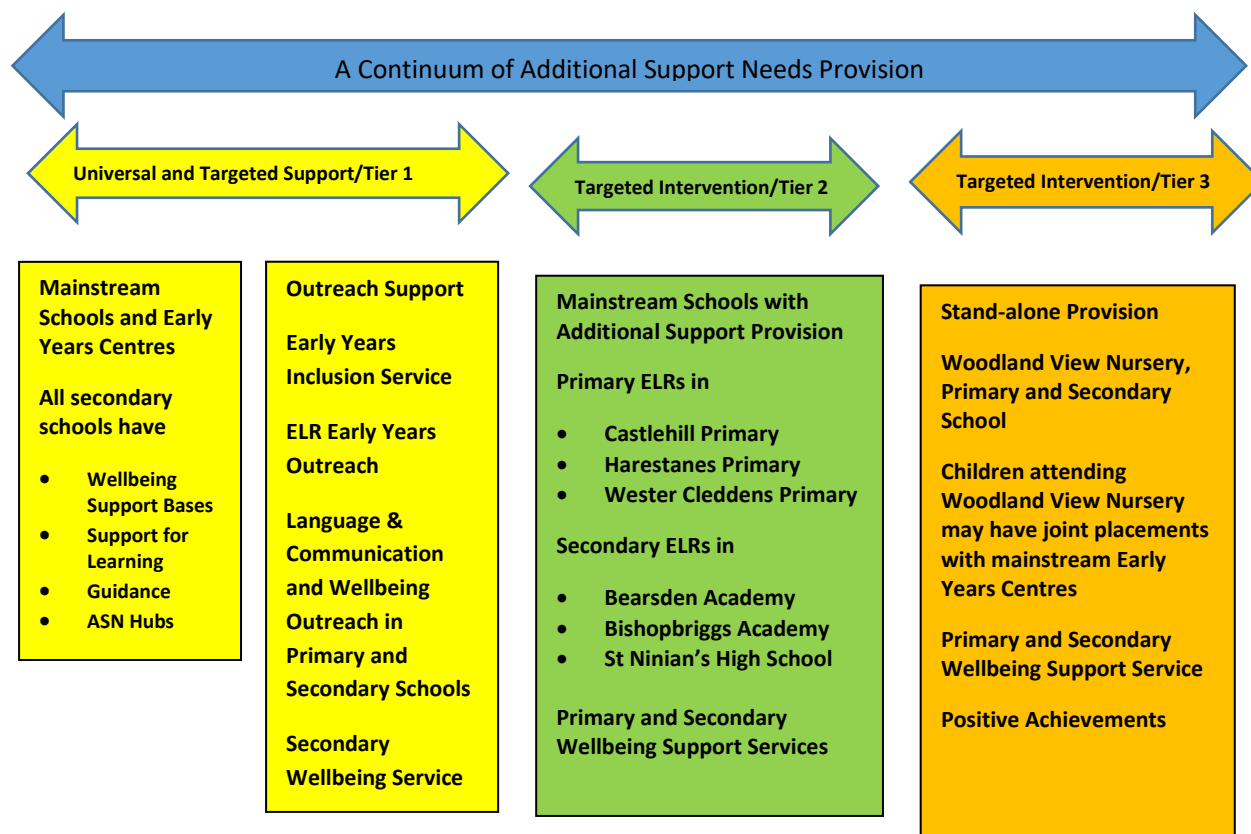
The diagram on the following page (**Figure 1: A Continuum of additional support in East Dunbartonshire Council**) sets out the types of support available at each level (left hand side of the diagram) and the resource provision available to meet each need (right hand side of the diagram).

Figure 1: A Continuum of additional support in East Dunbartonshire Council

Tier	Type of Support	Educational Resources
 Targeted intervention	Highly specialised teaching approaches with maximum access to small group learning.	• Woodland View (Early Years, Primary and Secondary). • Primary Wellbeing Support Service (Standalone Placements). • Secondary Wellbeing Support Service (Standalone Placements). • Positive Achievements
 Targeted intervention	Specialist teaching approaches, small group learning and access to the mainstream learning environment.	• Primary ELRs (Wester Cleddens, Castlehill and Harestanes). • Secondary ELRs (Bishopbriggs, Bearsden and St Ninian's). • Primary and Secondary Wellbeing Support Services (Joint Placements)
 Universal and targeted support	Differentiation of the curriculum, adaptation of the learning environment and individualised support as required.	Available in all schools and early years establishments. All Secondary schools have a suite of resources to meet learners' needs including: • ASN Hub • Wellbeing support Resource • Support for Learning • Guidance Outreach support includes: • Language and Communication • Wellbeing • ELR Early Years • Early Years Inclusion Service (Woodland View Nursery)

This section of the policy sets out a summary of the key educational resources available on each stage of the ASN continuum. The resources at each stage are set out in the diagram below (**Figure 2 A Continuum of Resource Provision in East Dunbartonshire**).

Figure 2: A Continuum of Resource Provision



Universal Support and Targeted Support (Tier 1)

The majority of learners with additional support needs are educated within one of the mainstream early years centres, primary or secondary schools. If a learner is identified as having additional support needs then a rigorous process of assessment, planning and support is put into place (See Section 3).

There are a number of resources which mainstream schools and early years centres can draw on to meet learners' needs. For example, every establishment has an **Autism Adviser** who is an established member of the teaching staff who is provided with training and ongoing support from a multi-agency team - led by educational psychology and a member of the ASN team. While every establishment will use their Autism Adviser differently, it is expected that they will provide support for learners with additional support needs in the areas of language and social communication including those diagnosed with autism. The role of the Autism Adviser may include: sharing training materials with staff, facilitating training, supporting communication to parents/carers; planning for establishment's Autism Acceptance Week; and supporting

individual staff members using existing school/early years centres structures (e.g. Pupil Support Group/Support for All Group).

All schools have within-school support from an **Additional Support Needs Coordinator** who identifies ASN needs at the whole school level and advises on programmes of support for individuals and groups. This member of staff will also be involved in developing whole school strategies, identifying CLPL needs and approaches to develop learning and teaching practice. ASN leadership seminars provide a forum to support the development of policy and practice through consultation and collaboration of group members. The ASN leadership seminars provide opportunities for external partners to complement a comprehensive and coherent CLPL program that can be accessed by all establishments. This is updated regularly to respond to assessed needs within staff teams. ASN Coordinators are further supported by Professional Learning Community Meetings where there are opportunities to collaborate on issues arising and approaches used.

There are a range of education professionals, including specialist teaching staff, available for consultation, assessment and direct intervention to support changes in the learning environment and teaching strategies to better meet learner needs. They include:

- Quality Improvement Officers (Primary/Secondary/Early Years and ASN)
- Educational Psychologists
- ASN Support Manager
- Inclusion Support Officers
- Education Support Teachers (peripatetic and based within school)
- Sensory Service
- Assistive Technology support
- Early Level Support Teachers

For some learners, additional support is required from other specialist resources which offer outreach support. Outreach support involves a specialist teacher becoming involved with a learner for a time-limited period. The process of outreach generally involves observation of the learner within the education setting and consultation with the learner, parents/carers and professionals involved. Outcomes of this process include the identification of changes to the learning environment and learning and teaching approaches which will enhance the learner's ability to access the curriculum. The underlying approach is that the outreach service should support establishments in developing their capacity to meet learner needs. This should be effective and sustainable in supporting inclusion in mainstream provision. Outreach support is offered by the following services:

- Outreach from the Secondary Wellbeing Support Service - offers support for learners in secondary schools
- Language and Communication and Wellbeing Outreach Service - offers support for learners in primary and secondary schools
- ELR Early Years Outreach Service offers support for learners in early years centres
- Early Years Inclusion Service (EYIS) provides support and advice for parents of learners under two years
- Counselling service – supports the mental wellbeing of young people and is available for all learners aged 10 - 18

Every secondary school has a suite of resources including a Guidance staff team, an ASN Hub, Wellbeing Support Resource and Support for Learning Department to support learners and meet their wellbeing needs.

Targeted Intervention (Tier 2)

Some learners benefit from a timetable that offers a combination of access to specialist support and mainstream. This type of support is offered from primary to secondary stages. The balance of mainstream to specialist support is based entirely on the assessment of the profile of learning needs.

Enhanced Learning Resources (ELRs)

ELR provision is available at:

- Castlehill Primary School ELR
- Harestanes Primary School ELR
- Wester Cleddens Primary School ELR
- St Ninian's High School ELR
- Bishopbriggs Academy ELR
- Bearsden Academy ELR

Learners who access the ELR

All learners require access to small group learning for a significant proportion of the school week and also will be able to access mainstream school for either learning or social activities. It should also be the assessed view of the Team around the Child that, with support, the learner will be on a developmental pathway so that they will be able to access increasing levels of inclusion within their primary or secondary school journey. All learners who access the ELR will be actively considered for greater inclusion in mainstream on an annual basis or more often. This will be reflected within their review documentation.

Learners who access the ELR resources will have a variety of additional support needs including:

- specific language difficulties (expressive or receptive)
- difficulties in the area of social communication
- significant difficulties with focus and attention
- significant learning needs
- self-regulation and self-care needs

Learners requiring access to an ELR are likely to experience difficulties with more than one aspect of their learning outlined above.

All learners in Tier 2 resources will be involved in enhanced planning at transition stages to ensure that they are fully prepared and supported according to their individual profile of additional support needs.

Primary and Secondary Wellbeing Support Services

The Primary Wellbeing Support Service (PWSS) is an education establishment offering provision for learners aged 5-11 years. The Secondary Wellbeing Support Service (SWSS) is an education establishment offering

provision for those aged 12-18 years. The service is provided for all of the Council. Both Resources are based on the principles of providing a nurturing environment with personalised support. Both provide part-time and full-time places where the main barrier to learning is a wellbeing need. The aim is to successfully reintegrate learners into mainstream education on a full time basis where this is possible. Learners who are placed within the SWSS at Senior Phase will be supported to enhance their attainment and achievement. Learners accessing this service at Senior Phase are supported through targeted intervention in transition planning for a positive sustained post school destination. The SWSS also works in partnership with Positive Achievements (PA) to provide numeracy and literacy for young people on the PA programme.

Targeted Intervention (Tier 3)

Learners who have support needs that require a higher level of support in provision that offers a much higher ratio of staff to learners and highly specialised teaching approaches. This is termed targeted intervention and is offered in Tier 3 establishments.

Woodland View School

Woodland View School is an education establishment offering provision for those aged 2-18 years. The school serves all of East Dunbartonshire Council and is based in Kirkintilloch.

Woodland View Early Years Centre (EYC) caters for learners who have identified additional support needs that will benefit from an adapted environment and a high level of adult support. Learners attending Woodland View EYC are likely to have complex needs and require a total communication environment. Learners attending this provision are likely to go on to attend Woodland View School. The EYC provision caters for those with a range of needs as well as being a community resource. Most children who attend the nursery will have a shared placement with a mainstream early years centre.

Woodland View School provides primary and secondary education for learners with complex learning needs who require a high level of support to make progress in language/communication development and to develop basic social communication skills including shared attention. All learners also require a significantly differentiated curriculum and small group learning.

The school offers a range of supports for children with complex learning needs including: Intensive interaction; Sensory Curriculum; total communication environment; close monitoring and tracking of progress; and physiotherapy programmes to support motor development and promote physical independence in aspects of motor co-ordination. At the senior level there is access to the Duke of Edinburgh, ASDAN (Award Scheme Development and Accreditation Network) and National 1, 2 and 3 qualifications.

SECTION 3: PATHWAYS TO ASSESSMENT AND SUPPORT: MEETING EVERY LEARNER'S NEEDS

Support for learners with additional needs in early years, primary and secondary establishments follows the principles of GIRFEC – Getting it Right for Every Child (*Scottish Government July 2017, reviewed 2022*). The information below outlines the approach taken by the Council to meeting the needs of all learners.

Early years assessment, planning and support

In all early years centres, ongoing assessment is carried out by centre staff to gather information about learners' needs. This includes information about wellbeing, learning and social communication needs. Support is planned to enable each learner to achieve their full potential.

Centre staff assess a child's development and plan supports in collaboration with the centre management and parents/carers. Information and guidance on assessment and planning for learners in Early Years Centres include:

- Curriculum for Excellence Experiences, Outcomes and Benchmarks
- Realising the Ambition: Being Me
- Strengths and Difficulties Questionnaire
- Ferre Laevers assessment of wellbeing and engagement

Where a learner is considered to require additional support in wellbeing or learning, including social communication, early years staff work with centre management to identify any barriers to learning and levels of support required. Learners' needs can also be discussed at a multi-agency 'Support for All' meeting. Support for All Meetings take place between 4 and 6 times a year. They are attended by centre management and the link Educational Psychologist, and may include a Speech and Language Therapist. Support for All Meetings offer an opportunity for discussion about learners where the Early Years Centre staff consider that they need additional support, and to discuss approaches to support all learners within the establishment. Parents and carers give consent for their child to be discussed at the Support for All Meeting and any changes or advice suggested are shared with centre staff, parents and carers following the meeting.

There are two levels of support that may be considered by an early years establishment:

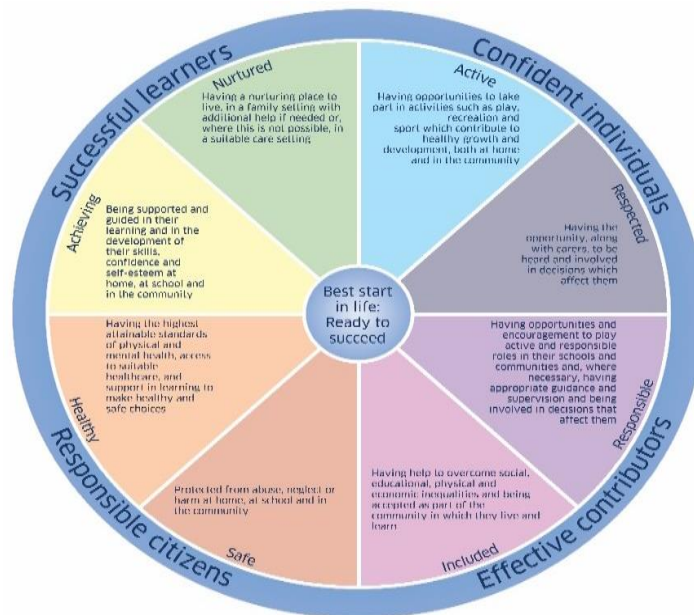
- Universal Support
- Universal Support plus targeted support (may include multi-agency support)

Universal Support

Consideration is given to assessment of a child's wellbeing, and any barriers to learning, including social and communication issues. Identification of a child's barriers to learning supports the planning process for the child including simple adaptations or changes to the learning context. For example, a child may be offered access to small group work, a sensory area to support specific learning needs, or language and communication friendly approaches can be incorporated into the environment.

Targeted Support

Some learners may need additional support to that provided at universal level, and Early Years Centre staff may conduct a more detailed wellbeing assessment with a focus on all wellbeing indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included). This level is termed targeted support – in this case, staff develop an Action Plan which contains succinct, individualised and time limited targets that specify work to be done both by Early Years Centre staff and any other supports from professionals within the education department, such as the educational psychologist or outreach teacher.



updated wellbeing
assessment - include

At the level of targeted support, Team around the Child (TAC) meetings are regularly held with Early Years Centre staff and parents/carers where progress is reviewed and a decision is then made as to whether targets identified have been met, if more time is needed to address the learning or wellbeing, or if other agency involvement is required.



Master TAC minute
template April 2023

Some learners require further support from agencies out-with education, such as Speech and Language Therapists or assessment by a Community Paediatrician. The identified agencies may agree to provide specific assessment reports and support for a period of time, and this would be set out in an action plan.

Primary and Secondary Schools

At primary and secondary schools, very similar procedures and processes of assessment and planning are provided. Children are offered support at the same two levels:

- Universal Support
- Targeted support

Universal Support

Assessment and planning take place at universal level through contextual and standardised assessments. Assessment and planning are supported and coordinated by the school ASN Coordinator (usually the Depute Head), and advised by the autism adviser in all schools, and by the Wellbeing Resource teacher and Learning Support Teacher in secondary schools.

Pupil Support Groups

Pupil Support Groups (PSGs) take the place of 'Support for All' meetings, but the approach is similar. In primary schools, meetings take place at least once a term with the focus of the meeting centred on the individual child and issues arising for the establishment. Meetings normally involve the ASN Coordinator within the school, Educational Psychologist and the class teacher. Speech and Language Therapy may attend in accordance with the Service Level Agreement. The school Education Support Teacher can also attend depending on need. At secondary stage, meetings take place monthly and guidance staff, wellbeing support teachers and the school autism adviser will also be involved. Other agencies may be involved as the school considers necessary and according to the needs of the individual child. All vulnerable learners, including those who are care experienced should be included in PSG agendas.



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SUPPORT.doc

Schools use the Pupil Support Group (PSG) to seek consultation and advice on how the learner is progressing within the curriculum. There is a focus on strategies already in place to support the learner through differentiation of the curriculum. This involves assessment and planning modifications to the learning environment and adaptations to the curriculum (specified in terms of course content, pace of learning or the final learning outcome) to remove barriers to learning.

Discussion at the PSG may lead to referral to another agency and the completion of a target based Action Plan and updated wellbeing assessment or consideration of a Co-ordinated Support Plan. There may also be consideration of whether the child would benefit from provision beyond that provided within mainstream. More detailed discussion and decision making on this level of support would be made at a Team around the Child (TAC) Meeting.

At all the stages outlined above parents/carers and children/young people are central to the assessment and decision-making process. Regular TAC meetings take place which involve parents/carers, professionals and include the voice of the child/young person. This ensures a regular review, assessment and monitoring of progress to safeguard a proportionate and effective approach to additional support planning. It is the responsibility of all members of the TAC to ensure that the actions agreed at the meeting are implemented.

Coordinated Support Plans

Where the child's needs are considered to be long-term (over a year) and require a significant amount of co-ordinated support from agencies additional to education, consideration would be given to a Co-ordinated Support Plan (CSP). A CSP is considered for those of 3 years of age and over. The CSP is a legal document that requires specific timelines for production and review. At all stages the parent/carer and the voice of the child/young person is central to all discussions and the decision-making process. Within the Council the school is responsible for coordinating and drafting the CSP process. The CSP process is managed at authority level by senior members of the ASN and Children's Services Team.

SECTION 4: PATHWAYS TO ASSESSMENT AND SUPPORT: MEETING ADDITIONAL SUPPORT NEEDS

The Council has well established processes and procedures for the assessment, planning and support of all learners with additional support needs (ASN). The underlying principles shaping this process include: proportionate and timely support; accurate assessment and flexible support to meet individual learner needs; a family centred approach; and good communication and 'joined up' working between the professionals involved. Additional support needs are identified, and support is provided at three levels:

- Universal and targeted support within mainstream school or early years centre (Tier 1)
- Targeted intervention (Tier 2) specialist provision with flexible access to the mainstream context
- Targeted intervention (Tier 3) attendance at a specialist resource

The majority of children with ASN are well supported within their school or early years establishment and the process of assessment, planning and support remains at Tier 1.

Children who require a higher level of assessment and planning can be referred to one of three multi-agency forums: for those who are below school age, there is the Early Years Community Assessment Team (EYCAT). For all children below and of school age where the TAC requests outreach, the request comes to the Locality Liaison Group (LLG).

All recommendations for specialist placement at school age are sent for consideration and decision making to the GIRFEC Liaison Group (GLG). The GLG takes requests for all children of school age and those in their pre-school year where the request is for specialist placement in Primary 1.

The following section of the guidance sets out information about the composition of each group; the referral pathways; frequency of meetings; and possible outcomes.

For a detailed flowchart of the referral pathway to EYCAT, LLG and GLG see **Appendices 1 and 2** to this document.

Early Years - Pathways to further support

If a learner is under three and not yet attending an early years resource, they can be referred directly to the Early Years Community Assessment Team (EYCAT) for consideration. The request is usually from a partnership nursery or another professional, such as Health Visitor or GP who recognise that the family may require further support. The referral could also be from a parent/carer requesting an assessment. A request will only be accepted by EYCAT if it has the full consent and agreement of the parent/carer.

Those who attend an early years centre and are identified as having additional support needs will go through the 'Support for All' meeting discussion, and supports and changes within the early years setting will be considered first. Where it is agreed that further assessment, planning and support or access to specialist provision may be required there may be a decision to make a request to EYCAT. As above, a request can only be accepted if it has the full consent and agreement of the parent/carer.

Requests to EYCAT from early years establishments require appropriate assessment information. This information is based on early years centre staff considering the following in relation to GIRFEC:

- What is getting in the way of this child or young person's well-being?
- Do I have all the information I need to help this child or young person?
- What can I do now to help this child or young person?
- What can my agency do to help this child or young person?
- What additional help, if any, may be needed from others?

Responses to these questions should result in completion of the Request for Assistance form set out below. This form details all support in place, the role of all professionals involved and should be accompanied by: Minutes of TAC meeting; wellbeing assessment; and Action Plan.



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amended April 2023 (

Membership of the Early Years Community Assessment Team (EYCAT)

The EYCAT meetings are chaired by the ASN Support Service Manager and have multi-agency membership including:

- Chair – ASN Support Service Manager (ASN and Children's Services)
- Head Teacher Woodland View School
- Principal Teacher Primary ELR
- Early Level Support Teacher
- Early Years Support Officer
- Health Visitor Team Leader
- Social Work Team leader
- Educational Psychologist
- Depute Head of Centre (Mainstream)

Frequency of meetings:

EYCAT meet every month. A timetable of EYCAT meetings and deadlines for referral is available at the start of the academic year in August.

Possible outcomes:

A number of decisions can be reached by the EYCAT meeting including:

- Referral for further assessment and support planning (for example, to the Educational Psychology Service, Speech and Language Therapy Service or Child Development Centre);
- Referral to the Early Years Inclusion Service (EYIS) which offers home visiting and advice to parents/carers of children two years old and under;

- Referral for outreach from Enhanced Learning Resource (ELR), based at Wester Cleddens, Harestanes or Castlehill;
- Placement in Woodland View Nursery.

Primary and Secondary Schools - Pathways to further support

LOCALITY LIAISON GROUP

Requests for outreach to support the child within their mainstream school are made to the Locality Liaison Groups (LLGs). There are two LLGs - one for the localities of Bearsden, Milngavie and Bishopbriggs and another for the localities of Lenzie and Kirkintilloch.

Membership of the Locality Liaison Group (LLG)

The LLG is chaired by an Inclusion Support Officer and has a multi-agency membership including:

- Principal teacher from Enhanced Learning Resource
- Member of Management Team from Woodland View School
- Representative from Social Work Department
- Head Teacher or Depute Head Teacher representatives from locality primary and secondary schools
- Principal teacher/Management representative from Primary and Secondary Wellbeing Support Services
- Educational Psychologist

Frequency of meetings (LLG)

The LLG meet monthly from September to May. The dates are set at the start of each academic year in August.

The purpose of the LLG is to allocate outreach services to support current placements in mainstream. Outreach services include:

- Secondary Wellbeing Support Services (SWSS)
- Outreach Teachers (language and communication and wellbeing)
- Outdoor Education

The LLG is also responsible for gathering data on referral rates and requests on a school-by-school basis to support authority needs analysis and planning CLPL programmes.

GIRFEC LIAISON GROUP (GLG)

Learners who attend primary and secondary school and all in their pre-school year seeking a specialist (Tier 2 or 3) placement are referred to the GIRFEC Liaison Group (GLG).

Membership of the GIRFEC Liaison Group (GLG):

The GLG meetings are chaired by the Quality Improvement Manager (Additional Support Needs and Children's Services), with a multi-agency membership including: -

- Head teacher from Woodland View School
- Social Work Service Manager
- Principal Educational Psychologist

Frequency of Meetings (GLG)

The GLG meets in September, October, November, December, January, February, March, May and June. The dates are agreed at the start of the academic year in August. The November meeting is the cut - off date for applications for Tier 2 and Tier 3 secondary school placements for the following August. The January meeting is the cut-off date for primary places in Tier 2 and Tier 3 resources for the following August.

The June GLG can be used as a forum of discussion for any cases requiring urgent attention which missed the final LLG deadlines in May.

Possible Outcomes (GLG)

The GLG is the decision-making forum for all specialist placements. Outcome letters from GLG confirms placement.

The GLG also has a strategic role:

- Monitoring and tracking of resource demand through annual projected placement supported by Educational Psychology Service and forwarded to Quality Improvement Manager (ASN and Children's Services)
- Strategic development of leadership and training in specialist provision; this will be informed through school improvement planning process and facilitated by GLG
- Monitoring and evaluation of placement effectiveness in terms of impact and outcomes. This will include within and out with the authority

The Council provides the right to request that the decision of the GLG be reviewed by the Chief Education Officer. The request for a review should be submitted in writing within 21 days of receipt of the outcome letter from the GLG. It should set out the reasons for requesting a review and be accompanied with any additional information, documentation or evidence which the person seeking a review wishes to be taken into account in the review.

Assessment Process required to access Tier 2 and Tier 3 provision

The assessment process in the Council is based on the National Practice Model. Each assessment document sent to EYCAT/GLG offers a different set of assessment information to ensure as little duplication and unnecessary repetition in the assessment process as possible.

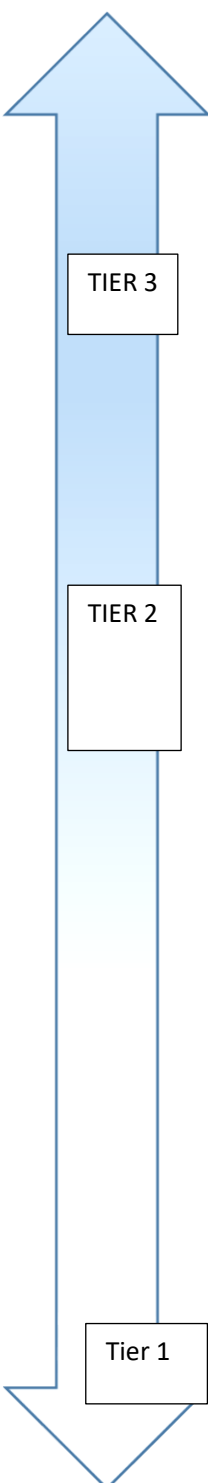
- The wellbeing assessment is a summary of pertinent information about learner wellbeing set under GIRFEC headings of Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. It also sets out what is being done to address the wellbeing needs.
- The TAC minutes should summarise the views of all professionals involved and should highlight the views of the parents/carers and the learner.
- The Request for Assistance form should summarise the work already being carried out and the additional information and supports needed - answering the GIRFEC five key questions.
- The collaborative report is a collation of assessment information from all professionals involved, evidence gathered from parents/carers and the learner. The report is a detailed analysis and synthesis of all aspects of the learner's development and a recommendation on the types of support required in each area to further support the learner's developmental process. The assessment process should produce an accurate record of an individual, including their profile of needs and developmental stage in all relevant areas including:
 - Social Communication and Language
 - Well-being
 - Curricular progress and cognitive/learning development

The purpose of the report is to highlight strengths and identify areas for development. It provides an accurate and detailed 'snapshot' of each relevant area of development, the next steps in progression, the methods of teaching and learning, and environmental context most likely to promote further development.

There is a clear statement in the collaborative report about what is required to meet the learning needs of the individual and the aim of any requested support or intervention, with clear and specific outcomes in the short/medium term and long term set out. The report acts as the basis of the action plan as the child makes the transition to Tier 2 or Tier 3 provision and is the starting point for ongoing monitoring and evaluation of the effectiveness of a targeted intervention in meeting an individual learner's developmental needs.

The diagram below (**Figure 3**) sets out the three tiers of intervention and how they relate to the learner's profile of needs.

Figure 3



Social Communication and Language	Wellbeing	Learning Development
Learners requiring Tier 3 intervention are likely to require support across the three areas and therefore interventions planned will include aspects under each heading, for example, intensive interaction that explore and repeatedly revisit the fundamentals of communication.		
Highly Specialised Needs (Delivered in specialist setting) Require a total communication environment which offers augmented communication strategies including Makaton, PECs etc. Communicates using verbalisations, gesture and may use some language.	Highly Specialised Needs (Delivered in specialist setting) Require significant support to modulate emotional response. Well-being needs- may be significantly affected by family stress and/or mental health issues. Requires long term small group or individualised intervention to progress with learning. Lack of awareness of personal risk to self and others	Highly Specialised Needs (Delivered in specialist setting) Persistently remains at early level of curriculum Significant access to sensory curriculum required Overlearning, multisensory curricular and concrete/experiential and functional learning approaches required.
Targeted Support Needs Pupils with social communication and language needs will be on a continuum ranging from limited communication skills through to early and developing skills in expressive and receptive language. Specific difficulties in attuning to social requirements of a social situation and with social interaction. Assessment should focus on: • Levels and types of adult support required for the learner to make progress • Levels of attention and focus • Comprehension and awareness of verbal and nonverbal communication • Capacity to initiate and sustain communication with others • Motivation to communicate	Targeted Support Needs Some difficulties in modulating emotional response to challenging situations. Challenging behaviour is a feature of response to situations. Responsive to adult modelling, attunement and emotional coaching. Emerging skills in shared attention and following classroom or nursery routines and structures with additional support. Emerging skills in working in small group setting to follow instructions and work co-operatively with peers Assessment should focus on: • Level and type of support required to access learning • Contextual assessment of triggers and responses	Targeted Support Needs Performs at a level below curricular expectations for age and stage of development. Access to sensory curriculum may be required Pupils will be on a continuum ranging from early levels of play and learning (requiring concrete objects and multi-sensory learning activity) through to pupils who appear to be progressing with aspects of the curriculum (e.g. learning letters and numbers). Assessment should focus on: • Ability to progress beyond rote learning or memorisations to generalisation and problem solving
Universal Support Needs Responsive to language and communication friendly establishment approaches Responsive to approaches included in the Autism Adviser programme	Universal Support Needs Well-being needs - responsive to universal strategies based on nurture and attachment, for example Compassionate, Connected Communities Resource	Universal Support Needs Accesses mainstream curriculum with differentiation appropriate to age and stage of development. Awareness of sensory needs- minimal adaptations to setting to support individual pupils

Guidance for Education Staff on Working with Parents who have Procured Privately Contracted Therapists, Instructors, Tutors or Practitioners

There are occasions when parents/carers choose to procure private professionals to support their child's learning and development. Guidance is available to support Education staff in these circumstances and this is set out in **Appendix 3**.

Guidance in relation to Children or Young People with Additional Support Needs who move to live in East Dunbartonshire Council

On a fairly regular basis, children and young people move to live in East Dunbartonshire from other Council areas in Scotland, or from other countries. In line with its responsibility to provide appropriate education for all children living in the Council area for whose education they are responsible, the Council has a Protocol which offers guidance to education staff in supporting the assessment of and pathways to appropriate educational support for such children/young people. The Protocol is included as **Appendix 4**.

SECTION 5: BUILDING THE CAPACITY OF TEACHING AND SUPPORT STAFF

Career Long Professional Learning (CLPL) is planned in the context of National and Council Priorities. Training provided at Education Authority level takes account of these priorities as well as collation of individual school and centre self-evaluation and improvement planning. Training for individual establishments is based on the establishment self-evaluation and improvement plan.

The Education Authority supports the development of provision to meet learners' needs at all levels by providing a planned programme of professional learning for all staff. The authority wide CLPL programme is updated annually and is based on

- Needs analysis of all professional learning requirements across education establishments
- Needs analysis from Requests to EYCAT, LLG or GLG
- Evaluation of ongoing professional learning such as autism adviser, outdoor learning or play pedagogy

Each school and early years centre can also negotiate additional training and support from link professionals, such as the Educational Psychology Service, Speech and Language Therapy or ASN and Children's Services Team, on a topic relevant to their school improvement planning.

Examples of CLPL available in session 2023-2024 are included below. This is not exhaustive and the full menu of training can be found on the Education Service CLPL Teams Page.

Mental Health and Wellbeing

What's the Harm? Multi-agency training for Education, Social Work, Health Service staff, Police and voluntary organisations. This two day training is delivered by multi-agency professionals for identified staff who have a direct role in working with young people who may be experiencing self-harm.

National Trauma Training Programme.

NHS Education for Scotland (NES) and the Scottish Government have launched a national trauma training programme with the aim of having a trauma informed workforce across Scotland. The Council has adopted the trauma training model and within the education authority, plans are in place to introduce trauma training to all education staff. The trauma training plan requires an audit of the training needs of staff and following this process, each establishment will develop a trauma training plan. The training can be at one of 4 levels – informed, skilled, enhanced and specialist. Education Scotland have recently produced a series of 4 training modules 'Keeping Trauma in Mind' which use some of the CCC resources. This is available on the Education Scotland Website.

Suicide and Self-Harm Guidance

The guidance is currently under review by a multi-agency panel and will be launched during session 2023-2024 with associated guidance. This guidance supports all those adults who work with learners who may be engaging in self harming behaviours and/or suicidal thinking/planning.

Nurturing Relationships

Education Scotland has developed the Compassionate Connected Communities (CCC) Programme of professional learning, which focuses on the following areas: prevalence and impact of trauma, responding to trauma, self-regulation, attachment and attunement, and wellbeing (adults and children). CCC has updated the nurture approach with recent research showing the effects of trauma on children's lives and the importance of supporting those who have experienced trauma. The Council continues to have a focus on nurture through an authority wide training programme and support for whole establishment nurture in individual early years centres and schools.

CALM De-escalation and Self- Regulation

Core training is delivered by accredited CALM trainers for key staff in Tier 2 and Tier 3 each school session.

Training includes:

Module 1 August (2nd inset day)

- **Leadership skills** – coach consult approach, team leadership (developing the reflective team) and managing stress within the team.
- **Leaders and teachers** - organising and structuring the learning environment, teaching and learning approaches; de-escalation strategies; emotional coaching and CALM training
- **Support staff** – de-escalation, emotional coaching and CALM training

Module 2 September (twilight sessions)

Annual re- accreditation of module 2 (October)

CIRCLE (Child Inclusion Research into Curriculum Learning Education)

CIRCLE aims to: share good inclusive practices, support all children in all classrooms, set up inclusive physical and social environments, support collaborative working and provide universal frameworks for therapists, teachers and other staff.

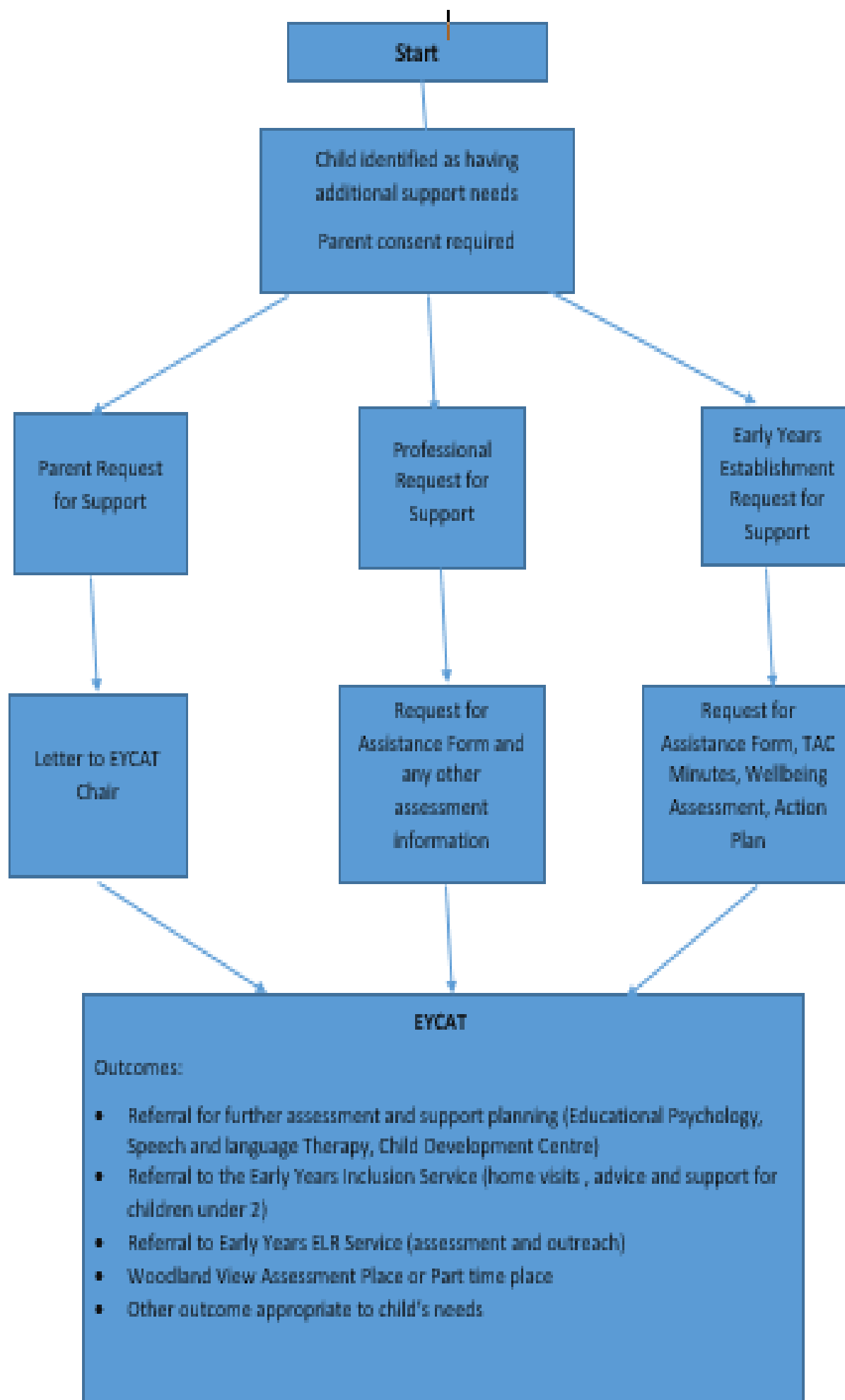
The CIRCLE approach will include early years, primary and secondary sectors. It will be developed at Authority Level and supported through a three year implementation plan.

<https://education.gov.scot/resources/circle-resource-to-support-inclusive-learning-and-collaborative-working/#>

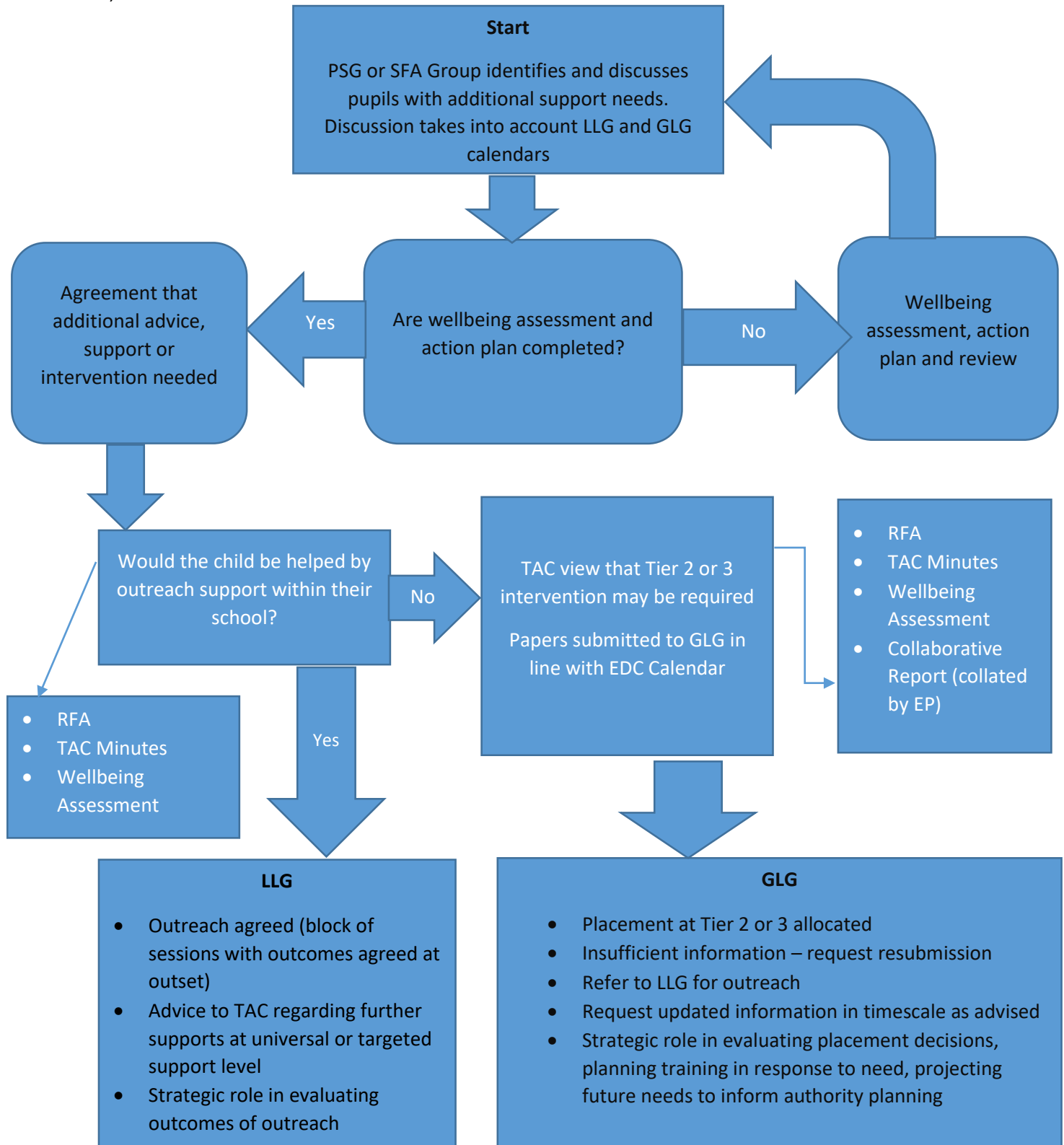
Non Violent Resistance (NVR) Training

NVR is an approach which trains families and multi-agency staff to support children and young people who are showing distressed or dysregulated behaviours. A multi-agency steering group will develop a programme of training for social work, health, education and parents which will support them to be more confident and skilled in dealing with children and young people who need additional support in this aspect of their development.

Appendix 1 Early Years Assessment, Intervention and Support Flow Chart (Requests to EYCAT)



Appendix 2: Children in Pre-School or above who may require Targeted Support or Intervention Tiers 1, 2 or 3



Appendix 3



Guidance for East Dunbartonshire Council Education Staff on Working with Parents who have procured Privately Contracted Therapists, Instructors, Tutors or Practitioners

Introduction

East Dunbartonshire Council, in carrying out its functions as Education Authority, has a responsibility to provide education for all children and young persons, including those with additional support needs. The Council follows the principles of Getting It Right for Every Child (“GIRFEC”) in ensuring the child or young person’s views are at the centre of planning and works in partnership with parents and carers with regard to their child’s additional support needs. In line with national guidance, assessments and interventions take place with minimum intrusion into the child or young person’s context, and are evidence based. This helps all children and young persons to achieve their full potential and to be safe, happy and ready to learn.

This Appendix provides guidance to Education Staff when working with parents, carers, eligible children and young people who have procured private professionals in relation to their, or their child’s, learning and development, as the case may be. This guidance only relates to services which impact on a child or young person’s education. Note that for the purposes of this guidance, the Council and the Education Authority are referred to interchangeably.

Legal Context

The Council’s **Including Every Learner: Policy and provision for children and young people with additional support needs in East Dunbartonshire Council** (to which this Appendix relates) sets out the various legal duties which require to be carefully balanced in making decisions about appropriate provision for education, including all of the necessary provision for additional support needs (ASN). The law in this area is complex and guidance should be sought from the Education Leadership Team and the Council’s legal services, where required.

Education Authority Context

Assessment and Curriculum Planning

The Education Authority aims to ensure that strengths and individual approaches to learning are recognised and nurtured, and that any barriers to learning are identified and addressed timeously, highlighting that every child has a unique profile of strengths, skills and areas for development.

All Council schools and early years centres follow the national framework of Curriculum for Excellence (3 – 18 years). This includes the senior phase and delivery of SQA qualifications. Children and young persons have well-planned experiences and outcomes across all curriculum areas from early years until leaving

school. With national guidance in place, children and young persons in Council establishments are part of a carefully planned curriculum where assessment, breadth and depth of learning is carefully structured in to plans.

Education Authority Guidance

The GIRFEC Principles underpin assessment practice in the Council, and assessments and interventions are proportionate and relate to the context and circumstances of the child or young person (Additional Support for Learning: 2017 Code of Practice).

The Council has a number of Policies to support assessment and planning so that all children and young persons who need additional support have a programme of education that meets their needs. These policies include: the Accessibility Strategy (2017-2020); Including *Every Learner* (2023); Including *Every Learner: Promoting Positive Behaviour and Managing Behaviour that Challenges* (2019) and Equalities and Diversity Procedure Manual (2021). These policies support inclusion of all children and young persons within the Council so that they are present, participating, supported and achieving (Scottish Government, Presumption to Provide Education in a Mainstream Setting: Guidance, 2019).

All Council establishments are quality assured on a regular basis using How Good is Our School 4th edition (HGIOS 4). All schools undertake regular self-evaluation with their partners, parents/carers and children/young persons, as well as statutory bodies such as Her Majesty's Inspectorate of Education (HMIE). Self-evaluation processes include how well establishments meet the needs of children with additional support needs.

Partnership Approach

The Council actively encourages children and young persons to contribute to directing their own learning and takes their views into account in decisions about their learning, support and care.

The Council values and encourages partnership with parents/carers in promoting children and young people's wellbeing through assessment and planning processes.

Council schools and centres have support and advice on meeting the needs of all children and young persons from a range of services such as quality improvement officers, sensory teachers, inclusion support officers, language and communication teachers, wellbeing outreach teachers, and educational psychologists.

Role of Head Teachers

The Head Teacher is responsible for all teaching and learning in the school and for all aspects of the running of the school. The Head Teacher will usually be responsible for the management of a child's additional support needs. This responsibility includes provision for specialist services from within the Council and from statutory partner agencies such as Health, Social Work and Voluntary Agencies.

Head Teachers require to maintain up to date knowledge of current Authority Policies and Procedures in relation to additional support needs and should consult with the Education Leadership Team if they are in any doubt as to the policy position.

Education Authority Position Statement on Privately Contracted Professionals

The Education Authority is responsible for all the arrangements needed to support a child or young person's learning in school. The Education Authority will take account of any relevant advice and information provided to it by parents/carers on behalf of their child, or by the eligible child or young person, including reports or advice from privately contracted professionals.

If there is a need for additional support beyond that usually provided in mainstream, the Education Authority has established procedures and processes to address this. If a parent, carer, eligible child or young person requests specific further support which is likely to be beyond that usually provided in a mainstream setting as the result of an assessment from a privately procured professional, then advice should be sought from the Education Leadership Team who will forward the request to the appropriate decision-making group.

Parents/carers and eligible children/young persons also have the right to have a supporter or an advocate to present their case at any meeting with the school or Education Authority, in relation to the exercise of the Education Authority's functions under the Education (Additional Support for Learning) (Scotland) Act 2004.

Sharing Education Assessment Information

Team around the Child (TAC) Minutes, Wellbeing Assessments, School Reports, Action Plans, Risk Assessments and Coordinated Support Plans, are robust assessments carried out in line with Education Authority and National Guidance. Where parents/carers or eligible children/young persons have procured a private professional in relation to their, or their child's, learning or development in school, all information shared by school staff as part of Education Authority Assessments and Evaluations for that child/young person is the property of the parents and/or child or young person to share as they deem appropriate. Parents and/or eligible children/young people can share assessment information made available to them with privately procured professionals.

Requests from Privately Procured Professionals for School Staff to provide information

There may be occasions when privately procured professionals request information directly from schools to support their own assessment. All such requests should be in writing and should enclose the written consent of the parent/carer or child/young person to the release of the information sought.

The Head Teacher is responsible for decisions in relation to such requests. Education Authority Staff should not share any information unless directed to do so by the Head Teacher. Head Teachers can seek advice from the Education Leadership Team in making such decisions and legal advice is available from the Council's Legal Services.

On receipt of a written request the Head Teacher or a member of the Senior Management Team (SMT) should contact the parents and/or child/young person, as appropriate, to confirm or establish their agreement to the request. Confirmation of the request together with parental agreement/agreement of the young person should be noted on the Pupil Profile Record.

If the request to provide assessment information is reasonable in terms of the nature of information sought and the time required by Education Authority staff to gather this information, i.e. it does not require them to spend an unreasonable amount of time in completing checklists or other paperwork, then the Head

Teacher would authorise the request. Generally, the information would be forwarded to the parent/carer or child/young person, as appropriate, for them to share with their appointed professional as they consider appropriate. There may however be some circumstances where it is appropriate to send the information directly to the professional, in which case advice should be sought,

If the request is not reasonable in terms of the information sought or because of the amount of time required to provide it, then the Head Teacher can delay the request until a more suitable time or decline the request by the privately procured professional.

As noted above, Team around the Child (TAC) Minutes, Wellbeing Assessments, School Reports, Action Plans, Risk Assessments and Coordinated Support Plans, are robust assessments carried out in line with Education Authority and National Guidance. These constitute assessment information and are available from the school with parental consent in response to a request for assessment information.

For the avoidance of doubt nothing in this guidance affects the rights of the parent, child or young person to exercise their statutory right to access information, including through a Subject Access Request under data protection legislation.

School staff should not liaise directly with privately procured professionals, either within or out-with a planning meeting, unless the privately contracted professional is attending a Team around the Child Meeting as a parent/carer/child supporter or advocate. School staff should therefore direct that all requests for information from privately procured professionals are made in writing and shared with the parents/carers. This arrangement will support clarity of roles and help consistent planning in school for the child or young person.

Privately Procured Professionals who request access to Council Establishments

The Education Authority would not normally give permission for a privately procured professional to access a Council Establishment for assessment purposes or to provide interventions for a number of reasons, including the following:

- potential breaches of confidentiality – privately contracted professionals may inadvertently access information about other children to which they are not entitled
- potential risks to health and safety where the professional is operating outside school management, routines and procedures.
- potential ambiguity regarding responsibility for the direction and management of the child or young person's learning
- potential conflicts in practice and priorities if advice is offered which is contrary to that given by education and other statutory services
- potential inequity dependent on parental access to resources
- potential distraction to other children and staff
- unreasonable additional administrative burdens on establishments – schools and centres would need to check that the privately contracted professionals are vetted to work in the school environment in terms

of child protection and the enhanced PVG checks which all council employees, partner agencies and services working in schools are required to have

- may create risk in terms of assessments completed or interventions carried out, since privately procured professionals cannot be quality assured by the Council

If School or Centre staff are approached by a parent/carer, eligible child/young person or privately procured professional with a request for a privately procured professional to access a Council establishment to complete an assessment and/or to provide interventions, this should be referred to the Head Teacher who will consider the circumstances of the request, seek advice as appropriate and then advise of the Education Authority's position. Whilst generally access will not be permitted, there may be limited exceptional circumstances where the request will be considered. The Head Teacher should contact the Education Leadership Team before agreeing to any such request. For the avoidance of doubt, this policy does not apply to circumstances where a professional has been appointed by a court or a Children's Hearing to undertake a report in relation to legal proceedings.

Responses to assessments from privately contracted professionals

Within Council establishments, parents'/carers' and children/young people's views are at the centre of assessment and planning and, in line with legislation, consideration will be given to the terms of any privately procured assessments. There may be occasions when the assessment information and recommendations provided by a privately procured professional differs from that of the statutory and contextual Team around the Child. On these occasions, where the disagreement relates to additional support needs, the education and statutory service professionals will engage in dialogue to resolve or mediate any difference or conflict of interest.

If agreement is not reached through dialogue or mediation, the matter can be addressed through the Council's Complaints procedure.

The role of privately contracted professionals within the Coordinated Support Plan (CSP) process

Ultimately it is for the Education Authority to make the decision as to whether a child/young person meets the criteria for a Coordinated Support Plan. Prior to making the decision the Education Authority will seek and take account of all relevant information and advice (including assessments) from all appropriate agencies and other persons it thinks appropriate. This must include parents/carers and children/young people. If parents/carers or children/young people have privately commissioned an assessment or report on the child or young person, or the young person has commissioned the report themselves, then the authority must take that report or advice into consideration, if it is provided to them.

Statutory service providers (Health and Social Work Services) have a duty to contribute to decision making in relation to whether a child qualifies for a CSP. After this, if they have a role as set out by legislation (i.e. coordinated educational objectives which require joint planning lasting longer than a year) then they would be included in drafting and completing the CSP.

The authority must seek and take account of the views of children, young persons and their parents throughout the process.

Summary of position

- Parents/carers and eligible children/young persons have a right to commission privately procured professionals to support their child's/their learning and development as the case may be.
- Parents/carers and eligible children/young persons have a right to share the assessment information and reports with privately contracted professionals.
- Any requests for information to be shared with privately contracted professionals will be considered and responded to by the Head Teacher.
- The Council will not generally grant permission for privately contracted professionals to access Council establishments for the purpose of assessment or to provide interventions. This may be authorised only in exceptional circumstances and following consultation with the Education Leadership Team.
- Schools and Centres will take account of reports or advice from privately procured professionals within the process of contextual assessment (provided parents/carers or eligible children/young persons have chosen to share these and have asked for them to be taken into account). The decision to share privately commissioned assessment reports lie solely with parents/carers or eligible children/young persons.
- Privately procured professionals' inclusion within Team around the Child meetings is limited to the role of supporter or an advocate of the parents/carers or the eligible child/young person themselves at any meeting with the School, Centre or Education Authority.

Appendix 4

Guidance in relation to Children or Young People with Additional Support Needs who move to live in East Dunbartonshire Council

This guidance applies to any:

- Child or young person moving to live in East Dunbartonshire Council from another authority or country with known Additional Support Needs with prior notice
- Child or young person with known Additional Support Needs who has already moved into the area (including children who arrive during school holiday periods)

This does not include children who are Looked After and for whom the home authority remains out-with East Dunbartonshire.

Purpose

This guidance aims to ensure appropriate arrangements are made for children or young people with additional support needs who have moved or intend to move into East Dunbartonshire. Notification of the child's arrival (or intended arrival) may come via the receiving school, Shared Services, Educational Psychologist or it might come directly from the parent. All enquiries in relation to these children must be re-directed to the Quality Improvement Manager for Additional Support Needs and Children's Services (the QIM). The following steps should be taken:

New pupil planning meeting

Once information is received, the QIM will pass this onto the Inclusion Support Officer (ISO) who will then undertake some initial information gathering e.g. phone call or email to the parent and previous establishment. The ISO would need to establish consent prior to sharing information with the Educational Psychology Service (EPS) through the EPS request for assistance paperwork.

If additional support needs are identified as likely to require planning and coordination over and above that which is normally provided within a mainstream context, then a **new pupil planning meeting** will be arranged by the ISO and include the Educational Psychologist (EP) in order to gather further information. At this meeting, it may be appropriate to outline the process for consideration of additional resourcing/supports.

Prior to the new pupil placement meeting, the ISO will link with the Principal Educational Psychologist or Depute Principal Educational Psychologist.

The parent/carer or previous school will be asked to provide the following to the ISO prior to the new pupil placement meeting taking place:

- proof of residence
- recent school reports including any CSPs, wellbeing assessments, plans and any risk assessments

- relevant health information and reports
- information and reports from any other agencies

If the parent/carer is unable to provide the required documentation in advance of the meeting, or has not brought the documentation needed to the meeting, then it needs to be forwarded to the ISO as soon as is practical after the meeting.

The meeting will be convened by the ISO and attended by the EP. It will be held at Council Headquarters. If family circumstances indicate this is a barrier, then a more local meeting place or a home visit can be arranged.

Outcomes and next steps

At the meeting, next steps will be agreed in terms of planning for school placement. Supports, strategies and any additional resource requirements will be discussed, and next steps planned accordingly.

If the meeting is taking place in advance of the move and it is anticipated that a tier 2 or 3 resource may be required then the EP may arrange to gather further assessment information with a view to an application to the Locality Liaison Group (LLG) or Girfec Liaison Group (GLG).

If referral to the GLG is appropriate, the Request for Assistance, Minutes of the New Pupil Planning Meeting and Collaborative Report will be submitted by the ISO and EP as appropriate.

If the young person has already moved into the authority and it is agreed that they require a tier 2 or 3 resource then interim arrangements can be made for an assessment placement within an appropriate resource. Arrangements will also be made for application to be made to the LLG/GLG within a specified time scale.

A date will be set within the GLG calendar to ratify placement in the case of a young person who is already placed in a specialist resource who arrives during the summer holiday period and requires placement around the start of the new session.

Reviewed May 2023