



# Parent Forum February 2025

## Agenda

- Inclusion Overview
- West Lothian Council Vision and Values
- GIRFEC
- Cluster Assessment Support Transition (CAST)
- Professional Learning
- Communication Pathways
- Examples of good practice

## Council Priorities 2023-2026



### Core purpose Education Support Services:

- Education Support Services aim is to ensure the continuity of delivery and service planning to react to changing cohorts of pupils coming through the education system.

The Service will:

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

# Scottish Context for Inclusion, Equality and Equity – Overview

Achievement, Attainment, Curriculum, Empowerment, Equity, Outcomes



For Scotland's learners, with Scotland's educators  
Do luchd-ionnsachaidh na h-Alba, le luchd-foghlaim Alba

## Inclusion

*"An inclusive approach affords all children and young people the opportunity to be a part of a community, boosting their emotional wellbeing and aiding the development of social skills. Scotland's inclusive approach celebrates diversity and allows all children and young people to develop an understanding and recognition of differences, contributing to the development of an increasingly inclusive, empathetic and more just society."*

Deputy First Minister. Guidance on the Presumption to provide education in a mainstream setting: Scottish Government (2019)

### Scottish Context for Inclusion, Equality and Equity

Scottish education is based on the belief that education is a human right and that all children and young people should be supported to reach their fullest potential.

Scotland's education system is designed to be an inclusive one for all children and young people in Scottish schools, with or without additional support needs.



# Presumption of Mainstream

Guidance on the presumption  
to provide education in a  
mainstream setting

March 2019

Support for Learning:  
All our Children and  
All their Potential

June 2020

Draft Statutory Guidance  
Standards in Scotland's  
Schools etc. Act 2000

August 2018



“Together, these four features support the delivery of inclusive learning environments for all children and young people that enable them to reach their full potential.”



## Inclusion - Present



- **All** children and young people should learn in environments which best meet their needs
- **All** children and young people should be fully engaged in the life of their school, through the inclusive ethos, culture and values of the school
- **All** children and young people should receive a fulltime education including flexible approaches to meet their needs

For Scotland's learners, with Scotland's educators  
Do luchd-ionnsachaidh na h-Alba, le luchd-foghlaim Alba



## Inclusion - Participating



### Key expectations:

- **All** children and young people should have their voices heard in decisions about their education. Including decisions on where they learn
- **All** children and young people will have the opportunity to participate and engage as fully as possible in all aspects of school or early learning and childcare life, including trips and extracurricular activity
- **All** children and young people should be enabled and supported to participate in their learning
- Children and young people with additional support needs, who are aged 12-15, also have extended rights within the ASL framework to use rights on their own behalf to affect decisions made about them

For Scotland's learners, with Scotland's educators  
Do luchd-ionnsachaidh na h-Alba, le luchd-foghlaim Alba

## Inclusion - Achieving



### Key expectations:

- **All** children and young people should be achieving to their full potential
- **All** children and young people should have access to a varied curriculum tailored to meet their needs

For Scotland's learners, with Scotland's educators  
Do luchd-ionnsachaidh na h-Alba, le luchd-foghlaim Alba

## Inclusion – Supported



### Key expectations:

- **All** children and young people should benefit from the ethos and culture of the school, inclusive learning and teaching practices and relationships
- **All** children and young people should be given the right help, at the right time, from the right people, to support their wellbeing in the right place
- **All** children and young people should be supported to participate in all parts of school life
- **All** children and young people should be supported to overcome barriers to learning and achieve their full potential

For Scotland's learners, with Scotland's educators  
Do luchd-ionnsachaidh na h-Alba, le luchd-foghlaim Alba



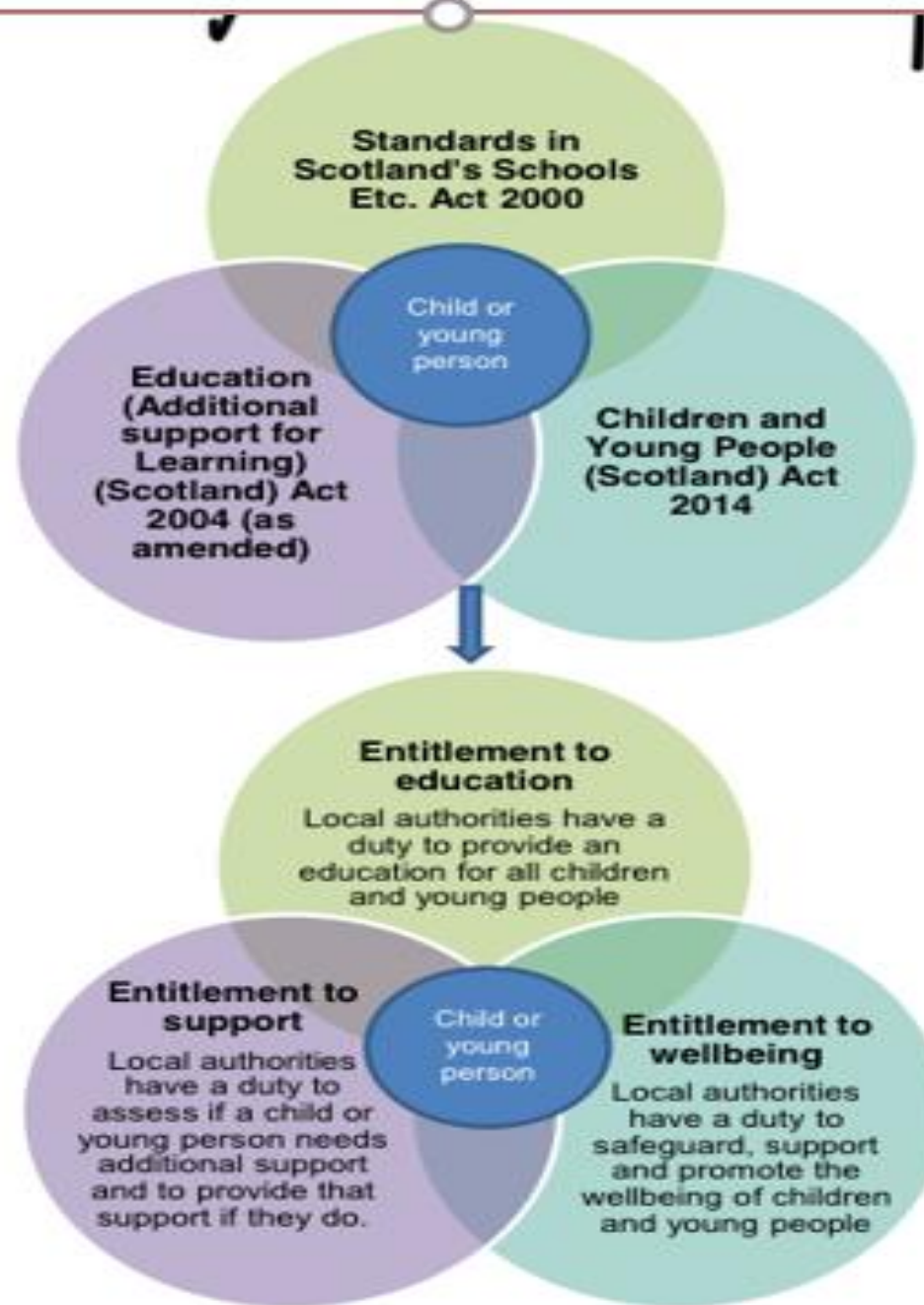
## How many learners in West Lothian have one or more ASN?

- **10,281** children in west Lothian have one or more Additional Support Need ( out of overall roll **27,459** )
- This equates to **37.4%** of all learners.

(Morgan Review 2020 cites 'In the last 10 years 5.4% increase which now identifies 30.9% of our children in school with a recognised ASN' )

- (Morgan Review June 2020 cites 30.9% as Scottish average)
- Number in primary – **4,610** – **30.57%** of **15,079** learners
- Number in secondary – **5,671** – **45.8%** of **12,380** learners

Legislative context



# Getting It Right For Every Child

Scottish Government

- Commitment to provide the right support at the right time to enable each child/young person to reach their full potential
- All children/young people to live in equal society enabling them to flourish, be treated with kindness, dignity and respect and have their rights upheld
- Scaffold of support to grow up loved, safe and respected
- Consistent framework and shared language for promoting, supporting and safeguarding the wellbeing of children and young people

**How?**

**Staged intervention**

**Assessment of Wellbeing**

**Child's Plan**





## GIRFEC refresh (Sept 2022) – a focus on children's rights

*'GIRFEC forms a foundation of Scotland's strong track record of respecting, protecting, and fulfilling children's rights in law, policy and practice.'*

*'GIRFEC puts the rights of all children and young people at the heart of good practice. Children's rights and wellbeing are intrinsically linked and are mutually reinforcing.'*

# Easy read documents

## 5. Using the National Practice Model

It is important to note that there will be occasions when, through the professional judgement of practitioners, emergency procedures must be instigated to address an immediate need for the child or young person to be 'safe'.

The wellbeing indicators (SHANARRI) can be used to structure the recording of routine information about a child or young person. This will allow proportionate and relevant information to be shared lawfully ([Practice Guidance 4: Information sharing](#)).

The National Practice Model has four steps outlined below. The voice of the child or young person should be evident at all stages; their opinions and perspectives need to be taken into account in accordance with age (see [glossary](#)) and maturity of the child (UNCRC, Article 12) in a developmentally appropriate way:

- [The Wellbeing Indicators](#): Using the wellbeing indicators (SHANARRI) in the 'Wellbeing Wheel' to observe, discuss and record information which may indicate the scaffolding of support needed for a child or young person.
- [The 'My World' Triangle](#): Helps to understand a child or young person's whole world. It can be used to explore their experience at every stage, recognising there are connections between the different parts of their world. In the assessment process, it can be used to explore strengths, needs and risks.
- [The Resilience Matrix](#): Used in more complex situations, the Resilience Matrix helps organise and analyse information when there is a perceived risk to a child or young person.
- [Planning, action and review using the 'Wellbeing Wheel'](#): When the child or young person's needs are clear, they can be summarised using the Wellbeing Wheel to develop an individual plan to provide support.

## Using the National Practice Model



The National Practice Model has four steps which are listed on the following pages. The voice of the child or young person should be heard at all stages.



There are five key questions that workers should ask when thinking about a child or young person's wellbeing needs:



- What is getting in the way of wellbeing?
- Do I have all the information I need to help?



- What can I do now to help?



- What can my service do now to help?



- What other help is needed from others?

## SECTION 2: THE CONTINUUM OF SUPPORT OVERVIEW

	Who are these children & young people?	How can we identify their needs?	How do we meet their needs?	How do we plan, implement and evaluate progress?	What documentation should be used?
<b>STAGE 1 – UNIVERSAL</b>	Pupils whose needs are met by the class staff team.	All learners' needs are regularly reviewed through the school's monitoring and tracking processes.  For example: attainment and ASN data/information, attainment meetings, wellbeing concern discussions, planning meetings, concerns raised by the child and/or parent/carer.	Through classroom based differentiation if required. This may include strategies and approaches such as ASD/dyslexia friendly strategies, effective learning & teaching strategies, Restorative and Solution Oriented approaches, whole-school Nurture, Rights Respecting Schools.	School processes for planning, monitoring & tracking, profiling and reporting.	School-based planning documents
<b>STAGE 2 – ADDITIONAL</b>	Pupils whose needs are met by the class staff team and also through targeted additional school-based intervention and support.	<i>Consideration should be given to the need for an Assessment of Wellbeing in order to identify needs and next steps.</i>	Through classroom based differentiation as above and also strategies such as SFL intervention, in-class support, specific literacy or numeracy interventions, Nurture group, counselling, targeted group intervention e.g. Give Us A Break, Fizzy Fingers.  Advice and consultation may be sought from support services (see Section 3 below)	School processes as above and consideration also being given to plans such as IEPs, Passports and Assessment of Wellbeing / Child's Planning Meetings	Assessment of Wellbeing / Child's Planning Meeting outcome document (if appropriate)  Passports (if used in school)  IEP (if appropriate)
<b>STAGE 3 – ENHANCED</b>	Pupils whose needs are met by the class staff team, targeted additional interventions and also through support from two or more agencies, or different parts of the same agency.	As above and also through Assessment of Wellbeing and Child's Planning processes.	Children and young people at stage 3 will have in place some stage 2 strategies or interventions.  Additionally they will be supported (Assessment, 1:1 input or groupwork) through partnership between the core/multi agencies: <ul style="list-style-type: none"><li>• Education Services</li><li>• Social Policy,</li><li>• Health and</li><li>• Voluntary Sector (see Section 3 below)</li></ul>	Stage 2 processes as above and an IEP and the Assessment of Wellbeing process will indicate that a Child's Plan is required in order to co-ordinate support. Co-ordinated Support Plans should be considered at this stage.	Assessment of Wellbeing  Child's Planning Meeting outcome document  Passports (if used)  IEP  CSP Assessment Tool  CSP (if required)  Partner agency referrals  LAC review planning documents (as appropriate)
<b>STAGE 4 – INTENSIVE</b>	Pupil needs are met through accessing an additional support needs school / base either full or part time.  This could be within or outwith West Lothian.	Pupils attending Beatlie, Cedarbank, Connelly, Ogilvie, Pinewood, The Skills Centre, ASD units within mainstream schools (primary and secondary), Murrayfield Language Centre (in-reach)  Other outwith Authority Special Schools as determined by SORG.	Needs are met within the curriculum delivery within the Additional Support Needs (ASN) school setting.	School processes for planning, monitoring & tracking, profiling and reporting within the ASN school context.	Assessment of Wellbeing  Child's Planning Meeting outcome document  IEP  CSP Assessment Tool  CSP (if required)  LAC review planning documents (as appropriate)

NATIONAL PRACTICE MODEL

# \* Additional Support for Learning Review June 2020 - Angela Morgan

‘Support for Learning: All Our Children and all their Potential’

**‘In the last 10 years there has been a 5.4% increase which now identifies 30.9% of our children in schools with a recognised ASN.’**

Nine themes/areas of recommendation to improve outcomes for children with ASN which has been agreed and to be actioned both nationally and locally.

## **Scottish Government’s response:**

- ‘Additional Support for Learning: Action Plan’ (Oct 2020)
- Set out actions to address the recommendations and enhance the experiences of children and young people with ASN.

## **Update:**

- ‘Additional Support for Learning Action Plan - A Progress Report from Scottish Government and COSLA’ (Nov 2021)

Updated action plans published in Spring 2022 and November 2024

# West Lothian Vision

For all schools to be able to provide a **high-quality learning experiences and environments** that meet the needs of all learners.

For all learners **to be educated in their local community** alongside their peers in mainstream settings as is their right according to article 28 of the United Nations Convention Rights of the Child (UNCRC) which states that children and young people have a right to education no matter who they are.

**Specialist provision** is provided in **exceptional** circumstances. Rigorous assessment for access to specialist provision is completed by a group of professionals who know the child and have a robust information to make an informed decision as to appropriateness of placement.



## CLUSTER ASSESSMENT AND SUPPORT for TRANSITION

### Pathways for Support

#### Cluster Assessment Support Transition meetings

#### Identified Outcomes

**Pathway 0** - Universal supports provided in mainstream establishments including but not exclusive to dyslexia support, support for learning, nurture, peer mentoring, counselling services and personal care.

**Pathway 1** - Primary school lead discussions with parents at local level. Secondary enhanced transition model is identified in collaboration with parents.

**Pathway 2** - Individual Support Plans - Assessment of wellbeing for transition to outline how needs can be met in mainstream. Professionals including Educational Psychologists may advise as appropriate.

**Pathway 3** - Considered for special placements in exceptional circumstances identified for pupils at continuum level 3 where mainstream education has been assessed as requiring bespoke planning for specific assessments of needs at authority level.

# Supports in Mainstream

## Aims of Support

- Improved outcomes and the delivery of excellence and equity for all children and young people
- Meeting the learning needs of all children and young people
- An inclusive approach which identifies and addresses barriers to learning for all children and empowers children and young people, parents and carers, teachers, practitioners and communities

Education Support Services Central Team

Strategic ASN Enhanced Provision

GIRFEC – assessments of wellbeing, child planning meetings etc

Wellbeing Recovery Group

Educational Psychologists

Ongoing training for school staff

# Presumption of Mainstream

## Parental Information

### Guidance on the Presumption to provide Education in a Mainstream setting

Scottish education has an inclusive ethos. Everyone involved in the education of Scotland's children and young people is working towards a single, clear vision for Scottish education - excellence and equity for every child and young person in Scotland.



An inclusive approach affords all children and young people the opportunity to be a part of a community, boosting their emotional wellbeing and aiding the development of social skills. Scotland's inclusive approach celebrates diversity and allows all children and young people to develop an understanding and recognition of differences, contributing to the development of an increasingly inclusive, empathetic and more just society.

*Deputy First Minister (2018) Guidance on the presumption to provide education in mainstream setting.*

### All our Children and All their Potential 2020

- Scotland has ground breaking, rights widening legislation for children who face additional barriers to learning and to fulfilling their potential.
- How all our children and young people experience their schools and communities matters.
- Showing that people who are different to them are valued, respected and included shapes the beliefs and attitudes, which will underpin their own contribution as adults to our communities and wider Scottish society.
- To maintain the visibility of children and young people who have additional support needs.
- The key purpose of supporting all children and young people to learn and achieve.

*"Embrace diversity including neuro-developmental differences such as autism and ADHD. Don't send those kids away. They can be creative, inventive and an asset to your school if provided the right support. This goes for all flavours of diversity"*  
(Parent)

### 2023 Report: The National Discussion on Education

#### Key Aspects:

- Children and young people are at the heart of education in Scotland.
- All learners are supported in inclusive learning environments which are safe, welcoming, caring, and proactively address any barriers to learning and inequities that exist or arise. The voices of the children and young people who said again that they wanted a safe, inclusive education system that valued everyone and celebrated all kinds of success.
- The definition of ASN is very wide and all-encompassing to identify as many potential "additional" needs as possible to ensure that all children who require support receive this.
- When over a third of the school-age population have an "additional" need, it no longer becomes something "additional" to the education system and children's experiences, it is a central feature of Scotland's school population.

# West Lothian Vision

For all schools to be able to provide high-quality learning experiences and environments that meet the needs of all learners.

For all learners to be educated in their local community alongside their peers as is their right according to Article 28 of the UNCRC which states that children and young people have the right to education no matter who they are.

Specialist provision is provided in exceptional circumstances only.

Rigorous assessment for access to specialist provision is completed by a group of professionals who know the child and have robust information to make an informed decision as to appropriateness of placement.

## Present Participating Achieving Support

*"Together, these four features support the delivery of inclusive learning environments for all children and young people that enable them to reach their full potential."*

*Presumption to provide education in a mainstream setting: guidance Scottish Government 2020*

## Continuum of support

The Continuum of Support is West Lothian's framework for supporting all learners to engage in education. Everyone involved in the education of West Lothian's children and young people is working towards an excellence and equity for every learner.

### Stage 1 – Universal

Pupils whose needs are met in the classroom/ELC setting. Schools will have classroom level supports and whole school strategies which reduce barriers to learning for all.

### Stage 2 – Targeted

Pupils whose needs are met by the class / ELC staff team, and also through targeted additional school-based intervention(s) and support. Supports for stage 1 will be in place.

### Stage 3 – Enhanced

Children and young people are assessed as **having significant support needs**, meaning their barriers to learning are likely to last for a year or more. The nature of the intervention required is such that an **enhanced level of support is required from two or more agencies, or different parts of the same agency**. Supports for stage 1 and 2 will be in place.

### Stage 4 – Intensive

The child or young person's needs are met **through intensive support**, accessing an **alternative appropriate educational setting or base** (which may be full-time or part-time). Furthermore, placement at an alternative appropriate educational provision may be within or out-with West Lothian. Supports for stage 1, 2 and 3 will be in place.

# CAST Process

## Cluster Assessment Support Transition (CAST)

### Transition meetings - Identified Outcomes

**Pathway 0** - Universal supports provided in mainstream establishments including but not exclusive to: dyslexia support, support for learning, nurture, peer mentoring, counselling services and personal care.

**Pathway 1** - Primary school lead discussions with parents at local level. Secondary enhanced transition model is identified in collaboration with parents.

**Pathway 2** - Individual Support Plans - Assessment of wellbeing for transition to outline how needs can be met in mainstream. Professionals including Educational Psychologists may advise as appropriate.

**Pathway 3** - Considered for special placements in exceptional circumstances. Identified for pupils at continuum stage 3, where mainstream education has been assessed as requiring bespoke planning for specific assessment of needs at authority level.

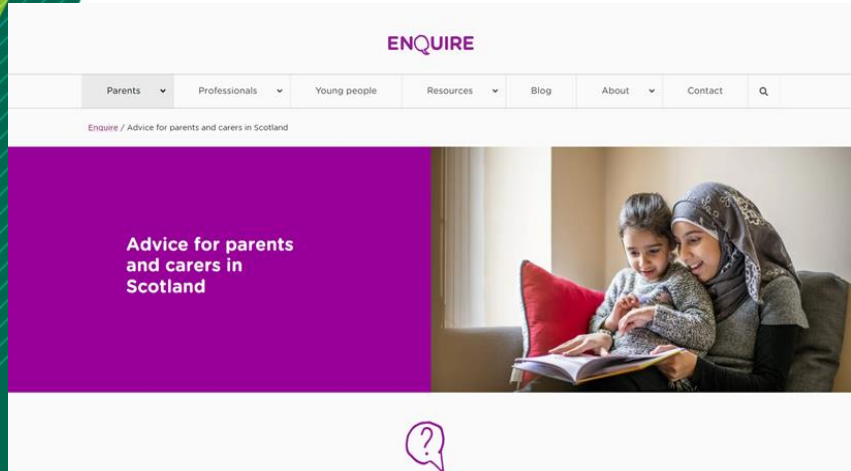
## Cluster Assessment Support Transition (CAST) Meetings

-  Robust and collaborative approach
-  Link Educational Psychologist and Inclusion and Support Service
-  Senior leaders from ELC, Primary & Secondary School
-  Education Support Service
-  Sharing models of support
-  Make Informed Decisions
-  Strategic Planning

*'An inclusive approach which recognises diversity and holds the ambition that all children and young people are enabled to achieve to their fullest potential is the cornerstone to achieve equity and excellence in education for all of our children and young people'*

*Presumption to provide education in a mainstream setting: guidance Scottish Government 2020.*

# SUPPORTS FOR PARENTS AND CARERS



[ENQUIRE Advice for parents and carers in Scotland - Enquire](#)



[About CoWL](#)



# Coaching & Mentoring

*Class teachers and pupil support workers are often looking for information about how to support learners with additional needs within their classes. Please explore the modules on this page to further your understanding on the following topics.*

- *Inclusive Practice*
- *Speech and Language*
- *Sensory Needs*
- *SEBN (Sensory, Emotional and Behavioural Needs)*
- *Autism*
- *Mental Health*
- *ADHD*





Global Developmental Delay and Intellectual Disability

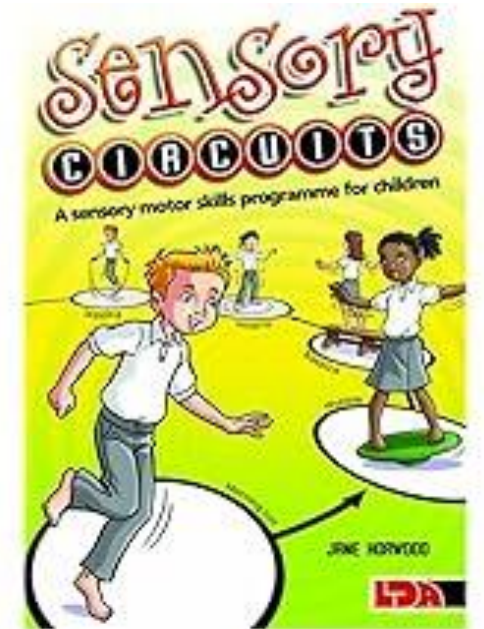
# Supported CLPL sessions

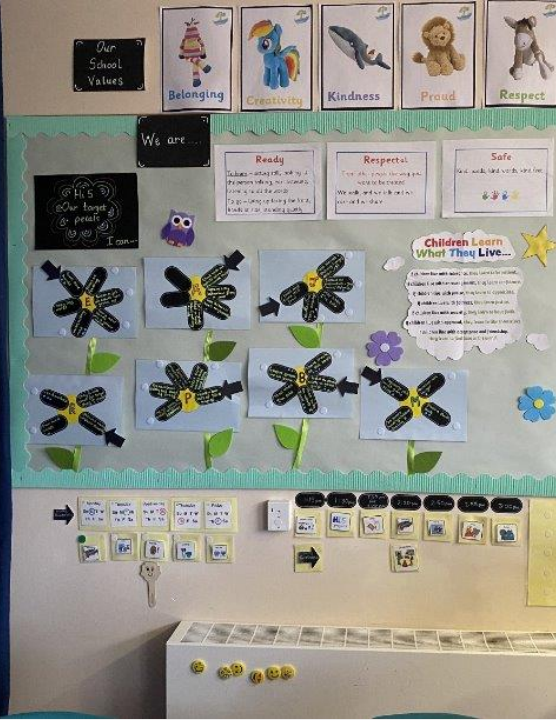


Understanding Neurodivergence

First	Then
 work	 play time

Supporting Communication





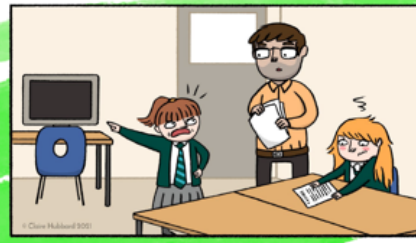
Supportive practice





## Supportive practice

Unit 5  
Is that fair?



### Examples of Pupil Work

How do these teachers define fairness?

Everyone being treated the same.

Everyone behaving and being kind to each other.

Everyone being equally treated

Everyone being inclusive

Everyone taking responsibility.

# EDUCATION SUPPORT SERVICES

## Inclusion in West Lothian

[Home](#) > [Schools and Education](#) > [Support for Pupils and Parents](#) > [Additional Support for Learning](#) >

[Education Support Services](#)

### Education Support Services

#### Education Support Services Vision and Values:

Support services across West Lothian Council work together under one service area to ensure continuity of delivery and service planning to react to changing cohorts of pupils coming through their educational pathway.

[Additional Support Needs  
in Schools](#)

Education Support  
Services - Statutory  
Support Services

Education Support  
Services - Policies and  
Procedures

Support and Interrupted  
Learner Services

Inclusion and Support  
Services

Education Psychology  
Service

Parental Information and  
Engagement

[Education Support Services  
- West Lothian Council](#)

# West Lothian Educational Psychology Service

## | Who are we?

Educational Psychologists use psychology to improve the wellbeing and education of young people. We work mainly through schools and early years settings.

Educational Psychologists follow professional standards as determined by the British Psychological Society and the Health and Care Professions Council.

## | Advice and Consultation

If a parent/carer, child/young person or another professional involved with a child – is concerned about a child's learning and/or wellbeing, the first step is to speak with the school or early years setting. After this, the school may wish to speak with the Educational Psychologist to get some advice on how to help. Parents/carers\* will always be asked to give consent for this discussion.

Often, this conversation will help to think of ideas to improve things and this will be shared with parents/

carers\* by the school. The Educational Psychologist will not meet parents/carers or children at this stage.

If, after trying some new approaches to help, the concerns continue, then it may be helpful to have a meeting in school with parents/carers\* to talk about things in more detail. Actions will be agreed at this meeting. The Educational Psychologist will not meet children individually at this stage.

## | Assessment

If the school and local authority will be considering the child's needs through formal assessment processes (eg. at key transition points) the educational psychologist will become involved as part of a team to provide assessment information. Parents/carers\* will be fully involved in this process.

The Educational Psychology Service also works as part of the team supporting children and young people who are Looked After.

More information about Educational Psychology Assessments in Scotland can be found on our website (see below) or by clicking [here](#).

\* Young People aged 12 years and over, who are able to, must also give consent for involvement with the Educational Psychology Service. They should be included in meetings about them and given copies of relevant information.



CONSULTATION



ASSESSMENT



INTERVENTION



TRAINING



RESEARCH AND  
DEVELOPMENT

Further information about our Service, including our General Data Protection Regulations (GDPR) statement, can be found on our web-site: [www.westlothian.gov.uk/EducationPsychologyService](http://www.westlothian.gov.uk/EducationPsychologyService)

Information about additional support needs can be found by visiting: [enquire.org.uk](http://enquire.org.uk)

