

EAST RENFREWSHIRE LNCT AGREEMENT  
PROTOCOL FOR ADMISSION OF PUPILS  
WITH ADDITIONAL SUPPORT NEEDS TO SCHOOLS

Revised  
June 2006



Education Department

## EAST RENFREWSHIRE COUNCIL – EDUCATION DEPARTMENT

### Admission of Children with Additional Support Needs to Schools

Terms used:

**Additional Support Needs** is a very wide term. Significant additional support needs would replace the previous category of special educational needs. A **Pupil Support Assistant** is put in place to support young people with significant additional needs. **Teachers** include classroom and support staff.

When children with **Additional Support Needs** are to be admitted to schools the following process is put in place:

1. Educational Psychologists identify, over the summer and early in the session, the children who are likely to transfer from pre five to primary and from primary to secondary in the following August.
2. There is a group for Policy, Planning and Allocations (PPA), which meets to discuss the requirements of individual children. The group consists of the Principal Educational Psychologist, Quality Improvement Officer (Inclusion and Additional Support Needs), the Depute Head Teacher with responsibility for Carlibar Communications Centre and the Head of Education Services (Children & Young People).
3. It is crucial that the PPA group identifies in broad terms the number of children transferring in August so that this can inform the Council's budget-building process, which takes place in November. By this time the PPA group will have identified additional network staffing and additional Pupil Support Assistants, which are required. The group will also identify where there are surplus staff, who can be transferred to meet identified need.
4. During the course of the session the PPA group will identify if network support, additional teaching, a Pupil Support Assistant, speech and language therapy, occupational therapy, physiotherapy, information/communication technology or curriculum adaptations or extensions are required for each child. The PPA group ensures that an assessment of the child's needs by an educational psychologist has taken place.
5. The PPA group will liaise with the Head of Education Services (School Performance and Provision) in respect of adaptations to buildings, making requests for alterations by the end of August each year. She shall then seek to ensure that regard is given in the capital programme to the building adaptations required for the following school session.
6. The PPA group will liaise with the specialist in ICT with a view to him identifying children's needs at an early time. Hard resources (e.g. computers), which are required for the pupil, will be identified by this group.
7. The PPA group will liaise with the specialists in Occupational Therapy so that risk assessments can take place, staff can be trained in manual handling and there is a more in depth view of the health and safety consequences of the child enrolling in school. The

health and safety implications and risk assessments, which include emergency evacuation, will be undertaken by appropriate personnel.

8. The Depute Head Teacher of Carlibar Communications Centre makes arrangements for the training of staff, which is paid for by ASN Specific Grant. The priorities for staff training are identified by the PPA group in consultation with all schools.
9. By the beginning of the financial year in April it is then possible to confirm the additional teachers and the additional resource needs for the coming school year.
10. By June the psychological service can undertake training of teaching staff or Pupil Support Assistants. In June the groups of staff dealing with Autistic Spectrum Disorders and Downs' Syndrome will be able to meet so that teachers of mainstream schools will learn from teachers who have successfully taught the children during the current session.
11. As far as possible Pupil Support Assistants who are identified to work with children in the subsequent year will be trained. Many Pupil Support Assistants undertake contracted training through a Professional Development Award at Langside College.
12. Teachers are prepared to teach individual children by the case psychologist. The Psychological Service can interview teachers to raise their awareness or can provide them with training leaflets and manuals.
13. The Quality Improvement Officer (Inclusion and Additional Support Needs) has provided a manual for Learning Support Coordinators and other staff – *“Including Pupils with Additional Support Needs – Good Practice Manual”*. This training manual includes information on specific conditions and how to respond to them and is available on the website at [www.erc.schools/erdoc](http://www.erc.schools/erdoc),
14. Medical professionals involved in the education department and the school should transmit to the case psychologist or school any appropriate related medical information and/or health plan needs. Requirement for the administration of medicines should be considered.
15. The pupil's parents should meet with the teacher and any allocated Pupil Needs Assistant to share their views of the pupil, give relevant information and establish rapport. If appropriate the parents should be made aware of the violence against staff policy.
16. The teacher and allocated Pupil Support Assistant should meet the pupil before transfer takes place.
17. Parents and staff should be aware of the timescales for monitoring and review.
18. At a meeting in January of any year representatives of each school are given the names of children likely to transfer in August.

### **Emergency or Unforeseen Admissions of ASN Pupils**

There are occasions when the authority is called on to admit a child with ASN quickly and without previous notice. Time should be taken to plan these admissions with as much care as possible as for a child transferring between schools.

It is recognised that for a child arriving during the school year there needs to be an emergency admissions procedure prior to the child entering the school. The timescale for the school to be ready to admit the pupil would normally be no less than 7 days.

An emergency admission group to coordinate these admissions should consist of the headteacher of the receiving school, the case educational psychologist, the class teacher and one member of the PPA group.

During this week an accelerated process will address points 4,6,7,8,10,14,15,16 and 17 above. PSA deployment should be organized and the teacher will be provided with time out with cover to read the good practice guide, manual and to undertake research to enable adequate preparation for the pupil's admission.

Head Teachers should not admit pupils who are coming from outwith East Renfrewshire, or who are transferring from another school within the Council area, unless appropriate checks have been made with services, so that a profile of the pupil can be established prior to enrolment.

### **Good Practice**

Good practice in the inclusion of pupils with special educational needs or additional support needs is often considered prior to the inclusion of the pupil. Good practice in this area would indicate that

- The Educational Psychologist has undertaken an assessment of the pupils needs and has indicated how the education needs are to be met.
- A person with knowledge of special education needs has conducted a health and safety assessment including an assessment of risk. This can be within the school or by a visiting specialist.
- As appropriate any medical information and/or health plan needs has been transmitted by medical professionals to the education department and to the school. Any requirements for the administration of medicines have been considered.
- An analysis by the multi-professional expert group has indicated the additionality required by the school in terms of teaching support or input or by additional therapies.
- The Pupil Support Assistant working with the child has a good knowledge of both the child and how to deal with the child in an educational setting.
- Resources have been considered and if not secured at least ordered in advance of the pupil's placement in the school. This may be seating or technology etc.
- The teacher has met the pupil, knows about the assessment of the pupil and the implications for teaching the pupil.
- The teacher has attended training or has received information or has had time to study the appropriate ASN manual "Including Pupils with Additional Support Needs – Good Practice Manual" available on the Education intranet at [www.erc.schools/erdoc](http://www.erc.schools/erdoc), or access information on dealing with the specific additional support needs.
- The pupil's parents have met with the teacher and the ASN assistant to share their views of the child to give the teacher and Pupil Support Assistant information and to establish rapport.
- Normally the parents have been given a copy of the Council's Violence to Staff policy.

- In emergency admissions, all parents will be given a copy of the Council's Violence to Staff Policy.
- The parents and all staff know about the procedures and timescales for monitoring and reviewing the child in mainstream education.

## The Law

1. The Standards in Scotland's Schools etc Act 2000 requires the Council to ensure that 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.

Section 15 of the act presumes that education for all children will be provided within mainstream settings. There are 3 exemptions to this.

- It would not be suitable to the child's ability or aptitude.
- It would not be compatible with the provision of efficient education for other children with whom the child would be educated.
- It would result in an unreasonable public expenditure, which would not normally be incurred.

2. The Special Educational Needs and Disability Act 2001 makes it unlawful for the Council, as an education provider, to discriminate against disabled pupils, existing or prospective in the provision of education and the associated services in schools. Due specifically in respect of admissions and exclusion there are 2 key duties of the Act:

- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid treating disabled pupils at a substantial disadvantage

3. The Education (Disability Strategy and Pupils Educational Records) Act 2002 requires that as a responsible body the Council must have an Accessibility Strategy to improve access to education for pupils with a disability or disabilities. The strategy make arrangements for:

- Increasing the extent to which pupils can participate in the curriculum
- Improving the physical environment of the school or the schools to make them more accessible
- Improving communication of school information to pupils and providing information to pupils with disabilities in alternative forms within a reasonable time and taking into account the pupils needs and any preference they or their parents express.

4. The Education (Additional Support for Learning) (Scotland) Act 2004 strengthens the arrangements for supporting children and young people who require additional help to benefit from education.

It replaces current references in law to "special educational needs" and introduces a new framework built around the broader concept of additional support needs. This framework will apply to any child or young person, who, for whatever reasons, requires additional support, long term or short term, in order to learn and to work to their full potential. A child may require additional support for a variety of reasons. These may include those who are

being bullied, are particularly gifted, have experienced a bereavement, or are not attending school regularly, as well as those who have behavioural or learning difficulties, or specific disabilities such as deafness or blindness. The Act has implications for professionals working in education, health, social work and a range of other agencies.

The Act (supported by associated regulations):

- places a new duty on education authorities to establish procedures for identifying and meeting the needs of every child who requires additional support to benefit from education and for whose school education they are responsible
  - requires other appropriate agencies, such as NHS Boards, social services, Careers Scotland, and further and higher education institutions, to help education authorities meet their duties.
5. Although these three Acts are based on the UN Convention of the Rights of the Child and on the Human Rights Act 1998, it is expected that head teachers and teachers will encourage and develop inclusion and equality. In this principle, the Council is supported by the trade unions.

Ian Fraser, Head of Education Services (Children and Young People)  
Alan Munro, LNCT  
Gordon Lees, APT&C, SCC