



HIGHLAND COUNCIL  
EDUCATION, CULTURE  
& SPORT SERVICE

## **Individual Pupils: Information Storage in Schools**

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This document is available to download from the  
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# **Contents**

## **1. Introduction**

## **2. General Principles**

## **3. The PPR Folder**

## **4. The ASN File**

## **5. Child Concern Information**

## **6. Other information**

## **7. Child and Family Access to Records**

## **8. Retention and Destruction of Records**

- **Appendix 1 Information that may be included in a PPR**
- **Appendix 2 Documents retained alongside a Child's Plan**
- **Appendix 3 Information on pupils who receive additional support**

## **Highland Council Integrated Children's Services** **Individual Pupils: Information Storage in Schools**

### **1 Introduction**

- 1.1 This guidance details how Pupil Progress Records (PPRs) and Additional Support Needs information should be stored in schools.
- 1.2 It is issued as part of the programme of implementation of Getting it Right for Every Child'. However, as it is for immediate application, and as some parts of the authority have still to become fully involved in the roll-out of GIRFEC, it also includes advice for schools who require to make interim arrangements.
- 1.2 At a later date, many current paper processes will be converted into electronic processes as part of the implementation of Phoenix e1. The principles will though remain consistent with the guidance set out below.

### **2. General Principles**

- 2.1. Guidance should support schools in carrying out their key functions.
- 2.2 Schools require to maintain records on all children to manage their education. This is referred to below as the PPR folder.
- 2.3 Some children will require additional records to manage additional support for learning. Some of these children will have additional support needs, involving other agencies. These records are referred to as the ASN File.
- 2.4 Also, on occasions, schools may receive very confidential information from the Police or other agencies about any child. This is referred to as Child Concerns information.
- 2.5 Although information may be kept in different locations for ease of use, the PPR folder, the ASN File and Child Concerns information are all regarded as constituent parts of the pupil's PPR.

### **3 The PPR Folder**

- 3.1 All children will have a PPR Folder. The PPR Folder is the pupil's central school record. This Folder is a means of compiling information about a child, rather than a file which supports daily activity. It will include ongoing pupil information notes, as well as the collection of records that are set out in Appendix 1.
- 3.2 The PPR Folder should routinely include a contact sheet which records all contacts with the pupil's family. This is completed by the most senior member of staff involved in that contact.
- 3.3 The PPR Folder is open to a wide range of staff and is not the place to store very confidential information. It should though indicate whether there is also an ASN File.

## **4 The ASN File**

- 4.1 Those children who have additional support will require an individual plan.
- 4.2 These plans should be proportionate to the level and complexity of those needs. For children whose additional needs are not particularly complex, there will not need to be much additional information, but this still requires to be maintained accurately and appropriately.
- 4.3 Some children will have high level needs, including multi-agency involvement, and there will require to be a significant level of confidentiality associated with the information that is maintained about them.
- 4.4 The GIRFEC child's plan provides a format for the recording of this information, which dispenses with the need for separate plans and separate records of planning processes.
- 4.5 The plan acts as a working tool. It will be necessary for staff that provide a variety of functions, including non-teaching staff, to be familiar with its contents. The named person or lead professional has responsibility to manage access to other school staff.
- 4.6 The plan should be maintained in the ASN File, along with other documentation in relation to it, as set out in Appendix 2.
- 4.7 Where the child's plan has not yet been introduced, it will be necessary for schools to maintain a structured ASN File, that follows the model in Appendix 3. Access to this File should still be managed by the staff member equivalent to the named person or lead professional – i.e. the Head Teacher in a Primary School and the appropriate senior manager in a Secondary School.

## **5 Child Concern information**

- 5.1 As part of increased information sharing across agencies, schools will receive written concerns about children from other professionals, including the Police. Separate guidance is provided about the action to be taken with regard to such concerns.
- 5.2 These concerns may be about any child, including children who do not have additional support needs. All such information is likely to be sensitive, and should be stored confidentially.
- 5.3 Even where a child has a GIRFEC child's plan, there will be a need to store any Child Concern forms received from other agencies. Some schools maintain these in what are termed Family Files, albeit there should always be an individual file for each child.
- 5.4 Access to this information should be managed by the named person or lead professional (or in the meantime, by the senior staff identified above).

## **6 Other information that is maintained about a child**

### **6.1 Information held by a part or department of the school to support day-to-day work**

In larger schools it is sometimes helpful for departments or teams (for example subject specialist teams, guidance teams, early years/nursery provision) to keep information to

support day-to-day work. This is in order provided that information is stored confidentially, and copied, where appropriate, to the relevant part of the PPR.

## 6.2 Information held in the short term by individuals (own notes).

Teaching staff sometimes find it useful to keep notes and information in relation to specific matters or pieces of work. These materials should be stored confidentially.

## 7 **Child and Family Access to records**

7.1 Both parents/carers and young people aged 16 years and above have significant rights of access to education records. The School Pupil Records (Scotland) Regulations 1990 set out legally required timescales for responding to formal requests for access and schools are required to ensure that these timescales are met. The regulations are fairly complex in parts and schools should, if necessary, seek advice from Area Education Managers who, in turn, have access to legal opinion.

7.2 Detailed guidance can be found on the Council Intranet in the Education Service Administration and Policy Handbook, Section 4 Pupils and Parents, part 4.7.3 Access to Pupil Records: [http://ntintra1/educ/policies/admin\\_handbook/section4.htm#s4c7h3](http://ntintra1/educ/policies/admin_handbook/section4.htm#s4c7h3)

7.3 It is important to note that pupils' rights to access and confidentiality vary according to whether records relate to education, social work or health matters, and schools should always seek advice before giving access to documents which originate with social work, health or the Council's educational psychologists.

## 8 **Transfer of records**

8.1 When a pupil transfers to another Highland Council school the pupil transfer document and PPR folder (including PPR, ASN File and any Child Concern information) should be passed to the pupil's new school within 5 working days of the pupil's departure, and an acknowledgement of receipt should be provided by the new school.

8.2 If a pupil transfers to a school outside the Highland Council area, we should be ready to respond immediately to a request from the new school for all records to be forwarded. If that request is not received within 10 working days, the process detailed in the child protection procedures should be followed. An acknowledgement of receipt of the records should be requested from the new school.

8.3 Where children are received into a Highland school from outwith the authority, records should be requested from the previous school no later than 5 days after the child's arrival. The named person (or senior manager) in the new school, should always check the PPR for significant issues, and provide an acknowledgement of receipt.

## 9 **Retention and Destruction of Records**

9.1.1 All personal notes and items of information kept by individual teachers should be reviewed periodically and either destroyed or placed in the relevant section of the PPR. It is recommended that such 'own notes' or information should not be retained by an individual staff member for more than 12 months.

**9.2 If a pupil leaves a school but does not enter another school, for example because they are being home educated, have left the United Kingdom, or have left school, the last school attended should keep all the pupil's records in locked storage until the pupil's 25<sup>th</sup> birthday. (See items 52 and 89 within the Area Education Retention Schedule at <http://ntintra1/cx/infomanagement/records-mgt.htm>).**

## Appendix 1.

Information that may be included in a PPR Folder.

### Basic Information:

name;	ethnicity;
gender;	religion;
date of birth;	doctor;
unique pupil number;	method of travel to school;
address;	attendance;
contact information;	punctuality;
legal guardianship;	achievement;
medical information;	photograph.
emergency contact information;	

The school is responsible for the upkeep of the student's record, which, in addition to much of the information listed above, also includes documentation relating to the pupil arising from their time in school.

Such information includes:

- Pupil information notes.
- Copies of school enrolment forms.
- Copies of letters sent to parents.
- Copies of reports.
- Copies of achievement records.
- Copies of review documentation.
- Copies of Certificates and Achievement Awards.
- Subject option information.
- Routine transition documentation - (Nursery/P1; P7/S1 etc).
- Routine medical information such as check-ups and vision/hearing tests.
- Form 1 which documents the beginning of the Staged Approach.

Information collected for specific purposes, such as;

- Attendance issues.
- Copies of exclusion letter and relating data.
- Letters from parents/ guardian etc.

The PPR Folder should indicate, where required, that the overall PPR includes an ASN File.

## **Appendix 2**

### Documents that should be retained alongside the Child's Plan.

Historical information in relation to additional support needs

Letters from non-school professionals

Reports from non-school professionals

Minutes of meetings.

Miscellaneous in-school records relating to the child's additional support needs.

Child Concerns, notified from the school to the Social Work Service.

## Appendix 3

All children who have additional support needs should have a child's plan.

This includes children with straightforward learning needs. It also includes children with multi-agency needs, who will have a multi-agency plan, which includes how their learning needs will be addressed.

These plans should be proportionate to the level and complexity of those needs. For children whose additional needs are not particularly complex, there will not need to be much additional information, but this still requires to be maintained accurately and appropriately.

The GIRFEC child's plan provides a format for the recording all of this information, which dispenses with the need for separate plans and separate records of planning processes. There will be no need for sections 1, 2, 3, 4, 6, 7 and 8 below, as essential details, profile, comments, chronology and IEP are all contained within it.

Section 5, the CSP, will need to be stored in its original format (at least for the time being) but this can be as an attachment to the Child's Plan and stored with the plan.

**Where the Child's Plan has not yet been introduced, it will be necessary for schools to maintain a structured ASN File, as below.**

### **Section 1: Basic Details**

- Child's details (including Unique Pupil Identifier).
- Parents/Carers details.
- Key people involved.
- Looked-after status.
- Lead professional / key professionals.

### **Section 2: Profiles and Comments**

- Profile of the Child/Young person including strengths, pressures, competencies and information on learning style. The profile should focus on the positive aspects of the child's or young person's life both in and out of school. As GIRFEC is implemented this information will be contained in the 'My World' Assessment Framework which should be stored in this section of the ASN File.
- Factors giving rise to Additional Support Needs. Factors that have, or are likely to have significant adverse effect on the child or young person's school education. All relevant factors should be included.
- Additional Support Needs.
- Child/Young Person's comments and views.
- Parental comments and views.

### **Section 3: Chronology**

The chronology section will provide a brief record of key actions in relation to the child or young person's additional support needs (e.g. dates of meetings or assessment results).

### **Section 4: Individualised Educational Programme**

This section will contain the detailed IEP. It will provide a brief review of previous targets, document new targets and objectives detail how these will be met and provide success criteria. Agencies/Key people responsible for delivery of each target should also be recorded. In addition, the pupil and parent evaluation sheet for each review meeting/period should also be included.

### **Section 5: Co-ordinated Support Plan**

This section will contain the CSP if a CSP is being maintained for the pupil. As GIRFEC is implemented and IEPs and CSPs are merged with Child's Plans, this section will include the Child's Plan.

### **Section 6: Multi-agency information**

This section will contain information, assessments and interventions from other services and agencies which are and might include copies of key documents e.g. reports of assessments undertaken. The section should be separated into subsections for each agency e.g.

- ❖ Speech & Language Therapy
- ❖ Occupational Therapy
- ❖ Physiotherapy
- ❖ Educational Psychology
- ❖ Community Paediatrics etc

### **Section 7: Multi-agency Plans**

This section will include copies of multi-agency plans, including in relation to looked after children and child protection processes.

### **Section 8: Miscellaneous**

This final section might include any individual medical protocols, behaviour plans, risk assessments, plans developed at Solution-Focused Meetings and, where appropriate, the transition plan.