

EAST RENFREWSHIRE LNCT AGREEMENT

PROTOCOL FOR SUPPORTING PUPILS WITH ADDITIONAL SUPPORT NEEDS
IN SCHOOLS

Revised LNCT/13

Revised
February 2012

Education Department



EAST RENFREWSHIRE COUNCIL – EDUCATION DEPARTMENT

PROTOCOL FOR SUPPORTING PUPILS WITH ADDITIONAL SUPPORT NEEDS IN SCHOOLS

Legal definition of additional support needs as defined in the Education (Additional Support for Learning) (Scotland) Act 2004:

“A child or young person has additional support needs for the purposes of this Act where, for whatever reason, the child or young person is, or is likely to be, unable without the provision of additional support to benefit from school education provided or to be provided for the child or young person.

Without prejudice to the generality of subsection (1), a child or young person has additional support needs if the child or young person is looked after by a local authority (within the meaning of section 17(6) of the Children (Scotland) Act 1995 (c.36)).

But where, in the course of identifying (in accordance with the arrangements made by them under section 6(1)(b)) the particular additional support needs of a child or young person who is looked after by a local authority (within the meaning of section 17(6) of the Children (Scotland) Act 1995 (c.36)), an education authority form the view that the child or young person is, or is likely to be, able without the provision of additional support to benefit from school education provided to or to be provided for the child or young person, subsection (1A) ceases to apply.”

Identifying pupils with ASN

1. It is necessary to agree the procedures for accessing support for such pupils in order that they benefit from their school education.
2. Educational establishments with the support of link psychologists, identify children with Additional Support Needs (ASN). At the beginning of each academic session pupils will transfer between sectors at the point of transition. Staged Intervention framework (STINT) information is used to plan for pupils' needs.
3. Early in each session educational establishments, with the support of the Quality Improvement Service and Psychological Service, will identify for those pupils with additional support needs the level of additional support that is appropriate and in particular the level of physical adaptation that may be necessary. This information is passed to the receiving school before the beginning of each new session.
4. It is presumed that there will be a working relationship between educational establishments and specialist therapy such as speech and language therapists, in respect of pupils who receive support from such. In such cases, schools can request for further assessment to be carried out on pupils in order to ascertain the full extent of needs. In cases where no relationship exists or where pupils are not already referred to a specialist service, educational establishments can make such a referral. Quality Improvement Officers and Psychological Services can advise schools as to the referral process and/or the most appropriate service and, if necessary, liaise with such agencies on behalf of the educational establishment.
5. Training for staff, such as manual handling and administration of medication, will be sought for those staff directly involved in the child's support by the educational establishment. The educational establishment can be supported in this by the Quality Improvement Service, Psychological Service and the Health and Safety Team of the Education Department.
6. Where there are health and safety concerns or implications arising from a child or young person's additional support need, including a tendency for extreme behaviour, a risk assessment is required to be carried out, filed and reviewed regularly. Educational establishments should make contact with the department's Health and Safety Officer for

support in this. Where there are repeated instances of violence to staff incidents, the department may request the Health and Safety Officer to carry out a risk assessment for a pupil. Educational establishments should ensure that all staff directly involved with providing support to the child or young person are involved in this process. In instances of violent behaviour, the school is required to investigate and make any necessary adaptations thereafter.

7. The Quality Improvement Officer (Inclusion) will liaise with the Quality Improvement Officer (Facilities Management) in respect of adaptations to buildings. In best practice, the need for adaptations should be noted by the school no less than 12 months before the child or young person is to move school or change placement. The school's ASN Co-ordinator should liaise with the Quality Improvement Team to highlight the need for adaptation or to request assessment for such. In cases where this timescale cannot be realised, schools should inform the Quality Improvement Service immediately as to the nature of the transition so that any adaptations can be carried out timeously or an alternative placement can be sought.

Allocation of Pupil Support Assistants – Additional Support Needs

8. Each year around March, educational establishments are asked to complete a Pupil Support Assistant (PSA) Audit. The audit is completed by the school and link psychologist and is submitted by the end of April to the Education Department. The audit outlines the known and perceived needs of individual pupils for the forthcoming session, and estimates a number of PSA hours to support that child.
9. The Education Department's Inclusion Strategy Group will convene a task group to interrogate the PSA audits and to make recommendations as to allocation of PSA (ASN) hours to each school. The task group will also recommend a number of hours to be allocated to each cluster.
10. Clusters will be asked to distribute fairly the allocated cluster hours and to inform the department of the outcome by an identified date. Guidance is set out in the Department's policy *Management of Pupil Support Assistants*.
<http://www.erc.education/erdoc/documents/PupilSupport/ManagementSNAandPSAPolicy.doc>

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11. Following the process of centrally allocating school PSA (ASN) hours and the cluster exercise further to allocate hours, a combined total will be agreed. On submitting this combined total to HR no later than beginning of May each year, a process will be undertaken to ascertain which, if any, Pupil Support Assistants will be required to change their base school. The department endeavours to inform PSAs of their work location for the forthcoming August at the beginning of June each year.

Transition Arrangements

12. Children with ASN have an extended transition between sectors, and in best practice, between stages.
13. Educational establishments co-ordinate, through their Joint Support Teams, a series of meetings with the purpose of planning for transition of pupils. All staff involved in the child or young person's support should be invited to contribute to these meetings. Educational establishments must ensure that the views of all stakeholders are sought and taken into account.
14. In best practice, children are given opportunities to meet new teachers and PSAs and to familiarise themselves with their new environment.
15. To ensure that staff who are providing support to children and young people are fully equipped with the proper advice and support, all relevant information should be made available to the receiving school prior to transition. In best practice, initial individual plans for the child should be jointly written between forwarding and receiving staff. Schools should

maximise opportunities early in the school session for PSAs from the forwarding school and those from the receiving school to liaise in order to share strategies that have been successful in supporting children and young people with ASN.

Training for staff

16. The Inclusion Strategy Group will oversee the department's Inclusion CPD Programme, which provides core training on inclusion for all staff working in schools.
17. The Inclusion Strategy Group will oversee aspects of other training needs by receiving reports from Quality Improvement Service and Psychological Service. The Inclusion Strategy Group may request that further training is offered to all staff should a specific need emerge. The Quality Improvement Officer (Inclusion) will oversee such work.
18. The department's Autism Spectrum Disorder Strategy Group (ASD Strategy Group) and Dyslexia Strategy Group oversee the training for identified teachers who work with children identified with such needs. This training will be on-going throughout the school session.
19. Educational establishments are responsible for accessing training for staff for particular children i.e where medication, feeding or manual handling. This is normally done in consultation with parents. The Depute Head Teacher of Carlibar Communications Centre (CCC) makes arrangements for the training of CCC staff in consultation with the link psychologist.
20. At the beginning of each session, educational establishments agree a practice level agreement with link psychologists. Training pertaining to children with ASN can be agreed at this time.
21. All staff can, if they wish, request support from the department to access additional certificated qualifications.

Placement of pupils with ASN at other times during the school session

22. Whilst it is the case that the same level of preparation and planning cannot be realised for children who are placed in schools outwith the planned key points of transitions, it is the expectation of the department that due time is taken to plan and prepare as far as possible, even if this is being done when the child has started.
23. In best practice, relevant staff should make a visit to the forwarding school to meet the pupil in situ and to consult more fully with staff. If this is not practical, a meeting, which may include parents, of those staff involved in providing the support to pupils should be convened by the receiving educational establishments within one week of the pupil's admission to discuss how best to meet the pupil's needs. It should be ensured that due time is afforded to teaching and support staff during this week to foster positive relationships with the pupil. Psychological Service is key in providing information that has been gathered by the previous school or authority.
24. Head Teachers should follow the guidance on managing placing requests and admissions into school to avoid children with additional support needs being misplaced. Placing requests are made to the education department in the first instance and therefore 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 procedures have been followed or advice sought. In the case of children with additional support needs, Head Teachers should inform the Quality Improvement Service as soon as possible after an application for entry to school has been made so that the necessary support can be accessed and planned.

Appendix 1

Useful references

- **Including Pupils with Additional Support Needs – Good Practice Manual**
<http://www.erc.education/erdoc/documents/Good%20Practice%20Manual.doc>
- **All Change: A Guide to transitions for children and young people with ASN: Home/Preschool/Primary**
<http://www.erc.education/erdoc/documents/PupilSupport/AllChangeGuideHome-PreSchoolPrimary.pdf>
- **All Change: A Guide to transitions for children and young people with ASN: Primary/Secondary/Post School**
<http://www.erc.education/erdoc/documents/PupilSupport/AllChangeGuidePrimarySecondaryPostSchool.pdf>
- **Guidance for schools in supporting pupils with dyslexia**
<http://www.erc.education/erdoc/documents/PupilSupport/GuidanceForPupilsWithDyslexia.doc>
- **ICT for pupils with Autism Spectrum Disorder**
<http://www.erc.education/erdoc/documents/PupilSupport/ICTforPupilsWithASD.doc>
- **Post School Transitions Guidelines for young people with ASN**
<http://www.erc.education/erdoc/documents/PupilSupport/PostSchoolTransitionGuidelines.doc>
- **The Management of Pupil Support Assistant**
<http://www.erc.education/erdoc/documents/PupilSupport/ManagementSNAandPSAPolicy.doc>
- **Staged Intervention (STINT) Meeting Pupil Needs in East Renfrewshire Schools - Guidelines for Establishments**
[http://www.erc.education/erdoc/documents/PupilSupport/STINT/StagedIntervention\(STINT\)GuidelinesNewMar11.pdf](http://www.erc.education/erdoc/documents/PupilSupport/STINT/StagedIntervention(STINT)GuidelinesNewMar11.pdf)

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 which are deemed to arise only exceptionally. 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. Equality Act 2010 Part 6, Chapter 1 which makes it unlawful to discriminate against a pupil with protected characteristics (which includes disability/race etc) in respect of admissions, exclusion, provision of education and associated facilities etc or by subjecting them to any other detriment.
 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 & 2009 as amended strengthens the arrangements for supporting children and young people who require additional help to benefit from education.

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.