

EDUCATION SUPPORT SERVICES

SERVICE DELIVERY STANDARDS

1. INTRODUCTION

Education Support Services work in partnership with schools, the Educational Psychology Service, the Quality Improvement Team and multi-agency partners to deliver education services and contribute to the overall aims of the council in relation to the educational attainment, achievement and health and wellbeing outcomes for West Lothian's children and young people.

More specifically, Education Support Services will support schools in improving the delivery of education provision, learning experiences and opportunities for children and young people with additional support needs across the curriculum in every educational context and setting, enabling all pupils to achieve at their highest potential. Collaborative planning with multi-agency partners is a key focus throughout the service's strategic and operational activities with the Getting It Right for Every Child (GIRFEC) agenda underpinning all partnership working.

The service standards described in this document relate to the service delivery of the centrally based Education Support Services team located at:

West Lothian Civic Centre
Howden South Road
Livingston
West Lothian
EH54 6FF

2. VISION STATEMENT

Support services across West Lothian council will work together under one service area to ensure continuity of delivery and service planning to react to changing cohorts of pupils coming through the education system.

Education Support Services vision is the achievement of long-term sustainable quality educational provision for all West Lothian's children and young people.

Education Support Services will:

- Strengthen the capacity of all schools, early years providers and partner services to provide appropriate and proportionate support to child at the right time in their education.
- Utilise data and community feedback to anticipate and meets learners' needs
- Support families to play a key role in the education and wellbeing of their children and young people with additional support needs.
- Develop the inclusive culture to allow every child the opportunity to be educated in their locality school.

3. PRINCIPLES OF SERVICE DELIVERY

Working within the Getting It Right for Every Child (GIRFEC) framework, West Lothian's Continuum of Support, relevant national legislation and local policy and guidance, Education

Support Services is an important part of the holistic assessment and school administrative support framework in place for all children and young people, their families and all schools in West Lothian.

Education Support Services also work within national legislation, guidance and frameworks such as Additional Support for Learning, the Curriculum for Excellence, Looked After Children and Young People, the Scottish Attainment Challenge and the Pupil Equity Fund. The Inclusion and Wellbeing Service is a key partner in the Education Services' Moving Forward in Learning framework thus contributing to the Authority and national priorities as outlined in the National Improvement Framework.

The Service's Management Plan is revised annually and is linked directly to both local and national priorities. Collaboration with partners is integral to achieving maximum success for children and young people. The Service therefore works collaboratively with our partners who include: other council services, parents, children and young people, NHS Lothian (Community Child Health, Child and Adolescent Mental Health (CAMHS) and Allied Health Services, Police Scotland, Education Scotland including HMI, SEEMIS (Information Management System), Common Ground Mediation (Education Services' independent mediation organisation), Schoolhouse (Home Education Representative's Group), Scottish Autism and National Deaf Children's Society.

The sharing of information in relation to the work of the Service with our partner agencies for the benefit of children/young people is undertaken in partnership with parents/carers and in line with Scottish Government guidance on Information Sharing. In circumstances where there are Child Protection concerns, the council guidance in this area is followed.

Education Support Services seek to ensure that all its activity is evaluated for the direct impact that it has on the lives of children and young people.

Education Support Services has strong values and a clear set of outcomes that ensure the "customer" is at the heart of all activity. All staff endeavour to deliver a high quality, accessible and responsive service that meets customers' needs. The Inclusion and Wellbeing Service Standards for customer service are outlined below and are based on the generic aims of:

- ◆ Delivering a high quality service
- ◆ Delivering the service within an appropriate timescale
- ◆ Providing accurate, comprehensive information
- ◆ Keeping customers informed of the progress of their enquiry/request
- ◆ Ensuring staff are professional and knowledgeable
- ◆ Ensuring staff are polite and friendly; and
- ◆ Treating all customers fairly

4. RANGE OF SERVICE DELIVERY

The range of service delivery of the Education Support Services centrally based staff relates to the following activity areas as highlighted in the Service's Management Plan 2022/23:

- ◆ To support all school settings to continue to improve outcomes for learners with ASN (in line with Corporate Plan Priority 1 and 2).
- ◆ Supporting the child's planning process in the allocation of specialist provision to appropriately identified need (in line with Corporate Plan Priority 1 and 2).
- ◆ Work collaboratively with key partners to develop and enhance our educational provision for children and young people with additional support needs (in line with Corporate Plan Priority 1 and 2).
- ◆ Working with the Educational Psychology Service and multi-agency partners on the embedding of child's planning and staff development frameworks to support pupils who

require additionality to maximise their learning (in line with Corporate Plan Priority 1 and 2).

- ◆ Supporting the Quality Improvement Team in the administration of schools' senior management recruitment process and student placements (in line with Corporate Plan Priority 1 and 2).
- ◆ Supporting schools, children/young people and families through policy development and support in the areas of, Positive Relationships; Management of Health Care Needs in Schools; Attendance at School; Home Education; and Coordinated Support Plans (in line with Corporate Plan Priority 1 and 2).

Service Activity

1. Advice and support on Looked After Children Policy implementation
2. Advice and support on Healthcare and Management of Medication in Schools Policy implementation
3. Advice and support on Coordinated Support Plan Policy implementation
4. Advice and support on Education Services aspect of the council's Refugee settlement process
5. Advice and support on Attendance in School Policy implementation and facilitation of Authority Attendance Group
6. Advice on, administrative support of and officer responsibility in implementation of Home Education Policy
7. Advice on, administrative support of and officer responsibility in implementation of Independent Mediation for families with children and young people with Additional Support Needs
8. Service's representation at Additional Support Needs Tribunals (Scotland)
9. Advice and support in the development of the Continuum of Support
10. Facilitation and delivery of Cluster Assessment and Support Transition (CAST) sessions
11. Facilitation of Allied Health Professionals Service Level Agreement on Access to Schools
12. Facilitation of Inclusion and Wellbeing Forum
13. Facilitation of Education Placement Group
14. Facilitation of Senior Officer Review Group
15. Facilitation of support for West Lothian pupils educated outwith West Lothian

EDUCATION SUPPORT SERVICES STANDARDS OF SERVICE DELIVERY

Our Service Standards set out what our customers should expect from the range of service delivery outlined in section 4 above.

- ◆ We will treat our customers with dignity, respect and courtesy
- ◆ We will ensure that all enquiries are greeted with a helpful, friendly approach
- ◆ We will assess all enquiries and provide accurate and impartial advice regarding the customers' options
- ◆ We will respond to telephone messages, written or email correspondence within 5 working days
- ◆ We will clearly advise customers of what will happen at the next stage of their enquiry and any action to be taken by both the Service and the Customer
- ◆ If we are unable to get in touch with customers following their enquiry, we will make 3 contact attempts before closing the enquiry
- ◆ We will ensure all administrative procedures within the range of centrally based service (as outlined in section 4 above) will be carried out without any undue delay.

5. SERVICE DEVELOPMENT THROUGH SELF-EVALUATION / PERFORMANCE MANAGEMENT

In line with the West Lothian Council Improvement Strategy, Education Support Services operate within a context of continuous improvement. As part of this, the central based staff operate a robust self-evaluation process whereby the views of key stakeholders are gathered and considered on a regular basis. The information collected is analysed using the HGIOS 4 self-evaluation high-level questions: What have we done?; How do we know?; What will we do next?

Information gathered from these sources is then used to plan the way in which the service is delivered as part of our ongoing improvement planning cycle. Our self-evaluation data is incorporated into the West Lothian Assessment Model (WLAM) performance management process and is reviewed regularly. The Service has agreed annual targets for performance as determined within the Pentana/WLAM system.

Education Support Services operate within an ethos of continuing professionals' development for individual members of the team. All staff members have an annual review of their professional performance in line with the council wide scheme. This process is linked to the annual Service Management Plan so that individual and service priorities can be aligned.

All staff members have regular Line Management meetings with the Education Support Service in order to provide appropriate support and challenge.