

Framework for Supporting Pupils with Complex Additional Support Needs

What is it?

This document was produced to support teachers and school support assistants working with children and young people with complex additional support needs. The document emphasises the right of this group of pupils to appropriate assessment and relevant and personalised learning experiences, all within Curriculum for Excellence (CfE). The CfE Experiences and Outcomes are helpful in providing the contexts for learning for children and young people working at pre-early level. The Milestones: supporting learners with complex additional support needs (2019) document identifies important points in learners' development and demonstrate progression.

The document begins by providing information around the definition of Complex Additional Support Needs and the impact these needs have on everyday life and learning.

It is important to note the document is not a separate curriculum for this group of pupils but a tool to assist teachers and school support assistants in ensuring every child and young person receives their entitlement to a broad and balanced education. The document highlights the requirement for the curriculum to be delivered in a meaningful and relevant way and, to this effect, a range of suggested approaches to learning and teaching has been provided for this group of learners.

Section 5 of the document discusses assessment, target setting and monitoring. As with all pupils it is important to enable children and young people with complex needs to make the best possible progress. B squared/connecting steps is the tool used to track the progress of all learners with a severe and complex profile.

The framework provides detail on:

- Communication-Attention Skills; Preference and Choice and Interaction.
- Making Connections (Cognition).
- Self and Emotions- Awareness and Regulation.
- Functional Movement- Gross Motor skills, Fine Motor skills and Co-ordination.

Section 6 provides more detail around teaching and learning approaches and includes.

- Motivators and active engagement
- Creating a responsive learning environment and focusing upon communication
- Learning activities and grouping
- Teaching tools and approaches incorporating information on the TEACCH approach; Picture Exchange Communication System (PECS); Makaton/signing; Technology and IT; Alternative and Augmentative Communication (AAC). These tools are often used with children and young

	people with Autism and for children where there is a communication difficulty and/or developmental delay. • Information on Intensive Interaction: What it is and how to engage in this communicative process. • Sensory approaches to the curriculum Section 7 provides helpful information in supporting Wellbeing and assessing and addressing distressed behaviours. It sets out: • Possible causes for behaviour • Links to PPRURDB • Tools to monitor and aid analysis of behaviours. • The use of a Behaviour Support Plan and interventions		
Action	• Ensure all staff are aware of the document. • Ensure staff working with this group of pupils reference the document. • Provide an inclusive, supportive environment for all children. • Ensure children with additional support needs are supported appropriately. • Ensure all children are safe, healthy, achieving, nurtured, active, respected and responsible and included. • Ensure B squared/connecting steps is used to track and monitor progress. • Ensure all children and young people have access to appropriate AAC.		
Outcome	All children are supported appropriately to achieve their full potential		
Essential information	• SLC framework for supporting pupils with complex additional support needs	How to find	SLC public website – Search “severe and profound” Glow- Staff Learning Centre- Inclusion Hub- ASN CPD Hub Inclusion Hub - Supporting Learners with a Severe and Complex Profile google.com PPRURDB https://drive.google.com/file/d/16Jowvj6Shcy0Ts0lFXQ_hMzmUz8mt3IU/view
Useful links	• Milestones: Supporting learners with complex additional support needs education.gov.scot • https://uk.connectingsteps.com/		
For further information	Psychological Services Inclusive Education Service 0303 123 1023 EducationInclusion@southlanarkshire.gov.uk		

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