

**Care and Learning**

**Service**

**The Highland Practice Model – delivering Additional Support for Learning**

**Updated April 2016**

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***Getting it right for every child* through a staged intervention approach to deliver**

**Additional Support for Learning**

**1.0 Introduction**

1.1 These guidelines are based upon the frameworks which support The Highland Practice Model, The Children and Young People Act 2014, A Curriculum for Excellence, The Equality Act 2010 and the Additional Support for Learning Acts 2004 and as amended 2009 and will support every child and young persons’ prerogative to grow, develop and reach their full potential as enshrined in the United Nations Convention on the Rights of the Child.

The purpose of A Curriculum for Excellence is to help children and young people to become successful learners, confident individuals, responsible citizens and effective contributors (the four capacities). Children and young people are entitled to experience:

• a curriculum which is coherent from 3 to 18;

• a broad general education, including the experiences and outcomes well planned across all the curriculum areas, from early years to S3;

• a senior phase of education after S3 which provides opportunities to obtain qualifications as well as to continue to develop the four capacities;

• opportunities for developing skills for learning, skills for life and skills for work, with a continuous focus on literacy, numeracy and health and well-being;

• personal support to enable them to gain as much as possible from the opportunities which

Curriculum for Excellence can provide;

• support in moving into positive and sustained destinations beyond school.

The ASL Acts 2004 and as amended 2009 aim to ensure that all children and young people with additional support needs receive the necessary help they need to benefit from school education.

The Highland Practice Modelleads to improved outcomes for all children and young people. It promotes a shared approach which builds solutions with and around children, young people and families to enable children to get the right help when they need it. It involves working together to make things better and to remove the barriers which can prevent children and young people from reaching their full potential.

1.2 The Highland Practice Modelbuilds on the established staged approach to intervention as promoted by the ASL Acts that is already familiar to teachers. It supports the entitlement of children to a planned and progressive educational experience, enabling them to be effective contributors, successful learners, responsible citizens and confident individuals.

1.3 The Highland Practice Modelalso ensures that children with urgent and pressing needs get an immediate response. This includes those requiring child protection procedures.

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**2.0 It’s Everyone’s Job**

2.1 Everyone working in services for children can help *get it right* for Highland’s children, including all staff in schools and nurseries. Positive experiences for children and young people are influenced by all members of the school/learning community.

2.2 Some staff will have a particular role to provide additional help for identified children. The Head Teacher has overall responsibility for support for pupils in schools. Class teachers and support staff who work directly with pupils on a daily basis have the greatest influence on the learning process. They are also likely to have a good understanding of the child’s wider needs. Other staff outwith schools, such as educational psychologists and support for learning specialists, can provide advice, guidance or direct involvement to help meet children’s needs.

2.3 There are designated roles for the staff who co-ordinate the assessment and planning for children.

These are:

• the named person, and

• the lead professional.

2.4 Every child in Highland will have a named person in Health or, if they are of school age (i.e. from P1), in their school. The named person is responsible for making sure that the child or young person has the right help to support his/her development and well-being. The named person will remain associated with the child, even if additional help is offered from other services. The named person will be able to co-ordinate any help from within his/her own agency and will be responsible for putting together a single-agency Child’s Plan.

2.5 If two or more agencies are working together to help a child, a multi-agency Child’s Plan will be led by the Lead Professional, who is the most appropriate person appointed from within the core group and professionals working to support the child/young person.

2.6 The Child’s Plan should always be proportionate to the child’s needs. Sometimes, if the child’s needs can be met by offering help straight away from another agency, the named person may take on the lead professional role during the period when additional services are being provided, e.g. Children’s Services Worker or Speech & Language Therapist.

2.7 If needs are more complex, it will be necessary to appoint a lead professional from more specialist or targeted services, either within Health or Education or from another service, such as Social Work, who all work within the Care and Learning Service framework. Where a child is looked after at home or away from home, at risk of significant harm, or has a Child Protection Child Plan the lead professional will always be a Social Worker.

**3.0 *Getting it right* through the Additional Support for Learning Staged Approach**

3.1 The ‘staged approach’ in education is a pathway for assessing learning needs and accessing additional services to support the child or young person within school and early years establishments. It emphasises early intervention to identify, record and assess children with additional support needs and is based on the philosophy that assessment is ongoing and not restricted to a particular point/episode in a child’s life.

3.2 When assessing children’s needs, we must be mindful of the complex interplay of factors which influence the ability of a child/young person to reach their potential. *The Highland Practice Model* uses the *‘My World Triangle’* at every stage to consider the child’s or young person’s needs and risks, as well as the positive features in their life.

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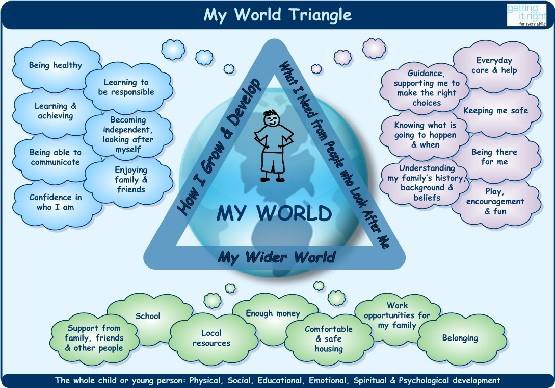
3.3 The ‘My World Triangle’ examines key areas of the child’s or young person’s circumstances through

examining:

• how the child or young person is growing and developing

• what the child or young person needs from the people who look after him or her

• the impact of the child or young person’s wider world of family, friends and community.



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3.4 Through analysis of the strengths and pressures in these dimensions, the child’s needs are able to be identified and summarised using the well-being indicators. There are seven well-being indicators, which are used during the assessment and planning process, and are illustrated in the well-being wheel below.

• Safe

• Healthy

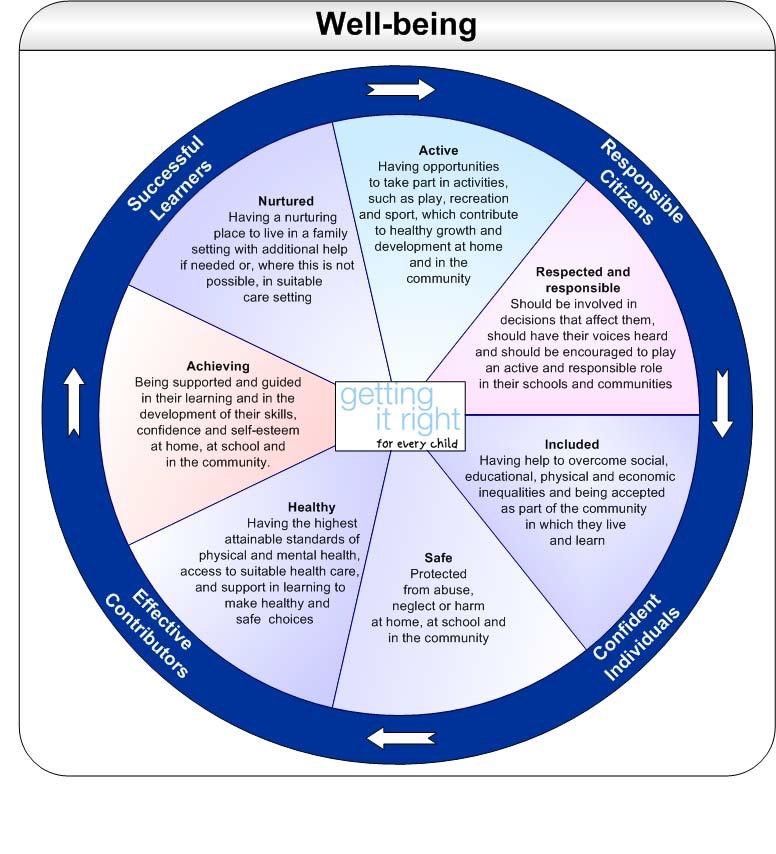
• Achieving

• Nurtured

• Active

• Respected and responsible

• Included



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**4. Identifying and Responding to Additional Support Needs**

4.1 The staged approach provides a pathway through universal and targeted services. It is fully incorporated into the Highland Practice Model, across the tiers of assessment and planning highlighted below.

4.2 All children need support to help them learn and fulfil their potential. Some children need more support than others. The level and form of help will be determined by the assessment of the child’s needs. The nature and amount of information and level of assessment required should always be proportionate.

4.3 At the universal level of Stage 1 in staged intervention, the child’s needs are addressed through normal classroom or nursery management. This can also address the needs of a group of children within the classroom.

4.4 Accordingly, Stage 1 does not involve an individual plan for a child, and Form 1 can be used to identify and record concerns. This corresponds to the Universal level in the Highland Practice Model.

4.5 Where normal classroom management does not, or is assessed as not being sufficient to, address a child’s needs, Stage 2 involves a Child’s Plan that accesses additional support for learning within the school.

Stage 3 involves a Child’s Plan that accesses specialist additional support for learning from education services from outwith the school. The child’s plan should be used to evidence reason for request for support.

Stages 2 and 3 are both at Single Agency Involvement in the Highland Practice Model, as they involve additional support for the child from educational staff. This planning should be recorded on the Child’s Plan.

4.6 Stage 4 involves access to multi-agency children’s services, as the child’s needs are more complex.

This again requires to be recorded on a child’s plan, with the wider multi-agency core group members being recorded as partners to the plan

Stage 4 also includes those children who fulfil the criteria for a Co-ordinated Support Plan. These stages are illustrated overleaf.

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**5.0 Strategies to Address Concerns**

***Initial identification of a concern Form 1 to be completed by Class Teacher, Subject Teacher, Early Years Staff***

5.1 A range of classroom and nursery strategies are used to deal with concerns that are prompted by the learning and well-being needs of children. A concern can result from an event, series of events or attributes which affect the welfare, well-being, potential or happiness of a child or young person.

5.2 Strategies employed to address the concern are identified along with the timescale, level of success and next steps, e.g. behaviour environment checklist as part of Staged Intervention Approach; addressing the deployment of existing staff in class; grouping and curricular planning; changes to individual arrangements within the classroom (such as a different reading group or significant changes of seating arrangements). This should be discussed with the child or young person, according to their age and understanding, and with parents/carers at appropriate opportunities.

5.3 Concerns must always be shared with the named person, as this enables the named person to have an

overview of the child’s well-being.

5.4 Within any classroom, nursery or partner centre, information about concerns and strategies should be recorded on a Form 1 by the appropriate person, e.g. the Class Teacher or Subject Teacher.

5.5 This should be copied and discussed as appropriate with the Support for Learning Teacher, member of Senior Management Team responsible for Additional Support Needs or the named person (if different), should the concern continue and classroom strategies not be successful.

5.6 A copy of Form 1 will be kept within the normal classroom planning documentation and in the PPR.

**6.0 Developing a Single-Agency Child’s Plan using the ‘My World Triangle’**

6.1 While classroom strategies are likely to address the majority of concerns, some children will require a more individualised response.

6.2 Such action will be determined by assessment and planning. For some children this will result in the development of a single-agency child’s plan which may include development of IEP targets where differentiation of the curriculum is required.(If required these will sit in Section 4 of the Child Plan)

6.3 This will be co-ordinated by the named person, but can involve the normal delegation of responsibilities to other staff within the school.

6.4 The assessment will use the national framework. It should be proportionate to the level and nature of the concern.

6.5 The *‘My World Triangle’* provides a common and holistic national assessment model for all staff working with children, across all of the agencies. It helps to explain a child’s or young person’s experience and identify needs and risks, as well as the positive features in his/her life.

6.6 Children’s needs are identified in terms of strengths and pressures. These can be highlighted and recorded on the relevant areas of the *‘My World Triangle’* assessment within the single-agency child’s plan, which is also used to record the actions to address that need in Section 3.

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6.7 When need cannot solely be met within the school, the assessment within the single-agency plan should evidence and determine the support that is required from Education Services outwith the school. This may require discussion with the Area Additional Support Needs Team or Psychological Services, or early advice from the Practice Lead(Early years) or Practice Lead (School) It can include solution-focused discussions that should always involve the child and family, to identify and confirm helpful approaches.

6.8 Examples of services that can support the single agency, education, planning process that can be requested for service are:

• Psychological Services

• Autism Advisory Teacher

• Assistive Technology Support Service (ATSS)

• Highland Education Vision Support Service (HEVSS)

• Highland Deaf Education Service (HDES)

• Pupil Support Service (PSS)

• Gypsy Travellers/Interrupted Learners

• English as an Additional Language

Contact details for these services can be obtained from the Support for Learners website by following this link: <http://www.highland.gov.uk/learninghere/supportforlearners/>

6.9 Strategies and actions with regard to the child are recorded on the single-agency Child’s Plan along with timescales, staff responsibilities and review activities. The child’s and family’s views should always be sought and recorded.

6.10 Strategies and actions should be implemented with as little delay as possible.

6.11 The single-agency Child’s Plan will be stored within the ASN file section of the PPR.

**7.0 Constructing a Multi-Agency Child’s Plan**

***Support is accessed from agencies/disciplines outwith education.***

7.1 Where the assessment indicates the need for support from services /disciplines outwith Education, e.g. Family Teams, NHS Highland or a voluntary agency, this should be evidenced using the ‘My World Triangle’.

7.2 Where the assessment indicates the need for early intervention from another agency, there will be local agreement for immediate access to identified early intervention services, e.g. Children’s Services Workers and specified voluntary organisation services. This leads to a timely response.

7.3 The tasks for these early intervention services to address must be set out in the Child’s Plan along with record of actions to be taken by partner services/agencies. This is now a multi-agency/service child’s plan. The named person is now acting as a lead professional.

7.4 The plan must continue to be proportionate to the level and needs of the individual child. It will contain the reasons for support, details of required actions and by whom, timescales for action and the child’s and family’s views. It will continue to include the educational objectives as previously described. The plan also serves as a request for service from other agencies if required.

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7.5 All of those who are involved in implementing the plan, including the child and family, should have a copy or access to it. This includes the Practice Lead, who has responsibility for monitoring multi-agency early intervention.

7.6 While multi-agency/service meetings are not normally necessary to access such services, as this is determined by the Child’s Plan, multi-agency meetings may be necessary to progress work as part of the plan. This can include meetings between practitioners and the child and family, as well as solution-focused discussions to identify and confirm helpful approaches, and to implement the plan.

7.7 Implementation of the plan will be monitored by the Lead Professional, and can be subject to periodic review by an Education Officer. This process should consider:

• How well is the child doing?

• Is there any new information or change of circumstances?

• What has been the impact of services provided?

• Are the intended changes or desired outcomes being achieved?

7.8 When reviewing an education led plan those involved should use Sections 2 onwards to record evaluation of what has been tried so far, parental and child views and analysis of current needs. This will then inform the new action plan in Section 3 and new sections 4 and 5 if required.(Sections 7 and 8 are not education specific sections and are for use by Social Work colleagues)

7.9 Early intervention should achieve early results. Accordingly, when the intended objectives have been met, and the additional support no longer required, the additional services should be withdrawn. Other actions within Education may or may not continue, and if they do, this will be as part of a continuing single-agency plan.

7.10 Where early intervention does not achieve the intended objectives, it will also be necessary to consider whether the additional services should be withdrawn. It may though be necessary to increase the level of intervention, beyond which the school can co-ordinate. In such cases, advice should be sought from local managers. These options should certainly be considered after six months of involvement of early intervention services and is not being effective.

7.11 **There are a number of circumstances where early intervention is not appropriate. Critically, early intervention is not appropriate where the concerns are about possible significant harm to a child. Where a suspicion of abuse or neglect is identified**, **this must be discussed immediately with the designated person for Child Protection, and progressed as set out in the child protection guidelines.**

7.12 If the designated person is not also the child’s Named Person, in all cases the designated person must discuss such concerns with the Named Person. The requirement to take immediate action should always be considered within the context of what is already known about the child.

**If, following discussion, concerns remain the designated person should immediately follow Child Protection guidelines.**

7.13 There will be other situations where the assessment and plan should be led by colleagues from outwith the school. This includes where the Named Person’s assessment suggests an acute level of complexity requiring a targeted service; or where the complexity or concerns are increasing, despite the provision of a Child’s Plan. In these circumstances, advice from the local liaison arrangements is required.

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7.14 Similarly, as it indicates a level of concern, and should take account of the legal tests and criteria, referral to the Children’s Hearing System should also be based on multi-agency advice.

7.15 **For the time being, where the requirements for a Co-ordinated Support Plan (CSP) are met, then this must be prepared as part of the same process and integrated into the Child’s Plan, as set out later in this document. The learning plan element should be included in Section 5 of the Child’s Plan. The lists of requirements for the CSP are set out in the Additional Support for Learning Act 2004 and as amended 2009. Only the Area Additional Support Needs Manager can authorise the content of a CSP and any amendment to it.**

7.16 Children with high or complex needs, e.g. accommodated children and those who may be at risk of significant harm, will have their Child’s Plans formally reviewed at meetings with all those who are directly involved, including the child and family, at a Child’s Plan meeting which may be chaired by a Quality Assurance and Reviewing Officer. All Looked After Children should have their educational needs assessed to determine if they have additional support needs with regard to education and if so consideration should be given for a CSP. (See following Section)

**8.0 Co-ordinated Support Plans: Background**

8.1 A Co-ordinated Support Plan is a multi-agency plan for a child who has enduring, complex or multiple barriers to learning, and who needs a range of additional support from different services. It details the additional support needs; the educational objectives that have been set; and the support that is needed to fulfil those objectives.

8.2 Accordingly, the CSP is a multi-agency plan, albeit one that has an educational focus. It is likely that any child with a CSP will have broader multi-agency needs, and therefore that the CSP will form part of the overall Child’s Plan, i.e. the Co-ordinated Support Plan (CSP) is incorporated into the Child’s Plan (Section 5 of the plan)

8.3 Because the CSP was given a statutory format in the *Education (Additional Support for Learning) (Scotland) Act 2004*, relevant information from it needs to be included in Section 5 of a child’s plan **along with** standing as a discreet document. The date of the CSP is based on the date it is sent to parents, and the young person where appropriate. HMIe, ASN Tribunals, Independent Adjudicators, Scottish Ministers etc. may also request a copy of the CSP for their investigations/deliberations, and the authority must be able to produce this stand-alone document to demonstrate adherence to legally specified processes and timescales.

8.4 Critically though, the process of the review of the CSP needs to be fully integrated with the planning and

review of the Child’s Plan.

8.5 While the Additional Support for Learning Act 2004, and as amended 2009, is entitlement legislation it has identified a particular group requiring specific consideration with regard to their educational outcomes. The Act states that all Looked After Children are deemed to have Additional Support Needs unless that Education Authority determines they do not within the meaning of additional support for education.

Additional Support is that which is more than or otherwise different from that which is normally provided for their peers with regard to learning and teaching approaches, personnel and resources, to support their learning.

Of those who do have Additional Support Needs with regard to education we must consider a Co- ordinated Support Plan.

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**In Highland**

 The Lead Professional for the Looked After Child and the Designated School Manager for LAC

will together discuss the needs of the child and determine if they have additional support needs.

 The date and outcome of this discussion will be recorded in the Carefirst chronology by the Lead Professional, in the PPR chronology by the Designated School Manager and in the Child’s Plan, by the Lead Professional.

 Lead Professional and Designated School Manager should choose one of the following statements to enter in these records, including date and signature.

***1. Under the Additional Support for Learning Act. as amended 2009, it is determined that (name) has additional support needs with regard to education and therefore a Co- ordinated Support Plan will be considered by the authority. Please follow steps 2-7in Pathway B below to take this forward with the CORE group.***

***OR***

***2. Under the Additional Support for Learning Act, as amended 2009, it is determined that***

***(name) does not have additional support needs with regard to education at this time.***

This procedure for Looked After Children should happen on an annual basis and/or where there is a significant change in circumstances for the Looked After Child.

Quality Assurance and Reviewing Officers and District Managers will ensure this is also recorded in their Action Record following a LAC Child’s plan review. This will be monitored centrally by the Area ASN Managers to ensure any follow up action is undertaken.

**9.0 Developing a Co-ordinated Support Plan**

9.1 There are three routes to developing a Co-ordinated Support Plan:

a. By parental or young person’s request to the Area Additional Support Needs Manager.

b. Where there is a single-agency Child’s Plan, but indications on the basis of assessed need, that there is a requirement for a multi-agency plan, incorporating a Co-ordinated Support Plan.

c. Where there is a multi-agency Child’s Plan , which may or may not already include a Co-ordinated Support Plan, and indications on the basis of assessed need that there is a requirement for consideration of a Co-ordinated Support Plan.

9.2 For each referral route, the CSP assessment and compilation process is routed and managed by the Area Additional Support Needs Manager to ensure quality assurance and monitoring on an area basis

9.3 This role is carried out, with cognisance of the Highland Practice Modelto ensure local area responsibility and integrates with Area quality assurance and reviewing procedures.

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9.4 As the consideration of a CSP is a statutory process with prescribed stages and time deadlines it is essential to ensure that it is tightly managed and monitored. As the CSP is a statutory **education plan**, education personnel will co-ordinate the initial referral and processes which follow from it.

9.5 The overall Child’s Plan will continue to be co-ordinated by the lead professional. The lead professional may be based within the child’s school, and therefore co-ordinates the overall plan as well as the educational components. Where this is not the case, the named person in the school will be responsible for contributing the educational components for the CSP. Accordingly, the phrase CSP Co- ordinator is used below, which may refer to either the named person or lead professional as appropriate.

9.6 The CSP Co-ordinator will be supported in the identification of the educational components, and also in the compilation of material for the CSP from other agencies and, by the Additional Support for Learning Co-ordinator.

9.7 For the three referral routes, the following processes are:

***A. Parental or young person request for a Co-ordinated Support Plan***

1. Referral is made to the Area Additional Support Needs(ASN) Manager in writing, giving reasons to support the request.

2. Area ASN Manager requests that school arranges a Child’s Plan meeting within 4 weeks of parental request. CSP tool and minute completed with those involved, i.e. named person and/or lead professional, existing core group and other relevant agencies that may be required for the discussion. Confirm permission to share information is explicit and recorded on the tool. If permission not given, record reason and action agreed on the tool.

3. Area ASN Manager receives the tool, copy of current Child Plan and minute within 2 weeks of initial discussion meeting and issues a decision letter: no further consideration needed, criteria not met (letter 2b); or Notice of Proposal to consider the issue further; (copied to CSP Co-ordinator, lead professional (if different), School, Educational Psychologist,file). This must be done within 8 weeks of the initial parental request. Area ASN Manager issues request for assistance from each of the agencies/services involved or from whom specialised assessment is required for those cases where further consideration for a CSP is required (Week 1 of 16) Responses must be received within 10 weeks of request.

4. Reports received by Area ASN Manager who provides recommendation to Lead Professional whether to draw up CSP based on evidence. If consensus not achieved consult with Head of Service ASN for advice. Decision letter 3a or 3b to parents issued by Area ASN Manager.

5. Area ASN Manager drafts CSP with CSP Co-ordinator (and Lead Professional if different) and checks accuracy with all involved. Parental and child/YP view recorded on draft by CSP Co-ordinator.

6. Area ASN Manager, or delegated responsible officer, meets with parents and signs off CSP and sends to parents (and young person where appropriate). Date this is sent is the date of the CSP. Partners to the plan receive a copy. Relevant information is entered on to database by Businesss Support staff (by week 16). Section 5 of Education Child’s Plan completed as appropriate by Lead Professional ensuring date of agreement by Area ASN Manager is also recorded.

***B. Staged Approach Route***

1. The named person, in consultation with the Educational Psychologist and others involved with the child, decides consideration needs to be given to a Co-ordinated Support Plan.

2. Core Group meeting held, tool and minute completed, ensuring parental and child/young person view included. Confirm permission to share information is explicit and recorded on tool. If permission not given record reason and action agreed on tool. Tool, current Child Plan and minute sent to Area ASN Manager for initial decision.

3. Area ASN Manager receives tool and minute within 2 weeks of core group meeting and issues decision letter: no further consideration needed, criteria not met (letter

2b); or notice of proposal to consider issue further; (copied to CSP Co-ordinator, lead professional (if different), School, Educational Psychologist,file). Area ASN Manager issues request for assistance from each of agencies involved or from whom specialised assessment is required for those cases where further consideration for CSP is required .Responses must be received within 10 weeks of request.

4. Reports received by Area ASN Manager who provides recommendation to Lead Professional whether to draw up CSP based on evidence. Decision letter 3a or 3b to parents issued by Area ASN Manager (by week 12).

5. Area ASN Manager drafts CSP with CSP Co-ordinator (and lead professional if different) and checks accuracy with all involved. Parental and child/YP v iew recorded on draft by CSP Co-ordinator.

6. Area ASN Manager, or delegated responsible officer, meets with parents and signs off CSP and sends to parents and young person where appropriate. Date this is sent is date of the CSP. Entered on to database by Business Support staff (by week 16). ). Section 5 of Child’s Plan completed as appropriate by Lead Professional ensuring date of agreement by Area ASN Manager is also recorded.

***C. Review of a CSP within Child’s Plan process***

1. The Business Support Team will alert the CSP Co-ordinator to the timescale for reviewing a Co- ordinated Support Plan. There will be a 3 month alert. Copy to CSP Co-ordinator, ASN Manager.

2. Where there is no existing CSP, but in reviewing a Child’s Plan the Core Group believe there may be grounds for one, the procedures 2-6 in B above, i.e. Staged Approach Route, should be followed. The determination of the requirement of a CSP for Looked After Children under the Additional Support for Learning Act 2009 will sit within this process.

The Quality Assurance and Reviewing Officers will monitor this procedure and will ensure that the discussion between Lead professional and the Designated School Manager has taken place and is recorded appropriately in the Child’s Plan. The Action Record kept by QAROs following a Looked After Child Plan review meeting will include reference to this decision and any subsequent action to be taken.

3. Where there is already a Child’s Plan and a CSP, the CSP Co-ordinator ensures a Core Group meeting is held on or before the review date set in the CSP, requesting update reports from those involved to be received at least 2 weeks before the meeting date.

4. Thereafter, a CSP Review will be addressed by the Core Group meeting as follows: Review tool completed and new learning plan and amendments drafted by core group if required (by week 1) within the pathway.

5. The reviewed CSP Learning Plan within the tool as evidence, are sent to the ASN Manager for checking and sign off.

6. Area ASN Manager, or delegated responsible officer, signs off reviewed CSP tool and sends to parents and young person where appropriate. Date this is sent is date of the amended CSP. Relevant information is entered on to database by Business Support team (by week 12). Any amendments to Section 5 of the Child’s Plan are made by Lead Professional as required ensuring the date of agreement by Area ASN Manager is also completed.

**10.0 CSP Appeal Procedures under ASL Act 2004 and as amended 2009**

10.1 Under ASL legislation, parents and young people can appeal decisions made by the Education

Authority to independent routes of appeal should local agreement not be reached (see below).

10.2 These high risk and complex appeal routes are maintained centrally. The Lead Officer for these appeal routes is the Head of Service, Additional Support Needs.

10.3 Area staff in all agencies, however, require to continue to be aware of the requirements under the law and also the rights of parents and young people with regard to the appeal procedures.

10.4 This awareness is to ensure that professionals know of their potential role and are supported in any appeal procedure and to ensure that they feel equipped to advise parents and young people of how to appeal under the ASL Act. Information sheet 10 Working Together and Resolving Disagreements produced by CHIP+ outlines these appeal routes.

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**Framework for resolving disagreements (Staged Procedures)**

**School level\***

School based staff e.g. class teacher, additional support needs staff, senior school staff / head teacher

take a solution focussed team approach to meetings (including other agencies) and discussions with

parents and pupils to resolve matters. Aim to develop positive relationships/partnerships and resolve

issues at school level.

**Education Authority Level\***

* If still unresolved, Area ASN Manager to investigate matter and issue decision.
* Head of Service, ASN to provide options/advice.

**\*In practice, almost all concerns are resolved at school or education authority level.**

**External Appeal Routes**

|  |  |  |
| --- | --- | --- |
| **Dispute Resolution by**  **Independent Adjudication** | **Education Authority Appeal**  **Committee** | **Additional Support Need**  **Tribunals** |
| For disputes about the way the authority are exercising their functions under the Additional Support for Learning Act as these relate to individual children/young people. Requests for access to Dispute Resolution should be sent to the Support for Learning Division in Edinburgh who will acknowledge the request and initiate the process  Exceptionally a few cases may go to:  **Scottish Ministers**  (Section 70 of the Education  (Scotland) Act 1980)  **Scottish Public Services**  **Ombudsman**  (for issues of service failure or maladministration)  **Civil Courts**  (Judicial Review)  **Sheriff Court**  (appeal against education authority appeal committee decisions)  **Court of Session**  (on a point of law) | Will continue to hear placing requests (where there is no co- ordinated support plan or consideration of one underway) and exclusion appeals. | For Co-ordinated Support Plan matters under section 18 (3) of the Act and placing requests concerning a special school or where there is a Co-ordinated Support Plan and another matter regarding the CSP is already referred to Tribunal.  For claims of discrimination in education due to disability eg exclusion appeals where it is appealed that child/young person has been excluded on grounds of their disability. |

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