

## **ADDITIONAL SUPPORT NEEDS POLICY**

### **Rationale**

The key duties of Education Authorities are to identify, make and review provision for the additional support needs of children and young people for whose education they are responsible. The ASL Act (2009) ([Education \(Additional Support for Learning\) \(Scotland\) Act 2009](#)) is structured around the concept of support being needed for any reason, and for short or long term periods, determined by the individual learning needs of the child or young person. Through identifying and supporting the needs of individual children, educators will adhere to all relevant national and local guidance.

#### **This guidance will help providers and staff to take into account the relevant Health and Social Care Standards:**

- 1.6 I get the most out of life because the people and organisation who support and care for me have an enabling attitude and believe in my potential
- 1.13 I am assessed by a qualified person, who involves other people and professionals as required.
- 1.19 My care and support meets my needs and is right for me.
- 2.8 I am supported to communicate in a way that is right for me, at my own pace, by people who are sensitive to me and my needs.
- 3.18 I am supported and cared for sensitively by people who anticipate issues and are aware of and plan for any known vulnerability or frailty.
- 4.2 The organisations that support and care for me help tackle health and social inequalities.
- 4.27 I experience high quality care and support because people have the necessary information and resources.
- 5.11 I can independently access the parts of the premises I use, and the environment has been designed to promote this.
- 5.15 The premises have been adapted, equipped and furnished to meet my needs and wishes.
- 5.18 My environment is relaxed, welcoming, peaceful and free from avoidable and intrusive noise and smells.

#### **This guidance will help providers and staff to take into account the relevant Quality Indicators from How Good is our Early Learning and Childcare: [How Good Is Our Early Learning and Childcare](#)**

- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 3.1 ensuring well-being, equality and inclusion
- 3.2 Securing children's progress

**This policy will be monitored by / through:** Staff CPD attendance, child's plans, complaints, reviews and consultation with parents, staff and other professionals.

This policy will be reviewed in:	12 months
Review Date:	August 2024
Reviewed By:	Management

AIMS	OUTCOMES	IMPLEMENTATION
<ul style="list-style-type: none"> <li>To ensure Angus Council GIRFEC guidance and ASN policy and procedures are used effectively and appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Children's needs are being effectively identified and supported</li> <li>Staff have the knowledge and skills required to support the needs of the child</li> <li>All child plans include the voice of the child and family</li> <li>Provision best meets the needs of the child</li> </ul>	<ul style="list-style-type: none"> <li>The GIRFEC staged intervention process is used to identify children's needs and focuses on improving outcomes</li> <li>Staff have knowledge and understanding of Getting it Right in Angus and ASN policy and procedures</li> <li>Staff have knowledge of local and national guidance, such as –</li> <li>Space to Grow 2017 (in particular Section 2 – the environment) <a href="#">Space-to-grow design guidance</a></li> <li>Health and Social Care Standards (in particular standards – 1.6, 1.13, 1.19, 2.8, 3.18, 4.2, 4.27, 5.11, 5.15, 5.18) <a href="#">Health and Social Care Standards</a></li> <li>Staff access specialised training and professional support as applicable to meet identified needs</li> <li>All relevant information is shared as applicable with the family and key professionals involved</li> <li>Appropriate strategies are used to include and record the voice of the child and family</li> <li>How Good is Our Early Learning and Childcare Quality Indicators – 2.1, 2.2, 2.3, 2.4, 3.1 and 3.2</li> </ul>