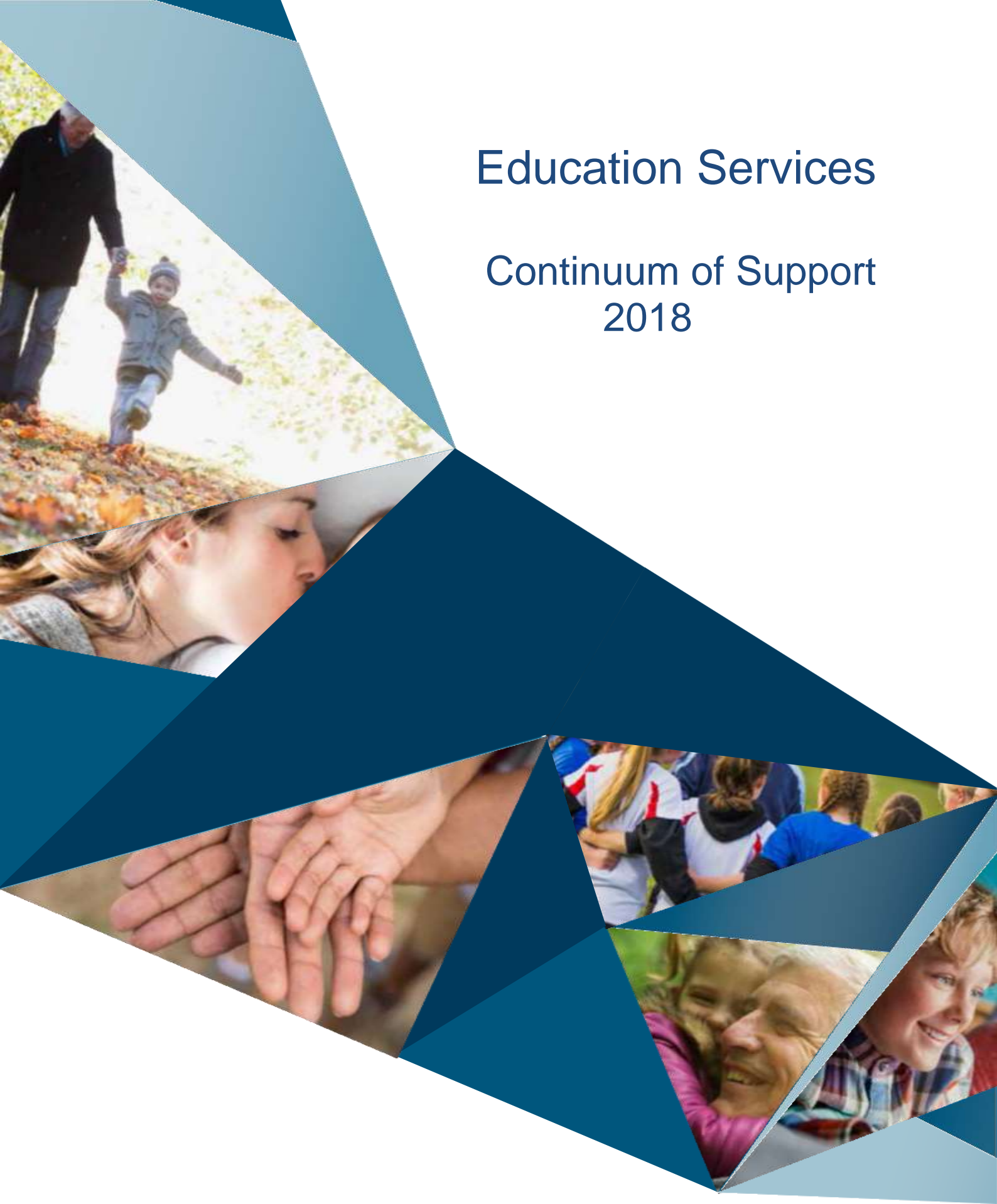


Education Services

Continuum of Support 2018



Education Services Continuum of Support (October 2018)

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SECTION 1: INTRODUCTION

In line with Scottish Government's vision for education delivering both excellence and equity, as outlined in the National Improvement Framework, [National Improvement Framework](#) West Lothian Council's Education Services is committed to meeting the needs of all learners through the careful planning and monitoring of learning progress. It is recognised that the needs of the majority of West Lothian's children and young people will be met as a result of the delivery of high quality teaching and learning through the Curriculum for Excellence.

For those children and young people who have additional support needs and require additional planning in order to fulfil their learning potential, a Continuum of Support framework is in place in West Lothian to ensure that their needs are understood and supported effectively.

The Continuum of Support is fully informed by key legislation relating to children and young people:

- The National Practice Model of assessment, embedded within the Getting it Right for Every Child approach. ([Getting it Right for Every Child](#)) The key legislation for this area of practice is the Children and Young People's Act (2014). ([Children and Young People's Act 2014](#))
- The Education (Additional Support for Learning) (Scotland) Act 2004 provides the legal framework which underpins the system for identifying and addressing the additional support needs of children and young people who face a barrier, or barriers, to learning. The Act has been subsequently amended by the Education (Additional Support for Learning) (Scotland) Act 2009 and the Education (Scotland) Act 2016. ([ASL Act 2016](#))
- The "Extending Children's Rights " Act 2018 has also extended the rights of children aged 12 and above who are deemed to have capacity, to request assessments in line with those afforded to parents in the Support for Learning Act. [Enquire Information on Children's Rights](#)

The remainder of this document outlines the way in which West Lothian Council's Education Services aims to meet the needs of all learners through the implementation of the planning process included in the Continuum of Support.

SECTION 2: THE CONTINUUM OF SUPPORT OVERVIEW

	Who are these children & young people?	How can we identify their needs?	How do we meet their needs?	How do we plan, implement and evaluate progress?	What documentation should be used?
STAGE 1 – UNIVERSAL	Pupils whose needs are met by the class staff team.	All learners' needs are regularly reviewed through the school's monitoring and tracking processes. For example: attainment and ASN data/information, attainment meetings, wellbeing concern discussions, planning meetings, concerns raised by the child and/or parent/carer.	Through classroom based differentiation if required. This may include strategies and approaches such as ASD/dyslexia friendly strategies, effective learning & teaching strategies, Restorative and Solution Oriented approaches, whole-school Nurture, Rights Respecting Schools.	School processes for planning, monitoring & tracking, profiling and reporting.	School-based planning documents
STAGE 2 – ADDITIONAL	Pupils whose needs are met by the class staff team and also through targeted additional school-based intervention and support.	<i>Consideration should be given to the need for an Assessment of Wellbeing in order to identify needs and next steps.</i>	Through classroom based differentiation as above and also strategies such as SFL intervention, in-class support, specific literacy or numeracy interventions, Nurture group, counselling, targeted group intervention e.g. Give Us A Break, Fizzy Fingers. Advice and consultation may be sought from support services (see Section 3 below)	School processes as above and consideration also being given to plans such as IEPs, Passports and Assessment of Wellbeing / Child's Planning Meetings	Assessment of Wellbeing / Child's Planning Meeting outcome document (if appropriate) Passports (if used in school) IEP (if appropriate)
STAGE 3 – ENHANCED	Pupils whose needs are met by the class staff team, targeted additional interventions and also through support from two or more agencies, or different parts of the same agency.	As above and also through Assessment of Wellbeing and Child's Planning processes.	Children and young people at stage 3 will have in place some stage 2 strategies or interventions. Additionally they will be supported (Assessment, 1:1 input or groupwork) through partnership between the core/multi agencies: <ul style="list-style-type: none"> ● Education Services ● Social Policy, ● Health and ● Voluntary Sector (see Section 3 below) 	Stage 2 processes as above and an IEP and the Assessment of Wellbeing process will indicate that a Child's Plan is required in order to co-ordinate support. Co-ordinated Support Plans should be considered at this stage.	Assessment of Wellbeing Child's Planning Meeting outcome document Passports (if used) IEP CSP Assessment Tool CSP (if required) Partner agency referrals LAC review planning documents (as appropriate)
STAGE 4 – INTENSIVE	Pupil needs are met through accessing an additional support needs school / base either full or part time. This could be within or outwith West Lothian.	Pupils attending Beatlie, Cedarbank, Connelly, Ogilvie, Pinewood, The Skills Centre, ASD units within mainstream schools (primary and secondary), Murrayfield Language Centre (in-reach) Other outwith Authority Special Schools as determined by SORG.	Needs are met within the curriculum delivery within the Additional Support Needs (ASN) school setting.	School processes for planning, monitoring & tracking, profiling and reporting within the ASN school context.	Assessment of Wellbeing Child's Planning Meeting outcome document IEP CSP Assessment Tool CSP (if required) LAC review planning documents (as appropriate)



SECTION 3: SUPPORT SERVICES OVERVIEW

At all stages of the planning process, parent's / carers should be fully involved in the decision making process. This includes accessing additional support services.

The following support services are available to assist schools with pupils at Stage 2 and 3 of the Continuum of Support.

EDUCATION SERVICES

- Inclusion and Wellbeing Service (0-18)
[Inclusion and Wellbeing Service](#)
- Educational Psychology Service
[West Lothian Educational Psychology Service](#)
- Literacy Service
Contact HT Boghall Primary School
- Language and Communication Centre (Murrayfield)
Contact HT Murrayfield Primary School

SOCIAL POLICY

[Social Policy Services for Children and Young People](#)

- Child Disability Service
- Children and Families Practice Teams
- Children and Young People Team
- Domestic and Sexual Assault Team
- Family Placement Team
- Parenting West Lothian
- Social Care Emergency Team
- Sure Start
- Throughcare and Aftercare Team
- Inclusion and Aftercare
- Youth Justice Team

HEALTH

- Speech and Language Therapy – Allocated School Speech and Language Therapist
- Occupational Therapy – direct contact with the Occupational Therapy Department, St John's Hospital
- Child and Adolescent Mental Health Service (CAMHS) and Community Child Health (CCH) Referrals

Both CAMHS and CCH conduct assessments for ADHD and ASD. For referrals for these assessments, schools should make referrals either directly to CCH (using the referral form below) or advise families to take children / young people to their GP to explore a potential referral.



Referral to
Community Child Heal

CAMHS also provide advice and consultation regarding mental health and wellbeing. This can be accessed through a telephone consultation service on this number 01506 434274. Schools can also make referrals to the Mental Health and Mental Wellbeing Screening Group for possible input from CAMHS for mental health concerns. See below for referral information.

CCH also provide medical assessment for a range of other health issues. Referrals to Community Child Health can be made directly by schools using the CCH referral form. A completed Assessment of Wellbeing is helpful in assisting the referral process.

VOLUNTARY ORGANISATIONS

- A directory of support services within West Lothian Council can be found here: [West Lothian Mental Health Pathways \(GLOW SITE\)](#)

THE MENTAL HEALTH MENTAL WELLBEING SCREENING GROUP (MHMWBSG)

- The MHMWBSG is a multi-agency screening group chaired by Social Policy which facilitates access to a range of partner agency supports for children and young people experiencing challenges with mental health and wellbeing. Referrals to the group can come directly from schools. Referrals are also received from parents, young people, partner agencies and GPs. Referral to this group is made using the relevant referral form which can be accessed here [Social Policy Referral Forms](#) (Form no. CS6280).

SECTION 4: GETTING IT RIGHT FOR EVERY CHILD PRACTICE GUIDANCE AND CAREER LONG PROFESSIONAL LEARNING OPPORTUNITIES

1) Assessment of Wellbeing Process

The Assessment of Wellbeing documentation and planning framework encompasses the key elements of the National Practice Model as outlined within the Children and Young People's Act (2014). Additional advice and training on the use of this approach can be accessed as outlined below. The paperwork includes:

- Wellbeing Concern Forms
- Assessment of Wellbeing
- Child's Planning Meeting

The paperwork can be accessed from the Inclusion and Wellbeing Service web-site [Inclusion and Wellbeing Service](#)

The GIRFEC Assessment Planning Tool (GAP Tool - West Lothian Council customised assessment document) can also be accessed at the link above.

2) Solution Focused Child's Planning Meetings

Within West Lothian, a solution focused approach is used to support all planning meetings for children and young people. In summary this means that discussions take place using the following agenda:

- Discussion of Strengths / Protective Factors
- Discussion of Barriers to Learning / Risks
- Discussion of what is currently working well to support needs
- Discussion of what needs to be done differently in order to further support needs

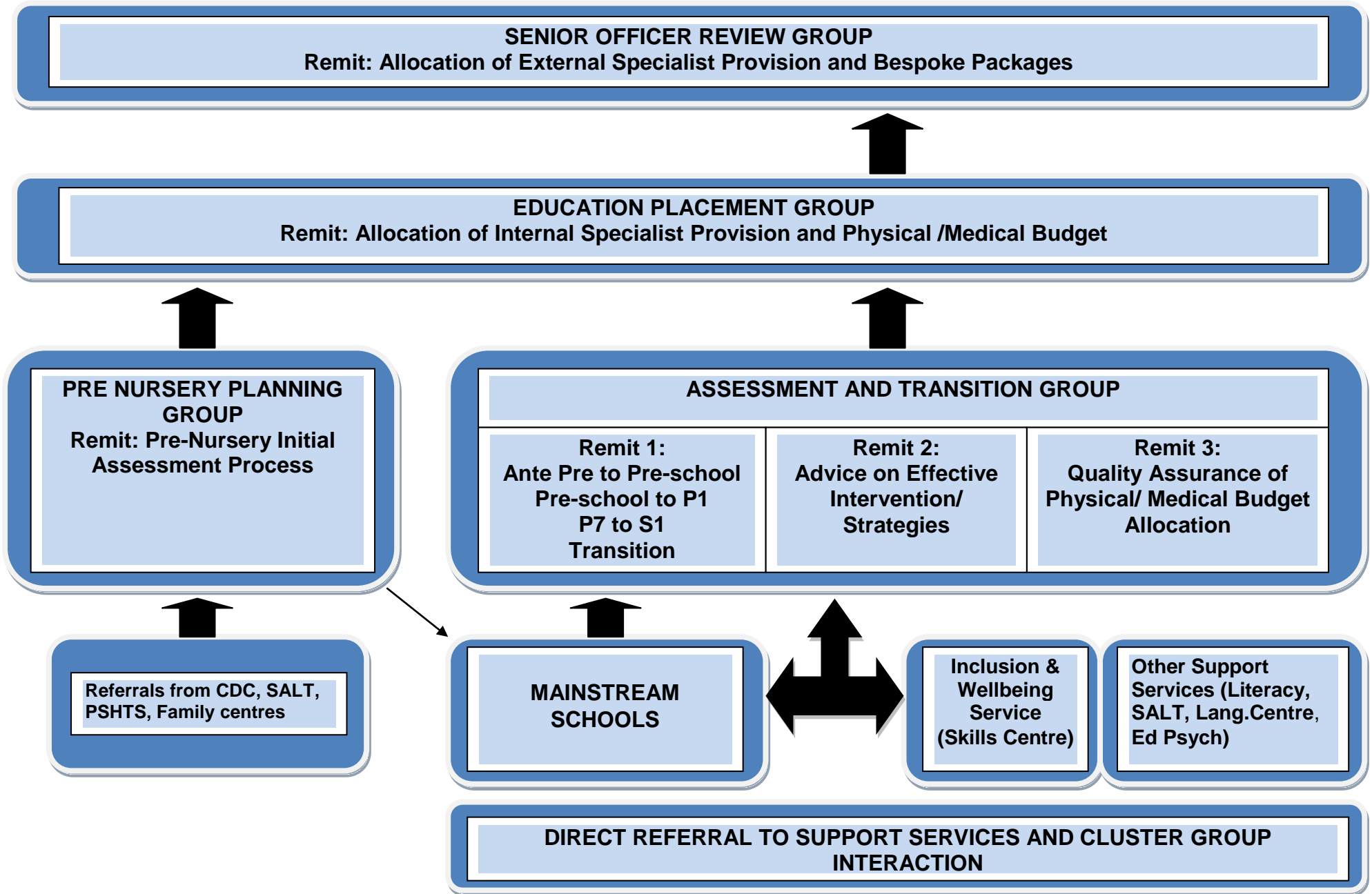
Training for facilitating Child Planning Meetings can be accessed through the Educational Psychology Service (ed.psych@westlothian.gov.uk)

3) Career Long Professional Learning (Additional Support Needs)

There is a range of training delivered by the Educational Psychology Service and the Inclusion and Wellbeing Service for staff working with pupils who have additional support needs. This training is updated and augmented regularly in line with changing requirements.

Full details of current training opportunities can be accessed through the Inclusion and Wellbeing web-site [Inclusion and Wellbeing Service](#)

SECTION 5: EDUCATION SERVICES' SUPPORT PLANNING AND DECISION MAKING PATHWAYS



CLUSTER GROUP INTERACTION

Representation from the Inclusion & Wellbeing Service and the Educational Psychology Service will attend one Cluster Group meeting for each Cluster once a term. The purpose of this interaction is the development and planning of customised Career Long Professional Learning. This also provides an additional opportunity to request service support from either of these services.

ASSESSMENT AND TRANSITION GROUP (ATG)

The Assessment and Transition Group (ATG) has the following remit:

- Consideration of pupils through the annual Early Years and P7-S1 transition process;
- Advice on effective intervention/strategies for individual pupils; and
- Quality assurance of the deployment of the Physical/Medical budget and the impact on the individual child/young person. This aspect of the ATG remit will be directed by and regularly reported on to the Education Placement Group.

The group is chaired by the Education Services' ASN Officer and comprises representation from all specialist provision, Educational Psychology, mainstream schools, and the Speech & Language Therapy Service.

The ATG facilitates the annual Transition Process (see section 6 below). The ATG also provides an opportunity for schools to discuss planning and support for children and young people with additional support needs in the mainstream setting. The focus of the group in this regard is on professional dialogue and discussion regarding effective practice in meeting additional support needs within the mainstream setting.

The ATG meetings are aligned with the Education Placement Group meetings in order to facilitate timeous decision making. Requests for an appointment can be made by contacting the Inclusion and Wellbeing Service Administrative Officer. A completed current Child's Planning Meeting outcome is required for discussion on effective intervention/strategies for individual pupils.

Consideration of pupils for the Annual Transition Process is through the submission of the GAP Tool to the ATG.

EDUCATION PLACEMENT GROUP (EPG)

Remit: Allocation of Internal Specialist Provision and Physical /Medical Budget

Through the Continuum of Support Pathway, the Education Placement Group (EPG) allocates:

- placements in specialist provision within West Lothian; and
- targeted support from the Physical/Medical budget for pupils within mainstream schools.

The Education Placement Group is chaired by the Inclusion & Wellbeing Manager and comprises representation from Education Services' Senior Management Team and Legal Services.

Referrals to the Education Placement Group come via the Assessment and Transition Group (ATG). A robust joint assessment must be provided to enable the EPG to determine whether specialist provision may need to be considered to support the child/young person. This joint assessment will include input from the parent/carer, all relevant professionals and must include input from an Educational Psychologist. This assessment should be co-ordinated using the child's planning meeting process.

For the annual transition process the documentation required for consideration by the EPG is the GAP Tool.

SENIOR OFFICER REVIEW GROUP (SORG)

Remit: Allocation of External Specialist Provision and Bespoke Packages

The Senior Officer Review Group (SORG) makes decisions regarding placements for external special schools outwith the management of West Lothian Council and also considers requests to develop bespoke packages of support within West Lothian as an alternative to outwith provision. SORG is a multi-agency group comprising partners from Education, Social Policy and Community Child Health. The group considers children and young people who require complex multi-agency planning to meet their wellbeing needs. Full detailed guidance on the SORG process and procedures can be found here:

<http://intranet.westlothian.gov.uk/article/7286/All-Other-CF-Procedures>

PARENTAL PLACING REQUESTS

Parental placing requests for West Lothian Council special schools and Autism Units within mainstream schools will be considered by the Education Placement Group.

Parental placing requests for external special schools outwith the management of West Lothian Council will be considered by the Senior Officer Review Group.

These Groups will request the most up to date assessment information for children/young people to inform the decision making process.

SECTION 6: TRANSITION PLANNING

In addition to the regular review of additional support needs within the Continuum of Support, there are 3 key transition points for children and young people in relation to their education. At these points in time, specific and focused assessment takes place to ensure that wellbeing needs are met. These transition points include:

- Pre-Nursery Planning (0 – 3 years old)
- Nursery - P1 (3 to 5 years old)
- P7- S1

For each of these transition processes, the GIRFEC Assessment and Planning Tool is used to support the planning and decision making process.

Pre Nursery Planning Group (PNPG)

The purpose of the Pre Nursery Planning Group is to plan effectively for meeting the needs of children before they start in nursery. Referrals to the Group are for children who may have significant needs and who require enhanced transition planning. The referrals come from key professionals and/or members of the group.

The PNPG is a multi-agency group comprising partners from Health, Social Policy and Education. The group meet four times a year in line with mainstream nursery intake timescales. At these meetings the initial GIRFEC Assessment and Planning Tool is completed. Invitations to attend the meeting are issued to the child's parent/carer and the referrer.

Once a child's nursery placement is identified the completed GIRFEC Assessment Planning Tool is issued to the Head Teacher of the receiving nursery school/class to assist with parental discussions and implementation of the transition plan within the new establishment. A copy of the GIRFEC Assessment and Planning Tool is also shared with the Parent / Carer. Where severe and complex needs are identified the assessment information will be forwarded to the Education Placement Group for the development and implementation of an appropriate nursery support package.

Nursery to P1 and P7-S1 (Assessment and Transition Group)

Planning to meet needs for all children approaching key transition should take place using the assessment section of the Wellbeing Application in SEEMIS as part of the routine monitoring and review of progress for children at key transition stages. The GIRFEC Assessment process is used to develop a robust transition plan, centred on the wellbeing indicators and the National Practice Model. At transition, the receiving mainstream placement will be partners in the assessment process and will contribute significantly to the development of the transition plan. Parents/carers will always be included in this process.

In circumstances where it is assessed that additional support may be required to facilitate a successful transition, the GAP Tool should be submitted to the Assessment and Transition Group in line with specific dates and deadlines for the annual cycle of transition planning. The ATG will make recommendations to the EPG in relation to the requirement for allocation of Physical/Medical budget to schools to support individual pupils. Any allocation will remain under review.

Final decisions regarding any specialist placements and budget allocation will be made by the Education Placement Group.

SECTION 7: CO-ORDINATED SUPPORT PLANS (CSP)

For all children / young people at Stage 3 of the Continuum of Support, consideration of assessment for a CSP should be undertaken. The assessment for a CSP will be completed in collaboration with all those supporting the child / young person and will always involve the parent / carer.

A CSP is an education plan prepared by local authorities for certain children, and young people (school pupils aged 16 – 18 years), who have additional support needs. The plan outlines:

- the child's additional support needs
- educational objectives that have been set for them to achieve
- the support they need to meet these objectives

CSPs are part of the legislation introduced by the Scottish Government in The Education (Additional Support for Learning) Act 2004, and as revised in 2009. Local Authorities must ensure that the child or young person receives the support outlined in their plan.

A CSP is for those children and young people who have complex needs and require a substantial level of support from other agencies (e.g. Health or Social Policy), to help meet their educational objectives. These children may require a CSP to ensure that their support for learning is co-ordinated across all agencies. Detailed guidance on CSPs within the West Lothian Continuum of Support' can be found here.

[Coordinated Support Plans Guidance](#)

SECTION 8: LOOKED AFTER CHILDREN

West Lothian Education Service, in partnership with Social Policy, Health, and Third Sector colleagues, are committed to identifying and meeting the needs of our Looked After children and young people. West Lothian's Corporate Parenting Plan outlines five key priorities for meeting the needs of Looked After children and young people, including:

- improving the quality of our care and care planning;
- improving health and wellbeing;
- supporting learning and raising attainment;
- supporting employment, training, and positive destinations post-school; and
- providing quality through, continuing, and after care.

Every school has a Designated Member of Staff for Looked After Children. This key role is supported through specific DMS training. The Education Services Policy for Looked After Children also provides detailed information regarding process and procedures relating to the support of Looked After Children within West Lothian educational establishments. A copy of the Policy can be found here.

[Education Services Policy Looked After Children](#)