

Additional Support for Learning (ASL) – Signposting Tool for Early Learning and Childcare (ELC)

Title and overview of learning	Resource location
<p><u>Identifying and responding to additional support needs (ASN) in ELC</u></p> <p>This free online learning course is designed to help early years professionals develop confidence in their knowledge about practice and legislation, factors that can mean children require additional support, and how to work with parents and other professionals to identify effective ways of providing additional support to children. Learners will develop an understanding of:</p> <ul style="list-style-type: none"> • The broad range of additional support needs that children in ELC may have; • The value of inclusive practice, including the importance of celebrating the strengths and opportunities that children with ASN bring to a setting; • The need for all staff to take responsibility to support children with ASN (not just those with specialists training); • The sources of support for ELC staff working with children with ASN; • The specialist and cross-professional support that is available to support children with complex additional support needs; • Legislative duties to support children with additional support needs. 	<p>Course: Continuous professional learning (CPL) modules (sssc.uk.com)</p>
<p><u>Inclusive practice – the Scottish context</u></p> <p>This free badged module provides an introduction to inclusion and equality set within the context of Scottish education, designed to for: Early years practitioners; All teachers – primary and secondary; School management; Support staff; Local authority education officers. The module and activities will support practitioners to develop an:</p> <ul style="list-style-type: none"> • Understanding of the education context in Scotland of inclusion and equality. • Awareness of additional support needs and inclusion. • Awareness of how to deliver child centred approaches within the Scottish legislative framework. • Awareness of universal and targeted support. • Awareness of information and approaches which support inclusive education. 	<p>Introduction to inclusive education – Free online professional learning Self-evaluation National Improvement Hub</p>

<p><u>National Trauma Training Programme (NTTP)</u></p> <p>Key trauma training resources from the National Trauma Training Programme that are freely available to support all members of the Scottish workforce to meet the vision of: “A trauma informed and responsive nation and workforce, that is capable of recognising where people are affected by trauma and adversity, that is able to respond in ways that prevent further harm and support recovery, and can address inequalities and improve life chances.”</p> <p>A series of e-modules are offered for Practice level 2: Trauma Skilled Workers, who are likely to be coming into contact with people who may have been affected by trauma.</p>	<p>nesd1334-national-trauma-training-programme-online-resources_updated2106.pdf transformingpsychologicaltrauma.scot</p>
<p><u>Recognising and realising children’s rights: A professional learning resource to promote self-evaluation and improvement planning</u></p> <p>This professional learning resource helps improve practitioners' knowledge, understanding and application of the United Nation Convention of the Rights of the Child (UNCRC).</p> <p>A Part 2 - specifically for ELC – will be developed soon.</p>	<p>Recognising and realising children’s rights: A professional learning resource to promote self-evaluation and improvement planning Learning resources National Improvement Hub (education.gov.scot)</p>
<p><u>The Autism Toolbox</u></p> <p>The Autism Toolbox is a resource to support the inclusion of children and young people with autism spectrum disorder in mainstream education services in Scotland. Training is provided as requested and free of charge.</p> <p>The Autism Toolbox introduces and describes some of the more common challenges that autistic children and young people might face and provides real-life case studies from Scottish settings. There are practical examples of support that practitioners could use in settings along with signposts to other useful websites.</p>	<p>The Autism Toolbox Learning resources National Improvement Hub (education.gov.scot)</p>

<p><u>Addressing Dyslexia Toolkit</u></p> <p>The 'Addressing dyslexia toolkit (2017)' is a free online resource funded by the Scottish Government, designed for: early years practitioners, primary and secondary teachers, school management, support staff and local authority education officers.</p> <p>It is designed to support Curriculum for Excellence, Getting It Right For Every Child (GIRFEC), and provide information for practitioners and local authorities. It also provides guidance on the process of supporting, assessing and monitoring literacy difficulties, which may be dyslexia, and gives details of relevant approaches and strategies.</p>	<p>Addressing Dyslexia Toolkit Learning resources National Improvement Hub (education.gov.scot)</p>
<p><u>Learning Through Rights in ELC</u></p> <p>This Edinburgh City Council resource takes a right-based approach to illustrate how children can learn through, rather than about, their UNCRC rights. It links child-friendly UNCRC article titles with GIRFEC and the Health & Social Care Standards, providing a range of statements to illustrate how children can experience this in their setting.</p>	<p>learning-through-rights-in-elc.pdf (education.gov.scot)</p>
<p><u>Rights Based Approach in Early Years</u></p> <p>A Padlet to provide a 'one-stop-shop' for children's rights, developed by Edinburgh City Councils Early Years Team. This includes key documents, webinars and professional reading, child friendly visuals and resources, and case studies and examples.</p>	<p>Rights Based Approach in Early Years (padlet.com)</p>

<p><u>National Directory of Continued Professional Learning</u></p> <p>Set within the Scottish Governments wider national directory, this provides a range of additional support for learning training and resources, developed by leading partners such as Early Years Scotland (EYS) and the Scottish Childminding Association (SCMA). Resources can be filter by topic, area and delivery type (online or face to face).</p>	<p>National ELC CPL Directory (sssc.uk.com)</p>
<p><u>Enquire – Fact Sheet and learning modules</u></p> <p>Enquire has developed a fact sheet on how much early learning and childcare children are entitled to, and what support they can get with their learning before starting school.</p> <p>They have also worked in partnership with Falkirk Council to develop learning modules on some key additional support for learning topics, including identifying and meeting learners’ needs, supporting disabled learners, and working with families.</p> <p>They are designed to help learners reflect on and quickly identify what they need to know, and offer some top tips for putting knowledge into practice.</p>	<p>Additional support for learning in the early years - Enquire</p> <p>Modules - Enquire</p>
<p><u>Guidance on the presumption to provide education in a mainstream setting</u></p> <p>Provides guidance to education authorities on their duty to provide education in a mainstream school or early learning and childcare setting unless certain exceptions apply. It aims to support:</p> <ul style="list-style-type: none"> • improved outcomes and the delivery of excellence and equity for all children and young people • meeting the learning needs of all children and young people • an inclusive approach which identifies and addresses barriers to learning for all children • and empowers children and young people, parents and carers, teachers, practitioners and communities. 	<p>Guidance on the presumption to provide education in a mainstream setting (careinspectorate.com)</p>

<p><u>Out to play section 11 – practitioners supporting children with additional support needs</u></p> <p>This section builds on Out to Play with advice for supporting children with additional support needs in settings. This section is not intended to stand alone, but should be read in conjunction with the main document.</p> <p>It aims to:</p> <ul style="list-style-type: none"> • provide practical guidance for creating inclusive outdoor playing and learning experiences • enhance staff’s, carers’ and volunteers’ confidence to include children with additional support needs in playing outside • help children to get outside to play more. 	<p>Out To Play: Section 11 – Practitioners Supporting Children With Additional Support Needs (careinspectorate.com)</p>
<p><u>Speech, Language and Communication Factsheet – Royal College of Speech & Language Therapists</u></p> <p>A fact sheet, compiled by members of the Royal College of Speech and Language Therapists, which aims to help inspectors of nurseries and child care settings to identify good practice in respect of children’s speech, language and communication development. It also includes examples of good practice, and further sources of support.</p>	<p>Royal College of Speech and Language Therapists - speech-language-and-communication-factsheet.pdf (careinspectorate.com)</p>
<p><u>Learning disabilities and behaviour that challenges: service design and delivery</u></p> <p>National Institute for Health and Care Excellence (NICE) guidelines which cover services for children, young people and adults with a learning disability (or autism and a learning disability) and behaviour that challenges. It aims to promote a lifelong approach to supporting people and their families and carers, focusing on prevention and early intervention and minimising inpatient admissions. This guideline should be read alongside the NICE guideline on challenging behaviour and learning disabilities: prevention and interventions. This guideline complements statutory duties and good practice as set out in relevant legislation and guidance.</p>	<p>National Institute for Health and Care Excellence - learning-disabilities-and-behaviour-that-challenges-service-design-and-delivery.pdf (careinspectorate.com)</p>

<p><u>Milestones to support learners with complex additional support needs</u></p> <p>Education Scotland has produced a set of milestones with accompanying guidance to support practitioners in identifying the progression of learning for learners with complex additional support needs.</p> <p>Foundation milestones provide an outline of key skills and competencies for all curricular areas. In addition, milestones for literacy and English and numeracy and mathematics have been produced for learners who are working at a pre-early level.</p>	<p>Education Scotland- https://education.gov.scot/resources/milestones-to-support-learners-with-complex-additional-support-needs-literacy-and-english/</p>
<p><u>Equality and Equity Toolkit</u></p> <p>This free toolkit has been developed to support early learning and childcare settings, schools and communities to understand the principles of equality and equity, identify priorities for action, and to implement and evaluate a plan which will create positive impact for all. It provides a range of resources, and a series of improvement questions to support learning.</p>	<p>Education Scotland- https://education.gov.scot/resources/equality-and-equity-toolkit/</p>
<p><u>Exploring Equality and Equity in Education</u></p> <p>This free course, Exploring equality and equity in education, considers the complexity of social justice as applied to education and reflects on the different purposes of, and value ascribed to, education in different countries and cultures. It discusses different conceptions of 'justice' and the distinction between equity and equality.</p>	<p>Open University OpenLearn courses- https://www.open.edu/openlearn/education-development/exploring-equality-and-equity-education/content-section-0?active-tab=description-tab</p>