

LOCAL NEGOTIATING COMMITTEE FOR TEACHERS

Local Agreement

Schools Working with Parents and Privately Arranged Therapists/ Instructors, Tutors/ or Practitioners

This guidance specifically aims to outline best practice for schools in relation to requests to support the work of privately arranged therapists, instructors, tutors or practitioners with children or young people attending The City of Edinburgh council (CEC) schools.

The following guidelines apply to all mainstream primary and secondary schools, special education, and early years settings.

The Headteacher is responsible for the management of a child's additional needs via the City of Edinburgh Getting it Right for Every Child (GIRFEC) framework and Pathways to Support which include provision for specialist services from within the council and from partner agencies. This includes CAHMS, allied health professionals such as speech therapists, occupational therapists and physiotherapists and agreed procured third sector partners.

Privately arranged therapists/instructors/tutors

From time to time, schools may be approached by parents regarding arrangements they have made independently for therapy, instruction, assessment, or tutoring. Schools should have regard to the views of the child or young person and any information parents may offer about these private arrangements. Subject to appropriate consent from the child or young person and from parents, information may be shared with the private therapist or tutor through processes the Headteacher agrees with the child's parents, for example, the use of a home school diary. The communication may also include where appropriate people privately employed by parents contributing to the Child Planning process at the request of parents including attending Child Planning Meetings

It is inappropriate for a private practitioner to provide services or conduct assessment in school as:

- The authority is responsible for all necessary arrangements to meet a child's needs for the purposes of their school education. If there is a need for additional support the authority has established procedures for this.
- The introduction of an independent practitioner:
 - Creates confusion regarding responsibility for the direction and management of the child's learning and cannot be quality assured by the Council.
 - May give rise to conflicts in practice and priorities - Would give rise to inequity dependent on parental access to resources - May be a distraction to other pupils and staff.
 - May give rise to risks to health and safety where any individual is operating outside school management, routines, and procedures.
 - May give rise to risks of breaches of confidentiality:
 - privately employed staff may inadvertently access information about other pupils which they are not entitled to. - Would introduce additional administrative burden on schools

- schools would need to check that the privately employed staff are vetted to work in school environment in terms of child protection and the enhanced PVG check that all council employees, partner agencies and services working in schools are required to have.

Recommendations or Adjustment

Occasionally, parents may request that an approach that is being used at home or recommended by a private therapist/instructor/tutor is adopted in school. These should only be considered where they do not:

- Disrupt the child's school education or programmes that are recommended by a relevant NHS practitioner.
- Are contrary to the efficient running of the school.

Recommendations made in relation to the learning environment, differentiation of learning or delivery of teaching and learning may be considered by the school and may *inform* reasonable adjustments. Schools may seek further support and advice from their school educational psychologist and additional support for learning service.

Positive Communication

In instances when families have sought private supports the local authority will aim to work positively with both the family and the provider with the child or young persons at the centre.

Such communications should be directed to the Head Teacher

At times, privately arranged therapists/ instructors/ tutors or practitioners may request reports, assessments or other information from schools.

It is recommended that children in the planning process have their most recent planning minutes shared and an up to date Assessment of Need in place any requested information

If no Assessment of need is in place, then it is not appropriate to create one on the request of privately arranged therapists/ instructors/ tutors or practitioners.

Requests should be considered on an individual basis.

Any information shared should be based on fact and not opinion.

They need to be timely and should not add to workload for staff.

If any additional information is requested, a meeting or phone conversation could take place to allow for this. The responsibility for any communication lies with the Head Teacher, not class teachers, Sfl teachers and leaders or PSL's.

It is not appropriate schools complete detailed notes of observations, forms or other documentation requested from privately arranged therapists/ instructors/ tutors or practitioners.

Full guidance is available on the orb: "City of Edinburgh Guidance: Working with Parents and Carers Seeking Support to Work Collaboratively with Privately Arranged Therapists, Instructors, Tutors or Practitioners".

Signed:

Lorna French

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Date: 13 March 2024

Alison Murphy

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Joint Secretary (Teachers)

Date: 13 March 2024

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