

ADDITIONAL SUPPORT NEEDS MANAGEMENT REVIEW – PROGRESS UPDATE

1.0 EXECUTIVE SUMMARY

- 1.1 The purpose of this report is to provide a progress update on the implementation of review findings about the process for managing the Additional Support Needs (ASN) provision within the Education Service.
- 1.2 The ASN service in Argyll and Bute has been subject to change and rationalisation over the last three years but budget pressures and challenges led to a review being carried out in the autumn of 2018. This paper will summarise the legislative requirements which define the service provision, the associated assessment process, the resources deployed and the revised management arrangements which have been put in place as a consequence of the review.
- 1.3 The demand for ASN services has grown significantly across the country over the last 6 years and just over 24% of pupils in Argyll & Bute were identified as having an additional support need as defined by the Scottish Government in the 2018 annual census return. This level is lower than any of the other 7 Councils in the Northern Alliance Improvement Collaborative and less than the national average. A Staged Intervention Framework is used by all educational establishments as a means of identification, assessment, planning, recording and review to meet the learning needs of children and young people.
- 1.4 An action plan to introduce a range of operational improvements to the management practices has been implemented over the last 5 months. This includes a new process for financial management from the outset of the annual budget preparation tasks with the service providing improved data schedules and working closer with Finance colleagues to improve costing and monitoring information.
- 1.5 The £9.37m ASN revenue budget was flagged as a key risk to the Council by the Head of Strategic Finance but the steps and processes which have been put in place now give a high level of assurance to mitigate future risks. They should also enable the service to provide more robust evidence as to how educational outcomes and improved impacts on childrens' lives are being achieved.

1.6 **Recommendations**

It is recommended that members consider the progress that has been made in securing service improvement through a more robust needs assessment process and more stringent financial framework.

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2.0 INTRODUCTION

- 2.1 This report provides the background to the key legislation and assessment processes which determine how the £9.37m annual budget for ASN services is delivered by the Education service. It highlights the requirement for realistic needs based resource prioritisation and effective budget management practices at a time when the efficient use of public funds is paramount.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that members consider the progress that has been made in securing service improvement through a more robust needs assessment process and more stringent financial framework.

4.0 DETAIL

Background

- 4.1 ASN is a significant area within Scottish education governed by a number of statutes and practice guidance. The main statutory basis for ASN derives from the Additional Support for Learning Act 2004 and the subsequent 2009 Act which strengthened and clarified certain duties of Education authorities. The Additional Support for Learning Act 2004 section 1 defines Additional Support Needs (ASN) as:-

A child or young person is said to have ASN if they need more, or different, support to what is normally provided in schools or early years settings to children of the same age. The full definition is shown in appendix 1.

4.2 The Education Scotland summary of the duty states,

Some children and young people will require support that is additional to, or different from, that received by children or young people of the same age to ensure they benefit from education, whether early learning, school or preparation for life after school. There are many reasons why children and young people may need support to help them learn. Additional support needs can be both long- and short-term, or can simply refer to the help a child or young person needs in getting through a difficult period. The Act does not tie itself to a strict definition but rather to the need for support. This is the root of the high numbers of children/young people currently identified as having ASN.

4.3 Sections 4 and 5 of the 2004 Act also place a legal duty on local authorities to meet these additional support needs. These are;

Section 4 Duties of education authority in relation to children and young persons for whom they are responsible:-

(1) Every education authority must—

(a) in relation to each child and young person having additional support needs for whose school education the authority are responsible, make adequate and efficient provision for such additional support as is required by that child or young person, and

(b) make appropriate arrangements for keeping under consideration—

(i) the additional support needs of, and

(ii) the adequacy of the additional support provided for, each such child and young person.

(2) Subsection (1)(a) does not require an education authority to do anything which—

(a) they do not otherwise have power to do, or

(b) would result in unreasonable public expenditure being incurred.

The general functions of the Education authority in relation to additional support needs covered in section 5 are shown in appendix 2.

4.4 To enforce these duties, the 2004/2009 Acts created a Code of Practice for professionals and also confers certain rights of redress on parents and created paths of resolution including mediation and a Tribunal. The rights of children and parents conferred under the Acts are shown in appendix 3.

4.5 The collective impact of the legislation is that increasing numbers of children can now be described as having additional support needs. For example, every Looked After Child is now deemed to have additional support needs. There was a significant increase in moving to 600 hours in Early Years and this will be added to at 1140 hours. This should be fully funded by Scottish Government grant from August 2020.

- 4.6 The presumption of inclusion of children with additional support needs (ASN) in mainstream schools is a key feature of Scottish education. In Argyll and Bute, this presumption of mainstreaming is supported by a fundamental belief that children should be educated within or as close to their own communities as possible. There is only a single stand-alone special school, Parklands in Helensburgh. Inclusion within mainstream schooling is the principal mode of education delivery to children with a wide-range of needs, but several schools have developed Learning centres to assist in meeting local needs.
- 4.7 The ASN service is delivered under 4 main category headings; the Psychological services, Pupil Support teachers, ASN assistants and Residential Schools accommodation. In early years, children for whom a need has been identified are referred into the system through partner agency staff such as Health Visitors and Social workers, and Early Years Principal teachers and school staff in the Education Service. The Getting It Right for Every Child (GIRFEC) national practice model is the approach used across Scotland for working with children and their families to ensure that all agencies work in partnership to secure the best outcomes for all children. Identifying and addressing children's needs using the GIRFEC model is embedded in practice within all services in Argyll and Bute who work to support children and families.
- 4.8 According to Scottish Government data, in 2018, over 26 % of all pupils in Scottish schools had an additional support need. In Argyll and Bute, in the September 2018 census return, 2219 children, just over 24% of all pupils in an authority educational establishment had an additional support need. As the Education Service is now part of the Northern Alliance Regional Improvement Collaborative, the opportunity is now being taken to share good practice and benchmarking information on key ASN matters with this partner group of rural local authorities.
- 4.9 The Northern Alliance presented a data set in March 2019 of the national annual returns from 2018. The following tables put the demand for services in this area in context as Argyll & Bute has the lowest % of children with ASN needs within the Regional boundary, and significantly less than some neighbouring authorities. A comparison between sectors for the 6 regional collaboratives is also shown.

% of Pupils with ASN – Northern Alliance

Council	% Primary	% Secondary
Aberdeen City	28.8	33.2
Aberdeenshire	41.8	40
Argyll & Bute	17.9	30.6
Western Isles	25.8	36.4
Highland	38.4	44.2
Moray	32.1	34.8
Orkney	25.5	32.9
Shetland	35.3	30.3

% of Pupils with ASN – All Scottish Education Collaboratives

Collaborative	% Primary	% Secondary
Northern Alliance	30.5	34
Forth Valley	24	30.6
Tayside	18.8	27
West	22	25.9
South West	23.2	30.2
South East	23.6	32.2

- 4.10 All local authorities submit an annual census return on additional support needs to the Scottish Government through scotXed in September. It is only in recent years that a definition of support needs has been provided by the Government and the current definition in the scotXed data collection specification has 24 specific categories plus an other box (see Appendix 4). The system is populated directly by schools based on their interpretation of support need and signed off by the Head Teacher.

Assessment of need

- 4.11 All local authorities address need through professional support (this may include teachers, educational psychologists, health eg OTs, Physios, SW) and non-professional input (assistants of some kind). Support varies depending on the assessed need of the individual child. However, the nature of the support will also depend on the resources available eg provision of special schools and units at a local level. The Northern Alliance has recently agreed to take forward a workstream to share good practice in relation to needs assessment and operating a staged intervention process. This is aimed at developing a common approach through learning and sharing practice and this Council's framework has been identified as an example of good practice.
- 4.12 This Council's Education Service has implemented a Staged Intervention Framework which is intended to guide school staff as to how best to support children. Staged Intervention is the agreed process used to identify, plan for and support children who have additional support needs and/or who require a targeted intervention. This is a service or specified support which is targeted at addressing particular wellbeing needs or more specialist, and is therefore not made available generally to all children. It provides a solution focused approach to meeting needs at the earliest opportunity and with the least intrusive level of intervention. The process involves the child, parents/carers, school staff and, at some levels, other professionals, working in partnership to get it right for every child. Staged

intervention is designed to be flexible and allows for movement between stages depending on progress.

- 4.13 The Argyll and Bute Staged Intervention Framework is based on the premise that all children and young people should have frequent and regular opportunities to discuss their learning with an adult who knows them well and can act as a mentor, helping them to set appropriate goals for the next stages in learning. Young people themselves should be at the centre of this planning, as active participants in their learning and development. The three stages are:-

Stage 1 –In-class or in-group.

The class teacher or key worker (Early Years) identifies a need for some additional support. The Named Person is notified and the teacher /key worker makes some changes to the normal routine or gives some extra attention so that the child can get the best out of the work of the group or class.

Stage 2 –Targeted intervention.

There is an identified need for targeted planning and intervention to address additional support needs. A Child's Plan (CP) may be in place outlining the specific targeted interventions required and detailing long- and short-term outcomes and timescales. Timescales for review of the interventions will be built in to the plan.

Stage 3 – Specialist input.

There is an identified need for more targeted intervention and/or specialist provision and interventions including:

- a high degree of individualisation of learning, and/or
- access to a different learning environment,
- substantial adaptation to the curriculum, and/or
- substantial adaptation to the learning environment.

A CP will be in place outlining the specific targeted interventions required and where there is multi-agency involvement, a Lead Professional will co-ordinate this support.

- 4.14 Children at Stage 3 will be identified in the following needs criteria categories:

- Severe and complex/profound
- Moderate learning difficulties
- Social/emotional behavioural difficulties
- Hearing impairment
- Visual impairment
- Children on the autistic spectrum
- Children with language and communication difficulties
- Children with severe physical impairment

They will require significant individualisation of learning and/or substantial adaptation to the curriculum. These measures will be established and implemented by means of the relevant staff in the establishment working in collaboration with each other and the parents of the child and others, including; specialist teachers; pupil support teachers; Psychological services; external service agencies and Additional Support Needs Assistants.

- 4.15 In identifying pupils with ASN, Wellbeing assessments are carried out including the use of the My World Triangle to support practice. Child's Planning meetings are called if required and a CP is set up. For children to receive ASN assistant support, the above needs criteria require to be met and then an assessment of the number of hours required is undertaken. The process has to ensure that there is rigour in the system of allocation, particularly as the Education Service has to balance taking a needs based approach within the available budgetary situation. The starting point for the process is the children and young people who received ASN Assistant support from last session's allocation exercise and those children entering Early Years.

Process for allocation of ASN Assistant resources

- 4.16 The assessment process identifies the forms of intervention that will be required for an individual child from the range of support measures. The number of pupil support teachers in each area has remained relatively stable and is factored into the local support provision.
- 4.17 In previous years, the process for allocating ASN assistant resources took place between February – June, for the following academic year. Area Principal Teachers/ Early Years Principal Teachers would discuss ASN assistant resource requirements with head teachers/ heads of centres for pupils currently in early years, primary and secondary establishments. Although the process was relatively clear, the number of hours initially requested was often much greater than the budgeted hours available. This resulted in a relatively formulaic approach to negotiating and disbursing the budget to schools. Whilst economies from small group support are essential in some cases, it was harder to follow the actual hours provided for an individual need.
- 4.18 As a consequence of the 2018 review, the ASN management carried out an audit of all targeted and specialist interventions in November 2018 to establish a base budget level based on the weekly hours required in each establishment. The Finance team were then involved at an early stage in creating a costed schedule of hours covering each ASN Assistant in each school which the central school support team co-ordinated from the data provided by the school establishments for the ASN management. This collegiate team working approach has enabled a robust information system to be put in place by May 2019 which fully reflects the available budget.
- 4.19 Training and guidance has been provided to key establishment staff on the process, and the classification and input of data into SEEMIS. A minimum

professional learning plan has also been generated for all ASN staff. The Action plan implementation process has been led by the Head of Education: Lifelong Learning & support and the Acting Education Manager – Inclusion and Equality to ensure challenge and scrutiny throughout and the achievement of key milestone dates. Resulting from this, all establishments are provided notification of ASN assistant and Pupil Support teacher hours in early May.

Staffing

- 4.20 As at October 2018, 351 ASN assistants were employed on contracted hours and 40 were timesheet paid. This equated to 207 FTE posts. The total number of paid hours in place in October was 7,260 hours per week. The agreed weekly total through the previous allocation process, set out above, for April to June 2018 was 7,096 and from August 2018 onwards it was 7,584 hours.
- 4.21 The ASN budget supports a cohort of 45.5 FTE pupil support teachers grouped around an allocation to 8 individual clusters. These teachers are not part of the schools roll related entitlement but are managed by Head Teachers. Since April 2017, there has been a confirmed staffing allocation of support teachers to each area including an additional 0.2 FTE increase in support for pupils with visual impairment.
- 4.22 In conjunction with HR all new contracts for ASN assistants are now issued on an area contracts basis which allows for a higher level of flexibility if staff are asked to move to a different establishment. Existing staff are subject to a contract variation exercise which replaces a previous contract defining their place of work as a single educational establishment with an area contract. This exercise should be completed in by August 2019.

Budgets

- 4.23 The total ASN services budget for 2018/19 was £8,873,780. The Psychological Services and Support teacher budgets and staff numbers have been fairly stable in recent years. The ASN assistant budget has been the most volatile and the annual assessment and allocation of resources has created cost pressures. Due to the projection put forward for the ASN assistant budget as a result of the allocated hours shown in 4.20, that budget was showing a projected overspend of £350,000 for 18/19 from July 2018.
- 4.24 As part of the Service Choices process, savings had been taken from the ASN Assistants budget in previous years. However, due to increased service demands, a cost pressure of £608k was agreed by Council for the 2019/20 budget to ensure all statutory needs can be met.
- 4.25 The work identified in para 4.17 & 4.18 has now resulted in allocations being made which will ensure that the average weekly hours of 7,480 which have been costed in the 2019/20 budget for ASN assistants from the start of the August 2019 school year will not be exceeded and the service should be managed within budget in future.

4.26 The total ASN Service budget for 2019/20 is shown overleaf.

Service Area	2019/20 Budget £'s
ASN Assistants	4,315,854
Special Education - Parklands	768,621
Lochgilphead Primary Learning Centre	225,523
Oban Campus Learning Centre (Primary)	115,946
Oban Campus Learning Centre (Secondary)	201,872
Pupil Support Teachers	2,355,348
Schools residential Accommodation	980,218
Specialist Equipment	31,722
Special Education - HQ	347,176
Specialist Activities	5,410
Disability Access	15,000
Home & Hospital Tuition	8,695
Total	9,371,385

4.27 As identified earlier, the assessed need is met by a combination of Pupil Support teachers, Learning centre provision, ASN Assistant time and in some cases Residential schools. The indicative breakdown of ASN Assistant weekly hour provision by cluster for the session beginning August 2019 is shown in the following table.

School Cluster	Weekly Hour Provision
Bute	502
Cowal	1385
Helensburgh	1301
Islay	344
Kintyre	999
Oban	1507
Mid Argyll	668
Mull	230
Central	544
Total	7480

Further improvement actions

4.28 The ASN review implementation group, led by the Head of Education: Life Long Learning and Support, have considered the challenges facing the service and have successfully implemented a range of changes to the way in which the service is managed. The review activity has focused on how best to achieve improved educational outcomes for children by delivering effective support interventions and this has been illustrated in earlier sections of this report. In addition, the following three issues and actions will be taken forward during the next year.

- a) Issue – For historic reasons, there is no clarity or consistency on how Learning Centre staffing levels costs are established and a revised approach is required. Discrete budgets are only available in areas where a historic distinct learning

centre for special needs existed. Oban and Lochgilphead campuses have specific staff in their budgets for centres and Parklands operates as a standalone centre. In the other cases, H/T's are using Pupil Support staff from the central budget to operate locally devised solutions in their facilities.

Proposal – Produce a costed business case for revised staffing ratios for Learning Centres based on SNCT guidance in relation to the number of children with severe and complex needs accessing each resource. The ratio of staff to pupils has traditionally produced fairly high models.

- b) Issue - Weaknesses have been identified in the current management of the Pupil Support teachers by individual head teachers which include:-
- The impact of this cohort of teachers towards meeting the needs of children with ASN
 - The lack of ability for the present arrangement to respond to need flexibly across a cluster area
 - The loss of specialism in this group of staff and the need for training

Proposal – it is proposed that the management of Pupil Support teachers and the budget is carried out by the Area Principal Teachers and the Education Manager to improve consistency and accountability of service delivery. This would enable improved Quality Assurance to be carried out and get better value from the significant resource input to the service. A proposal to refresh the central ASN team structure in order to deliver better outcomes will be developed in consultation with the Trade Unions.

- c) Issue – The new management and financial arrangements have only recently been put in place and require to demonstrate sustainable reliability.

Proposal – The arrangements will be subject to ongoing operational monitoring and review over the next year.

5.0 CONCLUSION

- 5.1 The Review was undertaken to gain optimum value from, and have an improved understanding of the impact of, the resources deployed in the ASN service. Greater clarity and scrutiny have been introduced to the needs assessment and budget allocation processes, and improved quality from the output of management information systems. Critically, this work should, on an ongoing basis, enable the service to provide more robust evidence as to how educational outcomes and improved impacts on childrens' lives are being achieved.

6.0 IMPLICATIONS

- 6.1 Policy - None
- 6.2 Financial - The resource allocation process will be in line with agreed annual budgets

- 6.3 Legal - The statutory duties of the Council will be met.
- 6.4 HR - Changes in the management hierarchies will be required
- 6.5 Fairer Scotland Duty:
 - 6.5.1 Equalities - protected characteristics – All legislative requirements will be met
 - 6.5.2 Socio-economic Duty – N/A
 - 6.5.3 Islands – No differentiated impact
- 6.6 Risk – Greater scrutiny of processes will reduce risk implications
- 6.7 Customer Service – Improvements in service to meet individual needs are being sought

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APPENDICES

Appendix 1 Additional support Needs Legal Definition, Additional Support for Learning Act 2004

Appendix 2 General functions of Education authority in relation to ASN section 5 2004 Act

Appendix 3 Rights of parents and young people under the 2004/09 Acts

Appendix 4 School/Pupil Census ASN categories

Appendix 1

Additional support Needs Legal Definition, Additional Support for Learning Act 2004

1 Additional support needs

(1) A child or young person has additional support needs for the purposes of this Act where, for whatever reason, the child or young person is, or is likely to be, unable without the provision of additional support to benefit from school education provided or to be provided for the child or young person.

[F1(1A) Without prejudice to the generality of subsection (1), a child or young person has additional support needs if the child or young person is looked after by a local authority (within the meaning of section 17(6) of the Children (Scotland) Act 1995 (c. 36)).

(1B) But where, in the course of identifying (in accordance with the arrangements made by them under section 6(1)(b)) the particular additional support needs of a child or young person who is looked after by a local authority (within the meaning of section 17(6) of the Children (Scotland) Act 1995 (c. 36)), an education authority form the view that the child or young person is, or is likely to be, able without the provision of additional support to benefit from school education provided to or to be provided for the child or young person, subsection (1A) ceases to apply.]

(2) In subsection (1), the reference to school education includes, in particular, such education directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential.

(3) In this Act, “additional support” means—

(a) in relation to [F2an eligible] pre-school child, a child of school age or a young person receiving school education, provision [F3(whether or not educational provision)] which is additional to, or otherwise different from, the educational provision made generally for children or, as the case may be, young persons of the same age in schools (other than special schools) under the management of the education authority [F4responsible for the school education of the child or young person, or in the case where there is no such authority, the education authority],

(b) in relation to a child under school age other than [F5an eligible] pre-school child, such [F6provision (whether or not educational provision)] as is appropriate in the circumstances.

Appendix 2

Section 5 2004 Act General functions of education authority in relation to additional support needs

(1) Every education authority must in exercising any of their functions in connection with the provision of school education, take account of the additional support needs of children and young persons having such needs.

[F1(2) Where a child falling within subsection (3) has been brought to the education authority's attention as appearing to have needs of the type mentioned in subsection (3)(c), the authority must (unless the child's parent does not consent)—

(a) in accordance with the arrangements made by them under section 6(1), establish whether the child does have such needs, and

(b) provide such additional support as is appropriate for the child.]

[F1(3) A child falls within this subsection if the child—

(a) is under school age (unless the child is [F2an eligible] pre-school child),

(b) belongs to the authority's area, and

(c) appears to have additional support needs arising from a disability (within the meaning of the F3[Equality Act 2010]) which the child has.]

(4) An education authority may provide such additional support as is appropriate for children (other than children to whom the education authority have a duty under subsection (2)) and young persons belonging to the area of the authority—

(a) having additional support needs, but

(b) for whose school education the authority are not responsible.

Appendix 3

Rights of parents and young people under the 2004 Act

The 2004 Act introduces new rights for parents and young people. Parents have rights (and young people have these rights on their own behalf) to:

- request the education authority to establish whether their child has additional support needs or requires a co-ordinated support plan
- receive advice and information about their child's additional support needs
- request, at any time, a specific type of assessment and/or examination for the purpose of considering the child's additional support needs as well as when the education authority propose to establish whether a child or young person has additional support needs or requires a co-ordinated support plan (or where a plan is being reviewed)
- request the use of mediation services
- make use of dispute resolution arrangements for matters about additional support needs that are specified in regulations - generally matters not eligible to be considered by the Additional Support Needs Tribunal 4 for Scotland
- make a placing request to the education authority requiring them to place the child or young person in a specified school which can include an independent or grant-aided special school if their child has additional support needs
- make a placing request to another education authority for their child to attend a school under the management of that authority
- be informed of the outcome of requests under the Act, reasons why a request is refused and any applicable rights to have a decision reviewed, for example, through mediation or dispute resolution, or referred to a Tribunal or an Education Authority Appeal Committee where it concerns a placing request where there is no related co-ordinated support plan matter
- request the education authority to establish whether their child needs a co-ordinated support plan or to review an existing plan
- receive a copy of the co-ordinated support plan, and any amended plan
- be asked for their views and have them taken into account and noted in the co-ordinated support plan
- refer to the Tribunal specified matters relating to co-ordinated support plans and related placing requests
- have a supporter with them or an advocate to present their case at any meeting with the school or education authority, in connection with the exercise of the education authority's functions under the Act and at tribunal hearings.
- have access to a free advocacy service in tribunal proceedings.

Some of the main changes made to the 2004 Act by the 2009 Act are:

- Under the 2004 Act 'additional support' meant support that is provided in a classroom or a school. The 2009 Act changes this to include support that is given out of school but that helps a child get the most from their school education. This could include a social worker helping a child who refuses to go to school or a mental health nurse supporting a child to cope with issues affecting their school life.
- Children who are looked after by a local authority are assumed to have additional support needs. For looked after children who don't need extra help this will have little impact. For those who do need help it will make sure their needs are considered as they move through school or if they change school. Local authorities are also expected to check whether or not these children require a Co-ordinated Support Plan (CSP).
- The 2009 Act allows parents to ask their local authority for a specific type of assessment at any time. Under the 2004 Act parents had this right only when asking the education authority to identify whether their child had additional support needs or when asking the education authority whether their child required a CSP.
- The 2009 Act strengthened the duties that local authorities have towards young disabled children. Local authorities have a duty to assess disabled children aged between 0 and 3 years and if needed provide them with additional support in agreement with their parents.
- Local authorities have to publish information on where parents and carers can find help, information and advice. Local authorities have to make sure that a summary of this information, including details of dispute resolution and mediation services, is available from all schools and other places that provide school education. They also need to make sure this information is included in school handbooks and on websites.
- Parents of children with additional support needs can make placing requests to any local authority run school or independent special school in Scotland.
- All appeals about placing requests to special schools (whether the child has a CSP or not) are referred to the Additional Support Needs Tribunal. Some of the changes made to the 2004 Act deal specifically with Co-ordinated
- Support Plans and in particular to disagreements between local authorities and parents about the CSP.
- The Act extends the reasons why a parent or young person can make an appeal (called a reference) to the Additional Support Needs Tribunals. Parents can make a reference when a local authority decides that a child does not need a CSP and also when local authorities have: failed to provide the additional support set out in the CSP; not responded to

- a parent's request to find out whether their child needs a CSP within a given time; or, having agreed to consider whether or not a CSP is needed, have not made a decision within the required timescale.
- The Additional Support Needs Tribunal has the power to direct local authorities to provide, or make arrangements for providing, the additional support that is set out in a CSP.
- The Act includes a duty for the Scottish Government to fund a national independent advocacy service available on request and free of charge to support parents and young people in Additional Support Needs Tribunal proceedings. This last point is important as it emphasises the Scottish Government's intent to promote the rights of parents and children in relation to ASN, and to enforce the duties of local authorities.

Appendix 4

School/Pupil Census ASN categories

- Learning Disability
- Dyslexia
- Other specific learning difficulty (eg numeric)
- Other moderate learning difficulty
- Visual impairment
- Hearing impairment
- Deafblind
- Physical or motor impairment
- Language or speech disorder
- Autistic spectrum disorder
- Social, emotional and behavioural difficulty
- Physical health problem
- Mental health problem
- Interrupted learning
- English as an additional language
- Looked after
- More able pupil
- Communication Support needs
- Young carer
- Bereavement
- Substance misuse
- Family issues
- Risk of exclusion
- No disclosed/declared
- Other