

A MANUAL OF GOOD PRACTICE IN SPECIAL EDUCATIONAL NEEDS



THE SCOTTISH OFFICE

Education and Industry Department

**PROFESSIONAL PRACTICE
IN MEETING SPECIAL
EDUCATIONAL NEEDS**

FOREWORD

Our aim is to develop an inclusive society that offers fairness for all and provides the opportunity for all children and young people to achieve their full potential.

Fulfilment of this aim depends on all those working with children and young people with special educational needs continuing to develop the quality of their professional practice. This Manual reflects our desire to assist professionals to develop that quality in the provision of services to children, young people and their families.

The Manual will be of interest to those working in schools, support services, local authority social work departments, health services and voluntary organisations. Professionals can use the Manual to evaluate key aspects of their practice, such as how well they work together, how effectively they involve parents and how well they take account of the views of children and young people.

I believe that use of this Manual will make an important contribution to developing truly inclusive policies and practice which will benefit all children and young people with special educational needs and their families.



HELEN LIDDELL

Minister for Education

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INTRODUCTION

1. The Manual

This Manual offers guidance to all those concerned with the education of children and young persons with special educational needs. It is addressed primarily to :

Local Authorities	Officials of the authority responsible for ensuring that the statutory duties in respect of children and young persons with special educational needs are discharged in accordance with national advice. Boards of Governors, in the case of independent schools.
Schools, including pre-school centres	All staff.
Support Services	Educational psychologists, local authority advisory staff, specialist teachers, pre-school home visiting teachers and a range of other professionals who work in schools.
Voluntary Sector	Organisations supporting children and young persons with special educational needs and their families.

Although the Manual has been written for professionals, parents may find it helpful in their contact with local authorities, schools and support services. More specific advice for parents is contained in the SOEID publication *A Parents' Guide to Special Educational Needs*¹.

Terms used in the Manual

child	A person not over school age (generally 16 years of age).
young person	A person over school age who is not yet 18 years of age.
parents	This includes carers.
school	This refers to primary, secondary and special schools unless these schools are mentioned specifically in the text. It also covers the range of pre-school centres attended by children under the age of five, in which case terms such as class, curriculum and teacher should be interpreted as they apply to the pre-school context.
support services	The range of support services which may be secured by an authority can include: learning support and network support teachers; pre-school home visiting teachers; specialist teachers including specialists in sensory impairments; psychological service; bilingual or EAL services and interpretative services; advisory services; health services (speech and language therapy, occupational therapy, physiotherapy community paediatricians, etc.); social services; and specialist careers services.

¹ The guide is being updated and a revised version will be published in 1999

2. Developing Quality in Professional Practice

We are now several years into a quality initiative in Scottish education, where schools are placed at the centre of the drive for quality. This is in keeping with our belief that the most effective way of improving the quality of education for individual pupils is to expect schools to take responsibility for their own quality assurance by evaluating their performance and making the necessary changes.

Osler D, HMSCI,
Foreword to *Standards and Quality Th Scottish Schools 1992-95*
(HMI Audit Unit, June 1996)

The desire to develop and assure quality provision is well established. Reporting on standards and quality is part of the process of school self-evaluation and development planning. This Manual has been designed to help those interested in the self-evaluation of educational provision for children and young people with special educational needs. It complements the already widely-used approach represented in *How good is our school? Self-evaluation using performance indicators* (HMI Audit Unit, 1996).

The Scottish Office has developed a framework of guidance focusing on provision for children and young persons with special educational needs. The framework consists of four interrelated documents of which this Manual is one:

- | | |
|---|--|
| 1. Effective Provision for Special Educational Needs (SOEID, 1994) | HM Inspectors' report on provision for special educational needs (EPSSEN). |
| 2. <i>Children and Young Persons with Special Educational Needs Assessment and Recording</i> (Circular 4/96, SOEID, 1996) | Guidance on the assessment and recording of special educational needs. |
| 3. A Parents' Guide to Special Educational Needs ² (SOEID, 1999) | A booklet offering guidance to parents and Named Persons. |
| 4. Professional Practice in Meeting Special Educational Needs (SOEID, 1998) ³ | Guidance for developing quality professional practice to meet special educational needs. |

This Manual builds on the principle that responsibility for developing quality practice rests with all professionals involved in the provision of services to children, young people and their parents. It acknowledges the diversity that is characteristic of local authorities, schools and support services in Scotland. It offers a framework within which self-evaluation can be managed to suit the needs of the organisation concerned. Staff will be able to use the material to evaluate aspects of their provision, set targets for improvement and include these as part of their on-going programme of development planning. This process is seen as consistent with the overall goal of raising standards for all children and young persons, including those with special educational needs.

² The Guide is being updated and a revised version will be published in 1999.

³ This Manual.

3. Principles of Good Practice

The Manual is founded on a number of principles of good practice. These have been derived from Scottish law and international statements of principle, from statements and guidelines about inclusion and from guidance on effective provision for meeting special educational needs. Legal requirements and advice from these sources are summarised in Part 1.

Principles

- Local authorities are committed to providing for all children and young persons in their area a progressive education appropriate to their age, abilities and aptitudes which is provided in a setting where they are valued and safe.
- All children and young persons have an equal opportunity to achieve excellence, to have the highest expectations set for them and to have their achievements valued in the environment which suits them best.
- All children and young persons have an entitlement to a curriculum in accordance with the policy of the authority and in line with national guidance. The curriculum satisfies the principles of breadth, balance, progression, continuity and coherence.
- All children and young persons have a right, where appropriate, to participate actively in decisions about their education and welfare; those with communication difficulties are, where necessary, assisted to express their feelings and views and these are valued and respected.
- Parents' responsibilities to safeguard and promote their children's health, development and welfare and their rights in relation to how their children are educated are recognised and respected.
- Parents are active and informed participants in the assessment of their child's special educational needs and in the formulation and review of measures to meet those needs.
- The provision of services gives due regard, without discrimination, to disability, gender, religious persuasion, racial origin and to the cultural and linguistic background of children, young persons and their parents.
- Quality provision for meeting special educational needs is best achieved within the context of a positive ethos of partnership between parents and schools, local authorities, education support services, and other agencies working with children and young persons.
- The effective provision of services requires an inclusive strategy which is understood by all concerned, is operated collaboratively and commands the confidence of children, young persons and their parents.
- Quality services for meeting special educational needs are supported by strategic policies, effective planning and resource allocation by the local authority and other service providers, and by a structure which establishes procedures for monitoring and evaluating the services provided for children and young persons.
- Professionals in local authorities, schools and support services work with relevant voluntary and health sector organisations in a spirit of inclusion, partnership and collaboration. The contribution which each makes is valued equally and regarded as complementary.
- Schools have a key role to play in enabling all pupils and staff to achieve excellence.

4. Organisation of the Manual

The Manual comprises two parts.

Part 1 describes the policy and legislative framework underpinning provision for special educational needs in Scotland.

Part 2 considers practical guidance for evaluating key areas of professional practice. The selection of key areas has been influenced by the requirements of *Circular 4/96*, by EPSEN and by the performance indicators in *How good is our school?* The list of topics is not seen as definitive and it is very likely that local authorities, schools and support services will identify particular areas for further development.

The three key areas covered are:

A: Working together;

B: Providing an appropriate curriculum; and

C: Making decisions involving children and young persons with special educational needs.

In each of the key areas, the Manual focuses on important **aspects** of professional practice. In respect of each of these aspects, the Manual:

reviews the **principles** which should underpin good professional practice;

examines in some detail a number of **themes**; and

suggests **features to look for** when evaluating professional practice.

These **features of good practice** (FGP) form the core of the Manual. They can be used to evaluate whether and how the expectations of all partners (children, parents and professionals) are being met. They complement the Performance Indicators (PI) contained in *How good is our school?* and can be regarded as an extension of PIs to the area of special educational needs.

The aspects and themes covered are indicated below, together with references to associated sets of FGPs.

Key Area A: Working together

ASPECTS	THEMES	FGP reference		
		LA	school	service
A1 Involving children and young persons	i policy relating to the rights of children and young persons with special educational needs	A1 (1)	A1 (2)	A1 (3)
	ii guidance and support procedures for working with children and young persons	"	"	"
	iii implementation and evaluation of collaborative practice	"	"	"
A2 Parents as partners	i policy relating to the rights and responsibilities of parents of children and young persons with special educational needs	A2 (1)	A2 (2)	A2 (3)
	ii guidance and support procedures for working with parents	"	"	"
	iii implementation and evaluation of collaborative practice	"	"	"
A3 The contribution of the voluntary sector	i policy in relation to the involvement of the voluntary sector in Children's Services Plans and in provision for special educational needs	A3 (1)	A3 (1)	A3 (1)
	ii guidance and support procedures for working with voluntary sector organisations	"	"	"
	iii implementation and evaluation of collaborative practice	"	"	"
A4 Working with health services	i the Children's Services Plan	A4 (1)	A4 (1)	A4 (1)
	ii guidance and support procedures for collaborative working	"	"	"
	iii implementation and evaluation of collaborative practice	"	"	"
A5 Towards an inclusive school	i the statement of school policy on special educational needs		A5 (1)	
	ii effective management structures and processes		A5 (2)	
	iii deployment and development of staffing and resources		A5 (3)	
	iv the management of forms of provision suited to needs		A5 (4)	
A6 The support services	i implementing the local authority's Children's Services Plan			A6
	ii policy and guidance for meeting special educational needs			"
	iii effective implementation and evaluation			"
A7 The role of the local authority	i the Children's Services Plan	A7		
	ii policy and guidance for meeting special educational needs	"		
	iii the effective management of provision for special educational needs	"		

Key Area B: Providing an appropriate curriculum

ASPECTS	THEMES	FGP reference		
		LA	school	service
B1 Learning and teaching	i planning approaches to learning and teaching to take account of special educational needs	B1 (1)	B1 (2)	B1 (3)
	ii selecting and using teaching strategies most suited to the assessed needs of the individual in the context of the group or the class	"	"	"
	iii using information and communications technology	"	"	"
B2 Planning the curriculum: individualised educational programmes	i the Individualised Educational Programme (IEP)	B2 (1)	B2 (2)	B2 (3)
	ii providing a broad and balanced curricular programme which systematically promotes progression in learning and attainment	"	"	"
	iii enabling children and young persons to achieve success within a learning programme appropriate to their abilities and long term needs	"	"	"
B3 Support for learning	i ensuring an holistic approach to meeting the needs of children and young persons with special educational needs	B3 (1)	B3 (2)	B3 (3)
	ii support for teaching	"	"	"
	iii mproving attainment	"	"	"

Key Area C: Making decisions involving children and young persons

ASPECTS	THEMES	FGP reference			
		LA	school	service	
C1 Pre-school years (EPSEN steps1-9)	i policy in relation to the arrangements for early identification and assessment of special educational needs, as recommended in EPSEN steps 1-9 for the pre-school years	C1	C1	C1	
	ii guidance and support procedures for identifying, assessing and providing for special educational needs	"	"	"	
	iii implementation and evaluation of practice	"	"	"	
C2 School years (EPSEN Steps 1-2)	i policy in relation to the arrangements for early identification and assessment of special educational needs, as recommended in EPSEN steps 1-2	C2	C2	C2	
	ii guidance and support procedures for identifying, assessing and providing for special educational needs	"	"	"	
	iii implementation and evaluation of practice	"	"	"	
C3 School years (EPSEN Steps 3-4)	i policy in relation to the arrangements for early identification and assessment of special educational needs, as recommended in EPSEN steps 3-4	C3	C3	C3	
	ii guidance and support procedures for identifying, assessing and providing for special educational needs	"	"	"	
	iii implementation and evaluation of practice	"	"	"	
C4 School years (EPSEN Steps 5-8)	4.1	i policy in relation to the arrangements for the process of statutory assessment	C4.1	C4.1	C4.1
		ii guidance and support procedures for the conduct of statutory assessment	"	"	"
		iii implementation and evaluation of practice	"	"	"
	4.2	i the Case Conference	C4.2	C4.2	C4.2
		ii notification of the local authority's decision	"	"	"
		iii resolving disagreements and statutory appeals	"	"	"
		iv custody, modification, transfer, disclosure, discontinuance, preservation and destruction of the Record of Needs	"	"	"
	4.3	i the process of formal review of Record of Needs	C4.3	C4.3	C4.3
	4.4	i supporting children, young persons and parents in the contexts of assessments and reviews	C4.4	C4.4	C4.4

continued

Key Area C: Making decisions involving children and young persons

ASPECTS	THEMES	FGP reference		
		LA	school	service
C5 The content of the Record of Needs	i the assessment profile and summary of impairments (Parts IIIA and IIIB)	C5	C5	C5
	ii the statement of special educational needs (Part IV)	"	"	"
	iii measures proposed (Part V)	"	"	"
C6 Future Needs Assessment	i policy in relation to the statutory arrangements for Future Needs Assessment (FNA)	C6	C6	C6
	ii guidance and support procedures for the conduct of FNA	"	"	"
	iii implementation and evaluation of practice	"	"	"

5. How to Use the Manual

The Manual is based on the principle that responsibility for special educational needs lies with **all staff** in an organisation. It can be used to assist strategic development planning in an authority, school or support service.

The Manual should be used selectively. **It is not intended that it be read from cover to cover.** To use the Manual, consider the following questions and **related** steps.

How are we doing?

- Step 1** **Taking a broad view.** Refer to the above list of **key areas** and **select aspects** within a particular key area which you wish to **explore in depth**. (There could be a **number** of reasons for your **choice**: the areas you choose may be viewed as successful or as giving cause for concern; you may be looking for illustrations of good practice in an area covered by a Performance Indicator from *How good is our school?*; you may wish to review an area which has not received attention for some time.)
- Step 2** **Taking a closer look.** Study the **themes** for the chosen area/aspect and select those to be explored in depth, depending on local circumstances. The **features of good practice** allow you to consider your own practice across the various themes.

How do we know?

- Step 3** **Decide** what forms of evidence would be useful and how this process will be managed (collection and analysis). Use an approach which is objective, focused and rigorous. Existing sources of evidence may be very appropriate for the purpose. The views of children, young persons and parents should also be sought.

What are we going to do now?

- Step 4** Agree outcomes from the exercise and the priorities which will form the basis of your report on standards and quality.
- Step 5** Integrate the report into the process of development planning and offer feedback to appropriate managers of other related service providers.

Continue the cycle of self-evaluation while monitoring and evaluating previous outcomes. Ensure that all key areas are reviewed within three years and build this into your development planning schedule.

PART 1

**SPECIAL EDUCATIONAL NEEDS
IN SCOTLAND:
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PART 1

SPECIAL EDUCATIONAL NEEDS IN SCOTLAND: POLICY AND LEGISLATION

1. Policy Framework

The discussion paper entitled *Special Educational Needs in Scotland*, (The Scottish Office, 1998), sets out the national policy framework for the development of provision for special educational needs in Scotland, as follows:

The Government is committed to developing a more inclusive society where every person has the opportunity to develop their skills and to participate in society to the fullest possible extent. This commitment applies fully to children with special educational needs.

An inclusive society must ensure that the potential of each individual is fully developed through education and that their attainment and achievement are valued and respected. It is on the realisation of this potential that inclusiveness depends; an inclusive society and education system will therefore strive to ensure that it creates the range of approaches and opportunities to ensure that this is brought about.

The Government will act to develop and strengthen a policy framework which:

- *places the child's educational needs at the centre of education policy and decision making;*
- *ensures that special educational needs are routinely taken into account when framing and implementing educational policies;*
- *develops the earliest practicable assessment of the educational needs of every child;*
- *encourages the earliest practicable identification of special educational needs;*
- *promotes the earliest practicable intervention to tackle the needs identified;*
- *supports diversity of provision consistent with the diverse needs of the individual child;*
- *encourages and furthers the role of parents;*
- *places continuing and increasing priority on the development and training of staff working with children with special educational needs;*
- *ensures that every education authority prepares, publishes and makes readily available in consultation with relevant interests in this area, a full policy on special educational needs.*

2. The Legal Framework

The issue of the rights of children and the responsibilities of adults and public organisations to care for and protect them is now a central concern in the formulation of social policy and of professional practice at international level. The United Nations (UN) Convention on the Rights of the Child (1989) has set standards which national states are obliged to meet. The UK government has ratified the Convention and thereby committed itself to full implementation; it should be noted that ratification, in itself, has no legal force as the obligations are not incorporated into the domestic legal system. The sole 'enforcement' is through the requirement of states to submit regular reports to the UN Committee on the Rights of the Child. Nevertheless, the Convention and other UN declarations on human rights have influenced the formulation of UK law relating to children and families (e.g. the Children (Scotland) Act, 1995) and related anti-discrimination legislation: the Disability Discrimination Act, 1995; the Sex Discrimination Act, 1975; and the Race Relations Act, 1976.

It is therefore essential that all those working with children have an understanding of this legal context and give serious consideration to the ways in which children and young people can be consulted about, and involved in, matters concerning their lives.

This section of the Manual provides a summary of the key elements of legislation which have specific implications for the care and education of children and young persons with special educational needs. The rights and needs of this group should be regarded as part of an inclusive strategy which takes account of the rights and needs of all children and families.

The Education (Scotland) Act 1980

This Act, which has been heavily amended over the years, is the basic piece of law relating to school education in Scotland. It contains the statement of the main duties of local authorities and parents in relation to the education of children, including assessment of, and provision for, children with special educational needs. It refers to Records of Needs and the various related appeals and procedures.

Key duties

- Education authorities have a duty to secure adequate and efficient provision of education for their area. This must include adequate and efficient provision for special educational needs.
- Education authorities must establish which children belonging to their area, who are 2 years of age or over but under school leaving age (basically age 16), have pronounced, specific or complex special educational needs which require continuing review. They must open and keep a Record of Needs for any such child who, following assessment, is found to have such needs.
- Parents have a duty under the Act to ensure that their children of school age (basically between the ages of 5 and 16) receive efficient education suitable for their age, abilities and aptitude, either by sending them to a school under the management of an education authority or by other means.

Definitions in the Act

Children and young persons have **special educational needs** if they have a learning difficulty which calls for provision for special educational needs to be made for them.

Learning difficulty is said to be present if a child or young person:

- a) has significantly greater difficulty in learning than the majority of those of his age; or
- b) suffers from a disability which either prevents or hinders him from making effective use of educational facilities of a kind generally provided in schools managed by his local authority; or
- c) who is under the age of five years and is, or would be if special provision were not made for him, be likely, when over that age, to have a learning difficulty as defined above.

For the purposes of the Act, children and young persons are **not regarded as having a learning difficulty** solely because the language in which they are taught is different from that which has, at any time, been spoken in their home.

Provision for special educational needs means, in relation to a child of school age or a young person receiving school education, educational provision which is additional to or otherwise different from that generally made for children of the same age in schools managed by the local authority for the area concerned. In relation to children who have not yet attained school age, it means educational provision as appropriate to their needs.

The UN Convention on the Rights of the Child (1989)

Key principles

The Convention recalls the basic principles of the UN and specific provisions of certain relevant human rights treaties and proclamations, reaffirms the fact that children, because of their vulnerability, need special care and protection; and places special emphasis on the primary caring and protective responsibility of the family, the needs for legal and other protection of the child before and after birth, the importance of respect for the cultural values of the child's community, and the vital role of international co-operation in achieving the realisation of children's rights.

- **A child** is defined as all persons under 18, unless by law majority is attained at an earlier age [Article 1]
- All rights apply to all children without exception. The State has an obligation to protect all children from any form of discrimination, must not violate any right specified in the Convention and must take positive action to promote them all [Art.2]
- All actions concerning the child should take full account of his or her best interests. The State must provide adequate protection and care, taking account of the rights and duties of parents and others who have a legal responsibility for the child, when parents or others responsible fail to do so [Art.3]

Children's rights

- *Survival, nationality and identity*: to life, nationality, name and family roots [Articles 6-8]
- *Family links*: to maintain relations with both parents [Arts. 9-11]
- *Child's opinion*: to express an opinion, if capable of forming an opinion, and to have due weight given to that opinion, in any matter or procedure affecting the child [Art. 12]
- *Freedom of expression, thought, conscience, religion, association and privacy*: to seek information, to express views, ideas, and beliefs; to associate with others and to be protected from arbitrary and unlawful interference with privacy; to confidentiality, unless this would violate the rights of others [Arts. 13-17]
- *Personal security*: to be protected from all forms of maltreatment perpetrated by parents or others responsible for their care [Arts.19-20]
- *Adoption*: the system of adoption should ensure that the best interests of the child are paramount [Art. 21]
- *Refugee child*: to protection and humanitarian assistance [Art. 22]
- *Disabled child*: to special care, education and training designed to help them to achieve greatest possible self-reliance to lead a full and active adult life [Art. 23]
- *Health and health-care*: access to health and medical services [Art. 24]
- *Placement*: to have decisions about placement for reasons of care, protection or treatment reviewed regularly [Art. 25]
- *Social security and standard of living*: to economic and social well-being [Arts. 26-27]
- *Education, leisure, recreation and culture*: to education, leisure and cultural activities on the basis of equal opportunity [Arts. 28,29, 31]
- *Ethnic, religious and linguistic minorities*: to enjoy his or her own culture and to practice his or her religion and language [Art. 30]
- *Exploitation, abuse, torture and loss of liberty*: to protection against economic, sexual and other exploitation and abuse, capital punishment, life imprisonment without possibility of release and unlawful imprisonment [Arts. 32-37]
- *Armed conflict and rehabilitation*: to protection against hostilities, recruitment into armed forces if under 15 years of age, and treatment towards recovery and social reintegration [Arts. 38-39]
- *Juvenile justice*: to a fair system of justice appropriate to the child's human rights [Arts. 40-41]

Parental responsibilities

- Both parents have joint responsibility for bringing up their children [Art. 18]
- To provide children with appropriate direction and guidance [Art. 5]

Responsibilities of the Member States

- It is each State's responsibility to translate the rights in the Convention into reality [Articles 4 and 42-54]
- The State has a duty to respect the duties, rights and responsibilities of parents, including the wider family, and to provide guidance appropriate to the child's evolving capacities [Article 5]

The Children (Scotland) Act 1995

The Children (Scotland) Act 1995 is seen by the Government as fulfilling its obligations to implement the UN Convention on the Rights of the Child and its obligations under the European Convention on Human Rights. It came into force in April 1997 and local authorities have prepared Children's Services Plans as from April 1998. The Act has far-reaching consequences for the planning, structure and quality of services offered to children and for the practices of professionals concerned.

Key principles

The Act represents a fundamental shift in emphasis from the traditional view of parents having rights over children to the principle that parents have responsibilities towards their children and the rights which they have in relation to their children exist to enable them to fulfil these responsibilities. The Act has three overarching principles, the first two of which are of particular relevance in the context of education:

- The welfare of the child should be the paramount consideration in making decisions affecting the child.
- Due regard should be given to children's views, so far as practicable and subject to their age and maturity. Children aged 12 and older are generally presumed to have sufficient age and maturity to express a view, if they wish to do so.
- In relation to the provision of services for children by local authorities, due regard should be given, without discrimination, to a child's religious persuasion, racial origin and cultural and linguistic background.

Definition of key terms

In relation to the duties of local authorities to provide support and services for children under the Children (Scotland) Act 1995, and for most purposes in relation to parental responsibilities, a **child** is someone under the age of 18, but a child will normally attain full legal capacity at the age of 16.

The mother of a child has **parental responsibilities** automatically, but the father will have parental responsibilities only if he is married to the child's mother at the time of conception or subsequently, or if he acquires responsibilities and rights by means of a formal agreement with the mother, or by a court order. Other people, such as grandparents, could also acquire parental responsibilities by court order. In addition, anyone over 16 who has care or control of a child under that age has a duty to safeguard the child's health, development and welfare, and in this context may give consent to medical treatment if a child cannot do so himself or herself. This does not affect the powers and duties of teachers and other school staff, which are still regulated by the Education (Scotland) Act 1980.

A child is **in need** of care and attention if s/he is unlikely to achieve or maintain, or to have opportunity of achieving or maintaining, a reasonable standard of health or development unless services are provided for him/her under or by the local authority; his/her health or development is likely significantly to be impaired, or further impaired, unless such services are provided; or, s/he is disabled or is affected adversely by the disability of any other person in the family.

The expression **looked after** by a local authority replaces the current term **in care** (in Circular 4/96) and includes children provided with accommodation by local authorities, children who are under a supervision requirement, or children who are subject to one of a number of Orders made under the 1995 Act.

The expression **compulsory measures of care** has been amended to **compulsory measures of supervision**.

Duties of the Local Authority

The Local Authority has a range of duties which are outlined in *Scotland's Children: a brief guide to the Children (Scotland) Act 1995*. **Local Authority** means the Council **as a whole**, not just the education or social work department, and the Council is expected to adopt a corporate approach, based on collaboration and co-operation within and between authority services. Listed below are those duties which are of particular relevance in the context of this Manual. The Local Authority:

- is required to safeguard and promote the welfare of children in their area who are in need; and, so far as is consistent with its duty, to promote the upbringing of such children by their families, by providing a range and level of services appropriate to the children's needs;
- is required to prepare, consult upon, publish and review Children's Services Plans, and to provide information about children's services. It is also expected to consult with voluntary organisations representing the interests of service users, which will include those representing children and their families;
- has a duty to provide services for children affected by their own or another person's disability, to design such services so as to minimise the effect of the disability, and to give such children the opportunity to lead lives which are as normal as possible. This is a particularly important duty in the context of **inclusion**;
- must provide day care for **children in need**, aged 5 or less, and after-school care and holiday care for **children in need**. It may also make such provision for children who are not *in need*; and
- must provide accommodation for children in need of such accommodation.

The education authority has a duty to safeguard and promote the welfare of children in residential accommodation. The powers of inspection by HM Inspectors of Schools are extended to include the welfare of residential pupils.

Guidance contained in *Circular 4/96*

Definitions

As a rule of thumb, it should be assumed that children or young persons have a **learning difficulty** if additional arrangements need to be made to enable them properly to access the curriculum.

*The needs of **very able pupils** are not specifically referred to in the legislation. Giftedness is not, therefore, of itself, regarded as giving rise to special educational needs as defined in the Act. However, more able pupils may nevertheless experience learning difficulties of a temporary or continuing nature which give rise to special educational needs. In such cases, the duties of education authorities in relation to such pupils, and the rights of these children and young persons will, so far as the provision of special educational needs is concerned, be as described in this Circular and may include the possibility of recording [paragraph 10]*

Details of the duties of local authorities in relation to special educational needs, the rights and responsibilities of parents and the arrangements for school placement are detailed in *Circular 4/96*. It is important that professionals with designated responsibility for special educational needs have knowledge of the full range of duties and relevant procedures described in the Circular.

3. International Statements on Inclusion

There has been a growing international movement calling for inclusive schools which welcome all children, whatever their needs and abilities. The case for inclusion is based on the principle of human rights which is enshrined in the UN Declaration on Human Rights (1948) and the UN Convention on the Rights of the Child (1989). The idea that children have special needs has given way to the conviction that children have rights, the same full spectrum of rights as adults: civil and political, cultural and economic (Ref: The State of the World's Children, UNICEF 1997).

In the field of education, there are two major international initiatives which are likely to have a continuing impact on policy and practice of education for children and young persons with special educational needs. The key features of each and the implications of both are summarised below.

The Salamanca Statement and Framework for Action on Special Needs Education (Paris: UNESCO, 1994)

This report from the UN's education agency calls on the international community to endorse the approach of inclusive schools by implementing practical and strategic changes.

The Statement begins with a commitment to Education for All, says that children with special educational needs must have access to regular schools and adds:

Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system.

In its Framework for Action, it says inclusion and participation are essential to human dignity and the enjoyment and exercise of human rights and that in the field of education, this is reflected in bringing about a genuine equalisation of opportunity. Special needs education incorporates proven methods of teaching from which all children can benefit; it assumes human differences are normal and that learning must be adapted to the needs of the child, rather than the child fitted into the process. The fundamental principle of the inclusive school, it adds, is that all children should learn together, where possible, and that ordinary schools must recognise and respond to the diverse needs of their students, while also having a continuum of support and services to match these needs. Inclusive schools are the most effective at building solidarity between children with special needs and their peers.

The Statement stresses the benefits of the involvement of the wider community in the development of policy and provision, as outlined below.

Community Perspectives [para 58]

Realising the goal of successful education of children with special educational needs is not the task of the Ministries of Education and schools alone. It requires the co-operation of families, and the mobilisation of the community and voluntary organisations as well as the support of the public-at-large.

Experience from countries or areas that have witnessed progress in equalising educational opportunities for children and youth with special educational needs suggests several useful lessons.

Parent partnership [para 59-62]

The education of children with special educational needs is a shared task of parents and professionals. A positive attitude on the part of parents favours school and social integration. Parents need support in order to assume the role of a parent of a child with special needs. The role of families and parents could be enhanced by the provision of necessary information in simple and clear language; addressing the needs for information and training in parenting skills is a particularly important task in cultural environments where there is little tradition of schooling. Both parents and teachers may need support and encouragement in learning to work together as equal partners.

Parents are privileged partners as regards the special educational needs of their child, and to that extent possible should be accorded the choice in the type of education provision they desire for their child.

A co-operative, supportive partnership between school administrators, teachers and parents should be developed and parents regarded as active partners in decision-making. Parents should be encouraged to participate in educational activities at home and at school (where they could observe effective techniques and learn how to organise extracurricular activities), as well as in the supervision and support of their children's learning.

Governments should take a lead in promoting parental partnership, through both statements of policy and legislation concerning parental rights. The development of parents' associations should be promoted and their representatives involved in the design and implementation of programmes intended to enhance the education of their children. Organisations of people with disabilities should also be consulted concerning the design and implementation of programmes.

Role of voluntary organisations [para 66-67]

As voluntary associations and national non-governmental organisations have more freedom to act and can respond more readily to expressed needs, they should be supported in developing new ideas and pioneering innovative delivery methods. They can play the roles of innovator and catalyst and extend the range of programmes available to the community

Organisations of people with disabilities, i.e. those in which they themselves have the decisive influence, should be invited to take an active part in identifying needs, expressing views on priorities, administering services, evaluating performance and advocating change.

The UN Standard Rules on the Equalisation of Opportunities for Persons with Disabilities (United Nations: NY, 1993)

The 22 Standard Rules set an international standard for policy-making and action covering disabled persons. Two of the rules are of particular interest to the concerns of the Manual and are quoted below.

Rule 5: Accessibility

States should (a) introduce programmes of action to make the physical environment accessible; and (b) undertake measures to provide access to information and communication.

The first of these fields of action, access to the physical environment, has four components:

- 1 development of standards, guidelines and, where appropriate, legislation for access to housing, buildings, transport, streets and other outdoor environments;*
- 2 information for architects, engineers and other design professionals on access policy and suitable measures to ensure access;*
- 3 incorporation of accessibility requirements in design and construction from the beginning of the design process;*
- 4 consultation with disability organisations when developing norms and standards, and local involvement of these organisations in public construction projects.*

The second field of action, access to information and communication, has seven components:

- 1 provision of accessible information for disabled people (and their families) on diagnosis, rights, services and programmes;*
- 2 development of programmes using appropriate technologies to make information and documentation available to people with visual impairments, auditory impairments and communication difficulties;*
- 3 use of sign language in the education of deaf children and use of sign language interpreting services generally;*
- 4 consideration for the needs of people with other communication disabilities;*
- 5 accessible media, especially television, radio and newspapers;*
- 6 accessible computerised information and service systems;*
- 7 consultation with disability organisations when making information services accessible.*

Rule 6: Education

States should recognise the principle of equal primary, secondary and tertiary educational opportunities for children, youth and adults with disabilities, in integrated settings. They should ensure that the education of persons with disabilities is an integral part of the educational system.

- 1 General educational authorities are responsible for the education of persons with*

- disabilities in integrated settings. Education for persons with disabilities should form an integral part of national educational planning, curriculum development and school organisation.*
- 2 *Education in mainstream schools presupposes the provision of interpreter and other appropriate support services. Adequate accessibility and support services, designed to meet the needs of persons with different disabilities, should be provided.*
 - 3 *Parent groups and organisations of persons with disabilities should be involved in the education process at all levels.*
 - 4 *In States where education is compulsory it should be provided to girls and boys with all kinds and all levels of disabilities, including the most severe.*
 - 5 *Special attention should be given in the following areas:*
 - (a) *Very young children with disabilities;*
 - (b) *Pre-school children with disabilities;*
 - (c) *Adults with disabilities, particularly women.*
 - 6 *To accommodate educational provisions for persons with disabilities in the mainstream, States should:*
 - (a) *Have a clearly stated policy understood and accepted at the school level and by the wider community;*
 - (b) *Allow for curriculum flexibility addition and adaptation;*
 - (c) *Provide for quality materials, on-going teacher training and support teachers.*
 - 7 *Integrated education and community-based programmes should be seen as complementary approaches in providing cost-effective education and training for persons with disabilities. National community-based programmes should encourage communities to use and develop their resources to provide local education to persons with disabilities.*
 - 8 *In situations where the general school system does not yet adequately meet the needs of all persons with disabilities, special education may be considered. It should be aimed at preparing students for education in the general school system. The quality of such education should reflect the same standards and ambitions as general education and should be closely linked to it. At a minimum, students with disabilities should be afforded the same portion of educational resources as students without disabilities. States should aim for the gradual integration of special education services into mainstream education. It is acknowledged that in some instances special education may currently be considered to be the most appropriate form of education for some students with disabilities.*
 - 9 *Owing to the particular communication needs of deaf and deaf/blind persons, their education may be more suitably provided in schools for such persons or special classes and units in mainstream schools. At the initial stage, in particular, special attention needs to be focused on culturally sensitive instruction that will result in effective communication skills and maximum independence for people who are deaf or deaf/blind.*

Working towards inclusive education

How might local authorities, schools and support services respond to the strong and ever-increasing pressure for the social inclusion of all children and young persons, including those with special educational needs?

The first challenge for professionals in local authorities, schools and support services is to be clear about what they mean by their use of the term *inclusive education*. As illustrated in the Salamanca Statement and UN Standard Rules, above, the term *inclusion* is increasingly used to describe ongoing attempts of organisations to move away from systems, policies and procedures which exclude or marginalise people with disabilities/special educational needs and other disadvantaged groups in society. This pressure for change calls on all institutions and professionals to develop positive attitudes to ensure that children and young persons with special educational needs are treated as equal to their peers, to offer them equal opportunities and resources and to enable them to achieve their aspirations in life. A first step is to engage in genuine dialogue with the children and young persons concerned, and their parents, to arrive at a common understanding as a basis for policy and action.

The second challenge is to develop practical strategies to facilitate the progress of schools and social services towards more inclusive policies and practices. This Manual focuses on a range of practical measures which raise fundamental questions concerning the ways in which schools and support services operate. It deals with professional practice in policy formulation and evaluation, school leadership and cultures, collaborative working and communication, democratic decision making, inclusive teaching and learning approaches and professional development. Professionals in local authorities, schools, support services and voluntary sector organisations are invited to evaluate their practices in these key areas.

4. Involving Children, Young Persons and Parents

The United Nations Convention on the Rights of the Child and the full implementation of the Children (Scotland) Act 1995 make it essential that local authorities, health boards and NHS Trusts, and all professionals whose work has an impact on the lives of children, give serious consideration to the ways in which children and young people are consulted about and involved in the processes of decision-making which affect them.

It is important that local authorities, support services, and schools develop policies and practice guidelines in relation to the processes for providing information to, and consulting with children and young persons. This is particularly so where children are deemed by an authority to be **in need (under the Children (Scotland) Act 1995)**. The duty of the local authority to take account of the child's views (where the child wishes, and is able, to express a view) in situations where it is taking major decisions about those **in need** is unequivocal, especially for children and young persons **looked after** by an authority.

Working with children with special educational needs

The spirit of the Children (Scotland) Act is compatible with SOEID *Circular 4/96* [para 30 & 81] which stresses the importance of encouraging children to participate in discussions about educational provision and the assessment and recording process. This can be seen clearly in the recommendation that the process should be extended to include children and young persons: *the feelings and perception of the child or young person should always be sought and where possible taken into account* [para 65]. It also states that *For children under the age of 16 the opening of a Record of Needs is a major decision affecting their education and, so far as possible and having regard to age and maturity their views should be ascertained and taken into account throughout the process. Education authorities should when required assist children and young persons to express their views* [para 81]

The Children (Scotland) Act says that a child of 12 is presumed to be of sufficient age and maturity to form a view but this does not exclude participation by younger children, nor does it mean that all children of 12 are capable of doing so, or that a child of 12 or over is required to express a view if he or she does not wish to do so. The child's capacity to understand is critical in relation to medical treatment since, under the Age of Legal Capacity (Scotland) Act 1991, a child under the age of 16 has the right to consent (and by implication to refuse consent) to a medical assessment if the doctor is of the view that he or she can understand the nature and possible consequences of the procedure or treatment. A child under 16 will have legal capacity to instruct a solicitor in civil matters if he/she has a general understanding of what it means to do so, and will be presumed to have sufficient understanding at age 12. Legal Aid may be available to the child in his/her own right.

These legal rights are not comprehensive but indicate the extent to which international and domestic law now cherish children as individuals developing in their own right and under the protection of the State.

The last of the 10 Distinctive Features of EPSEN declares: Full involvement of child or young person: The views and aspirations of the individual child or young person with special educational needs are central in making all forms of provision. Critically, EPSEN recognises the child's natural right to be consulted and identifies the implications of this at all stages in school.

Children with special educational needs may need help in expressing their views and participating in the planning of their educational provision. Local authorities, schools and other professional staff should look for ways to support them in achieving the personal growth which will help them make a successful transition to adolescence and adulthood.

Working with young persons with special educational needs

Young persons over the age of 16 and under the age of 18 who have special educational needs have all the rights afforded to younger children. Additionally, in relation to the process of opening a Record of Needs, the Education (Scotland) Act 1980 gives them specific rights. They:

- may request the authority to assess them with a view to opening a Record of Needs [section 60(5)];
- may express their views about their special educational needs and the measures proposed to meet those needs [section 61(7)];
- may have their views recorded in Part VII of the Record of Needs;
- must be told in writing of the authority's decision whether or not to open a
- Record of Needs and the reasons for that decision [section 62(2)];
- must be told the terms in which the authority proposes to record them and be given the opportunity to express a view [section 62(2)];
- must be given a copy of the completed Record of Needs and be told of their rights of appeal [section 62(2)];
- have rights of appeal against decisions of the authority [sections 63(2) & 65(1)];
- may require a review of their Record of Needs [section 65A]; and
- may require their Record of Needs to be discontinued [section 65C(3)].

It should be noted that the young person's rights specified above may be exercised by his or her parent if the authority is satisfied that the young person is not capable of exercising those rights.

SOEID *Circular 4/96* on assessment and recording provides the associated guidance on the involvement of young persons [para 250-254]. The Circular also makes reference to the Age of Legal Capacity (Scotland) Act 1991, amended by the Children (Scotland) Act 1995. Under this Act, a child has the right to consent on his or her own behalf to a medical assessment where, in the opinion of a qualified medical practitioner, he or she is capable of understanding the nature and possible consequences of that assessment (para 81 & 99). In this regard, the Circular comments that: *education authorities will have to consider carefully whether it would be reasonable in any particular case to seek the child's consent* [para 99].

Working with parents

All of those involved in the education of children should, if possible, build a constructive relationship with parents as early as possible, listen to and act on their views, and actively encourage and support them to participate fully in the planning and provision of programmes to meet their children's special educational needs. It is important to recognise that the role of parents as partners in school education, in particular in the education of their child, is theirs of right. Local authorities are reminded that this right extends to parents of children of different ages, abilities, religious persuasion, racial origin, cultural and linguistic backgrounds. In recent years much attention has focused on the notion of parent power, (e.g. the right to choose a school) rather than on parental responsibility. The Children (Scotland) Act 1995 and the United Nations Convention on the Rights of the Child place the balancing of rights and responsibilities of parents and service providers clearly within the context of children's welfare and development, underscoring the child-centred provisions of the Education (Scotland) Act 1980.

The essential balance of the relationship is illustrated by examples from the legislation:

- The Education (Scotland) Act 1980 states the general principle that pupils should be educated in accordance with the wishes of parents, subject to certain restrictions. It places the primary duty of providing efficient education on parents. Such education must be suitable to the age, abilities and aptitudes of the child. It may be provided by causing the child to attend a public school regularly or by other means, (e.g. by educating the child at home or by arranging attendance at an independent school) [section 30].
- The Children (Scotland) Act 1995 places parents under a responsibility to safeguard and promote the child's health, development and welfare; and to provide direction and guidance in a manner appropriate to the stage of development of the child. It also gives parents the right *to control, direct or guide* the child's upbringing and to act as the child's legal representative etc, in order to enable them to fulfil their responsibilities.

Professional staff should be aware of the legal framework within which all policies must be applied and respect the rights and responsibilities of parents. Local authorities should ensure that up-to-date guidance is made available to teaching and support services staff. Parents are entitled to advice and information about their child's difficulties and the provision the authority can access to meet the child's needs. They should be given the name and address of a contact person in the authority who can give them specific information and guidance.

Local authorities, schools and support services have policies and/or practice documents which endorse the principle of partnership; however, managers must ensure that policy commitments are translated into practice and that parents, wherever they choose to educate their children, do so with justifiable confidence in the service they will receive.

5. Effective Provision for Special Educational Needs (EPSEN)

The 1994 HMI Report *Effective Provision for Special Educational Needs*, or EPSEN, deals with the effectiveness of provision across all sectors of education for children and young persons with special educational needs. It highlights key features, gives exemplification of the principles of good practice, and provides a stimulus for further consolidation and development. This Manual has paid particular attention to the ten distinctive features of effective provision for special educational needs, reproduced below.

1 Understanding special educational needs

Those planning and making the provision have thought through, and share an understanding of, the continuum of special educational needs.

2 Effective identification and assessment procedures

Effective and efficient procedures for the identification and assessment of the special educational needs of children and young persons are recognised as essential first steps in making provision for them.

3 An appropriate curriculum

The special educational needs of children and young persons are met through the provision of an appropriate curriculum.

4 Forms of provision suited to needs

Children and young persons are more likely to make good progress through schools, units and colleges which ensure provision most suited to their special educational needs.

5 Effective approaches to learning and teaching

Varied and efficient strategies for learning and teaching include specific techniques to meet the special educational needs of children and young persons.

6 Attainment of educational goals

Provision ensures that children and young persons have every opportunity to progress and to achieve educational goals in line with their aptitudes and abilities.

7 Parental involvement

The rights and responsibilities of parents are respected and parents are actively encouraged to be involved in decisions about their children's special educational needs.

8 Interprofessional co-operation

Teachers enhance their effectiveness by working with colleagues in schools and other educational services and, when required, with other professionals from health boards, social work departments and voluntary agencies.

9 Effective management

Provision for special educational needs is planned, well managed and regularly reviewed.

10 Full involvement of child or young person

The views and aspirations of the individual child or young person with special educational needs are central in making all forms of provision.

PART 2
KEY AREAS
IN PROFESSIONAL PRACTICE

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KEY AREA A: WORKING TOGETHER

Introduction

The idea that children have special needs has given way to the conviction that children have rights, the same full spectrum of rights as adults: civil and political, social, cultural and economic.

UNICEF: *The State of the World's Children.*
(Oxford University Press, 1997)

The conceptual shift in the world's approach to children which is indicated in the above quotation from UNICEF is given further significance in the Salamanca Statement of Special Needs Education (UNESCO, 1994) and the UN Standard Rules on the equalisation of opportunities for persons with disabilities (UN, 1993). All three organisations argue that the most effective way of securing children's rights is through extending and improving educational opportunities for all children. They conclude that this goal will require the mobilisation of the widest possible coalition of partners among governments, local communities and non-governmental organisations, as well as the co-operation of families and the support of the public at large.

The Children (Scotland) Act 1995 requires local authorities to accept corporate responsibility for the welfare of children. The Government has placed a duty on each local authority to work with, and consult, other professional and voluntary agencies to ensure that services are provided to *children in need* and has emphasised the benefits of inter-departmental working and shared responsibility for the assessment and provision of services.

Whilst the principle of co-operative working between professionals and parents is widely accepted, achieving positive collaborative practice remains a challenge.

The Features of Good Practice which follow for each aspect of practice described below will allow those working with children and young persons with special educational needs to consider "**How are we doing?**"

A1: Involving Children and Young Persons

Principles

- All children and young persons have an equal opportunity to achieve excellence, to have the highest expectations set for them and to have their achievements valued in the environment which suits them best.
- All children and young persons have a right, where appropriate, to participate actively in decisions about their education and welfare; those with communication difficulties are, where necessary, assisted to express their feelings and views and these are valued and respected.
- The provision of services gives due regard, without discrimination, to disability, gender, religious persuasion, racial origin and to the cultural and linguistic background of children, young persons and their parents.

Regarding Children, see *Circular 4/96*, paras. 65, 80-82,153,197, 201, 242-249, 255-58.

Regarding Young Persons, see *Circular 4/96*, paras. 50, 63, 65, 80-83,153, 163, 192, 216-18, 250-54.

Features to look for

The features of good practice (FGP) in this section are concerned with the following themes:

- i policy relating to the rights of children and young persons with special educational needs;
- ii guidance and support procedures for working with children and young persons; and
- iii implementation and evaluation of collaborative practice.

FGP AI (1)	
Key area:	working together
Aspect:	involving children and young persons
The role of:	the local authority
Theme i:	<i>policy relating to the rights of children and young persons with special educational needs</i>
	<ul style="list-style-type: none"> • There is a policy statement which outlines a commitment to meet the authority's statutory duties in relation to the education and welfare of all children/young persons and which gives due regard, without discrimination, to their disability, gender; religious persuasion, racial origin, and cultural and linguistic background. • The Children's Services Plan has a statement of principles supporting the involvement of children/young persons in decision-making and these principles are implemented in the development and delivery of the plan. • There is a policy statement that children and young persons have to be listened to and provided with the support of advocacy services where appropriate. • Schools are advised to educate children/young persons about their legal rights and the ways they can raise concerns or obtain independent advice. It recognises the right of children/young persons to have somebody identified to act on their behalf if necessary. • There is a policy statement outlining a commitment to promote the inclusion of children/young persons with special educational needs. Structured opportunities for actively involving them in the policy-making process are provided. • There is a policy statement which refers to, and takes account of, the statutory rights of young persons with special educational needs. • There is a policy statement that resources, and decisions about their allocation, are made on the principle of inclusion, taking into account the special educational needs of children/young persons.
Theme ii:	<i>guidance and support procedures for working with children and young persons</i>
	<ul style="list-style-type: none"> • There is published information for children/young persons, in easily accessible formats, which explains how various aspects of authority services could be of assistance to them. Included in this information is an outline of the child's rights vis-à-vis consent, confidentiality, consultation, complaints and access to advocacy services. • All the information, forms and other material which are used give due regard, without discrimination, to issues of disability, gender; religious persuasion, racial origin and cultural and linguistic background. • There are written guidelines and professional development for staff in schools and support services to promote the active involvement of children/young persons in the assessment and planning of their educational future. • There are procedures to assist and encourage children/young persons to make written comments on the reports and forms for referral to support services or other agencies • There are guidelines for staff on sharing reports, case conference papers and minutes of meetings with children/young persons.
	<i>continued</i>

FGP A1 (1) *continued*

- The local authority provides guidance to help schools and support services develop and maintain procedures to enable children/young persons to participate actively in decision-making.

Theme iii: *implementation and evaluation of collaborative practice*

- The policies and procedures are implemented consistently and evaluated regularly in collaboration with children/young persons.

FGP A1 (2)	
Key area:	working together
Aspect:	involving children and young persons
The role of:	the school
Theme i:	<i>policy relating to the rights of children and young persons with special educational needs</i>
	<ul style="list-style-type: none"> • There is a policy statement which outlines a commitment to the education and welfare of all children/young persons and which gives due regard, without discrimination, to their disability, gender; religious persuasion, racial origin, and cultural and linguistic background. • There is a policy on Special Educational Needs which expresses a commitment to the involvement of children/young persons in all aspects of their learning. • There are guidelines which explain what opportunities there are for children/young persons to participate in making decisions about all services provided to them by the school. • There is a policy statement that children/young persons have to be listened to and provided with the support of advocacy services where appropriate. • The policy requires that children/young persons are educated about their legal rights and the ways they can raise concerns or obtain independent advice. It recognises the right of children/young persons to have somebody identified to act on their behalf if necessary.
Theme ii:	<i>guidance and support procedures for working with children and young persons</i>
	<ul style="list-style-type: none"> • There are written guidelines and professional development opportunities to ensure that all staff are fully conversant with the legal rights of children/young persons, with their own responsibilities to them and with the policies of the authority in relation to involving children/young persons in decision-making. • The School Handbooks contain information about the forms of support for learning which are available to all children/young persons, including those who are experiencing difficulties. • There are procedures to inform children/young persons in advance if they are to be the focus of multi-disciplinary meetings and they are helped to play a meaningful role in the meetings. • Children/young persons are given the names, and understand the roles, of all staff from various agencies who are working with them. • There are written guidelines and professional development opportunities to ensure that all staff take account of the cultural and educational experiences which children/ young persons bring from home and from the wider community. • The procedures and practices of the school demonstrate that there is a culture in the school which includes children/young persons in planning and making decisions about all stages of their education, including transition from one stage, or form, of education to another. • The school meets its statutory duties to children/young persons with special educational needs and supports them in exercising their rights.
Theme iii:	<i>implementation and evaluation of collaborative practice</i>
	<ul style="list-style-type: none"> • The policies and procedures are implemented consistently and evaluated regularly in collaboration with children/young persons.

FGP AI (3)	
Key area:	working together
Aspect:	involving children and young persons
The role of:	support services
Theme i:	<i>policy relating to the rights of children and young persons with special educational needs</i>
	<ul style="list-style-type: none"> • There is a policy statement which outlines a commitment to the education and welfare of children/young persons and which gives due regard, without discrimination, to their disability, gender, religious persuasion, racial origin, and cultural and linguistic background. • The service development plan includes the aim of promoting the involvement of children/young persons in decision-making and there are written guidelines to enable all staff to work towards this aim.
Theme ii:	<i>guidance and support procedures for supporting children and young persons</i>
	<ul style="list-style-type: none"> • The written structures and procedures of the service ensure that priority is given to responding to the needs of children/young persons. • There are written guidelines and professional development opportunities to ensure that all staff are fully conversant with the legal framework of the rights of children/ young persons and with the duties and policies of the authority for identifying and meeting special educational needs. • There are procedures to enable children/young persons to express their views and feelings and for these to be acted upon. • There is published information available for children/young persons explaining how various aspects of the services provided could be of assistance to them. Included in this information is an outline of the child's rights vis-à-vis consent, confidentiality, consultation, complaints and access to advocacy services. • There are clear guidelines on the distribution of reports, case conference minutes and other documents to children/young persons. • All the information, forms and other material which are used give due regard, without discrimination, to issues of disability, gender, religious persuasion, racial origin and cultural and linguistic background.
Theme iii:	<i>implementation and evaluation of collaborative practice</i>
	<ul style="list-style-type: none"> • The policies and procedures are implemented consistently and evaluated regularly in collaboration with children/young persons.

A2: Parents as Partners

Principles

- Parents' responsibilities to safeguard and promote their children's health, development and welfare and their rights in relation to how their children are educated are recognised and respected.
- The provision of services gives due regard, without discrimination, to disability, gender, religious persuasion, racial origin and to the cultural and linguistic background of children, young persons and their parents.
- Quality provision for meeting special educational needs is best achieved within the context of a positive ethos of partnership between parents and schools, local authorities, education support services, and other agencies working with children and young persons.
- Parents are active and informed participants in the assessment of their child's special educational needs and in the formulation and review of measures to meet those needs.

See *Circular 4/96*, paras. 53, 56-67, 79, 82-83, 153, 157-163, 192, 195-196, 229, 255-58.

Features to look for

The features of good practice (FGP) in this section are concerned with the following themes:

- i policy relating to the rights and responsibilities of parents of children and young persons with special educational needs;
- ii guidance and support procedures for working with parents; and
- iii implementation and evaluation of collaborative practice.

FGP A2 (1)	
Key area:	working together
Aspect:	parents as partners
The role of:	the local authority
Theme i:	<i>policy relating to the rights and responsibilities of parents of children and young persons with special educational needs</i>
	<ul style="list-style-type: none"> • The local authority involves parents of children/young persons with special educational needs (or their chosen representatives) in the development and review of the Children's Services Plan and policies for special educational needs. • There is a clear policy, developed in consultation with parents, stating a commitment to involving parents of children with special educational needs in planning, monitoring and reviewing their child's education, and in the measures to support its implementation from the earliest stage. • There is a policy statement committing the authority to seek the permission of parents when it is necessary to involve other agencies in assessing or supporting the child (or young person, where appropriate).
Theme ii:	guidance and support procedures for working with parents
	<ul style="list-style-type: none"> • There is clear and comprehensive information on the policies, resources, and procedures for meeting special educational needs. This information is easily accessible to all parents; translated material is available to parents for whom English is an additional language and in a suitable form for parents who have a sensory impairment. Interpreters are available as necessary. Children/young persons are not asked to interpret for their parents. • Parents are provided with clear information about their respective rights and duties and the ways in which they can expect to be involved in their child/young person's education; their permission is sought where necessary. • Parents are given the name and address of someone in the authority who can provide advice and information on their child's difficulties and the provision they can access to meet their child's needs. • The authority has written advice for parents encouraging them to bring an adviser or friend to meetings. Where the child/young person has a Record of Needs, parents are encouraged to exercise their right to appoint a Named Person. • Information is provided on specialist resources, for meeting special educational needs, outwith the direct management of the authority. This includes information about schools and support from statutory and voluntary agencies. Parents are supported in finding the most appropriate provision for their child. • There are measures to ensure that all professional staff are fully conversant with the legal framework of the rights and responsibilities of parents and the obligations of the authority. • There is a system in place for the mediation of differences between parents and professional staff, including joint access to independent advice on assessment and provision.
Theme iii:	<i>implementation and evaluation of collaborative practice</i>
	<ul style="list-style-type: none"> • The policies and procedures are implemented consistently and evaluated regularly in collaboration with parents.

FGP A2 (2)	
Key area:	working together
Aspect:	parents as partners
The role of:	the school
Theme i:	policy relating to the rights and responsibilities of parents of children and young persons with special educational needs
	<ul style="list-style-type: none"> • There is a policy statement which outlines a commitment to work in partnership with parents giving due regard, without discrimination, to disability, gender, religious persuasion, racial origin and cultural and linguistic background. • There is a policy on Special Educational Needs with clear procedures for ensuring genuine and active parental participation in all aspects of the education of their child, in accordance with advice from the local authority • It is school policy to to seek the permission of parents when it is necessary to involve other agencies in assessing or supporting their child (or young person, where appropriate). • It is school policy to regularly exchange information with parents about their child's progress at school and at home and to involve parents in progress reviews.
Theme ii:	<i>guidance and support measures for working with parents</i>
	<ul style="list-style-type: none"> • There is clear guidance for parents about procedures for contacting the school and a named contact person whom they can approach about their child. • The School Handbook contains information, in accessible language, about the procedures for identification and assessment of special educational needs, and the additional resources and specialist services available to support children's needs • The roles and responsibilities of all professionals and staff involved with the child/young person are explained to parents, including their own rights and duties. • Parents are consulted on the arrangements for meetings with the school and other agencies Meetings are structured to encourage parental participation and parents receive a written report of the outcomes of the meetings. • Interpreters and translated materials are available for parents who have English as an additional language or for those who have a sensory impairment. Children/young persons are not asked to interpret for their parents.
Theme iii:	<i>implementation and evaluation of collaborative practice</i>
	<ul style="list-style-type: none"> • The policies and procedures are implemented consistently and evaluated regularly in collaboration with parents.

FGP A2 (3)	
Key area:	working together
Aspect:	parents as partners
The role of:	support services
Theme i:	policy in relation to the rights and responsibilities of parents of children and young persons with special educational needs
	<ul style="list-style-type: none"> • There is a policy statement which outlines a commitment to work in partnership with parents giving due regard, without discrimination, to disability, gender; religious persuasion, racial origin and cultural and linguistic background of children/young persons. • There is a policy on Special Educational Needs with clear procedures for ensuring genuine and active parent participation in all aspects of the education of their child, in accordance with advice from the local authority.
Theme ii:	<i>guidance and support measures for working with parents</i>
	<ul style="list-style-type: none"> • There are procedures to ensure that professionals listen to parents, respond timeously to their requests, enable them to participate in multi-disciplinary meetings, take account of their views and provide them with written reports of the outcomes of meetings. • There is clear and comprehensive information on the policies, resources, and procedures for meeting special educational needs. This information is easily accessible to all parents; translated material is available to parents for whom English is an additional language and in a suitable form for parents who have a sensory impairment. Interpreters are available as necessary. Children/young persons are not asked to interpret for their parents. • Parents are provided with clear information about the particular roles of each member of the multi-professional team and which of them will be their main contact point. • Staff development is provided to ensure that all staff understand the legal framework of the rights and responsibilities of parents in relation to children/young persons, the rights of children and the statutory duties of the authority and the support service. • There is published information available to all staff to ensure that they have clear advice about the range of provision and resources for special educational needs which the authority can access, and can advise parents impartially in relation to the needs of their child.
Theme iii:	<i>implementation and evaluation of collaborative practice</i>
	<ul style="list-style-type: none"> • The policies and procedures are implemented consistently and evaluated regularly in collaboration with parents.

A3: The Contribution of the Voluntary Sector

Principles

- Quality provision for meeting special educational needs is best achieved within the context of a positive ethos of partnership between parents and schools, local authorities, education support services, and other agencies working with children and young persons.
- Professionals in local authorities, schools and support services work with relevant voluntary and health sector organisations in a spirit of inclusion, partnership and collaboration. The contribution which each makes is valued equally and regarded as complementary.

Features to look for

The features of good practice (FGP) in this section are concerned with the following themes:

- i policy relating to the involvement of the voluntary sector in Children's Services Plans and in provision for special educational needs;
- ii guidance and support procedures for working with voluntary sector organisations; and
- iii implementation and evaluation of collaborative practice.

FGP A3	
Key area:	working together
Aspect:	the contribution of the voluntary sector
The role of:	the local authority, the school and support services
Theme i:	<i>policy relating to the involvement of the voluntary sector in Children's Services Plans and in provision for special educational needs</i>
	<ul style="list-style-type: none"> • The local authority has a policy and procedures for working in partnership with relevant voluntary organisations in its area. • The partnership between the authority and the voluntary agencies is founded on common aims, clearly formulated remits, individual accountability and high quality teamwork. • The local authority has identified the voluntary organisations in its area which represent the interests of children/young persons with special educational needs and their parents. • The local authority involves voluntary organisations in the development of its Children's Services Plan and policy on special educational needs. • The Children's Services Plan includes information about relevant services provided by voluntary organisations.
Theme ii:	<i>guidance and support procedures for working with voluntary sector organisations</i>
	<ul style="list-style-type: none"> • Voluntary organisations are involved with the authority in joint monitoring and review of services provided to their mutual client group. • There are agreed procedures for accessing services provided by voluntary sector organisations. • Information about local authority services is provided to voluntary organisations and agencies which have an interest in children/young persons with special educational needs or their parents. • There are guidelines and support procedures to enable professionals in schools and support services to work together with voluntary organisations and agencies.
Theme iii:	<i>implementation and evaluation of collaborative practice</i>
	<ul style="list-style-type: none"> • Policies and procedures are implemented consistently and evaluated regularly in collaboration with the voluntary organisations.

A4: Working with Health Services

Health services have a statutory duty to comply with requests for help from local authorities to assist them in fulfilling their duties under the Children (Scotland) Act 1995, provided that this is compatible with their own statutory duties.

Principles

- Quality provision for meeting special educational needs is best achieved within the context of a positive ethos of partnership between parents and schools, local authorities, education support services, and other agencies working with children and young persons.
- The effective provision of services requires an inclusive strategy which is understood by all concerned, is operated collaboratively and commands the confidence of children, young persons and their parents.
- Quality services for meeting special educational needs are supported by strategic policies, effective planning and resource allocation by the local authority and other service providers, and by a structure which establishes procedures for monitoring and evaluating the services provided for children and young persons.

Features to look for

The features of good practice (FGP) in this section are concerned with the following themes:

- i the Children's Services Plan;
- ii guidance and support procedures for collaborative working; and
- iii implementation and evaluation of collaborative practice.

FGP A4	
Key area:	working together
Aspect:	working with health services
The role of:	the local authority, the school and support services
Theme i:	<i>the Children's Services Plan</i>
	<ul style="list-style-type: none"> • The authority has involved the health services in their area in the development of their Children's Services Plan. • The health services have identified the range of services they provide for <i>children in need</i> and these are included in the Plan. The Plan acknowledges their duty to co-operate in helping the authority to fulfil its statutory duties. • The authority has identified the range of services provided by them, by relevant voluntary agencies, and by the health services in the area; a co-ordinated inter-agency approach is adopted where there is common involvement with client groups. • The full range of services provided is published in the Plan.
Theme ii:	<i>guidance and support procedures for collaborative working</i>
	<ul style="list-style-type: none"> • Joint working groups are formed to develop a strategic approach to meeting the needs of mutual client groups. • The strategic responsibilities of each service are clearly identified and, where appropriate, purchaser-provider roles are clarified. • Agreements are reached on service levels. • Joint professional development opportunities are provided to develop a common understanding of the special educational needs of the client groups and of the contribution the respective services make to meeting these needs. • Where professional staff of different services are working together, working practice agreements are negotiated to clarify roles, responsibilities and accountability. • Services work together to develop flexibility in approaches to meeting the special educational needs of children/young persons. • Professional staff from relevant services involved in multi-disciplinary assessment of children and young persons share their respective approaches to the assessment and identification of special educational needs with each other, the parents and, where appropriate, the child/young person.
Theme iii:	<i>implementation and evaluation of collaborative practice</i>
	<ul style="list-style-type: none"> • The authority's strategic approach to providing services for children/young persons with special educational needs provides evidence of the efficient use of resources. • Structures for monitoring, reviewing and evaluating services provided jointly, or for common client groups, are developed. They involve multi-professional review of practice in the context of meeting the special educational needs of children/young persons. • Policies and procedures are implemented consistently and evaluated regularly on a joint basis. • The health services are involved in reviewing that part of the Children's Services Plan relating to service provision to which they contribute.

A5: Towards an Inclusive School

Principles

- Schools have a key role to play in enabling all pupils and staff to achieve excellence.
- Quality services for meeting special educational needs are supported by strategic policies, effective planning and resource allocation by the local authority and other service providers, and by a structure which establishes procedures for monitoring and evaluating the services provided for children and young persons.
- All children and young persons have an equal opportunity to achieve excellence, to have the highest expectations set for them and to have their achievements valued in the environment which suits them best.
- The provision of services gives due regard, without discrimination, to disability, gender; religious persuasion, racial origin and to the cultural and linguistic background of children, young persons and their parents.
- Professionals in local authorities, schools and support services work with relevant voluntary and health sector organisations in a spirit of inclusion, partnership and collaboration. The contribution which each makes is valued equally and regarded as complementary.
- Quality provision for meeting special educational needs is best achieved within the context of a positive ethos of partnership between parents and schools, local authorities, education support services, and other agencies working with children and young persons.
- The effective provision of services requires an inclusive strategy which is understood by all concerned, is operated collaboratively and commands the confidence of children, young persons and their parents.

Features to look for

The features (FGP) in this section are concerned with the following themes:

- i the statement of school policy for special educational needs;
- ii effective management structures and processes;
- iii deployment and development of staffing and resources; and
- iv the management of forms of provision suited to needs.

FGP A5	
Key area:	working together
Aspect:	towards an inclusive school
Theme i:	<i>the statement of school policy on special educational needs</i>
	<ul style="list-style-type: none"> • The school policy explains what is meant by special educational needs and describes the principle of <i>inclusion</i> which is consistent with local authority policy and national advice. • The policy expresses a commitment to partnership between school, other professionals, children! young persons, parents and wider community, including voluntary services. • The policy is accessible to all sections of the community and provides guidance which is responsive to the practical needs of schools, teachers, children/young persons and parents. • Staff development is provided to ensure that all teaching and auxiliary staff are able to meet their statutory duties in the provision of quality services to children/young persons with special educational needs. • There are guidelines on approaches to assessment and education of all children/ young persons, including those with special educational needs, giving due regard, without discrimination, to disability, gender, religious persuasion, racial origin and cultural and linguistic background. • There are agreed procedures for requesting assistance from professionals employed by the health service, social work, voluntary sector and other agencies, as required in the Children's Services Plan. • There are procedures for obtaining and maintaining special equipment and resources. • There are guidelines on health and safety issues and duties, on child protection, and on administration of medication. • There is an agreed format for record-keeping and reporting the progress of children! young persons with special educational needs. • The policy is implemented and evaluated in consultation with all partners with an interest in the provision for special educational needs and contributes to school development planning.
Theme ii:	<i>effective management structures and processes</i>
	<ul style="list-style-type: none"> • There are statements about school structures and procedures which reflect the importance of inclusion. • Remits and responsibilities are specified in writing, are delegated, where appropriate, in unambiguous terms and are familiar to, and understood by, all concerned. • Co-ordination of services for staff, children/young persons and parents is effective and efficient. • Effective team approaches are in evidence and are supported so that all providing the educational service are well informed, are clear about their respective roles, know that their contributions are valued, and share in planning, implementing and evaluating educational programmes. • Transition arrangements between pre-school - primary - secondary - post-school and between classes and stages are implemented effectively and evaluated with the active participation of all parties. • School structures and processes are regularly evaluated by professional staff, parents, children and young persons.
	<i>continued</i>

FGP AS *continued*

Theme iii: *deployment and development of staffing and resources*

- There is a **policy** and accompanying support procedures to enable all teachers to accept responsibility for educating all children, including those with special educational needs.
- The policy explains how staff with designated responsibility for supporting learning and teaching across the school fulfil the five roles of learning support (tutorial teaching, co-operative teaching, consultancy, liaison with specialist services and staff development) to meet the needs of staff and children/young persons.
- Staff receive effective support from learning support staff, from guidance staff (where appropriate), from educational psychologists, from specialists from other external support services, and from other agencies.
- School managers create the necessary conditions, including designated time, to enable teachers and relevant members of support services to meet regularly to exchange information, plan and review their work.
- Staff development is provided for managers, teachers and auxiliary staff on the practice of special educational needs and there are opportunities for advanced training leading to national professional awards.
- There is regular evaluation of the deployment and development of staffing resources.
- Accommodation is audited regularly to ensure that it meets the needs of those for whom provision is made.

Theme iv: *the management of forms of provision suited to needs*

- Support services in the school have a policy statement which acknowledges the importance of inclusion.
- The School Handbooks contain information on the range of provision which is available in the school and area, taking account of the local authority's Children's Services Plan.
- Parents are informed in good time of the procedures for the assessment of special educational needs and are supported to take an active part in decisions about their child's education.
- Information about placing arrangements for children and young persons with special educational needs, including provision not managed by the authority, is available to parents and professionals.
- There are clear criteria for deciding on the type, level and duration of specialist support offered to the child or young person with special educational needs.
- The school's provision is regularly evaluated as part of its development plan and feedback is offered to the local authority, support services and other agencies.

A6: The Support Services

Principles

- Quality provision for meeting special educational needs is best achieved within the context of a positive ethos of partnership between parents and schools, local authorities, education support services, and other agencies working with children and young persons.
- The provision of services gives due regard, without discrimination, to disability, gender, religious persuasion, racial origin and to the cultural and linguistic background of children, young persons and their parents.
- The effective provision of services requires an inclusive strategy which is understood by all concerned, is operated collaboratively and commands the confidence of children, young persons and their parents.
- Professionals in local authorities, schools and support services work with relevant voluntary and health sector organisations in a spirit of inclusion, partnership and collaboration. The contribution which each makes is valued equally and regarded as complementary.

Circular 4/96 offers guidance on inter-agency assessment [pp 23-6] and co-operation [pp 69]. EPSEN similarly stresses the benefits of collective responsibility in inter-professional practice.

See also the features of good practice relating to support services in A1 and A2.

Features to look for

The features of good practice (FGP) in this section are concerned with the following themes:

- i implementing the local authority's Children's Services Plan;
- ii policy and guidance for meeting special educational needs; and
- iii effective implementation and evaluation.

FGP A6	
Key area:	working together
Aspect:	the support services
Theme i:	<i>implementing the authority's Children's Services Plan</i>
	<ul style="list-style-type: none"> • Specialist support services are involved in staff development to ensure that they are aware of the authority's Children's Services Plan and their role within it. • There are guidelines to assist staff to actively involve children and young persons in need in decision making.
Theme ii:	<i>policy and guidance for meeting special educational needs</i>
	<ul style="list-style-type: none"> • There is a policy on special educational needs which is in accordance with local authority and national advice and which has been developed in consultation with schools, parents and young persons. • There are guidelines on approaches to the assessment and education of all children/ young persons, including those with special educational needs; these give due regard, without discrimination, to disability, gender, religious persuasion, racial origin and cultural and linguistic background of children, young persons and parents. • The policy states a commitment to planned opportunities for the staff development of all members of the service. • There are guidelines which enable children/young persons and parents to participate actively in the assessment of their special educational needs and in considering the measures to meet those needs.
Theme iii:	<i>effective implementation and evaluation</i>
	<ul style="list-style-type: none"> • The policy and statutory procedures for identification and assessment, recording and review of special educational needs are implemented consistently and evaluated regularly in collaboration with all relevant professionals, parents and young people.

A7: The Role of the Local Authority

Local authorities have statutory duties under the Children (Scotland) Act 1995, Education (Scotland) Act 1980, and related legislation, including duties to co-operate with one another where required to fulfil their functions under the law. Practice and provision are also influenced by international trends in special educational needs.

Principles

- Quality provision for meeting special educational needs is best achieved within the context of a positive ethos of partnership between parents and schools, local authorities, education support services, and other agencies working with children and young persons.
- The provision of services gives due regard, without discrimination, to disability, gender, religious persuasion, racial origin and to the cultural and linguistic background of children, young persons and their parents.
- The effective provision of services requires an inclusive strategy which is understood by all concerned, is operated collaboratively and commands the confidence of children, young persons and their parents.
- Quality services for meeting special educational needs are supported by strategic policies, effective planning and resource allocation by the local authority and other service providers, and by a structure which establishes procedures for monitoring and evaluating the services provided for children and young persons.

Features to look for

The features of good practice (FGP) in this section relate to the following themes:

- i the Children's Services Plan;
- ii policy and guidance for meeting special educational needs; and
- iii the effective management of provision for special educational needs.

See also the features of good practice relating to local authorities in A1-A6 above.

FGP A7	
Key area:	working together
Aspect:	the role of the local authority
Theme i:	<i>the Children's Services Plan</i>
	<ul style="list-style-type: none"> • The Plan refers to <i>inclusion</i> and addresses all the authority's statutory duties. • The Plan is developed in consultation with health boards, education, social work and other departments, voluntary agencies and local communities. • Key staff from all sectors are involved in the holistic planning, delivery and evaluation of the Children's Services Plan. • The education authority ensures that its policies on assessment and provision for special educational needs inform the Plan as it relates to <i>children in need</i>. • Information about relevant services in the local area, or provided by any other local authority, is published in a form which is accessible to children and parents, and takes account, without discrimination, of disability, gender, religious persuasion, racial origin, cultural and linguistic background. • The corporate responsibility for providing services to 'children in need' is implemented through strategies for collaboration among relevant services.
Theme ii:	<i>policy and guidance for meeting special educational needs</i>
	<ul style="list-style-type: none"> • The definition of the concept of special educational needs used in the planning of provision is consistent with national advice. • There are guidelines on the statutory rights of children and parents and how these must be met. • There are agreed written procedures for identifying and assessing special educational needs, for opening and reviewing Records of Needs, for Future Needs Assessments and referral to the social work department. • There is information about the range of provision for special educational needs available within and outwith the education authority, and procedures for accessing it. • Information about placing arrangements for children/young persons with special educational needs, including provision not managed by the authority, is available to parents and professionals. • There are guidelines for professionals and parents on approaches to the assessment and education of all children/young persons, with special educational needs; these pay due regard, without discrimination, to disability, gender, religious persuasion, racial origin and cultural and linguistic background. • There are agreed written procedures for requesting assistance from professionals employed by the health service, social work, voluntary sector and other agencies, as required in Children's Services Plans. • There are written procedures for obtaining and maintaining special equipment and resources. • There are guidelines on health and safety issues and duties, on child protection and on the administration of medication. • There is an agreed format for record-keeping and reporting the progress of children/ young persons with special educational needs. • There are guidelines for schools and support services to monitor and evaluate policy and provision.
	<i>continued</i>

FGP A7 *continued*

- There is a planned programme of staff development for all professionals in schools, support services and other agencies, and, where possible, this is delivered in an inter-professional context.
- There are agreed arrangements for the use of independent parties to resolve disputes between service providers and children, young persons or parents.

Theme iii: *effective management of provision for special educational needs*

- Policies and guidelines are implemented consistently and evaluated regularly in collaboration with all interested parties, including parents.
- The education authority meets its statutory duty to identify and make adequate and efficient provision for special educational needs, to assess children and open Records of Needs, and to publicise opportunities for the assessment of children/persons.
- A range of provision is planned, based on identified need and taking into account the support which children and young persons will need in order to access the full range of services; the provision includes, where appropriate, services provided by other authorities or agencies.
- Parents are informed in good time of the procedures for accessing services provided by other authorities and agencies; they are supported in exploring the suitability of such provision for their child; the implications of their child being rejected by another provider is explained; and there is joint consideration of contingency arrangements.
- The transition of children from pre-school centres to school, or between schools, units or other forms of provision, and from school to further education, training or other services, is planned and supported; due regard is given to any individualised educational programme (IEP), the views of the child/young person, the parent, the staff and receiving provision; and there is shared understanding of the needs and of the desired outcomes for the individual child/young person.
- Procedures and guidelines for admission to specific forms of provision are applied consistently; guidelines include a definitive statement of criteria for admission, of the services provided and of the desired outcomes for the individual child/young person.
- Procedural guidelines encourage team approaches and are clear about involving professionals and parents in planning, implementing and evaluating educational programmes.
- There is regular and systematic monitoring, review and evaluation of provision, including support services. Any educational provision for a child/young person which is not provided by the local authority is also monitored, reviewed and evaluated by the placing local authority.

KEY AREA B: PROVIDING AN APPROPRIATE CURRICULUM

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KEY AREA B: PROVIDING AN APPROPRIATE CURRICULUM

Introduction

Appropriate education for children and young persons with special educational needs is that which *assists them to make the fullest use of their potential for learning and comprises three essential components: a well thought-out curriculum for the class/school as a whole, individualised educational programmes, and integration of the IEPs with the curriculum for the class/school* (EPSEN Par 1.8)

A range of national advice exists to cover the curriculum framework for children in their pre-school year, for children aged 5-14, and for children/young persons following Standard Grade, Higher Grade and National Certificate courses. Much of this advice applies equally to children with special educational needs and there is supplementary advice available in documents such as *Support for Learning: Special Educational Needs Within The 5-14 Curriculum* (SCCC, 1993). The Higher Still framework will provide for children/young persons with special educational needs from 1999 onwards.

The performance indicators in *How Good Is Our School?* can also be used alongside the advice here for evaluating aspects of learning and teaching.

This section of the Manual focuses on the following aspects :

- B1: Learning and teaching;
- B2: Planning the curriculum : individualised educational programmes (IEP); and
- B3: Support for learning.

B1: Learning and Teaching

The characteristics of effective learning and teaching are considered in the relevant sections of Chapters 1, 3,4 and 5 of EPSEN. Teachers are aware that the key to effective learning and teaching is differentiation and its extension in individualisation, adaptation, enhancement and elaboration, as described in EPSEN (para 1.9).

Principles

- Local authorities are committed to providing for all children and young persons in their area a progressive education appropriate to their age, abilities and aptitudes which is provided in a setting where they are valued and safe.
- All children and young persons have an equal opportunity to achieve excellence, to have the highest achievements set for them and to have their achievements valued in the environment which suits them best.
- All children and young persons have an entitlement to a curriculum in accordance with the policy of the authority and in line with national guidance. The curriculum satisfies the principles of breadth, balance, progression, continuity and coherence.
- Parents are active and informed participants in the assessment of their child's special educational needs and in the formulation and review of measures to meet those needs.
- Quality services for meeting special educational needs are supported by strategic policies, effective planning and resource allocation by the local authority and other service providers, and by a structure which establishes procedures for monitoring and evaluating the services provided for children and young persons.
- All children and young persons have a right, where appropriate, to participate actively in decisions about their education and welfare; those with communication difficulties are, where necessary, assisted to express their feelings and views and these are valued and respected.

Features to look for

The features of good practice (FGP) in this section are concerned with the following themes:

- i Planning approaches to learning and teaching to take account of special educational needs;
- ii Selecting and using teaching strategies most suited to the assessed needs of the individual in the context of the group or the class; and
- iii Using information and communications technology (ICT).

FGP B1 (1)	
Key area:	providing an appropriate curriculum
Aspect:	learning and teaching
The role of:	the local authority
Theme i:	planning approaches to learning and teaching to take account of special educational needs
	<ul style="list-style-type: none"> • The authority provides policy guidance on learning and teaching in the context of special educational needs. • There is planned professional development to ensure that staff are able to identify learning difficulties, are familiar with a range of learning styles, and use appropriate teaching strategies in order to help overcome difficulties and increase pupil motivation and attainment. • The authority provides planned professional development to enable teachers and specialist staff to share experience and extend their professional expertise. • The authority secures the range of specialist services to provide for the special educational needs of individual children and young persons in their area. • Appropriate learning and teaching resources are provided to meet the needs identified.
Theme ii:	<i>selecting and using teaching strategies most suited to the assessed needs of the individual in the context of the group or the class</i>
	<ul style="list-style-type: none"> • In its advice to schools the authority refers to, and makes use of, research findings about effective provision for children/young persons with special educational needs. • The authority implements strategies for early identification of abilities and special educational needs and targets resources so that difficulties identified can be responded to promptly. The effectiveness of such strategies is monitored and evaluated.
Theme iii:	<i>using information and communications technology (ICT)</i>
	<ul style="list-style-type: none"> • The authority's policy and guidance to schools recognise the important contribution that ICT can make to the education of children and young persons with special educational needs. • The authority ensures that adequate resources and staff development are available for the benefits of ICT to be realised. Resources are maintained and upgraded as necessary.

FGP B1 (2)	
Key area:	providing an appropriate curriculum
Aspect:	learning and teaching
The role of:	the school
Theme i:	planning approaches to learning and teaching to take account of special educational needs
	<ul style="list-style-type: none"> • The school policy includes measures for supporting learning and teaching which take into account special educational needs and the integral role of all support services in promoting the overall achievement of the school. • There is guidance to staff on a variety of teaching approaches including whole class teaching, direct teaching, the organisation of pupils into groups and the opportunity for individuals to work on their own; it encourages teachers to share experience of successful teaching strategies. • Professional development is provided regularly on effective learning and teaching, including differentiation. • Teachers' forward plans for the class or group build on pupils' prior learning, in and out of school; where required, pupils with special educational needs have individualised educational programmes (IEPs). • The effectiveness of teaching practices, planning, guidance and support to staff is monitored and evaluated. • Special educational needs are routinely taken into consideration when developing and implementing policies for the educational, social and recreational activities of the school.
Theme ii:	<i>selecting and using teaching strategies most suited to the assessed needs of the individual in the context of the group or the class</i>
	<ul style="list-style-type: none"> • Learning programmes are based on knowledge of the child/young person gained from observation, sampling of current and previous work, consultation with parents and advice from specialist and other staff working with the child/young person. • Learning programmes are organised to take into account: <ul style="list-style-type: none"> - the selection and adaptation of content to reflect the strengths, prior learning, needs and interests of the child/young person; - the importance of matching tasks to particular needs or skills; - the different pace and level of learning in the group or class; - alternative modes of presentation and appropriate choice of learning resources; - alternative response methods for demonstrating learning; - the range of learning styles; - flexibility in teaching style and approaches to respond to the needs of the learner; - the role of specialist and other teachers, support staff, therapists, classroom assistants and parents in supporting learning. • There is a structured planning framework at school, class, unit or group level which takes into account short and longer term learning objectives and any IEPs. • Teachers are encouraged to listen to, note, and as far as possible take account of the parents' views of their child's abilities and needs. Progress in learning is reviewed regularly in consultation with parents.
	<i>continued</i>

FGP B1 (2) *continued*

- The school has arrangements for seeking early advice from external agencies/ specialist support services and for securing any additional specialist input to help children/young persons overcome identified difficulties as early as possible.
- In pre-school centres and schools, a member of staff has responsibility for monitoring progress and attainment, and for ensuring effective liaison between all staff involved in teaching and supporting a child/young person with special educational needs. This member of staff is known to the parent and child/young person with whom regular contact is maintained.

Theme iii: *using information and communications technology (IC T)*

- The policy on special educational needs recognises the important contribution of ICT in helping children/young persons overcome barriers to learning, gain access to the curriculum and make appropriate progress in learning.
- The school ensures that its ICT resources are available to children/young persons with special educational needs and that they and the staff are trained in the effective use of such technology.

FGP B1 (3)	
Key area:	providing an appropriate curriculum
Aspect:	learning and teaching
The role of:	support services
Theme i:	<i>planning approaches to learning and teaching to take account of special educational needs</i>
	<ul style="list-style-type: none"> • Service development plans and policies identify the role of the service in contributing to the learning and teaching process and in participating in professional development in schools. Service resources are allocated accordingly. • The service provides policy guidance on effective liaison between service staff, teachers and other support staff at school level and as part of a team working with a child/young person; this includes an administrative system which supports communication and record-keeping.
Theme ii:	<i>selecting and using teaching strategies most suited to the assessed needs of the individual in the context of the group or the class</i>
	<ul style="list-style-type: none"> • Where a child or young person has an IEP, the role and responsibility of any support staff involved with an IEP is explained to parents and child/young person. • Specialist staff supporting children and young persons with a sensory or communication impairment have been given an opportunity to become competent in the use of new technologies for learning and teaching and communication, and these technologies are available to children/young persons who require them. • There are guidelines and procedures for monitoring and evaluating the effectiveness of the service in the school and in enabling children/young persons to achieve their potential.
Theme iii:	<i>using information and communications technology (ICT)</i>
	<ul style="list-style-type: none"> • The support services recognise the important contribution of ICT in helping children and young persons to overcome barriers to learning, gain access to the curriculum and make appropriate progress in learning. This is reflected in their advice to schools and in their staff development programmes

B2: Planning the Curriculum

In planning the curriculum for a class or group, account has to be taken of the need for structure and balance as well as meeting the specific needs of individual pupils through individualised programme planning, making use of, as required, the five key strategies, differentiation, individualisation, adaptation, enhancement and elaboration.

(HMI Report: *The Education of Pupils with Language and Communication Disorders.*)

NB These strategies are described fully in the national guidance offered in *Support for Learning: Special Educational Needs Within The 5-14 curriculum*, pages 27-32 (SCCC, 1993).

Principles

- All children and young persons have an entitlement to a curriculum in accordance with the policy of the authority and in line with national guidance. The curriculum satisfies the principles of breadth, balance, progression, continuity and coherence.
- All children and young persons have an equal opportunity to achieve excellence, to have the highest expectations set for them and to have their achievements valued in the environment which suits them best.

Individualised Educational Programmes

Individualised Educational Programmes (IEP) are written plans outlining the steps to be taken to enable children/young persons with special educational needs to achieve specified targets. An IEP provides the planning framework which underpins the teaching and learning process by which a child's special educational needs can be addressed. The nature and scale of IEPs will vary in line with the needs of the individual. Some IEPs will be short while others will be more extensive documents. An IEP:

- contains the targets to be achieved by the child/young person;
- enables staff to plan for progression;
- allows staff to monitor the effectiveness of teaching and learning; and
- provides senior management with a tool for monitoring, reviewing and evaluating the effectiveness of provision for **special educational needs**.

For IEPs to be used to maximum effect they must be drawn up with a number of points in mind.

- The IEP must be based on a careful assessment of the special educational needs of the child/young person and the long-term aims agreed for him/her. It should ensure that the requirements of a Record of Needs or of a Future Needs Assessment report, where these are in place, are incorporated into teaching plans.
- The child/young person should, where possible, be involved in drawing up the IEP, in agreeing learning targets, and in implementing and reviewing the Programme.
- Targets set for IEPs should be SMART (Specific, Measurable, Achievable, Relevant and Timed).

- Typically, a series of short-term targets would require to be overtaken before a longer term target is achieved. A particular IEP will focus on only some of the targets and more advanced targets will feature in subsequent IEPs.
- As a rule of thumb, a short-term target is one which is expected to be attained in a period of 6-8 weeks. A long-term target is a target for a school session. It is generally good practice to break down short-term targets into even smaller steps or objectives for teaching and assessment purposes. Also, in some circumstances, it will be useful to have extended long-term targets to consider what a child/young person might be expected to achieve at the end of a two or three year period or longer.
- A child/young person need not work towards all long-term targets throughout the whole school session. Work towards some long-term targets may commence, for example, in the latter half of a school session if there is sufficient time to overtake the target by the end of the session. This type of phasing can help to keep manageable the number of short-term targets being tackled at any one time.
- The IEP should define the action to be taken to help the child/young person achieve his/her targets, identify the staff involved, the frequency, duration and nature of their input and any resources required for the staff or for the child/young person.
- The IEP should identify the success criteria; that is, the criteria which will indicate when the targets (short and long-term) have been achieved.
- Parents and the child/young person should, where possible, be involved in drawing up the IEP, in agreeing learning targets, and in implementing, monitoring and reviewing the programme.

Who should have IEPs?

In mainstream schools

As a general rule, IEPs will be required for those children/young persons with special educational needs who require significant, planned, intervention. It is useful to think in terms of a hierarchy of intervention. There will be some, for example those with Records of Needs, who are likely to require significant intervention. On the other hand, there will be those who are occasional recipients of learning support. The former will require IEPs, the latter will not. In between, there will be some with whom learning support (or other support staff such as visiting teachers) are frequently involved and who perhaps require tutorial support and/or co-operative teaching. These children/young persons are likely to require IEPs. Others will not need targets set for them through IEPs but class teachers need to be aware of their special educational needs and the implications for teaching and learning. For example, *John is a slow writer and should not be asked to copy from the blackboard; Mary has a mild hearing impairment and should have preferential seating in the classroom.*

In special schools and units

It is expected that all children/young persons in special schools and units will have IEPs.

Children under five

Children under 5 with Records of Needs or who are being supported at home by pre-school home visiting teachers will require IEPs. Children attending pre-school centres who are receiving significant individual support will also require IEPs.

In what areas of the curriculum should targets be set?

The targets set will be determined by the assessed special educational needs of the child/young person and, as such, are individualised. Targets will relate to the curriculum and to learning and teaching. For example, targets may be set for literacy or numeracy, for behaviour (e.g. staying on task), for communication (e.g. learning Makaton), for using specialised equipment or for developing independence (e.g. learning to use public transport). The type and number of targets set will depend on the needs of the individual child/young person.

Mainstream schools

It is likely that in mainstream schools targets will be set in one or more of the areas of *communication and language, numeracy and personal and social development*. Targets may be set to address other special educational needs. The number of targets being dealt with at any one time should be kept manageable; for most children/young persons somewhere between 4 and 8 short-term targets should be enough.

Special schools and units

Almost all children/young persons in special schools and units should be set targets in *communication and language, numeracy and personal and social development*. Special schools and units which follow the elaborated 5-14 curriculum will focus on targets in *communication and language, understanding and relating to the environment and personal and social development*. In both cases further targets may need to be set to address other special educational needs (e.g. functional movement) or other areas of the curriculum. In special schools and units it is likely that 8 to 12 short-term targets should be sufficient for the IEP.

Children under five

The curriculum guidelines for children in their pre-school year provide a framework for planning the learning experiences of young children. It is likely that children with special educational needs will require targets set in: *emotional, personal and social development, communication and language, and knowledge and understanding of the world*. Some will require targets set in another area such as physical development and movement depending on their needs. Much of what is said about planning the curriculum for children with special educational needs in special schools applies to children attending pre-school centres. The number of short-term targets should be kept manageable and, generally, no more than 8 should be set; where a child attends on a part-time basis only then a smaller number may be required. Those children not attending a pre-school centre but being visited at home by a pre-school home visiting teacher will also require to have targets set through an IEP. Where there are other professionals involved such as speech and language therapists or physiotherapists

then care should be taken to ensure that parents are not overburdened with targets set by a range of professionals. Effective multi-disciplinary co-operation will be required in these circumstances.

Features to look for

The features of good practice (FGP) in this section are concerned with the following themes:

- i the Individualised Educational Programme (IEP);
- ii providing a broad and balanced curricular programme which systematically promotes progression in learning and attainment; and
- iii enabling children/young persons to achieve success within a learning programme appropriate to their abilities and long term needs.

FGP:	B2 (1)
Key Area:	providing an appropriate curriculum
Aspect:	planning the curriculum
The role of :	the local authority
Theme i:	<i>the Individualised Educational Programme (IEP)</i>
	<ul style="list-style-type: none"> • The authority provides guidance to all schools on the development and use of IEPs. • The authority provides advice to schools on the monitoring, review and evaluation of IEPs. • The authority clarifies the roles of schools and specialist support services, including educational psychological services, learning support staff and pre-school home visiting teachers, in the development and review of IEPs. • The authority provides advice to schools about how to involve parents and the child/young person, where appropriate, in drawing up, monitoring, reviewing and evaluating the IEP.
Theme ii:	<i>providing a broad and balanced curricular programme which systematically promotes progression in learning and attainment</i>
	<ul style="list-style-type: none"> • The authority's guidelines issued to all schools require that a broad, balanced curriculum, designed in accordance with national guidance, is available to all children/young persons including those with special educational needs. • The guidelines allow for some flexibility in the balance of the curriculum to ensure that the child/young person has sufficient opportunities to meet the targets set out in the IEP.
Theme iii:	<i>enabling children/young persons to achieve success within a learning programme appropriate to their abilities and long term needs</i>
	<ul style="list-style-type: none"> • The authority ensures that specialist services, personal support and appropriate physical and technological resources, including information and communications technology, are provided to facilitate access to the curriculum.

FGP B2 (2a)**Key Area:** providing an appropriate curriculum**Aspect:** planning the curriculum**The role of:** the school**Theme I:** *the Individualised Educational Programme (IEP)*

- The school has a policy for IEPs in accordance with the advice provided by the authority and national guidance.
- IEPs form the basis for planning the individual's learning in the school/class/group and within the pre-5, 5-14 or 14+ curriculum.
- The policy states clearly the criteria for providing IEPs and the specific roles and responsibilities of individual staff involved; the policy states that, in the case of a child/young person with a Record of Needs, the IEP is planned to address the special educational needs as specified in the Record
- Staff have clear advice about how to set SMART targets for the child/young person.
- IEPs are integrated within the framework of curriculum planning in the school and class.
- The school has procedures for involving specialist support staff in contributing to IEPs
- The headteacher ensures that all children/young persons with Records of Needs have an IEP.
- There is a nominated member of staff with overall responsibility for drawing up, co-ordinating, monitoring and reviewing IEPs with children/young persons and parents and for evaluating the overall involvement of all professionals in helping children/young persons achieve their agreed targets.
- IEPs are reviewed regularly. The period of review may vary according to the special educational needs of the learner and the short-term targets set but should not exceed two months. In the case of children/young persons with social/behavioural difficulties more frequent review periods are likely to be appropriate.
- Long-term targets are reviewed annually. Where necessary they are adjusted in the light of progress made in achieving short-term targets, so that the child/young person achieves success and is challenged appropriately.

Theme ii: providing a broad and balanced curricular programme which systematically promotes progression in learning and attainment

- The school has a teacher's forward planning format for a class/group, agreed with staff, to which IEPs relate.
- Staff are supported by the provision of policies defining the nature and scope of the curriculum and the school's preferred approaches to learning and teaching.
- The balance of the curriculum is monitored and, where necessary, adjusted to ensure that the child/young person has sufficient opportunities to meet the targets set out in the IEP.
- There is planned liaison with associated schools to support effective transition which takes account of prior learning in partnership with parents and children/young persons.
- The school establishes what a child/young person is expected to have learned in a number of key areas by the end of a school year. As a rule, in mainstream schools and many special schools/units, the key areas should include *communication and language, numeracy and personal and social development*; other areas will be added to meet the needs of particular children/young persons.

continued

FGP B2 (2a) *continued*

- The school shares the information about the learning goals with parents and, where appropriate, with children/young persons.
- Forward plans are informed by a structured system of observation, assessment, recording, reporting and evaluation. These are reviewed and adjusted on the basis of observation and assessment.
- The school considers the current learning achievements and needs of individuals and small groups in planning short-term goals and learning strategies and ensures that, while the special educational needs of individuals informs planning, the learner is not isolated from peers.
- The child/young person and parents are involved in planning, reviewing and making decisions about the IEP.
- The school has agreed arrangements with staff to monitor the effectiveness of the planning process and the learning it is designed to support.

Theme iii: *enabling children/young persons to achieve success within a learning programme appropriate to their abilities and long term needs*

- The school plans the structured involvement of specialist support where appropriate.
- Where the child/young person's learning involves specialist input, or more than one educational setting, there is an effective structure for joint planning, recording, reporting and evaluation.
- Appropriate resources are provided to enable children/young persons to access the curriculum and to support their learning. These resources may include specialist staff, physical or technological resources, including ICT, adapted learning materials and personal assistance.
- The social and emotional needs of the child/young person are taken into account in planning his/her learning and setting targets.
- Due regard is given, without discrimination, to the disability, gender, religious persuasion, racial origin and cultural and linguistic backgrounds of children and young persons when planning their curriculum.

HM Inspectors have found that the curricular programmes of many pupils become fragmented as they progress through secondary school and their learning needs are not addressed in a planned coherent way

(EPSEN)

FGP B2 (2b)

Key Area: planning an appropriate curriculum

Aspect: planning the curriculum

The role of: the secondary school (additional key aspects)

Planning IEPs in the secondary school needs to take account of the secondary timetable and of the number of teachers in contact with individual children/young persons.

- The timetable is planned on the basis of entitlement and enables children/young persons to achieve, at each stage of secondary school, specified educational targets, leading to fulfilment of the aims of a full programme of secondary education.
- There is a key member of staff with a remit to oversee the planning and evaluation of IEPs and to chart and monitor the progress of individuals across the curriculum and throughout their school career.
- Subject and specialist teachers are involved in setting appropriate individualised educational targets and in joint working to support achievement. Subject departments are only involved in setting targets through IEPs if subject specific targets contribute significantly to meeting individuals' special educational needs and only if a subject teacher has sufficiently sustained contact with the child/young person to ensure that targets can be tackled.
- Careers advice is available from a careers adviser and IEPs take account of individuals' career aspirations. Clear information about an individual's special training needs is made available, either in the context of an individual's record of achievement/ progress file or through a specific report to staff in post-school provision in education, training or employment.
- The IEP takes account of subject choice in S2, S4 and S5, transition to post-school provision and, in the case of a child/young person with a Record of Needs, of any Future Needs Assessment.

FGP B2 (2c)**Key Area:** providing an appropriate curriculum**Aspect:** planning the curriculum**The role of:** the special school/unit (additional key aspects)

In examining provision in a special school or unit all of the features in B2 (2a) and (2b) should be considered, in addition to the following:

- In planning the curriculum, account is taken of the special educational needs the school/unit is designed to support and the entitlement of children/young persons to access a full curriculum appropriate to their age, ability and aptitude.
- Special schools and units which follow the elaborated 5-14 curriculum will set targets in *communication and language, understanding and relating to the environment and personal and social development*; other areas will be added to meet the needs of particular children/young persons.
- Where appropriate, there are arrangements for extending the range of learning experiences available for children/young persons, outwith the school/unit or through support from specialists.
- Any plans to extend curricular opportunities outwith the school/unit are discussed with the parents and child/young person and necessary support is provided.
- Transition to and from the school/unit, including to post-school provision, is planned in consultation with parents and, where appropriate, the child/young person.

FGP B2 (3)	
Key Area:	providing an appropriate curriculum
Aspect:	planning the curriculum
The role of:	support services
Theme i:	<i>the Individualised Educational Programme (IEP)</i>
	<ul style="list-style-type: none"> • The support service has a policy for IEPs in accordance with the role ascribed to the service in the policy of the authority and in keeping with national guidance. • The administration of the service takes into account the contribution of professional staff as agreed in IEPs and workloads are planned accordingly. • The service helps to define appropriate learning targets for children/young persons. • The service evaluates the role of professionals in IEPs.
Theme ii:	providing a broad and balanced curricular programme which systematically promotes progression in learning and attainment
	<ul style="list-style-type: none"> • Services support teaching and learning within the context of a planning framework developed in consultation with schools and in accordance with the policies of the authority. • There is a system of documentation to support planning, assessment, recording and reporting which informs the contribution the service makes to the planning of IEPs and review of Records of Needs. • Pre-school home visiting teachers plan IEPs taking into account the needs of the individual child/young person and parents, the curriculum framework for pre-school year, or other curricular framework as appropriate, and the range of professionals involved in setting targets.
Theme iii:	<i>enabling children/young persons to achieve success within a learning programme appropriate to their abilities and long term needs</i>
	<ul style="list-style-type: none"> • The service clearly articulates the contribution it can make to differentiating or elaborating the curriculum and how individual learners can be helped to access a learning activity.

B3: Support for Learning

Support for learning encompasses the range of approaches and services which promote effective learning and teaching. It refers not only to support provided to the child/young person with special educational needs, and their parents, but also to the support provided to teachers and other staff to enable them to fulfil their roles effectively.

In addition to provision in special schools and units, the range of support services can include:

- Learning support and network support teachers
- Pre-school home visiting teachers
- Specialist teachers including specialists in sensory impairments
- Psychological Services
- Bilingual or EAL services and interpretive services
- Advisory Services
- Health Services (speech and language therapy, occupational therapy, physiotherapy, etc.)
- Social Services
- Specialist careers services

Principles

- All children and young persons have an entitlement to a curriculum in accordance with the policy of the authority and in line with national guidance. The curriculum satisfies the principles of breadth, balance, progression, continuity and coherence.
- All children and young persons have an equal opportunity to achieve excellence, to have the highest expectations set for them and to have their achievements valued in the environment which suits them best.
- Quality provision for meeting special educational needs is best achieved within the context of a positive ethos of partnership between parents and schools, local authorities, education support services, and other agencies working with children and young persons.

Features to look for

The features of good practice (FGP) in this section are concerned with the following themes:

- i ensuring a holistic approach to meeting the needs of children and young persons with special educational needs;
- ii support for teaching; and
- iii improving attainment.

FGP B3 (1)	
Key area:	providing an appropriate curriculum
Aspect:	support for learning
The role of:	the local authority
Theme i:	ensuring an holistic approach to meeting the needs of children and young persons with special educational needs
	<ul style="list-style-type: none"> • The provision of services pays due regard, without discrimination, to the disabilities, gender, religious persuasion, racial origins, and cultural and linguistic background of the child/young person and parents. • The authority's policy identifies the range of specialist support services available to support children/young persons with special educational needs. This will include services provided by other authorities or agencies, including the voluntary and private sectors. • Services have their own policies and procedures which are developed in consultation with the authority, schools and parents. These detail service levels, indicate how support can be accessed and the nature and scope of support the school, the parents, and the child/young person can expect. • Where services are not provided directly by the authority there are clear agreements indicating the nature, level and scope of the service and joint working practices. Procedures for accessing the service are specified. • Policies for the provision of support for learning state the requirement for collaboration and co-operation among all services and between services and schools. • Joint and shared training of teachers and staff of specialist support services (including staff in services managed by other agencies) is organised to extend collaborative working, develop a shared understanding of children's needs and an appreciation of the roles of the different professionals. • Clear and accessible information on the services available to support learning is available to parents. • The authority monitors and evaluates the provision of support for learning, including the provision of information and communications technology, in collaboration with schools, parents, children/young persons and with the participation of the services involved. • The authority ensures that adequate resources and staff development are available for the benefits of ICT to be realised. Resources are maintained and upgraded as necessary.
Theme ii:	<i>support for teaching</i>
	<ul style="list-style-type: none"> • Physical and technical resources are provided promptly to meet the identified needs of children/young persons. • Professional development and in-service training are provided for all staff working directly with children/young persons with special educational needs. • The authority's plan for professional development recognises the need to provide and maintain specialist teaching in areas identified by the authority as required (e.g. teaching pupils with sensory impairment, with social, emotional or behavioural difficulties). • Plans for the provision of support for learning are developed in consultation with schools and detail the nature, level and scope of support available and procedures for access.
	<i>continued</i>

FGP B3 (1) *continued*

Theme iii: *improving attainment*

- In its advice to schools the authority refers to, and makes use of, research findings about effective provision for children/young persons with special educational needs.
- The authority monitors and evaluates the role of the schools and services for which it is responsible in improving the attainment of children/young persons with special educational needs.

FGP B3 (2)	
Key area:	providing an appropriate curriculum
Aspect:	support for learning
The role of:	the school
Theme i:	<i>ensuring an holistic approach to meeting the needs of children and young persons with special educational needs</i>
	<ul style="list-style-type: none"> • The school pays due regard, without discrimination, to the disabilities, gender, religious persuasion, racial origins, and cultural and linguistic background of the child/young person and parents. • The school has policies and procedures for ensuring effective liaison with the specialist support services provided by the authority either directly or under contract with an external agency; there is a clear allocation of responsibility for co-ordinating support to an individual child/young person. • The school policy states clearly that all staff have a responsibility to support children/ young persons with special educational needs. • Appropriate specialist staff are involved in helping the child/young person to assess their own learning and agree future learning targets. • Specialist staff are involved in co-operative teaching where appropriate. • Children starting a new school are given additional support over the transition period and a review of their transition is carried out within a set time. Arrangements are in place to meet any medical or care needs. Appropriate technology, including information and communications technology, is provided to help children/young persons to access the curriculum. • The school policy acknowledges the key role of parents in supporting the education of their child and the importance of developing effective partnerships with parents from the earliest stage. • The policy recognises the school's key responsibility for the learning of each child/young person with special educational needs; the procedures for securing adequate and appropriate resources to support the implementation of an IEP or Record of Needs are consistently applied.
Theme ii:	<i>support for teaching</i>
	<ul style="list-style-type: none"> • The school development plan includes arrangements for in-service training and professional development opportunities to extend the knowledge and understanding of special educational needs amongst teachers and other staff. • The learning needs of staff working with a particular child/young person with special educational needs are met and steps are taken to ensure that specialist staff are enabled to stay abreast of developments in teaching in their fields and in the use of new technologies. • Senior or specialist staff within the school provide support to class teachers through co-operative teaching, professional development, working individually with children/ young persons and in sharing expertise through consultancy. • The school implements transparent systems for equitable allocation of resources, taking into account the special educational needs of children/young persons and the implications of providing adequate support to all.
Theme iii:	<i>improving attainment</i>
	The ethos of the school fosters enjoyment in learning; education is provided within a framework of well thought-out curriculum support policies, teaching strategies and planning approaches which foster an ethos of achievement.
	<i>continued</i>

FGP B3 (2) *continued*

- Specialist support staff share in the assessment of the child/young person and in agreeing learning targets within IEPs. They are involved in the review of progress and achievement. Where pupils with special educational needs do not have IEPs they are set clear curriculum targets, progress towards which is monitored and evaluated.
- Senior staff monitor, review and evaluate the progress of children/young persons with special educational needs and, in particular, the extent to which they attain the targets set. The results of the evaluation contribute to school development planning and to setting targets for improving attainment in the school.
- Support services monitor and evaluate their contribution to raising standards of attainment in collaboration with the school.

FGP B3 (3)	
Key area:	providing an appropriate curriculum
Aspect:	support for learning
The role of:	support services
Theme i:	<i>ensuring an holistic approach to meeting the needs of children and young persons with special educational needs</i>
	<ul style="list-style-type: none"> • The service pays due regard, without discrimination, to the disabilities, gender, religious persuasion, racial origins, and cultural and linguistic background of the child/young person and parents. • The service has policies defining its role in supporting learning. The policies have been developed within the context of the local authority's policy for meeting special educational needs and in consultation with schools and parents.
Theme ii:	<i>support for teaching</i>
	<ul style="list-style-type: none"> • The role of the service in supporting the learning of an individual child/young person within the context of an individual educational programme and/or Record of Needs, is discussed with the parents; staff and parents work together with the school in assessing progress and achievement. • There are professional development plans for services to ensure that staff are enabled to stay abreast of developments in teaching, in the curriculum and in the use of new technologies in their specialist areas. • There are leaflets which explain the role of the specialist service to children/young persons. Children/young persons are helped to understand the purpose and relevance of the service's contribution to their learning. Information is provided in a form which is accessible to the child/young person. • Samples of the child/young person's work are maintained, where appropriate, and progress towards targets is recorded and monitored. • The service policy recognises the importance of continuity of contact with the child/young person and family and seeks to maintain this as far as possible.
Theme iii:	<i>improving attainment</i>
	<ul style="list-style-type: none"> • Resource allocation and staffing policies are designed to ensure that support to individual children/young persons is maintained, as a matter of priority, in accordance with the needs identified in the IEP and/or Record of Needs. • Support services monitor and evaluate their contribution to raising standards of attainment in collaboration with the school.

KEY AREA C: MAKING DECISIONS CONCERNING CHILDREN AND YOUNG PERSONS WITH SPECIAL EDUCATIONAL NEEDS

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KEY AREA C: MAKING DECISIONS CONCERNING CHILDREN AND YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS

Introduction

This section of the Manual is concerned with the identification, assessment, recording and review of children and young persons with special educational needs. It complements advice contained in Circular 4/96 and *Effective Provision for Special Educational Needs* (EPSEN), **but should not be regarded as having legal authority.**

Key principles underpinning decision making

In making decisions about children and young persons all the Principles of Good Practice listed in the Introduction to the Manual apply.

A framework for making decisions concerning the special educational needs of children and young persons

The framework is based on advice contained in *Circular 4/96* and in EPSEN which describes the steps in identifying children with special educational needs. This part of the Manual considers arrangements that should be made at the following stages in the career of the child/young person.

- **Pre-school years: steps 1-9** for the early identification of young children with special educational needs from soon after birth to admission to school, based on EPSEN Steps 1-9.
- **School years: steps 1-2** for the identification and assessment of the special educational needs of those children and young persons who are provided for within the learning support arrangements of the school.
- **School years: steps 3-4** for the identification and assessment of the special educational needs of those children and young persons where it is necessary to make referral to external support services, including detailed consideration by the educational psychologist.
- **School years: steps 5-8** for the identification and assessment of the special educational needs of a small minority of children and young persons whose needs require more detailed consideration. Particular arrangements are required for opening Records of Needs and establishing individualised educational programmes.
- **Future Needs Assessment** for the assessment, within the last two years of compulsory schooling, of provision that will be of benefit to children and young persons who have Records of Needs.

C1: Pre-school Years (EPSEN steps 1-9)

Circular 4/96 offers guidance concerning provision for children who are not of school age (paras. 242-249) and EPSEN recommends a stepped approach to identifying and assessing a child's special educational needs in the pre-school period (EPSEN p 29).

The steps in identifying and assessing a child's special educational needs in the pre-school period

STEP 1 Referral: The child is referred to educational services by parents or, with their consent, by a medical officer or other professional involved.

STEP 2 Dissemination of information: Parents are informed about services available and are invited to have their child assessed, usually by an educational psychologist in the initial stage.

STEP 3 Initial assessment: An educational psychologist visits the home or educational setting to meet child and parent, to provide basic information, to answer questions and, perhaps, to conduct initial assessment to determine which other members of the educational service should be involved. At this point other professionals are formally informed about the involvement of educational services and arrangements are made for collaboration.

STEP 4 Completion of first round of assessment: All members of educational services conduct their assessment, co-ordinated where possible with that of other departments. Reports are prepared and findings discussed with parents. (Parents and professionals may agree that the child does not have special educational needs and that no exceptional measures are required.)

STEP 5 Profile of needs and decisions about recommended provision: An initial profile of the child's development and needs is drawn up. Parents are informed about the range of provision available and decisions are taken about the forms of provision recommended and whether, if the child is aged two or over, a Record of Needs should be opened. (Some children and families will withdraw at this stage if the child does not have special educational needs.)

STEP 6 Provision is made and, where appropriate, a Record of Needs opened: The education authority offers provision. Concurrently or before this action, perhaps at Step 5, where a Record of Needs is to be opened, the Director of Education sends the parents a letter inviting them to have their child examined by a medical officer and assessed by an educational psychologist. As a result of advice from the assessment team, a draft Record of Needs is prepared in consultation with the parents. At this point the parents state whether they wish a Named Person - a person agreeing to act as adviser and friend. The Record is opened and a copy is sent to the parents, to the psychological service and to the nursery unit or school attended. Provision is made as

continued

continued

recommended on the Record of Needs by members of the multi-disciplinary team. In instances when parents do not agree with the terms of the Record or the decision to open a Record, they may follow appeals procedures laid down in the Education (Scotland) Act, 1980.

STEP 7 Review of progress: Where the child is receiving specialist services on a continuing basis, progress is closely monitored and reported to the parents. The progress of children is generally reviewed and, if necessary, reassessed at intervals of around one year.

STEP 8 Preparation for school: About one year prior to formal admission to school, or earlier if requested by the parents, the child's development and progress are assessed by members of his or her multi-professional team. The implications of the child's special educational needs for school provision are considered and options are explained to his or her family, who may take up offers to visit the schools suggested and may suggest others. As a result of the assessments and discussions a meeting is held with the parents, staff in any existing provision and staff in the optional schools. This may be the step at which a Record of Needs is opened for some children. Once decisions have been taken about the school and the support to be provided, the child is assisted to make the transition. If a Record of Needs has been opened, its terms are amended in line with the recommendations, and the parents' approval sought.

STEP 9 Post-placement assessment: About 3-6 months after placement the child's progress is reviewed and the effectiveness of support systems is evaluated. Adjustments are made in line with recommendations. It is often at this stage that the professionals with pre-school remits withdraw and hand over responsibilities to colleagues.

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Features to look for

The features of good practice (FGP) in this section relate to the following theme:

- i policy in relation to the arrangements for early identification and assessment of special educational needs, as recommended in EPSEN steps 1-9 for the pre-school years;
- ii guidance and support procedures for identifying, assessing and providing for special educational needs; and
- iii implementation and evaluation of practice.

FGP C1	
Key area:	making decisions
Aspect:	pre-school years
The role of:	all concerned
Theme i:	<i>policy in relation to the arrangements for early identification and assessment of special educational needs, as recommended in EPSEN steps 1-9 for the pre-school years</i>
	<ul style="list-style-type: none"> • The policy takes account of the requirements of the Education (Scotland) Act 1980, the Children (Scotland) Act 1995, and national advice about meeting the special educational needs of young children. • The assessment policy focuses on the strengths as well as development needs, and due regard is given, without discrimination, to the child's disability, gender, racial origin, religious, cultural and linguistic background.
Theme ii:	<i>guidance and support procedures for identifying, assessing and providing for special educational needs</i>
	<ul style="list-style-type: none"> • Steps are taken to ensure that parents participate at all stages and understand what is being assessed and for what reason. Interpreters and translated material are provided for parents who have a sensory impairment and those for whom English is an additional language. • There are procedures to ensure effective partnership between parents and the different professionals from agencies involved in pre-school provision. • The role of each professional involved in multi-disciplinary assessment is specified and parents are given this information. • There are guidelines on methods of identification, assessment and progress review of the special educational needs of children which give due regard, without discrimination, to disability, gender, racial origin, religious, cultural and linguistic background. • Children are assessed in situations in which they are most comfortable and confident, such as in their own homes, and over a period of time, to ensure that the child's performance is not affected by fatigue. They are encouraged, where possible, to participate in decision making. • The results of the assessment are discussed fully by all professionals and with parents and amended as necessary. The outcomes include: a written profile of the child's strengths, difficulties and needs and the agreed plan of activities and resources to promote development, including specialist services and placement, as appropriate. Where the child is aged two or over, the local authority decides whether a Record of Needs should be opened. • Where special educational needs are identified an IEP is prepared, implemented, evaluated and updated regularly. Parents are given clear advice about how they can help their child. • Arrangements are made for reviewing the child's progress by a specified date and those with responsibility for action, including parents, are specified. • Staff development is provided for professionals from the multi-disciplinary team; where possible, this is undertaken jointly. Where necessary, parents are offered training. • Transition arrangements between home and pre-school centre and then to school are implemented effectively and evaluated with the active participation of all parties.
	<i>continued</i>

FGP C1 *continued*

Theme iii: *implementation and evaluation of practice*

- Assessment policy and procedures are implemented consistently and evaluated regularly with all parties.

C2: School Years (EPSEN Steps 1-2)

The steps in identifying and assessing pupils' special educational needs at school

STEP 1 Identification of difficulties in learning: Through the procedures normally used in the classroom, the class teacher assesses individuals' learning difficulties. Where relevant, reference is made to previous school reports and to information given by parents. The teacher takes action to overcome the learning difficulties within a defined period, generally by adjusting the class programme. The teacher reassesses, making a record of the problems faced by individuals, and their learning strengths.

STEP 2 Referral to learning support co-ordinator: The class teacher consults with the learning support co-ordinator and together they plan, record and implement courses of action for those pupils who have continuing difficulties. Parents are informed and consulted. Additional assistance may be given to the individual by promoted staff, another teacher, or the learning support specialist attached to or on the staff of the school. Arrangements are made to review progress. At this point, the school has set up learning support arrangements which assist the majority of the pupils with special educational needs to make progress. Their progress and the nature of provision are monitored and necessary adjustments are made. In secondary schools, guidance staff will be involved in monitoring the progress of pupils.

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Features to look for

The features of good practice (FGP) in this section are concerned with the following themes:

- i policy in relation to the arrangements for the early identification and assessment of special educational needs, as recommended in EPSEN steps 1-2;
- ii guidance and support procedures for identifying, assessing and providing for special educational needs; and
- iii implementation and evaluation of practice.

FGP C2	
Key area:	making decisions
Aspect:	school years: steps 1-2
The role of:	all concerned
Theme i:	<i>policy in relation to the arrangements for the early identification and assessment of special educational needs, as recommended in EPSEN Steps 1-2</i>
	<ul style="list-style-type: none"> • The policy takes account of the requirements of the Education (Scotland) Act 1980, the Children (Scotland) Act 1995 and national advice about meeting the special educational needs of children/young persons. • There is an assessment policy and arrangements for identification and assessment and monitoring progress in respect of ALL pupils in the school.
Theme ii:	<i>guidance and support procedures for identifying, assessing and providing for special educational needs</i>
	<ul style="list-style-type: none"> • There are guidelines on methods of identification, assessment and progress review of the special educational needs of children/young persons, which give due regard, without discrimination, to disability, gender, religious persuasion, racial origin, cultural and linguistic background. • Steps are taken to ensure that parents participate at all stages and understand what is being assessed and for what reason. Interpreters and translated material are provided for parents who have a sensory impairment or for whom English is an additional language. Children/young persons are not asked to mediate as interpreters and parents are consulted about the choice of interpreter. • Professional development is provided to ensure that all teachers and other professionals have the relevant skills and knowledge to assess barriers to learning. • The extent and rate of the pupil's attainment of goals are monitored at regular intervals over a period of time and information is gathered from all relevant settings, such as the home, school or other relevant context. • Appropriate record-keeping and reporting arrangements are in place and information is accessible to all relevant parties. • The child/young person participates actively at every stage of the process. • School-based learning support is involved, as appropriate.
Theme iii:	<i>implementation and evaluation of practice</i>
	<ul style="list-style-type: none"> • Assessment policy and procedures are implemented consistently and evaluated regularly on a joint basis.

C3: School Years (EPSEN Steps 3A)

The steps in identifying and assessing pupils' special educational needs

STEP 3 Referral to support services outwith the school: Where a pupil's special educational needs are not being met within the resources of the school, the learning support co-ordinator and class teacher consult with the headteacher (or member of staff responsible for liaising with outside agencies). Where it is decided that further assistance is required, the headteacher may first seek advice from an adviser or learning support specialist from outwith the school. The next step is to seek parents' permission to refer the child to the psychological service. In good practice referral is in writing and specifies (a) the individual's strengths, and any needs which have been identified; (b) the parents' views; (c) actions taken by the school; and (d) indications of the assistance required.

STEP 4 Consideration of the pupil's needs by the educational psychologist: The educational psychologist meets the parents and assesses the pupil in the school and in other contexts as required. A course of action is recommended in writing with, where appropriate, advice on the content of the curriculum and learning and teaching strategies. Other members of support services may also assess the pupil at this stage and make recommendations. Where recommended action takes the form of an educational programme, arrangements are made for review and evaluation, in consultation with parents and school staff. No further steps are required for many pupils but the support services and school, in consultation with parents, continue the process of monitoring progress and adjusting provision in line with needs.

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Features to look for

The features of good practice (FGP) in this section are concerned with the following themes:

- i policy in relation to the arrangements for the early identification and assessment of special educational needs, as recommended in EPSEN steps 3-4;
- ii guidance and support procedures for identifying, assessing and providing for special educational needs; and
- iii implementation and evaluation of practice.

FGP C3	
Key area:	making decisions
Aspect:	school years: steps 3-4
The role of:	all concerned
Theme i:	<i>policy in relation to the arrangements for the early identification and assessment of special educational needs, as recommended in EPSEN steps 3-4</i>
	<ul style="list-style-type: none"> • The particular arrangements for identification and assessment of the pupil's special educational needs build on steps 1-2 (<i>see above</i>). • The policy takes account of the requirements of the Education (Scotland) Act 1980, the Children (Scotland) Act 1995, and national advice about meeting the special educational needs of children/young persons. • There is an assessment policy and arrangements for identification and assessment and monitoring progress in respect of ALL pupils in the school.
Theme ii:	<i>guidance and support procedures for identifying, assessing and providing for special educational needs</i>
	<ul style="list-style-type: none"> • There are guidelines on methods of identification, assessment and progress review of the special educational needs of children and young persons which give due regard, without discrimination, to the disability, gender, religious persuasion, racial origin, cultural and linguistic background. • Steps are taken to ensure that parents participate at all stages and understand what is being assessed and for what reason. Interpreters and translated material are provided for parents who have a sensory impairment or for whom English is an additional language. Children/young persons are not asked to mediate as interpreters and parents are consulted about the choice of interpreter. • The permission of the parent and child/young person for referral to the educational psychologist, or other agency, is actively sought and they participate fully at every stage of the process. • A written referral request is made by the school, specifying the individual's strengths and needs, parents' views, action already taken at school and assistance required. • Written reports of the recommendations of the psychologist and other relevant professionals are produced, detailing, where appropriate, advice on the content of the curriculum, teaching and learning strategies, resources needed and schedule for monitoring attainment of goals. • The results of the assessment are discussed fully by all professionals and with parents and child/young person and amended as necessary. • Where special educational needs are identified which require an IEP then one is prepared, implemented, evaluated and updated regularly. • Appropriate record-keeping and reporting arrangements are in place and information is accessible to all relevant parties. • Professional development is provided to ensure that all teachers and other professionals have the relevant skills and knowledge to assess barriers to learning.
Theme iii:	<i>implementation and evaluation of practice</i>
	<ul style="list-style-type: none"> • Assessment policy and procedures are implemented consistently and evaluated regularly with all parties involved.

C4: School Years (EPSEN Steps 5-8)

The primary objective of recording is to bring more method and stability to the provision of education for children and young persons whose needs are both significant and enduring and thereby to help in the identification of the best means of providing for their special educational needs

A Record facilitates the identification of the learning difficulties so that long-term educational strategies can be developed especially for him or her. It also enables progress and requirements to be monitored and reviewed in a structured way throughout the entirety of a pupil's school career

Circular 4/96 p.9

The EPSEN steps 5-8 below have been amended slightly to take account of SOEID advice contained in *Circular 4/96* and *Interchange 40 Criteria for Opening Records of Needs* (SOEID, 1996). (See Appendix).

STEP 5 Consideration is given to opening a Record of Needs: The headteacher, parents and, normally, the educational psychologist consider whether a Record of Needs should be opened. In most cases there will be agreement about whether or not a Record may be required. While it is good practice to seek a consensus in this way the Education (Scotland) Act 1980 does not require a consensus and it is for the education authority to take the decision as to whether a Record of Needs must be opened. The parents may request an assessment to inform the process of considering whether a Record is required. Where it is felt that a Record may be required the statutory procedures are initiated. School staff prepare a report on their view of the child's strengths and needs.

STEP 6 Medical examination and psychological assessment: The child is assessed. Parents have the right to be present at the medical examination and should be invited to discussions with the educational psychologist. The medical officer and the psychologist prepare reports. Staff in school, meantime, continue to give the pupil assistance.

STEP 7 Discussion with parents: The professionals, including representatives of school staff, meet with parents to discuss results of the assessments. The views of those involved as to whether a Record should be opened are communicated to the education authority along with the results of the assessments.

STEP 8 Opening the Record of Needs: If the authority decides that a Record of Needs should be opened, then the pupil's special educational needs are defined and the provision required to meet these needs is specified. The Record is drafted and a copy is sent to parents for comment. Once the authority has considered the parents' comments, the terms of the Record are finalised. Copies are sent to parents, school and psychological service. Parents may appeal against the decisions to open or not to open a Record, against the terms of the Record and against proposed placement. School staff prepare or update their individualised educational programme for the pupil; learning and teaching targets are set and the date of the review agreed.

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C4.1: The Process of Statutory Assessment

Principles

The principles are set out in the introduction, above.

See Circular 4/96, para 56-100, 255-58 for detailed guidance.

Features to look for

The features of good practice (FGP) in this section are concerned with the following themes:

- i policy in relation to the arrangements for the process of statutory assessment;
- ii guidance and support procedures for the conduct of statutory assessment; and
- iii implementation and evaluation of practice.

FGP C4.1	
key area:	making decisions
Aspect:	School years: steps 5-8, the process of statutory assessment
The role of:	all concerned
Theme i:	<i>policy in relation to the arrangement for the process of statutory assessment</i>
	<ul style="list-style-type: none"> • The authority's policy on the assessment of children with special educational needs takes account of the requirements of the Education (Scotland) Act 1980, the Children (Scotland) Act 1995, and national advice about meeting the special educational needs of children/young persons. • The particular arrangements for the identification and assessment of the pupil's special educational needs build on steps 1-4 (<i>see above</i>). The extent and rate of the child/young person's progress is monitored over a period of time and information is gathered from all relevant settings, such as home, school or pre-school provision.
Theme ii:	<i>guidance and support procedures for the conduct of statutory assessment</i>
	<ul style="list-style-type: none"> • The authority's assessment guidelines take account, without discrimination, of the child's or young person's disability, gender, religious persuasion, racial origin, cultural and linguistic background. • Parents and the child/young person are in possession of the assessment guidelines to ensure that they understand the criteria for statutory assessment and opening Record of Needs. They participate actively at every stage of decision making. • There is on-going direct personal contact between the psychologist and the child/young person, particularly in the context of assessment of the child/young person at home. • Staff development is provided to ensure that professionals in schools, support services and agencies have the skills and knowledge to undertake assessments. • There are procedures to enable the contribution of teachers, the psychologist, the medical officer, social workers and other staff to be efficiently and effectively co-ordinated so that the process develops smoothly and coherently. • Results of assessments are shared openly with parents and the child/young person and all other professionals who have contributed to the process. • A report is written, based on the above, and reflects the views of all contributors. The report is written in terms understandable to the parents. • Appropriate record-keeping and reporting arrangements are undertaken and information is accessible to all relevant parties.
Theme iii:	<i>implementation and evaluation of practice</i>
	<ul style="list-style-type: none"> • Assessment policy and procedures are implemented consistently and reviewed regularly in collaboration with all parties involved.

C4.2: The Process of Statutory Decision Making

Principles

The principles are set out in the introduction, above.

See *Circular 4/96*, paras. 101-9; 168-180; 204-19 for detailed guidance. The Education (Scotland) Act 1980 requires an education authority to open a Record of Needs where, having assessed a child or young person, the authority concludes that he/she has pronounced, specific or complex special educational needs which require continuing review. The 1980 Act provides no more detailed criteria on how to apply this test for opening a Record of Needs, other than that the process of observation and assessment which has led to the authority's decision to open a Record should include educational, psychological and medical assessments. However further advice is contained in *Interchange 40: Criteria for Opening Records of Needs* (SOEID, 1996), which describes a *Level of Needs* matrix which can inform the decision making process (see *Appendix*).

Features to look for

The features of good practice in this section are concerned with the following themes:

- i the Case Conference;
- ii notification of the local authority's decision;
- iii resolving disagreements and statutory appeals; and
- iv custody, modification, transfer, disclosure, discontinuance, preservation and destruction of the Record of Needs.

FGP C4.2	
Key area:	making decisions
Aspect:	school years: steps 5-8, the process of statutory decision making
The role of:	all concerned
Theme i:	<i>the Case Conference</i>
	<ul style="list-style-type: none"> • The inter-agency approach is co-ordinated by the local authority. • Parents and young persons receive, well in advance, copies of all working papers to be considered and know that they may be accompanied by another person who is allowed to take a full and active part in the meetings. Interpreters and translated material are provided for parents who have a sensory impairment or for whom English is an additional language. • The Chairperson ensures that the timing, venue and atmosphere are conducive to full participation by all. • The Chairperson explains that the purpose of the conference is to share views about whether the child/young person has special educational needs and, if so, the nature of these needs. The Chairperson should emphasise that the decision whether or not to open a Record of Needs rests with the education authority. The remit of each participant is explained. • A report of the meeting is written in a way that outlines clearly all decisions, recommendations and expected outcomes. All parties, including the parents and, where appropriate, the child/young person, should be entitled to contribute to, and receive a copy of, the written report. • Policy and practice in respect of case conferences is regularly evaluated in collaboration with all parties involved.
Theme ii:	<i>notification of the local authority's decision</i>
	<ul style="list-style-type: none"> • The criteria for opening Records on Needs are applied, with the support of the Level of Needs Matrix in Interchange 40 (<i>see Appendix</i>), and a decision on whether or not to open a Record of Needs is promptly taken. • Parents and young persons are given written notice of the decision and reasons for it as soon as possible. • Whether the decision is to record or not to record, the reasons for that decision should be based on information from the assessment process. The parents of a child, or of a young person who is incapable of expressing his/her views, or in any other case the young person him/herself, should be notified of the decision and the reasons for it. The parents or young person should be advised of their right to appeal against the decision. • If the decision is to record, parents or young person, as appropriate, should also receive a full explanation of the terms of the proposed Record and advised of their right to express their views within 14 days. • After due consideration of the above, parents and young persons are notified of the terms of the Record and the name and address of the Named Person (unless the parents or young person declines the offer of one). • Parents and young persons are advised of their right of appeal against the terms of the Record opened by the authority. • All statutory letters, and the actions arising from them, take adequate account of the time scales required by the legislation and letters are written in a form which is easily understood. Translated material is provided for parents who have a sensory impairment or for whom English is an additional language.
	<i>continued</i>

FGP C4.2 *continued*

- The process of assessment and recording is undertaken expeditiously and completed, if possible, within 6 months
- The procedures are implemented consistently and evaluated regularly in collaboration with all parties involved.

Theme iii: *resolving disagreements and statutory Appeals*

- Steps are taken to ensure that parents and young persons understand the terms and procedures for handling disagreements and statutory appeals to the authority, the Secretary of State and the Sheriff.
- There is a policy outlining the authority's commitment to resolve disputes informally and in the spirit of partnership. The assistance of an impartial third party is provided for parents and young persons, where appropriate.
- Members of the Education Authority Appeal Committee meet their statutory duties under the 1980 Act.
- Appeals to the Education Authority Appeal Committee, the Secretary of State and Sheriff are handled efficiently and parents are informed promptly of the outcomes and implications.
- All letters are written in a form which can be easily understood by all parties and interpreters and translated material are provided for parents who have a sensory impairment or for whom English is an additional language.
- The procedures are implemented consistently and evaluated regularly in collaboration with all parties involved.

Theme iv: *custody modification, transfer, disclosure, discontinuance, preservation and destruction of the Record of Needs*

- Parents and young persons are given a copy of the completed Record of Needs and steps are taken to ensure that they understand the statutory procedures for custody, transfer, modification, disclosure, discontinuance, preservation and destruction of the Record.
- Parents and young persons are informed of their right to request the authority to review the decision to open a Record or the information contained in the Record.
- The Record is part of the child's or young person's Pupil Progress Record and is accessible to all professionals who have a direct responsibility for his/her educational progress.
- Where modification to any part of the Record or information concerning the Named Person is made, parents and young persons are informed and given a revised copy.
- In the event of transfer, the sending and receiving authority meet their respective statutory duties.
- The authority holding the Record meets its statutory duties with regard to mandatory and discretionary disclosure, including those cases where the child or young person moves to another part of the United Kingdom or is the responsibility of the Service Children's Education Authority.
- The authority meets its statutory duties with regard to discontinuance, preservation or destruction of Records
- The procedures are implemented consistently and evaluated regularly in collaboration with all parties involved.

C4.3: The Process of Formal Review of Records of Needs

Principles

The principles are set out in the introduction, above.

See *Circular 4/96*, paras. 181-93 for detailed guidance.

Note that the process of formal review need not involve the full process of statutory assessment as described above. *Circular 4/96* states that, as a minimum, reviews must be based on reports prepared by the school, or other establishment attended, and should include, where appropriate, the views of teachers and other involved professionals. An exception to this is where the authority intends to discontinue the Record in which case the full process of multi-disciplinary assessment has to be undertaken.

Features to look for

The features of good practice (FGP) in this section are concerned with the following theme:

- the process of formal review of Records of Needs.

FGP C4.3	
Key area:	making decisions
Aspect:	school years: steps 5-8, the process of formal review
The role of:	all concerned
Theme:	<i>the process of formal review of Records of Needs</i>
	<ul style="list-style-type: none"> • The parents and the child/young person are notified of the intention to review. Parents and child/young person, as appropriate, are given copies of all relevant assessment reports. • Parents and child/young persons receive the authority's guidelines on formal reviews, and steps are taken to ensure that they understand the purpose and process. They and the Named Person, where appropriate, are active participants. • Interpreters and translated materials are provided for parents who have a sensory impairment or for whom English is an additional language. • The frequency of the formal review is at least annual and at particular points of transition between schools, or where the Record is to be discontinued. • All parts of the Record of Needs are reviewed. • Methods of assessment used take account, without discrimination, of disability, gender, religious persuasion, racial origin and cultural and linguistic background of children/ young persons. • Appropriate record-keeping and reporting arrangements are undertaken and information is accessible to all relevant parties. • The contribution of the professionals in relevant agencies is sought and co-ordinated efficiently. • Parents and young persons are notified of the outcome of the review process and given 14 days to express their views. • The authority gives due consideration to the views of parents and children/young persons, communicates its decision and informs parents and children/young persons of their rights of appeal. • The extent and rate of progress are subject to monitoring over a period of time and based on the targets specified in the IEP. Information is gathered about the child/young person from all relevant settings, including home. • The procedures are implemented consistently and evaluated regularly in collaboration with all parties involved.

C4.4: The Active Participation of Parents, Children and Young Persons in the Process of Recording and Review

See *Circular 4/96*, paras. 56-67; 255-258. Also refer to sections on involving children and young persons and parents as partners elsewhere in the Manual.

Features to look for

The features of good practice (FGP) in this section are concerned with the following theme:

- supporting children, young persons and parents in the contexts of assessments and reviews.

FGP C4.4	
Key area:	making decisions
Aspect:	school years: steps 5-8 the active participation of parents, children and young persons in the process of recording and review
The role of:	all concerned
Theme:	<i>supporting children, young persons and parents in the contexts of assessments and reviews</i>
	<ul style="list-style-type: none"> • Guidelines, written in language which is accessible to parents, to young persons, and, where appropriate, to children, are made available. These detail the authority's duties and practices in recording and review; the roles and functions of professionals involved; the purpose and implications of opening Records; and support personnel available to individuals and families. • Children/young persons are always encouraged to express their views and their feelings, and are given assistance where necessary in making their views known. • The consent of parents and the child/young person is always sought and they are supported to participate actively at all stages. • Steps are taken to ensure that parents, the child or young person are aware of their rights in relation to the procedures and process of recording and review of Record of Needs. • Parents of children who have a Record of Needs are informed of their right to appoint a Named Person and understand how this support may be of use to them. They are assisted, if necessary, to find a Named Person. • Interpreters are available at key meetings and translations of written documents are made available to parents who have a sensory impairment or for whom English is an additional language. The child/young person is not asked to mediate as interpreter. Parents are consulted about the choice of interpreter.

C5: The Content of the Record of Needs

A Record of Needs comprises 10 individual parts, which are labelled Part I to Part IX as noted in Table 1 below (Part III contains two separate parts). Advice on the content of the Record is contained in *Circular 4/96*, paragraphs 118-167.

In considering the content of the Record the focus here is on Parts IIIA, IIIB, IV and V, because these parts of the Record contain details about the child/young person's special educational needs and how these should be met. Since experience indicates that the other parts of the Record may not always be completed correctly, comment is made on these in Table 1 overleaf. The intention is to provide a framework for evaluating Records and to illustrate how that framework can be applied.

Features to look for

Some features of good practice (FGP) can be found in Table 1. Three themes are examined in more detail in the FGPs that follow the Table. They are:

the assessment profile and summary of impairments (Parts IIIA and IIIB);

ii the statement of special educational needs (Part IV); and

iii measures proposed (Part V).

Table 1: The content of the Record of Needs

Part	Content	Comment
I	Details of the child/young person and information about the transfer, discontinuance or preservation of the Record.	<ul style="list-style-type: none"> all of the required identifying particulars must be entered it must be signed and dated by an officer of the education authority when the terms of the Record are finalised or it is discontinued and preserved it must be signed and dated by an officer of the authority with details of any transfer to another authority
II	Details of the parents and Named Person	<ul style="list-style-type: none"> the details of parents or guardian, the relevant social work authority in the case of a child being looked after; must be entered, including details where the parent is a member of the Armed Forces the name, address and telephone number of the Named Person must be entered if the parent/young person has elected not to have a Named Person, this should be indicated
IIIA	Assessment profile	<i>See theme i</i>
IIIB	<i>Summary of impairments</i>	<i>See theme i</i>
IV	Statement of special educational needs	<i>See theme ii</i>
V	Measures proposed by the authority to meet special educational needs	<i>See theme iii</i>
VI	School to be attended	<ul style="list-style-type: none"> all required details of any school to be attended must be entered, together with the date on which the entry is to be made any special provision which may be needed to make the school suitable for the recorded child's education should be noted if the child/young person is to be educated otherwise than at a school (for example, at home or in hospital) details of appropriate arrangements should be noted
VII	Views of the parent or young person	<ul style="list-style-type: none"> the opinions of the parents or young person about the opening and keeping of the Record will be noted here as appropriate, together with any other comments they may wish to make on the special educational needs in question <p style="text-align: right;"><i>continued</i></p>

Table 1: The content of the Record of Needs *continued*

Part	Content	Comment
VIII	Summary of Reviews of Record	<ul style="list-style-type: none"> • the entry of details of reviews should include who initiated the review and the extent and outcome of any reassessment of needs • it should also include confirmation that any proposal to alter the Record was notified to the parent or young person and the alteration made
IX	Information about Disclosure of the Record	<ul style="list-style-type: none"> • any details of disclosure of the Record or any part of it must be recorded here • the material supplied and the recipient must be identified • the date supplied and returned or destroyed must be noted and the name of the authorising officer recorded

FGP C5	
Key area:	making decisions
Aspect:	the content of the Record of Needs
The role of:	all concerned
Theme i:	the assessment profile and the summary of impairments (Parts IIIA and IIIB)
	<ul style="list-style-type: none"> • The assessment profile provides a clear; sufficiently detailed and coherent account of the strengths of the child/young person and barriers to learning. • The assessment profile is written clearly in language understandable to the parents and the child/young person. Where technical terms are used then their meaning is explained in the text unless it is clear that the terms are understood by the readers. • The nature of the impairments is described clearly and all the arising educational implications are indicated.
Theme ii:	<i>the statement of special educational needs (Part IV)</i>
	<ul style="list-style-type: none"> • The implications for the curriculum are clearly stated. Curriculum planning¹ refers, where appropriate, to differentiation, individualisation, adaptation, enhancement and elaboration. • Any specialist support or therapy is specified. The level of detail is sufficient to indicate clearly what level of support or therapy² the child/young person needs but is not so detailed that it constrains professionals adapting provision to meet changing needs. • Frequency of reviews and monitoring by the whole range of professionals³ involved is stated. • Any specialist aids or equipment⁴ are specified. • What appears in Part IV flows logically from Parts IIIA and IIIB. All the statements refer to relevant special educational needs.
Theme iii:	<i>measures proposed (Part V)</i>
	<ul style="list-style-type: none"> • The measures proposed are expressed with clarity and conciseness. • The level of detail is sufficient to indicate clearly the action to be taken by the education authority, social work department and by other agencies. • Adequate provision is made for monitoring and review, with frequency specified as appropriate. • The proposals in Part V follow coherently from the statement of special educational needs in Part IV and are consistent with the educational implications in the summary of impairments in Part IIIB. • Any collaboration required among professionals, and with the parents, child/young person is specified as appropriate.

1 See EPSEN paragraph 1.9.

2 Support includes learning support, support from visiting specialist teachers (e.g. hearing impairment, visual impairment, behavioural support) and auxiliary support. Therapy includes speech and language therapy, occupational therapy and physiotherapy.

3 This could involve reviews by the school, other education authority staff such as psychologists, or reviews by health professionals such as paediatricians and speech and language therapists.

4 Specialist aids includes hearing aids, low vision aids and aids to communication. Equipment includes ICT and specialist switches.

C6: Future Needs Assessment (FNA)

The current arrangements for FNA are detailed in *Circular 4/96*, paragraphs 220-240.

EPSEN highlights the responsibilities that professionals have in the formal assessment and review of Records of Needs and Future Needs Assessment. It offers a practical procedure for the assessment and review of Future Needs. The Manual adopts this procedure as a basis for practice.

The assessment and review of future needs

Purpose of assessment of future needs: Pupils with Records of Needs require assessment and review of their future needs within the period beginning two years before they cease to be of school age and ending nine months before that date. The review is to:

- consider whether the pupil is likely to benefit from staying on at school after the statutory school leaving age;
- consider whether, if this is the case, the pupil's Record of Needs should be continued;
- consider the options for post-school provision;
- plan the final years of schooling; and
- obtain from the social work department an opinion on whether or not the pupil is a disabled person.

Details of the statutory procedures are contained in the relevant Acts and related Circulars. The following steps illustrate good practice

STEP 1 Establishing responsibilities: The headteacher establishes with the directorate and the psychological service the duties of the school in arranging, contributing to, and following up the procedures related to assessment and reviews. A member of the school staff is given responsibility for co-ordinating the school's remit.

STEP 2 Drawing up a timetable: Soon after pupils with Records of Needs are admitted to 51, the co-ordinator checks their dates of birth to ascertain when the assessments of future needs should be held. Schools find it helpful to time the future needs assessment to coincide with the cycle of reviews of Records of Needs. The co-ordinator draws up a timetable, indicating when the various procedures should take place.

STEP 3 Making arrangements for the assessments and case conference: If the co-ordinator is responsible for these arrangements, he or she will, before the start of the school session during which a pupil's future needs are to be assessed, agree the date of the meeting with the professionals involved to enable them to plan their assessments. The relevant professionals include, as a core, a medical officer, educational psychologist, social worker, representatives of school staff and a careers adviser; other professionals may include therapists, staff from establishments which the pupil may

continued

continued

attend and the school or community nurses. The co-ordinator also notifies the local social work department of the likely leaving date of the individual and requests an opinion with regard to the pupil's status as a disabled person. The co-ordinator discusses arrangements with parents and, unless it is inappropriate, with the pupil, who is invited to attend the review with his or her parents. Arrangements are made for school staff to undertake assessment and prepare a report.

If the arrangements are co-ordinated by the psychological service, the school has a major responsibility, nevertheless, in assessing the pupil, in forming opinions about the options for education and post-school placement, and in preparing a report. At all stages the school involves the pupil and the parents.

STEP 4 Assessments and case conference: The pupil is assessed and reports are prepared. At the case conference, the pupil's special educational needs are redefined and options are discussed for the next stage of education, the dates for leaving school, post-school provision, the continuance of the Record and the role of the social work department, if any. Plans are drawn up for the following years at school and other provision, such as work-experience or college link schemes. Actions are agreed. A date is set for the next review. Minutes are kept of the meeting and agreed with those present, particularly the parents.

STEP 5 Follow-up to case conference: A delegated professional, usually the educational psychologist, prepares a draft report and sends it to the appointed member of the directorate for approval. It is then sent to the parents, with copies to the school and the psychological service, to become part of the Record of Needs. With the consent of the parents and the pupil, copies may be sent to other relevant establishments and services, such as an adult training centre or further education college. The school co-ordinator checks that the follow-up actions take place.

STEP 6 Reviews: The co-ordinator in school or the psychologist arranges annual reviews. Parents, pupil and relevant professionals review progress and the options and plan the next set of strategies until the pupil leaves school.

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Features to look for

The features of good practice (FGP) in this section are concerned with the following themes:

- i policy in relation to the statutory arrangements for Future Needs Assessment (FNA);
- ii guidance and support procedures for the conduct of FNA; and
- iii implementation and evaluation of practice.

FGP C6	
Key area:	making decisions
Aspect:	Future Needs Assessment
The role of:	the local authority, school and support services
Theme i:	<i>policy in relation to the statutory arrangements for Future Needs Assessment (FNA)</i>
	<ul style="list-style-type: none"> • There is a local authority policy, which takes account of national advice, and agreed procedures for FNA. These give due regard, without discrimination, to the disability, gender, religious persuasion, racial origin and cultural and linguistic background of the child. • The policy requires the education authority to ask the social work authority for an opinion, prior to the commencement of FNA, as to whether or not the child is disabled in terms of section 13 of the Disabled Persons (Services, Consultation and Representation) Act 1986.
Theme ii:	<i>guidance and support procedures for the conduct of FNA</i>
	<ul style="list-style-type: none"> • The procedures for conducting FNA are efficient, effective and understood by all parties, including the child and his/her parents who are enabled to participate actively at all stages of the process. • Young persons with a Record of Needs and their parents are informed of their legal rights. • The local authority has guidelines which outline the duties of the school and other professionals involved in the process. The guidelines indicate who is to co-ordinate FNA. • The careers adviser is a member of the FNA team and offers specialist vocational assessment where required. • The social work authority is asked for an opinion, prior to the commencement of FNA, as to whether or not the child is disabled in terms of section 13 of the Disabled Persons (Services, Consultation and Representation) Act 1986. • The timetable for conducting FNA is within the legal limit and is carried out during the period beginning 2 years before the child ceases to be of school age and ending 9 months before then. • There is an agreed format for the FNA report which is accessible to all parties. • The report makes recommendations on what provision the education authority considers would benefit the child after he/she ceases to be of school age, including the possibility of continuing school education. It also notes transitional arrangements such as work experience or part-time attendance at possible postschool placement. The report advises whether the Record of Needs should be discontinued. The terms of the report are agreed with the child and his/her parents. • All parties who are entitled to, receive a copy of the FNA report. The report is sent out well in advance of, and not less than 6 months before, the time the child/young person's school education is expected to end. The consent of the child/young person and his/her parents is obtained prior to the release of the report. • There are agreed criteria for providing, in appropriate cases, a copy of the report to the social work authority and the health service. • In addition to the FNA report, clear information about a child/young person's special training needs is made available, either in the context of the individual's record of achievement/progress file or through a specific report, to staff in post-school provision in education, training or employment.
	<i>continued</i>

FGP C6 *continued*

- The child/young person and his/her parents are offered up-to-date information about the range of post-school provision in the area and elsewhere, where appropriate, which is available to them. Children/young persons and their parents are enabled to visit the range of provision to allow them to make informed decisions about the future.
- The authority ensures that there is specialist physical, technological (including ICT) and material support in post-school provision for which it is responsible.
- Professional development is provided to ensure that all are familiar with the arrangements for FNA in the authority and their role in the process.
- Voluntary agencies, colleges and other providers of post-school services are involved, as appropriate.
- There is joint training for professionals from different support agencies.

Theme iii: *implementation and evaluation of practice*

- The policy and procedures are implemented consistently and evaluated regularly in collaboration with all parties involved.
- The authority keeps under consideration the cases of all children/young persons for whom they have made a report. If the authority considers it appropriate to do so it reviews the information contained in a report to ensure the continued relevance of the recommendations made; this is done in consultation with the young person, parents and professionals involved.

APPENDIX

The following matrix is reproduced from interchange 40: *Criteria for Opening Records of Needs* (SOIED, 1996). If none of the needs fall above Level 1 then it is unlikely that the child or young person will have pronounced, specific or complex special educational needs that require continuing review. That is, it is unlikely that the criteria for opening a Record of Needs will be satisfied.

Level of Needs Matrix

Needs relating to	Level I Needs	Level II Needs	Level III Needs	Level IV Needs
The physical environment	The ordinary nursery/class/school is appropriate	The child/pupil's needs are such that some special features are required in the nursery, class or school accommodation. For example, access to a resource base may be required for the delivery of structured programmes etc for some of the time. The child may require ramps and other aids.	A specialist facility may be required, e.g. a resource base/unit within a mainstream setting, for a substantial portion of the child/pupils time in nursery, primary or secondary school.	A highly specialised environment e.g. a special unit/school or nursery, is required for all the time the child/pupil is in the setting dealing with a combination of profound sensory loss, physical disability and/or disruptive behaviour.
The curriculum and how it is delivered	Ordinary curriculum with minor features of differentiation in relation to '5-14' guidelines, such as specific objectives for reading, listening, etc. Alternative methods of presentation within the group.	Significant differentiation is needed in one or some areas of the '5-14' curriculum requiring structured and clearly targeted programmes in learning and/or behaviour which are subject to termly review.	very substantial and specialised differentiation is needed in a wide area of the '5-14' curriculum such as requires weekly review and consultation with agent(s) external to the school on an individualised teaching plan.	The curriculum which the child follows is radically different from that provided in the mainstream in that it requires daily review and consultation with agent(s) external to the school in order to establish the pre-requisites for learning, e.g. cognitive, sensory development.
The level of child/pupil support required	Levels of child/pupil support/contact in individual/group settings which are normally available, with short periods with the classroom aide in small groups.	Direct individual support by Learning support staff in small group. Use of scribe/reader. Short-term behaviour support to avoid causing stress to self/others.	Enhanced level of individual child/pupil/aide contact required for some of the time. e.g. primary care needs (soiling, catheterisation etc); behaviour support.	Child/pupil requires enhanced level of teacher and/or aide contact continuously. Extended primary care needs; continuous behaviour support; longer term life plan of total care needs.
The level of specialised resources, facilities and technologies required	Ordinarily available resources, facilities and/or technology shared with groups of children/pupils on a time-limited basis, e.g. word processor/personal computers.	Ordinarily available resources, facilities and/or technology required by the child/pupil individually on a time-limited basis, e.g. word processors/ personal computers.	Highly specialised resources, facilities or technology not normally available and deployed/designed for the child/pupil's specific use on a time-limited basis.	Highly specialised resources, facilities or technology not normally available and deployed/designed for the child/pupil's specific use on a continuous basis.
The level of specialised support agent(s) involvement	Needs identified and monitored by class teacher and within-school support staff. e.g. Learning Support in mainstream setting. Advice only from other external agent(s) e.g. Regional Authority Psychological Service speech and language therapy, behaviour support, service for the sensorily impaired etc.	Agreed and monitored support and advice from agent(s) cited in Level I, with clear objectives delivered by teacher and support staff deployed to support/teach child/pupil.	Agreed, monitored and delivered support on a regular basis to small groups of children/pupils by specialist agent(s), over and above learning support, and engaging one or all of external agent(s) cited in Level I.	Agreed, monitored and delivered support on an intensive basis on an individualised basis in a specialised setting, e.g. special unit, base or school, by specialist agent(s) as cited in Level I.
Mode of communication	Ordinary oral/aural and written with appropriate support from relevant aids	Appropriate support from relevant aids	Highly specialised methods are required by the child/pupil, e.g. sign language, Braille etc.	Highly specialised methods are required by the child/pupil, e.g. sign language, Braille etc.

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