Inverclyde council

Report To:	Education & Communities Committee	**Date:**	**1 November 2022**
Report By:	Corporate Director Education, Communities & Organisational Development	**Report No:**	**EDUCOM/53/22/MR**
Contact Officer:	**Michael Roach**	**Contact No:**	**01475 712850**
Subject:	**Additional Support for Learning Policy**		

1.0 PURPOSE AND SUMMARY

1.1 ☒For Decision ☐For Information/Noting

1.2 Inverclyde has an array of current policies, guidance and resources that aim to support education establishments meet the needs of pupils who have additional support for learning needs. The new Additional Support for Learning (ASL) policy aims to bring these under an overarching policy that defines the common philosophy that Inverclyde has adopted to ASL in its broadest manner.

This policy has three main sections – the policy and legislative context, the processes that Inverclyde has adopted to support pupils who have additional support needs (ASN) and the resources available. There is also a suite of appendices (e.g. Inverclyde Dyslexia Pathway, Positive Relationships policy, Bereavement, Change and Loss policy) to ensure ease of staff in accessing the array of policies and practice guidelines available in Inverclyde.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Education and Communities Committee:

- Approve the new ASL policy

3.0 BACKGROUND AND CONTEXT

3.1 The Education (Scotland) (Additional Support for Learning) Act (2004, updated 2009) brought about a seminal change in Scottish education. Since the production of the legislation, and consequent national policies, Inverclyde has responded to its challenges in a number of ways to meet the needs of the pupil population.

3.2 This has led to the generation of a significant number of policies and practice guidance that are used in the education system. There has, however, not been an overarching policy that sets out a philosophy and signposts staff to the array of resources available. This policy was written to ensure that this was no longer an issue. It is anticipated that the policy will be electronic in nature to ensure that updates can be quickly added in what is an environment that sees significant and regular change. The GLOW portal will be used to facilitate this approach.

3.3 More about the Act can be found here: https://education.gov.scot/improvement/research/education-additional-support-for-learning-scotland-act-2004/

4.0 PROPOSALS

4.1 The attached policy has been rolled out to all establishments for implementation and will be updated as legislation and policy dictates.

4.2 Monitoring of the implementation policy will be carried out via individual establishments' annual reporting via their Standards and Quality Reports, the ASN Forum which meets on a monthly basis, through the Education service quality improvement framework including triennial establishment peer reviews as well as ongoing Education Scotland and Care Inspectorate inspections.

5.0 IMPLICATIONS

5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO	N/A
Financial		X	
Legal/Risk		X	
Human Resources		X	
Strategic (LOIP/Corporate Plan)		X	
Equalities & Fairer Scotland Duty	X		
Children & Young People's Rights & Wellbeing	X		
Environmental & Sustainability		X	
Data Protection		X	

5.2 **Finance**

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
N/A					

5.3 **Legal/Risk**

The Additional Support for Learning act requires authorities to ensure that all policies and procedures are in place to ensure appropriate provision. An ASL tribunal service is in place where there is a disagreement between a local authority and a family.

5.4 **Human Resources**

None.

5.5 **Strategic**

None.

5.6 **Equalities and Fairer Scotland Duty**

A full Equalities Impact Assessment has been completed for this policy.

(a) <u>Equalities</u>

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

X	YES – Assessed as relevant and an EqIA is required.
	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, assessed as not relevant and no EqIA is required. Provide any other relevant reasons why an EqIA is not necessary/screening statement.

(b) <u>Fairer Scotland Duty</u>

If this report affects or proposes any major strategic decision:

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

X	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.

	NO – Assessed as not relevant under the Fairer Scotland Duty for the following reasons: Provide reasons why the report has been assessed as not relevant.

5.7 Children and Young People

Has a Children's Rights and Wellbeing Impact Assessment been carried out?

X	YES – Assessed as relevant and a CRWIA is required.
	NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children's rights.

5.8 Environmental/Sustainability

Has a Strategic Environmental Assessment been carried out?

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
X	NO – This report does not propose or seek approval for a plan, policy, programme, strategy or document which is like to have significant environmental effects, if implemented.

5.9 Data Protection

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
X	NO – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals.

6.0 CONSULTATION

6.1 The policy provides an overarching approach to an array of policies and practice guidance that have been generated through consultation.

7.0 BACKGROUND PAPERS

7.1 ASL policy paper.

Inverclyde Additional Support for Learning (ASL) Policy

Version: 1.0

Created: February 2022

Updated:

DOCUMENT CONTROL

Document Responsibility

Name	Title	Service
Laurence Reilly	Principal Educational Psychologist	Educational Psychology Service

Change History

Version	Date	Comments
1.0	February 2022	Policy Creation
1.1	September 2022	New session updates

Contents

Introduction

Inverclyde Education Services are fully committed to the implementation of the Additional Support for Learning (Scotland) Act 2004 and its amended version (2009). We are focussed on Getting It Right For Every Child (GIRFEC) as a central tenant of our work as it underpins our approaches to inclusion across every establishment.

This policy is the culmination of the process of our collective work as an education service in relation to additional support for learning over time. The policy seeks to outline our processes and procedures for both parents and practitioners alike.

This overall policy links to a number of other related polices.

The General Teaching Council of Scotland's Professional Standards (2021) underpin the ethos and values of this policy.

The Professional Values

- **Social Justice** is the view that everyone deserves equal economic, political and social rights and opportunities now and in the future
- **Trust and Respect** are expectations of positive actions that support authentic relationship building and show care for the need and feelings of the people involved and respect for our natural world and its limited resources
- **Integrity** is the practice of being honest and showing a consistent and uncompromising adherence to strong moral and ethical principles and values
- Making a **professional commitment** to learning and learners that is compatible with the aspiration of achieving a sustainable and equitable world embodies what it is to be a teacher in Scotland.

We hope that this policy gives clarity regarding process and approach in a number of areas and supports developing even greater consistency across all establishments.

Michael Roach

Head of Education

1. Philosophy and policy

Rationale for Policy

The Inverclyde ASL policy (2021) sets out our vision for meeting the additional support needs of our pupil population that is in line with legislation, policy and practice. As such it draws its philosophy and approaches from the following policy and legislative drivers:

- Additional Support for Learning (Scotland) Act 2004 and its amended version (2009).
- Additional Support for Learning (ASL) Review 2020
- The Standards in Scotland Schools Act (2000).
- The Children and Young People Scotland Act (2014).
- Included, Engaged and Involved (Part 2) (2017).
- Better Behaviour Better Learning Better Relationships (2013).
- Behaviour in Scotland's Schools Report (2016).
- UNCRC Incorporation.
- Respect for All (2017).
- Inverclyde GIRFEC Pathways (2015).
- Inverclyde Positive Relationships Policy (updated 2019).
- General Teaching Council for Scotland Professional Standards (2021).

The Additional support for Learning (ASL) Act (2004/2009) created an understanding of additional support need that was wide and varied and based on the notion of 'barriers to learning.' The guidance that was published to support the Act defines additional support needs thus:

*Children may need extra help with their education for a wide variety of reasons. A child's education **could** be affected by issues resulting from:*

- *Social, emotional or behavioural needs.*

- *Having missed a lot of education for a variety of reasons.*

- *Having a health condition.*

- *Home based factors.*

- *Bullying.*

- *Being particularly gifted.*

- *Having a sensory need.*

- *Having a communication need.*

- *Having a physical impairment.*

- *Their role a young carer or parent.*

- *The experience of multiple moves of home environment.*

- *Having English as an additional language.*

- *Being looked after.*

Inverclyde is committed to meeting all additional support needs and to the presumption of mainstream education as set out in legislation. As such, we support approaches to inclusion (the process by which education establishments adapt their approaches to the needs of their pupil population) over integration (the process by which pupils with additional support needs have to adapt to their education context). The expectation, therefore, is that almost all children and young people who have additional support for learning needs will attend their local mainstream education establishment. Furthermore, staff in these establishments will have inclusive mindsets, which are underpinned by an array of complementary polices, strategies and processes.

Education staff having an inclusive mindset is not an aspiration but an expectation as cited in the General Teaching Council for Scotland Professional Standards (2021). Staff in Inverclyde's education establishments are further supported in these endeavours by a range of local authority funded organisations. Information about these policies, strategies, processes and organisations is contained in consequent sections of this document. Inverclyde Council also complies with legal expectations around the placement of children and young people into non mainstream settings.

1.1 Positive Relationships Policy (PRP) (2019) (Appendix 2.2)

The PRP is a key document through which Inverclyde meets the legal and policy demands of Scottish education in relation to inclusion. It provides a comprehensive set of expectations in respect of promoting and supporting relationships in our education establishments that is updated on a regular basis to ensure that it is contemporary. Figure 1 displays the chronology of thinking in this arena over time from corporal punishment as a way to control through to discipline and behaviour management and now focusing on relationships.

Figure 1 - Compassionate Connected Communities, Education Scotland, 2018

The PRP has three sections as well as a series of appendices:

- Preventative Approaches
- Partnership Approaches &
- Responsive Approaches

Section 1: Preventative Approaches

Key to ensuring a positive ethos in our education establishments is the understanding that our children and young people receive an education, driven by progressive pedagogical approaches, that is appropriate to their needs. Therefore, pedagogy is referenced throughout the policy. Adding to this, the policy recommends the use of nurturing, restorative and solution oriented approaches. All three of these approaches are strength based, outcome focused and linked to improvements in the culture and ethos in education establishments for all. The policy also promotes the incorporation of the United Nations Convention on the Rights of the Child in Scottish education through supporting pupil participation in the decision making process. All of these paradigms are aimed at facilitation inclusive education in line with the demands of Scottish education.

Section 2: Partnership Approaches

The seminal approach to partnership working in Inverclyde centres on the GIRFEC Pathways. In 2015 Inverclyde Council adopted the GIRFEC Pathways model as a replacement for staged intervention. All education establishments have different Universal Pathways reflecting their individual circumstances, however, it is the aim of the GIRFEC Pathways approach for establishments to be continuously build their Universal provision through the establishment improvement approach.

Universal Pathway
The Universal Pathway encompasses the CfE entitlement of personal support for all pupils. The promotion of Wellbeing is embedded in the culture and ethos of the establishment and is evident in its policies, systems and practice. The Universal Service is the generic ways in which establishment staff meet the wide continuum of wellbeing needs of children through the normal day-to-day running of the school. It is a dynamic, evolving provision, responsive to strategic improvement and inevitable changes in resources.

Enhanced Universal Pathway

The Enhanced Universal Pathway is followed when a child is assessed as needing something different from, or significantly more of, what is normally provided within the Universal Service. When the unmet needs of a child are deemed, in the judgement of the Named Person, to be impacting on their wellbeing outcomes, a single agency wellbeing assessment may be initiated to analyse those unmet needs. If this assessment informs the development of a single agency led plan, outcomes and interventions are agreed within the scope of the Enhanced Service.

Collaborative Pathway

The Collaborative Pathway is followed when a child is assessed with needs that cannot be met by the Single Agency Led Plan alone. When the unmet needs of a child are deemed, in the judgement of the Named Person, to be impacting on their wellbeing outcomes, a My World Triangle Assessment may be initiated to analyse those unmet needs. If this assessment informs the development of a multi-agency plan, outcomes and interventions requiring the collaboration of more than one service are agreed. The most appropriate Lead Professional is identified to oversee this plan.

Enhanced Collaborative Pathway

The Enhanced Collaborative Pathway is followed when a Statutory Child's Plan is required to ensure the outcomes are met as a result of the interventions which are delivered.

Section 3: Responsive Approaches

This section offers enhanced assessment advice and processes that can be used to assess and plan for meeting additional support needs. It also highlights legal advice around exclusion from education. Furthermore, there is guidance on physical intervention and seclusion that aligns our approaches to the recommendations derived from Included, Engaged and Involved (Part 2) (2017) lastly there is guidance on flexible timetables which is furthered in Appendix 6. All children who are on part timetables must adhere to the recommendations contained in this section.

1.2 Wellbeing Assessment and pupil planning

Planning to meet pupils additional support needs must be based on robust assessment. The key principles underpinning high quality are highlighted in the statutory guidance that was produced to support the implementation of the revised ASL Act (2009).

Supporting Children's Learning: code of practice (revised 2010) – Statutory Guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2000 as amended.

This document recommends that best practice related to the assessment of children and young people with additional support needs should involve:

- Taking a holistic view of children and young people and their circumstances, and what they need to grow and develop and achieve their potential

- Ensuring that assessment is an ongoing, integrated process of gathering and evaluating information, planning, providing for, and reviewing, services for the individual

- Adopting the least intrusive and most effective course of action affecting the lives of children, young people and families

- Taking into account issues of diversity and equality and ensuring that outcomes do not discriminate against children, young people and their families. This includes not discriminating on grounds of race, disability, gender, sexual orientation, language, culture, religion or belief, and age.

2. Processes, approaches and policies.

Inverclyde has several key processes that support education establishments to meet the needs of our pupils these are outlined below and expanded on also with appendices:

2.1 Additional Support Needs Forum (Appendix 3.1, 3.2 & 3.3)

The ASN Forum is a multiagency group that meets to consider wellbeing assessments that are submitted by education establishments across the local authority.The Forum will make recommendations about meeting needs to the Head of Education.

In certain circumstances members of the ASN Forum may request an enhanced assessment from a member of staff outside of the referring education establishment in order to provide a fuller picture of need. This is called a Contextualised Assessment and there are guidelines available to support establishments through the process (Appendix 2.5).

The ASN Forum will:

- Consider the child's support plan, as outlined in Inverclyde Council's Inverclyde Council GIRFEC Wellbeing and Assessment and plan, evidence of its implementation and review.

- Explore and suggest other possibilities if required.

- Access additional support if required including moving and handling training, specific equipment, adaptations/modifications, additional ASN Assistant support allocation

- Facilitate any site visits required to determine any works required

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- Ensure any risk assessments for child or young person encompass any adaptations/modifications and any specific equipment purchased

- If access to specialist provision within Inverclyde is in the child's best interests, consider which environment, curriculum and peer group would best overcome barriers to the child's learning.

2.2 Flexibles Timetables to improve outcomes for children and young people Appendix 3.11)

Inverclyde has adopted the flexible timetable approach outlined in the document 'Included, Engaged, and Involved' Scottish Government, 2017. The local authority has clear guidelines regarding the negotiation, monitoring and recording of such ways of working. Governance in respect of this process rests with the Additional Support Needs (ASN) Forum.

2.3 Coordinated Support Plans (Appendix 3.13)

Coordinated Support Plans (CSPs) were created as part of the ASL Act (2004). They are the only legal planning document in Scottish education. There are strict criteria governing qualification for a CSP and there is a legal framework that supports the overarching process including the meeting of timeframes. Their rationale is set out below:

- The CSP is an action plan for those children and young people who need significant additional support with their education from a number of agencies
- It should be monitored regularly and reviewed annually
- It is intended to support professionals to work together to help children and young people achieve educational targets
- It is intended to ensure that this support is coordinated in an appropriate manner.

The ASL Act was updated in 2009 with a statement that 'all looked after children and young people are presumed to have additional support needs.' As a result of this it is expected that all educational establishments in Inverclyde will assess every looked after pupil against the four criteria for a Coordinated Support Plan (CSP) on a yearly basis.

2.4 [Joint Support Teams](#) (JSTs) (Appendix 2.3)

JSTs are multi agency and disciplinary groups that are attached to all educational establishments in Inverclyde. The Inverclyde Joint Support Team (JST) model builds on existing good practice in the local authority, which emphasises that outcomes for children and young people who have additional support needs are best met when all agencies collaborate in this venture. In Inverclyde we have excellent levels of partnership working that align with best practice within the Getting it Right for Every Child agenda. JSTs are held on a monthly basis with coordination responsibility resting with the educational establishment.

It is expected that each JST will monitor those pupils most at risk and undertake this function in a solution oriented manner. In order to allow for high quality discussion, therefore, it is anticipated that a limited number of pupils will be discussed. It is also expected that the journey of a limited number of pupils will be continually tracked using this approach and that the impact

of each JST will be reported annually within the establishment Standards and Quality Reporting cycle.

2.5 ASN Leaders (Appendix 3.14) (Teams Link)

The ASN Leaders group was formed in November 2019 in order to provide education establishments with high quality training, practice updates and networking opportunities. The group meets twice each term and has representation from all education establishments in the local authority.

A variety of issues are covered within the ASN Leaders agenda. In 2021 there was a focus on How Good is our School (HGIOS-4). This was led by Inspectors from Education Scotland and had a specific focus on Quality Indicator 3.1.

2.6 Anti bullying policy (2021) (Appendix 2.1)

The Inverclyde Anti-Bullying policy draws from the Document Respect for All (2017) which was produced by the Scottish Government supported national anti-bullying organisation Respect*me*. The policy lays out expectations for all and processes. It makes a commitment from an Inverclyde perspective to tackle prejudice based bullying. It was created as a collaboration with pupils, parents and education staff.

2.7 Bereavement, Change and Loss policy

This policy is designed to ensure that the needs of children, young people, staff and the wider school community, who have experienced bereavement, change and loss are identified. Within caring educational environments Inverclyde' staff will work together in partnership to support children and young people, their families and staff through periods of loss and change. The policy looks at the basic tenets of theories underpinning bereavement, change and loss and the impact on children and young people. It also and offers practical advice for practitioners.

2.8 Coping With Adversity (CWA) (GLOW Site Link)

CWA is Inverclyde's approach to meeting our commitment that the Local Authority becomes trauma informed. It works through theoretical understandings of trauma and towards practice models. It is backed by an implementation plan that adopts the few, some, all model that recognises that there are aspects of trauma informed practice that should be understood on a differential basis by the workforce. It is based on the work of Howard Bath who created the model titles the Three Pillars of Trauma. After discussing background information related to trauma the guidelines builds towards offering advice to staff to support pupils and to help move situation on using the incremental Three Pillars Approach involving Safety-Connections-Self Regulation.

2.9 Dispute Resolution

Inverclyde Council makes provision for conflict resolution in those circumstances where a parent or carer disagrees with aspects of decision making in respect of their child or young person in terms of the ASL Act (2004/2009). The local authority can make use of mediation services to attempt to resolve dispute situations. Further information can be found in the

appendix attached to this document where readers can also access documentation related to the Additional Support Needs Tribunal.

2.10 Transitions

In accordance with guidance contained within the ASL Act Inverclyde expects transition planning for its pupils to be robust and set within legal timeframes. For those pupils with additional support needs transitioning from an early years to primary environment this means that the planning process should start at least six months prior to the transition. For those in transit from the primary to secondary sector this should at least twelve months prior to transition, though best practice suggests that this process would have been started at an earlier stage of a children journey through primary school than this. In terms of the secondary to post school transition the expectation is that planning should start before a child becomes fifteen years of age. See statutory guidance and the attached PowerPoint from Inverclyde Academy.

Enhanced
Transition.pptx

2.11 Incorporation of the United Nations Convention on the Rights of the Child (UNCRC) into Scots' Law.

Incorporating the UNCRC into Scots' law will strengthen existing work to protect and respect children. Incorporation will ensure that children's rights are woven into policy, law and decision making. Children will be empowered to know, understand and be able to use their rights in key decision making processes. Inverclyde is committed to this approach for all of its children and young people including those who have additional support for learning needs for whom it is vital that their voice is heard.

2.12 Inverclyde Dyslexia Pathway (Appendix 3.9, 3.16, 3.17, 3.18, 3.19, 3.20, 3.21 & 3.22)

The Inverclyde Dyslexia Pathway is well embedded in Inverclyde's primary and secondary classrooms, it is derived from the Scottish Government's definition of dyslexia 'Dyslexia can be described as a continuum of difficulties in learning to read, write and/or spell, which persist despite the provision of appropriate learning opportunities. These difficulties often do not reflect an individual's cognitive abilities and may not be typical of performance in other areas.

The impact of dyslexia as a barrier to learning varies in degree according to the learning and teaching environment, as there are often associated difficulties such as:
- auditory and /or visual processing of language-based information
- phonological awareness
- oral language skills and reading fluency
- short-term and working memory
- sequencing and directionality
- number skills

- organisational ability.

Dyslexia exists in all cultures and across the range of abilities and socio-economic backgrounds. It is a hereditary, life-long, neurodevelopmental condition.

Learners with dyslexia will benefit from early identification, appropriate intervention and targeted effective teaching, enabling them to become successful learners, confident individuals, effective contributors and responsible citizens.'

3 Support Organisations

3.1 Inverclyde Educational Psychology Service (IEPS) (Appendix 3.6)

Inverclyde Educational Psychology Service

IEPS takes a strength based approach to its work with individual children and young people and their families. This can happen in Inverclyde's education settings or, in a few circumstances, for those children and young people who are educated outwith the boundaries of the local authority. It focuses on building capacity of staff and parents/carers with the purpose of achieving the best outcomes for children and young people, particularly Inverclyde's most vulnerable pupils.

How it does this:

- It uses psychology to inform assessment and intervention with individual children and young people.

- By adopting the principles of Additional Support for Learning and GIRFEC in all our work.

- It works with partners across agencies to support Inverclyde's children and young people who are placed outwith the local authority including those in day and residential placements.

- By sharing and promoting 'what works' to both inform policy and develop practice in our educational establishments. Examples of some of the policies: - Promoting Positive Relationships, Learning, Teaching and Assessment Policy, Anti-Bullying and Bereavement, Change and Loss. The service takes a lead role on many of these policy areas for the local authority.

- By raising awareness of the crucial role of relationships, nurture and communication in children's lives.

- Through training others in the use of the most up to date evidence base relating to the pedagogy of learning, teaching and inclusion. By using research in cognitive psychology

it can help education staff to prioritise the use teaching strategies that can have the biggest impact on learning.

- By emphasising the importance of thinking about the needs of the whole child and seeking solutions which build on and recognise the strengths and assets of individual children and their families.

- It supports effective transitions (early years into primary, primary to secondary, secondary to post school) to ensure young people are eventually successful in employment, further education or training.

- By working to ensure that assessment and intervention links to effective planning for children and young people.

- It designs and put into practice interventions which help both individuals and communities develop optimal health and wellbeing.

- Through the incorporation of the United Nations Convention on the Rights of the Child in all of its work.

- By promoting and supporting the voice of the child in the decision making process.

- Through prioritising its attendance at looked after reviews and Team Around the Child (TAC) meetings.

3.2 Inverclyde Communication Outreach Service (ICOS)

ICOS delivers a training programme which concentrates on the staff involved in transitions. This is delivered in all schools within Inverclyde, it is offered to all staff involved in the infant stages in schools. It covers sessions on 'What is Autism?', Communication, Sensory Sensitivities, Strategies and finishes with the school constructing or updating their Autism Plan. When the child arrives in their education establishment, support is delivered in a variety of ways - supporting the child, supporting the parents and supporting staff - this can be delivered in a one-to-one, small group to develop skills needed for the classroom and playground. The team continues to deliver bespoke training for staff working with pupils, the team also deliver the Early Bird Parent Programme along with the Cygnet Parent Programme for those with children over the age of 9 years of age.

3.3 Inverclyde Visual Impairment Support

Who we are: Inverclyde Council's Visual Impairment Service (Education) is based at Craigmarloch School. It is a Peripatetic Service that is made up of Teachers of the Visually Impaired.

Who we support: The Peripatetic Team provides support to School age pupils in Inverclyde who have a visual impairment.

What we do: The Peripatetic Service assists School staff with the development of key strategies for the pupil so that they can fully access the curriculum and learning. We aim to minimise the effect, where possible, of a visual impairment through support and advice and also to promote understanding of visual impairment. It is vital for any pupil who has a visual

impairment that early identification and assessment of the pupil's educational needs take place. This is to ensure that barriers to learning are overcome and the correct supports are accessed for the pupil.

Who we link with: We also link in with –
• NHS staff specialist staff, Education Services, Social Work & Mobility Services, Parents/carers, Partner organisations such as Visibility, and the RNIB (and their Education and Children and Families Manager).

3.4 Deaf Education

Garvel Deaf Centre is the base for the service that supports all deaf and hearing impaired pupils in Inverclyde.

The Service is based in Moorfoot Primary school, where primary and pre-school aged deaf pupils who normally make use of sign language or would benefit from the support from our specialist staff are taught within the base, making use of the mainstream school to access parts of their curriculum depending on individual needs. The base has a ratio of one teacher to six children.

Pupils who attend Garvel primary will normally transfer to the Deaf Education Department in Clydeview Academy at the end of P7, along with any other pupil supported by the service who would benefit from the type of support offered there. Primary and secondary pupils who require less intensive support receive this through its peripatetic service.

With this four-fold provision, Garvel is able to provide support for children with any degree of hearing loss from the age of diagnosis to 18 as well as being a resource available to schools and families across Inverclyde and beyond.

As outlined above Clydeview Deaf Education Department is the secondary resource base linked to Garvel Deaf Centre. It supports deaf pupils across the curriculum according to their needs. Pupils are supported across the curriculum in order to ensure that they have equal access to teaching and learning opportunities. Pupils whose first language is British Sign Language are supported by Teachers of Deaf Pupils who use a Sign Bilingual approach. Resources can be differentiated in order to make them more accessible to deaf learners.

Pupils may have a reduced timetable which allows them to have tutorial support to consolidate learning and improve literacy skills. Adaptations to the curriculum will be discussed with pupils and their families in order to develop a timetable which best meets the needs of the deaf learner.

Pupils are encouraged to manage their audiological equipment themselves and be as independent as possible. Where difficulties arise, staff are available to troubleshoot on a day to day basis, and the educational audiologist is available regularly to manage any issues with audiological equipment.

3.5 Virtual Head Teacher & Corporate Parenting Team (CPT)

The Virtual Head Teacher (VHT) will have both a strategic and operational role for improving outcomes for care experienced children and young people, the VHT will also have line management responsibility for the corporate parenting team (CPT). This role will include a

high degree of liaison with all partners involved in supporting care experienced children and young people, it will also involve an oversight of coordinated support planning.

The role of the CPT is to improve the outcomes for our care experienced pupils – to improve attainment; reduce the attainment gap; improve attendance and reduce exclusions.   We work closely with our Primary Schools, Secondary Schools, external providers and our colleagues in Health & Social Care Partnership.

Pupils can be referred to us via their school, by social work or via the review process for looked after young people. Support is established that will best meet the needs of the pupil and can be in class, one to one in school, out with school in the pupil's home or a library etc. or remotely via TEAMS.

We also have transition support from N5-P1 and P7-S1 available to ensure that these pivotal stages are given support if required. An S4 support programme has been in place for a number of years and we aim to ensure that all S4 looked after pupils receive our support to ensure they leave school with the maximum qualifications possible.

3.6 Inverclyde Wellbeing Service (Weblink)

The Inverclyde Wellbeing Service is a partnership between Education Services, Inverclyde Health and Social Care Partnership and Action for Children. It provides one to one direct support to children and young people across Inverclyde as well as group work approaches. It accepts referrals from a wide array of partners and particularly welcomes self-referrals.

3.7 Inverclyde Children and Young People's Community Mental Health Service (Appendix 3.15)

This service offers support for children and young people from age 5 to 25. It has three main aims:

No Wrong Door

- Access to a Directory of Services that work in the arena of children and young people's mental health.

- The provision of a Direct Referral Pathway for children, young people, families and practitioners to services to mental health services.

Community Strength

- Supporting children in transition from primary 7 to secondary 1 in relation to emotionally based school non-attendance issues.

- Provision of enhanced community based mental health support via the Barnardo's team

- Access to the Cygnets programme for families supporting pupils on the autism spectrum.

Nothing About Us Without Us

- Gathering service user views to inform future development of mental health services

- Identifying gaps in children and young people's mental health provision and supporting enhancements in to meet these needs.

3.8 Craigmarloch School

Craigmarloch School provides education for pupils from their pre-school year till they reach S6. It caters for those pupils who have significant additional support needs that require an education placement outwith a mainstream educational environment. Entry to Craigmarloch is via the ASN Forum and only happens when all mainstream options have been considered in line with the presumption of mainstreaming as set out in law.

3.9 Lomond View Academy (Appendix 3.12)

Lomond View Academy is a secondary school that has provision for children and young people who have significant social, emotional and behavioural needs. It operates full and part time placements with the latter involving pupil time being split across the school and the local mainstream environment. In 2021 the school formalised its outreach offer, which is available to all education establishments in Inverclyde. The aim of this project is to support pupils to maintain their mainstream placement through building an enhanced assessment picture of need and building capacity amongst the staff team in the mainstream setting.

The outreach offer from Lomond View Academy is intended to be supportive to learners and establishments in Inverclyde in situations where an unmet need has been identified through the Wellbeing Assessment process or where there is a need for training, support or coaching for colleagues. Central to the offer is the use of the Promoting Positive Behaviour (PPB). This approach allows staff to understand pupil relationships to an enhanced degree and to plan for and utilise de-escalation strategies in situations where they will be appropriate. A rolling programme of training is offered from Lomond View staff with three sessions of training available throughout the course of the academic session enabling 75 participants to engage in the approach.

3.10 EAL Team

The Inverclyde English as an Additional Language and Bilingual Service

The English as an Additional Language and Bilingual Service provides support to children and young people with English as an Additional Language (EAL) who attend educational establishments in Inverclyde. This includes pupils who have recently arrived in Inverclyde from another country, and also those who have always lived in Inverclyde but use a language or languages other than English at home. EAL teachers, Bilingual Assistants and PSAs work in primary and secondary schools, and offer advice to colleagues in nurseries.

EAL Teachers work alongside other school staff to help children and young people with EAL to access the curriculum and achieve their potential. EAL staff support children and young people at all stages of their English language development. They work with children who are learning English for the first time, and those who have been using English for many years but still require support to develop their higher order language skills. EAL teachers also provide discrete ESOL (English for Speakers of Other Languages) classes and present senior pupils for SQA ESOL qualifications at all levels from National 2 to Higher. The EAL team can offer training for staff on helping bilingual learners access the curriculum in the mainstream classroom.

In line with the principles of inclusion, the default position for all EAL and bilingual learners is that they should be with their peers in a mainstream classroom environment, and the EAL team will offer support to pupils in class wherever possible. However, pupils may be withdrawn from class for short periods for targeted support for specific English language development needs, or for topic or subject specific content.

Using their own first language skills, Bilingual Assistants play a vital role in helping EAL pupils access the curriculum in English, while also encouraging the maintenance and development of the home language/s. They also act as a link between families and schools for all day to day communications, and assist with family meetings and parents' nights. EAL staff also work with external agencies such as the Refugee Integration team and Community Learning and Development to ensure smooth transition and enrolment procedures are followed and that pupils can access activities and facilities in the wider community.

3.11 Pupil Support Assistants (PSAs)

PSAs play a vital role supporting children and young people to learn and achieve. Their contract expresses that the purpose of their job is:

To work as part of a school team to support children and young people who have been identified as requiring additional support. To undertake a range of activities to support the achievement, safety, care and wellbeing of identified children and young people.

Within this the key operational aspects of their contract states that they are/will:

- *Responsible for providing practical assistance to teachers in attending to the needs of all children and young people to support their participation and achievement in all aspects of the curriculum.*
- *Responsible for providing practical assistance to teachers in attending to the needs of all children and young people to support their participation and achievement in all aspects of the curriculum.*
- *Assist the teacher, as part of a team, in the planning, delivery and review of learning activities with individuals or groups of children. e.g. Supporting literacy or numeracy recovery programmes with individuals or small groups of children, supporting speech and language or motor skills programmes, providing motivational support to children whilst engaged in learning activities, scribing, organising play activities, providing support for children using digital technologies for learning etc.*
- *Contribute information to the updating, planning and review process of individual children. e.g. supporting the evaluation of individual targets within a child's plan, recording children's progress within individualised programmes. Liaise with parents and school visiting staff as appropriate.*
- *Demonstrate a commitment to Inverclyde's Positive Relationships Positive Policy and support children in developing positive interactions and relationships.*
- *Supervise children in learning environments e.g. playground, corridors, classrooms, dining room, changing rooms, educational visits, swimming, use of resources etc.*

- *Support the development of self-help skills. Assist with personal care and support children's physical needs. e.g. toileting and changing children, feeding, assisting children with specialist equipment as agreed in an individualised plan*
- *Attend to individual healthcare or medical needs, with appropriate training, including the administration of emergency and routine medicines and basic first aid requirement*
- *Assist the teacher with effective classroom organisation, maintenance of resources and administration to support learning and teaching activities. e.g. displaying evidence of children's learning, preparing resources for learning, ensuring children can access digital technologies needed for learning activities etc.*
- *Undertake appropriate development and training as required for the post. e.g. Child Protection, literacy and numeracy recovery programmes, Inverclyde's Positive Relationship Positive Behaviour Policy, moving and handling etc.*
- *Undertake any other duties and responsibilities as directed by line management.*

Appendix

Document Appendix

Relevant Policies / Procedures

	Document	Name	Created / Updated
2.1	Education anti-bullying policy_N	Education Services: Anti-Bullying Policy	November 2021
2.2	PRP 2019i (3).docx	Education Services: Promoting Positive Relationships	November 2019
2.3	2021-09-03 Practice Guidelines Pupil Plann	Education Services; Joint Support Meetings, Practice Guidelines	September 2021
2.4	Critical Incident Form consultation.docx PRP 2020i (3) CI Form.docx Critical Incident Form consultation.docx	Education Services: Critical incidents	January 2020
2.5	Contextualised Assessmenti.docx	Education Services: Contextualised Assessment, Policy and Practice Guidelines for Education Establishments	November 2019

![Inverclyde council logo]

Other Documents

	Document	Name	Created / Updated
3.1	[PDF] ASN F Parental Leaflet.pdf	Additional Support Needs Forum: Parental Leaflet	August 2021
3.2	[PDF] Appendix 4 2022-2023 Calendar.	Additional Support Needs Forum: Calendar 2022-23	August 2022
3.3	[W] Appendix 6 2022-2023 Education	Additional Support Needs Forum: Establishment Proforma	August 2022
3.24	[PDF] 2022-2023 ASN Forum Guidelines.p	Additional Support Needs Forum: Guidelines 2021-2022	August 2022
3.4	[PPT] ASN Leaders.ppt	Additional Support Needs Leaders: Heads of Establishment Induction presentation	September 2021
3.5	[PDF] support-learning-children-potential-execut **Children in Scotland**	ASL Review: 2020	June 2020
3.6	[PDF] 2022-09 SDP FINAL.pdf [PDF] Assessment-Position-Paper.pdf	Educational Psychology: Service Delivery Policy & BPS Educational Psychology Assessment Position Paper	September 2021 2014
3.7	[W] 2017-10 Gaining the Voice of the Child__EY	ICPC: Gaining the Voice of the Child	October 2017
3.8	[P] Inverclyde GIRFEC Pathways July 2016.p	Education Services: GIRFEC Pathways	July 2016

	Document	Name	Created / Updated
3.9	Dyslexia Holistic assessment.pptx Dyslexia Assessment Proceedures.pdf 📄2021-11-25 Dyslexia Input.mp4	Inverclyde Dyslexia Pathway: Training	November 2021
3.10	Enhanced Transition.pptx	Inverclyde Academy: Enhanced Transition (Ross McClement)	Spring 2022
3.11	Appendix 15 2022-2023 Flexible T 2021-09-17 FTT Flowchart.pptx	Flexible Timetables	September 2022
3.12	2021-03+Lomond+View+AC+-+Referrals+	Lomond View Academy Handbook	August 2021
3.13	6. NEW Blank CSP.docx 3. C1 - CSP - Criteria Meeting pro-forma.dc	Coordinated Support Plan (CSP)	2012
3.14	frwk2_hgios4-4.pdf	ASN Leaders: HGIOS-4	2015
3.15	CYP Mental Health and Wellbeing plan.pc	Inverclyde Children and Young People's Community Mental Health	2021-2022

	Document	Name	Created / Updated
3.16	EstablishingNeedsForm1.docx EstablishingNeedsForm1x.docx EstablishingNeedsForm2.docx	Dyslexia: Establishing Needs Form	November 2020
3.17	Holisticassessmentcollationform.docx	Dyslexia: Holistic Assessment Collation Form	November 2020
3.18	LCM Blank Master.doc scottish def of dyslexia for LCM (1).d	Dyslexia: Literacy Consultation Meeting Master and Scottish Definition of Dyslexia	October 2018
3.19	Pathway Overview for the Identification a	Dyslexia: Pathway Overview for the Identification and Support of Literacy Difficulties and Dyslexia	March 2021
3.20	PupilChecklistforDyslexia.docx PupilChecklistforDyslexiax.docx	Dyslexia: Pupil Checklist for Dyslexia	November 2020

	Document	Name	Created / Updated
3.21	Whattolookfor 2_3_4and SeniorLevel Whattolookfor FirstLevelsCheckList1. Whattolookfor_EarlyLevelCheckList2017x.d	Dyslexia: "What to look for" Check List – Curriculum for Excellence	March 2021
3.22	Wellbeing Assessment.docx	Wellbeing Checklist	April 2014
3.23	Directory of Education Services J	Directory of Education Services	July 2022

Useful Contacts

Excerpted from Education Services Directory (see Appendix 3.23 for full directory)

Education HQ Staff at a glance
Main Education Line 712850

Education Directorate Team
DIRECTORATE SUPPORT / GENERAL ENQUIRIES/COMPLAINTS / ENTERTAINMENT LICENSE/PARENT COUNCIL/NQT

Ruth Binks	Corporate Director	712761
Lisa Mitchell	Corporate Director Secretary	
Michael Roach	Head of Education	712891
Tony McEwan	Head of Culture, Communities & Educational Resources	711954
Lorna Coote	Service Manager (Educational Resources & Facilities Management)	711904
Jacqueline Purdie	Admin Assistant	712824
Lynn Roberts	Admin Assistant *(W/T/F)*	712828

Business Operations

Maureen McLaughlin	Policy & Commissioning Team Leader	712834
	Main Education Line	712850

Business Operations
EARLY YEARS SUPPORT / EARLY YEARS PARTNER SUPPORT / GATEWAY-CPD / GLOW / WEBSITE

Maureen Grant	Senior Clerical Assistant	712892

Business Operations
EMA / CLOTHING GRANT / FREE SCHOOL MEALS / WRAPROUND

Elaine Kelly	Admin Officer	712894
Jillian Lorimer	Senior Clerical Assistant (J/S)	712890
Courtney McCallum	Senior Clerical Assistant (J/S)	712831
Kairen Mitchell	Clerical Assistant	712810

Business Operations
SUPPORT FOR LEARNING / ASN / ASN TRANSPORT / ASN SUPPLY PVG / VOLUNTEER PVG

Kel Scullion	Admin Officer	712842
Steph Cameron – Begley	Admin Officer	712868
Fiona Semple	Senior Clerical Assistant	712822

Business Operations
PLACING REQUEST / DEFERRED & EARLY ENTRY / SCHOOL ADMISSIONS / MAINSTREAM

Caroline McGachy	Admin Officer	712836
Jan Johnston	Senior Clerical Assistant	712821

Business Operations
CREATIVE LINKS / MUSIC SERVICES / ARTS AND CULTURE / ENTERPRISE

Robert Lamb	Creative Links Officer	715548
Jackie McDougall	Senior Clerical Assistant	712852

Business Operations
TRANSACTIONAL FINANCE

TBC	Admin Officer	712870

Education HQ
ATTAINMENT CHALLENGE

Mark Coyle	Attainment Challenge Lead Officer	712826
Karen Neill	Data officer	715058
TBC	SEEMiS development officer	712979

Quality Improvement Team
QUALITY IMPROVEMENT / PASTORAL SUPPORT

Yvonne Gallacher	Education Manager - Early Years	712812
Allison McLellan	Education Officer	712803
Elaine McLoughlin	Education Officer	712871
William Brown	Education Officer	712816
Adam Stephenson	Education Officer	712855
Varrie Steele	Education Officer	TBC

Early Years Team
EARLY YEARS / EARLY YEARS GIRFEC / EARLY YEARS COLLABORATIVE

Audrey Pope	Project Manager 1140 hours	712895
Sarah Lowe	EY Development Officer	712815
Susanne Gartley	EY Development Officer	712808
VACANCY	Principal Teacher Early Years	

School Support Team
SCHOOL SUPPORT

Lisa Brydon	School Business Co-ordinator (Inverclyde Academy Cluster)	715113
Rhona Turner	School Business Co-ordinator (Clydeview Academy Cluster)	715055
Mark Butler	School Business Co-ordinator (Notre Dame/St Columba's Clusters)	715154/5254
Janie Miller	School Business Co-ordinator (Port Glasgow/St Stephen's Clusters)	715540

More Choices More Chances Team
MCMC / ACTIVITY AGREEMENT / 16+ LEARNING

Dougie Smith	MCMC Development Officer	712820
Michelle Scott	MCMC Youth Worker	715491
Maureen Quinn	MCMC 16+ Coordinator	715610

Facilities Management Team
CATERING / JANITORIAL /

Donald Gorman	Facilities Team Leader	714454
Roberta Williamson	Facilities Cluster Officer	714475
Debbie Moodie	Senior Admin Assistant	712611
Sheila Campbell	Senior Clerical Assistant	712830
Linda Knox	Food & Nutrition Coordinator	712368
Niamh Dodson	Senior Clerical Assistant	712869