



Every child is included and supported: Getting it right in Glasgow, the Nurturing City

Policy Guidelines

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POLICY GUIDELINES

Introduction

Every child is included and supported is Glasgow City Council Education Services' policy on inclusion. The Policy is targeted at Heads of establishment and their staff teams in the first instance. It was initially updated in 2011 in response to legislative changes and a review carried out during 2009-2010.

This 2015 update takes full account of:

- Glasgow's developing vision for the inclusive support of all children and young people;
- *The Children and Young People (Scotland) Act 2014* which outlines the national approach to ensuring improved outcomes for children and young people;
- *The Equality Act 2010*;
- *The Additional Support for Learning (Scotland) Act of 2004* and its amendments of 2009;
- *Standards in Scotland's Schools etc. Act 2000* which emphasises a presumption of mainstream education for all children and young people;
- Consultation with stakeholders during 2009-2010 and, through a Core Consultation Group and a series of parents' conferences, continued during 2013-2014; and
- Ongoing consultation with staff.

The updated policy is informed by:

- our ongoing development of the curriculum and of learning and teaching; and
- our strategic commitment to promoting positive behaviour and to nurturing approaches.

The policy is linked to the *Corporate Parenting Policy* and to the work of the Child Protection Committee and is supported by our commitment to the professional development of our staff in line with the General Teaching Council Scotland's requirement for professional update. In line with *The Children and Young People Act*, this policy applies to all children and young people in Glasgow's establishments.

This policy is divided into the following sections:

1. Rationale and principles of *Every child is included and supported: Getting it right in Glasgow, the Nurturing City*;
2. The National and International context for the development of inclusive approaches, including:
 - *The Children and Young People's Act 2014*;
 - The Acts of 2004, 2009 and the Code of Practice;
 - International legislation; and
 - Current research.
3. Roles and responsibilities of all staff
4. Children's rights and children's voices
5. Universal support for children and young people
6. Assessing wellbeing and planning targeted support - the Wellbeing Assessment and Plan
7. Planning pathways and provision for children and young people with additional support needs
8. Working with parents/carers, children and young people to plan support
9. Professional development for staff
10. Self-evaluation and planning for improvement
11. Managing information and protecting data
12. Appendices:
 - Inclusion: What does research tell us?;
 - Further reading and useful resources
<http://www.gov.scot/Topics/People/Young-People/gettingitright>
<http://www.goglasgow.org.uk/Pages>Show/1556>

The policy is further supported by a series of guidelines and advice, in the form of support booklets, which cover the following areas:

- Named persons and lead professionals, including information sharing. (This booklet is currently under development.);
- Co-ordinated Support Plans;
- Supporting Glasgow's Learners – Inclusion Support protocols;
- Planning pathways;
- Routes to Resolution;
- Young Carers;
- Looked after children and young people;
- Promoting Positive Relationships in Glasgow – The Nurturing City;
- Accessibility Strategy;
- Shared and alternative placements; and
- Establishment Policy Guidelines.

Section 1

Rationale and principles of Glasgow City Council Education Services' policy, *Every Child is included and supported: Getting it right in Glasgow, the Nurturing City*

The aims of this policy are:

- to reflect the requirements of legislation and ensure these are being met;
- to ensure that the needs of individual children and young people are met in as inclusive a way as possible;
- to guide and support progress in developing nurturing schools in a nurturing city;
- to direct the provision of universal and targeted support in order to ensure the wellbeing of all our children and young people;
- to ensure that targeted support is based on the appropriate identification and assessment of additional support needs;
- to promote and ensure effective collaboration among all those supporting children and young people;
- to establish the rights of children and young people and of their parents and carers within the framework for support;
- to develop and support the skill levels of staff as these in conjunction with positive attitudes are a critical factor in ensuring better outcomes for all children and young people; and
- to recognise that very good curriculum design and excellent learning and teaching are essential in order to ensure that the needs of children and young people are met.

Rationale and vision

It is Glasgow's ambition to be 'the nurturing city'.

A nurturing city has schools in which children and young people feel they belong, they are listened to and they and their families are valued. The ethos of nurturing schools is supportive and all staff are clear about their roles and responsibilities. In nurturing schools, staff continually and collaboratively evaluate their practice to ensure that it promotes the wellbeing of all children and young people. They understand that supporting all children and young people and ensuring they make the best possible progress depends on the curriculum they provide, on learning and teaching of the highest quality and on their commitment to continuing professional development.

Principles

The principle of inclusion is at the heart of nurturing schools. Glasgow has a clear and ambitious vision for inclusion:

- All our children and young people will grow and learn in environments where they are safe and healthy, active, nurtured and achieving, respected, responsible and included. They will be valued as individuals and their needs will be understood and met;
- Almost all our children and young people with identified additional support needs will go to school within their local community and with their peers, with appropriate support which is based on robust, collaborative assessment of their needs;
- Together, staff, families and young people themselves will be fully involved in planning appropriate pathways for those few children and young people who require a very high level of additional support;
- All our staff will understand and fulfil their responsibilities to assess and meet the needs of all children and young people. Together, they will meet these needs by ensuring appropriate curriculum design, providing learning experiences of the highest quality and planning and tracking the progress of individual children and young people. They will work collaboratively with colleagues from health, social work and the voluntary sector to provide coherent support. They will continually update their professional knowledge and skills;
- We will ensure that an appropriate range of provision is in place to meet the needs of all our children and young people. We will deploy resources as flexibly as possible, ensuring that planning and provision meet the needs of individual children and young people. We will try to provide the right support as close to a child or young person's local community as possible and, in line with legislation, in mainstream environments;
- We will encourage and support staff to develop their skills and experience in meeting specific needs. Those staff with additional specialist skills and experience will understand and develop their role in supporting colleagues in schools across the city;
- We will continually evaluate the impact on children and young people of the support we are providing; and
- In developing our approach to inclusion, we will listen to the voices of children and young people and their parents and carers, and take account of their views.

Section 2

The National and International Contexts

The National Context

The Children and Young People (Scotland) Act 2014
This confirms that 'Getting It Right For Every Child' <http://www.gov.scot/Topics/People/Young-People/gettingitright> is now the national approach, enshrined in law. It is the key driver to improve outcomes for all children and young people and its strategic overarching framework therefore supports all other legislation and policies related to meeting needs in our schools and early years establishments. The act ensures that there is a single planning approach for all children who require additional support; that the Named Person is the single point of contact for every child (from August 2016); and that a holistic understanding of wellbeing is provided through the eight wellbeing indicators as part of the National Practice Model.

<http://www.gov.scot/Topics/People/Young-People/gettingitright/national-practice-model>

It puts children and families at the centre of planning improvements in outcomes, with early, minimum yet effective intervention. Where a child or young person requires multi-agency supports, a Lead Professional will ensure a co-ordinated team approach. This act emphasises that it is the responsibility of each and every member of the universal service of education, to support, promote and safeguard all aspects of the wellbeing of Glasgow's children and young people. It ensures that all practitioners take a holistic view of the child and that their needs are assessed in the wider context of barriers to wellbeing. The approach continues to be proportionate to the individual child's needs. When there is a concern regarding a child's wellbeing, we continue to assess and plan in keeping with our staged intervention approach, using the wellbeing indicators as a shared language with our multi agency partners. Our policy confirms that children's wellbeing is firmly linked to children's rights (United Nations Convention on the Rights of the Child) and to Curriculum for Excellence.

The Acts of 2004 and 2009 and the National Code of Practice

The Education (Additional Support for Learning) (Scotland) Act 2004 also provides a legal framework which underpins the system for identifying and addressing the additional support needs of children and young people who face barriers to learning. The act aims to ensure that they are provided with the support they need to achieve their full potential. It promotes collaborative working among all those supporting children and young people and sets out rights for parents and carers. The 2004 Act was amended in 2009. Some of these amendments related to the following key areas:

- The definition of additional support needs;
- Placing requests;
- Mediation services;
- Inter-authority arrangements;
- The right to assessment and examination;
- Looked after children;
- Pre-school children;
- The jurisdiction and operation of the Additional Support Needs Tribunal; and
- The requirement for education authorities to submit statistical information relating to ASN to Scottish ministers.

This policy has taken account of these amendments.

Following the 2009 Act, the national Code of Practice was updated. The Code of Practice explains the principles of legislation and education authorities have a duty to have regard to its advice. It includes features of good practice and very useful case studies. It clarifies arrangements for resolving differences between families and education authorities.

Practitioners should ensure they are familiar with the requirements of the legislation of 2004 and 2009 and that they refer to the Code of Practice for advice and guidance. The Code of Practice is currently being revised.

<http://www.gov.scot/Publications/2011/04/04090720/0>

The International Context

International Legislation

Children's right to an inclusive education is widely recognised in international human rights law. The UN Convention on the Rights of the Child (1990) has been instrumental in setting the standards for all issues relating to children and identified basic human rights that children everywhere should have. Four core principles were highlighted:

- Non-discrimination;
- The best interests of the child;
- Optimal development; and
- Respect for the views of the child.

The United Nations and its agency UNESCO have played a significant role in promoting inclusive education and the UNESCO Salamanca Statement and framework for Action in Special Needs Education (1994) demonstrated an international commitment to inclusive education. It included the agreements that children with additional support needs must have access to regular schools which should accommodate them within a child-centred pedagogy capable of meeting these needs and that regular schools are the most effective means of combating discriminatory attitudes and building an inclusive society.

The UN Convention on the Rights of Persons with Disabilities (2006) explicitly states that education for children with additional support needs should be inclusive and there should be equal access to educational services for all. This highlighted a significant paradigm shift from a medical model (seeing the location of disability with the person) to a social model approach (seeing the problem with society) and barriers it creates for people with disabilities. In order to implement inclusive education, the UN suggests that countries need to have a clear policy at schools and wider community levels which allows for a flexible curriculum alongside ongoing teacher training and support.

Inclusion: what does research tell us?

With the growing emphasis on inclusion within the children's rights agenda and a growing body of research which supports inclusion in mainstream, the focus has been shifting towards what factors support inclusion when it does work, as well as looking at what common misconceptions we have that act as barriers to inclusion.

What works in supporting inclusive practice?

There are many factors that support inclusive practice in our establishments. Some of these include:

- ensuring that all staff have opportunities for continuing professional development, increasing and expanding the skill base of all staff;
- peer support – teachers and other staff who have developed their own expertise then supporting their colleagues;
- a focused examination and agreement on the most appropriate available resources to support inclusive practice;
- pupils supporting other pupils;
- carrying out an analysis of the learning environment in classrooms and playrooms and making adjustments where necessary and when possible;
- maintaining high expectations both in terms of our aspirations for young people and for our staff working with them; and
- strong leadership across the establishment.

Further information on current research and 'what works' is available in Appendix 1.

Section 3

Roles and responsibilities of all staff

Meeting the needs of children and young people who require additional support is the responsibility of every member of staff.

In Glasgow establishments we expect all staff to:

- know the children they work with very well;
- value, respect and listen to all children and young people and their families;
- fully understand the principles of nurture and use this understanding to ensure that children feel safe and respected and can grow and learn;
- understand and implement effectively Glasgow's policies and procedures for keeping children safe and for supporting them;
- contribute, as appropriate, to the assessment of need, using the eight indicators of wellbeing as their organising principle;
- contribute, as appropriate, to the planning of appropriate support and the setting of targets which will lead to improved outcomes for children;
- track and evaluate the progress of all children and young people;
- work in collaboration with each other and with colleagues from other agencies or services to assess and meet needs; and
- evaluate fully their own professional development needs and ensure, through continuing professional development, that they have the right skills to meet the needs of all children and young people. All our staff are expected to work towards the common core skills

The table below outlines the specific roles and responsibilities that teachers, child development officers, senior managers, head teachers and ASN co-ordinators, educational psychologists and other officers of the Education Authority, such as Area Education Officers and Quality Improvement Officers have.

Roles and Responsibilities			
Teachers and CDOs	Headteachers, ASN co-ordinators and other senior leaders	Educational Psychologists	Senior officers of the Authority, for example AEO, and QIOs
Create an inclusive and welcoming learning environment for all children and young people.	Lead their school in developing an ethos of inclusion in which all children and young people are nurtured and included. Contribute to the development of inclusion, in both principle and practice, across the city.	Support and help to develop an ethos of inclusion throughout schools and across the city.	At strategic and operational level take forward the commitment of Glasgow to being a nurturing and inclusive city.
Plan learning and access to the curriculum so that all children and young people are included and making any necessary adaptations to their classroom environment and practice.	Put in place appropriate and effective structures for staged intervention and planning to meet needs, ensuring that everyone understands their roles and responsibilities.	Work within the school's and GCC's agreed structures for staged intervention and planning support and guide staff on managing and using these effectively.	Monitor and evaluate the ways in which schools are using agreed GCC policy and practice to ensure that the needs of children and young people are met.
Ensure they have a full understanding of GCC policies and processes relating to inclusion.	Ensure that GCC's policies relating to children's safety and wellbeing are fully and effectively implemented.	Support staff in understanding both policy and practice in relation to key aspects of inclusion.	Ensure that, across the city, policies and processes are communicated and clearly understood.
Evaluate their own professional development and keep up to date with thinking and research on inclusion.	Evaluate their own professional development and keep up to date with thinking and research on inclusion.	Evaluate their own professional development and keep up to date with thinking and research on inclusion.	Evaluate their own professional development and keep up to date with thinking and research on inclusion.
Work collaboratively with colleagues from their own and other services and seek advice and support whenever necessary.	Work collaboratively with colleagues and enable collaborative working across the school.	Work collaboratively with colleagues and support collaborative working across the school.	Work collaboratively with colleagues and promote collaborative working across the city.
Contribute to decisions about staged intervention and to assessment, planning to meet needs, carrying out plans put in place and reviewing progress.	Ensure that the school has a clearly understood position statement on staged intervention and planning to meet needs and that this is communicated to and adhered to by all staff.	Support schools in relation to staged intervention. Advise and guide HTs regarding any considerations of alternative pathways. Where appropriate, review the supporting paperwork and ensure EP viewpoint is clearly captured	Respond appropriately to concerns that schools raise and to referrals for possible alternative pathways.

Roles and Responsibilities			
Teachers and CDOs	Headteachers, ASN co-ordinators and other senior leaders	Educational Psychologists	Senior officers of the Authority, for example AEO, and QIOs
Work very closely with parents and carers and taking their views into account	Ensure that parents/carers are fully involved in decision about their children's wellbeing and progress.	Ensure that parents/carers are fully involved in decisions about their children's wellbeing and progress.	Ensure that parents/carers are fully involved in decision about their children's wellbeing and progress.
Listen to and valuing the views of children and young people about their own experience.	Ensure that children and young people are listened to and that a variety of effective mechanisms are in place so that they can express their views on all areas of school life.	Support children and young people to communicate their views.	Ensure that the voices and views of children and young people are heard and respected.
Ensure that every day and in all circumstances, their practice models and reflects the inclusive ethos of their school and that in challenging or difficult circumstances, they keep focused on what each child or young person needs.	Lead and model the best possible practice in relation to inclusion and challenge and support any who do not meet expectations.	Lead and model the best possible practice in relation to inclusion Use their professional skill and expertise to guide and support assessment and develop the capacity of schools and staff to meet the needs of children and young people.	Lead and model the best possible practice in relation to inclusion and challenge and support any who do not meet expectations.
Keep children and their wellbeing at the heart of all decisions that are made, work collaboratively to find solutions to any challenges that arise.	Keep children and their wellbeing at the heart of all decisions that are made, work collaboratively to find solutions to any challenges that arise.	Keep children and their wellbeing at the heart of all decisions that are made, work collaboratively to find solutions to any challenges that arise.	Keep children and their wellbeing at the heart of all decisions that are made, work collaboratively to find solutions to any challenges that arise.

Section 4

Children's rights and children's voices

The UNCRC (The United Nations Convention on the Rights of the Child) applies to all children and young people from birth to 18. The convention protects children's rights. In the UK and Scotland, its influence is clearly seen in the legislation and service provision that protect and support children to thrive and develop.

The rights of the child are embedded within the *Children and Young People (Scotland) Act 2014*. Accordingly the articles of the UNCRC should influence policy and practice in every establishment building an ethos of positive relationships where children are respected, listened to and supported to participate. All adults working with children and young people should ensure their actions support the best interest of the child (article 3). Children have the right to an inclusive education (article 28) which develops their personality, talents and abilities to the fullest (article 29). In addition, the *Children and Young People (Scotland) Act 2014* makes it clear that in deciding whether a child's plan is required, so far as

is reasonably practicable, the views of the child must be ascertained, taken into account and documented. In Glasgow we want every child to be supported to achieve their full potential and contribute positively to their communities throughout their lives. We need the commitment of all adults to achieve this goal. Although there are many ways in which adults might consult with children and young people Glasgow Psychological Service has been involved in the development of two specific tools which link directly to GIRFEC and the wellbeing indicators: *Nurturing Me* and the *Glasgow Motivation and Wellbeing Profile (GMWP)*.

More information in regard to the GMWP can be found in Appendix 3.

Further information in regard to children's rights can be found at:

<http://www.glasgow.gov.uk/index.aspx?articleid=9443>

Section 5

Universal support for children and young people

Glasgow's policy, *Every child is included and supported: Getting it right in Glasgow, the Nurturing City*, applies to all the children and young people for whose education Glasgow City Council is responsible.

The ethos of the school and the climate and relationships created within the learning environment in every playroom and classroom are the basis of universal support. An inclusive learning environment is one in which all children and young people experience learning which meets their individual needs and supports them as they develop the four capacities of Curriculum for Excellence: successful learners, confident individuals, responsible citizens and effective contributors. Health and Wellbeing is a central theme in Curriculum for Excellence, central

to developing these four capacities. As such, Health and wellbeing is the responsibility of all staff. All staff should provide appropriate, quality learning experiences across the curriculum which allows personalisation and choice for learners in a challenging yet supportive environment. In this way, barriers are addressed and all learners are supported to achieve at the highest level they are capable of. This is particularly important for those children and young people who require additional support with their learning.

The key adult, the practitioner who knows the child well and has a holistic overview of their progress, through regular dialogue with the child about their learning, has a major role to play in the provision of such universal support.

Section 6

Assessing wellbeing and planning targeted support: the wellbeing assessment and plan

The wellbeing assessment and plan

A child or young person's need for additional support is addressed as shown in the diagram below through a cycle of identification, assessment, planning, providing support, and then reviewing the outcomes.



Features of good practice in establishments and services			
Identifying	Assessing	Planning and provising support	Reviewing
<p>Listening to and recording the views of parents/carers, children and young people.</p> <p>Collaborating with partners.</p> <p>Ongoing monitoring.</p> <p>Having a forum to discuss needs and progress.</p>	<p>Using appropriate and inappropriate language.</p> <p>Ensuring assessment approach meets the needs of the individual child.</p> <p>Gathering views of a range of partners.</p> <p>Discussing approaches and their outcomes.</p> <p>Listening to and recording the views of parents/carers, children and young people.</p>	<p>Plans based clearly on outcomes and assessment.</p> <p>Planned and co-ordinated support appropriate to context.</p> <p>Appropriate classroom/play room practice.</p> <p>Listening to and recording the views of parents/carers, children and young people.</p>	<p>Regular informal monitoring.</p> <p>Regular formal and collaborative reviews.</p> <p>Careful recording of outcomes.</p> <p>Outcomes used to to inform next steps and future planning.</p> <p>Listening to and recording the views of parents/carers, children and young people.</p>

In Glasgow, the staged intervention framework guides practitioners in meeting support needs. This section of our policy outlines Glasgow's staged intervention framework and its processes for identifying, assessing, recording, planning for and putting in place support and reviewing progress:

- 6.1 Identification and assessment
- 6.2 Planning and putting in place support and reviewing progress – the staged intervention framework

It then goes on to consider particular aspects of planning for and providing support under the following sub headings:

- 6.3 Co-ordinated Support Plans
- 6.4 Transitions
- 6.5 Working in partnership
- 6.6 Looked after children and young people
- 6.7 Pre-school children

6.1 Identification and assessment

Education Services places high priority on the early identification of children and young people who require additional support in order to support staff to take action to ensure that these children are able to achieve their full potential.

Identification and assessment in the early years

At the heart of The Early Years Framework* is an approach which recognises the right of all young children to high quality relationships, environments and services which offer a holistic approach to meeting their needs. Such needs should be interpreted broadly and encompass play, learning, social relationships and emotional and physical wellbeing. This approach is important for all children but is of particular benefit in offering effective support to those children and families requiring higher levels of support. Glasgow City Council fully endorses the legislative requirement that National Health Service staff should bring to the attention of the education authority children under three years of age who have a disability. We will work with our partners, including health visitors, social work staff and therapists, and with parents and carers to identify whether the child has additional support needs arising from that disability and we will ensure that the child receives the additional support required. We will work closely with health visitors, the Named Persons for all children in early years establishments, to ensure a collaborative approach to meeting their needs.

The Psychological Service will play a key role in early assessment of children with significant needs. The multi-agency Early Years Community Assessment Teams, will consider all relevant information with regard to children under the age of five years. This group will consider how best to further assess (if required), plan and make provision to meet the child's additional support needs. Its members will take into account the views of parents/carers and all available information. Early Years staff have a responsibility to inform the child's health visitor, as the Named Person, if they have a concern about a child's wellbeing. Early Years staff will work in partnership with the child's Named Person to assess, plan and make provision to meet a child's additional support needs, in conjunction with parents/carers and relevant agencies. Where appropriate and agreed, Early Years staff will become the Lead Professional for the child, ensuring a co-ordinated team approach to providing support.

Identification and assessment for school aged pupils

Schools have a responsibility for identifying and assessing pupils who do not seem to be making progress in learning and for taking action to support their learning and wellbeing. The child's Named Person leads on this responsibility. In Glasgow primary schools, the Named Person will normally be the headteacher or depute headteacher. In Glasgow secondary schools, the role is normally undertaken by a Principal Teacher of Pupil Support.

The first signs of a requirement for additional intervention can occur at any stage in primary or secondary schools.

Such a responsibility starts in the classroom with the class teacher who is supported by promoted staff. The five key GIRFEC questions support all practitioners, at every level, from all agencies, in their role in supporting the wellbeing of all children and young people:

- What is getting in the way of this child's or young person's wellbeing?;
- Do I have all the information I need to help this child and young person?;
- What can I do now to help this child and young person?;
- What can my agency do to help this child or young person?; and
- What additional help, if any, may be needed from others?

<http://www.gov.scot/Publications/2010/07/19145422/5>

The Named Person** may seek advice from other professionals, such as Educational Psychologists or Speech and Language Therapists, to determine whether referrals to other agencies are necessary. **It is vital that children/young people are identified and supported at the earliest possible stage.**

Parents/carers may be the first to draw to the attention of the Named Person, any concerns they have about a child or young person. Schools must listen to such concerns and respond to them with sensitivity. Named Persons should also be responsive to any concerns raised by children/young people themselves and should ensure that these concerns are addressed. Establishments will ensure that any concerns raised by parents or by a child or young person are recorded and that the outcomes of such an expression of concern are known to and understood by everyone involved.

When the Named Person receives notification of a concern from an external agency or individual, they

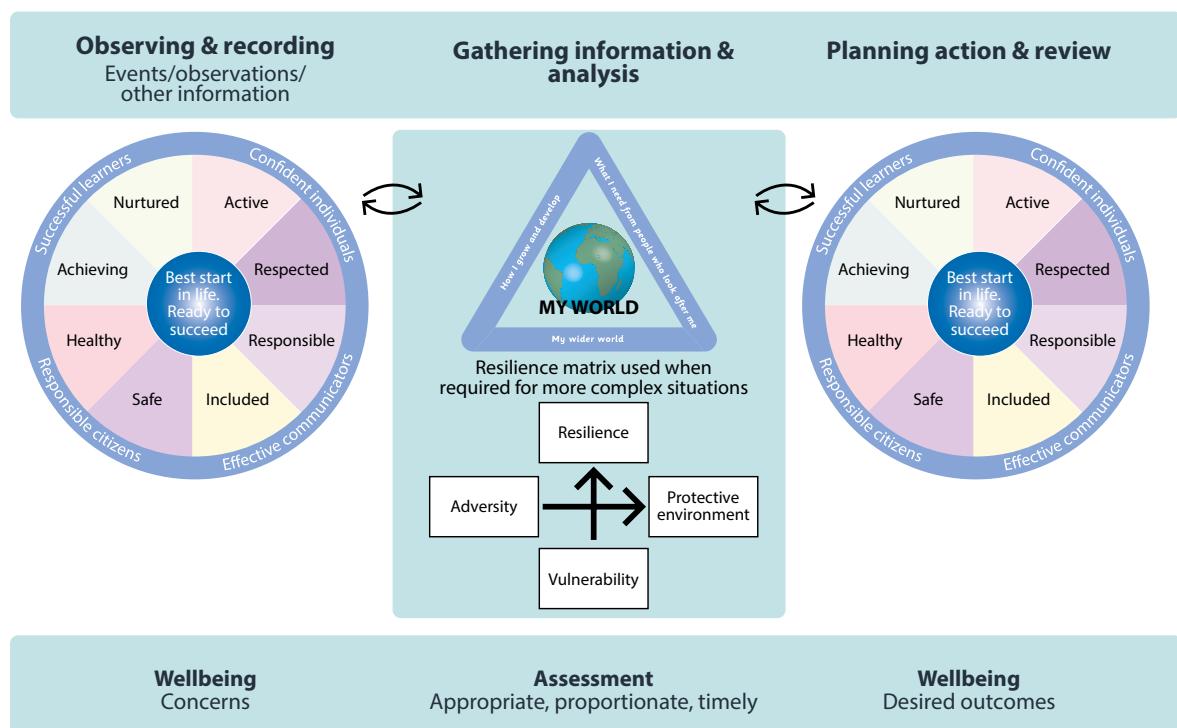
*The early years framework. Scottish Government, 2008

**This Legislation comes into effect August 2016

must ensure that such concerns are recorded in pastoral notes, followed through, and the named person must collaborate in joint assessment where appropriate. Where children or young people with additional support needs, are receiving support from other professionals or are subject to review and support systems other than those specifically relating to education, for example those who are looked after, the Named Person will work closely with the Lead Professional, as agreed, to ensure a co-ordinated approach to support for the child/ young person.

National practice model

<http://www.gov.scot/Resource/0040/00408987-500.jpg>



any specialist assessments, and in collating that information within the four headings of resilience, vulnerability, protective environment and adversity. The concept of resilience is fundamental to children's wellbeing.

<http://www.gov.scot/Topics/People/Young-People/gettingitright/national-practice-model>

Establishments must record the approaches to assessments used and the outcomes of assessment. Parents/carers must be fully involved in the assessment process and establishments and services must notify parents and carers of the means by which assessment is carried out and of their outcomes. This must be recorded within the Wellbeing Assessment and Plan (WAP).

Parents, carers and young people can make a request for assessment, and for assessment of a particular kind, at any time. All such requests must be agreed to unless they are unreasonable.

Education Services recognises that assessment is much more than formal testing. Establishments are encouraged, with the support of Psychological Services, to use the most appropriate means of assessing and monitoring a child and young person's support needs. This is within the framework of the National Practice Model, using the Wellbeing Indicators, the My World Triangle and the Resilience Matrix. This Matrix supports the practitioner in taking the strengths and concerns, identified from gathering information using the My World Triangle, along with

A request will be deemed unreasonable if, among other things, it:

- replicates a recent and robust assessment which has already been taken into account in pupil planning;
- involves an approach to assessment the validity of which would not be supported by evidence based practice;
- is unnecessarily intrusive on the child/young person; and
- is unreasonable in terms of costs.

Any request from a parent, carer or young person for assessment and the outcome of such a request should be recorded.

Education Services will provide information to parents and carers on how they can request an assessment to determine whether or not their child has additional support needs.

6.2 Staged intervention, the Wellbeing Assessment and Plan (WAP) and planning for targeted support

An overview of the staged intervention framework

Glasgow City Council uses its Staged Intervention Framework for ensuring that children and young people have their needs met in an open, fair and consistent way. Staged Intervention reflects the fact that children and young people who face barriers to their learning and wellbeing require differing levels of support and intervention. Staged Intervention is essential in order to plan for and organise additional support for learning within establishments and learning communities, Local Improvement Groups and clusters and indeed, citywide.

Staged Intervention also helps to ensure greater consistency across establishments in assessing and providing for children and young people with additional support needs.

Staged Intervention means that children and young people receive support at the right level in order to meet their needs. The forms of support required by individuals vary across and even within, stages. Most children/young people with additional support needs receive the level of support described at *Stage 1*. With appropriate help, they progress to the point where they no longer require additional support. In contrast, a small number of children and young people require high levels of support from an early age and continue to need the level of support described at *Stage 4* throughout their education and development.

Partner services and appropriate agencies engage with educational services in providing assessment and support to children/young people at Stages 3 and 4. The Named Person may also seek advice from partner services and agencies about children and young people requiring support at Stages 1 and 2. The Learning Community Joint Support Team (LC-JST) is the appropriate forum for both multi-agency advice and decision making regarding support for a child or young person's needs.

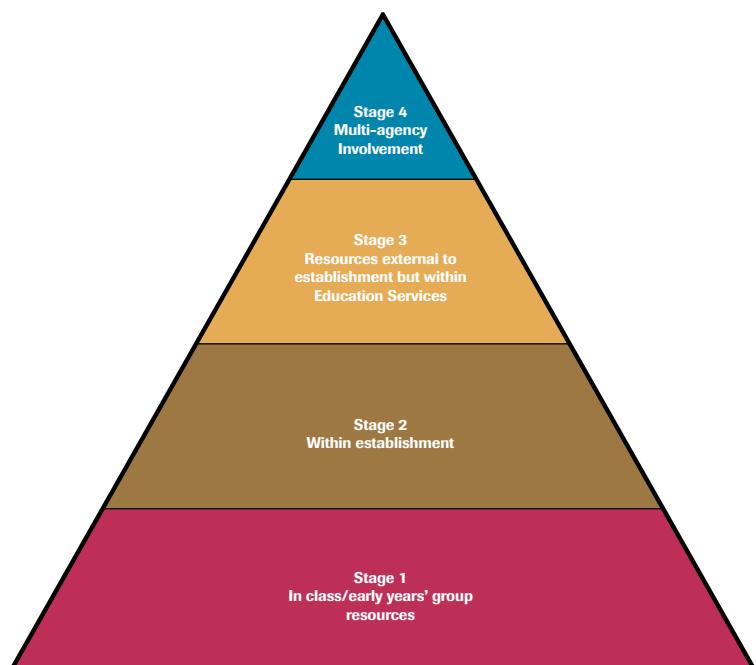
'Early Years Joint Support Teams' are the multi-agency group which, as part of the early years One Glasgow initiative, target resources and support to 'just coping families' as part of Glasgow's early intervention strategy. These should not be confused with the Joint Support Teams outlined above.

https://www.goglasgow.org.uk/content/UserGenerated/file/Policies_Guidelines/LearningCommunity_JST_GuidelinesFull.doc

At every stage of staged intervention, it is important that the views of children and parents are recorded.

Staged intervention framework

Teaching and learning and curriculum planning that meets the needs of all.



The Wellbeing Assessment and Plan (WAP)

When thinking about a child's needs, it is important to approach this in a holistic way. The Wellbeing Assessment and Plan (WAP) should provide a holistic overview of the child's wellbeing and is a means to plan for and record, the wellbeing needs and how the assessment of need has been reached.

The National Practice Model provides a shared framework for all agencies who have a role in supporting, promoting and safeguarding the wellbeing of children and young people. The Wellbeing Indicators and My World Triangle are integrated within the SEEMIS Planning for Pupils module and therefore the Wellbeing Assessment and Plan. The Resilience Matrix supports the practitioner in analysing the collated information and determining the appropriate supports for the child or young person.

Assessment, planning and reporting are essential components in identifying and meeting the needs of all children and young people and particularly those who require additional support. Much assessment, planning and reporting is undertaken as part of learning and teaching and through discussion. Some form of written record, however brief, is necessary to guide the work of staff and serve as a baseline to demonstrate the effectiveness of the approaches taken. Such recorded information may be stored in SEEMIS Pastoral Notes or the Document Store in the Planning for Pupils Module.

The Wellbeing Assessment and Plan (WAP) is designed to fit with good practice in establishments. It is ultimately the responsibility of the head teacher/head of establishment to ensure that the agreed stages of intervention are recorded against the wellbeing indicators for all children and young people requiring additional support. (In operational terms however the WAP may be completed by the named person.)

In addition, to recording and informing establishment based practice, the Wellbeing Assessment and Plan (WAP) forms the educational report which may be required on any child or young person. The Wellbeing Assessment and Plan, also articulates with the multi-agency assessment and plan which will be used by the Lead Professional when the child or young person is supported by more than one agency.

Starting Point for Staged Intervention

At the base of the staged intervention triangle, establishments are expected to meet the learning needs of children and young people within their playrooms and classrooms. Well-designed curricular programmes and high quality learning and teaching give each individual child and young person the best opportunities to learn, grow and develop. This is core to our quality-assured approaches to universal support. All children and young people will normally participate in setting learning targets and in monitoring their own progress. To meet the needs of all children and young people, staff within establishments will work together effectively and support each other. A range of services, such as Health, Glasgow Life and the Police, contribute to universal programmes for all Glasgow's children and young people, such as healthy lifestyles, personal safety and citizenship. Those children who do not have their needs met in these ways need to have a higher level of targeted individualised support.

Stage 1:

Level of support: The needs of children and young people requiring additional support at Stage 1 are met within playrooms or classrooms. These children and young people require additional support in terms of some adjustment to the environment, curriculum, learning, teaching and assessment, which can be accomplished by child development officers and by class or subject teachers. In some instances, other staff such as additional support for learning teachers and ASL/EAL teachers provide advice and support to staff.

Recording and reporting: Planning for the child or young person requiring support at Stage 1 is part of the forward plans for a group of early years' children or for a class. Early years staff or teachers in primary schools may plan some aspects of work for an individual or group of children and record this as part of their forward plan. In a secondary context, plans may be recorded and shared with all staff teaching a young person by those with additional responsibility for support, for example support for learning or pastoral care staff. The Named Person has a central role. Planning must be known to and implemented by all staff working with a young person. Early years staff and class or subject teachers monitor and keep records of progress.

Parents and carers must know that a child or young person is being supported at Stage 1. Education staff must work with them and keep them informed about progress. At Stage 1, establishments are required to assess and review children and young people's needs. This does not need to be done using the Wellbeing Assessment and Plan (WAP).

Stage 2:

Level of support: The child development officer/class or subject teacher identifies that a child or young person requires specified support over a sustained period at a level beyond that which he or she can provide within the classroom or playroom. The Named Person, with support from other members of the establishment's staff, as appropriate, assesses the child or young person, to determine his or her support needs, and agrees the appropriate intervention to meet those needs. In some establishments, this may involve support for learning, pastoral care or EAL staff. The Named Person may wish to consult other staff in partner services and agencies about the best ways of meeting the needs of an individual child. The child development officer/class teacher and school staff, including ASL and ASL/EAL staff, keep progress under review and take action as required. Parents/carers and the child or young person are fully involved in the process of identification, assessment, planning and annual review.

Recording and reporting: Planning for children and young people requiring intervention at Stage 2 may be part of forward plans for the class. Group plans may sit within forward planning. In the secondary context, planning arrangements are the same as for Stage 1 and must be known to and implemented by all staff working with the child/young person. Where the child or young person requires a more tailored programme, linked to the forward plan, staff should identify and plan individual short term outcomes.

At Stage 2, establishments are required to assess and review needs. This does not need to be done using the Wellbeing Assessment and Plan (WAP).

Stage 3:

Level of support: Children and young people require levels of intervention at Stage 3 when their additional support needs cannot be fully met by staff in the establishment and the resources available there. At Stage 3, the Named Person seeks support

from other educational services to provide for the needs of children and young people. For example, the Psychological Service or the EAL Service may be involved in providing planned and continuing support. The child or young person may require specialist resources or transport. A few may have their needs better met in an Additional Support for Learning school or unit. Other professionals from social work or health may be asked to assess and give advice. Parents/carers and the child or young person should be fully involved in the process of assessment, planning, intervention and review at Stage 3. Meetings to review the progress of the child or young person will be arranged at intervals specified in the Wellbeing Assessment and Plan (WAP), the minimum being once per year.

Recording and reporting: The stage of intervention against each wellbeing indicator, the needs of the child or young person and the arrangements for providing additional support must be fully recorded in the Wellbeing Assessment and Plan (WAP). This Plan also identifies the Named Person as responsible for its effective implementation. It makes clear the roles and responsibilities of all those involved and records the views of the child or young person and the parent or carer. The long term planned outcomes in the Plan are clearly and effectively supported by short term planning.

Stage 4:

Level of support: A child or young person requiring additional support at Stage 4 has needs which can be met only by education staff, including Psychological Services, working closely with staff from other services and appropriate agencies. Meetings to review the progress of the child or young person will be arranged at intervals of at least once per year.

This multi-agency Child's Plan at Stage 4 will be supported by regularly reviewed short term planning. It will make clear the roles and responsibilities of all those involved in providing support, including Named Person and Lead Professional. All those children and young people supported at Stage 4 of intervention will have significant and continuing needs. It is therefore essential that the need for a Co-ordinated Support Plan is formally and regularly considered. The Named Person should discuss the appropriateness of constructing a Co-ordinated Support Plan for each child or young person supported at Stage 4 at every annual review meeting.

The outcome of this discussion should be recorded in the minutes of the meeting and reflected in the assessment information recorded. Further advice in relation to Co-ordinated Support Plans is given in the next section of this policy. All children and young people who are placed in specialist establishments in Glasgow should be recorded at stage 3 or 4 in the assessment section of the Wellbeing Assessment and Plan (WAP) since they require specialist support from Education Services. If the Named Person can show that appropriate planning is in place in classes or groups to meet all the identified needs of the child or young person, including language and communication needs and health and wellbeing needs, a Wellbeing Assessment and Plan need not be put in place. There must however be robust and recorded evidence of assessed need which makes it clear that Stage 3 or 4 targets are not formally required since planning is at stage 1 or 2. If no Plan with Stage 3 or 4 targets is in place for a child or young person in a specialist establishment, the Named Person should ensure that the parents or carers are aware of the way in which planning to meet identified needs is carried out and should record their views on planning, provision and progress. Children and young people placed in day establishments and services or residential establishments and services by Glasgow City Council, but not managed by the Council, are considered as receiving Stage 4 support.

Recording and reporting: The stage of intervention against each wellbeing indicator, the needs of the child or young person and the arrangements for providing additional support must be fully recorded in the Wellbeing Assessment and Plan (WAP). This Plan also identifies the Named Person as responsible for its effective implementation it makes clear the roles and responsibilities of all those involved and records the views of the child or young person and the parent or carer. The long term planned outcomes in the Plan are clearly and effectively supported by short term planning.

Stages of Intervention and associated target setting

Identifying the correct stage of intervention against each individual wellbeing indicator will in most cases be quite straight forward and based on the assessed needs of each child or young person.

When the child or young person's needs are assessed against the wellbeing indicators as being at a more than one level of staged intervention, the plan writer should identify the main barrier to wellbeing and its associated wellbeing indicator and set targets in this area. It is important to record the child and young person's strengths and areas of resilience as well as those areas identified as requiring support and development. Targets are usually set within the core skills of literacy, numeracy and/or health and wellbeing across learning. As areas of responsibility for all practitioners, these experiences and outcomes are those identified as essential life skills. Targets set within these areas will assist with monitoring and tracking of individual progress.

The stage of intervention may, and often will, change in response to reviews of progress. In some instances, the needs and circumstances of the child or young person may change quickly and more intensive or less intensive support will be needed.

VSE (Validated self-evaluation exercises) at establishment level, in addition to visits to establishments by Quality Improvement Officers, will support the monitoring of young people identified at each staged intervention level.

Recording and using information on staged intervention

Heads of establishment are responsible for ensuring that accurate and up-to-date information about all children and young people enrolled in their establishment, including those on shared placements, is entered on the SEEMIS system.

These records are essential in helping heads of establishments to make the arrangements to ensure that each child or young person is regularly reviewed and future needs anticipated. They are also important for decisions about the allocation of resources within the establishment and by the education authority. Staff in Education Services headquarters will access these records and collate and analyse the information. Regular reviews of the data are essential for monitoring the implementation of this policy and in order to plan and adapt provision for additional support needs.

6.3 Co-ordinated Support Plan

(Refer also to support booklet on CSPs)

https://www.goglasgow.org.uk/content/UserGenerated/file/Policies_Guidelines/ECilaS%20-%20Co-ordinated%20support%20plans.pdf

Eligibility for a Co-ordinated Support Plan

Glasgow City Council will construct a Co-ordinated Support Plan for the additional support required by children over the age of three and young people up to the age of 18 in line with the 2004 and 2009 Acts.

The following criteria must all be present before a decision is taken to construct a Co-ordinated Support Plan:

- Glasgow City Council is responsible for the school education of the child or young person living within its area and attending a school managed by them or placed by them in a school not managed by them. If the parents or carers have themselves arranged to have the child or young person placed in a school not managed by Glasgow City Council, then the Council is not required to consider constructing a Co-ordinated Support Plan;
- The additional needs of the child or young person, as assessed, arise from one or more complex factors or multiple factors which have a significantly adverse effect on his or her ability to access education;
- The complex or multiple factors affecting the child or young person are likely to continue for more than a year; and
- The needs of the child or young person require significant additional support to be provided by Glasgow City Council Education Services and by its other services or by one or more appropriate agencies, such as NHS Greater Glasgow and Clyde, further education colleges and/or another local authority.

The format of the Co-ordinated Support Plan

The format of the Co-ordinated Support Plan is, as required in the regulations accompanying the Act and should reflect:

- a holistic picture of the skills and capabilities of the child or young person, what they like to do and how they prefer to learn;
- the factors giving rise to the additional support needs of the child or young person;
- the name of the school to be attended;

- the educational objectives to be achieved;
- the supports needed to enable the child or young person to achieve the identified objectives;
- which other identified agencies can provide the identified support;
- details of the professional identified as the co-ordinator of the Co-ordinated Support Plan;
- the views of parents/carers and the child or young person;
- the time when reviews of the Co-ordinated Support Plan will take place; and
- details of contact persons in Glasgow City Council, Education Services.

6.4 Transitions

Education Services will pay particular attention to meeting the needs of children and young people across transitions. Practitioners will also be supported by ongoing developments in supporting curricular transitions linked to the implementation of Curriculum for Excellence.

All transitions into and across establishments and services in all sectors should be regarded as processes not events. The process is not complete until the child or young person with support needs is settled and progressing in the new situation. The Named Person must have in place clear plans to support the transition of a child or young person with support needs into or out of their establishments. Where appropriate, Named Persons of the sending and receiving establishment should seek and take account of the advice from other relevant agencies including parents/carers as well as the child/young person.

- For children due to move from an early years establishment to primary school, arrangements should be set in motion at least six months prior to the transition;
- For children and young people moving from primary to secondary school, transition arrangements should start not less than one year ahead of the move; and
- For children or young people leaving school transition arrangements should start at least one year ahead of the move.

For children and young people of school age, therefore, transition planning meetings should be held at least one year before a child or young person leaves, or is admitted to an establishment, and progress should be reviewed at least six months before the transition.

The receiving establishment should review the progress of the child or young person no later than three months after admission. Parents/carers and the child or young person should be fully involved in the transition process and the outcome of the process should be clearly recorded. In each establishment, the Named Person is the main point of contact and co-ordinator of the transition of an individual child or young person with additional support needs. The Named Person of the sending establishment should work with the Named Person in the receiving establishment. They will generally need to collaborate with key professionals, such as the educational psychologist, specialist teacher, key care worker or any allied health professional involved with the child, for example, a physiotherapist. Together they are responsible for checking that the resources and arrangements are in place for the child or young person being received or transferred. If particular resources are required in the receiving establishment to meet the identified needs of the child or young person, the Head of Inclusion should be informed. There should be no breaks in the continuity of provision for the child or young person. Named Persons have the responsibility of ensuring that parents/carers and the child or young person are well informed about provision and are supported by induction programmes.

Staff in secondary schools, led by the young person's Named Person, and related services, notably Social Work Services and careers' guidance staff (Skills Development Scotland), have particular responsibilities for ensuring that a comprehensive programme is in place to plan for, and support, the transition to adult life of each young person requiring additional support for learning. The young person needs to be at the heart of the process and have access to at least the same range of vocational experiences and other educational opportunities as their peers. Young people may have views about their future which may differ from those of their parents/carers. In such cases, the views of the young person must be respected. Planning a transition pathway into adult life should start from as early as S1 and S2 in order for establishments and support teams to implement the requirements of the 2004 and 2009 Acts and the advice in Code of Practice.

6.5 Working in partnership

Getting it Right for Every Child, now enshrined in the Children and Young People (Scotland) Act 2014, ensures that parents/carers and professionals work effectively together to give children and young people the best start and support for their learning, development, care, safety and welfare. Education Services is committed to contributing to a multi-agency team involving, social work and other council services, Greater Glasgow and Clyde Health Board and the voluntary agencies in order to provide an integrated approach to meeting each individual's identified needs.

While the education authority is responsible for ensuring that the terms of the 2004 and 2009 Acts are fulfilled, it will collaborate with other services and agencies in order to ensure a holistic approach to meeting the needs of each child or young person. In considering the support needs of a child or young person, Education Services will ensure an appropriate response when the individual is also receiving support for other reasons, in particular for those who are looked after. Where children and young people are subject to review and support systems other than those specifically relating to additional support for learning, Named Persons and Lead Professionals will work closely together to gather and share information, to plan and to integrate assessment and review procedures. It is a core principle of GIRFEC that each professional should use his or her specialist expertise in assessing and intervening appropriately to support a child or young person with support needs, and that all professionals should pool their expertise and knowledge in order to ensure that support is integrated and effective. Education Services staff should co-operate with colleagues to ensure that, wherever possible, professional reports and planning should be combined within one overarching document, the single Child's Plan. All assessment and associated planning by professionals are undertaken using the framework of the National Practice Model, ensuring a streamlined approach for the child and family. Developments continue nationally to create an electronic, multi-agency solution to assessment and planning. There are some particular instances in which it is important for education services staff to co-operate effectively with staff from other agencies.

Examples of these are as follows:

- Education Services has specific responsibilities for the assessment and support of children and young people requiring additional support for learning. Generally such responsibility is devolved to Heads of Establishment. We recognise that, while Education Services retains responsibility for educational matters, key staff in other services may hold prime responsibility for ensuring that the care and welfare needs of a child or young person in specific circumstances are met, for example when a child or young person is in hospital or is the subject of a child protection investigation. In such instances, the Named Person for the child or young person will work closely with the Lead Professional;
- Educational Services staff must engage with other agencies and services in undertaking risk assessments and making arrangement for managing risks; and
- We expect education staff and their partner to work closely together to plan for, support and keep under review arrangements to meet the additional support needs of a child or young person who receives education in more than one setting, and for example where a young person attends both school and Further Education College. The Named Person will in future have a key role in this. An appropriate agency has a duty under the 2004 Act to comply with a request to help Glasgow City Council fulfil its function in relation to the assessment and support of child or young person being considered for or having a Co-ordinated Support Plan. The agency must respond to a request within 10 days, except under exceptional circumstances.

Appropriate agencies under the legislation are as follows:

- Any other local authority;
- Any Health Board;
- Fundable bodies within the meaning of section 6 of, and schedule 2 to, the *Further and Higher Education (Scotland) Act 2005*; and
- The Scottish Agricultural College; and Skills Development Scotland.

6.6 Looked after children and young people

A particular emphasis in Glasgow will be placed on ensuring the wellbeing and progress of looked after children in accordance with the Guidelines for looked after children and the Corporate Parenting Policy national advice contained in 'We Can And Must Do Better'. It is presumed within the Revised Additional Support for Learning Act 2009, that such children and young people have additional support needs unless it is determined that they do not need additional support to benefit from school education. The designated senior manager with responsibility for looked after children and young people should carefully monitor the attendance, progress and attainment and wellbeing of every looked after child or young person. Through that monitoring, and in consultation with children, young people, parents/carers and partners, a decision will be taken as to whether or not each looked after child or young person needs additional support to ensure appropriate educational progress.

That decision, and the reasons for it, should be clearly recorded by the designated senior manager in an appropriate minute on an annual basis as a minimum. Where an additional support need has been identified: this will be recorded; noted at the appropriate stage of the staged model that reflects the additional support need; and kept under review by the establishment. In addition, at every review for a looked after child or young person there should be a discussion of educational needs. The outcome of this shared discussion should be recorded in the minutes of the meeting and, where appropriate, reflected in the Wellbeing Assessment and Plan. The WAP would inform the GIRFEC assessment and Child's Plan which is held by the Lead Professional.

6.7 Pre-school children

Glasgow City Council's Education Services have a duty to provide support for those children under three who are recognised as having a disability. The support provided must be appropriate to the assessed needs of the child and may include support from, for example, the Early Years Inclusion Support Service. It may also provide planned attendance at an early years centre. Appropriate agencies, such as NHS Boards, have a duty to support Education Services in carrying out this requirement. Glasgow City Council Education Services may make provision for some children under the age of three who are not disabled, but there is no legislative requirement for them to do so.

Children of three and over who have additional support needs and for whose education the authority is responsible, are fully covered by the terms of the *Additional Support for Learning (Scotland) Act 2004* and by this policy. This includes children educated by the authority in partnership nurseries. The nature of the support available and the processes for recording, identifying, assessing, planning for and meeting needs and reviewing progress are the same as those for school age children.

Section 7

Planning pathways and making provision for children and young people with additional support needs.

For further guidance, please refer to the support booklet, 'Planning pathways for children and young people with additional support needs'.

[http://www.goglasgow.org.uk/content/
UserGenerated/file/Policies_Guidelines/ASL_
Pathways_revised.pdf](http://www.goglasgow.org.uk/content/UserGenerated/file/Policies_Guidelines/ASL_Pathways_revised.pdf)

In accordance with the *Standards In Scotland's Schools Act (2000)*, Glasgow City Council Education Services is committed to ensuring that most children and young people requiring additional support for learning will attend mainstream establishments, whenever possible in their locality. It is the responsibility of all staff in all establishments and services to provide additional support for learning, supported where appropriate by specialist learning or behaviour support staff, EAL staff and pastoral care staff. Support assistants are appointed to schools to help meet the needs of all children and young people and, where necessary, they will be deployed to work with teachers in classrooms and to provide specific support to individual children or young people. All establishments are responsible for ensuring that staff have the necessary skills to meet identified support needs. They should ensure that appropriate

and effective programmes of professional development are in place and, where necessary, seek advice and support from other establishments and services within their learning community or across the city.

In addition, Education Services provides a series of specialist teams and centres which offer assessment, advice and outreach support. Some pre-school children and school children and young people will need the additional forms of support provided in specialist classes, units or schools over the short or long term depending on the needs of the individual child or young person.

Some children and young people will benefit from spending part of the week in mainstream and part in specialist placements. A very small number of children or young people will for various reasons, require to attend a school not run by Glasgow City Council. Children and young people will be placed in schools outside the authority only when such establishments can provide the additional support necessary to meet that child's identified additional support needs which is not available in Glasgow. Together, staff, families and young people will plan appropriate pathways for all children and young people including those few young people who require a very high level of additional support.

Section 8

Working with parents/carers, children and young people to plan support

Education Services is committed to working with parents/carers to ensure that they are fully involved in identifying, assessing, planning and providing for additional support needs and reviewing progress. The impact that parents and carers have on their child's educational progress can not be overemphasized. The [Scottish Schools \(Parental Involvement\) Act 2006](#) places a responsibility on local authorities to improve parental involvement in three ways - learning at home, home/school partnerships and parental representation. Establishments will have clear and open lines of communication with parents/carers, children and young people in order to ensure that each child or young person receives continuity of support between home and school. The Named Person will have a key role in this. Staff in establishments will listen carefully to and record the views of parents about what their children need to help them learn and develop and, as fully as possible, they will involve parents and carers in drawing up and reviewing support plans. Education Services will ensure that parents/carers and children/young people are informed about and supported to exercise their rights. We will work with parents/carers and with partners in other services and agencies to continually update information, guidance and other material to support and inform parents/carers. We will regularly consult with the ASL Parents Core Group and the ASL Parents' Forum which is linked to parent councils in all establishments across the city. Where parents need to communicate in a language other than English or use alternative methods of communication, such as Braille or British Sign Language, we will make the appropriate arrangements to enable them to participate in meetings to discuss their child's support needs. Parents/carers, who have a disability which makes attendance at a meeting difficult, will be offered alternative means of contact. Parents/carers or a young person have the right to have a supporter or advocate present at any discussions or meetings

with an establishment or with the authority when the additional support needs of the child or the young person are being discussed.

Where the authority decides to carry out an assessment to identify whether a child or young person has additional support needs, parents/carers – or a young person – may make a request for a specific kind of assessment. Education Services will respond positively to such requests unless the assessment requested repeats previous assessments is unreasonably intrusive on the child or young person or involves an approach to assessment, the validity of which would not be supported by evidence based practice. The views of parents must be sought, recorded and taken account of in all decisions affecting a child or young person with additional support needs. In addition to working with parents/carers, Education Services has a duty to seek out, record and take account of, the views of children and young people with additional support needs. Where a child or young person has difficulty in communicating, staff will ensure that he or she is assisted to express his or her views.

Resolving disagreements

There is a commitment to ensure that parents, carers, children and young people are fully involved in the assessment, planning and provision of additional supports to meet children's needs.

From time to time there may be disagreement relating to additional support needs which cannot be resolved by discussion. *The Additional Support for Learning (Scotland) Act of 2004* and its amendments of 2009 make provision for mediation and external independent adjudication (dispute resolution). It also provides parents, carers, children and young people the right to refer particular matters to the Additional Support Needs Tribunal for Scotland. To assist with any matter relating to dispute resolution, a helpful booklet has been prepared and provides information, guidance and support.

For further guidance on resolving disagreements, please refer to the support booklet, 'Routes to Resolution'.

https://www.goglasgow.org.uk/content/UserGenerated/file/Policies_Guidelines/ECilaS%20-%20Routes%20to%20resolution.pdf

To assist with resolving disagreements associated with planning and supporting children within *The Children and Young People (Scotland) Act 2014*, and when every other avenue for resolution has been exhausted, the Council Complaints procedure is available.

<http://www.goglasgow.org.uk/pages/show/1424>

Placing requests

The parents and carers of any child have the right to make a placing request. Young people can also make placing requests on their own behalf unless the Education Authority is satisfied that they lack the capacity to do so. Glasgow City Council Education Services has procedures to manage placing requests for both mainstream and specialist schools within and outwith Glasgow.

In addition, placing requests may be made for a child or young person to attend an independent or grant aided special school. Glasgow City Council Education Services will, if they agree the placing request, be responsible for any associated fees.

Section 9

Professional development for staff

<http://www.gtcs.org.uk/web/FILES/the-standards/standards-for-registration-1212.pdf>

Effective provision for children and young people with support needs depends on the knowledge, expertise and commitment of all staff. For this reason, the Standards for Full Registration (GTCS, 2012) emphasise that all registered teachers must have an understanding of the current, relevant legislation and guidance which underpin this policy. All registered teachers are also required to have knowledge and understanding of the GIRFEC National Practice Model and how to apply this to support teaching and learning. Health and wellbeing is the responsibility of all staff working in schools. Education Services is therefore committed to ensuring continuing staff development at all levels and across all sectors in relation to the implementation of this policy. All staff reflect on and evaluate their own learning and development through the process of professional update. In all schools, staff work together to plan

improvement and evaluate the extent to which change and development is having a positive impact on children and young people. Personal reflection and whole school self-evaluation, therefore, lead to staff identifying and taking responsibility for the continuing development of their professional knowledge and expertise.

In addition, all staff in specialist provision and with specialist skills contribute to training their colleagues across the city and to multi-agency training. An extensive programme of training for staff, both mainstream and specialist is in place. Aspects of this training enable participants to gain accreditation by universities and professional bodies.

The City Inclusion Strategy group will monitor and report on the appropriateness and effectiveness of training and development to Education Directorate and, through this, to the Executive Director.

Section 10

Quality assurance and planning for improvement

The responsibilities of establishments and their senior managers

All schools are required to have in place a position statement based on this policy in which they make clear:

- the ways in which they provide universal and targeted support and implement policy in relation to meeting needs;
- the roles and responsibilities of all those involved; and
- their arrangements for monitoring and evaluating the effectiveness of the provision they make.

The position statement for each school should be known to and understood by all staff.

In order to support establishments in meeting this requirement guidance on this position statement is part of the support and guidance materials linked to this policy.

https://www.goglasgow.org.uk/content/UserGenerated/file/Policies_Guidelines/ECilaS%20-%20School%20policy%20guidelines.pdf

Heads of establishments are expected to be systematic and thorough in monitoring and evaluating the effectiveness of the provision they make for all children and young people including those requiring additional support. They should regularly discuss practice with peers and seek advice and support when necessary and appropriate from Heads of Service, Area Officers, Quality Improvement Officers, and Educational Psychologists. To support robust self-evaluation, establishments should use Child at the Centre 2 with its linked support materials, How good is our school? 3 (shortly to be superseded by How good is our school 46) along with Taking A Closer Look at Excellence (TACLE) and any updated advice and guidance relating to self-evaluation issued by Education Scotland.

Senior managers must also work with their staff to develop and support a culture of reflection and self-evaluation. In planned and timetabled discussions with staff, they should consider the effectiveness of their approaches to supporting learning and their impact on the progress and development of individual children and young people. A designated senior manager or managers will regularly sample planning for children and young people to ensure that it is appropriate and effective. In their shared observation of and discussions about learning and teaching, all staff and senior managers should explicitly consider the extent to which approaches to learning and teaching are meeting the needs of all children and young people. In addition, they should evaluate the effectiveness of curriculum design for young people with additional support needs.

In evaluating the effectiveness of their approaches to meeting needs, senior leaders will listen and respond sensitively to the views of parents, carers and the children and young people concerned. They will work closely with colleagues in education and in other services in order to evaluate the effectiveness of collaborative planning and support.

Effective review meetings are an essential aspect of providing effective support to children and young people. Senior managers are responsible for ensuring that reviews for children and young people with additional support needs are regularly carried out and that all processes relating to planning, including co-ordinated support planning, are carried out within the appropriate time frames. The minutes of all review meetings will clearly record the views of parents, carers, children and young people. They will also record the way in which progress is being tracked.

Strengths and areas for improvement in meeting the needs of children and young people who need additional support should be clearly identified in each establishment's Standards and Quality Report and areas for improvement incorporated in the priorities in improvement plans.

The responsibilities of Education Services

Education Services is committed to keeping the implementation and the effectiveness of this policy under review.

The continuing review of the policy will be informed by:

- focused and evidence based self-evaluation in all establishments;
- the networks of support across the city and within Local Improvement Groups;
- the outcomes of inspection by HM inspectors of education;
- regular consultation with parents, children and young people in establishments and through the ASL Parents' Core Group, Parents Conferences and the City Parents' Forum;
- regular consultation and exchange of information with other stakeholders and with partners; and
- sampling of views of staff, children and young people and parents on key issues such as nurturing principles.

Education Services will make available, to all staff, parents, young people, partners and other stakeholders, the outcomes of the reviews of the implementation and effectiveness of this policy. We

will use these outcomes to inform our planning for improvement and will carefully measure our progress and the impact of planned improvements.

Education Services will ensure that information in respect of additional support needs is published and reported to Committee. Scottish Ministers have indicated that they will now collect annually, data in respect of the following:

- the number of children and young persons for whose school education Glasgow City Council Education Services is responsible;
- the number of children in the authority with additional support needs;
- the principal factors giving rise to the additional support needs of those children and young persons; and
- the types of support provided to those children and young persons, and the cost of providing that support.

The Head of Service, Inclusion, with support from the other Heads of Service, Education Officers, Area Principal Psychologists, the Inclusion Team and relevant managers in the Community Health and Care Partnerships, will be responsible for the quality of provision for children and young people requiring additional support, for recognising and disseminating good practice and, when necessary, for taking action to secure improvement.

Section 11

Managing information and protecting data

In line with *The Data Protection Act 1998* and guidance from the Council's Head of Information Governance, the Council will adhere to the requirements of the *Education (Additional Support for Learning) (Scotland) Act 2004* and the *Children and Young People (Scotland) Act 2014* with regard to seeking appropriate consent in the exchange and sharing of information. Educational establishments, services and partner agencies must be vigilant in ensuring that the legal requirements of protecting confidentiality of individuals and information about

them are met. The Co-ordinated Support Plan Child's Plan are confidential documents. Copies of the document or extracts from them, however, need to be shared with key personnel who have a responsibility for supporting a child or young person. Parents/Carers or a young person should give their consent to the sharing of any information. For further guidance on information sharing protocols, please refer to the support booklet, 'The Role of the Named Person and Lead Professional'.

Appendix 1

Inclusion: what does research tell us?

Arguments for inclusion have been put forward both from the perspective of effectiveness and children's rights. The evidence to date in terms of effectiveness is mixed and remains a focus of research. Lindsay (2007) summarises the effectiveness debate as showing "marginally" positive benefits for inclusion in terms of attainment. This built on previous research that highlighted that where differences between achievements in mainstream and free standing (specialist) placements are found, they tend to be in favour of the mainstream placement. Hawkins et al (2008) note that being inclusive can have wider benefits to a "wide range of students" whilst Dyson et al (2004) noted that schools can manage to be highly inclusive and high-performing and support wider achievement for pupils. Ofsted (2006) noted that the most important factor in determining outcomes was the quality of the school. This report also noted that children and young persons with "even the most severe and complex needs" were able to make progress in all types of settings, with the right support.

Assumptions about inclusion

With the growing emphasis on inclusion within the children's rights agenda and a small growing body of research which supports inclusion in mainstream, the focus has been shifting towards what factors support inclusion when it does work, as well as looking at what common misconceptions we have that act as barriers to inclusion.

One of the key assumptions that are commonly shared is the idea that including children or young people with additional support needs (or special needs as they are known in other parts of the UK) is detrimental to the learning and attainment of others. Dyson et al (2004) looked at whether there was a positive or negative on national test results dependent on the numbers of pupils with special needs in schools. They found there to be no link between levels of inclusion and attainment.

Hawkins *et al* (*op cit*) found that schools committed to equity and social justice often developed policies and practices that were intended to raise the attainment of all students.

Another common assumption is discussed above in terms of the idea that children in specialist provision tended to have better outcomes than those in mainstream. Ofsted (*op cit*) found that effective provision in terms of positive social and academic outcomes was distributed equally in mainstream and specialist provision. This report also found that support from teaching assistants did not ensure good quality interventions or adequate progress, another commonly held assumption.

Smaller class sizes have long been cited as a key factor in supporting young people and facilitating inclusion. Over the years, there has been conflicting evidence on this including an early Ofsted report in 1995, argued that class sizes made little difference to outcomes for young people as did an Australian report by the Grattan Institute. Other research by Blatchford et al (2003) has indicated that class size does make a difference to pupil engagement which is particularly pertinent to low achieving pupils. Part of the argument around class sizes focuses on the cost of it and whether the high cost can be justified against other areas of investment such as further teacher training and development.

One further key assumption is that the teacher's personal views and confidence in dealing with inclusion into mainstream can play an important part in determining success. Gibb, Turnbridge, Chua and Frederickson (2007) found that where teacher's were less in favour of inclusion into mainstream settings, this could affect success. (Forlin, Keen and Barrett, 2008) It is essential that we identify and share widely what good practice in inclusion looks like. Many researchers such as Florian and Rouse (2012) in their Inclusive Practice Project have begun to look at key elements of inclusive practice to include in future teacher training. A number of key factors in this area are outlined below.

What does International research suggest best supports inclusive practice?

■ Continuing Professional Development

Teacher attitudes change with experience of inclusion (De Boer, Pijl and Minnaert, 2011). Further, teacher attitudes change with increasing confidence (University of Wollongong, 2008). When staff receive training which impacts on their feelings of competence this also changes teacher attitudes towards including pupils with additional needs. Continuing CPD is important rather than one off training. Training courses that developed generic skills and included significant self reflection training are more successful than those that concentrated on short term responses to specific needs (Wollongong, 2008) further, access to practical support post training is beneficial. A needs analysis of what is required for staff training plays an important part. (Ofsted 2006).

■ Peer Support: teachers

The Wollongong study reported the importance of making time for teachers to come together, for example timetabling collaborative time and action by all staff to support a teacher with a difficult student. It also notes that teachers tend to seek advice from other teachers as opposed to outside agencies. Peer coaching is described as an effective tool to implement change in a school by allowing teachers to focus on the development of new skills or strategies. Showers and Joyce (1996) set up peer coaching teams where after some initial input, teachers worked together to try out then evaluate strategies to support pupils.

■ Peer Support: pupils

Promoting cooperative relationships between pupils with ASN and those without promotes positive attitudes amongst students. Salisbury et al (1995) found positive relationships formed through use of cooperative learning groups, collaborative problem solving groups, use of peer tutors and teacher modelling. HMIE, 2003, highlighted teaching pupils to relate to each other as an example of good practice in meeting the needs of pupils with ASN in mainstream schools. This was also noted in the Gateshead Study (2005)

■ Analysis of Learning Environment/ increasing skill base

Models of staff development have been devised that work across settings and stages. One successful model involved teaching teachers to use Functional Assessment. This approach was developed by Chandler for supporting teachers in modifying challenging behaviour. Research shows that challenging behaviour consistently emerges as the most difficult obstacle to inclusion (for example Hastings and Oxford 2003, Gateshead Study, 2005) so it was felt this would be a useful area to focus on. Chandler offered a 2 day workshop followed up with consultation meetings. The combination of workshop and follow up was more effective than just one or the other.

■ High Expectations

The Ofsted (2006) report indicates that the most inclusive schools were aware of their responsibility to ensure all pupils made good progress in all areas. Resourced mainstream schools were characterised by high expectations of pupil progress.

■ Leadership in the school

HMIE audit 2003 noted the most effective schools had strong leadership at all levels of the school and a core of staff who were both committed to inclusion and confident they could meet pupils' needs. Praisner (2003) found that principals with positive attitudes were more likely than principals with negative attitudes to recommend inclusive educational placements for students with disabilities.

Appendix 2

Useful Resources, Web links and Further Reading

'Better relationships, better learning, better behaviour', Scottish Govt., 2013

<http://www.gov.scot/resource/0041/00416217.pdf>

'Included, engaged and involved', Scottish Govt., 2011.

<http://www.gov.scot/Publications/2007/12/05100056/0>

<http://www.gov.scot/Publications/2011/03/17095258/0>

How Nurturing is our school: Glasgow City Council. Revised edition, 2014.

<http://www.goglasgow.org.uk/content/UserGenerated/file/Supporting%20Glasgow%20Learners/Nurture/hnios.pdf>

Daniel, B. and Wassell, S. (2002) Assessing and Promoting Resilience in Vulnerable Children, volumes 1, 2 and 3, London and Philadelphia, Jessica Kingsley Publishers Ltd.

Scottish Executive (2000) For Scotland's Children, Edinburgh, Scottish Executive.

Scottish Executive (2004) A curriculum for excellence - the Curriculum Review Group, Edinburgh, Scottish Executive.

Scottish Executive (2004) Protecting Children and Young People: The Charter, Edinburgh, Scottish Executive.

Scottish Executive (2006) Curriculum for Excellence - building the curriculum 1: the contribution of curriculum areas, Edinburgh, Scottish Executive.

Scottish Executive (2007) Curriculum for excellence - building the curriculum (3-12) 2: active learning in the early years, Edinburgh, Scottish Executive.

Scottish Executive (2007) United Nations Convention on the Rights of the Child - Report on the Implementation of the UN Convention on the Rights of the Child in Scotland. Edinburgh, Scottish Executive.

Scottish Government (2008) Curriculum for excellence - building the curriculum 3: a framework for learning and teaching, Edinburgh, Scottish Government

Scottish Government (2008) Early Years and Early Intervention: A Joint Scottish Government and COSLA Policy Statement, Edinburgh, Scottish Government.

United Nations Office of the High Commissioner on Human Rights (1989) Convention on the Rights of the Child, Geneva, United Nations.

Useful Resources, Web links and Further Reading

Information on Health and Wellbeing in Curriculum for Excellence including experiences and outcomes, responsibility of all and support materials

www.educationscotland.gov.uk/learningteachingandassessment/curriculumareas/healthandwellbeing/index.asp

Information on Getting it Right for Every Child including named person, lead professional and the national practice model

www.scotland.gov.uk/Topics/People/Young-People/gettingitright

Information on Additional Support for learning including the Supporting Children's learning

Code of Practice, the long term plan of support for implementation and progress reports

www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL

Parentzone – Information for parents about education in Scotland and ideas to help parents support their child' learning

www.educationscotland.gov.uk/parentzone/index.asp

Respectme – Scotland's Anti-Bullying Service. Information and advice on all aspects of bullying for practitioners, parents and pupils. Includes details of respectme's free training programme, advice on policy development and campaigning work

www.respectme.org.uk

Pupil Inclusion Network Scotland – network which supports the work of voluntary sector and partners with pupils who are vulnerable or excluded

www.pinscotland.org

United Nations Convention on the Rights of the Child

www.ohchr.org/EN/ProfessionalInterest/

Scottish Government action plan in response to 2008 concluding observations of the UN Committee on the Rights of the Child

www.scotland.gov.uk/Publications/2009/08/27111754/0

Education Scotland information pages with information about additional support for learning

<http://www.educationscotland.gov.uk/inclusionandequalities/additionalsupportforlearning/>

Enquire, the Scottish advice service for additional support for learning

<http://enquire.org.uk/what-is-additional-support-for-learning>

Information about the Equality Act:

(The Equality Act is a piece of legislation that protects us all from unfair treatment because of a physical or other specific characteristic that is fundamental to our being. It also requires public authorities to observe the need to eliminate discrimination, advance equality and foster good relations.

On 1st October 2010 the majority of the Act came into effect. The Act replaced all previous equality legislation (including the Disability Discrimination Act 1995, often referred to as the "DDA") bringing everything together under one single Act.)

Information on 'reasonable adjustments for disabled pupils'

<http://www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers/schools-guidance/key-concepts/reasonable-adjustments>

Appendix 3

A guide to... The Glasgow Motivation and Wellbeing Profile

As an initial note:

If you are having any difficulties using the program on your computer please read the section at end of this guideline which refers to 'enabling macros'.

The *Glasgow Motivation and Wellbeing Profile* (GMWP) is a 50 item questionnaire that explores a young person's motivation and sense of wellbeing in the learning context.

It elicits the young person's view of themselves and their emotions including their vulnerabilities; it gives them an opportunity to reflect on their feelings and current experiences and it encourages them to consider how they can increase their own motivation and sense of wellbeing.

Completion of the Profile creates an opportunity for young people to take part in discussions about their motivation and engagement with teachers, support workers, parents and carers.

The Profile is ideally used with young people between the ages of 8 and 17 years.

This guide outlines:

1. Background. How the Profile was developed and its articulation with the principles of GIRFEC (Getting it Right for Every Child ref)
 2. How to use the Profile with an individual young person, and how to interpret and discuss the results.
 3. Completing the observer version of the Profile in which a teacher or other adult gives their view of the young person.
 4. Other uses of the GMWP.
- Appendix 1 The GMWP Young Person's Guide to increasing your motivation and improving your wellbeing.
- Appendix 2 The Planning Sheet

1. Background

The MW Profile is founded on current theories of motivation with every question having been carefully selected to reflect an aspect of one of the following learner needs:

- Affiliation (a sense of belonging)
- Agency (a sense of competence and skills)
- Autonomy (a sense of being capable, trusted and allowed to embrace appropriate responsibilities)

The psychology behind the Profile is more fully developed and explained in the 'Motivating Glasgow's Learners' materials which are continually being developed.

The Profile articulates with the Scottish Government's emphasis on wellbeing at the heart of the 'Getting it right for every child' approach in several ways:

- It puts the young person at the centre of the 'thinking planning and action' process in relation to their needs, by providing an objective and unthreatening means of eliciting their views.
- It creates a shared language with which to discuss issues of feelings, emotions and experiences - facilitating discussion between young people and the adults who work with or care for them.
- It empowers young people to take part in meetings about themselves and gives them a framework with which to express their views.
- The planning process is informed by a portrait of the eight wellbeing indicators:

Safe	
Healthy	
Achieving	(Agency)
Nurtured	(Affiliation)
Active	(Agency)
Respected	(Autonomy)
Responsible	(Autonomy)
Included	(Affiliation)

2. How to use the Profile with an individual young person

The Profile can be completed on a computer or as a paper questionnaire.

The advantages of having the young person input their answers on the computer are that the results can be seen and discussed immediately.

If the paper version is completed, the results can be scored manually and discussed at a later time.

- The profile opens as a list of 50 questions and the young person is invited to insert their name and date of birth and then to answer 'yes, no, or sometimes' to each question:
To do this they click on the empty response box next to the first question and then on the arrow on the right of the box and a drop down menu shows (yes, no, sometimes); the young person then selects the appropriate response.
Comments boxes to the right of the questions can be used to clarify or explain a response if the young person wishes to do so.
- Some young people will benefit from the assistance of an adult to read and interpret the questions; it is essential that the adult does not influence the young person's response.
- There are 5 Additional Information boxes at the bottom of the page which can be completed but which are not necessary for scoring.
- If it is being completed on the computer, the completed Profile should be saved under the young person's name or initials before moving on to look at the results.

Interpreting the Results

The Profile produces a score for each of the paired wellbeing indicators.

1. The **Affiliation Dimension** reflects the degree to which the young person feels **Nurtured** and **Included**.
2. The **Agency Dimension** reflects the degree to which the young person feels they are **Achieving** and **Active**.
3. **Autonomy** has two dimensions linked to feeling **Respected** and **Responsible**:
 - I. **Negotiation**: the degree to which the young person is able to have their own needs met whilst also respecting the needs of others.
 - II. **Expression**: the degree to which the young person is able and willing to express themselves and their needs.
4. The fourth continuum is how much a young person feels **Healthy** and **Safe** in school.

Scores are translated automatically into three charts which present the same information in slightly different ways: to access the charts click on the button 'Go to Charts' at the right of the questionnaire.

- Chart 1 is a Bar Chart of the paired SHANARRI indicators. It is a very useful, straightforward way of looking at the scores for an individual.
- Chart 2 is a bar chart which reports the individual scores for the well being indicators Safe and Healthy.
- Chart 3 is a Radar chart: it illustrates how each of the SHANARRI indicators relates to the learner needs – Affiliation, Agency and Autonomy; it is particularly useful when several young people's scores are being laid out and considered as a group or class: this is further discussed in the section on using the Profile with a group or class.

Charts can be printed by using the command box 'Print all Charts' on the top right hand side of the charts page.

As well as presenting the young person's scores in the visual forms outlined above, the programme will automatically categorise the responses which the young person has given, by separating them out into 4 different lists as follows:

Strengths – will indicate all the strengths which the young person has identified giving a picture of their own perceived levels of motivation and wellbeing; It provides an opportunity to reinforce these positive indicators through acknowledgement and discussion.

Sometimes strengths – lists specific examples of strengths which the young person is able to achieve sometimes but not always; this can lead to identification of areas for development or areas in which the young person could be supported or encouraged to increase their score.

Sometimes issues – lists specific examples of areas in which the young person acknowledges that there is sometimes an issue for them. It is not a direct indicator of a desire to work on this area, but with encouraging discussion there is potential to identify what might help them manage things better.

Issues – this is a list of the questions in which the young person gave a negative response. Again, it is not a direct indicator of a desire to work on this area, but with encouraging discussion there is potential to identify what might help them manage things better.

The lists above can be viewed by clicking on the command boxes:

- Go to Strengths
- Go to Sometimes Strengths
- Go to Sometimes Issues
- Go to Issues

The completed questionnaire can be printed using the command 'Print Questionnaire'.

Responses and comments boxes will print together. If the Additional Information boxes below the questionnaire have been completed, the questionnaire plus the additional comments can be printed using the command box 'Print Questionnaire with additional Information'.

It can be useful to save a copy of the Profile for comparison if the questionnaire is to be completed again at a later date.

Discussion with an individual Young Person

Once the young person has completed the MW Profile, click 'Go to Charts' and examine chart 1 with the young person helping them to see where their perceived areas of strength lie.

This information can be recorded on the **Profile Planning Sheet** attached to this Guide and available within the MGWP program itself (press 'Goto Planning Sheet')

After explaining the chart, ask the young person to consider whether the profile is accurate: they may feel that their scores should be higher or lower in a particular area and this can lead to reflective discussion.

Consider the information recorded in the lists 'strengths', 'sometimes strengths' and 'sometimes issues', etc. and help the young person to identify areas that they feel they would like to develop. Choose one or two issues to work on and record this on the Profile Planning Sheet.

Use the suggestions given in '**The GMWP Young Person's Guide to increasing your motivation and improving your wellbeing**' (see below) to jointly identify and record specific goals.

Discuss the support that the young person feels they would need and describe the support required on the Profile Planning Sheet.

Agree next steps with the young person e.g. how and when progress will be monitored and reviewed.

4. Other uses

1. The Profile can usefully be used to consider the wellbeing and motivation of a group or class. Simply ask each young person to complete the Profile and then print the charts page for each one. When laid out together it is usually very apparent where the areas for development are across the class. It is very easy to identify which of the SHANARRI indicators need to be given more attention with particular class groups.
2. The MW Profile can also be used to track or measure change: for example by completing the profile before and after any wellbeing programme or intervention to evaluate effectiveness.

The GMWP Young Person's Guide to increasing your motivation and improving your wellbeing

Nurtured and Included

- Make an effort to show an interest in others.
- Respect others' opinion even when it is different to your own.
- Try to understand different beliefs and cultures.
- Think about how you come across to others.
- Try to focus some of your goals on doing things for others.
- Ask for support from others when you need it.
- Find out what goals and interests you have in common with others.
- Find out who you work best with, and try to work with those people when you can.
- Take pride in your school.
- Find out more about the values and aims of your school.
- Help to sort out conflict when you can.
- Find out what groups and clubs you can join in school
- Praise others.

Achieving and Active

- Choose activities that give you a sense of purpose.
- Get advice from people who have achieved the goals you are aiming towards.
- Keep reminding yourself of your own strengths and achievements.
- Take part in a wide range of activities, particularly sport.
- Concentrate on doing your best rather than getting focussing on who is the best.

- Accept the areas you need to work on and believe you can change.
- Focus on specific and clear goals: work out where you are now and where you want to go.
- Tell people about your goals and how you are progressing.
- When you make progress, recognise that it was the result of effort.
- Remember to praise and reward yourself.
- Volunteer to explain things to others.
- See failure as a necessary part of learning.
- Deal with problems by making a plan or by looking for help.
- Notice what you are learning outside school.

Respected and Responsible

- Make an effort to be a good listener and contributor when you are working in a group.
- Try to see things from other peoples' point of view.
- Accept that you can't always get your own way.
- Try to ask really good questions.
- Be a positive role model for others.
- Work out what you would like teachers to say about you.
- Accept responsibility for your own learning.
- Seek opportunities to help others.
- Be prepared to take the lead when you can.
- Keep a sense of humour.
- Resist other people's attempts to distract you.
- Work on holding others' attention.
- Learn to express both positive and negative emotions.
- Find activities that let you express yourself.
- Don't let criticism stop you expressing your ideas and opinions.
- Whenever you are angry, work out what you want and ask for it.
- Show your strengths when you can.
- Let your teachers or parents know if you're finding the work hard .
- Disagree with people without falling out with them.
- Practise voicing your own opinion even when no one else agrees.
- Don't avoid being picked for things.
- Ask for help when you need it.
- Do not avoid responsibility.



The Glasgow Motivation and Wellbeing Profile: Planning Sheet

1 My Main Strengths**2 I have chosen to work on the following area****3 I have identified the following goals****Timescale:****4 Adults from whom I would like support****Completed by****Date****In discussion with****ENABLING MACROS**

In order to get full use of the program on your computer "macros" require to be enabled. It is thankfully a very straight forward process. In the Microsoft Excel 2003 version this is achieved by doing the following.

1. Press the Tools tab at top of page
2. Put cursor arrow over 'Macro' (you may need to press the small arrows at the bottom to expand the menu).
3. Put cursor arrow over security and left click mouse.
4. Choose 'low' and press OK.

In the Office 2007 version (and I am sure the 2010 version but I have not been able to confirm). A box will appear at the top of the screen asking if you wish to enable macros - choose yes.