

# QUALITY STANDARDS FOR ADDITIONAL SUPPORT NEEDS

## Benchmarking Provision in Shetland

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## BACKGROUND

This framework has been produced to support the ongoing planning and development of quality educational provision for Children and Young People, from birth to 18 years, with Additional Support Needs (ASN) in Shetland.

It is the result of a review of the Shetland Islands Council’s provision for additional support needs which took place in 2013. The review made several recommendations including the *‘need for development of a formalized system with minimum standards and standardized procedures and protocols (for ASN) across services.*

This framework has been devised to formalize systems and minimum standards for ASN across both schools and Educational Outreach Services in Shetland.

## INTRODUCTION

Staff in Shetland have had access to two very good established ASN frameworks: ‘The Support Manual’ – Shetland Islands Council (adapted from Perth and Kinross) since 2010 and the ‘Management Inclusion Guidelines’ since 2000.

This new framework comprises of guidance outlining minimum standards for all aspects of ASN. This comprises of evidence statements, in checklist format, and includes hyperlinks to a digital version of the local ‘Managing Inclusion Guidelines’. These checklists will support and help inform: ‘How Good is Our Schools 4?’, ‘How good is our learning and childcare’ and the self-evaluation tools already used by Scottish schools and educational services.

This framework has been written with reference to ‘The Support Manual – towards excellent Support for Children and young People’ (Perth and Kinross) which states:

All staff across education, care and health needs to be clear about the importance of:

- Having a positive approach to supporting the wide range of children and young people with additional support needs
- Working together as practitioners and at managerial level, as well as in partnership with parents and carers
- Knowing roles and responsibilities in relation to meeting the additional support needs of children and young people
- Listening to the views of children and young people

They need to know how to:

- Evaluate the quality of practice in relation to additional support needs
- Provide high quality leadership and management
- Identify and assess additional support needs

- Plan a meaningful curriculum and learning opportunities, and develop positive support strategies.

This framework can be used in a variety of ways which include:

- Informing and improving practice
- Promoting effective partnership working
- Identifying training needs and staff development
- Supporting strategic planning
- Informing and strengthening the process of self-evaluation in relation to meeting all ASN
- Ensuring specialist ASN standards are maintained(e.g. VI, HI ) and these that types of services do not become diluted

## GETTING IT RIGHT FOR EVERY CHILD (GIRFEC)

This framework, contributes directly to the Scottish Government programme 'Getting It Right For Every Child' (GIRFEC), which aims to improve outcomes for Children and Young People through promoting a shared approach. The desired outcomes from the Curriculum for Excellence (CFE) are that all children should be:

- Confident individuals
- Effective Contributors
- Successful learners
- Responsible Citizens

To achieve this, all children need to be **Safe, Healthy, Active, Nurtured, Achieving, Respected and Responsible and Included**. These are known as the 'wellbeing indicators' and are remembered by the acronym **SHANARRI**.

It is only through planned joint working that there can be an effective contribution to the health and well-being of children and young people.

## ADDITIONAL **SUPPORT NEEDS** – PARTNERSHIP WORKING

*HGIOS 4 highlights 'partnership and collaboration as significant features of a highly-effective school and a high-performing learning system.'*

Educational ASN provision in Shetland is available:

- 1) within schools
- 2) via educational services based outside schools (specialised outreach teachers and/or teams)

All schools and services must be clear who constitutes the in-school support team.

There should also be an awareness of the different Education Outreach Services available to support children and young people with ASN.

There should be recognition, at all levels, of the different perspectives of educational ASN provision. For example, in terms of identification and assessment of ASN, schools follow the authority's 'Staged Intervention Guidelines.' However, when a specialised educational service becomes involved, it is important the individual service follows their own procedures for assessment and intervention, to ensure minimum standards within specialist fields are also met. It has therefore been necessary to produce minimum standards covering both perspectives. ('Schools' and 'Education Outreach Services')

It is important that both perspectives of ASN support continue to be considered together in terms of overall structure and development of ASN provision. Both are concerned with educational provision for ASN in its widest sense. Both are concerned with children and young people's learning and require qualified teachers' involvement. All ASN Teachers are obliged to undertake ongoing Continued Professional Development relating to ASN and statutory requirements and our local structure will continue to reflect that

All schools and services must also be clear who constitutes the wider multi-agency team which includes the school's partners beyond Education and Children's Services.

In Shetland schools Additional Support Needs provision is provided in varying ways.

Larger schools have ASN teams, supported by a Principal Teacher. There are also peripatetic ASN teachers responsible for supporting clusters of schools. In some schools a Head teacher can have a specific remit for ASN within their school and there may be no dedicated Additional Support teacher time.

There is an overlap between the Pupil Support Teacher's role and the role of the ASN teacher. Some schools combine the role of Pupil Support and ASN staff. Pupil Support Teachers also have the role of the 'named person' in Secondary schools and should therefore always be included in communication as part of the GIRFEC process as appropriate.

The 'Education Outreach Services (Additional Support Needs)' work alongside 'Schools' and other partners to support ASN across the whole of Shetland as required.

This framework has been written to help all staff meet minimum standards for that process.

## QUALITY FRAMEWORK - GENERIC CONTEXT

Our quality framework for educational support for children and young people with ASN in Shetland is part of an existing broader framework of service provision and partnership working. It is consistent with a number of quality models and awards including Investors in People and the Excellence Model of the European Foundation for Quality Management (EFQM). The approach is also consistent with the principles of Best Value, the statutory framework provided within the Local Government of Scotland Act 2003. This existing generic quality framework involves: interagency liaison, inter-disciplinary working, wider networking and strategic groups. Whilst these groups are not always dedicated to issues specifically around ASN or Children and Young People, they provide the overarching framework within which ASN education and development of services for ASN is offered. This documentation is based on this framework which is already in place and familiar to all public services. It is structured around the same six important questions for every service (listed below) and uses the same common language.

1. What key outcomes have we achieved?
2. How well do we meet the needs of our stakeholders?
3. How good is our delivery of services?
4. How good is our management?
5. How good is our leadership?
6. What is our capacity for improvement?

## SPECIALIST CONTEXT

Whilst it is crucial to align with the national standardised generic framework, care must be taken not to dilute the specialism required to ensure quality provision for ASN. There are key specialist elements, vital and specific to ASN children and young people which must additionally be considered alongside the generic context. Specific groups within ASN require even further consideration in order for unique and low statistic group needs to be met. This framework, with hyperlinks to appendices and cross-references, has been written to compile all the specialised elements for all areas of ASN. The aim is to enable schools and educational outreach services to use practical guidelines to inform and supplement 'How Good Is Our Schools 4?' and ASN services' self-evaluation systems which are already in place.

## NATIONAL EDUCATIONAL CONTEXT

'How Good Is Our School? 4 (HMIe 2015), 'How good is our early learning and childcare' (Education Scotland 2016) and contain the set of quality indicators which are the core tools for self- evaluation in Schools and Early Learning and Child Care Settings. These are already used widely in Shetland. This ASN framework is not intended to replace current approaches to self-evaluation and quality improvement, nor add further work to already busy schedules. It has been designed to help systematise, standardise, detail and supplement that which is already happening throughout our local schools and educational outreach services.

This framework helps establish a local tool with specific guidelines for minimum standards in ASN provision. It will help identify, maintain and develop the elements of good practice which already exist, identify potential gaps and assist the authority in planning and delivery of quality services. It provides a formalized system with minimum standards and standardized procedures and protocols across services as recommended by the review.

## SPECIFIC STANDARDS FOR ADDITIONAL SUPPORT NEEDS IN SHETLAND

To support our established educational ASN framework, seven sets of practical guidelines have been written in the form of minimum standard evidence statements. Each cover distinct areas relevant to ASN and can stand alone. These are:

- A Information
- B Identification, Consultation and Request for Involvement (RFI)
- C Assessment and Review
- D Partnership Working
- E Transition and Placement
- F Access to the Curriculum for Excellence
- G Leadership and management

Within each of the seven standard areas is a planning tool to assist service planning and development. There is a tick-box for monitoring of current status, and somewhere to record action planning notes for development, or alternatively, for noting evidence that a particular standard is met. There is also space for a review date. If a standard has been met and is noted, there is space for a hyperlink/appendix. Relevant documentation (evidence, where appropriate) would be added/hyperlinked to the file. This would eventually develop into an ASN working toolkit for the school or service.

The complete set caters for the full spectrum, varying perspectives and specialist elements of ASN Educational support in Shetland, encompassing:

- Outreach Services (Services to support those pupils whose needs can't be fully met by existing provision in schools: Hearing Impairment, Visual Impairment, Print-disability, Autistic Spectrum Disorder, Language and Communication Difficulties, Processing Difficulties, Behavioural Support, those requiring a Multisensory Curriculum, those unable to attend school and Pre-School Home Visiting Services)
- ASN provision within schools
- Working with Partner Agencies to meet Educational ASN needs (holistic approach as promoted by GIRFEC)

There are separate guidelines/standards for 'Schools' and 'Outreach Services' to cater for the different perspectives although there is some overlap.

## HOW TO USE THE GUIDELINES/STANDARDS

Use practically:

- as a guide for service /school educational delivery (How are we doing? How do we know? What are we going to do now?)
- to plan authority/service/school development through the action-planning part of the framework, supported by references to sources
- for induction of new staff to promote continuity, a consistent approach, awareness of roles, responsibilities and knowledge of minimum standards
- to provide new Managers/Principal Teachers access to a broad overview (What should be in place for this aspect of ASN provision? What should we be expected to know? What should we be doing?)
- to inform school/service improvement plans
- to inform individual workplans
- to support the HGIOS4 self-evaluation process
- alongside self- evaluation systems in existence, use to inform and monitor service/school educational delivery performance through analysis of evidence/impact
- to inform local managers and Quality Improvement Officers
- to inform external reviews

The guidelines/standards may be used in a variety of ways. Staff may want to reflect on individual responsibilities or work on certain areas in groups or teams. A Principal Teacher may wish to use them to gain an overall picture of ASN provision in school in all respects and use them broadly. In this way, issues needing 'a closer look' will be highlighted. The HGIOS process would then be used.

A school or service should focus on one standard area (or part of an area) at a time. It is not recommended that the whole standard framework should be used in a single session. All should be covered within a three to five year period, in line with recommendation in HGIOS 4. (Ref. HGIOS 4 p11)

## SELF EVALUATION

Self-evaluation is a reflective professional process now well-established in Scottish schools and educational settings. It is a dynamic process, which should go on throughout the year as an integral part of teaching and learning. It is forward looking and leads to change and improvement in educational experiences and outcomes. It should not be seen as an add-on or involve lots of bureaucracy. Evidence should arise from ongoing work. The process is collegiate in nature involving all staff and partners in professional discussion to develop a shared understanding of quality provision. The most important thing is being able to demonstrate impact in relation to improved outcomes for your learners.

These specific ASN standards can be used to inform and supplement the self-evaluation process providing a practical system for gathering specific evidence. This system can be used in tandem with the Government's

'How Good Is Our School 4?' self- evaluation resources. A cross-referencing matrix has been included in this framework to make this straightforward.

Fundamental to the development of this framework has been the involvement of Headteachers, Additional Support Needs Teachers, Pupil Support Teachers and centrally-based educational staff in consultation from an early stage. It is also important for future developments to include training in ASN for ASN, class and subject teachers and ongoing involvement of Pupil Support and Headteachers.

## REFERENCE LIST

- A guide to evaluating services for children and young people using quality indicators. (SEED2006)
- HGIOS 4 (Education Scotland 2015) /Child at the Centre/Curriculum for Excellence (SEED 2007) Self Evaluation by Peripatetic Services (2001 SEED/SCC)
- How well are we improving the lives of our children and young people? 'A guide to evaluating services for children and young people using quality indicators' (Care Inspectorate 2014)
- How good is our early learning and childcare? (Education Scotland 2016)
- A Scottish Vision (Aitken/Todd RNIB 2002)
- Quality Standards for Special Educational Needs (SEN) Support and Outreach Services (DCFS (Dept. of Children and Families Services 2008))
- Quality Standards in Education Support Services for Children and young people with Visual Impairment (DfES SEN (Dept. for Education and Skills 2002))
- Mobility and Habilitation Standards (DCFS Mobility - 2011)
- Perth and Kinross Support Manual (Education Through Care 2010)
- Support Manual (Shetland- adapted from above 2010)
- The Framework for Support, Additional Support for Learning (Dumfries and Galloway 2014)
- Managing Inclusion Guidelines (Shetland Islands Council 2010)
- Supporting Children's Learning-Code of Practice (revised edition 2010)
- GTCS How well are we improving the lives of Children and Young People? – A guide to evaluating Quality Services using Quality Indicators (April 2014)
- Education Scotland (<http://www.educationscotland.gov.uk>)
- Getting It Right For Every Child (<http://www.gov.scot/Topics/People/Young-People/gettingitright>)
- Getting It Right For Every Child (Shetland) ([http://www.shetland.gov.uk/children\\_and\\_families/GIRFEC.asp](http://www.shetland.gov.uk/children_and_families/GIRFEC.asp))
- Children and Young Peoples Act (Scotland 2014) <http://www.legislation.gov.uk/asp/2014/8/contents/enacted>
- Learning Provision for Complex Children and Young People with Complex Additional Support Needs <http://www.gov.scot/Topics/Education/DoranReview>
- Planning improvements for disabled pupils access to Education <http://www.gov.scot/Publications/2014/04/3411>

## Acronym list:

AAR	Assessment Arrangements
AHP	Allied Health Professionals
ASN	Additional Support Needs
CfE	Curriculum for Excellence
Clurian	Barnardo's outcomes
CPD	Continued Professional Development
CSP	Coordinated Support Plan
CYP	Child/Young Person
EOG(ASN)	Educational Outreach Group for Additional Support Needs
GIRFEC	Getting It Right For Every Child
IEP	Individual Educational Plan
INSET	In-Service Training
LAC	Looked After Children
MIG	Managing Inclusion Guidelines
NPM	National Practice Model
OT	Occupational Therapy
PLP	Personal Learning Plan
RAS	Record of Additional Support
RFI	Request for Involvement
SHANARRI	<b>Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included</b>
SLT	Speech and Language Therapy
SMART	Specific, Measurable, Achievable, Realistic, Timed
SMT	Senior/School Management Team
SW	Social Work