

Appendix 6: Glossary of Terms

Additional Support Needs (ASN)

A broad term describing any child or young person who requires extra help to overcome barriers to learning. Needs may be short-term or long-term and may relate to learning, communication, social, emotional, behavioural, physical or health factors.

Additional Support for Learning (ASL)

Support provided to children and young people who need extra help with their learning for any reason. This may include targeted strategies, additional staffing, adapted environments or involvement from partner agencies.

Adaptive Teaching

An approach where teaching is adjusted to meet the needs of all learners. This includes varying teaching methods, resources, pace and levels of support so that children can access learning in different ways.

Child's Plan

A plan used when a child needs additional support, which can be from more than one service. It outlines the child's needs, the support to be provided, who is responsible, and how progress will be reviewed.

Enhanced Resource Group (ERG)

A Falkirk Council decision-making group that reviews evidence from schools and partners to determine access to an Enhanced Provision placement. Decisions are based on staged intervention information, multi-agency assessment and professional judgement.

Enhanced Provision (EP)

Specialist bases located within some mainstream primary schools. They provide higher levels of staffing, structure and support for a small number of children whose needs cannot currently be met through mainstream support alone. EPs are part of mainstream schools, not separate special schools, and children may attend full-time or flexibly.

Enhanced Support

A higher level of planned, sustained support for children with more significant additional support needs. Enhanced support is usually associated with Stage 3 of the Staged Intervention Framework and is delivered in both mainstream and Enhanced Provision settings. Many children receive this level of support successfully within their local mainstream school. Enhanced support may include increased staffing, adapted environments, skilled strategies and multiagency input.

Equity

Ensuring that children receive the level of support they need to succeed. Equity recognises that different children require different levels of support and focuses on fairness rather than treating everyone the same.

Placing Request

A formal request made by parents or carers asking for their child to attend a school other than their local catchment school.

Mainstream School

A local school that serves children from its community and provides education for most pupils, including those with additional support needs, with appropriate supports in place.

GIRFEC (Getting It Right for Every Child)

Scotland's national approach to improving outcomes for children and young people. It emphasises early intervention, partnership working, and a focus on children's wellbeing across the SHANARRI indicators: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

Multi-Agency Working

Different services (such as education, health and social work) working together to plan, advise or deliver coordinated support for a child and their family.

Presumption of Mainstreaming

A legal principle in Scotland stating that children should be educated in mainstream schools wherever possible, unless specific exceptions apply.

Stage 1 (Staged Intervention Framework)

Universal support provided to all children through high quality teaching, inclusive practice and effective classroom based approaches.

Stage 2 (Staged Intervention Framework)

Targeted or additional support provided when a child requires more help than can be offered through universal approaches alone. Support at Stage 2 is planned, monitored and reviewed.

Stage 3 (Staged Intervention Framework)

Planned and co-ordinated sustained support for children with more significant additional support needs that cannot be met through Stages 1 or 2 alone. Stage 3 often involves enhanced support and multiagency involvement.

Stage 4 (Staged Intervention Framework)

Intensive and highly specialised support for children with the most complex additional support needs that cannot be met through Stage 3, even with enhanced support in place. Stage 4 often involves access to specialist provision, highly individualised approaches and close multiagency involvement.

Statutory Consultation

A formal process required by law that gives stakeholders the opportunity to share views on a proposal before a decision is made.

Transition

The process of moving between stages of education, such as from Early Learning and Childcare to Primary School, or from Primary to Secondary School. Effective transitions are planned and supported to ensure continuity for children.

Wellbeing

A child's overall health and happiness, including feeling safe, supported, included and able to learn. In Scotland, wellbeing is considered across eight areas: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (SHANARRI).