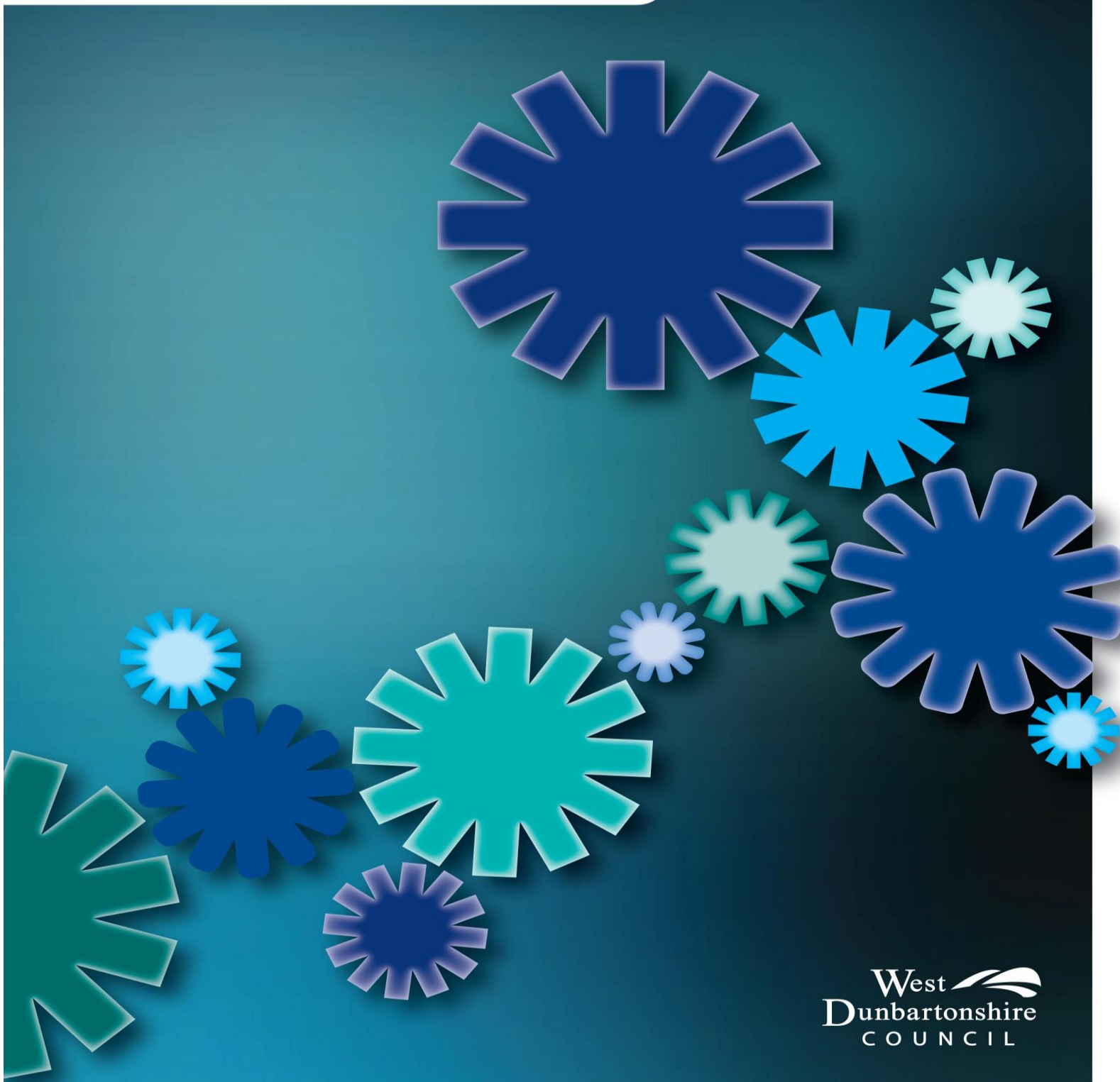


# EDUCATIONAL SERVICES

## A guide to: The Central Support Service

Amended December 2015





# **A guide to: The Central Support Service**

## **Introduction**

The Central Support Service (CSS) exists to support the council objective that all children within West Dunbartonshire Council benefit from the values, principles and practices of inclusive education.

This means that the CSS is there to help schools and early year centres to raise the standards of achievement in learning for all children and young people by developing inclusive practices.

The core professional purpose of the CSS is to support the fulfilment of statutory duties related to the Additional Support for Learning Act 2009 and ensure compliance with legislation and responsiveness to guidance and codes of practice. The CSS offers advice to schools on appropriate interventions and strategies and is there to support and advance the role of the head teacher and school staff to meet the needs of all children.

## **The role of the CSS Teachers**

- Meeting learning needs of targeted children and young people with additional support needs.
- Assessment for learning for targeted children and young people with additional support needs as above.
- The development of the curriculum for all children and young people with additional support needs.
- The promotion of Equality and fairness - across the authority.
- Partnerships with the community, educational establishments, agencies and employers.

The CSS teachers are located and managed by the Central Support Service Co-ordinator. The service operates from early years through to secondary.

## **Early Years**

The early stages teachers provide a wide range of support to both early education and childcare centres and to primary schools, working in both authority establishments and partnership early years and childcare centres. Their main remit is to provide educational support under the Access to a Teacher Provision for early years and childcare centres. Their range of expertise lies mainly in supporting the raising of attainment in literacy and numeracy, underpinned by health and wellbeing objectives.

They support the development of the curriculum, provide training to early years staff and can take a lead role in transitions to school. Early stages teachers undertake tracking, assessment and reporting processes in line with authority procedures in the pre-school year and are available to support the head of centre.

Early stages teachers also provide consultancy and support for the staged intervention processes in early years and childcare centres. They support in drawing up and developing plans, setting individual targets and monitoring progress of pupils in this process. They also provide support at meetings and liaise with other education and health partners in this process.

A number of our early stages teachers are involved in nurture groups across the authority and work alongside primary colleagues to develop, plan and deliver the appropriate educational programme that supports children's developmental stages and encourages engagement in school.

They work in partnership with the schools to deliver a high quality inclusive support service that is tracked and monitored by West Dunbartonshire's Psychological Services.

## **Specialist roles**

Each teaching member of the CSS has knowledge and expertise in additional support needs.

Time for five specialist areas is available as a central resource. This time is organised by the Central Support Service Co-ordinator and operates out of the Braehead Central Support Service base. The support provided by this team is additional to and builds on the support already provided from within the school.

### **1) Hearing Impairment**

The CSS has three teachers and one learning assistant who specialise in support for children and young people with hearing impairment. These members of staff are fully qualified Teachers of the Deaf.

All pupils who have a hearing impairment in West Dunbartonshire Council attend mainstream establishments (pre-school, primary and secondary) and are supported, primarily, through an oral/aural approach.

Support is offered in pre-school and in the primary and secondary sectors. The aim is to ensure that each young person receives an appropriate level of specialist support to enable them to maximise all educational opportunities and access curricular materials.

### **2) Visual Impairment**

There are two members of staff in the CSS who specialise in supporting children and young people with visual impairment. There are, in addition, two learning assistants to support work in this specialist area.

Support is offered in pre-school and in the primary and secondary sectors. The aim is to ensure that each young person receives an appropriate level of specialist support to enable them to maximise all educational opportunities and access curricular materials.

### **3) Autism Spectrum Disorders**

Three teachers and two learning assistants specialise in this area and have time available to provide advice to colleagues as well as being able to undertake assessments and provide support via special programmes for individual or small groups of children and young people.

### **4) Highly dependent Learners**

The support service co-ordinator has an active role in co-ordinating and monitoring the support in place for highly dependent learners (HDL).

### **Requests for support from specialist teams**

Requests for support from these specialist teams can be made by the CSS teacher who normally works in the school, the principal teacher of learning support or by the teacher working in the Early Learning and Childcare Centres via a referral form.

While requests for advice and consultancy can be made at any time, requests for specialist involvement with an individual child/young person may only be undertaken with their permission and/or the permission of the parent/carer. Such a decision is normally taken as a result of discussions at a review of progress.

## **Secondary**

The Choices Programme is an alternative local authority provision for secondary school age pupils. The school supports an adapted curriculum designed to meet individual learners' needs.

The school staffing consists of teachers, vocational instructors and pupil and family support workers.

## **Flexible Support Resource (Interrupted Learners)**

The teaching staff and support worker provide a range of support to both primary and secondary school and referrals for support from this service are made through a Multi-Agency Committee and Psychological Services. FSR is part of a multi-agency team who work collaboratively with internal and external agencies to achieve the best outcome for the child/young person. They aim to provide support and interventions to children, young people and families where school attendance and attainment are issues impacting on the child's/young person's education.

Flexible Support Resource offers an educational provision (Interrupted Learners/LAC) to children/young people who are at risk of disengagement from mainstream school.

The objective is to promote engagement, raise attainment primarily in literacy and numeracy leading onto other subjects and is underpinned by health and wellbeing objectives. Teacher/support worker offer a range of community based learning opportunities on 1-1 sessions but also utilise school areas to assist in reintegration or transitions to mainstream or alternative placements.

They work in partnership with the schools to deliver a high quality inclusive support service that is tracked and monitored by West Dunbartonshire's Psychological Services.



## **Further information can be obtained from**

Enquire

[www.enquire.org.uk](http://www.enquire.org.uk)

Scottish Government

[www.scotland.gov.uk/Topics/Education](http://www.scotland.gov.uk/Topics/Education)

Education Scotland

[www.educationscotland.gov.uk/supportinglearners/additionalsupportneeds/index.asp](http://www.educationscotland.gov.uk/supportinglearners/additionalsupportneeds/index.asp)

West Dunbartonshire Council

<http://www.west-dunbarton.gov.uk/education-and-learning/additional-support-needs>

Additional Support Needs Tribunal for Scotland (ASNTS)

[www.asntscotland.gov.uk](http://www.asntscotland.gov.uk)

Govan Law Centre

[www.edlaw.org.uk](http://www.edlaw.org.uk)

## **Leaflets in this series**

A guide to...

- Accessing Specialist Provision in West Dunbartonshire Council
- Additional Support Needs Legislation
- Additional Support Needs in West Dunbartonshire Council
- The Co-ordinated Support Plan (CSP)
- Dyslexia
- Getting Help and Resolving Disagreements:
  - Mediation;
  - Dispute Resolution;
  - Additional Support Needs Tribunal for Scotland (ASNTS)
- Getting it Right for Every Child (GIRFEC)
- Going to Meetings to Discuss Your Child
- Staged Intervention
- The Central Support Service
- The Pre-school Assessment Team (PreScAT)



**For more information contact: Additional Support Needs enquiries:**

Chris Smith, Education Manager – Children’s Services (01389 737374)  
Anne Marie MacDonald, Central Support Co-ordinator (0141 562 2492)  
Pat Montgomery, Quality Improvement Officer (01389 737443)

**Other formats**

This document can be provided in large print, Braille, audio cassette, and can be translated into different languages.

Please contact:

Corporate Communications, Council Offices, Garshake Road,  
Dumbarton, G82 3PU

本文件也可應要求，製作成其他語文或特大字體版本，也可製作成錄音帶。  
अनुरोध पर यह दस्तावेज़ अन्य भाषाओं में, बड़े अक्षरों की छपाई और सुनने वाले माध्यम पर भी उपलब्ध है

ਇਹ ਦਸਤਾਵੇਜ਼ ਹੋਰ ਭਾਸ਼ਾਵਾਂ ਵਿਚ, ਵੱਡੇ ਅੱਖਰਾਂ ਵਿਚ ਅਤੇ ਆਡੀਓ ਟੇਪ 'ਤੇ ਰਿਕਾਰਡ ਹੋਇਆ ਵੀ ਮੰਗ ਕੇ ਲਿਆ ਜਾ ਸਕਦਾ ਹੈ।

درخواست پر یہ دستاویز دیگر زبانوں میں، بڑے حروف کی چھپائی اور سننے والے ذرائع پر بھی میسر ہے۔