The Highland Council
Education, Culture & Sport Service

Handbook for Pupil Support Assistants in Highland Council Establishments
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INTRODUCTION and CONTEXT

The purpose of this Handbook for Pupil Support Assistants is to:

- Support induction training for newly appointed Pupil Support Assistants (PSAs).
- Contribute to Continuing Professional Development (CPD).
- Provide a pack of basic information to be used as a reference point, and to which notes, information etc can be added.

The intended audience:

- Pupil Support Assistants
- Establishment managers and staff

Inclusion

The UNESCO Salamanca Statement (1994) states that mainstream establishments with an inclusive orientation 'are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all.'

Along with other legislation, The Standards in Scotland’s Establishments etc Act (2000) had an emphasis on inclusion and equal entitlement, with the presumption of mainstreaming by 2003.

Inclusion is enshrined in Highland Council Education Culture & Sport Service policies. Highland Learning and Teaching Policy Toolkit states:

_Inclusion is more than meeting additional support needs. It is to ensure the participation and highest achievement of all groups at risk of underachievement. The inclusive establishment or community recognises and values the richness of pupil diversity and develops appropriate responses to this._

Additional Support Needs

The Education (Additional Support for Learning) (Scotland) Act 2004 introduced the term _additional support needs_ to replace the term _special educational needs_. This Act, which came in to force in November 2005, improved and modernised systems for identifying and meeting the needs of all learners who may need support with their learning. A Code of Practice accompanied the Act, explaining the new duties on The Highland Council and setting out good practice.

The Highland Council has produced the policy document Additional Support for Learning Act Policy Guidance. CHIP+ has also produced a very helpful set of eleven Information Sheets which summarise the content of the Act. These documents, along with others, can be found on the Support for Learners Website:

_http://www.highland.gov.uk/learninghere/supportforlearners/_
The term *additional support needs* applies to children and young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their education.

The additional support needs of learners will be met through a staged approach. (*Appendix A*).

A small number of learners will have additional support needs which are significant, are multiple or complex, will last for a year or more, and will require a high level of support from more than one agency. Learners with these needs may require a Co-ordinated Support Plan (CSP).

**Support for Learning Teams in Highland**

Establishments in Highland are supported in ensuring learners’ learning needs are met by Additional Support Teams. The Teams consist of Support for Learning Teachers and Pupil Support Assistants. Allocation of additional support to individual establishments is made in consultation with the Area Education Office, the Area Principal Educational Psychologist and the Area Additional Support Needs Officer by Head Teachers and/or Managers of establishments. PSAs and Support for Learning Teachers are appointed to an area team and may be required to move to another educational establishment at the discretion of the Area ECS Manager.

As a Pupil Support Assistant (PSA) you are a highly valued member of the team. It is recognised that the part you play is significant in promoting inclusion, fostering participation and enabling learners to become more independent.

The following Highland-wide specialist services also support schools in meeting learners’ needs:

- **Assistive Technology Support Service**
- **Autism Outreach Education Service**
- **English as an Additional Language**
- **Gypsy/Travellers and learners who experience Interrupted Learning Service**
- **Highland Deaf Education and Hearing Support Service**
- **Highland Education Vision Support Service**
1 ROLES and RESPONSIBILITIES

The role of non-teaching staff varies within educational establishments depending on:

- whether it is secondary or primary mainstream class, nursery or special provision
- the organisation of the establishment
- the individual learner or group of learners
- post held

However the aims must be:

- to ensure learners’ health and safety
- to support access to the curriculum
- to encourage learners to be as independent as possible
- to support learners in the acquisition of new skills or improve those already learned
- to foster co-operative working and facilitate the development of friendships
- to promote self esteem through positive approaches
- to support learners to access a range of experiences
- to adapt to the range of teaching and learning approaches

– resulting in confident individuals, effective contributors, successful learners and responsible citizens.

All staff are responsible for getting it right for every learner, ensuring they are:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected and responsible
- Included
**Pupil Support Assistant (PSA)**
All staff have a job description to define duties. *(Appendix B)*

Training for Nursery work is through Early Years team CPD calendar, a handbook ‘Supporting Additional Support Needs in the Early Years Centre’ is also available.

PSAs are deployed to support the establishment in meeting learners’ needs.

**First Aid**
The first aid training recommended for PSA’s is the ‘Save a Life’ course. This is emergency responder training only. All schools should have a registered First Aider on their staff.

*What responsibilities do you have?*
PSAs undertake duties as directed by teaching staff and school management. PSAs work with individuals or groups of learners to promote inclusion and independence.

*What authority do you have?*
When a teacher, Subject or Support for Learning, is present authority is as directed by the teacher. Employees of The Highland Council, have a duty of care and are expected to follow establishment policies.

*What might you be asked to do?*
A PSA will be asked to undertake a range of tasks.

- Scribing
- Taping stories or instructions
- Paired reading
- Reading for enjoyment to a group of pupils
- Discreet playground supervision
- Assisting the pupils to read materials, understand materials or set down work during lessons
- Assisting in practical subjects
- Implementing speech and language programmes
- Implementing physiotherapy programmes
- Keeping pupils on task
- Helping pupils with organisational skills
- Transcribing a pupil’s work
- Supporting pupils with ICT
- Assisting pupils in relation to mobility or toileting
- Assisting pupils to behave positively
- Providing additional support for pupils who have alternative assessment arrangements
- Assisting identified pupils in the swimming pool
- Accompanying identified pupils on school trips
- Photocopying
*(see full job description appendix B)*
**Remember**
The aim of your work is to help the pupil to develop as much independence as possible and as much ability to care for him or herself as possible. In some children and young people’s lives a PSA will be one of the few adults offering unconditional warmth and respect, contributing to their fragile sense of self worth.

The PSA may be able to support the maintenance of friendships and through small group work and their presence in teaching groups, extend the socialisation of vulnerable pupils. They can also act as a conduit for vulnerable pupils to communicate anxieties and problems. They can model positive behaviour, often in circumstances where the pupil has considerable difficulties sustaining a positive demeanour.

The purpose of a **Pupil Support Assistant** is to support learning and teaching within the curriculum and the personal development of learners with additional support needs. Class teachers/Subject teachers will usually direct PSAs with respect to when to provide support identified by the Support for Learning teacher for the designated young people through encouragement, proximity, scribing, word processing, transcribing, audio/video recording, practical help, confidence building, assistance with communication etc.

**Parents**
Parents support establishments best when they feel at ease with staff and are confident that their opinions and the needs of their children are respected and valued.

“All professionals, establishments, education authorities and other appropriate agencies should seek actively to involve parents in their work with children. They should value parents’ contribution and regard them as partners in their children’s learning.” (Supporting Children's Learning Code of Practice: Scottish Executive 2005)
Establishments
These features of good practice will be seen in well managed establishments:

- Policies reflect the responsibility of all staff to support all learners and ensure their health and well-being.
- The inclusion of all learners with additional support needs is the responsibility of the whole community.
- Specialist staff are involved in co-operative teaching where appropriate.
- Arrangements are in place to meet any medical or care needs.
- Accommodation and resources enable access to a curriculum for all learners. This may require specialist equipment such as information and communication technology, ramps, hoists, visual/hearing supports etc.
- Involvement of teaching and non-teaching staff in the assessment, planning, implementation, review and evaluation process for learners.
- Acknowledgement of the key role of parents in supporting the education of their children and the importance of developing effective partnerships with parents from the earliest stage.
- Staff have a knowledge and understanding of legislation and procedures relating to additional support needs.
- Teaching and non-teaching staff participate in staff development (see section 7).
- Arrangements are in place to ensure Health and Safety issues are paramount at all times.
- Effective monitoring is in place.
- Additional Support staff are recognised as assisting with, rather than being responsible for, learners’ learning.
- Policies reflect the requirements of current legislation.

Class Teacher/Subject Teacher
The class/subject teacher is the key provider of support to all learners in the class. He/she is responsible for meeting the needs of all learners.

Good working relationships are essential. Teachers are individuals and may approach their jobs in different ways. When working in a classroom respect the teacher’s approach. Never undermine his/her authority. If there is a need for further discussion on any approach taken, this should be done away from the pupils.

Teachers will use a variety of approaches for learning and teaching. Approaches to learning and teaching should vary to meet the needs of individual learners.
The teacher should establish:

- how and when you will be introduced to the class
- classroom rules (these will vary from class to class)
- support needs within the class
- how to respond to particular needs
- expectations and outcomes
- contact/consultation PSA will have with parents/carers/ outside agencies

**Teamwork and Support**
Enhancing the learning of ALL learners is the responsibility of every member of the team. Although a PSA may be present in a class due to the level of need of one or more learners, the expectation is that access to appropriate support is available to all learners.

A PSA will be part of a team, and teamwork depends upon working together, so regular consultation with Nursery Staff, Class Teachers, Subject Teachers, Support for Learning teams and outside agencies is essential. Parents/Carers are to be considered as active partners in the learning and teaching process.

**Remember**

- The emotional demands of the job may be greater than anticipated. Other members of the establishment team will be familiar with these emotional demands and stresses and will be able to discuss matters
- The communication style of some learners may be displayed by challenging behaviour and aggressive outbursts. At times this behaviour can be targeted at members of the team. It is important to have an understanding and to separate the learner from the behaviour, follow agreed protocols and strategies, and seek support from the team.
- A great deal of patience is required. Some learners take a long time to achieve their targets. A small development can be a significant step and cause for celebration. Other learners will have an Individualised Educational Programme (IEP) with experiential targets.
- Some learners require access to an inter-disciplinary team, either based in your establishment, visiting, or working with the learner in another location.
- The aim is to help the learner to develop as much independence as possible. Be aware that over support can disable learners, preventing them realising their full potential.

*The Head Teacher has overall responsibility for the education of every learner in the establishment.*
2 POLICIES, PROCEDURES and GUIDANCE

There are many policies and guidance documents issued by The Highland Council that inform and direct work within establishments. They are directly influenced by the Scottish Government.

The Support for Learners Website:
The Highland Council Support for Learning policies can be found here.

It sets the context for the wider Support for Learning approach across Highland and is a useful starting point.

The Highland Council
This is the page to link to various HC policies from.

Establishments have a range of policies and strategies in place, which will be specific to their needs. The Highland Council has a range of policies and guidelines to inform practice, for example:

- Intimate Personal Care: Policy and Guidance [Word doc]
- Policy and Strategy for the Education of Learners with Autistic Spectrum Disorders [pdf file]
- Individualised Education Programmes (General Guidance) [pdf file]
- English as an Additional Language
- Developmental Co-ordination Disorder in Highland: Guidance for interagency children’s services [pdf file]
- Highland Council Accessibility Strategy (Improving Access to Education for Learners with Disabilities) [Word doc]
- Guidance for Educational Establishments on facilitating building improvements to ensure accessibility for particular learners with Additional Support Needs [pdf file]
- The Education of Learners with Specific Learning Difficulties/Dyslexia: Policy, Strategy and Guidance (pdf file)
- Information Sharing:Guidance on Good Practice in Schools [pdf file]
- Additional Support Needs File [Word doc]
- The Use of Physical Intervention in Educational Establishments: Policy [Word doc]
- Joint Transitions Policy [pdf file]
- Positive Behaviour Policy [pdf file]
**Behaviour**

Educational establishments in Highland are supported by policy and guidance on promoting positive relationships.

There is a range of positive behaviour strategies such as:

- Developing Emotional Literacy
- Promoting Positive Behaviour
- Circle Time
- Restorative Approaches
- Structured Intervention Approach.

Establishments usually adopt strategies from a number of different approaches, but the overall approach should be preventative and aim to develop positive relationships through solution oriented approaches to develop emotional literacy and using restorative practices to repair and build relationships where appropriate.

A small number of learners can display very challenging behaviour in establishments, with some others exhibiting more ‘low-level’ disruptive behaviour. It is important to understand that all behaviours result from a learner’s attempts to communicate.

Individual establishments will have their own behaviour policies and strategies in place. A consistent whole-establishment approach will have a significant impact on minimising disruption and promoting positive relationships. The usual practice when disruptive behaviour occurs is take your lead from the teacher.

**Introduction to an Establishment**

*General Procedures*

- If possible a visit to the establishment prior to starting work should be arranged.

- Report to the Head Teacher/Manager or a delegated member of the staff on arrival.

- Establish duties to be undertaken.

- PSA’s are contracted for the total number of hours they have to support pupils. Working Time Directive states that a rest break is not an entitlement until employees have worked more than six hours. After this time, they are entitled to a 20 minute break. It also states that rest breaks are not in addition to lunch breaks. A tea break is not an entitlement and both tea breaks and lunch breaks are unpaid. However, many schools do allow a short morning tea break for staff who work a whole morning. It is recommended that where it is required, a lunch break should be a minimum of 30 minutes. Work patterns should be agreed between the PSA and Head Teacher/Head of Department, to suit the needs of the pupils in the school, and will vary between individuals to ensure that as far as possible support is always available to pupils.
- **TOIL** – it is important to note that there is no formal arrangement for Time Off in Lieu for PSAs. If staff are asked to work additional hours (for training, emergency cover, absence etc.) then **BEFORE** the additional hours are worked, it should be agreed by the individual with the member of the SMT responsible for support staff when they will have time off in place of the hours worked.
  - This should usually be within one or two weeks of the extra time worked (this echoes the way flexi-time staff have to take time owed within a month)
  - It may be a whole day or be taken, for example, by arriving/departing a little late/early over two or three days (e.g. two hours taken by departing half an hour early over four days)
  - It should **NOT** be banked without determining when it will be taken
  - It must be taken at a time agreed by SMT so that it meets the requirements of the school
  - It should **NOT** be taken on an INSET day – unless this has been discussed with the Area Office
- A Personal Day is not an entitlement, it is a concession, given with the agreement of the Head Teacher. However, PSAs can request a Personal Day in order to attend a solicitor’s meeting, graduation, wedding, move house etc., etc. Staff can request one Personal Day (for good reason – examples given above) on a rolling period of 12 months. A SAL2 form – which has to be approved by the Area Manager – should be used to request all personal leave.

- Establish form of address with the establishment staff.
- Meet the class/subject teacher/s before working with learners.
- Ensure a clear understanding of the type of support required.
- Arrange time to see Individualised Educational Plans (IEPs), Child’s Plan, protocols and other relevant learner information.
- You will be given time to see relevant policies and guidance
- Be aware of procedures regarding absence, leave from work, reporting violence and aggression, etc.
- Be aware of fire drill and exits, and other Health and Safety issues. (Clarify with your establishment(s) – procedures may vary.)
- Ask where relevant policies (e.g. discipline) can be accessed.
- Discuss arrangements for pay. (See Appendix C)
- Communication with Parents: In order to maintain communication on a professional level, PSAs should not communicate with parents using their personal email, personal mobile phones, by texting or from home landlines. If staff are in any doubt about communication with parents and pupils, they should consult the Head Teacher in the first instance.
• It is advised that PSAs should not have parents or pupils as friends on any social media sites such as Facebook. To ensure the confidentiality of information about pupils and staff, PSAs should not make comments concerning their workplace, staff, pupils or parents on social media.

• PSAs should not take or hold images of pupils on phones or their personal cameras.

What if help is required?
If someone is injured your first priorities must be to:

• Ensure that first aid is given and they are safe (clarify your establishment’s process)

• Ensure that the incident is reported to your line manager immediately and recorded in the accident/incident book.

If you are injured, ensure the incident is reported and recorded. You should have an opportunity to debrief – to talk through the incident with someone in the school/establishment

Some difficult or unusual situations may occur.

Are you clear what to do if:

• A learner has a tantrum?

• A learner has an epileptic fit?

• A diabetic learner becomes hypoglycaemic (blood sugar falls too low)?

• The fire alarm sounds?

• You are the first person an angry parent encounters when they enter your establishment?

• A learner leaves the premises without permission?

If you are unclear about any of the above situations or others, note them and discuss with your line manager.
3 CHILD PROTECTION


These guidelines have been written to promote and extend the practice of inter-agency working to protect children and to provide a reliable and effective response whenever there is a concern about possible or actual abuse.

If there is not enough information to be sure that the child has not been abused or neglected, there is a duty, to that child, to report concerns. Children have a right not to be abused and to be protected from abuse and neglect.

For the purpose of child protection, any visiting member of the Education, Culture and Sport Service (for example, development officer, educational psychologist or tutor) will also be treated as a member of establishment staff when they are in an establishment.

Remember

Any concerns about the well-being of a child need to be shared immediately.

No matter how good we are at evaluating and assessing matters to do with children in our classes, when it comes to the child’s welfare we cannot evaluate and assess potential danger, risk, damage, as we only know a tiny part of the whole picture. We must share our concerns with the designated person without delay.

Child Protection procedure checklist for staff

If:
- a child discloses abuse
- a member of staff suspects a child may have been abused
- a third party expresses concern
- a staff member witnesses an abusive situation involving another staff member.
A member of staff must RECORD

**R** Respond without showing any signs of disquiet, anxiety or shock.

**E** Enquire casually about how an injury was sustained or why a child appears upset.

**C** Confidentiality must not be promised to children or adults in this situation.

**O** Observe carefully the demeanour or behaviour of the child.

**R** Record in detail what has been seen and heard.

**D** Do not interrogate or enter into detailed investigations: rather encourage the child to say what he/she wants until enough information is gained to decide whether or not a referral is appropriate.

Then **REPORT** to the designated person without delay.

Members of staff must not:

- Investigate suspected/alleged abuse themselves
- Evaluate the grounds for concern
- Seek or wait for proof
- Discuss the matter with anyone other than head teacher/senior staff

Copies of **Child Protection Policy Guidelines** are available from the designated person or online at:


[http://www.highland.gov.uk/healthandsocialcare/services/childprotectionandfamilies/childprotection/](http://www.highland.gov.uk/healthandsocialcare/services/childprotectionandfamilies/childprotection/)
4 CONFIDENTIALITY

Learners and staff have a right to respect and privacy, and learners have a need for safety and security. Information about individual learners/teachers, in the course of your work, is confidential. Discussing information with other professionals should be on a ‘need to know’ basis only. Respect the need for confidentiality within the establishment.

As a general guide, consider these three basic questions:

- Who needs to know?
- What do they need to know?
- How are you going to share that information?

It is most important that you should appear welcoming to parents and it is perfectly appropriate to chat to them in a friendly way. The level of information sharing with Parents/Carers should be decided in consultation with management.

**REMEMBER**

Under the Freedom of Information Act, information written or recorded by you, can be requested by the learner or the parent/carer of the learner and MUST be given to them.

**EXCEPTIONS TO THESE GENERAL RULES**

Confidentiality does not apply to disclosure of child abuse, which is information that you have a duty to share with the Designated Person.
5 MEETINGS ABOUT INDIVIDUAL LEARNERS

A PSA may be asked to attend a meeting or case conference to speak about a learner. Always remember that those who have been asked to attend have valuable knowledge or experience.

Before attending a meeting or case conference, try to find out:

- Why the meeting is being held?
- Who is likely to attend the meeting?
- What will happen in the meeting?

It is helpful to make a few notes before the meeting. Always start with positive comments about a learner's strengths before identifying pressures. Refer to any records kept. Do remember that there will always be people within the establishment who will help with this. It is important to remember that any comments made should be based on evidence or observation, not on personal opinion or gossip.

When attending a meeting or a case conference, it is important to remember that the information shared and any discussions are confidential. Do not discuss these matters with anyone who was not at the meeting unless permission has been given to do so.

Any concerns about meetings and case conferences, should be noted and discussed with management.
6 PERSONAL CARE NEEDS OF LEARNERS

Definition of Intimate Care
Intimate care involves helping learners with aspects of personal care which they are not able to undertake for themselves, either because of their age and maturity or because of developmental delay or disability. Children and young people with disabilities may require help with moving and handling, eating and drinking and all aspects of care including:

- Washing
- Dressing and undressing (including swimming)
- Supported eating (including tube feeding)
- Administering medication
- Toileting & Menstruation
- Physiotherapy Exercise Programme/Manual handling
- Massage/Intensive interaction
- Dental Hygiene
- Care of Tracheotomy
- Applying topical medicines (e.g. sun creams, eczema creams)

Aims
- Safeguard the rights and well-being of children and young people with regard to dignity, privacy, choice and safety.
- To ensure that children and young people are treated consistently when they experience intimate personal care in two or more settings.
- Assure parent/carers that all staff are knowledgeable about intimate care and that individual concerns are taken into account and when possible are acted upon.
- Parent/carers to be involved in any decision about the Intimate Care of their children
- To provide appropriate guidance, training, supervision and reassurance to staff, and to ensure safe practice.
- To ensure that parents/carers and children and young people (where appropriate) are actively involved in the development of agreed Intimate Care protocols.
The school/centre will ensure that details of an agreed individual Intimate Care protocols are shared with other agencies that support the learner.

The child or young person's choices will be taken into consideration in developing an individual Intimate Care protocol with parent/carer agreement.

Provide staff with information and appropriate training in Intimate Care, based on the requirements listed in the Child Intimate Care Protocol. See Intimate Personal Care: Policy and Guidance [word file].

Supporting Personal Needs
You may be asked to support the personal needs of the learner you are responsible for. You should certainly discuss how to do each task with your line manager and may need to discuss it also with the Community Paediatrician (Health Visitor/School Nurse) and with the learner's parents.

If your tasks include helping learners with toileting and other matters involving intimate personal hygiene you should always show respect for their dignity and feelings, and adopt a matter-of-fact manner. For example, always ensure privacy and avoid conversing with another adult while helping the learner.

Risk Assessment
If a learner requires any type of intimate care on a regular basis there should be a protocol in place which has been agreed by staff and parents. This document should include a risk assessment of the tasks to be carried out and staffing allocated to assist with this task should be based on that assessment. Any protocol should be reviewed regularly or amended when circumstances change. This protocol must be shared with all adults likely to carry out tasks to ensure consistency of practice, Wherever possible this protocol should include and be influenced by the wishes of the pupil. Training required by staff to carry out this task should be highlighted via the risk assessment process.
The following nappy changing procedures are taken from the NHS Health Guidelines

Germs that cause disease may be present in faeces, even when a learner does not appear to be unwell, and it is therefore essential to ensure that nappies are changed and disposed of hygienically.

- The nappy changing area must be separate from food preparation and eating areas. The changing surface should be smooth, non-absorbent and easy to clean
- Don’t use areas learners may come into close contact with during play.
- Place a disposable covering (paper roll) on the area where you will place the learner’s bottom
- Put on gloves after assembling all equipment and preparing the learner
- Dispose of soiled nappy into a tightly covered container that is lined with a disposable liner and operated by a foot pedal
- Non-disposable nappies should be placed directly into a plastic bag to give to parents. Solid faecal matter may be disposed of into the toilet.
- Never rinse or wash non-disposable nappies because the risk of splashing may cause germs to spread to staff or learners
- If a learner needs to be washed completely, use a sink with running water, thoroughly clean and disinfect the sink after use
- Remove gloves after disposing of nappy and cleaning bottom.
- Put on clean nappy
- Dispose of paper towel
- Clean changing area using a detergent spray or soap and water and dry surface
- Wash hands
7 CONTINUING PROFESSIONAL DEVELOPMENT

The Education, Culture and Sport Service aims to ensure that all staff are valued and enable them to develop their skills, knowledge and professional expertise.

All Personal Development Plan activities undertaken should be recorded in a Personal Training Log. (Appendix D)

Personal Development Plan (PDP)
The Highland Council is committed to improving the job satisfaction, motivation and personal development which people experience as a result of working for the organisation. All staff should receive feedback on their performance and other work related issues and this should be tied to improved training and development and career development. It is a priority that all staff have a Personal Development Plan.

PDP offers an opportunity for acknowledging success and making clear to PSAs that they are valued and appreciated. The process should have a positive impact on morale. It should encourage PSAs to reflect on their good practice and to share this with colleagues.

When preparing for your PDP, it may be helpful to focus on specific questions. (Appendix D)

PDP will be conducted by Senior Management of the school on an annual basis.
APPENDICES
Appendix A – Highland Practice Mode

Identifying and Responding to Additional Support Needs

Level 1 - Universal

Stage 1
Classroom / Nursery or Partner Centre
Concerns identified by parent, class teacher or equivalent personnel. Learning / teaching / classroom-management / environmental factors varied.

Stage 2
Single Agency Plan
School / Nursery or Partner Centre
Concerns continue. My World Assessment undertaken and need/mis analysis. Further accommodations made to manage needs. Other staff involved with school become involved.

Stage 3
Specialist Education Support from Outwith School contribute to assessment
Concerns continue. Advice, plus recommendations sought from specialist education services from outwith school (e.g. Educational Psychologist, specialist teacher for Visual Impairment). Targets set through an Individualised Educational Programme (IEP) when appropriate. Needs are fully evaluated, strategies put in place + monitored.

Stage 4
Multi-Agency Child’s Plan
Lead Professional analyses needs of pupil from multi-agency assessment and coordinates the support/agreed actions around the well being indicators, SHANARI, on a Child’s Plan. LP reviews Child’s Plan and monitors progress of support.

Who and How?
Consideration is given to whether the needs are such that a significant support from one or more agencies is required and whether a Co-ordinated Support Plan (CSP) may be appropriate.

Specialist education services work with school personnel to identify more fully the nature of difficulties + work with school to recommend +/or implement appropriate support.

Classroom team + others (e.g. Head Teacher, Support for Learning Co-ordinator, Support for Learning teacher, Behaviour Co-ordinator) continue observations plus further advice and strategies tried and evaluated.

Level 2 - Additional Support within Education

GIRFEC - Levels

Education Staged Approach

Stage A - Additional Support from more than One Agency
Appendix B – Job Description

The Highland Council
Education Culture and Sport Service
Job Description
Pupil Support Assistant Post

Service: ECS

Job Title: Pupil Support Assistant

Grade and Salary: HC04

Area:

Base:

Line Management: The Head Teacher of the school in which the post holder is based will be responsible for the day to day line management of the post holder.

Line Management: The Post Holder will be a member of the Area Additional Support Needs Team, with professional line management provided by the Area ASN Officer and Area ECS Manager. The base of the post holder may vary over time depending on the changing needs of the pupils in the Area. The Head Teacher of the school in which the post holder is based will be responsible for the day to day line management of the post holder.

Job Purpose: To support learning and teaching within the curriculum and the personal development of pupils with additional support needs.

Key Duties and Responsibilities: Organisation and Preparation of Resources
- Classroom administration and clerical tasks e.g. photocopying, laminating, filing and displaying pupils’ work, creating classroom displays, taking dinner money etc.
- Resource Management e.g. setting up the classroom for specific tasks, clearing away and tidying resources, cataloguing, retrieving and preparing materials for learning and teaching, setting up ICT equipment and various forms of media, preparing homework folders etc.
Curriculum Support

- In-class generic support e.g. general support while pupils are processing new information and ideas, contributing to a positive classroom climate and positive school ethos in building positive relationships with pupils and colleagues etc.
- Individual and group support e.g. reading, scribing, supporting Highland Literacy and Numeracy Programmes, supporting the use of ICT etc.
- Listening to children and using praise and encouragement to support the development of self-esteem, communicating appropriately e.g. using appropriate language and non-verbal supports, using specialist communication systems e.g. signing, Makaton etc.
- Support for pupils for whom English is an additional language or support in Gaelic Medium education.
- Additional individual support e.g. observation and contributing to the assessment and planning for individuals and groups, providing nurture and emotional support, supporting language programmes and/or movement programmes as recommended by specialist children’s services etc.
- Support outwith the classroom e.g. supporting pupils to achieve the desired outcomes while involved in activities outwith the classroom or on visits and trips. Supporting pupils in practical activities e.g. swimming, horse riding, art, science etc.

Personal Care and Development

- Supervision outwith the classroom e.g. in cloakrooms, corridors, dining area, playground etc.
- Providing reassurance, comfort and first aid for minor ailments and playground accidents etc.
- Providing personal care to pupils requiring intimate care e.g. toileting, feeding, intimate medical care etc., in line with agreed protocols and the child’s plan, maintaining dignity and enabling independence as far as possible.
- Providing personal care to pupils requiring moving and handling, in line with agreed protocols and the child’s plan, maintaining dignity and enabling independence as far as possible.
• Administration of medicines, in line with medical protocols and the child’s plan.
• Supporting the development of mobility, language and emotional literacy by following programmes and activities recommended by specialist support services within the child’s plan e.g. speech and language therapy, occupational therapy, behaviour support etc.

Other Duties: The post holder will be a member of a school team, supporting the development of all pupils. When supporting pupils with significant needs the post holder may also be part of a wider multi-agency team and will contribute to the support identified within the child’s plans for those pupils.

Date Compiled: October 2011

(Pupil Support Assistants working in Gaelic Medium education should be fluent Gaelic speakers.)
The Highland Council
Education Culture and Sport Service

Person Specification
Pupil Support Assistant Post

Service: ECS
Job Title: Pupil Support Assistant
Location: 
Date Compiled: October 2011

Essential Competencies – the following are minimum acceptable levels for safe and effective job performance

1. Ability to develop good working relationships with colleagues, children and families.
2. Able to demonstrate a good level of education to Standard Grade (or equivalent)
3. Good communication skills including good skills of written and verbal communication and an ability to practice active listening.
4. Ability to work as an active member of a team and to provide support to professional colleagues.
5. Willingness to work with pupils who have significant needs and/or a willingness to participate in continued professional development opportunities to develop the skills required to undertake appropriate tasks in relation to supporting pupils with high levels of need.
6. Ability to remain calm under pressure and to be solution focused when presented with challenges.
7. A commitment to on-going professional development.
8. Ability to work creatively and independently.
## Appendix C – SAL (6) form (APT&C)

**Highland Council Education, Culture & Sport Service**

DUTIES CARRIED OUT BY: 

ADDRESS: 

SCHOOL: __________________________ DATE OF BIRTH: __________________________

EMPLOYEE REF NUMBER: __________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Hours Employed (Please deduct time taken for lunch)</th>
<th>Post/Person Covered</th>
<th>Description of Duties</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

Total Hours 

For office use: 

Employee’s Signature: __________________________ Date: __________________________

Head Teacher/Rector: __________________________ Date: __________________________

*Completed form should be returned to Education, Culture & Sport Service, Staffing Unit, Dingwall Centre, Jubilee Park Road, Dingwall, IV15 9QZ.*

**PLEASE NOTE:** FORMS MUST BE RECEIVED NO LATER THAN 4 DAYS AFTER THE LAST WORKING DAY OF THE MONTH. FORMS RECEIVED AFTER THAT DATE WILL BE PROCESSED THE FOLLOWING MONTH.

**For Official Use Only**

Authorised By: __________________________ Date: __________________________
**HIGHLAND COUNCIL EDUCATION, CULTURE & SPORT SERVICE**

**DUTIES CARRIED OUT BY:**

**JOHN SMITH**

**ADDRESS:**

10 High Street, Broadford, Isle of Skye

**SCHOOL:**

Broadford Primary

**DATE OF BIRTH:** 1-1-75

**EMPLOYEE REF NUMBER:** 32010101

<table>
<thead>
<tr>
<th>Date</th>
<th>Hours Employed (Please deduct time taken for lunch)</th>
<th>Post/Person Covered</th>
<th>Description of Duties</th>
</tr>
</thead>
<tbody>
<tr>
<td>14-5-09</td>
<td>6</td>
<td>Vacancy</td>
<td>PSA</td>
</tr>
<tr>
<td>15-5-09</td>
<td>6</td>
<td>S Jones</td>
<td>PSA</td>
</tr>
</tbody>
</table>

**Total Hours**

12

<table>
<thead>
<tr>
<th>For office use: Ledger Codes:</th>
</tr>
</thead>
</table>

Employee’s Signature: **John Smith**

Head Teacher/Rector: Date

*Completed form should be returned to Education, Culture & Sport Service, Staffing Unit, Dingwall Centre, Jubilee Park Road, Dingwall, IV15 9QZ.*

*PLEASE NOTE: FORMS MUST BE RECEIVED NO LATER THAN 4 DAYS AFTER THE LAST WORKING DAY OF THE MONTH. FORMS RECEIVED AFTER THAT DATE WILL BE PROCESSED THE FOLLOWING MONTH.*

**FOR OFFICIAL USE ONLY**

Authorised By: Date

SAL(6) FORM (APT & C)
Appendix D – Sal 2 Form

THE HIGHLAND COUNCIL
EDUCATION, CULTURE & SPORT SERVICE

ABSENCE OF MEMBERS OF STAFF
FOR REASONS OTHER THAN ILLNESS

Date ……………………………………………………………………………………………………..

*Service/School ………………………………………………………………………………………….

Division ………………………………………………………………………………………………….

Name of Employee*  Mr/Mrs/Miss ……………………………………………….. Ref. No…………………

Address …………………………………………………………………………………………………..

…………………………………………………………………………………………………………

Post Held ……………………………………………………………………………………………

Duration of Absence From ……………………………………………

Inclusive Dates To ………………………………………………………...

Nature of Absence *Paid/Unpaid

Reason for Absence ………………………………………………………………………………………

……………………………………………………………………………………………………

(Must be completed giving information e.g. If due to looking after ill child/ren please give detailed information re illness, age of children, if for personal business please give information, if due to compassionate leave, attendance at funeral, please give details stating relationship)

Signed …………………………………………

Authorised signature …………………………….

*Delete which not applicable

FOR FINANCE (PAYROLL) SERVICE ONLY

Documentation completed by ………………………………………

Date ………………………………………………………………………

The Staffing Unit, Education, Culture & Sport, Dingwall Centre, Jubilee Park Road, Dingwall, IV15 9QZ
Tel: 01349 860970 Fax: 01349 860990

SAL2 Form
# Appendix E - PSA Induction Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration of medicine</td>
<td></td>
</tr>
<tr>
<td>Approaches to behaviour that challenges school staff</td>
<td></td>
</tr>
<tr>
<td>Awareness of resources</td>
<td></td>
</tr>
<tr>
<td>Access to information on barriers to learning</td>
<td></td>
</tr>
<tr>
<td>Child Plan Meetings</td>
<td></td>
</tr>
<tr>
<td>Child Protection discussion with HT/DHT</td>
<td></td>
</tr>
<tr>
<td>Child Protection Training</td>
<td></td>
</tr>
<tr>
<td>Conditions of service</td>
<td></td>
</tr>
<tr>
<td>Confidentiality</td>
<td></td>
</tr>
<tr>
<td>CPD in school – including Personal Development Plan</td>
<td></td>
</tr>
<tr>
<td>Data protection</td>
<td></td>
</tr>
<tr>
<td>Email</td>
<td></td>
</tr>
<tr>
<td>Emergency Procedures</td>
<td></td>
</tr>
<tr>
<td>Save a Life/First Aid – equipment/identified First Aiders</td>
<td></td>
</tr>
<tr>
<td>Food Hygiene</td>
<td></td>
</tr>
<tr>
<td>General Procedures and Rules</td>
<td></td>
</tr>
<tr>
<td>HC CPD online – awareness of courses</td>
<td></td>
</tr>
<tr>
<td>Holiday entitlement</td>
<td></td>
</tr>
<tr>
<td>Home/School diaries</td>
<td></td>
</tr>
<tr>
<td>Hours of work &amp; breaks</td>
<td></td>
</tr>
<tr>
<td>How information is passed to teaching and support staff in school</td>
<td></td>
</tr>
<tr>
<td>Information about key children</td>
<td></td>
</tr>
<tr>
<td>Information about medical protocols for pupils etc.</td>
<td></td>
</tr>
<tr>
<td>Intimate Care – principles</td>
<td></td>
</tr>
<tr>
<td>Introduction to colleagues</td>
<td></td>
</tr>
<tr>
<td>Introduction to the children</td>
<td></td>
</tr>
<tr>
<td>Introduction to the school</td>
<td></td>
</tr>
<tr>
<td>Job description and main duties</td>
<td></td>
</tr>
<tr>
<td>Key Terms – Highland Practice Model (GIRFEC), IEP, CfE, Child’s Plan, Risk Assessments</td>
<td></td>
</tr>
<tr>
<td>Leave – special leave procedures – SAL2</td>
<td></td>
</tr>
<tr>
<td>Line management arrangements</td>
<td></td>
</tr>
<tr>
<td>Looked After Children – who they include</td>
<td></td>
</tr>
<tr>
<td>PSA Handbook</td>
<td></td>
</tr>
<tr>
<td>Policies and where to find them</td>
<td></td>
</tr>
<tr>
<td>Principles of moving and handing</td>
<td></td>
</tr>
<tr>
<td>Role of class teachers</td>
<td></td>
</tr>
<tr>
<td>Role of the SFL Teacher(s)</td>
<td></td>
</tr>
<tr>
<td>SAL6</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Date</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>School security – access</td>
<td></td>
</tr>
<tr>
<td>School security - ID</td>
<td></td>
</tr>
<tr>
<td>Shadowing colleagues in another school</td>
<td></td>
</tr>
<tr>
<td>Shadowing colleagues in base school</td>
<td></td>
</tr>
<tr>
<td>Sickness procedures</td>
<td></td>
</tr>
<tr>
<td>Solution Focused Meetings format explained</td>
<td></td>
</tr>
<tr>
<td>Speaking to parents</td>
<td></td>
</tr>
<tr>
<td>Specific Training required for intimate care/ moving and handing</td>
<td></td>
</tr>
<tr>
<td>Supporting Numeracy - principles</td>
<td></td>
</tr>
<tr>
<td>Supporting Reading- principles</td>
<td></td>
</tr>
<tr>
<td>Supporting Writing- principles</td>
<td></td>
</tr>
<tr>
<td>Telephone/photocopier/laminating/binding etc.</td>
<td></td>
</tr>
<tr>
<td>Tour of work area</td>
<td></td>
</tr>
<tr>
<td>Using ICT with pupils - principles</td>
<td></td>
</tr>
<tr>
<td>Violence against staff – responses, recording, debriefing</td>
<td></td>
</tr>
<tr>
<td>Working in the playground - Interval/Lunchtimes</td>
<td></td>
</tr>
<tr>
<td>Induction courses booked such as Child protection, Save a Life,</td>
<td></td>
</tr>
</tbody>
</table>
Appendix F – CPD Training Log

Area Additional Support Team
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Compulsory</th>
<th>Original Training Date</th>
<th>Refresh Required</th>
<th>Date of Refresh</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Induction Process</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td>To be completed with the Head Teacher and/or Support for Learning Teacher</td>
</tr>
<tr>
<td>Child Protection</td>
<td>Yes</td>
<td></td>
<td></td>
<td>Every 3 years</td>
<td></td>
</tr>
<tr>
<td>Save a Life (Emergency First Aid)</td>
<td>Yes</td>
<td></td>
<td></td>
<td>Every 5 years</td>
<td></td>
</tr>
<tr>
<td>Awareness Raising – Intimate Care</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Awareness Raising – Moving &amp; Handling</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>De-escalation</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Communication Difficulties</td>
<td>Yes</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
## Child Specific Skills Building and Advanced Skills

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Level Awareness Skills Building</th>
<th>Original Training Date</th>
<th>Refresh Required</th>
<th>Date of Refresh</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>CALM</td>
<td></td>
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<tr>
<td>MOVE</td>
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<tr>
<td>Playground Games</td>
<td></td>
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<tr>
<td>Moving &amp; Handling Equipment</td>
<td></td>
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<tr>
<td>Preparing for Digital Exams</td>
<td></td>
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<tr>
<td>Movement Groups</td>
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<tr>
<td>Epipen</td>
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<tr>
<td>Epilepsy</td>
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<tr>
<td>Medical Protocols</td>
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<tr>
<td>Sign Supported Communication</td>
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</table>
## Level

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Compulsory</th>
<th>Original Training Date</th>
<th>Refresh Required</th>
<th>Date of Refresh</th>
<th>Comments</th>
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</table>
PERSONAL DEVELOPMENT PLAN

Core Competencies

Name ..............................................................

Date ..............................................................

You should expect a member of SMT or PT to complete Annual PDP with you
Post Holder: Please complete the following questions and the self-assessment against the Core Competency Framework and bring them to your Personal Development Plan meeting.

1. What do you consider to be your work achievements in the past year?

2. What has not gone so well and why?

3. What do you consider are the most important tasks for the coming year?

4. What could your manager do differently or change in the work environment that would assist you in your job?
## Core Competency Framework – Post Holder Assessment

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Areas for development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess your capability against the Core Competency Framework. Note down the behaviours from each competency that you consider are strengths and tick if fully competent.</td>
<td>Assess your capability against the Core Competency Framework. Note down any behaviours from each competency where you consider you need to develop further.</td>
</tr>
<tr>
<td>1. Promotes the Council’s goals and values</td>
<td>1. Promotes the Council’s goals and values</td>
</tr>
<tr>
<td>Fully competent □</td>
<td></td>
</tr>
<tr>
<td>2. Focuses on service delivery</td>
<td>2. Focuses on service delivery</td>
</tr>
<tr>
<td>Fully competent □</td>
<td></td>
</tr>
<tr>
<td>3. Achieves results through working with people</td>
<td>3. Achieves results through working with people</td>
</tr>
<tr>
<td>Fully competent □</td>
<td></td>
</tr>
<tr>
<td>4. Uses resources to achieve objectives</td>
<td>4. Uses resources to achieve objectives</td>
</tr>
<tr>
<td>Fully competent □</td>
<td></td>
</tr>
<tr>
<td>5. Participates in improvement and change</td>
<td>5. Participates in improvement and change</td>
</tr>
<tr>
<td>Fully competent □</td>
<td></td>
</tr>
<tr>
<td>6. Manages personal development and improvement</td>
<td>6. Manages personal development and improvement</td>
</tr>
<tr>
<td>Fully competent □</td>
<td></td>
</tr>
</tbody>
</table>
### Core Competency Framework – Manager Assessment

**Strengths:**
Assess your staff member’s capability against the Core Competency Framework. Note down the behaviours from each Competency that you consider are your member of staff’s strengths and tick if fully competent.

<table>
<thead>
<tr>
<th>1. Promotes the Council’s goals and values</th>
<th>1. Promotes the Council’s goals and values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully competent ☐</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Focuses on service delivery</th>
<th>2. Focuses on service delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully competent ☐</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Achieves results through working with people</th>
<th>3. Achieves results through working with people</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully competent ☐</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Uses resources effectively to achieve objectives</th>
<th>4. Uses resources effectively to achieve objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully competent ☐</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Participates in improvement and change</th>
<th>5. Participates in improvement and change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully competent ☐</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Manages personal development and improvement</th>
<th>6. Manages personal development and improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully competent ☐</td>
<td></td>
</tr>
</tbody>
</table>

**Areas for Development:**
Assess your staff member’s capability against the Core Competency Framework. Note down any behaviours from each Competency where you consider your member of staff needs to develop further.
## Personal Development Plan

<table>
<thead>
<tr>
<th>Areas for development from Competency Assessment</th>
<th>Objectives from Service and Operational/Team/Work Plans</th>
<th>Personal Development Priorities required to support achievement of competency and work objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agreed Objectives</td>
<td>Agreed Critical Results</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Post Holder ___________________________ Date __________</th>
<th>Manager ___________________________ Date __________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informal Review Date: _____________________________</td>
<td>Formal Review Date: _______________________________</td>
</tr>
</tbody>
</table>
Informal Review

Progress against Work Objectives:

<table>
<thead>
<tr>
<th>Completed</th>
<th>Work in Progress</th>
<th>New Objectives</th>
</tr>
</thead>
</table>

Progress against Areas for Development:

Progress against Personal Development Priorities:

Post Holder ___________________________ Date __________   Manager___________________________ Date __________
Flexible Working

Flexible Working Policy

The Highland Council Flexible Working policy information can be accessed through the link. Application can be made after two years full-time employment in post, and is dependent on delivery of service.
GLOSSARY

A

Additional Support Needs (ASN)
Needs which are additional to those of most learners at any given time and may include learners who have/are:

- A family member in prison
- Being bullied
- Temporary medical condition
- Divorcing parents
- Terminal illness in the family
- School-age pregnancy
- Childcare worker
- Language/communication disorders
- Very able learner
- Disrupted education: travelling families, hospital admission
- Sensory impairment

Advocate, Advocacy worker
Someone chosen by a parent, or young person, to conduct discussions on their behalf.

Attention Deficit Hyperactivity Disorder (ADHD)/ Attention Deficit Disorder (ADD)
A term frequently used to describe the academic and behavioural problems of learners who have difficulty focusing and maintaining attention, with the addition of marked hyperactivity in ADHD.

Auditory Discrimination
Ability to detect differences in sounds; may be gross ability, such as detecting the differences between the noises made by a cat and a dog, or fine ability, such as detecting the differences made by the sounds of letters "m" and "n."

Auditory Memory
Ability to retain information which has been presented orally; may be short term memory, such as recalling information presented several seconds before; long term memory, such as recalling information presented more than a minute before; or sequential memory, such as recalling a series of information in proper order.

Autism
A disability which affects the development of language, communication, social interaction and flexibility of thought.

Autism Outreach Education Service (AOES)
A specialist team within the Education, Culture & Sport Service which advises school staff on appropriate support and provision for children and young people and their parents/carers.

B

Behaviour Modification
A technique intended to change behaviour by rewarding desirable actions and ignoring or "negatively rewarding" undesirable actions.

Bilingual

Binocular Vision
The blending of separate images from each eye into a single meaningful image.

C

Cerebral Palsy
A disability caused by damage to the part of the brain controlling movement.

Circle Time

Code of Practice
Document issued by the Scottish Executive to accompany the Education (Additional Support for Learning) (Scotland) Act.

Cognitive Ability
Intellectual ability; thinking and reasoning skills.

Complex Factors (see CSP also Multiple Factors)
Factor which is likely to have a significant adverse effect on the school education of a learner or young person. It is likely it will affect most aspects of learning. There are 4 categories: Family Circumstance; Learning Environment; Health and Disability; Social and Emotional issues.

Co-ordinated Support Plan (CSP)
Plan drawn up to co-ordinate the support required for a small group of learners whose additional support needs are, complex or multiple (see separate entry for definition), have a significant adverse effect on their learning, will last for more than a year and require a high level of support from Education and at least one other agency.

Criterion Referenced Test
Designed to provide information on specific knowledge or skills possessed by a student. Such tests usually cover relatively small units of content and are closely related to instruction. Their scores have meaning in terms of what the student knows or can do, rather than their relation to the scores made by some external reference group.
Cross Dominance
A condition in which the preferred eye, hand, or foot are not on the same side of the body. For example, a person may be right-footed and right-eyed but left-handed. Also called mixed dominance.

Decoding
Perceiving and interpreting symbols in order to understand meaning.

Developmental Delay
A delay in the acquisition of skills which would usually have appeared by the learner’s chronological age.

Differentiation
Adaptation of the curriculum to enable access to learners experiencing difficulty.

Down’s Syndrome
A disability caused by having 47 chromosomes in every cell of the body instead of 46, resulting in a degree of developmental delay. It also produces a number of distinctive physical characteristics.

Dysarthria
A disorder of the speech muscles that affects the ability to pronounce words.

Dyscalculia
Difficulty in understanding or using mathematical symbols or functions. A learner with dyscalculia may be able to read and write but have difficulty in performing mathematical calculations.

Dysgraphia
Difficulty in producing legible handwriting with age-appropriate speed.

Dyslexia
Definitions vary greatly but according to the British Dyslexia Association, dyslexia is a specific learning difference which is constitutional in origin (in the make up of the person) independent of socio-economic or language background, and can occur at any level of intellectual ability. It can cause unexpected and persistent difficulties in acquiring certain skills in one or more of the following areas: Reading, writing, spelling and sometimes numeracy and spoken language. There may be accompanying weaknesses in: speed of processing, short term memory, sequencing, motor skills, auditory or visual perception.

Dyspraxia
Difficulty in performing gross and fine motor acts such as balancing, drawing, writing, etc.

Encoding
The process of expressing language ie selecting words; formulating them into ideas; producing them through speaking or writing.

EAL
Emotional Literacy
ESOL
Expressive Language
Communication through writing, speaking and/or gestures.

Eye-Hand Coordination
The ability of the eyes and hands to work together to complete a task. Examples are drawing, writing, ball-catching.

Fine Motor
The use of small muscles for precision tasks such as writing, tying bows, zipping a zipper, typing, holding a pencil.

Gross Motor
The use of large muscles for activities requiring strength and balance eg. walking, running, jumping.

Holistic
A holistic view is one which addresses the whole learner and his/her circumstances rather than focusing on specific isolated aspects.
Hyperactivity (or Hyperkinesis)
Disorganised and disruptive behaviour characterised by constant and excessive movement. A hyperactive learner usually has difficulty sticking to one task for an extended period and may react more intensely to a situation than a normal learner.

Hypoactivity
Underactivity; learner may appear to be in a daze, lacking energy.

Individualised Education Plan (IEP)
IEPs are written plans for learners who have additional support needs, which set out specific, measurable targets, the means of achieving them, and a realistic timescale.

Insertions
In reading/spelling or maths, the addition of letters or numbers which do not belong in a word or numeral, e.g. sinceare for sincere.

Integrated Assessment Framework
A common process for all agencies and professionals to assess children and young people’s needs and to share information about them in order to ensure that interventions at any level lead to improvements in the learner or young person’s life.

Integrated Community Schools
Introduced in 1998 by the Scottish Executive, focus on the range of needs of the learner or young person and bring together all the various agencies to ensure that these needs are met.

Inversions
In reading, spelling, or maths, confusion of up / down directionality of letters or numbers, e.g. m for w, 6 for 9, etc.

Kinaesthetic Method
A way of teaching words by using the muscles. For example, a student might trace the outline of a word with a finger while looking at the word and saying aloud the word, or its letters, in sequence.

Laterality
Preference for using the right or left side of the body.

Learning Style
The channels through which a person best understands and retains learning. All individuals learn best through one or more channels: vision, hearing, movement, touching, or a combination of these.

Liaison Groups
Inter-agency Groups operating within the Integrated Community Schools framework, which meet with parents/carers and children/young people with a view to adopting a solution focused approach to ensuring appropriate provision for the learner or young person.

Linguistic Approach
Method for teaching reading (decoding skills) which emphasises use of word families. For example, the learner is taught to read “at” and then subsequently is taught to decode words such as “cat,” “bat,” “sat,” “mat,” etc.

Looked After Learner or Young Person (LAC)
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 learner protection order; a parental responsibilities order; or who are subject to a supervision requirement while 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.

Mixed Laterality or Lateral Confusion
Tendency to perform some acts with a right side preference and others with a left, or the shifting from right to left for certain activities.

Multi-agency
Where professionals from different agencies work together (e.g. teachers and health professionals)

Multi-disciplinary
Where more than one professional from different disciplines within the same agency work together (e.g. teacher and Educational Psychologist)
Multiple Factors (see CSP & Complex Factors)
Where the factors listed under Complex Factors are not in themselves significant but when combined have a significant adverse effect on the school education of the learner or young person.

Multiple Intelligences
In addition to verbal-linguistic intelligence and logical-mathematical intelligence there are five other recognised intelligences - visual-spatial, bodily-kinesthetic, musical-rhythmic, interpersonal and intrapersonal. Most people have at least three of the seven intelligences but not necessarily the two which are most valued in a school setting 'linguistic and logical-mathematical'

Multisensory
Involving most or all of the senses.

Muscular Dystrophy
A disability causing a breakdown of muscle fibre and gradually increasing muscle weakness.

Norm
Norms represent average or typical performance. They should not be regarded as standards or universally desirable levels of achievement.

Norm-Referenced Test
Scale on which a score is interpreted by comparison with others, often to determine whether and by how much the score is better or worse than average.

Personal Education Plans (PEP)
Co-ordinated plans drawn up for children and young people who are 'looked after' by the local authority. They include social and educational aims.

Perseveration
The repeating of words, motions or tasks. A learner who perseverates often has difficulty shifting to a new task and continues working on an old task long after classmates have stopped.

Phonics Approach
Method for teaching reading and spelling in which emphasis is placed on learning the sounds which individual and various combinations of letters make in a word. In decoding a word, the learner sounds out individual letters or letter combinations and then blends them to form a word.

Promoting Positive Behaviour

Pupil Profile Record (PPR)
A folder containing information about a learner and their progress throughout their educational schooling.

Reasoning Ability
Specific meaning of this term varies, depending upon the manner in which a given test measures this ability; generally refers to nonverbal, deductive, inductive, analytical thinking.

Receptive Language
Language that is spoken or written by others and received by the individual. The receptive language skills are listening and reading.

Restorative Approaches

Reversals
Difficulty in reading or reproducing letters alone, letters in words, or words in sentences in their proper position in space or in proper order. May also refer to reversal of mathematical numbers, concepts (add / subtract, multiply / divide) and symbols.

Ritalin
Trade name for one of several stimulant drugs often given to modify hyperactivity in children.

Semantics
The meaning or understanding given to oral or written language.

Sight Words
Words a learner can instantly recognise without aid of phonics or other word-attack skills.
Also known as whole word approach; method for teaching reading which relies heavily upon a learner's visual memory skills, with minimal emphasis on sounding out a word; learner memorises the word based on its overall configuration.

**SLD / SpLD**
Specific learning difficulty. Difficulty in certain areas of learning as opposed to a general learning difficulty i.e. difficulty in all areas of learning. Dyslexia is a specific learning difficulty.

**SMART targets**
Targets which are Specific, Measurable, Attainable, Relevant and Timed.

**Sound Blending**
The ability to combine smoothly all the sounds or parts of a word into the whole.

**Spatial Awareness**
The ability to perceive the relationships between objects occupying space.

**S.P.E.L.L.**
Stands for Structure, Positive, Empathy, Low Arousal, Links. It is a framework for understanding and responding to the needs of individual people with autistic spectrum Disorders.

**Spina Bifida**
A disability caused by a failure of some of the bones in the spine to fuse together causing damage to the nerves below the affected area.

**Standardised Test**
A test which meets various criteria, in particular a test which has been tried out on a representative sample, which provides data on its validity and reliability, which has set procedures for administration and scoring, and which provides a table for converting raw scores into standardised scores.

**Structural Analysis**
Using syllabification, prefix, suffix, and root word clues, etc. to read or spell a word.

**Structured Intervention Approach**

**Substitution**
In reading, spelling, or maths, interchanging a given letter, number, or word for another eg. cereal for cereal.

**Task Analysis**
The technique of breaking down a defined task into its component parts.

**Transition**
Refers to changes in education, for example, starting nursery school, moving from primary to secondary school, transferring schools and so on.

**Transposition**
In reading, spelling or maths, confusion of the order of letters in a word or digits in a number, eg silver for silver, 432 for 423, etc.

**VAKT**
Acronym for visual-auditory-kinesthetic-tactile; multi-sensory teaching approach which emphasises using all of the senses to teach skills and concepts.

**Visual Discrimination**
Ability to detect similarities and / or differences in materials which are presented visually, eg ability to discriminate h from n, o from c, b from d, etc.

**Visual Memory**
Ability to retain information which is presented visually; may be short term such as recalling information presented several seconds before; long term such as recalling information presented more than a minute before; or sequential such as recalling a series of information in proper order.

**Visual Motor**
Ability to translate information received visually into a motor response ie ability to coordinate eye and body muscles. Difficulties are often characterised by poor handwriting etc.

**Visual Perception**
Ability to correctly interpret what is seen. For example, a learner sees a triangle and identifies it as a triangle.

**Word Attack Skills**
Ability to analyse unfamiliar words visually and phonetically.
Word Recognition
   Ability to read or pronounce a word; usually implies that the word is recognised immediately by sight and that the
   learner does not need to apply word analysis skills. Does not imply understanding of the word.

**Young Carer**
   Children and young people who provide care to a family member

**Young People**
   People who are over school age (generally over 16 years) but not yet 18 years of age.
## Some Useful Telephone Numbers

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<th>Establishment</th>
<th>Telephone Number</th>
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<tr>
<td>Area Education, Culture and Sport Office</td>
<td>01463 702000</td>
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<tr>
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<td>Elgin Hostel</td>
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