

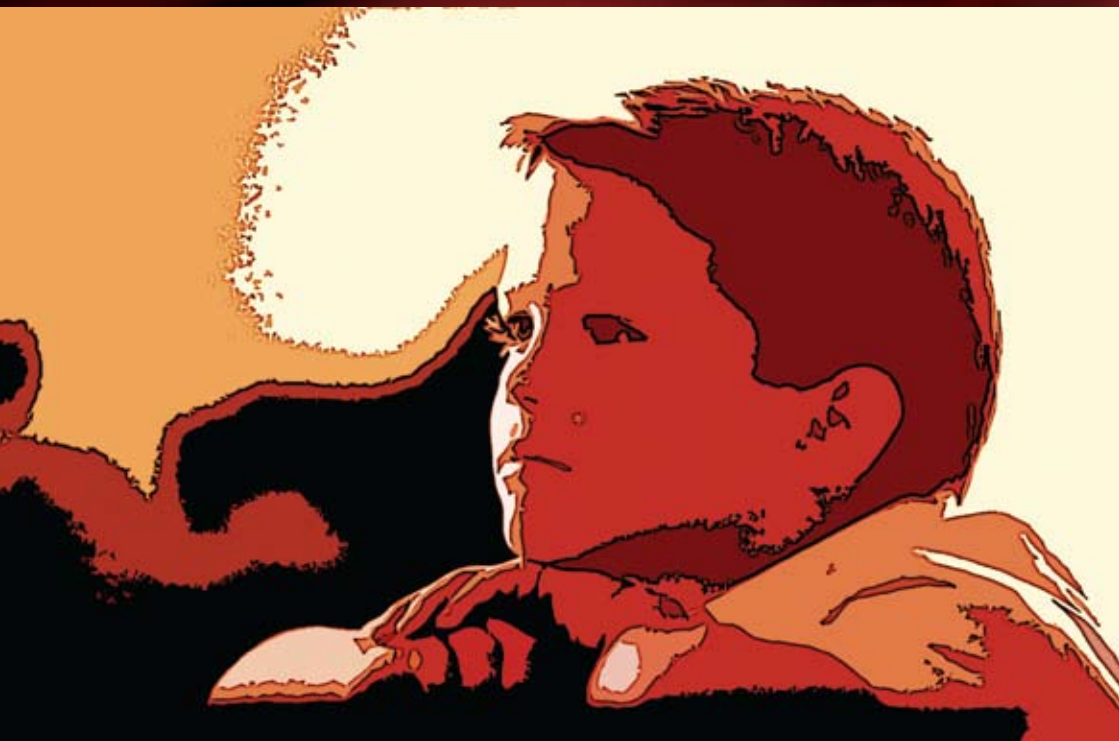
# Additional Support for Learning

## Information for Parents 2010

Education & Skills



**NORTH AYRSHIRE**  
COUNCIL



The Education (Additional Support for Learning) (Scotland) Act 2004 (and as amended in 2009) aims to make sure that all children and young people are provided with the necessary support to help them work towards their fullest potential. It aims to improve the educational outcomes for all children by streamlining services and through promoting effective multi-agency working. The Act focuses on inclusive practice and emphasises the need for effective communication and partnership between all those involved with the child.

**All children and young people need support to help them learn.**

Some children, however, will not benefit fully from education without additional support.



Here are a few examples of situations which might impact on a child or young person's learning:

- **Difficulties with family circumstances eg. family breakdown or where a child is a young carer or young parent**
- **Disability or health issues**
- **Having English as a second language**
- **Social and emotional difficulties eg. being bullied or behavioural difficulties**
- **Being particularly gifted and not being challenged by their classes**
- **The life events that result in a child becoming "looked after" by the local authority**
- **Being looked after**
- **Having a learning difficulty**
- **Living with parents who are abusing substances**

These are just some examples. The changes to the law will help a much wider group of children and young people.

What are additional support  
for learning needs?



This term applies to children and young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education. Any child who needs more or different support to what is normally provided is said to have 'additional support needs'.

The 2009 amendments to the law mean we must assume a "looked after" child has "additional support needs" unless we can formally state they do not.

When additional support is needed, wherever possible, we will try to ensure that it is provided in ways that are well integrated within everyday practice and do not single out the child requiring additional support.

Identifying learners who have  
additional support needs:



We have a **Staged Intervention** approach to meeting children's needs.

This ranges from Stage 1 where there is additional monitoring and support within the class to Stage 4 where children have complex needs involving a range of agencies and specialised provision.

When any child or young person is identified as needing support at any of the stages, North Ayrshire Council acknowledges that they have additional support needs and will register them as such at the appropriate stage of intervention.

As a parent or carer, you will be contacted as soon as a school or nursery thinks that your child should be registered as having additional support needs.

## Providing additional support:





Most needs for support will be met within the normal classroom or pre-five setting by teachers and other adults working with the child or young person:

This will include nursery teachers, nursery nurses, class and subject teachers, Support for Learning and Behaviour Support staff.

A wide range of services is available to support children and young people who require targeted support or advice from specialist staff, for example visual impairment teachers, Educational Psychologist.

Some schools can offer more support in specialised bases to support individuals with more complex needs.

North Ayrshire Council also has two schools providing

educational provision for learners with moderate learning difficulties and two providing for learners whose needs are severe and more complex.

Where the needs of a child or young person are so great that the existing school staffing/ resources cannot provide for them, the Council has in place a process, to allocate additional resources to schools.

# Planning / Monitoring



This is an important part of the process to ensure that support is adequate, properly targeted and effective.

Plans provide the structure for supporting and evaluating pupils' progress. Many children who have additional support needs, may require either an Individualised Action Plan, an Individualised Educational Programme or a multi-agency plan. These plans set out targets to help your child progress.

Where a child's or young person's needs are longer lasting and require significant levels of support from a number of agencies, a Co-ordinated Support Plan may be necessary.

If you believe that your child meets certain criteria (see page 17), then you have a right to request the authority to

establish whether your child requires a CSP.

The authority will always comply with such a request unless it believes the request to be unreasonable or not to be in the best interests of your child.

More detailed information on Co-ordinated Support Plans is available in North Ayrshire Council's leaflet, Additional Support for Learning: The Co-ordinated Support Plan. These leaflets are available from your school/ educational establishment through Educational Services, Psychological Service and Social Services.

What role  
can children, young people  
and their parents have in the arrangements  
made for additional support needs?



Parents and carers know their children well. You are likely to be the first people to notice problems with your child's development and progress. For this reason, the Council encourages all its nursery centres and schools to actively seek your views and the views of children and young people.

Where you have any concerns, you should speak to the nursery or school staff who work most closely with your child.

In many cases, it is the nursery or the school that will become aware that your child is facing difficulties.

Where this happens, the nursery or school will contact you about their concerns and will ask for your views.

In a more formal way, this is also done through Staged Intervention reviews, and planning meetings. Parents and young people have the right to have someone support or represent them at all meetings. This person can now speak on your behalf.

## Asking for an assessment



You have the right to request an assessment of your child's additional support needs. More information is available in the "Assessment of Additional Support Needs" booklet. (Young people can make this request on their own behalf). This might take the form of general information gathering on your child's progress. It could be a request for a specific type of assessment, for example if your child has dyslexia or some other area of difficulty. You can make this request at any time, even if your child has already been identified as having additional support needs.

You also have the right to request a Co-ordinated Support Plan (Again, young people can make this request on their own behalf).

Requests need to be made in writing, or in some other permanent form, to the school or Head of Service, and must include a statement giving the reason for the request. The council will inform you of its decision to proceed with an assessment within four weeks of receiving your request.

## What is a Co-ordinated Support Plan (CSP)?




Very few children and young people with additional support needs will require a Co-ordinated Support Plan. A CSP is a statutory document. The criteria are set out within the legislation and must be followed by agencies working with a child or young person.





### **There are three criteria:**

The child or young person has additional support needs that arise from:

-  **One or more complex factors, or multiple factors.**
-  **Those needs are likely to continue for more than a year, and**
-  **Those needs require significant additional support to be provided by the education authority through its educational services, and one other function (for example social services), or from educational services and one or more appropriate external agencies (such as the NHS).**

A child or young person must meet each of these criteria before a CSP will be considered.

We will listen to and take account of the views of children, young people and yourselves when preparing a Co-ordinated Support Plan. These views are noted in the plan.

What can  
young people or their parents do  
if they do not agree with a decision made  
by the authority?



We encourage an open, problem solving approach to resolving any additional support issues and we will always try to work in partnership and avoid conflict. Most issues will be resolved at school level. Details of the authority's procedure are set out in the leaflet "Resolving Disagreements". This leaflet is available from your child's school, Education & Skills and Psychological Services. Further arrangements are in place specifically designed to address concerns about additional support needs. These include Mediation, Dispute Resolution and referral to a national tribunal for matters relating to Co-ordinated Support Plans.

### **Case reviews:**

Where you have been trying to work with the school but are unhappy, you can make a request to Educational Services for a case review. The school's designated Quality Improvement Officer will then be asked to review how your child's case has been handled by the school. This kind of review can be completed quite quickly and will involve, parents and carers as well as the school's support for learning co-ordinator and others involved eg educational psychologist.

Being involved in a case review does not remove your right to use the other, more formal arrangements for resolving disagreements.



**Independent Mediation:**

The authority has an arrangement in place with an external, independent mediation provider. This service will not cost you anything. You can request more information on this service or ask to use it by contacting the school.

**Independent Adjudication:**

This service is provided by the Scottish Executive as part of its arrangements under the new Act. Your case will be reviewed by someone outside the local authority. This party will consider all the circumstances, reach a decision and make recommendations to everyone involved. Although there is no legal obligation to do so, it is expected that those involved will accept these decisions and recommendations.

What can young people  
or their parents do if they do not agree  
with a decision made by the authority  
in relation to CSP?

You can get copies of a parent's  
guide to the Tribunal at the  
following website:

[www.asntscotland.gov.uk](http://www.asntscotland.gov.uk)

*This website also gives  
information on how to go about  
lodging an appeal with the  
Tribunal.*



In addition to the above methods of resolving disagreements, you have the right to refer certain decisions about the CSP to the 'Additional Support Needs Tribunal for Scotland'.

You can appeal to the Tribunal if you are unhappy with:

- **A decision to prepare a CSP for your child**
- **A decision not to prepare a CSP for your child**
- **A decision to continue your child's CSP following a review**
- **A decision to discontinue your child's CSP following a review**
- **The length of time it is taking to decide whether your child needs a CSP, prepare the plan or review the plan. You can also appeal if the education authority fails to review your child's plan after 12 months**
- **A decision to refuse a request to find out if your child needs a CSP, or your request to review the plan**
- **The information in your child's CSP**
- **A decision to refuse a placing request where a plan exists, or is required but not yet prepared, or an appeal against a refusal of a placing request has not yet been considered**

## Monitoring and Reviewing Existing Plans and Additional Support Needs





Where existing support has not helped, this should be reconsidered and a way forward agreed and evaluated in making a positive difference.

The school or nursery will set out a formal plan for your child's progress and support. This will show **when** and **how** it will be monitored.

Your views will be recorded as part of any review process.

The main purpose is to ensure that the support is helping. In which case, it may be continued.

If it is agreed that a child or young person is becoming more independent, their support may no longer be necessary.

Where can  
children, young people or their parents  
get support and information  
about additional support needs?



The first point of contact for information should be the school/educational establishment. Further information can be obtained from the following people:

### **QIO (Additional Support for Learning)**

01294 324451

We have a general email:

[psychological.service@north-ayrshire.gov.uk](mailto:psychological.service@north-ayrshire.gov.uk)

### **Principal Psychologist**

01294 272427

### **Other useful contacts:**

#### **Social Services**

#### **Disability Team**

01294 559820

### **Health**

The normal route to health services, for example Child and Adolescent Mental Health is through your own GP.

For children of school age, the first point of contact

is the school nurse.

Speech and language therapy can be contacted directly.

### **Speech therapy**

01292 570624

### **CAMHS**

01294 323316

### **National Autistic Society**

0845 070 4002

### **Enquire**

0845 1232303

### **Common Ground Mediation**

0141 445 1955

# Enquire - the Scottish advice service for Additional Support for Learning

Operated by **Children in Scotland**, **Enquire** offers independent, confidential advice and information on additional support for learning through:

A telephone helpline	0845 123 2303
An email enquiry service	info@enquire.org.uk
An online enquiry service	
two websites	<a href="http://www.enquire.org.uk">www.enquire.org.uk</a> (for parents / carers & practitioners) <a href="http://www.enquire.org.uk/yp">www.enquire.org.uk/yp</a> (for children & young people)

**Enquire** also provides a range of clear and easy-to-read guides and factsheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'.

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