



**East Lothian
Council**

Resources and People Services - Department of Education

**FRAMEWORK FOR
MEETING ADDITIONAL
SUPPORT FOR LEARNING NEEDS**

Resources and People Services – Department of Education

Meeting Additional Support for Learning Needs

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Background and Rationale

It is the philosophy of East Lothian Council that children and young people with diverse learning needs should be fully and effectively included within educational establishments and the wider community, thus promoting “empowerment and liberation rather than remediation and normalization” (Sebba *et al*, 1993).

This document is designed to provide guidance for all who have responsibility for children and young people within East Lothian Council’s Department of Education. It will supply a framework for policy and procedures written for pupils with additional support needs, thus supporting the good practice which is already well established within schools, pre-school provision and other organisations within the Authority. Its purpose is to ensure that personnel take cognisance of recent legislation and the impact of duties placed upon them. All policies must take account of the contents of this paper and should include an Equalities Impact Assessment within any procedure for supporting pupils with additional support needs.

These guidelines should be followed within the context of the Department’s policy on Learning and Teaching, which describes the entitlements and responsibilities of all learners.

Legislative Background

East Lothian Council’s policies for children and young people have been influenced by the wide range of legislation which has been issued in recent years. The following is a précis of this documentation.

The *Education (Additional Support for Learning Act) (Scotland) 2004 (amended 2009)* creates a stronger, better system for supporting children’s learning and meeting their specific needs. It is part of the agenda aimed at improving Scottish education as set out in *Ambitious, Excellent Schools; Curriculum For Excellence* and *Getting It Right For Every Child*. It also aims to improve the outcomes for all children through the streamlining of services and effective multi-agency working and it is part of the vision for Scottish children which states that they should be safe, nurtured, active, healthy, achieving, respected, responsible and included.

The Act introduces a new system for identifying and addressing the additional support needs of children and young people who face a barrier to learning and takes a far wider view, than in previous legislation, of the circumstances where additional support may be necessary. The term, *additional support needs*, applies to a much broader range of pupils than those with *special educational needs* referred to in the Education (Scotland) 1980; the focus now being on the pupil’s learning rather than on deficits within the child.

Various functions and duties are conferred on education authorities, including the making of adequate and efficient provision for the additional support needs of all children and young people for whose education the authority is responsible. The authority is required to ensure that methods of identifying and supporting those with additional support needs comply with the legislation.

The Act requires that other service providers, namely health and social work, and other appropriate organisations, assist in this process. (*Appendix 1: The duties of the Authority under the ASL Act*)

For some children and young people who have enduring complex or multiple needs that require significant support and intervention from one or more agency out-with education services the Act introduced the Co-ordinated Support Plan (CSP). The plan will focus on supporting the child to achieve learning outcomes and assist the co-ordination of services from a range of providers. Parents/carers can request that an education authority establishes whether their child has additional support needs and whether he/she requires a Co-ordinated Support Plan.

A Code of Practice, which is provided to accompany the Act, offers guidance on the Act's provisions, presents a range of circumstances where additional support may be required, and explains the new duties on education authorities.

It is essential that the appropriate links are made between this Act and other legislation issued by central government and the Scottish parliament.

The *Children (Scotland) Act 1995* represents a fundamental shift in emphasis from parents having rights over children to the principle that parents have responsibilities towards their children. The Act also makes it essential that local authorities, NHS Health Boards and all professionals and agencies work in collaboration to provide integrated services for children and families. In addition, any person or agency whose work has an impact on the lives of children must ensure that children are consulted on issues which may affect them. The local authority must take account of the child's views, particularly when children or young people are deemed to be "in need" or are "looked after" by the local authority.

The *Standards in Scotland's Schools Etc (Scotland) Act 2000* requires education authorities to provide education for all children in mainstream schools, except under certain circumstances (*Section 15 : presumption of mainstream*). In addition, it places a new duty: to secure that the 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 and to involve them in decisions, which will affect them significantly.

In October 2002, the *Education (Disability Strategies and Pupil Records)(Scotland) Act* came into force and placed a responsibility on all Scottish local authorities to take a more strategic view of planning and placed a duty on all those responsible for schools to prepare Accessibility Strategies to address three distinct elements of planned improvements for disabled children.

These elements are:

- To increase the extent to which pupils with a disability can access and participate in the school's curriculum
- To improve the physical environment of schools for the purpose of increasing the extent to which pupils with a disability are able to take advantage of education and associated services provided or offered by schools
- To improve communication with and access to information for pupils with a disability within a reasonable time, and in ways which are determined by taking account of their disabilities and any preferences expressed by them or their parents.

The responsible body for all schools and pre-five establishments managed by an education authority will be the education authority and as a result it will be responsible for the actions of its employees, including voluntary helpers and people employed for various purposes including after school clubs.

Disability legislation has been amended by the *Equality Act (2010)* which has simplified and strengthened previous protections.

Disability is defined as “*a physical or mental impairment (which has) a substantial or long term adverse effect on the ability to carry out normal day to day activities*” (**long term** – for at least 12 months; **substantial adverse effect** – neither minor nor trivial and affecting mobility, manual dexterity, speech, hearing, seeing or remembering).

The law requires that schools must ensure that no aspect of education which is provided, or any of the benefits/services available, discriminate in any way against a pupil who is deemed to have a disability by placing them at a disadvantage to a non-disabled pupil. This will include the provision of auxiliary aids and services as required by an individual pupil to ensure they are not put at a substantial disadvantage to pupils who are not disabled. Auxiliary aids will include such services for pupils as scribes and auxiliary support in the classroom.

Cases of disability discrimination in education can now be referred to the Additional Support Needs Tribunal. Further information about this process is available from the department at John Muir House.

Important related legislation and policy initiatives, *Health for All Children (HFAC4)* and *Getting It Right For Every Child (GIRFEC)*, promote the Scottish Government aims to encourage effective and targeted services for children and families. They recommend cross-boundary models of service delivery to make best use of expertise and resources in an integrated way to ensure that all children and young people are safe, healthy, achieving, nurtured, active, respected, responsible and included.

Key Principles

East Lothian Council recognises the importance of its children and young people becoming full members of and making an effective contribution to Scottish society. In order to achieve this goal, as set out in *Curriculum for Excellence*, all young people should have the opportunity to be successful learners, become confident individuals, effective contributors and be responsible citizens. The Authority has to ensure that all pupils are given every opportunity to participate in a high quality, inclusive learning experience which will prepare them for the opportunities and challenges in adult life.

The following key principles should therefore underpin the development of policies and procedures for meeting the needs of all pupils:

- all children and young people residing in East Lothian will have access to educational and social opportunities of the highest quality
- the individuality and diverse needs of all children and young people will be recognised and met where possible
- positive partnerships with parents, children and young people will be established to enable the sharing of common aims, views and aspirations
- collaborative working with other agencies and networking of services will be a requirement

Opportunity

All children and young people have an entitlement to be valued as individuals and be given every opportunity to fulfill their potential within the educational system and the wider community. Most children's needs will be met within the normal classroom or pre-school setting, however for those requiring more support, the ASL Act requires the Authority to make adequate and efficient provision for all who have additional support needs, with the support of other agencies when necessary. These agencies (NHS boards, social work, Skills Development Scotland and further education and higher education institutions) have a duty to assist with the delivery of services to individual children or young people. (*Supporting Children's Learning - Code of Practice (revised edition), Chapter3*)

In collaboration with many organisations, the Authority has a wide range of services in place to assist with meeting the needs of children and young people and to support choice and opportunity.

Individuality and Diverse Needs

A child or young person is first and foremost an individual and has a right to an effective learning environment. The needs of all should be met within the educational setting with additional support where necessary. Additional support needs maybe short or long term and the factors may be wide and varied depending on the individuality and diverse needs of the child or young person.

The definition of additional support needs within the ASL Act is comprehensive and falls into four themes which may overlap:

- the learning environment
- family circumstances
- disability or health
- social and emotional

Additional support for learning may be required when pupils experience barriers to their learning, attainment and full participation in the life of the school. Such circumstances may include occasions when a child is having difficulties with learning; is experiencing bereavement; is not attending school regularly; has a particular ability; is having mental health problems or is being looked after away from his/her own family. Additional support may be short term, or for the duration of a pupil's education. It should not be assumed however that an individual child requires additional support because of a set of particular circumstances; only when these create difficulties in learning should appropriate intervention take place.

In order to meet the individual needs of pupils, the authority operates a Staged Assessment and Intervention policy which is a framework of assessment, planning, monitoring and reviewing. Three different stages are identified in this process and formal plans may be documented such as: an Individual Action Plan, an Individualised Educational Plan, a Looked After and Accommodated Child Care Plan, a Child Protection Plan, or a Co-ordinated Support Plan. A Co-ordinated Support Plan is a statutory document which may be required for a small number of children or young people who have needs arising from complex or multiple factors which are long term. (*Supporting Children's Learning - Code of Practice (revised edition), Chapter3*)

The Authority also has a duty, within the ASL Act, to provide for those disabled children under the age of three who may require help within the definition of the Disability Discrimination Act 1995. These children may have been brought to the attention of the authority by the NHS board and will be discussed and provided for through the Staged Assessment and Intervention process.

The Authority has responsibility for ensuring that all children and young people are assessed appropriately and provides an Educational Psychology Service which supports all educational establishments, families and children and young people whose main residence is within the Council area. (*Further information is provided on the Education pages of the Council website www.eastlothian.gov.uk*)

Under the ASL Act parents have the right to ask the education authority to assess their child for additional support needs or to determine if a CSP is required. They have the right to request, at any time, that a medical or psychological assessment is carried out and the Authority must comply unless it is considered to be an unreasonable request.

To meet the diverse learning needs of every pupil, account should be taken of the design of the curriculum, of the learning style of the individual, of the delivery of the teaching method, and of securing motivation and high expectations for all.

Partnership

The Department of Education supports a culture of positive partnerships with parents, children and young people. The education of children and young people is seen as a task shared with parents, schools and pre-school provision, professionals from other agencies, and any other person involved with the pupil.

Under the Education Act 2000, the Authority has a responsibility to ensure that the views of the child or young person are considered when making decisions about his or her learning. The ASL Act strengthens this premise and places a further duty on the Authority to actively seek out these views where it is appropriate. In the case of post-school transitions the views of the young person must be sought.

All pupils should have the opportunity to have their opinions taken seriously and should be part of any decision-making process regarding their educational provision, including when a Co-ordinated Support Plan is being considered. Children of 12 years of age are deemed to be of sufficient age and maturity to form a view, however the opinions of younger children may also be taken into account. Where children have language and or communication difficulties, support and guidance should be offered to ensure their ideas are being considered. The ASL Act allows parents to act for their child, or young person where the pupil “lacks capacity” to express a view. (*Supporting Children’s Learning - Code of Practice (revised edition), Chapter7*)

The ASL Act strengthens the partnership and involvement of parents and children and young people in discussions and decisions about the child’s education. Parents’ knowledge of the pupil and their vision of learning outcomes should be respected.

The ASL Act introduces new rights for parents and children and young people to make requests and seek advice on the following matters, among others:

- to establish whether the child has additional support needs or requires a Co-ordinated Support Plan
- to request a specific type of assessment or examination
- to request mediation services
- to request the use of Dispute Resolution arrangements
- to make a placing request for a specified school including an independent school
- to request to make reference to an ASN Tribunal for matters pertaining to a Co-ordinated Support Plan; discrimination (in education) in relation to a disability; for refusals of placing requests (in relation to special schools; for failure to provide support as set out in a Co-ordinated Support Plan; for failure to assess for a Co-ordinated Support Plan within the required timescale.

(Supporting Children’s Learning - Code of Practice (revised edition), Chapter 7)

Young people and parents have the right to have a supporter or advocate present at any discussions relating to functions under the Act. Many schools and pre-school establishments have always considered it good practice to assist parents and children, or young people, when meetings are convened relating to educational matters. A free advocacy service for parents and young people who want to use the Additional Support

Needs Tribunals for Scotland is provided by 'Take Note Advocacy Service' (a partnership between Barnardos Scotland and the Scottish Child Law Centre).

Various procedures are in place to enable parents and young people to appeal matters under dispute with the local authority. Should parents or schools have an issue requiring resolution the initial process to be invoked is the Department's "Resolving Complaints" procedure. (At Stage 3 of this procedure, the 'Conciliation Officer' can be either the Quality Improvement Officer or the Education Support Officer for the school). Should there be a need for further negotiation regarding children or young people with additional support needs, other systems have been developed. (*Information is available in the document "Resolving Disputes about Additional Support Needs"*)

The ASL Act requires that the Authority has formal procedures for resolving disagreements relating specifically to additional support needs:

- Mediation Services - provided free by the Authority to parents and young people
- Dispute Resolution - a process of independent adjudication on ASL matters by a SEED nominee
- Additional Support Needs Tribunals
- Educational Authority Appeals Committees: for matters relating to a school placing request

In recognising the importance of parental choice in the educational experience available for children and young people, the authority maintains and constantly reviews its range of provision in order that parents may exercise that choice in the best interests of the child or young person. These provisions are accessed through the Staged Assessment and Intervention process.

Working With Other Agencies

Effective support for pupils requires a close working relationship which may involve parents, the child or young person, schools or pre-school provision, appropriate professionals, health services, other agencies and the voluntary sector. It is important that there is on-going consultation and discussion to ensure that there is a clear understanding of shared aims and goals for pupils.

Where there is a requirement for a Co-ordinated Support Plan, agencies need to work together to the following principles to be effective:

- A commitment by all to the process
- Sharing of information, assessments and reports
- Open and constructive consultation and discussion
- Agreed documented targets regarding learning outcomes
- Commitment to shared responsibility for provision of resources
- Respect of confidentiality when requested

Under the terms of the Additional Support for Learning Act, a co-ordinator will be responsible for checking that the services required to deliver the support identified in a Co-ordinated Support Plan are in place, and to take action where necessary if this is not

the case. The co-ordinator requires to work closely with the team to ensure the services are being appropriately delivered and to know the procedures to follow when there is a breakdown in the support

The education authority will appoint the co-ordinator who may be a person contributing to the plan, however the choice will depend on the nature of the additional support needs and the provision to be put in place. The education authority should take account of the wishes of the parents or young person when appointing the co-ordinator, but is not required to seek their agreement. (*Supporting Children's Learning - Code of Practice (revised edition), Chapter 5*)

In recognition of the importance of interagency working, the Department of Education and Children's Services has had a long association with a number of organisations including health, social work, the police, the reporter to the children's panel and the voluntary sector. Joint training opportunities with other agencies have been and continue to be a regular feature of successful collaborative working. As Weare (1992) suggests, training with colleagues from other sectors encourages an atmosphere of mutual respect and trust which is of benefit to all both personally and professionally.

Arrangements For Identifying And Addressing Additional Support Needs

Staged Assessment and Intervention (Early Years) (SAIEY - Previously EYCAT)

SAIEY is the Staged Assessment and Intervention framework for pre-school children. It aims to offer a 'one door' approach to assessment, planning and review of intervention for pre-school aged with additional support needs. Referral to SAIEY may be a helpful 'next step' for any child under five whose development of skills in one or more areas - cognitive, physical, communication, and/or social and emotional - is significantly delayed and/or whose circumstances (e.g. health, family, community) are likely to result in the child having additional support needs when he/she starts nursery or school.

A SAIEY meeting is most likely to be recommended when there are two or more agencies actively involved in addressing a child's additional support needs and it is apparent that better co-ordination of services and support is required, or where there is evidence that a child is not making progress despite significant intervention over a period of time.

Staged Assessment and Intervention

To meet the individual and diverse needs of all children and young people in East Lothian, the authority operates a policy of Staged Assessment and Intervention as the assessment and planning framework used to identify, address, monitor and review individual children with additional support needs. This is a child-centred approach to assessment and the planning of intervention(s) which involves a structured cycle of assessment, planning, intervention and review. Through this process concerns about a child or young person can be raised by a parent, health visitor, teacher, social worker, the young person themselves, or any other adult working with the child or young person.

When concerns are raised, an assessment is carried out to establish what the support needs are and how they will be addressed. The planned interventions are discussed with the child and parent, are implemented and then monitored and reviewed.

The Staged Assessment and Intervention Framework allows for changes of the level of support provided to be made through 3 different stages:

Stage 1 At this stage assessment and planning make use of resources within the school. Assessment and provision may be informed by advice or consultation with other support services within Education, Children's Wellbeing or community based health professionals. One outcome of ongoing assessment and planning of intervention may be that it is decided that the existing provision is not adequately addressing a child/young person's additional support needs and that other agencies need to become directly involved in working with school staff, parents and the child/young person.

Stage 2 This stage involves different agencies working together with parents/carers and the child/young person to plan how best to support their needs. Assessment and planning is solution focused and an action plan is agreed. The plan is reviewed and any further support requirements are decided.

Stage 3 This stage caters for children and young people who have enduring complex and multiple additional support needs requiring detailed planning, interventions and reviews such as specialist placements, long-term multi-agency intervention and a high level of adaptation of the curriculum and learning environment. The specific details of assessment and intervention may be recorded in formal plans such as a Co-ordinated Support Plan, a Looked After and Accommodated Child Care Plan or a Child Protection Plan.

Most additional support needs will be met within the normal classroom or pre-school setting by teachers and other adults working with the child or young person. In school this will include Support For Learning, Behaviour Support staff and targeted support from other agencies. Some schools have enhanced provision in specialised bases to support individuals with more complex needs.

Support For Learning

All schools have a delegated budget for support for learning (SFL) staff. While it is recognised that the responsibility for the learning and teaching of pupils is the responsibility of the class or subject teacher, the SFL teacher can assist staff to identify and address additional support needs through a range of support and intervention strategies from within the five nationally recognised roles of support for learning

- co-operative teaching
- consultancy
- staff development and training

- tutoring and teaching pupils
- providing specialist services.

A nursery nurse, classroom assistant or auxiliary may also provide support for pupils. They work with individuals or small groups of children and young people as required. The support given will be designed to achieve the maximum independence in the child or young person and to facilitate access to the curriculum as unobtrusively as possible.

Guidance staff also play a crucial role in supporting pupils, particularly those with social, emotional and behavioural needs.

In each school a member of the management team has the responsibility for overseeing and co-ordinating matters relating to support for learning. In each secondary school a promoted member of staff is responsible for allocating and managing services to staff and pupils. Information about how services are delivered and managed in each school is set out in the school's handbook.

Exceptional Additional Support Needs

For children and young people who have additional support needs that are so complex and of relatively low incidence in schools that enhanced arrangements have to be made to enable them to benefit from school education. To enable schools to address the learning and teaching of such pupils additional funding is allocated for individual pupils considered to have exceptional needs which require provision- curricular, staffing, equipment, facilities, expertise – not ordinarily available within a mainstream setting.

Specialised Support

Specialised Support Bases

For children and young people with severe and/or complex long-term needs which cannot be met wholly within mainstream classes, placement in a specialised support base is an option. These bases can offer a flexible timetable with opportunities for a combination of individual and small group work and facilitate the effective and efficient deployment of outreach and visiting teaching services, medical and therapeutic input and technological services.

The authority has a range of specialised support bases:

For children and young people with severe physical, sensory, learning and/or health needs:

- The Green Room Nursery – Sanderson's Wynd Primary School
- The Hub – Sanderson's Wynd Primary School
- Campie Primary School Base
- The Base – Ross High School

For children and young people with severe language and communication difficulties:

- The Cove – Dunbar Primary School
- Musselburgh Grammar School Communication Provision

All children/young people accessing the above support bases will have exceptional additional support needs. This is ratified by the specialist provision moderation panel which meets to allocate resources and staffing.

Outreach Services

Specialist staff in this service provide support and advice to schools, children and young people and their parents. The following services are currently available:

Hearing Impairment

Provides support, advice and information to school staff, pupils and their families on issues of deaf awareness, language and communication. Referral to this service is made by contacting one of the Teachers for Hearing Impaired Children; Kirsti Turner or Catherine Brookes at Longniddry Primary School, Kitchener Crescent, Longniddry, EH32 0LR kturner@elcschool.org.uk (Mobile 07792 273174); cbrookes@elcschool.org.uk

Visual Impairment (currently provided through a service level agreement with City of Edinburgh Council)

Provides support, advice and information to school staff, pupils and their families on issues of visual impairment. Referral to this service is made by contacting Geraldine Elliot, Head of Service, Education Services Centre, 154 McDonald Road, Edinburgh, EH7 4NN, 0131 469 2850.

Pre-School Home Visiting

Provides home based support and advice for families of children under 5 years of age who have been identified as having severe and/or complex additional support needs. Referral is made to this service through the SAIEY screening group by contacting Alison Thomson, SAIEY Administrator, Inclusion & Equality, John Muir House, Haddington EH41 3HA, 01620 827648. This service also runs a pre-school playgroup, Kidszone. Further details can be found by contacting Laura Girvan, the pre-school visiting teacher, lgirvan@eastlothian.gov.uk (Mobile 07771 608251)

Home/Hospital Link

Pupils who have serious, prolonged or recurring illness are kept in contact with their school and supported with schoolwork. Referral can be made to this service by anyone connected with the child by contacting the Inclusion and Equality Section on 01620 827961.

Accessibility

An Access Officer works with staff at school and authority level to identify and co-ordinate any arrangements required to enable children and young people who have physical needs to access education with their peer group. The Access Officer provides information to parents, children and young people and staff in all relevant departments (e.g. Property Services, Community Care, Health). Referral to this service is made by contacting Hayley Welsh at John Muir House, Haddington, EH41 3HA, 01620 827610 hwelsh@eastlothian.gov.uk

Social, Emotional and Behavioural Needs

Secondary Schools employ a breadth of approaches to support pupils with social, emotional and behavioural difficulties. It spans early intervention through to intensive multi-agency intervention. These approaches include in-school support bases, flexible individual and group curricular planning. School based staff, including guidance and non-teaching staff, work directly with Children's Wellbeing and Health staff to provide integrated support to children and their families experiencing difficulties.

Within 3 primary schools (Windygoul, Wallyford and Cockenzie) bases provide intense support for children and young people, the focus being placed on supporting them within mainstream classes in the schools in which the bases are located.

As part of the continuum of support East Lothian also works in partnership with *Spark of Genius*, which is based Musselburgh and provides educational day placements for young people whose social, emotional and behavioural needs cannot be met in full time mainstream school settings.

Integration Team

The integration team supports children and families around issues affecting the child or young person's education. The team is led by an Integration Manager and consists of integration officers, team leaders and family support workers who make close links with schools and work with vulnerable children who are usually at Stage 2 of the Staged Assessment and Intervention Process. The Family Support Workers (Attendance) have particular responsibility for monitoring attendance and supporting schools with the implementation of strategies to improve attendance. For further information contact Raymy Boyle at rboyle@eastlothian.gov.uk

Educational Psychology Service

The Educational Psychology Service provides the Authority, schools and nurseries, other professionals, parents and carers with advice about children's needs. Educational psychologists are trained to know how children develop and learn; how families operate; how schools and other organisations function; about community resources; and about techniques and methods of research. Their knowledge is underpinned by research findings. They work with school staff, parents/carers, children and other professionals and are concerned to promote the well-being and educational success of children and

young people. When there are ongoing concerns about a child/young person, an educational psychologist is one of the professionals who can be contacted to help.

Educational psychologists work in a number of ways including:

- Discussions with and advice to parents/carers, school staff, and other professionals;
- Work with children and/or their families;
- Training for other agencies and/or parents/carers;
- Project work
- Contributing to the development of policy and practice within the local authority

The framework for assessment and intervention that informs educational psychologists' work with individual children and young people perceives difficulties as arising from the interaction of children with their environments – school, curriculum, teachers, peers, family and local community. Ways of addressing difficulties lie in changing alterable factors in such a way as to remove any obstacles to successful learning and progress rather than in trying to 'fix' the child. This framework requires educational psychologists to work with and through others in a consultative way and offers much larger numbers of children access to psychological skills and knowledge.

Role Of Children, Young People And Their Families

The council takes account of the views of children, young people and their parents/carers. This is done through staged Assessment and Intervention reviews; planning meetings; Viewpoint and Lime surveys; focus groups; on-line surveys; exit interviews (looked after children and young people) and consultative forums (e.g. Family-Led Information Point). The data collected is fed back to groups and the wider community online in reports (e.g. *Listen More, Assume Less*), at committees and in the media. As part of this feedback, how the authority's consultations are affecting and shaping outcomes is highlighted.

Parents and young people have the right to request an assessment of their child's/ their own additional support needs. They also have the right to request to establish if a Co-ordinated Support Plan is required. Requests need to be made in writing, or in some other permanent form, to the school or the Quality Improvement Manager, and must include a statement giving the reason for the request. The council will respond to all such requests within the timescales advised in the Code of Practice accompanying the Act. (*Supporting Children's Learning - Code of Practice (revised edition), Chapter 5*)

The Authority seeks and takes account of the views of children, young people and their parents when preparing a Co-ordinated Support Plan. The views of the parent(s) are noted on the plan.

Resolving Disputes

The council encourages an open, positive and constructive approach to resolving any additional support issues and aims to promote co-operation and avoid conflict and most issues will be resolved at school level. Details of the Authority's procedure are set out in

the leaflet 'Resolving Complaints'. Further arrangements are in place specifically for additional support needs issues. These include Mediation, Dispute Resolution and referral to a national tribunal and they are explained in the leaflet 'Resolving disputes about additional support needs'. Both leaflets are available from schools, or from the Inclusion and Equality Section in John Muir House.

Further Information

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

Fraser Parkinson	Principal Inclusion & Equality Officer	(01620 827961)
Linda Gaughan	Education Support Officer	(01620 827753)
Andrew McCulloch	Business Support Officer	(01620 827491)

They are based in Inclusion and Equality, John Muir House, Brewery Park Haddington, EH41 3HA

Further information and copies of documents relating to additional support needs and links to other useful websites can also be found on the council website ASL pages at www.eastlothian.gov.uk

APPENDIX 1

Duties of the Education Authority under the Additional Support for Learning (Scotland) Act 2004

- *Make adequate and efficient provision for the additional support required for each child or young person with additional support needs for whose school education they are responsible*
- *Make arrangements to identify additional support needs*
- *Keep under consideration additional support needs identified and the adequacy of support provided to meet the needs of each child or young person*
- *Provide appropriate additional support for disabled pre-school children (generally children under three) belonging to their area who have been referred to the education authority by an NHS Board and have additional support needs arising from their disability*
- *Publish, review and update, as necessary, specified information about their policy and arrangements in relation to provision for identifying, addressing and keeping under consideration such provision for each child or young person with additional support needs for whose school education the authority are responsible*
- *Provide those children or young people who need it with a co-ordinated support plan and keep this under regular review*
- *Provide independent and free mediation services for those parents and young people who want to use such services and publish information on those services*
- *Have in place arrangements for resolving disputes*
- *At least twelve months prior to the expected school leaving date, request, and take account of, information and advice from appropriate agencies likely to make provision for the child or young person when he/she leaves school*
- *No later than six months before the child or young person is expected to leave school provide information to whichever appropriate agency or agencies, as the authority think appropriate, may be responsible for supporting the young person once he/she leaves school, if the child's parent or young person themselves agrees*

Scottish Executive (2010), *Supporting Children's Learning, Code of Practice*, (revised edition, Chapter 1

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