

# GETTING IT right for every child

ENTITLEMENT to  
PERSONAL SUPPORT

WEST DUNBARTONSHIRE  
GUIDELINES  
for EDUCATION STAFF

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## ENTITLEMENT TO PERSONAL SUPPORT

### WEST DUNBARTONSHIRE GUIDELINES FOR EDUCATION STAFF

#### Purpose

Curriculum for Excellence outlines six **entitlements** for learners.

1. Every child and young person is entitled to a curriculum which is coherent from 3 to 18.
2. Every child and young person is entitled to a broad general education.
3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications.
4. Every child and young person is entitled to develop skills for learning, skills for life and skills for work, with a continuous focus on literacy and numeracy and health and wellbeing.
5. **Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide.**
6. Every young person is entitled to support in moving to a positive and sustained destination.

The purpose of this guidance is to outline how Educational Services *Gets it Right for Every Child* with reference to children and young people's entitlement to personal support and current legislation.

Individual educational establishments have the responsibility to update their own Additional Support Needs Policy with reference to the relevant national legislation and guidance<sup>1</sup>. The establishment policy should identify responsibilities for supporting and meeting the learning needs of all young people and the arrangements for involving young people and parents in the process.

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<sup>1</sup> See annex A

## What does an entitlement to personal support mean?

According to the Additional Support for Learning (Scotland) Act 2004 (as amended) support takes the form of:

- approaches to learning and teaching;
- provision of resources; and/or
- support from personnel.

*Happy, Safe and Achieving their Potential* (SE, 2004) described standards of support for children and young people in Scottish schools<sup>2</sup>. These standards continue to be important and establishments will need to plan to ensure that all children and young people receive the personal support which they require to become successful learners, confident individuals, responsible citizens and effective contributors.

All young people need support in order to achieve to the fullest extent possible. Support, is provided at two levels: universal and targeted.

**Universal support** means that all children and young people should have frequent and regular opportunities to discuss their learning with a key adult who knows them well and can act as a mentor, helping them to set appropriate goals for the next stages in learning. Young people themselves should be at the centre of this planning, as active participants in their learning and development.

All children and young people should experience personalisation and choice within their curriculum, including identifying and planning for opportunities for personal achievement in a range of different contexts. This implies taking an interest in learners as individuals, with their own talents and interests.

All staff share responsibility for identifying the needs, including care and welfare needs, of children and young people and working in partnership to put support in place to meet those needs. With this in mind, the health and wellbeing framework identifies experiences and outcomes which are the responsibility of all practitioners.

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<sup>2</sup> See Annex B

**Targeted support** can be provided by a single agency or may require the collaboration of more than one agency.

To ensure that *Curriculum for Excellence* is a curriculum for all children and young people, it is essential that targeted support is provided to ensure full access to the curriculum for children who may be at risk of exclusion because of their circumstances or short or longer term needs. For children who need targeted (or additional) support for their learning, this may involve interpretation of the curriculum in ways which address their particular needs and enable them to achieve to the highest levels of which they are capable. This may include planning for enrichment of learning within a particular level, rather than applying pressure to progress to a new level of cognitive development where this is inappropriate. Enrichment of learning through exploration of different contexts may, in some circumstances, also be an effective way of meeting very able pupils' needs at some points.

The Additional Support for Learning (Scotland) Act 2004 (as amended) provides a structure for the targeted support of children's learning and is based on the idea of additional support needs. Four broad factors may give rise to additional support needs:

- learning environment;
- family circumstances;
- disability or health need; and
- social and emotional factors.

Where it is decided that targeted support is required to meet the needs of the child or young person this can be done through a staged approach to intervention. It is essential that young people and their parents are involved at all stages of this process. The staged intervention process provides a system of decision making that is:

- outcome focused;
- assessable;
- consistent;
- transparent; and
- evidence Based.

Supporting children and young people in their learning involves a range of people - parents and carers, nursery teachers and early years' staff, primary teachers, secondary teachers, support staff, college staff, psychological services, Skills Development Scotland, volunteers and workers from voluntary organisations and local authority youth work provision. It is important to work in partnership to "get it right for every child". Children and young people are entitled to personal support to enable them to:

- review their learning and plan for next steps,
- gain access to learning activities which will meet their needs,
- plan for opportunities for personal achievement, and
- prepare for changes and choices and be supported through changes and choices.

### **Key features of providing high quality support**

- All young people in our establishment have at least one person (a key adult) who knows them really well and who monitors and discusses their progress very regularly and systematically.
- All staff use information on individual's previous achievements to plan future learning and progression.
- There is a continuum of support from universal support to targeted support which meets the needs of all learners.
- Roles and responsibilities of all staff within a staged intervention framework are clear and understood.
- High quality support for all young people is provided, particularly at key transition points e.g. by identifying flexible routes and pathways that build on the young person's previous achievements and future aspirations.
- Particular attention is paid to young people who may find it difficult to progress to positive and sustained destinations e.g. through early liaison and partnership with colleges and other providers.
- Particular attention is paid to the transition arrangements for young people who may be vulnerable in any respect.
- Closely work with partners ensures that the information, including levels of achievement in numeracy and literacy (increasing through the P7 profile and in the future the S3 profile), is concise and consistent and used to plan next stages in learning.

(Building your curriculum, Education Scotland, 2011, p 28)

## Getting it Right for Every Child (GIRFEC)

*GIRFEC is important because it improves outcomes for all children. It does this by creating a single system of service planning and delivery across children's services<sup>3</sup>. It helps to create a positive culture of collaborative working, streamlines systems...and develops consistently high standards of practice. It builds on research and practice to help practitioners focus on what makes a positive difference to the lives of children and young people<sup>4</sup>...*

A Guide to Implementing GIRFEC: messages from pathfinders and learning partners (p8, 2010)

GIRFEC has fourteen **principles**<sup>5</sup> and ten **core components**<sup>6</sup> that can be applied in any setting and in any circumstance. They are at the heart of the GIRFEC approach in practice and provide a benchmark from which practitioners may apply the approach to their areas of work.

**The Practice Model**<sup>7</sup> provides the framework for considering the needs of all children and pupils. This framework can be used in the following circumstances.

- To gather information around the wellbeing indicators and consider how universal support can be improved
- To gather information around the wellbeing indicators and assess the need for targeted support.
- To review targeted support or the stage of intervention
- To consider referral for additional resources

The practice model means that every member of staff has the responsibility to ask themselves five key questions.

1. What is getting in the way of this child or young person's well-being?
2. Do I have all the information I need to help this child or young person?
3. What can I do now to help this child or young person?
4. What can my agency do to help this child or young person?
5. What additional help, if any, may be needed from others?

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<sup>3</sup> See annex C for West Dunbartonshire Council's common framework

<sup>4</sup> See SG (2008) A Guide to GIRFEC, Edinburgh, The SG ([www.scotland.gov.uk/gettingitright](http://www.scotland.gov.uk/gettingitright))

<sup>5</sup> See annex D

<sup>6</sup> See annex E

<sup>7</sup> See annex F



## Steps in identifying the support required

### Step one - Identify concerns by asking:

What is getting in the way of this child or young person's well-being?

The wellbeing (SHANARRI) indicators can be used by early years' staff, class teachers, the key adult or named person to identify/collate concerns.

- Safe<sup>8</sup>; Healthy; Achieving; Nurtured; Active; Respected; Responsible; and Included.

### Step two - Assess and analyse needs by asking:

Do I have all the information I need to help this child or young person?

Use the 'My World' triangle<sup>9</sup> to gather and organise information that you hold or need to collect about the child then use the resilience matrix<sup>10</sup> to consider:

- What/who is it that helps to build resilience and protection?
- What/who is it that creates vulnerability and adversity?
- What does the child/young person need from those who look after him/her?

### Step three - Decide the stage of intervention<sup>11</sup> required by asking:

What can I or my agency do now to help this child or young person?

- Can I change universal provision and/or support to meet some or all the individual's needs? If all the individual's needs can be met by a change in universal provision and support then targeted support and plan is not required. If changes will meet some of the needs of the individual then targeted support and a plan should be considered only for the elements that remain unmet by these changes.

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<sup>8</sup> Refer to the Child Protection procedures for the authority

<sup>9</sup> See annex G

<sup>10</sup> See annex H

<sup>11</sup> See Diagram 2

- Is what I can do on my own or what we can do as a establishment sufficient to meet the identified needs? Are all of the objectives related to Education? If yes then the support is still part of the universal service and is deemed to be at stage 2 of intervention. If no, move to the next question.
- What can Educational Services, as a whole, do to help this child or young person? Is this sufficient to meet the identified needs? Are all of the objectives related to Education? If yes then the support is deemed to be at stage 3 of intervention. If no, move to the next question.

What additional help, if any, may be needed from others?

- If significant additional help is required then a CSP and/or integrated assessment and integrated plan at stage 4 of intervention must be considered. At this point it is necessary to ensure that permission to share information is in place<sup>12</sup>.

#### **Step four – Reviewing the plan<sup>13</sup>**

The review should involve all those who have contributed to the plan and detail the following information.

- What has improved in the child’s circumstances?
- What, if anything has got worse?
- Have the outcomes in the plan been achieved?
- Is there anything in the plan that needs changed?
- The Child’s or young person’s views (and those of their parents or carers) - about any part or all of the plan and review.

#### **The review may show one of three options.**

- The child’s circumstances have improved and a plan is no longer required
- The child’s circumstances have improved but the plan needs to continue or a less detailed plan may be required.
- Concerns have increased, and the plan is no longer working. This means:
  - a more detailed or integrated plan is required or
  - the plan needs to include different outcomes and/or more targeted support.

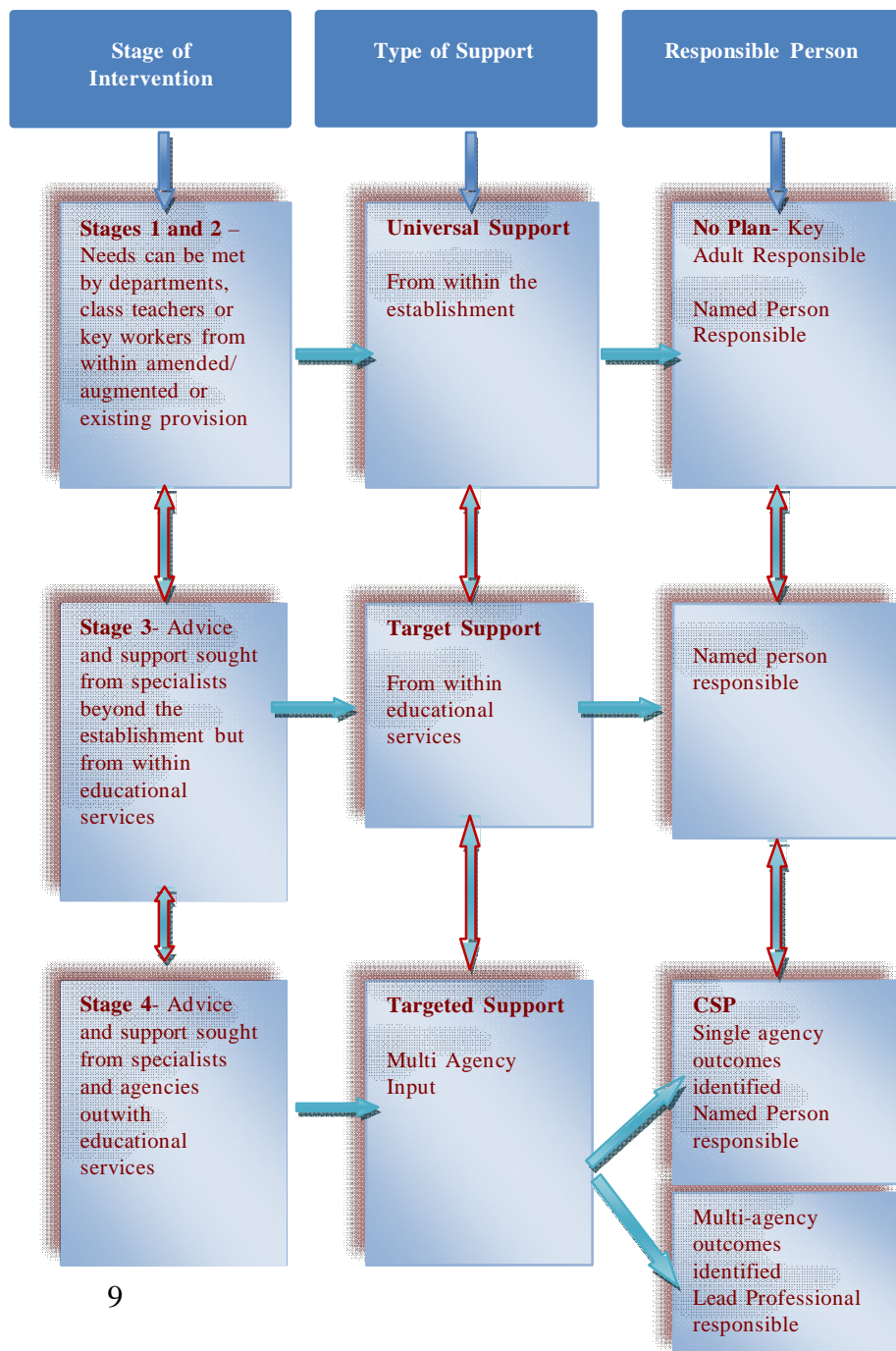
#### **If an integrated plan is being reviewed also ask:**

- Am I the most appropriate person to continue to manage the plan (i.e. be lead professional)?

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<sup>12</sup> See annex I

<sup>13</sup> Statutory arrangements for CSPs state a maximum of one year. For Looked After Children this is a maximum of 6 months. Local practice is every 3 months.



**Diagram 2: Deciding on the stage of intervention and whether the plan will be single or multi-agency**

The relationship between *Getting it right for every child* and the Co-ordinated Support plan is, currently<sup>1</sup>, spelt out in paragraphs 101-105 of the *Supporting Children's Learning Code of Practice* (Revised edition paragraphs 104 and 105).

- 104. The co-ordinated support plan is an **educational plan** which involves, and notes the commitments by, other agencies providing significant additional support to enable the child or young person to benefit from education. It needs to be included along with the child's plan (or be readily extractable from the child's plan as a stand-alone document). The date of the coordinated support plan is based on the date it is sent to parents and young person where appropriate. Education authorities must be able to produce this stand-alone document to demonstrate adherence to legally specified processes and timescales.
- 105. Clearly there are significant similarities between the contents of the child's plan and the co-ordinated support plan. However, one important difference is that the co-ordinated support plan is concerned with the additional support a child or young person requires **in order to benefit from education**. The child's plan, however, potentially covers a wider range of issues related to promoting a child's or young person's wellbeing and it will, therefore, refer to matters not contained in the co-ordinated support plan such as, for example, issues relating to compulsory care measures or child protection. However, it is important that the process of developing the co-ordinated support plan is integrated fully with the planning and review of the child's plan so that, for example, the annual review of the co-ordinated support plan dovetails with the review of the child's plan and so that assessment is carried out in a holistic way as illustrated by the *My World Triangle* in Chapter 3.

The aim is to have only one plan in place for each child requiring targeted support. The CSP may form part of the integrated plan. Forthcoming legislation will clarify.

## Drawing up a Single Agency Plan in Education

### Identifying educational outcomes

The starting point should be to establish what it is reasonable to expect the child or young person to achieve over the course of the next year, taking account of the assessment information available. The outcomes identified should be described in terms that are specific enough to enable those involved in supporting the child or young person, to monitor and review progress over time. However, they should not be so overly specific that they narrow and constrain what should be learned.

### Key principles

- Pupils and parents should be involved in agreeing the support at any stage of intervention.
- Outcomes must derive from a consideration of the wellbeing indicators (SHANARRI).
- Curricular experiences and outcomes should be derived from the work of the class
- All those working with the child/young person should be clear about their role in supporting the child to achieve the outcomes identified.
- A Child's plan is a **working document** and should be used to monitor the progress of pupils throughout the session.
- A plan can support enhanced transitions arrangements by setting appropriate targets and outcomes for the experience.
- Progress must be evidenced and reviewed. Reviews are critical stopping points along the pathway. They are essential in:
  - providing an account of the nature and extent of progress
  - celebrating success
  - reviewing the effectiveness of the support
  - redefining the child or young person's additional support needs including the nature and levels of inputs from essential practitioners or specialist resources

## **Drawing up a plan: the year planner for single agency plans**

Three planning/review meetings will take place each establishment year as detailed below.

### **May/June – End of session review and next steps**

- Identify any changes in the level of concern across the wellbeing indicators
- Identify as yet unmet needs
- Is the child's situation the same, better or worse?
- Is a single agency plan still appropriate? If yes:
  - confirm/amend the stage of intervention and
  - consider and record suggested learning intentions for the following academic year

### **September/October - Planning Meeting**

A review meeting should be held with the new class teacher and PSC at the beginning of each session to:

- discuss and confirm or amend the learning intentions for each child,
- decide who will take lead responsibility for the achievement of each short term learning intention,
- decide on roles and responsibilities among those involved (including learning assistants and other staff) in helping the child to achieve the learning intentions
- discuss transition arrangements where appropriate<sup>14</sup>

### **February/March - Interim review and planning meeting**

- Identify any changes in the level of concern across the wellbeing indicators
- Identify as yet unmet needs
- Is the child's situation the same, better or worse?
- Is a single agency plan still appropriate? If yes
  - Confirm/amend the stage of intervention and type of plan
  - Revise Experiences and Outcomes if necessary
  - Set short term learning intentions until June

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<sup>14</sup> Please refer to the Transition Guidelines for more detailed advice on the transition support timetable.

## **Key Adult, Named Person and Lead Professional**

### **Who is the Key Adult?**

All children and young people should have frequent and regular opportunities to discuss their learning with an adult who knows them well.

- In Early Years this will be the Key Worker.
- In primary schools this will be the class teacher.
- In secondary schools this will be an identified member of teaching staff.

### **What does the Key Adult do?**

- Act as a mentor in learning
- Help children/young people to set appropriate goals for next stages in learning.
- Gain access to learning activities which will meet their needs.
- Plan for opportunities for personal achievement.
- Prepare for changes and choices and be supportive through changes and choices.

### **Who is the Named Person?**

- Pre-birth and up to 11 days old will be the Midwife.
- 11 days old to 3 years old will be the Health Visitor
- 3 years to primary school attendance will be the Head of Centre (EECCs) or the Health Visitor - to be clarified by further guidance from the Scottish Government
- In primary schools this will be the Head Teacher or designated member of senior staff.
- In secondary schools this will be the Head Teacher or designated promoted member of staff.
- In cases of children/young people being educated at home the Health Visitor will be responsible until the age of 12 thereafter it would be the local authority's designated Quality Improvement Officer.

## What does the Named Person do?

In most cases, the *Named Person* **will not have to do anything more than they normally do in the course of their day-to-day work.**

- Be the first point of contact for the child and his or her parents/carers seeking information or advice, and for any practitioners wishing to discuss a worry about the child;
- Make sure that the views of children and families are sought and recorded at every stage;
- Be the person who makes sure children and families are fully involved in decisions that affect them;
- Make sure, when information needs to be shared, that children and families know why this information should be shared, and that consent has been given and recorded, unless, in exceptional circumstances, there is good reason not to e.g. Child Protection;
- Ensure that core information about the child is up to date and accurate;
- Record any concerns that children, families, or practitioners in their own or other agencies bring to them about a child's well-being;
- Consider concerns (in the light of the child's history and current circumstances) and assess if anything needs to be done and any extra help needs to be provided;
- Record any decisions or actions taken, including what immediate help, if any, has been put in place;
- When a child needs extra help, prepare a plan for the child based on appropriate and proportionate information. This plan should identify which of the eight well-being indicators of safe, healthy, achieving, nurtured, active, respected, responsible and included are being impaired and need to be addressed. The Named Person should review any other knowledge held within their agency, gather and analyse any other information needed to identify what might be causing the problems, bearing in mind the *My World Triangle*.
- Be aware of risks and needs and identify concerns that suggest a child may be at risk of significant harm, arising from observations or information received, for example, where there is a worrying pattern over time of incidents or concerns and use appropriate child protection procedures to report these;
- Lead on implementing and keeping under review the outcome and effectiveness of the single agency plan.
- A key role at transition points** - The *Named Person* will contribute to planning for children who need extra help at key transition points, for example, between pre-school and primary or secondary education. They will ensure effective transfer of information about the child, including details of any help the child and family have been or are receiving, to the new *Named Person* in the agency assuming responsibility for the child.
- The interface between the *Named Person* and the role of *Lead Professional*** *Named Persons* and *Lead Professionals* must be familiar with local protocols and procedures on how transitions from *Named Persons* to *Lead Professionals* take place.

- If the child's needs are assessed as more complex and require help from targeted or specialist services, the *Named Person* should follow local processes to determine who is the most appropriate person to take on the role of Lead Professional as well as the means of transferring that responsibility and any relevant information.
- If the *Named Person* is not the *Lead Professional*, the *Named Person* will continue to have an important role for the child within his or her core role, and will work with the *Lead Professional* to help bring about improved outcomes in the child's well-being.

### **Who is the Lead Professional?**

Where two or more agencies are working together to support the child a lead professional is required. The person who will take on the role of the Lead Professional will be identified and agreed by those involved in the integrated assessment process. The decision will take into account statutory responsibilities; the kind of help the child or family needs and previous contact/good relationships.

In specific circumstances the Lead professional for:

- children with Coordinated Support Plans will be the HT (or delegate) from the school or Head of Centre from the Early Years establishment;
- children who are the subject of an Anti-Social Behaviour Order will be the social worker;
- children whose name is on the child protection register will be the social worker;
- looked after children will be the social worker; and
- children and young people placed out of authority for education (day placements only) will be the educational psychologist.



## What does the Lead Professional do?

- Make sure that the different agencies act as a team. However, he or she is not responsible for the actions of other practitioners or services.
- Ensures that support fits together to provide appropriate support for the child and family.
- Has a significant role in working with other agencies to coordinate a multi-agency Child's Plan.

When the *Child's Plan* has been agreed, the *Lead Professional* will:

- Usually be the point of contact with the child and family for the purpose of discussing the plan and how it is working, as well as any changes in circumstances that may affect the plan
- Be a main point of contact for all practitioners who are delivering help to the child to feedback progress on the plan or raise any issues;
- Make sure that the help provided is consistent with the *Child's Plan*, that services are not duplicated
- Work with the child and family and the practitioner network to make sure that the child and family's views and wishes are heard and properly taken into account and, when necessary, link the child and family with specialist advocacy
- Support the child and family to make use of help from practitioners and agencies;
- Monitor how well the *Child's Plan* is working and whether it is improving the child's situation
- Co-ordinate the provision of other help or specialist assessments which may be needed, with advice from other practitioners where necessary, and make arrangements for these to take place
- Arrange for the agencies to review together their involvement and amend the *Child's Plan* when necessary
- Make sure the child is supported through key transition points and ensure a careful and planned transfer of responsibility for these roles when another practitioner becomes the *Lead Professional*, for example if the child's needs change or the family moves away, or the named person resumes responsibility for the child when a multi-agency *Child's Plan* is no longer needed
- Ensure effective transfer of information when another *Lead Professional* takes over, or when the family moves away or when the multi-agency *Child's Plan* is no longer needed.

## Annex A

### Key contextual legislation and national guidance

#### Getting it right for every child

*Getting it right for every child* is a national programme. The key concept of *Getting it right for every child* is a common, coordinated approach across all agencies that supports the delivery of appropriate, proportionate and timely help to all children as they need it.

#### Personal Support

*Happy, Safe and Achieving Their Potential* (Scottish Executive, 2004) is the report of the national review of guidance and sets out a standard for personal support for all pupils.

#### Positive Behaviour

*Better Behaviour, Better Learning* (Scottish Executive, 2001) set out a vision and actions to promote positive behaviour.

#### Additional Support Needs

**The Education (Additional Support for Learning) (Scotland) Act 2004** (as amended by the 2009 Act) replaced the system for assessment and recording of children and young people with special educational needs and introduced a system for identifying and addressing the additional support needs of children and young people who face a barrier to learning. The Act covers any need that requires additional support in order for the child or young person to learn.

[http://www.opsi.gov.uk/legislation/scotland/acts2004/asp\\_20040004\\_en\\_1](http://www.opsi.gov.uk/legislation/scotland/acts2004/asp_20040004_en_1)

[http://www.legislation.gov.uk/asp/2009/7/pdfs/asp\\_20090007\\_en.pdf](http://www.legislation.gov.uk/asp/2009/7/pdfs/asp_20090007_en.pdf)

**The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002** forms part of the framework of Scottish and UK disability related legislation and requires responsible bodies to prepare and implement accessibility strategies to improve over time access to education for pupils and prospective pupils with disabilities.

[http://www.opsi.gov.uk/legislation/scotland/acts2002/asp\\_20020012\\_en\\_1](http://www.opsi.gov.uk/legislation/scotland/acts2002/asp_20020012_en_1)

**Disability Discrimination Act 1995 ( DDA) (as amended by the Special Educational Needs and Disability Act 2001)** The Act makes it unlawful for education providers to discriminate against disabled pupils and prospective pupils in the provision of education and associated services in schools in respect of admissions and exclusions.

[http://www.opsi.gov.uk/acts/acts1995/ukpga\\_19950050\\_en\\_1](http://www.opsi.gov.uk/acts/acts1995/ukpga_19950050_en_1)

### **Reasonable Adjustment Duty**

The reasonable adjustment duty requires responsible bodies to think ahead and anticipate the barriers that disabled pupils may face and remove or minimise them before a disabled pupil is placed at a substantial disadvantage.

### **The Schools (Health Promotion and Nutrition) (Scotland) Act 2007**

The act includes provision to ensure that all schools are health promoting.

<http://www.scotland.gov.uk/Topics/Education/Schools/HLivi/foodnutrition>

### **Equalities**

Equal opportunities can be seen in terms of legislative duties, but legislation has come about because in effect a support need has been identified. It has been acknowledged that a person's race, national or ethnic origin, gender, sexual orientation, religion or disability has the potential to put them at a disadvantage. All of these need to be given consideration from a support perspective, to ensure that there is a level playing field when accessing the curriculum.

## **The Early Years Framework**

The Early Years Framework sets out a focus on early years and an approach to early intervention to achieve transformational change, based on the following principles:

- Our ambitions are universal - we want to reduce inequalities in a variety of policy areas, to have the same outcomes for all; and for all to have the same opportunities
- We take action to identify those at risk of not achieving these outcomes or having these opportunities and take action to prevent that risk materialising (action is not limited to those most at risk but applies to risk at whatever level identified).
- We make sustained and effective interventions in cases where these risks have materialised.
- We shift the focus from service provision as the vehicle for delivery of outcomes to building the capacity of individuals, families and communities to secure outcomes and addressing the external barriers which they may face in seeking to maximise their life chances, making use of high quality, accessible public services as required.

<http://www.scotland.gov.uk/Resource/Doc/215889/0057733.pdf>

## **Skills for Scotland**

Skills for Scotland provides a new agenda for skills and learning in Scotland - developing both Scotland's skills policies and its skills landscape in tandem, crafting them into a more coherent structure designed to address Scottish requirements. The skills strategy sets out our ambitions for skills, in a lifelong learning context, from cradle to the grave. Covering early years provision, schools, further and higher education, work related learning and informal learning opportunities - it outlines our aims, ambitions and plans for making Scotland's skills base truly world class, ensuring we develop the skills required for the 21st Century.

<http://www.scotland.gov.uk/Resource/Doc/197204/0052752.pdf>

## **Determined to Succeed**

Determined to Succeed is the Scottish Government's strategy for enterprise in education, through which young people will become successful learners, confident individuals, responsible citizens and effective contributors. It is improving the attitudes and skills of our young people, better preparing them for their contribution to a *wealthier* and *smarter* Scotland and helping tomorrow's workforce tackle the issues of the 21st century. Determined to Succeed complements *Curriculum for Excellence* by creating environments where enterprise can flourish and involves business and education working together. The shared ambition is to give children and young people positive attitudes to work and life.

### ***Enterprise in Education***

<http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/themesacrosslearning/enterprise/>

## **Looked After Children & Young People: We Can and Must Do Better**

Published in 2007, this action plan sets out the strategic way forward to improve the educational and life outcomes of Scotland's looked after children, young people and care leavers.

[www.scotland.gov.uk/laceducationaloutcomes](http://www.scotland.gov.uk/laceducationaloutcomes)

## Annex B

### 10 Standards for Personal Support in Schools - Outcomes and Practice Issues

| What the Standard means   | Outcomes for children and young people   | Some practice issues   |
|---|--|--|
| Learning for Life   |  |  |
| <p>1. Schools make opportunities for developing the knowledge, skills and attitudes children and young people need to enable them to seek information and support throughout life</p> <p>High quality programmes of education for personal and social development and health education should equip children and young people to be pro-active in seeking information and help to support their life choices. Children and young people will have knowledge of local sources of information and help, in and out of school.</p> | <p>Children and young people in all forms of full- or part-time education receive progressive core education for personal and social development and health education</p> <p>Children and young people have access to up-to-date and relevant resources in education for personal and social development, and are involved in participative learning opportunities</p> | <p>The development of education for PSD and health education at authority level should ensure that children and young people in all forms of full-time or part-time education provision experience core features of education for PSD and health education. It is essential that there is effective liaison between service providers to achieve this and that schools remain in contact with children and young people receiving education in other services.</p> <p>Many schools engage external agencies to deliver aspects of education for PSD on sensitive issues such as sexuality or sexual health. Often, children and young people welcome this approach. Authorities should consider means of developing a strategic approach to the involvement of partner agencies to ensure all children and young people in their schools receive quality learning and information opportunities, rather than relying on ad hoc local arrangements. It is not appropriate for schools to bring in external agencies without planning for follow up support, information or progression.</p> |
| <p>2. Schools provide access to information to help children and young people make informed decisions and choices</p> <p>Children and young people should make personal choices based on relevant and up to date information that communicates effectively and is appropriate to the age of the child. Schools should offer access to information in ways that</p>  | <p>Pupils and parents readily seek support in school and from other agencies</p> <p>Pupils benefit from full collaboration between the school and other agencies such as NHS Health Scotland and NHS to gain accurate, relevant and up-to-date</p>   | <p>Outreach information and contact within school by community-based agencies should be encouraged and form part of local Community Learning Planning.</p> <p>School-based staff should be familiar with out-of-school support provision in their area _ children and young people can help validate the quality of the provision.</p>   |

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| <p>allow discreet access to it.</p>  | <p>information on healthy lifestyle choices, including alcohol, smoking, sexual health and drugs</p>   | <p>A range of information should be accessible covering personal choices relevant to the age of the children and young people: relationships, sexuality, sexual health, pregnancy, drugs, crime and other issues are important. Many of these are covered in internet sites (e.g. Young Scot), although internet/child protection policies may bar young people's access to important subjects. The recommendations of the National Strategy for Sexual Health and Relationships should be fully considered by schools.</p>  |
| <p>3. Schools make opportunities for children's citizenship and participation, through involvement in their school community, their neighbourhoods and in democratic society</p> <p>Challenging and enjoyable learning takes place through a wide range of in-school and out-of-school activities that engage children and young people in exploring individual interests and contributing to their community.</p> | <p>Pupils are active in peer support and other forms of pupil participation</p> <p>Children's and young people's achievements and efforts in citizenship activities are recognised, and where appropriate, accredited</p>            | <p>The principles which contribute to citizenship form one of the underpinning elements of the purposes of education as defined in A Curriculum for Excellence. This is an important part of children's and young people's experience and contributes to the development of a positive ethos, and through which individuals' achievements should be recognised and where appropriate, rewarded or accredited. This area again requires ongoing commitment to co-ordination, development and management of relationships with partner agencies, and the leadership to integrate the approach into the whole school.</p> |
| <p>Review of individual progress</p>   |  |  |
| <p>4. Schools provide regular review of progress in learning and personal and social development</p> <p>Children and young people should be involved in regularly reviewing their personal goals with a member of staff that knows the child well, and can discuss the child's or young person's progress with parents on a regular basis.</p>   | <p>Children and young people participate in planning and reviewing their progress with staff</p> <p>Pupils experience continuity of staff as far as possible and plan and review progress with a member of staff that knows them</p> | <p>An important aspect of Personal Learning Planning is the children's and young people's involvement in setting learning goals, both in the formal and informal aspects of the curriculum. Staff should know the child well, and preferably have some continuity throughout their time at school when in secondary school.</p> <p>In primary school, teachers may meet with children during class time by making best use of auxiliary support staff, for example, and meet with parents during parents' evenings unless</p>  |

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|   |   | <p>additional meetings are requested.</p> <p>Schools should consider increasing this contact commitment during key transition years: P7 &amp; S1; S2 (Subject choices) &amp; S4/S5.</p>  |
| <p>5. Schools help with transitions between stages in education and between different providers of education and personal development opportunities</p> <p>Close liaison between schools and other service providers at transition points helps children and young people to feel personally prepared and helps children, young people and parents understand the support arrangements between providers.</p> | <p>Pupils and parents are confident they understand new settings or stages and aware of support and contact arrangements</p> <p>Pupils' personal reviews of progress and other personal profiles and plans follow them into their new setting</p> <p>Children and young people are familiarised with new settings and key staff prior to transition</p> | <p>Key transitions include nursery-primary; primary-secondary; at all stages between school and alternative provision; secondary-further education; secondary-post school.</p> <p>Good practice has been developed in collaborative teaching between schools at different levels prior to transition (e.g. teacher exchanges primary-secondary or nursery-primary).</p>  |
| <p>6. Schools help to plan for the future</p> <p>Young people's future beyond school education is something the school and the young person proactively consider and plan for involving career related learning opportunities and career planning support services.</p>   | <p>Pupils acquire the skills and knowledge to be effective career planners</p> <p>Children and young people are proactive in developing ideas about their future</p> <p>Young people feel ready for work and confident in their personal ability to cope with the world of work and change</p>  | <p>The development of the work experience programme requires considerable organisation and the development of positive relationships with local employers.</p> <p>Enterprise education should engage the business community in order to meet the needs of local employers for school leavers with necessary skills and employability.</p> <p>There should be an integrated approach to enterprise education, career education and the development of young people's career planning skills.</p> <p>Strategic partnership and collaboration with Careers Scotland is essential.</p> |

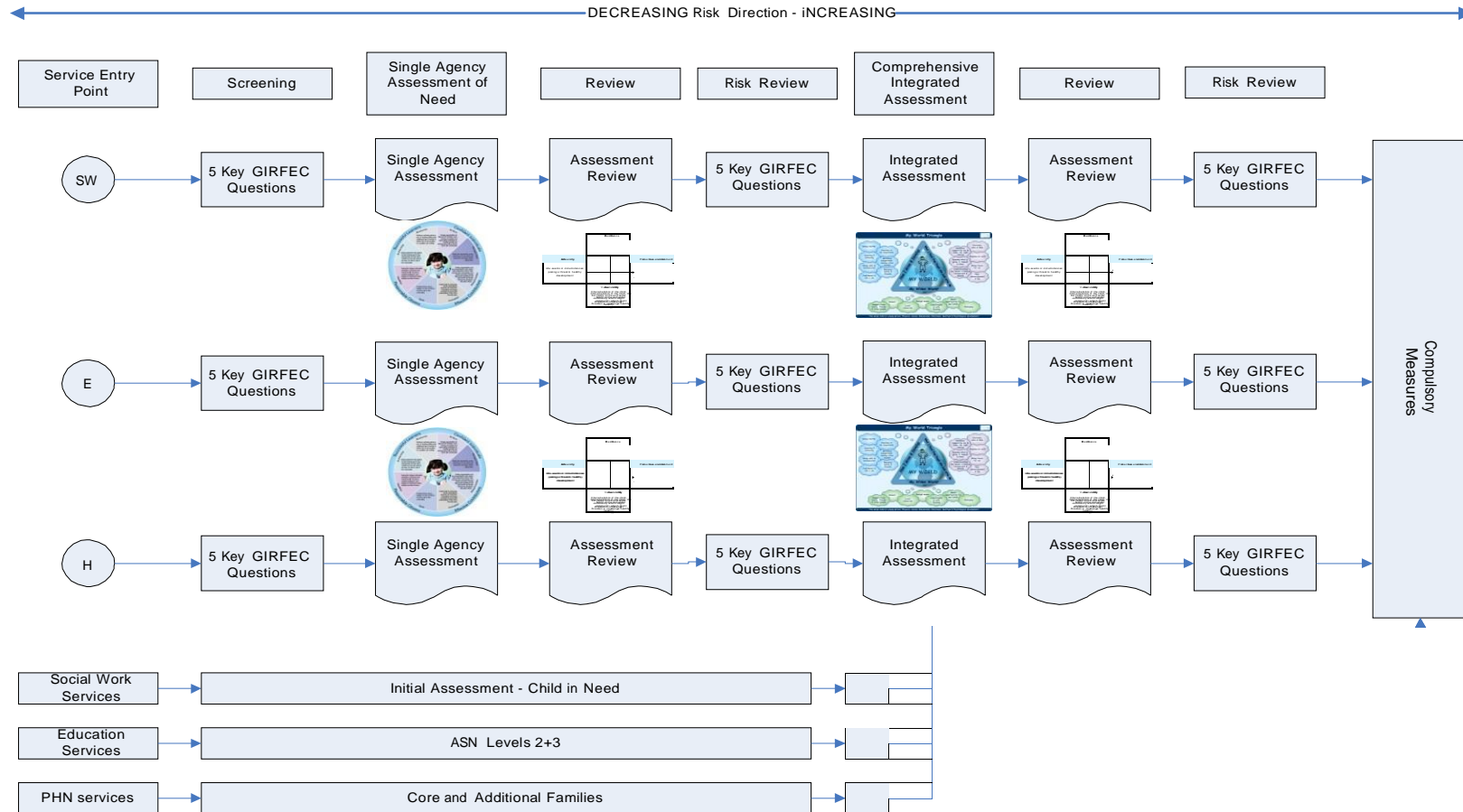


| Access to Support  |   |  |
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| <p>7. Schools provide access to staff by children and parents who want support</p> <p>Schools actively communicate to pupils and parents the role of all school staff in supporting them, and the roles of specialist staff and other agencies in providing specific support. Children, young people and parents should know who designated staff are and how to contact them.</p> | <p>Children, young people and parents feel confident that school staff will support them and understand the roles and remit of designated staff and partner agencies</p>  | <p>This commitment may be particularly important for children, young people and parents to understand if they view previous encounters with the school negatively.</p> <p>A structure should be in place by which any member of staff who has been approached by a pupil or parent can gain the support of senior Personal Support staff for advice and support.</p> <p>Schools should ensure that a key member of staff is responsible for ensuring that any support provided by any member of staff is recorded, monitored and followed through.</p>   |
| <p>8. Schools co-ordinate support between agencies and schools, wherever learning takes place</p> <p>Schools will make clear statements of support arrangements for children and parents where other services contribute to the child's or young person's learning programme outside school.</p>   | <p>Pupils and parents understand and are actively involved in plans for additional support or involvement of other agencies</p> <p>A statement of how information will be shared will assist partners to be clear about their roles and respective responsibilities</p> | <p>Educational Plans reflecting the needs of the child or young person will be developed (Personal Learning Plans, Individual Education Plans and Co-ordinated Support Plans) which must ensure that programmes of support and learning provide appropriate challenges for children's and young people's learning and personal and social development.</p> <p>Increasing numbers of children and young people will undertake learning and other opportunities with a range of providers, on and off school site. Consequent fragmentation of support and access to information for children and young people should be avoided.</p> <p>It is a concern that young people with difficulties in mainstream education may miss out on aspects of the commitment to providing them with support and information on other sources of support available to them. Inclusive practice requires that information should be made to all children and young people, not just those attending a mainstream school full-time.</p> |

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| <p>9. Staff respect confidentiality</p> <p>School staff, children, young people and parents are clear that the majority of concerns can be discussed in confidence with any member of staff, and the school will involve children and young people in giving informed consent to share information with other services where this will help them. The school is also clear what staff will do where there are concerns about risk of harm, while communicating a commitment to support and involve the child or young person when information must be shared.</p> | <p>Pupils and parents readily seek support in school and from other agencies</p> <p>Information will be shared about a child where this is necessary to protect them</p> | <p>Children can understand what concerns they can discuss in confidence and what information must be passed on with regard to their (or others') safety.</p> <p>Their choice of adult is respected and continuity of support sought if other staff or specialists become involved.</p> <p>The process of sharing information between agencies to achieve the best support for children and young people is carried out with their involvement and understanding, as far as possible.</p> <p>A portfolio of information detailing a child's or young person's preferences for personal care, communication and other needs is important where a child or young person has complex needs. Continuity of staff helps children to feel secure and confident in school, but where this is not possible effective transfer of information is essential for staff, children and young people.</p> |
| <p>10. Schools ensure time and space to seek help</p> <p>The school involves children and young people in deciding the most appropriate opportunities and locations to access information and staff who will support them. Schools provide space in the school week to allow children and young people to build relationships with staff, reflect on their personal, social and emotional wellbeing and develop their knowledge of information and support available to them.</p>   | <p>Children's and young people's needs are identified by staff quickly and responses are planned and implemented smoothly</p>  | <p>Children and young people can be involved in deciding how locations and opportunities can be developed as space for 'Personal Support and access to information'.</p> <p>Many schools have responded positively to the recommendation to create flexible support space in school refurbishment and plans for new building.</p> <p>Practices such as circle time help create the dedicated time for children and young people to develop their confidence and build relationships. Practices such as Bubble Time may provide the one-to-one opportunities for more personal discussion between children, young people and staff.</p>   |

Annex C

A common Multi-Agency Assessment Framework Model draft v0.1



## Annex D

### Shared values and principles

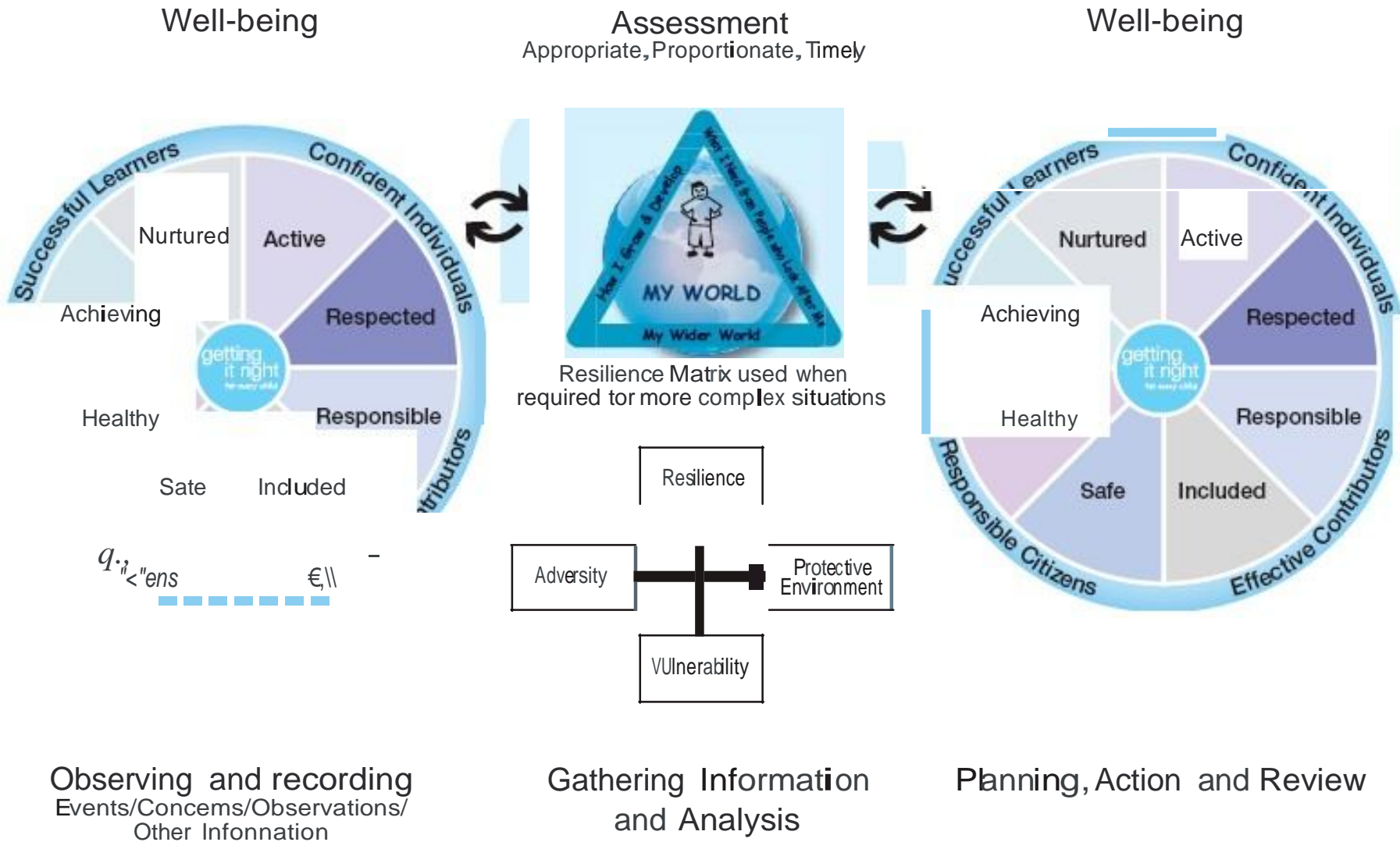
- **Putting the child at the centre:** children, young people (and whenever possible their parents/carers) should have their views listened to and they should be involved in the decision-making that affects them
- **Taking a whole child approach:** recognising that what is going on in one part of a child or young person's life can affect many other areas of his or her life
- **Building on strengths and promoting resilience:** using a child or young person's existing networks and support where possible
- **Promoting the well-being of individual children and young people:** this is based on understanding how children and young people develop in their families and communities and addressing their needs at the earliest possible time
- **Keeping children and young people safe:** emotional and physical safety is fundamental and is wider than child protection
- **Supporting informed choice:** supporting children, young people and families in understanding what help is possible and what their choices may be
- **Working in partnership with families:** supporting, wherever possible, those who know the child or young person well, know what they need, what works well for them and what may not be helpful
- **Respecting confidentiality and sharing information:** seeking agreement to share information that is relevant and proportionate while safeguarding children and young people's right to confidentiality
- **Promoting opportunities and valuing diversity:** children and young people should feel valued in all circumstances and practitioners should create opportunities to celebrate their diversity
- **Providing additional help that is appropriate, proportionate and timely:** providing help as early as possible and considering short and long-term needs
- **Promoting the same values across all working relationships:** recognising that respect, patience, honesty, reliability, resilience and integrity are qualities valued by children, young people, their families and also by partnership and work colleagues
- **Making the most of bringing together each worker's expertise:** respecting the contribution of others and co-operating with them, recognising that sharing responsibility does not mean acting beyond a worker's competence or responsibilities
- **Co-ordinating help:** recognising that children, young people and their families need practitioners to work together, when appropriate, to provide the best possible help
- **Building a competent workforce to promote children and young people's well-being:** committed to continuing individual learning and development and improvement of inter-professional practice.

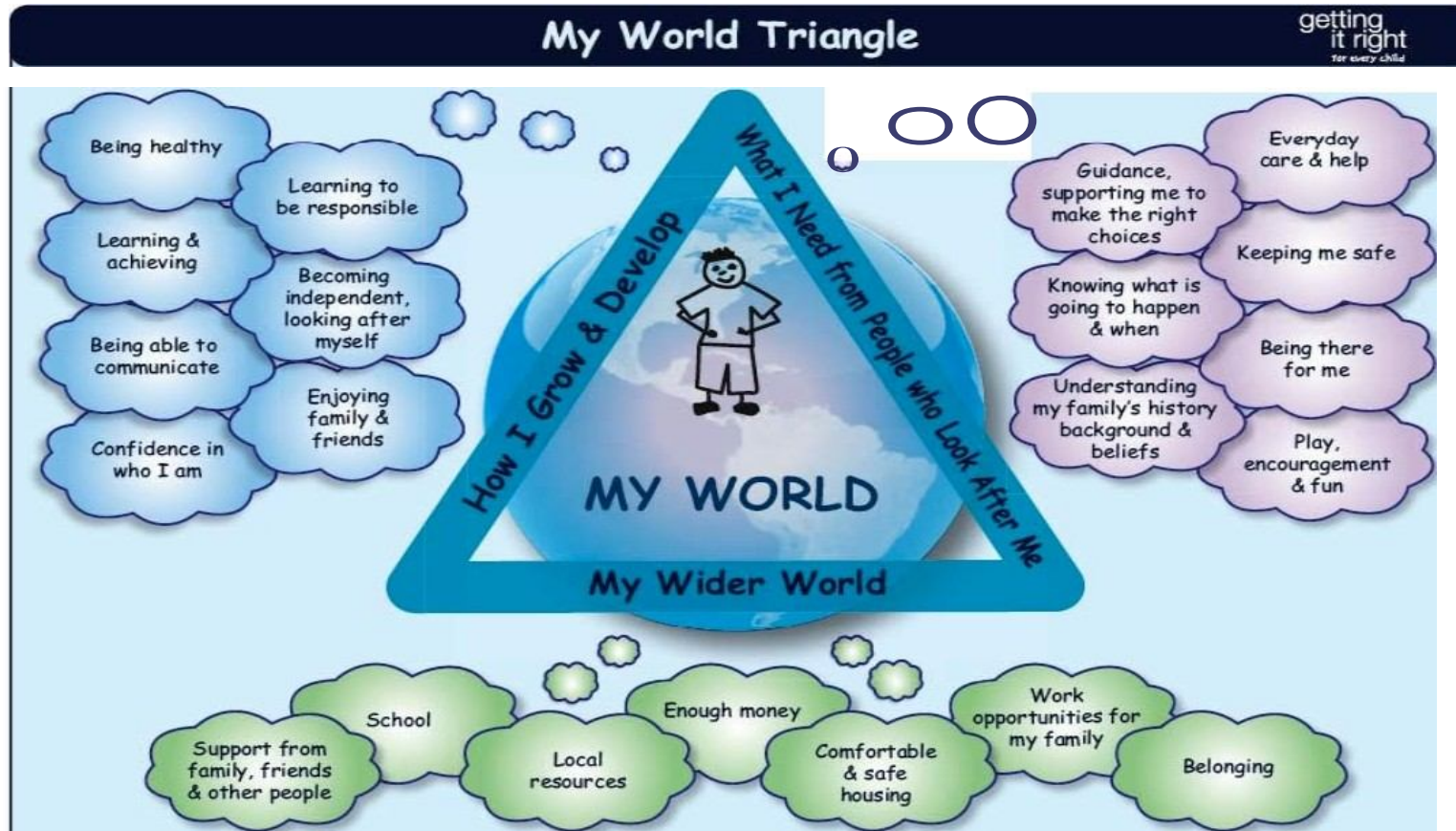
## Annex E

### **The 10 core components of GIRFEC**

1. A focus on improving outcomes for children, young people and their families based on a shared understanding of wellbeing
2. A common approach to gaining consent and to sharing information where appropriate
3. An integral role for children, young people and families in assessment, planning and intervention
4. A coordinated and unified approach to identifying concerns, assessing needs, agreeing actions and outcomes, based on the Wellbeing indicators
5. Streamlined planning, assessment and decision making processes that lead to the right help at the right time
6. Consistent high standards of cooperation, joint working and communication where more than one agency needs to be involved, locally and across Scotland
7. A lead professional to coordinate and monitor multi-agency activity where necessary
8. Maximising the skilled workforce within universal services to address needs and risks at the earliest possible time
9. A confident and competent workforce across all services for children, young people and their families
10. The capacity to share demographic, assessment and planning information electronically within and across boundaries through the national eCare programme where appropriate

Til!Pra.:W:e Model





The whole: child or young person: Physical, Social, Educational, Emotional, Spiritual & Psychological development

## How I Grow and Develop

### Being Healthy

This includes full information about all aspects of a child's health and development, relevant to their age and stage. Development, relevant to major illnesses, hospital admissions, milestones, impairments, disabilities, conditions affecting development and health. Health care, including nutrition, exercise, physical and mental health issues, sexual health, substance abuse.

### Confidence in Who I am

Child's/young person's temperament and characteristics. Nature and quality of early and current attachments. Emotional and behavioural development. Resilience, self esteem. Ability to take pride in achievements. Confidence in managing challenges, opportunities, difficulties appropriate to the age and stage of development. Sense of identity which has an appreciation of ethnic and cultural background and is comfortable with gender, sexuality, religious belief, and is comfortable with social presentation. Skills in social presentation.

### Learning to be Responsible

Learning appropriate social skills and behaviour. Values; sense of right and wrong. Consideration for others. Ability to understand what is expected and act on it. How does the child respond to key influences on social and emotional development at different ages and stages e.g. collaborative play in early childhood, peer expectations at school and outside.

### Enjoying Family & Friends

How is the child or young person responding to relationships that support, value, encourage and guide her or him; to family and wider social networks; opportunities to make and sustain lasting significant relationships; encouragement to develop skills in making friends, to take account of the feelings and needs of others and to behave responsibly. This links and overlaps with what a child or young person needs from those who look after them and the wider environment.

### Learning & Achieving

This includes cognitive development from birth, learning achievements and the skills and interests which can be nurtured. How additional needs are supported. Achievements in leisure, hobbies, sport. Education and social development milestones need to be recorded. Personal learning plans and other educational records should provide evidence of what has been achieved and what supports are needed or being provided for. Is the child's progress with formal education in line with expectations? Attention should also be given to further educational or training needs and potential employment opportunities for young people moving or who have moved towards semi- or full independence.

### Being able to Communicate

This includes development of language and communication. Being in touch and communicating constructively with others. Ability to express thoughts, feelings and needs. What is the child's/young person's preferred language or method of communication. Are there particular people with whom the child communicates that you will need to involve? Are aids to communication required?

### Becoming Independent, Looking After Myself

The gradual acquisition of skills and confidence needed to move from dependence to independence. Early practical skills of feeding, dressing etc. Engaging with learning and other tasks, acquiring skills and competence in social problem solving, getting on well with others, moving to independent living skills and autonomy. What are the effects of any impairment or disability or of social circumstances and how might these be compensated for?



## What I need from the People who Look After Me

### Everyday Care & Help

This is about the ability to nurture which includes day-to-day physical and emotional care, food, clothing and housing. Enabling healthcare and educational opportunities. Meeting the child's changing needs over time, encouraging growth and responsibility and independence. Being able to respond appropriately to a child's likes and dislikes. Support in meeting parenting tasks and help with carers' own needs.

### Keeping Me Safe

Keeping the child safe within the home and exercising appropriate guidance and protection outside. Practical care through home safety such as fire-guards and stair gates, hygiene. Protecting from physical, social and emotional dangers such as bullying, anxieties about friendships. Is the care-giver able to protect the child consistently and effectively? Seeking help with and solutions to domestic problems such as mental health needs, violence, offending behaviour. Taking a responsible interest in child's friends and associates, use of internet, exposure to situations where sexual exploitation or substance misuse may present risks, staying out late or staying away from home. Are there identifiable risk factors? Is the young person being encouraged to become knowledgeable about risks and confident about keeping safe?

### Being There for Me

Love, emotional warmth, attentiveness and engagement. Who are the people who can be relied on to recognise and respond to the child's/young person's emotional needs? Who are the people with whom the child has a particular bond? Are there issues of attachment? Who is of particular significance? Who does the child trust? Is there sufficient emotional security and responsiveness in the child's current caring environment? What is the level of stability and quality of relationships between siblings, other members of the household? Do issues between parents impact on their ability to parent? Are there issues within a family history that impinge on the family's ability to care?

### Play, Encouragement, Fun

Stimulation and encouragement to learn and to enjoy life, responsiveness to the child or young person's unique needs and abilities. Who spends time with the child/young person, communicating, interacting, responding to the child's curiosity, providing an educationally rich environment? Is the child's/young person's progress encouraged? Is the child's/young person's interests and achievements, involvement in school activities? Is there someone to act as the child's/young person's mentor and champion?

### Guidance, Supporting me to make the Right Choices

Values, guidance and boundaries. Making clear to the child/young person what is expected and why. Are household roles and rules of behaviour appropriate to the age and understanding of the child/young person? Are sanctions constructive and consistent? Are responses to behaviour appropriate, modelling behaviour that represents autonomous, responsible adult expectations. Is the child/young person treated with consideration and respect, encouraged to take social responsibility within a safe and protective environment? Are there any specific aspects which may need intervention?

### Knowing What is going to happen & When

Is the child's/young person's life stable and predictable? Are routines and expectations appropriate and helpful to age and stage of development? Are the child's/young person's needs given priority within an environment that expects mutual consideration. Who are the family members and others important to the child/young person? Is there stability and consistency within the household? Can the people who look after her or him be relied on to be open and honest about family and household relationships, about wider influences, needs, decisions and to involve the child/young person in matters which affect him or her. Transition issues must be fully explored for the child or young person during times of change.

### Understanding my Family's Background & Beliefs

Family and cultural history; issues of spirituality and faith. Do the child's /young person's significant carers foster an understanding of their own and the child's background – their family and extended family relationships and their origins. Is their racial, ethnic and cultural heritage given due prominence? Do those around the child/young person respect and value diversity? How well does the child understand the different relationships for example with step relationships, different partnerships etc.?

## My Wider World

### School

From pre-school and nursery onwards, the school environment plays a key role. What are the experiences of school and peer networks and relationships? What aspects of the learning environment and opportunities for learning are important to the child/young person? Availability of study support, out of school learning and special interests. Can the school provide what is needed to meet the particular educational and social needs of the child?

### Support from Family, Friends & Other People

Networks of family and social support. Relationships with grandparents, aunts and uncles, extended family and friends. What supports can they provide? Are there tensions involved in or negative aspects of the family's social networks? Are there problems of lost contact or isolation? Are there reliable, long term networks of support which the child or family can reliably draw on. Who are the significant people in the child's/young person's wider environment?

### Enough Money

Has the family or young person adequate income to meet day to day needs and any special affected problems of poverty and disadvantage for the opportunities? Is household income managed for the benefit of all? Are there problems of debts? Do benefit entitlements need to be explored? Is income adequate to ensure the child can take part in school and leisure activities and pursue special interests and skills?

### Comfortable & Safe Housing

Is the accommodation suitable for the needs of the child and family – including adaptations needed to meet special needs. Is it in a safe, well maintained and resourced and child friendly neighbourhood? Have there been frequent moves?

### Work Opportunities for My Family

Are there local work opportunities for the child/young person and family? Are there any barriers to accessing these opportunities? Are there any local services that can help with finding work opportunities?

### Belonging

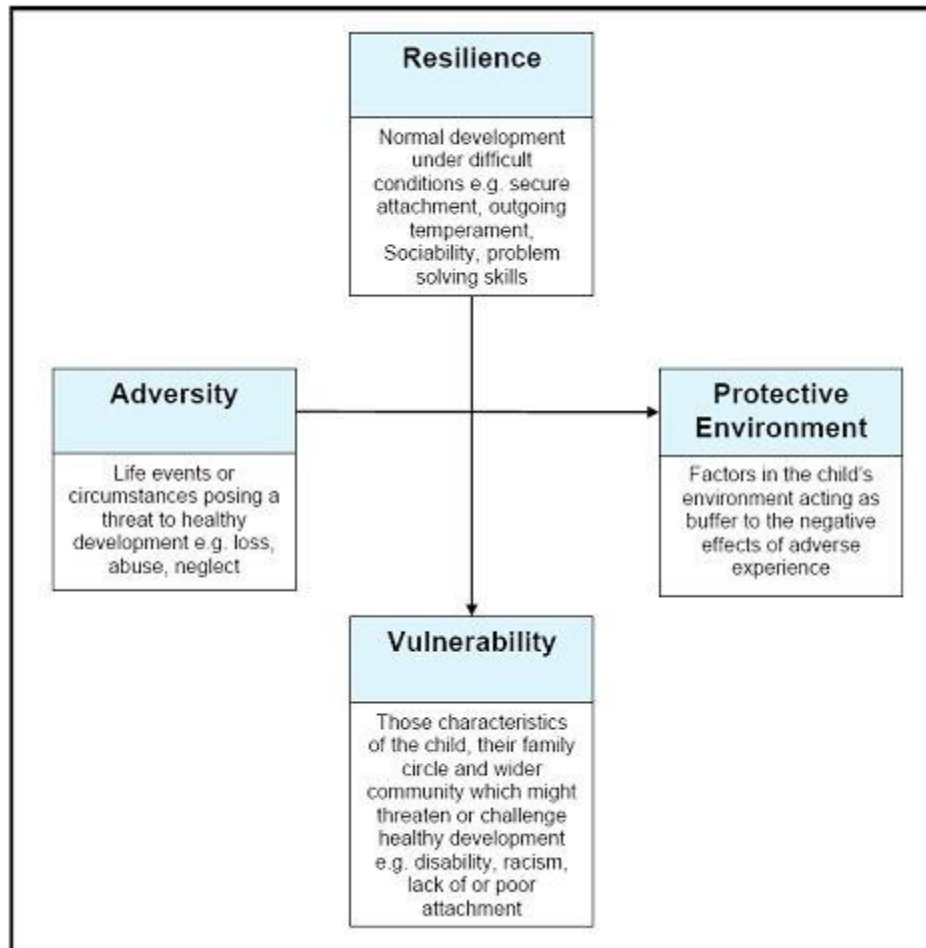
Being accepted in the community, feeling included and valued. What are the opportunities for taking part in activities which support social contact and inclusion e.g. playgroups, after school clubs, youth clubs, environmental improvements, youth and residents' groups, faith groups. Are there local prejudices and tensions affecting the child's or young person's ability to fit in?

### Local Resources

Resources which the child/young person and family can access for leisure, faith, sport, active lifestyle. Projects offering support and guidance at times of stress or transition. Access to and local information about health, childcare, care in the community, specialist services.

## Annex H

### The resilience matrix



The Resilience Matrix is adapted from The Child's World: Assessing Children in Need, Training and Development Pack (Department of Health, NSPCC and University of Sheffield 2000).

Annex I

**Consent to share information**

The following diagram illustrates when consent to share information is required and when the support of more than one service is required.

