

**A Summary of Key Outcomes
from the
Special Educational Needs Innovation Grants
Programme (1999-2002)**

Scottish Executive
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Section One

Introduction

This document summarises the key outcomes (including published resources) of the Scottish Executive's Special Education Needs Innovation Grants programme (SEN) (1999-2002). A total of £6m was awarded to thirty-six voluntary and non-statutory organisations which, between them, developed over seventy diverse and innovative projects across Scotland.

The important role played by the voluntary and non-statutory sectors in informing SEN policy and practice was highlighted in the publication "*Special Educational Needs in Scotland: A Discussion Paper*" (Scottish Office, 1998). Through the Innovation Grants programme, the sectors were encouraged to play a fuller role in the development of local, regional and national SEN practice and provision for children and young persons with special educational needs.

The primary aim of the programme was to improve educational opportunities of children and young persons with SEN. Priority was given to applications, which promoted the development of one or more of the following areas:

- good practice and specialist information for parents in the areas of autism, dyspraxia and dyslexia;
- partnerships between voluntary organisations, local authorities and health boards;
- methods for enabling children with special educational needs to express their views and enable such views to be heard;
- initiatives which encouraged the development of integrated play and learning in and after school;
- peer group support initiatives in educational settings.

When reviewing the outcomes of the seventy plus programmes, it was obvious that each of the projects had impacted to a greater or lesser extent on either some or, very often, all of the above areas. In order to try to make the information on the project outcomes as accessible as possible, it was therefore decided to try to identify a number of other key themes under which each of the projects could be more easily grouped. The following were identified:

- Raising achievement and attainment;
- Using technology to promote learning and development;
- Understanding and promoting inclusive practice;
- Promoting personal and social development;
- Promoting social inclusion through play and leisure;
- Encouraging participation of children, young persons and their parents and carers;
- Peer support and befriending;
- Supporting children and young persons in transition;
- Provision of information, advice and support services to children, young persons and parents/carers; and
- Improving services through self-evaluation.

Section two of this document provides further information on each project and its outcomes.

Section three gives a summary of the main publications and resources produced by the projects and gives information on how these can be accessed.

Finally, it is hoped that this report will increase awareness of the wide range of outcomes resulting from the SEN Innovations Grants programme and, perhaps more importantly, encourage networking and sharing of expertise between the projects.

Section Two: a summary of project outcomes

Raising achievement and attainment

One of the key themes highlighted in the publication *“Special Educational Needs in Scotland: A Discussion Paper”* was the importance of raising attainment and achievement for children and young persons with special educational needs. The following projects sought to address issues of under attainment and barriers to achievement:

The RNIB Scotland project, ***Digital Audio in Visual Impairment Education (DAVIE)***, has enabled faster and more effective access to curricula material by pupils who have a visual impairment. The RNIB adapted new digital recording technology to supply, on a CD, audio readings of a text. The system mirrors closely the way a sighted person accesses and uses a document; for example sections of text (such as paragraphs and chapters) can be quickly and easily located and additional notes, supporting reference material and teaching guides can also be added. CDs can also be customized to meet the learning needs of individual pupils. A wide range of curricula material has been made available in this format. The project was piloted with Glasgow City Council and further funding from Scottish Power has meant further development of the project across Scotland.

The RNIB Scotland also developed a Braille reading scheme for primary age pupils. In 1997 the Scottish Braille Committee, with Scottish Executive funding, launched the *“Read On Braille Reading Series 1-6”* which was developed to teach literacy skills in the medium of Braille. Further funding from the first round of SEN Innovation Grants enabled the RNIB to add to the scheme by developing ***“Read On Series 7-12”***. This project involved collaborative working with mainstream peripatetic specialist teachers of visual impairment, the Royal Blind School and RNIB Scotland. The publication *“Read On: Braille Materials for the Scottish Curriculum”* (ISBN: 1 85878 511 1) is available from the RNIB Scotland.

The PAMIS project, ***Real Lives Real Stories***, sought to enhance the attainment of children and young persons with profound and multiple learning difficulties through the use of multi-sensory stories. The everyday experiences of pupils formed the core themes of many of the stories, which were discussed and developed by parents and teachers. Learning targets were incorporated into each story and many of the attainment targets of the 5-14 Elaborated Curriculum were achieved.

PAMIS also developed a ***Parents’ Guide to the Curriculum***, which gives an overview of the 5-14 Elaborated Curriculum and Higher Still programmes as they relate to children with profound and multiple learning disabilities. The written guide is supported by a CD ROM. Copies of the Guide and CD-ROM will be sent to relevant schools and voluntary organisations across Scotland. Resources from the PAMIS projects will form part of the Scottish Consortium for Learning Disability’s Library Partnership.

The Scottish Sensory Centre’s project, ***The Achievements of Deaf Pupils in Scotland***, aimed to provide comprehensive information on the educational achievements and attainments of deaf children and young people in Scotland. Through this project, national data is now available on attainment at 5-14; national examination results; levels of hearing loss and school placements etc. Findings from this project were made available through a full project report and a series of presentations to professionals, parents and deaf people. Funding from the second round of SEN Innovation Grants will facilitate further development of the national database together with a number of collaborative initiatives with organisations such as the British Association of teachers of the Deaf (BATOD), the National Deaf Children’s Society and Glasgow Sensory Support Service.

The Caledonian Award’s ***2000 plus*** project saw the development of an award specifically for children and young persons with special educational needs. The award offers individuals an opportunity to achieve and celebrate success across a number of areas. There are three levels to the award – Bronze, Silver and Gold. Funding has been provided in 2002-04 to develop a Junior Award based on the Core Skills of the 5-14 Curriculum across Scotland.

Using technology to promote learning and development

A number of projects used innovative technology to promote learning and development for children and young persons with special educational needs:

The CALL (Communication Aids for Language and Learning) Centre provides specialist expertise in technology for children who have speech, communication and/or writing difficulties. Core Funding for CALL is continuing in 2002-04. Funding from the first round of SEN Innovation Grants was given to the CALL Centre to develop the following technology based projects:

- ❖ **Introducing Voice Recognition (VR) Technology in Schools** was developed to identify best practice in the use of VR technology for pupils who experience difficulties with their writing and/or in using computers. It involved the development of appropriate software, a training programme for schools and support materials.
- ❖ The **Smart Wheelchair** project enabled children and young persons with severe and multiple disabilities who can not use ordinary mobility aids to experience new opportunities for communication, learning, exploration and play and achieve some degree of independent mobility.
- ❖ The **CALL Loan Bank** provided a cost effective way for families and professionals to evaluate specialised communication aids and equipment before spending money.
- ❖ **ICT Exhibition and Seminar days** provided parents and teachers with opportunities to increase their awareness of the range of specialist ICT for pupils with severe language and communication difficulties.

Learning and Teaching Scotland's **Let's Go** project (phases one and two) aimed to equip teachers with ICT skills to enable them to exploit specialist equipment and software for the benefit of pupils with special educational needs. Phase one of the project included the development of a mobile van which was equipped to take 15 laptop computers and other specialist ICT equipment and software to venues across Scotland. Under phase one, teachers from 15 local authorities (including the Western Isles, Orkney and Shetland) participated in a number of two-day in-service courses. These sought to give an introduction to the wide range of ICT resources available and how they can be used to promote inclusive learning and teaching. Phase two focussed on developing the skills of teachers who specialised in teaching children and young persons with special educational needs. Teachers were encouraged to design and develop their own resources for use in the classroom. In order to encourage dissemination of best practice, the resources were made available via Learning and Teaching Scotland's website.

Rathbone Scotland utilised the software technology package '**Successmaker**' to help young people who have been excluded from school or who had serious attendance problems. Successmaker enabled the development of individually tailored learning programmes.

The National Deaf Children's Society's **Enabling, Informing and Accessing Initiative** explored how using new technology could enhance the educational experiences of deaf children. Training in this area was targeted at learning support assistants. The Scottish Sensory Centre through its **Multi-media Curriculum Support for Deaf Children** explored how the use of multi-media interactive support can enable better access to the curriculum by deaf children and young persons.

Understanding and promoting inclusive practice

Several projects sought to increase both a general and specific awareness around issues of inclusion.

Three projects which aimed to raise general awareness of the issue of inclusion and the barriers often faced by children and young persons with special educational needs were Parent to Parent Tayside's CD-ROM resource entitled "**Peer Support for Young People with Special Educational Needs**", Playback's **Video Resource Pack** and Children in Scotland's **Enquire** project.

The Parent to Parent CD-ROM was piloted in a mainstream secondary school in Dundee. It aimed to promote an understanding of inclusive and equitable approaches to education by raising awareness of the difficulties which children and young persons with special educational needs often face in the mainstream setting. In addition, the CD-ROM also provided ideas and strategies for promoting inclusive practice such as befriending and peer support. The CD-ROM can be used to promote discussion and learning by a variety of groups including young persons, teachers, educational psychologists and parents/carers.

The Playback resource was designed to raise awareness of inclusive practice amongst teachers, classroom assistants and auxiliaries. Equality, citizenship and social inclusion are just some of the key issues highlighted for discussion.

The **Enquire service** developed and delivered a number of local and national events to promote understanding of inclusive education. These included "*Good Practice in Inclusive Education*" and "*Positive about Inclusion*".

The following projects sought to highlight inclusion through increasing understanding of specific impairments.

- ❖ AFASIC's **Speech and Language Impairment in Secondary Schools** aimed to identify issues which affect the provision of appropriate education for young persons who experience speech and language difficulties. A key outcome of this project was a national conference which actively involved young persons and parents. Copies of the conference report are available (on a full cost recovery basis) from AFASIC. The **Talking about Dyspraxia** project, developed in partnership with the Dyspraxia Foundation, included a national training programme, written guides for parents and teachers and a dedicated website.
- ❖ The Scottish Sensory Centre's **Promoting Social Inclusion of Pupils with Visual Impairment in Mainstream Schools** involved active consultation with pupils, parents and school staff on the issue of social inclusion. The findings from the consultation were made available in a project report which includes an executive summary, recommendations, draft guidelines for practitioners, bibliography and resources. In relation to children and young persons with sensory impairments, the Scottish Sensory Centre continues to offer a range of consultancy, information and training services for education authorities, schools, support services, parents, children and young persons.
- ❖ The National Deaf Children's Society's **"My School in Scotland"** project led to the publication of CD-ROMs which described deaf children's experiences of lessons, support, technology, social life and personal/group identity in the mainstream setting. The resources were produced for children, their families, schools and local authorities.
- ❖ Down's Syndrome Scotland's **Differentiated Work Programme** focussed on the development of differentiated work programmes to enable children/young persons with Down's Syndrome to remain in the mainstream classroom and follow the same curriculum as their peers. The primary users of the programmes were teachers working in the mainstream setting. CD-ROMs and accompanying booklets were developed by and are available from Down's Syndrome Scotland.
- ❖ The Scottish Society for Autism's **Social Inclusion Partnership Project** aimed to support inclusive practice by working in partnership with statutory and voluntary agencies and families to provide holistic support to children with Asperger's syndrome. A range of resources was created including video material and written resources for parents and teachers.
- ❖ The Scottish Dyslexia Trust co-ordinated the development of a **one day national seminar** which brought together a wide range of professionals and parents to share best practice and highlight a variety of issues which impact on children and young persons with dyslexia.

Promoting personal and social development

The importance of social and personal development for children and young persons with special educational needs within an educational setting is highlighted in a number of projects:

Developing Social Interaction and Understanding in Individuals with Autism was a two year research project developed by a team of researchers in collaboration with the National Autistic Society. The project aimed to set up and develop an intervention programme to enhance the social interaction, communication skills and understanding of a group of children and young persons with autistic spectrum disorders (ASD). The work of the project was disseminated via a report, training pack, conference and research papers.

The Disability Partnership: MOVE Scotland project, ***Moving Forward Together***, sought to promote the full inclusion of children and young persons with physical disabilities and/or complex needs into their learning community through the ***MOVE (Mobility Opportunities via Education)*** programme. A MOVE Development Officer was appointed to support staff in schools to develop individually tailored MOVE programmes. The project also encouraged the development of multi-disciplinary approaches to support a child's MOVE programme. In this way, teaching and support staff, parents and therapists shared their understanding of support and learning needs and each played a key part in the implementation of the programme.

The Scottish Sensory Centre's project, ***Empowering Young Deaf and Visually Impaired People: Health, Safety and Sexuality***, led to the development of an accessible health information service for young persons who are deaf or visually impaired. The project pulled together specific information, disseminated primarily on a CD-ROM emulating a website. The resource incorporated video and other image-based information suitable for deaf young persons as well as audio files and text suitable for blind computer access.

The following four projects sought to facilitate personal and social development through arts based activities.

- ❖ Artlink's ***Inclusion through the Expressive Arts*** fostered a developmental approach to inclusion through expressive art activities such as mask making, puppetry, music making and artwork. The project increased understanding of the diversity of learning styles as well as awareness that many children have hidden aptitudes which can often surface through creative activities. Children who experienced difficulties with their behaviour and social development also benefited from the project with staff and parents noting a marked increase in self-esteem on the part of some pupils. Resources produced included teaching packs, videos and CD-ROMs. The project is now funded by Stirling Local Authority.
- ❖ Drake Music's ***My Life*** project encouraged children and young persons in specialist provision to share personal experiences, ideas and plans through a variety of media such as music and drama. The work of this project culminated in performances staged at the Royal Museum of Scotland. A CD-ROM was produced to show the work of the project. Drake Music has received further funding and is planning to create a new base in the Highlands in 2003.
- ❖ Collusion Theatre Company's ***Collaborate*** project aimed to facilitate the development of social skills of young people with special educational needs particularly those with autistic spectrum disorder. A variety of weekly and holiday workshops were established during the funding period.
- ❖ Islay and Jura's ***Art and Music Initiative*** provided after-school art and music activities to children with special educational needs. As with all of the arts based projects, parents and staff saw how children's personal confidence and social skills improved through the activities.

Promoting social inclusion through play and leisure

One of the key priority areas for the first round of the Innovation Grants centred around initiatives which encouraged the development of integrated play and learning for children with special educational needs. Those projects, which highlighted this area, included the following:

Glasgow Council for the Voluntary Sector's **Healthy Hobbies Project** sought to promote an inclusive, holistic, family-centred approach to recreation for children with special educational needs. A key outcome of this project was the "*Healthy Hobbies Survey Report*" which highlighted a number of key issues relevant to the development of recreational facilities; these included:

- the need for on-going training of leisure and recreation staff particularly in the area of disability-equality training;
- better appreciation on the part of planners of how location and inadequate public transport in some areas promote exclusion and limit access to opportunities;
- the importance of appropriate one to one individual support for children and young persons who have additional needs and wish to participate in physical activities;
- the importance of making sure that information on recreational activities is accessible to all families, children and young persons;
- the importance of involving families, children and young persons when planning new activities;
- the importance of undertaking a regular audit of the range of recreational activities available in an area and monitoring the up-take by children and young persons with special educational needs.

ENABLE's **PALS (Play After Learning Scheme)** project aimed to encourage inclusive after-school play schemes for children and young persons. As well as giving individual support to children and young persons with special educational needs, project workers also gave help and advice to families and encouraged the involvement of parents/carers. The project was piloted in the Fife region and in 2002 Cowdenbeath After-School Club was presented with an *Art and Inclusive Play Award* in recognition of its inclusive approach to after-school provision.

The following four projects aimed to promote fully inclusive play and recreational experiences in rural areas of Scotland.

- ❖ Achievement Bute's **Choices for Children** focussed on the development of a range of inclusive out of school leisure/play activities. These were determined through on-going consultation, planning and monitoring involving families and other stakeholders. The project also developed "*All Together...Play*" training workshops which provided inclusive play awareness training for staff of mainstream play organisations. The project continues through funding from a number of sources.
- ❖ Gordon Rural Action's **Funclubs** aimed to provide inclusive leisure opportunities for 12-16 year olds with special educational needs. As well as establishing three venues across Gordon's rural area, the project encouraged the development of peer support initiatives which helped to decrease the sense of isolation often felt by young persons with support needs who live in rural areas.
- ❖ The Association of Shetland Pre-School Play's **Special Needs Toy Library** gave access to a wide range of toys suitable for use by playgroups, nurseries and children with special educational needs.
- ❖ The Lunnasting (Shetland) Playgroup's **Communication and Language Development Project** was given a small grant for the development of communication and language skills in children who attended the group. The project facilitated links between staff of different pre-school settings and the sharing of good practice in early years communication and language development.

Encouraging participation of children, young persons and their parents and carers

Methods for enabling children and young persons with special educational needs to express their views and enable such views to be heard were a further priority for the Innovation Grants programme and were reflected in the following projects:

Scottish Human Services' **Family Futures** project aimed to develop knowledge of, and skills in, the process of person-centred planning and its role in effecting meaningful participation of children and their families in decisions which impact on their lives. The project has facilitated the development of a national person-centred planning network across Scotland which is made up of individuals and a wide range of statutory and voluntary organisations. Information on the impact of person-centred planning on the lives of children and families involved in the project is available in the report *"In Pursuit of Inclusion"* available from Family Futures.

AFASIC and the Dyspraxia Foundation developed jointly the **Exploring Participation** project which examined issues relating to participation in decision making of children and young persons who have speech and language difficulties. Results of the research indicate that parents and professionals do not necessarily understand the implications of the legal framework relating to participation and that implementation of 'participation policy' by local authorities is patchy. A report on this project was sent to local authorities and speech and language therapy services.

A joint project between Sense Scotland and the CALL Centre culminated in the publication of a resource pack entitled **"Listening to Children with Severe Communication Impairment"**. The resource explores the process, skills, values and attitudes needed to develop effective communication with, and understanding of, a child/young person's views and ideas. The resource consists of two books namely Book One: *"Are we Listening"* and Book Two: *"A Rough Guide to Listening"*. Supplementary video material was also produced. The work of the project was disseminated through three seminars held in Edinburgh, Aberdeen and Glasgow.

The CALL Centre also developed **Personal Communication Passports**, which are a method of documenting and presenting information about individual children and adults who are unable to speak for themselves. Passports are meant to be visually attractive and readable documents which present information about an individual in a way that is positive and empowering both to the person they represent and to the reader. A training programme was developed to support the initiative and information on this, together with a detailed paper on *"Personal Communication Passports"*, can be accessed via the CALL Centre's website.

ENABLE's **Children's Self Advocacy Projects** aimed to increase the full participation of young persons with special educational needs in decision making and consultation. The project focussed on a group of young persons aged 12-17 years who attended specialist and mainstream provision in the areas of Perth and Fife. Project outcomes included:

- the development of self-advocacy groups;
- the development of multi-agency networks;
- increased understanding of Article 12 of the *UN Convention on the Rights of the Child* (i.e. children and young persons have the right to express their views about things that affect them);
- involvement in a national *Children in Scotland* conference on participation;
- development of a training programme on self-advocacy for young persons with special educational needs.

The original participating local authorities currently fund the project. In addition, a national consultative forum made up of young persons with special educational needs has grown out of this project. The forum is funded through the second round of SEN Innovation Grants (2002-04).

A component of MELDI's **Family Matters: Working Together** project is a training guide for volunteer bilingual workers to empower families. The guide consists of a multi-media training and advocacy support package to empower minority ethnic families to actively participate in the education of their

disabled child. The materials are available in Urdu, Cantonese, Arabic, Bengali, Punjabi and English. The primary users of the *"Guide for Trainers"* are bilingual workers engaged in local authority, health or voluntary sector services for children with special educational needs and their families. A national network of bilingual workers is being developed through funding from the second round of SEN Innovation Grants (2002-04).

The Aberlour Child Care Trust developed two projects which aimed to hear the voices of excluded young persons. The **Highland Advocacy Project** focussed on the issue of participation as it impacts on young persons who attend special units outside of mainstream schools. The project highlighted that, with appropriate and sensitive support, excluded young persons have valuable insights and perspectives which those concerned with education should not dismiss lightly and that, like their 'included' peers, excluded young persons do seek meaningful relationships with school staff. A report and video entitled *"Changing Rooms: Changing Attitudes"* were produced and shown to the participating local authority's joint social work and education committee and to local service providers. Aberlour's **Crannog Project** involved researching the views and perceptions of young persons who were 'Looked After' and had experienced exclusion from school. The findings were published in the report and video *"Outside Looking In: An Opportunity to Listen to the Voices of the Looked After and Excluded"*.

Children in Scotland's **Enquire Service**, through a factsheet and regional workshops, addressed the way in which professionals facilitate the involvement of parents in meetings. The workshops entitled **Meaningful Meetings** aimed to explore the methods and attitudes which promote effective parental participation and involvement in decision making (and those that do not). The workshops were held in the Highlands, Orkney, Eilean Siar, Aberdeen, Shetland, Fife, Stirling, Dumfries and Galloway, Edinburgh and Glasgow.

Peer Support and Befriending

The following projects highlighted the importance of peer group support initiatives within educational settings:

Capability Scotland's **Chatability** project aimed to increase social contact and self-confidence of young persons with special educational needs via an internet chat room facility. Implementing the project proved difficult because of concerns about 'chatroom' safety and abuse. However, once up and running the project did reduce the sense of personal isolation, increase confidence in expressing views and ideas and improve the literacy skills of some young persons. Capability Scotland with help from the Scottish Executive continues to fund and support this project.

The National Deaf Children's Society (NDCS) developed a **Pilot Peer Education Project** which involved appointing and training twelve deaf adults to act as positive role models for deaf children and young persons. The Greater Glasgow NHS Board has awarded a grant to enable this pilot to be developed in Glasgow City, East and West Dunbartonshire, South Lanarkshire and East Renfrewshire.

An objective within the RNID Scotland's **Counselling Support for Deaf Children and their Families** project was that of providing one to one/group counselling for deaf/hard of hearing young persons with the aim of building personal confidence and encouraging self-advocacy.

Barnardo's **Volunteer Befrienders** project sought to help pupils with challenging behaviour either to remain in, or return to, mainstream provision. Volunteer co-ordinators were appointed to work in Barnardo's six education projects across Scotland. Their role was to support children in the school setting and help parents fulfil their responsibilities in relation to their child's education. A detailed evaluation of the project is available in the report *"You Can Talk to Your Friend"*. The work of the project is being extended and developed through funding from the second round of SEN Innovation Grants (2002-04).

Supporting children and young persons in transition

It is widely recognised that transition for young persons with special educational needs is of considerable significance and the following projects focussed on this concern:

ENABLE's **Link Project** aimed to promote more meaningful vocational preparation and opportunities for pupils with higher support needs. Key outcomes included the development of comprehensive individual vocational profiles for every young person who participated in the pilot project; a significant increase in the number and range of work experience placements for young people with higher support needs and the development of multi-agency transitional working groups. Project outcomes were shared with Glasgow City Council's Education Department.

Capability Scotland's **Transition Co-ordinator** project focussed specifically on the role of a 'transition co-ordinator' and explored the skills and processes required to support individuals through often extended and complex periods of change. Two key learning points were that on-going support should be provided for the family as well as the young person and that the transition co-ordinator should have the skills and confidence to liaise effectively with a wide range of agencies. The project outcomes were disseminated to young persons, their families and professionals through three roadshows held in Glasgow, Edinburgh and Inverurie.

Two projects, which addressed the needs of young persons with hearing impairments who were at a point of transition, were:

- ❖ The National Deaf Children's Society's **Enabling, Informing & Accessing Initiative** project which organised three training weekends for parents and NDCS volunteers to explore issues around the Future Needs Assessment (FNA) process. In addition, NDCS also organised five weekends for deaf young persons and their families to look at post-16 education, training and employment options.
- ❖ The Royal National Institute for the Deaf (RNID) Scotland project, **Counselling Support for Deaf Children and their Families**, which provided a counselling service in partnership with RNID's employment advisor. This project aimed to support deaf/hard of hearing young persons who were intending to move into further and higher education placements. The service aimed to help young persons deal with transition and other key issues such as finance.

Children in Scotland's **Enquire Service** produced "*Life at School and Choices at 16+*" a series of booklets which aim to give secondary age students, who need extra support, information on a range of school and post school issues including choice and transition at 14 and 16+. The booklets are supported by a video "*Having Your Say at School*" which looks at young persons' experiences of meetings and gives information on the people and organisations which can help with choices at 16+. Since their publication in December 2000, over 4,000 copies of "*Life at School*" and 1,000 copies of the video have been distributed across Scotland and the UK.

Provision of information, advice and support services to children, young persons and parents/carers

The Innovation Grants programme supported the development of the following range of national, regional and local projects in recognition of the need for accessible and specialist information and advice:

Children in Scotland's **Enquire Service** continues to provide a national information and advice service covering special educational needs legislation, policy and provision. Between 1 November 1999 and 31 March 2002 2,641 calls were made to the *telephone helpline*. Information and guidance is also made available through a range of publications (e.g. "*The Parents Guide to Special Educational Needs*", "*Enquire Within*" newsletters and a number of "*Factsheets*") - also available through Children in Scotland's website. Enquire launched a *Young Persons' website* in October 2001 which contains an email enquiry page for submitting enquiries and requesting publications. A *legal subscription service*, aimed at providers of SEN advice and information, was launched in January 2002. For an annual

subscription the service gives access to legal briefings and specialist support and advice. A *SEN Mediation Service* was also piloted by Enquire in partnership with a number of education authorities. Volunteer mediators were given training in mediation skills and linked to individual requests for mediation support. The end of the pilot phase was marked by a national conference on mediation in education held in March 2002. Detailed information on the work of the Enquire service can be found in the "*Enquire Report for 1999-2002*".

Children in Scotland's **Special Needs Advisory Group (SNAG)** programme promotes the interests of children with special needs and their families at a national level and seeks to influence policy by:

- liaising with children and young persons and Children in Scotland member organisations on policy and practice issues;
- facilitating children with SEN and disabilities to participate in decision making;
- producing and disseminating information on SEN policy and organising consultation events and seminars.

The programme services an advisory group made up of representatives from both the voluntary and statutory sectors and supports the Scottish Executive to develop national strategies for SEN.

The **Scottish Sensory Centre** received funding to establish a national information and advisory service relating to sensory impairment. Core Funding for the SSC is continuing in 2002-04. In relation to its information expertise the Centre has developed a website, specialist library and newsletters.

A directory of services which are responsive to the needs and backgrounds of minority ethnic families of children with special educational needs has been developed by MELDI as part of its **Family Matters: Working Together project**.

The following local and regional information and advice services were also funded through the first round of SEN Innovation Grants. Some provided a generic special educational needs information service whilst others specialised in developing information and advice services covering specific impairments.

- ❖ The Royal National Institute for the Deaf (RNID) project, **Counselling Support for Deaf Children and their Families** developed weekly support and counselling groups for parents/carers of deaf/hard of hearing children, including parents who were also deaf/hard of hearing. There was a particular focus on parents whose children had been recently diagnosed as having a hearing impairment. The project also recruited parents/carers to become volunteer befrienders.
- ❖ The National Deaf Children's Society (NDCS) project, **Enabling, Informing and Accessing Initiative**, enhanced its parent advocacy support network in Scotland. Ten advocacy workers attended a number of specialist training weekends.
- ❖ Voluntary Action Lewis' **Open Sesame Project** raised awareness of special educational needs within the Western Isles. A range of initiatives developed from this project including:
 - parent to parent support groups (facilitated by video conferencing);
 - the active involvement of parents in national consultation exercises;
 - a mobile information unit which took information and advice to families living in remote rural areas;
 - a computer loan scheme for children and young persons with special educational needs.The work of this project is being extended through the second round of SEN Innovation Grants (2002-04).
- ❖ Highland Dyslexia Association's **SPIRE Project** developed a Highland wide information, advice and support service to address specific learning difficulties (i.e. Dyslexia, Dyspraxia, Autistic Spectrum Disorder and Attention Deficit Hyperactivity Disorder). The project also developed a mobile advice and information unit and provided impartial quality telephone advice and information on SLD issues. Professionals were also able to access services provided by the project.

- ❖ Parent to Parent Tayside's **Promoting Good Practice and Providing Specialist Information to Parents of Children with Dyspraxia, Dyslexia and Autism** produced three CD-ROMs which gave information on the management of the three conditions. The CD-ROMS are distributed by professionals to parents at the point of initial diagnosis and by voluntary SEN advice organisations.
- ❖ Two projects developed by the Scottish Society for Autism aimed to support and inform parents and professionals about Autistic Spectrum Disorder (ASD) in children and young persons. The **SPinVIP (Scottish Project in Viewing Interaction Positively)** project provided specialist support to parents of children with ASD. Specialist trainers worked in partnership with parents to help them manage their child's behaviour and encourage appropriate social and communication skills. A leaflet on this project is available from the Society. The **Caithness and Sutherland Autism and Advisory Service** provided information, advice and support (including a home visiting service) to parents of children with ASD. An advocacy service was also available through the project.
- ❖ AFASIC Scotland's **Supporting Bilingual Children with Speech and Language Impairments (SLI) and their Parents** produced materials to support understanding of speech and language impairment amongst minority ethnic families together with resources for parents to support their child's language development. Videos and a parents' leaflet were produced to encourage mother tongue development which in turn provided a base for second language learning. The well-known children's story characters of Fireman Sam and Dennis the Menace were made available on the videos in Punjabi and Urdu. Parents and children were encouraged to watch the videos together and use them to build communication with each other in the 'mother tongue'. The videos were also used as tools by speech and language therapists during assessments of a child's speech and language needs. The materials were launched at a multi-cultural national event in Glasgow. Work on the project continues.
- ❖ The Sparky Project, **Parents Supporting Inclusion**, provided advocacy and support services to parents of children with special educational needs. A group of parents linked with the project also developed a "best practice in inclusion" information bank, the availability of which was advertised to schools in a local authority area.

Improving services through self-evaluation

The following three projects focussed on the development of a quality assurance system using performance indicators to encourage on-going self evaluation on the part of education providers.

- ❖ The RNIB's publication **"A Scottish Vision: Benchmarking Provision for Pupils with Visual Impairment"** (ISBN 8 5878 535 9) was developed to assist parents, young people and service providers with the process of evaluating services for the visually impaired. It established a national framework for minimum standards of service delivery. **"A Scottish Vision"** is available from the RNIB Scotland.
- ❖ MELDI's **"Protocol for Inclusive Service Provision"** was produced to help statutory and voluntary service providers evaluate the extent to which their services are inclusive of ethnic, cultural and linguistic diversity in the light of the *Race Relations (Amendment) Act 2000*. In addition MELDI also produced a **"Charter for Partnership Working with Minority Ethnic Families of Disabled Children"**. Both publications are available from MELDI.
- ❖ The National Autistic Society of Scotland's **Accreditation Scotland** project sought to raise the quality of education experienced by children and young persons with Autistic Spectrum Disorders (ASD). Schools are assessed against a range of established criteria. Dundee Local Authority took up the challenge of the **Accreditation Scotland** project and committed five of its schools to the rigorous assessment process. Four of the schools achieved Accredited status including a mainstream school – the first in the whole of the UK to achieve the award. Further details are available on the NAS Scotland website.

Current Projects being Funded 2002-04

A list of the current projects being funded through the Special Educational Needs Innovation Grants Programme (2002-2004) is provided on the Scottish Executive, SEN Forum Website:
www.scotland.gov.uk/education/senaf/

Section Three: contact list and summary of available resources.

Organisation	Projects funded	Resources available	Contact details
<p>Aberlour Child Care Trust</p>	<ul style="list-style-type: none"> • Highland Advocacy Project • Crannog Project 	<ul style="list-style-type: none"> • Report – <i>“Changing Rooms: Changing Attitudes”</i>. • Report – <i>“Outside Looking In: An Opportunity to Listen to the Voices of the Looked After and Excluded”</i>. 	<p><u>Highland Advocacy Project</u></p> <p>Contact: Sue Holden Telephone: 01343 546214 Email: morayyouth@aberlour.org.uk</p> <p><u>Crannog Project</u></p> <p>Contact: Steve McCreadie Telephone: 01387 260431 Email: crannogservice@aberlour.org.uk Website: www.aberlour.org.uk</p>
<p>Achievement Bute</p>	<ul style="list-style-type: none"> • Choices for Children 	<ul style="list-style-type: none"> • Training pack - <i>“All Together...Play”</i>. 	<p>Contact: Dorothy McDonald Telephone: 01700 505558 Email: achievementbute@btconnect.com</p>
<p>AFASIC (Action for All Speech Impaired Children)</p>	<ul style="list-style-type: none"> • Speech and Language Impairment in Secondary Schools. • Talking about Dyspraxia. • Exploring Participation. • Supporting Bilingual Children with Speech and Language Impairments and their Parents. 	<ul style="list-style-type: none"> • Report on the national conference – <i>“Speech and Language Impairment in Secondary Schools”</i> (available on a full cost recovery basis). • Written guides for parents and teachers - <i>“Talking about Dyspraxia”</i>. • Report - <i>“Exploring Participation”</i>. • Videos and parents’ leaflet 	<p>Contact: Ann Auchterlonie Telephone: 01382 666560 Email: afasicscot@aol.com Website: www.talkingaboutdyspraxia.org.uk</p>
<p>Artlink Central</p>	<ul style="list-style-type: none"> • Inclusion through the Expressive Arts. 	<ul style="list-style-type: none"> • Teaching packs, videos and CD-ROMs 	<p>Contact: Sarah Chester Telephone: 01786 450971 Email: sarah@artlink.freereserve.co.uk Website: www.artlink.freereserve.co.uk</p>

Association of Shetland Pre-School Play	<ul style="list-style-type: none"> • Special Needs Toy Library 	<ul style="list-style-type: none"> • Catalogue of toys and resources 	Contact: Ingar Moncrieff Telephone: 01595 697323 Email: aspp@tinyworld.co.uk
Barnardo's Scotland	<ul style="list-style-type: none"> • Volunteer Befrienders 	<ul style="list-style-type: none"> • Report – <i>"You Can Talk to Your Friend"</i>. 	Contact: Alasdair McCallum Telephone: 01224 624090 Email: alasdair.mccallum@barnardos.org.uk
Caledonian Award	<ul style="list-style-type: none"> • 2000 Plus 	<ul style="list-style-type: none"> • Information available from the project staff. 	Contact: Susan Frost Telephone: 0141 943 1445 0141 931 5678 Email: mail@thecaledonianaward.org.uk Website: www.thecaledonianaward.co.uk
CALL (Communication Aids for Language and Learning) Centre	<ul style="list-style-type: none"> • Introducing Voice Recognition (VR) Technology in Schools. • The Smart Wheelchair • CALL Loan Bank • ICT Exhibition and Seminar Days • Personal Communication Passports • Listening to Children with Communication Support Needs 	<ul style="list-style-type: none"> • Resource from the VR Technology project include: <ul style="list-style-type: none"> - <i>"Introducing Speech Recognition in Schools: using Dragon Naturally Speaking."</i> - <i>"Introducing Speech Recognition in Schools: using IBM ViaVoice."</i> - <i>"Introducing Speech Recognition in Schools":</i> CD-ROM with resources to accompany the books. - Report – <i>"Introducing Speech Recognition in Schools"</i> • Details from the project staff and/or the website. • Details from the project staff and/or the website. • Details from the project staff and/or the website. • Report – <i>"Personal Communication Passports"</i> • Publication – <i>"Listening to Children with Communication Support Needs"</i> 	Contact: Sally Millar Telephone: 0131 651 6236 Email: callcentre@ed.ac.uk Website: www.callcentrescotland.org.uk

<p>Capability Scotland</p>	<ul style="list-style-type: none"> • Chatability project • Transition Co-ordinator project 	<ul style="list-style-type: none"> • Internet chat room facility • Details from the project staff 	<p><u>Chatability Project</u></p> <p>Contact: Mark Bevan Telephone: 0131 337 9876 Email: mark.bevan@capability-scotland.org.uk</p> <p><u>Transition Co-ordinator project</u></p> <p>Contact: Sandra Kerley Telephone: 0131 337 9876 Email: sandra.kerley@capability-scotland.org.uk</p>
<p>Children in Scotland</p>	<ul style="list-style-type: none"> • Enquire Service • Special Needs Advisory Group 	<ul style="list-style-type: none"> • Publications include: <ul style="list-style-type: none"> - <i>Factsheets</i> covering SEN issues - Video – “<i>Having your Say at School</i>”. - “<i>Life at School and Choices at 16+</i>”. - “<i>The Parents’ Guide to Special Education Needs.</i>” - “<i>Enquire Service Report – 1999 to 2001.</i>” • Information on the work of the group can be obtained from the project staff. 	<p><u>Enquire Service</u></p> <p>Contact: Carole Moore or Dinah Aitken Telephone: 0131 228 8484 Email: Enquire.SENinfo@childreninscotland.org.uk Website: www.childreninscotland.org.uk/enquire</p> <p><u>Special Needs Advisory Group</u></p> <p>Contact: Susan Grant Telephone: 0131 228 8484 Email: sgrant@childreninscotland.org.uk Website: www.childreninscotland.org.uk</p>
<p>Collusion Theatre Company</p>	<ul style="list-style-type: none"> • Collaborate 	<ul style="list-style-type: none"> • Details from the project staff 	<p>Contact: Keiran Gillespie Telephone: 0141 644 0163 Email: admin@collusiontheatre.com Website: www.collusiontheatre.co.uk</p>
<p>Disability Partnership: MOVE Scotland</p>	<ul style="list-style-type: none"> • Moving Forward Together 	<ul style="list-style-type: none"> • Details from the project staff. 	<p>Name: Christine Shaw Telephone: 0131 339 7555 Email: christine@disabilitypartnership.co.uk</p>

<p>Down's Syndrome Scotland</p>	<ul style="list-style-type: none"> Differentiated Work Programme 	<ul style="list-style-type: none"> CD-ROMs and accompanying booklets. 	<p>Contact: Karen Watchman Telephone: 0131 313 4225 Email: info@dsscotland.org.uk Website: www.dsscotland.org.uk</p>
<p>Drake Music Project</p>	<ul style="list-style-type: none"> My Life 	<ul style="list-style-type: none"> CD-ROM – “<i>The Drake Music Project, Scotland</i>” which details the work of the project. 	<p>Contact: Thursa Sanderson Telephone: 0131 444 2608 Email: thurasanderson@drakemusicproject.com</p>
<p>ENABLE</p>	<ul style="list-style-type: none"> Play After Learning Scheme (PALS). Children Self Advocacy Projects Link Project 	<ul style="list-style-type: none"> Project leaflet, parents information pack and video. Details from the project staff. Employment Profile 	<p><u>PALS</u></p> <p>Contact: Andrea Glen Telephone: 01383 730393 Email: enable@lend-a-hand-dunf.freereserve.co.uk</p> <p><u>Self Advocacy Projects</u></p> <p>Contact: Catherine Montgomery Telephone: 0141 226 4541 Email: Catherine.Montgomery@enable.org.uk</p> <p><u>Link</u></p> <p>Contact: Donna Thompson Telephone: 0141 429 7895 Email: donna@enable-delphi.freereserve.co.uk</p>
<p>Glasgow Council for the Voluntary Sector (GCVS)</p>	<ul style="list-style-type: none"> Healthy Hobbies Project 	<ul style="list-style-type: none"> Report- <i>Healthy Hobbies Project: Survey Report March-July 2001</i> 	<p>Contact: Helen MacNeil Telephone: 0141 332 2444 Email: information@gcvs.org.uk</p>
<p>Gordon Rural Action</p>	<ul style="list-style-type: none"> Gordon Funclubs 	<ul style="list-style-type: none"> Recruitment, induction pack and policy on managing challenging behaviour. 	<p>Contact: Margaret Lobley Telephone: 01466 793676 Email: margaret@gordonrural.freereserve.co.uk</p>

Highland Dyslexia Association	<ul style="list-style-type: none"> The SPIRE project 	<ul style="list-style-type: none"> Details from the project staff. 	Contact: Audrey Forrester Telephone: 01463 715552 Email:
Islay and Jura	<ul style="list-style-type: none"> Art and Music Initiative 	<ul style="list-style-type: none"> Details from the project staff 	Contact: Mary McIndeor Telephone: 01496 850 293 Email:
Learning and Teaching Scotland	<ul style="list-style-type: none"> Let's Go (phases one and two) 	<ul style="list-style-type: none"> The Learning and Teaching website contains details of the following resources: <ul style="list-style-type: none"> - <i>Predictive Word Processors</i> (979k) - <i>Smartspender</i> (616k) - <i>Supporting numeracy with ICT</i> (2288k) - <i>Clicker</i> (979k) - <i>Windows for SEN</i> (860k) - <i>Creating SEN Friendly worksheets.</i> 	Contact: Martin Jack Telephone: 0141 337 5073 Email: m.jack@ltscotland.com Website: www.ltscotland.com
Lunnasting Playgroup (Shetland)	<ul style="list-style-type: none"> Communication and Language Development 	<ul style="list-style-type: none"> Details from the project staff. 	Contact: Kathleen Williams Telephone: 01806 577253 Email:
MELDI (Minority Ethnic Learning Disability Initiative)	<ul style="list-style-type: none"> Family Matters: Working Together 	<ul style="list-style-type: none"> Resources available include: <ul style="list-style-type: none"> - A training guide for volunteer bilingual workers. - A protocol for Inclusive Service Provision. 	Contact: Satnam Singh Telephone: 0131 623 2200 Email: Satnam@bluecarrots.com Website: www.meldi.org.uk
National Autistic Society (NAS) Scotland	<ul style="list-style-type: none"> Accreditation Scotland Developing Social Interaction 	<ul style="list-style-type: none"> Details from the project staff. Research report- <i>"Developing Social Interaction and Understanding in Individuals with Autism"</i>. 	Contact: Robert McKay Telephone: 0141 221 8090 Email: RobertMcKay@nas.org.uk Website: www.nas.org.uk

<p>National Deaf Children's Society</p>	<ul style="list-style-type: none"> The Enabling, Informing and Accessing Initiative 	<ul style="list-style-type: none"> Publications include: <ul style="list-style-type: none"> - CD-ROMs- "<i>My School In Scotland</i>" - Report- "<i>A Review of Deaf Pupils Experiences at Mainstream Schools</i>" 	<p>Contact: Helga McGilp Telephone: 0141 248 4457 Email: helga@ndcs.org.uk Website: www.ndcs.org.uk</p>
<p>PAMIS (Profound and Multiple Impairment Service)</p>	<ul style="list-style-type: none"> Parents' Guide to the Curriculum Real Lives: Real Stories 	<ul style="list-style-type: none"> Booklet and CD-ROM 50 multi-sensory stories 	<p>Contact: Loretto Lamb Telephone: 01382 345154 Email: pamis@dundee.ac.uk</p>
<p>Parent to Parent Tayside</p>	<ul style="list-style-type: none"> Peer Support Programme for Young People with SEN. Promoting Good Practice - Dyspraxia, Dyslexia and Autism. 	<ul style="list-style-type: none"> CD-ROM: Peer support. CD-ROMS covering Dyspraxia, Dyslexia and Autism. 	<p>Contact: Debra Ritchie Telephone: 01382 455200 Email: parent-to-parent@ukonline.co.uk</p>
<p>Playback</p>	<ul style="list-style-type: none"> Playback Video Resource Pack 	<ul style="list-style-type: none"> Video resources 	<p>Contact: Liz Hawksford Telephone: 0131 453 5514 Email: lizhawksford@playback.fsbusiness.co.uk</p>
<p>Rathbone Scotland</p>	<ul style="list-style-type: none"> Successmaker Project 	<ul style="list-style-type: none"> Details from the Project Staff 	<p>Contact: Mr John Dick Telephone: 01698 252 326 E-mail:</p>
<p>RNIB (Royal National Institute for the Blind)</p>	<ul style="list-style-type: none"> A Scottish Vision: Benchmarking Provision for Pupils with Visual Impairment Digital Audio in Visual Impairment Education (DAVIE) Braille Reading Scheme 	<ul style="list-style-type: none"> Report- "<i>A Scottish Vision: Benchmarking Provision for Pupils with Visual Impairment</i>". Range of curricula material for primary and secondary schools. "<i>Read on</i>" Braille Reading Scheme (no.s 7-12). 	<p>Contact: Neil Todd Telephone: 0131 311 8500 Email: Neil.Todd@rnib.org.uk</p>

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RNID (Royal National Institute for the Deaf)	<ul style="list-style-type: none"> • Counselling Support for Deaf Children and their Families 	<ul style="list-style-type: none"> • Details from the project staff 	<p>Contact: Dot Davidson Telephone: 0141 550 5756 Email: dorothy.davidson@rnid.org.uk</p>
Scottish Dyslexia Trust	<ul style="list-style-type: none"> • Curriculum support • National seminar 	<ul style="list-style-type: none"> • Details from project staff • Details from project staff 	<p>Contact: Angus Maclay Telephone: 01835 823 003 Email: angus.maclay@btinternet.com</p>
Sense Scotland (in partnership with the CALL Centre)	<ul style="list-style-type: none"> • Listening to children with communication support needs 	<ul style="list-style-type: none"> • Publication- <i>"Listening to Children with Communication Support Needs"</i> 	<p>Contact: Joyce Wilson/Stuart Aitken Telephone: 0141 564 2444 Email: saitken@sensescotland.org.uk Website: www.sensescotland.org.uk</p>
Scottish Human Services (SHS) Trust	<ul style="list-style-type: none"> • Family Futures 	<ul style="list-style-type: none"> • Report – <i>"In Pursuit of Inclusion"</i> 	<p>Contact: The Project Co-ordinator Telephone: 0131 538 7717 Email: general@shstrust.org.uk Website: www.shstrust.org.uk</p>
Scottish Sensory Centre	<ul style="list-style-type: none"> • Multi-media curriculum support for deaf children • Empowering Young People with Sensory Impairment • Achievements of Deaf Pupils in Scotland • Promoting Social Inclusion of pupils with visual impairment in mainstream schools 	<ul style="list-style-type: none"> • See website for more information • CD-ROM and related resources – <i>"Empowering Young Deaf and Visually Impaired People: Health, Safety and Sexuality."</i> • Extensive resource base – see website • Report- <i>"Promoting Social Inclusion of Pupils with Visual Impairment in Mainstream Schools in Scotland"</i> 	<p>Contact: Marianna Bultjens/Dr Mary Brennan Telephone: 0131 651 6501/0131 651 6215 Website: www.ssc.mhie.ac.uk</p>
Scottish Society for Autism	<ul style="list-style-type: none"> • Social Inclusion Partnership • SPinVIP • Caithness and Sutherland Advisory Service 	<ul style="list-style-type: none"> • Information and resource pack for parents and teachers. • Details from project staff • Details from project staff 	<p>Contact: Anna Robinson Telephone: 01259 720044 Email: robinson@autism-in-scotland.org.uk</p>

Voluntary Action Lewis	<ul style="list-style-type: none">• Open Sesame	<ul style="list-style-type: none">• Variety of resources produced – contact project staff for details.	Contact: Alasdair Nicholson Telephone: 01851 702632 Email: enquiries@valewis.org.uk Website: www.open-sesame.org.uk

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