How **good** is our **school?**
Quality Management in **Education**

Inclusion and Equality

Part **2**: Evaluating education for pupils with **additional support needs in mainstream schools**

HMIe

improving Scottish education

Inclusion and Equality

Part 2: Evaluating education for pupils with additional support needs in mainstream schools

Contents

Introduction

This document is one of a series of guides to self-evaluation. It builds on the advice given in the publications *How good is our school?*, HM Inspectorate of Education, revised edition 2002 and *Quality Management in Education* (QMIE), HM Inspectors of Schools, 2000. The introductory publication to the series, *Planning for Improvement*, HM Inspectorate of Education, 2003 outlines how school staff can use the outcomes of self-evaluation to plan effectively for improvement.

This guidance document focuses on how to evaluate the quality of experiences and achievements of pupils with additional support needs in order to identify strengths which might be shared more widely and actions which are required for improvement. The materials are designed to be used by:

- headteachers and staff in mainstream and special schools and units who have the responsibility for meeting the educational, social and care needs of pupils with additional support needs in their schools; and

- officers in the council with responsibility for the strategic and operational direction of provision for pupils with additional support needs.

In conducting the evaluation and related action planning, education authority and school staff will want to involve colleagues from other council services, such as social work and community learning and development, and from health boards and trusts and voluntary agencies. Central to the whole process are parents/carers and the pupils themselves.

The context for improving the learning, achievement and participation of pupils with additional support needs in mainstream schools

Pupils have additional support needs when they experience barriers to their learning, achievement and full participation in the life of the school. These barriers may be created as the result of factors such as the ethos and relationships in the school, inflexible curricular arrangements, and inappropriate approaches to learning and teaching. The barrier or barriers may also relate to pupils' physical, sensory or intellectual disabilities, to emotional and social needs, challenging behaviour, autistic spectrum disorders and communication difficulties, and to chronic illness and absence from school. Barriers to learning may also arise from difficult circumstances such as parents who abuse drugs or alcohol. Children who are looked after may also face barriers to learning. Pupils with additional support needs include all of those pupils who under current legislation are described as having special educational needs. The spectrum of additional support needs ranges from those which are long term, profound and complex to those which are short term and quickly met.

It is the responsibility of education authorities, schools and support agencies to work with the pupil and his or her parent(s) and carer(s) to ensure that the barriers are removed, overcome, or minimised and pupils with additional support needs are able to fulfil their potential.

Section 2(1) of the *Standards in Scotland's Schools etc. Act 2000* places a duty on education authorities to secure that education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential. Section 15 of the same Act introduced a presumption of mainstreaming that pupils with barriers to learning will be educated in a mainstream school, except under certain exceptional circumstances. A Scottish Executive Circular on the presumption of mainstreaming makes clear its expectations. The only exceptions to the presumption of mainstreaming in section 15 relate to the needs of the individual pupil being better met in separate provision, or where the presence of a child in a school is detrimental to the education of other pupils, or where the cost of mainstreaming a pupil is unreasonable.

In 2002/2003, Audit Scotland in partnership with HMIE undertook a base line study of the inclusion of pupils with special educational needs in mainstream schools, as a result of which they published a report Moving to mainstream. While identifying good practice, the report's conclusions and recommendations show that councils, schools and National Health Services (NHS) all have much to do to ensure that the presumption of mainstreaming is fully achieved. Councils and schools, along with NHS, will wish to evaluate their current provision in terms of the conclusions, recommendations and examples of good practice in this report. As a result of this evaluation they will want to establish or adapt their action plans for improving the quality of educational provision and outcomes for pupils with additional support needs. They will also need to take account of other current legislation, particularly the Special Educational Needs and Disability Act 2001 and The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002.

Councils and schools are also required to implement the terms of the Education (Scotland) Act 1980 relating to pupils with special educational needs. This Act is likely to be amended in light of new draft legislation Education (Additional Support for Learning) Scotland Bill together with a supporting policy framework as indicated in Moving Forward! Additional Support for Learning. The Bill aims to remove the current Records of Needs and procedures and put in place a more streamlined approach. This will include drawing up a Co-ordinated Support Plan if a pupil has additional support needs arising from one or more complex factors, or multiple factors, which are likely to continue for more than a year, and those needs require significant additional support to be provided by one or more appropriate agencies, including support other than education from the authority. However, until the Bill is enacted, councils and schools have a duty to implement fully the legislation in relation to Records of Needs and to take full account of the guidance in Circular 4/96 Children and Young Persons with Special Educational Needs: Assessment and Recording.

This guide, and the forthcoming CD ROM version, will be updated to take account of new legislative requirements.

Mainstreaming

Mainstreaming is interpreted broadly. Moving to mainstream identifies mainstream provision for pupils with additional support needs as ranging from full-time participation in mainstream classes to education mainly in special schools with optimum opportunities for participating in inclusive settings in mainstream schools, community activities, work experience, and in further education colleges. The importance of flexibility and choice in relation to meeting precisely the educational, care and social needs of pupils is fully recognised in the report on special educational needs of the Education, Cultural and Sports Committee of the Scottish Parliament in 2001.

National Priorities for Education

Improving the inclusion and education of pupils with additional support needs is a specific focus of National Priority 3, but all of the other priorities are relevant in shaping provision and outcomes for them. The following table summarises the implications of each National Priority for pupils with additional support needs.

NATIONAL PRIORITY	IMPLICATIONS FOR PUPILS WITH ADDITIONAL SUPPORT NEEDS
1. To raise standards of education for all in schools.	Schools and local authorities should have clear approaches to promoting the attainment, achievement and personal and social development of pupils with additional support needs. Their progress should be closely monitored.
2. To establish effective teaching and learning environments.	Appropriate support and training should be provided for staff in schools, members of support services, including those in NHS, and social workers to help them meet the educational, care and social needs of pupils with additional support needs in mainstream educational settings. Accommodation and facilities should fully meet the specifications for accessibility.
3. To promote equality and help every pupil benefit from education.	Arrangements should be in place to ensure that pupils with additional support needs have equal access to a broad and balanced curriculum and the same length of the school week as that of their peers. They should have the additional facilities they need to achieve their fullest potential. Education authorities and schools should demonstrate a clear commitment to ensuring that pupils with additional support needs do not suffer from discrimination or disadvantage if their learning has been 'interrupted' in any way either by illness or exclusion.
4. To work with others to teach pupils respect and the duties and responsibilities of citizenship.	Schools, social workers and parents/carers should work together to develop the self-esteem and confidence of pupils with additional support needs to ensure that they have opportunities to exercise responsibility and be fully involved in decisions about their education and schooling.
5. To equip pupils with the skills, attitudes and expectations necessary to prosper in a changing society.	The curriculum, programmes of personal and social development and learning experiences should equip pupils with additional support needs to be as independent as possible and progress, as appropriate, to training, employment, and further and higher education on leaving school.

Supporting guidelines

Some children and young people with additional support needs may be looked after and accommodated by their local authority. Education authorities and schools will want to refer to Inclusion and Equality: Part 1 Evaluating education and care placements for looked after children and young people. They will also want to refer to Part 3 of the same series Promoting Racial Equality, to assist in improving educational outcomes for pupils from minority ethnic families.

Self-evaluation in practice

This guide is designed to help schools, in association with parents/carers and pupils, and with assistance from education authorities, to evaluate their effectiveness in improving the educational outcomes and opportunities for pupils with additional support needs. Education authorities and schools will involve others who contribute to the pupils' education in the evaluation, including members of social work departments, community learning and development, NHS and voluntary agencies. The framework adopts the principles of self-evaluation which underpins How good is our school? and Quality Management in Education. The approach is designed to help key members of staff in education authorities and schools to:

• recognise key strengths in provision;

• identify areas where good quality should be maintained and shared more widely or where improvements are required;

• identify priorities for a development plan and how they may be achieved; and

• report on standards and quality.

This guide provides formats which school staff can use as they stand or adapt for their own school. Blank pro forma can be downloaded from the HMIE web-site. Staff in education authorities may wish to consider using the same approach.

Pages of the guide have been colour coded for ease of use. Section 1 relates mainly to schools and Section 2 to education authorities.

Section one: Schools

Part 2 of How good is our school? provides useful advice to school staff on practical approaches to self-evaluation.

This guide:

- summarises some key questions relating to the education of children and young people with additional support needs, and refers to some important sources of advice to help staff in answering them;

- provides illustrations of best practice in relation to key questions and related quality indicators; and

- encourages school staff to weigh up the strengths and areas for improvement in their establishments in order to come to an overall evaluation of the quality of provision and, as a result, plan for and bring about improvements.

School staff should also refer to the policy and practice documents produced by their own education authorities. It may be helpful to add references to these documents to printed or electronic versions of the guide.

References

The list of legislation and documents relating to the education and achievement of pupils with additional support needs within mainstream schools is very long. Some key references are provided at the end of this guide in Sources of Support. References to legislation, circulars and guidance are embedded in the text of the guide. They can be accessed by using the electronic version of the guide with Internet access. It is not envisaged that each reference will be followed up by a particular school.

A team approach to self-evaluation and improvement

Making appropriate provision for pupils with additional support needs is central to the national commitment to inclusion, and is underpinned by legislation. School staff will be guided by the policies and guidance of their education authorities or governing bodies. While senior managers take lead responsibility in ensuring high quality education for pupils will additional support needs in their school, each member of staff has a vital role to play in giving pupils the support needed to achieve their potential in a socially inclusive environment.

The process of planning for pupils with additional support needs, putting the plans into action, evaluating them and then working for further improvement is demanding but highly rewarding. It is an extension and adaptation of work already undertaken for the school community as a whole. Schools should find it helpful to identify key members of staff to form a team to co-ordinate:

- the implementation of a school's policies and guidelines as they affect pupils with additional support needs;

- the systematic evaluation of the provision made and pupils' experiences and achievements; and

- action plans to improve further the school's provision.

Members of visiting support services may well be part of this co-ordinating team or at least will be involved in its work.

It is envisaged that schools will tackle the key questions in this guide one at a time depending on the priorities for the school and the education authority. Selected quality indicators from How good is our school? assist staff in answering the key questions. Staff will find it helpful to rate each of the quality indicators which contribute to the answers to the key questions, building on the evaluations already undertaken by the school. The quality indicators (QIs) recommended for use have been selected as being the most valuable tools to evaluate key procedures and their impact on pupils with additional support needs. Schools might wish to extend the number of QIs used to suit their needs. The themes of QI 4.5 relating to learning support and QI 4.6 relating to the implementation of legislation have been covered through the application of the selected QIs to evaluate, in a focused way, mainstream education for pupils with additional support needs.

The key questions and related QIs are summarised in the following flow chart outlining a suggested approach to self-evaluation. By rating the quality indicators, the school will be able to see where it has strengths and where action is needed to improve.

The process of self-evaluation

School staff should use the following diagram alongside pages 15 and 16 of How good is our school?

Note down the sources of evidence on which you are basing your
evaluation in the boxes below.

People consulted:

Documentation and resources reviewed:

Direct observation undertaken:

Data analysed:

Fill in your record of the strengths and areas for improvement for each
of the main key questions using the grids on the following pages.

Read over the full quality indicator illustrations as they appear in *How good is our school?* and refer to the best practice illustrations in the grids below. Then, in the box below note the overall evaluation for each of the quality indicators using the 1-4 scale from *How good is our school?*

Key questions	Quality indicators	Overall evaluation
How good is the school at ensuring that pupils with additional support needs participate fully in its life and work?	7.1 Aims and policy making	
	5.1 Climate and relationships	
	5.3 Equality and fairness	
	4.7 Placement of pupils with special educational needs and disabilities	
	1.1 Structure of the curriculum	
How good are the learning, teaching and achievement of pupils with additional support needs?	3.2 The teaching process	
	5.2 Expectations and promoting achievement	
	3.4 Meeting pupils' needs	
	3.3 Pupils' learning experiences	
	2.1 Overall quality of attainment	
How well are pupils with additional support needs supported?	4.1 Pastoral care	
	4.2 Personal and social development	
	4.4 Monitoring progress and achievement	
How good is the environment for learning for pupils with additional support needs?	6.1 Accommodation and facilities	
	6.3 Organisation and use of resources and space	
	6.5 Effectiveness and deployment of staff	
How well is provision for pupils with additional support needs led and managed and its impact evaluated?	7.4 Leadership	
	6.6 Staff review and development	
	7.2 Self-evaluation	

Go back over all the *areas for improvement* you have identified.

Decide which are your *priorities for development.*

Identify *criteria for success*.

These priorities for pupils with additional support needs can now be included in your *development planning processes.*

1. How good is the school at ensuring that pupils with additional support needs participate fully in its life and work?

QI 7.1 Aims and policy making
- clarity and appropriateness of aims
- effectiveness of procedures for formulating policy

QI 5.1 Climate and relationships
- sense of identity and pride in the school
- reception and atmosphere
- pupil and staff morale
- pupil/staff relationships
- pupils' behaviour and discipline

Questions to be asked	Best practice	Evidence		Areas for improvement
		Strengths		
QI 7.1 How well do the school's policies and ethos promote and support the inclusion of pupils with additional support needs?	• Effective inclusion depends on a clear policy which is shared by senior managers, staff, pupils, parents/carers who are all committed to it and their part in implementing it. • The policy spells out the school's commitment to its pupils and how it can and will meet their educational, care and social needs. Guidance is given in Moving to mainstream, Count us in, and Inclusive schooling. The school's policy promotes a positive ethos and a sense of equality and fairness. It reflects legislative requirements, local authority policy and National Priorities. • The school has developed an approach to making the school accessible in line with its education authority's accessibility strategy and the Scottish Executive's Circular on accessibility. • Staff, pupils and parents are well informed about and promote the school's policies and inclusive ethos.			
QI 5.1 **Do pupils with additional support needs and their parents report that they feel welcome and fully involved in the life and work of the school?**	• Pupils with additional support needs and their parents feel that they are valued members of the school community and always welcome in the school. They have opportunities to express their views, to influence developments and to participate fully in making decisions affecting the education and welfare of the child or young person in school.			

1. How good is the school at ensuring that pupils with additional support needs participate fully in its life and work? (continued)

QI 5.3 Equality and fairness
- sense of equality and fairness
- ensuring equality and fairness

QI 4.7 Placement of pupils with special educational needs and disabilities
- into the school
- into classes

Questions to be asked	Best practice	Evidence	
		Strengths	**Areas for improvement**
QI 5.3 **To what extent does the school ensure that all pupils feel that they are treated fairly?**	• There is a whole school approach to promoting equality of opportunity. <u>All</u> pupils are assisted to feel confident in recognising and addressing discrimination. • The school addresses the cultural and language needs of pupils with additional support needs from ethnic minority families and ensures that they and their parents are supported to be fully involved in expressing views and making decisions. • The school takes action to address any situations where meeting the particular needs of a pupil with additional support needs is detrimental to the welfare and progress of other pupils. • All pupils report that they feel that they are treated fairly.		
QI 4.7 **Are pupils with additional support needs participating as fully as possible in mainstream classes and activities?**	• Pupils with additional support needs are able to participate as independently as possible in all of the school's activities. For example, a pupil with physical disabilities or pupils whose family have financial difficulties, are able to go on field trips. The length of the school week is the same for pupils with additional support needs as for their peers unless there are exceptional circumstances as outlined in SE Circular 4/2002. Pupils who are taken to and from schools by bus/taxi have arrangements to allow them to take part in after-school events. • In line with section 15 of the 2000 Act, the school ensures that pupils with additional support needs are members of mainstream classes unless their educational needs are better met by other arrangements, such as spending time in a base, a special class, a special school or unit. Such arrangements are agreed with parents and pupils and are kept under review.		

1. How good is the school at ensuring that pupils with additional support needs participate fully in its life and work? (continued)

QI 1.1 Structure of the curriculum

- breadth and balance
- integration, permeation
- timetabling and arrangements for pupil choice

Questions to be asked	Best practice	Evidence		Areas for improvement
		Strengths		
QI 1.1 **Do pupils with additional support needs have full access to a broad, balanced and progressive curriculum?**	• Pupils with additional support needs have the same entitlements to education as their peers, as outlined in section 2 of the 2000 Act. The length of the school week is in line with the requirements of Circular 4/2002 and thus gives time for a broad curriculum. • Pupils with additional support needs have access to the broad range of areas of the curriculum, suitably adapted or elaborated as explained in 1.9 of Effective Provision for Special Educational Needs, Chapter 6 and case studies 5 and 6 of Moving to mainstream and Learning and Teaching Scotland's advice on 5-14 for pupils with SEN. • Pupils who have experienced disruption to their education are assisted to 'catch up'. • At the secondary stage, pupils have opportunities to make subject choices. Particular attention is given to choice of subjects and qualifications at the secondary stage. • The curriculum ensures progression between each stage in the school, between schools and links into post-school opportunities. • Any departures from the ordinary arrangement for the curriculum are agreed with pupils and their parents and follow the principles laid out in the Circular on Curriculum Flexibility.			

2. How good are the learning, teaching and achievement of pupils with additional support needs?

QI 3.2 The teaching process

- range and appropriateness of teaching approaches
- teacher-pupil interaction
- clarity and purposefulness of questioning

Questions to be asked	Best practice	Evidence	
		Strengths	**Areas for improvement**
QI 3.2 **Do arrangements for, and approaches to, teaching ensure that all pupils in the class are assisted to learn?**	• Teaching processes are characterised by the illustrations in QI 3.2. • Classroom organisation, including arrangements for team teaching and tutorial support, gives all pupils optimum opportunity for learning. • Pupils with additional support needs, which relate to challenging behaviours, have arrangements to address their difficulties, encourage progress, and prevent them from disrupting other pupils' learning and welfare as recommended in Better Behaviour–Better Learning and in line with the Circular on exclusions. • The school deploys effectively its learning support staff to carry out the five roles outlined in QI 4.5 in How good is our school?		
How good is the quality of joint-working among teaching and other school staff and with other professionals in addressing barriers to learning?	• School staff work effectively with a range of specialist teachers and staff from other services (for example, doctors, nurses, speech and language therapists, occupational therapists, physiotherapists, social workers, educational and clinical psychologists, community learning and development workers) to ensure that classroom practice is fully informed by their advice. Effective arrangements are in place to ensure that specialist staff are able to contribute purposefully to the teaching process, as illustrated in 6.33 to 6.36, and case studies 3, 5 and 6 in chapter 8 in Moving to mainstream. The members of joint teaching teams ensure that pupils with additional support needs, their parents/carers and other pupils understand their respective contributions. For further advice, see 2A1, 2A3 and 2A4 in A Manual of Good Practice in Meeting Special Educational Needs and For Scotland's Children. • The school works closely with social and community workers to ensure that the education of pupils, whose parents are known to suffer from ill health or drug or alcohol abuse, is not disadvantaged and the pupils are protected from any form of bullying or discrimination.		

2. How good are the learning, teaching and achievement of pupils with additional support needs? (continued)

QI 5.2 Expectations and promoting achievement

- pupil and staff expectations and use of praise
- promoting an ethos of achievement

Questions to be asked	Best practice	Evidence	
		Strengths	**Areas for improvement**
QI 5.2 **To what extent do teachers and other professional staff contributing to the education of pupils with additional support needs hold high expectations of pupils' progress, attainment and achievements?**	• School and other specialist staff share high and realistic expectations of the progress, attainment and achievements of pupils with additional support needs and adjust them as pupils grow and develop. They hold expectations in terms of academic progress and attainment in line with pupils' potential. They also have high and realistic expectations of pupils' personal targets, including levels of independence. • Staff ensure that pupils with additional support needs are able to develop their talents, including in the creative and expressive areas of the formal and informal curriculum and in sport.		
How well do staff demonstrate their expectations?	• Teachers and other staff agree appropriately challenging learning targets with pupils with additional support needs and their parents/carers, taking account of the features of good practice in promoting achievement in Chapter 3 of Count us in. They recognise and celebrate achievement and take action if progress is less than expected.		
To what extent do pupils with additional support needs hold high expectations of themselves?	• Pupils with additional support needs have clear goals in terms of their educational and personal development, work towards achieving them and take pride in attaining them.		

2. How good are the learning, teaching and achievement of pupils with additional support needs? (continued)

QI 3.4 Meeting pupils' needs

- choice of tasks, activities and resources
- provision for pupils with differing abilities and aptitudes
- identification of learning needs

Questions to be asked	Best practice	Evidence		Areas for improvement
		Strengths		
QI 3.4 **How well are the educational, care and social needs of pupils with additional support needs identified, assessed, recorded and shared with teachers and other staff?**	• Effective and efficient assessment establishes clearly the nature of a pupil's additional support needs. In best practice, many education authorities and schools have adopted a staged approach to assessment adapted from figures 4.1 (primary) and 5.1 (secondary) in Effective Provision for Special Educational Needs. The starting point is assessment in the classroom and additional external assistance is included incrementally when existing approaches are needed to identify a pupil's needs. • To ensure that pupils benefit, the results of assessment are recorded, analysed and shared with relevant teachers, parents and the pupils themselves. • Information from assessment forms the starting point for the school's action plans or individualised educational programmes (IEPs). For references to guidance on IEPs, see next question. Results of assessment are shared with all relevant members of school staff and visiting services who also contribute to assessment and reassessment. • The school has effective and efficient procedures for continuous assessment and review of pupils with additional support needs.			

2. How good are the learning, teaching and achievement of pupils with additional support needs? (continued)

QI 3.4 Meeting pupils' needs (continued)

Questions to be asked	Best practice	Evidence	
		Strengths	**Areas for improvement**
How well do individualised educational programmes (IEPs) promote pupils' learning?	• IEPs provide clear guidance to teaching staff and members of support services on the most effective and efficient ways of meeting the educational, social and care needs of a pupil with additional support needs. Guidance on IEPs is available in several documents including section 1.8 of Effective Provision for Special Educational Needs, section 2B2 of A Manual of good practice, Success for All, and 6.45 to 6.47 of Moving to mainstream.		
	• IEPs set out SMART (specific, measurable, attainable, relevant and timed) targets, designed to achieve longer term aims.		
	• Pupils and parents are involved in determining priorities in IEPs and in reviewing progress.		
	• IEPs are kept under review and up-to-date.		
	• IEPs support pupils at the time of transition from stage to stage in education and between educational establishments. Young people are encouraged to share plans and needs with staff in the further or higher education establishments they plan to attend.		
	• IEPs are integrated fully with care plans, looked after and accommodated children's plans and personal learning plans. Further developments to IEPs are planned in relation to the draft bill being considered in Parliament at the time of publication.		
	• In line with current legislation as outlined in Circular 4/96, the terms of pupils' Records of Needs or Future Needs Assessment reports are reflected in their IEPs.		

2. How good are the learning, teaching and achievement of pupils with additional support needs? (continued)

QI 3.4 Meeting pupils' needs (continued)

Questions to be asked	Best practice	Evidence	
		Strengths	Areas for improvement
To what extent does the school environment meet the needs of pupils with additional support needs?	• The school is successful in taking action to ensure that all pupils are able to achieve high standards. • The school takes action to make the learning environment appropriate to the needs of all pupils and to prevent inappropriate learning environments from creating additional support needs. Where a school identifies deficits in its learning environment which it cannot change, it reports these deficits to the EA and agrees solutions. • Teachers are skilled in the use of specialist aids and equipment to support the learning of pupils with additional support needs. Examples include induction loops, laptop computers, dictaphones, Braille, and augmentative or alternative forms of communication. Guidance is obtained from specialist support services and curriculum guides, such as in Support for Learning materials. Further information and advice are sought, as required, from the following: the CALL Centre, in relation to alternative and augmentative forms of communication, and the Scottish Sensory Centre, in relation to sensory impairments, both at the University of Edinburgh; and Capability Scotland in relation to cerebral palsy and physical disabilities. • The school provides facilities for homework for pupils who do not have the opportunity to complete work in their homes.		

2. How good are the learning, teaching and achievement of pupils with additional support needs? (continued)

QI 3.3 Pupils' learning experiences
- extent to which the environment stimulates and motivates pupils
- pace of learning
- personal responsibility for learning, independent thinking and active involvement in learning
- interaction with others

QI 2.1 Overall quality of attainment
- the school's progress in raising attainment
- pupils' progress in learning
- pupils' attainment in relation to national 5-14 levels and/or public examinations
- evaluations across other related quality indicators

Questions to be asked	Best practice	Evidence	
		Strengths	Areas for improvement
QI 3.3 **How good are the learning experiences of pupils with additional support needs?**	• The learning experiences of pupils with additional support needs match the level 4 illustration of QI 3.3. In particular, pupils are highly motivated, challenged, actively involved in their own learning, and able to work with others without being patronised. • Pupils with additional support needs are as independent as possible, taking account of personal safety and the safety of other pupils. • Pupils are positive about tutorial support, the purpose of which is shared with them. The location of tutorial support is chosen to match pupils' learning styles and need for privacy. Some examples are outlined in 6.37 to 6.58 and case studies 5 and 6 of Moving to mainstream. • Pupils have positive attitudes to using aids and appliances, including ICT, to assist them to learn and be independent.		
QI 2.1 **How good are the progress, attainment and achievement of pupils with additional support needs?**	• Pupils with additional support needs are making progress in the same way as their peers, as illustrated in QI 2.1, Chapter 5 of Count us in and 6.37 to 6.58 of Moving to mainstream. This progress includes the development of talents. As appropriate the progress, attainment and achievement are evaluated in line with that of their peers or personal targets. Progress is being made across the curriculum and not just in a narrow range of curriculum areas or subjects. • Pupils who face barriers to learning make very good progress in learning the techniques and skills which help them to overcome or circumvent the barriers. For example, pupils who need to use Braille are competent in its use and pupils with severe forms of dyslexia have a range of skills including, when necessary, dictating written work to a scribe.		

3. How well are pupils with additional support needs supported?

QI 4.1 Pastoral care

- arrangements for ensuring the care, welfare and protection of pupils
- provision for meeting the emotional, physical and social needs of individual pupils

Questions to be asked	Best practice	Evidence	
		Strengths	**Areas for improvement**
QI 4.1 **Do pupils with additional support needs have a key teacher or other member of staff whom they know will assist them and address any pastoral concerns?**	• An understanding and effective key or designated teacher or other member of staff gives pupils a sense of security as well as helping them to solve personal problems and to monitor and give feedback on their progress. • Some pupils with additional support needs who find it difficult to establish relationships have a key contact to help them to understand social and educational situations in the school. For example, a pupil with Asperger's Syndrome may need help in understanding a particular teacher's style of teaching or the way pupils behave in the playground. • The school ensures that a base is available to provide a safe, quiet area for pupils with additional support needs who find participation in the life of the school physically and/or emotionally exhausting. Key members of staff ensure that pupils with additional support needs are not inappropriately dependent on them or other pupils.		
Are the care and welfare needs of each pupil with additional support needs well understood by key members of staff, fully recorded and communicated to those who need to know?	• Key staff, including senior managers and classroom assistants understand the care and welfare needs of pupils with additional support needs and ensure that these are fully recorded and shared on a need-to-know basis. The importance of confidentiality is well understood and maintained at all times. • School staff work closely with NHS staff, particularly the school doctor and nurse, in drawing up and implementing procedures related to any health needs that a pupil with additional support needs may have. The EA policy on the administration of medicines is well understood and implemented.		

3. How well are pupils with additional support needs supported? (continued)

QI 4.1 Pastoral care (continued)

Questions to be asked	Best practice	Evidence	
		Strengths	Areas for improvement
Are the care and welfare needs of each pupil with additional support needs fully met with regard to privacy, health and safety, and freedom from any form of bullying?	• The school ensures that the care and welfare needs of pupils with additional support needs, including those related to child protection, are fully met. For example, staff implement intimate care procedures in line with national guidance. Staff undertaking essential procedures to support pupils related to intimate care, physical handling and administering medicines are fully trained, sensitive in their approach and safeguard pupils' privacy. • The school has clear procedures to allow pupils who need to do so to leave the classroom. The reasons may relate to care procedures, therapies or counselling. They may also be because a pupil with emotional and behavioural difficulties needs time 'to cool off', and regain composure. All staff know about, understand and implement the procedures with sensitivity. • The school has appropriate health and safety arrangements in place for pupils with additional support needs to ensure their safety and the safety of other pupils and staff. Agreed and tested procedures are in place for the safe evacuation of pupils with additional support needs in the event of fire or other potentially dangerous situations. Staff and pupils fully understand the procedures and are committed to acting on them.		
Does the school have appropriate arrangements for supporting the learning of pupils who are absent through illness or are excluded?	• The school follows clear arrangements, which are in line with EA policy, to provide home support for any pupil who is in hospital and/or has a chronic illness. • The school follows national and local authority guidance to support pupils whom it has excluded.		

3. How well are pupils with additional support needs supported? (continued)

QI 4.2 Personal and social development

- planned approaches to promoting personal and social development
- pupils' progress in developing positive attitudes and personal and social skills
- contribution of extra-curricular and other activities

Questions to be asked	Best practice	Evidence		Areas for improvement
		Strengths		
QI 4.2 **How good is the quality of the personal and social education (PSE) programme for each pupil with additional support needs?**	• Personal and social education is a key feature of the curriculum in terms of promoting positive self-identity, self-confidence, respect for others and citizenship. See paragraphs 6.54 to 6.58 of Moving to mainstream for some of the issues. • Personalised programmes enable pupils with additional support needs to develop essential life skills and help them to overcome specific problems relating to learning and social relationships. • The school promotes, facilitates and reinforces specialist counselling and therapeutic and training courses run by expert teachers and staff from other agencies. • The school ensures that pupils with additional support needs participate fully in the school's broader PSE programme, including after school clubs, visits and residential trips, in line with the Accessibility Code. • Pupils with additional support needs have full access to learning in the community, such as in enterprise schemes or work experience.			

3. How well are pupils with additional support needs supported? (continued)

QI 4.2 Personal and social development (continued)

Questions to be asked	Best practice	Evidence	
		Strengths	Areas for improvement
Are pupils with additional support needs involved in making decisions which affect their education and their participation in, and contribution to, the life of the school?	• The school is clear about the rights and responsibilities of all pupils including those with additional support needs, as illustrated in sections 12 and 2A1 of a Manual of Good Practice. • The school has arrangements to ascertain the views of pupils with additional support needs relating to decision-making and opportunities to contribute to the life of the school, such as being a buddy for others or a prefect. • Pupils with additional support needs are able to indicate when they do not wish personal information to be shared with staff. For example, the school takes action to protect the confidentiality of pupils who are looked after and accommodated and do not wish information to be widely known. They express satisfaction with the way in which the school involves them in making decisions about their own education. • Pupils with additional support needs are fully informed about the school's complaints procedures have the confidence to use them when required.		

3. How well are pupils with additional support needs supported? (continued)

QI 4.4 Monitoring progress and achievement

- the monitoring process
- profiles of pupils' progress and development
- arrangements for using acquired information

Questions to be asked	Best practice	Evidence	
		Strengths	**Areas for improvement**
QI 4.4 **How good are arrangements for monitoring the progress of pupils with additional support needs and reviewing and updating their programmes?**	• A key member of staff systematically overviews the progress and achievement of pupils with additional support needs in co-operation with class and subject teachers, other professionals, parents/carers and the pupils themselves. • The school's review arrangements are well understood by all contributing to a pupil's education and address any weaknesses, such as those illustrated in 6.9 to 6.12 and 6.34 of Moving to mainstream. • Pupils meet regularly with key staff to discuss their progress and to identify actions required to improve it. • The progress and achievement of pupils are formally reviewed at least once per year in a meeting attended by parents/carers and generally the pupil with additional support needs. As part of this procedure, the quality of the provision made for the pupil is evaluated. In light of the reviews, IEPs are updated including the setting of new targets and any adaptations to be made to the school's provision. • The review arrangements include the formal procedures related to Records of Needs and Future Needs Assessments. • In all review arrangements, there is a presumption that pupils with additional support needs will have their needs met in mainstream provision in line with section 15 of the Standards in Scotland's Schools etc. Act 2000. The school ensures that any recommendation for a pupil to attend a special class or school is well founded on the needs of the pupil and the views of parents/carers and the pupil. The school involves key officers from the education authority in such discussions at an early stage. • Senior staff in the school ensure that the action points from reviews are followed up and implemented within appropriate time frames.		

3. How well are pupils with additional support needs supported? (continued)

QI 4.4 Monitoring progress and achievement (continued)

Questions to be asked	Best practice	Evidence		Areas for improvement
		Strengths		
How well does the school work with parents, pupils with additional support needs and other establishments and agencies in planning for the next stage of education or for leaving school?	• Arrangements to review the progress of pupils with additional support needs include consideration of their needs over the longer term, such as illustrated in Case study 3 of Moving to mainstream. • The school ensures that confidential information about pupils' situations and families is treated with sensitivity and understanding. • Discussions and decisions about transitions into primary school, from primary to secondary school, from secondary to further and higher education, and at other key stages in the school are carried out in plenty of time for arrangements to be put in place, staff trained and the pupil prepared. Issues relating to securing provision from other services are referred to the education authority and progress on obtaining such provision is monitored. • The school arranges effective induction arrangements for the pupils with additional support needs and their parents with the receiving establishment. • Where joint placements are to be made with a special school/unit or further education college, respective responsibilities and contributions are specified, and arrangements for monitoring the quality of pupils' experiences and progress are put in place.			

4. How good is the environment for learning for pupils with additional support needs?

QI 6.1 Accommodation and facilities

- sufficiency, range and appropriateness
- arrangements to ensure health and safety

Questions to be asked	Best practice	Evidence	
		Strengths	**Areas for improvement**
QI 6.1 **How good are the school's accommodation and facilities to support the learning and social development of pupils with additional support needs?**	• The school's accommodation and facilities support and do not constrain the free and independent movement of pupils with additional support needs. The school has audited its accommodation, defined its deficiencies and put in place arrangements to minimise their effect, taking account of Chapters 5 and paragraphs 6.13 and 6.14 of Moving to mainstream and the Accessibility Code. Where the building presents insuperable restrictions, the school has reported to the EA and, where possible, requested alterations. Prior to the admission of a pupil with additional support needs, the school makes clear to parents and the pupil, where appropriate, any deficiencies in the accommodation which would adversely affect the pupil. • The layout of classrooms, practical workrooms and social areas and facilities, such as induction loops, allow pupils with physical and sensory impairments safe and easy movement and access to the curriculum and to social interaction with other pupils. • The school has appropriate and well located accommodation for personal care, tutorial support, counselling and respite. • The school has effective arrangements for the transport for pupils with additional support needs.		

4. How good is the environment for learning for pupils with additional support needs? (continued)

QI 6.3 Organisation and use of resources and space

- organisation and accessibility
- use of resources
- display and presentation of items of interest

QI 6.5 Effectiveness and deployment of staff

- effectiveness of teachers and teamwork
- formation of classes and deployment of teachers
- provision for liaison to support pupils
- effectiveness and deployment of auxiliary staff

Questions to be asked	Best practice	Evidence	
		Strengths	**Areas for improvement**
QI 6.3 **To what extent does the school ensure that pupils with additional support needs have the resources required to enable them to learn and to address any physical, sensory, personal or social needs?**	• Pupils with additional support needs have ready access to essential resources, including ICT, to support their independence, access to the curriculum, learning and personal care. • Staff are fully informed about the importance of the use of specialist resources and, where necessary, are skilled in using them. • Effective and efficient arrangements ensure the maintenance and immediate repair of essential resources. • Pupils from economically disadvantaged families are given access to resources essential for their education in school, outings and homework.		
QI 6.5 **How well are teachers, other school staff and visiting specialists deployed to ensure that the educational, care and social needs of pupils with additional support needs are addressed effectively?**	• The school has satisfactory levels of teaching, non-teaching staff and specialist support services to ensure that pupils with additional support needs receive the specialist teaching they require and are well cared for, supervised and supported in line with their needs. • Staff are deployed to ensure that each pupil with additional support needs receives levels of support agreed in their IEPs, personal learning plans/care plans and/or looked after children's plans. Arrangements are in place to ensure cover when key individuals are not available. • Staff in school and visiting services have specified times to meet together to plan, co-ordinate and evaluate their contributions to the education and care of pupils with additional support needs and address weaknesses, as identified in 6.33 to 6.35 of Moving to mainstream. • Staff are sufficiently well informed and professionally skilled to meet the educational, social and care needs of pupils with additional support needs.		

5. How well is provision for pupils with additional support needs led and managed and its impact evaluated?

QI 7.4 Leadership

- leadership qualities
- professional competence and commitment
- relationships and development of teamwork

Questions to be asked	Best practice	Evidence	
		Strengths	Areas for improvement
QI 7.4 **How effective is the leadership of the headteacher and other senior managers in promoting, implementing and sustaining a truly inclusive school?**	• The headteacher and senior managers demonstrate a commitment to including pupils with additional support needs in all aspects of school life as illustrated in 3.4 to 3.7 of Count us in and 6.59 to 6.62 and 6.65 to 6.67 of Moving to mainstream. • They are effective in explaining the school's vision of, and commitment to, the inclusion of pupils with additional support needs to staff in school, to parents/carers and to the community. • The headteacher and senior managers have effective arrangements in place and the capacity to manage high quality inclusive provision for pupils with additional support needs, taking full account of education authority and national policy and guidelines.		

5. How well is provision for pupils with additional support needs led and managed and its impact evaluated? (continued)

QI 7.4 Leadership (continued)

Questions to be asked	Best practice	Evidence	
		Strengths	**Areas for improvement**
How well does the school's management capacity and structure sustain and improve high quality education and care for pupils with additional support needs?	• Senior managers have sufficient expertise and time to lead, plan and undertake the day-to-day management of the school's provision for pupils with additional support needs. Their remits are clear and well understood by staff, pupils, parents/carers and visiting services. Their relationships with staff, pupils and parents/carers are very good. They delegate responsibilities effectively and monitor outcomes. • Senior managers ensure that staff with responsibility for pastoral care and guidance work in close collaboration with other support staff to ensure that services to pupils are 'joined up', coherent and consistent. • Senior managers give priority to ensuring that arrangements for pupils are working well and take action when they appear to be failing. • Senior managers seek to maintain and improve the provision for, and achievements of, pupils with additional support needs. They make sure that the pupils are challenged and offered new experiences, taking full account of any risks involved. • The headteacher and senior managers have a very clear view of the school's capacity to meet the needs of all of its pupils and recognise when this capacity is being exceeded. In such circumstances, they seek ways of reducing demands to sustainable levels, generally in consultation with and the support of the education authority. When they recognise that the school can no longer provide for a pupil with additional support needs, they work with others to adjust that provision or to find more appropriate provision in another establishment.		

5. How well is provision for pupils with additional support needs led and managed and its impact evaluated? (continued)

QI 6.6 Staff review and development
- links between staff review and development and school self-evaluation and planning
- staff review procedures
- staff development

QI 7.2 Self-evaluation
- process of self-evaluation
- monitoring and evaluation of promoted staff
- reporting on standards and quality

Questions to be asked	Best practice	Evidence	
		Strengths	**Areas for improvement**
QI 6.6 **How well do arrangements for staff review and development ensure that staff are confident and competent in meeting pupils' additional support needs?**	• Senior staff use the professional development and review system to identify the staff development needs of the school as a whole and of key individual members of staff. They provide programmes, in association with the education authority, to ensure that staff develop the necessary attitudes and skills to promote the achievement of pupils with additional support needs. • Senior managers themselves participate in training to improve their ability to provide effectively for pupils with additional support needs. • Senior managers promote reciprocal arrangements on joint training with staff from visiting services, including NHS and social work.		
QI 7.2 **How good are the school's approaches to monitoring and evaluating the quality of provision for pupils with additional support needs and its impact on promoting their progress and achievement?**	• Senior managers ensure that all aspects of QI 7.2 on self-evaluation are applied when evaluating provision for, and the achievements of, pupils with additional support needs. • Senior managers regularly analyse 5-14 and SQA results to: – identify pupils whose profile of attainment and progress indicates that they may have additional support needs; and – monitor the extent to which the school is being successful in raising the attainment and achievement of pupils with additional support needs. • Senior managers are systematic in seeking the views of staff at all levels in the school, pupils, parents/carers and other professionals about the effectiveness of provision and its impact on the quality of experiences and attainment of pupils with additional support needs. • Senior managers use the outcomes of these evaluations to identify effective practices which need to be celebrated, sustained and shared and to identify what needs to be done to secure improvements.		

5. How well is provision for pupils with additional support needs led and managed and its impact evaluated? (continued)

QI 7.2 Self-evaluation (continued)

Questions to be asked	Best practice	Evidence	
		Strengths	**Areas for improvement**
How effective are the headteacher and senior managers in addressing concerns and complaints relating to the school's provision for pupils with additional support needs?	• The school's complaints procedures enable pupils, parents/carers, staff and visiting services to express concerns openly. Senior managers take action to investigate complaints and seek ways of addressing them. They seek the assistance of the education authority when complaints cannot be resolved internally.		

Section two: Local Authorities

The Context

The effectiveness of mainstream schools in ensuring that pupils with additional support needs make progress and achieve is heavily dependent on the direction, guidance and support provided by education authorities. Moving to mainstream, the report of a study by Audit Scotland and HMIE, recommends that the role of senior managers in councils is a follows:

Senior officers manage the implementation of the council strategies. They ensure that satisfactory arrangements are in place to deliver their council's inclusion strategy. They also make arrangements for raising awareness, allocating responsibility, identifying problems and appropriate solutions, and monitoring performance. They are responsible for monitoring the quality of SEN provision and have a key role in developing systematic good practice across all the schools within their council.

The report makes 22 specific recommendations in relation to the roles of councils in promoting effective mainstreaming for pupils. Councils are at different stages in taking forward their aims and policies in relation to the inclusion of pupils with additional support needs in mainstream schools. Their approaches are necessarily varied, depending on the operational context. Some have undertaken full and comprehensive audits of the quality of provision made for pupils with additional support needs, and have established what needs to be done to ensure that section 15 of the 2000 Act is implemented and the 22 recommendations addressed. As a result of these audits, policies have been amended and plans drawn up to ensure that schools are clear about the education authority's expectations of them, their roles and responsibilities, and the support they can expect from the council in terms of guidance, visiting services and resources.

In developing, implementing and evaluating mainstream provision for pupils with additional support needs, senior education managers are required to implement key legislation, fulfil the requirements of specific funding and take account of national guidance as well as implement the council's policy and address the wishes and concerns of key stakeholders, notably parents/carers and the pupils themselves. Appendix 2 of Moving to mainstream provides a helpful summary of relevant legislation and reports relating to pupils with additional support needs. Since the publication of this document, authorities have reported on how they intend to take forward their accessibility strategies, as discussed in the recently published Report on the First Round of Accessibility Strategies. Education authorities will also be monitoring the progress of the Education (Additional Support for Learning) (Scotland) Bill 2003 and, once the legislation is enacted, will need to plan for its implementation.

Key questions

Senior officers and central support staff with responsibility for pupils with additional support needs may find it helpful to consider the following key questions in evaluating the quality and effectiveness of mainstreaming.

1. **How effective are the education authority's vision, leadership and strategic management of provision for pupils with additional support needs?**

2. **How well does the education authority communicate with and consult its schools, pupils, their parents/carers, establishments, relevant council services, NHS, and voluntary agencies about the provision being made for pupils with additional support needs?**

3. **How effective is the education authority's operational management of its provision for pupils with additional support needs?**

4. **How well does the education authority work with other key council services, NHS, further and higher education establishments, and voluntary agencies in ensuring that pupils with additional support needs and their parents/carers receive integrated and high quality support?**

5. **To what extent does the education authority ensure that each of its schools is clear about its role and has the capacity to ensure that pupils with additional support needs receive high quality education which allows them to achieve their potential?**

6. **How good is the education authority's programme of staff review and development in ensuring that centrally employed and school staff are skilled in making provision for pupils with additional support needs and in working with staff in other services and agencies?**

7. **How well does the education authority monitor and evaluate the impact of its policies and provision on the progress and achievements of pupils with additional support needs, and ensure continuing improvement?**

The Scottish Executive Education Department will provide education authorities with further advice in the light of imminent changes to current legislation. This will be augmented by HMIE following further evaluation, during 2004-05, of the effectiveness of education authorities' inclusion strategies.

Sources of Support

Count us in: Achieving inclusion in Scottish schools, HMIE, www.hmie.gov.uk 2002

Moving to mainstream: the inclusion of pupils with special educational needs in mainstream schools Main report. Audit Scotland and HMIE, Auditor General/Accounts Commission 2003, website www.audit-scotland.gov.uk

A Manual of Good Practice in Special Educational Needs, SOEID, 1998

Effective Provision for Special Educational Needs, HMI, The Scottish Office, 1994

Inclusive schooling: Enhancing policy and practice; professional development resource, MacLeod DM, Friar B, Hookey B, SEED 2003

Better Behaviour – Better Learning: Report of the discipline task group, SEED 2002

HMIE, How good is our school?, revised edition, HMIE, 2002

HMIE, How good is our school?, Planning for Improvement, HMIE, 2003

HMIE, How good is our school? Inclusion and Equality: Part 1 Evaluating education and care placements for looked after children and young people, HMIE, 2003

HMIE, How good is our school? Inclusion and Equality, Part 3: Promoting Racial Equality, HMIE (to be published)

A Guide for Schools: Part 4 of the Disability Discrimination Act 1995 as amended by the Special Educational Needs and Disability Act 2001, Disability Rights Commission

Report on the First Round of Accessibility Strategies, Disability Rights Commission/HMIE, Scottish Executive 2003

Legislation and related documents

Education (Scotland) Act 1980

Standards in Scotland's Schools etc. Act 2000

Special Educational Needs and Disability Act 2001

Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002

Education (Additional Support for Learning)(Scotland) Bill 2003

Moving Forward!: Additional Support for Learning, SEED, 2003

Report of the Consultation and the Draft Additional Support for Learning Bill, SEED, 2003

Circular No 4/96 Children and Young Persons with Special Educational Needs: Assessment and Recording, SEED, 1996

Circular No 5/2001 Standards in Scotland's Schools etc Act 2000: Education of children absent from school through ill-health, SEED, 2001

Circular No 3/2002 Standards in Scotland's Schools etc Act 2000: Guidance on presumption of mainstream education, SEED, 2002

Circular No 4/2002 Length of School Week: Pupils in Special Schools and Units, SEED, 2002

Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002: Planning to Improve Access to Education for Pupils with Disabilities: Guidance on Preparing Accessibility Strategies 2002, SEED, 2002

Circular No 8/03 Exclusion from School, SEED, 2003

Some centres providing advice

Enquire The National Independent Information and Advice Service for Special Educational Needs: Children in Scotland, Princes House, 5 Shandwick Place, Edinburgh, EH2 4RG: Helpline 0131 222 2400. www.childreninscotland.org.uk/enqire.htm

Scottish Sensory Centre, Moray House School of Education, University of Edinburgh, Holyrood Road, Edinburgh EH8 8AQ. 0131 651 6501 www.ssc.hmie.ac.uk

The CALL Centre (The Communication Aids for Language and Learning Centre), Moray House School of Education, University of Edinburgh, Holyrood Road, Edinburgh EH8 8AQ. 0131 651 6236 www.callcentrescotland.org.uk

www.hmie.gov.uk