

**Supporting Transition from Nursery to Secondary**

**Supporting Learning Management Groups(SLMGs)**

*Guidance on Managing and Meeting Learning Needs in Local Communities in Dundee*



June 2022

Review by June 2025

1. **Introduction/Background**

This guidance was first developed in 2015 after consultation and continuous review of the SLMG process with stakeholders. The key tasks of the Reference Group were to:

* Implement Supporting Learners Management Groups to replace the Citywide ‘Placement panel’
* Establish a Complex Additional Support Needs Management Group to plan for meeting the needs of children/young people with exceptionally complex ASN
* Establish a sub-group to identify a model for effective Learning and Care Assistant (LCA) deployment
* Review and revise the LCA allocation formula to ensure an equitable distribution across the city based on data relating to need.

The groups of SLMG schools are in Appendix 1. SLMGs also have a wider function to manage resources such as LCAs.

This guidance also takes account of the 'Guidance on inclusive practice and presumption to provide education in a mainstream school or early learning and childcare establishment'. In doing so, the prompt questions in Appendix 5 and the ASN Level of Need matrix (Appendix 4) may assist when assessing the most appropriate provision for an individual child or young person. This should prompt a greater focus on the learning environment and the extent to which it can support the child or young person to be **present, participating, achieving and supported**. If this highlights that there are concerns about the appropriateness of mainstream educational setting for a child then there should be an in-depth exploration of the exemptions set out below:

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| The three exemptions are that mainstream education:  (a) would not be suited to the **ability or aptitude** of the child;  (b) would be incompatible with the provision of **efficient education** for the children with whom the child would be educated; or  (c) would result in **unreasonable public expenditure** being incurred which would not ordinarily be incurred    and it shall be presumed that those circumstances arise only exceptionally. |

1. **Aims of Supporting Learners Management Groups**

*• Effectively meeting the needs of the learners in their local communities in a way which is equitable across the city for children, families and staff*

*• Every child is supported within their local community, wherever possible*

*• Fair & transparent process for staff allocation to schools within the community*

* To assist the transition process and meet legislative timescales and requirements
* To provide advice and recommendations that promote inclusive outcomes for pupils and schools
* To ensure best value in the deployment of resources within the local area
* To ensure effective prioritisation of appropriate resources within the local area and across the authority
* To build capacity within the community/mainstream and specialised provision through outreach support, shared resources and other co-operative practice
* To develop more flexible support programmes with the child at the centre, using the range of supports available (i.e. plans which meet the needs of the child, not the needs of the provision)

1. **Purposes/Functions of Supporting Learners Management Groups**

* To manage how children and young people with ASN will be best supported within their local communities and make recommendations to Children and Families Service Management where necessary
* To manage the continuum of resource/provision within the local area (including LCAs)
* To analyse and report the pattern of applications from schools and outcomes for pupils
* To identify any accessibility requirements and reasonable adjustments which schools need to make for children and young people
* To identify staff development needs in relation to ASN. e.g ESA1 training and implementation.

1. **Area Supporting Learners Resources/Provision**

* Mainstream Schools/Settings
* Schools with enhanced support (staffing/other resources) within each Supporting Learners Management Group
* Support provided by link Educational Psychologists; Accessibility and Inclusion Service, Allied Health Professionals (AHP) and voluntary agencies.
* Learning and Care Assistants (LCAs) / Secondary Pupil Support Assistants (PSA)
* Other

1. **SLMG Membership/Representation**

* Education Support Officer (Additional Support Needs)
* Head Teacher or representative, e.g. Depute Head Teacher or Principal Teacher
* Principal Teachers (Supporting Learners) from cluster schools with enhanced support for ASN
* Senior Learning and Care Practitioner
* Dundee Educational Psychology Service
* Other education support services and agencies as appropriate
* Private partner nurseries (as appropriate to where the child lives)
* Social Work, as appropriate
* Schools/Settings are grouped by the 8 Secondary clusters
* Some nurseries and schools with an ESA may require to attend more than one SLMG meeting, depending on which children are being discussed
* The Education Support Officer (Additional Support Needs) chairs each meeting and acts as a contact point between members of the group, schools and Education Service management. It is likely that the chair’s role will include some of the administrative tasks.
* Representatives should stay for the whole meeting as there is important information gathering and sharing involved in the whole SLMG meeting, aiming to keep the meeting as focussed as possible.

1. **SLMG Meetings**

* Three meetings per session are held per session:
  1. November - discussion of appropriate placement for children with ASN whose needs may not be met within catchment school (future P1, future S1, children already in school at any stage who may need greater support)
  2. February/March: to review placement decisions and to discuss support needs of individual schools in order to inform LCA allocation.
  3. May: to review placement decisions and staff allocations and to discuss support needs of individual schools. Review whether there are any pupils who no longer require the same level of enhancement.
* Cluster based LCA moderation event can also take place in February before February/ March SLMG
* It may be appropriate for the group to network about high priority cases in between meetings.
* SLMG referral forms (Appendix 3) must be received by the Admin Coordinator no later than 5 working days prior to the next scheduled group meeting.
* Meeting 1 in November focuses on children with ASN who are in transition from Nursery to P1 and P7 to S1 who may require enhanced support outwith their local catchment school.
* If the child or young person’s needs can clearly be met within their local catchment school (some conversation between settings may be needed), there is no need to refer to the SLMG.
* Subsequent meetings in February/March and April/May will address the overall level of need in each school and how resources can be best managed to meet the range and complexity of need across the Supporting Learners Management Group. This is also an opportunity to review children in specialist placements or with enhanced levels of support whose needs may have changed since they were first placed there/ provide with that level of enhanced support

1. **Referral to SLMG**

* Schools/nurseries should involve their educational psychologist in moderating all cases they propose to take to SLMG in advance of arranging any TATCs with parents. The ASN Matrix of Need (Appendix 4) and Prompt Questions (Appendix 5) should be used as part of this process. Schools are responsible for informing parents that these discussions will be taking place. If this discussion results in further direct assessment by the EP in relation to a specific child, the usual DEPS processes for engagement will apply.
* There should be no recommendations made for specific named schools; rather detailed description of the child or YP needs and support/intervention required to meet those need
* Once moderation has agreed the child should be raised at the SLMG, a Transition TATC Meeting must be held for each child prior to the SLMG; only children for whom enhanced support may be required (outwith the norm available in the catchment school) should be referred. Parental consent for this referral is required, which will include consent for any assessment required to plan/inform the transition process. This is detailed in DCC information sharing document.
* Submissions from schools to SLMG (by email on standard form) include:
  + Basic data (name, DOB, Address)
  + Catchment school(s) (after transition)
  + Clearly specified needs of the child (high level only – no detail) no more than 20 words
  + Parent/carer views and, where possible, views of the child/young person no more than 20 words

NB: Child’s Plan **does not need** to be submitted to SLMG – this is used for detailed transition planning with destination school once this is clear.

1. **SLMG recommendations**

The SLMG can identify from a range of recommendations in relation to individual children as well as for whole schools or the community. These include:

* That a child/children’s needs can be met in their local catchment school within the school’s resources
* That a child/children’s needs require targeted intervention which requires adaptations to the catchment school’s learning environment – supported by the local Team Around the School
* That a child/children’s needs require targeted intervention which is best provided in a school with enhanced staffing and resources
* That a child/children’s needs are exceptionally complex (with reference to the criteria in Appendix 6) and require intervention which integrates education and health care provision, this may lead to referral to Complex Needs Panel. Planning for pupils with complex needs may also require support from other agencies, the pathway for this process is detailed in Appendix 10

The SLMG makes its recommendations to the Education Manager (ASN) following each meeting. Decisions are then communicated to parents/carers initially by phone/in person from the Head Teacher or Nursery Manager; and subsequently by letter from the Central Admin Team.

1. **Placing Requests:**

* Wherever possible the aim is for children to attend their local school with the appropriate support.
* Parents have a right to make a placing request to a school of their preferred choice if they do not wish their child to attend the local catchment school or one offered. Parents are advised in the placement letter that they can make a placing request to a school of their preferred choice (by end of first week in Feb). However, they should be advised that this delays transition planning significantly as central decisions about all placing requests are not finalised until April/May.
* For some schools, a place in P1 for non-catchment children is unlikely to mean that there would be a place in S1 at the catchment secondary school as the policy on placing request catchment and priority places means that attending the local primary school as a non-catchment pupil is a lower priority.

1. **Good Practice Recommendations**

* Communication and planning with parent/carers is essential, based on the TATC principles of identifying strengths, needs, desired outcomes and actions
* There should be no recommendations made for specific named schools; rather a detailed description of the child or young person’s needs.
* Schools and SLMGs should use the prompt questions (Appendix 5) and ASN Level of Need Matrix (Appendix 4) to ensure that there is a consistent and moderated approach across all schools, nurseries and SLMGs to managing and meeting additional support needs.
* The Child’s Plan is used at the stage of detailed planning of transition (once destination school is known):
* to co-ordinate planning between the two settings in order to achieve the desired outcomes for the child or young person;
* to share assessment information between agencies for the purposes of the transition;
* to identify the support or targeted intervention that the child or young person needs to help parents/carers feel confident about the transition
* to help the child or young person feel responsible and included in the transition process

link to new GIRFEC guidance

1. **Referral to Complex Needs Panel:**

* When children and young people have been presented at the SLMG, following the staged intervention approach, and there still remains a complex unmet need, a referral to the complex needs panel would be appropriate.
* A TATC meeting with all stakeholders must be held involving parents/carers to agree that a referral to complex needs panel is appropriate.
* A period of assessment will then be completed. School staff will be responsible for completing the referral form (appendix 8) with contribution from all involved agencies. The school Educational Psychologist should be involved in the assessment as per their statutory role.
* The CNP meet twice annually (November and March).
* The CNP includes representation from multiple agencies including, Health, Social Work and colleagues from across the education service.
* The panel will meet prior to the meeting to review the submitted referral information. Following this, staff from their school will be invited to come to a 10 min slot to provide supporting information.
* Decisions made by the panel could include but is not limited to recommendations of in reach/outreach, placement in specialist provision, staff training, environmental audits etc and will be communicated directly to the school (10 days). School staff will then communicate this with parent/carers and a letter of confirmation from the authority will be sent to parents/carers (2 weeks)

**Appendix 1: Schools/Settings in Supporting Learners Management Groups**

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| **Baldragon Cluster**  Baldragon/St Paul's  Ardler  Craigowl  Downfield  Sidlaw View  Jessie Porter N  Cairdview Nursery | **Braeview Cluster**  Ballumbie  Fintry  Longhaugh  Mill of Mains  Longhaugh  Ballumbie  Quarry View N  Longhaugh N | **Morgan Cluster**  Morgan/St John's  Dens Road  Rosebank  Clepington  Glebelands  FWPSC N  Wallacetown N | **Craigie Cluster**  Craigie  Claypotts Castle  Craigiebarns  Rowantree |
| **Grove Cluster**    Grove  Barnhill  Eastern  Forthill | **St Pauls Cluster**  St Andrews  St Fergus  St Francis  St Pius  Quarry View N  Longhaugh N  Jessie Porter N  Cairdview Nursery | **Harris Cluster**  Harris  Camperdown  Tayview  Ancrum  Blackness  Victoria Park  Law N  Balgay Hill N  Menzieshill N  Woodlea N  Hill View N | **St Johns Cluster**  St Clement's  St Mary's  St Ninian's  St Joseph's  SS Peter & Paul  Our Lady’s  Menzieshill N  Woodlea N  Hill View N  Law N  Balgay Hill N  FWPSC N  Wallacetown N |

**Appendix 2: TIMELINES / PROCEDURES**

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| --- | --- |
| **Date** | **ACTION REQUIRED** |
| **MAY/JUNE** | * Begin to discuss possible SLMG referrals for next session with your educational psychologist to allow time for fuller assessment if required |
| **August** | * Invitation for School/Setting & agency representation on Supporting Learners Management Groups (SLMGs), including private partner nurseries. |
| **By end of SEP** | * Transition Planning TATC meetings to determine level of need and whether referral to SLMG is required. (Meeting outcomes is recorded on Child’s Plan). * Head Teacher/PT SFL/Pupil Support Coordinators to consult with link Educational Psychologist and Education Officer prior to SLMG to moderate potential SLMG referrals. Parents must be informed by the school this discussion is taking place. * Consent given by parents for discussion at SLMG and any assessment required to plan/inform the transition process (if permission is denied, transition planning with mainstream school is commenced and parents’ decision recorded in note of meeting.) |
| **IF AGREED AT TRANSITION TATC MEETING THAT REFERRAL TO SLMG IS REQUIRED:** | |
| **By end of Term 1** | * SLMG Referral Form (Appendix 3) sent to central admin for distribution to SLMG meetings. * PT SFL to visit sending nurseries and schools to observe children who have been listed on their cluster SLMG spreadsheet before Nov SLMGs |
| **By mid NOV** | * **SLMG Meeting 1** - recommendations to Education Manager (ASN, Educational Psychology & Inclusion) for school placements/deferrals. Recommendations recorded on SLMG Record Form (Appendix 3). * Discuss placement of nursery and primary children. * Share information of P6 children who will be likely to be considered next session, so transition planning can begin. Receiving secondary should contact sending primary for assessment information. |
| **By end NOV** | * Complex Needs Panel to agree placements for specialist provision and other previous referrals from schools for pupils with unmet needs. |
| **By end of DEC** | * Decisions communicated by Dundee City Council Central Admin team, who inform parents, sending & receiving school/agency of decisions in writing * Transition TATC Meetings arranged for detailed planning between schools. * Assessment information for children who have been placed through SLMG to be shared by sending nursery or school with receiving school. |
| **By mid FEB** | * School consults with link educational psychologist regarding likely LCA allocation request (using Appendix 4) prior to SLMG Meeting 2- * Cluster based moderation meeting to review LCA audit, to include the Link Educational Psychologist and Education Officer * Cluster based meeting to moderate LCA audit. * Secondary and cross cluster moderation session if required   **SLMG Meeting 2-**   * to review school placements and any changes e.g. children moving into area * LCA audit moderation using moderated LCA audit tool and matrix of need * Schools finalise LCA requests, taking account of SLMG decisions. * Complex Needs Panel to consider referrals from schools for pupils with an unmet need. |
| **By end MAY** | * Schools submit reviewed LCA Audit forms * LCA Audit review panel meet to decided allocation   **SLMG Meeting 3** –   * To discuss LCA allocation * Accessibility requirements * To finalise any outstanding transition arrangements * Staff development planning agreed * Information shared for children who may go to complex needs panel in next session so staff can assess before next SLMG in November   Begin to discuss possible SLMG referrals for next session with your educational psychologist to allow time for fuller assessment if required   * Complex Needs Panel meet to consider next sessions predications |
| *Please note:* There will be some occasions when outwith time frame applications are necessarily e.g.   * pupils moving into the area from outwith Dundee * Nursery/P1 admissions where consideration of whether specialised placement may be appropriate requires more time or School-School transitions where needs are unable to be met | |

SLMG Timeline

SEPTEMBER

* Invitation for School/Setting & agency representation on Supporting Learners Management Groups (SLMGs), including private partner nurseries.

END SEPTEMBER

* Consent from Parent for wider discussions
* HT meets with link EP to discuss possible SLMG referrals
* Initial TATC transition meetings to finalise referrals to SLMG

OCTOBER

* SLMG Referral Form sent to central admin and to ESO for ASN
* Information shared with SLMG communities

NOVEMBER

* Complex ASN Management Group meet to agree placements and consider pupils with unmet need

MID NOVEMBER

* SLMG 1 – recommendations go to Education Managers and information entered into central database

END DECEMBER

* Decisions communicated in writing to parents, sending & receiving school or agency by Central Dundee Admin Team
* Further transition TATC Meetings arranged for detailed planning between schools.
* Transition assessment information shared from sending EYLC/school to receiving school

FEBRUARY

* School consults with link EP regarding likely LCA allocation request prior to SLMG meeting.
* Cluster moderation meeting with Link EP re LCA audits
* SLMG Meeting 2 - review school placements and any changes.
* Secondary and Primary schools submit LCA Audit forms (see guidance on completion of LCA audit).
* Schools request LCA allocation taking account of SLMG decisions.

MARCH.

* Complex ASN Management Group meet to agree placements and consider pupils with unmet need
* Supporting learners moderation group visit schools for half a day to moderate the LCA allocation information.
* If required moderators will feedback to their schools and will also feedback good practice, key themes and improvements to the SLMGs

MAY

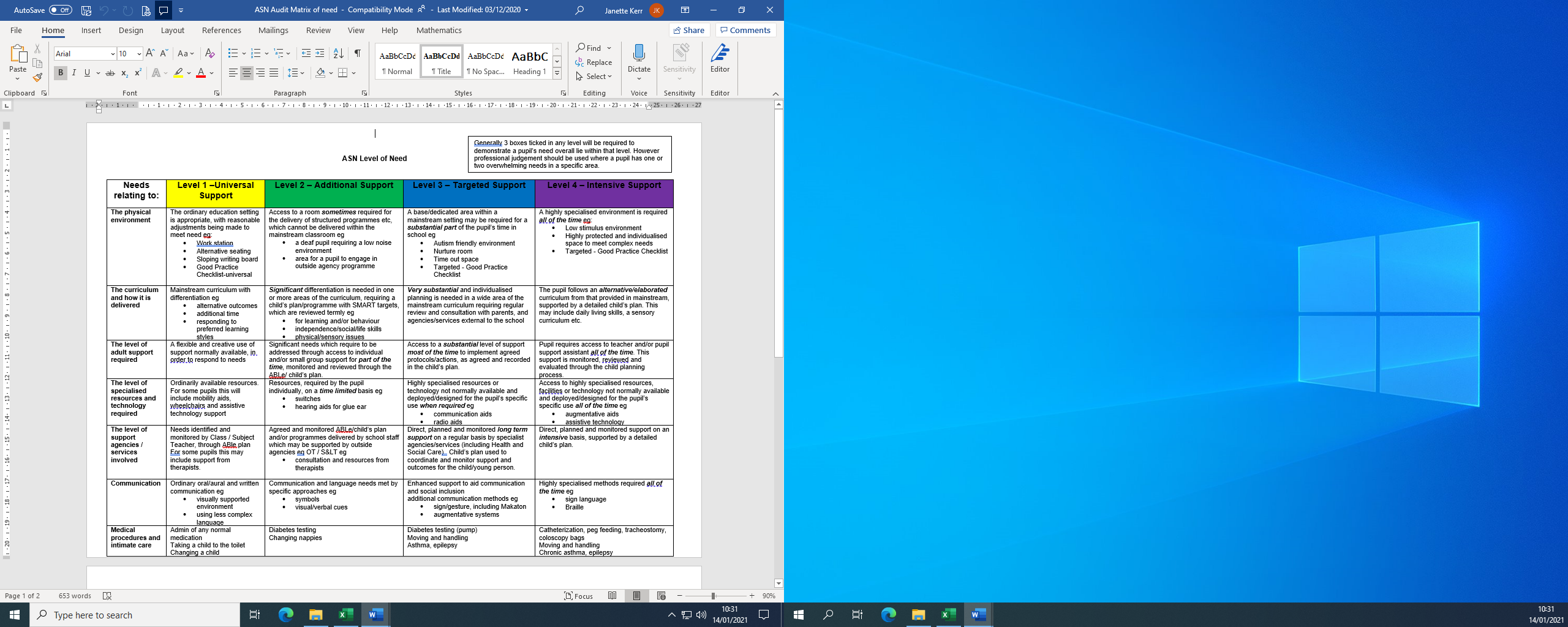
* LCA Audit review panel meets to decide allocation ..
* Schools advised on LCA allocation.
* SLMG Meeting 3 - discuss LCA allocation.
* Finalise any outstanding transition arrangements.
* Information shared for children who may go to complex needs panel in next session
* TATC transition meetings for Post 16 transition for summer leavers in S3 in schools.
* Complex Needs Panel meet to review placements and processes.
* HT meets with link EP to discuss possible new SLMG referrals for the following year

**Appendix 3 – SLMG Referral Form and SLMG Meeting Record Form:**

**These can be found in Nursery Primary/ Masterclass Share Folder – SFL – SLMG**

**They will also be sent out to SLMG representatives in August with SLMG dates and other information**

**Appendix 4**



**Appendix 5 - SUPPORTING LEARNERS MANAGEMENT GROUPS/NURSERY/SCHOOL – PROMPT QUESTIONS *to support decision-making at meetings***

To help the team reach a decision about how and where a child’s learning needs can be best, please use the following prompt questions. The principles which should underpin any decisions are:

* children should attend school in their local community wherever possible
* Those with the most complex, lifelong needs may be to be considered for specialised provision
* All schools will have a range of knowledge and skills to enable them to meet a wide diversity of learning needs
* Are there significant additional support needs which require targeted intervention (beyond which ABLe planning can meet)?
* Can the child’s needs be met by universal and/or additional supports in their local catchment nursery or school? If not, what targeted/specialist supports are required?
* How has the learning environment been adapted to meet the child’s needs:
  + Any routines and approaches, such as the use of visuals/symbols, which will help the child with **communication (**refer to Dundee’s **Good Practice Checklist** for examples**)**
  + Differentiation to facilitate access to the **curriculum**
  + Any **physical** access adaptations that need to be made in the nursery or school
  + Any **intimate care** needs which the child has (please make reference to the level of support required as per the ASN level of need matrix, Appendix 4)
  + The level/type of adult support and interaction which the child needs to learn (refer to the ASN Level of Need matrix, Appendix 4)
* Can the targeted support be provided in their current school if appropriate staff development is in place?
* Does any targeted intervention (within your school/community) need some co-ordination across different agencies?
* How will the school placement achieve the desired outcomes for the child or young person?
* Does the child or young person have significantly complex additional support needs which require integrated Education and Health care provision?

**Appendix 6 DEFINITION OF COMPLEX ADDITIONAL SUPPORT NEEDS**

Essentially children with complex developmental difficulties:

* Are/anticipated to be unable to achieve or learn in a meaningful way without combined and integrated specialist educational and therapeutic support on site.
* Or, when despite a period of sustained reasonable support and adjustment strategies in a mainstream setting, a child’s needs continue to be unmet.

We then consider the child AND the environment (including staff expertise)

*THE CHILD*

The child has one or more needs which cause a barrier to learning in the usual/local setting.

This may be a result of:

* Complex physical disability, eg where access to curriculum requires the use of technology or communication augmentation (as opposed to adaptation of building).
* Complex learning disability, eg profound and multiple impairment affecting all life skills
* Complex social/communication difficulties including ASD and SLI. Barriers to learning are complex and multiple including sensory, communication, interaction and engagement and need individual planning according to level of ability.
* Children with global early development and learning needs could be supported in small group setting within mainstream provision with appropriate adaptations to the learning environment.

Children with specific hearing or visual impairment should be supported within community setting by specialist teams. Some children may require a specific peer group/setting, e.g. those using British Sign Language.

Children with specific nursing or medical problems should be supported in the most appropriate learning environment for the individual child.

Children with behavioural needs should be assessed for underlying developmental cause in consultation with relevant agencies. Behavioural needs should be supported within mainstream provision.

*THE STAFF*

Children with complex needs require staff who have expertise in management and development of children with particular difficulties. Educational and therapy staff require to work jointly in shared goal setting and supporting child to achieve full potential.

*THE ENVIRONMENT*

Children with complex needs may require a structured learning environment with adjustment in consideration of sensory hypersensitivities, group size. This may require full environmental adaptation, equipment for postural support and access to IT.

**Appendix 7**

**Planning for Transition – Initial Team Around the Child Meeting Guidance:**

Prompts for Meeting (record information in the Child’s Plan):

* Date of transition
* Type of transition (nursery-primary, primary – primary, primary – secondary)
* Catchment school
* Summary Profile of Child's Strengths/Achievements/Interests in relation to transition
* Identify the Barriers to Learning within the 4 overlapping themes of ASN (Learning Environment, Health and Disability, Social and Emotional, Family Circumstances) and describe their impact on the learner
* Successful key support strategies employed to help the pupil make meaningful choices and experience independence; to ensure the pupil experiences both challenge and success; to promote participation and belonging.
* Parental and child’s views on transition
* **Recommended next steps:** 
  + a) Begin planning with mainstream catchment school for transition
  + b) Refer to Supporting Learners Management Group for consideration of enhanced support outwith mainstream catchment school
    - Obtain parental consent for their child to be discussed at SLMG and for any further assessments required for transition planning.
    - Share privacy notice (Appendix 9)

Following the meeting, school to complete SLMG referral form if appropriate.

Appendix 8

Complex Needs Referral Form

|  |  |  |  |
| --- | --- | --- | --- |
| Name: | | DOB: | Stage: |
| Address: | Present School: | | |
| Form completed by: | Designation: | | Date: |
| **What is your hoped outcome from this referral (***staff training further support (services, resources), alternative school placement etc). It’s ok if you don’t know.* | | | |
| **Overview of pupil**  *Brief background history, ASN, any diagnoses*  *What are the pupil’s strengths and areas of success?*  *What areas does the pupil experiences challenges / difficulties?*  *Are there health or care needs that impact on the child at school?* | | | |

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| --- | --- |
| **ASN matrix of need**  *For each section, please include information about pupil needs and strategies which have successfully supported the pupil? How long have these been used and how have these been evaluated?* | Level |
| **Communication** |  |
| **Curriculum and how it is delivered***(including levels and progress)* |  |
| **Physical environment** *(consider Good Practice Checklist)* |  |
| **Specialised resources and/or technology** |  |
| **Level of Support Agencies**  *Please describe involvement of other specialist services e.g. EPs, Health Professionals such at OT, SLT, Social Work*, specialist music therapy, art therapy, play therapy…*Who has been consulted / involved* ? *What has been their involvement* and *for how long and with what success?* |  |
| **Level of adult support** |  |
| **Intimate care needs** |  |
| **Key Barriers to Learning** *(bullet point)* | |
| **Stakeholder Views**  Pupil view -  Parent/carer view -  Current school view - | |
| **What is the child’s EP’s assessment comments/view?**  Consider triangulation of assessment information | |

Appendix 9

LCA Allocation Moderation Visits

|  |  |
| --- | --- |
| Detail of setting for assessment: | |
| * Use of Matrix of Need |  |
| * Evidence of Good Practice and Circle Inclusive Classroom Checklists |  |
| * Effective use of staffing and external agencies |  |
| * Nurturing approaches |  |
| * Census Information |  |
| * Assessment information and implementation eg ABLe, Individual Care/Risk plans, Child Plans |  |
| Other relevant Information | |

**Appendix 10**

Referral Processes and Procedures

AIM

Core, Higher, Further

Options :

PACE, HELM , RLC

SLMG process

Longhaugh Support Group

Early Years Panel:

Meets termly

Meets three times a year

Meets in November and May

Meets termly

Meets biannually

Meets three times a year

Complex Needs Panel

**Appendix 11** PRIVACY STATEMENT (SLMG Process)

To ensure that we are able to provide you with the most effective support we are legally bound to gather and record information about your child. This information will be kept in a secure electronic file and will include their personal details, information about your child’s education and other issues important for your child’s education and wellbeing. In some rare cases we keep some of the information about your child in a paper file if we do not have permission to store it electronically, for example some reports from the NHS.

All of the information about your child which is held is confidential. This means that it is kept private and will only be shared with people who are involved in helping your child learn and only if it is relevant that they see it.

Child and Families Service files are kept until your child is 25 years old or, if they are Looked After they may be kept for a period of 100 years from the date of birth to ensure that they are available for them to see at any time during their lifetime.

You can ask to see any information we hold about your child at any time. It may take up to 1 month for this to happen. Some information may be held back in some instances. For example, if it is about other people who do not agree for their names and information being given to you, or if the information is likely to cause your child harm. You will be given an explanation of anything you don’t understand and you can ask for information that is wrong to be changed or removed.

**APPENDIX 11**

**Assessment and Resource Pathway for Children and Young People with Complex Additional Support Needs (Disabilities): GUIDANCE NOTES**

The **Assessment and Resource Pathway for Children with Disabilities / Complex Additional Support Needs in Dundee (the Pathway)** is shown in the appended diagram along with an explanation of the diagram. Itillustrates:

* **that** a child with a disability or Complex Additional Support Needs is supported by the Named Person, the Team Around the Child and MASH processes (where appropriate) in the same way as any other child in need or at risk;
* **how** Dundee City Council responds to a request to assess the needs of a child and family affected by a disability *either* in accordance with Section 23 of the Children (Scotland) Act 1995); *or* where there is a wellbeing concern or child protection concern for the child;
* **the processes** that support resource allocation;
* **which** **children** have a Named Person, a Lead Professional or an allocated social worker.

A child’s health and education assessments are aligned to this pathway and will be taken account of by the Named Person or through the TATC process.

**Assessment Pathway**

Working from left to right, the **assessment** and co-ordination responsibility becomes progressively more complex as the needs of (and risk to) a child and family become greater. The people involved in planning and arranging for access to appropriate resources are shown as follows:

A1. the parent or carer or relevant professional – with additional help if needed

A2. the Named Person

A3. S23 Assessor

A4. Initial Intake Assessment – social worker

A5. Lead Professional

A6. Allocated Social Worker (long term)

A1. **the parent or carer or relevant professional:** where Children with Additional and Complex Needs will benefit from a resource, well-informed parents and professionals working together may be able to identify and gain access to the resources without the need for further assessment or new involvement of professionals. This relies on good availability of public information to work well. **Additional Help** to find the right resources for a child is available from intermediary services such as the Carers Centre.

In the case of an education need, **the Supporting Learners Management Group (SLMG)** has responsibility for the allocation of additional education resources in a child’s locality.

A2. **the Named Person:** The child’s Named Person may refer a child to appropriate targeted resources. Where it is not possible to make a direct referral – or where the child’s needs may be met in different ways - and analysis or choice is needed, the Named Person will convene a **Team around the Child (TATC)**. Often the TATC can enable identification of and access to an appropriate targeted resource. There is support to the Named Person through the Senior Officer (Children with Complex and Additional Support Needs) and Senior Officers (Locality) as well as identified health professionals.

A3. **S23 Assessor:** A child may be legally entitled to a formal assessment by the local authority to identify outcomes to be achieved and to recommend resources that may contribute to their achievement (under S23 of the Children (Scotland) Act 1995).

The Senior Officer (Children with Complex and Additional Support Needs) is responsible for screening, prioritising and overseeing allocation requests for a Section 23 assessment to a range of professionals on behalf of Dundee City Council. The S23 assessor performs a distinct statutory function as set out in the Children (Scotland) Act 1995 Regulations and Guidance: either *working alongside* the Named Person or Lead Professional; or *as* the Named Person or Lead Professional.

A4. **Initial (Intake) Assessment social worker:** Similarly, where there is a wellbeing or child protection concern, the child may be referred by the Named Person to MASH or by the TATC to Social Work Intake for a social work assessment.

A5. Following the initial or S23 assessment, a **Lead Professional** will be identified (if this has not happened earlier through a TATC). This may continue to be the Named Person; or may be an identified Lead Professional from another discipline; or a Social Worker from the Children with Disabilities Team or a Locality Team according to criteria. The Lead Professional’s responsibility is to co-ordinate ongoing assessments and to review the outcomes from and quality of all resource provision to a child and family.

A6. The Lead Professional is an **allocated social worker:** where the child is eligible for –and will benefit from ongoing involvement from a social worker.

**Resource Pathway**

Working from left to right, the **resource** pathway shows the range of resources available to a child and family from those which allow universal access to services specifically designed for an individual child and family.

R1. open access resources;

R2. single agency resources based on eligibility;

R3. targeted resources; and

R4. resources managed through Dundee City Council Social Work budgets.

**Resource allocation.**

Responsibility for the allocation of resources depends on the type of resources requested and who is authorised to allocate the resources. In the case of local authority (social work) resources, these may be agreed by a senior manager, the Resource Allocation Panel (RAP) or the External Placement Management Group (EPMG, previously the RRMG).

**Quality assurance and review.**

The designated Lead Professional will maintain awareness of the delivery of the Child’s Plan. They will convene reviews through a TATC as appropriate. At any point, the outcome of a TATC may be to return to Resource Allocation with a recommendation to adjust the resources or formally to return to the Assessment step.

**Review of the Assessment and Resource Pathway**

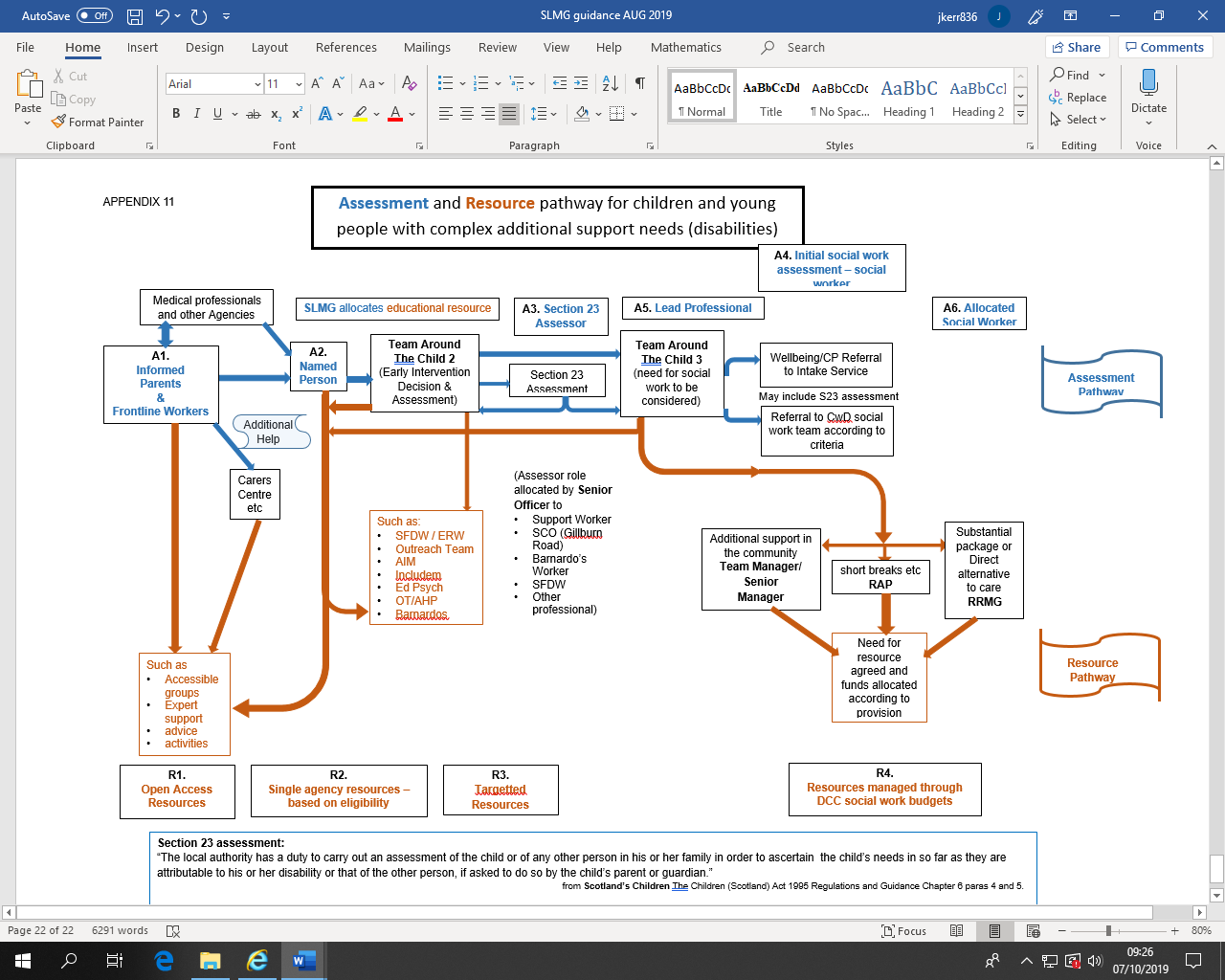
Those officers involved in supporting the implementation of this Pathway will meet together periodically to review the practical implementation of this pathway.

**NOTES:**

1. Where the term Named Person is used, it refers to the person acting in the role of the Named Person on behalf of the Named Person Service.
2. Scottish legislation defines specific responsibilities and duties of the local authority and partner agencies to some children who are described as having ‘additional support needs’ (Education (Additional Support for Learning) (Scotland) Acts 2004 and 2009 and ‘disabilities’ (Children (Scotland) Act 1995). Therefore this pathway is described as being for Children and Young People with Complex Additional Support Needs (Disabilities).

The local authority’s duty under Section 23 of the Children (Scotland) Act 1995:

“When a local authority provides services to children who are disabled, or affected by disability, and their families, those services should be designed to minimise the adverse effect of the child’s disability, or that of the other person, and enhance the child’s opportunity to live as normal a life as possible. Services should be appropriate to their assessed needs. … The local authority has a duty to carry out an assessment of the child or of any other person in his or her family in order to ascertain the child’s needs in so far as they are attributable to his or her disability or that of the other person, if asked to do so by the child’s parent or guardian.” From **Scotland’s Children** The Children (Scotland) Act 1995 Regulations and Guidance Chapter 6 paras 4 and 5. Michael Holligan, Senior Manager.



**APPENDIX 11**

**The Children with Disabilities Social Work Team**

1 Criteria

The child or young person has a substantial and enduring disability or chronic health condition and the disability / condition

• is the primary issue of concern and / or

• has a substantial impact on the quality of the child and family’s life.

2 Allocation

Children will be allocated to the Children with Disabilities team when:

• an initial assessment has been made by a colleague and

• this assessment substantiates the need for ongoing social work involvement with a child and family and

• the Children with Disabilities Team criteria are met.

3 Initial Assessment

The initial assessment will be completed on the Child and Family Initial Assessment format by intake social work services (wellbeing) or by an allocated worker (Section 23 assessment) unless a Core Assessment is appropriate to the complexity of the child’s circumstances.

In some cases, the Child’s Plan and Minute from the Team Around the Child will have sufficient information and analysis to show that the child meets the team criteria and allow a direct referral to the Children with Disability Team.

4 Forms of Intervention

The range of tasks undertaken by the Children with Disabilities team includes the full range of statutory social work responsibilities - with a particular emphasis on children who are affected by a disability.

Once involvement is agreed, social work assessment, care planning and statutory responsibility may be held for any child in the family. This is significant in that while a child is referred, subsequently siblings can also become the subject of significant social work involvement.