

## Links with other services and agencies

The Additional Support Teams operate within the Integrated Children's Services Framework which links together Education, Social Work, Health Teams and others as appropriate.

## Referral route/access route

A staged referral process operates within schools in order to monitor and meet the needs of pupils, parents and carers.

At the first stage the class teacher is responsible for initiating intervention. The Additional Support Team becomes involved at stage two. This involvement can take the form of consultation, advice and/or direct pupil contact. The involvement can be individual, group, class and/or take the form of whole school initiatives.

Further information is available at [www.highlandschools-virtualib.org.uk/slpf](http://www.highlandschools-virtualib.org.uk/slpf)

## Additional Support Team Leaders

- Caithness – Isabel McBay  
Tel: 01847 831830
- East Ross – Anne Brownlee  
Tel: 01349 884527
- Inverness East – currently vacant
- Inverness West – currently vacant
- Lochaber – Pat MacQuarrie  
Tel: 01397 707359
- Skye and Lochalsh – Wilma MacDonald  
Tel: 01478 613697
- Sutherland – Angela Sutherland  
Tel: 01549 402346
- West Ross, Dingwall & Black Isle – May Hughes  
Tel: 01854 612625

This leaflet can be made available in other formats and languages on request.

The Highland Council  
Education, Culture and  
Sport Service



## Additional Support Teams in Highland Primary Schools

Information  
for  
Parents, Carers,  
Families, Children and  
Young People

## Who does the service work with?

Highland Council staff work in partnership with parents/carers to ensure that the needs of children are supported.

The Council promotes an inclusive approach to service provision and takes account of individual needs and circumstances.

## Who is the service for?

The Additional Support Teams support primary schools and work alongside school staff and inter-agency teams to ensure pupils' learning needs are met.

This may relate to:

- Children who experience a significant barrier to learning which is not easily remedied.
- Children who experience a number of barriers to learning, any one of which on its own may not be significant but when combined result in a significant need.
- Children who are looked after and/or accommodated.
- Children who experience short term difficulties resulting from e.g. bereavement, family breakdown, prolonged illness.

- Children for whom English is an additional language.
- Children who are involved with other professional services, e.g. Speech & Language Therapy, Occupational Therapy, Physiotherapy, Social Work Services, Psychological Services.
- Working with class teachers and school staff to assist them in meeting pupils' needs.

## What we offer

- Contribution to staff development
- Consultancy support
- Tutoring and class teaching
- Teaching co-operatively with class teachers
- Providing specialist services to individual pupils
- A bank of additional resources to support learning
- Meeting with parents of children involved in home education.

## Legislative framework

The following Acts are important legislative documents in the support structure for pupils:

- The Education (Additional Support for Learning) (Scotland) Act 2004
- The Disability Discrimination Act 1995
- The Standards in Scotland's Schools etc Act 2000

The above documents can be accessed at [www.opsi.gov.uk](http://www.opsi.gov.uk)

## How we offer services

For the purpose of administration, Highland Council is divided into eight Area Teams (see contact details for each area).

The teams are made up of Additional Support Teachers and Additional Support Assistants.

Deployment decisions are made in consultation with Area Managers, Area Principal Educational Psychologists and Additional Support Team Leaders with information from Head Teachers. These will depend on the needs of pupils in the area.

Team teachers and assistants are deployed on the basis of changing needs across the Area's schools.

The Additional Support Team Leaders have responsibility for overseeing the continuing professional development of the team, thus ensuring members are equipped to meet increasingly demanding additional support needs, taking full cognisance of current and impending legislation.