

## PARTNERSHIP MATTERS

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## MINISTERIAL FOREWORD

Providing opportunities to participate in learning on the basis of the ability to succeed lies at the heart of this Government's strategy to achieve a wealthier and fairer Scotland. We cannot make the sort of progress we wish to achieve unless we do everything we can to enable people to make the most of their ability and realise their potential. That is also key to our vision of delivering a smarter Scotland.

This update of Partnership Matters is an important document for those working together to remove barriers to further education for students with additional support needs. It takes account of changes in legislation since the publication of the previous version and highlights successful partnerships, strong collaboration and good practice around Scotland.

We have heard from several partnerships about the improvements being made in ensuring that students receive the right support at the right time. While we are pleased by this, there is still some way to go before we can honestly say effective practices are the norm across Scotland.

We understand many of the challenges facing organisations providing support to students with additional support needs. Through this publication and associated work with colleges, social work departments and NHS trusts as well as students, their parents and practitioners our aim is to ensure that everyone understands clearly their respective roles and responsibilities and that they each have an important part to play.

We believe this publication will provide ongoing assistance to those working in partnership and assist them in meeting the needs of students with additional support needs, while providing greater clarity for those groups and organisation who are taking steps to improve the situation in their area.



Fiona Hyslop

## **1. INTRODUCTION**

### **1.1 WHO THIS GUIDANCE IS FOR**

**1.1.1** This guidance is intended for those involved in the decision making process in relation to how students with additional needs, whether they are young people or adults, are supported in Scotland's colleges and those responsible for day to day management of that support. It will be of particular interest to senior managers and learning support co-ordinators in colleges, directors of education departments, directors and managers of social work services (including those in Education & Children Services and those in Adult Services), those involved with the provision of health care services and those involved in the front delivery of services.

**1.1.2** Students, potential students, schools, Careers Scotland staff, key workers and voluntary organisations may also find the guidance helpful in understanding roles and responsibilities of colleges and other agencies and practitioners in supporting students with additional support needs.

### **1.2 AIM OF THE GUIDANCE**

**1.2.1** Our aim is to provide greater clarity on the roles and responsibilities of all agencies that support students with additional support needs studying at college. Colleges, local authorities and NHS Boards have statutory responsibilities while other organisations such as the voluntary sector provide support outwith a statutory basis.

**1.2.2** This guidance recognises that students experience barriers in accessing and participating in learning for many reasons, and may therefore require additional support. Such a barrier might arise from factors relating to social, cognitive, emotional, psychological, linguistic, disability (physical and mental), ethnicity or family and care circumstances. Additional support needs should be thought of as a continuum that ranges from needs that are relatively mild and temporary through to those that are complex and more enduring.

**1.2.3** It is recognised that in some cases, the needs of students cannot be met by the further education provider alone. For example, the college will liaise with local authorities and NHS Boards about support involving the provision of personal or health care, intensive support, therapy, health care and assistance with medication etc. The learner must be at

the centre of these discussions to ensure that their individual needs are taken into account.

**1.2.4** Depending on the circumstances of each individual student, it is possible, in a small number of cases that a college may be unable to offer learning opportunities that meet the individual needs of the student. Colleges have responsibilities and legal duties to students including under the Disability Discrimination Act 1995 & 2005, race relations legislation, sex discrimination legislation as well as a requirement not to discriminate in the provision of goods, facilities and services and the exercise of public functions on grounds of religion and belief and sexual orientation, and under provisions of the Further and Higher Education (Scotland) Act 1992 and the Further and Higher Education (Scotland) Act 2005. Bearing in mind these responsibilities and the legal duties which colleges are obliged to comply with, the college will ultimately have to make a decision about whether or not it can reasonably meet the student's needs before offering a place. Consideration must always be given to how the college, local authority and NHS Board can work together to deliver a support package that matches the needs of the student. When the college cannot offer an appropriate place for a student, there should be a discussion with the individual about how their aspirations for learning can be supported and met through alternative provision.

**1.2.5** The following sections set out the roles and responsibilities of each of the partners involved in provision for students with additional support needs. They explain the legal obligations of colleges, local authorities and health boards, the roles of non-statutory agencies and voluntary organisations as well as offering examples of partnership working to meet learners' needs.

**1.2.6** The guidance contains a number of examples of how agencies have worked well together to provide the best support possible for individuals. It is hoped that colleges, local authorities, NHS boards and voluntary organisations can use these examples of best practice to ensure that support that meets the needs of individuals can be provided locally.

## **1.3 BACKGROUND AND POLICY CONTEXT**

**1.3.1** Colleges, NHS Boards and local authorities (education and social work departments) all have responsibilities in making provision for and supporting people with physical disabilities, mental health problems,

learning difficulties or other additional needs. Circular FE 13/95, published by the then Scottish Office, provided guidance on the responsibilities of colleges, NHS Boards and local authorities in relation to supporting students.

**1.3.2** The need for the first version of Partnership Matters, which was published in 2005, arose from the many changes in legislation and policy as well as practices and attitudes in the 9 years since FE 13/95 was issued. In addition, concerns were expressed by practitioners that the boundaries of responsibility between colleges, local authorities and NHS Boards were unclear. This led, in some cases, to confusion about who is responsible for personal and health care.

**1.3.3** While the essentials within the original Partnership Matters remain the same this revised version of the document provides an update on key legislative changes and provides further examples of good practice.

**1.3.4** The Executive is committed to widening access to further and higher education to anyone who can benefit irrespective of their particular circumstances. Many students who wish to participate in further education in Scotland have additional support needs which require cross agency support. Unless appropriate arrangements between schools, colleges, social work authorities, NHS Boards and other agencies are in place, students may be faced with unnecessary barriers to participation. The awareness of physical and mental disability issues and the recognition that providing additional support for learners can have positive benefits both for the student and society means that there is a high demand for further education by people with additional support needs.

**1.3.5** Our widening access policy is breaking down barriers to participation faced by all groups to help ensure that further education is accessible. To support this policy, the Scottish Further and Higher Education Funding Council (SFC) has put in place a range of measures for non-advanced courses such as help with fees, funding for childcare and other funding to help support those with disabilities and those from the most disadvantaged areas. These measures are designed to help maximise participation and provide colleges with the means to support those students with additional needs.

**1.3.6** Following the recommendations in the report of the Beattie Committee *Implementing Inclusiveness: Realising Potential* (1999) the Executive endorsed the principle that inclusiveness should underpin all

post-school education. Inclusiveness is about providing learning opportunities that give the best match to the needs of the individual.

**1.3.7** The Executive is also committed to reducing the number of young people not in education, employment and training (the NEET group). This group and their needs vary widely but it includes young people who have become disaffected with – and disengaged from – the system for a variety of reasons. Whilst poor attendance and attainment are factors closely associated with NEET status post-school, research tells us that young people may face additional barriers if they:

- have caring responsibilities
- are looked after, or looked after and accommodated
- have offended or are at risk of offending
- have physical and/or learning disabilities
- have mental health problems or problems associated with drug misuse, homelessness etc.

**1.3.8** The main policy objective for disaffected or disengaged learners is to promote re-integration to formal learning therefore it is important to put in place the right ‘bridging’ or ‘staging’ to facilitate re-engagement. Young people at risk may need different learning pathways – with packages of support if necessary. This may require learning providers to be more creative and flexible about *what* is delivered, *how* it is delivered and *who else* might have a contribution to make – particularly those agencies with whom a young person is already engaged. In order for a young person to maximise their college placement, a range of other services such as Careers Scotland (career guidance and key worker support), Social Work Services, youth or voluntary services (befriending, mentoring) may have a role to play in addressing other issues in a young person’s life and so help that young person sustain and complete their course.

**1.3.9** The Disability Discrimination Act 1995 and 2005 makes it the responsibility of colleges to ensure that students with disabilities are not discriminated against. The duties under the legislation are anticipatory and are therefore owed to disabled people and students at large, not simply to individuals. There are a number of different aspects to this, including the requirement to make reasonable adjustments. This is discussed further in sections 1.3.4, 2.1.8 - 2.1.15.

**1.3.10** The Race Relations Act 1976 outlawed race discrimination in certain fields, including in employment, education and training. The Race Relations (Amendment) Act 2000 strengthened the legislation by, among

other things, outlawing discrimination in all public functions. In addition, it placed a statutory general duty on public bodies, including colleges, to eliminate unlawful racial discrimination and to promote race equality and good race relations between persons of different racial groups. This is discussed further in section 2.1.16 and 2.1.18

**1.3.11** The Sex Discrimination Act 1975 (SDA) prohibits sex discrimination against individuals in the areas of employment, education, and the provision of goods, facilities and services and in the disposal or management of premises. The SDA applies to women and men of any age, including children although there are some general exceptions to when sex discrimination is unlawful, including for example, when a charity is providing a benefit to one sex only, in accordance with its charitable instrument. The Equality Act 2006 amends the Sex Discrimination Act to place a statutory duty on all public authorities, when carrying out their functions, to have due regard to the need to eliminate unlawful discrimination and promote equality of opportunity between men and women.

**1.3.12** *'The Same as You?'* (available at <http://www.scotland.gov.uk/Publications/2006/10/30103929/0>), a review of services for people with learning disabilities, made a number of recommendations to include people with learning disabilities in community life, education, employment and leisure and recreation. It was recommended that people with learning disabilities attending college should be doing so as part of a personal life plan. This should mean that students attend colleges to achieve qualifications, they should be attending vocationally relevant courses, and next steps, including movement to job opportunities after college, should be considered.

**1.3.13** In 2006 £16 million annual funding was available with an additional £4.8 million and £5 million in 2007 to implement the key recommendations. Key achievements to date include introduction of the Community Care and Health Act 2002 which made provision for direct payments (self-directed support) to those who want them and a new Scottish consortium for Learning Disabilities led by Enable.

**1.3.14** Supporting people with mental health problems to access further education is also a key part of achieving social inclusion objectives and improving the quality of life of people with mental health problems. The recent Mental Health (Care and Treatment) (Scotland) Act 2003 lays a duty on Local Authorities to promote the well-being and social development of people with mental health problems.

### Case Study – Dundee Transitions Group

A multi agency group (social work department, NHS Tayside, Dundee College and Education department) was established in March 2007. The remit of the group is to coordinate and ensure that appropriate processes are in place to facilitate a seamless and stress free transfer for young people with disabilities and additional needs leaving the provision of Children's Services and making the transition into adult services. The group has 2 main functions:

1. To coordinate the specific support arrangements for each individual young person and ensure a structured plan is in place for the forthcoming year.
2. To plan and develop future processes to further aid transition of young people.

## **2. ROLES AND RESPONSIBILITIES**

### **2.1 SCOTLAND'S COLLEGES**

**2.1.1** Colleges are bound by the terms of a wide range of legislation. In relation to supporting students with additional needs, the following Acts are most relevant: The Further and Higher Education (Scotland) Act 1992, Further and Higher Education (Scotland) Act 2005, the Disability Discrimination Act 1995 (as amended by the Special Educational Needs and Disability Act 2001), and by the Disability Discrimination Act 2005) the Education (Additional Support for Learning) (Scotland) Act 2004 and the Race Relations Amendment Act 2000. Legislation outlawing discrimination in the other equality strands such as age, gender, religion and sexual orientation are also relevant as they place new duties on colleges not to discriminate.

#### **FURTHER AND HIGHER EDUCATION (SCOTLAND) ACT 1992**

**2.1.2** This Act sets out the powers of the governing body of a college's governing body. These include the provision of facilities to meet the needs of students who have learning difficulties.

**2.1.3** In addition, it is a condition of the grant a college receives from the SFC that it makes a clear statement of its policy concerning provision for students with learning difficulties. This statement should be made in the college's strategic plan and kept under review. It should reflect and refer to action that is being taken or is being planned in order to adhere to the Disability Discrimination legislation.

**2.1.4** The SFC requires colleges to submit three-year strategic plans. In the Council's strategic planning guidance, colleges are advised to take into consideration progress made in providing for the needs of students with disabilities to continue to meet the requirements of the Disability Discrimination Act.

#### **FURTHER AND HIGHER EDUCATION (SCOTLAND) ACT 2005**

**2.1.5** The Scottish Ministers have a duty under the Further and Higher Education (Scotland) Act 2005 to provide support which allows colleges and universities to deliver further education and higher education. That duty covers the provision of resources to support the instruction for persons who have support needs. It also covers activity which prepares a person for participation in a programme of learning.

**2.1.6** The 2005 Act defines a person as having “support needs” if he or she needs support for the purposes of overcoming a difficulty in learning, or a difficulty in participating in learning. The Act defines a ‘difficulty in learning’ and ‘difficulty in participating in learning’ as being where the person has significantly greater difficulty than the majority of other persons in the same age group.

### **EDUCATION (ADDITIONAL SUPPORT FOR LEARNING) (SCOTLAND) ACT 2004**

**2.1.7** The Additional Support for Learning Act gives a new focus on supporting all children and young people who may need additional support, for whatever reason, to benefit from school education. It makes provision for improving transition from school with a view to ensuring that there is a continuum of support for these young people. There is a duty on appropriate agencies namely NHS Board, other services provided by the local authority, other local authorities, Further and Higher Education bodies and Careers Scotland to assist education authorities with preparation, planning and support for transitions from school for those pupils with additional support needs who would benefit from this extra help.

### **DISABILITY DISCRIMINATION ACT 1995**

**2.1.8** The Disability Discrimination Act 1995 (as amended by the Special Educational Needs and Disability Act 2001) makes it the responsibility of colleges to ensure that students with disabilities are not discriminated against. The duties under the legislation are anticipatory and are therefore owed to disabled people and students at large, not simply to individuals. The Disability Rights Commission’s (DRC) Code of Practice suggests that colleges should not wait until a disabled person applies to a course before thinking about what reasonable adjustments they should make. Instead, they should be continually anticipating the requirements of disabled people or students and the adjustments they could be making for them. A copy of the Code can be located at [http://www.drc-gb.org/the\\_law/legislation\\_codes\\_regulation/codes\\_of\\_practice.aspx](http://www.drc-gb.org/the_law/legislation_codes_regulation/codes_of_practice.aspx)

**2.1.9** There are now four types of discrimination rather than three: victimisation, failure to make reasonable adjustments, disability related discrimination (which is less favourable treatment for a reason related to disability) and the new one for post 16 education: direct discrimination. This is less favourable treatment ‘on the grounds’ of disability, directly because of the disability. This is likely to particularly challenge the

providers stereotypical assumptions about a certain disability or impairment and its effects.

**2.1.10** There is also no longer any justification defence for the failure to make reasonable adjustments. That means that students can expect the right adjustment to be made as long as the request is reasonable. Adjustments include the provision of auxiliary 'aids' and services and alterations to physical features of premises. The principle behind the legislation is that disabled people should have the same opportunities as non-disabled people to benefit wherever possible from education.

**2.1.11** The DRC Code also provides examples and illustrations of how the Act is likely to work. The Code does not impose legal obligations, nor is it an authoritative statement of the law. However, the Code can be used in legal proceedings under the Disability Discrimination Act. Courts must take into account any part of the Code that appears to them relevant to any question arising in those proceedings. If bodies responsible for post-16 education or other related provision follow the guidance in the Code, it may help to avoid an adverse judgement by a court in any proceedings.

**2.1.12** In understanding the Disability Discrimination Act (as amended) colleges can also draw on the help and guidance offered in the Implementation Toolkit issued by SFC, in partnership with the Scottish Executive and the Association of Scottish Colleges, which was published in August 2002. A copy of the toolkit can be located at [http://www.sfc.ac.uk/information/info\\_circulars/sfefc/2002/fe3902/toolkit.pdf](http://www.sfc.ac.uk/information/info_circulars/sfefc/2002/fe3902/toolkit.pdf).

**2.1.13** The Disability Discrimination Act does not override health and safety legislation. There might be instances when, although an adjustment could be made, it would not be reasonable as it would endanger the health and safety of either the disabled person or of other people. Health and safety legislation requires employers and persons concerned with premises to undertake risk assessments and produce a health and safety policy. Colleges, as employers must therefore ensure the health and safety of their employees when making arrangements for supporting students with additional needs. The Scottish Further Education Training Unit (SFEU) have established a Communities forum which enables staff in colleges to share discussion and resource pages on current issues, hot topics and best practice. Health and safety in relation to the DDA is one such topic being discussed by the forum.

Details of the discussions can be accessed from the Practitioners Plus website at <http://www.ltscotland.org.uk/sfeucommunities/about.asp>.

**2.1.14** The Disability Discrimination Act was amended in 2005 and was extended to cover all functions of public authorities. In addition, a duty was placed on the public sector to promote equality of opportunity for disabled people. This duty requires colleges, when carrying out their functions, to have due regard to the need to:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the Disability Discrimination Act 1995
- eliminate disability related harassment
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to meet disabled peoples needs, even if this requires more favourable treatment.

**2.1.15** These elements make up the duty to promote disability equality and are also referred to as the **general duty**. Colleges also have **specific duties**, placed on them by Scottish Ministers, which provide a clear framework to meet the general duty. Central to the specific duties is the requirement to produce a Disability Equality Scheme (DES). The Disability Rights Commission Code of Practice on the Disability Equality Duty provides useful information about the duty and how it can be implemented

[http://www.drc.org.uk/employers\\_and\\_service\\_provider/disability\\_equality\\_duty/explaining\\_the\\_duty.aspx](http://www.drc.org.uk/employers_and_service_provider/disability_equality_duty/explaining_the_duty.aspx)

## **THE RACE RELATIONS (AMENDMENT) ACT 2000**

**2.1.16** The Race Relations Act 1976, as amended, places a general duty on colleges (among others) to ensure that all of their functions are carried out with due regard to the need to eliminate unlawful racial discrimination and to promote equality of opportunity between persons of different racial groups. Scottish Ministers have also placed specific duties on colleges requiring them to:

- Prepare and publish a written policy on race equality;
- Assess the impact of its policies on students and staff of different racial groups;

- Monitor, by racial group, the admission and progress of students and the recruitment and career progression of staff;
- Publish annually the results of the assessments and monitoring.

**2.1.17** Race discrimination is described at section 1 of the 1976 Act and falls into three parts: direct discrimination; indirect discrimination; and victimisation.

- Direct Discrimination arises when on racial grounds a person treats another person less favourably than he treats or would treat other people.
- Indirect Discrimination occurs when there is a condition or requirement which, although applied equally to people of different racial groups, has the effect that the proportion of a racial group that can comply is considerably smaller than that of another racial group that can comply. Such a condition or requirement is unlawful if it cannot be justified on non-racial grounds and if it causes a detriment to the person of the racial group that cannot comply.
- Victimisation is when a person treats another person less favourably than he treats or would treat other people because that person asserted their rights under the Act or helped someone else do so.

**2.1.18** Colleges should also consider additional support needs which may arise as a result of the student's race, nationality, ethnicity and faith. For example additional support could be required due to language/linguistic needs or religious needs. Partnership Forums may wish to consider consulting equality bodies for their guidance and support.

## **EQUALITY ACT (SEXUAL ORIENTATION) REGULATIONS 2007**

**2.1.19** The Regulations contain measures prohibiting discrimination on grounds of sexual orientation in the provision of goods, facilities and services, education, the use and disposal of premises and the exercise of public functions. They provide protection from sexual orientation discrimination that is on a par with the protection already provided on grounds of race and sex. The Regulations came into force on 30 April 2007.

**2.1.20** The Regulations prohibit discrimination on the basis of a person's:

- **actual** sexual orientation;
- the sexual orientation he/she is **thought to have** and/or;
- the sexual orientation of someone with whom he/she is **associated**.

**2.1.21** The Regulations outlaw both direct and indirect discrimination on the grounds of sexual orientation. Guidance on the new law was published by the Westminster Government on 30 April 2007 <http://www.communities.gov.uk/index.asp?id=1510066>

## **THE SEX DISCRIMINATION ACT 1975**

**2.1.22** The Sex Discrimination Act 1975 (SDA) prohibits sex discrimination against individuals in the areas of employment, education, and the provision of goods, facilities and services and in the disposal or management of premises. It also prohibits discrimination in employment against married people. It is not unlawful to discriminate against someone because they are not married. Victimisation because someone has tried to exercise their rights under the SDA or Equal Pay Act is prohibited. The SDA applies to women and men of any age, including children.

**2.1.23** There are some general exceptions to when sex discrimination is unlawful. The main exceptions are:

- When a charity is providing a benefit to one sex only, in accordance with its charitable instrument.
- When people are competing in a sport in which the average woman is at a disadvantage to the average man because of physical strength, stamina or physique.
- In insurance where the discriminatory treatment reasonably relates to actuarial or other data.

**2.1.24** The Equality Act 2006 amends the Sex Discrimination Act to place a statutory duty on all public authorities, when carrying out their functions, to have due regard to the need to:

- eliminate unlawful discrimination
- promote equality of opportunity between men & women

**2.1.25** This is known as the 'general duty' and came into force on 6 April 2007. To support the delivery of the 'general duty' there is also a series

of specific duties which apply to many public bodies, including colleges. These have placed on them by Scottish legislation the requirement to:

- Take into account any information it has gathered on the effect of its policies and practices on women and men;
- Conduct and publish gender impact assessments, consulting appropriate stakeholders

## **2.2 LOCAL AUTHORITIES**

### **EDUCATION**

**2.2.1** The Education (Scotland) Act 1980 places a general duty on education authorities to secure adequate and efficient provision of school education for their area, including provision for those with additional support needs.

**2.2.2** The Education (Additional Support for Learning) (Scotland) Act 2004 introduced a new and modern system to enfranchise all children who need additional support, for whatever reason, to allow them to benefit fully from their school education. The concept of additional support needs is much wider and more encompassing than special educational needs. The Act places new duties on education authorities to identify address and keep under review provision for the additional support needs of every child who faces a barrier to learning.

**2.2.3** The Act replaces the Record of Needs system and Future Needs Assessment process. It introduces the new Co-ordinated Support Plan (CSP) to better co-ordinate the multi-agency input required to support the learning needs of those children and young people with the most extensive needs.

**2.2.4** There are new duties to provide mediation services and dispute resolution arrangements, and for matters to do with co-ordinated support plans there is the new Additional Support Needs Tribunal for Scotland

**2.2.5** Education authorities have to seek information and advice from appropriate agencies, including colleges, which are likely to provide support to the young person when they leave school. This will be used by education authorities and other agencies to better plan and prepare the young person for post-school life. Authorities will then have to inform the other agencies of when the young person is about to actually leave school to ensure that a continuum of support is provided.

**2.2.6** Where appropriate, no later than 12 months before the young person is expected to leave school, education authorities are required to have asked any appropriate agency for information about the provision that agency is likely to make for the child or young person after they leave school. No later than 6 months before the child/young person leaves school the education authority must pass on information to any appropriate agencies. Where an authority find that a child or young person is expected to leave school within 6 months, then it must pass that information on as soon as is reasonably practical.

**2.2.7** A supporting children's learning code of practice has been published by the Executive to help local authorities and other agencies implement the Act and is available at: <http://www.scotland.gov.uk/Publications/2005/08/15105817/58187>.

**2.2.8.** Further information regarding the Act and the arrangements for supporting young people can be located via Enquire at <http://www.enquire.org.uk/pcp/about.php>. Enquire is the Scottish independent advice and information service for additional support for learning (special educational needs) and it is managed by Children in Scotland and funded by the Scottish Executive.

## **EDUCATIONAL PSYCHOLOGY SERVICE**

**2.2.9** Local Authorities provide an Educational Psychology Service which is available to support children and young people with additional support needs up to the age of 19. Building on the recommendations of the Beattie Committee Report (*Implementing Inclusiveness: Realising Potential*) 1999 and *More Choices, More Chances: A strategy to reduce the proportion of young people not in Education, Employment or Training in Scotland* (2006) a model for a Post-School Psychological Service (PSPS), is currently being rolled-out aimed at promoting better outcomes for young people by:

- Consultation - supporting the young person's transition to post school by building effective and meaningful interventions for clients by advising and contracting through consultation.
- Assessment and Intervention - complementing the assessment and advice provided by college, training provider or Careers Scotland staff.
- Training and Development - improving the understanding, skills and effectiveness of staff and service providers to maximise their contribution to client and systems development.

- Projects and Actions Research - contributing to strategic developments locally and nationally, including policy development and identifying and developing best practice.

**2.2.10** Twelve Post-School Psychological Pathfinders were established over the period of April 2004 to March 2006 to demonstrate service delivery at local, cluster and strategic levels. The very positive findings of the evaluation of these Pathfinders led to the roll-out of a further 8 Pathfinders. Roll-out to the remaining 12 local authorities is currently being considered in line with the specific action point in *More Choices, More Chances*.

**2.2.11** The Pathfinder model is for services to be delivered locally. Services are subject to negotiation and service level agreements with key stakeholders, notably colleges, Careers Scotland and local training providers. These agreements aim to support a framework for collaboration amongst the delivery agencies in order to maximise their resources, particularly in transition.

**2.2.12** The PSPS Pathfinder model is currently supported by two Strategic Officers, seconded to the Scottish Executive from 2 local authority educational psychology services. Annex A contains two case studies which show how the PSPS works in partnership with colleges and other organisations.

## **SOCIAL WORK SERVICES**

**2.2.13** People with disabilities are entitled to an assessment of need and a disabled person or their carer can request a community care assessment at any time.

**2.2.14** Section 12A of the Social Work (Scotland) Act 1968 requires a local authority to carry out a community care assessment, of those aged over 18, where it appears to the local authority that the person concerned may be in need of community care services. If in the course of that assessment it appears that the person is disabled, the local authority must also make a decision as to the need for any service identified in Section 2(1) of the Chronically Sick and Disabled Persons Act 1970<sup>1</sup>.

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<sup>1</sup> 1 By virtue of section 12A(4)(a) of the Social Work (Scotland) Act 1968 ("the 1968 Act") the local authority is also required under section 12A(4)(b) of the 1968 Act to advise them to their rights under the Disabled Persons (Services, Consultation and Representation) Act 1986

**2.2.15** Where a person is assessed as being in need of a community care service, the local authority is then under a duty by virtue of Section 12 of the 1968 Act to provide those services. Statutory guidance (SWSG11/91) has been issued to all local authorities (education and social work departments) regarding the assessment process required by section 12A. Paragraph 6.1 of the guidance provides that once an individual's needs have been assessed, the services to be provided or arranged to meet the needs should be agreed by all the professionals and agencies involved in the form of a care plan.

**2.2.16** If a person is assessed as being in need of a particular community care service, the local authority will then be under a duty to either provide or arrange the provision of that service. It will be open to the local authority to offer to make (self directed support) a direct payment to the individual in lieu of providing the service.

#### Illustrative Example- Claire

Claire was unable to attend a college within her own local authority area because there was no appropriate course at her local college. Claire applied to attend another college in a different local authority area, which did offer the appropriate course. It was also necessary for her to reside in this local authority during term time due to the distance of the college from her home. There was some discussion about who was responsible for providing her personal care support package.

Local authorities have a duty under the Social Work (Scotland) Act 1968 to assess the needs of people and decide, in the light of the assessment, whether they should arrange any services and, if so, which services. Any decision taken by the local authority's social work department should be based on a detailed assessment of a person's care needs taking his/her wishes into account. However local authorities are also expected to ensure that the resources available are used in the most effective way to meet care needs. Therefore if a home local authority has assessed the student as requiring support then it will be for that that local authority to meet the needs of the student.

In the case of Claire, if her home local authority agreed that there was no suitable college provision in their area, then they would agree to continue to provide her personal case support whilst at the other college. In practice it should be noted that each individual case will be different and it is not possible to prescribe the funding arrangement for each

possible case, this has to be at the discretion of local authorities. It may also be the case that some students do not meet the different eligibility criteria for support that local authorities may have in place.

### Case Study - Anne

An application was made on Anne's behalf by her social worker for a place on an Independent Living Skills course at college. The college assessed Anne's educational and support needs and she was offered a place on the course. Anne had previously self-harmed and injured others. For this reason, the college carried out a risk assessment and determined that Anne would require intensive support of at least one dedicated support worker to ensure the safety of Anne and the others in the class. With Anne's permission, the college discussed Anne's support needs with the Social Work Department who then allocated a trained support worker to support Anne in the classroom. Eventually the support worker remained outside the classroom for the duration of the course as Anne grew in confidence and the risks to Anne's safety and that of others reduced.

## **SELF-DIRECTED SUPPORT (DIRECT PAYMENTS)**

**2.2.17** The term direct payments is commonly used inter-changeably with self-directed support. This historical definition focused on a system of delivery rather than the outcomes for individuals, and no longer fully explains the potential range of support.

**2.2.18** Self-directed support provides social care in a way that enables disabled and older people to take more control of their lives and participate more within their communities. It enables individuals to direct the care or support they need to live more independently at home and can be instead of, or in addition to, services that might be arranged by their local authority. Out of the home self-directed care can be used to support an individual in college. Most people use the money to buy support from a service provider or to employ a personal assistant.

**2.2.19** Self-directed support is an opportunity to meet the assessed needs of the whole person in creative and flexible ways, for example, to assist with specific recovery needs for those experiencing mental health problems. The flexibility achieved is such that even those with the most complex and multiple needs can have self-directed support, using the Adults with Incapacity (Scotland) Act 2000 to safeguard their interests.

**2.2.20** Councils have a duty to offer self-directed support if a person is eligible, but the person concerned doesn't have to take it if they don't want to. Self-directed support can be provided through the allocation of a budget, sometimes from more than one funding source. This is sometimes called an individual budget because it is for the person's sole use and to arrange for their support needs.

**2.2.21** Uptake of self-directed (a direct payment) support is steadily increasing each year as local authorities bring this into the mainstream of service delivery.

#### Case Study - Joe

When Joe applied to do a college course in art and design, he already employed personal assistants (PAs) through self-directed support (direct payments). The college accepted Joe onto the course and met with him to assess his needs. The college provided assistive technology, flexible timetable arrangements and space for Joe's PAs in class. Joe agreed that his PAs would wear identification at all times, deal only with his personal care, and would uphold college health and safety guidelines. Joe confirmed in writing to the college that his personal assistants had undergone Enhanced Disclosure Scotland checks. Joe met regularly with college staff to review and adjust arrangements to ensure that they worked effectively.

### **COMMUNITY CARE AND HEALTH ACT 2002**

**2.2.22** The Community Care and Health Act 2002 extended joint working arrangements between local authorities and NHS bodies. The joint future agenda stresses the importance of a co-ordinated approach by local authorities and health services for joint assessment and care management of individual needs and joint planning, commissioning and delivery of services. In carrying out the single shared assessment, local authorities and health services should consult with relevant partners, including further education colleges where the individual requires provision for their care needs to be co-ordinated with the college.

### Case study - Steven

Whilst at college Steven transfers from his wheelchair to a standing frame at lunchtimes on the recommendation of his physiotherapist. Steven has two frames, one at college and the other at home. The NHS supplied one of the frames and the other was purchased with funds from a charitable trust. The college had no input to either of these purchases as they were supplied before Steven started college.

The college agreed with the occupational therapist and Steven's mother that the college would store the frame in its supported learning base and he could come in at lunchtime to transfer from his wheelchair. Steven has a "buddy" with him at breaks and lunchtimes. No one in the college has responsibility for supervising Steven when he transfers from the wheelchair to the frame because this form of personal care was not specified at any school planning meeting or now at or any college planning meeting. Steven and his parents are happy with this arrangement. If there were to be any deterioration in his condition then the college would re-consider these arrangements in consultation with partner organisations - social work and the NHS Board.

## **MENTAL HEALTH (CARE AND TREATMENT) (SCOTLAND) ACT 2003**

**2.2.23** The Mental Health (Care and Treatment) (Scotland) Act 2003 came into force in 2005. This Act applies to people with a mental disorder, which the Act defines as people with a mental illness, personality disorder or learning disability (section 328.1), and who may require access to the types of care and treatment dealt with by the Act.

**2.2.24** The Act 2003 places a duty on local authorities to provide, or secure provision of, care and support to people with a mental disorder are entitled to assistance to support and enable them to lead as normal a life as possible. This means that, wherever possible, they should be able to access a range of mainstream social, educational, employment, training and leisure opportunities.

**2.2.25** To achieve this local authorities will need to work with a wide variety of partners. As mental illness covers a wide spectrum of problems faced by people with varying degrees of illness it implies that a flexible approach is required to offer a range of options, which will meet people's needs. Increasing access to training related to an individual's needs, for example in or through colleges, will be a significant part of this

duty. Training is often a part of increasing employment options, either through helping people get ready for work, or through providing the support and skills needed to keep people in work.

**2.2.26.** Already many colleges offer people with mental health problems opportunities for training. The NHS, Social Work Services and voluntary agencies can be involved in sourcing the right course for the individual, assisting with the transition into education and providing educational support. To meet the requirements of the Act this type of practice will need to be continued and augmented.

**2.2.27.** The SFEU was funded by the Executive's National Programme for Improving Mental Health and Well-being to develop a website which provides information and resources for college staff relating to student mental health and well-being, including how to promote positive mental well-being amongst the student population. This website can be located at <http://www.ssmh.ac.uk/>.

#### Case Study - Angela

Angela has a history of severe depression and as a result has had periods in hospital. The Learning Support Tutor from college first met with Angela while still in hospital having been contacted by the Occupational Therapist and Psychiatric Nurse. A carefully planned transition programme was agreed with Angela on her discharge from hospital to ensure success in her gradual return to education. A Personal Learning and Support Plan was set up and flexibility was built in to enable Angela to make therapeutic appointments and to accommodate the effects of medication and "bad days". A named person was identified within the college to support Angela. This person also had permission from Angela to contact her key worker (the Community Psychiatric Nurse) if there were concerns. This was a vital link in supporting Angela in college. As a result she made a successful transition into full-time education.

### **2.3 NHS BOARDS**

**2.3.1** Under the NHS (Scotland) Act 1978, NHS Boards are responsible for improving the health of their local populations and delivering the health care they require. NHS Boards provide strategic leadership and have overall responsibility for the efficient, effective and accountable performance of the local NHS system. Each NHS Board is responsible for developing a single Local Health Plan to address the health

improvement, health inequalities and health care needs of the local population.

**2.3.2** As outlined in the local authority section above, the Community Care and Health Act 2002 extended joint working arrangements between NHS bodies and local authorities. The joint future agenda relies on a harmonised approach between the NHS and local authorities in the assessment and management of care.

**2.3.3** In practice, this means that a single professional will carry out an assessment of an individual's need for community care services. In the past, an individual would have been assessed separately for their health and personal care needs. Under the single shared assessment process, a unified assessment covering all needs will be carried out by the most appropriate person, health or social work. As indicated in the local authority section, the needs will be detailed in a care plan which the local authority is responsible for implementing in partnership with the health board where health care needs have been identified.

#### Case Study - Joanne

Social Work and Health Services carried out a single shared assessment of Joanne's community care needs. Joanne wished to attend a college course and so the assessment included the need for Joanne to have accessible transport to get to the college campus. In consultation with the college, the single shared assessment also considered Joanne's need for assistance with personal care whilst in college. After Joanne had applied to the college course, the college assessed Joanne's needs which included the need for a note-taker in class. A Personal Learning and Support Plan was started, a copy of which was given to Joanne and to her social worker (with Joanne's permission). Joanne, the college and her social worker then met to discuss appropriate support arrangements. It was agreed that the Social Work Department would fund the cost of return taxi transport for Joanne from her home to the college campus. The Social Work Department would also provide part of the funding to the college to employ a full-time support worker who would provide both basic assistance for Joanne with personal care and also note-taking support in the classroom.

## **2.4 CAREERS SCOTLAND**

**2.4.1** Careers Scotland's role is to enable its key customer groups to be fully motivated, informed and empowered to move into and stay in the

right job, course or training programme and succeed and progress in today's dynamic labour market. The key customer groups are:

- Young people in school. This includes those 'at risk' of becoming NEET
- 16-19 year olds who are not in employment, education or training (NEET)
- Others in transition including college students and adults requiring specific support.

**2.4.2** Careers Scotland delivers appropriate and expert career guidance services and ongoing encouragement and support to individuals on its own and with and through partners.

**2.4.3** Careers Scotland has partnership agreements with each school and college outlining the range of services that Careers Scotland can offer including transitional support for pupils/students. It is presently working with Scotland's colleges to effectively target its career guidance and employability services to those students who are most in need of support, or those who are at risk of discontinuing their studies.

**2.4.4** Services from Careers Scotland include:

- Support to individuals in drawing up a career plan of action detailing the on-going support and guidance she/he will require to make a successful transition to post-school or college provision.
- Case management of vulnerable school leavers where a Careers Scotland staff member will act as a point of contact for young people and their parents/carers to support the transitions from school to a successful sustained post-school outcome within training, employment or education.
- Key worker support for young people who need more intensive support to make a successful transition. The key worker works in partnership with a range of agencies to identify and engage young people at risk of not making a successful transition from school to post-school provision whilst keeping the focus on employability. The key worker also ensures that young people are appropriately referred to other agencies and learning and employment opportunities ensuring that effective communication takes place and that information is shared appropriately.
- Tracking and follow-up procedures are in place to monitor the progress of individuals and offer ongoing guidance and support to assist them with subsequent transitions from further education into employment or further learning.

**2.4.5** To facilitate the effective sharing of information between agencies, Careers Scotland, in consultation with a wide range of agencies and the Scottish Executive has developed *Individuals in Transition: A Framework for Assessment and Information Sharing*. The Framework has been widely circulated to a number of agencies and can be accessed at <http://www.careers-scotland.org.uk/Aboutus/Policies/TransitionsPolicy.asp>

## **2.5 ROLES OF NON-STATUTORY SERVICES AND THE VOLUNTARY SECTOR**

**2.5.1** Voluntary organisations and other agencies, for example, training providers, are in close touch with people who require particular forms of support and are well placed to identify their changing needs. They play an important role in providing support to individuals and organisations and in encouraging social inclusion. Services to students include direct support, as well as provision of information and advice, advocacy and practical support. Services to colleges are designed to build capacity to respond to students' additional support needs and include staff development, consultancy and the provision of equipment.

### Case Study – Alaina

Alaina wanted to gain the skills and qualifications needed to take up opportunities in self-employment. Due to her child-care responsibilities and due to lack of confidence, Alaina did not want to attend a college course. The JobCentre Plus referred Alaina to Lead Scotland who supported Alaina to explore some of the options available in distance learning, provided a home loan computer and supported Alaina with her studies. A volunteer from Lead Scotland then accompanied Alaina to discuss self-employment options with Careers Scotland.

## **SKILL SCOTLAND: NATIONAL BUREAU FOR STUDENTS WITH DISABILITIES**

**2.5.2** Skill Scotland: National Bureau for Students with Disabilities is a national charity which promotes opportunities for people with all kinds of disabilities in post-16 education, training and the transition into employment. Skill Scotland is a resource of expertise and advice for all those who work to support disabled learners.

**2.5.3** Skill Scotland produces a whole range of publications which provide valuable information for disabled students and those who work

with them. The publications cover issues such as funding, the Disability Discrimination Act, the impact of specific impairments, advice for careers staff, provision for young people with complex needs and many more. The Skill Journal is produced three times a year, and a range of Skill books and free online information booklets is available.

**2.5.4** Skill Scotland also runs periodic conferences to enable discussion and sharing of best practice on key issues, and provides training on the Disability Discrimination Act and other related issues. Skill Scotland's information and advice service includes online resources at [www.skill.org.uk](http://www.skill.org.uk), and a Freephone Helpline, tel/text: 0800 328 5050, Monday-Thursday 1.30-4.30 pm.

## **LEAD SCOTLAND**

**2.5.5** Lead Scotland is a national voluntary organisation which enables disabled adults and carers (16+ school leavers) to access education and lifelong learning opportunities. Lead's community-based support of learning extends choice to individuals who may need additional support to develop confidence as independent learners.

**2.5.6** Lead's local organiser offers a home visit to provide educational guidance and the development of an individual learning plan. Lead focuses on providing support with the learning process, for example one-to-one support at home, loan of accessible ICT equipment, and such other interventions as may be appropriate. The learning process is monitored and reviewed to identify any gaps or re-negotiate the action plan. Lead involves 200 trained volunteers in service delivery and works in partnership with a variety of local agencies to affect the package of support needed by the disabled individual.

**2.5.7** Lead also supports carers to access learning, recognising the barriers carers face in accessing mainstream provision. Unless there is a funding constraint for a specific project, Lead operates no upper age limit in respect of supporting disabled learners or carers.

**2.5.8** Lead works in partnership with colleges, universities, community learning staff and local learning centres, offering continuity of support for as long as appropriate, to individuals progressing into mainstream provision. Lead can offer additional home-based support with learning to increase the likelihood of course retention, for example during or after a period of ill health. Lead Scotland also acts as advocate for the learner

with the partner to ensure transition is a positive experience for all concerned.

**2.5.9** Lead offers consultancy and training to external agencies and has a track record in building staff capacity to develop inclusive learning opportunities.

**2.5.10** Lead Scotland has offices in Edinburgh and Inverness; and local services across Scotland (see [www.lead.org.uk](http://www.lead.org.uk) or e-mail enquiries@lead.org.uk or tel: 0131 228 9441 for up to date information.

#### Case Study - Colin

Colin has a learning disability and is unable to read and write but has a strong visual imagination and enjoys drawing designs. He is very interested in computers. Colin's social worker referred him to Lead Scotland who could assist him to learn how to use the basic functions of the computer. A Lead Scotland volunteer and Colin have been working together at a Community Learning Centre. Colin was then set up with a new home loan computer and referred to AbilityNet for an assessment to explore customising software which will support and enable literacy learning. A Lead Scotland volunteer interested in both art and computing will work with Colin within his home to improve his literacy skills.

#### Case Study – Mary

Mary wanted to do a basic computing course at a local Community Learning Centre but the Centre was unable to fund the costs of a Sign Language Interpreter. The Community Learning Centre referred Mary to Lead Scotland who then applied for funding to a local Training and Employment Initiative and to a charitable trust. Funding was obtained to pay for a Qualified BSL Interpreter to support a 10 week Basic IT course. Mary was also interested in improving her English reading, writing and numeracy skills. A referral was made by Lead Scotland to the Local Authority Adult Literacy Team and funding awarded by the Challenge Fund was earmarked to cover Interpreter costs. Mary is now attending computer classes and adult literacy classes and is progressing very quickly with her learning.

#### **THE BRITE INITIATIVE**

**2.5.11** BRITE stands for Beattie Resources for Inclusiveness in Technology and Education. It was established to help drive the

inclusiveness agenda forward and is playing an important role in improving support for students with disabilities and additional support needs in colleges. It is a resource designed to equip staff with the skills they need to assess and support students effectively. BRITE focuses on four key areas:

- The provision of advice and information about assistive and enabling technologies and their use in the support of learners
- The design and delivery of a range of staff development programmes. This builds the capacity within colleges to identify ways in which assistive technologies and other strategies can be effectively used to support students and to make the curriculum more accessible to learners with a wide range of needs.
- The development of services which facilitate the efficient provision of technological aids to students with additional support needs in further education.
- Involvement in the accreditation of assessors and the quality assurance of needs assessment practices.

**2.5.12** Every college has at least one member of staff participating in the BRITE training and development programme. These staff act as a link between BRITE and their college and can borrow assistive technology for evaluation with students, as well as cascading relevant information and advice to other college staff.

**2.5.13** The BRITE Centre can be contacted on 0131 535 4756 or by visiting their website at <http://www.brite.ac.uk>

## **3 SCHOOL PUPILS WITH ADDITIONAL SUPPORT NEEDS ATTENDING COLLEGES**

### **3.1. INTRODUCTION**

**3.1.1** Schools and colleges are increasingly working in partnership to extend the range of educational opportunities available to pupils, particularly pupils in S3 and above. This includes pupils with additional support needs.

**3.1.2** In May 2005, the Executive published *Lifelong Partners – Scotland’s Schools and Colleges Building the Foundations of a Lifelong Learning Society – A Strategy for Schools, Colleges and Local Authorities*,. A copy of the Strategy can be viewed at <http://www.scotland.gov.uk/Publications/2005/05/12141846/18473> . Alongside the strategy the Executive also published *Lifelong Partners – Scotland’s Schools and Colleges Building the Foundations of a Lifelong Learning Society – A Guide for Schools, Colleges and Local Authorities*,. A copy of the Guide can be viewed at <http://www.scotland.gov.uk/Publications/2005/05/12141235/12362>.

**3.1.3** The guidance contained in this document expands on and does not replace Lifelong Partners.

**3.1.4** The purpose of this section is to set out the specific roles and responsibilities of local authorities and colleges in providing support to pupils with additional support needs learning who attend colleges as part of their school week. It will be helpful for staff in schools and colleges as well as social work and Careers Scotland.

**3.1.5** The general principles of partnership working outlined elsewhere in this document should be applied in considering how school pupils are supported.

### **3.2 PARTNERSHIPS**

**3.2.1** The overall rationale for school/college partnership is to enable colleges to help schools in their task of developing the capacities of young people as outlined in *A Curriculum for Excellence*<sup>2</sup>: to enable them to become successful learners, confident individuals, responsible

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<sup>2</sup> <http://scotland.gov.uk/library5/education/cerv-00.asp>

citizens and effective contributors to society and at work. It can be encapsulated in the following purposes:

- to widen pupils' opportunities for progression and to prepare them for further study;
- to ease pupils' transition from school to further learning, training or employment;
- to broaden pupils' curriculum choices; and
- to enrich pupils' educational experiences.

**3.2.2.** Further information about the purposes of school/college partnerships is outlined in sections 1.9 to 1.14 of *Lifelong Partners Strategy*.

**3.2.3.** All secondary and special schools in Scotland will, by 2007, have effective, meaningful and appropriate partnerships with at least one college for S3 pupils and above. Similarly, all Scotland's colleges will have effective, meaningful and appropriate partnership with secondary and special schools.

**3.2.4** Pupils of all abilities in S3 and above will be able to be considered for college learning opportunities. It should be considered a positive choice to access specialist provision in colleges – it should not be regarded as opting out of school for pupils with additional support needs or disaffected or disengaged pupils.

**3.2.5** Options will be made available to pupils as they are with all other students in further and higher education – on the basis of available capacity. Given there is an inevitable limit on capacity, to maintain colleges' central ethos as voluntary centres of learning for adults, due regard will be paid to pupils who will benefit most from activities that enhance their life chances.

### **3.3. ROLES AND RESPONSIBILITIES**

#### **LOCAL AUTHORITIES**

**3.3.1.** Under the Education (Scotland) Act 1980 local authorities have responsibility for the whole package of school pupils' learning and welfare. These responsibilities have not been extended to colleges.

**3.3.2** This means that local authorities (sometimes referred to as education authorities) continue to have legal responsibility for school pupils while they are attending college. This includes their welfare during

the times they are involved in learning and when they are outside class, for example, at break times. Of course, colleges have a duty of care to everyone learning there, school pupils and adult learners alike. In the interests of the health, safety and welfare of school pupils at all times, local authorities should ensure that appropriate policies and procedures are discussed, agreed and implemented with colleges to ensure the safety of pupils at all times. This is important for all school pupils but additional measures may be required for pupils with additional support needs to meet the duty of care.

**3.3.3** It is important to note that this is only a brief summary and not a full statement of the law. Legal advice should be sought where any significant difficulty arises.

**3.3.4** The report *Happy, Safe and Achieving their Potential*<sup>3</sup> sets standards for personal support to pupils in schools. In primary, secondary and special schools, and in partner agencies providing learning opportunities and support, children and parents can expect to find support to meet their personal, social and learning needs which reflects these standards. For example:

- Opportunities for developing the knowledge, skills and attitudes.
- Help with transitions between stages in education and between different providers of education and personal development opportunities.
- Co-ordinated support between agencies and schools wherever learning takes place.

**3.3.5** Local authorities and colleges should consider jointly how these standards will continue to be met when a pupil's learning takes place in college and together ensure that schools have clear statements of support arrangements for individual young people. Colleges have a significant role to play in helping a young person plan for the future and for transitions from school to further learning, training or employment.

## **COLLEGES**

**3.3.6** Scotland's colleges are autonomous bodies. The partnerships to be developed between colleges and schools in no way restricts this autonomy. Colleges retain overall responsibility for the selection and enrolment of students, including pupils.

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<sup>3</sup> [www.scotland.gov.uk/library5/education/hsap-00.asp](http://www.scotland.gov.uk/library5/education/hsap-00.asp)

**3.3.7** We expect that pupils of all abilities in S3 and above will be able to be considered for college courses. Due regard should be paid to pupils who will benefit most from activities that enhance their life chances.

**3.3.8** In offering provision to a wide and diverse student population, colleges are bound by a wide range of legislation. Section 2 explains fully the legislative framework.

#### Case Study - James

James applied, through his school, for a place on a School Link college programme (1 day per week over 1 year) designed specifically for young people with learning difficulties. College assessed James' educational and support needs and offered James a place on the programme. Meetings were held between James, the college, the school and James' parents to discuss arrangements to meet James' needs at college such as his need for assistance with personal care. The college provided learning support in the classroom and the assistive technology which James required to learn. The Local Authority Education Department arranged a support worker to assist James with personal care. Arrangements were confirmed in writing to all parties involved.

## **4. WORKING IN PARTNERSHIP**

### **4.1 GENERAL**

**4.1.1** Everyone should have the chance to learn regardless of their background or current personal circumstances. Our aim is to ensure that people can access learning opportunities that provide the best match to the needs and aspirations of the individual. For some people this may mean accessing provision in a college; for others it might mean attending educational provision delivered in a community or other setting.

### **4.2 PRINCIPLES**

#### **4.2.2 These are that:**

- The learner must be fully involved in discussions and decisions about an appropriate education placement and the decision making process.
- Schools must liaise with colleges and other agencies when a pupil has indicated an intention to go on to college.
- The needs and aspirations of the individual must be at the centre of any decision taken regarding an appropriate education placement.
- Statutory agencies – colleges, local authorities (both education and social work departments) and NHS boards must work together to ensure the most effective and appropriate learning opportunities are offered to students.
- Colleges are primarily responsible for the provision of education making adjustments where these are necessary to meet the learning needs of the individual.
- Local authorities social work services and health boards are responsible for the provision of personal and health care where an assessment has identified a need for such support.
- Providers of post-16 education should demonstrate a commitment to inclusiveness recognising the diversity of the student placement. Where colleges identify a need for support by other agencies, for example, social work and health, they will liaise with the appropriate agency to discuss how best support can be provided and will liaise with the student and the appropriate agency to discuss how best support can be provided.

- The learner's needs will only be discussed between agencies with the learner's explicit consent

### **4.3 SUCCESSFUL PARTNERSHIPS**

**4.3.1.** We expect all agencies to sign up to partnership principles and give a commitment to develop a local partnership agreement. Colleges, local authorities and NHS Boards have distinct roles to play in ensuring that students with additional needs are supported while studying in a college. Each has statutory duties which are outlined in earlier sections of this document. It is important that each of the agencies involved work together to ensure that appropriate support is put in place for the student and that its success is monitored regularly.

**4.3.2** Successful partnership working requires the commitment of all parties to deliver effective and efficient services. It also requires each of the agencies involved to have a clear understanding of the roles and responsibilities of all partners and to work closely together in assessment, planning, implementation, monitoring and reviewing support arrangements.

**4.3.3** Local partnership agreements between colleges, local authorities and NHS Boards should be established to ensure that there is:

- ongoing discussion about the provision of support;
- commitment to the provision of that support; and
- understanding of roles and responsibilities

**4.3.4** Where other local partnerships exist whose remit already partly covers the issues discussed in this document or whose remit could be extended then this could be considered. However care must be taken to ensure that this has the agreement of all partners involved in that partnership and that all relevant agencies which need to be involved in delivering *Partnership Matters* are engaged.

**4.3.5** Local partnerships should consider opportunities for joint training sessions and job shadowing.

### Case Study - Stuart

Stuart applied to a small local college to take a course in Independent Living Skills. During a review of Stuart's community care needs within the single shared assessment, his need for professional assistance with taking medication within the college setting was considered. With Stuart's permission, the local NHS Board discussed Stuart's needs with the college. The Health Service agreed that they would provide a Health Professional to attend college at particular times to assist Stuart with taking medication, which they do when Stuart is at home. The college provided secure facilities for storing the medication during the day. The Health Service also trained relevant college staff in what to do in any emergency situations concerning Stuart's medication needs.

### Case Study - Mark

Mark applied to a college to do an HNC course in Business. The application form included questions about additional needs so the college knew at an early stage that Mark had communication needs. The college discussed his communication needs with Mark in detail as soon as they received his application form.

The college was small and unable to employ a large number of specialists staff. However, the college had a partnership agreement with a number of local organisations and the Local Authority to meet student needs which may arise. The college contracted in a BSL Interpreter from the Local Authority Communication Support Unit to cover the hours when Mark would be in college and provided a note-taker for certain classes where this was appropriate. Before term began, college staff were given training in Deaf Awareness by a local voluntary organisation.

## **4.4 SETTING UP A PARTNERSHIP**

**4.4.1** Partnerships are about sharing responsibilities and ensuring that tasks or support services are carried out by those best suited to do so. If partnerships are established well, the productivity is higher than if each partner worked separately.

**4.4.2** Partnerships must recognise the statutory obligations of each partner. Partnerships should also be clear about what is to be achieved. The local partnership agreement should include the following:

- a statement of the purpose of the partnership;
- a commitment by all partners to delivering quality services to meet needs of individuals;
- an understanding and agreement of roles and responsibilities of key partners – may vary locally but must work towards same aims and principles;
- general statements of obligations, covering attendance at meetings, communication, information sharing acceptance of shared values and joint decision making; and
- a delivery plan that is clearly understood by all parties with clear milestones and monitoring mechanisms.

#### 4.4.3 In developing these new partnerships it may be useful to:

- Undertake an audit of services – mapping resources, establishing current levels of and standards of service provision and identifying gaps in provision.
- Establish local targets that are specific, measurable and time bound.
- Consider opportunities for sharing training resources.
- Publicise the partnership agreement.
- Review annually and revise where needed.

#### Case Study -Lanarkshire Forum

Prior to the development of the Partnership Matters colleges had numerous good working arrangements with key agencies and front-line colleagues to support the additional needs of our vulnerable learners. Partnership Matters Forum: Lanarkshire was developed with colleagues from Colleges, NHS Lanarkshire, Third Sector agencies; and both North and South Lanarkshire Local Authorities coming together every 2 months to look at good practice and build closer multi- agency partnership working.

The Forum is hoping to use a joint Partnership Protocol, agreeable across Lanarkshire outlining the types and levels of information required by those involved in the lives of our learners. It is hoped this protocol could underpin a framework for the support partner agencies provide whilst reflecting different college approaches.

The Forum has

1. undertaken a self-evaluation exercise in order to identify the strengths and developmental needs of the group;
2. considered the merits/ drawbacks of formal Partnership Agreements/ Protocols and this has led to a common strategic agreement being developed hopefully to be ratified later in the year; and
3. organised an event to promote involvement and hear the learner voice; and
4. is developing a mission and a vision statement

The college sector experience was that local colleagues had limited knowledge of the Partnership Matters document limiting development of effective transition arrangements. The Forum provides a vehicle for increased awareness of the document and its underlying principles and arrangements. The original Partnership Matters document has been useful in providing clarification of the respective roles of Colleges, Social Work, the NHS and third sector organisations to local front-line partners and their managers. Partnership Matters has supported programme leaders to secure the appropriate types and levels of non-educational, personal support for learners with additional needs. The Forum is an operational group which also looks at the wider picture. The opportunity to share of information and update on changes to organisation of local services allows planning to more readily match emerging needs. It is hoped that the work of the Forum will influence strategic management and in time good partnership relations which will facilitate a strategic level agreement.

Further details about the Lanarkshire Forum are contained in Annex B

## **COMMUNITY PLANNING PARTNERSHIPS**

**4.4.4** The Local Government in Scotland Act, 2003, places a duty on each Local Authority to initiate, facilitate and maintain a Community Planning (CP) process for its area. The aim of the process is twofold, to make sure that people and communities are genuinely engaged in decisions about services which affect them, and for organisations to work together to provide better public services. Key public service delivery organisations (NHS Boards, Joint Police Boards, Joint Fire Boards, Scottish Enterprise and Highlands and Islands Enterprise and Regional Transport Partnerships) are also under a duty to participate in

the process. Other partners are involved according to local need, for example, voluntary and private sector organisations and often colleges.

**4.4.5** Many of the organisations involved in partnerships will ensure that people can access learning opportunities. Local structures vary but it may be possible to undertake this work as part of or make links with a wider CP forum looking at, for example, issues for young people or lifelong learning. This allows for a two way communication, drawing in relevant information and contacts from the wider Community Planning Partnership (CPP) but also allowing issues identified to be fed in to groups working on wider service delivery.

**4.4.6** CPPs use a variety of forms of community engagement to build up a picture of the views and concerns of the communities they work with. They may find it useful to be able to access the views of young people with additional support needs via work being carried out by colleges and their partners. Or, it may be useful for groups working to support students with additional needs to make links to demonstrate to partners the wider context and value of being involved.

**4.4.7** More information on Community Planning including an advice note on partnership working and on engaging children and young people in CP can be found on the Community Planning Website at [www.communityplanning.org.uk](http://www.communityplanning.org.uk).

## **4.5 PROVISION OF EDUCATIONAL SUPPORT, PERSONAL CARE AND HEALTH CARE**

### **EDUCATIONAL SUPPORT**

**4.5.1** Colleges offer comprehensive educational support to assist students to participate in and benefit fully from their further education. Examples of educational support may include the provision of a sign language interpreter, learning materials provided in alternative formats, a scribe, equipment and adaptations, or assistive technology.

### **PERSONAL AND HEALTH CARE**

**4.5.2** Local authorities arrange provision of personal care when they have assessed the individual as being in need of that service. Personal care may include assisting with personal hygiene, eating requirements, medical treatment or medication and also assistance with regard to the person's general well-being. Examples of this support include helping

the person to go to the toilet, assistance with the preparation of food, assistance with taking medication at required times, the provision of memory and safety devices and behaviour management and psychological support. This support will be care managed by an appropriate person in light of the need assessed through the single shared assessment process. Where a student receives self-directed support (a direct payment), it may be used to secure the provision of that support from a support or care worker.

## **STUDENTS WITH HEALTHCARE NEEDS**

**4.5.3** In some cases, students will need to take, or be given, medication while attending college. Needs for medication will vary but may include asthma, diabetes, mental health problems, epilepsy or severe allergic conditions (anaphylaxis). A student's need for medication will be outlined in their care plan.

**4.5.4** Under the requirements of the Disability Discrimination Act, colleges must make reasonable adjustments to ensure that students with a disability are not placed at a substantial disadvantage. In the case of students with health care needs, this is likely to include a reasonable adjustment by the college to allow medication to be administered.

**4.5.5** Colleges will wish to ensure that they are clear at an early stage of the arrangements for a student's health care needs, in particular, the administration of medication. Colleges may wish the student to provide written confirmation of their medication requirements and details of the procedures to be followed in an emergency. A sample form for this purpose is included at Annex C of this document.

## **4.6 TRANSPORT**

**4.6.1** As part of the single shared assessment it is good practice for mobility and arrangements for a student to access college to be considered. Where an assessment identifies transport as an issue then specialist transport should be provided to and from the college unless the student has a vehicle provided under the Motability scheme (see below). However there is no duty on local authorities to provide transport simply because a student lives far from the college.

**4.6.2** There is no *specific* duty on colleges to provide transport to and from the college. Where lack of transport is the barrier to a disabled student accessing college and the student has not been assessed by the

local authority as having a need for assistance with transport, under the Disability Discrimination Act 1995 (as amended), colleges must consider whether a reasonable adjustment can be made to overcome that barrier.

**4.6.3** In some cases there will be a clear responsibility on social work services to provide transport for a student. In many other cases, there will be no assessed need and therefore it will be for individual local partnerships, keeping in mind the principles outlined in section 4.2.2, to reach agreement on how transport for students can best be provided and funded.

#### Case Study - Susan

Susan was keen to get some IT qualifications so that she could get into permanent employment. Susan used a wheelchair and needed support to build up her confidence to learn. Susan's social worker assessed her care needs in a single shared assessment and referred her to a voluntary organisation who provided supported IT training. The Social Work Department funded taxi transport to the learning centre, and the voluntary organisation provided support with personal care and learning.

#### Case Study – Helen

Helen applied to undertake a course in Personnel Practice. The college she attended was some distance from her home but the course was a specific one which would help her progress in her career as a HR Assistant and was not offered in her local area. On her application Helen indicated that she was blind and that she would be accompanied by a guide dog in college. Helen was allocated a named member of lecturing staff from the Student Support Team who met her to discuss her individual support requirements. Having received a support needs assessment, reading and writing software was purchased for her by the college and installed on a college laptop which she was able to use for the duration of her course. The college also arranged for course notes to be scanned and put onto a computer disk for Helen to use. The college contacted a local voluntary organisation which provided guide dog assistance and arranged for orientation around the college for Helen and her guide dog so that they could familiarise themselves with the college. Helen contacted her local social work department regarding travel funds for her journey to and from college. Once the local authority had completed their assessment Helen was able to use these funds to arrange transport with a local taxi company. Helen also received on

going support from the college and they also provided assistance in helping her catch her taxi.

## **MOBILITY SCHEME**

**4.6.4** Motability, an independent charity, created to help disabled people in receipt of the higher rate mobility component of Disability Living Allowance (DLA) or the War Pensioners' Mobility Supplement (WPMS), and their families become more mobile by allowing them to use these benefits to buy or lease a new or used car, powered wheelchair or pavement scooter.

**4.6.5** Under the current scheme rules a contract agreement can only be entered into by or on behalf of someone who has been awarded the higher rate mobility component of DLA (or WPMS) for 12 months or more. Awards of DLA can only be made in accordance with the legislative requirements. The current rules stipulate that the mobility component of DLA can only be awarded to those aged from 3 to 65 years.

**4.6.6** Under the care scheme, vehicles can be driven either by the disabled person or on their behalf as a passenger with up to two nominated drivers. Vehicles obtained under this scheme are intended to be used for the benefit of the DLA recipient. If the disabled person's mobility needs are left unmet while the car is being used for another purpose that would be an abuse of the scheme and should be reported to Motability, who have the power to cancel the lease and repossess the car.

## **4.7 REASONABLE ADJUSTMENTS**

**4.7.1** In order for a college to make a reasonable adjustment for a student, it must first be aware of the needs of an individual. When a student is making the transition from school, the relevant local authority should liaise with the college about support arrangements well in advance of the transition. However, the college's own literature should seek to obtain early information from all students about their support needs. This will allow the college to:

- Consider whether they can reasonably meet the needs of the individual before offering a place.
- Consider what reasonable adjustments can be made to meet the learning needs of the individual and ensure it is in place prior to the beginning of the course.

- Make contact with the local authority or NHS Board regarding the provision of personal or health care and transport to and from the college.
- Where appropriate, ensure that a room is available for the student to receive personal or health care from a local authority, health agency, carer, support worker or parent.
- Discuss support arrangements with the student or parent at an early stage.

**4.7.2** Colleges should consider developing pre-enrolment questionnaires seeking relevant information. As a result of this information, colleges will want to ensure that there is a co-ordinated response by relevant agencies to ensure support is put in place. It is important that the learner is at the centre of these discussions and that all partners get together to discuss how the support for the student will be put in place. In some cases, this will lead to care or support workers attending college with a student.

**4.7.3** Stevenson College have developed a student support plan and an educational support sheet which allow the college to plan and arrange personal support needs. Copies of these documents are attached in Annex C.

**4.7.4.** It is recognised that these staff may not be employed by the college and may therefore be unfamiliar with the college environment and its procedures. Every effort should be taken by the college to ensure that support staff are provided with clear information about how the college operates and advice on how they can respect the college's procedures whilst they are working there. This may be done through an induction day prior to the college course beginning and through provision of documentation for example, a Code of Conduct. Colleges will wish to ensure, for example, that the care worker can be identified at all times, that there is clarity on their role regarding the support of a student and that the health and safety of staff and other students is considered at all times.

**4.7.5** Aberdeen College have developed a standard agreement with the local authority on information that needs to be provided by them in advance of the care worker attending the college and a Code of Conduct. This is attached at Annex D for your information. Your new local partnership will wish to consider developing similar documentation.

## **4.8 TRANSITIONS**

**4.8.1** The transition from school to college is an important point in a young person's life. For many young people with additional support needs, extra help will need to be available to ensure a smooth and successful transition.

**4.8.2** One of the major barriers to be experienced by young people and their parents in the transition from school to college is the lack of effective communications between agencies but new arrangements will improve this. Access to high quality guidance and support is essential for young people, and their parents, to enable them to make the transition from school.

**4.8.3** The Education (Additional Support for Learning (Scotland) Act requires education authorities to plan well in advance when a young person with additional support needs is preparing to leave school. Education authorities should ensure that the arrangements required for transition to post-school are clear so that the child or young person, and all those involved, know exactly what is happening, when it is happening, and who is responsible.

**4.8.4** There is a duty on appropriate agencies, including NHS Boards, other local authorities, colleges and Careers Scotland to assist education authorities with preparation, planning and support for transitions from school for those pupils with additional support needs who would benefit from this extra help.

**4.8.5** Education authorities must seek and take account of relevant advice and information (including assessments) from such appropriate agencies and any other persons they think appropriate i.e voluntary agencies such as Barnardo's. When an education authority asks an appropriate agency for help then the appropriate agency must do so within 10 weeks from the date the request is made by the education authority, subject to certain exceptions.

**4.8.6** Where appropriate, no later than 12 months before the young person is expected to leave school, education authorities are required to have asked any appropriate agency for information about the provision that agency is likely to make for the young person after they leave school. No later than 6 months before the child/young person leaves school the education authority must pass on information to appropriate agencies.

**4.8.7** Colleges must have due regard to the Code of Practice which can be accessed at:

<http://www.scotland.gov.uk/Publications/2005/08/15105817/58187>

**4.8.8** The Moving On: From School to College report by HM Inspectorate of Education (2002) will be particularly useful to colleges and others helping young people with the transition to college. It establishes the guiding principles and 10 characteristics of good practice (see below). Real examples of good practice are described and there is an excellent section on how colleges can evaluate their transition arrangements and practices. A copy of the report is available on CD-Rom and can be accessed on line at [www.hmie.gov.uk/documents/publication/more.htm](http://www.hmie.gov.uk/documents/publication/more.htm).  
The 10 Characteristics of Good Practice

1. Young people and their parents are involved in discussing post - school options with school staff and other appropriate professionals well in advance of leaving school.
2. Young people and their parents have good information about the range of options and have opportunities to visit the college and talk with staff and students.
3. Young people have opportunities to make a gradual transition to college.
4. Young people experience curriculum continuity between school and college building on current attainment.
5. Information on student attainment, interests and support needs, including the young people's own realistic assessments of their achievements and aptitudes, is used effectively and informs planning for a college experience to match individual aspirations.
6. The age appropriate curriculum during the transition period includes the development of skills, behaviours and attitudes appropriate for young adults at college and in work placements.
7. The learning and teaching strategies used during the transitional period motivate students and suit their individual preferred learning styles.
8. The human and technological support used by people while at school is considered carefully; and support is continued,

discontinued or adapted appropriately for college life, linked to individual needs.

9. There is a named, available and approachable staff member to help advise young people and their parents on matters concerning school or college or the transition process.

10. There is mutual awareness, information sharing and communication among schools, the receiving colleges and other bodies in respect of both the overall management of the transition process and the individual young people.

**4.8.9** Transitions from college to university, training or employment are equally important as the transition from school. Colleges will therefore wish to ensure that they have in place procedures for ensuring that the transition is managed successfully. This can be done by producing documents which explain qualifications and progression routes for each curriculum area, and ensuring that all students have the information and support they require.

**4.8.10** Where a student has additional support needs, it is good practice for the college to conduct a review mid-way through the session and also at the end. College tutors, the student, Careers Scotland advisors, parents and representatives of social work should attend the review meetings to discuss progress on the college course and progression routes post-college

#### Case Study - Zahir

Zahir is following an HNC programme in information systems. He has Asperger's Syndrome. He came from a mainstream school setting with one to one support and achieved Standard Grades at General Level. A year prior to leaving school, he made an application to college. A transition programme was agreed by Zahir, his parents, teachers, social worker and college Learning Support staff.

Over a structured transition period in which short and long term targets were agreed and regular meetings held with all relevant parties, Zahir made a successful transition to college. The college initiated the Personal Learning and Support Plan and ensured that Zahir was placed on a programme appropriate for his learning needs with learning material built in. This involved adapting the course and assessment materials in dialogue with the tutors, delivering staff development to

tutors, preparing the class for the student and breaking down the course work into manageable chunks. The social worker had responsibility for one-on-one support to keep the student on task, support in the journey to and from college and in accessing college (every aspect of the hustle and bustle of the college environment was initially a trigger for emotional distress).

The one-on-one worker also helped to build relationships, accompanied the student on time out and worked the diary between student, college and the family. Due to the success of the carefully managed transition and the regular reviews to monitor progress the need for one-on-one was reduced.

**4.8.11** Careers Scotland advisers also have a responsibility to support students to successfully manage transitions, on entry, at pre-exit and post course completion. Colleges should seek to ensure, therefore, that Careers Scotland Advisers are fully involved in appropriate reviews of student progress. This allows individuals to benefit from career guidance support, to aid their career planning and decision making skills, throughout their attendance at college and beyond.

#### Case Study - Rahat

Rahat was keen to take up part-time employment. The college facilitated Rahat to undertake initial work experience whilst still on the college course. Careers Scotland referred Rahat to a voluntary organisation who would set-up and manage supported employment for Rahat. The college gave Rahat and her social worker a full report of Rahat's achievements on the college course to show to future employers.

**4.8.12** There are a number of partners involved in a student's transition into employment. Workforce Plus: an Employability Framework for Scotland, launched in June 2006, is a national framework delivered locally by partnerships led by the Community Planning Partnerships. There is an emphasis in the Framework on building better employability partnerships at a local level involving the community planning partners and including Jobcentre Plus. For further information please visit [www.scotland.gov.uk/employabilityframework](http://www.scotland.gov.uk/employabilityframework). Local information on your area's employability services will normally be on the local authority website.

## **ANNEX A**

### **Case Study 1] A Common Transition Process<sup>4</sup>**

The Psychological Service has recently moved to engage the college sector in a large urban authority; it has offered regular consultation with the local college and agreed to prioritise a strategic focus to address systemic issues in the first instance.

It has been instrumental in forming an effective transition Forum involving key partners focused on the additional support needs of school leavers within a particular geographic patch. Core membership included Senior Management Team representation of secondary school and College, Careers Scotland and PSPS.

The Psychological Services has reported on a wider audit of current transition arrangements across secondary schools and of the range of client needs; its aims included identifying current best practice as well as achieving a focus for improvement within the context of implementation of the ASL (Scotland) Act 2004.

The Forum has jointly produced a common transition form signed up to by all key stakeholders and taken to student groups for consultation. The transition form is to be produced and trialled with 180 young people, in transition to post school. The wider Learning community is to consider using the same protocol for all transitions from pre school to Post. The pilot undertaken is to be evaluated by the Psychological Service research assistant and best practice identified in a summary report.

A further development is anticipated, to promote wider use of the transition protocol across the college sector and expand its use by including it in the process of transition to other training providers.

Assessment of students experiencing severe and persistent literacy difficulties (dyslexia) has been identified as a priority group for attention. The local service has coordinated local activity with national PSPS training and development initiatives through BRITE and the Disabled Student Services Group. A local process to validate past assessments and build a contextual assessment picture around students with

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<sup>4</sup> A Psychological Contribution to Transition / Post School Good Practice Exemplars and Quality Improvement Indicators , 2006  
by Cyril Hellier and Ron Crichton

continuing support needs has been developed. This involves joint assessment and full account of past assessment and intervention for individual young people.

## **Case Study 2] Partnership with Training Providers<sup>5</sup>**

The Psychological Service has identified the Training Providers who deliver Get Ready for Work programmes to 16 to 19 year olds in the authority. Following attendance at the local provider forum (this includes colleges) and ongoing consultation with individual providers, an audit of stakeholder needs in the post school sector, including training providers has been completed and disseminated by the Service.

A wider strategy group has met to discuss the training needs of the Providers across the Local Enterprise Company and the PSPS cluster, which represents 3 local authority services. Agreement to set up common and ongoing training for providers across the cluster has been reached. Support for local training providers includes regular consultation on individual cases, facilitation of contact with secondary provision (both on and off site), as well as linking to local training opportunities offered by other stakeholders, including colleges. Selective case work has included the continuation of PSPS involvement with vulnerable young people, previously known to the Service, along with some negotiated referral of specific clients, consequent to consultation.

An authority wide Transition Forum is in place, chaired by the manager of the ASL Act implementation; this represents all key stakeholders in school and post school; it includes representatives of local providers, as well as the local enterprise company manager. One outcome supported by the Psychological Service, has been to ensure that training providers are fully represented in all transition / post school development days; another has been explicit awareness raising events in secondary schools to improve mutual understanding and working arrangements. All providers have signed up to the use of an agreed Transition Protocol as part of explicit local policy. There is growing connection between all providers and the development of flexible curriculum, across schools. Training Providers are increasingly involved in the assessment process /early intervention prior to placement on programmes.

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<sup>5</sup> A Psychological Contribution to Transition / Post School Good Practice Exemplars and Quality Improvement Indicators , 2006  
by Cyril Hellier and Ron Crichton

Psychological Service audit data and consultation supports increasing partnership with Careers Scotland in tracking local young people at risk of NEET (not in employment and training). A developing process of information exchange and review, involving Training Providers is currently being monitored and evaluated by the Psychological Service, including the EPIT on placement. This includes learning from targeted casework across secondary schools, gathering views of young people in transition and at point of leaving the training provider, and monitoring outcomes.

## ANNEX B

### Lanarkshire Forum Contact Details

Name	Organisation	Title	e-mail
Irvine Kinghorn	Motherwell College	Head of Department Support for Learning	ikinghorn@motherwell.ac.uk
Dorothy Johnson	Cumbernauld College	Head of Faculty, Care and Management	djohnson@cumbernauld.ac.uk
Mikki Quigley	Cumbernauld College	Curriculum Manager	mquigley@cumbernauld.ac.uk
Helen Dunlop	John Wheatley College	Assist. Assoc.Principal (Quality)	hdunlop@jwheatley.ac.uk
Jennifer Miller	John Wheatley College	Curriculum Leader (Support for Learning)	jmiller@jwheatley.ac.uk
Irene Morton	Glasgow College of Nautical Studies	Special Programmes	
Elaine Rodger	South Lanarkshire College	Senior Health Care Co-ordinator	elaine.rodger@slc.ac.uk
Elizabeth Benson	South Lanarkshire College	Extended Learning Support	elizabeth.benson@slc.ac.uk
Christine Walker	Coatbridge College	Extended Learning Support	cwalker@coatbridge.ac.uk
Michael McColgan	Lanarkshire Health Board,	Community Learning Disability Nurse	michael.mccolgan@lanpct.scot.
Nora Arnott	SLC Social Work Dep	Transitions Worker, Adult Services	nora.harnott@southlanarkshire.
Rhoda McLeod	SLC Social Work Dep		
Iain Wilson	SLC Social Work Dep	Residential and Day Care Manager	iain.r.wilson@southlanarkshire.
David Cameron	EnAble	Manager of Employment Development	David.Cameron@enable.org.uk
Will Moffatt	NLC Social Work	Transition Planning	moffattw@northlan.gov.uk
Fiona Gibney	Lanarkshire Health Board,	Community Learning Disability Nurse	Fiona.gibney@lanpct.scot.nhs.uk
Jamie McDermott	NLC Social Work, HQ	Senior Officer	mcdermottj@northlan.gov.uk
Michelle Pamis			michelle.pamis@btconnect.com
Tricia Connelly	Key Housing		tricia.connely@keyhousing.org
Margaret Somers	Coatbridge College	S.L. Learning support	msomers@coatbridge.ac.uk

# Lanarkshire Forum – Authorisation Support Workers Sample

College Letterhead

Dear Support Staff provider,

To comply with legislation related to Child Protection, Disability Discrimination, Additional Support Needs and Health and Safety, the College needs to ensure that all Support Staff working in College, with students, meet the same standards as College Staff.

## **Please sign and return to confirm that:**

- ✓ All staff hold current 'Enhanced Disclosure Scotland' Certificates, that don't indicate a risk to vulnerable learners or others.
- ✓ Our organisation is committed to meeting the National Care Standards (support services).
- ✓ All staff have had recent relevant health and safety training, (for example Safe People Moving and Handling if they are supporting clients who require assistance with mobility, transfer and/or personal care).
- ✓ All staff are covered by insurance for the duties identified and 3<sup>rd</sup> party liability cover.
- ✓ Our organisation and all our staff agree to support the Partnership Working arrangements attached.

## **Additionally:**

- ✓ I understand that the student's attendance at College is conditional on this level of support being provided and that any change in the level of support provided in College must be agreed with College staff in advance.
- ✓ I also confirm that the Support Worker will accompany the student and remain with him/her at all specified time in College and will observe all the College policies and procedures.

Signed.....

Date.....

Name.....

Post.....

## **Agency / Organisation / School Details**

Name:.....

Tel:.....

Address:.....

e-mail:.....

.....Post code.....

Please complete this form and return it to: .....

Thank you. ....  
signed on behalf of .....College

# Lanarkshire Forum - Working Arrangements Agreement Sample

There are many partners involved in providing programmes and services to students with additional support needs.

These Partner Agencies have their own vision, objectives and procedures. This diversity should be valued and supported by other partners.

The opportunities presented by Further Education in supporting the development of people with additional support needs is an asset to all concerned.

The support, understanding and commitment of all partners are essential to the effective co-working that is necessary to provide quality services.

To provide supported learning experiences, which engage learners and promote progression, we need to:

- Agree collaborative working arrangements
- share information about a student's support needs
- establish efficient and effective partnerships.

In providing support in College, partner agency staff are required to:

1. Disclose issues which may have implications for the health and safety or well-being of the individual being supported, other learners or staff.
2. Provide information about the additional needs of the learner, as it affects the activity, including details of support strategies or resources that have previously proved effective for the individual.
3. Provide the physical, intellectual, emotional or social support that is required to maintain:
  - effective learner participation in activities;
  - development of the learner's interpersonal and social skills
  - safe learning and working.
4. Respect the status of learners in the College's adult learning environment.
5. Register at reception, using the Designated Log and record the required details to:
  - facilitate ease of contact with if required
  - afford staff, on duty in the College, the opportunity to make use of College facilities.
  - support health & safety in the event of a building evacuation.

Please note, personal issues or additional needs information disclosed to the college will be used to promote a safe and effective learning environment for all, including where relevant, the management of risk.

We appreciate your positive role in this partnership contributing to an effective learning experience.

## **ANNEX C**

### **SAMPLE FORM – STUDENTS WITH MEDICATION NEEDS**

As outlined in section 4.5.5, colleges may wish the student to provide written confirmation of their medication requirements and procedures to be followed in an emergency.

The following information is likely to be most helpful to the college.

Name:

Programme of Study:

Address:

Condition or illness:

Name of medicine:

Procedures to be followed in an emergency:

Name and daytime telephone number of person to be contacted in an emergency:

Relationship to student:

#### **Declaration:**

I understand that the college has put in place a reasonable adjustment to allow my medication to be administered by a health professional, parent, carer or by myself. I understand that the information given by me in this form will be held in the strictest confidence by the college. I have given my consent to the following people administering medication to me.

Names of authorised individuals:

Signed

Date

## ANNEX D

### Sample Student Support Plan



#### What happens with this plan?

Stevenson College wants to ensure you get the personal support you need while you study at the college. By providing information for this plan you are helping the college to identify your personal support needs in order to arrange the support you need and familiarise you with any college equipment that can be provided for you. The information in this document may be passed on to other faculties within the college, to assist in this process.

#### Personal Details

Name :

Address:

Tel:

Emergency Contact:

Tel:

#### Medical Information

I have diabetes

I have epilepsy

Chest/ heart  
condition

Other please state:

I am currently taking specialised medication and here are the details /  
how administered

If you currently supported with this medication, how are you supported in an emergency and is there a procedure which should be followed in college?

### Course Details

Course :

Days and times of attendance in college

Days	Please state classes and start times	Room/s for classes
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		

Personal Tutor:

-----

Support around college

Mobility

Please tick if any of these aids are used:

Electric wheelchair/ manual wheelchair/ mobility aid/ stick

Travel to and from college

Stevenson College can provide you with support on arrival and departure from college. Please tick the boxes below to let us know if you require this support.

## How do you travel to college?

### I use public transport:

Completely independently

I may need support in bad weather

### I use a private car:

Completely independently

I may need support on arrival

I may need support on departure

### I will use Social Work Transport:

Completely independently

I may need help on arrival

I may need help on Departure

I walk to college

### **Moving about college**

I move around college independently

I move around college with a guide dog/ cane

### **Personal Care**

I do not need assistance with personal care

I am supported by a PA or Support Worker

I require to use a college hoist / stand-aid

**Refectory**

I am completely independent in the refectory

I am supported by a PA or Support Worker

Occasionally I may require support in refectory

**Here are details of occasional support needed:**

**Health and Safety Information**

This part of the agreement is completed for all students who will use the safe haven in the college and is to be used in conjunction with a health and safety talk.

Wheelchair user:

Yes  Electric/manual

No

I confirm that I have received a copy of the emergency evacuation procedures.

I agree to wait in the safe haven and be evacuated from the building by a member of the fire brigade should this be necessary.

-----  
**Declaration**

This agreement is active from when I start college, but if I decide to make changes or would like the support detailed in this agreement to change at any point, I will inform the Access and Inclusion Co-ordinator at Stevenson College.

**Student / Student Contact Signed** .....

**Access and Inclusion Co-ordinator Signed** .....

**Notes**

## Provision of Additional Educational Support

### Educational Support provided by School -

Ambitions.....  
.....  
.....  
.....  
.....

### Educational Qualifications

.....  
.....  
.....  
.....  
.....

### Educational support provided by school

.....  
.....  
.....  
.....  
.....

### College Educational Support Needs –

**Brief description of support:**

## ANNEX E

### **Code of conduct for Carers/Support Workers provided/contracted by the Social Work Department, Education Department, other agency or through self-directed support (direct payments), to support students in Aberdeen College**

To facilitate good practice and deal effectively with health and safety it is essential that Carers/Support Workers working in Aberdeen College must:

1. Wear identification badges at all times.
2. Arrive on time at classes and not leave before the class finishes.
3. Remain with allocated student(s) at all times.
4. Be fully informed about the support needs of allocated student(s). (This information is to be provided by the Social Work Department/voluntary agency/Education Department).
5. Provide appropriate classroom support to allocated student(s). (The College subject teaching members of staff involved or the Student Development and ACCESS Centre will provide guidance on appropriate support to individuals whilst in College).
6. Participate fully in class as directed by the College teaching member of staff concerned. (Reading of books, newspapers etc, listening to music etc is not permissible).
7. Be aware of and adhere to specific health and safety guidance given by College staff (and own employer), relevant to the allocated student(s) and how this pertains to attending college and participating in classes.
8. Be aware of and adhere to general College health and safety regulations and procedures.

## **Confirmation of Carer/Support Worker support in Aberdeen College**

Name of applicant:.....

DoB:

Address:

Tel number:

Name of Care Manager/School Manager:

Address

Tel:

I confirm that the Carers/Support Workers detailed below will support the individual named above in College for the duration of the course(s) for which he/she has applied and been accepted for in session 2004/5 or until the Student Development and ACCESS Centre Manager decides, following consultation with Social Work Department/voluntary agency/Education Department staff, and confirms in writing that the level of support can be reduced.

I also confirm that the Carers/Support Workers named below will accompany the applicant and remain with him/her at all times in College and will observe the College Code of Conduct for Carers/Support Workers. (Please refer to the Code of Conduct document).

I can confirm that all Carers/Support Workers named below have a current Enhanced Disclosure Scotland Certificate and relevant health and safety training, for example Safe People Moving and Handling, where they are supporting clients who require assistance with mobility, transfer and/or personal care.

Names and employer details (name, address and tel. no.) of Carers/Support Workers who will support the individual named above in College in session 2004/05

Name Employer Employer's Address



**Procedure for Carers/Support Workers provided/contracted by the Social Work Department, Education Department, other agency or through self-directed payments (direct payments) to work with clients in Aberdeen College**

1. Full and accurate information about the support needs of clients applying for courses is to be provided to the College by the Social Work Department/voluntary agency staff/Education Department prior to an application being considered.
2. College staff will assess the support needs of individual applicants and complete a Personal Learning and Support Plan using the information provided by the Social Work Department/voluntary agency/Education Department, and information provided by the applicant.
3. Carers/Keyworkers accompanying the applicant for the assessment of needs process and completion of the Personal Learning and Support Plan, will have knowledge of the individual's Care Plan and provide College staff with information relevant to the education and training element of that Care Plan.
4. If during the assessment of needs process it is identified by College staff that one-to-one support from an external agency is necessary for a particular applicant, consultation with the Social Work Department/voluntary agency/Education Department will take place, the final decision in this respect remaining with the College.
5. The Social Work Department/voluntary agency staff/Education Department staff will provide confirmation in writing (using the "Confirmation of Carer/Support Worker Support in Aberdeen College" Form) to the Student Development and ACCESS Centre Manager, that a carer/support worker will support the applicant for the duration of the course(s) or until College staff decide that this level of support can be reduced. This will be done in partnership with the Social Work Department/voluntary agency/Education Department, the final decision remaining with the College. The Social Work Department/voluntary agency/Education Department will provide the College with a list of the named individuals on the Confirmation Form and confirm that each Carer/Support Worker likely to support a particular applicant in College holds a current Enhanced Disclosure Scotland Certificate.

6. When all information is received by the College, and consultation taken place, College staff will decide whether or not the applicant can participate in and benefit from attending the course(s) for which an application has been made. The applicant and the person who completed the application form on his/her behalf will be informed of the decision.

7. If the student arrives in College without his/her carer/support worker, College will contact the Social Work Department/voluntary agency/Education Department and ask that they make arrangements to return the student home or to the appropriate Centre immediately.

8. If a Carer/Support Worker about whom the College has not been notified on the Confirmation Form accompanies any student, neither the student nor the Carer- Support Worker will be able to participate in the class until confirmation from the relevant agency on a Confirmation Form is received by the College. The Social Work Department/voluntary agency/Education Department will be informed if/when this happens.

9. Carers/Support Workers provided/contracted by Social Work Department/voluntary agencies/Education Department/ or through self-directed support (direct payments) must at all times wear identification badges whilst supporting students in College.

Please refer to the Code of Conduct for Carers/Support Workers provided/contracted by the Social Work Department/voluntary agency/Education Department/ or through self-directed support (direct payments) to support students in Aberdeen College document.

## **ANNEX F**

### **FURTHER EDUCATION FUNDING - CORE PRINCIPLES**

This annex summarises the Scottish Funding Council's (SFC) guidance on the funding eligibility of student activity. There are detailed exceptions to the eligibility rules and colleges should refer to the SUMs guidance<sup>6</sup> for precise and detailed definitions of eligibility. These principles do not, by themselves, prevent colleges from making provision that is not eligible for SFC funding.

#### **STATUTORY CONTEXT**

Further and higher education provision for student learning delivered by colleges which SFC will fund is defined within the Further and Higher Education (Scotland) Act 1992 and Further and Higher Education (Scotland) Act 2005. The colleges which SFC funds are determined by the Act and the Scottish Executive. The 1992 Act requires the Secretary of State (now transferred to the First Minister) to secure adequate and efficient provision of FE in Scotland. The 2005 Act states that it is the duty of the Scottish Ministers to provide support for the provision of fundable further education and fundable higher education by the fundable bodies. Students must be living in Scotland in order to be eligible for funding.

#### **COLLEGE RESOURCES**

The principal determinant of main recurrent grant is fundable student activity. The way in which SFC allocates core activity funding is not based on financial claims and therefore there is not a direct relationship between funding and costs incurred. However, there should be a significant resource input deployed for each student learning programme (allowing for the use of non-SFC income) as this is the main purpose of SFC funding. SFC resources are limited and therefore should only be applied when other sources of funding are not available. Programmes of learning which are fully funded from non-SFC sources are not eligible for funding.

#### **LEVEL OF COLLEGE ENGAGEMENT WITH STUDENTS**

SFC provides funding in order to help improve the employment prospects and/or personal progression of students. Students should only be enrolled on programmes which are suitable for their needs and abilities and all programmes should make an appropriate addition to the

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<sup>6</sup> [http://www.sfc.ac.uk/information/info\\_circulars/sfc/2007/sfc4007/sfc4007.html](http://www.sfc.ac.uk/information/info_circulars/sfc/2007/sfc4007/sfc4007.html)

students' ongoing development. Funding is provided for students who have been properly enrolled with the college, whose learning is being supported by the college and whose individual educational requirements are being met by the college. There should therefore be a proper level of engagement with the student which is pro-active, managed by the college and relates to the funding implicitly being claimed in respect of that student from SFC.

### **CATEGORISATION OF LEARNING PROGRAMMES**

Colleges are required to categorise the data they provide to SFC in various ways. Some of this data is used for statistical purposes only whereas some is used for funding purposes. Further, much of that categorisation is very straightforward and does not require the college to exercise judgement (e.g. a student's age). An example of where judgement is sometimes required is the categorisation of subjects or courses run by a programme. Where colleges are required to exercise judgement in categorising data submitted for an academic year (which will be used for funding purposes), they should ensure that categorisation reflects the relative costs differences implied by SFC's funding approaches.

### **STUDENTS WITH ADDITIONAL SUPPORT NEEDS**

The measure of student activity used to inform the core funding provided to colleges is weighted to take account of students with additional support needs. This can either apply to programmes specifically designed for students or students on 'mainstream' courses who require additional support to access the course. Colleges can also offer additional support towards study and travel related expenses to a student who, by virtue of their disability, is obliged to incur additional expenditure arising from their attendance at college.

### **THE STUDENTS AND PROGRAMMES DESCRIBED ABOVE ARE:**

(i) Students on 'dominant programme group (DPG) 18 courses. Student activity is weighted depending on the dominant programme of the course of study. There are 18 such groups and the group 18 includes programmes specifically designed to meet the needs of students with learning difficulties arising from one or more specific categories of disability. This group has a weighting of 1.8 (the highest of all DPGs) (ii) 'Extended Learning Support' students. Such students are on courses outwith DPG 18. However, the college is providing additional support measures, which meet the student's needs arising from specific disability categories and which call for additional expenditure by the college. Such students attract an additional weighting to their activity of 1.5. In

turn, colleges are expected to provide additional support to these students to help them overcome their learning difficulties. When making provision for students with special educational needs, colleges should identify the students' personal development goals and the individual support measures required to assist the students in overcoming their learning difficulties. These should be recorded in a personal learning support plan (PLSP) for each student.

The categories of disability noted in (i) and (ii) above are described in Scottish Office circular letter FE/01/94. They are:

- Learning difficulties (which are often categorised as mild, moderate, severe or complex/profound);
- Specific learning difficulties e.g. dyslexia;
- Sensory disabilities;
- Physical disability and health problems;
- Social, emotional and behavioural difficulties; and
- Difficulties in learning associated with mental health problems.

This guidance circular is currently being reviewed and is being piloted by ten colleges during the 2007-08 academic year. The reviewed guidance moves away from the diagnostic approach defined in Circular (FE) 1/94 towards an approach based on the additional educational support needs of students. The pilot colleges will be providing an evaluation of this pilot in October 2008 and we will announce the outcome of this pilot to the sector early 2009. Please refer to circular SFC/57/06 for more details. Further information about the pilot can be obtained from [http://www.sfc.ac.uk/information/info\\_circulars/sfc/2006/sfc5706/sfc5706.html](http://www.sfc.ac.uk/information/info_circulars/sfc/2006/sfc5706/sfc5706.html).

## **ANNEX G**

### **GLOSSARY OF TERMS**

#### **ACCESS Centres**

ACCESS Centres aim to facilitate access for disabled people to education, training and employment and personal development through services that include quality assessment and support in the use of assistive technology and/or specialised learning strategies. There are 4 in Scotland: 3 based at colleges and 1 at a higher education institution.

#### **Additional Support Needs**

The term Additional Support Needs is used in this document to describe any support need whether it arises from a disability or other factor such as family circumstances, ethnicity etc. Our intention is that the term should be considered in its broadest sense and should be interpreted as including any barrier to learning experienced by the student. The Education (Additional Support for Learning) (Scotland) Act 2004 provides a definition of Additional Support Needs. Although that definition may be different to the one used here, the thrust is the same.

#### **Assistive or Enabling Technologies**

Assistive technologies are resources developed or adapted to meet the needs of individual users to enhance their ability to perform tasks effectively. Many assistive technologies are linked to computers (for example, text-to-voice synthesized speech output systems which 'read' the contents of the computer screen for blind and visually impaired individuals and speech recognition software to enable people with limited or no use of their hands to replace keyboard input with input by voice). However, not all assistive and enabling devices are 'high tech'. Introducing a wrist rest and pad for the standard keyboard and mouse can reduce or eliminate wrist strain, which can otherwise lead to repetitive motion injuries like carpal tunnel syndrome. In the context of education and training, assistive technologies are usually introduced to support the processes of teaching and learning to enable people with a wide range of support needs to be included effectively.

#### **Beattie Committee**

The Beattie Committee was set up in 1998 to take forward the Scottish Executive's commitment to increase both the participation and attainment of young people in post school education and training and to improve their employability. It was specifically tasked with examining the range of needs among young people who require additional support. Its

report, *Implementing Inclusiveness Realising Potential*, was published in 1999.

## **BRITE**

The Initiative includes the new build BRITE Centre, the development of regional training facilities at the Scottish ACCESS Centres, the creation of the website and the innovative 'Virtual Staffroom'. The BRITE Initiative also receives funding to enable staff from the Further Education sector to participate in training and to facilitate the distribution of - and support for - assistive technology workstations for Further Education colleges in Scotland.

## **Careers Scotland**

Careers Scotland, established in April 2002, has the role to enable its key customer groups to be fully motivated, informed and empowered to:

- Move into and stay in the right job, course or training programme
- Succeed and progress in today's dynamic labour market

Its key customer groups are:

- Young people in school. This includes those 'at risk' of becoming NEET;
- 16-19 year olds who are not in employment, education or training (NEET); and
- Others in transition including college students and adults requiring specific support.

## **Self-Directed Support (Direct Payments)**

Local authorities have a duty to offer disabled people self-directed support (direct payments) as an alternative to providing community care and children's services. The Community Care (Direct Payments) (Scotland) Regulations 2003 identify those groups of individuals to whom direct payments can be made and the associated conditions.

## **Education (Additional Support for Learning) (Scotland) Act 2004**

The draft Bill was published for consultation in January 2003. It was published alongside the document, *Moving Forward! Additional Support for Learning*, which set the overall context for the draft Bill. The Additional Support for Learning Act received royal assent on 7 May 2004. The Act gives a new focus on supporting all children and young people who may need additional support, for whatever reason, to benefit from school education. It makes provision for improving transition from school with a view to ensuring that there is a continuum of support for these young people.

**Inclusiveness**

The Beattie Committee said that all young people on leaving school - whatever their circumstances - should have access to adequate and appropriate learning provision within a learning environment matching their needs, abilities and aspirations. The principle of Inclusiveness is essential for an effective transition from school to further education or training and for later transitions. Moreover, that it should underpin the policies and practice of the agencies and institutions which offer guidance education and training.

**Single Shared Assessment**

Single Shared Assessment (SSA) creates a single point of entry to community care services that will lead to better use of resources and more effective outcomes for people. Professional barriers can be broken down; individual skill ranges can be expanded. Self-assessment and assessment in partnership with the person should be the norm when assistance is required, and specialist involvement should be there only when it needs to be.

**SFC**

The Scottish Funding Council is responsible for setting the overall strategy and allocation funding for the 43 colleges. This also includes advising the First Minister on funding matters and supporting his duty to secure adequate and efficient provision of further education in Scotland.

**SFEU**

The Scottish Further Education Unit helps Scotland's colleges tackle their most challenging operational and developmental issues. It aims to raise the standard of practice in the Further Education sector in Scotland.

## **ANNEX H**

### **USEFUL CONTACTS - COLLEGES**

Aberdeen College  
Gallowgate Centre  
Gallowgate  
Aberdeen  
AB25 1BN  
Tel: 01224 612330

Adam Smith College  
St Brycedale Avenue  
Kirkcaldy  
KY1 1EX  
Tel: 01592 223400

Angus College  
Keptie Road  
Arbroath  
DD11 3EA  
Tel: 01241 432600

Anniesland College  
19 Hatfield Drive  
Glasgow  
G12 0YE  
Tel: 0141 357 3969

Ayr College  
Dam Park  
Ayr  
KA8 0EU  
Tel: 01292 265184

Banff and Buchan College  
Henderson Road  
Fraserburgh  
AB43 9GA  
Tel: 01346 515777

Barony College  
Parkgate  
Dumfries  
DG1 3NE  
Tel: 01387 860251

Borders College  
Thorniedean House  
Melrose Road  
Galashiels  
TD1 2AF  
Tel: 08700 505152

Cardonald College  
690 Mossbank Drive  
Glasgow  
G52 3AY  
Tel: 0141 272 3333

Central College of Commerce  
Charles Oakley Building  
300 Cathedral Street  
Glasgow  
G1 2TA  
Tel: 0141 552 3941

Clydebank College  
Kilbowie Road  
Clydebank  
Glasgow  
G81 2AA  
Tel: 0141 952 7771

Coatbridge College  
Kildonan Street  
Coatbridge  
ML5 3LS  
Tel: 01236 422316

Cumbernauld College  
Tryst Road  
Town Centre  
Cumbernauld  
G67 1HU  
Tel: 01236 731811

Dumfries and Galloway College  
Herriers Avenue  
Heathhall  
Dumfries  
DG1 3QZ  
Tel: 01387 261261

Dundee College  
Old Glamis Road  
Dundee  
DD3 8LE  
Tel: 01382 834834

Edinburgh's Telford College  
350 West Granton Road  
Edinburgh  
EH5 1QE  
Tel: 0131 559 4000

Elmwood College  
Carslogie Road  
Cupar  
KY15 4JB  
Tel: 01334 658800

Forth Valley College  
Grangemouth Road  
Falkirk  
FK2 9AD  
Tel: 01324 403000

Glasgow College of  
Nautical Studies  
21 Thistle Street  
Glasgow  
G5 9XB  
Tel: 0141 565 2500

Glasgow Metropolitan College  
60 North Hanover Street  
Glasgow  
G1 2BP  
Tel: -141 566 6222

Inverness College  
3 Longman Road  
Longman South  
Inverness  
IV1 1SA  
Tel: 01463 273000

James Watt College  
Finnart Street  
Greenock  
PA16 8HF  
Tel: 01475 724433

Jewel & Esk Valley College  
Eskbank Centre  
Newbattle Road  
Midlothian  
EH22 3AE  
Tel: 0131 660 1010

John Wheatley College  
2 Hagill Road  
Glasgow  
G31 3SR  
Tel: 0141 588 1500

Kilmarnock College  
Holehouse Road  
Kilmarnock  
KA3 7AT  
Tel: 01563 523501

Langside College  
50 Prospecthill Road  
Glasgow  
G42 9LB  
Tel: 0141 649 4991

Lauder College  
Halbeath  
Dunfermline  
KY11 8DY  
Tel: 01383 845000

Lews Castle College  
Stornoway  
Isle of Lewis  
HS2 0XR  
Tel: 01851 770000

Moray College  
Moray Street  
Elgin  
Moray  
IV30 1JJ  
Tel: 01343 576000

Motherwell College  
Dalzell Drive  
Motherwell  
ML1 2DD  
Tel: 01698 232323

Newbattle Abbey College  
Newbattle Road  
Newbattle  
Dalkeith,  
Midlothian  
EH22 3LL  
Tel: 0131 633 1921

North Glasgow College  
Springburn Centre  
110 Flemington Street  
Glasgow  
G21 4BX  
Tel: 0141 558 9001

The North Highland College  
Ormlie Road  
Thurso  
KW14 7EE  
Tel: 01847 896161

Oatridge Agricultural College  
Ecclesmachan  
Broxburn  
West Lothian  
EH52 6NH  
Tel: 01506 854387

Orkney College  
East Road  
Kirkwall  
Orkney  
KW15 1LX  
Tel: 01856 569000

Perth College  
Brahan Estate  
Crieff Road  
Perth  
PH1 2NX  
Tel: 01738 877000

Reid Kerr College  
Renfrew Road  
Paisley  
PA3 4DR  
Tel: 0141 581 2222

Sabhal Mor Ostaig  
Teangue  
Sleat  
Isle of Skye  
IV44 8RQ  
Tel: 01471 888000

Shetland College  
Gremista  
Lerwick  
ZE1 0PX  
Tel: 01595 771000

South Lanarkshire College  
Village Centre  
East Kilbride  
G74 1BR  
Tel: 01355 270750

Stevenson College Edinburgh  
Bankhead Avenue  
Edinburgh  
EH11 4DE  
Tel: 0131 535 4600

Stow College  
43 Shamrock Street  
Glasgow  
G4 9LD  
Tel: 0141 332 1786

West Lothian College  
Almondvale Crescent  
Livingston  
EH54 7EP  
Tel: 01506 418181

### **LOCAL AUTHORITIES**

Aberdeen City  
Town House  
Broad Street  
Aberdeen  
AB9 1AQ  
Tel: 01224 522501

Aberdeenshire  
Woodhill House  
Westburn Road  
Aberdeen  
AB16 5GB  
Tel: 01224 665402

Angus  
7 The Cross  
Forfar  
DD8 1BX  
Tel: 01307 461460

Argyll and Bute  
Council Offices  
Kilmory  
Lochgilphead  
Argyll  
PA31 8RT  
Tel: 01546 602127

City of Edinburgh  
Wellington Court  
10 Waterloo Place  
Edinburgh  
EH1 3EG  
Tel: 0131 469 3002

Clackmannanshire  
Greenfield  
Alloa  
FK10 2AD  
Tel: 01259 452001

Comhairle nan Eilean Siar  
Council Offices  
Sandwick Road  
Stornoway  
Isle of Lewis  
HS1 2BW  
Tel: 01851 709500

Dumfries & Galloway  
Council Offices  
English Street  
Dumfries  
DG1 2DD  
Tel: 01387 260000

Dundee City  
City Chambers  
21 City Square  
Dundee  
DD1 3BYD  
Tel: 01382 434201

East Ayrshire Council  
London Road  
Kilmarnock  
KA3 7BU  
Tel: 01563 576002

East Dunbartonshire  
Tom Johnston House  
PO Box 4  
Civic Way  
Kirkintilloch  
G66 4TJ  
Tel: 0141 578 8000

East Lothian  
John Muir House  
Haddington  
East Lothian  
EH41 3HA  
Tel: 01620 827200

East Renfrewshire  
Eastwood Park  
Rouken Glen Road  
Giffnock  
Glasgow  
G46 6UG  
Tel: 0141 577 3009

Falkirk  
Municipal Buildings  
West Bridge Street  
Falkirk  
FK1 5RS  
Tel: 01324 506002

Fife  
Fife House  
North Street  
Glenrothes  
Fife  
KY7 5LT  
Tel: 01592 413999

Glasgow City  
City Chambers  
George Square  
Glasgow  
G2 1DU  
Tel: 0141 287 4739

Highland  
Glenurquhart Road  
Inverness  
IV3 5NX  
Tel: 01463 702838

Inverclyde  
Municipal Buildings  
Greenock  
PA15 1LY  
Tel: 01475 712701

Midlothian  
Fairfield House  
8 Lothian Road  
Dalkeith  
Midlothian  
EH22 3AA  
Tel: 0131 271 3002

Moray  
High Street  
Elgin  
Morayshire  
IV30 1BX  
Tel: 01343 563001

North Ayrshire  
Cunninghame House  
Friar's Croft  
Irvine  
KA12 8EE  
Tel: 01294 324112

North Lanarkshire  
PO Box 14  
Civic Centre  
Motherwell  
ML1 1TW  
Tel: 01698 302452

Orkney Islands  
Kirkwall  
Orkney  
KW15 1NY  
Tel: 01856 873535

Perth and Kinross  
2 High Street  
Perth  
PH1 5PH  
Tel: 01738 475009

Renfrewshire  
Municipal Buildings  
Cotton Street  
Paisley  
PA1 1WB  
Tel: 0141 840 3601

Scottish Borders  
Newtown St Boswells  
Melrose  
TD6 0SA  
Tel: 01835 825005

Shetland Islands  
Town Hall  
Lerwick  
Shetland  
ZE1 0HB  
Tel: 01595 744500

South Ayrshire  
Wellington Square  
Ayr  
KA7 1DR  
Tel: 01292 612170

South Lanarkshire  
Council Offices  
Almada Street  
Hamilton  
ML3 0AE  
Tel: 01698 454545

Stirling  
Viewforth  
Stirling  
FK8 2ET  
Tel: 01786 443321

West Dunbartonshire  
Council Offices  
Garshake Road  
Dumbarton  
G82 3PU  
Tel : 01389 737000

West Lothian  
West Lothian House  
Almondvale Boulevard  
Livingston  
EH54 6QG  
Tel : 01506 775000

## **VOLUNTARY & OTHER BODIES**

Skill Scotland: National Bureau for Students with Disabilities  
Mr John Ireson/Ms Anne-Louise Lowrey/Lesley Berry  
Norton Park  
57 Albion Road  
Edinburgh  
EH7 5QY  
Tel: 0131 475 2348

Lead Scotland  
Ms Rona Connolly  
Princes House  
5 Shandwick Place  
Edinburgh  
EH2 4RG  
Tel: 0131 317 3439

BRITE Centre  
Ms Alison Cox  
Stevenson College  
Bankhead Avenue  
Edinburgh  
EH11 4DE  
Tel: 0131 535 4756

Dyslexia Scotland  
Stirling Business Centre  
Wellgreen  
Stirling  
FK8 2DZ  
Tel: 01786 446650

Scottish Further Education Unit  
Ms Sandy MacLean  
Argyll Court  
Castle Business Park  
Stirling  
FK9 4TY  
Tel: 01786 892051

Careers Scotland  
Web: <http://www.careers-scotland.org.uk/home/home.asp>  
National Helpline: 0845 8 502 502

Association of Scottish Colleges  
Argyll Court  
Castle Business Park  
Stirling  
FK9 4TY  
Tel: 01786 892 100

Access Centres  
Motherwell College  
Dalzell Drive  
Motherwell  
ML1 2DD  
Tel: 01698 232425

Students Awards Agency Scotland  
Gyleview House  
3 Redheughs Rigg  
Edinburgh  
EH12 9HH  
Tel: 0845 111 1711

Scottish Consortium of Direct Payments Support Organisations  
(SCDPSO)  
PO Box 7561  
Glasgow  
G42 2DG  
Tel: 0870 850 7795  
Web: [www.scdpso.org.uk](http://www.scdpso.org.uk)

ENQUIRE  
c/o Children in Scotland  
Princes House  
5 Shandwick Place  
Edinburgh  
EH2 4RG  
Tel: 0131 222 2400  
Web: <http://www.enquire.org.uk/pcp/enqform.php>

Scottish Society for Autism Advisory and Consultancy Service  
Head Office, Hilton House  
Alloa Business Park  
Whins Road  
Alloa  
FK10 3SA  
Tel: 01259 720044

Community Service Volunteers  
Wellgate House  
200 Cowgate  
Edinburgh  
EH1 1NQ  
Tel: 0131 662 7766

Independent Living Funds  
PO Box 7525  
Nottingham  
NG2 4ZT  
Tel: 0845 601 8815

National Centre for Independent Living  
250 Kennington Lane  
London  
SE11 5RD  
Tel: 020 7587 1663  
Volunteer Development Scotland  
Stirling Enterprise Park  
Stirling  
FK7 7RP  
Tel: 01786 479 593

Disability Rights Commission  
Riverside House  
502 Gorgie Road  
Edinburgh  
EH11 3AF  
Tel: 0131 444 4300

Capability Scotland  
22 Corstorphine Road  
Edinburgh  
EH12 6HP  
Tel: 0131 337 9876

Scottish Autism Service Network National Centre for Autism Studies  
Room D002, David Stow Building  
The University Of Strathclyde  
76 Southbrae Drive  
Glasgow, G13 1PP  
Tel: 0141 950 3072  
Web: <http://www.scottishautismnetwork.org.uk/index.html>

The Mental Welfare Commission  
Floor K,  
Argyle House,  
3 Lady Lawson Street,  
Edinburgh  
EH3 9SH  
Tel: 0800 389 6809  
Web: <http://www.mwscot.org.uk/home/home.asp>

Scottish Association of Mental Health  
Cumbrae House  
15 Carlton Court  
Glasgow  
G5 9JP  
Tel: 0141 568 7000  
Web: <http://www.samh.org.uk/>

Learndirect Scotland  
Freepost SC05775  
PO Box 25249  
Glasgow  
G3 8XN  
Web:  
<http://www.learndirectscotland.com/Help/Funding/Further+Help/Learners+with+additional+support+needs.htm>

Direct Gov -  
Web: <http://www.direct.gov.uk/en/Diol1/DoltOnline/index.htm>

Commission for Equality and Human Rights  
Kingsgate House  
66-74 Victoria Street  
London SW1E 6SW  
Web: <http://www.cehr.org.uk/>

## **ANNEX I**

### **USEFUL PUBLICATIONS**

Implementing Inclusiveness Realising Potential (1999)  
<http://www.scotland.gov.uk/library2/doc04/bere-00.htm>  
ISBN 0 7480 8908 X

The Education (Additional Support for Learning) (Scotland) Act 2004  
Available from:  
<http://www.opsi.gov.uk/>

Same as You? Partnership in Practice Agreements 2004-2007  
<http://www.scotland.gov.uk/Resource/Doc/153153/0041169.pdf>  
ISBN 0 7559 6313 X

The Lifelong Learning Strategy for Scotland 2003  
<http://www.scotland.gov.uk/Publications/2003/02/16308/17750>  
ISBN 0-7559-0598-9

Moving On From School to College  
<http://www.hmie.gov.uk/documents/publication/more.htm>  
ISBN 0 – 7053 – 1009 - 4

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