

Health and Education Chamber  
First-tier Tribunal for Scotland

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Additional Support Needs



# Tribunal (Additional Support Needs) Forum

Glasgow Tribunals Centre

Tuesday 23 May 2023

Health and Education Chamber  
First-tier Tribunal for Scotland

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Additional Support Needs

Mrs May Dunsmuir  
**Chamber President**

**FtT Health and Education Chamber**

# President's Update

## Hearings

PGN 01/2023 Hearings in the HEC

Sensory principles

## Case Volume

Overview

Cases settling within 5 working days of the hearing

# Sensory Principles

## In-person hearings

### Colour

- autism palate – no bold primary colours

### Sensory overload

- less is more (nothing on the walls)
- only have the furniture you need in the room
- 1:2:1 room - choice

### Acoustics

- lower external noise

### Ownership

- sensory wall - choice
- safe space – break out area - choice
- sofa area – choice

**\*\*New\*\* Witness table**

# Sensory Principles

## Remote hearings

### **Colour**

- autism colour judicial backdrop

### **Sensory overload**

- removing the background clutter and 'badging' clearly
- regular breaks and 'checking-in'

### **Acoustics**

- Monitoring sound and hearing

### **Ownership**

- Stop/go cards – the child's own work
- Using my own environment – the child at home - choice
- The social story

# Sensory Hearing Suite

**From entrance to door – the journey**

**Round table and equal height/style chairs, with arms**

**Soft seat area – choice**

**Break out area – choice**

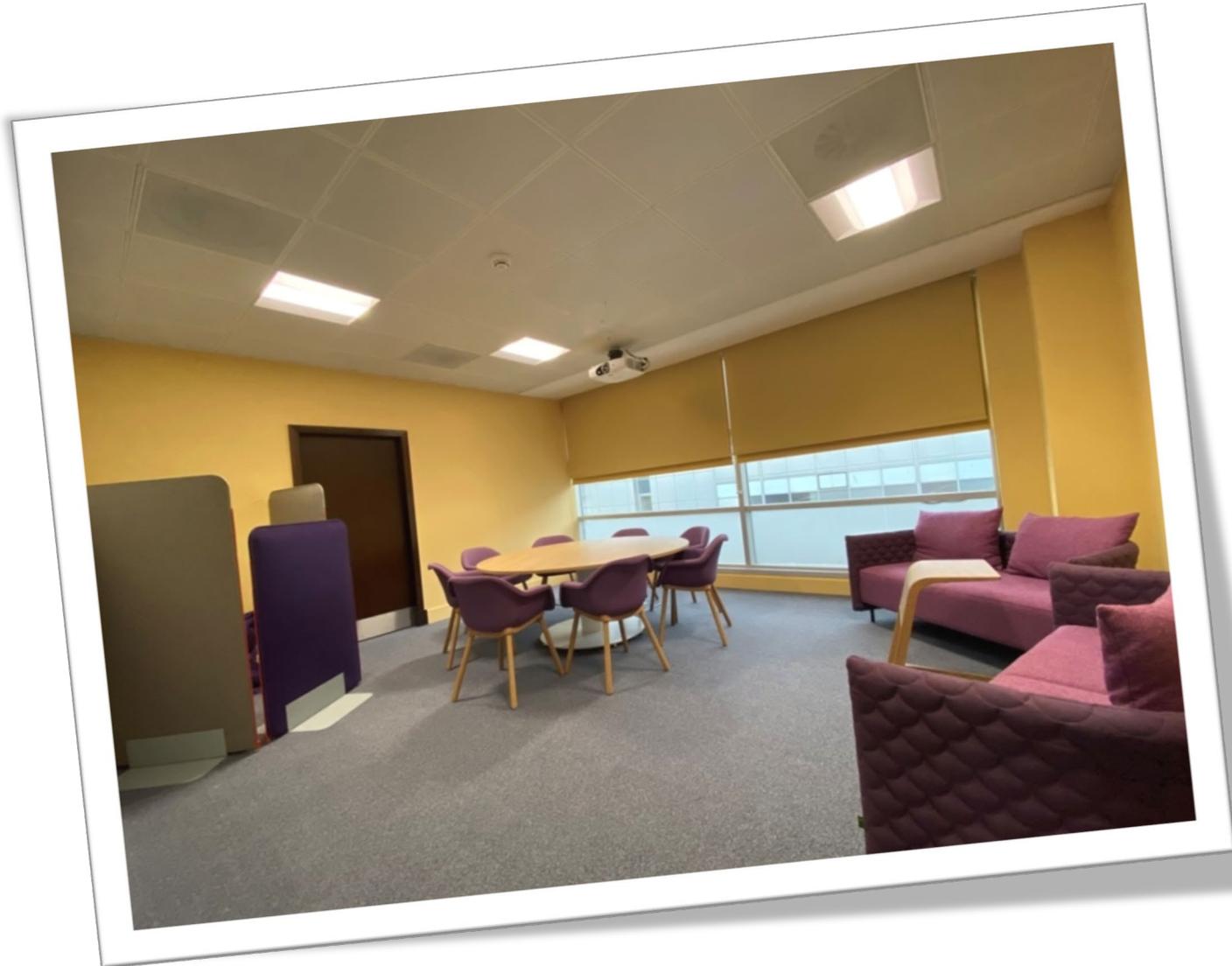
**Sensory wall - capacity to personalise – choice**

**Who is in the hearing room and when - choice**

# Hello and welcome!



# The hearing room



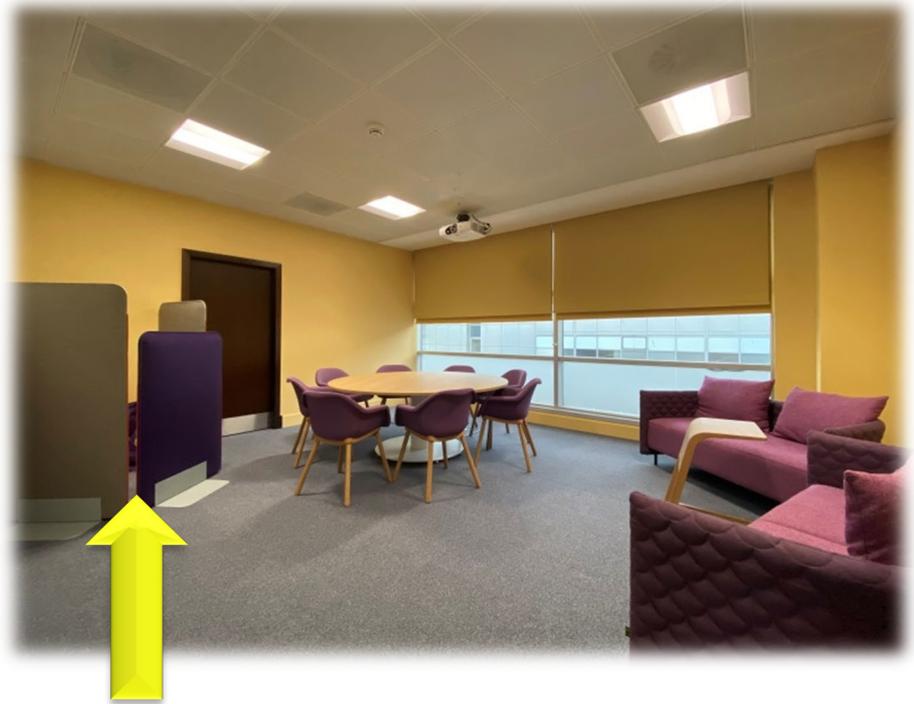
# “King Arthur’s round table”



# The waiting room and the soft seat area



# My safe space – the break out area



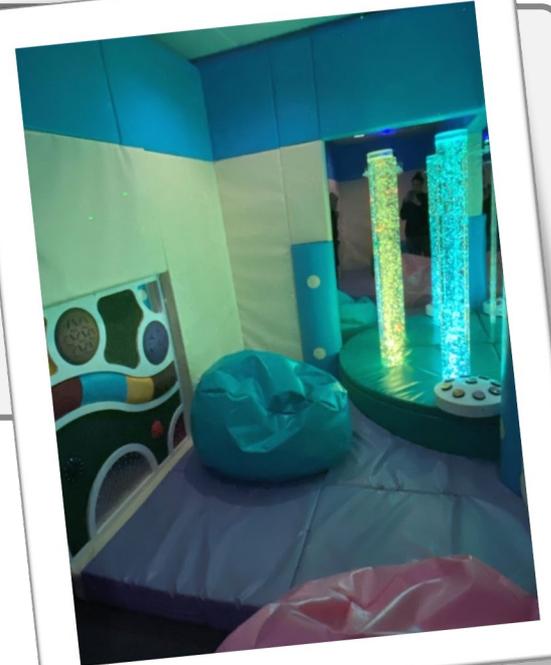
# One to one



“I’m most excited about this room – my son couldn’t cope anywhere else but he could definitely cope in here.”

# Sensory supports and accessibility

- Sensory wall
- Sensory room
- **\*\*New\*\*** Changing place



# Case Volume (2023)

- Highest recorded year
- Increase in hearings
- Availability – hearings being booked further in advance
- Late motions: withdrawal and suspension requests

# Information Note 01/2023: For Parties, Representatives, Witnesses and Supporters

**Comes into effect on 24 May 2023**

Preparing witnesses for hearings – remote hearings (dress code/backdrop/interruptions)

During the hearing, witnesses addressed by their title and surname and not by their first name.

During the hearing, court language and legal jargon avoided.

Late requests to withdraw, suspend or postpone a hearing (within 5 working days of a hearing)

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Additional Support Needs

**Mr Jerry O'Connell**  
**Team Leader - School Organisation Team**

**Ms Hannah Hutchison**  
**Tribunal Policy Team**

**Scottish Government**  
**Education Appeal Committee**

Health and Education Chamber  
First-tier Tribunal for Scotland

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Additional Support Needs

**Mrs Arlene Shearer**  
**Senior Operations Manager**  
**Casework Update 2022/2023**

# Casework Overview

Total Applications received:

	References	Claims	Total
2016/17	64	9	73
2017/18	89	11	100
2018/19	96	17	113
2019/20	122	24	146
2020/21	71	12	83
2021/22	117	16	133
2022/23	<b>185</b>	<b>17</b>	<b>202</b>

## References received by type

Type	16/17	17/18	18/19	19/20	20/21	21/22	22/23
Placing Requests	53	74	71	96	59	98	160
Contents of CSP	4	1	8	5	1	5	6
CSP Not Required	1	7	7	8	4	3	10
Implementation of CSP	2	0	0	4	2	3	2
Deemed Refusal of CSP	3	2	5	4	4	0	4
Timescales (Issue CSP)	1	2	2	1	0	3	0
Failure to Review CSP	0	1	2	3	1	2	0
Transitions	0	2	1	1		3	3
<b>Totals</b>	<b>64</b>	<b>89</b>	<b>96</b>	<b>122</b>	<b>71</b>	<b>117</b>	<b>185</b>

# Claims received

Type	16/17	17/18	18/19	19/20	20/21	21/22	22/23
Admission	0	0	0	3	0	0	<b>1</b>
Other	6	8	9	13	7	9	<b>7</b>
Admission, Exclusion	0	0	0	0	2	1	<b>0</b>
Exclusion	2	1	0	4	2	2	<b>4</b>
Admission, other	0	0	0	0	1	1	<b>1</b>
Exclusion, other	1	1	7	4	0	3	<b>2</b>
Admission, Exclusion, other	0	1	1	0	0	0	<b>2</b>
<b>Totals</b>	<b>9</b>	<b>11</b>	<b>17</b>	<b>24</b>	<b>12</b>	<b>16</b>	<b>17 (-7)</b>

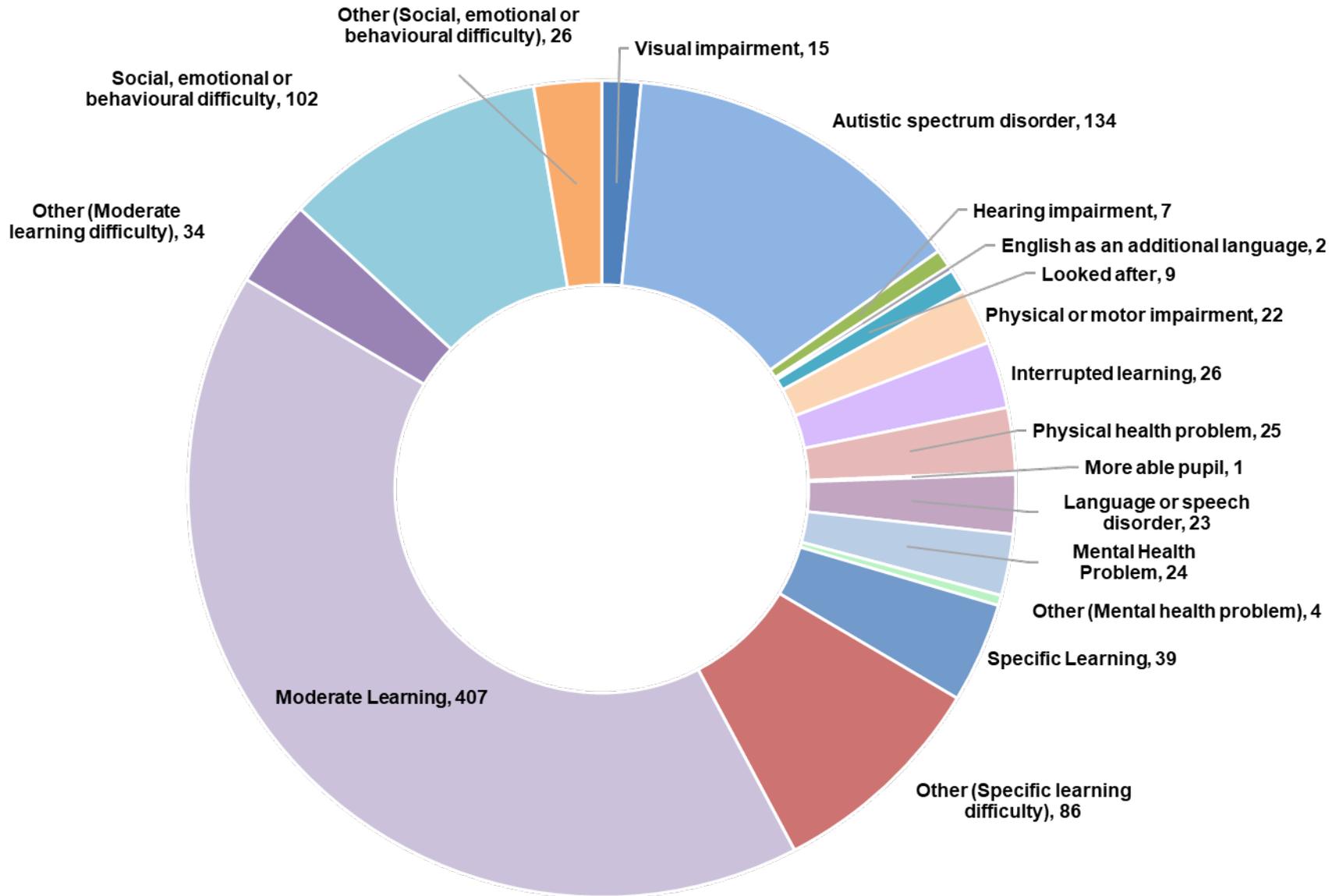
## Highest volume references and claims 2022/2023

Education Authority	Claim	Reference	Total
City of Edinburgh Council	2	61	63
West Lothian Council	0	38	38
Glasgow City Council	1	19	20
North Lanarkshire Council	0	14	14
Aberdeenshire Council	3	8	11
South Lanarkshire	0	7	7
Stirling Council	0	3	3
Highland Council	3	4	7
East Dunbartonshire Council	1	3	4
Renfrewshire Council	0	1	1
Others	7	27	34
<b>Total cases</b>	<b>17</b>	<b>185</b>	<b>202</b>

## Nature of Additional Support Needs 2022/2023

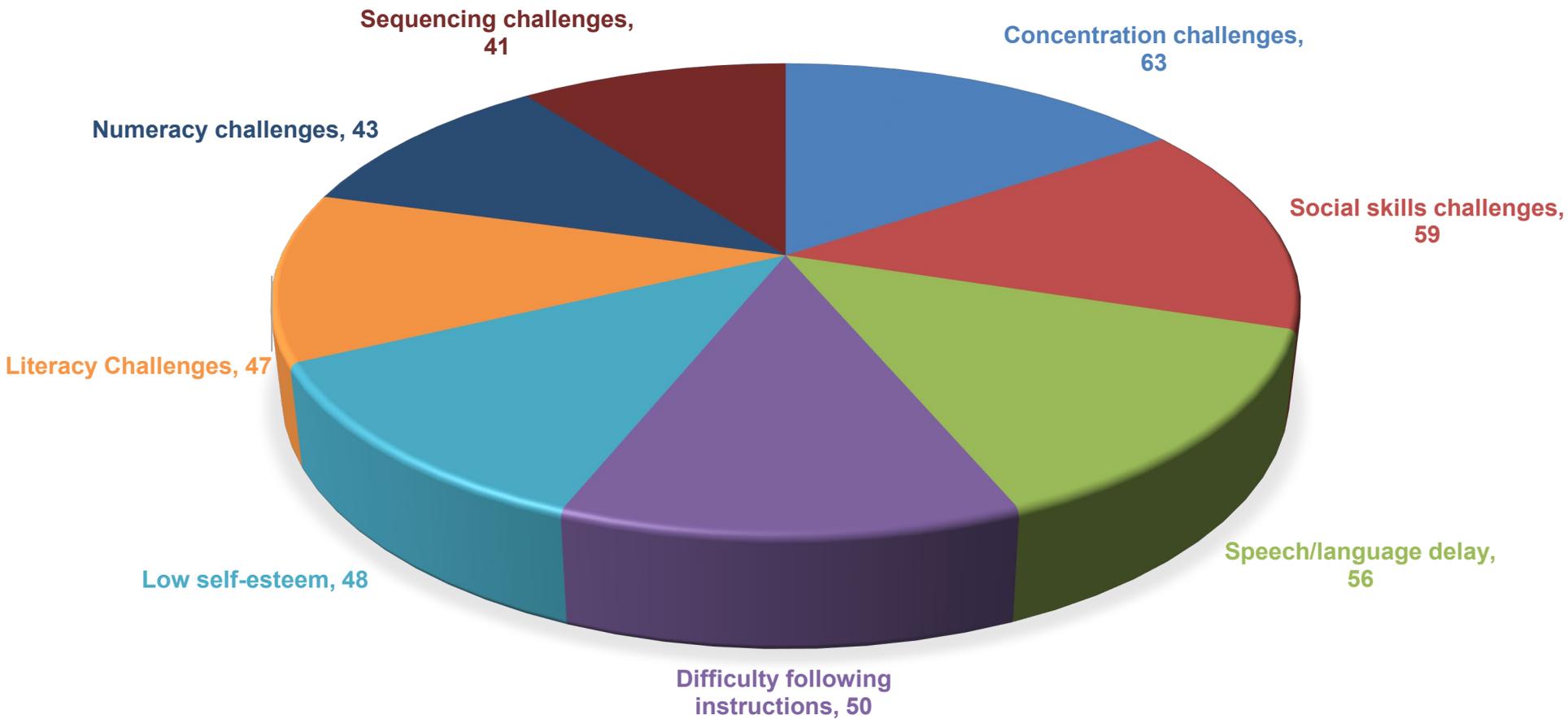
Additional Support Need	Claim	Reference	Total
Visual Impairment	1	14	15
Autistic Spectrum Disorder (ASD)	11	123	134
Hearing Impairment	2	5	7
English As Additional Language	0	2	2
Looked After	0	9	9
Physical or Motor Impairment	1	21	22
Interrupted learning	1	25	26
Physical Health Problem	1	24	25
More Able Pupil	0	1	1
Language or Speech Disorder	1	22	23
Mental Health Problem	0	24	24
Other (Mental Health Problem)	0	4	4
Specific Learning Difficulty	2	37	39
Other (Specific learning difficulty)	9	77	86
Moderate Learning Difficulty	3	404	407
Other (Moderate learning difficulty)	4	30	34
Social, emotional or behavioural difficulty	5	97	102
Other (Social, emotional or behavioral difficulty)	3	23	26
<b>Totals</b>	<b>44</b>	<b>942</b>	<b>986</b>

# Nature of Additional Support Needs 2022/2023



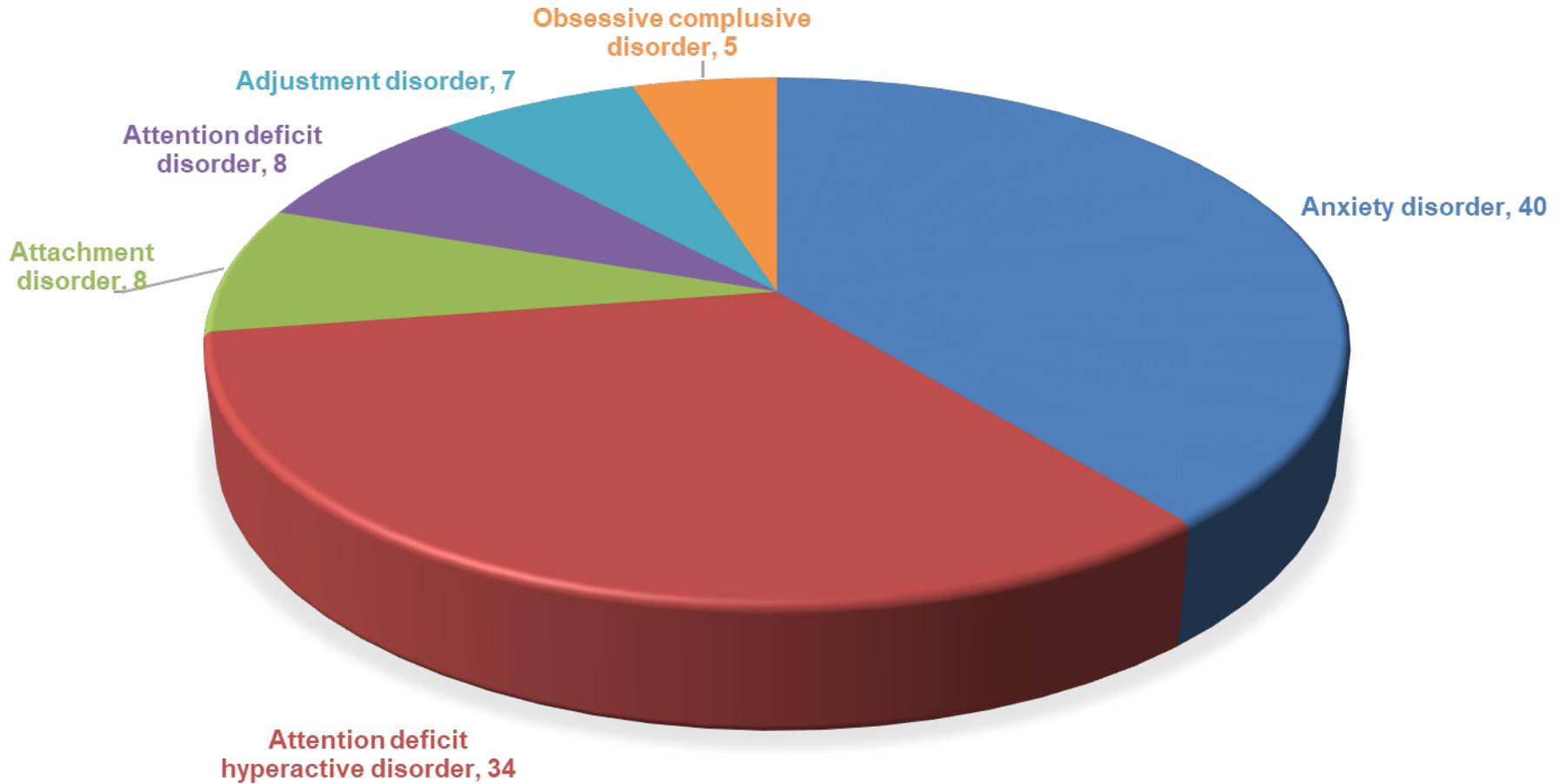
# Nature of Additional Support Needs 2022/2023

## MODERATE LEARNING

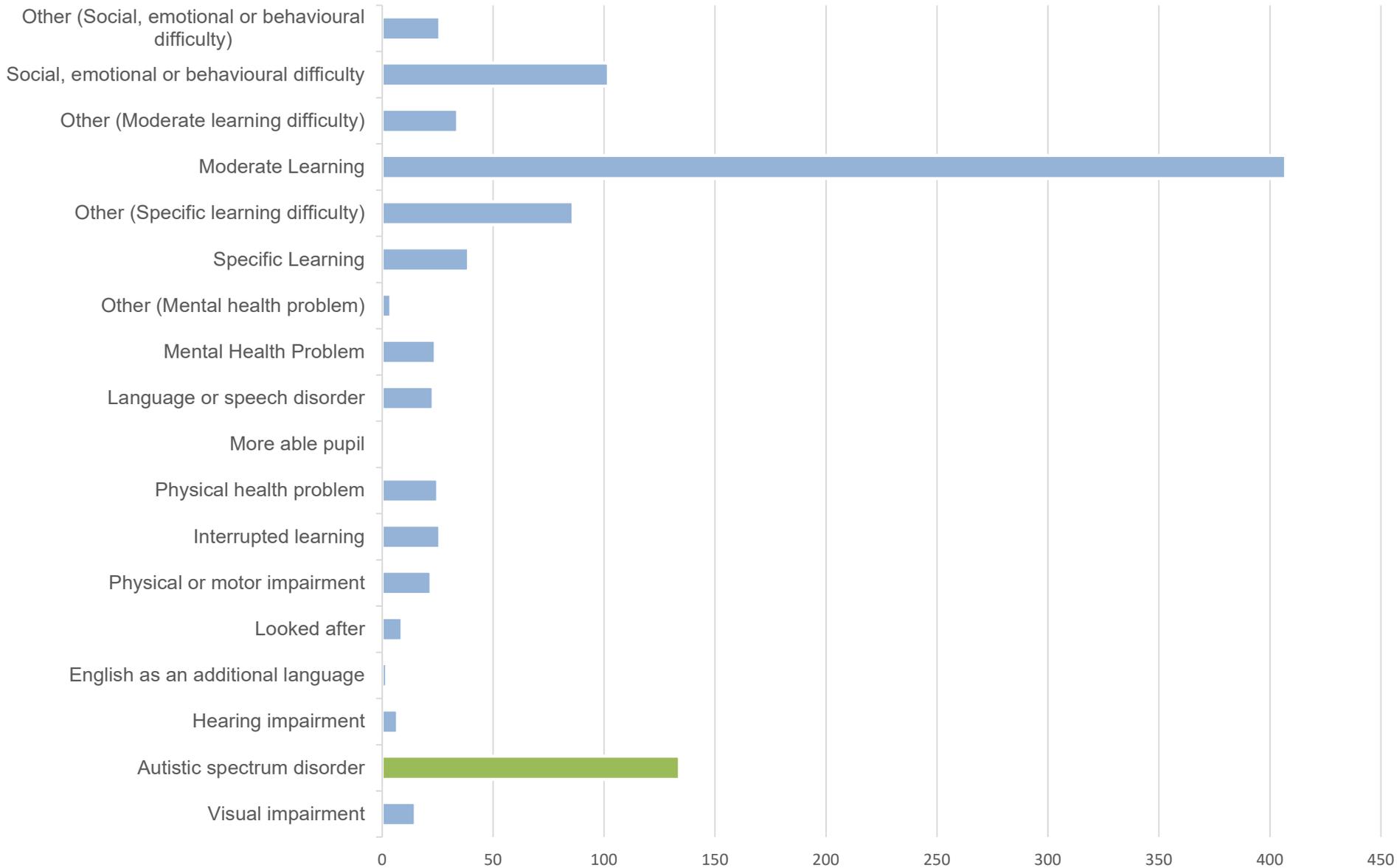


# Nature of Additional Support Needs 2022/2023

## SOCIAL, EMOTIONAL OR BEHAVIOURAL DIFFICULTY



# Nature of Additional Support Needs 2022/2023



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Additional Support Needs

**Miss Sarah-Anne Tracey**  
**Casework Team Leader**

**Expansion of Sensory Resources**

# Casework Overview – The Highlights

- **Decision Database – Audio demo**
- **Video Animations – Launch**
- **Team reflections**



# Decision Database Improvements

HOME / DECISIONS

**Category**  
All Categories ▾

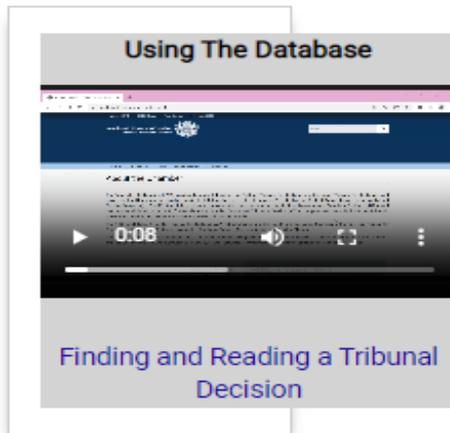
**Keyword search**  
search for a term here

**Jurisdiction**  
- Any - ▾

Apply

Jurisdictions

Additional Support Needs



- Demo video now live
- Where can I find the demo?



# Decision Database Improvements



HOME / DECISIONS

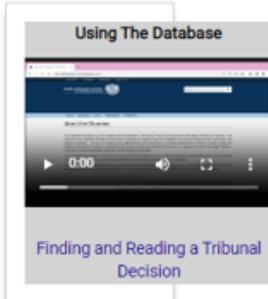
**Category**  
All Categories

**Keyword search**  
search for a term here

**Jurisdiction**  
- Any -

Apply

Jurisdictions  
Additional Support Needs



## Decisions

The decisions database has now been updated, and a new 'keywords' filter has been added. Using this filter will search the text of every decision published and list results that include the term you search for. Please note if you are searching for a term containing more than one word, you should enclose your search term in quotation marks, to ensure the most relevant results are listed.

For example, if the search term was **Co-ordinated support plan**, and was not within quotation marks, the system would search for all results with the word **Co-ordinated** first, followed by all the results for each of the next two terms. Using quotation marks to search for "**Co-ordinated support plan**" would ensure you only see the results where the entire phrase is found in that exact order.

- [FTS/HEC/AR/22/0115](#)  
Additional Support Needs
- [FTS/HEC/AR/22/0072](#)  
Additional Support Needs
- [FTS/HEC/AR/21/0066](#)  
Additional Support Needs
- [FTS/HEC/AR/22/0037](#)  
Additional Support Needs
- [FTS/HEC/AR/22/0145](#) Preliminary  
Additional Support Needs
- [FTS/HEC/AR/22/0034](#)  
Additional Support Needs
- [FTS/HEC/AR/22/0027](#) PRELIMINARY  
Additional Support Needs
- [FTS/HEC/AC/20/0088](#)  
Additional Support Needs



# Video Animations

## Launch of Video Animations



**Video 1 – Who are we?**

**Video 2 – Coming to a video hearing**

**Video 3 – Coming to an in-person hearing**

**Video 4 – Talking at a tribunal**



# Video Animations

All children in Scotland should benefit from a school education. When this isn't happening we look at each child's individual circumstances and their unique **needs to learn**.



## needs to learn

[Help starting](#)

[What to expect](#)

[Your voice](#)

[Make a claim](#)

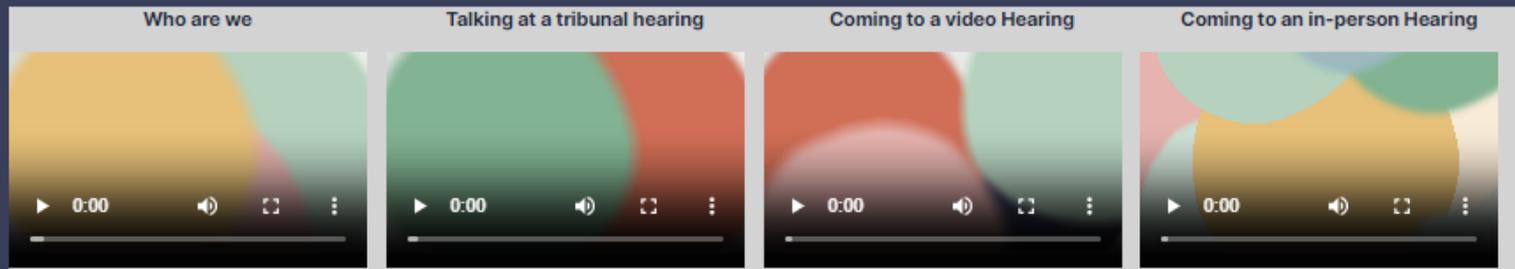
[Make a reference](#)

[Animations](#)

If you're **12 to 15**, have **additional support needs** and want to make a change to your school education, then **yes** you are.

[More information](#) [Make an appeal](#)

# Video Animations



The Additional Support Needs is a part of the Health and Education Chamber of the First-tier Tribunal for Scotland.

Health and Education Chamber  
First-tier Tribunal for Scotland  
Additional Support Needs



# A Year In The Life Of.....2022/2023

"Another great, busy year in the HEC. The team have dealt with higher caseloads and more complex applications – all with a smile on our faces."

"I am Looking forward to the year ahead. Helping with any challenges that may come along and celebrating the successes"

"The last year has been extremely busy, however the team have pulled together"

"It's been another extremely busy year for the Chamber. I have enjoyed working with a highly motivated and hardworking team who are all committed to making sure they provide an exceptional service. Well done everyone!"



# Contact Us

[HEChamberPresident@scotcourtsribunals.gov.uk](mailto:HEChamberPresident@scotcourtsribunals.gov.uk)

0141 302 5863

[www.healthandeducationchamber.scot](http://www.healthandeducationchamber.scot)

## Additional Support Needs

We consider two types of appeals – references, regarding the provision of educational support under the 2004 Act; and claims, in respect of disability discrimination in school education, under the 2010 Act.

Additional Support Needs

## Needs to Learn

If you're 12 to 15, have **additional support needs** and want to make a change to your school education, then **yes** you are.

[www.needstolearn.scot](http://www.needstolearn.scot)

Needs to Learn



All children in Scotland should benefit from a school education. When this isn't happening we look at each child's individual circumstances and their unique **needs to learn**.



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Additional Support Needs

**Professor Derek Auchie**  
**In-house Legal Member**

**Judicial Update**

# Judicial Update

- HEC Case Law Update
- Terminology
- Witness communications
- Witness statements: good practice

# HEC Case Law Update (1)

- Presumption of mainstream ground of refusal (2004 Act, Sch 2 para 3(1)(g) and 2000 Act, s.15):
  - Burden of proof that ‘circumstances’ (not exceptions, although presumed that they can only arise exceptionally) in s.15(3) arise is on respondent, not the appellant, since the absence of all three circumstances are part of the ground of refusal – confirmed in a recent HEC case [FTS/HEC/AR/22/0072](#), para 50;
  - There must be a causative link between the placing of the child in the specified school and the breach of the mainstream presumption: wording of the ground of refusal. So, if the child is already being educated (for all or part of the time) in a ‘special school’ (including a class or unit in a public school – s.29(1)), the ground of refusal will not exist. The duty appears to be to provide the whole of the education of the child/young person in a non-special school.

# HEC Case Law Update (2)

- Presumption of mainstream ground of refusal (2004 Act, Sch 2 para 3(1)(g) and 2000 Act, s.15) (cont'd):
  - The question of whether or not the proportion of time the pupil spends in a ‘special school’ is relevant to the ground of refusal has not been settled: see HEC decisions [ASNTS D 27 09 2017](#) and [ASNTS D 14 11 2017](#) for different approaches.
  - The obligation in s.15 of the 2000 Act is to provide education in a non-special school, as opposed to providing a mainstream education: it relates to the school type, not to the education.
  - Word ‘incompatible’ in s.15(3)(b) means something more than being a challenge or a requirement for adaptation. Word ‘efficient’ means reasonably productive, benefit-resource proportionate: [FTS/HEC/AR/21/0041](#), para 42.

# HEC Case Law Update (3)

## Scottish Negotiating Committee for Teachers – Handbook of Conditions of Service (SNCT Handbook) status:

- Class size maximum figures are relevant as a factor, but are not binding on a tribunal: [ASN D 09 09 2020](#), paragraphs 45-46. The test for the tribunal is the one set out in the ground(s) of refusal relied upon.
- See also [ASN D 02 10 2020](#), paras 52-53, where the breach of the SNCT Handbook class size limits was determinative.
- Breach of SNCT Handbook terms does not automatically lead to the necessity for an additional teacher (or other capacity) ground of refusal being made out – a tribunal must focus on the impact of the child being placed and the statutory wording, for example ‘necessary...to take an additional teacher into employment’. Also, the definitions in Appendix 2.9 of the Handbook of terms such as ‘moderate learning difficulties’ may need to be considered.

# Terminology (1)

- It is important to use appropriate terminology, and the Tribunal continues to adapt its terminology: [C & C](#), [2018] UKUT 269 (AAC), an Upper Tribunal case in England, Judge Rowley:

“Mr. Lever’s evidence (backed-up by academic literature) [CEO of NAS] is that an autism meltdown is not the same as a temper tantrum. It is not ‘bad’ or ‘naughty’ behaviour and should not be considered as such. Rather, such challenging behaviour is increasingly being described as ‘distressed behaviour.’ An autistic child who feels very anxious and stressed - for example, because they are experiencing sensory overload, or are overwhelmed by social demands and interactions - may behave in a way that cannot reasonably be described as a choice. They may not understand the effect of their behaviour and any prospect of punishment is unlikely to have any deterrent effect upon them.” (para 79)

# Terminology (2)

- This means that reference to ‘aggressive’, ‘violent’, ‘disorderly’ ‘disruptive’ or ‘challenging’ behaviour should be used only where there is evidence that the actions being referred to are deliberate.
- Otherwise, the term ‘distressed’ is appropriate, as the actions are caused by a condition such as autism or ADHD. This term is used in General Teaching Council guidance: [\*Meeting the Needs of Autistic Learners: A professional guide for teachers\*](#), key message 5 being ‘Seek to understand distressed behaviour’.
- Distressed behaviour often needs to be described in HEC decisions, but the Tribunal may do so in general terms, rather than in detail, as a detailed description may not be necessary for the decision reasons.

# Terminology (3)

- The term 'triangulation' was used by a skilled witness in a recent HEC case as a basis for consideration of an opinion based on a single source of information. The tribunal rejected the need for this approach as a basis for diminishing the value of a skilled opinion: [HEC/AR/21/0086](#), para 88.

# Witness Communications

## Information Note 01/2023 Parties, Representatives, Witnesses and Supporters

- Representatives should advise witnesses not to discuss a case (including their evidence) with other witnesses at any of three stages:
  - Between when they are identified as a witness and they give their oral evidence;
  - Between the completion of their oral evidence and the issue by the tribunal of its decision; and
  - During their oral evidence (in a break)
- Where there is a break during evidence, this practice applies to discussions with anyone, not only other witnesses (including their representative).
- The full bundle should not be sent to a witness, only those parts that are relevant and the factual content of other witness statements should not be sent to a factual witness.

# Witness Statements: Good Practice

- Include the date of the statement.
- Include an abbreviated CV for skilled witnesses.
- Include headings, paragraph and page numbers and bundle references for easy navigation.
- Include the witness signature (or e-signature)
- Only include material relevant to the issues in the case.
- The witness should not address the ‘ultimate issue’, namely a legal test, even one where an ordinary word or term is used such as ‘suitable’. The presence of this rule has been confirmed by the Supreme Court in [Kennedy v Cordia \[2016\] UKSC 6](#) at para 49 and by the Inner House in an ASNTS case, *City of Edinburgh Council v MDN* 2011 SC 513, at para 39.



# Children in Scotland

Children's View's Service



# Children's Views

**Partners in Advocacy** provide independent advocacy for ASN learners regarding their education rights. Advocacy is always led and instructed by the child



**Children in Scotland** support children to share their views in formal, adult-led processes like disputes and ASN tribunals. It also provide support to education authorities and practitioners on how to involve ASN learners in education and support planning



**Cairn Legal** provide legal advice and representation for children who wish to make a reference to the ASN tribunal



**Enquire** provide advice around additional support for learning for parents and carers



**U12 TRIBUNAL SUPPORT**



# Framework

## (Education (Scotland) Act 2016)

13 rights extended to children and young people with ASN aged 12-15

## UNCRC Article 12 (and General comment 12)

- Respect for Children's Views in matters that affect them
- The right for these views to be given 'due weight'

## UNCRC Article 23

- Children with disabilities

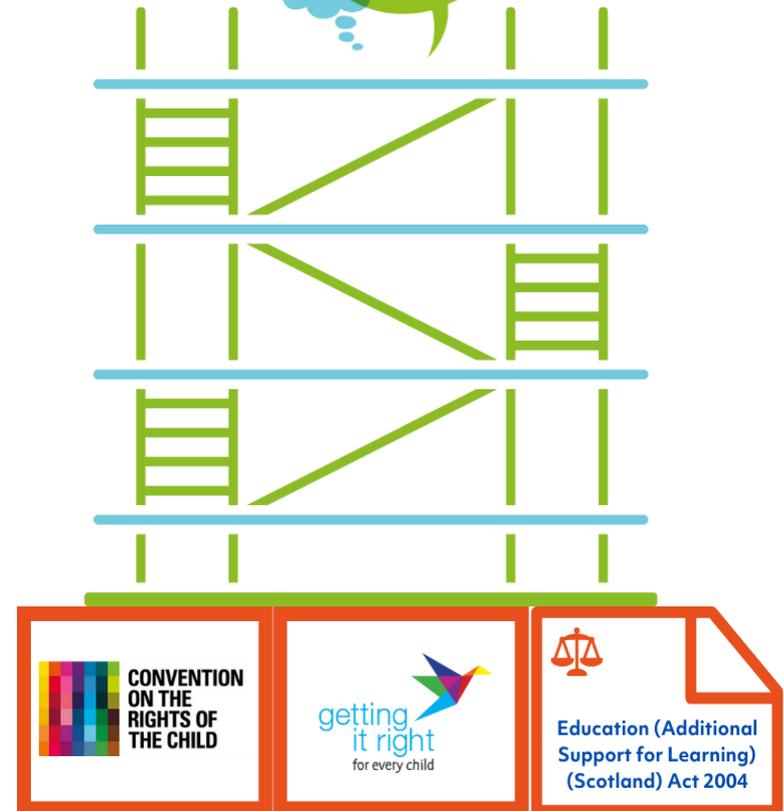
## UNCRC article 28 and 29

- Access to- and aims of education

## GIRFEC

- Shanarri indicators (in particular 'Respected' and 'Included')

Our U12 work follows the same legislative guidelines



# Children's Views – adult-led formal processes

Referral from education authority, teacher or tribunal with questions for the child.

Children's Views works with the child to answer the questions set by the referrer in a way that is meaningful to the child.

The Children's Views Service produces a report for the referrer with the child's views - the child approves the report before it is submitted.



# Recognising all forms of communication



**"State parties cannot begin with the assumption that a child is incapable of expressing her or his own views. On the contrary, state parties should presume that a child has the capacity to form her or his own views and recognise that she or he has the right to express them; it is not up to the child to first prove her or his capacity."**

**UNCRC General Comment 12**

# Participation framework

Where are we meeting? Online? In person? At home? In school?  
Through Minecraft/text messages/video or voice messages?  
What works for the child?

Space

Voice

Video introductions/social story/welcome magazine/photo of the worker. Is the child able to instruct directly or indirectly?

Audience

Influence

Who do we share the child's views with? Have we explained to the child who will see their views? Has the child agreed?

*The Lundy Model*

How do we ensure that the child's views are listened to and acted upon? How do we feed back to the child?

# Setting up shop

## Flexibility is key

28/07/2022

Dear Exxxx,

My name is Marie and I am a senior policy officer for Children in Scotland. It is my job to talk to children and young people and help them pass on their views to the adults who are making decisions about them.

It is **really important** that adults listen to young people - because most of the time you will know a lot of stuff that adults don't!

I can help you make sure that the things that are important to you are passed on to the people who are making decisions about your education. I know that there is a meeting, called a tribunal, coming up and you have the right to be heard and to pass on your views for this. I promise that I will help you do this in a way that you feel comfortable with.

My job is to listen - I will never tell you what you should or shouldn't do. I don't work for your school or the tribunal - I work for you - which actually means that you are my boss, which is kind of cool! That also means that you are in control and if there is something you don't feel like talking about, then that is absolutely fine.

So, how do we do this?

- I will come and visit you at home on **Wednesday 8<sup>th</sup> of August at 12pm**. If it is ok with you, then I would like to stay for 30-40 minutes.
- We can have a chat about some of the stuff that you really like. I heard you like animals and horses and being outdoors - I would love to hear more about that!
- Once we have had a chat, I will leave. I will make sure you have my mobile number so you can get in touch with me if you need to talk to me.
- We will arrange a follow up meeting so we can talk about anything you want the people at the tribunal to know. I will help and make sure we do this in a nice and relaxed way that you are comfortable with.
- Once you have told me the things you want me to know then I will write a report. I will let you see the report so you can tell me if you are happy with it or if there is anything you want me to change and then I will send it off to the tribunal.

6. The people at the tribunal will then know exactly how you feel and what is important to you.

I really look forward to meeting you.

Kind regards

Marie Harrison  
Senior Policy Officer  
Children in Scotland

[childrensviews@childrenscotland.org.uk](mailto:childrensviews@childrenscotland.org.uk)

Hi!

Welcome to the My Rights, My Say - Children's Views service.

We have been asked to spend time with you to help you share your views around your school.

SCHOOL

You can share your views in whatever way feels right for you. We can meet up in person, talk online, over the phone or using text, voice or video message. You're in control, so let us know and we will find a way that works for you.

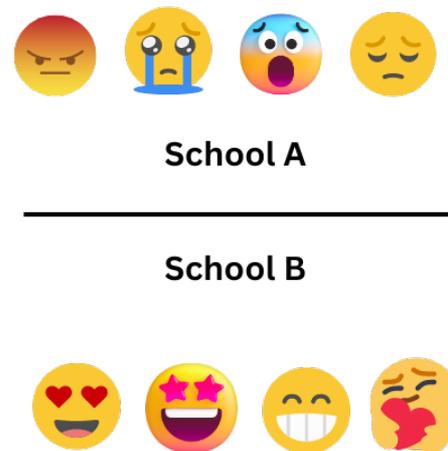
You don't have to meet with us in person if you don't want to - and we are able to help you share your views, even if talking can be tricky for you - for example, by using drawings, cards and symbols.

LISTEN. LISTEN..

We will never tell you what to do and we will always listen to what you have to say. We can meet or communicate as many times as you need to, to make sure we get everything right.



# Direct Views Gathering/participation

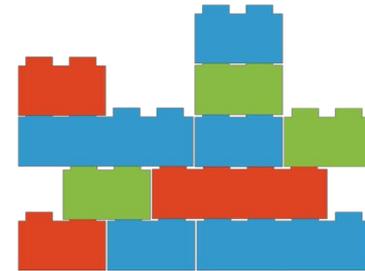


# Semi - Direct Views Gathering

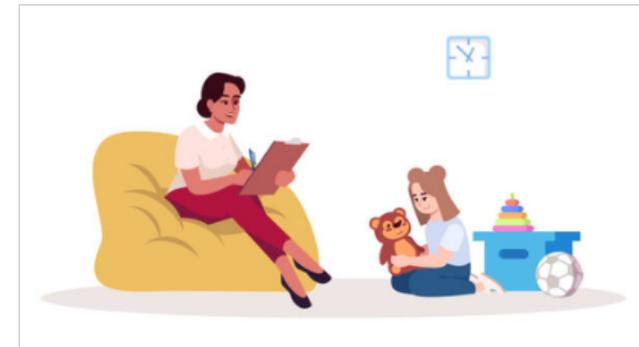
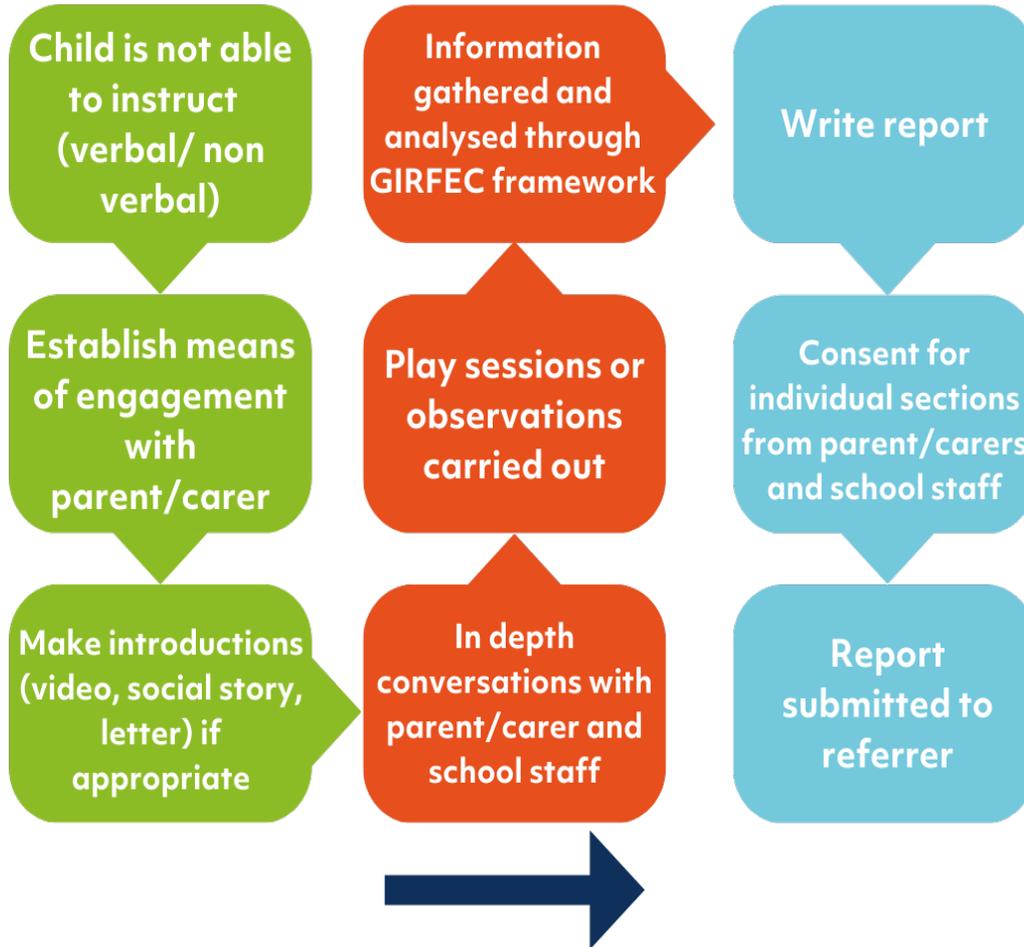


# Semi-direct Views Gathering - Example

Callan is 13 years old. He has Down's Syndrome and global developmental delay. He is non verbal but loves to communicate and talk to people. His favourite thing is LEGO. He uses Makaton to convey his views. Callan has been asked to share his views around how he feels in school. Callan and the MRMS worker meet and use LEGO to build a model of Callan's school. Callan builds his work station and tells the worker he loves this. He also adds his friends and favourite teacher. The worker asks what Callan likes to do in the classroom and he signs "drawing" and "playing". Callan is not able to answer more complex questions around his school so the worker carries out an observation of him in class. She notes down the things Callan gets excited about, and the things he pulls away from. She includes both Callan's direct views and the observation in her report

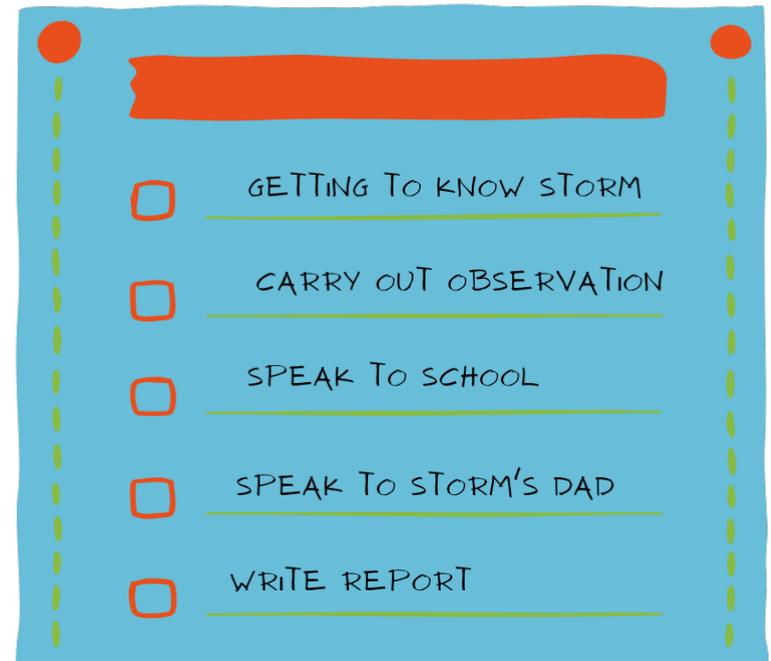


# Indirect Views Gathering



# Indirect Views Gathering

Storm is 15 and has global developmental delay, epilepsy and a life-shortening condition. He has significant barriers to communication and an estimated functioning age of a 12 month old child. Storm cannot answer direct questions but can indicate preferences through body language and vocalisations. He will pull towards things he wants and away from things he does not like. Storm gets anxious around new people and may try to self-harm. The MRMS worker arranges to carry out an observation of Storm in school. The worker also arranges to speak to Storm's dad on the phone about his communication needs, likes/dislikes etc and arranges a similar conversation with Storm's teacher and PSA. The observation is carried out covering time in the class, transition to breaktime, return to class and time spend in a breakout room and teaches the worker a lot about Storm's preferences. The conversations with N's dad and the school staff helps the worker build a wider picture of situations that can be challenging for Storm and what situations he finds it easier to cope with



"Children and young people must be listened to and involved in all decision making relating to additional support for learning. Co-creation and collaboration with children, young people and their families will support more coherent, inclusive and all-encompassing policy making, which improves implementation, impact, and experience." ASL Review

"The Scottish Government and local governments will seek to expand and consolidate opportunities for participation and engagement with children and young people through other existing networks and linking with organisations that promote and develop participation." ASL Action Plan

"The child must be heard if the matter under discussion affects the child. This basic condition has to be respected and understood broadly." UNCRC, General Comment 12



# Other ways we can help



## Attending a hearing

We can discuss this option with the child and attend with them if preferred



## Discuss outcomes

In some cases we can discuss the outcome of a hearing with a child, if appropriate



## Debrief

We offer all children a debrief chat to evaluate on the service and provide feedback



## Repeat referrals

If a case comes back to the tribunal we will always strive to allocate to the original CV worker

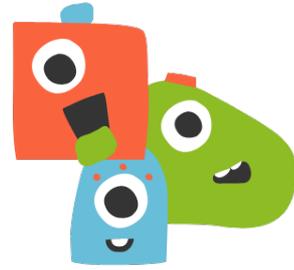


## Training and presentations

We are always keen to support colleagues to develop approaches around participation and views gathering



Please get in touch



U12 TRIBUNAL SUPPORT



*“I could be honest about my issues without being judged or told to do things to fix them”*

*YP, 14*



[www.myrightsmysay.scot](http://www.myrightsmysay.scot)

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[mharrison@childreninscotland.org.uk](mailto:mharrison@childreninscotland.org.uk)



Health and Education Chamber  
First-tier Tribunal for Scotland

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Additional Support Needs



**Enquires and Questions**

# Angus Council

Q. Following the Scottish Government consultation, what will the implications be if there is a transfer of the functions of Education Appeal Committees to the Scottish Tribunals?

# Children in Scotland

Q. Would it be possible to get an update on the potential move of the Education Appeals Committee to the tribunal – and whether children will be given the same opportunities to share their views as in ASN tribunals?

# Argyll and Bute Council

Q. Use of mediation and other supports to resolve issues at a local level.

# Children and Young People's Commissioner Scotland

Q. Extension of rights – how to ensure  
compatibility with UNCRC?

# East Dunbartonshire Council

Q. I have not attended any formal training on tribunals or had involvement in many years of cases going to Tribunal so feel I could do with a general refresh and update.

# East Ayrshire Council

Q. Patterns and trends relating to ASN as outlined in briefing paragraph will be interesting.

# Let's Talk ASN

Q. Social story decisions.

# Let's Talk ASN

Q. Ensuring that Authorities refer to the statutory service to assist parents in any refusal letters. We are noticing an increase in parents commencing Tribunal proceedings themselves and only hearing about our service at case management call.

# Let's Talk ASN

Q. It would be useful if Tribunal rules were clearly linked on ASNT website.

# Let's Talk ASN

Q. On the ASNT reference form, on page 1, it requests information about the child and states male/female. It would be useful if more inclusive language were adopted. Along a similar vein, albeit child's legal name requires to be stated it would be helpful if a 'known as' could be inserted on the form. This would acknowledge children and young people who identify as a gender that is not their biological one. This is particularly relevant for advocacy stage in order to ensure a positive relationship commences between advocate and child with the correct usage of name.

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Additional Support Needs



**Question and Answer Session**

# Contact Us

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0141 302 5863

[www.healthandeducationchamber.scot](http://www.healthandeducationchamber.scot)

## Additional Support Needs

We consider two types of appeals – references, regarding the provision of educational support under the 2004 Act; and claims, in respect of disability discrimination in school education, under the 2010 Act.

Additional Support Needs

## Needs to Learn

If you're 12 to 15, have **additional support needs** and want to make a change to your school education, then **yes** you are.

[www.needstolearn.scot](http://www.needstolearn.scot)

Needs to Learn



All children in Scotland should benefit from a school education. When this isn't happening we look at each child's individual circumstances and their unique **needs to learn**.

