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<b>Report To:</b>	<b>Education and Lifelong Learning Committee</b>	<b>Date:</b>	<b>15 March 2011</b>
<b>Report By:</b>	<b>Corporate Director Education &amp; Communities</b>	<b>Report No:</b>	<b>EDUC/14/11/AE</b>
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<b>Subject:</b>	<b>Additional Support Needs Monitoring Forum</b>		

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## **1.0 PURPOSE**

- 1.1 The purpose of this report is to inform the Committee about the new Additional Support Needs (ASN) Monitoring Forum.

## **2.0 SUMMARY**

- 2.1 The ASN Monitoring forum came into operation in January 2011 as a result of work between Psychological Services and the Education Department.
- 2.2 The Forum is designed to ensure that children and young people's additional support needs are met in the best way possible, through the allocation of appropriate educational resources and/or placements.
- 2.3 Children and young people with Additional Support Needs are referred to the Forum by a child's educational establishment in consultation with parents/carers and Educational Psychologists. At the ASN Forum, appropriate professionals consider the child or young person's needs and make recommendations for the allocation of appropriate resources, expertise and placements.

## **3.0 RECOMMENDATION**

- 3.1 That the Committee note the information contained in this report.

**Albert Henderson**  
**Corporate Director Education & Communities**

## **4.0 BACKGROUND**

### **4.1 Inclusion**

In line with Inverclyde Council's Policy on Inclusion the majority of pupils in Inverclyde are supported in their mainstream establishments.

The legislative background related to our policy on inclusion is stated through:

Education (Scotland) Act 1980, Children (Scotland) Act 1995, Education (Additional support for Learning) (Scotland) Act 2004 and 'the 2009 Act', Standards in Scotland's Schools etc Act 2000.

Inverclyde Council is committed to the 'presumption of mainstream' as detailed in the 'Standards in Scotland's Schools etc. Act 2000'

### **4.2 Guiding Principle**

There is a wide range of factors which may lead to some children and young people having an additional support need, and these fall broadly into four overlapping themes: learning environment, family circumstances, disability or health need, and social and emotional factors.

The ASN Monitoring Forum will seek to ensure that provision to meet the additional support needs of children and young people arising from these factors is within the least restrictive environment possible and promotes inclusive education. Where possible this should be in a child's own community and mainstream educational establishment.

### **4.3 Specialist Resources**

Inverclyde Council also has specialist resources as well as specific educational establishments for children and young people who have additional needs that are not able to be supported in full-time mainstream education. It is important that the allocation of these specialist resources and placements are based on the careful assessment of children's needs.

### **4.4 Role of the ASN Monitoring Forum**

The role of the ASN Monitoring Forum is to consider the assessments of pupils with additional support needs, both those attending Inverclyde Council's mainstream schools and early year's provision, as well as those transferring into the Authority. The Forum will make recommendations about meeting these needs to the Head of Service.

### **4.5 Operation**

The ASN Monitoring Forum will convene in Education Head Quarters. A representative of the senior management from the host school/early years establishment and the case psychologist will be required to attend the ASN Monitoring Forum. The Forum membership will be the Principal Psychologist, Quality Improvement Manager and Officer for Additional Support Needs, Lead Officer Early Years and where appropriate Education officer for MCMC (More Choices More Chances.) The Head of Service with responsibility for ASN/Inclusion will attend the Forum when possible. Each case will be allocated a slot for discussion.

Once all submissions on that day have been discussed the recommendations of the ASN Monitoring Forum will be made by the Chair person in writing to the Head of Service. The Head of Educational Planning and Culture will make the final decision on the recommendation being made.

## **5.0 IMPLICATIONS**

### **5.1 Finance**

There are no financial implications

### **5.2 Legal**

There are no legal issues

### **5.3 Human Resources**

There are no HR issues

#### 5.4 Equalities

Equality and diversity procedures have been embedded in this process

### **6.0 CONSULTATIONS**

6.1 The Head of CHCP, as well as agency representatives on INFORM (the current multi-agency forum which discusses the needs of children and young people) have been consulted on this paper and the process involved. It has been agreed that the needs of children and young people currently discussed at INFORM can be addressed through the ASN Monitoring Forum. INFORM will therefore cease to be required.

### **7.0 CONCLUSION**

7.1 The ASN Forum will ensure that resources and specialist placements across the authority are carefully allocated, evaluated, tracked and monitored. This will assist in supporting all children and young people in Inverclyde through a needs led and systematic process.

The Forum is in a pilot phase at present and receiving positive feedback from stakeholders.

### **8.0 BACKGROUND PAPERS**

8.1 Additional Support Needs Monitoring Forum guidelines.

## **Education Services**

# **ASN Monitoring Forum Guidelines - Pilot**

**2010 - 2011**

## Introduction

In line with Inverclyde Council's Policy on Inclusion the majority of pupils in Inverclyde are supported in their mainstream establishments.

The legislative background related to our policy on inclusion is stated below:

### ***Education (Scotland) Act 1980***

Education authorities must provide adequate and efficient school education for children of school age within their area.

### ***Children (Scotland) Act 1995***

Under Scottish law, children's views must be sought and taken into account of in key decisions that affect them.

### ***Education (Additional support for Learning) (Scotland) Act 2004 and 'the 2009 Act'***

The Education (Additional support for Learning) (Scotland) Act 2004 and the 2009 Act aim to ensure that all children and young people receive the additional support they need to meet their individual needs and to help them make the most of their education. The Act and the amended 2009 Act describe the concept of additional support needs, which applies to children and young people who, for whatever reason, require additional support, long or short term, in order for them to make the most of their school education.

### ***Standards in Scotland's Schools etc Act 2000***

Section 15 of the Standards in Scotland's Schools etc Act 2000 states that "an education authority, in carrying out its duty to provide school education to a child of school age, shall provide that education in a school other than a special school unless one of a number of circumstances arise."

- Where education in a school other than a special school would not be suited to the ability or aptitude of the child.
- Would be incompatible with the provision of efficient education for the children where the child would be educated.
- Would result in unreasonable public expenditure.
- If one of the circumstances mentioned in subsection (3) above arises, the authority may provide education for the child in question in a school other than a special school; but they shall not do so without taking into account the views of the child and of the child's parents in that regard.

Inverclyde Council is committed to the 'presumption of mainstream' as detailed in the '**Standards in Scotland's Schools etc. Act 2000**'

Inverclyde Council also has specialist resources as well as educational establishments for children and young people who have additional needs that are not able to be supported in full-time mainstream education.

In Early Years (0 – 5):

- Early Years Language Centre EYLC
- EAL teaching support
- Hillend Children's Centre
- Looked After Teaching Support
- TRIAD
- Home Visiting Teaching

In the Primary sector:

- All Saints Communication and Language Base
- EAL teaching support
- Garvel Deaf Centre
- Glenburn School
- Looked After teaching support
- Lilybank School
- Out reach support services for children with Autism Spectrum Disorders, Primary Language Impairment, Hearing Impairment, Visual Impairment
- School Aged Language Base

In the Secondary sector and senior phase:

- EAL teaching support
- Glenburn School
- Gourock High School Deaf Education Department
- Lilybank School
- Looked After teaching support
- Mearns Centre
- MCMC service provision
- Notre Dame Communication and Language Base
- Outreach support services for young people with Autism Spectrum Disorders, Hearing Impairment, Visual Impairment

### **Role of the ASN Monitoring Forum**

The role of the ASN Monitoring Forum is to consider the assessments of pupils with additional support needs, both those attending Inverclyde Council's mainstream schools and early years provision, as well as those transferring into the Authority. The Forum will make recommendations about meeting these needs to the Head of Service.

### **Guiding Principle**

There is a wide range of factors which may lead to some children and young people having an additional support need, and these fall broadly into four overlapping themes: learning environment, family circumstances, disability or health need, and social and emotional factors.

The ASN Monitoring Forum will seek to ensure that provision to meet the additional support needs of children and young people arising from these factors is within the least restrictive environment possible and promotes inclusive education.

### **Objectives**

The ASN Monitoring Forum will:

- Consider the child's support plan, as outlined in Staged Assessment and Intervention. School staff will be expected to have a detailed trail of written evidence of the following: description of and assessment of the additional support needs; evidence of a detailed plan to meet these needs including strategies; evidence of these strategies having been evaluated including level of success and changes to the plan noted.
- Explore and suggest other possibilities if required.
- Access additional support if required.
- 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.

## Forum Membership

The ASN Monitoring Forum will have representation from the following group as appropriate (see Operational Procedures Appendix 1 Point 4).

The Chair person may rotate.

Administrative Assistant (Co-ordinator – Psychological Service)

All Saints Communication and Language Base

Early Years Language Centre (EYLC)

Early Years Manager

Garvel Deaf Centre

Glenburn School

Hillend Children's Centre

Lilybank School

Mearns Centre

MCMC Development Officer

Notre Dame Communication and Language Base

Primary Head Teacher representation

Psychological Service

Quality Improvement Manager

Quality Improvement Officer

Secondary Head Teacher representation

Senior Social Worker

## Operational Procedures

### (Appendix 1: ASN Monitoring Forum Flow Chart)

1. A decision is made at a multi-agency review to approach the ASN Monitoring Forum for advice. This would not be an indicator that a specialist placement would be necessary, but could explore possible consultation or strategic advice from specialist resources. **Parents/carers and young people must be fully consulted and their views represented.**
2. **Documentation.** The minimum documentation required for submission to the ASN Monitoring Forum, where the request is for consideration of needs in relation to a specialist placement, is the following: minute of the review meeting, an educational psychology report; any other relevant agency reports as well as the Inverclyde Council Staged Assessment and Intervention paperwork evidencing the strategies implemented and progress to date. This documentation may include a Coordinated Support Plan.

For children and young people for whom there are significant additional support needs arising, for example, from social, emotional and behavioural needs or a significant level of disability it may be that IAF documentation will be with the appropriate evidence of action planning and review.

**Parents/carers should receive from the authors a copy of each report/document.** They should also receive information about the ASN Monitoring Forum. Documentation should be sent electronically to the administrative coordinator for the ASN Monitoring Forum.

3. **Timescale for submission.** Documentation will be submitted to the Administrative Coordinator a **minimum of on two weeks** prior to the ASN Monitoring Forum meeting to enable papers to

be distributed to the relevant Forum members. Any applications that do not meet this deadline will be considered at the next meeting.

4. It is proposed that the Administrative Coordinator will allocate time slots by sector so that members of the Forum need only attend when it is relevant to do so e.g. Early Years, Primary, Secondary, Senior Phase etc. **This will obviate the necessity for a screening group and allow a sharing of information in every case.**
5. The ASN Monitoring Forum will convene in Education Head Quarters. A representative of the senior management from the host school/early years establishment and the case psychologist will be required to attend the ASN Monitoring Forum. Each case will be allocated a slot for discussion. **The agenda and documentation will be circulated a week before the date of the meeting.**
6. Once all submissions on that day have been discussed the recommendations of the ASN Monitoring Forum will be made by the Chair person in writing to the Head of Service (HoS).
7. The Head of Service will then
  - Make the final decision.
  - Send a letter to the child's parents, copied to the Head of current school, or centre and Head of specialist school if appropriate.
  - Notify the Principal Educational Psychologist (PEP) who will alert the case psychologist. It is hoped that this process will normally be completed within a week.
8. If the outcome has been that a specialist resource or specialist educational establishment is considered appropriate a Transition Planning Process will then be progressed by the child's current placement.
9. Information regarding the outcome of the ASN Monitoring Forum should be made available to relevant agencies **by the current school/early year's establishment.**
10. A Post Placement Review (PPR) date will be set. It is a requirement that the findings of the PPR be reported back by referring educational establishment to the ASN Monitoring Forum for confirmation or resubmission.

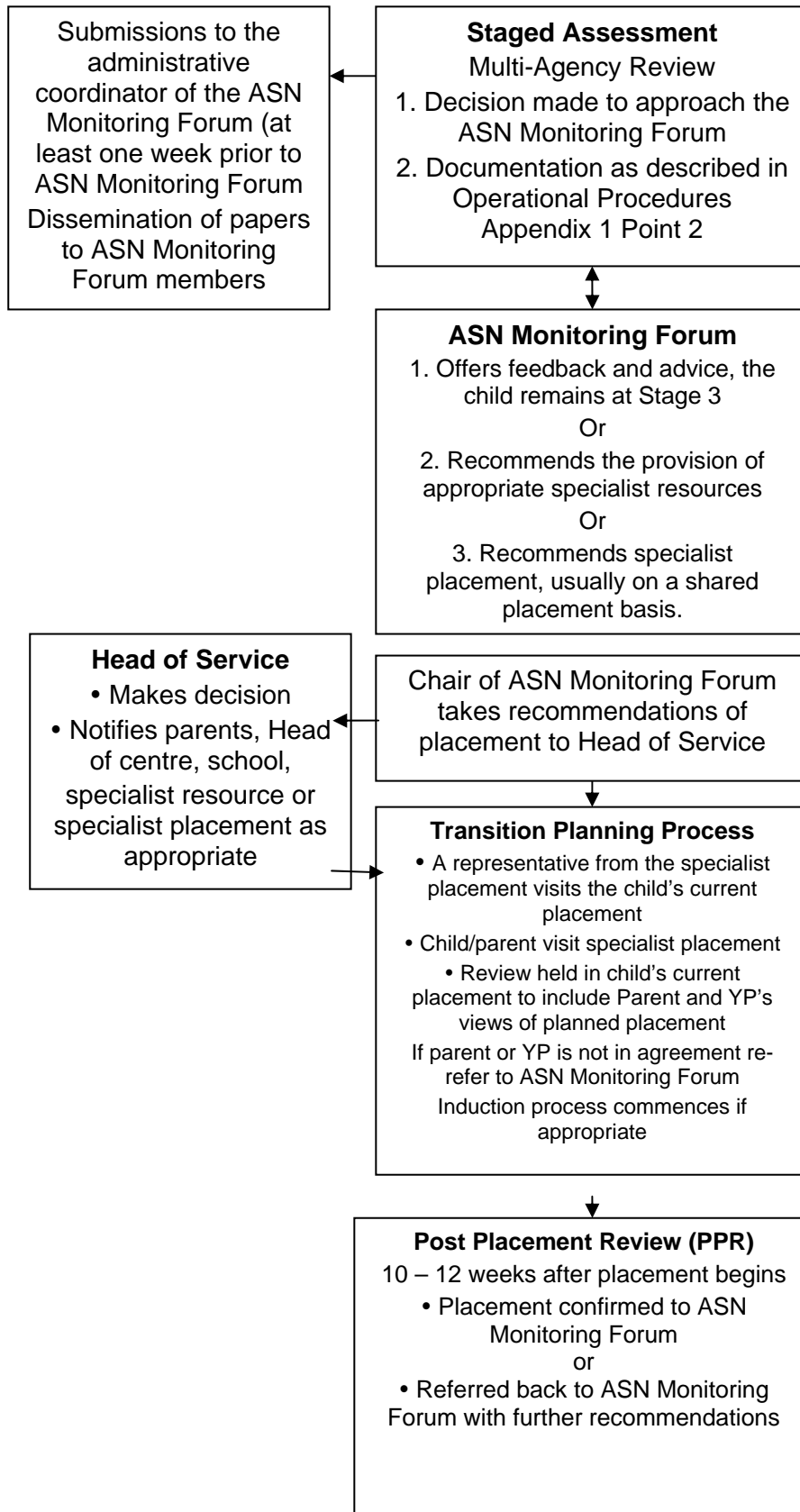


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Appendix 1 – ASN Monitoring Forum Flow Chart

School staff must ensure that prior to presentation at the ASN Monitoring Forum they can demonstrate the implementation and evaluation of the level of success of detailed plans over an appropriate period of time



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Appendix 2 – Procedures for the placement of pupil with additional support needs transferring to Inverclyde

