

## Education and Skills Committee

### Additional Support Needs – Local Authorities submissions pack

The Committee wrote to the Local Authorities in December 2018 and asked a number of questions in respect of Additional Support Needs staff. The Committee received responses from the following Councils.

- [Argyll and Bute](#)
- [East Lothian](#)
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- [South Lanarkshire](#)
- [West Dunbartonshire](#)
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The Committee did not receive responses on these Additional Support Needs staffing questions from:

Aberdeen City  
Aberdeenshire  
Angus  
Clackmannanshire  
Dumfries and Galloway  
Dundee City  
East Ayrshire  
East Dunbartonshire  
Falkirk  
Glasgow  
Moray  
Na h-Eileanan Siar  
Perth and Kinross  
Scottish Borders  
Stirling

## **Argyll and Bute**

In reference to the Committee's concern about the ability to know how many school support staff are working specifically employed to support those with additional support needs (ASN) let me outline that the allocation of support staff working with children with ASN is recorded in relation to hours allocated to schools. Individual allocations are less easy to track as there is an expectation for all support staff to be utilised across the school and not a dependency on certain members of staff.

Concerning information on "numbers of school support staff supporting children with an ASN; what training is provided for staff; what guidance they have in place on the naming of job roles" we would be happy to provide the Committee all necessary information.

We are comfortable with the decision to merge categories and this gives the best available use of all staff within our schools. This is particularly helpful in small rural schools where the hours can be combined to make a more sustainable post and to attract the best candidate.

The one category post would require to be looked at in terms of grading within the category as some children will require personal care and others will not. Some employees will undertake employment that provides personal care and others would not.

## East Lothian

### Additional support needs – school support staff

**Local authorities and COSLA were mentioned, in particular, as being comfortable with the decision to merge categories, as pupil support assistant more accurately reflects the support provided in schools at present. For reference, the Committee intends to write to all local authorities seeking their perspective on: what information they collect and hold on the numbers of school support staff supporting children with an ASN; what training is provided for staff; and what guidance they have in place on the naming of job roles.”**

Agree that there are a number of titles used between and within Local Authorities to categorise the role of the adult supporting children and young people in schools. This variation will make it impossible to compare and contrast and look for patterns.

A number of titles are used within East Lothian (e.g. Additional Support Needs Auxiliary (ASNA); Classroom Assistant; Playground Supervisor; Dining Room Supervisor). There is a grade difference with ASNA on a higher grade to reflect their specific role in supporting children and young people with more complex additional support needs (e.g. administering medication, changing, feeding etc.). However, all staff in our schools work together to support children and young people with additional support needs and this is not solely the responsibility of ASNA's. For this reason, the category of pupil support assistant does, at this time, more accurately reflect the support provided in schools at present and encapsulates a wider group of staff/job titles who are involved in supporting children and young people with additional support needs (including both ASNA and classroom assistants).

Looking at categories of staff cannot give an overall picture of the resource supporting children and young people with additional support needs. To focus solely on ASNA's would not provide an accurate picture.

Training and support is provided to all staff when required rather than to specific groups of staff. There is a comprehensive CLPL directory in place in East Lothian that can be accessed by all staff. A support staff conference is held annually and is accessible by a range of staff in our schools who support children and young people. The support staff conference incorporates professional learning requests from our staff as well as professional learning planned by the authority to enhance the skills and experience of staff. Guidance on job roles is clear and in line with HR and union policies and procedures in this area.

East Lothian Council would welcome clearer guidance on job role names which in turn would allow more consistency.

## East Renfrewshire

### Additional Support Needs – School Support Staff

Within East Renfrewshire we maintain separate budget lines for such staff and as such we are able to report separately for different groups of staff. In practice Head Teachers may make management decisions about the deployment of staff depending on the needs of the school, children, young people and staff, thus blurring the lines of post holders employed under different budget lines. It is understandable that the Committee may wish to monitor the number of support staff specifically employed to support children with identified additional support needs and East Renfrewshire will continue to be able to respond to such requests given what is outlined above.

As of 31 January 2019 East Renfrewshire Council employs 222.57 FTE Pupil Support Assistants. This is broken down to 43.83 FTE Pupil Support Assistants (Classroom Assistants), 158.69 FTE Pupil Support Assistants (Additional Support Needs) and 20.05 FTE PSA (Behaviour Support). In recent years we have seen a reduction in PSA (Classroom Assistant) posts but no such decrease in Pupil Support (Additional Support Needs). Almost all our PSAs are paid at the same grade and have the same job description. The exception is those PSAs who work with children with particularly complex needs; such PSAs have a different job description and are awarded a higher pay grade. This higher pay grade is awarded on the needs of the child, therefore it is a temporary award as the needs may alter and the member of staff supporting may change.

Our schools all have a base allocation of PSA (Classroom Assistant) posts linked to school roll (1:150 in primary sector and 1:500 in secondary). In addition, schools complete an annual return highlighting the children on their roll who require additional support in the form of a PSA (Additional Support Needs). These posts are then allocated to each school on a needs basis. Careful assessment of needs takes place, led by the school, being mindful that research and experience tells us that on occasion a PSA (or any other adult) can act as a barrier to social integration with peers for children facing particular barriers to learning.

For session 2018 / 2019, 158.69 FTE PSA (Additional Support Needs) were used to support approximately 1058 of children, this includes children within our specialist provisions.

The growing number of children with identified Additional Support Needs means that school leaders often take a more holistic view of their resource allocation and deploy all PSAs, irrespective of title, to support learning, targeting those children who need it most. The move to one job description and pay grade has allowed this flexibility within the system and ensures that no child who requires support is left without.

All Pupil Support Assistants are supported in their role through a high-quality training and development programme. This is a combination of in-house (specific to the school and children they are supporting) and more generic departmental programme.

Recent training has included:

- Social, Emotional and Behavioural Needs
- Mindfulness
- Playground songs and games
- Arts and Crafts
- Behaviour Support Strategies (BSS) Training – physical restraint
- Reading Recovery Approaches
- Proactive approaches to challenging behaviour
- The impact of Trauma on Children and Young People (Introduction to neurodevelopmental trauma)
- Resilience to stress
- The Brain and Social Emotional and Behavioural Development
- The impact of Social Media on Children and Young People

To ensure our staff have a voice in the training programme a recent consultation took place with school staff, including PSAs. A SWOT analysis was undertaken in order to plan future learning in terms of Inclusion. Themes were identified and as such professional learning is being planned to address development needs.

## City of Edinburgh

I refer to your letter of 21 December. I can confirm that from the perspective of the City of Edinburgh Council there are concerns about the validity and reliability of data relating to Additional Support Needs when used for comparison across authorities. It is my understanding that this view is shared in other education authorities.

In Edinburgh we do not commonly use the term ASN teachers, for example, so requests for such data can be quite misleading. Where more than 25% of Edinburgh's children have additional support needs, supporting those learners is part of the job of every member of staff in our schools and support services. On this basis we would support the argument for consolidating categories of staff as this better reflects the position on the ground. In Edinburgh almost, all of our support staff are designated Pupil Support Assistants and therefore this is a valid descriptor from our perspective.

Within the scheme of delegation, it is the role of the Headteacher to determine how best to use resources day to day. This means that support staff may undertake a range of roles. This not only allows the efficient operation of the school, it also allows staff to have variety in their work and to spread responsibilities in an equitable way.

In Edinburgh we have protected allocations to schools for the employment of additional pupil support assistants this year for example an additional £352k funding approved by the Council for 18/19 equates to a 4.6% increase set against a increase in school roll of approximately 2.3%. Whilst this give an indication of the picture for staff where the authority allocated additional support it is not the whole picture.

As a general principle we encourage schools to adopt universal approaches that support inclusion and remove barriers to learning so that learners can participate to the fullest extent minimising the need for additional support to overcome preventable obstacles. For example, a child may struggle to spend all day in a classroom environment and require additional support to keep them on task and manage potentially disruptive behaviours. However, if the same child is given the opportunity for some of their learning outside in a more active environment the need for additional support can be reduced or even removed. With this in mind we should expect that the effective use of Pupil Equity Funds in schools would also remove barriers to learning, support effective teaching and learning and benefit children with additional support needs.

The data that are available for inter -authority comparisons and national monitoring have not been purpose designed and reflect the impact of multiple factors that distort the picture. Different local authorities will account for costs differently and the pupil census data can be influenced by factors such as whether an authority uses those returns to allocate resources or in secondary schools by the way that additional support needs are used by Insight to generate virtual comparators for judging school effectiveness.

I hope that this is helpful and that your discussion can help inform longer term improvement in the quality of data to support improving effectiveness of inclusive provision that meets the needs of all learners.

## **Fife**

### **Additional Support Needs – school support staff**

The term Pupil Support Assistant most accurately reflects the support provided in schools and is the term we have used in Fife for many years. Previously we had a staff group whose jobs were 'Classroom Assistants' but their role was distinct and was not to provide support for children with additional support needs.

We have two job roles – Pupil Support Assistant Level 2 and Pupil Support Assistant Level 3. The PSA 2s will support a broad range of pupils with additional support needs.

PSA 3s will be more highly trained working in mainstream and specialist provisions. Fife as a local authority collects information on the number of PSA hours available to mainstream schools, and in addition collects information on the number of PSA staff working in Special Schools, Departments of Additional Support (within mainstream high schools), Additional Support Classes (within mainstream primary schools) and Pupil Support provision (specifically to support young people with social, behaviour and emotional support needs) as well as those staff centrally based e.g. visual impairment team.

All PSA 2 staff have undertaken a Personal Development Award or equivalent. All PSA 3 staff must be qualified at HNC or above in Additional Support Needs or related area e.g. Autism or Paediatric Nursing.

Additionally, there is a wide range of training opportunities staff are offered as part of their continual professional learning.

These include:

- In-house bespoke training within school to support the particular needs of the children they are supporting provided by Educational Psychologists or by one of our specialist teams e.g. Autism team.
- Training on literacy, numeracy, nurture and wellbeing is offered to staff.
- Staff in our specialist provisions – and increasingly in the mainstream schools are regularly trained in a range of supports by Occupational, Physiotherapy and Speech and Language Therapy in the supports and interventions required.
- Many staff are also trained in a range of medical interventions e.g. gastroenterology, supporting diabetes and epilepsy.
- In-school training alongside teaching colleagues in relation to the school priorities e.g. developing a numeracy approach, behaviour management.

Some staff are highly qualified in specific areas. Our Visual Impairment Team PSAs are all qualified in Braille and Deaf Service PSAs in British Sign Language.

## Highland

### **Additional support needs – school support staff**

In Highland Council, we would agree that we require reliable data on the number of school support staff working specifically to support children and young people with additional support needs across Scotland and that all local authorities are clear about the roles and responsibilities of such staff. This is particularly important given the rise in the incidence of children and young people reported as having an additional support need.

The removal of the title Classroom Assistant for reporting purposes has actually been supportive of the situation we have in Highland, where we have no such posts any longer in our establishment. An extensive piece of work was completed in 2012 with the workforce and their union representatives to agree a single job description and post of Pupil Support Assistant. We do not provide generic classroom support and all PSAs are employed specifically to support children and young people with identified ASN, with clear plans as to how the PSA will engage to support them.

We gather data on the number of PSAs employed and also on the number of ASN Teachers and specialist teachers (eg teachers of the deaf, vision support etc). This data is held centrally and monitored closely. The data is available for those staff employed in special schools and in mainstream schools or in specialist support provisions e.g. intensive support provisions providing short term tuition for pupils who are excluded from school or require additional tuition offsite to support their continued education for other reasons.

We have very few job titles, to ensure we can gather the information easily. We have recently established a database of training to capture courses and modules undertaken by each PSA. Teachers maintain their own CPD log as part of their professional recognition, although we are aware that the numbers of ASN teachers who have a post graduate qualification in ASN has reduced significantly over the past 10 years.

The greater issue for local authorities is the lack of consistency in reporting the numbers of pupils with ASN and the levels of need experienced by these children and young people in each area. The inconsistency across local authorities and the growing number of pupils recorded as having ASN would indicate that local authorities are using different benchmarks internally, with some reporting all ASN as defined by the Education (Scotland) Act (ASL) 2004 and other only recording those pupils with high levels of need or those in receipt of significant additional support. Guidance on recording and reporting on SEEMIS would be helpful in ensuring greater consistency and having clarity about the real need across Scotland.



## **Inverclyde**

### **Additional support needs – school support staff**

Not sure if a response is required for this part or we are to await further communication. However, Inverclyde would be supportive of the merging of the categories for statistical analysis.

## **Midlothian**

In line with the national inclusion agenda all school staff are encouraged to adopt universal approaches to ensure they Get It Right for Every Child by supporting inclusion and combatting any barriers to inclusion.

Midlothian do not have ASN teachers, nor PSAs. We have Learning Assistants (LAs) across every educational establishment. For Complex Needs & SEBN we have ASN LAs. Many schools also employ CCDWs. All of these staff members work with ASL youngsters.

There is a protected allocation for ASN within schools.

## North Ayrshire

### Education and Skills Committee

#### Additional Support Needs – school support staff

What information do we collect and hold on the numbers of school support staff supporting children with an ASN?

We currently have 316.96 Classroom Assistant staff including response hours, other authority hours, school funded and access to work. This includes ASN, Primary and Secondary staff.

What training is provided for staff?

Training opportunities are as follows. This is linked to our Inclusion policy and reflects priorities at authority and school level. They are delivered by Educational Psychologists and the Professional Learning Academy.

- Universal Nurture approaches and nurture for all
- Restorative approaches
- De-escalation
- Change and loss
- Self-regulation
- Emotion coaching
- Visible learning
- Literacy difficulties and dyslexia
- Specific numeracy difficulties
- WOWW – working on what works – positive behaviour
- Scottish Mental Health first aid
- Resilience Secondary
- Reading Recovery
- Talkboost

What guidance do we have in place on the naming of job roles?

Our local government employees supporting pupils with additional support needs are all in the post designated "Classroom Assistant" and graded at SCP 29 to 35 of the SJC pay spines. We do have the post designated "Classroom Assistant" supporting pupils in a mainstream setting, graded SCP 21 to 27 of the SJC pay

spines.

The data held regarding these posts and post holders is contained within our HR/Payroll System and supplemented by additional staffing sheets maintained for each school. Data would include, hours of work, base of post, salary information etc. The HR/Payroll system also has functionality to hold data on training courses attended by individual employees.

Each local government post requires a Role Profile and Job Evaluation outcome. There is no specific Council guidance on how posts are named, however HR will support the Education Service in preparing Role Profiles for posts and advise where titles such as "manager", "team leader", "senior" etc., would support the job evaluation of an individual post.

## North Lanarkshire

Please find below the responses in relation to the questions raised by the Education and Skills Committee.

### Response to: Additional support needs – school support staff

#### **Education and Skills Committee: ASNA North Lanarkshire Council**

Additional Support Needs Assistants (ASNA) are allocated on a per hours basis within the nursery, primary, secondary, special sectors and units within NLC.

The current (January 2019) position for staff actually in post re-ASNA hours are highlighted in the table below, and the hours data has been converted into a fte comparator assuming a 35 hrs per week term time contract.

	Allocated Hours Per Week	Hours Allocated as FTE*
Nursery	334	6.69
Primary	10,876	217.79
Secondary	4,126	82.62
Special	11,108	280.28
Units	15	0.39
<b>Total</b>	<b>26,459</b>	<b>587.76</b>

## **Orkney**

### **Additional Support Needs – School Support Staff**

Across Orkney schools we continue to differentiate between 'base line staffing' (which is linked to school roll) and additional staffing support that is specifically added to the school establishment (on a temporary basis) in order to support the schools in meeting the needs of all pupils.

We pursue the principle that the needs of most pupils, most of the time, are met through the inclusive practice of the class/subject teacher; this means that any additional staffing resources are deployed to help schools support the most vulnerable learners.

The baseline staffing for every school includes a non-teaching component (auxiliary staff) that can be deployed to support a range of functions/duties including supporting learning under the direction of the class/subject teacher. Most schools have an additional teaching element (support for learning teacher) who can be deployed to teach groups and individuals, team teach, support staff development, liaise with external partners and support the head teaching in maintaining an overview of needs across the school.

Annually we review the additional support needs of pupils in each school and deploy a non-teaching staff resource (support for learning assistants) on a 'needs led' basis. In the larger schools there is a de facto consistency of additional support hours. Smaller schools will naturally see more variability as pupils move in (and out) of the school.

Support for learning teachers and support for learning assistants are able to access a range of training opportunities linked to their role. We have recently been consulting with representatives from this part of our workforce and head teachers. The outcome of this is a commitment to an ongoing training/learning plan. The content of this is quite varied and ranges from exploring partnership working through 'Getting it Right for Every Child' approaches to specific (or issues based) learning, eg epilepsy or autism.

Much of this activity is included in our local National Improvement Framework action plan.

## **Renfrewshire**

### **Additional Support Needs - School Based Support Staff**

We currently differentiate between classroom assistants and additional support needs assistants. However, we are currently undertaking a thorough review of ASN. This will include the grading and roles of support staff in our schools.

Additional Support Needs Assistants are trained at school and authority level to meet the needs of children.

At school level, ASNAs are trained to meet the medical needs of pupils by medical staff as required (e.g. how to support children with needs related to diabetes, allergies and personal care needs). They also participate in training, as required and organised at school level, related to a range of additional support needs (e.g. language and communication needs, behavior support and child protection).

We have also organised half day and full day conference events and in-service day training (open to all ASNAs) in recent years that have covered professional learning in relation to attachment theory, promoting positive relationships, child sexual exploitation, supporting young carers, de-escalation techniques, supporting children with challenging behavior and supporting children with language and communication needs.

Currently a group of approximately 15 ASNAs are due to start training in the use of Video Interactive Guidance (VIG).

## **Shetland**

### ***Quality of data – ASN specialist school support staff***

Shetland Islands Council would be able to provide figures for staff employed to provide specific support to pupils with Additional Support Needs (ASN) as opposed to those staff who are providing more general pupil support across classes and schools, previously defined as undertaking a classroom assistant role. This is due to our systems through which we audit and revise the allocation of these staff annually to ensure we have equity across our school estate as pupils move between and through our small and rural schools.

As we work through a staged approach to intervention, we only provide schools with extra staffing to support pupils at stage 3 and for some at stage 2 depending on the specific type of needs. Those support staff employed to provide general support across the school may also be helping support pupils with ASN that are identified at stages 1 and 2 and need less individual support. However, without this type of support the class may not be able to function and therefore we feel it is important that this is taken into account in any inquiry. These staff may also support children who have short term needs such as those who are going through a bereavement, or have developmental needs.

Council systems hold individual information regarding the training that all staff undertake. Particular training is recommended for our Learning Support staff such as MAPA (Managing Actual and Potential Aggression), Nurture training, Manual Handling and Assisting. Other training more specific to supporting individual pupils to overcome some of their barriers to learning is also offered regularly. This includes the use of various alternative communication systems, e.g. Eye gaze, Signalong, Picture Exchange Communication System (PECS), Intensive Interaction, etc. and training specific to the diagnosis of the child such as Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) and Foetal Alcohol Spectrum Disorder (FASD). These training records are each individuals own information but we would be able to pull information from the overall record to give statistical information regarding specific training if requested.

The job profile and specification for the various grades of Learning Support Worker and Learning Support Assistant are very clear in giving guidance to staff on the expectations and responsibilities for their specific role, and all LSWs and LSAs are advised by an ASN teacher in their school, as well as by the school's management team. These ASN teachers have a responsibility for training and providing guidance. The ASN teacher has access to a wide range of local guidance and expertise, including that from our specialist Outreach Team. Although we can share the job profiles and specifications for each role, it would be more difficult to capture the range of guidance given to each individual.



## **South Ayrshire**

### **Staff supporting children and young people with additional support needs:**

South Ayrshire Council took the decision from August 2009 to change the job title of support staff in schools to the generic title of School Assistant. The matter was discussed with the relevant unions and staff and has been in place now for a number of years. School assistants replaced the existing Pupil Support Assistants and Classroom Assistants. The term you refer to as Pupil Support Assistant is similar to our School Assistant term therefore the issue raised in your letter is not a concern in South Ayrshire.

## **South Lanarkshire**

Additional support needs - school support staff

Local authorities and COSLA were mentioned, in particular, as being comfortable with the decision to merge categories, as pupil support assistant more accurately reflects the support provided in schools at present. For reference, the Committee intends to write to all local authorities seeking their perspective on: what information they collect and hold on the numbers of school support staff supporting children with an ASN; what training is provided for staff; and what guidance they have in place on the naming of job roles."

South Lanarkshire Council created a generic School Support Assistant post in 2002 to carry out roles and responsibilities within the remits of the previous:

- Clerical Assistant
- Additional Support Needs Assistant
- Classroom Assistant posts.

This has enabled flexibility in the deployment of staff in working to support each establishment to meet the needs of all children. Allocation of staff can be reviewed and reprioritised when required.

In practice, staff are deployed throughout the school, in classroom settings and in the office. The generic nature of the post supports staff in deploying and developing a broader range of skills throughout the school. This approach supports the ability of the school to use staff resources in the most effective way during periods of absence.

South Lanarkshire Council delivers a comprehensive training programme for this group of staff, aspects of which are generic and others individualised to meet the needs of specific children and young people.

Almost all school support assistants working with children in the classroom are working with pupils with an identified additional support need. In calculating the actual figure, account requires to be taken of those individuals deployed in the school office and those employed to support aspects of the SAC and PEF agendas (although the children supported in this context may also have additional support needs as defined in the legislation).

The definition of Additional Support Needs introduced by the ASL legislation in 2004 has resulted in an increase in the number of children identified as requiring additional support to benefit from education and it is relevant to note that this often translates into an increase in demand for school support assistant attention.

## **West Dunbartonshire**

### **Additional support needs – school support staff**

Within West Dunbartonshire we employ 72 Grade 4 Learning Assistants who work specifically to support children and young people with additional support needs. These learning assistants work across the authority with the majority being placed within specialist teaching provisions.

## **West Lothian**

### **Additional Support Needs (ASN) – School Support Staff**

Support in mainstream (Non-ASN) schools is provided by Pupil Support Workers (PSWs).

In general, PSWs will provide support both to pupils with ASN, and those with no identified ASN. PSWs work under the direction of a designated teacher to support learning and teaching, undertaking a range of activities relating to child development and learning, the safety, care and wellbeing of pupils, general supervision, and general support. Schools receive a specific budget allocation to support pupils with ASN based on roll, SIMD scores and the number of pupils at Level 3 on the Continuum of Support. Schools will also receive a needs based budget allocation for pupils with severe to complex needs. These allocations can be used to employ additional PSWs with a greater focus on ASN.

West Lothian Council has adopted the empowering school's agenda in its recently revised Scheme of Devolved School Management (DSM). This will enable decisions relevant to the day to day management and provision of school education to be made at local level. The Scheme of DSM provides the method of calculating how resources are allocated to schools. Responsibility for determining how this budget will be allocated within the school, however, rests with each Head Teacher. The Scheme is not prescriptive. This approach ensures that schools are resourced in a fair and consistent manner, whilst ensuring that Head Teachers are empowered to deploy resources in the manner best suited to meet the needs of the learners in their school.

Schools have flexibility within their available resources to determine their basic staffing complement, and its composition, in order to meet the needs of pupils. The number of PSWs employed is therefore a decision for each Headteacher. Within the school, the deployment of each PSW, and the duties allocated to that PSW is a matter for each Headteacher, with day to day direction delegated to a designated classroom teacher.

In ASN schools support is provided by Advanced Pupil Support Workers (APSWs).

Whilst it is easy to quantify the number of APSWs in ASN schools, and PSWs specifically employed to support pupils in non-ASN schools with severe to complex needs, it is not easy to quantify what proportion of time is spent by other PSWs on providing support to children with ASN which arises from their ASN, as opposed to support provided to other pupils, and support provided to pupils with ASN that is not specific to their ASN. West Lothian Council recognises the desire to be able to quantify inputs, but places greater emphasis on the freedom given to schools, and within the classroom, to deploy local resources effectively to meet need, based on the knowledge and professional experience of Headteachers and teachers.

PSWs are required to have the ability to work towards and gain a qualification to allow registration with SSSC, and it is desirable that they obtain a WLC Support Assistant qualification or equivalent qualification and Basic First Aid qualification. They will receive training relevant to their role, as determined by the West Lothian Council appraisal, development and review process.

APSWs are required to have the following qualities, competencies and experiences, and receive training to support these: -

- A working knowledge of alternative methods of communication – Sign-along, PECS, communication switches
- Requirement to undertake training in a number of areas relating to the care of pupils with severe to complex difficulties.
- Requirement to undertake training relating to the administering of medication including, but not limited to,
  - the administering of emergency medication for seizures
  - the administering of medication such as insulin for diabetic pupils
  - in exceptional circumstances this could include the administering of oxygen and suctioning
  - safe manual handling procedures
- Ability to work towards and gain a qualification to allow registration with SSSC
- First Aid qualification.

West Lothian Council has no guidance in place on the naming of job roles. West Lothian Council would not support national consistency in the naming of staff providing support to pupils with ASN. This would not recognise the different roles required to meet needs within different authority approaches to meeting the needs of all pupils including those with ASN. It would be likely to lead to a national convergence of remit and pay grade. This sort of one size fits all approach runs counter to the greater freedom being given to schools to deploy resources flexibly to meet learners' needs.