

GLOSSARY OF TERMS

Action Plan - a structured plan which sets out timescales, responsibilities and services required to meet a child's or young person's assessed needs.

Additional Support - any support provided for a pupil over and above that given to their classmates; that can be anything from support from an assistant in class to giving a child a visual timetable. It can also include support from outside school that is related to a child's learning, for example occupational therapy providing equipment or advice.

Additional Support Needs (ASN) – where a child needs additional support to benefit from school education. Examples: any kind of disability, being bullied, being particularly able, being young carers, on the child protection register, having emotional difficulties, having experienced bereavement. This isn't a comprehensive list, and not all children in those situations will need additional support.

Appropriate Agency – these are agencies specified in the Act, such as health, social work and further education colleges.

Assessment – is defined as "an ongoing process of gathering, structuring and making sense of information about a child or young person, and their circumstances, in order to inform decisions about the actions necessary to maximise "their potential". Parents can request an assessment for their child, and can request the type of assessment (for example medical or psychological assessments).

Child's Plan - Where more than one agency is required to work together to meet a child's needs (not just educational needs) a child's plan will be put in place to draw all the information and contacts together.

Complex Factor - in the context of Additional Support Needs is a factor which has or is likely to have a significant adverse effect on the school education of the child or young person.

Co-ordinated Support Plan (CSP) - a statutory strategic planning document to co-ordinate the provision of services for those children and young people, who meet the criteria, to help them work towards their agreed long-term educational objectives.

Co-ordinated Support Plan Co-ordinator - person responsible for ensuring, so far as possible, that the services required to deliver the additional support identified in the co-ordinated support plan are in place for the child or young person and for taking action to secure services when necessary.

Dispute Resolution - the involvement, under regulations supporting the Act, of an independent adjudicator to review a disagreement between parents, or a young person, and an education authority, over the exercise by the authority of any of its duties or functions under the Act, and to make recommendations for parties aimed at resolving the dispute. This is a paper exercise.

Disability - the code uses the definition of disability, set out in the Disability Discrimination Act 1995, as being a physical or mental impairment, which has a substantial and long term adverse effect on a person's ability to carry out normal day-to-day activities.

Duty - where the law requires an education authority or appropriate agency to do something.

Education Authority - in legal terms, education authority and local authority are both defined as a council constituted under section 2 of the Local Government etc (Scotland) Act 1994. The Code of Practice for the new Act refers to an education authority when considering a local authority's educational functions; and to a local authority when referring to functions other than educational ones, such as social work services.

GIRFEC - Getting it Right for Every Child is a programme of reform from the Scottish Government which aims to improve outcomes for all children and young people. It promotes a shared approach that builds solutions with and around children and families. It enables children to get the help they need when they need it; supports a positive shift in culture, systems and practice and involves agencies working together to make things better.

Holistic - a holistic view is one which addresses the whole child and his/her circumstances rather than focusing on specific isolated aspects.

Individualised Educational Programme (IEP) - written document which outlines the steps to be taken to help children and young people who have Additional Support Needs to achieve specified learning outcomes.

Integrated Children's Services - Education, Social Work, Health, Police, Children's Reporter and Voluntary Agencies working jointly in the best interests of each individual child.

Lead Professional is required to coordinate support within a Child's Plan when two or more agencies are working together to deliver services to the child or family.

Looked After Child or Young person - under the Children (Scotland) Act 1995 this covers not only children or young people who are accommodated by the local authority but also children or young people who are subject to one of the specified orders, including a child protection order; a parental responsibilities order; or are subject to a supervision requirement whilst living at home. It also includes children who have respite care organised by the Local Authority.

Mediation - a voluntary process whereby an independent third party seeks to enable parties to a disagreement to reach an agreed resolution of their differences.

Multi-disciplinary - where more than one professional from different disciplines within the same agency work together (e.g. speech therapist and health visitor).

Multi-agency - where professionals from different agencies work together (e.g. teachers and health or social workers).

Multiple Factors - in the context of a co-ordinated support plan, these are factors which are not by themselves complex but which, when taken together, have or are likely to have a significant adverse effect on a child's or young person's school education.

Named Person – will be the first point of contact for the child and his or her parent /carers seeking information or advice and for professionals wishing to discuss a worry about the child

Power - where the law allows an education authority to do something, but there is no duty to do so.

Pre-school Provision – generally see 'prescribed pre-school child' though in certain circumstances, an education authority has a duty under the Act to make provision for disabled children under the age of 3 years. Such children will be referred to education by health staff.

Prescribed Pre-school Child - a child eligible for pre-school provision, generally between the ages of 3 and 5.

School Age - generally from the age of 5 to 16 years.

SHANARI - Safe, Healthy, Active, Nurtured, Achieving, Respected and Responsible and Included.

Significant Additional Support – not formally defined in the legislation, probably support which stands out from the continuum of additional support generally provided in school; the frequency, nature and intensity of support are taken into account when deciding whether the support is ‘significant’.

Significant Adverse Effect - not formally defined in the legislation, but it is likely to affect most aspects of learning and prevent the child/young person making appropriate progress in education.

SMART targets – stands for **S**pecific, **M**easurable, **A**chievable, **R**ealistic and **T**ime related.

Targeted services - services which are designed to help specific children and young people for particular needs, e.g. social work, the Reporter, police, a whole range of voluntary sector provision.

Transitions - refers to changes in education, for example, starting nursery school, moving from primary to secondary school, transferring schools and so on.

Transitional Arrangements - safeguards in the Act to maintain provision, for a specified period, for children and young people who had a Record of Needs, immediately prior to the commencement of the Act.

Universal Services - services which all children and young people have access to throughout their childhood, i.e. health and education provision.

Young People – people who are over school age (generally over 16 years) but not yet 18 years of age.