

## Policy briefing: Additional support for learning – School placements

February 2026



### Introduction

Giving all children in Scotland an equal chance to flourish is at the heart of everything we do. By bringing together a network of people working with and for children, alongside children and young people themselves, we offer a broad, balanced, and independent voice. We create solutions, provide support, and develop positive change across all areas affecting children in Scotland.

We do this by listening, gathering evidence, and applying and sharing our learning, while always working to uphold children's rights. Our range of knowledge and expertise means we can provide trusted support on issues as diverse as the people we work with and the varied lives of children and families in Scotland.

[Children in Scotland](#) manages several national additional support for learning (ASL) services. [Enquire](#) is the national information and advice service for additional support for learning, [Resolve](#) is a provider of independent mediation services, and the Children's Views service independently gathers the views of children with additional support needs in formal processes. Enquire and the **Children's Views** service are also partners in [My Rights, My Say](#), a service that supports 12- to 15-year-olds with additional support needs to fulfil their right to be heard in decisions about their education.

Improving the delivery of additional support for learning is a key policy priority for Children in Scotland and this briefing is the second in a series highlighting key policy issues in the additional support for learning in Scotland. We are also a member of the Additional Support for Learning Project Board, supporting the delivery of the Additional Support for Learning Action Plan. The children and young people we engage with – including those involved with [Inclusion Ambassadors](#) and the [My Rights, My Say Young Advisors](#), regularly highlight the different ways that a lack of support or consideration to additional support needs in schools affects their lives. Additionally, we know that many of our members deliver additional support for learning in schools and other education settings.

Our belief in the right for all children to access suitable support in order to fulfil their rights to education is embodied by our Inclusion Ambassadors [vision statement](#) which sets out what the pupils with additional support needs we work expect from their education.

*“School should help me be the best I can be. School is a place where children and young people learn, socialise and become prepared for life beyond school.*

*“Success is different for everyone. But it is important that all the adults that children and young people come in to contact with in school get to know them as individuals. They should ask, listen and act on what the young people say about the support that works best for them.”*

Inclusion Ambassadors vision statement



## Policy context

All children in Scotland have the right to an education that supports the development of their personality, talents and mental and physical abilities to their fullest potential. These rights are underpinned by article 28 and article 29 of the United Nations Convention on the Rights of the Child (UNCRC) and first introduced into Scots Law by the Standards in Scotland's Schools etc. Act (2000).<sup>1</sup> Children's education rights are also now supported in legislation by the full set of interdependent rights laid out in the UNCRC through the UNCRC (Incorporation) (Scotland) Act 2024.<sup>2</sup>

The 2000 act was significant in introducing the policy of 'presumption of mainstreaming', meaning that all learners must be educated in mainstream schools unless certain exceptions apply.<sup>3</sup> In practice, this means that unless certain circumstances laid out in the act arise, additional support should be provided for pupils who require it in all mainstream school settings. The presumption of mainstreaming policy was reaffirmed in the Education (Additional Support for Learning) (Scotland) Act (2004) which provides the basis for current Scottish Government policy on additional support for learning to the present day.<sup>4</sup>

The 'Supporting Children's Learning Code of Practice' is the Scottish Government's statutory guidance for how the 2004 act should work in practice. Local authorities, schools and other agencies are required to take account of it when designing and delivering additional support for learning. The Code of Practice is used to inform important decisions made about the education of pupils with additional support needs. It includes statutory guidance on local authority duties in terms of school placements and considering placing requests from families with children with additional support needs. Several editions have been published since the 2004 act came into force; the most recent edition of the Code of Practice was published in 2017. Additionally, in 2019 the Scottish Government published guidance on the presumption of mainstreaming which included information on promoting inclusion and making decisions on placements between mainstream and specialist provision.

In 2019, the Scottish Government commissioned an independent review of the implementation of the 2004 act, recognising growing concern over the lack of availability and effectiveness of support for pupils with additional support needs in

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<sup>1</sup> Standards in Scotland's Schools etc. Act (2000).

<sup>2</sup> UNCRC (Incorporation) (Scotland) Act (2024).

<sup>3</sup> Standards in Scotland's Schools etc. Act (2000).

<sup>4</sup> Education (Additional Support for Learning) (Scotland) Act (2004).

Scotland's schools. This resulted in the 'Support for Learning: All our children and all their potential' report which delivered a series of recommendations for stakeholders to improve the delivery of additional support for learning in Scotland.<sup>5</sup> The subsequent Additional Support for Learning Action Plan set out a series of actions to ensure recommendations from the independent review are met.<sup>6</sup> The Scottish Government has now committed to a new review of additional support for learning.

Our participation work with children and young people with additional support needs, in combination with insights we hear from those who access our services, gives Children in Scotland a unique national perspective on the key issues in the delivery of additional support for learning. As a member of the Additional Support for Learning Project Board and Network, we hold additional insights into the challenges facing stakeholders working across additional support for learning policy and implementation.

We have employed this range of data and evidence to highlight persistent and emerging issues so that we can contribute to the discussion on how Scotland can better support and uphold the rights of learners with additional support needs and their families.



## Why school placements?

The process to request an alternative school is typically made in one of two ways. School staff, educational psychologists or other professionals working with a pupil with additional support needs can make a referral through their local authority's placement panel group. The placement panel will consider the information they have about a pupil's support needs to determine whether they can be met at an alternative mainstream school or a specialist school setting. However, based on engagement with children and families supported by our services, how these panels operate varies significantly between Scotland's local authority areas.

Alternatively, the families of a pupil with additional support needs – or the pupil themselves if they are over 16 years old – have the right to request a new school placement under the 2004 act. These 'placing requests' are a formal and recordable request made to the local authority when parents do not believe their catchment or current school can provide sufficient or appropriate support to meet their needs, or where the family have a clear preference for a particular school. The process of making a placing request is undoubtedly complex and the statutory guidance on the matter is limited, often leading to confusion between the two routes. The Supporting Children's Learning Code of Practice includes little information on placing requests beyond detailing the powers of local authorities in chapter 4 of the guidance.<sup>7</sup> Moreover, the review process for placing requests differs significantly between local authorities, contributing to a lack of comprehensive information for families about their options, rights and entitlements. Sufficient guidance to provide clarity and consistency on families' rights to appeal placing decisions is also lacking.

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<sup>5</sup> Scottish Government, (2020), Support for Learning: All our Children and their Potential – Independent Report.

<sup>6</sup> Scottish Government, (2020) Additional Support for Learning: Action Plan.

<sup>7</sup> Scottish Government, (2017), Supporting Children's Learning Code of Practice.

The complexity of the placing request process and the need to research, gather information and advocate for a request can amplify existing education inequalities. Parents and families are often required to commit significant time and effort when submitting a placing request for their child, with this often requiring considerable energy. The process can also have a detrimental emotional toll on parents and families as they cope with uncertainty around their child's education while they await decisions or go through lengthy appeal processes.

This lack of understanding or confusion is reflected in the frequency of calls to our Enquire helpline about issues related to school placements. Between April 2022 and March 2025, 30% of all enquiries mentioned school placements as a main issue. Highlighted issues relating to school placements suggest that many learners are not receiving the support they require to meet their additional needs in their current school. Accessing this support in alternative schooling appears to be further hindered by the process of requesting a new school placement.

Based on the evidence available to us this means that some pupils with additional support needs may not be accessing their right to an education that supports them to reach their fullest potential. Despite the best efforts of education providers, pupils can often disengage with their education and stop attending school for prolonged periods of time as they await a response on a placing request or subsequent decision from an ASN tribunal. Children in Scotland's commitment to children's rights implores us to further our understanding on the range of issues related to school placements and placing requests among the children, young people and families we work with.

With a new edition of the Support Children's Learning Code of Practice expected in 2026, now is an appropriate moment for us to present our evidence on issues related to school placements and offer our recommendations to improve the educational experiences of pupils with additional support needs and their family's access to their rights under Scots Law.



Data from our Enquire service helpline presented in this briefing is based on issues recorded from April 2022 to March 2025. The methods for recording data changed substantially in April 2022 making prior issues recorded before April 2022 incomparable.

Data recorded through our Enquire helpline is not intended to be representative of all the issues faced by pupils with additional support for learning in Scotland. Data included in this briefing is only representative of the issues experienced by pupils with additional support needs and their families who have accessed our services.

Views from pupils involved in our Inclusion Ambassadors project and My Rights, My Say service are recorded as quotes from direct engagement.

As our data and evidence is only representative of the children and families we work with or who access our services, we acknowledge that many individual experiences of children and families with the most exceptional needs, or those from Scotland's most marginalised communities, may not be represented. However, despite the recognition of these gaps, we are confident we have a strong understanding of key issues facing children, young people and families in Scotland.

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From the period April 2022 to March 2025, our Enquire helpline received 1333 enquiries about issues related to school placements. This accounts to 30% of all enquiries. Of all enquiries about school placements, 14% related to early learning centres, 50% to primary schools, and 27% to secondary schools.

Considering the factors or conditions that give rise to additional support needs for pupils who contacted our helpline about school placements, four main factors emerge from the data:

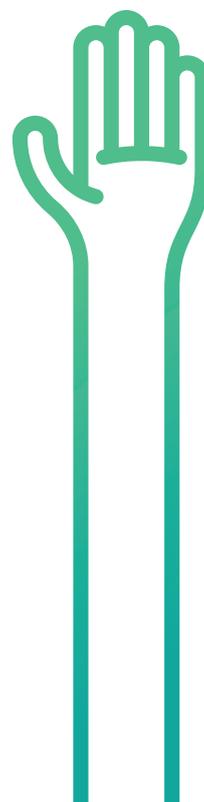
- 67% identified autism as a factor giving rise to their additional support needs.
- 21% said anxiety was a factor giving rise to their additional support needs.
- 17% said ADHD/ADD was a factor giving rise to their additional support needs
- 13% identified language or speech impairment or delay as a factor giving rise to their additional support needs.

We know that children can experience several intersecting factors that contribute to their additional support needs, so the factors listed above should not be viewed as mutually exclusive categories. Instead, they can give us some insight into the types of support needs prompting families to request a new school placement.

This briefing will first draw on the views, voices and experiences of children and young people we work with to demonstrate the range of issues that can contribute to a pupil's current education placement feeling unsuitable or to a pupil feeling unhappy at their school. It also provides reflections on situations where a prospective placement (e.g. secondary school) may not be the desired placement for pupils and their families.

We have considered the key issues that emerge from our Enquire helpline data and the experiences of staff delivering our services to support children, young people and families. These key issues related to school placements include:

- Understanding of placing request processes
- Communication between local authorities, schools and families
- The appeals system
- Transport
- Transitions.





## Voices and views of children and young people experiencing issues with education placements

Children in Scotland's engagement with children and young people with additional support needs across our services and participation work gives us a unique insight into the issues they experience with their education. This work tells us that there are a range of different factors that can contribute to feeling that an education placement is suitable or unsuitable.

Children and young people we work with have regularly told us their support needs can be misunderstood by schools. We know that this is particularly a problem for pupils who do not have a diagnosis related to their support need. For example, pupils with support needs related to their anxiety but who have not obtained a medical diagnosis are often not provided appropriate support to meet their needs.

***"I definitely feel anxious. I don't know how to describe it but it feels like 'it's happening all over again'. The fear of going back and not getting the right support makes me feel more anxious."***

Young person speaking with Children's Views service

We regularly hear about challenges in the planning and delivery of support for pupils with additional support needs and how this contributes to their feelings that their education placement is ultimately unsuitable. Reasonable adjustments for pupils are often not made while, when they are, they are not always communicated to all staff. Pupils working with the Children's Views service have told staff that they often have to 'fight' or 'justify' support strategies that have been put in place.

***"I was getting support to return to school, and I was on a reduced timetable. [Because of my anxiety] I was allowed to use the wellbeing hub but only at specific times – I went along once when I was having a bad day and I was asked to go back to class."***

My Rights, My Say Young Advisor

***"My accessibility needs aren't always accounted for in school. I just want to feel safe among other pupils."***

Member of the Inclusion Ambassadors

Children and young people regularly tell us that positive relationships with staff members is essential to helping them feel included, supported and safe in school. When these supportive relationships in school are lacking, we know this can contribute to pupils' negative feelings about their current education placement.

***"I wake up feeling dreadful on school days. I feel scared when I think about my English teacher at my school. I've studied with her since S1."***

Young person speaking with Children's Views service

***“It has to be the same person that works with me – or same people. It has to be someone who knows me and who understands my autism.”***

Young person speaking with My Rights, My Say staff

In some cases, the children and young people we work with report experiencing bullying. Failing to address bullying behaviours in school can lead to a pupil and their family believing a current school placement is not working in the interest of their child’s wellbeing or safety.

***“I’ve been shoved into walls and into lockers. I used to wear a hat and stuff but now I don’t because my bully grabbed my hat and threw it across the room”***

Member of the Inclusion Ambassadors

The decision to seek a placing request or submit a parental request is not a simple one for pupils and their families. In all cases, the motivation to seek an alternative is driven by a desire to access more suitable support that will improve the educational experience of pupils with additional support needs.

***“What would make school better for you?”***

***“Not going and knowing I can learn with people like me, who understand me and know how my learning suits me.”***

Young person speaking to Children’s View service



## **Key issues related to school placements**

### ***Understanding of placing request processes***

The process for requesting a new school placement is complex and varied between different local authorities. Currently there is a lack of clear and comprehensive guidance on how to submit and process requests for school placements – both for education professionals in schools and local authorities, and for families.

For education professionals, statutory guidance for delivering the Additional Support for Learning Act, is presented in the Supporting Children’s Learning Code of Practice. In relation to placing request processes, the current statutory guidance offers little information beyond the powers and responsibilities of local authorities. Education professionals are therefore placed at a disadvantage to manage placing requests effectively due to this current lack of coherent guidance. It also limits the capacity of education professionals to develop detailed information about individual local authority placement processes for pupils and their families to improve transparency across the system.

A lack of accessible information about individual local authority placement processes presents a clear issue for families awaiting a placement decision or submitting a parental placing request. This is evidenced in our helpline data where for families who raised placements as a main issue, 36% said they had issues with placing requests and a further 17% discussed specific issues with local authority placement processes.

Experiential evidence from staff supporting the Enquire helpline tells us that families have reported receiving misinformation about placing requests, further demonstrating the negative effects of poor guidance for professionals on the effective delivery of the whole system. Moreover, Children in Scotland staff delivering our Resolve service tell us that local authority staff members have reported feeling poorly equipped to provide accurate, transparent information and support to families during a placing request.

### ***Communication between local authorities, schools and families***

Through our work with pupils and their families on our services, we are acutely aware that the competing demands of coordinating suitable placement for families and education professionals can lead to communication and relationship breakdowns. For all enquiries we received about placements, 38% cited issues about working with education professionals. 23% of enquiries about placements highlighted communication with professionals as an issue and 12% cited specific relationship difficulties.

Communication and relationship breakdowns in relation to placement decision-making processes can occur for several reasons. We regularly hear from families contacting our helpline that they are experiencing issues with a school placement that has been proposed by a local authority. For helpline enquiries who reported placements as a main issue, 28% reported issues with a proposed placement. A further 36% said they were experiencing issues with weighing up the suitability of placement options on offer.

Staff delivering our Resolve mediation service report that the majority of cases they facilitate are now related to disputes between education professionals and families about placing requests and ASN tribunals. This helps demonstrate the scale of issues relating to relationship breakdowns throughout the placing request process. Moreover, staff delivering the My Rights, My Say service report that families can feel they have 'no other choice' than appealing a placing request refusal via the ASN tribunals in situations where relationships with school staff have broken down completely.

In many of these cases, communication breakdowns about what support could be feasibly offered through a new school placement appear to occur between education professionals and families, and opportunities to provide information are missed. This has the potential to further harm productive relationships between families and staff to help reach a positive decision about a child's education and support. As reflected earlier in this briefing, capacity and resources for education professionals to provide more accurate information to families can often be very limited under the currently stretched and complex system of placing requests.

### ***Appeals system***

When a decision about a parental placing request is made, pupils and their families have the right to appeal a decision if they do not agree with the outcome. Many families who access our services have told us that information about the reason for a refusal, and about their appeal rights, is frequently not fully clear or sufficient. Reflecting many of the issues explored in this briefing, this is likely due to a combination of a lack of bespoke information from local authorities and a family's difficulties in accessing any available information.

We are also aware of situations where the legal criteria for making a parental placing request may have been met during an internal placement decision-making process but associated legal rights and timescales may not have been upheld. For instance,

where in a parental supporting statement to a placements panel, a parent has named a school they would like their child to attend and given the reasons why. However, there is inconsistency in how these situations are treated and whether legal processes have been followed, as has been acknowledged by the ASN Tribunal.<sup>8</sup>

One of the most significant implications of a lack of clarity around placement processes and the appeals system is the lengthy delay in connecting children with additional support needs with the appropriate support needed to access education rights. When issues with school placements arise pupils can entirely disengage from their education until a new placement is agreed, resulting in pupils potentially missing significant portions of their education.

Children's Views worker:

***"How have you been since I saw you last week?"***

Young person:

***"I've been ok, I've been missing school a lot."***

Children's Views worker:

***"That must be hard, what is it you miss?"***

Young person:

***"Just miss having a schedule and kind of just getting bored staying in the house."***

As internal local authority placement decision-making processes vary between areas and are not standardised by national legislation or guidance, depending on where a family lives, they may or may not be offered a chance to appeal the decision to the authority. We know that following the outcome of an internal local authority placement panel decision, some parents will then submit a formal parental placing request so they can obtain a legal right to appeal the decision to another body (the ASN Tribunal or local education appeal committee, depending on the type of school requested). In practice the same people in the local authority will often be reviewing the request and the outcome is often the same, creating extra work and duplication of effort, and importantly creating delays in the system which keep children and families in a period of uncertainty about where they will go to school. In addition, there is a situation where education providers are open and willing to educate but conditions create a frustrating stalemate where neither party can fulfil their intentions.

The most recent Scottish Tribunals Annual Report showed that the ASN tribunal received a total of 249 applications in the year 2024-25. Of these, 189 were about placing requests, accounting for the vast majority of all types of cases received by the tribunal.<sup>9</sup> We are aware that cases progressing to the ASN tribunal, where there could be opportunities to reach an agreed decision through other routes, accrues greater costs to stretched local authority additional support for learning budgets, using financial resources that could be spent to support education delivery.

It is essential that all families are made aware of how their right to appeal a decision about their child's school placement depends on the route through which the request has been made, and potentially on where they live. This is an important and necessary aspect of the placing request process, and every effort should be made to provide families with appropriate information on their rights.

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<sup>8</sup> Health and Education Chamber First-tier Tribunal for Scotland, (2021), The Bulletin, Edition 7, p25.

<sup>9</sup> Judicial Office for Scotland, (2025), [Scottish Tribunals Annual Report 2024 - 2025](#).



## Transport

In most cases where a parental placing request is agreed for a school inside or outside the home local authority, families will be required to provide and cover the costs of transport. Local authorities have the power to provide transport, but do not have a duty to do so. This means that it might only be the more exceptional cases where transport is provided by a local authority. This approach accounts for the fact that placing requests are considered 'preferences' where families have turned down a school placement that the local authority considers to be suitable to meet their child's support needs.

Many families who have contacted our helpline have spoken about their confusion over who holds responsibility for transport costs, with many sharing their distress upon hearing they may be expected to provide transport for their child to attend their school placement. This is particularly disadvantageous for lower income families and families of disabled children whose transport costs are likely to be higher. Moreover, we know families of disabled children are more likely to experience lower incomes.

Inequalities related to transport also impact the likelihood of families to submit placing requests following a refusal via an internal placement panel decision or unsuitable offer. We are aware that families who can afford to bear the costs of transport are more likely to submit a placing request in the first instance, whereas families on lower incomes will be less likely to as they may be unable to support their child to attend the placement if approved. A case study from our helpline effectively demonstrates how transport costs influence family decision making around school placements:

***'Parent of a child with Down's Syndrome and mobility issues applied to a specialist school as the mainstream school said they could not meet their child's needs. Parent did not realise that they would have to pay transport for a placing request and now they don't know what to do as they cannot afford to get their child to school.'***

Case from a family who contacted Enquire

This approach to assigning responsibility for transporting children with additional support needs to and from school placements risks contributing to existing inequalities in additional support access. Because families with higher incomes are more likely to submit placing requests, spaces at specialist school settings are likely to be disproportionately taken by families with more socioeconomic advantages.



## Transitions

Many referrals made to the My Rights, My Say service mention that transition from primary to secondary school is often when mainstream education becomes inaccessible to children. However, we know issues can also arise upon transitioning between nursery, early learning centres and primary school. Our helpline data shows that 26% of all

enquiries about school placements also reported issues around transitions between education settings. Many requests for alternative placements occur at these transition points, as families consider what kind of setting their child will be moving into for the next stage of their education.

We know that issues and confusion can arise when decision making timelines for placing requests overlap with a pupil's transition timeline. There is also a legal conflict, with the Additional Support for Learning Act stating that transition planning for many pupils with additional support needs must begin at least 12 months before they are due to move schools with information passed to the new setting at least six months before, but with the legal deadline for parental placing requests occurring in March, and decisions made by the end of April.

This all significantly impacts the transition support that can be provided to pupils without knowledge of what school they will be transitioning to. This is particularly the case for pupils who benefit from an enhanced transition period and those with needs that require a significant amount of coordination and planning to ensure appropriate support provision will be in place for their arrival at a new school. This can in turn have a huge impact on the success of the subsequent placement, and on the opportunity for the child and their family to develop a positive relationship with the school that the child ends up attending.

Whilst this interaction is acknowledged in the Supporting Children's Learning Code of Practice, sufficient guidance on effectively managing these two timelines is missing for professionals. In turn, this often leaves school staff unable to provide information or clarity to families and pupils, who may be distressed by not knowing what school they will be attending. We are also aware that this can be particularly difficult for families who appeal a placement decision through a tribunal, with appeals occasionally running into the summer holiday period or even into the start of the school year. This could result in a child missing valuable supported transition time as families await a decision being made about their appeal.



## Discussion

This briefing presents the views, voices and experiences of children and young people experiencing issues with support provision and their school environment. It also includes evidence from families navigating the placing request process in order to connect their children with the appropriate support in a setting that works for them.

Children in Scotland fundamentally supports the effective implementation of the presumption of mainstreaming approach, and believes it is right for pupils to be educated in mainstream schooling when their support needs can be adequately met, and that it is in their best interest. We hear regularly from families who contact our services and the children and young people we work with that mainstream education settings do not work for everyone despite best efforts to provide adequate support. In these cases, it is necessary that children with additional support needs can fulfil their right to education in a specialist school placement or through other provision including online, hybrid models and further or community education settings.

Our briefing has outlined various issues with the current placements process based on our work with families who have contacted our services. We know that the current school placement system is complex and irregular, with varying processes and requirements in place across different local authorities. This contributes to a system that is confusing and difficult to navigate for both education professionals and families. In aspects like placing request submission requirements and transport costs, we see that the current system can perpetuate existing socioeconomic inequalities in accessing additional support education.

Insights from education professionals tell us that school placement processes are operating under considerable pressure. This appears to be negatively impacting the ability of local authorities to effectively manage placements and contributes to lengthy delays in communicating decisions to families. Essential to reducing pressure on the placements system is the effective delivery of a renewed Additional Support for Learning Action Plan in line with the Inclusion Ambassador's Vision Statement, helping to ensure that all pupils with additional support needs can feel included and supported in school.

There are clear issues in the delivery of the placements system resulting from a lack of clear guidance for local authority and school staff to effectively manage internal and parental placing requests. There is little information currently available for education professionals through the Supporting Children's Learning Code of Practice, contributing to ongoing issues around transitions, communication and relationship breakdown with families. Education professionals are placed at a disadvantage when trying to develop guidance and information for families about their local authority's unique placement processes.

We hear often from families who are confused or struggling to navigate their local authority's internal placement decision making process, and how this interacts with parental placing requests and their rights to appeal a refusal. This can result in lengthy delays as families are placed through multiple processes concurrently, all while their child may not be engaging with their education.

In order to support pupils to access a school placement that appropriately meets their unique needs, it is essential that all families are made aware of the complexities and local specifics around their right to appeal placement decisions. This is an important and necessary aspect of the placing request process, and every effort should be made to provide families with appropriate information on their rights. With this considered, Children in Scotland believes that every effort should be taken to address issues with placing requests before reaching the point of tribunal and that fewer families should feel they have no other option but to take a placing request refusal to an ASN tribunal.

The issues raised in this briefing are complex and most require a range of concurrent actions to be addressed. We believe that several of these – provision of accessible information for professionals and families, communication between schools and families, knowledge of appeal rights and managing transitions – can be addressed through the upcoming review of the Supporting Our Learners Code of Practice. Other issues identified in our briefing, such as inequalities in redress and transport costs, will require action through longer term actions to the delivery of additional support for learning, related policies and procedures.



## Calls to action

1. **Deliver a renewed Additional Support for Learning Action Plan** which aims to realise the Inclusion Ambassadors Vision Statement. This plan should have an increased focus on access to specialist support, resolving issues around placement decisions, and greater connection to ongoing work around attendance, behaviour and relationships.
2. The Scottish Government should meaningfully engage with service providers and education professionals during the consultation phase of an updated **Additional Support for Learning Code of Practice** to provide much needed guidance on several key issues identified in this briefing including provision of accessible information for families on placement processes, rights and entitlements to appeals, and effectively managing transitions.
3. The Scottish Government should consider how it can **address longer term issues** identified in this briefing, including inequalities in redress and transport costs, in addition to other persistent inequalities in the access of additional support for learning through its upcoming review of additional support for learning and other key education policy areas.
4. The Scottish Government should work with Education Scotland to ensure the new school and local authority inspection frameworks is aligned with any new developments to address issues in school placement processes as outlined in this briefing.