

Every education authority in Scotland has a legal duty to make appropriate arrangements for keeping under consideration the additional support needs and the adequacy of the additional support being provided for each child and young person for whom it is responsible.

Staff in schools plan for the learning of all children and young people to ensure that the curriculum, lessons and experiences are delivered in a variety of ways to take account of different needs, learning styles and abilities. As part of this process school staff fully appreciate the need to assess whether teaching and learning has been successful and whether approaches need to be changed or adapted to meet needs. Assessment is part of an ongoing process of gathering and making sense of information to help children and young people and the Moray Council actively promotes the philosophy of "Assessment is for Learning" in its schools.



The Moray Council also promotes a Staged Intervention approach to identify and support all children in their schools including those with additional support needs.

Staged intervention and planning at the earliest level would be part of the normal planning process in the class using the principles of Assessment is for Learning. At this stage, the class teacher may become aware of children or young people who need a greater level of attention, a different pace or approach or some other form of adaptation to the classroom or lessons. Although strategies would generally be devised by the class teacher to meet the needs of the pupil, he/she can also seek advice from other members of staff. The cyclical nature of assessment should ensure that adaptations and change continues as necessary.

Intervention and planning comes into play at the next stage when further adaptations and modifications are required. The teacher will consult with and may receive help from senior staff in the school or from pupil support staff e.g. Support for Learning teachers, guidance staff or behaviour support staff. The type of resource may be in the form of advice, time, additional staffing, different equipment, flexible timetabling etc, depending on the identified needs. At this stage more formal support planning would be utilised and parents could be informed and involved. The decision may be taken to provide an Individualised Education Programme [IEP] where needs are significant. Again the cyclical nature of assessment should ensure that the child's needs are kept under consideration and the level of need and the adequacy of support will be constantly updated.



At the next stage, intervention and planning will draw in specialist support generally external to the school. This support may come from the Educational Psychology Service, the Sensory Impairment Team, the English as an Additional Language Team, the Early Years Support team and/or one of our outreach services. Other forms of support could come from inclusive technology or groups from the voluntary sector. Again, assessment to identify achievements should allow us to build on successes and consider whether other action would enhance success. Generally at this stage an IEP would be provided and this requires regular reassessment of needs.



Finally, intervention and planning will identify specific supports to be provided by other agencies e.g. health and social work to support the child or young person's education. This level of intervention generally affects a small number of children and formal interagency planning and assessment processes will be used e.g. a Child Plan, a Looked After Children Review or a Coordinated Support Plan. At this stage the principles of assessment would still be applied and at the same time the formality of the process ensures that any plan identifying the child or young person's needs is formally revisited and considered on a calendar basis.

The majority of needs can be identified and supported at Level 1 and 2. Budgets and resources have been devolved to schools to allow them flexibility in providing for children and young people as needs change. If you are concerned about your child's progress and any difficulties he/she is having, the school staff will be happy to meet with you and discuss any issues.



However, you also have the right to ask for an assessment and this can be done through the Education and Social Care department. For information on this aspect of education please refer to the leaflet on "Identifying Children with Additional Support Needs".

For alternative formats, languages or further information, please ask an English speaking friend or relative to:

Phone: 01343 563319

Email: equalopportunities@moray.gov.uk

Write to: Project Officer (Equal Opportunities)
Chief Executive's Office
High Street
Elgin, IV30 1BX

如要索取其他的版式、各種語文的翻譯本，或需要更詳細的資訊，請叫一位會說英語的朋友或親屬與我們聯繫：

電話：01343 563319

電郵：equalopportunities@moray.gov.uk

信件郵寄地址：計劃主任(平等機會)

Project Officer (Equal Opportunities)
Chief Executive's Office
High Street
Elgin, IV30 1BX

Jeżeli chcieliby Państwo otrzymać informacje w innym formacie, języku lub dodatkowe informacje, mówiący po angielsku znajomy lub członek rodziny może do nas:

Zadzwoń na numer: 01343 563319

Wysłać mail: equalopportunities@moray.gov.uk

Adres korespondencyjny:

Project Officer (Equal Opportunities)
(Urzędnik ds. Jednakowego
Traktowania Mniejszości Narodowych)
Chief Executive's Office
High Street
Elgin, IV30 1BX

Para outros formatos, idiomas ou para obter mais informações, peça para um amigo ou parente que fale a língua inglesa entrar em contato conosco:

Telefone: 01343 563319

Email: equalopportunities@moray.gov.uk

Endereço:

Project Officer (Equal Opportunities)
Chief Executive's Office
High Street
Elgin, IV30 1BX

CONTACT INFORMATION:-

For further information you can contact the **Inclusion Manager.**



They can be contacted either on the telephone general enquiries line – 01343 563374 or email:- educationandsocialcare@moray.gov.uk.



Further information regarding Additional Support Needs can also be accessed via The Moray Council Internet pages on: http://www.moray.gov.uk/moray_standard/page_43857.html



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