In Summary

New Duties on Local Authorities and others

- To make adequate and efficient provision for each child or young person with additional support needs,
- put in place arrangements for identification and assessment of needs
- meet requests from parents and act on referrals from others to identify a child's additional support needs or establish if they require a CSP

New Rights for Parents

Parents have a number of new rights under the Act and more detail can be found on the Parentzone website

A New Code of Practice

Rather than guidance, a code of practice has been issued. It sets minimum standards and aims to promote more and better joint planning and partnership working among agencies, and consistency across Scotland.

Better planning and preparation for post-school

New Additional Support Needs Tribunals

Further Information

South Lanarkshire Council

- Operating procedures A 28

Learning and Teaching Scotland

www.ltscotland.org.uk/inclusiveeducation

This will provide links to the Act, the Code of practice and various guides

Parentzone

www.parentzonescotland.gov.uk

Govan Law centre

www.additionalsupportneeds.org.uk

ASN Tribunals

www.asntscotland.gov.uk

Biggar
Learning Community

Biggar Learning Community

Additional Support Needs

SOUTH LANARKSHIRE COUNCIL

Legal Framework

On 14th November 2005, the Education (Additional Support for Learning) (Scotland) Act became law.

This built on Standards in Scotland's Schools Act 2000 which established

- the 'rights' of children to a school education "directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential."
- The presumption of mainstream education.

Main Points

The new concept - 'additional support needs'

The previously-used term 'special educational needs' (SEN) has been replaced with the new concept of 'additional support needs' (ASN) which may arise from any factor which causes a barrier to learning, whether that factor relates to social, emotional, cognitive, linguistic, disability, or family and care circumstances.

E.g. additional support may be required for a child or young person who is being bullied, has behavioural difficulties, has learning difficulties, is a parent, has a sensory or mobility impairment, is at risk, or is bereaved.

Planning for additional support

Records of Need (RoN) will be discontinued but

- All children currently with a Record of Needs are presumed to have additional support needs
- Some form of formal planning will continue for these children
- A co-ordinated support plan will be prepared for those with enduring complex or multiple needs that require support from outwith education services.

Implications for Teachers

- Most needs will be met at classroom level by the class teacher's observation, assessments and planning for individuals/groups.
- Where the teacher feels needs are not being wholly met, s/he should seek support within the school in accordance with department/school policies.
- Teachers will contribute to planning and review of individualised plans for identified children where the needs are judged to be outwith the normal range.

Possible Planning Formats

Individualised Education Plans (IEPs)— detailing specific educational targets

Educational Support Plans (ESPs) - for children who are looked after by SLC

Additional Support Plans (ASPs) - an extended version of and IEP introduced for children with more complex needs

Co-ordinated Support Plans -

a statutory plan to co-ordinate support between education and other agencies