Appendix 1

Needs Audit – ASL Standalone Schools

There is also a changing profile of learners with additional support needs with a much greater degree of complexity. A recent audit of all pupils who attend standalone ASL schools across the city had highlighted a wide range of needs as shown in the table below.

Additional Support Need	Number of pupils
Physical disability or issue with physical movement.	203
Some form of hearing impairment.	203
Visual problems noted in the file.	181
Recorded Medical Needs.	372
Language impairment, language difficulty.	971
Communication problem.	971
Distressed behaviour noted as part of their learning needs	638
Personal care needs such as toileting, feeding, washing.	707
Nutritional needs that require additional input such as supported feeding or tube feeding.	266
Form of staffing support in addition to the normal staff complement for the school.	607
Care Experienced Learners	151
English as an Additional Language.	330

Appendix 2

Area Inclusion Group (AIG)

When a child or young person has been identified and assessed as having additional support needs that may require a level of support that is not available or cannot be delivered in their local school then a referral is made by their current school to an Area Inclusion Group. There are currently 2 AIGs covering the city and each is chaired by a Head Teacher and supported by a group of Head Teacher representatives from the local area. The AIG provides a structure to consider additional support to promote inclusive environments for children and young people in Glasgow as part of the staged intervention process.

Inclusive practice is considered through four key features of inclusion each of which may interlink or overlap.



Key features of inclusion and developing inclusive practice

These four key features of inclusion can be used to set expectations and evaluate inclusive practice in schools and early learning and childcare settings. Within Glasgow, these features are promoted to help support the delivery of inclusive learning and teaching environments through:

- Culture and leadership
- Quality of learning, teaching and assessment
- Self-evaluation
- Flexibility
- Collaboration
- Being responsive

The extent to which learners' experiences and outcomes are equitable is not dependent only on the educational practices of their schools. Instead, it depends on a whole range of interacting processes that reach into the school from outside. These include the demographics of the areas served by schools, the histories and cultures of the populations who send (or fail to send) their children to the school, and the economic realities faced by those populations.

AIG offers community support to headteachers, their staff and parents to problem solve and use creative solutions to challenges. AIG provides support through shared dialogue, analysis, implementation, and ongoing support to reflect and adjust. Representatives from the AIG recognise their role is to facilitate solutions in a non-judgemental, constructive manner that supports the headteacher and staff without overwhelming.

Any request for support should evidence appropriate assessment, planning and review over time. Requests for support will be considered between September and the end of October each year. To comply with legislation regarding planning time for transition, the final cut off for all applications of support will be 28th October. Within all sectors for anticipated transitions, the head of establishment will submit to the AIG early in the child's Primary 6 year. For these transitions, it is expected that assessment and planning evidence available to the AIG will support the application with reference to how the team around the child have addressed the presumption of mainstream.