

**Contact our dedicated FASD Advisors via our Advice Line 0300 666 0006 (option 2) (Tues-Fri, 10am to 2.30pm) or by emailing [fasdhub.scotland@adoptionuk.org.uk](mailto:fasdhub.scotland@adoptionuk.org.uk)**

" FASD stands for Fetal Alcohol Spectrum Disorder. It can arise from alcohol exposure in pregnancy and affects the developing brain and body of an individual before they were born. FASD is a life-long, neurodevelopmental condition, often referred to as a hidden disability. Each person with FASD is affected differently. Each person with FASD has both strengths and challenges, they and their families need support to learn FASD-informed strategies to help them prosper. When an early diagnosis is made, the right supports are put in place in education, at home and in the workplace, then individuals are more likely to succeed and achieve throughout life." ('Basics: What is FASD?', FASD Hub Scotland)

**FASD**  
IS A LIFELONG  
CONDITION

There may be times when parents and carers meet informally with school staff. This is different from a formal planning meeting. A formal planning meeting is held for learners who have a recognised **Additional Support Need**. Meetings are usually held around the start and end of a school year, although they can be more frequent in response to need. Any healthcare, social care and education professionals who are supporting the child/young person can be invited to attend. There is a formal agenda and minutes are taken. This type of meeting can be called different things. Most commonly, it is called a **Child Planning Meeting (CPM); Young Person's Planning Meeting (YPPM); Team Around the Child meeting (TAC) or Meeting Around the Child (MAC)**.

## Before the meeting

- You should receive a formal invitation with date, time and venue.
- School should ask which professionals you want to attend the meeting.
- The child or young person will be asked for his or her views (young people aged 12+ may attend part or all of the meeting in person).
- If the meeting is online, you should be asked if you have the technology needed to meet virtually. You should receive joining instructions and a link beforehand.
- Consider the other professionals you would like to be invited. This could be a Social Worker; CAMHS professional; Occupational Therapist; Speech and Language Therapist; Disability Worker or FASD specialist.



## To prepare for the meeting

- Make a list of strengths/positive attributes of your child/young person.
- If you have had a previous formal meeting, you should have received minutes. Read these over, particularly the targets, action points, timescale and strategies that should be in place. Make a note of any comments, questions or concerns you have and would like to raise at the meeting.
- Note any new and significant changes that may be affecting your child/young person - these could be related to health, friendships, learning, change family circumstances, outside interests etc.



## Usual structure of the meeting

- The Chair will welcome everyone and ask everyone to introduce themselves.
- The Chair will introduce purpose of meeting, goals and format.
- Meeting should start with a summary of the child/young person's strengths and successes at home and school.
- The meeting will then discuss issues/concerns. These should be approached in a 'solution focused' way.
- The Chair will summarise strengths, concerns, actions, areas for development and any proposed alterations to support. Everyone at the meeting should have the opportunity to voice their views about these.
- At the end of the meeting, ask the Chair to ensure that a copy of minutes and date of next meeting is sent to any professionals who could not attend.
- Date of next meeting should be decided.



## After the meeting

- Minutes should be emailed or posted to everyone present. If they are not, contact the school to ask for a copy.

## Parental Rights and Children's Rights

Often, parents and carers of individuals with FASD find themselves acting as advocates to ensure their child/young person receive adequate and appropriate support in school. The following links may help you to understand your rights and that of your child/young person in accessing support. Remember you know your child/young person the best. Your views and theirs must be taken into account by their school.

**Additional support for learning and disability rights overview:** [2017-11-27 \(enquire.org.uk\)](https://enquire.org.uk)

**Parent/carer rights and learners' rights to additional support:** [What rights do parents and carers have? - Enquire](#)

**Additional Support for Learning Act:** [The Additional Support for Learning Act Parent Zone](#)

**Links to the Equality Act 2010 and United Nations Convention of the Rights of the Child:** [Legislation](#) | [Policy for Scottish education](#) | [Scottish education system](#) | [Education Scotland](#)

**Rights of Care Experienced Children in Education:** [The Promise Education Briefing Autumn 2020.pdf](#)

**Rights of Children aged 12-15** <https://enquire.org.uk/3175/wp-content/uploads/2020/02/rights-12-15.pdf>

## What to do if you aren't satisfied with your child/young person's support

Learners are best supported when home and school work together as an effective team. It's always best to put concerns in writing to the school in the first instance, politely but firmly stating that the law protects your child/young person's right to adequate and appropriate support in education. The school office will be able to advise on the person most appropriate to contact.

If this does not work, you can ask the Local Authority for independent mediation - someone will work with you and the school to try to resolve disagreements. Beyond this is Independent Adjudication, where someone independent of the local authority hears both sides of the case and makes a written report of recommendations for support. If the above steps fail to resolve differences, you can take your case to an Additional Needs Tribunal or submit a complaint against the Local Authority to Education Scotland. For further information, see link: [How can I resolve disagreements with the school or local authority? - Enquire](#)

## Jargon Buster for Education Meetings

**ASL:** Additional Support for Learning.

**ASN:** Additional Support Needs.

**BGE:** Broad General Education. This is the curriculum that learners follow from nursery to the end of S3 to ensure a wide range of learning experiences.

**CAMHS:** Child and Adolescent Mental Health Service.

**CfE:** Curriculum for Excellence. The Scottish model of primary and secondary education.

**CPM:** Child Planning Meeting.

**CSP:** Co-ordinated Support Plan. An action plan used by schools for learners who have significant additional needs and support from different services. It is a legal document. For more information, see Enquire link. [csps.pdf](#)

**ELC:** Early Learning and Childcare Centre.

**EWO:** Education Welfare Officer- professional who supports children to attend school.

**Es and Os:** Experiences and Outcomes. Delivery and assessment of the Curriculum for Excellence. Experiences are the learning opportunities that learners experience; an outcome is the measurable progress a learner has made in his or her learning.

**GIRFEC:** Getting it Right for Every Child. This legislation means that learners must get the right help from the right people at the right time.

**HWB:** Health and Wellbeing. Curricular area within CfE relating to physical, emotional and mental health. See also SHANARRI.

**IEP:** Individualised Educational Programme. A written document which details the specific learning outcomes for a learner with additional support needs and steps to help him or her to achieve these. Unlike a CSP, it is not a legal document.

**Positive Destinations:** the ambition that all school leavers go on to further study, apprenticeship or some form of employment.

**PSA:** Pupil Support Assistant. A learner with significant additional support needs may be allocated a PSA on a 1:1 basis.

**Senior phase:** The final phase of Curriculum for Excellence, covering S4-6 of high school.

**SHANARRI:** These are the eight learner wellbeing indicators at the heart of GIRFEC. These are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. These indicators can be used to target support for children with additional support needs.

**SLT:** Senior Leadership Team (school management).

**Special school:** A school which exclusively educates children with significant additional support needs which cannot be accommodated in mainstream school.

**Special unit:** A unit which educates children with additional support needs and is attached to a mainstream school



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FASD Hub Scotland provide a tiered support service for all parents/carers living in Scotland, who are parenting individuals with FASD, or have a history of PAE, and professionals working and supporting these families.



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